



POSITION DESCRIPTION FORM (PDF)

Temporary Part-time Support Staff

Position Title: Clinical Simulation Facilitator

Position Number: [Click here to enter text.](#) **Pay Band:** 10

Reports To: Cheryl Weir, Manager, Work Integrated Learning

Appointment Type: Other-details at right. **"Other" Hours Details:** [Click here to enter text.](#)

Scheduled Weekly Hours (maximum 24 hours per week): up to 24 hours a week

PDF Completed By (Manager Name): Cheryl Weir

Effective Date: September 16, 2026 [Click here to enter text.](#) **Last Revision:**

SIGNATURES

Incumbent: _____ **Date:** _____

(indicates incumbent has read and understood the Position Description Form details)

Supervisor: _____ **Date:** _____

(indicates the supervisor has authorized and assigned the duties & responsibilities in the PDF)

NOTE: Please return the original PDF to HR Operations (Michelle Bozec) as soon as it has been signed. Thank you.

PART ONE:

POSITION SUMMARY

The Clinical Simulation Facilitator supports the delivery of simulation-based learning experiences across Health and Community Services programs. Working collaboratively with faculty, simulation operations staff, and the Simulation Learning Specialist, the incumbent helps create safe, realistic, and effective learning environments that support student achievement and clinical skill development.

The role assists with learner preparation, simulation delivery, observation, and debriefing activities while ensuring simulation experiences align with learning objectives, accreditation requirements, and simulation best practices. The incumbent supports the development of learners' clinical reasoning, critical thinking, communication, and professional practice skills through simulation-based education.

Under the mentorship and supervision of the Simulation Learning Specialist, the Clinical Simulation Facilitator develops and applies skills in simulation pedagogy, facilitation, debriefing, learner support, and quality improvement. The incumbent contributes to scenario implementation, simulation evaluation, and the continuous enhancement of simulation-based learning experiences, while fostering a psychologically safe learning environment that supports learner engagement, reflection, confidence, and growth during simulation activities and debriefing.

The incumbent supports adherence to the INACSL Standards of Best Practice and Society for Simulation in Healthcare accreditation standards, helping ensure the delivery of high-quality simulation experiences that meet educational, operational, and accreditation expectations.

KEY DUTIES & RESPONSIBILITIES

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Keep sentences short, simple and to the point. *TIP: Describe major clusters of functional work rather than detailed individual work routines and procedures.* Do not use allocations of less than 5%.

	Summary Details	Percentage %
1	1. Simulation Delivery • Apply evidence-based simulation and facilitation strategies appropriate to learner level, intended outcomes, and modality of delivery. • Facilitate program and simulation specific learner prebriefing sessions that prepare participants for simulation activities using recognized best practices.	45%

	Summary Details	Percentage %
	• Prepares, organizes, and utilizes teaching aids, assessment tools, and clinical demonstration supplies to support the effective delivery of simulation-based learning activities and achievement of learning outcomes. • Observe and support simulation experiences, acting as a resource to learners as required for the scenario • Guide reflective, evidence-based debriefing sessions to solidify clinical concepts in collaboration with program faculty and/or Simulation Learning Specialist • Assess learner engagement, progression, achievement of outcomes, and development of competencies using established evaluation methods • Provide input on simulation delivery, learner engagement, and the achievement of intended learning outcomes to program faculty and/or the Simulation Learning Specialist. • Promote and maintain a safe simulation environment by adhering to health and safety policies, infection prevention and control practices, and applicable legislation during all simulation activities	
2	2. Participant Support • Support learners, faculty, and Simulated Participants during simulation activities to ensure a safe, organized, and effective learning experience. • Facilitate learner orientation and prebriefing activities that establish expectations, confidentiality, and psychological safety. • Provide guidance and real-time support to learners during simulation activities while maintaining a supportive and respectful learning environment. • Monitor simulation activities and identify learner, faculty, or SP support needs to promote engagement and learning. • Model professional communication, teamwork, and respectful interactions throughout simulation experiences. • Address operational or environmental concerns during simulation sessions to minimize disruptions and maintain learner focus. • Provide feedback to faculty and the Simulation Learning Specialist regarding learner engagement, psychological safety, and the overall simulation experience. • Support the creation of inclusive learning environments that encourage participation, reflection, and learner confidence.	40%
3	3. Supporting Quality Improvement and Evaluation • Collect and compile feedback from learners, Simulated Participants, and faculty following simulation activities. • Assist the Simulation Learning Specialist in evaluating simulation experiences by documenting observations, outcomes, and participant feedback. • Contribute to simulation evaluation by providing feedback on learner participation, educational outcomes, and opportunities for improvement. • Maintain accurate records of simulation evaluations, learner feedback, and quality improvement activities to support accreditation requirements. • Identify and communicate trends, successes, and opportunities for improvement to the Simulation Learning Specialist.	10%

	Summary Details	Percentage %
	• Support the implementation of quality improvement initiatives arising from simulation evaluation and feedback processes. • Assist with the collection and organization of evidence required to demonstrate compliance with INACSL Simulation Standards of Best Practice and Society for Simulation in Healthcare accreditation standards. • Contribute to the review of simulation activities to support program effectiveness, learner outcomes, and continuous quality improvement.	
4	Other Duties As Assigned <i>(do not amend this section)</i>	5%

To calculate the relative percentage of time allocated to each cluster of key duties & responsibilities, remember to consider the total amount of hours this part-time position will normally work in a year.

For example:

An RPT position which normally works 24 hours per week for 10 months of the year would have approximately 960 annual hours (24 hrs/wk x 4 wks/month x 10 months). If this position is estimated to spend 5 hours per week completing a cluster of work associated with organizing and maintaining business files, you would allocate 20% to this function calculated as (5 hrs/wk x 4 wks/month x 10 months) divided by 960.

PART TWO:

TRAINING & TECHNICAL SKILLS

Indicate the minimum level of independent studies, formal education, internal and/or external training programs including professional and technical or apprenticeship courses necessary to fulfill the requirements of this position.

Formal Education Requirements:

Completion of a two (2) year college diploma.

Field(s) of Study:

Health Sciences, Education, Social Sciences or applicable discipline. Certified Healthcare Simulation Educator designation from the Society of Simulation in Healthcare (CHSE) in good standing is considered an asset.

Other Vocational Certifications and/or Apprenticeships:

[Click here to enter text.](#)

EXPERIENCE

Specify the minimum number of months and/or years of practical experience in any related work necessary to fulfill the requirements of this position.

Practical Work Experience:

More than three years up to five years.

Additional Skills & Abilities:

- Minimum 5 years experience working in field related to the incumbent's education
- Experience working independently within a multi-tasking, multi-faceted team environment, prioritizing and organizing own workload.
- Experience using a variety of computer software such as word processing, spreadsheets, email and the web.
- Experience problem-solving, resolving conflicts and thinking critically to determine changes that might be needed to support simulation-based learning activities.
- Experience working with students in an educational setting.
- Experience working independently within a team environment, establishing priorities, problem solving and organizing own work to meet multiple deadlines.
- Strong interpersonal and communication skills required.

- Excellent time management and organizational abilities.
- Demonstrated knowledge of health and safety regulations and requirements.
- Experience in an educational or training environment
- Healthcare education role with exposure to high-fidelity simulation.
- Demonstrated knowledge of INACSL Simulation Best Practice Guidelines

PART THREE:

COMPLEXITY

Describe the amount and **nature of analysis, problem-solving and reasoning** required to perform the core duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity	Identifies learners who are not actively participating in simulation-based learning activities
Description	Identifies learners who are not actively participating in simulation-based learning activities and implements appropriate facilitation strategies to encourage engagement, foster inclusion, and support achievement of learning objectives while maintaining a psychologically safe learning environment.

Example #2

Task / Activity	Identifies situations where the psychological safety of learners or simulated participants may be compromised during a simulation activity
Description	Identifies situations where the psychological safety of learners or simulated participants may be compromised during simulation activities, including signs of distress, discomfort, disengagement, or emotional overwhelm. Responds appropriately by adapting facilitation strategies, providing immediate support, and modifying the simulation experience when necessary to maintain a safe and respectful learning environment. Facilitates reflective debriefing and connects learners or simulated participants with appropriate academic, wellness, or support resources when additional follow-up is required to support their well-being and continued success.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

Is the work considered to be routine/non-routine?
Non-routine.

How would you describe the complexity of the work?
All duties are varied and complex.

Describe the business processes used by the position.
Processes are specialized.

JUDGMENT

Describe the degree of independent judgment and problem-solving required to perform the duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity
Learners are not demonstrating the expected level of reasoning, critical thinking or competency
Description
Recognizes when learners are not demonstrating the expected level of clinical reasoning, critical thinking, decision-making, or competency during simulation activities. Uses facilitation techniques, questioning strategies, scenario adjustments, and debriefing methods to support learner reflection, identify knowledge or performance gaps, and promote achievement of learning objectives while maintaining a psychologically safe learning environment.

Example #2

Task / Activity
Identifies that the facilitation strategies and/or and modality of delivery are not appropriate to learner level or intended outcomes
Description
Recognizes when facilitation strategies, simulation modalities, or instructional approaches are not appropriately aligned with learner readiness, experience level, or intended learning outcomes. Collaborates with faculty and the Simulation Learning Specialist to assess the learning activity and identify opportunities to adapt facilitation approaches, simulation design, or delivery methods to enhance learner engagement, psychological safety, and achievement of educational objectives.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

The work duties typically require:

Interpretation of complex data or refinement of work methods.

In determining a solution for problems, the incumbent has discretion to:

Modify/refine existing methods and options.

MOTOR SKILLS

Describe the aspects of the position that require fine motor movements (delicate, intricate or precise) related to the core duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity
Keyboarding, documenting observations, and operating standard computer and classroom technology.
Description
Accurately documents observations, learner feedback, and simulation outcomes, and effectively utilizes computer applications and classroom technology to support the delivery and evaluation of simulation-based learning experiences.

Example #2

Task / Activity
Manipulating teaching aids, assessment tools, or clinical demonstration supplies.
Description
Manipulates teaching aids, assessment tools, and clinical demonstration supplies to support simulation-based learning activities, facilitate learner engagement, and promote achievement of intended learning outcomes.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

When considering 'speed' of fine motor movements for this position:
Speed is a secondary consideration.

Indicate the percentage of time that is required in performing each of the tasks discussed above.

Task	% of Time
Computer and Classroom Technology	70
Teaching aids	30

PHYSICAL DEMAND

Describe the degree of **physical demand** required to perform the duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position that illustrate the type and duration of physical effort, the frequency, the strain from rapid and repetitive fine muscle movements or the use of larger muscle groups, lack of flexibility of movement, etc.

Example #1

Task / Activity Movement and Technology Use in Learning Environments
Description Frequent sitting, standing, and movement between simulation and classroom environments, with regular use of computers and classroom technology for documentation, data entry, and learner support activities.

Example #2

Task / Activity Simulation Materials and Resource Handling
Description Occasional reaching, lifting, carrying, and positioning of educational materials and clinical demonstration supplies is required to support simulation activities. Examples may include participant guides, scenario materials, assessment forms, clinical skills kits, task trainers, anatomical models, mock medications, wound care supplies, and other teaching resources used during learner preparation and debriefing sessions.

Indicate the percentage of time that is required in performing each of the tasks discussed above.

Task	% of Time
Movement and Technology	70
Materials and Resource Handling	30

How would you describe the frequency of the physical demands of this position?

Occasional (part of the day)

How would you describe the nature of the physical demands of this position?

Light

How would you describe the physical strain on this position?

Comfortable body positions with flexibility of movement.

SENSORY DEMAND

Describe the degree of **sensory demand** required to perform the duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position that illustrate the level/degree of concentration (visual, auditory, tactile, etc.). Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity
Observation, Monitoring, and Communication
Description
Requires sustained visual and auditory concentration to observe learner performance, behaviours, engagement, and communication during simulation activities, and to recognize verbal and non-verbal cues that may indicate support needs, psychological safety concerns, or opportunities to enhance learning outcomes.

Example #2

Task / Activity
Work in darkened or low-light control rooms to observe simulation and provide support to learners in the simulation environment
Description
Works within control rooms and observation spaces, including darkened or low-light environments, to manage and monitor simulation activities. Observes and listens to simulation through audiovisual systems while maintaining attention to learner interactions. Adjusts the simulation environment in real time to support educational objectives and ensure a realistic, immersive learning experience.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

How would you describe the requirement for attention to detail in this position?

Frequent (>60%)

How would you describe the requirement for sensory demand in this position?

Considerable

Indicate the percentage of time that is required in performing each of the tasks discussed above.

Task	% of Time
Observation, Monitoring, and Communication	70
Working in darkened or low-light rooms	30

STRAIN FROM WORK PRESSURES / DEMANDS / DEADLINES

Describe the degree of **work pressures** involved in performing the duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position that illustrate the deadlines, interruptions, distractions, multiple or conflicting demands/workloads and dealing with people in difficult situations. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity Deadlines, Interruptions and Schedule Pressures
Description Works within dynamic simulation-based learning environments that require continuous monitoring of learner activities, adherence to course schedules, and responsiveness to changing circumstances. Manages competing priorities, frequent interruptions, activity transitions, and unexpected challenges while maintaining attention to detail, supporting learner engagement and psychological safety, and ensuring simulation activities are delivered safely, effectively, and within established timelines.

Example #2

Task / Activity Supporting Learners and Faculty in Challenging Situations
Description Engages with learners, faculty, and simulated participants who may be experiencing stress, anxiety, frustration, or performance challenges during simulation activities. Requires tact, professionalism, and effective communication skills to manage sensitive situations while maintaining a supportive and psychologically safe learning environment.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

How would you describe the workflow demands this position typically faces?

Deadlines may periodically change.

How would you describe the existence of critical deadlines in this role?

Occasional critical deadlines.

How would you describe the level of interruptions this position faces?

Interruptions are frequent and may be unpredictable.

Indicate the predictability of the strain and percentage of time required in each task discussed above.

Task	% of Time	Predictability*
Deadlines, Interruptions and Schedules	70	UP (Usually Predictable)
Challenging Situations	30	UP (Usually Predictable)

INDEPENDENT ACTION

Describe the degree of **independent action** and **autonomy** required to perform the core duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity Learner Support and Facilitation
Description Independently monitors learner participation, engagement, psychological safety, and progression during simulation activities, determining appropriate facilitation strategies and support interventions to maintain a safe and effective learning environment. Escalates significant learner concerns or issues affecting achievement of learning outcomes to faculty and/or the Simulation Learning Specialist as required.

Example #2

Task / Activity Simulation Operations and Problem Resolution
Description Works independently to manage competing priorities and respond to routine issues arising during simulation activities, including learner questions, scheduling changes, participant support needs, and activity interruptions. Exercises judgment in addressing immediate concerns while consulting faculty, simulation operations staff, or the Simulation Learning Specialist when issues fall outside established procedures or require changes to simulation delivery.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

What type of instruction is typically given to the incumbent?
Uses procedures and past practices but may adapt them, as required.

What degree of supervision is typically provided to the incumbent?
Considerable freedom to act independently; supervisory input provided upon request.

How is the work typically checked and verified?
Output is reviewed by exception only.

How frequently is the work checked?
Most processes are reviewed weekly.

Describe duties which are the incumbent's responsibility where independent action requires initiative and/or creativity and indicate how often the duties occur. Identify the typical situations or problems that are normally referred to the Manager for solution.

COMMUNICATIONS / CONTACTS

Describe the nature of contact and purpose involved in communicating information (i.e. to provide advice, explanation, to negotiate, or influence others to reach agreement, etc.), and the confidentiality of the information provided. Answer the questions listed below in the Key Considerations section.

Nature of Contact (Who)	Purpose of Contact (What)	Frequency
Administrators, Faculty, Technologists, Students	Confirm processes and procedures.	Daily
SPs	Interactions during simulation activities to support the delivery of simulation-based learning experiences. Collaborates with SPs to facilitate realistic learner interactions and may assume roles such as clinical technologist, preceptor, or student supervisor within simulation scenarios to guide learners, support achievement of learning objectives, and maintain a psychologically safe learning environment.	Daily
Faculty, Technologists, Students SPs	Ensure informed consent is obtained from all participants involved in simulation activities with clear communication about recording, participation expectations and confidentiality in accordance with institutional policies and ethical standards.	Weekly
Simulation operations Technologists	Collaboration with the Simulation Operations Technologist throughout simulation activities to coordinate the use of equipment and technical resources, address operational needs, and support adjustments to simulation delivery as required to achieve learning objectives while maintaining a psychologically safe learning environment.	Daily
Faculty, Simulation Learning Specialist, Simulation Operations Lead, Technologists, Administrators	Communicate observations regarding learner engagement, readiness, achievement of learning outcomes, and	Monthly

Nature of Contact (Who)	Purpose of Contact (What)	Frequency
	the effectiveness of facilitation strategies or simulation delivery methods. Consults with these stakeholders when simulation activities, facilitation approaches, or modalities of delivery may not be appropriately aligned with learner needs or intended outcomes.	
Learners	Maintains regular communication with learners throughout the full cycle of simulation-based learning activities, including orientation, prebriefing, simulation delivery, debriefing, and follow-up. Provides guidance, clarification, feedback, and support to promote learner engagement, psychological safety, achievement of learning outcomes, and the development of clinical reasoning, critical thinking, communication, and professional practice skills.	Daily

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

Communications in this position are typically engaged for the purpose of:

Providing basic instruction or resolution of complex problems; may need to influence/sway others opinions.

What type of involvement does this position have with confidential information?

Regular involvement with moderate disclosure implications.

RESPONSIBILITY FOR DECISIONS AND ACTIONS

Describe the type of **responsibility** that exists for the **decisions** and **actions** related to the core duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity
Learner Safety, Engagement, and Support
Description
Monitors learner participation, psychological safety, and progression during simulation activities, exercising judgment to determine when facilitation interventions, learner support, or escalation to faculty and/or the Simulation Learning Specialist are required to maintain a safe and effective learning environment.

Example #2

Task / Activity
Identification and Communication of Learning Concerns
Description
Assesses learner readiness, participation, performance, and achievement of intended outcomes, and exercises professional judgment in communicating observations, concerns, and recommendations to faculty, the Simulation Learning Specialist, and simulation operations staff to support continuous improvement of simulation-based learning experiences.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

How errors are typically detected for work completed by this position?

Errors usually detected through verification and review processes.

What is the typical scope of impact to the organization for errors in this position?

Results in significant waste and negative impacts to operational effectiveness.

WORK ENVIRONMENT

Describe the physical environment that the incumbent works in. Consideration should be given to:

- The probability or likelihood of exposure to disagreeable/hazardous elements.
- The nature of the disagreeable/hazardous element
- Length of exposure while on the job
- Travel

Complete the chart below. Answer the questions in the Key Considerations section.

Environment	% of Time
Professional office environment Yes	10
Outdoor work; seasonal conditions No	
Other (please specify) Control Room/In-person Simulation Spaces	30
Other (please specify) Classroom/Debrief Space	60

Key Considerations:

With respect to the nature of disagreeable/hazardous elements this position is in contact with, would you describe them as:

Slightly disagreeable

With regard to the disagreeable/hazardous elements referenced above, how often does the position encounter them?

Occasional

If this position is required to engage in business related travel, what is the frequency of the travel?

Infrequent (less than 10% of their time in transit)

SUPPLEMENTAL DATA

Provide any additional information which will serve to further enhance understanding of the position.

[Click here to enter text.](#)