St. Lawrence College
Position Description Form (PDF)

Effective Date: July 16, 2022

Campus:	**Brockville**
Incumbent's Name:	**Vacant**
Position Title:	**Nursing Lab Technologist**
Payband:	**J**
Position Number:	**00000810**
NOC Code:	
Hours per Week:	**35**
Supervisor's Name and Title:	**Associate Dean, School of Nursing**
Completed by:	**Associate Dean, School of Nursing**

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 Health Sciences technologist assists faculty members with the development, coordination, implementation and evaluation of practical student learning activities involving a variety of strategies and modalities including simulation technology in the Bachelor of Science – Nursing (BScN), Practical Nurse (PN) and Personal Support Worker (PSW) programs. In support of these activities and individual program learning outcomes, the incumbent is responsible for determining and operationalizing the efficient utilization of all health science lab resources – space, equipment, consumable materials and part-time staff – within specified guidelines and budgetary controls. The technologist is also responsible for demonstrating previously-taught skills and reinforcing previously-taught theory to students in practice open labs.

Duties and Responsibilities

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

	Approximate % of the Time Annually*
1. Lab Support and Teaching Reinforcement: • Provides technical support to faculty members and to students in the BScN, PN and PSW programs in teaching labs and in practice lab sessions by reinforcing previously-taught concepts and demonstrating previously-taught skills. • Provides technical support in high fidelity lab sessions. • Collaborates with program coordinators and faculty members in the planning of optimum labs appropriate in both scope and skill level for the student group(s) concerned and meets regularly over the course of a semester with lab faculty members from the BScN, PN and PSW programs to review related matters. Receives and acts upon completed Health Science Lab Specifications forms submitted by faculty members in support of scheduled labs. • Ensures that equipment, including simulators, is operational and performs troubleshooting, minor repairs, and preventative maintenance where possible/feasible. Contacts appropriate outside maintenance companies to perform repairs when appropriate. Works with Facilities Management Services to arrange for trades professionals to address issues outside of the incumbent's realm of expertise. Maintains an inventory of consumable supplies for scheduled teaching labs, open and practice labs, and testing labs and instructs on the responsible use of these supplies. • Works with the Simulation Lab Technologist and IT to ensure simulation equipment is working at capacity and inputs and modifies fundamental computerized patient care scenarios to meet testing parameters as outlined by the faculty members concerned. • Provides simulation equipment orientation to faculty members and students and provides ongoing technical support during high fidelity simulation labs. • Provides input to the timetabling of all lab activities in the BScN, PN and PSW programs including teaching labs, practice labs, open labs, re-entry labs, and skills and scenario testing for review and approval by the Associate Dean, School of Nursing. Coordinates spot bookings of the three nursing labs. • Assists with Skills and Scenario testing sessions while also providing support to students and faculty.	**70%**
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 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. • Acts as the key point of contact for Finance/Purchasing and the vendor. Ensures that the goods are received and the purchase 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 the use of supplies required by each lab session by planning activities	15%

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 the faculty members concerned and in discussion with Purchasing. Updates the specifications for each kit as necessary to align with changes in curriculum and associated labs. • 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 for future referral. • Adheres to College Purchasing Card policy regarding maximum purchase and statement amounts. • Oversees 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.	
3. Lab Maintenance, Cleanliness, Safety and Security: • Maintains the nursing 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 and students. • Participates in regular inspections of the labs by both designated in-house 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 discuss resolution of areas of concern. • Develops and revises lab rules and posts the same in each lab and on Blackboard and regularly reinforces them to promote the personal safety of faculty, students, and support staff, and to maintain a safe, professional, and respectful environment. • Promotes and encourages infection control by posting hand washing reminders in each lab as a way to minimize the risk of communicable/viral 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 Material Safety Data Sheet (MSDS) sheets 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. • Corrects unsafe conditions or activities where possible and reports all other matters to the staff concerned or 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.	10%
4. Promotion and Related Activities: • In support of College and Campus promotion events, organizes activities in the	2%

nursing labs and recruits nursing student volunteers. • Acts as a resource to the Programs Advisory Committees.	
5. Skills Practice: • Is 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 an RN BSCN (4 years), RN Diploma (3 years), RPN Diploma (2 years) with previous lab simulation experience. 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	
☐ 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 a medical 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 campus' Advanced Computing 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

	#2 regular and recurring
Key issue or problem encountered.	Increased demand for lab space and resources 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, other interested parties
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

#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)? (eg. 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.	While not necessarily responsible for allocating tasks to others, the incumbent may request that other staff take action on certain matters, i.e., the disposal of sharps or unsafe/unwanted equipment.

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	Presents lab staffing models to	Associate Dean	I

consent	Associate Dean. Communicates concerns with student performance in labs and presents options for ongoing remedial assistance.	Faculty, Associate Dean	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 crawl paces/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