

St. Lawrence College
Position Description Form (PDF)

Effective Date: 19-May-2022

Campus: Kingston

Incumbent's Name: Vacant

Position Title: Athletic Therapist

Payband: H

Position Number:

NOC Code:

Hours per Week: 35

Supervisor's Name and Title: Kevin Biggs. Manager, Athletics & Student Engagement

Completed by: Kevin Biggs

Signatures:

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

Date: _____

Supervisor: _____

Date: _____

One-Over-One: _____

Date: _____

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled “A Guide on How to Write Support Staff Position Description Forms” or contact your Human Resources representative for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements**.

Position Summary

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

The Athletic Therapist (AT) provides athletic therapy, injury prevention and assessment services for our varsity athletes on women's & men's basketball, rugby, soccer teams, and tournament sports as needed. Primary responsibilities of the AT are to provide acute and chronic athletic therapy care to varsity athletes and extramural events with a high potential for injury, to recruit and oversee Athletic Trainer placement students for varsity and extramural on field coverage, and also be responsible for the administration and coordination of the Athletic Therapy Clinic.

The AT ensures that all varsity student-athletes have completed a baseline concussion test with the use of ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) and conducts all post-concussion return-to-play protocols.

Leadership is a key component in this role, which is associated with fostering the positive physical, social, and mental development of varsity athletes. This position reports to the Manager of Athletics & Student Engagement and receives functional guidance from the Athletics & Student Engagement Officers, Sports Information Officer, and varsity coaching staff. This position provides exceptional learning experience for Athletic Therapy placement students

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of the Time Annually*
<ul style="list-style-type: none"> Provides prevention, immediate care, assessment and rehabilitation of injuries (primarily varsity student-athletes). Provides on-site therapy coverage during special events, all home games for rugby, soccer, and basketball. Conduct all baseline concussion testing, return to sport protocol, initiate Return to Learn Protocol with Wellness and post-concussion testing of varsity athletes Assists in the planning, coordination, and delivery of athletic therapy services 	50%
<ul style="list-style-type: none"> Develops and implements emergency procedures and care services for the varsity programming Regular and consistent communication with athletics staff and coaches regarding injuries Adhere to all relevant OCAA and CCAA policies and procedures Recommends, trains, educates and reviews student therapists/interns from St. Lawrence College and Queen's University (when spots cannot be filled by St. Lawrence students) 	25%
<ul style="list-style-type: none"> Provides leadership to student therapists on the treatment(s) of varsity athletes Provides an exceptional out of class student learning experience Collaboration with the fitness & health promotions program on campus Create and update referral manuals for student therapists Maintains the general upkeep of the clinic modalities, exercise equipment, etc. 	15%
<ul style="list-style-type: none"> Coordinates the purchasing, maintaining, and inventory control of athletic therapy supplies and equipment. Keep record and summarize semester and annual injury reporting which impact the student athlete academic and athletic success Monitors and tracks the therapy budget in consultation with athletic administration 	5%
<ul style="list-style-type: none"> Assists in the development of special events for students & staff to encourage health & wellness Performs other related duties as assigned. 	5%
	100%

* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

1. Education

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

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

Field(s) of Study:

Kinesiology, Physical education, Athlete therapy or related degree

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

- ☐ No Additional requirements
- ☒ Additional requirements obtained by course(s) of a total of 100 hours or less
- ☐ Additional requirement obtained by course(s) of a total between 101 and 520 hours
- ☒ Additional courses obtained by course(s) of more than 520 hours

First responder certification through accredited provider Re-cert for First responder every 3 years First-aid and CPR + recert
Athletic Therapist certification and membership to the Canadian Athletic Therapy Association (CATA)

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

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

<input type="checkbox"/> Less than one(1) year	
<input type="checkbox"/> Minimum of one (1) year	
<input checked="" type="checkbox"/> Minimum of two (2) years	Experience in working in a clinic, preferably at a post-secondary institution. General knowledge of different sports is an asset, including familiarity with the OCAA & CCAA. Experience with student leadership and training. Time management and organization skills. Proficient computer knowledge in Microsoft Office
<input type="checkbox"/> Minimum of three (3) years	
<input type="checkbox"/> Minimum of five (5) years	
<input type="checkbox"/> Minimum of eight (8) years	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgment required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	Assessment and treatment of musculoskeletal injury, acute or chronic
How is it identified?	Injury is observed or reporting during a practice, gym activity or competition OR Student makes an appointment in the clinic with an injury complaint
Is further investigation required to define the situation and/or problem? If so, describe.	Investigate further to determine severity of injury
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Through orthopedic examination, limitations measured and goals defined to determine the best practices in developing rehab plan to return individual to a pre-injury state. Individual is constantly re-evaluated using objective measures to determine if rehab plan is achieving desired results in expected time frame and to determine modifications and progressions to rehab plan. Referral for further investigation may also be involved (i.e. consultation with physician, MRI, X-Ray)
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Past experience and problem solving Present on going studies and courses Updated books and articles The guidelines are established by authors in the field and are baselines used by each individual therapist Established standard tests, evidence based practice, peer reviewed journals, continuing education courses

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered.	Health Emergency in the Athletics department, staff or student-athlete
How is it identified?	All staff trained to recognize a health emergency and is aware of the Emergency Action Plan (EAP).
Is further investigation required to define the situation and/or problem? If so, describe.	EAP is implemented and the athletic therapy staff helps to coordinate the efforts of the internal staff (ex. Public Safety) and possibly external resources (ex. EMS) to deal with the situation. First responder skills used to assess injury and determine best course of treatment/action.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determine the severity of the situation and deliver the proper actions in accordance with College and Athletic emergency action plans
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Proper certifications in CPR-HCP, 1st Responder and AED training and the availability of an AED Work closely with Public Safety, Health Centre and EMS Emergency Action plans Past Practices

	#3 regular & recurring
Key issue or problem encountered.	Student, staff or spectator sustains an acute non-life threatening injury during an activity, event or game requiring an on field assessment
How is it identified?	Injury is observed during an activity within the facility or incumbent is called on to respond
Is further investigation required to define the situation and/or problem? If so, describe.	First Responder skills are used to perform a scene survey, primary survey and secondary survey to establish the extent and severity of the injury Functional and physical testing is required to determine if the participant can continue to perform the activity Neural and motor testing is required with head injuries/concussions
Explain the analysis used to determine a solution(s) for the situation and/or problem.	If the cause of the injury is not known it must be established via observation, personal interview or interviewing bystanders The injured individual must be assessed to identify fractures, dislocations, separations, sprains, strains,

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

tears, lacerations, concussions, etc.)

Determine the extent and severity of the injury using special tests or standard procedures (such as the SCAT 2 for head injuries) and provide the required level of care (brace, tape, splint, clean etc.) and/or determine that further care is required (EMS, X-Ray, referral)

Determine if it is safe and within the participants best interest to continue participating in the activity (duty to act in the best interest if the participants current and future state of health and not in the interest of the coaches, team mates, players and spectators)

Past practices, SCAT 2, peer reviewed journals, First Responder re-certification every 3 years.

3. Analysis and Problem Solving

	#1 occasional (if none, please strike out this section)
Key issue or problem encountered.	Poor performing Athletic therapy students
How is it identified?	By witnessing poor performance or by patient or coaches complaint
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, acquire more information through the patient or student. If the problem is not resolved. A discussion with the respective placement coordinator occurs
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Through close observation of the student in a practical setting Discuss with the patient about their specific needs and relay to the student Discuss with the student to have a better understanding of their issues and needs
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Canadian Athletic Therapists Association code of ethics and conduct Previous experience with student mentoring and leadership Other resources in the college such as Human Resources, supervisors, other managers and teachers Previous education and experience
	#2 occasional (if none, please strike out this section)
Key issue or problem encountered.	Maintenance of therapeutic modalities and equipment
How is it identified?	As per the manufactures guidelines for routine maintenance; OR A disruption in performance of therapeutic equipment
Is further investigation required to define the situation and/or problem? If so, describe.	Yes Trouble shooting as per the manufactures manuals, routine testing
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Referencing the manufactures guidelines and contacting the supplier directly to trouble shoot when required
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Operation manuals for each specific piece of equipment, manufactures technical service representatives

4. Planning/Coordinating

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

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

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	Coordinating therapy services for the varsity program. Ensuring AT coverage for all home varsity games on and off campus.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Scheduling Communication skills Interpersonal skills Time management Ability to analyze and prioritize based on multiple factors Trouble-shooting Knowledge of the varsity program
List the types of resources required to complete this task, project or activity.	Schedule of games by sport, availability of student therapists. Scheduling platform Therapy equipment and supplies Therapy centre
How is/are deadline(s) determined?	Master schedule of all games, tournaments, and activities are determined by the department in the summer months. Student therapist placements are confirmed mid-summer
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	A practice could be changed by a coach, athletic director or a facilities manager These changes always have an impact on others. It's important for regular communication to occur between all parties involved The athletic therapists must communicate changes to the students and therapists

4. Planning/Coordinating

List the project and the role of the incumbent in this activity.	<p>#2 regular and recurring</p> <p>Recruiting, training and advising student trainers.</p>
What are the organizational and/or project management skills needed to bring together and integrate this activity?	<p>Organization skills, time management, communication skills. Strong leadership skills</p>
List the types of resources required to complete this task, project or activity.	<p>Past practices, department policy & procedures, Manager Athletics & Student Engagement, academic/faculty staff</p>
How is/are deadline(s) determined?	<p>Competition schedule set by OCAA. Develop weekly schedules for practice & game coverage</p>
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	<p>Athletic therapists Athletic Administration Schools that offer the Certified Therapist program</p>

List the project and the role of the incumbent in this activity.	<p>#3 regular and recurring</p> <p>Inventory and supply of athletic therapy equipment necessary to provide AT service to student-athletes</p>
What are the organizational and/or project management skills needed to bring together and integrate this activity?	<p>Experience in financial reporting, budgeting and ordering</p>
List the types of resources required to complete this task, project or activity.	<p>Past orders. Number of varsity and extramural sports Manager Athletics & Student Engagement</p>
How is/are deadline(s) determined?	<p>From direction of Manager Athletics & Student Engagement</p>
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	<p>Any changes can be discussed with the Manager, Athletics & Student Engagement</p>

4. Planning/Coordinating

List the project and the role of the incumbent in this activity.	#1 occasional (if non, please strike out this sections)
What are the organizational and/or project management skills needed to bring together and integrate this activity?	<p>Developing a network of health care professionals for referrals and follow-up care for student-athletes, including additional local athletic therapists to support in peak season</p> <p>Communication and interpersonal skills to develop contacts with health professionals</p> <p>Knowledge of the local community and the services available</p> <p>Able to communicate with in the confidentiality requirements of medical services</p>
List the types of resources required to complete this task, project or activity.	Create and update list of medical services in the community (hospitals, walk-in medical clinics, pharmacies, other medical health professionals)
How is/are deadline(s) determined?	Deadlines determined by Manager, Athletics & Student Engagement
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	AT works with external clinics to determine the best solution for medical services for varsity athletes
List the project and the role of the incumbent in this activity.	#2 occasional (if non, please strike out this sections)
What are the organizational and/or project management skills needed to bring together and integrate this activity?	<p>Coordinating athletic therapy services for varsity programs</p> <p>Time management, scheduling, communication, interpersonal, prioritization and problem solving skills. Knowledge/familiarity of St. Lawrence College varsity and/or OCAA</p>
List the types of resources required to complete this task, project or activity.	<p>Schedule of games by sport, availability of student therapists.</p> <p>Scheduling platform</p> <p>Therapy equipment and supplies</p> <p>Therapy centre</p>
How is/are deadline(s) determined?	Game times are determined in the summer by the OCAA. Practice schedule is determined by varsity coaches, however last minute changes and cancellations do occur
Who determines if changes to the project or activity are required? Who determines whether	Coaches and staff may change or cancel games and practices due to variety of factors. These changes

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

impact many stakeholders. Frequent communication is required to occur between all parties

5. Guiding/ Advising Others

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

Though support staff cannot formally “supervise” others, there may be a requirement to guide others using the incumbent’s job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	
<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 certain tasks	Responsible for advising student trainers from fitness & health promotions program in the area of injury prevention, recognition and management, including taping and bracing skills
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

6. Independence of Action

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

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (If none, please strike out this section)
Incumbent exercises complete autonomy regarding: Treatment and rehabilitation for athletic injuries. Any assessment of injury and prognoses. Providing medical referrals. Use of modalities and other treatment tools used in Athletic Therapy.	Incumbent exercises complete autonomy in: Recruiting student therapists and students to work in the clinic.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Athletics department and College policies Medical texts outlining testing procedures and practices Performance review policies Freedom of Information Act College Health and Safety practices and Procedures. Canadian Athletic Therapist Association First Responder Certification Ontario Colleges Athletics Association (OCAA) Canadian Collegiate Athletics Association (CCAA)	Emergency Action Plan

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Weekly meetings with Manager, Athletics & Student Engagement Daily feedback from student-athletes, coaches and athletic coordinators	

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Purchasing athletic therapy related supplies Scheduling of student trainers Health care related issues/decisions relating to more serious injuries. Return to play of a student-athlete in consultation with the head coach	

Describe the type of decisions that would be decided in consultation with the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Large purchases Conduct/behaviour issues with student trainer, student-athlete, coach, official, opposition	Policy development New programming Therapy center changes

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Student-athlete care including assessment and treatment Scheduling of student trainers	

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which a position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfill the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
Student-athlete injury assessment and treatment	Verbal communication with student-athlete. General evaluation and assessment. Observation of mobility. Treatment plan is formed and followed for recovery	Varsity student-athletes	D
OCAA Home game coverage, support/coverage at practices and special events	Communication with coach, student-trainer(s), athletic coordinators, manager	Varsity student-athletes, coaches	D
Student trainer experience	Communication with fitness & health faculty to ensure learning outcomes are achieved	Students & faculty from fitness & health promotions.	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	Varsity programming and daily clinic operations	Student-athletes, coaches, athletics staff, student staff, student trainers	D
Explanation and interpretation of information or ideas.	Conversations regarding injuries and treatment plans	Student-athletes, student trainers, athletics staff, coaches	D
Imparting technical information or advice	Instruction on how to use therapy modalities and equipment Explaining and demonstrating various athletic therapy related techniques	Student-athletes, student trainers, coaches	D
Instructing or training	Guiding placement student trainers of proper assessment, treatment and prevention (taping)	Students	D
Obtaining cooperation or consent	Maintaining confidentiality of information and protecting personal and medical historical information with the exception of a life or death situation	Students	M
Negotiating	Sourcing quotes for athletic therapy clinic supplies	Vendors	I

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

9. Physical Effort

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

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

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If lifting is required, please indicate the weights below and provide examples.

☒ Light (up to 5 kg or 11 lbs.)

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

☐ Heavy (over 20 kg. or 44 lbs.)

Athletic therapy related supplies and equipment

Athletic therapy related supplies and equipment

10. Audio Visual Effort

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

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

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

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Assessment and treatment of injuries, and preventative injury measures	D, W	✓		
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Support student trainer placement students	D, W		✓	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Home game coverage as per OCAA policy and travel with MRUG Program for competitions	W			✓
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

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

11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D,W,M,I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)		D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input checked="" type="checkbox"/> difficult weather conditions	Performing job white at outdoor sport facilities in fall/winter term	W
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input checked="" type="checkbox"/> handling hazardous substances	Cleaning supplies	I
<input checked="" type="checkbox"/> smelly, dirty or noisy environment	Workspace has student-athletes in and out after practice and competitions. Clinic is often a hub for the student-athletes	D
<input checked="" type="checkbox"/> travel	Incumbent is required to travel with MRUG program as per OCAA policy. Where possible, travel with team(s) to Championships	M
<input type="checkbox"/> working in isolated or crowded situations		
<input checked="" type="checkbox"/> other (explain)	The incumbent will experience a variety of situations that may include serious injuries including (but not limited to) dislocations, fractures, open wounds, bodily fluids and other situations that require specific care	I

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

