

Job Class Profile: Nursing Instructor I**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	4	5	5	5	5	2	4	
Points	280	100	25	24	150	108	103	43	43	876

JOB SUMMARY

The Nursing Instructor I performs professional nursing work in preparing nursing students with the knowledge, values, attitudes and skills necessary for professional practice. The key objective is to prepare students with the competencies for entry level practice within the nursing profession. The role includes teaching the skills, techniques and methods of modern nursing practice in classroom and clinical environments.

Key and Periodic Activities:

- Provides clinical instruction including clinical education on nursing units which involves thorough knowledge of each patient's plan of care. Provides direct teaching, supervision and guidance for students in the care of hospitalized or community patients, performing nursing procedural skills or communication and documentation skills. Fosters student independence, critical thinking and reflection; implements innovative teaching methods; collaborates with course leaders regarding schedules, placements and student learning needs; prepares clinical outlines, exams and schedules; assesses and evaluates student performance in meeting course objectives including written assignments; coordinates pre and post clinical conferences/seminars.
- Provides clinical lab instruction which involves researching relevant literature to prepare for lab sessions; creating educational sessions on nursing skills and learning needs; lectures regarding current theory and policies and procedures; develops testing material for student performance and tests students.
- Grades and evaluates student assignments and performance.
- Meets with students to discuss progress and learning plans; provide guidance and support and extra assistance (one-on-one instruction, tutorials) as needed.
- Participates in committees, policy development and research activities.

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

Clinical and Laboratory education techniques, procedures and methods.

- Nursing and related organizational and professional policies and procedures.
- Nursing related equipment and technology.

- Patient diagnosis, treatment and therapies.
- First Aid, CPR.
- Adult learning principles.

Formal Education and/or Certification(s):

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

Years of Experience:

- Minimum: 3 – 4 years of experience.

Competencies:

- Ability to apply clinical nursing skills to instruction.
- Ability to utilize computer for work activities.
- Ability to utilize research techniques to prepare for laboratory instruction.
- Ability to analyze and use critical thinking regarding the skills, techniques and methods of modern nursing practice.

Interpersonal Skills

- A range of interpersonal skills are utilized when teaching/instructing students in nursing skills, techniques and methods and include listening to and asking questions to students while teaching; providing routine and complex information and direction to students and advocating on behalf of students.
- Communications occur with students, co-workers and supervisors and managers in the immediate work area as well as nursing staff and patients while in the clinical setting and faculty members.

EFFORT

Physical Effort

- Work demands occasionally result in fatigue, requiring periods of rest.
- Lifting and moving patients occurs occasionally in the clinical setting while preparing for lab sessions involves moving equipment such as IV pumps and demonstration mannequins.
- Sitting is required to complete computer work including correcting exams; standing is required to lecture for approximately 2-3 hours per day; walking is required to supervise students working in different areas of the hospital. Awkward positions are required when providing direct patient care.
- Fine finger/precision work and tools are needed to complete nursing skills (i.e. IV insertion, chest tubes) and gross motor skills are required to assist patients with mobilization.

Concentration

- **Visual** concentration is utilized in both the lab and clinical settings when instructing, observing and evaluating students; to perform computer work (i.e. grading assignments) and physical assessments; administering medications and all other aspects of direct patient care.
- **Auditory** concentration is required when communicating with students and patients and when conducting physical assessments of patients (i.e. heart sounds). Hearing and listening is essential in student instruction and patient care.

- **Other sensory demands** such as touch and smell are used in the provision of patient care (i.e. therapeutic touch, direct contact during physical assessments) and during student instruction in nursing methods and procedures.
- **Repetition** requiring alertness is evident when correcting student exams, papers and assignments; teaching the same education sessions and while supervising the administration of medications.
- **Time pressures and deadlines** exist to correct exams, papers and assignments in a timely manner; to prepare for lab educational sessions and in performing clinical work.
- **Interruptions** are common when working in the clinical environment. Students interrupt to ask questions.
- **Control of work pace** varies within the clinical environment when unexpected events occur with patients.
- **Higher than normal levels of attentiveness and alertness** for the health and safety of others is required in the clinical environment to supervise the care being provided to patients by students since mistakes by a student could have serious negative consequences.
- **Eye hand coordination** is required to demonstrate nursing skills and procedures and to carry out specific nursing tasks.
- **Exact results and precision** are required to ensure students receive the proper instruction to provide quality and safe patient care (i.e. administering medications by injection); to complete accurate patient assessments, procedures and care; to complete accurate student evaluations to determine if students pass or fail.

Complexity

- Work tasks/activities are different/unrelated but allow for use of similar skills and knowledge.
- Challenges/problems are range from those that are well-defined and with obvious solutions to those that require practical solutions to be found.
- The most typical problem or challenge relates to evaluating student performance in the lab and clinical settings. When students have difficulty achieving course objectives, would provide additional assistance by creating individual learning plans. In the clinical setting, solving issues with student assignments involves re-assigning patients to students when original assignments were no longer available due to unexpected transfer of patient. Scheduling courses can be difficult pending the availability of labs and equipment.
- References available to assist include manuals, guidelines, policies and procedures as well as co-workers. When solving issues in the clinical setting, utilizes knowledge and experience to re-assign student learning assignments.

RESPONSIBILITY

Accountability and Decision-Making

- Work tasks and activities are somewhat prescribed as teaching objectives must be met and policies followed, however work is self directed in terms of the teaching methods used in the lab and clinical settings. High degree of autonomy is exercised in performing daily tasks with no direct supervision.
- Independent decisions are made regarding lab and clinical student evaluations; the development and revision of lab manuals and scheduling/delivering courses and purchasing lab supplies as

<p>needed.</p> <ul style="list-style-type: none"> — Decisions requiring supervisory approval include purchasing large equipment such as lab mannequins and simulators as well as travel and conference attendance. — Discretion and judgment are exercised when evaluating students in lab and clinical settings. While there are policies to follow, determines if students have demonstrated competency in clinical courses. Determines how shifts are scheduled in a clinical course to meet clinical hours required. Discretion exercised in developing student learning plans. — Discretion is also exercised when planning teaching methodology to deliver lab, seminar and clinical course content. Has academic freedom to create course materials however certain content must be covered. Determines the complexity of patient assignments for each student.
<p>Impact</p> <ul style="list-style-type: none"> — Results of work tasks and activities are directly felt within the immediate work area (i.e. students) and throughout the organization. Students are taught current nursing skills, practices and procedures in order to provide safe and competent patient care. — Results of work tasks and activities directly impact on the ability of students to provide safe and competent patient care (impacts health and safety); material resources in terms of lab and clinical equipment maintenance, repair and replacement if broken (impacts finances); information in terms of instructing students in the proper nursing techniques and procedures and corporate image if students are not properly trained to provide nursing care. — Consequences of mistakes or errors vary depending upon the nature of the error. An error in nursing practice can potentially have serious impacts on patients and possible legal repercussions. Providing inaccurate information to students could lead to students practising inaccurate skills. — Mistakes are typically identified and resolved quickly as mistakes in the clinical setting could have significant impacts. Accountable for the students they teach and are therefore constantly checking the work of students.
<p>Development and Leadership of Others</p> <ul style="list-style-type: none"> — There is no supervision of staff. — Provides guidance and feedback to students as well as ongoing support, instruction and guidance to co-workers.

WORKING CONDITIONS

<p>Environmental Working Conditions</p> <ul style="list-style-type: none"> — Special precautions and safety equipment are required. Appropriate use of body mechanics and safe transfer of patients. Requires the use of gloves, gowns, masks and goggles as necessary for patient care. Work is performed in compliance with policies and procedures designed to decrease risk (i.e. prevention of needle stick injuries, hand washing). — Limited likelihood of minor cuts, bruises, abrasions, minor illnesses, fractures or injury resulting in partial or total disability. — Exposure to infectious diseases, sharp objects, bodily fluids and waste, odours and toxic chemicals while working with students in the hospital setting. Occasional exposure to glare from computer screens and working in awkward positions to perform patient care.
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