

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: VACANT

Position Title: Settlement Coordinator

Payband: G

Position Code/Number (if applicable):

Location: Sutherland

Scheduled No. of Hours: 35 per week

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

Supervisor's Name and Title: Tracey McConnery, Manager English Programs and International Student Services

Completed by: Tracey McConnery

Date: September 7, 2023

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 of 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.

Reporting to the Manager, English Programs and International Student Services (ISS), the Settlement Coordinator provides personalized support to assist international students with their arrival in Canada and transition into Fleming College campus communities.

The Settlement Coordinator works with the ISS and Student Experience teams to facilitate the onboarding, mentoring, and settlement of international students, contributing to international student retention and success.

The Settlement Coordinator has the lead role of designing and creating content for pre-arrival bulletins, the iCent pre-arrival app, and the Arrival Services Webpage.

The Settlement Coordinator works with the ISS team to develop, organize, and facilitate pre-departure sessions and to organize arrival services bookings (shuttle and hotel stays) for incoming students.

The Settlement Coordinator works with the ISS and Student Experience teams to organize welcome sessions, workshops, and events to connect students to their local communities once they arrive in Canada. These initiatives support international students by providing resources and connections to community services such as city information, housing, local transportation, banking, internet, mobile services, and government services.

The Settlement Coordinator liaises with local settlement agencies to provide holistic support to students and to plan engagement opportunities.

The Settlement Coordinator collaborates with the Student Experience team and Student Clubs to plan cultural engagement events for all students, providing opportunities for cross-cultural sharing and creating a welcoming college community, including field trips inside and outside our campus communities to link international students with community services.

The Settlement Coordinator provides support to the Off-Campus Housing department during peak arrival periods in order to assist students with off-campus housing support, liaise with homestay providers and potential host families, and build capacity for short and long term stay housing options.

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>Pre-Arrival and Orientation Support</p> <p>Work with the ISS and Student Experience teams to develop, organize, and facilitate pre-arrival webinars for incoming international students.</p> <p>Take a lead role in coordinating the Arrival Services Program, including shuttles and short-term hotel stays.</p> <p>Work closely with the ISS and Student Experience teams to plan virtual and in-person Orientation activities.</p>	20%
<p>Service Connections</p> <p>Research, collect, and organize up-to-date settlement-related information to understand the network of community and settlement supports available.</p> <p>Develop community connections and partnership initiatives to assist students in settling in our campus communities.</p> <p>Attend community events to build partnerships.</p> <p>Provide students with community referrals to partner organizations such as the New Canadians Centre, YWCA, YMCA, Peterborough Housing Corporation, The Community Legal Clinic, etc.</p> <p>Connect students with their cultural communities and work with student clubs and Student Experience Team to build cultural communities on campus.</p>	20%

<p>Event Planning</p> <p>Plan workshops that assist students with settlement in Canada.</p> <p>Work with ISS team and community partners to plan engagement activities such as newcomer welcome events, holiday celebrations, and multicultural showcase.</p> <p>Develop, organize, and facilitate weekly off-campus events which connect students to local communities. Plan larger trips twice per semester to provincial landmarks.</p>	30%
<p>Specialized settlement support for students with families</p> <p>Work closely with students who are bringing their families to Canada. Connect with local daycares, schools and settlement agencies as needed. Provide follow up support and conducts regular check-ins once the families are in Canada.</p>	10%
<p>Housing assistance</p> <p>Support Off-Campus Housing team during peak arrival periods to assist students with housing search and to build capacity for housing in our campus communities. Work with the Student Experience team to promote our campus communities.</p>	10%
<p>Communications Assistance</p> <p>Organize, design, and create content for pre-arrival bulletins and iCent arrival app.</p> <p>Prepare settlement videos and guides for international students.</p>	5%
<p>Other related duties as assigned</p>	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

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:

Business/Office Administration, Social Services, Community Development

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

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

- Demonstrated experience working with international students in a post-secondary setting, or New Canadians, with diverse ethno-religious and cultural background.
- Experience working in a multi-cultural setting with strong skills related to cultural sensitivity including excellent human relation skills with the ability to relate to students from a variety of social, academic, economic and cultural backgrounds.
- Experience working in a student/client advising capacity is preferred.
- Experience working in an office environment with confidential information and demonstrated problem-solving skills.
- Experience working in a time sensitive deadline driven environment with an elevated attention to detail and sound judgement.
- Proficiency using word processing, spreadsheet, email and internet applications.
- Fluency in a second language, ideally Hindi, Punjabi, Mandarin, Arabic, Farsi, Russian, German, Vietnamese, Tagalog, Spanish, Ukrainian, or Portuguese, is preferred.

Minimum of five (5) years

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 student will arrive in Canada in a few days and has not secured housing nor made school arrangements for their children.

How is it identified?

A member of the overseas recruitment team flags the concern to the Settlement Coordinator.

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

The incumbent connects with the student and asks clarifying questions such as what housing options have been explored, what schooling options have been entertained and if their flights are flexible to accommodate changes, to determine the needs of the student and their family and the level of urgency of the matter.

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

The incumbent must assess if they or the ISS team can support the student on such short notice. If the matter is assessed to be of an urgent nature, the incumbent prioritizes workload to provide housing search support, assists the family with registering the children in school, refers the family to local community connections, and arranges a shuttle and temporary hotel stay. The incumbent connects with the student post arrival and provides regular and consistent support for the family throughout the student's time at Fleming.

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

Housing listings, school and daycare websites, local settlement agency, community contacts

Off Campus Housing Coordinator

International Student Advisors

Manager

Contractual relationships with external service providers for shuttle and hotel stay

College Policies; Standard Operating Procedures

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

A student who recently arrived in Canada is feeling isolated and unsupported.

How is it identified?

The student books an appointment, emails, or visits the ISS Office.

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

The incumbent meets with the student and asks clarifying questions to determine the nature of the students concerns, what supports are needed and the level of urgency.

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

The incumbent will ask relevant questions and use active listening to understand what is causing the student to feel isolated and to determine how the student can be best supported.

The incumbent connects the student accordingly to college resources like Counselling, International Student Advisors, Student Success Coaches, Tutoring, etc. The incumbent also connects the student with their cultural community and provides information about community services and organizations. The incumbent regularly follows up with the student to check in and ensure they are feeling supported.

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

Student Support services
 Community groups and services
 International Student Advisors
 Manager
 College Policies; Standard Operating Procedures

#3 regular & recurring

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).

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3. Analysis and Problem Solving

#1 occasional

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

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 with community partners to plan events to welcome and engage newcomers.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	<ul style="list-style-type: none"> - Event planning - Time management - Attention to detail - Problem solving - Multitasking: reprioritizing work if required - Customer service and communication skills - Collaboration with multiple stakeholders - Promotion and marketing - Training and supporting student workers
List the types of resources required to complete this task, project or activity.	<ul style="list-style-type: none"> - Budget - Planning calendar - Various software programs - Microsoft Teams - Excel - Design platforms such as Canva - Facilities, Services and Support Department (room bookings and set up)
How is/are deadline(s) determined?	<ul style="list-style-type: none"> - Deadlines are determined in collaboration with community partners and feedback from 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.	<ul style="list-style-type: none"> - Changes are collaborative with community partners - Manager also provides feedback

4. Planning/Coordinating

#2 regular & recurring

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

Coordinating Arrival Services program each semester, including pre-arrival webinars and shuttle and hotel services.

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

- Time management
- Record keeping
- Multitasking
- Coordination with ISS Team and Overseas Representatives
- Coordination with other departments as needed
- Collaboration with external partners
- Problem Solving

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

- Department guidelines
- Government guidelines and policies
- International Student Advisors
- Manager
- iCent
- Contractual agreements with service providers

How is/are deadline(s) determined?

ISS Team – deadlines set for each 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.

ISS Team and/or manager

#3 regular & recurring

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.

4. Planning/Coordinating

#1 occasional

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

Responsible for content creation and updates on Arrival Services website and updates to iCent arrival app.

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

The Incumbent must collect information as needed from internal sources such as the ISAs and Admissions and external sources such as government of Canada travel websites.

- Attention to detail
- Marketing skills
- Time management
- Multitasking

All marketing and communication content must adhere to Fleming Policies & standards as well as Privacy of Information Act.

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

- iCent support team
- Government guidelines
- Department and Marketing guidelines and support
- Fleming IT department and Marketing team

How is/are deadline(s) determined?

ISS Team – deadlines set for each 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.

ISS Team and/or manager

#2 occasional

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.



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.	Explain arrival services procedures to students and college staff.
<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.	Provides training to student workers and ISS Assistant to assist with programming.
<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	Supports newly arriving student and their family to settle into campus community and recommends courses of action based on the family's unique circumstances. Decisions must be made about accommodations, school/daycare registration etc. The incumbent works with the family to determine their needs and wants and then recommends courses of action accordingly.
<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.	Assists ISAs in case management support for at risk students.
<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)
<ul style="list-style-type: none"> Minimal instructions. All information gathering is done independently by the incumbent. General departmental objective setting. Existing policies and practices. International list of FAQs/shared resources. All other work is self-directed. When in doubt, incumbent seeks input from the ISS team. 	<ul style="list-style-type: none"> Verbal or written instructions with suggested work methods and timeframes are provided for new or special projects.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> College policies and procedures. Established department practices. Departmental procedures and checklists as provided on shared drive. 	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> This position works closely with International Student Advisors, International Recruitment team and Manager of International Student Services and English Programs. Annual Performance Evaluation provides a mechanism to review work. 	<ul style="list-style-type: none"> Periodic checks for accuracy and completeness of tasks are conducted by the manager.

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)
<ul style="list-style-type: none"> • Decisions on effective Marketing/Promotional materials (ie website content/links) in consultation with marketing staff. • Decisions on effective delivery of International Student Service programming in consultation with co-workers and students. • Decisions on the planning/coordinating of social events and promotions 	

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)
<ul style="list-style-type: none"> • Complaints that cannot be resolved. • Issues related to policies, practices or operations that have college-wide impact. • Staffing issues • Changes to established procedures • Difficulties meeting deadlines or setting work priorities • Issues requiring a decision that are beyond the scope of the position 	<ul style="list-style-type: none"> • Budget • Decreasing/diminishing services provided • Entering into a new partnership with a service provider

Describe the type of decisions that would be decided by the incumbent.

Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> • The incumbent must find solutions to day-to-day problems and find ways to be efficient in the operation (system failures, technology issues, unexpected student arrivals) • Design/create content for pre-arrival bulletins, iCent app and Arrival Services webpage • When/how to liaise with local settlement agencies 	

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?		
Students or staff requesting information about arrival services program	Explains policy and procedures in person, via email or phone	Students, Fleming staff	W
Arrival Services partners asking for clarification about student booking	Explains/clarifies via email or telephone	External partner	M
Contact from community organizations that provide supports, events, and networks for International Students.	Communicates via phone or email or through meeting invitations Prepares promotional materials for community contacts Formal presentations/event proposals	Community organization contacts	M

Support Staff PDF

<p>International students inquire about settlement support such as needing to secure housing and the process to enroll dependents in school</p>	<p>The incumbent meets with the student 1:1 (virtually or in-person) and asks clarifying questions to determine the best course of action. This includes determining daycare and school needs (including choice of school board), and housing requirements (preferred neighbourhood, type of accommodation, number of bedrooms etc), The incumbent liaises with the Off Campus Housing Coordinator, local school boards and daycares, and arranges shuttle service and temporary accommodations as necessary</p> <p>Contacts Off Campus Housing Coordinator</p> <p>Searches local housing listings, school and daycare websites</p> <p>Contacts shuttle and hotel stay providers</p>	<p>Students, Students' family members, Fleming staff</p>	<p>D</p>
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* 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	Providing general information about Arrival Services program	Students, Families, staff, Internal/External partners	W
Explanation and interpretation of information or ideas	Problem solving and making referral for students and family members	Students and families	D
	Planning events, discussing strategies, problem solving, building consensus	Internal and External community	W
	Organizing volunteers for international events	Students	M
Imparting technical information and advice	Advising and supporting international students regarding cultural and social integration; requires incumbent to adapt to communication level of the student by re-wording, utilizing diagrams, seeking language supports if necessary	Students and families and staff	
	Communicate unique cultural needs/protocols of international students to ensure needs of international students are considered (problem solving, advising and guiding)	Staff and Internal/External Partners	W
Instructing or training			
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
Bending, lifting, pushing, pulling materials	W	X			X		
Sitting or standing	D			X	X		
Programming – walking on trails/ taking students on tours/activities	M			X	X		
Stairs/walking	D	X			X		
Tables at community events between 11 and 44 lbs	I	X			X		

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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)

Display materials, print info, promotional materials, boxes of supplies
Moving tables in event 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 (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
One-to-one meetings with students to discuss settlement concerns	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 #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Creating Arrival Services communications for students – via website, arrival app, and arrival bulletins	M		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

Support Staff PDF

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)	General office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Student is very upset about an experience and uses abusive language	I
<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 checked="" type="checkbox"/> travel	Travel to Frost campus once per week	W
	Travel to community partner agencies Travel to community events	M
<input type="checkbox"/> working in isolated or crowded situations		
<input checked="" type="checkbox"/> other (explain)	Approximately one event per month will take place on a weekend or evening	M

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