

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Immunization Advisor

Pay band: I

Position Code/Number (if applicable):

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

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

Supervisor's Name and Title: Joanne Spicer, Dean of Students

Completed by: Kate McIntosh

PDF Date: March 10, 2025

### Signatures:

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

Date:

Supervisor:

Date:

### Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements**.

### Position Summary

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

This position resides within Sutherland Campus Student Health Services and supports all students in programs requiring immunizations as part of their academic and placement requirements. The incumbent supports the collection and verification of all non-academic requirements (NARs) documentation, with a primary focus on immunizations, to ensure placement eligibility in the School of Health and Community Services (HCS). Additionally, the incumbent creates, sends, receives, reviews, and counsels students on their immunization requirements, providing follow-up in person, by phone, or via email. The role also involves occasional nursing support within the clinic.

### 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*
<b>Reviewing Student Immunization Data</b> <ul style="list-style-type: none"><li>• Conducts a comprehensive review of immunization forms to assess compliance with program-specific requirements and identifies any outstanding immunizations that are still needed.</li></ul>	25%
<b>Advising Students on Immunization Next Steps</b> <ul style="list-style-type: none"><li>• Assesses the specific requirements of each student and provides informed guidance on any necessary immunizations, including available options for obtaining them (on-site or off-site).</li><li>• Facilitates the scheduling of appointments with the College physician as needed, ensuring the preparation of all relevant documentation for inclusion in the patient file.</li><li>• Articulates the reasoning behind immunization requirements and communicates the importance of meeting the specified timelines to ensure program placement alignment.</li><li>• Develop and deliver education sessions for students in (and out) of classroom settings to establish</li></ul>	35%

<p>vaccination requirements based on program.</p>	
<p><b>Nursing Support to Health Services Clinic</b></p> <ul style="list-style-type: none"> <li>• Provides direct patient care under the supervision of the clinic manager.</li> <li>• Assists with patient assessments, triage, and nursing procedures.</li> <li>• Administers medications, perform wound care, and assist with minor medical procedures.</li> <li>• Collaborate with other healthcare professionals to ensure coordinated patient care.</li> <li>• Adhere to professional standards, policies and procedures, as well as regulatory requirements.</li> <li>• Maintains accurate, detailed, and confidential health records of patients, in compliance with accepted practices and legislation.</li> <li>• Arranges collection and disposal of hazardous materials in accordance with the Provincial standards</li> <li>• Maintains sterility of equipment for minor surgical procedures.</li> <li>• Maintains appropriate, safe vaccine storage including twice daily monitoring as per Public Health Department requirements</li> </ul>	<p>10%</p>
<p><b>Documentation and Record Keeping</b></p> <ul style="list-style-type: none"> <li>• Personalizes communication with each student to accurately document their specific immunization needs.</li> <li>• Manages and updates a comprehensive database of student immunization data, ensuring accurate tracking of progress against immunization requirements.</li> <li>• Monitors and analyzes the volume and nature of student interactions, as well as other pertinent statistics, to identify trends and patterns.</li> <li>• Upholds all PHIPA and FIPPA requirements and College of Nurses of Ontario (CNO) standards related to confidential record keeping and patient information/file access.</li> </ul>	<p>10%</p>
<p><b>Administrative Support for Non-Academic Requirement's (NAR's)</b></p> <ul style="list-style-type: none"> <li>• Support students to follow proper procedure regarding their program non-academic (specifically immunization related) requirements and provides the appropriate information and documentation.</li> <li>• Guides, communicates, and advises students on their specific program immunization requirements, associated deadlines and any recommended timeline for completion.</li> <li>• Provides supports and resources on the other non-immunization requirements like police check legislation, first-aid, CPR-c, mask fit testing, etc., including directing to relevant forms and referring to the NAR's coordinator as needed.</li> <li>• Meets with students to assist with their understanding of required documentation, next steps, review of NARs pending items and Synergy status as needed.</li> <li>• Auditing student immunization submissions to ensure deadlines are met.</li> <li>• Ensures compliance, eliminates liabilities and works in collaboration with FT NARs Coordinator to ensure students are eligible for placement. Further ensures that students complete all required documentation and that it is updated and current until the completion of the placement.</li> <li>• Reviews Synergy report and update of student status and then follows-up with students to ensure they are compliant from an immunization perspective.</li> <li>• Liaises between Health and Community Services (HCS) team and Health Services around forecasting of future semester immunization needs and changes in requirements (# of students, programs, etc.)</li> <li>• Provides information and recommendations on NARs apt booking based on program deadlines and specific immunization requirements.</li> <li>• Provides insight and recommendation on immunization updates, forms and process as required to Manager of School Operations for HCS</li> </ul>	<p>15%</p>
<p>Other Duties as assigned <i>(do not amend this section)</i></p>	<p>5%</p>

\* To help you estimate approximate percentages:

½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10%	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

## 1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- Up to High School                       1 year certificate                       2-year diploma
- Trade certification                      3-year diploma / degree                      X                      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:

Bachelor of Science in Nursing (BScN) or Bachelor of Nursing (BN) degree

Current registration as a Registered Nurse (RN) in good standing with the College of Nurses of Ontario (CNO).

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

Current training/certification for First-Aid, CPR, AED required at time of hire

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 years of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

Less than one (1) year

Minimum of one (1) year

Minimum of two (2) years

Minimum of three (3) years

Minimum of five (5) years

Minimum of five (5) years relevant nursing experience with a preference for experience in adolescent health, public health, or a related field.

Experience working independently. Experience with computer-based operations, proficient use of word processing, data bases, spread sheets, e-mail and internet. Understanding of post-secondary non-academic program and immunization requirements would be an asset. Incumbent must maintain current training/certification for First-Aid, CPR, AED, and mask fit testing. Current registration as a Registered Nurse in good standing with the College of Nurses of Ontario.

Recommended that incumbent is a member of RNAO and has obtained professional liability insurance.

## Support Staff PDF

---

- 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.	Reviewing a student's immunization form
How is it identified?	The incumbent is responsible for conducting a thorough review of all information provided by the student during the initial appointment.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, the incumbent must identify any gaps in immunization records based on the specific program requirements and determine the appropriate timeline for the student to achieve compliance. This may involve multiple immunizations, chest x-rays, bloodwork, and other procedures.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The analysis process may involve in-person visits, interviews and screening tests. The incumbent formulates recommendations based on interpretation of a combination of documentation, verbal history, laboratory evidence and risk factors.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practices, established standards or guidelines).	Nursing Experience Conferring with Campus Nurse Canadian Immunization Guidelines Canadian Tuberculosis Standards Public Health Unit

### 3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered	Documenting the immunization history of an international student.

How is it identified?	Frequently, international students provide immunization documentation in languages such as Hindi, Spanish, or Punjabi.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, the incumbent is responsible for meticulously verifying the immunizations that have been administered and identifying any outstanding requirements. This verification process may involve effective communication techniques, utilizing online resources, and occasionally making phone calls to the student's home country.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent employs thorough verification procedures to ensure the integrity of the immunization records, demonstrating meticulous attention to detail.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practices, established standards or guidelines).	<p>Past experience</p> <p>Health Services specific policies and procedure manual</p> <p>Online resources</p> <p>Consultation with healthcare professionals</p>

**#3 regular & recurring**

Key issue or problem encountered	A student working with Synergy receives a 'Fail' notification (meaning non-compliant and have not met all the program specific NARs requirements) and arrives in Health Services upset and questioning why. The incumbent meets with the students and explores the missing components. This requires diplomacy, focus and quick action to support the student in their management of advancing with their placement opportunity.
How is it identified?	The incumbent will review the program specific requirements and run a report through Verified (electronic student placement platform with Synergy) to see what requirement is missing.
Is further investigation required to define the situation and/or problem? If so, describe.	If it is an immunization piece (in process) the incumbent will advise the student on immunization process, timing and next steps in order to complete their immunization needs. If it is another challenge with accessing a NARS requirement the incumbent will discuss it with the NARs Coordinator
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Based on the NARS requirements and knowledge of accessing them, the incumbent will determine next steps with providing direction to the student. The analysis will also ensure health and safety requirements are met.

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

Past practices, established standards around NARS requirements, nursing experience, Canadian Immunization Guidelines, Canadian Tuberculosis Standards

### 3. Analysis and Problem Solving

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

Key issue or problem encountered

Additional nursing support needed during a vaccine clinic.

How is it identified?

The need for additional support is identified when scheduled to assist during high-volume vaccine clinics.

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

No further investigation is required as the need for additional support is pre-determined based on clinic schedules and patient appointments.

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

The incumbent assists with various tasks to ensure smooth clinic operations, including:

- Administering vaccines to patients.
- Monitoring patients for any adverse reactions post-vaccination.
- Managing the flow of patients through the clinic to minimize wait times.
- Providing education and answering questions about vaccines and potential side effects.

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

- Nursing experience and clinical knowledge.
- Vaccine administration guidelines and protocols.
- Health Services policies and procedures.
- Consultation with other nurses and healthcare professionals.

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

Key issue or problem encountered

Emergency medical situation (various)

How is it identified?

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

<p>Is further investigation required to define the situation and/or problem? If so, describe.</p>	<p>Rapid general assessment to determine acuity of situation with regards to airway management, bleeding, circulation Brief interview is possible with victim or bystander to determine nature of problem</p>
<p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p>	<p>Focus on immediate urgent cause of distress (requires immediate independent decision making) Collect and interpret data, general survey of subjective and objective data, appearance, behaviour, cognitive function, physical symptoms ie. (clutching chest, cyanosis, difficulty breathing, bleeding, may involve blood sugar testing or blood pressure measurement etc) Need to analyze if problem can be dealt with within the clinic setting or activate EMS, FAST team or 911</p>
<p>What sources are available to assist the incumbent finding solution(s)? (e.g., past practices, established standards or guidelines).</p>	<p>Nursing Experience with focus on physical assessment of abnormal client symptoms Physician if present Standard first aid training; CPR certification Knowledge of campus resources (FAST team), Security/first aid support</p>

**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**

<p>List the project and the role of the incumbent in this activity.</p>	<p>Referencing and recording immunization next steps for students.</p>
-------------------------------------------------------------------------	------------------------------------------------------------------------

<p>What are the organizational and/or project management skills needed to bring together and integrate this activity?</p>	<p>Attention to detail and concentration when interpreting medical data from different countries.</p> <p>Accurate communication and recording of immunization follow-up and treatment timing on the student's immunization form.</p> <p>Occasional consultation with the campus nurse.</p>
<p>List the types of resources required to complete this task, project or activity.</p>	<p>Immunization data interpretation skills</p> <p>Immunization forms and records</p> <p>Consultation with medical staff</p>
<p>How is/are deadline(s) determined?</p>	<p>Deadlines are based on the specific immunization schedules and program requirements.</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>	<p>Changes may be determined by the academic office or medical staff if there are updates to immunization requirements or deadlines. For instance, if new health regulations are introduced, the incumbent may need to adjust the immunization schedule and inform students accordingly.</p>

#2 regular & recurring

<p>List the project and the role of the incumbent in this activity.</p>	<p>The incumbent tracks and coordinates the internal shared form for student immunization that Health Services populates as appropriate (used only for students receiving immunization, TB testing onsite with Fleming student HS).</p>
<p>What are the organizational and/or project management skills needed to bring together and integrate this activity?</p>	<p>The incumbent tracks and updates as appropriate an Excel spreadsheet document that is specific to each program and lists current students by program semester. They must have an awareness of the academic cycle to ensure capturing students' listings accurately.</p>
<p>List the types of resources required to complete this task, project or activity.</p>	<p>Excel spreadsheet skills</p> <p>Computer resources</p> <p>Evolve D2L navigation</p> <p>Collaboration with Health Services and School of Health and Community Services</p>
<p>How is/are deadline(s) determined?</p>	<p>Deadlines are established and aligned with placement rotation schedules.</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.

The School Chair may decide that tracking needs to change based on NARS deadlines and requirements. For example, if the NARS requirements are updated mid-semester, the School of Health and Community Services may instruct the incumbent to adjust the tracking system to reflect the new deadlines and ensure all students comply with the updated requirements.

**#3 regular & recurring**

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

The incumbent documents and tracks student immunization journey within the Health Services Electronic Medical Records.

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

The incumbent must track, document, update and sign confidential EMR records and adhere to strict PHIPA guidelines for documentation

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

Accuro/EMR knowledge of documentation.  
PHIPA strict confidentiality guidelines  
Accurate medical documentation procedures including immunization and assessment documentation and follow-up notes

How is/are deadline(s) determined?

Student medical and immunization needs determine the 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.

Health Services Administrator/Dean of Students

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

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

Incumbent will plan and coordinate with the School of Health classroom educational visits and drop in sessions to discuss NAR's vaccination requirements and rules, including process for appointments, length of service and other Health Service supports.

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

.This will require the incumbent coordinate with School Chairs and program coordinators to organize and schedule visits.

List the types of resources required to complete this task, project or activity.	Computer resources Evolve D2L navigation Collaboration with Health Services and School of Health and Community Services
How is/are deadline(s) determined?	Deadlines are established and aligned with placement rotation schedules and classroom/drop in schedules and availability of time in the classrooms.
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.	.Changes to classroom visits can be determined by the Chair/Program coordinator to coincide with classroom academic material delivery and vaccination requirements schedule based on program needs and student needs.
<b>#2 occasional</b> (if none, please strike out this section)	
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
X	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Regularly guides patients on the immunization and NARs documentation process, timing and next steps in order to meet their placement requirements
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Support students to follow proper procedure regarding NARs requirements and provides appropriate documentation such as the standard immunization form
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	<p>The incumbent reviews due dates and immunization requirements for placement start time to ensure that NARS requirements are met in advance of due date.</p> <p>The School of Health &amp; Community Service requires sufficient time to complete their process otherwise the student is not able to attend field placement.</p> <p>The incumbent has regular interaction with students to ensure they follow the proper procedures and provides direction to ensure they are eligible for placement.</p> <p>The incumbent will provide direction to students and what is still required in order to be compliant and ensure they pass the Synergy requirements in order to commence placement, incompleteness means no placement. The incumbent will explain the importance and process, for example TB tests and x-rays when needed.</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.
- The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.


**6. Independence of Action**

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Usually, no instructions are issued for routine office or clinical activities</p> <p>Incumbent is aware of the day-to-day responsibilities of the position in relation to the immunization requirements and the academic cycle and are completed using established policies and procedures</p> <p>Often the incumbent works independently with no supervision but will have access to consultation with their manager, other Campus Nurses and/or physicians.</p> <p>Organizes own daily work priorities.</p> <p>Independently assesses situations and initiates the appropriate client specific support or course of action.</p>	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)

Support Staff PDF

<p>Work is performed in accordance with the professional standards of nursing practice.</p> <p>Must be familiar with but would refer to infrequently, a variety of documented material i.e., Medical directives, Health Services Policies and Procedures, First aid Standards.</p> <p>Immunization guidelines, NARS guidelines, tuberculosis standards.</p> <p>Legislation relevant to position include Health Disciplines Act, Freedom of Information Act, Personal Health Information Protection Act, AODA</p> <p>College policies that relate to corporate, divisional, and departmental objectives.</p> <p>Academic Schedule</p> <p>College Calendar</p>	<p>Other legislation such as: Criminal Checks legislation, Human Rights and other applicable legislation</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

<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>Much of the work is performed independently and is not checked on a regular basis. Incumbent follows prescribed processes and errors would only be detected by Synergy or School of Health &amp; Community Service</p> <p>Regular Health Services Team Meetings; only major assignments and projects are reviewed by Director</p>	<p>Manager formally reviews work annually and completes annual performance appraisal</p> <p>Public Health offers feedback on educational items.</p> <p>Some physician feedback on client issues that require monitoring or further documentation by the immunization advisor</p>

<p>Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>

Support Staff PDF

<p>The Incumbent will decide on a course of action regarding the immunization needs of a client in consultation with the campus nurse or physician as required</p> <p>The Incumbent will apply problem solving and decision-making skills related to assessment of clients.</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Describe the type of decisions that would be decided in consultation with the Supervisor.</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<p>Decisions encompass matters related to budget, the implementation of new operational policies and processes, the introduction of new health services initiatives, space planning, human resource concerns, issues concerning campus and community health, and maintaining compliance with current legislation and standards</p> <p>The incumbent addresses student complaints or problems that require the attention of the Director if they cannot be resolved independently. This includes managing major deadline or workload conflicts, as well as handling conflicts and sensitive issues that require unscheduled and immediate administrative resolution.</p>	

<p>Describe the type of decisions that would be decided by the incumbent.</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<p>Decisions of immunization sign off based on information received from student</p> <p>The incumbent works independently and with autonomy and creates new forms and communication tools to increase student satisfaction.</p> <p>Must decide if patient management is within current scope of practice.</p>	

### 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 book appointments by phone, in person, or using the online booking system.	The incumbent assists students in scheduling their appointments for immunizations, reviews documentation, and answers questions about the immunization process	Students	D
Requests for information regarding the status of immunization requirements for individual students.	Ongoing assessment of compliance to requirements by review of records. Communicates status of completion within the confines of confidential medical information/records	Students, School of Health & Community Services, NARs Coordinator	W

Requests for education related to immunization requirements	<p>Immunization advisor provides required information or identifies resources to satisfy information requirement.</p> <p>Maintenance of a library of resources</p> <p>Class visits: delivery of creative, interactive presentations of health-related material</p>	Students, staff, faculty	M
-------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	---

\* 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	Inquiries, general information	Students, parents, community partners	D
	Student inquiries re: NARs	Students	D
	Problem solving, discussing system issues	Students, School of Health & Community Services	I

Explanation and interpretation of information or ideas	Shares relevant client information when referring clients to College areas/services	Students, Supports	D
	Correspondence, meetings, messages, discuss issues	Students, School of Health & Community Services	D
	Provides guidance re: NARs, college services	New and existing students	W
Imparting technical information and advice	<p>Provides detailed complex explanations/interpretations for:</p> <ul style="list-style-type: none"> <li>• Immunization and screening requirements (TB screening)</li> <li>• Laboratory results in relation to immunization requirements</li> <li>• Informed consent requires that the client be informed prior to the initiation of treatment. There is also a need to secure an understanding of the complex instructions or information. Lack of understanding can be impacted by poor grasp of English language skills, increased stress levels, etc.</li> </ul>	Students	D
Instructing or training			
Obtaining cooperation or consent	Gaining cooperation & buy-in of students can be difficult regarding recommended treatment plan and/or immunization/NARS requirement plans. Requires skills to convince & move individuals from one perspective to another.	Students	W

\* 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 at a desk	D			X	X		
Sitting or standing during an assessment	I	X			X		
Stooping/bending or reaching	I	X			X		
Lifting: Light	D	X			X		
Occasional need to respond to an emergency Kneeling on hard surface to attend to fainted or injured unconscious person	I	X				X	

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

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

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)

Equipment or supplies including paper, files and handouts

### 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
Ensuring accuracy while updating the electronic medical record, NARs system, reviewing program requirements and running reports	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually; concentration and focus are often interrupted by high volume of students				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Administration of vaccines	I	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually; however, often the patient is anxious and requires communication techniques that can cause distraction. <input type="checkbox"/> No				

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

**11. Working Environment**

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Deal with upset and angry students because they cannot go on placement or Synergy not working	I
<input checked="" type="checkbox"/> dealing with abusive people who pose a threat of physical harm	Can see aggressive clients with mental health issues, hostile attitudes; compounded by drug use behind closed doors. Clients are anxious and can overreact in crisis situations	I
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g., freezers)		
<input checked="" type="checkbox"/> handling hazardous substances	At risk for bacterial or viral contamination from diseases, contaminated blood or body fluids, used speculums, soiled gloves and gowns, live vaccine, saturated soiled dressings, infectious secretions. Handles and disposes of sharps.	W
<input type="checkbox"/> smelly, dirty or noisy environment		
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)	At risk for physical injury from flailing, injured or seizing client	I

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