

Incumbent Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Incumbent Title: Health Services Assistant

Payband: F

Incumbent Code/Number (if applicable):

Scheduled No. of Hours 35/wk

Appointment Type: 12 months less than 12 months

Supervisor's Name and Title: Julie Middleton, Director, Counselling & Accessible Education Services

Completed by: Mark Gray

PDF Date: March 2007

Last Revision: Jun 2019

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 of the incumbent 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 Incumbent 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.**

Incumbent Summary

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

Under the direction of the Director, Counselling & Accessible Education Services the incumbent provides confidential administrative services for all Health Services and staff, at the Sutherland Campus, including support for physician clinics, TB clinics, immunization clinics and nurse assessments.

This includes referrals, booking of appointments, scheduling diagnostic testing, supply ordering and maintenance of confidential patient files.

Duties and Responsibilities

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

Incumbent acts independently and in collaboration with the campus nursing staff in providing smooth effective operation of the Student Health Service Department.

1. Clinic Support

- Organizes and facilitates operation of weekly physician clinics, weekly TB clinics & annual Flu Shot clinics
- Schedules appointments utilizing Outlook; arranges referrals to specialists; prepares lab forms, requisitions and labelling for diagnostic tests, provides instruction to clients regarding diagnostic testing procedures and preparations; contacts lab to acquire outstanding blood work results; files results and charts
- Coordinates maintenance of all patient's files (current and archived); purging records, as required
- Facilitates reports and re-imburement of TB revenue payments to physicians 3x per year
- Facilitates and organizes all documentation required for physician's OHIP billing on spreadsheet
- International and domestic billing in conjunction with Ontario Medical Association billing codes
- Interprets international student insurance (Morecare) protocols for billing and student inquiries

45%

2. Online and Office Support

- Facilitates Entry Immunization Form process, i.e. creating, revising forms, establishing deadline dates, updating forms to website; liaising with Admissions' staff, Academic Leads, NAR'S staff & Health Services Team
- Initiates collection and processing of all applicable fees, i.e. cheque requests/cash payments/late fees/receipts, invoices, etc. including visa procurement
- Coordinates with the Nurse to identify and maintain inventory of all office and medical supplies; anticipating needed supplies relating to planned procedures; placing and expediting orders
- Coordinates all receipt purchases for department and reconciles monthly visa statements (sole Visa cardholder for dep't)
- Facilitates power point presentations and presents to international and domestic students with Campus Nurse or independently, in her absence
- Facilitates on-going guidance and training to PT Health Assistant Assists Nurse in planning and preparation of Bi-Annual Health Fair;, i.e. marketing, recruitment, training and implementation

30%

<ul style="list-style-type: none">• Administrator of Health Services website for Sutherland & Frost Campuses Picks up and transports vaccines from the Public Health Unit, as required• Monitors and records daily temperatures of vaccine fridges, following strict reporting procedures and problem-solves when temperature issues occur	10%
<p>3. <u>Student Triage, Assessments and Standard First Aid</u></p> <ul style="list-style-type: none">• Assesses/screens/triages walk-in clients and incoming telephone calls (consulting with Nurse, as needed).• Administers emergency care/first aid to clients who are ill or injured (independently and in nurse's absence); recommends appropriate referral to other clinics or emergency services and assists in completion of Accident Report Forms, as needed• Reviews, releases and provides explanation of non-complex test results (signed by Nurse/Physician) to clients• Analyses client specific immunization forms/medical records and identifies vaccinations/bloodwork required• Responds to enquiries regarding student health plan and international student health plan benefits	
<p>4. <u>Coverage for Counselling and Accessible Education Services</u></p> <ul style="list-style-type: none">• Provides lunch hour and sporadic coverage for frontline needs.• Books students into counsellor schedules.• Familiar with clockwork scheduling software.• Answers student questions related to services of the department.	10%
<p>5. <u>Other related duties as assigned.</u></p>	5%

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the incumbent 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:

Office Administration (prefer Medical) could include medical secretary course with medical terminology.

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 incumbent. 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 incumbent(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 incumbent 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.

<input type="checkbox"/> Less than one (1) year	
<input type="checkbox"/> Minimum of one (1) year	
<input type="checkbox"/> Minimum of two (2) years	
<input checked="" type="checkbox"/> Minimum of three (3) years	<p>Experience gained as a team player working within a fast-paced service oriented and highly confidential office environment; medical office experience preferred.</p> <p>Experience handling confidential/sensitive information (preference is Health related)</p> <p>Resolving conflict and assisting clients in crisis and those with varied needs, including mental health.</p> <p>Experience delivering presentations and organizing events to small and large audiences.</p> <p>Experience using a variety of software packages such as Microsoft Office, i.e. outlook calendar, word processing, spreadsheet, PowerPoint, etc.(EMR online environment an asset)</p> <p>Experience understanding medical terminology would be an asset.</p> <p>Understanding of Canadian Immunization Standards so as to book appropriate appointments</p>

3. Analysis and Problem Solving

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

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 incumbent, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	<p>Incomplete Immunization Forms</p> <p>Entry Immunization Forms are required for students participating in clinical placement. Often forms are incomplete and records and results are difficult to interpret.</p> <p>Improper screening of forms could result in a significant health risk for student or staff or client in the placement setting. Carries potential for legal ramifications for the college.</p>
How is it identified?	The incumbent reviews forms. Frequent consultation with nurse.

<p>Is further investigation required to define the situation and/or problem? If so, describe.</p>	<p>Further investigation may include:</p> <p>Verbal interviews with clients</p> <p>Tracking, obtaining, and reviewing additional records/results. Records may be in other cities, provinces, or countries or records may not exist.</p> <p>Additional interpretation may be required in consultation with the nurse to determine status.</p> <p>Excellent listening skills needed to piece immunization history together in order to develop a plan for student to meet requirements</p> <p>Language barriers with international students, increases the need for effective listening skills; translation of records, in some instances, is required.</p> <p>Incumbent stamp forms “complete” once all requirements have been met.</p>
<p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p>	<p>The analysis process may involve multiple visits with campus Health Services and referrals provided to other agencies within the community as needed to fulfill requirements.</p> <p>Explanation is provided as to why tests/vaccinations are required and procedures are scheduled based upon immunization guidelines/timelines.</p> <p>Incumbent formulates recommendations based on interpretation of a combination of documentation, verbal history, laboratory evidence and specific program of study requirements.</p> <p>In determining the need for a vaccine or multiple vaccines, or tuberculosis screening, incumbent may also evaluate additional criteria such as: age, birth place, access to health care as child, parental beliefs regarding immunization compliance, etc.</p>

What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	<p>Conferring with campus nurse</p> <p>Other sources available include: Canadian Immunization Guidelines, Canadian TB Standards, Ministry of Health & Long term Care websites, consultation with local Public Health Unit.</p>
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3. Analysis and Problem Solving

#2 regular & recurring	
Key issue or problem encountered	Triage / treatment of client requires the incumbent to determine appropriate level of care (independently and in consultation with nurse)
How is it identified?	Client presents with health issue at front desk
Is further investigation required to define the situation and/or problem? If so, describe.	Assessment of need through verbal interaction as well as sometimes physical assessment
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<p>Determine if intervention falls under nursing care or if medical intervention is required and falls outside the nurses' scope of practice</p> <p>High degree of personal judgment and assessment skills in determining appropriate course of action</p> <p>Problems are frequently complex in nature with multiple inter-related influencing factors.</p> <p>Analyzes problem, gathers and interprets data and information, in order to direct appropriate level of care.</p>
What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).	<p>Past experience, knowledge and practices in dealing with health related issues and, in some instances, first-aid training.</p> <p>Conferring with Campus Nurse</p> <p>Available but referred to infrequently: Campus Physician</p>

#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)? (e.g. past practices, established standards or guidelines).	

3. Analysis and Problem Solving

	#1 occasional (if none, please strike out this section)
Key issue or problem encountered	Emergency medical situations (independently handled by incumbent, if nurse not available)
How is it identified?	Client presents with distress at front counter or a call for assistance is received from within College, i.e. seizures, 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: breathing, bleeding, bones Brief interview with client 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 Collects and interprets data: general survey of subjective and objective data: appearance, behaviour, cognitive function, physical symptoms, i.e. bleeding, clutching chest, lips blue, gasping for air. Requires immediate accurate analysis – seconds to minutes at the most to ensure a satisfactory outcome. Need to analyze if problem can be dealt with within the clinic setting or activate EMS (Emergency Medical Services - 911), 8000 or First Aid Services Team (FAST).
What sources are available to assist the incumbent finding solution(s)? (. past practices, established standards or guidelines).	Nurse (if available),FAST (if operational),CPR/First Aid training
	#2 occasional (if none, please strike out this section)

Key issue or problem encountered	Abnormal test results, in Nurse's absence.
How is it identified?	Incumbent obtains results via fax and identifies any abnormal results.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent may need to contact Physician to discuss result in order to provide appropriate follow-up to client
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent must rely upon knowledge and experience to recognize "abnormal" results (in consultation with the nurse) and determine level of urgency and/or appropriate need for follow-up.
	Consults with campus physician to discuss result and, as required, relays physician's notes in client's chart, so that appropriate treatment can be determined. Incumbent may need to contact client to advise them of result and/or that a script is being called into pharmacy, etc. Incumbent must accurately relay information to client and accurately record physician discussions and direction within client's chart.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	Consultation with Physician for advice and future action. Past experience, knowledge and understanding of medical terminology and test results

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 incumbent, up to two (2) examples that occur occasionally:

	#1 regular & recurring
List the project and the role of the incumbent in this activity.	<p>Coordination of Doctor, TB & Flu clinics.</p> <p>The incumbent must ensure the smooth operations of Student Health Services Clinics, while a variety of additional enquiries/demands present at the front desk during this time.</p> <p>Project Activities: high volume of clients accessing doctor clinic, TB/Flu clinics, requisitions for blood work, diagnostic testing procedures, referrals, requests for results, reviewing immunization forms, preparing physician billings. During this time, medical emergencies present (i.e. student arrives at desk with asthma attack; student feeling faint; or first aid injury; mental health crisis, etc.</p>
What are the organizational and/or project management skills needed to bring together and integrate this activity?	<p>Goal directed service planning, coordinating, prioritizing daily activities, sound judgement & interpersonal skills</p> <p>Meeting deadlines, ability to break down several activities into smaller more manageable pieces, multi-tasking, creativity, communication, math (excel), follow up, identification of new processes and procedures.</p> <p>Strong skills in organizing work flow, ideas, materials, and people.</p>
List the types of resources required to complete this task, project or activity.	<p>Past experience/knowledge.</p> <p>External resources, i.e. medical labs, off-campus clinics, pharmacies, ER</p> <p>Computer (excel, and custom software), Nurse and Doctor</p>
How is/are deadline(s) determined?	<p>Varying activities result in many different and conflicting deadlines. A thorough understanding and knowledge of activities within each department allows incumbent to establish and adhere to all deadlines.</p>
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.	<p>Operational changes are done in a consultative manner; however, the incumbent has a high level of responsibility in developing and implementing changes.</p> <p>Operational changes could impact upon service to students so incumbent plans and coordinates changes carefully ensuring that levels of service to students are improved or maintained.</p>

	#2 regular & recurring
<p>List the project and the role of the incumbent in this activity.</p>	<p>Facilitating up-to-date and accurate Entry Immunization Forms and all processes related to, with specific input from many partners</p> <p>Excellent planning, time-management, communication, coordination, consultation and organizational skills required. Incumbent ensures each program's needs (i.e. Paramedic) are articulated accurately on the immunization form; consulting annually with Academic Leads, Public Health about prospective changes</p> <p>Enters immunization records on database, tracking all complete and incomplete forms; identifying late forms on a spreadsheet and posting late fees to student's account</p> <p>Collaborates with Admissions to receive new student list and sends out bi-weekly email to students about forms</p> <p>Updates Sutherland & Frost website with any/all changes to forms</p>
<p>What are the organizational and/or project management skills needed to bring together and integrate this activity?</p>	<p>Canadian Immunization Guidelines & Tuberculosis Standards, Day Nurseries Act, Ambulance Services Act, Ministry of Health & Long-term Care, Public Health</p>
<p>List the types of resources required to complete this task, project or activity.</p>	<p>Deadline dates are decided by Health Service's staff, in consultation with Academic Leads, as required</p>

<p>How is/are deadline(s) determined?</p>	<p>Incumbent identifies need for changes to Fleming's Entry Immunization Forms and modifies accordingly. Changes are reviewed and approved with Health Services team.</p> <p>If information on forms is not articulated clearly, there is risk for misinterpretation which could result in students jeopardizing their placement.</p>
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Planning/Coordinating

#3 regular & recurring	
<p>List the project and the role of the incumbent in this activity.</p>	
<p>What are the organizational and/or project management skills needed to bring together and integrate this activity?</p>	
<p>List the types of resources required to complete this task, project or activity.</p>	
<p>How is/are deadline(s) determined?</p>	
<p>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.</p>	

#1 occasional	
<p>List the project and the role of the incumbent in this activity.</p>	<p>Annual Health Fair: Incumbent assists Nurse, as required in planning and organizing event. Multiple vendors in attendance.</p>
<p>What are the organizational and/or project management skills needed to bring together and integrate this activity?</p>	<p>Excellent event planning, coordinating, time management, communication and administrative skills are needed to successfully assist in organizing these events.</p>
<p>List the types of resources required to complete this task, project or activity.</p>	<p>Incumbent works with other college services & dept's, i.e. AV, IT, Marketing, Facilities, Food Services, SAC, Duplicating, Academic Schools, as well as outside agencies and retail stores.</p>

How is/are deadline(s) determined?	Event dates drive all deadlines.
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.	<p>Circumstances relating to the event may change beyond our control creating situations where flexibility, adaptation, and compromise are necessary. Incumbent responds to these changes and makes necessary adjustments ensuring that vendors' needs are accommodated before and during event.</p> <p>Examples: last minute confirmations/cancellations, additional set-up demands, etc.</p> <p>A successful event not only satisfies the needs of our students but maintains a positive relationship with our external community partners/agencies.</p>
	#2 occasional
List the project and the role of the incumbent in this activity.	<p>Incumbent develops, maintains, and facilitates Student Health Services' presentations to all students during orientation activities, i.e. International (with Campus Nurse & independently)</p> <p>Incumbent collaborates with Nurse to create and deliver all promotional materials related to these events and acts as a resource at information booths throughout the year, i.e. Welcome Days, etc.</p>
What are the organizational and/or project management skills needed to bring together and integrate this activity?	<p>Develops and organizes PowerPoint and paper-based presentations. Incumbent must anticipate needs of audience and ensure content and display materials are easily understood, accurate and relevant</p> <p>Excellent communication skills are needed to present ideas clearly, precisely and professionally.</p> <p>Incumbent must have excellent communication skills in delivery of presentations to students, with special attention to international students, i.e. cultural/language barriers</p>
List the types of resources required to complete this task, project or activity.	<p>Incumbent arranges IT services to ensure that all set-up requirements are in place for event.</p> <p>Incumbent creates and edits all print-based materials and arranges necessary duplicating</p>
How is/are deadline(s) determined?	Event dates drive all deadlines.

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 collaborates with Nurse to determine any changes to resources and materials
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5. Guiding/Advising Others

This section describes the **assigned responsibility** of the incumbent 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 incumbent and provide an example(s) to support the selection, including the incumbents 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.	As the first point of contact for Student Services, the incumbent responds to a variety of enquiries and unusual conditions from students, staff and community that require a complete knowledge of college policies, procedures and programs.

X		<p>There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.</p>	<p>Defines a plan of action based upon Canadian Immunization Guidelines and Tuberculosis Standards so students can meet the mandatory requirements necessary for them to attend placement, i.e. incumbent advises what shots are outdated or required along with bloodwork requirements.</p>
X		<p>The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.</p>	<p>Recommends to students (independently and sometimes in conjunction with the nurse) specific course of action to ensure immunization requirements are completed before start of placement.</p> <p>Provides a course of action for students presenting themselves with medical issues/illness both routine and non-routine which may include referral to nurse, doctor or emergency.</p> <p>Example: Incumbent frequently advises high volume of students what to do when they are ill based upon Ministry of Health Guidelines. Incumbent may be applying a dressing to a cut finger or providing calming strategies to a student in the middle of a “panic attack” to assist students’ return back to the classroom.</p>

		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.	
<input type="checkbox"/>	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.	<p>Incumbent acts as a resource and provides guidance and direction to PT Health Assistant; Identifies special projects and other work related tasks requiring assistance;</p> <p>PT Health Assistant relies upon incumbent's knowledge and experience, policies & procedures of department to deliver services to students appropriately</p>

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the incumbent. 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"> • No direct supervision • Works independently • Organizes own work priorities 	Supervisor is available for input or verification, as required. Major assignments are discussed in consultation with supervisor and incumbent has freedom to initiate and follow through to completion such assignments.
What rules, procedures, past practices or guidelines are available to guide the incumbent?	

<ul style="list-style-type: none"> • Knowledge and past experience in a medical office environment plays key role in daily practice • Legislation relevant to Health Assistant incumbent includes: Canadian Immunization Guidelines, Canadian TB Standards, Workers Compensation Act, Day Nurseries Act, Freedom of Information & Protection of Privacy Act, Harassment and Discrimination Policy, Personal Health Information Protection Act, Personal Information Protection & Electronic Documents Act • Student Rights & Responsibilities, Health Services policies, Student Health Plan policies/procedures 	<p>Occasional (if none, please strike out this section)</p>
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<p>How is work reviewed or verified (e.g. feedback from others, work processes, Supervisor)?</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<p>Only major assignments are reviewed by supervisor. Nurse will review letters/forms created for department, as needed and provide input/feedback</p>	

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)
	<p>Consultation with Public Health Unit regarding immunization implementation, along with other campus related health issues, i.e. flu clinics.</p> <p>Decisions regarding immunizations/medical issue/lab results that may impact student placements.</p> <p>Consultation with nurse.</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)
<p>Budget constraints or implications</p> <p>New operational policies/procedures</p> <p>Breach of Confidentiality</p>	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Incumbent uses skill and judgment in making relatively minor health-related decisions impacting students</p> <p>Through assessment and review of immunization forms based upon Canadian Immunization Guidelines & Tuberculosis Standards; the incumbent would decide what student records were complete. These records are forwarded to Non-Academic Requirements Office to ensure placement can be arranged.</p>	<p>Major and/ or complex or life threatening health situations (in the absence of the nurse) i.e. seizures, anaphylactic shock, chest pain.</p> <p>Reviews and identifies “abnormal” test results, (in Nurse’s absence); incumbent decides when consultation with Campus Physician is required, in order to provide necessary follow-up/action with client</p>

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the incumbent. It considers the required manner in which the incumbent 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 incumbent 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.

Information on the service	Customer	Frequency(D,
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How is it received?	How is it carried out?		W, M, I)*
<p>Clients present with a multitude of health issues:</p> <p>Example: general illness, personal counselling: pregnancy, abuse, birth control, nutrition, etc.</p>	<p>Incumbent determines through careful screening/assessment process whether client needs to see nurse or doctor. If doctor, incumbent then books appropriate appointment or referral.</p>	<p>Students, staff, visitors</p>	<p>D</p>
<p>Or requests for: over the counter medications, birth control pills, injections, allergy shots, emergency contraception</p>	<p>Incumbent issues all necessary documents, i.e. medical history forms, consent forms to client and also advises regarding any applicable payments that may be required at time of appointment.</p>	<p>Students, staff</p>	<p>D</p>
<p>Client presents with an emergency health issue</p>	<p>Incumbent will contact nurse or access emergency medical services (or provide emergency first aid in nurse's absence)</p>	<p>Students</p>	<p>W</p>
<p>Client presents requesting assistance with forms required for clinical placement</p>	<p>Incumbent reviews forms and records.</p> <p>Identifies missing or incomplete information. Asks relevant questions to gain insight on prior immunization status and recommends vaccines and/or bloodwork based upon testing results</p> <p>Develops strategic timeline to facilitate completion of requirements</p>	<p>Students, staff & Faculty</p>	<p>D</p>
<p>Requests for educational literature including: resource materials for students' projects- nursing and other programs</p>	<p>Incumbent refers client to nurse or directs them to in-house library resources available within office or offers external contacts available in community.</p>	<p>Student, physician offices, Lifelab & provincial labs</p>	<p>D</p>
<p>Requests for missing health card information in relation to OHIP billing</p>	<p>Incumbent must contact client to track information and sometimes a Release of Information form must be mailed out in order to obtain current health card status.</p>	<p>Students, faculty residence staff, parents, community members</p>	<p>D</p>

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Test Results requiring follow-up	In consult with Nurse, incumbent contacts client about test results (non-complex) and facilitates necessary follow-up; in Nurse's absence, incumbent may be required to consult with Campus Physician	Student, Nurse, Campus Physician, Pharmacy	D
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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	General information, Doctor's appointments, health concerns, housing services	Students, staff, landlords	D
	General program information	Faculty, students	D
	Seeks and provides appropriate information	Other college departments, i.e. Cashier, Duplicating, Registrar, Records, Bookstore, ITS	D
	Student Health Plans (2)– Domestic & International – provides details about coverage, key contact person for international billings	Students/S.A.C./ Health Plan Administrator, Morecare Representative (Int'l Plan)	D

Explanation and interpretation of information or ideas	Verifies medical information, obtains billing codes and amounts, verifies changes to coverage, billing enquiry changes	Hospitals, doctors' offices, labs, health units, Ontario Ministry of Health	D
	Imparts confidential medical information to off-campus physicians, specialists, labs by fax, mail or verbally	Laboratories, Pharmacies, Physician Clinics	D
	Arranges referrals to specialists and appointments for ultrasound, x-rays, etc.	Students, doctor's offices and other clinics	D
	Incumbent speaks with both clients & parents unhappy about, i.e. missed appointment charges, late form charges, service concerns, etc. Incumbent is careful to address needs with empathy, respect and equitably, especially regarding charges to student's account.	students, parents,	W
	Facilitation of Student Health Services Presentations	Students, parents	I
	Interprets and explains Ministry Guidelines to students/parents who are having difficulty completing immunization forms.	Students, parents	D
	Participates and provides off-campus health services materials at Open House, Welcome Days, etc.		I

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* 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 incumbents 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 incumbent or maintaining one incumbent 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 at workstation using keyboard	D			X	X		
Escort client to and from treatment rooms	I	X				X	
Frequent repositioning from sitting to standing during physician clinic, faxing, copying forms, pulling charts, etc.	D	X			X		
Kneeling on hard surface to attend to someone having seizure, etc.	I	X			x		
Supporting patients when collapsed or fainted, pushing patient in wheelchair	I	X			x		
Lifting medical supplies	I	X			X		

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

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)

Medical Supplies
Supporting patients when collapsed or fainted, pushing patient in wheelchair

10. Audio Visual Effort

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

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

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

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Student presents themselves with medical issue (nurse may or may not be available)	D	X		
Each interaction requires significant concentration, mental energy and attention to detail to assess client employing keen visual, auditory and tactile senses. Requires incumbent be sensitive to verbal, physical and/ or visual cuing.	D	X		
Due to the nature of the position and high volume of activity , multitasking and interruptions overlapping each other occur frequently. During physician clinics, Incumbent has to review immunization forms, complete financial transactions, book new and f/u appointments, arrange referrals, follow-up on results, respond to health plan enquiries, etc.	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually No				

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

<p>Incumbent arranges referrals requested by physician for students requiring further treatment with a specialist. Medical condition of student must be relayed accurately based upon physician's documentation and an appointment date and time must be ascertained. Often many different specialists must be contacted to ensure the best treatment for the client. Appointment info. and procedure instructions must then be relayed to the client.</p>	D	X		
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Can concentration or focus be maintained throughout the duration of the activity? If not, why?

Usually

X No

This activity requires a high level of concentration as incumbent must provide important health information to student(s) in a timely manner. Frequent interruptions at front desk break concentration. Incumbent can arrange time away from front desk to prevent interruption so that activity can be completed.

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
<p>Communicating health education to a student i.e. immunization information.</p>	D	X		

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

X Usually

No

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 dealing with abusive people	<p>Often deal with distraught angry clients who may become aggressive due to mental health issues, which may lead to acting out or disruptive behaviour</p> <p>Client and/or parent upset with missed appointment/late charges</p> <p>Client upset that they face deregistration or inability to attend clinical rotation due to missed deadline for immunization requirements, derogatory/offensive comments made to incumbent</p>	<p>I</p> <p>W</p> <p>I</p>
X Handling hazardous substances	Handles & disposes of Sharpe's containers and other bio-hazardous substances, i.e. saturated dressings, used speculums, urine specimens, soiled gowns and drapes	I
X Smelly, dirty or noisy environment	Exposure to foul odours, i.e. vomiting in wastebasket or bathroom	I
X Other (explain)	<p>At risk for: Increased exposure to bacterial or viral contamination from diseases spread by coughing, sneezing (need for mask may not be evident until after cough or sneeze have occurred)</p> <p>Exposure to communicable (Blood-borne) diseases and bodily fluids, HepB/C, HIV when providing first aid</p> <p>Physical injury from fainting, flailing, injured or seizing client.</p>	<p>D</p> <p>I</p>
X travel	To Frost Campus, Labs, Public Health Unit, Pharmacies,	I