

Job Class Profile: Nursing Instructor II**Pay Level: NS-32 Point Band: 944-994**

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	6	6	6	2	4	
Points	280	100	25	24	180	130	124	43	43	949

JOB SUMMARY

The Nursing Instructor II performs specialized professional nursing instructional work by designing, delivering and evaluating a wide range of learning initiatives for staff or to provide for the ongoing specialized clinical learning needs of specific program areas (i.e. Perioperative, Children and Women's Health) by developing, coordinating, delivering and evaluating clinical orientations and advanced continuing education.

Key and Periodic Activities:

- Develops, designs, coordinates, supports and delivers/evaluates various corporate, program, departmental, professional and/or student orientation programs (Emergency Preparedness, Workplace Hazardous Materials Information System, Meditech)
- Supports and delivers CPR programs in accordance with the guidelines laid out by the Canadian Heart and Stroke Foundation.
- Enters data into Human Resources Information System (HRIS) to track employee attendance at training and education sessions.
- Identifies learning needs of various departments or programs and provide learning support services.
- Responds to identified learning needs through research, design and delivery of learning and development activities.
- Supports, delivers and evaluates simulation programs to clinicians.
- Visits nursing units to interact with staff about concerns or questions on patient care.
- Orientation – Coordinates and delivers program specific nursing education for newly hired nurses and nurses transferring into specific programs. Presents formal, classroom lectures on all aspects of the specific program area including nursing assessment, critical thinking/judgment to provide patient care, procedures and techniques. Develops and delivers an in-depth review of clinical equipment used including technical instruction. Provides structured evaluation, both formative and summative for each orientation.
- Continuing Education – Identifies and prioritizes clinical learning needs in collaboration with clinical staff, Division Managers and Program Directors. Responds to identified learning needs by developing and coordinating educational sessions on clinical products, policies and practices. Responds to requests for information related to patient care. Acts as a liaison with Professional Practice Coordinators, Program Directors and Division Managers regarding scope of practice issues and policies. Monitors compliance with policies and procedures and promotes

Key and Periodic Activities:

- nursing standards and remains abreast of new developments and directives in program areas.
- Consultation – Acts as a consultant on issues of specialty clinical practice, education and research. Identifies current clinical practice issues and incorporates research into clinical practice. Maintains a source of reference materials related to program area and develops patient education materials.
- Continuous Quality Improvement – Identifies risk management issues; recommends/implements appropriate measures and leads/participates in the development and implementation of policies and procedures. Develops quality improvement audits and provides reports documenting orientations and learning opportunities provided and issues identified.
- Program Development and Evaluation/Special projects – Collaborates with Program Leadership Team to identify program learning needs. Develops and evaluates programs and special projects.
- Attends staff meetings to plan and evaluate the delivery of various educational programs.
- Participates in a variety of committees.

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

- Adult or Vocational Education.
- Nursing related equipment and technology.
- Workplace Hazardous Materials Information System (WHMIS).
- Meditech.
- Nursing and related organizational and professional policies and procedures.

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 to 5 years of experience.

Competencies:

- Ability to apply clinical nursing skills to instruction of others.
- Ability to teach/present nursing education to others.
- Ability to utilize computer to work tasks/activities.
- Ability to utilize research, analytical and critical thinking to develop a wide range of learning initiatives.
- Ability to design, develop and evaluate programs.

Interpersonal Skills

- A range of interpersonal skills are utilized including listening to information from others regarding staff learning needs; asking questions to gather additional information/clarification and to determine participant level of understanding during training sessions; providing routine

nursing related information; instructing and training nursing staff and conducting orientations/presentations and gaining the cooperation of others to complete work. Instruction may be formalized classroom training involving demonstrations of equipment or informal sharing of information on a nursing unit.

- Communications occur with nursing staff involved in education sessions; co-workers/peers regarding daily tasks and supervisors/managers regarding program specific, departmental and organizational training needs and staff education.

EFFORT

Physical Effort

- Work demands occasionally produce fatigue, requiring periods of rest.
- Lifting and moving of training related equipment (laptop computer, projectors, CPR mannequins, etc) occurs regularly.
- Sitting is required regularly to operate a computer to develop PowerPoint presentations or enter data; standing and walking are regularly required to conduct educational sessions/presentations.
- Fine finger or precision work is required to operate a computer while gross motor skills are utilized to set up training rooms.

Concentration

- **Visual** concentration is required to conduct research, enter and retrieve information from a variety of databases, to demonstrate technical clinical equipment, to type policies/procedures/protocols, to observe nurses to evaluate effectiveness of learning or to evaluate correct performance of a task and to develop PowerPoint presentations.
- **Auditory** concentration is required to listen to participants in education/training sessions to ensure the information presented is understood and to listen to any medical equipment used during training to determine any abnormalities (i.e. heart rate monitors).
- Depending on the nature of the training provided, **other sensory demands** such as touch may be utilized to perform palpations and smell may be utilized to identify certain odours (i.e. odours related to infection).
- **Repetition** requiring alertness is evident when repeating the same presentation (sometimes on the same day); when performing data entry to ensure accurate information for reporting purposes; nursing instruction within the clinical setting can be repetitious since nurses still have to provide patient care so the information to be instructed has to be repeated to reach the majority of nurses.
- **Time pressures and deadlines** exist to revise presentations to meet the needs of specific groups; training sessions must be completed on time to enable staff to return to regular work duties and when providing training in a clinical setting as nurses have regular duties to attend to. Providing training related to technical equipment can often be time sensitive as staff are required to be trained in how to use the equipment before it is implemented. Policy deadlines also exist.
- **Control over work pace** depends on the staffing needs of the organization which dictate when and how many orientations are required and conducted. Specific training related to safety, Emergency Preparedness and Workplace Hazardous Materials Information System (WHMIS) are required to be delivered.

- **A high level of attentiveness** is required when conducting education/training sessions to observe body language of participants and to ensure knowledge transfer. In the clinical environment, alertness for the health and safety of others is paramount.
- **Eye hand coordination** is required to complete computer work (i.e. developing presentations, data entry, replying to emails, etc) and to demonstrate proper nursing procedures and techniques.
- **Exact results and precision** work is required to enter data accurately into the Human Resource Information System (HRIS) to track education attendance for employees; to accurately demonstrate technical equipment used in various program areas and nursing skills to enable employee certification (i.e. CPR); when providing orientation and teaching in specific program areas, precise information must be provided in terms of proper procedures and protocols.

Complexity

- Work tasks/activities are different/unrelated and require a broad range of skills and a diversity of knowledge.
- Challenges/problems range from those that are well-defined and have obvious solutions to those that require problem definition and analysis and the development of complex solutions. Can also have some strategic or policy significance.
- Typical challenge would be coordinating the orientation of new staff and/or finding appropriate times to conduct short, clinical program specific training sessions or education days. Responsible for delivering most of the presentations and coordinating logistics.
- When addressing typical challenges or issues, the following references are available: Professional standards (Canadian Nursing Association, ARNNL), CPR guidelines, Accreditation Canada standards, federal legislation (WHMIS), training specific manuals (i.e. Emergency Preparedness), Occupational Health and Safety regulations, Program specific and organizational policies and procedures and co-workers, other health professionals, supervisors and managers.

RESPONSIBILITY

Accountability and Decision-Making

- Work tasks and activities are somewhat prescribed or controlled as the organization may require education to be delivered on specific topics as well as various provincial and federal legislation may require specific training to be provided. In specific program areas, topics related to the program area must be covered during orientation sessions.
- Independent decisions are made regarding scheduling and delivering education sessions; presentation and orientation content and materials are tailored to meet participant and organizational needs and evaluating projects to ensure we meet the business needs of the organization.
- Decisions requiring supervisory approval include purchasing any equipment needed for training; travel to attend conferences; policy development/revisions and process/procedural changes.
- Discretion is exercised regarding the scheduling, delivering and length of education/training sessions and how the training material is presented. Orientations may be tailored based on previous experience of staff and to determine if nurses have met the competency list. Discretion

<p>is also exercised when researching specific policies, procedures or guidelines.</p> <ul style="list-style-type: none"> — High degree of independent discretion and judgment is utilized to perform clinical evaluations and to revise presentations to ensure the information being presented is relevant to the participants who may have varying levels of experience and ability.
<p>Impact</p> <ul style="list-style-type: none"> — Results of work tasks and activities are directly felt within the immediate work area and throughout the organization as information provided to staff through training/education sessions enable staff to perform their jobs effectively and safely. Staff are also advised of new or revised policies or procedures. — Results of work tasks and activities directly impact new and existing staff and the organization in terms of having competent staff; information in terms of policies and procedures; equipment used in specific program areas and the health and safety of staff and patients. — Consequences of mistakes or errors may be significant depending on the nature of the mistake. If mistakes are made in communicating/teaching new policies, procedures or technical equipment then patients may be subject to unnecessary nursing or medical interventions. If mistakes lead to patient harm, then legal action may result, which could potentially impact finances and corporate image. If inaccurate information is provided to staff during orientations, they may not know proper procedures to follow in specific situations or emergencies. — Consequences of mistakes or errors are typically identified and resolved within 24 hours but may vary depending on the nature of the mistake or error.
<p>Development and Leadership of Others</p> <ul style="list-style-type: none"> — There is no supervision of staff. — Provides on-the-job advice, guidance, direction, feedback, training and orientation to new and existing staff. — May lead specific projects (i.e. Patient Safety sessions) for the organization. — Program specific positions provide orientation and on-the-job advice and guidance related to policies, procedures specific to the program area and provides feedback to participants regarding skills learned. As part of the orientation, staff members complete a competency assessment. Program specific positions review and evaluate the competency and work of nursing staff and re-educates staff on tasks where competency was not demonstrated.

WORKING CONDITIONS

<p>Environmental Working Conditions</p> <ul style="list-style-type: none"> — There is a requirement to follow special precautions and utilize safety equipment when working in specific program areas. — Limited likelihood of minor cuts, bruises, abrasions, minor illnesses, fractures or injuries resulting in partial or total disability. — Exposure to distracting noise during training/education sessions; glare from computer screens; infectious diseases, sharp objects and bodily fluids from working in nursing units.
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