

# Position Description Form (PDF)

**Effective Date:** July 20<sup>th</sup>, 2020

**Updated:** July 3<sup>rd</sup>, 2023

**College:** St. Lawrence College

**Incumbent's Name:** Vacant

**Position Title:** Administrative Coordinator – Wellness, Accessibility & Student Success

**Payband:** G

**Position Number:** 00000350

**NOC Code:** 1411

**Job Code:** SSN015

**Supervisor:** Caryn Langstaff, Director of Health, Wellness & Accessibility, Student Success Division

**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 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.

Reporting to the Director, Wellness, Accessibility & Student Success, the incumbent is accountable for the daily administrative activities of Student Wellness & Accessibility, Kingston Campus, as well as tri-campus coordination and scheduling, including provision of front-line services such as guiding and advising prospective and current students, parents and faculty; providing team administrative support for valid data collection and reporting; providing support to the team regarding relevant data field entries, software requirements and implications to data; maintenance of confidential records; clerical and administrative support to the Director; and clerical support to counselling and accessibility team members. The incumbent is also responsible for supporting the Director with data collection and reporting, as indicated. As the first point of contact, the incumbent is also accountable for facilitating team response to crisis situations that arise.

### 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.

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| <p>Administrative Support:</p> <ul style="list-style-type: none"> <li>• Responding to questions and inquiries from students, faculty, visitors and external partners received by telephone, mail, email and or in person regarding processes and services provided by Student Wellness &amp; Accessibility and general college information.</li> <li>• Provides administrative support to the Director of Health, Wellness &amp; Accessibility as required.</li> <li>• Assists the Director and teams with procedural and practice updates, documentation and departmental manuals to support workflow efficiencies and accuracy.</li> <li>• Supporting the Director with data requests and system information as required, and for the purposes of annual Ministry reporting.</li> <li>• Creates and maintains comprehensive spreadsheets which are used for reports for the Director,</li> <li>• Assists with Titanium and Beacon data reconciliation and manual reviews to optimize data quality. Supports the Director in ensuring standardize data entry through resource development, staff orientation and Titanium and Beacon system functionality.</li> <li>• In collaboration with Student Wellness &amp; Accessibility staff, co-ordinates staffing hours for department scheduling. Facilitates scheduling and client flow to ensure timely access to services, appropriate staff coverage and equitable distribution of workload.</li> <li>• Referring non-routine inquiries to the Director and other relevant staff</li> <li>• Team calendar maintenance, team guidance re Titanium update requirements, and scheduling based on student need and acuity, timely access to service and equitable workload distribution.</li> <li>• Review documentation from students and takes appropriate action (i.e., appointment booking with appropriate staff, contacting student for further information, redirecting student, determine if referral is needed for new assessment or documentation)</li> <li>• In collaboration with Student Wellness &amp; Accessibility staff (tri-campus) monitors and maintains inventory of supplies, assessment packages from external sources, promotional material, and equipment.</li> <li>• Processing and entering students' confidential intake forms and counsellors' data into the system, reviewing and correcting for accuracy</li> </ul> | 60% |
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## Support Staff PDF

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| <ul style="list-style-type: none"> <li>Responsible for tracking and ensuring completion of government forms for students with disabilities for the Tuition Subsidy Program.</li> <li>Preparation, organization, maintenance, storage, retrieval and disposal of confidential client records in accordance with privacy legislation.</li> <li>Assists with onboarding and orientation for new staff into the department.</li> <li>Administering internal information and coordinating office systems/procedures.</li> <li>Administering BSWD (bursaries for students with disabilities) paperwork and working closely with Financial Aid in the flow of paperwork and approvals.</li> <li>Collaborates with the Director to facilitate equal distribution of workload for Student Success Facilitators tri-campus.</li> <li>Assists with data reconciliation and manual reviews to optimize data quality. Supports the Director in ensuring standardized data entry through resource development, staff orientation and system functionality.</li> </ul>                                                                                                                                                                                                                                       |                                               |
| <p>Provides administrative office support by:</p> <ul style="list-style-type: none"> <li>Facilitates prioritization and access to counsellors and advisors for matters requiring immediate attention (i.e., suicidality, panic attacks, urgent accommodations for retroactive, physical disability, student in crisis).</li> <li>Optimizing clinic use of the Titanium database through maintenance of system and up to date knowledge of system upgrades and enhancement</li> <li>Ordering supplies, preparing general correspondence, and sorting/distributing mail.</li> <li>Scheduling and arranging team meetings, room bookings, equipment requirements and preparing materials for distribution.</li> <li>Assisting in preparation for Mental Health promotion activities, orientation activities, in-services and transition activities for students and faculty and tracks attendance volumes</li> <li>Assisting the Director with administrative duties with respect to departmental meetings, key stakeholder meetings, management meetings for both Student Wellness and Student Success.</li> <li>Co-ordinates distribution to staff members of Student Success and Student Wellness general email accounts to expedite student intakes and efficient timely contact.</li> </ul> | <p>35%</p> <p>We do this on a daily basis</p> |
| <p>Performs other duties as assigned including project work and divisional activities (Transitions Program).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>5%</p>                                     |

\* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

**1. Education**

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

- |                                                            |                                                                                      |                                                                                                |
|------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Up to High School or Equivalent   | <input type="checkbox"/> 1 year certificate or equivalent                            | <input checked="" type="checkbox"/> 2 year diploma or equivalent                               |
| <input type="checkbox"/> Trade certification or Equivalent | <input type="checkbox"/> 3 year diploma / degree or equivalent                       | <input type="checkbox"/> 3 year diploma / degree plus professional certification or equivalent |
| <input type="checkbox"/> 4 year degree or Equivalent       | <input type="checkbox"/> 4 year degree plus professional certification or equivalent | <input type="checkbox"/> Post graduate degree (e.g. Masters) or equivalent                     |
| <input type="checkbox"/> Doctoral degree or equivalent     |                                                                                      |                                                                                                |

Field(s) of Study:

College diploma in a relevant field of study such as Human Studies, Office Administration. A combination of relevant education and experience may also be considered.

**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

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

☐ Less than one (1) year

☒ Minimum of two (2) years

☐

☐

☐

☐

Minimum of three (3) years

Minimum of five (5) years

Minimum of eight (8) years

A minimum of two years of practical experience working effectively in a fast-paced demanding, front-line service environment. Experience developing organizational systems to support multiple assignments/demands with frequent interruptions, distractions and crisis. Experience working with individuals with mental health, physical and learning disabilities required. Experience with data management and report development practices within variety of computer software platforms. Previous experience working with Titanium or other Electronic Record System database preferred. Proven experience managing and maintaining the integrity of data management systems. Experience in a post-secondary educational environment preferred. Knowledge of relevant legislation, including AODA and PHIPA required.

### 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.                                                          | The incumbent must assess the needs and urgency of the situation and determine the immediate action required which may be connecting them with a Counsellor or scheduling an appointment                                                                                                                                                                                                                                                                                                                                                          |
| How is it identified?                                                                      | <ul style="list-style-type: none"> <li>- The student tells incumbent.</li> <li>- The student demonstrates crisis behaviour (upset, emotional).</li> <li>- Staff or faculty contacts incumbent or brings student to the office.</li> </ul>                                                                                                                                                                                                                                                                                                         |
| Is further investigation required to define the situation and/or problem? If so, describe. | Yes. Incumbent needs to establish level of need and urgency by compassionately and empathically asking diplomatic, non-threatening questions and assisting with completion of screening tool and relevant paperwork. Screening information facilitates deployment of appropriate team resources based on student need and counsellor's availability and expertise. .                                                                                                                                                                              |
| Explain the analysis used to determine a solution(s) for the situation and/or problem.     | <ul style="list-style-type: none"> <li>- Student self-identifies or displays crisis behaviour.</li> <li>- Remove the student from the area asap if required</li> <li>- Discretely and urgently find an appropriate counsellor, or schedule an appointment</li> <li>- Be available to the counsellor to facilitate transportation or Security engagement should the need arise.</li> <li>- Seek to locate necessary supports and engage Director if no counsellor available. Assist with providing alternate resources for the student.</li> </ul> |

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

- College policies and departmental procedures
- Counsellor/Advisor
- Director
- BIT team, Security
- External resources (KFL&A AMHS crisis team, Good2Talk,)



## #2 regular & recurring

|                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key issue or problem encountered                                                                                                    | Student needs advice, directions and/or a service that is or is not provided by Student Wellness & Accessibility and this problem is not readily identifiable                                                                                                                                                                                                                                                                                                                                                                                                                    |
| How is it identified?                                                                                                               | Student comes directly to the front desk for assistance, sends an email to the departmental address or contacts the front desk by phone.                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Is further investigation required to define the situation and/or problem? If so, describe.                                          | Incumbent will ask the student a series of probing questions and listen carefully to ascertain the situation in its entirety and to determine the best solution.<br><br>Further inquiry, screening and/or and review of available documentation may provide information to understand issue and support resolution. Guidance and direction is provided to student/parent on next steps.<br><br>Ensure consent to release personal information is obtained.<br><br>If required, the incumbent may communicate information to other departments for required action and follow up. |
| Explain the analysis used to determine a solution(s) for the situation and/or problem.                                              | In a timely and responsive manner, the incumbent applies a solution-focused approach and understanding of institutional services to best align the student's requirements with the appropriate departmental supports and services.                                                                                                                                                                                                                                                                                                                                               |
| What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines). | Prior experience, departmental procedures, college directory, College policy, privacy legislation, external resources, consultation and collaboration with staff from other departments                                                                                                                                                                                                                                                                                                                                                                                          |

## #3 regular & recurring

|                                                                                            |                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key issue or problem encountered                                                           | As part of a quality control measure, the incumbent is required to input, monitor, analyze, interpret and correct errors in the record management systems (Titanium) to ensure accuracy for data reporting to the Director, for Ministry reporting and for other stakeholders |
| How is it identified?                                                                      | Incumbent reviews data against historic information, monitors for erroneous patterns and identifies anomalies, errors and omissions through the reporting functions of each record management system.                                                                         |
| Is further investigation required to define the situation and/or problem? If so, describe. | Incumbent would further investigate to determine why/if any anomalies/inconsistencies have occurred by verifying all system components, fields and variables related to the record management system.                                                                         |

|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p>                                              | <p>Incumbent cross references data with other software programs/hard files/databases or historic data in order to ensure accuracy of the reporting functions of the record management systems by utilizing generally accepted principles for data review. Sometimes this will require creative thinking and exploring different datasets to determine the problem.</p> <p>Incumbent consults with the Director on identified solutions and follows up with the appropriate contact to correct the situation.</p> |
| <p>What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).</p> | <p>Director<br/>Historic data<br/>SIS staff<br/>Titanium developers<br/>SLC IT staff<br/>On-line help manuals</p>                                                                                                                                                                                                                                                                                                                                                                                                |

#### #4 regular & recurring

|                                                                                                   |                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Key issue or problem encountered</p>                                                           | <p>Data being entered into the reporting systems incorrectly by team members</p>                                                                                                                                                                                                                                                            |
| <p>How is it identified?</p>                                                                      | <p>When monitoring the inputting of data from other users, inconsistencies are identified by the incumbent. These errors are not readily identifiable and require some investigation</p>                                                                                                                                                    |
| <p>Is further investigation required to define the situation and/or problem? If so, describe.</p> | <p>The incumbent investigates the entries to determine where the error has occurred. This can occur from the initial data entry point, differences in staff inputting similar entries (coding errors), reporting systems not capturing the data appropriately, errors in the software programs themselves.</p>                              |
| <p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p>     | <p>The incumbent may identify and correct error at the entry point or identify through cross referencing with SIS, hard files or other reporting mechanisms within the software and determine where the error is occurring. The incumbent would then either correct the entry or engage relevant stakeholders to rectify the situation.</p> |

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

Past practices  
Director  
Titanium manuals, training programs, developers  
, training programs, developers  
SIS staff

### #5 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)? (e.g. 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.                                                   | Coordinates and maintains department scheduling, and organizes, coordinates and modifies the departmental staff's schedules in order to facilitate the individual needs of clients. Incumbent schedules daily student appointments for both Counsellors and Accessibility staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | <ul style="list-style-type: none"> <li>- In collaboration with the Director, proactively development of tri-campus staff schedule frameworks based on operational needs, equitable caseload distribution, provincial benchmarks/targets, and personnel work schedules.</li> <li>- Under the direction of the Director, provides data to review ongoing scheduling framework relevance and equity to ensure students' timely access to services</li> <li>- Daily scheduling requires assessment skills to determine the clients' needs and the level of urgency.</li> <li>- Considers students' primary pressing issues and aligns needs with specific team member expertise, while balancing urgency and staff availability.</li> <li>- Prioritize based on student need, urgency and acuity, adjusting staff schedules equitably, while ensuring student access to services.</li> <li>- Determines appointment duration and timing based on student need.</li> <li>- Re-assigns and re-schedules counsellors'/advisors' calendars when scheduling conflicts arise (sickness or emergencies).</li> <li>- Calls/emails students to notify if an appointment needs to be re-scheduled.</li> <li>- Provide alternative assistance if there is a scheduling conflict or an availability issue.</li> </ul> |

## Support Staff PDF

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

- Prioritizing may change/require adjustments throughout the day as other crisis arise. Discern urgency of need for individual clients and adjust schedules as required.

- Titanium scheduling system.
- Past practices.
- Office procedure manual.
- College policies and procedures.
- Provincial and operational targets

How is/are deadline(s) determined?

- Daily evaluate departmental demands and staff availability, and forecast for "high volume" times
- The incumbent is proactive in establishing deadlines based on an assessment of the clients' needs and level of urgency.
- Appointments are booked immediately.
- Knowledge of internal and external resources to provide interim support, if needed.

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.

- Incumbent supports logistical rescheduling directly with student based on prior appointment history and procedures.
- Timing and duration of scheduled and rescheduled appointments is in consultation with the Counsellor or Accessibility Advisor based on clinical or academic need.
- Incumbent identifies peak periods and revises schedules accordingly to accommodate students.
- The incumbent follows department protocols for standard meeting times, handling crises or priority/urgent situations.
- 

## #2 regular & recurring

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

Develop and maintain the PHIPA retention, storage, retrieval and disposal processes for files containing personal health information in alignment with legislative requirements. . Creates the file, applies the retention storage and retrieval record processes and is responsible for archiving and disposal of inactive files in accordance with retention timeframes under PHIPA.

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

Understand and apply the retention, storage, retrieval and disposal requirements under PHIPA and ensure processes established align and maintain alignment to legislation and College Policy.

Record maintenance to ensure that confidential records are created, stored, maintained and disposed of according to privacy legislation and College policy.

Mechanism for retrieval of records as required.

Ability to plan, organize and prioritize filing and recording of student files for appropriate record keeping.

Accurate attention to detail (recording student information and location of files).

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

Computer skills.

Multi-tasking skills. Ability to break down tasks into manageable parts.

Apply time management skills and a coordinated, scheduled annual process to archiving and disposal of records.

College Policy content.

PHIPA content.

Space and storage requirements for storage of paper-based records

Access to appropriate computer software for retention, retrieval and disposal of electronic based records.

Excel Spreadsheet.

Student Wellness & Accessibility and Student Success Shared Drives.

Computer, file folders, intake sheets, calendar, locked filing cabinets.

How is/are deadline(s) determined?

legislative retention requirements.

Departmental protocols for record-keeping and archiving.

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

Changes to the process and/or timelines for filing/retention of records would be made by the Director in consultation with incumbent. For example, if there is a recurring problem with locating archived files, the system would need to be adjusted to facilitate the retrieval process.

Director

VP, Student Affairs

legislation

### #3 regular & recurring

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

Compile relevant data from Titanium record keeping database to assist Director in the completion of Ministry and other reporting requirements.

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

Incumbent must be detail oriented to ensure accuracy of information in the database

Monitors and maintains relevant data within Titanium

Provide expertise and training to Student Wellness & Accessibility staff regarding the inputting for accuracy of data.

Strong problem solving skills needed to ensure system generated reports aligning with the relevant reporting guidelines

Develop forms, coding to ensure accurate data input from staff

Expertise in Titanium database and strong computer skills (e.g., Excel)

Incumbent investigates data anomalies/inconsistencies by verifying all system components, fields, and variables related to the specific student's record. Verification would include past/historical as well as current data.

At times this will involve having the incumbent ask other staff members to complete missing data/documents/files in order to complete the incumbent's task.



## Support Staff PDF

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

Computer database  
Relevant reporting requirements  
Student demographic information

How is/are deadline(s) determined?

Deadlines are determined by reporting requirements.  
Planning deadlines determined by incumbent to ensure all data is entered in a timely and accurate manner

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 identifies indicator and/or reporting requirements and consults with the Incumbent to ensure current processes and system function support the data collection requirements

### #5 regular & recurring

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

The incumbent is responsible for serving as the subject matter expert related to the electronic record management systems (Titanium).

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

Incumbent collects, gathers and documents all potential system enhancements related to the record management systems.  
Incumbent liaises with all staff working within the systems to ensure awareness and compliance with the policies and procedures developed by the Director.  
The incumbent collaborates with the Director to ensure requirements are fulfilled.

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

Director  
Computer database  
Relevant reporting requirements  
Extensive experience in Titanium's reporting functions  
SIS reporting system  
Software program developers

How is/are deadline(s) determined?

Director advises on deadlines

## Support Staff PDF

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

Incumbent would identify training gaps, new update changes, new reporting functions and in collaboration with the Director develop solutions.

## 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 checked="" type="checkbox"/> | <input type="checkbox"/> | Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.                                                                        | Responds to student inquiries regarding Counselling and Accessibility services. May need to provide additional details to other employees or students.                                                                                               |
| <input type="checkbox"/>            | <input type="checkbox"/> |                                                                                                                                                                                                        | Provides direction and clarification to students in forms completion on a high-frequency basis.                                                                                                                                                      |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.                                                                      | Under the direction of the Director, provide training to staff on the software program procedures (Titanium) in order to ensure accurate data entry in Titanium.                                                                                     |
| <input checked="" 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.                                                                                 | Provides direction and clarification as required to students for documentation requirements for accommodations.                                                                                                                                      |
| <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. | Supporting the Director in ensuring the quality of data outputs, the incumbent is responsible for coordinating staff data input tri-campus for both SWA and Student Success and advise on deadlines for data input and correct completion processes. |

## Support Staff PDF



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.

Regular &  
Recurring

Occasional

Level

Example



Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.

Responds to team members questions/concerns with respect to using the record management systems.



There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.

Under the direction of the Director, provide training to staff on the software program procedures (Titanium) in order to ensure accurate data entry in Titanium .



The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.

Provides direction and clarification as required to employees to ensure they properly input data into the system.



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 direction and clarification to other team members.



Responsible for coordinating staff data input tri-campus for both SWA and Student Success and advise on deadlines for data input and correct completion processes.



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                                                                                                      |
| Day to day activity/work is performed independently following established guidelines and past practices. | Verbal or written instructions with suggested work plan and timeframes are provided for new or special projects |

| What rules, procedures, past practices or guidelines are available to guide the incumbent?                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Regular and Recurring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Operational direction from the Director</li> <li>• departmental policies and procedures</li> <li>• past practices</li> <li>• Counsellors registering body</li> <li>• Legislation requirements</li> <li>• St. Lawrence College policies/protocols</li> <li>• College calendar</li> <li>• operational/procedure manuals</li> <li>• consultations with counsellors/Accessibility staff or Director</li> <li>• consultations with Student success facilitators</li> </ul> |

| How is work reviewed or verified (e.g. feedback from others, work processes, Supervisor)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Regular and Recurring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Occasional                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Director leads operational process changes and reviews and evaluates implementation and efficacy.</li> <li>• day-to-day work is checked by review (either by incumbent or the individual who initiated the request)</li> <li>• incumbent consults college policies and procedures, reports, calendars and other college departments, government legislation to verify that information given is correct and up-to-date</li> <li>• work would be verified by client (e.g. student, faculty or staff) if errors are made</li> </ul> | <ul style="list-style-type: none"> <li>• Annual Performance Evaluation</li> <li>• periodic meetings are conducted by Director</li> </ul> |

| Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Regular and Recurring                                                                                                                                                                                                                                                                                                                                                                    |
| <p>The incumbent performs functions of position independent of regular supervision.</p> <p>The incumbent makes decisions with others and a joint decision is made when more information is required. For example, incumbent may make a decision on the urgency of a crisis and find the appropriate personnel. Incumbent may find errors in reporting processes and consult with key</p> |

stakeholders to find a resolution. To ensure the office efficiencies the incumbent will consult with various departments within the institution. To ensure student supports the incumbent will consult with schools and office personnel within the institution.

Describe the type of decisions that would be decided in consultation with the Supervisor.

Regular and Recurring

- Decisions or request that go beyond established guidelines, procedures or policies, or special exceptions
- Any changes to established procedures or amendment to newly implemented practices
- Decisions required to prioritize competing deadlines or conflicting work priorities
- Decisions having budget implications
- Changes to counsellor/staff schedules in relation to appropriate office coverage
- Changes to Student Success Facilitator reporting requirements
- Issues requiring a decision that are beyond the scope of the position

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

Regular and Recurring

- changes related to administrative needs (e.g. supply requests within petty cash/budget authorization, meeting arrangements/bookings)
- equipment service requests
- Incumbent is expected to use their own initiative, independence in carrying out many of the functions involved in the position.
- While the specific objectives of the role are determined by the Director, the incumbent makes decisions on how to achieve his/her daily workload priority to accomplish the goals.
- Ad hoc requests for information/data often require creativity in determining the best approach. The incumbent would determine the most appropriate means for obtaining this 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?                                                                                                                                                                                                                                                                                                                                                                                                              |                         |                         |
| Service –<br><b>Walk-in/email/phone clientele</b><br>Client presents with a multitude of mental health or disability concerns: i.e. mental health disorder, suicide ideation, stress, anxiety attacks, abuse, substance abuse, physical disability, learning disability, student in distress, failing a class financial issues | Incumbent pro-actively screens and prioritizes clients to access services for matters requiring immediate attention or appropriate appointment.                                                                                                                                                                                                                                                                                     | students, public, staff | D                       |
|                                                                                                                                                                                                                                                                                                                                | Incumbent issues all necessary documents that include services the client was not even aware of. i.e. – intake forms, screeners, consent forms, government forms.                                                                                                                                                                                                                                                                   |                         | D                       |
|                                                                                                                                                                                                                                                                                                                                | Pro-actively advises client of future needs in order to ensure they take action now to expedite processes (outdated psych -ed assessment, or no psych ed assessment).                                                                                                                                                                                                                                                               |                         | D                       |
|                                                                                                                                                                                                                                                                                                                                | Tailor the discussion to meet the client's level of understanding or unique situation (OSAP vs no OSAP, levels of funding, levels of service)                                                                                                                                                                                                                                                                                       |                         | D                       |
|                                                                                                                                                                                                                                                                                                                                | Some of the requests/inquiries are straightforward with an established "how to" process. Such as – <ul style="list-style-type: none"> <li>- Student needs to meet with a specified person or service, both urgent and non-urgent matters</li> <li>- needs to order supplies;</li> <li>- general request about College programs or services.</li> <li>- Information on workshops, orientation, information sessions, etc.</li> </ul> |                         | D                       |



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|                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                               |                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <p><b>Requests for</b></p> <p>File documentation to or from alumni, physicians, psychometrist, post secondary schools</p> <p>Accommodations</p> <p>Client presents with IEP</p> <p>.</p> | <p>Requests from external stakeholders and community partners</p> <p>Completes sharing of information forms within accordance of legislation, follows up referrals to RARC, and missing documentation</p> <p>Incumbent reviews documentation</p> <p>Identifies missing or incomplete information. Asks relevant questions to gain insight on what service the student is looking for. Guides and advises student/parents on how to proceed with the accommodations, how to fill out documentation, proactively advises client where to gather the required information. I.e. RARC package. Provide a step by step process to the student to expedite the process.</p> <p>Develop strategic timeline to facilitate completion of requirements.</p> | <p>Health practitioner's</p> <p>Other college's</p> <p>Post secondary schools</p> <p>Student/ public, other professionals</p> | <p>D</p> <p>D</p> <p>D</p> <p>W</p> |
| <p>Administrative</p> <p>Request for schedule development</p> <p>Request from counsellors, faculty or staff in-person, email, telephone.</p> <p>Request for SAWD data</p>                | <p>Anticipating peak periods of each semester that services will be required (different in different semesters.</p> <p>Peak periods for counselling are different than accommodations</p> <p>Being pro-active and tailoring scheduling to capture peak periods of services (counselling, crisis, accommodation) beginning in Sept to address the peak periods.</p> <p>Coordinates counsellors, advisors and staff with booking appointments, scheduling, written correspondence and coordinating events</p> <p>Anticipate what the government report will be requiring a year later. Pro-actively build</p>                                                                                                                                       | <p>Student, staff</p> <p>faculty, staff, counsellors</p> <p>Director</p>                                                      | <p>D</p> <p>D</p> <p>W</p> <p>M</p> |

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|                                                                     |                                                                                                                                      |                                            |   |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---|
|                                                                     | databases, reports, coding in Titanium to capture the required data. Discuss with Director foreseeable problems and offer solutions. |                                            |   |
| Running reports/queries based on Director initiatives and deadlines | Incumbent collaborates with the Director in the development of reports and proactively generates reports for the Director            | Director                                   | W |
| Supplies                                                            | Researching/ordering/maintaining promotional materials and office supplies                                                           | supply companies                           | W |
| Staffing                                                            | Monitoring of Titanium entries by other staff in order to ensure compliance                                                          | staff (tri-campus)                         | D |
|                                                                     | Training staff on how to complete the forms, appointments, scheduling in Titanium                                                    | staff                                      | M |
|                                                                     | Training all new staff on office procedures and the scheduling system and its forms                                                  | staff                                      | M |
| Petty Cash                                                          | Gives direction to bursary students as required                                                                                      | staff                                      | M |
|                                                                     | Reconciliation of petty cash within budget constraints                                                                               | staff                                      | M |
| OSAP                                                                | Processing OSAP disability forms on an incumbent designed database that is user friendly to all staff, using One Key access          | staff                                      | D |
| BSWD                                                                | Researching and contacting students to complete government documents for the bursaries                                               | staff                                      | D |
|                                                                     | Managing and maintaining a database that requires accuracy to ensure student funding.                                                | students<br>OSAP office<br>OSAP web portal | D |

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|  |                                                                                              |                                |   |
|--|----------------------------------------------------------------------------------------------|--------------------------------|---|
|  | Managing service indicators in PeopleSoft for reduced course load status. (TFSPD)            | Staff                          | D |
|  | Utilizing the OSAP portal through One Key in order to analyze and then maintain the database | OSAP office<br>OSAP web portal | D |
|  | Consult with staff what bursary money available and finding creative solutions for students. | PeopleSoft 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 | Interpersonal exchanges supporting scheduling client appointments with counsellors/Advisors/AT/ LC            | Students, public, faculty, staff  | D                       |
|                                                           | Scheduling with counsellors                                                                                   | External therapists/psychologists | W                       |
|                                                           | Incumbent advises students and visitors of programs & services available.                                     | Students, Public                  | D                       |
|                                                           | Incumbent discussion of status of service requests.                                                           | Students, Staff, Public           | D<br>D<br>D             |
|                                                           | Incumbent advises Student success staff and Wellness staff on processes for the electronic management systems | Staff                             | D                       |
| Explanation and interpretation of information or ideas    | Verbal exchanges – supporting and problem solving with students                                               | Student                           | D                       |
|                                                           | Supports students in crisis situations and engages appropriate staff/resources                                | Student<br>Staff                  | D<br>D                  |
|                                                           | Explains required documentation needed; communications may involve cultural and language barriers             | student                           | D                       |
|                                                           | Explains reporting system information to other staff                                                          | staff                             | D                       |

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|                                            |                                                                                                                                                                                                                                                                                                                                                          |       |   |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---|
|                                            | members.<br><br>Monitoring of the reporting systems to ensures appointments are scheduled in a timely fashion (Titanium)                                                                                                                                                                                                                                 | Staff | D |
| Imparting technical information and advice | Advising staff on Titanium functionality and accurate data entry for reporting accuracy.                                                                                                                                                                                                                                                                 | Staff | W |
| Instructing or training                    | Staff training of software platforms; Under the direction of the Director re data requirements, develops content of operational manuals and train staff in relation to software platforms and data outcomes. Instruct staff on how to complete Titanium inputting accurately, using telephone, Skype, training settings. Demonstrations on Skype, Teams. | Staff | M |
| Obtaining cooperation and consent          | With the support of the Director in ensuring data quality and validity, direct communications to staff to ensure follow-through on data entry training                                                                                                                                                                                                   | Staff | M |
| 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, 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<br>(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 for data entry, keyboarding, answering/talking on telephone, in-person inquiries. | D                          |                  |                     | √                 | √                        |    |     |
| Bending (while filing); walking/standing (distributing mail, filing).                     | D                          | √                |                     |                   | √                        |    |     |
| Lifting supplies, file boxes                                                              | W                          | √                |                     |                   | √                        |    |     |

\* 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)

|                                                                                                 |
|-------------------------------------------------------------------------------------------------|
|                                                                                                 |
| Mail, office supplies, moving boxes of paper, archived files, archived boxes, retrieving files. |
|                                                                                                 |

## 10. Audio Visual Effort

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

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

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

| Activity #1                                                                                                                                                                                                                                                                                                                                                                                                                                             | Frequency<br>(D, W, M, I)* | Average Duration |                  |                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------|------------------|------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                            | Short < 30 mins  | Long up to 2 hrs | Extended > 2 hrs |
| Keyboarding and reading materials written by others requires visual attention. Proofreading typed materials, and verifying documentation requires high attention to detail and accuracy.<br>Coordinating of scheduling and record keeping requires high degree of concentration to insure accuracy and maintain confidentiality.<br>Listening and interpreting student/staff/faculty request requires high attention and a high degree of concentration | D                          | √                |                  |                  |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why?<br>Usually<br>X No                                                                                                                                                                                                                                                                                                                                       |                            |                  |                  |                  |

| Activity #2                                                                                                                                   | Frequency<br>(D, W, M, I)* | Average Duration |                  |                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------|------------------|------------------|
|                                                                                                                                               |                            | Short < 30 mins  | Long up to 2 hrs | Extended > 2 hrs |
| Recording student information on Titanium                                                                                                     | D                          | X                |                  |                  |
| Building excel templates for data interpretation takes a substantial amount of concentration and high degree of focus and attention to detail | W                          |                  |                  | X                |

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|                                                                                                                                                                                                                                            |   |  |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|---|---|
| Monitoring data quality requires high attention to detail and a high level of concentration.                                                                                                                                               | M |  |   | X |
| Designing forms in Titanium requires significant attention to detail and focus                                                                                                                                                             | I |  |   | X |
| Quality controlling tri-campus inputting into Titanium from all staff members and advising them of compliance with the reporting system                                                                                                    | W |  | X |   |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why?<br><input type="checkbox"/> Usually<br><input checked="" type="checkbox"/> No – constant interruptions from student walk-ins, visitors etc. |   |  |   |   |

\* 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 checked="" type="checkbox"/> dealing with abusive people                                                     | Some students are upset when coming into counselling department                                                                                                                                                                                        | D                       |
| <input type="checkbox"/> dealing with abusive people who pose a threat of physical harm                             | Occasional students exhibit serious mental health issues or are extremely agitated and threatening                                                                                                                                                     | W                       |
| <input type="checkbox"/> difficult weather conditions                                                               |                                                                                                                                                                                                                                                        |                         |
| <input type="checkbox"/> exposure to extreme weather conditions                                                     |                                                                                                                                                                                                                                                        |                         |
| exposure to very high or low temperatures (e.g. freezers)                                                           |                                                                                                                                                                                                                                                        |                         |
| handling hazardous substances                                                                                       |                                                                                                                                                                                                                                                        |                         |
| smelly, dirty or noisy environment                                                                                  |                                                                                                                                                                                                                                                        |                         |
| Travel                                                                                                              | Occasionally travels to other campus locations                                                                                                                                                                                                         | I                       |
| working in isolated or crowded situations                                                                           |                                                                                                                                                                                                                                                        |                         |
| other (explain)                                                                                                     | High risk as first team member to see client and in crowded waiting room. Client's behaviour or symptoms can seriously impact the other clients waiting and security has had to be called or incumbent will intervene through "crowd control measures" | W                       |



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