St. Lawrence College
Position Description Form (PDF)

Effective Date: January 5, 2015

Revised Date: November 28, 2023

Campus:	**Kingston**
Incumbent's Name:	**Vacant**
Position Title:	**Medical Laboratory Technologist**
Payband:	**J**
Position Number:	**00000389**
NOC Code:	**32120**
Hours per Week:	**16**
Supervisor's Name and Title:	**Orla Rawley, Manager, Academic Labs/Biosafety Officer**
Completed by:	**Rose Bell, Associate Dean, Health Sciences**

Signatures:

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

Supervisor: _____ Date: _____

One-Over-One: _____ Date: _____

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.

2. Answer each section as completely as you can based on the typical activities or requirements of the 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 Medical Laboratory Technologist provides technical support to students and faculty by ensuring that assigned labs used by Academic programs are prepared in accordance with teaching requirements provided by the faculty and according to the format prescribed for the course. Major responsibilities include: Preparation of reagents, organisms and samples and equipment, as outlined by faculty to be used in a variety of labs, including (but not limited to) Biochemistry, Hematology, Histology, Microbiology and transfusion medicine. The Technologist contributes to chemical and biological waste handling, storage, neutralization – including recording and disposal. Daily duties include preparation for labs as directed by faculty and course curriculum, solution preparation, routine maintenance of equipment, ordering and inventory and working with faculty to trouble shoot methods. The technologist ensures adequate stock levels of all materials used in labs, and prep areas are available. They ensure the physical condition of the labs meets provincial standards/regulations. Assists professors and students in clinical labs as required.

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 then detailed work routines.

	Approximate % of the Time Annually*
1. Organizes material, prepares reagents, determines appropriate reagents or if necessary a suitable substitute, based on applied knowledge, and standardizes all required solutions for test analysis and ensures labs are operationally set up prior to commencement of classes. QC instruments and set up for labs according to schedules and lab manuals. Contributes to ensuring chemical and biological wastes are decontaminated, neutralized and disposed of in a safe manner, in accordance with the Occupational Health and Safety Act. Issues laboratory supplies to faculty and students as needed. Acts as the resource/contact person for members of other departments with respect to usage and transferal of departmental equipment. Demonstrates and provides practical explanations for the operation of instruments in the Chemistry and Transfusion Labs and reinforcement of previously taught concepts for students within scope of the technologist role/practice. Provides new equipment demonstration to faculty.	55 %
2. Participates and contributes to ensuring departmental records, data, labeling and inventories required by provincial legislation and College Policy for all labs are maintained. This may include the following: stock inventories, hazardous materials records, equipment records, etc. Participates and contributes to the WHMIS program at SLC, Departmental Safety Policies, and carries Safe handling of hazardous goods certification.	15%
3. Ensures adequate stock levels of all materials used in labs, prep area, and solvent storage are on hand. This will require the use of visa cards and preparation of reconciliations and purchase requisitions using PeopleSoft. Checks to ensure that the quality of incoming goods and equipment is of the standard required and/or ordered. Resolves discrepancies by acting as the first point of contact in the ordering/receiving process. Conforms to departmental budgetary requirements.	10 %
4. Provides specialized equipment maintenance in the lab areas including assessing operational or calibration problems and performing the necessary repairs where practical or ensuring the equipment is repaired within manufacturers specifications.	10%
5. Ensures that the physical condition of the labs is maintained at a level, which meets provincial standards and/or regulations and meets the needs of faculty and students. This includes meeting requirements for safety or any special needs required for medical or animal technical use.	5 %
6. Contributes to equipment and material specifications for tendering purposes, given general direction, to meet college policy in the requisition of capital items in consultation with other staff.	5 %
	100%

* To help you estimate approximate percentages:

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

1. Education

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

- ☐ Up to High School 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:

Medical Laboratory Technologist Diploma/Degree. Current member of the College of Medical Laboratory Technologists of Ontario (CMLTO).

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	
☐ Minimum of one (1) year	
☐ Minimum of two (2) years	
☐ Minimum of three (3) years	
☒ Minimum of five (5) years	A minimum of 5 years of experience in a relevant work environment.
☐ 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:

	#1 regular & recurring
Key issue or problem encountered.	Prepares and tests materials, equipment, organisms and reagents required for the teaching labs as outlined in the faculty manuals. Standardizes solutions, calibrates equipment as required.
How is it identified?	Review of course outlines, lab manuals, and with faculty.
Is further investigation required to define the situation and/or problem? If so, describe.	N/A
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determines learning required, checks inventory and equipment and ensures that the lab environment provides the necessary support and services.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Course outlines, lab manuals, faculty and past practice.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered.	Desired reagent may not be readily available.
How is it identified?	Not in current inventory or new.
Is further investigation required to define the situation and/or problem? If so, describe.	Research potential substitutes; consult with faculty; contact suppliers; reviews MSDS
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Inventory control and advance notice.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Dialogue with faculty & peers, past practice, course outlines, lab manuals, literature, regulations.

	#3 regular & recurring
Key issue or problem encountered.	Maintaining adequate stock levels of chemicals and reagents. Initiates purchasing as required.
How is it identified?	Regular monitoring of inventory; projection of routine use in consultation with other support staff.
Is further investigation required to define the situation and/or problem? If so, describe.	Carefully monitors dispensing and use of inventory to comply with legislation.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Collection of data, follow-up of any discrepancy, monitoring and analysis of records.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Lab manuals, past practice, computer database or specialized inventory programs, legislation/regulations.

3. Analysis and Problem Solving

	#1 occasional (if none, please strike out this section)
Key issue or problem encountered.	Malfunctioning equipment
How is it identified?	Self-identified, reported by students and/or faculty or other support staff.
Is further investigation required to define the situation and/or problem? If so, describe.	Operates equipment to determine point of malfunction. May need to carry out the actual learning activity as outlined in the manual.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determines if there is a malfunctioning component or entire piece of equipment. Determines if the defect may be repaired on site or if a service call to the supplier is required.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Past practice, equipment manuals, consulting with faculty.

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:

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	Contributes to the planning of lab learning experiences.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Communication with faculty, other support staff. Creation and quality control of reagents. Calibration of instruments. .
List the types of resources required to complete this task, project or activity.	Faculty, course outlines, lab manuals, equipment manuals.
How is/are deadline(s) determined?	Driven by schedules and timetables.
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.	Faculty, in consultation with technologist.

4. Planning/Coordinating

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	Organization of multiple, concurrent labs.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Collection of scheduling information. Prioritization of tasks. Determine availability of equipment/materials. Preparation of samples in advance of labs.
List the types of resources required to complete this task, project or activity.	Consulting with faculty and peers, past practice, course outlines, lab manuals, schedules and timetables.
How is/are deadline(s) determined?	Driven by schedules of delivery and timetables.
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.	Faculty in consultation with technologist i.e. determine if experiment worked. Students need to perform with accuracy, dependent on quality of samples and accuracy of equipment function.

4. Planning/Coordinating

	#1 occasional (if non, please strike out this sections)
List the project and the role of the incumbent in this activity.	Contributes to the planning process and maintenance of the facility by suggestions concerning acquisition of instructional equipment, supplies, or facility fixtures.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Contributes to assessment of suitability of facility, instructional and safety equipment. Keeps documentation re standards & inventory. Consults with faculty on researching and testing of new equipment, methods.
List the types of resources required to complete this task, project or activity.	Best practices, lab manuals, equipment manuals & catalogues. Literature searches, communication with faculty
How is/are deadline(s) determined?	Determined by institutional/School planning process, e.g. annual instructional capital lists, semester starts for courses
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.	Incumbent in consultation with faculty, other support staff and supervisor.

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.

Regular & Recurring	Occasional	Level	Example
☐	☐	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	
☐	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	
☒	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Reinforces lab procedures, processes and, use of equipment to students, faculty and other support staff colleagues. Reinforces lab safety rules to students working in the labs. Demonstrates use of new equipment to students and faculty; explains lab safety rules to students and nursing faculty members. Provides input when requested with respect to compliance with lab safety rules. Assists in demonstration of correct methods, use of equipment. Prepares reagents and equipment for students doing make-ups or other activities in science labs.
☐	☒	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.	Provides guidance for lab technician. Guidance for students (lab clean-up). Assists with orientation of new faculty members. Provides student assessment feedback to faculty based on observations of students' progress

☐	☐	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?	
Regular and Recurring	Occasional (If none, please strike out this section)
Course outlines, lab manuals, equipment manuals and catalogues, Faculty consultation	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Course outlines, lab manuals, past practice, School Safety Manual, legislation, i.e. Occupational Health & Safety Act.& Faculty expertise	

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Discussion and feedback from students, faculty, other staff and supervisor. Incumbent generally verifies own work to ensure compliance with required outcomes. Incumbent performs ongoing monitoring of lab/equipment & supplies use. Informal feedback is available from faculty and the incumbent may consult with other technologists and faculty. Incumbent participates in regularly scheduled meetings with technical support group members to discuss common issues. The Manager, Academic Labs/Biosafety Officer would be consulted on unusual problems or issues.	

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 faculty, other support staff re methods, equipment, quality of samples & reagents.	

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)
Interpretation of policy, legislation, regulations, non-routine allocation of resources.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Incumbent makes decisions on lab set-ups, solves problems and troubleshoots equipment problems in order to have a lab running on time. Uses own initiative, expertise and instructions in course outlines, lab schedules, etc., to set up labs to meet the needs of the specific classes. Routine acquisition of supplies/equipment; maintenance of facility and equipment; trouble-shooting of equipment failures, disposal of cleaning materials disinfectants, sharps, etc.. Recommendations to faculty for remedial review required by students.	Sets specifications and reviews capital bids for new equipment purchasing.

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?		
Verbally, course learning outcomes	Planning of labs, supporting of learning, reinforcing faculty direction on methodology, and standards, providing immediate assistance when required.	Students Faculty	D
Verbally, lab manuals, Email	Contributes to planning and supporting learning; immediate assistance when required.	Faculty	D
Verbally, Email	Input to compliance with legislation, safety rules and equipment needs.	Supervisor	W/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	Responds to requests for assistance & information. Work orders for lab maintenance;	Students, faculty, staff, supervisor, other college managers. Physical Plant IT support, academic support staff	D W/M
Explanation and interpretation of information or ideas.	Explanation of regulations, such as WHMIS, government legislation, and Occupational Health & Safety. Sharing of equipment, supplies; maintenance of inventory.	Students. Other support staff	D D
Imparting technical information and advice	Provides technical guidance/advice in use of chemical lab instruments/ equipment, lab safety rules Suggestions with respect to acquisition of new equipment.	Students Faculty	D I
Instructing or training	Reinforces previously taught concepts, procedures and processes and provides clarification/practical explanations. Reinforces lab safety rules to students working in labs.	Students	D
Obtaining cooperation or consent			
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		X		X		
Standing	D		X		X		
Walking, bending	D	X			X		
Lifting	D	X			X		
Fine motor coordination, i.e. manipulating equipment	D		X		X		

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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 and 11 to 44 lbs.)	Supplies in bulk form to be received and stored. Moving of equipment within lab, or from one lab to another.
☐ 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
Concentration & attention to detail for calibrating instruments or preparing samples.	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Entering data i.e. purchasing, records	D	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 min	Long up to 2 hrs.	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☐ Usually ☐ No				

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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)*
☐ acceptable working conditions (minimal exposure to the conditions listed below		
☐ accessing crawl paces/confined spaces		
☐ dealing with abusive people		
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☒ handling hazardous substances	Exposure to chemical and biological hazards.	D
☒ smelly, dirty or noisy environment	Fumes from toxic solvents	D
☐ travel		
☐ working in isolated or crowded situations		
☐ other (explain)		

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