



IDENTIFICATION

Department	Position Title	
Northwest Territories Health and Social Services Authority	Clinical Educator	
Position Number	Community	Division/Region
48-9521	Yellowknife	Patient Care Services/ Stanton Territorial Hospital

PURPOSE OF THE POSITION

The Clinical Educator is responsible for providing continuing educational opportunities for all employees at Stanton Territorial Hospital (STH). The primary mandate of the Clinical Educator position is the provision of mandatory education to ensure continuing competency amongst our health professionals. Education is also provided to meet the Accreditation Canada required organizational practices and Workers' Safety and Compensation Commission standards.

SCOPE

The Northwest Territories Health and Social Services Authority (NTHSSA) is the single provider of all health and social services in the Northwest Territories (NWT), with the exception of Hay River and Tłıchʔ regions, covering 1.2 million square kilometers and serving approximately 43,000 people, including First Nations, Inuit, Metis, and non-aboriginals. Health and social services includes the full range of primary, secondary and tertiary health services and social services including family services, protection services, care placements, mental health, addictions, and developmental activities, delivered by more than 1,400 health and social services staff.

While the Tłıchʔ Community Services Agency (TCSA) will operate under a separate board and Hay River Health and Social Services Agency (HRHSSA) will in the interim, the NTHSSA will set clinical standards, procedures, guidelines and monitoring for the entire Northwest Territories. Service Agreements will be established with these boards to identify performance requirements and adherence to clinical standards, procedures, guidelines and policies as established by the NTHSSA.

STH is located in Yellowknife, and is a referral center for approximately 43,000 regional residents of the Western Arctic and Nunavut (Kitikmeot Region). STH provides health care



services to adults and children on an inpatient/outpatient and outreach basis in order to restore health with dignity.

Located in Yellowknife within STH, the Clinical Educator reports directly to the Manager, Staff Development and Scheduling and is responsible for managing, planning, designing and conducting all mandatory clinical education for healthcare professionals in the Nursing, Diagnostic Imaging, Laboratory, Respiratory, Pharmacy, Health Records and Rehabilitation units. Mandatory education is delivered in a variety of formats including lectures, in-services, demonstrations with hands on participation, and on-line learning.

In addition to conducting clinical education needs assessments, the Clinical Educator develops and plans education programs, develops and maintains clinical competency checklists for all areas within STH, delivers education to STH employees, including physicians, nurses and allied health professionals. These programs are also frequently offered to nursing students at Aurora College and to employees from other Health Authorities and Regions. These programs are mandatory to allow employees to perform their duties and to meet standards set by Accreditation Canada and Workers' Compensation and Safety Commission (WSCC) requirements. Each course is offered anywhere from 2 to 20 times a year to accommodate shift workers and operational requirements. The Clinical Educator is a key contact with Aurora College and leads the practicum placement opportunities for students and the implementation of the Canadian Association of Student Nursing (CASN) mentorship program for new graduates at STH.

Programs are developed in accordance with NTHSSA identified priorities. The Clinical Educator acts as a role model to demonstrate educational expertise and provides clinical leadership in evidence-based practice to staff by consulting with experts, collaborating with members of interprofessional teams and providing information based on application of theories, concepts and principles to promote quality practice environments. The Clinical Educator is required to write, edit, and evaluate education programs and hold numerous instructor certifications from nationally recognized programs. Also, the Clinical Educator will be required to produce a variety of written reports when requested by leadership and participate in quality indicator reporting and quality improvement initiatives.

RESPONSIBILITIES

1. Program Development and Delivery of Employee Education.

- Researches current trends and best practices for clinical policies and procedures.
- Develops, implements and leads the STH orientation and onboarding process at STH
- Keep up to date with new and existing policies and procedures and implement them into practice.
- Develops and implements education programs for clinical practitioners to perform advanced skills that are not routinely taught in undergraduate programs and/or to



- perform skills outside their normal scope of practice.
- Determines curriculum content, writing and editing education materials and evaluation tools. Evaluation tools are typically written exams and clinical competency skills lists for actual procedures.
 - Determine education priorities by completing learning needs assessments of individuals or groups in collaboration with Manager/ Clinical Nurse Leaders
 - Develops and updates competency checklists for RNs, LPNs and NAs based on their scope of practice.
 - Teaches and/or coordinates the delivery of mandatory certifications for health professionals at STH. Each to be offered anywhere from 2 to 20 times a year to accommodate shift workers and operational requirements.
 - Liaison between the Learning Management System and STH to ensure most up to date modules and mandatory certifications are available to staff.
 - Collaborate with the managers and supervisors annually and as needed with regards to the Learning Management System to ensure all mandatory certifications are appropriate and up to date based on job descriptions and requirements.
 - Implements flexible training programs to meet the needs of shift workers (ex., online learning or self-learning modules).
 - Reviews all materials taught on an annual basis to ensure best practices and national standards are followed at STH.
 - Develop and revise educational programs through a process of research, consultation education development monitoring and updating.
 - Determines certification/re-certification needs for employees and provides education to meet them.
 - Deliver certification courses to nurses such as preparing materials, facilitating workshops, and overseeing clinical practice sessions throughout the nursing units at STH.
 - Delivers educational activities to staff by teaching, facilitating groups, mentoring, conducting formal presentations, demonstrations and lectures.
 - Support Clinical Nurse Leaders to orient, preceptor, mentor, and support direct care nurses/ other staff in their clinical responsibilities.
 - Attains/renews instructor's certificates for mandatory certifications at STH provided by national recognized organizations. Typically these include but are not limited to Basic Life Support, Non-violent Crisis intervention, Advanced Life Support and Pediatric Advanced Life Support
 - Recruits new instructors for the department and coordinate any on-going education they may need to become and remain qualified. An example would be renewal education for Basic Life Support instructors when national guidelines change.
 - Delivers Nursing Orientation for all new Registered Nurses (RNs), Licensed Practical Nurses (LPNs) and Nursing Aides (NAs) at STH. This includes Canadian Association of Schools of Nursing (CASN) new graduates. This includes Canadian Association of



Schools of Nursing (CASN) new graduates.

- Delivers preceptor workshops for all RNs who preceptor nursing students.
- Coordinates in-services on new medical equipment and procedures as needed.
- Conducts introductory and continuing education to ensure documentation standards by health professionals is accurate and meets legal requirements for health record documentation (i.e. CIHI reporting) as well as with Accreditation Canada.
- Works with the changing needs of patient care units to provide education as deemed appropriate by those units.
- Provide educational and clinical ongoing support to Clinical Coordinators and staff regarding patient care, bed flow, and deteriorating patients during regular unit rounds and on an as needed basis.

2. Staff Development and Education Management.

- Participates in and from time to time leads regular staff meetings to review procedures, share information and deal with issues.
- Participates on committees within STH such as Joint Occupational Health, Code Blue, and Emergency Preparedness.
- Maintains a written record of all activities and submits quarterly, special and annual reports.
- Provides input for the prioritization of expenditures for equipment purchasing for core funding for educational needs.
- Coordinates course schedules/calendars with existing resources.
- Works with the manager to draft funding proposals to seek additional funding from the Government of the Northwest Territories (GNWT) as needed.
- Contributes to the Departmental Operational Plan, goals and objections with specific indicators.
- Provides managers and directors with quarterly reports of mandatory education completed by employees in their units.
- Audits programs delivered by other instructors to ensure they meet national standards
- Supports and guides new instructors as needed.
- Arranges educational sessions in collaboration with managers/ clinical nurse leaders to determine time, frequency, and duration to ensure effective use of resources.
- Participate in quality improvement and risk management activities related to the assigned initiatives by evaluating the effect of the education programs and generating recommendations for alternative education approaches.
- In collaboration with the interprofessional team reviews selected policies, procedures and protocols and provides feedback and recommendation for evidence-based revisions.
- Facilitates the resolution of practice concerns and advocates for the goals and objectives of the assigned initiative including reviewing client care documentation



with the intent to promote improvements to patient and family centered care and efficient and safe practices.

- Provides consultation to managers and relevant staff regarding the development of individual learning plans aimed at performance improvement.
- Assists the directors, leaders, and clinical practice consultants in the development or redesign of education or orientation programs.

3. Onboarding Nursing and Allied Health Professionals

- Responsible for developing and leading orientation and onboarding for all new staff at STH on a biweekly basis. This entails a 1–3-day orientation for new staff, including Nursing and Allied Health.
- Create and review the onboarding pathways and processes regularly with STH management team to ensure appropriate onboarding completed for Nursing and Allied Health Professionals.
- Work with the administrative assistant to onboard staff to all programs required for their jobs.
- Provide ongoing support for staff with program and access questions and issues, with the assistance of team members and myLearning team.
- In collaboration with members of the interprofessional team, develops, implements, and revises orientation and professional development programs for staff on the basis of pre-identified learning needs, health outcomes, current theory/research and education program effectiveness to ensure that the assigned professional practice initiative objectives are met.
- Develops and implements orientation and professional development program for staff by methods such as responding to requests, completing learning needs assessment of an individual nurse and/or clinical area and determines educational requirements.

4. Prioritize and Coordinate Specialty training for health professionals at STH.

- Conducts and analyzes needs assessments for clinical practitioners and prioritizes delivery and funding of training programs in accordance with the results of the assessments.
- Researches and promotes innovative delivery options for specialized clinical training.
- Works with NTHSSA's Talent and Organizational Development division to develop and draft Return of Service Agreements for Specialized Training.
- Works with NTHSSA's Talent and Organizational Development division to ensure Memorandum of Understandings (MOU) exist between STH and Post-Secondary Educational institutions.
- Works with NTHSSA's Talent and Organizational Development division to negotiate arrangements for specialty education and/or training outside of the Territories with Post-Secondary Educational Institutions.



- Determines cost of above education.
- Coordinates practicum placements. This includes travel and housing.
- Assist employees/students to successfully complete program as needed (eg. arrange tutorial sessions).
- Proctors examinations for specialty training and other staff pursuing continuing education.
- Educate and assist nursing staff with continuing education grants/ programs application processes for various educational funding opportunities such as, but no limited to, the Targeted Academic Support Program, Specialized Nursing Training Program, and Professional Developmental Initiative fund.

5. Clinical Best Practices Support and Resources.

- Reviews, rewrites (as needed) and authorizes all standardized nursing care plans developed to use as part of charting system. This is for all inpatient nursing units at STH.
- Acts as the resource person for the charting system for all healthcare professionals and students.
- Recommends to the Manager, Staff Development and Scheduling the competency levels for clinical practitioners in accordance with professional practice requirements and standards.
- Monitors and researches the development of clinical practice issues.
- Provides on-going support to staff with regard to clinical issues and trends.
- Works in collaboration with the relevant branch of NTHSSA's Clinical Integration division to write/revise policies as needed.
- Orders all text books and electronic subscriptions for STH at least annually. These books are for nursing, physicians and allied health professionals.
- Supervises maintenance and ordering of journals and equipment (computers) for STH' Staff Development unit.
- Rounds on the units regularly and assists units with staff educational needs when requested.
- Attends codes and leads mock codes throughout STH to observe, inform and improve current practices.
- Provides support to teams with necessary debriefs required after code situations throughout STH.

6. Liaison Between External Partners/Organizations and STH.

- For Aurora College, Delivers Orientation to the students at the beginning of each practicum and informs students of the applicable policies, by-laws, rules, procedures, and other requirements. (In the Contract between Aurora and NTHSSA).
- For Aurora College, Assists the program lead from Aurora college with finding preceptors for the students during their preceptorships for all Aurora College



- programs i.e. PSW, PN, BSN.
- For Aurora College, Participates in and leads regular liaison meetings between STH and Aurora College to plan school year expectations and requirements, share information and work together with AC to identify and solve issues that arise.
 - For the AMS Team (Acute Medical Services), Assists SDE MGR in the coordination of delivery of ACLS and PALS each month in collaboration with AMS instructor availability.
 - For AMS, Regular check in on course participants and filling in substitute learners up to 15 days prior to the class.
 - For AMS, Provides in advance a 30-day roster for registered attendees for AMS Course delivery.
 - For AMS, assists SDE MGR in Bill back for all STH attendees to their designated clinical practice areas.
 - Works with NTHSSA Territorial Education team and CASN Team, to Coordinate the delivery of the preceptor-mentor training program for all registered nurses at STH which includes nine independent modules with a short assignment and a live discussion to develop the nurse's capacity to mentor new nurses.
 - Coordinates the assignment of experienced nursing staff to precept new graduates' week 2-14 and mentor weeks 15-24.
 - Conduct and facilitate a 5-day CASN Grad orientation for 4th year AC graduates.
 - Collaborate and facilitate discussion with grad nurses and CASN through virtual workshops (6 workshops annually).
 - Conduct clinical evaluations at 3 and 6 months based on CASN requirements for all CASN grads in collaboration with grad, mentor, and clinical coordinators.
 - Participate in planning/coordination meetings between CASN and STH.

WORKING CONDITIONS

Physical Demands

The Clinical Educator performs patient care procedures at the bedside when demonstrating proper skills not taught in basic nursing curriculum or when checking placement of equipment (i.e. electrocardiogram leads). Stooping, bending and performing physical restraints and evasive safety techniques are required during education sessions. The incumbent must also be physically able to set up and move equipment in the classroom and to and from other off-site locations used for education.

Environmental Conditions

Exposure to infectious diseases (i.e. tuberculosis, methicillin-resistant staphylococcus aureus, Meningitis), blood and bodily fluid and hazardous materials such as sharps, may occur when working in a clinical setting.



Sensory Demands

The incumbent will be required to use the combined senses of touch, sight, smell and hearing during on-going assessment of learners to ensure clinical competency and continuous observation of students in an adult learning environment.

Mental Demands

The Clinical Educator facilitates groups of people, with varied experiences, competencies and backgrounds, and will be required to exhibit flexibility to meet the learning needs of adult learners. The Educator is regularly subject to high levels of stress related to multi-tasking and conflicting priorities, dealing with confidential and politically sensitive information and working with tight deadlines, which may lead to mental or emotional fatigue. The incumbent deals with a variety of staff at all levels that may have divergent perspectives.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of professional standards of practice and legal components of clinical practice
- Nursing knowledge and application in a variety of clinical areas.
- Knowledge and application with word processing, spreadsheet and database programs.
- Skilled in Adult Education (instruction and facilitation skills).
- Skills relating to developing, planning and implementing clinical programs to health professionals and evaluation methods in the health care field.
- Skilled in program development and research.
- Leadership skills, strong critical thinking, communication and interpersonal skills.
- Ability to work in a team environment.
- Ability to use presentation software and other education mediums.
- Ability to work in a cross-cultural environment.
- Ability to be adaptable and flexible in effective teaching approaches.
- Ability to commit to actively upholding and consistently practicing personal diversity, inclusion and cultural awareness, as well as safety and sensitivity approaches in the workplace.

Typically, the above qualifications would be attained by:

A Bachelor's Degree in Nursing, additional education in adult learning approaches and five (5) years of acute care nursing experience Equivalent combinations of education and experience will be considered.

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ADDITIONAL REQUIREMENTS

Position Security (check one)

- ☐ No criminal records check required
- ☒ Position of Trust – criminal records check required
- ☐ Highly sensitive position – requires verification of identity and a criminal records check

French language (check one if applicable)

- ☐ French required (must identify required level below)
 - Level required for this Designated Position is:
 - ORAL EXPRESSION AND COMPREHENSION
 - Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☐
 - READING COMPREHENSION:
 - Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☐
 - WRITING SKILLS:
 - Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☐
- ☐ French preferred

Indigenous language: Select language

- ☐ Required
- ☐ Preferred