

1. IDENTIFICATION

Position No. See Appendix	Job Title Clinical Nurse Educator	Supervisor's Position See Appendix	
Department Health	Division/Region See Appendix	Community See Appendix	Location See Appendix
Freebalance Coding: See Appendix			

2. PURPOSE

<p>Main reason why the position exists, within what context and what the overall end result is.</p> <p>The Clinical Nurse Educator is a senior nursing leadership role with clinical expertise that promotes quality, culturally safe nursing practice, continuous quality improvement initiatives, optimal health outcomes and positive patient health care experiences. The incumbent plays a critical role in promoting quality nursing services by assisting nurses acquire the professional competencies required to succeed in their nursing role. The clinical nurse educator is responsible for assessing competencies, designing learning plans, supporting professional development activities, coordinating and delivering orientation, education, and training sessions for Nurses working in a variety of roles throughout Nunavut. The educator is also responsible for fulfilling the roles and responsibilities of the Community Health Nurse when providing training to individual or groups of nurses in the community health centre setting. This clinical function also includes participating in the after hours on-call schedule when mentoring and training new nursing staff.</p> <p>The Clinical Nurse Educator develops and retains the Government of Nunavut's nursing work force by designing and conducting on-the-job preparation, education, training and orientation for nurses working in Nunavut. Whether a new graduate or experienced nurse who is new to the North, the clinical nurse educator ensures that the nurse makes an effective transition into the workforce and is retained by the Department of Health (DH).</p>

3. SCOPE

<p>Describe the impact the position has on the area in which it works, or if it impacts other departments, the government as a whole, or the public directly or indirectly. How does the position impact those groups/individuals, the organization and/or budgets? What is the magnitude of that impact?</p> <p>Working under the supervision of the Chief Nursing Officer and functional leadership of the Director of Health Programs, the Clinical Nurse Educator promotes equitable health care services throughout the territory by ensuring high clinical standards are met by the nurses delivering those services. The clinical nurse educator, in collaboration with the nursing education team, has the ability to increase patient satisfaction, increase public confidence in the health care system, and impact the health and well-being of Nunavummiut through the development and maintenance of a competent nursing workforce.</p>

The clinical nurse educator relies upon outstanding advanced clinical skills, knowledge and experience to provide the essential education and clinical supervision to the nursing staff with an emphasis on standards, quality assurance, best practice and policy making. The incumbent is expected to work with key stakeholders (e.g. regional directors, human resources, Nunavut Arctic College, Continuous Quality Improvement division, territorial program coordinators, etc.) to fulfill the roles and responsibilities of the position.

The clinical nurse educator contributes to the overall efficient, cost effective operation of the health care system in Nunavut through the development of a competent, skilled and sustain) able workforce. The incumbent works with Nunavut Arctic College, Chief Nursing Officer, human resources and nursing education team to recruit, train and build a strong Inuit health workforce. Effective training and orientation is a major, significant variable in attracting new nurses from a limited pool of new nursing graduates in Canada. And therefore, the Clinical Nurse Educator plays a pivotal role in the recruitment and retention of nurses.

4. RESPONSIBILITIES

Describe major responsibilities and target accomplishments expected of the position. List the responsibilities that have the greatest impact on the organization first and describe them in a way that answers *why* the duties of the position are being performed. For a supervisory or management position, indicate the subordinate position(s) through which objectives are accomplished.

The Clinical Nurse Educator is accountable for senior clinical nursing leadership by promoting high standards of clinical care and optimal patient outcomes. The key responsibilities of the incumbent are to develop and maintain a stable competent workforce which is responsive to emerging health trends and best practices.

1. Clinical and Educational Leadership

In collaboration with the nursing education team and CNO, the incumbent:

- Promotes and maintains effective and trusting relationship with internal and external stakeholders Utilizes open and consultative change management processes and supports staff through implementation of changed processes;
- Motivates, encourages and supports nursing staff to embrace a learning culture, to achieve identified learning outcomes, and promote professional growth;
- Performs clinical assessments of nurses and provides certification of competency where required;
- Fosters an environment that supports the utilization of nursing research;
- Participates in the review of policies, procedures, best practices to guide nurses in meeting clinical standards of practice and making recommendations for improvement;
- Maintains current knowledge of care-related practice, issues and activities in the community- based nursing programs;
- Works with leadership team to discuss current initiatives and resolve issues, as necessary;
- Assists nursing staff achieve and maintain competencies by promoting clinical practice that meets CANN and Departmental standards, practice guidelines, and policies;
- Role-models best practices and collaborates within the nursing profession to enhance nursing care;
- Administers the budget for nursing education, training and orientation program in the region;
- Prepares business cases and briefing notes relating to the nursing workforce and nursing education as required;
- Participates in the interview process for casual and indeterminate nurses.

2. Orientation

In collaboration with the nursing education team, directors and CNO, the incumbent:

- Develops, implements and evaluates an orientation program in collaboration with the nursing education team, director, and chief nursing officer;
- Develops a schedule for intake and integration of new hires so that the capacity for orientation, on the job clinical supervision and adequate training is in place;
- Works with human resources team to establish and administer mentorship programs for new nursing staff;
- Participates in after hours on-call rotation and performs CHN clinical duties while providing 1:1 mentorship or clinical supervision to community health nurses;
- Provides on-site coaching, hands-on learning and structured learning (e.g. classroom, DVD, distance) in diagnostic and patient care;
- Identifies competency-based learning needs assessments of nurses in consultation with the nurse, nurse manager / supervisor, or director in order to support the development of individual learning plans and professional development plans;
- Encourages and supports experienced nurses to become effective trainer and teachers.

3. Ongoing Education, Training and Professional Development

In collaboration with the nursing education team and CNO, the incumbent:

- Prepares, delivers and evaluates formal and informal clinical education programs and in-services for nurses throughout the territory. Prepares annual educational plan and ensures adequate funding and resources are available;
- Develops, implements and evaluates plan for advanced skills programs for nurses;
- Provides clinical education that reflects cultural safety principles and is responsive to the needs of the patients;
- Initiates, participates and contributes to the development of clinical knowledge and skills of new and existing nurses through monitoring ongoing staff development needs and accessing internal/ external resources, programs and workshops;
- Provides clinical support to nursing staff in a variety of roles;
- Develops and maintains clinical educational resources;
- Works with employee relations team to support the return to work plan for nurses on extended leave or entering a remedial program.

4. Nursing Students

- Develops strong working relationship with the Nunavut Arctic College nursing program staff;
- Assists the college in securing clinical placements and preceptors for nursing students;
- Engages in ongoing meetings with arctic college nursing staff.

5. Quality improvement and management

- Participates in the performance review process in collaboration with nursing supervisors and managers, as appropriate;
- Promotes and participates in quality improvement activities and organizational accreditation processes in collaboration with the Continuous Quality Improvement staff;
- Participates in relevant committees, meetings, and service activities as assigned and provide dissemination of appropriate information to the nursing workforce;
- Assesses and evaluates the quality of education resources and equipment required to meet the learning needs of nurses in the communities;
- Contributes to the nursing education component of the Department of Health strategic plan;
- Participates in critical incident debriefings as required;
- Participates in internal and external Quality Improvement reviews and audits to ensure care

standards are met;

- Participates in annual health centre audits.

6. Professional practice and development

- Actively pursues opportunities to advance own professional knowledge and skill development;
- Participates in ongoing professional development programs;
- Demonstrates a commitment to professional development through membership of professional organizations/associations, including participation in special interest groups;
- Demonstrates awareness of current nursing trends, initiatives and related health issues and applies that knowledge into northern nursing practice;
- Communicates and disseminates literature to employees and promotes an evidence-based culture of practice;
- Acts as an effective role model for staff, through mentoring, and teaching in an endeavour to achieve optimal staff development and service outcomes.

Rapid Deployment Team

The Clinical Nurse Educator is a member of, the Nursing Locum Program's territorial rapid deployment team, under the direction of the CNO. The rapid deployment team is deployed to communities throughout the territory which require urgent clinical assistance to manage unexpected surges in workload and maintain safe health centre operations.

When deployed, the position will provide front line nursing care to clients of all ages, as directed by the CNO for that community. The incumbent shall provide professional nursing care by:

- Practicing in accordance with CANNN scope of practice for RNs, standards of practice, GN policies and procedures;
- Performing nursing, transferred medical functions according to policies and procedures established by the Department;
- Performing clinical duties related to the treatment and suppression of communicable disease outbreaks;
- Providing culturally safe nursing services;
- Maintaining nursing clinical competencies and readiness for rapid deployment. The incumbent is required to work in a clinical nursing role at minimum 4 weeks each fiscal year in order to maintain a practicing nursing licence;
- Attending in-services, developing an annual self-directed professional learning plan based on annual needs of self-assessment; pursuing professional development activities.

5. KNOWLEDGE, SKILLS AND ABILITIES

Describe the level of knowledge, experience and abilities that are required for satisfactory job performance. *Knowledge* identifies the acquired information or concepts that relate to a specific discipline. *Skills* describe acquired measurable behaviours and may cover manual aspects required to do a job. *Abilities* describe natural talents or developed proficiencies required to do the job.

These requirements are in reference to the *job*, not the incumbent performing the job.

Contextual Knowledge

- Theories, principles and practices of assessment, pharmacology and pathophysiology;
- Knowledge of community nursing program standards;
- Protocols and Clinical Practice Guidelines;
- Theories, principles and practices of adult learning;
- Theories, principles and practices of continuous quality improvement;
- Theories, principles and practices of policy and procedure development and evaluation;
- Knowledge of broad determinants of health for specific patient populations;
- Theories, principles and practice of project administration;
- Applicable legislation, policies and procedures including knowledge of ATIPP and privacy best practices;
- Theories, principles and practices of primary health care;
- Theories, principles and practices of culturally safe health care;
- Knowledge of Inuit Qaujimagatuqangit.

Skills and Abilities

- Ability to perform delegated medical functions such as; suturing, venipuncture and immunization techniques;
- Ability to develop and deliver Nurse education training;
- Strong leadership skills;
- Ability to operate and demonstrate basic and advanced medical equipment including but not limited to ECG, cardiac monitors, peripheral IV pumps, fetal dopplers;
- Critical thinking skills;
- Conflict resolution skills;
- Ability to effectively facilitate; meetings, working groups and group education;
- Effective written, oral and presentation communications skills;
- Experience with computer software; email, graphic presentation, spreadsheets and word processing;
- Effective in working independently and as part of a team;
- Time management;
- Networking and relationship building skills with internal and external stakeholders;
- Ability to provide training in emergency care and treatment to Community Health Nurses;
- Ability to train new nurses in a variety of nursing roles;
- Ability to complete Community visits.

The above knowledge, skills and abilities are typically acquired through;

- Bachelor of Science in Nursing or a Bachelor of Nursing or equivalent;
- Three years' experience in the role of nurse practitioner, community health nurse, nurse in charge, emergency room nurse or critical care nurse including at least one year of experience

in training in an adult learning setting, new nurse orientation program, internship or mentoring programs;

- Candidates must be eligible for, or currently registered with CANN as a Registered Nurse or Nurse Practitioner;
- Updated and annual CPR- Health Care Provider certification;
- The ability to communicate in more than one of Nunavut's official languages is an asset.

This is a Highly Sensitive Position. Vulnerable Sector and Criminal Record Checks are required

6. WORKING CONDITIONS

Mental Demands

List the unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent. Express frequency, duration and intensity of each occurrence in measurable time (e.g. every day, two or three times a week, 5 hours a day).

Position will operate in a stress-filled environment both in providing front line care and in providing advice to nurse interns. Health care emergencies are frequent and cases requiring consultation with nurse interns will be the most challenging ones.

Judgment involving life and death issues will be a regular concern when doing hands-on training and when providing front line care. Judgment regarding ongoing health status of hundreds of patients is part of the annual scope for the position.

Judgment regarding suitability of an individual for practice will involve potential conflicts between employees and the employer and between the trainer and the nursing professional association- this could occur several times a year, particularly if the trainer is not sufficiently knowledgeable and seasoned as a nursing professional.

Expectations and resource commitments are high within the department, senior management as well as Nurse Managers and colleagues will be expecting visible results from this position.

Once decisions are made based upon information at hand, additional information may come to light that may appear to make the decision appear faulty, opening the nurse and the intern to criticism. Confidentiality of the work means that the supervisor can not explain publically why decisions were made or upon what they were based. Living and/ or visiting in the community where these situations arise may add to the stress, given the high visibility of nurses in small communities.

Physical Demands

Indicate the nature of physical demands and the frequency and duration of occurrences leading to physical fatigue or physical stress.

Fatigue in situations where there is no relief or other professionals to cover off and ongoing patient care may be required. The nurse may be required to provide emergency on call services in a variety of communities.

The nurse is exposed to hazardous wastes, bodily fluids, blood and other aversive chemicals, even more dangerous than regular nursing positions because this nurse must demonstrate and supervise these processes with patients and a new nurse.

Exposure to clients with contagious conditions will be a regular occurrence which can be minimized to some extent through immunization and using infection control measures,

Environmental Conditions

Indicate the nature of adverse environmental conditions to which the jobholder is exposed, and the frequency and duration of exposures. Include conditions that increase the risk of accident, ill health, or physical discomfort.

Exposure to all the risks of providing front line nursing care, including shift work or after hours call- in to assist trainees and/ or to cover in small communities may be required.

Exposure to difficult abusive or violent clients may occur periodically.

Exposure to emotionally stressful or potentially violent situations may occur at the clinic.

Sensory Demands

Indicate the nature of demands on the jobholder's senses. These demands can be in the form of making judgements to discern something through touch, smell, sight, and/or hearing. It may include concentrated levels of attention to details though one or more of the incumbents' senses.

The technical nature of the testing processes requires fine and careful attention to detail. The practice of nursing procedures is required of this role and ability to train someone else in these with clients is sensitive and requires high degree of accuracy.

Prolonged attention to deal is required for computer writing and reviewing materials, conducting research and communicating with nurses and other professionals- nurses, doctors, pharmacists, technicians.

Mental Demands

Indicate conditions within the job that may lead to mental or emotional fatigue that would increase the risk of such things as tension or anxiety.

Pressure to produce fully qualified nurses in a time of critical and growing shortages of health professionals.

Potential conflicts between management budget and service delivery pressures and the clinical education process.

Highly intensive process for development of new nurses requires consistent vigilance. Providing feedback that is constructive, accurate and motivating provides stress and continuous professional presence.

Responsibility of the position impacts on citizens of all ages and backgrounds and the service quality not only provided by self but also taking responsibility for other nurses who are not yet sufficiently professionally competent.

Frequent travel to communities is required.

7. CERTIFICATION

Employee Signature	Supervisor Title
Printed Name	Supervisor Signature
Date:	Date
I certify that I have read and understand the responsibilities assigned to this position.	I certify that this job description is an accurate description of the responsibilities assigned to the position.
Deputy Head Signature	
Date	
I approve the delegation of the responsibilities outlined herein within the context of the attached organizational structure.	

8. ORGANIZATION CHART

Please attach Organizational Chart indicating incumbent’s position, peer positions, subordinate positions (if any) and supervisor position.

“The above statements are intended to describe the general nature and level of work being performed by the incumbent of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of this position”.

9. Appendix A – List of Positions and Corresponding Information

Community	Position	Supervisor	Freebalance Code
Cambridge Bay	10-14010	10-15215	10060-01-1-410-1000000-01
Rankin Inlet	10-11846	10-15215	10060-01-1-320-1000000-01
Pangnirtung	10-05147	10-15215	10060-01-1-250-1000000-01