

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Health Promotion and Evaluation Specialist I/O Payband: I

Position Code/Number (if applicable): S00766

Location: Sutherland

Scheduled No. of Hours: 35 per week

Appointment Type: 12 months Less than 12 months (please specify # months: 24 month I/O)

Supervisor's Name and Title: Amie Kroes, Director, Health Promotion, Counselling & AES

Completed by: Joanne Spicer

Date: March 12, 2026

Signatures:

Incumbent: N/A

Date: March 12, 2026

(Indicates the incumbent has read and understood the PDF)

Supervisor: Amie Kroes

Date: March 12, 2026

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.

3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

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

The Health Promotion & Evaluation Specialist assists in planning, implementing and evaluating health promotion programs and initiatives to enhance student health and wellbeing. Expertise is required in the areas of research and evaluation, project planning, community engagement and health promotion strategies. A focus of this position will be building relationships with campus stakeholders (e.g. student support services, faculties, students) and community agencies to help identify student health needs and develop strategies to promote positive health behaviours and prevent disease. Additionally, the position will support the process of identifying and developing strategic initiatives supporting Fleming Colleges, Stepped-Care model of service delivery.

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.

<p>Program Planning, Implementation, and Delivery</p> <ul style="list-style-type: none"> • Assess and evaluate current student experience services offered to students through the Stepped Care model of service delivery. • In collaboration with the Director, Health Promotion, Counselling, AES, implement and evaluate health promotion initiatives that enhance the health and wellness of Fleming College students. This may involve partnering with campus stakeholders to discuss strategies in the areas of physical activity, healthy eating, sleep, mental health, substance use (including tobacco and alcohol) and other areas as identified. • Employ project planning and project management skills to develop workplans that include goals, objectives, outputs and outcomes in advancing the stepped care approach to service delivery. Ensure project deliverables are completed within timeline and budget. • Utilize evidence-informed planning to assess relevant data and literature to identify priorities. Apply appropriate health promotion strategies such as health education, health communications, community capacity-building, developing supportive environments and healthy public policy. • As part of the wellbeing strategic process, consider underlying social determinants of health (SDOH) and develop appropriate strategies that work to address them. Assess health inequities and work with stakeholders to propose solutions to reduce these inequities. • Under the direction of the Director, Health Promotion, Counselling & Accessible Education Services, work with stakeholders to advance projects of the <i>Fleming College Wellbeing Committee</i>. Tasks may involve planning and chairing meetings, priority setting activities, sending regular updates and overseeing joint projects of the committee. • Conduct situational assessments and environmental scans; implement and plan projects; and develop indicators to advance strategic initiatives. 	<p>Approximate % of time annually*</p> <p>55%</p>
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<p>Research and Evaluation</p> <ul style="list-style-type: none"> • Apply a public health lens to critically analyze evidence and research to identify and inform health promotion programs. • Conduct literature reviews, environmental scans, situational assessments and formative and outcome evaluations to assess effectiveness of current programs within the stepped care model of service delivery. • Consult with the Director, Health Promotion, Counselling and Accessible Education Services, and additional internal stakeholders on the design, administration and analysis of data and research that informs projects related to the Wellbeing Committee. • Complete a full internal review of the service delivery of mental health programming at Fleming College and complete a gap analysis within the frame of the Stepped-Care model of service delivery. • Identify opportunities for additional services for students including student development, wellness and health promotion, strategies for health behavior change, program planning and evaluation. • Interpret findings and present to staff, management and other key stakeholders. • Utilize knowledge translation skills to disseminate information in an accurate, timely, and meaningful manner. Tailor the information to meet various audiences on campus and deliver presentations of research results. 	<p>30%</p>
<p>Collaboration and Partnership Development</p> <ul style="list-style-type: none"> • Foster and maintain positive working relationships with other Fleming College Campus Wellbeing and Academic Services staff in order to identify, lead and/or support cross-department health promotion projects. Where appropriate, mentor other staff in health promotion skills and strategies. • Create partnerships across campus to identify, plan and implement health promotion initiatives into the campus community. This can include (but is not limited to) counselling, accessible education, student rights and responsibilities, residence life, athletics, health, library services, employment services, international education services, registrars' division, academic school staff. • Participate in committees and groups of stakeholders who are working towards a common vision of student health and wellbeing. Advance stakeholder engagement strategies and share knowledge, tools and expertise in health promotion to build capacity for health promotion across campus. • Foster positive working relationships with community agencies (CMHA, Public Health, Kawartha Sexual Assault Centre, etc.) and partner on health promotion projects aimed at young adults within post-secondary education institutions. • Maintain a strong familiarity with updated information and best-practices put forth by external agencies (e.g., Canadian Mental Health Association, Public Health, World Health Organization, Ministry of Colleges, Universities, Research Excellence and Security) 	<p>10%</p>
<p>Other related duties as assigned</p>	<p>5%</p>

* To help you estimate approximate percentages:

½ hour a day is 7%

½ day a week is 10%

1 week a year is 2%

1 hour a day is 14%

½ day a month is 2%

1 hour a week is 3%

1 day a month is 4%

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 or equivalent

1 year certificate or equivalent

2 year diploma or equivalent

Trade certification or equivalent

3 year diploma / degree or equivalent

4 year degree or 3 year diploma / degree plus professional certification or equivalent

Post graduate degree (e.g. Masters) or 4 years degree plus professional certification or equivalent

Doctoral degree or equivalent

Field(s) of Study:

Bachelor's degree in a health-related field required

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

No additional requirements

Additional requirements obtained by course(s) of a total of 100 hours or less

- Additional requirements obtained by course(s) of a total between 101 and 520 hours
- Additional requirements obtained by course(s) of a total of more than 520 hours

Minimum of five (5) years

Minimum of eight (8) years

Strong problem solving and conflict resolution skills. Ability to exercise a high level of judgement and diplomacy. Computer skills that include the ability to use Microsoft Office; library literature and internet-based searching skills.

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.	Analysis of the current student wellbeing services and where they fit on the Stepped Care model of service delivery. Identifying overlap of services and determination of placement.
How is it identified?	Research and investigation of services
Is further investigation required to define the situation and/or problem? If so, describe.	Refined analysis of elements of stepped care
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Collaboration with the Director, Health Promotion, Counselling and AES
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Data, metrics, evidence, collaborative discussions with subject matter experts.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

Working with college and community partners to determine the most appropriate training. Managing possible resistance from training participants in managing health promotion with student groups.

How is it identified?

Proactively identifying pinch-points of where resistance might occur both within the college and with community engagement and partners

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

Yes. The Health Promotion specialist would need to work with Director and community partners to identify and create mitigation strategies to manage resistance.

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

Possibly build in training to identify challenges and opportunities and frame resistance as part of the learning process.

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

Director, AVP, Community Partner (e.g. CMHA). Evidence-informed research

#3 regular & recurring

Key issue or problem encountered

How is it identified?

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

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

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

3. Analysis and Problem Solving

#1 occasional

Key issue or problem encountered

How is it identified?

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

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

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

#2 occasional

Key issue or problem encountered

How is it identified?

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

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

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

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
List the project and the role of the incumbent in this activity.	Coordination of health promotion training in wellbeing services to broader college community
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Creation of training modules, with timelines and outcomes. Presentation of list of trainings to college community. Promotion of trainings
List the types of resources required to complete this task, project or activity.	
How is/are deadline(s) determined?	Critical path for training promotion
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.	Collaboration with the Director, Health Promotion, Counselling and AES

4. Planning/Coordinating

#2 regular & recurring

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

As a member of the Wellbeing Committee, participate in sub-committee groups as a Health Promotion SME

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

Ability to prioritize and operationalize information into larger strategic plans

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

Stakeholder input, Director collaboration.

How is/are deadline(s) determined?

In collaboration with the Director and internal/external partners

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.

Director, Health Promotion, Counselling and AES.

#3 regular & recurring

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

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

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

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

4. Planning/Coordinating

#1 occasional

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

Participate in college-wide meetings to disseminate information regarding health promotion initiatives

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

Prioritizing information for presentations

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

Ability to schedule time for activities and invitations

How is/are deadline(s) determined?

Meeting 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.

Committee members, Director Health Promotion, Counselling and AES

#2 occasional

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

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

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

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Advise college community about current and upcoming health promotion services for students based on Stepped-Care model.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Training delivery for college community
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	The Health Promotion Specialist will be involved in the provision of training and guidance to internal and external stakeholders to provide direction and process for promoting better wellbeing for students.
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

6. Independence of Action

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

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
Independent work in mapping service provision and identifying health promotion opportunities Broad objectives are provided by Director, Health Promotion, Counselling and AES	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Current policies and procedures Student Mental Health and Wellbeing Policy, Student Rights and Responsibilities Policy, Access and Accommodation for Students with Disabilities, Sexual Violence Prevention Policy, Health and Safety Policy, Violence Prevention Policy External: Limerick Framework, Social Determinants of Health	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Reviewed by Director, Health Promotion, Counselling, AES	

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)
Consultation with Director, Health Promotion, Counselling, AES	

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)
Health promotion opportunities Stepped-Care mapping and gap analysis Identification of workshop and training opportunities	

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

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?		
In person committee information provision with written follow-up	During meetings in person and in writing through detailed minutes	Committee members, including students, support staff, faculty, administrators from all parts of the college.	W
In person training provided to the college community	Organized training on topics related to student mental health and wellbeing. Working with subject matter experts (SME) and college community to address gap analysis and develop services/training.	Participants can include all members of the college community.	M
In person service delivery to students	In person, or online training delivery	Fleming College students	M
Collaboration meetings with community partners	In person or online	Identified community partners	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	As a participant in college groups and meetings, provide and receive information from college and community partners	Support staff, administrators, faculty, students	W
Explanation and interpretation of information or ideas	Mapping stepped care service delivery and performing gap analysis	Director	D
Imparting technical information and advice	N/A		
Instructing or training	Providing training, workshops, etc.	Campus-wide	W
Obtaining cooperation or consent	Working with subject matter experts (SME) and college community to address gap analysis and develop services/training Working with SME's and Director to determine most appropriate health promotion programming	Campus community and partners Director and community partners	D
Negotiating			D

* 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
Standing for presentation	M			x	x		
Walking to and from meetings (internal and external)	W		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)

Presentation Materials

10. Audio Visual Effort

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

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

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

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Identifying, reviewing and classifying services for students into a stepped-care model in order to identify service gaps. This task requires sustained focus and ability to accurately interpret services and where they fit in the stepped-care model of service delivery	W			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Review and identify opportunities for service provision needs identified through gap analysis. This task requires the ability to identify needs based on a gap analysis, interpret information and conduct research on evidence-informed services/processes to address the gaps.	W			X

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

Usually

No

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Research and develop training material and documents to address service delivery for students and staff as per the direction of the Director, community partner and needs assessment. This task requires developing outcomes, lesson planning, delivery and evaluation of feedback	M			X

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

Usually

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)		D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	Satellite campuses when required.	I
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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