

# **St. Lawrence College**

## **Position Description Form (PDF)**

**Effective Date: March 1, 2007**

**Revised: December 19, 2022**

**Campus:** Brockville  
**Incumbent's Name:** Vacant  
**Position Title:** Clerk, Faculty of Interdisciplinary Studies,  
College Prep Department  
**Payband:** D  
**Position Number:** 00000329  
**Hours per Week:** 35  
**Supervisor's Name and Title:** Manager, Academic and Campus Operations  
**Completed by:**  
**Revised by:** Manager, Academic and Campus Operations

### **Signatures:**

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

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

Supervisor: \_\_\_\_\_

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

## Support Staff PDF

---

### 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 representative 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 incumbent provides confidential clerical support and student services to the Manager, Academic and Campus Operations, faculty, and students associated with the Kingston Literacy and Basic Skills, and Academic and Career Entrance (Career/College Prep). The incumbent provides both college student enrollment and file maintenance, as well as extensive MTCU data collection and reporting services and is responsible for the integrity/reconciliation of data collected.

**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 the Time Annually*
<b>CLERICAL SUPPORT –</b> <p>Supports the College Prep program in the Brockville and Cornwall campuses by delivering a wide range of clerical and customer service excellence in support of both current, and potential students by:</p> <ul style="list-style-type: none"><li>◆ Daily entering and maintaining LBS client data on MTCU software (EOIS CaMS). Requires combining input from partnership site to produce aggregate figures. Reports are generated weekly, monthly and quarterly.</li><li>◆ Registering students in PeopleSoft-SIS and starting new files.</li><li>◆ Exiting students in both PeopleSoft-SIS and EOIS CaMS</li><li>◆ Maintaining current listing of all students in LBS and Academic Career Entrance (ACE) programs for Kingston campus and associated EO partnership programs.</li><li>◆ Creating and maintaining accurate files on students: (active, inactive, learning plans). Recording all individual course marks and unit progression on student learner plans, EOIS CaMS and PeopleSoft-SIS.</li><li>◆ Assisting designated program staff and faculty in monitoring student attendance.</li><li>◆ Liaising with Associate Dean regarding student statistics and multiple reports.</li><li>◆ Liaising with Associate Dean and faculty to produce timetables every semester.</li><li>◆ Liaising with Associate Dean and ASA regarding full time faculty workloads.</li><li>◆ Preparing payroll documentation as necessary.</li><li>◆ Maintaining records of contract faculty availability and contacts for short-term backfills.</li><li>◆ Entering students and their grades in courses in Blackboard; dropping students after they have left the program.</li><li>◆ Conducting 3-, 6- and 12-month follow-ups with learners and recording results on EOIS-CaMs.</li><li>◆ Collecting and maintaining F.O.I. release forms from students and verify status for third party inquiries (e.g., Ontario Works)</li><li>◆ Liaising with Student Records re: relevant data. Liaising with Admissions, Student Services and Recruitment re: potential students.</li><li>◆ Extracting data from EOIS-CaMS and PeopleSoft-SIS for reports.</li><li>◆ Liaising with SIS Team to gather annual Prepared for Success Data for College Prep Tri Campus and ACE online.</li><li>◆ Ensuring all students have completed a MTCU required milestone at least once per fiscal year.</li><li>◆ Acting as a point of contact for general MTCU communications.</li><li>◆ Working with Associate Dean to prepare for and facilitate program monitoring visits from the MTCU representative.</li><li>◆ Managing applications for students who request Special Support Allowance funds. Liaising with program coordinator for approvals; preparing paperwork to release funds to student.</li><li>◆ Liaising with WSIB college contact for third party contracts for student sponsorships.</li></ul>	75%

## Support Staff PDF

<ul style="list-style-type: none"><li>♦ Processing of all course outlines for LBS and ACE. Monitors version numbers and format.</li><li>♦ Participating in regular program or school meetings as required</li><li>♦ Assisting with onboarding of new faculty.</li><li>♦ Ordering text books and supplies as necessary.</li></ul>	
<b>STUDENT ENROLMENT ACTIVITIES/SERVICES -</b> Using PeopleSoft student information system as well as MTCU software (EOIS-CaMS) for Brockville and Cornwall campuses, provides student enrollment, extensive data reporting and other related services to students by: <ul style="list-style-type: none"><li>♦ Registering, enrolling, withdrawing, matriculating and term activating students in courses in PeopleSoft.</li><li>♦ Initiating drop or change of courses, when appropriate.</li><li>♦ Processing changes i.e., service indicators, official name change, address, email and phone number changes.</li><li>♦ Clearing students for graduation or Statement of Achievement.</li><li>♦ Preparing confirmation of enrollment or final grade letters for students who apply to other colleges or need a letter for sponsorship, i.e., Ontario Works.</li><li>♦ Acting as official signing authority of the Registrar with regard to external forms, i.e., Canada Pension, Canada Orphan and private student bank loan forms, as well as Royal Canadian Legion and bursaries.</li></ul>	<b>20%</b>
<b>Other related duties as assigned.</b>	<b>5%</b>
	<b>100%</b>

\* 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%

## Support Staff PDF

---

### 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       3-year diploma / degree plus professional certification or equivalent

4-year degree or equivalent       4-year degree plus professional certification or equivalent       Post graduate degree or (e.g., Masters) or equivalent

Doctoral degree or equivalent

Field(s) of Study:

Office Administration

B. Check the box that best describes the requirement for the 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 requirements 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 requirement obtained by course(s) of a total between 101 and 520 hours

Additional courses obtained by course(s) 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 the on-the-job training occurs after the conclusion of the educational course or program.

Less than one (1) year

<input type="checkbox"/> Minimum of one (1) year	
<input checked="" type="checkbox"/> Minimum of two (2) years	Minimum of two years of practical work experience providing clerical support in a computerized service environment.
<input type="checkbox"/> Minimum of three (3) years	
<input type="checkbox"/> Minimum of five (5) years	
<input type="checkbox"/> Minimum of eight (8) years	

Minimum of one (1) year

Minimum of two years of practical work experience providing clerical support in a computerized service environment.

Minimum of three (3) years

Minimum of five (5) years

Minimum of eight (8) years

**3. Analysis and Problem Solving**

This section relates to the application of analysis and judgment 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 judgment 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:

<b>#1 regular &amp; recurring</b>	
Key issue or problem encountered.	Students are not attending and have become inactive in the program
How is it identified?	An inactive student listing is produced weekly on a MTCU EOIS-CaMS report.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Incumbent alerts designated program staff to investigate. Incumbent exits or continues student in the system as directed.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Interpreting CaMS report and liaising with designated program staff regarding next steps.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)	-ongoing communication between the incumbent and designated program staff. -Policy and Procedures manual.

### 3. Analysis and Problem Solving

Key issue or problem encountered.

How is it identified?

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

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

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

#### **#2 regular & recurring**

Hard copy student file count does not match the MTCU EOIS-CaMS report.

Weekly Case Activity report is generated on EOIS-CaMS

Review Case Activity report to see where discrepancy is.

Once the review has been done, it will be determined how the correction can be made.

Weekly Case Activity report.  
Established guidelines

Key issue or problem encountered.

How is it identified?

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

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

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

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

Student has a personal problem.

Student confides in incumbent and asks for help.

Yes. Incumbent asks clarifying questions to identify where the student should seek assistance.

Incumbent refers student to program coordinator, appropriate counselling service or other services as required.

Program Coordinator  
Counselling department

### 3. Analysis and Problem Solving

Key issue or problem encountered.

How is it identified?

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

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

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

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

Faculty member calls in absent.

Phone call, email, or text.

Contact Associate Dean to determine whether a replacement is available or needed. Refer to timetable and attendance record to determine whether a replacement is urgent.

Analysis of attendance trends to advise Associate Dean on the need for a replacement.

Associate Dean  
Faculty timetables  
Past practices  
Coordinator  
Established guidelines

Key issue or problem encountered.

How is it identified?

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

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

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

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

EOIS-CaMS system is running slow

Takes too long to input data.

Fill out the survey provided within the system to notify of system slowness.

Determine whether the data input can be put aside until the system is running better.

Associate Dean  
Manager, Academic Operations  
Past Practices  
Communication with MTCU IT department

**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.

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

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? Who determines whether these changes have an impact on others? Please provide concrete examples.

**#1 regular and recurring**

Ensure all student data is up to date in EOIS-CaMS database to provide accurate weekly, monthly, quarterly, and year-end reports.

Proficiency and accuracy in the EOIS-CaMS system. Timely gathering of all new, on-going, and exiting student information in the program. Ongoing communication with faculty, coordinator, and other staff regarding student status.

New student intake paperwork  
Student progress chits  
Final grade sheets  
Exit notifications  
Exit surveys  
Monthly referral & information tally

Incumbent establishes reasonable deadline for submission of data from faculty, coordinator, and other staff in order to have enough time to compile and complete the report before the MTCU set deadline.

MTCU determines changes according to regular updates/upgrades of the EOIS-CaMS database. Incumbent will make adjustment to forms and deadlines accordingly. Requests from the MTCU representative or Associate Dean for assistance may cause the incumbent to reprioritize own work.

#### 4. Planning/Coordinating

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? Who determines whether these changes have an impact on others? Please provide concrete examples.

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? Who determines whether

#### #2 regular and recurring

Assisting Associate Dean with producing a timetable for the College Prep program for each of the four semesters (often up to 4 different timetables in the summer months)

Incumbent must work together with Associate Dean, program faculty, coordinator, and Academic Services Assistant to produce a timetable each semester that fits accordingly to post-secondary teachers who also teach in College Prep.

Post-secondary timetables of faculty involved in the College Prep program.  
Knowledge of each faculty's hourly teaching limit.  
Input from faculty  
Input from Coordinator  
Input from JSAA Academic Services Assistant

The deadline is determined by the academic calendar.

Associate Dean determines if changes need to be made and impact on others.

#### #3 regular and recurring

Assist and participate in annual program audit by MTCU.

Assist the Associate Dean with identifying appropriate time and place for visit.  
Work with program faculty and staff to ensure students who will be interviewed will be present.  
Ensure all records are accurate and up to date according to MTCU guidelines.

All student files.  
All student learner plans.  
Students themselves (ready for one-on-one interviews)  
MTCU guidelines.

MTCU representative and Associate Dean determine appropriate date/time with input from incumbent.

MTCU representative would dictate any changes.  
Associate Dean would determine impact on others and incumbent will adjust accordingly.

## **Support Staff PDF**

---

these changes have an impact on others? Please provide concrete examples.

4. Planning/Coordinating

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? Who determines whether these changes have an impact on others? Please provide concrete examples.

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? Who determines whether these changes have an impact on others? Please provide concrete examples.

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

Producing additional statistical reports as requested for MTCU and/or Associate Dean.

Incumbent must keep accurate records of all students past and present. Incumbent must be able to compile statistics using EOIS-CaMS and hard copy files in a timely manner.

EOIS-CaMS system  
MTCU specifications of report  
Occasional input from program support staff, faculty and/or Coordinators.

As outlined in MTCU guidelines.

MTCU and/or Associate Dean.

**#2 occasional** (if non, please strike out this sections)

To provide administrative assistance to launch new projects when requested by the Associate Dean.

Provide requested data or information in a timely manner. Liaise with project partners (outside agencies or internal contacts) to provide administrative assistance and answer general enquiries.

Knowledge of the project and the expected outcome.  
Direction from the Associate Dean.

Direction from Manager, Academic Operations  
Information from the project partner.

Associate Dean in conjunction with project partner establishes appropriate deadlines.

Associate Dean and/or project partner determine necessary changes. Associate Dean and project partner determine impact on others and incumbent makes changes accordingly.

**5. Guiding/ Advising Others**

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

<b>Regular &amp; Recurring</b>	<b>Occasional</b>	<b>Level</b>	<b>Example</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	Advise program staff and faculty of processes for submitting EOIS-CaMS data to incumbent on a daily/weekly and/or monthly basis.
<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 certain tasks	Demonstrate to Associate Dean, program staff and/or faculty any new procedures that have come under the direction of MTCU.
<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 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.	
<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 this 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?

## Support Staff PDF

Regular and Recurring Incumbent completes day-to-day work independently following established guidelines and past practices.	Occasional (If none, please strike out this section) Associate Dean and Manager, Academic Operations will assign work on an as needed basis with clear instruction and expected deadline.
---	--

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring - MTCU issued guidelines - departmental policies and procedures - past practices - operational/procedure manuals	Occasional (If none, please strike out this section) -assistance from co-workers

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring Data discrepancies are identified by CaMS MTCU audits accuracy of student files Manager, Academic Operations reviews ongoing work for accuracy and timeliness Associate Dean reviews program-related activities (timetables, staffing, etc.)	Occasional (If none, please strike out this section)

**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)
-----------------------	--

- PeopleSoft data (records, admissions, SIS Team)
- CaMS data (program staff and faculty)

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)
-----------------------	--

- Issues requiring a decision that is beyond the scope of the position.
- Changes to established procedures.
- Difficulties meeting deadlines.

Describe the type of decisions that would be decided by the incumbent.

Regular and Recurring	Occasional (If none, please strike out this section)
-----------------------	--

- Ordering office and classroom supplies
- Requesting service from college departments (FMS, IT, Security)

**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 a 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 fulfill 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?		
Via e-mail from MTCU	The majority of the service requests are straight forward with an established process on how to proceed. At other times the incumbent asks questions of the client to ensure a full understanding of the project.	MTCU	I
In-person, by telephone, or email from Coordinator and Associate Dean	The majority of the service requests are straight forward with an established process on how to proceed. At other times the incumbent asks questions of the client to ensure a full understanding of the project.	Coordinator, Associate Dean	D
Via E-mail or telephone from the Records office	Records office requests course loadings for each semester. Incumbent provides listing of codes required for the next semester in a timely fashion via email.	Records Office Staff	I

## Support Staff PDF

Student requests confirmation of enrolment letter or requires completion of insurance forms	Incumbent verifies enrolment and produces a letter for the student. Incumbent verifies enrolment and provides completed, stamp sealed insurance form to student.	Student	M
In-person – faculty, coordinator or office assistant request various information about students	Incumbent reviews student file and provides information requested. Updates and provides weekly student progress notes, new student ID numbers and student exits to coordinator and program staff	Faculty / Coordinator program staff	D

\* 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  -Verbal -Email	- Incumbent refers inquiries to relevant program staff for appointment or further information. - Reports any equipment malfunction to Help Desk. -Incumbent flags student progress alerts on the CaMS system to the coordinator and/or program staff. -Incumbent notifies the Admissions office of applicant status of students who are working on pre-requisite courses for post-secondary.	- Potential and current students. - All staff - College community - Help Desk	D
Explanation and interpretation of information or ideas.  -Verbal -Email	-Incumbent communicates with faculty, coordinator, program staff and Associate Dean to explain or clarify information required for MTCU EOIS-CaMS report. - Incumbent is available to provide information relating to the MTCU report upon request of staff members. -Provides assistance to staff with photocopier and printer.	-Coordinator -Associate Dean -program staff	M
Imparting technical information and advice  -Verbal			
Instructing or training  -Verbal -Email			
Obtaining cooperation or consent  -Verbal -Email			
Negotiating			

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

**9. Physical Effort**

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, and lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting	D			✓	✓		
Lifting/Carrying	I	✓				✓	
Keyboarding	D			✓	✓		

\* 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.)

Boxes of textbooks  
Boxes of paper

Medium (between 5 to 20 kg and 11 to 44 lbs.)

Heavy (over 20 kg. or 44 lbs.)

## 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 the task and the duration of the task, including breaks (e.g. up to two hrs. 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 min	Long up to 2 hrs.	Extended > 2 hrs
EOIS-CaMS Data input	D			✓
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 min	Long up to 2 hrs.	Extended > 2 hrs
File review	W			✓
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 min	Long up to 2 hrs.	Extended > 2 hrs
Student Registration	D	✓		
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <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)	Normal office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people		I
<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 very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<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)		

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

