

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Campus Nurse

Pay band: J

Position Code/Number (if applicable):

Scheduled No. of Hours \_\_\_\_\_ 35 \_\_\_\_\_

Appointment Type: \_\_\_\_\_ X \_\_\_\_\_ 12 months \_\_\_\_\_ less than 12 months

Supervisor's Name and Title:

Completed by:

PDF Date: March 2007

**Effective Date: April 1, 2012**

**JEC Review: January 31, 2013**

Revised 20 May 2013

Re-reviewed 22 May 2013

Title Change – April 2020

### 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 Health Nurse provides on-campus health care to students in a walk-in Health Centre setting, in collaboration with the health services team. The Health Nurse also provides health education and promotes healthy lifestyles to students and the entire campus community.

The incumbent facilitates:

- nursing services in cases of non-emergency, episodic illness and health counselling
- support for the physician's clinics,
- the maintenance of confidential health records
- the organizational and supply needs of the medical office

The incumbent participates in internal and external committees, representing health services and/or the college, where appropriate.

### 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.

#### **PRIMARY SELF-REGULATED NURSING CARE**

##### **Assessment, triage and emergencies**

- Assesses patient needs by taking a medical history and making an assessment of the nature and urgent need of the clients' problem(s)
- Provides appropriate treatment or referrals for medical, surgical and psychological conditions within scope of practice.
- Responds to emergency conditions within the health services office.

Approximate  
% of time  
annually\*

**70%**

**Counselling**

- Offers confidential counseling for prevention of illness, contraception, nutrition, mental health issues, exercise programs, hypertension, communicable diseases, and other health needs as required.
- Provides interpretation and planning for: immunization and screening requirements, health and wellness issues, laboratory results in relation to symptoms present or immunization requirements ie. antibody titres.

**Delegated Acts and Medical Directives;** based on his/her client-specific assessment

- Administers/ dispenses oral medication and emergency medical drugs
- Administers injectable medications, vaccines, allergy shots, etc. The incumbent assess clients for reactions and may be required to adjust doses, provide emergency care in response to reactions, and initiate follow-up screening or testing accordingly.
- Initiates and performs diagnostic lab procedures. Records and interprets results.

**Immunization assessment**

- Obtains and analyses client specific immunization / medical records to ensure compliancy with program specific requirements
- Using the Canadian Immunization Standards/Acts and in consultation with academic program coordinators, the incumbent updates/ revises immunization forms and consent forms to ensure compliancy.
- Organizes and implements immunization clinics. ie Rabies Clinics at Frost
- Utilizes Canadian Standards of Practice regarding Tuberculosis testing and acts as a college liaison and resource for related issues involving Public Health.

**ADMINISTRATIVE DUTIES (complies with legislated and other required documentation standards)**

15%

- Maintains accurate, detailed, confidential health records of student clients, in compliance with accepted practices and legislation.
- Maintains and purchases appropriate and current medical supplies.
- Arranges collection and disposal of hazardous materials in accordance with the Provincial standards
- Maintains sterility of equipment for minor surgical procedures.
- Maintains appropriate, safe vaccine storage including twice daily monitoring as per Public Health Department requirements
- Internal and external committee member. ie. sits on college health and safety committee, FAST team advisory committee, pandemic operational planning committee.
- Maintains contact with pharmaceutical representatives to replenish drug samples and to remain current with new treatment protocols.
- Compiles statistics for Health Services activity daily, monthly and annually. Assists to produce report for distribution.
- Arranges scheduling of part time nurse and assists with reception duties in the absence of the administrative assistant

<p><b>HEALTH EDUCATION AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Promotes health and wellness awareness through classroom presentations, information venues, and visual displays. ie. "How to prevent the spread of Infection",</li> <li>• Refers and assists clients with access to community resources.</li> <li>• Maintains and updates the Health Services web site with information, links, and events.</li> <li>• Collaborates with other student service areas in the creation of promotional literature and activities with the aim of enhancing the health and wellness of the college student community.</li> <li>• Supervises and evaluates students who are placed in Health Services for their practicum.</li> <li>• Represents the college to community partners and liaises with community agencies for education purposes.</li> <li>• Acts as a Traumatic Event Response Team (TERT) member in conjunction with other College designated members.</li> </ul>	<p><b>10%</b></p>
<p><b>Other related duties as assigned.</b></p>	<p><b>5 %</b></p>
	<p><b>100%</b></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                     
 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:

BScN  
Certificate of Competence through registration with the College of Nurses of Ontario

**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.

- 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

Current training/certification for First-Aid, CPR, AED required at time of hire due to clinical nature of work and requirement to act as lead in emergency medical situations.

## 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

Minimum of five (5) years progressive, relevant nursing experience with a preference for experience in Family Practice, Adolescent Health, Public Health, Sexual Health, and Emergency nursing. Experience working independently. Experience with crisis management. Experience with computer based operations, proficient use of word processing, data bases, spread sheets, e-mail and internet. Incumbent must maintain current training/certification for First-Aid, CPR, AED, TB Screening, and mask fit testing. Recommended that incumbent is member of RNAO and has obtained professional liability insurance.

- 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.	A potential liability risk is identified on review of <u>an incomplete immunization form</u> prior to the student participating in clinical placement or, for a student in the Fish and Wildlife program, with the handling of mammal carcasses.
How is it identified?	Forms are reviewed by the RN and it is determined that records are incorrect, missing, or incomplete
Is further investigation required to define the situation and/or problem? If so, describe.	Further investigation may include: Verbal interviews Tracking, obtaining, and reviewing additional records Additional testing/screening and interpretation which may then lead to additional physician intervention ie. (chest x-ray, venipuncture or further TB screening)
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The analysis process involves multiple visits, interviews and screening tests. The RN formulates recommendations based on interpretation of a combination of documentation, verbal history, laboratory evidence and risk factors. Must assess and determine if significant relevant data needs to be communicated to program faculty/coordinator in reference to a placement.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Nursing Experience Conferring with MD Sources that are available and referred to frequently include: Canadian Immunization Guidelines, Medical Directives, Delegated Acts, Professional Standards of Practice, Regulated Health Professions Act, Canadian Tuberculosis Standards, Public Health Unit, Ministry of Health and Long Term Care

### 3. Analysis and Problem Solving

**#2 regular & recurring**

Key issue or problem encountered

Triage/treatment of client requires the nurse to implement appropriate level of care. Example; a request for emergency contraception pills.

How is it identified?

Client presents issue to nurse.

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

Assessment of need through verbal interaction as well as physical assessment. Determine if appropriate care is within scope of nursing practice with “delegated medical acts” as legally defined, or if client must see a physician.

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

Collects and interprets data in relation to the client issue in order to provide appropriate level of care. For example a request for emergency contraceptive pills invites investigation of multiple issues, ie. potential assault victim, the need for education about contraceptives and condom use, sexually transmitted infections. Data may need to be communicated to other health care professionals as per communicable disease protocol. Risk of suicide, spread of Chlamydia, ability to attend class or clinical are all considerations that may require action.

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

Past experience, College Physician, medical resources, texts, websites, Delegated Acts, College of Nurses of Ontario Standards of Practice, Medical directives  
Health Services specific policies and procedure manual

**#3 regular & recurring**

Key issue or problem encountered

Abnormal diagnostic result; which requires the nurse to interpret and carryout appropriate treatment and or follow up.  
Example; positive Chlamydia result

How is it identified?

Abnormal diagnostic is received from the laboratory or testing facility on a patient previously seen in the clinic.

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

Interpretation of abnormal results will determine if further assessment is required and the urgency of action. The nurse must identify solution options which will ultimately dictate further course of action. Example: Positive Chlamydia results in immediate treatment and follow -up. The nurse may be required to refer patient to a community resource, carry out a medical directive (treatment of positive chlamydia), or consult with the campus physician.



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

The nurse must have specific knowledge of the outcome of the abnormal diagnostic result in order to accurately plan appropriate follow up and convey same to patient. Abnormal findings may require further investigations, physical assessment, ongoing care and consultation with outside resources as well as health teaching. The nurse must be aware that legal requirements dictate reporting of positive tests, as well as sexual partners and practices. Continued follow up is essential (Test of Cure diagnostic testing)

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

Previous nursing experience, Public Health Units, consultation with campus physician, outside community agencies (pharmacies, colposcopy clinic), Public health laboratory, medical references, medical directives.

### 3. Analysis and Problem Solving

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

Key issue or problem encountered

Epidemic disease in the community or student placement locale (ie mumps, H1N1, Norovirus)

How is it identified?

Higher than normal presentation of similar complaints ie. mumps  
 Public Health bulletins  
 Community news items  
 Demands from faculty and or members of the College community

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

Investigation includes: interview of clients, consultation with nurses and physicians  
 Interfacing with outside agencies (Public Health Units, Health Canada, Ministry of Health and Long Term Care, local hospitals and schools to define emerging trends and to obtain resource material

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

A health needs assessment requires interviews and investigations, by the incumbent, so as to identify the needs and priorities of the college community.  
 Analysis of the demographic area and target population for health related issues  
 Identify ways to reach goals by identifying resources, creation of screening protocols  
 Analyze compliance tactics to ensure safety within the College community ie. (health promotion and education specific to the issue)

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

Nursing experience and knowledge base  
 Consultation with other health professionals  
 Consultation with Public Health and outside agencies  
 Knowledge of theoretical approaches to behavioural changes  
 Knowledge of disease processes and infection control  
 Communication with College Pandemic Operational Team

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

Key issue or problem encountered

Emergency medical situation (various)

How is it identified?

Client presents with distress or call for assistance is received  
 ie. (seizure, respiratory distress, chest pain, allergic reaction, uncontrolled bleeding, unconsciousness etc)

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

Rapid general assessment to determine acuity of situation with regards to airway management, bleeding, circulation  
 Brief interview is possible with victim or bystander to determine nature of problem

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

Focus on immediate urgent cause of distress (requires immediate independent decision making)  
 Collect and interpret data, general survey of subjective and objective data, appearance, behaviour, cognitive function, physical symptoms ie. (clutching chest, cyanosis, difficulty breathing, bleeding, may involve blood sugar testing or blood pressure measurement etc)  
 Need to analyze if problem can be dealt with within the clinic setting or activate EMS, FAST team or 911

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

Nursing Experience with focus on physical assessment of abnormal client symptoms  
 Physician if present  
 Standard first aid training; CPR certification  
 Knowledge of campus resources (FAST team), Security/first aid support

#### 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.

Management of mass immunization clinics; with physician approval during already busy period of time.

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

Coordination skills:

- to ensure team roles are understood and aligned.
- to integrate immunization demands into an already busy office and clinic.
- to determine resources and supplies required and how they will be obtained (ie rabies vaccine).
- to secondary identify tasks to be completed (secondary nurse, office admin support)

Communication skills:

- to delegate tasks according to areas of expertise
- to establish regular informal meetings to ensure the health services team is apprised of new schedules, protocols etc
- to liaise with Public Health Unit and pharmaceutical vaccine suppliers to ensure timely delivery of sufficient vaccine supplies

Process Mapping:

Some vaccines are given as a series of doses at measured intervals. This needs to be tracked by the nurse and may require schedule revision, based on student constraints and obstacles. Revisions are managed by the nurse in consultation with the physician

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

Physician; when determining clinic schedules  
Clinic receptionist, supervisor and physician; to assist with organization of clinic  
Historical data; from previous clinics to anticipate appropriate quantity or vaccine or supplies  
Suppliers; for supplies  
Public Health Unit; for related vaccine information and process consultation.  
Facilities/ Plant/Property; to organize equipment, space for immunization clinics

How is/are deadline(s) determined?

Physician availability/ availability of secondary support and clinical staff  
 Program/ placement requirements  
 Availability of vaccine  
 Client 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.

The nurse determines if changes are required in consultation with the physician and the clinic receptionist.  
 Some vaccines are given as a series of doses at measured intervals. Revisions are managed by the nurse in consultation with the physician  
 The nurse co-ordinates with the individual academic programs in meeting their requirements as these evolve.

**#2 regular & recurring**

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

Supporting a busy clinic setting while ensuring adequate inventory of medical supplies, appropriate equipment, cleaning, access to medical laboratories, and supply of emergency drugs and equipment including epinephrine and oxygen.

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

Organizational skills; to ensure constant supplies  
 Anticipation of needs; based on trends and seasonal demands.  
 Charting and record keeping; accordance to legislation and best practices.

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

Physician; for approval of consents, orders for emergency drugs, guidelines for development of consents.  
 Medical resources; to deal with questions and problems around vaccine administration.  
 Annual budget; must be available to maintain supply inventory

How is/are deadline(s) determined?

Deadlines are determined by the clinic schedule, physician availability and some require collaboration with specific academic program co-ordinators and Deans (to ensure timely protection of students for placements)

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; identifies need for adjustments to the ordering of supplies (within a set/defined budget) and initiates changes that are cost effective.  
 Physician; may change timing and length of clinic given clinic needs.  
 Supervisor: if secondary support is required to be hired

**#3 regular & recurring**

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

Revision/Update of Student Entry Immunization Forms.  
 -content, vaccine requirements and design of forms

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

Research; to stay up-to-date on various acts governing vaccines and student placement locations.  
 Planning and organizational skills; in order to meet critical academic deadlines for when forms are available online or mailed out (international students).

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

Canadian Immunization Guidelines, Public Health Unit communications, physician communications.

How is/are deadline(s) determined?

Health Services sets deadlines for completion of updated forms and mailing dates, in consult with Academic and RO office guidelines.

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 identifies the need for changes to the Fleming College Entry Immunization Forms and modifies forms accordingly.  
 Reviewed collaboratively, by Health Services team, regarding those planned changes

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

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

Identification of any need to change operating procedures; so as to enhance departmental functioning.

Example:

A dramatic increase in number of abnormal PAPs results in difficulty monitoring the status of the required follow-ups.

The RN is required to ensure that all results come back and are signed off by the physician. RN is also responsible for ensuring appropriate treatment is booked (colposcopy, repeat PAP) and discussed with the physician.

RN identified the need to revise the procedure and create a tracking method to ensure results are recorded in a timely manner, appropriate follow-up is not missed, and all necessary communication between the patient and the physician take place

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

Communication skills; identify issue to physician and support personnel.

Active listening; to identify the area of specific concern and to explore potential solutions.

Tracking or process mapping skills; so as to build mechanisms that assist with issue.

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

- other institutional best practices
- potential software solutions (vendor purchase)
- Fleming IT staff; for online solutions
- physical space to store tracking supplies

How is/are deadline(s) determined?

The priority for change to be determined by the RN as it arises.

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 staff using any new process will identify if the process is effective or not and therefore requires modification.

The incumbent's methodology can impact of support staff's duties (in a positive way). Example: if a new tracking form/method is developed then the investment in a new methodology would alleviate staff and client frustrations that were previously present.

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

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

Planning, co-ordinating and promoting health information events (community health fairs, Rabies' clinic, sexual health information nights at Rez, anti-gambling activities, smoking cessation and other healthy lifestyle campaigns)

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

Organization and communication skills including leadership skills; necessary including notification of community agencies, communication with physician's, communication with volunteers, communication to other divisions within the college, as well as other staff (facilities, residence life, counselling), timing, scheduling, set up etc.

The nurse takes the lead when co-ordinating any such type of college event related to health services and delegates using a variety of methods (online, display, LCD, etc.).

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

Past knowledge , clerical support, knowledge of other college services including facilities, security, food services, residence life, student services, registrar's office, academic timetable

How is/are deadline(s) determined?

The nurse determines deadlines based on the timeline or process plan that is created; taking into consideration the needs of other departments and the academic cycle. Once a date has been determined (by incumbent) other associated and involved staff must work toward meeting timelines set by incumbent for the event planned.

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 nurse is responsible for appropriate problem solving and modification of activity as things change. Last minute additions and deletions, may impact workload of facilities staff.

### 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
<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.	Regularly guides patients in the identification of health issues, treatment, educating them regarding self care and necessary follow-up
<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Provides initial training and guidance to new staff. Demonstrates/instructs peers on new procedures and requirements Demonstrates procedures and provides direction and supervision to students in the clinical setting. Provides feedback and evaluation
<input checked="" 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.	Provides direction to reception staff concerning appropriate course of action. In a team environment develops and updates procedures for College departments on health services related matters (Pandemic planning re: H1N1)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	Direction and supervision to placement students in the clinical setting. Provides feedback and evaluation.
<input type="checkbox"/>	<input type="checkbox"/>	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.	



**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)
<p>Usually no instructions are issued for routine office/clinical activities; follows Doctor's orders for specific/non-routine patient care activities.</p> <p>The nurse determines own work assignment.</p> <p>Often the nurse practices independently with minimal consultation with the physician as physician is on site 1 - 3 ½ days per week.</p> <p>Organizes own daily work priorities</p> <p>The nurse independently assesses the situation and initiates the appropriate client specific treatment or course of action.</p>	

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 is performed in accordance with the professional standards of nursing practice Nursing experience plays a key role in daily practice.</p> <p>Must be familiar with but would refer to infrequently, a variety of documented material ie. Medical directives, Health Services Policies and Procedures, First aid Standards.</p> <p>Legislation relevant to position include: Health Disciplines Act, Freedom of Information Act, College of Nurses of Ontario Standards of Practice, Ethical Guidelines for Behaviour, Regulated Health Professionals Act, Day Nurseries Act, Occupational Health and Safety Act, Ontario Accessibility Act</p> <p>College policies that relate to corporate, divisional and departmental objectives.</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)
<p>Regular physician feedback on client issues that require monitoring or further documentation by the nurse.</p> <p>Participates in Reflective Practice: a self assessment / peer assessment which is a professional mandate in accordance with the College of Nurses of Ontario</p> <p>Regular Health Services Team Meetings; only major assignments and promotions are reviewed by Manager.</p> <p>Annual Departmental objectives verified by creating reports that accurately displays same.</p>	<p>Manager formally reviews work annually and completes annual performance appraisal (with feedback from physician)</p> <p>Public Health offers feedback on educational items.</p>

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)
<p>The Incumbent will decide on a course of action regarding treatment of a client in consultation with the campus physician</p> <p>The Incumbent will apply problem solving and decision making skills related to assessment of clients.</p> <p>The Incumbent will provide classroom direction to students in conjunction with faculty for program specific immunization requirements.</p> <p>Specific Manager and other College Executives may be consulted when the activities of Health Services affect administrative or other policies within the College.</p> <p>Healthy advising may be introduced with others such as staff from Public Health Units, Medical Officer of Health, Community Agencies</p>	<p>Nurse may be required to consult with College Health and Safety Manager regarding emergency preparedness plan in association with pandemic planning.</p>

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)
Decisions include those related to budget, new operational policies and processes, new health services initiatives, space planning, human resource issues, issues relating to campus and community health; -Ergonomics -Health and Safety Committee -partnerships with community agencies	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
The nurse independently decides appropriateness of treatment and consultation of information, knowing the risks and benefits, expected outcomes and potential outcomes.  Must decide if patient management is within current scope of practice.  The nurse exercises creativity and initiative in deciding what health promotional programming, workshops, health fairs, newsletters, e-mails, and web based interaction is necessary to support the direction of the dept.	Decision to increase part time staffing at peak times and for mass clinics, is determined recommended by incumbent to manager.

## 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.

Support Staff PDF

Information on the service		Customer	Frequency (D, W, M. I)*
How is it received?	How is it carried out?		
<p>-Clients present with a multitude of health related concerns either in person or by phone.</p> <p>-May be an emergency or a non-urgent problem</p> <p>-May include requests for advice and guidance</p>	<p>In emergencies:</p> <ul style="list-style-type: none"> <li>• The RN is interrupted so as to attend to immediate problem/ triages</li> <li>• Administers first aid or accesses EMS</li> </ul> <p>Clients with non-urgent issues are seen by the RN as scheduled</p> <p>Incumbent:</p> <ul style="list-style-type: none"> <li>• Collects relevant data through interview, measurement and assessment of physical and psychological indices.</li> <li>• Analyses information, interprets measurements, test results, educates, counsels, obtains informed consents, secures understanding, initiates and evaluates, identifies barriers to resolution or compliance and seeks alternative solutions</li> <li>• Issues may be blurred by multiple influencing factors (lack of finance, social support, addictions, academic failures)</li> </ul> <p>The RN develops an individualized treatment plan or course of action</p>	<p>Primarily students, but also staff, visitors to the college</p>	<p>D</p> <p>D</p> <p>D</p>
<p>Requests for information regarding the status of immunization requirements for individual students.</p>	<p>Ongoing assessment of compliance to requirements by review of records.</p> <p>Communicates status of completion within the confines of confidential medical information/records</p> <p>Plans and co ordinates immunization clinics tailored to meet the needs of specific academic programming. Anticipates the increased need for immunization opportunities, including physical set up, staffing, training and client organization.</p>	<p>Clinical placement co-ordinator or agent for College to guard against liability</p>	<p>W</p>

Support Staff PDF

<p>Physician requests RN to assist with exam room procedures, make an appointment for client with a medical specialist or for medical tests (ultrasounds/mammograms etc.)</p>	<p>The RN will assist with procedures such as internal exam, urine testing, blood pressure monitoring, wound dressing.</p> <p>Telephones to arrange appointment with specialist with consideration to location, availability, urgency of problem, client preferences etc.</p> <p>Advises client of special instructions along with related health education</p> <p>Assists client to make informed choices</p> <p>Calls prescription to the pharmacy if require</p>	<p>Physician on behalf of clients</p> <p>Clinic Clients</p> <p>Laboratories</p> <p>Specialist's offices</p> <p>X-ray clinics</p> <p>Pharmacies</p>	<p>D</p>
<p>Physician requests nurse to inform clients re: normal or abnormal test results</p>	<p>RN contacts client and advises of test results and provides relevant health teaching.</p>		
<p>Requests for education including resources and materials for student projects. Orientation talks to first year students</p>	<p>RN researches and provides required information or identifies resources to satisfy information requirement.</p> <p>Maintenance of a library of resources</p> <p>Class visits: delivery of creative, interactive presentations of health related material</p>	<p>Physician on behalf of clients</p> <p>Clinic Clients</p> <p>Pharmacy</p> <p>Students, Staff, Faculty</p>	<p>D</p> <p>D</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	Initiates college wide e-mails re: upcoming events (influenza clinics, blood donors clinics)  Advocates for students in the event of missed classes or tests due to illness	Staff Students Visitors Community Agencies	D D I I
Explanation and interpretation of information or ideas	Shares relevant client information when referring clients to College Counsellors etc.  Imparts confidential medical information to off-campus physicians and specialists by fax, mail or verbally  Through consultation with Pandemic Planning Committee and PCCHU, the nurse works to meet the needs of the College community.	Students, Off-Campus Physicians  Public Health Unit Laboratories Pharmacies Community Agencies  External agencies and College officials.	D      I
Imparting technical information and advice	Provides detailed complex explanations/interpretations for: <ul style="list-style-type: none"> <li>Immunization and screening requirements (TB screening)</li> <li>Health and Wellness Issues</li> <li>Laboratory results in relation to symptoms and/or immunization requirements</li> <li>Informed consent requires that the client be informed prior to the initiation of treatment. There is also a need to secure an understanding of the complex instructions or information. Lack of understanding can be impacted by: poor grasp of English language skills, increased stress levels, etc.</li> </ul>	Students        Students	D        D
Instructing or training			

Obtaining cooperation or consent	Gaining cooperation & consent of student patients can be difficult regarding recommended treatment when individual/others are at risk for further injury. Requires skills to convince & move individuals from one perspective to another. (i.e Mental Health issue left untreated could have serious consequences; Gaining cooperation from STI infected individual in obtaining treatment & notifying partners who may also be infected. Often patients are resistant in these circumstances.	Students	M (approx. 10 per year)
----------------------------------	--	----------	-------------------------

\* 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 or standing during an assessment	D	X			X		
Stooping/bending or reaching	D	X			X		
Awkward positioning during performance of procedures	D	X			X		
Lifting: Light	D	X			X		
Medium	M	X			X		
Heavy (ie patient faints)	I	X				X	
Occasional running to respond to an emergency	I	X				X	
Kneeling on hard surface to attend to fainted or injured unconscious person	I	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)

Equipment or supplies
-----------------------

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

Supplies
Supporting a person who has fainted or is unconscious
Lifting of a semi conscious or unconscious person using appropriate lifting/transferring techniques
Pushing a client in a wheelchair up a ramp

### 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
<u>Referral of a student for further treatment with specialist.</u> Medical condition of student must be relayed accurately and an appointment date and time that is mutually suitable must be ascertained. Often many different specialists must be contacted to ensure the best treatment for the client.	D W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? x Usually; concentration and focus are often interrupted as the services of the nurse are required due to the business of the clinic				

Activity #2	Frequency	Average Duration
-------------	-----------	------------------



Support Staff PDF

	(D, W, M, I)*	Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Investigation of episodic illness/medical problem. Assessment of illness requires speed and accuracy. Staffing levels demand that assessments are made with speed and accuracy which increase the difficulty	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Administration of vaccines, allergy serums, TB skin testing, measurement of precise doses of medication while dispensing requires total concentration to avoid serious errors	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually; however, often the patient is anxious and requires communication techniques that can cause distraction. Health teaching throughout the procedure requires the RN to multi task which increases the risk of error. <input type="checkbox"/> No				

\* 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)*
<input type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)		
<input type="checkbox"/> accessing crawl spaces/confined spaces		
X dealing with abusive people	Deal with distraught angry clients. Clients are aggressive and have mental health issues leading to hostile attitudes and acting out behaviours	I
X dealing with abusive people who pose a threat of physical harm	Can see aggressive clients with mental health issues, hostile attitudes; compounded by drug use behind closed doors. Clients are anxious and can over react in crisis situations	I
<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)		
X handling hazardous substances	At risk for bacterial or viral contamination from diseases, contaminated blood or body fluids, used speculums, soiled gloves and gowns, live vaccine, saturated soiled dressings, infectious secretions. Handles and disposes of sharps.	D
X smelly, dirty or noisy environment	Exposure to foul odours when working in confined spaces (vomiting, bacterial wound infections, poor hygiene in perineal area or vaginal cavity, halitosis, smoke on clothing)	D
X travel	LAB, Public Health Unit, local hospital, Pharmacies, Suppliers (30mins-1hr/week)	W/M
working in isolated or crowded situations		
X other (explain)	At risk for physical injury from flailing, injured or seizing client	I

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