Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: VACANT

Position Title: Simulation Operations Technician, Schools of Health & Wellness and Justice & Community Development

Payband: H

Position Code/Number (if applicable): S00359

Scheduled No. of Hours: 37.5 per week

Appointment Type: □ X 12 months □ Less than 12 months (please specify # months: _____)

Supervisor's Name and Title: Bianca Sclippa – Manager, School Operations

Completed by: Allan Hewitt

PDF Effective Date: October 10, 2019
JEC Review: 05 Mar 2020

Signatures:

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

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 fo 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

The Simulation Operations Technician plans and executes operational and technical aspects of simulated learning activities, simulation-based education, and scenario-based training for Schools of Health & Wellness and Justice & Community Development. This includes operational support for scenario planning and development in collaboration with the Simulation and Interprofessional Education Lead and faculty within the Schools, as well as operational support with high fidelity manikins and other simulation technology prior to and during programmed simulation activities within scheduled class time. The incumbent completes all the necessary programming for high fidelity manikins, and other simulation equipment and technology (i.e. virtual reality headsets, equipment with artificial intelligence capabilities, cloud-based recording systems, etc.) necessary for program delivery. The incumbent coordinates the physical set-up of all simulation labs.

The Simulation Operations Technician oversees the physical status and use of A-wing Simulation Labs (currently 9), liaising with other internal departments as necessary (e.g. physical resources and IT). The incumbent coordinates bookings for the A-wing simulation lab spaces, and coordinates the integration and set-up of requested furniture and other props for simulated experiences. The incumbent will facilitate the implementation of health and safety and cleanliness standards per College and School standards and requirements.

The Simulation Operations Technician will work with a collaborative approach with other Fleming staff within the Schools and college wide. The incumbent will collaborate with other technologist to support ongoing lab activities.

The Simulation Operations Technician develops operational and technical proficiency with all aspects of the operation, maintenance, support, troubleshooting, implementation, hardware/software updates, and repair of all simulation equipment within the Schools. The incumbent will also ensure that all simulation equipment is tagged and recorded within the Asset Inventory Management system.

The Simulation Operations Technician implements budget controls and initiates the purchasing of supplies and maintains an internal inventory of supplies and approved capital equipment for the use in simulation within the Schools of Health & Wellness and Justice and Community Development. The incumbent collaborates with the purchasing department and the Academic Services Leader to procure

capital equipment, including the preparation of necessary documentation. The incumbent is a member of the College wide Capital Planning Committee.

The Simulation Operations Technician develops, reviews and updates standard operating procedures for the Simulation Labs and equipment, based on Simulation Best Practices. The incumbent provides training to faculty and support staff for the use of simulation equipment and spaces, as well as communicates and oversees adherence to operating procedures within the A-wing Simulation Labs.

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*
Simulation Operations • Operates patient simulators, simulation task trainers, virtual reality headsets, associated medical equipment and computer/audiovisual equipment during training exercises directly with students. • Working with faculty supports and monitors all aspects of the learning environment before, during and after the simulation exercise encompassing direct interaction with the participants (students), appropriate adjustments to the scenario and technical responses of simulator based on participant feedback and actions. Provide appropriate pre-briefing to students prior to simulation based learning, to ensure psychological safety best practices are met. • Plans and coordinates physical set-up of all simulation labs, following briefings with Simulation and Interprofessional Lead and Faculty. • Inputs all programming for simulation equipment to be used during simulations. • Troubleshoots technical issues related to networking, audiovisual platforms, and/or simulation equipment. • Ensures simulations are successfully immersive through proper room orientation, environmental realism and application of moulage to simulators and/or standardized participants. • Fabricate moulage components and props for use during simulations (i.e. simulated wounds, simulated bodily fluids, simulated evidence, etc.). • Serves as on-site Standardized Participant liaison in collaboration with the Simulation & Interprofessional Education Lead.	40%
Lab Operations • Develops, reviews and updates operating procedures for A-wing Simulations Labs and ensure adherence to these standards. • Develops, reviews and updates standard operating procedures for all simulation	35%

equipment in the Schools. • Facilitates implementation of health & safety and cleanliness standards per College and School requirements. Creates and updates safety manuals and the MSDS library annually. Identifies potential safety issues and recommends/implements appropriate solutions. • Maintains accurate inventory of consumable supplies and simulation equipment required for student use in all labs in accordance with curriculum guidelines and in conjunction with scheduled simulation exercises and testing through regular checks, post-semester review and inventory control software. • Ensures physical maintenance of A-wing simulation labs, liaise with Physical Resources where appropriate. • Liaise with Campus Bookstore to procure contents for student lab kits for programs that use the A-wing simulation labs.	
Logistics Support • Oversees room booking requests for A wing Simulation Labs– mitigate conflicts between stakeholders. • Through communication with end-users and quarterly checks, the incumbent supports the management and maintenance of all equipment, including simulators and computer/audiovisual to ensure proper working order, appropriate maintenance, warranty support and software updates. • Act as administrator to manage user accounts within simulation technology (i.e.: onboard and off board user accounts in CAE Learning Space). • Ensures appropriate data collection regarding simulation exercises, lab space use and equipment use is properly captured.	7.5%
Purchasing • Promote the advancement of the simulation program through application for and procurement of most the up-to-date equipment. • Sit on Capital Planning Committee to represent the needs of the Schools. • The incumbent will be involved in all capital purchases for the A-wing Simulation labs and in collaboration with the Academic Services Leader and Purchasing department. The incumbent will create purchasing documents for simulation related equipment within the Schools. • Purchase and maintain inventory of all supplies for use in the A-wing labs.	7.5%
Communication • In collaboration with the SIM/IPE Lead, develop and provide in-services for faculty regarding equipment use and technology guidelines. • Provide faculty appropriate updates regarding lab spaces and processes via written communication or meetings. • Sit on relevant committees within the College (SIM/IPE committee, Academic Resources Committee, Capital Planning Committee) • Participate in the onboarding of new staff members – provide orientation to simulation spaces, equipment, technology and processes. • Communicate with others in field of simulation. • Create and continually update Simulation and Interprofessional Education	5%

website in conjunction with SIM/IPE Lead. • Oversee student employees working in the lab spaces.	
Other related duties as assigned	5%

* 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 / degree □ 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:

Diploma in Simulation, Healthcare, Technology, Education, Social Sciences or applicable discipline.

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	• Recent, related current practical experience using and maintaining health, justice and community development lab simulation 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 lab 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. • Experience troubleshooting equipment issues and working with equipment vendors. • 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, especially providing faculty and student assistance with lab equipment operation in a learning environment. • Assets: • Experience working with simulation technology, both hardware and software is an asset. • Practical experience with inventory control and purchasing is an asset. • Keystones of Healthcare Simulation Certificate Program • -Healthcare Simulation Operations Specialist Certification
□ 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.	Incumbent is faced with malfunctioning equipment needed for a simulation activity for students. They must be able to determine the source of the malfunction, anticipate a repair or remedy, provide further analysis of the problem including options for actual repair or replacement as the best course of action and submission of information for approval for new replacement if necessary. Determine the best and most cost effective remedy for the program, School and College.
How is it identified?	Malfunction occurs or is imminent. Incumbent must examine the equipment, identify the problem, determine short or long term solution and the most beneficial action for faculty and students in order to complete the learning required.
Is further investigation required to define the situation and/or problem? If so, describe.	Do the repair, outsource repair or replace faulty equipment; research best options in each case. Select a proprietary versus external solution with cost in mind.

Explain the analysis used to determine a solution(s) for the situation and/or problem.	Elimination of options and systematic analysis of the best possible course of action.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Internal and external stakeholder expertise. Use research and all available sources of expertise to support the best possible course of action toward resolution. Equipment manuals and online resources, contact equipment vendors.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	The incumbent is asked to assist in the creation of an innovative simulation activity. The incumbent will share expertise in how best to incorporate simulation technology and which simulation lab may be the best fit for a specific activity.
How is it identified?	This circumstance could emanate from changes to curriculum, a request from faculty or the Simulation and Interprofessional Lead (SIM/IPE Lead) to incorporate equipment and spaces into a simulation.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent will discuss with all stakeholders to develop an understanding of the learning objectives of the activity. Once this has been established, the incumbent will investigate the manikins, props technology that are available
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent will review the learning outcomes following discussion with faculty or SIM/IPE lead, and determine the best possible recommendations for equipment, props and simulations labs based on availability and learning outcomes for the activity.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	The incumbent will refer to established simulation best practices, as well as prior experience working in simulation.

#3 regular & recurring

Key issue or problem encountered	Students actively participating in simulation activities have not completed the appropriate releases and waivers necessary prior to involvement.
How is it identified?	Student identifies that they have not been made aware that manikin and/or lab has video recording capabilities.

Is further investigation required to define the situation and/or problem? If so, describe.	Discuss with faculty member running simulation, determine whether the issue is isolated or widespread. Discuss the importance of completed documentation.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Ensure accessibility of information through user friendly website, timely email reminders, documentation in Simulation Center Procedure Manual, liaise with faculty during simulation development, discuss at meetings.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practices, Simulation Center Procedure Manual, Online Resources

3. Analysis and Problem Solving

#1 occasional

Key issue or problem encountered	Scenarios and equipment used within simulations lack diversity representative of the student population and that of the Fleming College Community as a whole.
How is it identified?	Feedback and input from various viewpoints including internal and/or external stakeholders.
Is further investigation required to define the situation and/or problem? If so, describe.	Request additional feedback from groups within the College, as well as external groups to mitigate potential exclusion and barriers.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Work to develop guidelines to ensure diversity within simulation at Fleming College, educate faculty, ongoing support and promotion of inclusion.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Student Rights and Responsibilities Indigenous Student Services Diversity Groups

#2 occasional

Key issue or problem encountered	Student and Faculty accessing the Simulation Labs and have inappropriately used space, equipment and/or materials.
How is it identified?	The incumbent works closely within lab spaces and notices that the space has not be left as it should, and many items are out of place including minor damage to resources.

Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent reviews scheduling to determine which groups have been using the space. The incumbent meets to discuss the use of identified spaces and/or equipment to determine the items that were used.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Explanation to faculty and/or technologists with reference to owner's manuals, procedure manuals and/or health & safety documentation to outline appropriate use of equipment.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Health & Safety Documentation Equipment Owner's Manuals Simulation Center Procedure Manual

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.	Room scheduling outside timetabled classes in A1110, A1120, A1122 and A2116. All scheduling for A1126, A1131, A1135, A1135.1 and A1135.2. Scheduling of all simulation equipment and resources.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Daily overview of lab and equipment scheduling, serve as room administrator through BookIT @Fleming online booking system. BookIT @Fleming is a scheduling software owned by Physical Resources – the incumbent must be in contact with the Systems Administrator regularly, as well respond to all booking requests from students and faculty within 48-hours. Mitigate faculty scheduling conflicts based on the space, time and set-up requirement. Ensure all resources are available at time requested.
List the types of resources required to complete this task, project or activity.	BookIT @Fleming Fleming College Simulation Center Procedure Manual Course Outlines Knowledge of Equipment and Spaces Reminder emails Faculty User Guides (BookIT How-to)

How is/are deadline(s) determined?	Initial request timeline prior to semester start. Once initial schedule is determined, ongoing booking continues throughout the semester.
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.	Incumbent in consultation with faculty regarding space requirements. Faculty needs change semester-to-semester dependent on curriculum/scheduling requirements. Room booking parameters – rooms timetabled by Academic Operations determined for each semester. Changes to booking parameters as simulation program grows.

4. Planning/Coordinating

	#2 regular & recurring
List the project and the role of the incumbent in this activity.	Coordinate daily set-up of all simulation activities within Schools of Health & Wellness and Justice & Community Development.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Coordinate the use of supplies, equipment and simulations labs. Assist faculty with the creation of supply and set-up lists to include assets and consumables as well as location of items for set-up within the lab spaces. Ensure appropriate support for the use of simulation technology and/or manikins is available. Consultation and effective problem solving with all stakeholders. Superior interpersonal skills and ability to monitor, anticipate and accurately assess needs of each stakeholder.
List the types of resources required to complete this task, project or activity.	BookIT @Fleming Course Outlines Consultation with Faculty
How is/are deadline(s) determined?	Based on when consultation is initiated by faculty, this often happens with minimal planning time which results in very short timelines for the incumbent. Planning deadlines are encouraged for faculty, however are often not followed. The result is often tight timelines, and frequent last minute requests.
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.	Incumbent after review of all requests, determination of requirement for all requested materials/resources.

	#3 regular & recurring
List the project and the role of the incumbent in this activity.	Maintain a complete inventory of simulation resources and assets that can be made accessible to the finance department as well as faculty using the Asset Inventory Management system, as well as the Simulation and Interprofessional Education website.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Organization through the use of inventory control systems and capital planning systems in place.
List the types of resources required to complete this task, project or activity.	Asset Inventory Management Database (Microsoft Access) Sortly Pro (Inventory Management App) Simulation and Interprofessional Education Website
How is/are deadline(s) determined?	The incumbent must ensure that assets are inventoried immediately following procurement to ensure they are documented. The incumbent will ensure that faculty are aware of newly procured equipment via email/website.
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 incumbent will contribute to and advocate for the best alternatives and changes or adjustments that may be required for the tracking and recording of simulation related assets and resources.

4. Planning/Coordinating

	#1 occasional
List the project and the role of the incumbent in this activity.	The incumbent will ensure all simulation related processes and standard operating procedures are written, reviewed and updated annually as per the accreditation standards set out by Society for Simulation in Healthcare. The creation and review of such documents will prepare Fleming College to pursue an accreditation as a Simulation Center.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Policy and procedure writing and review.

List the types of resources required to complete this task, project or activity.	Reference to existing Fleming College policies and procedures, associated owner's manuals and vendor resources for appropriate use of equipment.
How is/are deadline(s) determined?	By incumbent based on workload constraints.
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 incumbent will identify if changes are required to documentation based on feedback from Administration, Faculty and Students.

#2 occasional

List the project and the role of the incumbent in this activity.	The incumbent will organize and facilitate in-services and training to support proper use of equipment, and also to ensure fulsome understanding of the scope and capabilities of equipment by faculty.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Prepare training documents, training courses and examples. Organization of meetings, drop-ins, etc.
List the types of resources required to complete this task, project or activity.	Owner's Manuals Training Documents from Vendor (train the trainer) Microsoft PowerPoint
How is/are deadline(s) determined?	Faculty availability
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.	Feedback from faculty Facilitate sessions when new equipment is procured

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 assist 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
X	□	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Provide regular guidance and updates to faculty, part-time technologists and students.
X	□	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Often required to advise and demonstrate to faculty and part-time technologists the correct and proper use of equipment as it might relate to a simulation, after the incumbent has set-up the equipment.
X	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	Recommendations to faculty regarding the use of simulation equipment, or best options for set-up of a physical space.
X	□	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.	Advise and demonstrate to faculty, part-time technologists and students the use of simulation equipment and materials associated with a simulation activity.
X	□	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.	Regular delegation of tasks to part-time technologists and student workers.

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 would receive direction or instruction from faculty and administration regarding what the expected learning outcomes from simulation activities and organization-wide expectations of the simulation program and spaces in the Schools and College. The incumbent would then be expected to provide the best response to help achieve the expected outcome for students, faculty and the organization as a whole. The incumbent would work with autonomy through collaboration, to provide resolution, advice and action as to how best achieve these outcomes.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
General College Policies and Procedures: -Health & Safety -ICT Appropriate Use Policy (sim technology) -Student Rights and Responsibilities (confidentiality in simulation) Fleming College Simulation Center Procedure Manual (in progress) -as the simulation program at Fleming College is currently growing, a set of procedures and protocols are being developed Course Outlines Consult with Faculty/Administration Past Practices	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
The incumbent is expected to complete tasks as required and to self-assess as to the feedback they will provide to faculty and/or administration. Their work would be reviewed and examined by both faculty and administration. This feedback on completion of work done can take many forms including both formal and informal, formative or summative processes.	

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)
How equipment and materials will be set-up and taken down for simulation activities, consultation with faculty and/or SIM/IPE Lead.	

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)
The identification and submission to supervisors of requests for purchasing and securing of required program needs. Solving problems where investigations occur and specific action taken which has not resolved a situation. Incumbent would be required to consult with management as to a way forward. Other issues such as student complaints, physical layout of the labs, risk management.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Inventory Control Determining the most appropriate materials and equipment required for use in simulation and then making recommendations and/or advocating for such requirements. Decisions related to the use of equipment to ensure all assets are protected. Scheduling conflicts for simulation equipment and/or spaces. Determine the best method by which to program simulation equipment for simulated activities.	

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?		
Requests to provide equipment supports and services.	Examination and testing of equipment Verbal instruction to customer Creation of written user guides and SOPs posted to SIM/IPE website	Faculty, Technologists, Students	D
Consultation and assistance with set-up of lab activities.	After verbal consultation with faculty to gain thorough understanding of needs, researches and develops appropriate individualized recommendations regarding suitable equipment to support faculty curriculum needs.	Faculty, Technologists	D
Student/Faculty Supports and Services	Ongoing and regular during scheduled simulation activities.	Faculty, Technologists, Students	D
Faculty request assistance for development of simulation activity, consult with incumbent for best equipment to support learning needs.	Consult with faculty, written (email) or verbal (meeting).	Faculty	W

Consultation with internal/external stakeholders for the support of simulation equipment, programs (BookIT) and/or physical spaces.	Ongoing interdepartmental and/or external discussion.	Physical Resources, IT, Bookstore, Purchasing, Continuing Education, External Vendors	D

* 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	Confirm processes and procedures.	Administrators, Faculty, Technologists, Students	D
	Communicate financial and purchasing data.	External Organizations, Purchasing/Finance Dept., Administrators	W
Explanation and interpretation of information or ideas	Discussion with vendors/suppliers for best price.	External	W
	Advocate internally for repair and renovations of simulation spaces, implementation of systems for simulation.	Physical Resources	W
Imparting technical information and advice	Assist faculty, technologists and students in the use of simulation equipment and technology.	Faculty, Technologists, Students	D
	Ensure that all appropriate waivers, releases and contracts are completed prior to students' involvement in simulation.	Students	D
	Ensure that staff have completed appropriate Health and Safety contracts, and that they are	Faculty, Technologists, Students	D

	reinforcing student Code of Conduct within simulation. Instruction and pre-brief to students regarding what to expect in simulation activity and how to use equipment within scenarios. Instruction regarding appropriate use of simulation equipment, simulation labs and simulation technology.	Students Faculty, Technologists, Students	W W
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

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

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
Sitting	D			X	X		
Moving Equipment (Props, Furniture, Hospital Beds, Stretchers)	D	X			X		
Setting up and dismantling equipment	D		X		X		
Bending	D	X			X		
Lifting/Transferring/Carrying Manikins	D	X			X		
Standing	D	X			X		

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

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

X Light (up to 5 kg or 11 lbs)	Lab Supplies
X Medium (between 5 to 20 kg or 11 to 44 lbs)	Manikins, Props, Equipment
X Heavy (over 20 kg or 44 lbs)	Manikins, Stretchers, Hospital Beds, Furniture -

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 (eg. 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 (eg. 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
Programming detailed parameters (i.e. vitals, objectives, etc.) into manikin for use during simulated clinical event.	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □ Usually X No – Frequent interruptions in office space from Faculty, Technologists and Students				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Initial entry and/or updating of asset inventory database.	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □ Usually X No – Frequent interruptions in office space from Faculty, Technologists and Students				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Oboarding of user groups onto various online simulation platforms (Point-Click Care, CAE Learning Space, etc.)	M			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □ Usually X No – Frequent interruptions in office space from Faculty, Technologists and Students				

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

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)*
X acceptable working conditions (minimal exposure to the conditions listed below)		D

□ accessing crawl spaces/confined spaces		
X dealing with abusive people	When enforcing Health & Safety, and other procedural expectations. students have exhibited rude conduct, yelling, using profanity	M
□ dealing with abusive people who pose a threat of physical harm		
□ difficult weather conditions		
□ exposure to extreme weather conditions		
□ exposure to very high or low temperatures (e.g. freezers)		
□ handling hazardous substances		
□ smelly, dirty or noisy environment		
□ travel	Once or twice each semester to Cobourg to support PSW program. Infrequent travel to other institutions to review simulation operations.	I
□ working in isolated or crowded situations		
□ other (explain)		

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