

NURSING EDUCATION INSTRUCTOR

This is advanced professional nursing work in assessing, planning, coordinating, and implementing training programs for registered nurses, licensed practical nurses, other clinical staff, and/or student nurses to provide for and encourage better and more efficient patient care. Positions are located primarily in institutions and local agencies in the Division of Mental Health/Mental Retardation/Substance Abuse Services. Employees spend a minimum of 50% of the time in independently researching, planning and implementing programs for the Nursing Service and/or affiliating nursing students. Work is typically performed under the supervision of the Staff Development Director or a Nursing Supervisor.

I. DIFFICULTY OF WORK:

Variety and Scope - Employees are involved in planning and conducting training programs for nursing inservice, continuing education, and student nurse affiliation; credentialing practical nurses and certified medical technicians in medication administration; and other specific courses based on the need of the nursing personnel. Work may include planning, conducting and evaluating classroom and clinical training for affiliating nursing students, consultation with other agency staff, and participating or coordinating other staff development courses.

Intricacy - Employees independently assess training needs, research resources and formulate outlines and course/program content, present or direct the presentation of the course/program, and evaluate the course/program. Employees may provide clinical instruction and supervision to nursing service personnel and nursing students. Consultation and coordination with affiliating schools may be required concerning course objectives, content and student needs. Accuracy and skill are required to provide effective training, and to evaluate students' and staff performance.

Subject Matter Complexity - Employees must have a complete knowledge of professional nursing/program theory, practices and techniques in the area of assignment; and training theory, practices, and procedures.

Guidelines - Employees independently apply professional, agency, program, and educational techniques and guidelines to plan, develop, implement, and/or coordinate training courses/programs.

II. RESPONSIBILITY:

Nature of Instructions - Employees independently plan and perform all aspects of the work within the guidelines and policies of the agency and program. Program, agency, or state guidelines, are usually written and are general and specific in form (nursing affiliation guides, state mandates, JCAH recommendations). Instructions are less specific if they originate from staff development groups or nursing personnel needs. General oral or written instructions are received from the supervisor on new areas of responsibility.

Nature of Review - Objectives and work plans are reviewed by the supervisor through oral and written reports, and occasionally during course presentation. Work is indirectly reviewed by the nursing and health care staff and students through feedback and evaluation of educational programs.

Scope of Decisions - Work and decisions made affect groups and/or individuals involved in training; work indirectly affects the patient population being served.

Consequence of Decisions - An error in judgment may result in erroneous or ineffective training, loss of time and money to the agency. Work indirectly affects short and long term patient care.

III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Employee has contact with students, nursing, and medical personnel while training, with other education and health personnel, and with patients.

Nature and Purpose - Employees have frequent contact with employees and students to provide and discuss training, and to precept performance in the clinical setting. Contacts are made with training personnel to obtain resources and aids, and to consult on training programs.

IV. OTHER WORK DEMANDS:

Work Conditions - Work is usually performed in an office, classroom or clinical setting.

Hazards - Occasional contacts with patients of a mental hospital or residents of a mental retardation center may pose a threat or expose the employee to a contagious disease.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Considerable knowledge of nursing theories, techniques, and practices in the area of assignment; considerable knowledge of training theory, practices, and principles; considerable knowledge of program and agency philosophies, policies, and procedures; considerable knowledge of available resources; ability to organize, develop, and teach formal training programs; ability to exercise judgment in assessing training needs, development of objectives, recommending and establishing training goals, and evaluating student learning; ability to develop course outlines and lesson plans; ability to adapt and communicate information to a wide range of audiences and situations, and to establish and maintain effective working relationships.

Minimum Education and Experience - Graduation from a State accredited school of professional nursing, a baccalaureate degree preferred, and two years of clinical and/or training experience in the specialty area in the type of facility being served; or Master's of Science in nursing and one year of clinical and/or training experience in the specialty area in the type of facility being served; or an equivalent combination of education and experience.

Necessary Special Qualification - Licensed to practice as a Registered Nurse in North Carolina by the North Carolina Board of Nursing.