

Part-Time Instructor

Posting #**FAPT02-25**

School of Nursing Faculty of Human and Health Sciences Prince George Main Campus, MScN and MScN-FNP 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 May 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 MScN and MScN-FNP courses in need of instruction from the Prince George Main Campus. All courses in this program are delivered via online modality.

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

NURS 603 – Health Assessment and Diagnostic Reasoning – 3 SCH Contract Theory Instructor

Delivered online, days/times set in conjunction with Instructor; Course dates May 5 – July 25, 2025

This course prepares students to perform comprehensive advanced health assessments with clients across the life-span. The integration of interpersonal communication and physical assessment skills with diagnostic reasoning, critical thinking and clinical decision-making in determining differential diagnoses is emphasized. Students learn health assessment and diagnostic reasoning in accordance with Nurse Practitioner professional regulations and within the context of interpersonal practice.

NURS 603 – Health Assessment and Diagnostic Reasoning – 1.5 SCH Contract On-Campus Skills Instructor (up to 2 positions)

Delivered in person on the Prince George Campus; 1 instructor needed for each of June 16-20, 2025, and June 23-27, 2025

This course prepares students to perform comprehensive advanced health assessments with clients across the life-span. The integration of interpersonal communication and physical assessment skills with diagnostic reasoning, critical thinking and clinical decision-making in determining differential diagnoses is emphasized. Students learn health assessment and diagnostic reasoning in accordance with Nurse Practitioner professional regulations and within the context of interpersonal practice.

NURS 607 – Appraising and Synthesizing Evidence for Practice – 3 SCH Contract Theory Instructor

Delivered online, days/times set in conjunction with Instructor; Course dates May 5 – June 30, 2025

This course provides students with the knowledge and skills to undertake a systematic search of literature, to critically examine and analyze the evidence, and to prepare an integrative or narrative literature review in response to a specific practice question. Students critique qualitative and quantitative

research, systematic reviews, evidence-based guidelines, and other relevant sources, and explore ways to apply that research and evidence in practice.

**NURS 620 – Quantitative Research in Nursing and Health– 3 SCH Contract
Theory Instructor**

Delivered online, days/times set in conjunction with Instructor; Course dates May 5 – August 8, 2025

This course introduces students to a range of quantitative research designs, methods and statistical approaches that are commonly used in nursing practice, nursing education and health care. This course exposes students to methodological tools.

**NURS 790 – Nurse Practitioner Internship – 1.5 SCH Contract
NP Skills 2 – On Campus Skills Instructor**

Delivered in person on the Prince George Campus, May 4 – 10, 2025

This final practicum course, consisting of seminars and concentrated clinical practice, sees students building upon previously acquired family nurse practitioner knowledge and skills. Students undertake autonomous, collaborative primary health care practice, through consolidating their skills and judgment in the assessment, management and care of individuals and families across the lifespan. Students collaborate with other health professionals to provide comprehensive care, and begin to take on leadership roles in addressing population health needs, service gaps and the promotion of health in primary care settings.

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.

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 **FAPT02-25** 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 March 13, 2025, will receive full consideration; however, applications will be accepted until the position is filled.