**Department of Human Resources**

**OPSEU Job Description**

**Job Title:** Clinical Learning Centre Senior Demonstrator

**Job Number:** SS-071

**NOC:** 4012

**Band:** 10

**Department:** Trent/Fleming School of Nursing

**Supervisor Title:** Dean, Trent/Fleming School of Nursing

**Last Reviewed:** March 25, 2014

**Job Purpose**

The Clinical Learning Centre Senior Demonstrator develops and oversees learning experiences in the TFSON Clinical Learning Centre. The facilitator collaborates with the Clinical Learning Centre Coordinator and the faculty teaching theory and clinical courses to develop and modify simulation scenarios to meet the curricular requirements of novice to advanced students in nursing and in inter-professional learning. To achieve a pedagogically sound environment for complex learning to occur, this Registered Nurse, who is an expert in both nursing practice and education, participates as a team member with other learning centre support staff in providing an effective learning environment.

**Key Activities**

*Instructional Activities*

Direct instruction:

1. Teaches course content in the clinical learning centre
2. Supervises, supports and evaluates students during practice and debriefing of specific learning experiences
3. Liaises with Clinical Learning Centre Demonstrators in the evaluation of individual students
4. Develops and supervises simulation based remediation for students who may be at risk of clinical failure
5. Teaches groups of students in the clinical learning centre to maintain and improve own skills and to role model best practices
6. Works with Clinical Learning Centre Demonstrators, faculty and staff to develop their skills in supervising and debriefing simulation scenarios
7. Participates in selection, training and evaluation of standardized patients.

Educational development:

1. Consults with the Clinical Learning Centre Coordinator and the faculty on development of scenarios that optimize simulation capability and promote progressive psychomotor and critical thinking skills
2. Helps to develop a portfolio of simulation scenarios appropriate for different levels of students in nursing and inter-professional learning sessions
3. Works with other members of the Clinical Learning Centre to develop manuals that outline the learning expectations and equipment requirements for each scenario.
4. Consults with faculty to incorporate best practices in clinical learning centre teaching
5. Workswith the Clinical Learning Centre Coordinator and the Clinical Course Coordinators to facilitate the integration of simulation experiences into specific courses
6. Creates a positive learning environment, working with the Clinical Learning Centre Coordinator to develop and revise policies for student experiences in the laboratories.

Coordination of laboratory experiences:

1. Coordinates the day-to-day operations of the teaching laboratories/sessions for which she/he is responsible
2. Liaises with the Clinical Learning Centre Coordinator and the clinical course coordinators to integrate simulation into courses and ensure effective use of labs to achieve learning outcomes of the course.
3. Ensures that appropriate supplies and equipment are in place and simulators are appropriately programmed before teaching sessions begin.

*Liaison and representation of the School;*

1. Liaises with counterparts in other professional programs for smooth and equitable use of TFSON Learning Centre space
2. Participates with members of other professional departments at Trent University and Fleming College in the development and teaching of inter-professional scenarios.
3. Liaises with faculty to ensure timely integration of simulation into courses.
4. Performs other duties as required for smooth functioning of the Clinical Learning Centre and teaching program

*Evaluation and research;*

1. Works as a member of the Clinical Learning Centre team to create procedures to collect data for formative and summative evaluation of simulation experiences
2. Participates in planning and implementation of simulation research, including participation as a co-investigator, data collection and analysis.
3. Maintains an up-to-date bibliography of writings and web sites on simulation
4. Attends workshops and conferences to learn about new developments and share TFSON experiences

**Education**

Masters Degree in Nursing or related field. Current registration with the College of Nurses of Ontario is required.

**Experience Required**

* Five years of clinical and/or laboratory experience including two years of teaching experience
* Knowledge of simulation at low, medium, and high degrees of fidelity
* Knowledge of computers
* Strong interpersonal, communication, collaboration and negotiation skills
* Ability to manage complex situations involving large numbers of people

**Responsibility for the Work of Others**

Indirect Responsibility

* Clinical Learning Centre Demonstrators
* Clinical Learning Centre Technician

**Communication**

Internal:

* Students: teaching, assignment and evaluation
* Technicians: equipment repair and replacement
* Staff and Faculty: answer queries
* Faculty: department business
* Clinical Learning Centre Demonstrators: explanation of learning experiences

External:

* Clinical learning centre senior demonstrators/facilitators at other schools of nursing
* Clinician colleagues in the Peterborough-Oshawa-Toronto area

**Motor/ Sensory Skills**

* Fine Motor Skills - manipulating equipment and measuring devices, keyboarding and data entry
* Dexterity - precision in manipulating and programming simulation equipment
* Hearing - responding to student and faculty queries
* Sight - reading reports, precision in manipulating and programming simulation equipment
* Touch - precision in manipulating and programming simulation equipment

**Effort**

Mental:

* Sustained concentration - evaluating student performance, reading new material, analyzing problems, using software and working with simulation equipment

Physical:

* Standing, Walking - overseeing and running clinical learning centre learning sessions
* Lifting - Moving equipment and rearranging labs/classrooms.

**Working Conditions**

Physical

Psychological:

* Complaints - Complaints from faculty and students
* Conflicting work priorities and deadlines - labs, manuals, assignments
* Angry students upset with evaluation - Directing students to the appropriate person
* Interruptions - Interruptions from students
* Lack of control over pace of work - academic term “end rush”
* Multiple competing demands - instructing in several courses.
* Variable work schedule