Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Simulation Operations Technologist
Schools of Health & Community Services

Payband: J

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: Bianca Sclippa

PDF Effective Date: August 8, 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 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 Lead plans, designs and organizes all operational and technical aspects of simulated learning activities, simulation-based education, and scenario-based training for the School of Health & Community Services. This includes operational guidance for scenario planning and development in collaboration with the Simulation and Interprofessional Education Lead, 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, cloud-based recording systems, etc.) necessary for program delivery. The incumbent coordinates the physical set-up of simulation labs.

The incumbent manages the Volunteer Simulated Participant (SP) program; SP's are human role players who interact with students during planned simulation based activites.The management of SP's include, coordinating the recruitment, training, orientation, scheduling, debriefing/deroling and delivery of performance feedbackof the SP's portrayal of the assigned role as it pertains to the simulation learning objectives.

The incumbent ensures all industry Standards of Best Practice are reinforced and met, supporting the accreditation standards from the Society for Simulation in Healthcare.

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*
1. Simulation Centre Planning	40%

• Develop, review and adapt Simulation Centre Procedure Manual as per industry standards of best practice • Develop, review, and adapt Simulation Centre development templates, ensuring that industry standards of best practice are maintained • Coordinate the recruitment, onboarding and training of external community volunteers and student volunteers to participate in Simulated Participants program within the Simulation Centre. Develop and build partnerships with external community stakeholders for the promotion and recruitment of Simulated Participant volunteers. Complete debriefing/deroling of SPs and provide feedback for SP performance. • Advise faculty regarding integration of simulation-based learning activities into curriculum, specifically on the use of appropriate simulation spaces, technology, equipment and modalities. Advise faculty on the development of course content and best methods of simulation implementation. This is a collaborative process in relation with SIM IPE lead.Coordinating all simulation centre activity that includes delegation of tasks to other support staff, volunteers and students, Assessing and implementing training needs of simulation support staff and providing the needed guidance and direction to support their work. • Coordinates the implementation of health & safety and cleanliness standards for the Simulation Centre per College and School requirements. Creates and updates safety manuals and the MSDS library annually. Identifies potential safety issues and recommends/implements appropriate solutions. • Initiates the advancement of the Simulation Centre through strategic planning that includes capital planning requests, marketing strategies, the development of community partnerships and maintenance of Simulation accreditation standards. • Monitor and maintain Simulation Centre budget to meet ongoing equipment and maintenance needs as well as the SP program requirements. • Coordinate equipment and space booking requests for the Simulation Centre. Manage competing needs of all programs when scheduling of simulation-based learning activities and resources. • Coordinates the volunteer SP Program that includes recruitment, orientation/training, casting, scheduling and mentorship. • Implement risk mitigation strategies to ensure appropriate data collection regarding simulation exercises, lab space use and equipment use is properly captured following standards of best practices and College policies and procedures (ie data collection, video recordings, confidentiality agreements). • Prepare documents to support accreditation with the Society for Simulation in Healthcare • Create and maintain process and tools for asset management of capital items, small items and consumable supplies.	
2. Simulation Centre 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	45%

environment before, during and after the simulation exercise encompassing direct interaction with the participants (students) and volunteer SP's. Implementing 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. Provide de-briefing to SP's post simulation to ensure psychological safety best practices are met. • 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.). • Develops, reviews and updates standard operating procedures for all simulation equipment in the Simulation Centre • Maintains accurate inventory of consumable supplies, small items and capital 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 • Complete purchasing for necessary supplies and equipment • Ensures physical maintenance of Simulation Centre labs, collaborate with FSS where appropriate. • 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).Oversee and facilitate proper implementation of inventory control policies and procedures of all simulation centre supplies and equipment	
3. Mentorship • Co-chair Simulation Centre Advisory Committee • Develop and provide in-services for faculty regarding equipment use and technology guidelines • Provide faculty and staff any updates regarding simulation spaces, processes and procedures • Participate in the onboarding of new faculty, staff and student employee – provide orientation to simulation spaces, equipment, technology and processes. • Colloborate in sharing best practices and knowledge exchange within the field of simulation • Create and continually update Simulation and Interprofessional Education	10%

Website Attends professional development simulation technologist conferences and workshops when feasible • Oversee student employees working in the lab spaces. • Provide training and feedback for volunteer simulated participants related to role performance	
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	2 year diploma
□ Trade certification	X 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:

Health Sciences, Information Technology, Education, Social Sciences or applicable discipline. A Certified Healthcare Simulation Operations Specialist designation from the Society of Simulation in Healthcare (CHSOS) in good standing is considered an asset.

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	
x 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. • Healthcare education role with exposure to high-fidelity simulation. • Excellent IT and AV knowledge. General maintenance and repair capacity.
□ 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.	Simulation equipment, hardware and/or software not functioning as needed and requiring immediate attention or replacement Decisions must be made during repair as to the advisability of continuing (and risking damage to the equipment) or calling in expert technicians. Also, care must be exercised not to violate manufacturer's warranties
How is it identified?	Equipment's functionality is reduced or unavailable before and during simulation sessions

Is further investigation required to define the situation and/or problem? If so, describe.	Yes, diagnostic, problem solving, and researching skills supported by knowledge of and experience with equipment and/or deduction of theory of operation required to define symptoms and isolate the root cause
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Identifying and isolating symptoms, diagnosing with test equipment, verifying causes and potential remedies. Incumbent must use their technical knowledge of the equipment and experience to quickly troubleshoot and diagnose the cause and identify solutions.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Operating Manual Past practices Best practices Connect with respective technical support (vendor or ITS)

#2 regular & recurring

Key issue or problem encountered	The current simulation activity is not meeting the student learning outcomes.
How is it identified?	Student feedback collected during routine simulation evaluation Student outcomes indicate knowledge gaps
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, requires investigation of the developed simulation activity to identify and analyze any deficiencies (including use of simulation modalities)
Explain the analysis used to determine a solution(s) for the situation and/or problem.	following standards of best practice utilizing evaluative tools to target areas for improvement of simulation. Provide solutions that improve student experience and efficacy of simulation activity
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Standards of Best Practice Past practices

#3 regular & recurring

Key issue or problem encountered	Risk mitigation regarding potential for confidentiality breach and/or maintenance of privacy

How is it identified?	Reported confidentiality breach Observed confidentiality breach
Is further investigation required to define the situation and/or problem? If so, describe.	Review of vulnerabilities in process and procedure
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determine methods to enhance compliance with confidentiality/privacy policies
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practices Standards of Best Practice Internal Polices/Procedure

#4 regular and recurring

Key issue or problem encountered	Psychological safety of learning and/or volunteer simulated participant cannot be maintained during developed simulation – unsettled feelings
How is it identified?	Visual observation while facilitating simulation Reported by learner and/or volunteer simulated participant
Is further investigation required to define the situation and/or problem? If so, describe.	Through discussion with impacted individuals, obtain further information to determine cause of unsettled feelings. Determine if further resources support are needed (ie counselling or derole/debrief)
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Initiate evaluative review of simulation and related preparation components (prebrief) to ensure standards of best practice are met. Based on findings make a decision if the simulation needs to be modified or replaced. Initiate
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practice Standards of Best Practice

#1 occasional

Key issue or problem encountered	Volunteer simulated participant pool does not support demands of program development

How is it identified?	Observed needs of resource exceed abilities of the program
Is further investigation required to define the situation and/or problem? If so, describe.	Comparative analysis of volunteer pool availability with needs assessment of planned simulation activities
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determine viable methods for recruitment with community partners, internal marketing department
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practice

#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.	Schedule, plan and coordinate simulation scenarios including document requirements, space requirements, supplies, equipment and simulation modalities for upcoming semester's simulation needs for the school of health and community services
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Time management, to ensure duties are planned in conjunction with other competing priorities, required to work on several tasks at the same time. Ability to co-ordinate and prioritize activities - ensure communication with all stakeholders to align to expectations Flexibility to shift priorities due to ad hoc requests. Establish timelines and processes for faculty to submit requests Projecting supply and equipment requirements in advance to align to scenarios being conducted Projecting anticipated projects to determine expected needs leading up to semester
List the types of resources required to complete this task, project or activity.	Simulation Planning DocumentsEquipment knowledge Knowledge of best practices for integration of simulation modalities Sufficient supplies and equipment Learning objectives of activity Scenario lists/documents Equipment lists Past experience
How is/are deadline(s) determined?	Backwards planning based on semester cycle Simulation schedule Simulation planning document
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 determines if adjustment occurs based on analysis of competing demands of staff, space and equipment.

4. Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.	Coordinate and schedule involvement of volunteer simulated participants in simulation activities

What are the organizational and/or project management skills needed to bring together and integrate this activity?	Appropriate casting of volunteer simulated participants to their roles Time management, to ensure duties are planned in conjunction with other competing priorities, required to work on several tasks at the same time. Ability to co-ordinate and prioritize activities - ensure communication with all stakeholders to align to expectations Flexibility to shift priorities due to ad hoc requests. Establish timelines and processes for faculty to submit requests Projecting supply and equipment requirements in advance to align to scenarios being conducted Projecting anticipated projects to determine expected needs leading up to semester
List the types of resources required to complete this task, project or activity.	Simulation Planning Documents Knowledge of SP skills and abilities Equipment lists Past experience
How is/are deadline(s) determined?	Backward planning based on semester cycle
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 determines if adjustment occurs based on analysis of competing demands

#3 regular & recurring

List the project and the role of the incumbent in this activity.	Maintaining equipment in peak working order according to operator's instructions and preventative maintenance schedule.

What are the organizational and/or project management skills needed to bring together and integrate this activity?	Dependent on equipment and frequency of use per preventative maintenance (PM) schedules and processes. Incumbent will utilize tracking tools (e.g. spreadsheets, preventive maintenance programs) to record prior equipment repairs/maintenance and generate reports for upcoming preventive maintenance tasks. Develops new or modifies existing PM schedules based on frequency of use in a training environment versus a production environment. The process will identify if further action is required, such as repairs, adjustments or replacement of components prior to failure.
List the types of resources required to complete this task, project or activity.	Equipment manuals, supplier resources, theory of operation information.
How is/are deadline(s) determined?	PM deadlines are determined by the incumbent based on published schedules and any changes required due to differences in training applications versus production use. For custom built equipment, the incumbent will determine the PM schedule.
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 determines if changes are required to the PM schedules based on Manufacturer's recommendations, internal documentation, industry practices, frequency of operation, and experience. An example of a PM schedule change made by the incumbent would be: if a piece of simulation equipment requires weekly maintenance, but in the school environment, the hours of service would determine this would equate to once per month. The incumbent has the authority to take a piece of equipment out of service due to imminent failure or a safety concern and interpret and action Service and Safety Bulletins received from manufacturers. The incumbent will consult with coordinators and the Chair to determine whether changes have an impact on others. An example of this would be the timing of PM operations that coincided with a particular course needing the specific simulation equipment at the same time

4. Planning/Coordinating

	#1 occasional
List the project and the role of the incumbent in this activity.	Inventory Monitoring
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Create spreadsheets to record and update records Forecasting skills Product and software knowledge Time management
List the types of resources required to complete this task, project or activity.	Spreadsheets Vendor coding
How is/are deadline(s) determined?	Annually
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.	Manager

	#2 occasional
List the project and the role of the incumbent in this activity.	Simulation Centre ToursThe requests for tours come internally (school tours, international recruiting etc) or externally (stateholders interested in Sim Centre activities and equipment). The group size can vary from 2 – 60 people. It can also involve special set up and demonstration of sim equipment/scenarios.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Knowledge of Centre, Vision, Equipment,
List the types of resources required to complete this task, project or activity.	specifics around intent of tour
How is/are deadline(s) determined?	Date of tour if advanced notice provided Ad hoc/impromptu touch as they present
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.	Administration

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.	Guiding the use of equipment in the facility by faculty, other technologists, or students.
X	□	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Guide students, techs and faculty on duties in Simulation Centre Inform students, techs and faculty on the proper use of equipment and software
X	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	Alignment of work tasks supporting the Simulation Centre with other team members. Provide health and safety leadership and guidance Creates and updates safety manuals, SDS library and work instructions; identifies safety issues and recommends solutions; ensure the safe storage of hazardous materials and waste

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 volunteer simulated participants regarding expectations for their role in simulation activities. Responsible to demonstrate, develop, provide guidance and feedback to faculty, staff and students regarding equipment and software best practices Orientate hired students/techs on industry standards and operating procedures.
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.	Incumbent has the authority to allocating tasks to Part Time technicians, student workers and volunteers. Cast and schedule volunteer simulated participants in roles that best suit their knowledge, skills and experience.

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)
Generally, no instructions are usually provided. The incumbent works in a self-directed manner and has significant autonomy to work directly with all necessary stakeholders to achieve successful task completion and work assignment outcomes	Verbal or written instructions with suggested work methods and timeframes are provided for new or special products (i.e.: grant work, special event, capital project)

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Course curriculum and outcomes Academic Timetables Workplace Hazardous Material Information Systems (WHMIS) Health & Safety Regulations Department/College Policies & Procedures Manuals Past Practices Best 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)
Daily or routine work is not reviewed or checked. Incumbent has considerable ability to act free of supervision on a day-to-day basis.Informal feedback is provided from students and SP's than shared in a collaborative discussion with faculty.	Work may be verbally reviewed upon completion of major assignments by faculty involved with the course

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)
Incumbent makes decisions within the scope of their expertise to create, plan and implement simulation-based student activities. A colloboratve discussion with faculty around the debrief plan based on the amount of time, number of students and space available would be an example.	Will contact others to gather more information to determine if decision can be made (i.e.: Academic Chair, Manager, Academic Coordinator, Faculty) Changes in safety protocol Capital forecasting due to new programming or equipment end-of-life projections Sourcing replacements for obsolete components

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)
Problem solving with other departments. Changes to established procedures. Major equipment failures Equipment purchases	Student work performance. Solution of an employee or student conflict that the incumbent has been unable to resolve. School safety issues Budget concerns that are unplanned or unusual

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

Health and safety of faculty, staff and students. Method for troubleshooting equipment and software issues. Simulation modality alignment to fit course learning objectives. Flow of simulation day – operational scenario running. Recruitment/hiring of volunteer simulated participants (VSPs)	Medical or other emergency – calling security/911 Resolution to minor health and safety issues Decision to send equipment out for repair and appropriate supplier to provide service Establishing routine preventive maintenance schedules Design and alteration of equipment to meet various requirements

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 integrate simulation into course curriculum.	Colloborating with faculty to discuss learning outcomes and needs of simulation activity. Suggestions tailored to suit needs of the course based on learning objectives.	Faculty	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

Provide tech support and expertise	Demonstrate equipment; performs tests and "dry-runs" to verify outcomes; design solutions to various challenges; troubleshoot difficulties related to experiments; fabricate parts, tools and other items after consulting with faculty to determine need	Faculty	D
Prepare, maintain and repair equipment	Conduct preventive maintenance on equipment. Determine repair required after troubleshooting and diagnosing the problem	Faculty	W
Provide information to equipment manufacturers and distributors, repair companies, sales reps, technical specialists	Direct contact with the individual or group, if possible. Frequent use of email and phone.	Equipment manufacturers and distributors, repair companies, sales reps, technical specialists	M
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
Application received from external candidate or student to become involved in Volunteer Simulated Participant program.	Meet with potential volunteer to provide information about program, determine if potential volunteer is candidate for program.	Students, External	W

* 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. Updates on progress of projects/requests.	Administrators, Faculty, Technologists, Students	D
	Communicate financial and purchasing data. Obtain pricing, quotations, information on supplies and equipment	External Organizations, Purchasing/Finance Dept., Administrators	W
Explanation and interpretation of information or ideas			W
	Advocate internally for repair and renovations of simulation spaces, implementation of systems for simulation.	Physical Resources, ITS	W
	Write safety policies and discuss safety-related concerns and solutions.	Faculty, students	W
	Equipment repair and troubleshooting discussions	Manufacturers, suppliers	M
Imparting technical information and advice	Operation and maintenance of equipment. Demonstration on usage of equipment. Design and modification of equipment.	Students, Faculty, Staff Students, Faculty, Staff Students, Faculty, Staff	D
Instructing and training	Instruct, demonstrate, provide guidance and feedback on how to set-up and operation equipment.	Faculty, Technologists, Students	D
	Provide guidance and direction on role portrayal.	Volunteers	
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			
Moving Equipment (Props, Furniture, Hospital Beds, Stretchers, Medical gas cylinders)	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	
Driving (local –short distances) Program ambulance	W	X				X	
Climbing (ladder)	M	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, medical gas cylinders

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
Scheduling of simulation activities and resources	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 #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Inventory Management	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually No –				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Developing user guides (standard operating procedures, guidelines, student user guides and faculty user guides)	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	Unruly/demanding faculty and students	M
□ dealing with abusive people who pose a threat of physical harm		
X difficult weather conditions	Changing medical gas cylinders at outdoor manifold cage (approximately 1 hour per week)	W
□ exposure to extreme weather conditions		
X exposure to very high or low temperatures (e.g. freezers)	Inconsistent temperatures in control room due to IT equipment (heat) Changing medical gas cylinder (approx. 1 hour per week to change cylinders) in extreme cold/heat	W
X handling hazardous substances	Cleaning solutions, sharps, large combustible medical gas cylinders including oxygen	D
X smelly, dirty or noisy environment	Changing cylinders at oxygen manifold, situated outdoors beside dumpster	W
X travel	To other institutions to review simulation operations.Locally to obtain supplies, fueling and servicing Fleming program vehcles	W
□ working in isolated or crowded situations		
□ other (explain)		

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