

UW HEALTH JOB DESCRIPTION

SIMULATION EDUCATOR

Job Code: 540028	FLSA Status: Exempt	Mgt. Approval: M.Kelley	Date: 8.2017
Department : Sim Center/550623000		HR Approval: K.Sawyer	Date: 8.2017

JOB SUMMARY

Under the direction of the Simulation Center Manager, the Simulation Educator will work closely with content experts, course/program leaders and Clinical Simulation Staff to develop, implement, facilitate and assess simulation- based education. This includes and is not limited to: curriculum design, development, implementation, and evaluation of the learners, faculty, and curricula.

The incumbent will function as an expert resource in matters relating to simulation including educational design, best practices in simulation, evaluation methodologies, and other academic pursuits

MAJOR RESPONSIBILITIES

Simulation-Based Learning and Education Activities:

1. Work collaboratively with Faculty, Simulationists, Simulation Center Staff, and other clients, to develop, coordinate, implement, facilitate, and evaluate simulation-based education events for the Simulation Center.
2. Partner with clients to develop curriculum, including goals, learning objectives, case scenarios, program planning, assessment tools and other resources for Clinical Departments and other groups utilizing the Simulation Center.
3. Lead event and scenario planning meetings to provide best practice simulation based and event expertise consistent with capabilities and limitations of the Simulation Center Staff, equipment and facilities to meet Simulationists' needs.
4. Collaborate with Faculty, Simulationists, Simulation Center Staff and other clients and stakeholders to meet the strategic priorities and objectives of UW Health, including (but not limited to) excellent patient care, enhanced safety, and improved outcome metrics across the system.
5. Ensure appropriate fidelity and realism of simulation events including moulage, equipment, supplies, rooms, and furniture to meet simulation-based learning objectives and Simulationists' needs.
6. Ensure preauthorization for use of curriculum, equipment and facility.
7. Work with the Simulation Center Manager to ensure educational programs are in compliance with standards set forth by the appropriate accrediting bodies.
8. Assist with set up of simulation scenarios and equipment.
9. Participate in running simulation events and scenarios as appropriate.
10. Assist in providing orientation of new instructors to principles of simulation training and debriefing techniques.
11. Represent the Simulation Center at organizational and regional events through academic endeavors, committees, and other events.
12. Conduct annual program evaluation.
13. Work with Simulation Center manager and partners to research and pursue grant opportunities.

Technical:

14. Develop technical proficiency with basic aspects of the operation, maintenance, support, troubleshooting, repair and replacement needs for all simulation equipment.
15. Participate in preventative maintenance of equipment according to manufacturers' recommendations and scheduled maintenance to ensure that equipment is operational.

Basic Life Support (BLS) Instruction:

16. Maintain certification and competency as American Heart Association Basic Life Support (BLS) Instructor. Ensure educational goals and objectives are followed. Serve as an instructor for certification courses and as individual skill checks. Coordinate documentation and submit records to appropriate association as required.

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Advanced Cardiac Life Support (ACLS) Instruction:

17. Maintain certification and competency as American Heart Association Advanced Cardiac Life Support (ACLS) Instructor. Ensure educational goals and objectives are followed. Serve as an instructor for certification courses and as individual skill checks. Coordinate documentation and submit records to appropriate association as required.

Organizational & Administrative:

18. Create, update and maintain shared electronic controlled documents, reference documents, program files, paper and electronic document archive accessed by Simulation Center Staff.
19. Collaborate with team members to develop and maintain appropriate materials and protocols for scheduling, administration and record keeping of simulation-based education, orientations and trainings.
20. Maintain an archive of simulation cases and set-up guides to ensure most current information is available.
21. Create, update and maintain shared electronic curricula files, assessment tools, and other supporting documents.

Other Responsibilities:

22. Communicate and collaborate in a positive, professional manner with Faculty, Simulationists, Learners, Simulation Center Staff, and all other clients and stakeholders of the Simulation Center.
23. Provide communication and feedback to the Manager on facility, technology, equipment, operational and other needs identified for overall maintenance and program functioning.
24. Create innovative ideas, evaluate new equipment, and identify opportunities for technology improvement and integration.
25. Engage in available opportunities to learn about current developments and best practices in simulation, and develop and maintain relationships with simulation specialists to engage in collaborative problem solving and innovation.
26. Attend local, regional, and national meetings and conferences.
27. Participate in the development and coordination of research projects and disseminate findings by presentation at conferences or by publication.
28. Initiate and develop collaborative relationships with other organizations and institutions.
29. Conduct facility tours; participate in events providing exposure and insight to the program.
30. Assist with marketing, public affairs and communication needs of the program.
31. Support the short-, intermediate-, and long-term teaching, research, and operational goals of the program.
32. Actively participate in strategic action plan and program improvement initiatives.
33. Assist with grant applications and the development of scholarly work.
34. Collect data to support research and commercial projects as appropriate.
35. Assist with or lead other special projects or initiatives as needed.
36. Perform other duties as assigned.

ALL DUTIES AND REQUIREMENTS MUST BE PERFORMED CONSISTENT WITH THE UW HEALTH PERFORMANCE STANDARDS.

JOB REQUIREMENTS

Education	Minimum	Bachelor's degree education, simulation, healthcare or related discipline
	Preferred	Master's degree in education, simulation, healthcare or related discipline
Work Experience	Minimum	2 years of experience working in a related role or field
	Preferred	<ul style="list-style-type: none"> • Experience in patient simulation services, technologies and applications • Clinical experience
Licenses & Certifications	Minimum	Certification as an American Heart Association Basic Life Support (BLS) Instructor or eligibility to obtain BLS Instructor certification within 90 days
	Preferred	<ul style="list-style-type: none"> • Additional certification to instruct American Heart Association courses, Advanced Life Support, Advanced Cardiac Life Support and Pediatric Advanced Life Support • Simulation Certification from the Society for Simulation in Healthcare (CHSOS, CHSE)
Required Skills, Knowledge, and Abilities		<ul style="list-style-type: none"> • Knowledge of and experience with inter-professional education, simulation, multiple modalities of simulation including but not limited to computerized mannequins, virtual reality, part-task trainers and standardized patients.

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- High level of communication, interpersonal and client relationship skills and an ability to communicate and collaborate within a multidisciplinary framework.
- Ability to establish and maintain effective working relationships with all levels of organizational personnel, faculty and participants.
- Sound clinical expert, experienced facilitator and scholar.
- Ability to work effectively with internal and external individuals from different disciplines and with different levels of training.
- Ability to work well under pressure, set priorities, make timely decisions and demonstrate good judgement in demanding situations.
- Ability to self-motivate and work independently.
- Ability to adjust to frequent changes in priorities, project needs and workflow.
- Ability to maintain confidentiality.
- Ability to learn computer and application skills as applicable to role.
- Knowledge of computer hardware equipment and software applications relevant to simulator functions preferred.
- Proficiency in Microsoft software applications including Word, Excel and PowerPoint. Familiarity with database, report and project management work preferred.
- Resourcefulness and initiative to learn new skills.
- Comfortable accepting responsibility for medium to large scale projects involving multiple resources and spanning many months from start to finish.
- Ability to manage multiple concurrent projects and activities.
- Ability to react to frequent changes in duties and volume of work.

AGE SPECIFIC COMPETENCY (Clinical jobs only)

Identify age-specific competencies for direct and indirect patient care providers who regularly assess, manage and treat patients.

Instructions: Indicate the age groups of patients served either by direct or indirect patient care by checking the appropriate boxes below. Next,

<input type="checkbox"/>	Infants (Birth – 11 months)	<input checked="" type="checkbox"/>	Adolescent (13 – 19 years)
<input type="checkbox"/>	Toddlers (1 – 3 years)	<input checked="" type="checkbox"/>	Young Adult (20 – 40 years)
<input type="checkbox"/>	Preschool (4 – 5 years)	<input checked="" type="checkbox"/>	Middle Adult (41 – 65 years)
<input type="checkbox"/>	School Age (6 – 12 years)	<input checked="" type="checkbox"/>	Older Adult (Over 65 years)

JOB FUNCTIONS

Review the employee's job description and identify each essential function that is performed differently based on the age group of the patient.

PHYSICAL REQUIREMENTS

Indicate the appropriate physical requirements of this job in the course of a shift. *Note: reasonable accommodations may be made available for individuals with disabilities to perform the essential functions of this position.*

Physical Demand Level		Occasional Up to 33% of the time	Frequent 34%-66% of the time	Constant 67%-100% of the time
<input type="checkbox"/>	Sedentary: Ability to lift up to 10 pounds maximum and occasionally lifting and/or carrying such articles as dockets, ledgers and small tools. Although a sedentary job is defined as one, which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.	Up to 10#	Negligible	Negligible
<input type="checkbox"/>	Light: Ability to lift up to 20 pounds maximum with frequent lifting and/or carrying of objects weighing up to 10 pounds. Even though the weight lifted may only be a negligible amount, a job is in this category when it requires walking or standing to a significant degree.	Up to 20#	Up to 10# or requires significant walking or standing, or requires pushing/pulling of arm/leg controls	Negligible or constant push/pull of items of negligible weight
<input checked="" type="checkbox"/>	Medium: Ability to lift up to 50 pounds maximum with frequent lifting and/or carrying objects weighing up to 25 pounds.	20-50#	10-25#	Negligible-10#
<input type="checkbox"/>	Heavy: Ability to lift up to 100 pounds maximum with frequent lifting and/or carrying objects weighing up to 50 pounds.	50-100#	25-50#	10-20#
<input type="checkbox"/>	Very Heavy: Ability to lift over 100 pounds with frequent lifting and/or carrying objects weighing over 50 pounds.	Over 100#	Over 50#	Over 20#

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List any other physical requirements or bona fide occupational qualifications:	
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Note: The purpose of this document is to describe the general nature and level of work performed by personnel so classified; it is not intended to serve as an inclusive list of all responsibilities associated with this position.