

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Nursing Technologist

Payband: H

Position Code/Number (if applicable): S00663

Scheduled No. of Hours 37.5/w

Appointment Type: x 12 months less than 12 months

Supervisor's Name and Title: Bianca Sclippa, Manager of School Operations for School of Health and Wellness & Justice and Community Development

Completed by: Bianca Sclippa

PDF Date: April 12, 2021

Signatures:

Incumbent:
(Indicates the incumbent has read and understood the PDF)

Date:

Supervisor:

Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements**.

Position Summary

Provide a concise description of the overall purpose of the position.

The incumbent supports the learning process by demonstrating the use of the equipment and facilities of the nursing commons and by responding to student questions related to the courses, referring content specific questions to faculty. The incumbent works to establish an appropriately supportive learning environment for students. Ensures that safety procedures are followed for the protection of students and faculty.

This position co-ordinates, schedules and ensures proper maintenance of the clinical labs for all semesters of the Programs requiring lab use. The scope of responsibility of this position includes the development & coordination of student learning activities and demonstrations to support faculty-direct course and curriculum needs, set-up and dismantling of equipment, maintenance of learning tools and manuals, faculty updates, required student records, equipment and supplies.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*

<p>1.Academic Delivery Support</p> <p>On a semester basis and in accordance with curriculum guidelines, works with faculty and collaborates with Simulation Technician to ensure that the equipment and supplies needed to support practice laboratory experiences including scenarios, simulation, mannequins, equipment, supplies, computer resources, documentation, videos, and reference materials, are prepared and ready for use.</p> <p>In coordination with program faculty, prepares and develops lab content to support curriculum development. Retrieves, sets up and dismantles laboratory equipment, supplies and resources to meet curriculum needs.</p> <p>In consultation with faculty, updates all faculty and student resource / laboratory materials on a timely basis to ensure the most relevant information is available and that materials reflect industry standards.</p> <p>Plans and coordinates in-service demonstrations on new equipment. Attends meetings and consults with faculty to plan activities to meet students' needs. Provides technical expertise and/or advice to academic staff regarding lab set up and equipment use to maximize student experience and specific lab outcomes. Provides training on new equipment to other Nursing Tech staff. Ensures other Nursing tech staff are following proper procedures and able to demonstrate proper use to students.</p> <p>Conducts orientations with all new faculty and Nursing Tech staff on the operations of the lab facility. Sets up all lab experiments, projects, demonstrations and aids to student learning in Practical Nursing and PSW program. Develops and writes lab procedures according to industry/education standards as required for expected learning outcomes and results. Supports and completes student evaluations with faculty in relations to learning outcomes for Practical Nursing/PSW demo labs, assignments and activities in the lab setting. Oversees all student workers in the Practical Nursing and PSW program.</p> <p>Provides mechanisms for the proper issuing of equipment and supplies required for the Practical Nursing and PSW program. Reviews and disseminates information and materials regarding technical developments relating to the subjects taught within the Practical Nursing and PSW program. From time to time depending on the needs of the program and directions from the Manager of School Operations, attends relevant seminars, PD sessions and meetings as appropriate. Keeps current in the application of hardware and software changes in the field relating to the Practical Nursing and PSW disciplines.</p> <p>Assists Manager of School Operations in arranging scheduling of part-time technical staff requirements to support Nursing labs</p>	<p>15%</p>
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<p>2.Operations / Tracking /Record Keeping</p> <p>Ensures learning facilities are maintained to appropriate standards with attention to health and safety, security, cleanliness and organization by developing appropriate use guidelines for the facility as per Department guidelines (coordinated approach in shared policies and procedures)</p> <p>Creates and updates safety manuals for all health labs and the MSDS library annually.</p> <p>When safety concerns are identified, the incumbent makes contact when appropriate with faculty or other staff, or Manager of School Operations to ensure immediate resolution.</p> <p>Develops and maintains appropriate tracking mechanisms to effectively maintain required inventory, equipment and supplies in the Nursing laboratories as per Department policies and procedures.</p> <p>Maintains inventory of supplies and equipment required for demonstration purposes in all Nursing labs in accordance with curriculum guidelines. This includes planning on a semester basis, and ensuring all supplies and equipment are available in conjunction with scheduled lab exercises.</p> <p>Identifies and organizes equipment requiring third party maintenance.</p> <p>Performs regular maintenance on lab equipment to ensure it is in safe, workable condition.</p> <p>Liaise with Campus Bookstore to procure contents for student lab kits for Nursing and PSW programs labs</p>	<p>15%</p>
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<p>3. Student Contact</p> <p>Assists faculty during laboratory practice sessions by monitoring and reinforcing pre-learned principles related to skills and/or procedures. Depending on curriculum changes, the incumbent may be required to audit the lecture preceding the lab in order to ensure continuity and congruence in the specific skill/technique being delivered.</p> <p>Sets up all lab experiments, projects, demonstrations and aids to student learning in Practical Nursing and PSW. Develops and writes lab procedures according to industry/education standards as required for expected learning outcomes and results. Supports and completes student evaluations with faculty in relations to learning outcomes for Practical Nursing and PSW experiments, assignments and activities in the lab setting. Oversees all student workers in the Practical Nursing and PSW program</p> <p>Coaches and provides feedback to students during the course of skills labs and checks off completion of specific learning objectives. Reinforces demonstrated academic content to ensure understanding. Identifies if students are needing extra support to meet the set lab outcomes. If needed arrange time with the student to review content, reinforce taught curriculum and demonstrate proper use of equipment. acts as a resource to students (e.g. accessing resources to facilitate praxis, research material and equipment, assignment completion).</p> <p>Demonstrates appropriate use of equipment and supplies.</p> <p>Responds to student inquiries.</p>	<p>60%</p>
<p>4. Communication</p> <p>Attends and participates in Program meetings, providing input on students' skill progress, attendance and problems.</p> <p>Attends and participates in School, Program and Lab meetings.</p> <p>Liaises with other college departments as required to provide information, resolve problems, and/or organize activities in the laboratories (e.g. Plant and Property, Information Technology, Purchasing).</p> <p>As required networks with Trent/Fleming SON and community practice agencies to keep current of new equipment and supplies.</p>	<p>5%</p>
<p>Other related duties as assigned</p>	<p>5%</p>

* To help you estimate approximate percentages:

½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10%	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- Up to High School 1 year certificate x 2 year diploma

- Trade certification 3 year diploma 4 year degree or 3 year diploma / degree plus professional certification

- Post graduate degree (e.g. Masters) or 4 years degree plus professional certification

- Doctoral degree

Field(s) of Study:

Practical Nursing.

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- X No additional requirements

- Additional requirements obtained by course(s) of a total of 100 hours or less

- Additional requirements obtained by course(s) of a total between 101 and 520 hours

- Additional requirements obtained by course(s) of a total of more than 520 hours

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

- Less than one (1) year
- Minimum of one (1) year
- Minimum of two (2) years
- Minimum of three (3) years

Minimum of five (5) years

Related practical, current experience using nursing skills and equipment.

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 in order to determine equipment that might be needed to support nursing lab learning activities

Experience working with students in an educational setting.

Experience working with the FOIA Act to ensure confidentiality of student records

Recent and relevant acute care experience is preferred

Current registration and in good standing with College of Nurses.

Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring

Key issue or problem encountered.

Failure of equipment to function as needed.
Medical lab equipment

How is it identified?

Identified during set-up by incumbent or other staff – frequent time constraints as equipment is specialized and may require consulting operations manual or vendor

Is further investigation required to define the situation and/or problem? If so, describe.

Often further investigation is needed to figure out problem
 Troubleshooting under time constraints by researching manuals or contacting vendor or repair company.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Past practices – support from manufacture.
 Process of trial and error.
 Logical sequencing of troubleshooting

What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).

Past practices related to past experience with regards to encountering similar problem – support from manufacture, handbooks, and guidelines.
 Intuitive nature is developed through repeated exposure to similar problems.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

Inability to obtain supplies as a result of back ordering etc.

How is it identified?

Determined by colleague on placing order

Is further investigation required to define the situation and/or problem? If so, describe.

Relay to faculty need to seek out alternative supplies or create/ alter the learning activity.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Work with faculty to modify learning activity accordingly.

What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).

Consultation with colleague who is placing orders.
 Consultation with faculty

#3 regular & recurring

Key issue or problem encountered

Student interaction with lab.
 Student is not grasping concept in a larger lab or group.

How is it identified?

Identified by the incumbent.
 Student seems reluctant or insecure or is using the wrong techniques Probe to investigate further..

Is further investigation required to define the situation and/or problem? If so, describe.

Ask the student if they are having any problems and if you can help out in any way. Probe thoroughly with questions (particularly if they say they don't need help) to check understanding of theory and to determine areas where additional demonstration and practice re required. Provide positive re-enforcement and analysis.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Based on the information above, assess their learning need and change the environment to meet the challenges

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Past practice
 Course Outline
 Course hand outs
 Lab Safe Work Practice Manual
 Faculty and/or other support Staff

3. Analysis and Problem Solving

~~#1 occasional (if none, please strike out this section)~~

Key issue or problem encountered

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

~~#2 occasional (if none, please strike out this section)~~

Key issue or problem encountered

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring

List the project and the role of the incumbent in this activity.

Working in collaboration with the program faculty and administration, the incumbent must continuously develop suitable procedures and achieve excellence in academic procedures and learning within the Practical Nursing program.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Consultation and effective problem solving with all stakeholders., Superior interpersonal skills, able to monitor, anticipate, and accurately assess industry trends and ongoing scientific developments.

List the types of resources required to complete this task, project or activity.

Academic leaders (Manager of School Operations, Chair and Dean), Academic Operations, Practical Nursing program faculty members, Practical Nursing program PAC members and members within the scientific fields related to Practical Nursing. Also industry best practices, scientific papers, and internet resources.

How is/are deadline(s) determined?

Based on the college, school and program academic timelines and timetables.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

The Practical Nursing faculty and Manager of School Operations, Academic Chair/ Dean

4. Planning/Coordinating

	#2 regular & recurring
List the project and the role of the incumbent in this activity.	Determines for all courses when lab test weeks will be which in turn determines schedule for testers
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Determine time and space according to student and faculty availability. Need to know curriculum and understand in order to set up labs
List the types of resources required to complete this task, project or activity.	Course content – handouts, PowerPoint ,
How is/are deadline(s) determined?	As per student timetable and arrangement with faculty Determines schedule of tests & testers – recommends to manager
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Recommendations by the tech who knows curriculum and can adjust accordingly, are made to the Manager of School Operations for decision. Faculty and tech will evaluate effectiveness of learning activity and decide if it should be repeated.

	#3 regular & recurring
List the project and the role of the incumbent in this activity.	Responsible for planning and coordinating student make-up labs as required. Planning of each make-up lab in consultation with faculty. Multiple labs across the Health and Wellness school and coordinating some labs that run simultaneously with limited resources.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Determine time and space according to student and faculty availability. Need to know curriculum and understand in order to set up labs
List the types of resources required to complete this task, project or activity.	Course content –, access to D2L & necessary lab equipment for set up.
How is/are deadline(s) determined?	As per student timetable and coordination with faculty on which students are in need of the extra lab support. Determines schedule of make-up labs & room bookings – recommends to manager

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Recommendations by the tech who knows curriculum and can adjust accordingly, are made to the Manager of School Operations for decision.

Faculty and tech will evaluate effectiveness of learning activity and decide if it should be repeated.

4. Planning/Coordinating

~~#1 occasional (if none, please strike out this section)~~

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

List the types of resources required to complete this task, project or activity.

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

~~#2 occasional (if none, please strike out this section)~~

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

List the types of resources required to complete this task, project or activity.

How is/are deadline(s) determined?

Who determines if changes to the projector activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assists others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box (es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	Demonstrating processes to other lab techs / faculty
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	He/she may recommends to faculty the best methodology for storage of a specific chemical or material based on their review of the latest information not yet used by faculty.

√	□	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	Monitors and reinforces pre learned principles. Coaches and provides feedback to students during labs. Checks off completion of specific learning objectives.
□	√	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	Responsible to allocate work to PT Techs/ Student workers and ensure done correctly, forwarding performance management issues to manager

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
The incumbent is aware of the day to day responsibilities of the position in relation to the academic cycle and specific curriculum requirements. Special projects are outlined generally by the Manager of School Operations.. The incumbent determines appropriate process for completion of tasks.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Work assignments are defined by general organizational regulations, health industry guidelines and procedures, Department guidelines and College academic procedures.</p> <p>Professional Practice Guidelines through College of Nurses.</p> <p>Due to changes within the organization and curriculum, the incumbent is expected to be flexible and adapt to each new practice, policy, procedure or technology.</p>	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Work is not formally reviewed but rather in process, through effective operations of the nursing commons. Regular meetings with nursing coordinators and faculty provide opportunity for discussion of issues and processes to support the commons. Student and faculty feedback.	

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
Set up of labs and equipment. Issues with faculty coordinators, part-time techs and student lab assistants.	

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
Conflicts and/or sensitive issues requiring unscheduled and immediate administrative resolution. Issues/concerns with faculty and students that cannot be answered by the incumbent or are outside the parameters of normal procedures.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)

Support Staff PDF

Set up and dismantling of lab demonstration models on a daily basis - incumbent consults with the Faculty for clarity regarding skills and/or techniques to be demonstrated and then determines the best method for set up.

Supplies and equipment inventory - incumbent determines what supplies and equipment are needed to support the curriculum,. Incumbent will make recommendations regarding supplies and significant equipment purchases.

Changes methodology of guided learning.

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
Provide tech. support and expertise during Nursing labs.	Respond to request help with a clinical or lab exercise. Collaboration with faculty. Direct contact with the individual or group, if possible. Demonstrate skill or procedure. Recommend enhancement/improvements.	Students, faculty	D
Provide assistance with educational needs, technical demonstrations (e.g. lab experiences, scenarios, simulation, etc) or a piece of equipment. Responds to requests for assistance with a clinical or lab exercise or request for preparation of samples/labs.	Usually sit down with individual and resolve the problem, explain solutions, demonstrate the skill, provide resources or contacts to find solutions. Provide individual with necessary equipment or resources to accomplish task. Follow-up by email or phone to ensure that "client" is satisfied.	Students, PT techs, Student workers, Faculty	D

Support Staff PDF

<p>Provide information to equipment manufacturers and distributors, repair companies, rental companies; sales reps, technical specialists</p>	<p>Direct contact with the individual or group, if possible. Frequent use of email, phone, Verbally – usually by email, or phone. Occasionally written correspondence by mail. Often deal in person with technical specialists, or repair companies.</p>	<p>Equipment manufacturers and distributors, sales reps, technical specialists, repair companies,.</p>	<p>D</p>
<p>Development & coordination of student learning activities and demonstrations (including lab experiences, scenarios, simulation, etc)</p>	<p>After consulting with faculty (clients) to gain a thorough understanding of needs, researches and develops appropriate learning activities to support faculty curriculum needs</p>	<p>Faculty</p>	<p>W</p>
<p>Selection of equipment for use in lab classes, simulations, etc</p>	<p>Consult with faculty (clients) to gain understanding of needs and select appropriate equipment from available options to support learning.</p>	<p>Faculty</p>	<p>W</p>

* D = Daily W = Weekly M = Monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy			
Explanation and interpretation of information or ideas	Discuss student progress related to skills; provide in-service training on equipment; consult re: lab demo set-ups	Faculty	D
	Review curriculum needs	Co-ordinator	W
	Solicit information; problem solve issues; retrieve equipment; request supplies and inventory	Other departments	W W
Imparting technical information and advice	Assist faculty or students in the use of technical equipment and techniques (e.g. simulation)	Faculty Students P/T Techs	D
Instructing or training	Provide guidance and feedback to students on skills being demonstrated; Support and reinforce faculty instruction of specific techniques within the lab	Students	D
Obtaining cooperation or consent			
Negotiating			

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9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Moving Equipment	D	√			√		
Setting up and dismantling equipment within lab for demonstrations	D	√				√	
Bending	D	√			√		
Lifting mannequins to set up various labs. Moving is within lab environment – lifting equipment is available. Demonstrating patient lifting/moving techniques to students (please indicate weight in appropriate box below)	D	√			√		
Intermittent sitting, standing, walking	D	√			√		

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If lifting is required, please indicate the weights below and provide examples.

- Light (up to 5 kg or 11 lbs)
- Medium (between 5 to 20 kg or 11 to 44 lbs)
- Heavy (over 20 kg or 44 lbs)

Lifting mannequins 30-40 lbs during student demonstrations and set-up

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (E.g. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (E.g. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Detailed working with equipment in clinical labs such as high fidelity computerized equipment with simulation mannequins.			X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

- Usually
 No

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Observing and assessing students during practical lab practice	D		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

Usually
 No

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

Usually
 No

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11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)		D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input checked="" type="checkbox"/> other (explain)	Although no bodily fluid is being drawn, handling syringes & other sharps lend to real potential to be stuck or cut (doesn't contain blood/bodily fluid).	D

* D = Daily M = Monthly W = Weekly I = Infrequently