

Part-Time Instructor

Posting # FAPT29-24

School of Nursing Faculty of Human and Health Sciences Prince George Main Campus, Undergraduate Courses Part-Time, Term

The University of Northern British Columbia (UNBC) invites applications for a sessional instructor position in the School of Nursing for the January 2025 semester. As an institution committed to the fostering of an inclusive and transformative learning environment, UNBC values high quality and growth in both teaching and scholarship.

This posting covers undergraduate courses in need of instruction from the Prince George Main Campus.

Candidates with a minimum BScN, MScN or PhD preferred, are encouraged to apply. Current registration as a Practicing RN with the BCCNM is required for all clinical positions, and preferred for all other positions.

NURS 306 – Introduction to Epidemiology – 3 SCH Contract Theory Instructor

This course applies epidemiological principles in the examination of patterns of disease and disability among populations, particularly those in northern latitudes. It introduces students to the interpretation of vital statistics, the critique of cross-sectional, case-control and cohort design, and the principles of screening.

NURS 317 – Theory & Practice: Maternity – 3 SCH Contract Theory Instructor; In Person

This course takes a women- and family-centred, strengths-based approach to caring for individuals and families of diverse and multicultural backgrounds in the childbearing experience. Emphasis is placed on the integration and application of evidence-based theory, standards for nursing practice, effective communication, critical thinking and use of the nursing process to optimally prepare nurses as caregivers and collaborators with childbearing women, neonates, families, and the health care team.

NURS 318 – Theory & Practice: Pediatrics – SCH to be determined Simulation Facilitator

This course emphasizes the health of infants, children, and their families, with a focus on health promotion, risk reduction, disease prevention and common health problems with particular attention to northern populations and First Nations. Information and clinical practice relating to acute and chronic conditions and medical/surgical interventions are included. Clinical experiences occur in acute pediatric and selected community settings, providing opportunities to apply pediatric nursing knowledge.

NURS 318 – Theory & Practice: Pediatrics – 3 SCH Contract Theory Instructor; In Person

This course emphasizes the health of infants, children, and their families, with a focus on health promotion, risk reduction, disease prevention and common health problems with particular attention to northern populations and First Nations. Information and clinical practice relating to acute and chronic conditions and

medical/surgical interventions are included. Clinical experiences occur in acute pediatric and selected community settings, providing opportunities to apply pediatric nursing knowledge.

**NURS 318 – Theory & Practice: Pediatrics – 1 SCH Contract
Clinical Lead**

This course emphasizes the health of infants, children, and their families, with a focus on health promotion, risk reduction, disease prevention and common health problems with particular attention to northern populations and First Nations. Information and clinical practice relating to acute and chronic conditions and medical/surgical interventions are included. Clinical experiences occur in acute pediatric and selected community settings, providing opportunities to apply pediatric nursing knowledge.

**NURS 326 – Theory & Practice: Mental Health – 2.5 SCH Contract
Clinical Instructor**

Note: *Clinical dates are associated with the second six-week rotation, October 23 – December 1, 2024.*

This course provides knowledge and skills required to care for people living with common mental health and addiction issues encountered in rural nursing practice. A holistic, relational nursing focus allows students to apply concepts to a variety of health challenges and to intervene appropriately. Students have an opportunity to further develop mental health nursing knowledge and skills in the clinical setting.

**NURS 418 – Introduction to Community Health and Nursing – up to 4 SCH contract
Clinical Instructor**

Note: *Clinical dates are March 10 – April 6, 2025*

This course provides an introduction to the concepts of community, primary health care, and nursing in the community and builds upon previous experiences in community health nursing practice. The theory and practice of working as a nurse in the community with individuals, families, and population groups are addressed through the integration and application of community nursing and primary health care theory in nursing practice in northern communities.

**NURS 422/ NRS 422 – Indigenous Health and Nursing – 3 SCH Contract
Theory Instructor ; Online Delivery**

Note: *Instructional dates are January 6 – February 14, with a workshop/OSCE component the week of February 10 – 15 2025.*

This course focuses on rural health and nursing. It provides students with the opportunity to increase their knowledge and skills, and to extend their ability to conduct comprehensive health assessments with diverse client populations across the lifespan. Students learn to safely utilize the NNPBC Decision Support Tools for RN First Call practice. Students learn to identify health concerns and risks, taking into account culture, ethnicity and health beliefs to make informed clinical judgements. This course features a skills-building laboratory/workshop and a clinical practicum in a rural acute care or primary health care facility.

**NURS 461/ NRS 421 – Rural Health & Nursing – 3 SCH Contract
Theory Instructor – 3 SCH Contract; Online Delivery**

Note: *Instructional dates are January 6 – February 14, with a workshop/OSCE component the week of February 10 – 15 2025.*

This course focuses on rural health and nursing. It provides students with the opportunity to increase their knowledge and skills, and to extend their ability to conduct comprehensive health assessments with diverse client populations across the lifespan. Students learn to safely utilize the NNPBC Decision Support Tools for RN First Call practice. Students learn to identify health concerns and risks, taking into account culture,

ethnicity and health beliefs to make informed clinical judgements. This course features a skills-building laboratory/workshop and a clinical practicum in a rural acute care or primary health care facility.

Our Commitment to Diversity and Employment Equity

The University of Northern British Columbia is fully committed to creating and maintaining an equitable, diverse, and inclusive environment that is accessible to all. We are devoted to ensuring a welcoming, safe, and inclusive campus free from harassment, bullying, and discrimination. This commitment is woven into our motto and mission. In the Dakelh language, UNBC's motto 'En Cha Huná translates to "he/she/they also live" and means respect for all living things. Through the respect for all living things, we are able to grow and learn better together, each bringing our own unique individual differences and contributions to inspire leaders for tomorrow by influencing the world today.

Employment equity requires that we remove barriers and overcome both direct and indirect discrimination. In this way, the pool of excellent candidates increases substantially. We encourage applications from members of groups that have been marginalized on any grounds enumerated under the B.C. Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Metis, Inuit, or Indigenous person

About the University and its Community

Since its founding in 1990, the University of Northern British Columbia (UNBC) has emerged as one of Canada's best small research-intensive universities, with a passion for teaching, discovery, people, and the North. UNBC's excellence is derived from community-inspired research, hands-on learning, and alumni who are leading change around the world.

Since time immemorial, Indigenous peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is grateful to live, work, learn, and play. We are committed to building and nurturing relationships with Indigenous peoples, we acknowledge their traditional lands, and we thank them for their hospitality. UNBC's largest campus in Prince George is located on the traditional unceded territory of the Lheidli T'enneh, in the spectacular landscape near the geographic centre of beautiful British Columbia.

UNBC's three regional campuses are located in Quesnel, Fort St. John, and Terrace. The South-Central campus in Quesnel is situated on the traditional territory of the Lhtako Dené (Red Bluff Band), Nazko, Lhoosk'uz Dené Nation (Kluskus Band), and Esdilagh First Nations (formerly Alexandria Band). Lhtako, Nazko, and Lhoosk'uz are Dakelh First Nations, and Esdilagh is a member of the Tsilhqot'in Nation. The Peace River-Liard campus in Fort St. John is situated on the traditional territory of the Doig River, Blueberry River and Halfway River First Nations. They are the Dunne-Za people. The Northwest campus in Terrace is situated on traditional Ts'msyen (Tsimshian) territory of the Kitsumkalum and Kitselas First Nations. It includes a satellite campus in the coastal community of Prince Rupert.

UNBC consistently ranks in the top three in its category in the annual Maclean's university rankings. UNBC also recently placed among the top five per cent of higher education institutions worldwide by the Times Higher Education World University Rankings.

With a diverse student population, the University is friendly, inclusive, and supportive. Prince George is a city of ~74,000 people with impressive cultural, educational, and recreational amenities. For more information about living and working in Prince George, please refer to <http://www.unbc.ca/experience> and <https://moveupprincegeorge.ca>. Make your mark with this leading post-secondary institution.

Salary

The salary for Part-Time Sessional Instructors is determined on the basis of Semester Contact Hour (SCH) at a rate of \$3,046.03 per SCH. Please refer to the link below to the UNBC Faculty Association Collective Agreement (Appendix 48C) for more compensation information:

<https://www.unbc.ca/sites/default/files/sections/human-resources/salary-grid-increases-july-1-2024-updated-cola.pdf>

To Apply

The University of Northern British Columbia is committed to employment equity and encourages applications from the four designated groups (women, Indigenous peoples, persons with disabilities, and members of visible minorities) as well as the LGBTQ2+ communities and individuals with intersectional identities.

Applicants should forward their curriculum vitae/resume, proof of current registration with BCCNM (screenshots are acceptable), and the names and addresses of two references (including telephone and email information) quoting FAPT29-24 to: nurshiring@unbc.ca, care of Dr. Catharine Schiller, Chair, School of Nursing.

Persons with disabilities, who anticipate needing accommodation for any part of the application and hiring process, may contact UNBC Health & Wellbeing at wellbeing@unbc.ca. Any personal information provided will be maintained in confidence.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. We thank all applicants for their interest in UNBC however, only those applicants selected for further consideration will be contacted.

Applications received on or before November 28, 2024, will receive full consideration; however, applications will be accepted until the position is filled.