

# CAAT Job Evaluation System for Non-Bargaining Unit Employees

## Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges= Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

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### 1. POSITION IDENTIFICATION

Position Title:	Manager, Health Services
Position Number:	
Pay Band:	12
Incumbent:	
Location/Campus:	Sutherland
Division/Department:	Student Experience
Immediate Supervisor (title):	Dean of Students
Date of JFS:	March 17, 2025
Last Evaluated:	March 21, 2025

#### Type of Position:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic        | <input type="checkbox"/> Part-Time Academic       |
| <input type="checkbox"/> Part-Time Support         | <input type="checkbox"/> Other                    |

**I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):**

Incumbent: \_\_\_\_\_ Date: \_\_\_\_\_

#### Recommended by:

Position's Manager: \_\_\_\_\_ Date: \_\_\_\_\_

#### Approved by:

Senior Manager: \_\_\_\_\_ Date: \_\_\_\_\_

## POSITION SUMMARY

### **Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.**

This position is accountable for the corporate leadership, direction and effective day-to-day operation of the student health services portfolio across all campuses. The incumbent develops and maintains human resource, financial, and functional systems and services for the health clinics, including strategic planning, operational planning, and staffing. The role also involves collaborating with other departments and college leadership to align with the college's strategic goals and initiatives.

Reporting to the Dean of Students, the incumbent is a key member of the Student Experience Management Team that defines the strategic directions of the division. This position is based at the Sutherland campus.

## KEY DUTIES

### **1. Clinic Operations**

**40%**

Oversees all operational aspects of the clinic, ensuring efficient management and excellent service delivery.

- Manages and oversees clinic operations, ensuring a high standard of service while maintaining operational efficiency and compliance with industry regulations.
- Serves as the College's Health Custodian.
- Oversees service delivery, ensuring smooth day-to-day operation and exceptional client service and patient care.
- Upholds all relevant legal and regulatory policies and procedures including, but not limited to FIPPA, PHIPPA, Bill 166 and the Regulated Health Professions Act.
- Maintains the Electronic Medical Record, ensuring system compliance.
- Conducts regular audits of the Electronic Medical Record system to ensure compliance.
- Ensures compliance with health and safety regulations while promoting a clean and safe environment.
- Conducts inventory management strategies to ensure adequate supplies for optimal clinic operation.
- Works with Peterborough Public Health and the HKPR Health Unit when necessary.
- Ensures physician, nursing and reception staff scheduling are adequate to meet the needs of patients.
- Responds to escalated cases/concerns from staff and/or students.
- Supports the vision, mission, values and strategic objectives of the College through open and transparent communications.
- Liaises with key campus partners to ensure smooth, effective service for students, including the School of Health (particularly related to non-academic requirements), personal wellness counselling, and the care team.
- Manages the development, implementation and assessment of outreach, awareness and educational health promotion campaigns.
- Responsible for assessment and program evaluation through the collection, analysis, presentation and utilization of all data associated with student-client needs, client satisfaction and efficacy of service delivery.
- In collaboration with the Dean of Students, oversees the departmental budget and

- manages financial resources appropriately.
- Identifies revenue-generating opportunities to support the effective operation of the clinic (e.g. vaccination clinics).
- In collaboration with the Dean of Students, develops and maintains clinic manuals, policies and procedures.

## **2. Team Leadership**

**35%**

Provides administrative leadership to a multi-disciplinary health services team across multiple campus locations.

- Accountable for effective recruitment, selection, orientation, evaluation, training and development of staff in accordance with the College recruitment, job evaluation, and performance management processes.
- Ensures compliance with all aspects of the Collective Agreements and works collaboratively with Human Resources to enhance the College partnership with its union locals.
- Oversees recruitment and management of contract physicians, including administration of contracts, and the provision of college-specific training related to policies, procedures, and systems.
- Lead and develop a team of professionals, including nurses, physicians, and reception staff, ensuring a cohesive and motivated workforce.
- Implement strategies for staff training and development, aiming to enhance skills and service standards.
- Manages all scheduling and ensures additional coverage plans are in place for peak periods and/or when additional support is required in the clinic (due to staff illness, etc.).
- Demonstrates an approachable leadership style, while maintaining a calm and action focused response to challenging and dynamic situations.
- Engages employees in the pursuit of high individual and team performance by providing appropriate recognition, effective conflict resolution, formative feedback and addressing performance issues in an effective and timely manner.
- Acts as a role model for collaborative decision-making as well as supportive and cooperative working relationships.

## **3. Data Management & Reporting**

**10%**

Utilizes systems and processes to maintain confidential records and provide data and reports to the College.

- Manages all clinic usage data, including number of appointments, resource consumption, peak periods, etc.
- Works with the College's Privacy Office on all FIPPA requests to ensure policies and procedures are executed appropriately.
- Completes annual reports for the department and as requested by the Dean of Students.
- Conducts audits of all data management systems within the department and suggests opportunities for optimization to the Dean of Students.

## **4. Internal & External Activities & Committees**

**10%**

Participates and engages with institutional campus-wide internal committees/working groups as well as external community agencies to support students' health and well-being.

- Develops awareness, education, and communication strategies and marketing/educational material in collaboration with campus wide stakeholders and delivers training and education sessions on student health and wellbeing.
- Represents the College at internal and external meetings, conferences, etc.
- Liaises and collaborates with external stakeholders such as other post-secondary institutions to establish positive working relationships and best practices.
- Serves as a critical member of the College's Care Team, that provides wrap around support for students of concern.

**5. Other Related Duties as Assigned**

**5 %**

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**TOTAL:**

**100%**

## 1. COMPLEXITY – JUDGEMENT (DECISION MAKING)

**Complexity** refers to the **variety** and **relative difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

**Judgement** refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.

### Example #1

The incumbent will be managing complex and unique student situations requiring potentially multiple internal and external stakeholders while upholding the utmost in patient confidentiality. The incumbent must always be sensitive to the needs of the student and consistently vigilant in ensuring that students receive the health services in a timely and respectful manner. The integrity of the health care management process is in jeopardy if the process is not followed, and referrals not followed up. Errors in this process can have financial, security and human relations impact on the College.

Confidentiality is a critical component of the Manger of Health Services role. Failure to protect a student's confidentiality could have negative consequences to the student, the health services team and Fleming College's public image related to the protection of Human Rights.

### Example # 2

Good judgement in the part of the incumbent regarding a student's ability to be well served by the health services process, referrals and follow-up is essential. The incumbent must be able to act in good faith, follow professional guidelines for student and health services and include the student in all decision making, where appropriate.

### Example # 3

## 2. EDUCATION (to be completed by the College)

Education refers to the minimum level of formal education and/or the type of training or its equivalent that is required of an incumbent at the point of hire for the position. This may or may not match an incumbent's actual education or training.

### Non-Post Secondary

Partial Secondary School       Secondary School Completion

### Post Secondary

- |   |  |
|---|--|
| <input type="checkbox"/> 1-Year Certificate       | <input type="checkbox"/> 4-Year Degree   |
| <input type="checkbox"/> 2-Year Diploma           | <input checked="" type="checkbox"/> <b>Master's Degree (Nursing, Health Admin)</b> |
| <input type="checkbox"/> 3-Year Diploma/Degree    | <input type="checkbox"/> Post Graduate Degree                                      |
| <input type="checkbox"/> Professional Designation | Specify: _____   |
| <input type="checkbox"/> Other                    | Specify: _____   |

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

**Specify and describe any program specialty, certification or professional designation necessary to fulfil the requirements of the position.**

- Master's degree in Nursing, Health Administration or related field required
- Affiliation and/or registration; professional nursing or health administration organization (CNO).
- Current registration with CNO an asset

**Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g. computer software, client service skills, conflict resolution, operating equipment)**

- Certification in Mental Health First Aid, safeTALK, and/or ASIST

### 3. EXPERIENCE

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the point of hire into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

- |  |   |
|--|---|
| <input type="checkbox"/> 0 – no experience | <input type="checkbox"/> 3 years            |
| <input type="checkbox"/> 1 month           | <input checked="" type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months          | <input type="checkbox"/> 7 years            |
| <input type="checkbox"/> 6 months          | <input type="checkbox"/> 9 years            |
| <input type="checkbox"/> 1 year            | <input type="checkbox"/> 12 years           |
| <input type="checkbox"/> 18 months         | <input type="checkbox"/> 15 years           |
| <input type="checkbox"/> 2 years           | <input type="checkbox"/> 17 years           |

**Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.**

- Minimum of five years' professional experience in nursing administration
- Demonstrated experiencing building and fostering relationships with students, staff, faculty, and external partners
- Knowledge of current best practices, trends and issues related to student development, students at risk, and current health care practices
- Demonstrated knowledge and experience with crisis de-escalation and high-risk situations
- Advanced active listening skills
- Ability to think critically and solve problems
- Good judgment and ability to handle confidential/sensitive information with discretion
- Experience working as part of case coordination team and experience navigating complex student situations
- Demonstrated knowledge of online student tracking systems and database management
- Strong facilitation, presentation, and training skills
- Demonstrated organizational skills, attention to detail, and ability to coordinate multiple projects/priorities
- Experience using and auditing an Electronic Records Management (EMR) system
- Experience in developing, implementing and monitoring service excellence vision
- Strong leadership/management skills in a unionized environment
- Experience in employee motivation, team building, and human resource management
- Strong and effective communicator (written and verbal) with the ability to reconcile significantly diverse viewpoints, foster cooperation and work collaboratively within and across various departments with tact and diplomacy
- Experience working with multiple internal partners
- Solid understanding of student development, student issues and needs
- Strong data analysis skills
- Ability to foster a team environment
- Ability to interact with individuals at all levels within the College as well as externally
- Ability to deal with parents, advocates and senior College administrators in a manner which facilitates cooperation
- High degree of political acuity and judgment

#### 4. INITIATIVE – INDEPENDENCE OF ACTION

Initiative – Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in controls dictated by computer/management systems.

**Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.**

- When to call police in or send a student to the hospital
- Meeting with students and family to address complaints
- Ensuring appropriate level of service coverage considering minimum coverage standards, vacation scheduling and accumulated balances, peak period activity
- Establishes direction and oversees all operational aspects of the functions of the departments in the portfolio, in line with goals of the strategic plan
- Responsible for approving procedures and methods to attain assigned work outcomes within own functional areas of responsibility
- Identification and escalation of situations that are beyond the scope of the role.

**Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.**

- Approval on the participation in a project that is beyond the traditional scope of the position's responsibility
- Deviation from a standard or policies that have been clearly articulated
- Spending beyond budget allocation
- Serious discipline problems which may lead to termination of an employee
- Hiring new staff compliment

**Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.**

- Academic Regulations and Appeals
- Access and Accommodation for Students with Disabilities Policy/Procedures
- Accessibility for Persons with Disabilities Policy/Procedures
- AODA
- Appropriate Use Policy
- Class Absence Operating Procedure

- College Academic Plan
- College Calendar
- College policies and procedures
- College policies and procedures, including Student Rights & Responsibilities policy
- College policies related to harassment and discrimination, sexual assault and sexual violence policy, violence prevention policy
- College Strategic Plan
- Confidentiality Policy
- Electronic Medical Record systems
- Employment legislation (e.g. human rights; occupational health & safety)
- FIPPA and PHIPA Legislation
- Guidelines for Professional Practice
- Health and Safety
- Health and Safety legislation; WHMIS
- Human Rights Code
- Incident Reporting Form
- International Student Withdrawal/Refund Policy
- Maintenance of and access to Student Records
- Material Safety Data Sheets (MSDS)
- Ministry guidelines/directives
- Ontario College of Nurses Regulations and Standards
- Operating Procedure
- Provincial/Federal codes and acts (e.g. human rights code, FIPPA, PHIPA, gender-based violence strategy)
- Strategic Plan
- Student of Concern Form
- Student Statement of Privacy
- Support Staff Collective Agreement
- Withdrawal/Refund Policy for Fleming College

## 5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgment** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgment.

**Give up to three examples of the typical types of errors in judgment that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, affects on staff, students, clients or public.**

- Not recognizing or intervening appropriately with a student in medical or mental health crisis could result in harm to the student, legal action, damage to the department and/or College reputation.

- Inappropriate staffing strategies could result in grievances and negative impacts on staff and student, negative impact on reputation, failure to provide appropriate care or service to students.
- Unintentional or inadvertent release of confidential information could have a damaging effect on individuals, the process and/or the College's public image.

## 6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the nature of the contact.

**Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counseling.**

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College:			Occasional	Frequent
Internal to the College, e.g. students, staff, senior management, colleagues.	Dean of Students	Supervision, guidance, provide updates, seek approval		X
	Vice President, Student Experience	Divisional guidance, provide updates, seek approval	X	
	Student Experience Management Team	Regularly and informally to develop joint student service initiatives, or to collaborate on the development of strategies to enhance student life, or problem solve student issues		X
	Academic Dean/Chairs	Coordination; information sharing; consultation	X	
	NARs Team (School of Health)	Consultation, planning, information sharing, providing and receiving updates, strategic planning		X
	Direct reports	Receive status updates; provide advice, coaching, leadership, direction, and support		X
	Students	Case management; information sharing; managing and directing inquiries; handling and resolving complaints	X	
	College Committees (Mental Health Standard, Student Retention, etc.)	Consultation, participation	X	
	Student Government	Information sharing; consultation on student services & advocacy	X	
	Student Conduct Specialist	Information exchange, safety planning, crisis management, setting up support agreements		X
	Campus Security	Information exchange, consultation, safety planning		X
External to the College:			Occasional	Frequent
External to the College, e.g.	Business and industry officials	Information exchange	X	

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
suppliers, advisory committees, staff at other colleges, government, public/private sector.	Colleagues at other colleges and universities	Share information, consulting, networking, collaborating on projects and agreements	X	
	Contract Physicians	Sharing information, consulting, terms of contract, service feedback, coordination		X
	Community leaders and organizations	Coordinating, advocating, giving feedback on appropriate service levels and cooperative service delivery (e.g. Traumatic event response and mental health	X	
	Public Health Units	Information sharing, resource acquisition, receive direction		X
	Provincial committees	Research, information sharing	X	

<b>Occasional (O)</b>	<b>Contacts are made once in a while over a period of time.</b>
<b>Frequent (F)</b>	<b>Contacts are made repeatedly and often over a period of time.</b>

### 7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

**Character of Supervision** identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

Not responsible for supervising or providing guidance to anyone.

Provides technical and/or functional guidance to staff and/or students.

Instructs students and supervises various learning environments.

Assigns and checks work of others doing similar work.

Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.

**X** **Manages the staff and operations of a program area/department.\***

Manages the staff and operations of a division/major department.\*

Manages the staff and operations of several divisions/major departments.\*

Acts as a consultant to Senior College management.

Other e.g., counseling, coaching. Please specify:

\_\_\_\_\_

\* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

**Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.**

**Direct Reports**

Campus Nurse (FT Sutherland)  
 Campus Nurse (FT Sutherland)  
 Campus Nurse (FT Frost)  
 Campus Nurse (RPT Sutherland)  
 Immunization Advisor  
 Health Services Assistant (FT Sutherland)  
 Health Services Assistant (FT Frost)  
 Contract Physician (PT Sutherland)  
 Contract Physician (PT Sutherland)  
 Contract Physician (PT Sutherland)  
 Contract Physician (PT Frost)  
 Contract Physician (PT Frost)

**7b. SPAN OF CONTROL**

Span of Control is complementary to Character of Supervision/Functional Guidance. Span of Control refers to the total number of staff for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full-time and full-time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

<b>Type of Staff</b>	<b>Number of Staff</b>
Full-Time Staff	6
Non Full-Time Staff (FTE)*	.57 FTE
Contract for Service**	5 (Part-time contract physicians) = 2 FTE
Total:	9

\* Full-Time Equivalency (FTE) conversions for non full-time staff are as follows:

**Academic Staff**

Identify the total average annual teaching hours taught by all non full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non post secondary teachers.

**Support Staff**

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

## **Administrative Staff**

Identify the total average annual hours worked by non full time administrative staff for which the position is accountable and divide by 1820 hours.

### **\*\* Contract for Services**

When considering “contracts for services”, review the nature of the contractual arrangements to determine the degree of “supervisory” responsibility the position has for contract employees. This could range from “no credit for supervising staff” when the contracting company takes full responsibility for all staffing issues to “prorated credit for supervising staff” when the position is required to handle the initial step(s) when contract staffing issues arise.

## 8. PHYSICAL AND SENSORY DEMANDS

**Physical/Sensory Demands** considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

### PHYSICAL DEMANDS

**Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing pulling, working in an awkward position or maintaining one position for a long period of time.**

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Working at a computer/sitting			X		
National travel by air					
Local travel by automobile		X			
Giving presentations		X			

### SENSORY DEMANDS

**Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counseling, tasting, smelling etc.**

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration Short Intermediate or Long
	Occasional	Moderate	Considerable	Extended	Continuous	
Reading material, writing/reviewing reports, interpreting information			X			L
Chairing meetings, presenting information		X				I
Negotiations, problem-solving, conflict resolution with students/staff	X					I

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**FREQUENCY:**

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

**DURATION:**

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

## 9. WORKING CONDITIONS

**Working conditions** considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

### Environment

**Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.**

Types of Activities that Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel – to other Campus locations or occasional out-of-town business travel		X	
Dealing with difficult and/or irate students and/or employees	X		
Attendance at evening/weekend activities	X		
	X		

**Hazards**

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities that Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Exposure to irate customers (students, , parents etc.)	X		
Exposure to medically unwell/unpredictable patients.	X		

**Frequency:**

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.

Additional Notes Pertaining to this Position: