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| **Department**  **Professional Practice** | **Union/Non-Union**  **NU** | **Date**  **March 2017** |

# Organization Relationships

\* Please attach an organizational chart (if appropriate)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | Immediate Supervisor/Manager | | | | | | | |  | | | | | |
|  | | | | | Director of Interprofessional Practice and Clinical Education | | | | | | | |  | | | | | |
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|  | |  | | | Title of Job | | | | | | | |  | |  | | | |
|  | |  | | | Interprofessional Clinical Education Lead | | | | | | | |  | |  | | | |
| Title(s) of those reporting directly to the job | | | | | | | | |  | | | |  | | | | | |
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## Job Summary

Indicate the primary purpose of the job, with reference to the outcomes or results expected (rather than what is specifically done). This should briefly describe why the job exists.

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| Provide educational and research-based leadership at an individual staff and organizational level in relation to the advancement of clinical education for staff and students. Provide organizational leadership in the development and embedding of interprofessional collaborator competencies related to care and education. |

**Major Responsibilities**

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| --- | --- |
|  | *List the* ***major*** *responsibilities of the job in order of importance with most important being first etc. Each item should describe what the job produces (outcomes) and key activities:* |
|  | **Clinical Education**   * Work collaboratively to identify gaps in clinical knowledge and practice through a range of needs assessment strategies *(e.g., clinical chart audits, practice reviews).* * Develop, coordinate, deliver, and evaluate competency based clinical education and professional development including orientation and skills teaching for individuals and groups. * Provide guidance to apply best practice standards for patient populations identified within the specialty programs at West Park such as Neurological Rehabilitation, Stroke, Acquired Brain Injury, and Frail Seniors To Home. * Provide expertise in the development of patient/family education programs and materials, including facilitating the development of systems and processes to mentor staff to provide education and health coaching. * Support interprofessional collaboration through targeted engagement and education. Eg. monthly clinical education calendar * Support Allied Healths’ Professional Standards and Issues Committee (PSIC) chairs and co-chairs to achieve committee objectives related to the advancement of clinical practice. * Working in partnership with colleagues in Professional Practice and other relevant stakeholders, develop and revise clinical policies, procedures and processes*.* |
|  | **Student Placement**   * Provide leadership in the development, implementation, and evaluation of processes and structures related nursing and allied health student placements. This also includes processes to support preceptor development across disciplines. * Facilitate the integration of nursing and allied health students across the Centre. * Represent the Centre on external networking bodies and formal committees related to clinical education for nursing and allied health students. * Liaise with academic partners to support high quality, effective student placements that optimize educational experiences as well as patient care * Ensure that academic contracts are current and reflective of patient populations and learners’ needs * Work with CPL/CRLs to support their understanding and influence on student placement experiences for both staff and students   Provide expertise and support to staff, students and faculty regarding any challenges in student placements and experiences. |
|  | **New Hire Orientation**   * Provide leadership in the development, implementation, and evaluation of processes and structures related to clinical orientation and onboarding for nursing and allied health professionals, both corporate and unit/service. |
|  | **Interprofessional Care and Education**   * Provide organizational leadership in projects related to interprofessional practice and interprofessional education * Lead in identifying and integrating best practices and emerging trends in interprofessional practice and interprofessional education. * Support Professional Practice and other internal and external stakeholders to embed the interprofessional collaborator competency framework in practice and education where appropriate. * Collaboratively participate and provide leadership in the design and implementation of the Interprofessional Council. * Support the interprofessional council by co-leading meetings, setting agenda, and recruiting council members. * Lead interprofessional collaboration initiatives identified within the model of care to support consistency within interprofessional teams and maintain sustainability of the model of care. |
|  | **Safety Awareness**  Be aware of conditions and measures that may affect the safety of patients, residents, students, employees, volunteers, physicians and visitors including:   * Compliance with the safety standards of the hospital and applicable legislation * Identification and prevention of safety issues and problems * Taking corrective action, where possible * Attendance at safety meetings/training/updates in accordance with the Centre’s standards |
|  | Ability to work in a manner that exemplifies the core values of West Park: Excellence, Respect, Trust, Collaboration and Accountability |
|  | Evidence of good performance history and attendance record |

**Qualifications:**

|  |  |
| --- | --- |
| **Academic:** |  |
| Required (Minimum):  Undergraduate clinical degree: in a regulated health profession  Masters degree: in related field to support role |  | |
| Desired/Preferred:  BCLS, specialty certifications |  | |

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| --- | --- |
| **Technical / Professional Accreditation:** | |
| Required (Minimum):  Current registration with a Regulated Health Professions’ College in Ontario |  | |
| Desired/Preferred:  Education and ongoing experience in development and implementation of interprofessional collaborative practice and interprofessional education |  | |

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| --- | --- | --- | --- | --- |
| **Related Experience** |  |  | | |
| Required (Minimum):   * Minimum 3-5 years recent experience in complex continuing care and/or rehabilitation * Teaching experience in a clinical environment * Experience and proficiency in design of staff education initiatives * Knowledge of research/quality improvement design and implementation * Experience in the synthesis and application of research to clinical practice * Demonstrated excellence in oral and written communication and collaboration skills * Excellent computer skills, Excel, Word and Outlook * Maintenance of a database * Working knowledge of applicable legislation and contract agreements * Excellent organization and project management skills | | |  |  |
| Desired/Preferred: |  |  | | |

**Authorities:**

|  |
| --- |
| Financial: |
| People/Staffing: |
| Other: |

**Key Contacts:**

**Contacts:**

Report frequency as one of the following:

**Occasionally:** less than 10% of time (approximately 4 hours/week)

**Regularly:** 10 to 25% of time (approximately 5 to 10 hours/week)

**Frequently:** more than 25% of time (greater than 10 hours/week)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Contact | Frequency | Purpose |
| Internal: | Clinical Staff | Regularly | Serve as a resource and provide advice on clinical skills and interprofessional collaborator competency development. |
|  | Clients | Regularly | Serve as a resource and provide advice and education for clinical skill related needs. |
|  | Director of Professional Practice and Clinical Education | Regularly | Advise and support for the design and application of practice and educational changes. |
|  | Chief Nursing Executive and Health Professions’ Officer | Occasionally | Advise and support for the design and application practice and educational changes, including academic contract implications. |
| External: | Regulatory Colleges | Occasionally | Clarification of regulatory changes. |

**Physical Work Environment:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| List potentially hazardous physical conditions that the job is normally exposed to and indicate the frequency of exposure. | | | | |
| **Potential Hazardous Condition:**  *Example: dangerous equipment/ machinery, radiation, etc.* | **Never** | **Occasionally**  (less than 10% of time\*) | **Regularly**  (10 to 25% of time\*) | **Frequently**  (more than 25% of time\*) |
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\* Use the following equivalents, assuming a standard 37½ hour work week:

10% = approx. 4 hrs/week; 25% = approx. 5 – 10 hrs/week

**Effort:**

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| --- | --- | --- | --- | --- |
|  | **Never** | **Occasionally**  (less than 10% of time\*) | **Regularly**  (10 to 25% of time\*) | **Frequently**  (more than 25% of time\*) |
| Light physical effort  e.g., carrying light items (less than 10 kg/22 lbs.); standing in one position or walking for extended periods |  | X |  |  |
| Heavy physical effort  e.g., lifting or moving heavy items or equipment (greater than 10 kg/22 lbs.) | X |  |  |  |
| Mental/sensory effort  e.g., concentrated reading/writing, working on plans/prints, extended work on computer terminals |  |  | X |  |
| Manual dexterity  e.g., hand movements requiring precision or fine motor control, such as keyboarding |  |  | X |  |
| Working in unnatural positions  e.g., where stretching, straining, twisting or torquing of body is required to perform the task; or working in confined spaces with limited opportunity to move | X |  |  |  |

\* Use the following equivalents, assuming a standard 37½ hour work week:

10% = approx. 4 hrs/week; 25% = approx. 5 – 10 hrs/week

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| --- | --- | --- | --- | --- |
| **Travelling on Hospital Business:** | **Never** | **Occasionally**  (less than 3 days/month) | **Regularly**  (4 to 10 days/month | **Frequently**  (more than 10 days/month) |
| Typically, how often is traveling on hospital business required?  Note: includes day, overnight and extended travel. Does NOT include commuting to and from work. |  | X |  |  |

**Critical Competencies:**

|  |  |
| --- | --- |
| 1. | Patient Education/Health Promotion |
| 2. | Managing Work |
| 3. | Communication |
| 4. | Quality Orientation |
| 5. | Continuous Learning |

**Job Fit:**

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| --- | --- |
| High | Continuous Learning |
| High | Coaching |
| Low | Centre of Attention |

APPROVALS

This job profile serves as a fair representation and reflects the scope of the job.

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| Immediate Supervisor/Manager:    Name:\_\_Heather Campbell    Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Date:\_    Additional comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_ Single incumbent job:    Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_      \_\_\_ Multiple incumbent job (representative group of job incumbents):  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_      Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |