COLUMBIA
COLLEGE
CALGARY

CAREER OPPORTUNITY
INTERNAL/EXTERNAL POSTING

POSITION:	Instructor - Health Care Aide Program
PROGRAM/DEPARTMENT:	Health Care Department
REPORTING TO:	Department Chair
DEADLINE TO RECEIVE APPLICATIONS:	Until suitable candidate is found
DATE POSITION IS TO COMMENCE	ASAP

Description

The ideal candidate will be a highly organized team player and effective communicator. They will possess strong interpersonal skills, have a keen desire to learn and grow, be open to change and have a strong work ethic. They will be a career-oriented professional who focuses on continuous improvement, customer satisfaction, and excellent results. This highly motivated individual is sincere in their desire to help others succeed and works well with limited supervision.

Interested candidates should submit a resume to **sharron.burns@columbia.ca**. They should include a cover letter stating their date of availability, four work-related references including their current and past supervisor(s), and their salary expectation.

See attached position description for full details.

Columbia College
Position Description

NOTE:	Clarification of Terms
Must; Shall; Will:	These words or phrases indicate actions or activities that are *essential* or *mandatory*.
Should:	This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory.
May or Could; Can:	These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document.

Position Title:	Instructor – Health Care Aide Program
Program/Department Name:	Health Care Department
Reporting to:	Department Chair
Position Summary:	Under the supervision and direction of one's supervisor, this professional will be responsible for the effective delivery of assigned course(s). This will include out of class activities such as lesson planning, exam development, marking of assignments, tests, etc. This individual will be prepared to attend meetings and professional development events as part of their professional responsibilities.
Organizational Structure:	This individual will work in a flat organization structure consisting of one direct supervisor, a number of program peers and other management specialists. The individual will operate as autonomously as authorized by his/her supervisor.
Qualifications and Experience:	Instructors teaching the Government of Alberta HCA Provincial Curriculum (2019) must be regulated nurses in Alberta and in good standing with their regulatory college. Regulated nurses in Alberta include registered nurses (RN), registered psychiatric nurses (RPN), nurse practitioners (NP), and licensed practical nurses (LPN). The minimum nursing experience for an instructor is one-year full time equivalent (1,500 worked hours) clinical nursing or nursing education experience in Canada within the three years immediately preceding teaching in the HCA Program. Instructors must have at minimum, one of the following: • one year adult teaching experience, or • a baccalaureate degree in education, or • completion of an adult teaching/learning education
Roles and Responsibilities:	For Columbia College to become successful, each of its customers (including staff and students) must succeed. To achieve this requires a clear understanding of everyone's roles and responsibilities as well as a commitment to fulfilling said responsibilities. As will be noted in reviewing the list of roles and responsibilities below, it consists of two distinct parts. First is a set of generic roles and responsibilities. This is followed by a list of specific roles and responsibilities. The generic roles and responsibilities are included in every position description at the College. The specific roles and responsibilities are specific

Roles and Responsibilities:	to this position. Employees are expected to conduct themselves in a manner commensurate with their roles and responsibilities that follow. Employee performance reviews will be based on these roles and responsibilities. Instructors are encouraged to do all they can to help each individual student succeed. We believe that when our students succeed, we succeed. Therefore, the focus of our facilitators is to help our students to learn rather than to lecture to them. The College's current attrition rate is one-quarter that of traditional colleges and universities. At the same time our graduate employers are very satisfied. Employment rates of graduates normally exceed 90% and our rate is one the highest among all colleges and universities in Alberta. We want to continue to create a win-win situation where the employer, student, facilitator and College all succeed. Columbia's goal in education is to produce graduates who are rated by employers as above average to excellent performers in their field of training. All responsibilities listed below will be carried out under the general direction and supervision of your supervisor.

Professional Code of Conduct

Our success in the workplace is based on how proficient we are at utilizing our knowledge and skills and how effectively we conduct ourselves each day as professionals in satisfying the needs of our internal and external customers, and the goals of our organization. The following list describes many professional behaviours that can help us become more effective. The more skilled we become at applying each of these behaviours, regardless of our position in the organization, the more successful we will become.

1.0   Professional Approach and Ethical Behaviour

1.1   As a professional, demonstrates pride in their work and is honest, moral, ethical, honorable, trustworthy, and acts with integrity

1.2   Is pleasant, polite, punctual, positive, friendly, smiles, and asks how they may help others

1.3   Is reliable, responsible, accountable, loyal, engaged, and enthusiastic about their work

1.4   Is compassionate, caring, and finds meaning and fulfillment in their work

1.5   Tries to be constructive, pro-active, and acts as a protagonist

1.6   Contributes to a safe, secure, and environmentally friendly workplace and world

1.7   Views adverse experiences as learning opportunities and recovers quickly from such experiences

1.8   Keeps personal bias out of the workplace, does not use profanity, and respects cultural differences

1.9   Dresses appropriately for the workplace in a neat, clean, and well-groomed manner

1.10 Contributes to the organization via volunteering, coaching, and mentoring others
1.11 Is active in their professional association (where appropriate)

2.0 Interpersonal Relations and Teamwork

2.1 Treats all individuals in an equal, fair, and just manner (does not label, or discriminate against others)
2.2 Is a good role model and synergistic team member who is personable, sociable, cooperative, collaborative, has a sense of humor, and is well mannered
2.3 Is considerate and sensitive to others needs and uses tact and diplomacy when required
2.4 Is respectful, courteous, and sincere (does not belittle, intimidate, or insult others)
2.5 Views each client, patient, student, customer, and co-worker as a valued customer whose needs must be satisfied before they or their organization can succeed
2.6 Is available, approachable, and may develop close personal relations (avoids romantic situations)
2.7 Offers support, assistance, is flexible, and helps build a positively connected team and organization
2.8 Makes allowances for others mistakes by showing empathy, understanding, and forgiveness
2.9 Is open to constructive criticism, and takes responsibility for one's errors by apologizing, and correcting them
2.10 Avoids conflicts of interest and respects others' workspace and privacy (e.g. FOIP)
2.11 Seeks help from others and offers help to others to become more efficient and effective

3.0 Self-Concept and Confidence

3.1 Projects a positive self-concept and feels internally confident, yet does not dominate interactions
3.2 Functions well in ambiguous situations
3.3 May assume responsibility and leadership when required yet remains humble and gracious at all times
3.4 Demonstrates self-efficiency by following through on commitments in order to achieve outcomes
3.5 Considers themselves equal to others and demonstrates such in their interactions

4.0 Communication

4.1 Demonstrates effective listening, speaking, and writing skills
4.2 Helps to keep team members informed of changes in the department and/or organization
4.3 Develops more effective ways to improve verbal and non-verbal communication (e.g. tone of voice)
4.4 Respects others privacy and confidentiality (does not engage in gossip)
4.5 Maintains emotional control and encourages others to do the same
4.6 Deals with difficult situations and sensitive issues in a professional manner
4.7 Avoids engaging in disagreements and arguments in public. Seeks assistance when necessary.
4.8 Follows the organization's technology use policy

5.0 Life-Long Learning and Professional Development

5.1 Continues to increase their knowledge and skills to become more competent (e.g. credit courses, workshops, seminars, conferences, professional books, journals)
5.2 Shares newly developed approaches based on leading edge research
5.3 Monitors changes and makes or recommends needed adjustments
5.4 Keeps informed about changes affecting their profession, department, organization, and industry
5.5 Acknowledges when they do not know something and seeks to increase their competence

6.0 Problem Solving/Decision Making

6.1 Either individually or within a team, identifies work-related and customer-based problems/challenges
6.2 Helps others to view problems and concerns as challenges and even opportunities
6.3 Seeks input from those affected by work-related or customer-based problems
6.4 Is more effective when they actually identify the problem as opposed to a symptom
6.5 Assesses and analyzes problems by using such techniques as brainstorming, nominal group technique, Delphi technique, reframing, and lateral thinking
6.6 Objectively determines the most efficient and effective solution to each problem/challenge
6.7 Tries to make fair and just decisions that contribute to the common good
6.8 Effectively implements solutions in a timely manner
6.9 Monitors and evaluates solutions and takes further corrective action as needed

7.0 Creative Thinking and Innovation

7.1 Is more creative by asking 'why' and more innovative by asking 'what if'
7.2 Takes calculated risks and is willing to recommend and/or initiate change

8.0 Negotiating or Conflict Resolution

8.1 Identifies customer or employee issues when a conflict first arises by listening to and determining their wants, needs, and concerns.
8.2 Effectively uses conflict resolution and problem-solving techniques
8.3 Effectively negotiates and helps others resolve issues in conflict by focusing on facts and not emotions
8.4 Turns to qualified professionals to resolve situations involving harassment, bullying, or violence

9.0 Organizational and Time Management Skills

9.1 Practices one-touch policy by taking immediate action to solve simpler challenges (e.g. does not put paper, emails, etc. in piles) and develops a plan to take action on more complex challenges
9.2 Uses electronic calendar to plan regularly occurring daily, monthly, and yearly meetings and activities
9.3 Maintains an organized office, desk, files, documents, and working environment
9.4 Is prepared in advance for appointments and meetings (meeting etiquette)

9.5   Sets SMART individual and/or team goals by completing assignments, reports, etc. in an accurate and timely manner (does not procrastinate)

9.6   Lets others know if they are unable to meet a commitment, must change a priority, or needs help

10.0   Stress Management

10.1   Maintains composure under pressure and draws on their internal strength to succeed during difficult times

10.2   Effectively deals with negative situations in a positive manner

10.3   Maintains a balance between personal and professional life

10.4   Maintains a positive, focused, and more productive environment by reducing negative stress

11.0   Leadership Style

11.1   Effectively contributes to the organization's vision, mission, directions, goals, and Code of Conduct

11.2   Encourages others to adopt a positive leadership style (does not use threats or punishment)

11.3   Stimulates interest and enthusiasm on the part of others and contributes to positive employee morale

11.4   Coaches, advises, mentors, and counsels others where appropriate

11.5   Motivates others to achieve their intrinsic and extrinsic rewards through recognition, praise, and where possible through empowerment

11.6   Brings out the best in others which helps them channel their energy and experience greater satisfaction

11.7   Seeks new opportunities or approaches that will increase customer satisfaction, respect, and loyalty

11.8   Networks with others outside the organization and builds relationships that will benefit the organization

11.9   Bases leadership practice on collective vision, beliefs, as well as professional attitude and values

11.10 Builds a sense of shared values that bind others to a common cause and/or direction

11.11 Encourages and promotes a culture based on trust and respect

12.0   Performance

12.1   Continually seeks new ways to more efficiently and effectively perform their duties and responsibilities which contributes to the financial success of the organization, and as a result, also increases job security

12.2   Is committed to continuous improvement in the quality of goods/services their customer/patient/client/student experience

12.3   Contributes to the long-term growth and success of the organization by providing such outstanding customer service that current customers refer new customers on an ongoing basis

12.4   Firmly believes that only when each internal and external customers succeed, will they succeed

Specific Roles and Responsibilities

13.0   Course Instruction

13.1   Deliver the course according to Columbia College's specifications and guidelines outlined in the Facilitator Handbook, the Course Outline, and the instructions provided by the Program Supervisor.

13.2   Make certain that assigned course(s) are delivered according to their assigned course delivery schedule. Ensure that no scheduled class is cancelled, rescheduled, started late, or released early, without the approval of one's supervisor.

13.3   Attend program orientation and meetings called by one's supervisor or other College officials and attend professional development activities as part of one's professional responsibilities.

13.4   Provide input into updating the course outline as required according to timelines provided.

13.5   Prepare course materials as required.

13.6   Contribute to the positive image of Columbia and support the achievement of the mission, goals and principles of the College.

13.7   Contribute in a constructive and supportive manner to the professional development of his/her peers, colleagues, and other staff members.

13.8   Begin each class punctually with a fully developed lesson plan and related materials.

13.9   Use a variety of learning aids, equipment or tools to assist in the facilitation of learning (e.g., whiteboard, online, websites, etc.).

13.10   Use curricular approved methods to evaluate students' level of acquired competencies and/or skills.

13.11   Use appropriate, relevant and current examples and elicit examples from students to effectively reinforce topics or points. Government of Alberta Health Care Aide Program curriculum would form the foundation of each class.

13.12   Prepare hands-on activities to enhance learning. Avoid using the lecture format in the delivery of lessons.

13.13   Ensure each topic is properly summarized or concluded before going on to the next topic.

13.14   Ensure students have adequate time during class to question, comment or express their opinion; listen to students and provide appropriate and respectful comments or feedback.

13.15   Encourage students to complete the pre-readings as assigned in preparation for each session.

13.16   Notify one's supervisor as soon as possible if a student is experiencing difficulty.

13.17   Identify, assist, counsel, advise and tutor any student who is having difficulty acquiring the appropriate level of knowledge and skills necessary to pass the course.

13.18   Ensure all student work is graded and returned to students as soon as possible.

13.19   Use rubrics as required to grade student work and performance. Provide useful and relevant comments on rubrics to help students improve their work.

13.20   Record marks in the grading tool on a consistent basis.

13.21   Maintain records of student achievement and attendance; communicate student progress and results to students and stakeholders as required.

14.0   General

14.1   Be familiar with the Facilitator Handbook and its contents. Follow procedures as outlined within.

14.2   Dress appropriately as part of an educational institution and conduct oneself as a professional who is a role model for the students.

14.3   Remain current in the subject area and new methods of delivering course related material.

14.4   Attend any scheduled professional development activities as part of one's professional responsibilities.

14.5   Display genuine interest in students, as well as enthusiasm and excitement related to the subject.

14.6   Treat each student with respect, courtesy and sincerity. Create and foster a positive learning environment that promotes a co-operative relationship; treat each student as an adult who is responsible for their learning and decision-making.

14.7   Remain familiar with and follow the College and department/program mandates, missions, philosophy, goals, policies, rules and regulations.

14.8