

Job Class Profile: Nursing Education Coordinator II**Pay Level: NS-30 Point Band: 842-892**

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	6	6	3	5	5	5	5	2	3	
Points	280	100	19	24	150	108	103	43	32	859

JOB SUMMARY

The Nursing Education Coordinator II provides orientation and training opportunities to staff and physicians. The primary purpose is to design, coordinate and/or deliver and evaluate training programs and advanced continuing education for staff. Using the principles of adult learning, facilitates and/or coordinates ongoing and new learning opportunities which will maximize employee competencies, professional development and organizational outcomes. Works collaboratively with others to provide learning support services throughout a health care organization.

Key and Periodic Activities:

- Coordinates the development and delivery of education, training and professional development for employees throughout the organization. This includes partnering with the content expert to design learning programs, research best practice, utilize technology and design evaluation tools.
- Designs, develops, delivers and evaluates various courses such as Infection Control for Healthcare Support Workers, Advanced Cardiac Life Support (ACLS), Basic Cardiac Life Support (BCLS), Rhythm Interpretation (RI), Medical Administration, Health Assessment, Wound Care, etc.
- Acts as an educational resource/consultant in areas of clinical practice, education and research, policy and procedure development. This involves the identification of staff education needs and recommending measures to address those needs; participate in the development and implementation of best practices evidence based policies and procedures for clinical practice; provides reports on specialty training delivered and evaluates and improves education services based on best practices.
- Facilitates general and formal (i.e. program specific) orientations for new employees including choosing dates, booking equipment, preparing the agenda and orientation packages and advertises orientation. Delivers organizational educational sessions (i.e. patient safety) and facilitates enrolment of staff in nationally certified education courses.
- Consults with managers to complete needs assessment and prioritize needs accordingly. Develops education plans including preferred dates and staff relief availability, analyzes data to determine environmental readiness and performance gaps and maintains program attendance.
- Completes cost analysis for each program developed including registration, books and supplies, staff relief, travel and meals.
- Develops marketing strategies for education programs based on identified learning needs.

Key and Periodic Activities:

- Maintains a profile of formal learning needs attendance in order to provide information such as gap analysis, learning compliance, competency requirements and monitoring/tracking of education programs.
- Keeps abreast of best practices to ensure programs are current.
- Conducts annual needs assessment to identify priorities regarding core competencies, organizational goals and risk management.
- Participates in a variety of committees.
- Responds to requests for information.

SKILL**Knowledge****General and Specific Knowledge:**

- Adult learning principles.
- Program design and evaluation.
- Clinical practice.
- Multimedia and Learning Management systems.

Formal Education and/or Certification(s):

- Minimum: Undergraduate Degree in Nursing. Registered with the Association of Registered Nurses of Newfoundland and Labrador

Years of Experience:

- Minimum: 4 – 5 years of experience.

Competencies:

- Ability to apply nursing practices, procedures and techniques to educational activities.
- Ability to apply adult learning principles to delivery of educational programs.
- Ability to utilize research techniques to developing educational programs.
- Ability to utilize computer systems to administer and deliver educational programs.

Interpersonal Skills

- A range of interpersonal skills are utilized including listening to information from staff; asking questions to gather information; providing routine and complex information; instructing/teaching staff; coaching or mentoring staff in procedures and techniques; providing formal presentations and gaining the cooperation of others to complete work tasks. As educators and facilitators, would teach and facilitate teaching to adult healthcare providers (i.e. teach courses or obtain instructors for core courses); communicate new and complex information to staff who will then implement the skills and knowledge learned into specific work areas.
- Communications occur with employees within the immediate work area, department and throughout the organization; supervisors or managers and students or trainees (i.e. staff).
- The most significant contacts would be supervisors and managers to discuss learning needs; nurses, physicians and staff attending training courses/programs; and co-workers/peers

regarding courses/programs, needs assessments and evaluations.

EFFORT

Physical Effort

- Work demands occasionally result in fatigue, requiring periods of rest.
- Lifting and moving boxes of educational materials (books, handouts, supplies), computers, simulators and other training related equipment (i.e. mannequins, cardiac monitors, infusion pumps) typically weighing between 10 – 25 lbs occurs occasionally.
- Sitting, standing and walking are all required on a regular basis to perform work duties (i.e. sitting at a computer; standing and walking to teach courses). Driving is occasionally required to provide educational services throughout a region.
- Fine finger or precision work is required to operate a computer to conduct research or literature searches and gross motor skills are required to set up rooms for courses.

Concentration

- **Visual** concentration is required to perform computer work (preparing presentations, research, literature searches); to utilize a variety of equipment while teaching courses (i.e. cardiac monitor) and to monitor participants in educational sessions to assess skills and competencies.
- **Auditory** concentration is required to listen to participants in educational sessions to ensure the information being presented is understood and to listen to any equipment utilized in training.
- **Other sensory demands** such as touch and smell are utilized during health assessment labs and when demonstrating skills such as chest compressions.
- **Repetition** requiring alertness is evident when correcting exams, demonstrating standardized skills and performing skill assessments.
- **Time pressures and deadlines** exist to have all courses/programs ready for delivery and to coordinate the delivery of courses/programs (flyer development, room bookings, registration, catering).
- **Interruptions** are common as staff and management have questions regarding orientation and training opportunities and course requirements.
- **Lack of control over work pace** occurs when new initiatives require a program/course to be prepared and delivered.
- **A high level of attentiveness or alertness** for the health and safety of others is required when working with equipment such as defibrillators.
- **Eye hand coordination** is required to operate a computer and to demonstrate equipment, methods and techniques.
- **Exact results and precision** is required to follow and deliver best practice guidelines; when completing gap analysis reports on programs to indicate the need for further training sessions; performing skill assessments; to demonstrate equipment and instruments (hemodynamic and blood glucose monitoring) and to teach cardiac rhythm interpretation.

Complexity

- Typical challenges include coordinating training logistics such as identifying the most appropriate time to conduct educational sessions and clinical teaching which is conducive to staff and patient care area and locating appropriate space to offer courses/programs. Another

frequent challenge refers to the identification of a training need which involves discussions with managers and staff to identify what the issues actually are.

- Program planning would be a typical challenge as it involves developing and delivering a needs assessment to identify various learning needs; developing an education plan; determining how the program is to be delivered and evaluation of the program.
- References available to address typical issues or challenges include professional standards; local, provincial, national and international guidelines established by professional agencies (i.e. Professional Regulatory bodies, Heart and Stroke Foundation, American and Canadian Critical Care Associations); textbooks; medical journals; co-workers, peers and management personnel.

RESPONSIBILITY

Accountability and Decision-Making

- Independent decisions can be made regarding securing instructors for advanced courses and facilitating the courses taught. Decisions on how programs/courses are developed, delivered and evaluated are made independently or with input from content experts. No financial decisions are made without management approval. Books orientation/education/in-service sessions and plans for educational needs within a region.
- Program costs are subject to management approval however, upon approval, program related work tasks and duties are performed independently. Supervisory approval is also required for any equipment purchases, travel and for all policy and process changes. Provides input into policy and process change.
- Discretion is exercised regarding cancelling an educational session; to allow an employee to take a “renewal” or “refresher” course; to determine who will be accepted into a course.
- A high degree of independent discretion and judgment is utilized to organize the scheduling and delivery of education programs/in-services/orientations (including content) every month. In clinical labs for staff upgrading their skills, this class determines a pass or fail based on skill performance.

Impact

- Work tasks and activities are moderately prescribed or controlled as guidelines are followed when teaching courses (i.e. Heart and Stroke Foundation guidelines for CPR) and best practice as deemed by research. Materials presented in courses are all referenced – websites, guidelines and text, journal articles and are reviewed by an expert resource. However, some education sessions such as nursing orientations are not as structured.
- Results of work tasks and activities are directly felt within the immediate work area, department and throughout the organization and on the staff who attend the orientations/courses/programs and in-services. Staff are better educated and have current competencies to complete work tasks which impacts the areas/programs where the staff work.
- Results of work tasks and activities impact information (content of orientations and training sessions); facilities, human resources, health and safety (regarding new practices and procedures to be used in patient care) and corporate image.
- Consequences of mistakes or errors are typically felt within the immediate work area, department and throughout the organization and on the staff who attend the orientations/courses/programs and in-services offered. Cancelling courses impacts staff

scheduled to attend and staffing in general as relief staff would have been scheduled to cover off for those attending. Inaccurate information provided in training sessions has a negative impact on staff, employer and patients. Mistakes or errors in nursing education could lead to detrimental effects on patient care.

- Consequences of mistakes or errors are typically identified and resolved within a 24 hour time period. For example, if it was determined that inaccurate information was provided during a training session, then participants would be notified, the inaccurate information corrected and supplied to the participants as well as supporting references. Errors tend to be infrequent as the process of information sharing involves discussion, researching guidelines and relevant policies.

Development and Leadership of Others

- There is no supervision of staff.
- Provides orientation and training to staff members and therefore contributes to the development of skills and competencies of staff by providing advice, guidance and feedback; provides formal classroom and on-the-job training to staff.
- May act as team leads in assigned portfolios (i.e. lead in critical care, long term care or Basic Cardiac Life Support). May also take the lead role in research projects or provincial committees.

WORKING CONDITIONS

Environmental Working Conditions

- There is no special precautions or safety equipment required.
- Limited likelihood of minor cuts, bruises, abrasions, minor illnesses, fractures, injury or occupational illness resulting in partial or total disability.
- Exposed to unusual or distracting noise, computer glare, bodily fluids, disease, wet or slippery surfaces, sharp objects and adverse weather conditions when travelling.