St. Lawrence College
Position Description Form (PDF)

Effective Date: January 2026

Updated: February 12, 2026

Campus:	**Kingston**
Incumbent's Name:	**Vacant**
Position Title:	**Healthcare Lab Technologist**
Payband:	**K**
Position Number:	**00000875**
NOC Code:	
Hours per Week:	**35**
Supervisor's Name and Title:	**Laralea Stalkie, Associate Dean, School of BScN**
Completed by:	**Barb LeBlanc**

Signatures:

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

Supervisor: _____ Date: _____

One-over-One: _____ Date: _____

Instructions for Completing the PDF

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

2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.

3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representative for clarification.

4. Ensure the PDF is legible.

5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

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

The Healthcare Lab Technologist is a regulated Nursing professional that assists faculty members with the development, coordination, implementation, and evaluation of practical student learning activities while ensuring compliance with relevant regulatory, accreditation, health and safety, infection prevention and control, privacy, and institutional policies involving a variety of strategies and modalities. This includes simulation technologies in the Bachelor of Science in Nursing, Practical Nursing, Personal Support Worker and other healthcare related programs. This includes responsibility for the preparation, operation, troubleshooting, and maintenance of equipment in collaboration with faculty/staff. The Healthcare Lab Technologist assists in the training of faculty, staff and students that will be working and learning in the Healthcare Labs. The Healthcare Lab Technologist acts as a mentor for students placed within the healthcare lab setting as part of their program placements. This includes orientation to lab policies, equipment use, infection prevention and control practices, and health and safety procedures. In support of these activities and individual program learning outcomes, the incumbent is responsible for assisting in determining and operationalizing the efficient utilization of all healthcare lab resources – space, equipment, consumable materials, and staffing/student(s) within specified guidelines and budgetary controls. This includes inventory control, ordering and restocking of supplies, coordination of equipment servicing, and supporting cost-effective use of resources. Technologists are also responsible for demonstrating previously taught skills and reinforcing previously taught theory to students in practice open labs to scope of practice and coordinating open lab space utilization, while supporting continuous quality improvement by providing feedback on lab activities, equipment functionality, and student learning needs. The technologist is also responsible for assisting Skills Practice Advisors (SPA) in leading practical learning activities. The incumbent will also train/supervise and/or mentor students assigned to the healthcare labs for placement opportunities. The incumbent works collaboratively with faculty/staff to support program delivery, orientation, and maintains required professional registration and professional development.

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*
1. Lab Support and Teaching Reinforcement: • Provides technical and practical support to faculty/staff members and students in the Bachelor of Science, Practical Nurse, Personal Support Worker, and Healthcare related programs in practice lab sessions by reinforcing previously taught concepts and demonstrating previously taught skills within scope of practice. • Maintains active professional nursing registration in accordance with the College of Nurses of Ontario (CNO) professional practice standards. • Sets up and operationalize lab spaces for each planned practical, virtual, or simulated healthcare lab as per the timetable for each assigned healthcare program. This includes but is not limited to all required consumable supplies, activity scenario outlines, equipment, and case scenario updates. • Provides ongoing training and orientation for faculty/staff and students that will be within the Healthcare Lab setting. This includes but not limited to training on lab policy and procedure, equipment, technologies, and various simulation modalities. Provides technical and practical support in simulation labs.. • Collaborates with faculty/staff members assigned to the functioning of labs for the planning of optimum labs appropriate in both scope and skill level for the student group(s) concerned and communicates regularly over the course of a semester with lab members from the BScN, PN, PSW and healthcare programs to review related matters. • Receives and acts upon completed Healthcare Lab Specifications forms submitted by faculty members in support of scheduled labs. • Ensures that all equipment within the healthcare labs are operational or taken out of service until repairs are complete. Notifies appropriate management and departments when equipment is out of service. • Performs troubleshooting, minor repairs, and preventative maintenance where possible/feasible of healthcare lab equipment. Contacts appropriate maintenance companies or personnel to perform repairs when appropriate. Works with Facilities Management Services to arrange for trades professionals to address issue(s) outside of the incumbent's realm of expertise. Notifies the Clinical Education Manager for ongoing service tracking. • Maintains an inventory of consumable supplies within the Healthcare Labs and instructs all partners on the responsible use of these supplies. • Works with the Informational Technology department(s) to ensure practical and virtual simulation equipment is functioning and operational. Notify the appropriate personnel or department when updates are required. • Inputs and updates virtual or practical patient case scenarios as outlined by faculty/staff members for labs ongoing. • Assists in coordinating and facilitating make-up labs, advanced skills, re-entry and spot bookings for the healthcare programs. • Assists with Skills and Scenario testing sessions while also providing support to students and faculty/staff.	**80%**

• Supports inclusive and accessible learning environments by adapting lab activities where appropriate, to meet diverse learner needs. • Monitors lab utilization and effectiveness and provides feedback and recommendations to faculty and Clinical Education Manager to support continuous quality improvement.	
2. Capital Equipment and Purchasing/Quality Assurance and Inventory Control: • Participates in the identification of capital equipment requirements and in the acquisition process. Consults with faculty/staff members and other partners in this process and reviews needs with the Associate Dean, School of Nursing to determine priorities. • Contributes to equipment and material specifications for tendering purposes (i.e., ceiling lifts in labs) by securing quotes from vendors as appropriate. Consults with facilities management and the Clinical Education Manager to assist in the specifications. • Acts as the key point of contact for Finance/Purchasing and the vendor. Ensures that the equipment and goods are received, and the purchase of requisition is completed and closed in a timely manner, to adhere to the timeline mandated by the College Finance department. • Controls the acquisition of lab supplies by obtaining verbal/written quotes from suppliers for comparison when necessary. ~~Controls~~ Monitors the use of supplies required by each lab session by planning activities with lab faculty members and determining the quantities of supplies needed for each semester. Maintains a stock inventory of consumables for each semester and orders these goods in accordance with previous usage history, present lab needs and student numbers. • Outlines the specifications for student laboratory kits in consultation with faculty and staff members concerned and in discussion with purchasing. updates the specifications for each kit as necessary to align with changes in labs curriculum. • Orders and disburses student lab kits to the respective levels and years. • Retains receipts and invoices for all Purchasing Card expenses and reconciles monthly statements in a timely manner ensuring copies are made and maintained in an office file or one drive shared file for future referral. • Adheres to College Purchasing Card policy regarding maximum purchase and statement amounts. • Facilitates the delivery of equipment and supplies as required. • Checks to ensure that the quality/quantity of incoming goods and equipment is of the standard required and/or as ordered. • Resolves discrepancies by acting as the first point of contact in the ordering/receiving process.	10%
3. Lab Maintenance, Cleanliness, Safety and Security: • Maintains the healthcare labs in a clean, tidy, safe, and ready-to-use state. Ensures the physical condition of the labs is maintained at a level which meets standards and regulations set by the Occupational Health and Safety Committee, the Ministry of Labour, and best practice guidelines while meeting the needs of faculty/staff and students. Consults with the Clinical Education Manager with any maintenance or safety concerns in the lab environment. • Participates in regular inspections of the labs as per Occupational Health and Safety Committee members and outside inspectors from the Ministry of Labour. Meets with the Associate Dean, School of Nursing to review the results of all inspections and to discuss resolution of areas of concern. • Develops and revises lab rules and posts same in each lab and regularly reinforces them to promote the personal safety of faculty, students, and faculty/staff, and to maintain a safe, professional, and respectful environment.	5%

• Contributes to the development, review and revision of Healthcare Lab policies and procedures in collaboration with faculty and the Clinical Education Manager. • Promotes and encourages infection control by posting hand washing reminders in each lab as a way to minimize the risk of communicable infections to faculty, students and support staff working in the lab environments. • Ensures the safe and efficient disposal of items, both simulated such as blood and non-simulated, such as needles and syringes, in proper biohazard containers in accordance with the Occupational Health and Safety Act. • Maintains and displays in the labs and work areas all up to date with Material Safety Data Sheets (MSDS) pertaining to the chemical cleaners utilized in the labs. Participates and remains fluent in Workplace Hazardous Materials Information System (WHMIS), Transportation of Dangerous Goods and Infection Control training offered by SLC. • Document and lab incidents and participate in follow-up /corrective actions as required. Report all matters and incidents to the staff concerned, the Clinical Education Manager, and to Campus Security. Maintains security in the nursing lab area and ensures that all rooms not in use are kept locked and that all individuals using the areas are properly authorized to access all labs. • Ensures that all labs are vacated in the event of an emergency alarm being sounded and a college evacuation. • Ensures Healthcare Lab activities and practices support program accreditation requirements and applicable regulatory standards.	
4. Promotion and Related Activities: • In support of College and Campus promotion events, organize activities in the healthcare labs and recruits student volunteers. • Acts as a resource to the Programs Advisory Committees and other committees for healthcare lab related activities.	2%
5. Skills Practice: • Responsible for determining the best means possible for students to sign up for open lab practice and for monitoring the use of open lab time by various student groups to ensure its effectiveness.	3%
	100%

* To help you estimate approximate percentages:

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

1. Education

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

- ☐ Up to High School or equivalent
- ☐ 1 year certificate or equivalent
- ☒ 2 year diploma or equivalent
- ☐ Trade certification or equivalent
- ☐ 3 year diploma/degree or equivalent
- ☐ 3 year diploma / degree plus professional certification or equivalent
- ☐ 4 year degree or equivalent
- ☐ 4 year degree plus professional certification or equivalent
- ☐ Post graduate degree or (e.g. Masters) or equivalent
- ☐ Doctoral degree or equivalent

Field(s) of Study:

The incumbent could be a RN BSCN (4 years) or RPN Diploma (2 years). The incumbent must be registered with the College of Nurses of Ontario.

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	Simulation based education certifications 300 consolidation hours required to register with CNO
☐ Additional courses obtained by course(s) of more than 520 hours	

2. Experience

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

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

☐ Less than one (1) year	
☐ Minimum of one (1) year	
☐ Minimum of two (2) years	
☐ Minimum of three (3) years	
☒ Minimum of five (5) years	The incumbent's background must include clinical practice in an acute care setting. Recent experience in the use and operation of simulation equipment in an educational setting is required.
☐ 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 and recurring
Key issue or problem encountered.	Support of teaching and learning by setting up of new or previously unplanned high fidelity simulation scenarios in consultation with the faculty members concerned
How is it identified?	In discussion with faculty members and the technologist
Is further investigation required to define the situation and/or problem? If so, describe.	Additional consultation with faculty members and Simulation Lab Technologist to determine what can reasonably be accomplished given available resources and timelines
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Identification of agreement on desired learning and expected outcomes; review of required equipment and supplies; amendment of support staff hours if necessary; recommendations for change if optimum scenario cannot be properly carried out
What sources are available to assist the incumbent finding solution(s)? (E.g., past practice, established standards or guidelines.)	Colleagues at other campuses; online literature; expertise of faculty members, Simulation Canada

	#2 regular and recurring
Key issue or problem encountered.	Increased demand for lab space and resources is necessitated by changes in delivery modes or third-party requirements.
How is it identified?	In discussion with Associate Dean, School of Nursing, program coordinators, scheduling, Clinical Education Managers
Is further investigation required to define the situation and/or problem? If so, describe.	Clarification from program coordinators and discussion with the Associate Dean, School of Nursing to determine impact on campus budget and any available latitude
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review the number of planned lab sections based on standard instructor/student ratios and determine the number of practice lab and open lab slots needed to accommodate all students; schedule activities to

	minimize lab set-up and tear down; adjust support staff work week as needed
What sources are available to assist the incumbent finding solution(s)? (E.g., past practice, established standards or guidelines.)	Dialogue with program coordinators and faculty members concerned; advice from Associate Dean.or lab managers

#1 occasional (If none, please strike out this section.)

Key issue or problem encountered.	Accommodation of remedial lab sessions for students who are not successfully demonstrating knowledge of safe practice and a satisfactory level of critical thinking and independence of action in accordance with the expectations set forth by their program
How is it identified?	Request for remedial lab time received from the program coordinator further to consultation with other nursing faculty members, the student and the Associate Dean, School of Nursing.
Is further investigation required to define the situation and/or problem? If so, describe.	Consultation with the program coordinator and faculty members as appropriate to determine a plan of action best suited to meeting the students' needs
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determine the availability of lab time within the existing lab schedule; determine the availability of support staff to guide and supervise the additional practice time; ensure equipment and supplies relevant to the patient scenario and/or skills to be practiced are available
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)	Seek advice from Associate Dean, School of Nursing.

#2 occasional (If none, please strike out this section.)

Key issue or problem encountered.	Equipment malfunction
How is it identified?	Regular monitoring, reports from nursing faculty, students, or other support staff
Is further investigation required to define the situation and/or problem? If so, describe.	Troubleshooting, testing of equipment, arranging for assessment and/or repair with internal or external maintenance groups
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determine if a component is malfunctioning or if the problem is larger and needs to be addressed by technical experts; arrange for repair by ordering parts or placing a service call
What sources are available to assist the incumbent finding solution(s)? (E.g., past practice, established standards or guidelines.)	Equipment manuals; vendors; warranty details if appropriate; online literature; past practice; in-house technical support and/or advice

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.	Participation in the planning and monitoring of effective and efficient lab utilization by students and faculty members in the BSCN, Practical Nurse, and Personal Support Worker programs The incumbent will: -manage spot lab bookings to accommodate practice/review/remedial labs over and above regularly scheduled labs -plan for return demonstrations, skills and scenario testing at various points in the semester -ensure the suitability and availability of materials and equipment to achieve desired learning outcomes -recommend amendments to the support staff work week as necessary for proper supervision of lab activities -recommend changes as part of the overall campus planning process further to the analysis of faculty and student utilization of lab resources and identified access issues
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent must: -be completely familiar with the practical skills requirements and lab needs of all programs and remain aware of changes -pay attention to detail -remain mindful of budgetary matters
List the types of resources required to complete this task, project, or activity.	Consultation with program coordinators, faculty members, campus scheduler, Associate Dean, School of Nursing Course outlines, delivery schedules, program manuals
How is/are deadline(s) determined?	Academic year calendar of events Various program-specific due dates and deadlines Campus planning function
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.	Input from the incumbent informs the academic planning process with respect to nursing lab access and utilization on both the short and long term. For example, if student utilization of open lab time for skills

	practice is low, then resources allocated to this activity may, in whole or in part, be directed elsewhere.
	#2 regular and recurring
List the project and the role of the incumbent in this activity.	Development of a strategy for ensuring lab materials are appropriate to the learning experience including the requirement for students to purchase lab kits for specific semesters The incumbent will: - provide recommendations for consumable materials inventories based on expected learning in all laboratory courses in advance of each semester - in consultation with faculty members, determine the specifications for the composition of student laboratory kits for specific semesters that support an increased focus on student practice and advance preparation for scheduled lab activities - review these practices on a regular basis with a view to improving efficiencies in teaching/practice/open labs
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent must: -be completely familiar with the practical skills requirements and lab needs of all programs and remain aware of changes -pay attention to detail -remain mindful of budgetary matters
List the types of resources required to complete this task, project or activity.	Past practice, purchasing guidelines, course outlines and delivery schedules, lab manuals, lab planning sessions with program coordinators and faculty members, ongoing dialogue with clinical and lab faculty members, sales representatives, catalogues, online resources, colleagues at other campuses
How is/are deadline(s) determined?	Academic year calendar of events Various program-specific due dates and deadlines
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.	The incumbent reviews current practices with program coordinators and faculty members, makes recommendations for change as appropriate and seeks consensus from those involved. Issues of a budgetary nature are discussed with Associate Dean.
	#1 occasional (If none, please strike out this section.)
List the project and the role of the incumbent in this activity.	Participation in the selection and acquisition of instructional/capital equipment - determining capital equipment requirements in consultation with faculty team members

	- preparing short term and long term capital planning priorities based on risk assessment - recommending priorities to Associate Dean with appropriate rationale - updating lists of priorities further to curriculum revisions, new technology and unanticipated factors - developing rapport with vendors and establishing lines of communication in order to secure information (i.e., quotes, comparative detail) as part of the planning process - seeing capital equipment acquisition through sourcing to on site delivery and installation once approval to purchase is received
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent must: -be completely familiar with the practical skills requirements and lab needs of all programs and remain aware of changes -pay attention to detail -remain mindful of budgetary matters, purchasing policy and provincial regulations
List the types of resources required to complete this task, project, or activity.	Faculty and technical support staff including colleagues at other campuses College Purchasing Department and all related policies Vendors and online resources Associate Dean
How is/are deadline(s) determined?	Administrative planning schedule, fiscal year end guidelines/timelines.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Incumbent in consultation with faculty and Associate Dean.

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 and Recurring	Occasional	Level	Example
☒	☐	The incumbent may be required to explain procedures to other staff and to students	The incumbent provides instruction to a part-time lab technician (if applicable) with respect to lab requirements and interactions with students in this environment.
☒	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	The incumbent demonstrates the use of new and existing equipment to students, faculty members and to staff and assists with the orientation of new lab teachers in terms of protocols and processes.
☒	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	The incumbent is responsible (if required) for reinforcing previously taught concepts and for demonstrating previously taught skills and, as a result, provides recommendations to students in the practice and mastery of technical nursing skills. The incumbent is responsible for being the tech support in high fidelity labs. The incumbent is also responsible for reinforcing lab safety rules and lab behaviour protocols to students working in the labs. In the event of technical difficulties with equipment, the Technologist recommends a course of action to allow the lab session to continue and devises a plan of action to remedy the problem for future lab sessions (i.e., purchase of supplies or repair of equipment). When asked, the incumbent provides

			appropriate guidance and clarification during formal lab sessions.
☒	☐	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	The incumbent oversees independent skills practice sessions (open labs) for students (vital signs, moving and transferring, hygiene, wound care, IV therapy, catheters and related care) and may provide feedback to faculty from these sessions noting any further teaching that is required based on the observations of students' progress.
☒	☐	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	The incumbent is responsible for allocating tasks to others ongoing to set up, take down, or alter modalities for students experiential learning and as mentor to students on placement.

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)
Job duties are performed in accordance with general instructions and accepted practices. The incumbent acts independently within these parameters. The incumbent must refer all student-related matters of an academic or behavioural nature to the program coordinator or to Associate Dean as appropriate.	With respect to new or special projects, verbal or written instructions from the Associate Dean, School of Nursing are provided along with suggested work methods and timeframes.

What rules, procedures, past practices, or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Campus/Departmental/Program practices College policies and procedures Ministry guidelines Student Code of Conduct Budget guidelines Course Outlines and accompanying delivery schedules RNAO and CNO guidelines and policies Occupational Health and Safety Act	

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)
Work is discussed while in process as appropriate as the incumbent is required to verify regularly that expected outcomes are being met. Informal feedback is available from faculty members and the incumbent may consult with other support staff. The incumbent participates in regularly scheduled meetings with Associate Dean and the faculty teams to discuss any issues of concern. The	

Associate Dean, School of Nursing will intervene as necessary in unusual situations.	

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)
Lab scheduling issues (i.e., equipment utilization concerns) are discussed with program coordinators and faculty members and the incumbent has the latitude to act on this input. Specifications for laboratory kits to be purchased by students are determined further to discussions with those faculty members concerned.	

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)
Acquisition of new equipment; non-routine acquisition of supplies/equipment; interpretation of policy/legislation; student behavioural matters that may impact lab access	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
The incumbent has latitude to make decisions regarding lab set-ups and equipment problems in order to ensure labs run on time. It is anticipated that initiative, personal expertise and details provided by way of course outlines, delivery schedules and on-going interaction with faculty teams will inform lab set-up activities in each program area. The daily operation of the labs is left to the discretion of the incumbent who is expected to deal with competing priorities and to manage workload that is extremely heavy at critical points in the academic planning process. The incumbent is also expected to use critical thinking and problem-solving skills to manage conflicting demands.	

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?		
Discussed and understood as part of the service delivery model for health sciences labs with special circumstances (i.e., remedial assistance) discussed with faculty and program coordinators	Reinforces previously taught nursing concepts and demonstrates previously taught skills in the lab setting to BScN, PN, and PSW students and communicates student progress as appropriate	Students, Faculty Members	D
Discussed with faculty and other technical support staff.	Develops lab activities including simulation exercises	Faculty Members	W
Lab Specification Forms	Acquires and prepare materials for labs, ensures the proper functioning of lab equipment, and determines the appropriate staffing model for the activity in question	Faculty Members	D
In consultation with faculty and other technical support staff in scheduled meetings and in informal discussions	Identifies capital equipment requirements and produces both short term and long term lists of priorities based on risk assessment	Associate Dean	As req'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 and extending common courtesy	Responds to requests for routine assistance.	Students, faculty, support staff, Associate Dean, community	D
	Processes electronic requests/work orders for lab maintenance.	Physical Plant	W
	Discusses lab set-ups and equipment requirements and follows up as appropriate	Faculty, other staff, Associate Dean	D
	Discusses purchasing and related budget matters.	Faculty, other support staff	W
Explaining and interpreting information or ideas.	Reviews lab routines and protocols including safety by way of verbal presentations.	Students, faculty, other support staff colleagues	D
	Interprets purchasing policies and provincial guidelines and makes enquiries, formal and informal, as necessary for clarification.	Campus support staff, Purchasing staff	W
	Responds as necessary to lab scheduling matters.	Campus support staff, faculty, Associate Dean	M
Imparting technical information and advice	Provides general orientation on new equipment instructing faculty and other support staff members on proper utilization. Provides student assessment feedback to faculty.	Faculty, support staff	I or as req'd
Instructing or training	Reinforces previously taught nursing concepts and demonstrates previously taught skills and processes and provides clarification as to roles (BScN, PN, PSW).	Students	D

Obtaining cooperation or consent	Presents lab staffing models to Associate Dean. Communicates concerns with student performance in labs and presents options for ongoing remedial assistance.	Associate Dean Faculty, Associate Dean	I or as req'd I or as req'd
Negotiating			

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

9. Physical Effort

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

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting	D	X			X		
Standing	D		X		X		
Walking, bending	D	X			X		
Lifting	D	X			X		
Fine motor coordination, i.e. lab set-ups	D		X		X		

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

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

☐ Light (up to 5 kg or 11 lbs.)	
☒ Medium (between 5 to 20 kg and 11 to 44 lbs.)	There is often a requirement to move supplies from one area to another and to move lab equipment as necessary on a daily basis throughout the academic year.
☐ Heavy (over 20 kg. or 44 lbs.)	

10. Audio Visual Effort

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

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

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

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Concentration and attention to detail to set up lab stations or to create simulated scenarios.	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually, however tasks may be interrupted by enquiries from students and faculty members. ☐ No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Data entry, e-mail composition and follow-up	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Observing and evaluating/assessing a student in the practice lab.	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually as this is a key responsibility of the Health Sciences Technologist. ☐ 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)*
☒ acceptable working conditions (minimal exposure to the conditions listed below		
☐ accessing crawlspaces/confined spaces		
☐ dealing with abusive people		
☐ dealing with abusive people who pose a threat of physical harm		I
☐ difficult weather conditions		
☐ exposure to very high or low temperatures (e.g., freezers)		
☒ handling hazardous substances	Use of cleaning materials, chemicals, and disinfectants regularly to clean the labs and associated equipment. Handling of needles/syringes and other sharps for demonstrating of techniques and disposal on a regular, recurring basis, depending on the class schedule.	D
☐ smelly, dirty, or noisy environment		
☐ travel		
☐ working in isolated or crowded situations		
☐ other (explain)		

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