



**Job Title: Clinical Simulation Coordinator**

## **CLASSIFICATION DESCRIPTION**

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**Department: Nursing**

**Pay Grade: 113**

**FLSA Status: Exempt**

**Remote Work Eligible: No**

## **JOB SUMMARY**

This position provides oversight of operations for the College of Nursing (CON) Resource Laboratory. Duties include: managing simulation technology ranging from standard patient simulators, models, and task trainers to human simulators and virtual reality programs; collaborating in the design, development, implementation, instruction, and evaluation of individual curricula and program evaluation; training and assessing clinicians and students using simulations; didactic teaching of students; and encouraging student development.

## **DISTINGUISHING CHARACTERISTICS**

N/A.

## **ESSENTIAL JOB FUNCTIONS**

- Coordinates and facilitates student-learning opportunities through flexible scheduling of laboratory hours, current professional nursing skills, and virtual laboratory experiences with input from faculty and staff to ensure that lab experiences meet learning outcomes.
- Leads the design, development and delivery (instruction) of clinical simulation initiatives in the College of Nursing, and collaboratively with Allied Health Programs
- Oversees programming and development of simulation scenarios, virtual patient cases, and technical operations of human patient simulations for the simulation laboratory and virtual reality spaces.
- Develops and implements clinical simulation to meet accreditation standards
- Continuously updates and refines simulation experiences based on identified needs and to serve as a resource for faculty utilizing simulation in classroom/lab activities
- Develops, implements, updates, and monitors simulation lab policies, procedures, use, and operations.
- Maintains equipment in working order, completes annual inventory of supplies and equipment; and submits requests for lab/simulation supplies and/or equipment.
- Maintains physical appearance of lab and simulation rooms; manages room set-up and clean-up from demonstration of clinical procedures, practice, and simulations.
- Operates and programs the human simulators and other equipment; conducts simulation exercises.

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- Plans, organizes, coordinates, and provides educational support services in an assigned area which includes: developing, scheduling, and implementing programs and activities that support class goals and students' academic goals; maintaining instructional equipment, materials, or other supplies; and working directly with individual or groups of students to assess and support academic progress.
- Coordinates and maintains classroom and testing schedules for the CON and other areas as needed with faculty, staff and administration; requests quotes for purchases as required.
- Assists in the development and implementation of curricula for Nursing which includes: developing the simulation component for staff; conducting student competency training; and teaching theory in the evening courses as needed.
- Establishes collaborative, community partnerships; assists in developing of simulation applications for training in clinical and non-clinical areas.
- Works with Deans, Academic Chairs, resource lab, faculty and staff to implement new initiatives and programs for student success.
- Maintains records of the SCENE's utilization; collects and analyzes data for evaluation and revenue purposes.
- Participates in product specific vendor training.
- Conducts tours and demonstrations of simulations for external parties.
- Coordinates ordering, scheduling, and education of faculty and students on Assessment Technologies Institute testing and educational materials; sets time adjustments for accommodating students.
- Maintains the technical expertise required to effectively manage the SCENE and facilitate its use.
- Performs other duties as assigned.

### **MINIMUM EDUCATION AND EXPERIENCE REQUIREMENTS**

Master's degree in Nursing; three (3) years of related clinical work experience preferably with some teaching experience; or any equivalent combination of education, training, and experience which provides the requisite knowledge, skills, and abilities for this job.

### **KNOWLEDGE, SKILLS AND ABILITIES**

#### Knowledge of:

- Grants proposal, writing, and administrative process;
- Fundamentals of Medical-Surgical, Pediatrics, Maternity/OB, Critical Care, Psychology, and Pharmacology;
- Nursing education curriculum;
- Customer service principles
- Diverse populations and cultures
- Nursing Accreditation principles;
- Budgeting principles;
- Applicable federal, state, and local laws, rules, regulations, codes, and/or statutes;
- Testing procedures and policies;
- Recordkeeping principles; and
- Computers and related software applications.

#### Skills in:

- Communicating, both verbally and in writing;
- Developing and delivering presentations;
- Compiling data;
- Analyzing processes, programs, and procedures;
- Coordinating activities and/or programs;

- Coordinating program scheduling;
- Providing customer service;
- Maintaining records;
- Preparing reports;
- Monitoring budgets;
- Managing the work of others;
- Using a computer and related software applications; and
- Communication (written and verbal), interpersonal skills as applied to interaction with students, coworkers, supervisor, the general public, etc. sufficient to exchange or convey information and to give and receive work direction.

Ability to:

- Use instructional and simulation technology;
- Interpret and apply applicable standards, laws, rules, and regulations; and
- Make recommendations for improvement.

**CERTIFICATION, LICENSE AND SPECIAL REQUIREMENTS**

Registered Nurse (RN) License (for Florida).

Simulation certification preferred or must be attained within the first semester

**PHYSICAL DEMANDS**

This work typically requires the following physical activities to be performed. A complete description of the activities below is available upon request from Human Resources.

(X = Required to perform essential job functions)

<b>Physical Activities</b>		<b>Physical Activities</b>	
Balancing – maintain equilibrium to prevent falling while walking, standing, or crouching.	<u>X</u>	Pushing – use upper extremities to press against objects with force, or thrust forward, downward, outward.	<u>X</u>
Climbing – ascending, descending ladders, stairs, ramps, requires body agility.		Reaching – extending hands or arms in any direction.	<u>X</u>
Crawling – moving about on hands, knees, or hands, feet.		Repetitive Motion – substantial movements of wrists, hands, fingers.	<u>X</u>
Crouching – bending body forward by bending leg, spine.	<u>X</u>	Speaking – expressing ideas with spoken word, convey detailed, important instructions accurately, concisely.	<u>X</u>
Feeling – perceiving attributes of objects by touch with skin, fingertips.	<u>X</u>	Standing – for sustained periods of time.	<u>X</u>
Fingering – picking, pinching, typing, working with fingers rather than hand.	<u>X</u>	Stooping – bending body downward, forward at waist, with full motion of lower extremities and back.	<u>X</u>
Grasping – applying pressure to object with fingers, palm.	<u>X</u>	Talking 1 – expressing ideas by spoken word.	<u>X</u>
Handling – picking, holding, or working with whole hand.	<u>X</u>	Talking 2 – shouting to be heard above ambient noise.	
Hearing 1 – perceiving sounds at normal speaking levels, receive information.	<u>X</u>	Visual Acuity 1 – prepare, analyze data, transcribing, computer terminal, extensive reading.	<u>X</u>
Hearing 2 – receive detailed information, make discrimination in sound.		Visual Acuity 2 – color, depth perception, field of vision.	<u>X</u>

Kneeling – bending legs at knee to come to rest at knees.		Visual Acuity 3 – determine accuracy, neatness, observe facilities/structures.	<u>X</u>
Lifting – raising objects from lower to higher position, moving objects side to side, using upper extremities, back.	<u>X</u>	Visual Acuity 4 – operate motor vehicles/heavy equipment.	
Mental Acuity – ability to make rational decisions through sound logic, deductive reasoning.	<u>X</u>	Visual Acuity 5 – close acuity for inspection of small defects, machines, use measurement devices, or fabricate parts.	<u>X</u>
Pulling – use upper extremities to exert force, haul or tug.	<u>X</u>	Walking – on foot to accomplish tasks, long distances, or site to site.	<u>X</u>

## **TYPE OF WORK**

Work performed is primarily:

- Sedentary work*: Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.
- Light work*: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force to move objects.
- Medium work*: Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
- Heavy work*: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
- Very heavy work*: Exerting in excess of 100 pounds of force occasionally and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects

## **WORK ENVIRONMENT**

May be required to work hours other than the regular schedule including nights, weekends, and holidays.

This position requires regular and reliable attendance and the employee's physical presence at the workplace.

Work is performed in a safe and secure work environment that may periodically have unpredicted requirements or demands.

*To perform this job successfully, an individual must be able to perform the essential job functions satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary job functions described herein. Since every duty associated with this position may not be described herein, employees may be required to perform duties not specifically spelled out in a job description, but which may be reasonably considered to be incidental in the performing of their duties just as though they were actually written out in a job description.*

***St. Petersburg College has the right to revise a classification or job description at any time. This description does not represent in any way a contract of employment.***