

St. Lawrence College
Position Description Form (PDF)

Revised: June 28, 2018

Campus: Kingston Campus

Incumbent's Name:

Position Title: Student Placement Facilitator

Payband: E

Position Number: N/A

NOC #: 1411

Hours per Week: 35

Supervisor's Name and Title: Jarrie Burns, Manager, Student Placement Program

Completed by: Jarrie Burns

Signatures:

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

Supervisor: _____ Date: _____

Supervisor's Supervisor: _____ 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 Student Placement Facilitator coordinates the completion of all necessary College and Program requirements for unpaid student placements. The position is also required to review, verify and document all individual student immunization requirements for multiple programs where applicable to the position, or to support the Campus during high volume requirements. Records, tracks, researches, secures and compiles reports and communicates essential student placement information with Placement Agencies, College Placement Representatives (CPR), Program Coordinators and students to facilitate successful completion of student placement requirements.

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*
<p>OVERALL ROLE AND RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Consult with Program Coordinators/College Placement Representatives (CPR) to fully understand timing and specific placement requirements for each program and semester • Assist and support the development of new placement opportunities by: <ul style="list-style-type: none"> ○ Researching or following-up leads provided by CPR, Program Coordinators, students or other sources. ○ Providing new placement information or opportunities to Program Coordinators to evaluate and approve appropriateness for placement. • Utilize standardized placement software for consistent tracking practices e.g. Placement Database, Blackboard or PeopleSoft. • Communicate with Placement Agencies to request and confirm the acceptance of students for placement opportunities and necessary placement pre-requisites. • Provide support and necessary training to students in class regarding placement requirements. • Ensure timely completion and tracking of all placement pre-requisites e.g. CPICS, immunizations, training, unique Placement Agency requests or certifications as may be required. • Identify and communicate student placement problems or scheduling conflicts from placement requests and communicate to necessary parties (e.g. Program Coordinator/Placement Agency or Manager, Student Placement) assist in resolution and update appropriate database requirements. • Confirm, prepare and process Memorandum of Agreement’s (MOA) for each Placement Agency to sign prior to students commencing placement. • Track and complete all necessary non WSIB compulsory insurance information for Ministry of Training Colleges and Universities (MTCU). • Track and document all safety related matters and submit appropriate forms to the Manager, Student Placement Program for processing. • Work to streamline processes and continue to foster relationships with Placement Agencies that place and receive students. 	

MANDATORY TRACKING AND COMMUNICATION RESPONSIBILITIES**90%**

- Prepare and maintain specific listings of available Placement Agency sites for each program
- Coordinate with the Manager, Student Placement Program and provide students with necessary and current correspondence and forms required by Placement Agencies and or MTCU
- Prepare, process, track and receive all signed MOA's/ 5-year renewals and submit to the Manager, Student Placement Program for processing
- Prepare and provide to Placement Agencies already partnered with the College, necessary College documentation (e.g. Annual Renewals) to confirm the placement and advise of safety and insurance requirements
- Generate PeopleSoft Program reports to determine individual student immunization status and coordinate those requirements to be accurately recorded into the required system (e.g. HIM).
- Document and provide to Placement Agencies, names, address, placement hours and the supporting CPR for each student
- Utilize appropriate designated software support to record information submitted by students to identify placement requests and preferences e.g. Blackboard, PeopleSoft or Placement data base
- Coordinate with Agencies, students and CPR's all necessary scheduling of photo IDs, parking, system training, in house safety training, desktop access, computer access and locker coordination, mask fit testing or other Placement Agency requirements for each student as necessary
- Ensure students complete, sign and submit all necessary pre-requisites e.g. Student Declarations, training documents, certifications and all other requirements for student placement
- Coordinate with Program Coordinators and provide students with copies of program placement manuals and update Blackboard as required
- Coordinate and share processes and timelines to assist students with completing CPIC and other placement agency special requests e.g. fingerprinting, or additional training as necessary
- Confirm CPIC status of students and notify Program Coordinator or in absence Associate Dean/Dean of any students with unclear CPIC's and follow-up as directed
- Coordinate with students and communicate with Program Coordinators/designated CPR's all incomplete student placement requirements

As applicable to the position or volume demand where a team approach is required, the position will also be assigned or be responsible for:

IMMUNIZATION REQUIREMENTS RESPONSIBILITIES

- View and assess all individual student immunization records for multiple programs to determine if all requirements are complete, valid and up to date
- Discuss and advise each individual student of any missing requirements as necessary and appropriate next steps to facilitate completion
- Accurately record each immunization requirement for individual students into the appropriate database where applicable
- Continue to monitor and advise students of specific missing yearly requirements and encourage timely submissions to ensure student can be prepared to begin placement.

<p>ADDITIONAL REQUIREMENTS</p> <ul style="list-style-type: none"> • Attend relevant college program team and departmental meetings to determine program needs and receive direction. • Assist CPR/Program Coordinator with the Placement Agency appreciation/recognition ceremonies when requested. • Schedule and deliver in class training for students to clarify placement processes and necessary documentation/training, safety reporting requirements and database usage for uploading documents. • Assist with scheduling unique Placement Agency screening and security processes as necessary • Participates in community support based meetings for student placements as required i.e. Planning/Program Advisory Committees. • Prepares student placement statistics and reports upon request. • Maintains skills up to date and relevant to needs of the placement program. • Other relevant duties as assigned. 	<p>10%</p>
	<p>100%</p>

* To help you estimate approximate percentages:

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

1. Education

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

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:

Business administration, preferably in a medical office administration program (or equivalent combination of education and relevant experience).

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

[Empty dashed box for 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.

<input type="checkbox"/> Less than one(1) year	
<input type="checkbox"/> Minimum of one (1) year	
<input type="checkbox"/> Minimum of two (2) years	-
<input checked="" type="checkbox"/> Minimum of three (3) years	Experience in a computerized office environment providing a variety of administrative and clerical support services where confidentiality and the securing of sensitive information is a requirement. Experience must also include scheduling, liaison and tracking activities between the organization and external institutions. Experience in a health care setting or where immunization information is considered will be preferred.
<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.	An agency which has agreed to take a student on placement contacts the Student Placement Facilitator to say they can no longer accept a student. The student now needs another placement to be arranged on short notice.
How is it identified?	Identified via communication with Placement Agency directly or College Placement Representative
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent is responsible for enquiring as to the reason for the decision and whether this is a short-term or permanent change in the agency's ability to host placements. Using critical thinking skills to determine additional options for placement and potential risks associated. Collect input from all parties concerned and share it with the Program Coordinator/designate to assist in identifying other potential placement options suited to the students needs.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Explore what other placements are available & offer choices to the student to find a new placement if the student has not yet started in the setting. Incumbent, within the parameters of the job, determines if the situation is to be referred to the CPR or Program Coordinator for resolution, such as when the student has already started in the placement and needs a new setting.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Placement Procedure Manual, placement data base, past practice and advice from Program Coordinators, CPR or Manager, Student Placement Program as necessary for direction on the solution on the solution

3. Analysis and Problem Solving

#2 regular & recurring	
Key issue or problem encountered.	Student missing immunization requirements for placement eligibility
How is it identified?	Student does not submit appropriate documentation and is now potentially at risk for beginning placement on time
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent reviews and advises student and CPR or Program Coordinator of missing requirements and communicates clearly the imperial need for the deadline to be met. Advises students of potential of delay timing of placement if requirements cannot be met and documents accordingly
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review student immunization PeopleSoft reports on a regular basis to confirm compliance and communicate all needs in writing and document within the student files. Encourage follow up appointments with Health Services to ensure timeliness. All communications shared to provide advanced reminders and keep CPR apprised of any non-compliance.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Manager, Student Placement Program CPR/Coordinator Placement Procedure Manual College Health Centre Program Placement Manuals Immunization requirements

#3 regular & recurring	
Key issue or problem encountered.	Communication breakdown between Placement Agency and no MOA is signed and returned
How is it identified?	<ul style="list-style-type: none"> - No response when information is requested - Missed deadline and student unable to begin placement
Is further investigation required to define the situation and/or problem? If so, describe.	<ul style="list-style-type: none"> - Confirm accuracy of contact information, research on line business information. Place a telephone call directly to location – set up meeting to visit location and retrieve documentation - Enquire as to the nature of concerns or source of communication breakdown – are there amendments to the MOA they are

Explain the analysis used to determine a solution(s) for the situation and/or problem.

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

seeking?

- Address and provide additional information or support directly to the Placement Agency with regard to MOA queries. Connect the Manager, Student Placement Program to answer questions. Encourage the Placement Agency to provide their wording changes for review and share with appropriate College contact. Set follow up timing for responses to ensure timeliness for student success. Keep student and CPR/designate apprised of situation and solutions if timelines are being affected
- Support Manager, Student Placement Program, Associate Dean/Dean

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

Key issue or problem encountered.	Placing an off-stream student (a student with an out-of-sync program plan) with an appropriate agency already hosting an on-stream group of students
How is it identified?	Identified via on-going communication with the Program Coordinator
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent may enter into discussion with the CPR and/or Program Coordinator about the timing of the placement and the student's needs
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent refers to current requests for placement at other Placement Agencies, previous year's placement rate and other site-specific data
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Established standards and guidelines for each program, past practice and advice from Manager, Student Placement Program or Associate Dean/Dean/Dean as necessary

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

Key issue or problem encountered.	Student has a criminal record.
How is it identified?	Student self-discloses or submits a criminal background check showing a record Information comes from another source that suggests a student may have a criminal record
Is further investigation required to define the situation and/or problem? If so, describe.	If not already provided by student, request criminal background check paperwork as per protocol to be eligible for placement
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Notify the Program Coordinator and/when in absence Associate Dean/Dean/Dean and use the existing process to effectively support the student.
What sources are available to assist the incumbent finding solution(s)? (eg. past	Associate Dean/Dean/Dean to advise on protocol for eligibility

practice, established standards or guidelines.)

Manager, Student Placement Program support, Placement Procedures Manual

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.	Securing spots for all students from a breadth of programs who are scheduled to participate in unpaid placements in any given semester
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to communicate effectively, plan organize and follow up in detail, information crucial to facilitating placements with a multitude of programs with internal and external parties. Ability to assess and make recommendations and or changes to support unique placement requirements. Effective coordination to track, record and communicate all necessary placement information within a variety of databases, spreadsheets etc. for individual and shared viewing. Ability to demonstrate empathy and use critical thinking skills to address unforeseen factors affecting student placements.
List the types of resources required to complete this task, project or activity.	Using meetings, past practises, placement manual, Placement Manager support to develop and establish effective timelines, data bases and communication techniques for each program. Combined will develop best practices and effectively advice students and all other parties supporting placements
How is/are deadline(s) determined?	Normally determined by the needs of the Program, the number of participating students and the requirements of the Placement Agencies involved. Once determined deadlines are developed to support compliance at least 1 month prior to students commencing placement in order to ensure all pre-requisites are met in a timely manner.
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.	Changes are normally determined by the incumbent in consultation with the Program Coordinator, Manager, Student Placement Program/Associate Dean/Dean/Dean or other

parties as appropriate. Changes may also occur and be directed as per the MTCU

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	Utilizing appropriate student placement data bases and when in absence developing and maintaining a comprehensive and detailed filing system (paper free as appropriate)
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to outline the full extent of information retrieval requirements and cross-referencing as necessary. Ability to efficiently and accurately detail information within the appropriate data base for individual and shared use
List the types of resources required to complete this task, project or activity.	Placement Procedure Manual Paperwork from students (CPICs, forms, etc) Computer and Internet, Microsoft Word, Excel, Outlook, OneNote, phone, fax, printer, scanner, PDF, PeopleSoft, Blackboard, HSPnet, and others
How is/are deadline(s) determined?	In consultation with the Program Coordinator and Manager, Student Placement Program to establish timelines for completion of paperwork and communication of decisions. Other outside factors may affect deadlines e.g. WSIB or MTCU requirements
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.	Changes are normally determined by the incumbent in consultation with Manager, Student Placement Program/Associate Dean/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 & Recurring

Occasional

Level

Example

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	Visit classrooms and train students on necessary processes report student placement compliance requirements as per MTCU, safety issues during placement, how to upload information into databases for tracking purposes.
<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	
Job duties are performed in accordance with established procedures. The incumbent is	

encouraged to act independently within these parameters but is to refer to the CPR member, Program Coordinator any and all student-related matters of an academic or behavioural nature and the Manager, Student Placement Program for matters that may put at risk the College or our relationships with the various Placement Agencies.

What rules, procedures, past practices or guidelines are available to guide the incumbent?

Regular and Recurring

Campus/Departmental/Program Practices
 College Policies and Procedures
 Ministry Guidelines
 Fee Policies
 Student Code of Conduct
 Placement Procedures for Ministry-Approved Programs (SLC approved document)
 College Student Placement Manual

How is work reviewed or verified (e.g. Feedback from others, work processes, Supervisor)?

Regular and Recurring

Work is discussed while in progress with the Manager of the Student Placement Program and Associate Dean/Dean. Information is reviewed from both an operational and quality assurance perspective, as well as the ability to reduce risk as per the College Risk Assessment. Additional feedback is provided from student reviews, Program Coordinators, Faculty and outside agencies as necessary.

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	
In consultation with the CPR member/Program Coordinator, the incumbent will move students from one host agency to another for academic-related reasons and provide diverse instruction to facilitate successful individual placement set up.	

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)
An agency requests a change to the MOA. The Manager, Student Placement Program will provide direction to the incumbent as to the final document.	A student discloses they have a criminal record. Upon direction from the Associate Dean/Dean, the incumbent will /will not pursue a placement.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	
The incumbent will decide which field placement host Placement Agencies to approach based on the previous year's participation data.	
The incumbent will design, set-up and maintain a professional business office environment conducive to the successful completion of assigned duties and responsibilities.	
The incumbent will determine, organize and provide additional support to facilitate necessary student placement process training for students and faculty	

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?		
General enquiries and requests for specific information via telephone and e-mail	Via telephone and e-mail	Students, Placement Agencies, CPR members, Program Coordinators, Manager, Student Placement Program, other Staff	D
General enquiries and requests for specific information from walk-in clientele	Via In-person communication	Students, CPR members, Program Coordinators, or Manager, Student Placement Program, other Staff	D
CPR request information to determine students’ eligibility for placement	Reviewing immunizations through PeopleSoft reports Collecting and tracking documents electronically from students Generate and distribute reports to CPR Email, phone calls, in person computer searches	Students CPR	D
Student requests for an alternate placement (email, phone, in-person).	Incumbent must gather additional details from the student. Checks the list of placement hosts to see if there are any other available options. Determines if the request can be	Students	M

	accommodated or referred to CPR, Program Coordinator		

* 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	Providing students with pre-placement documentation requirements and collecting same from students. Placement information such as dates, contact names etc. Program information for new placement settings	Students CPR, Program Coordinators, Manager, Student Placement, Placement Supervisors Agency contacts	D
Explanation and interpretation of information or ideas.	Writing emails to confirm field placement details. Expectations for eligibility for placement according to program manuals and college policies/practices. How to access information online or how to obtain necessary documentation and complete necessary paperwork.	Clinical and Field Placement, Agencies CPR Placement Supervisors Students	D
	Setting up initial contact for new potential placement agency.		M
Imparting technical information and advice	Sharing information with students on how to access data bases and upload information	Placement Students	M
Instructing or training	Provides clarification and orientation training to students in a classroom setting. Visits classrooms to demonstrate the completion of paperwork and use Blackboard or other necessary software for verification of completion.	Placement Students	As req'd
Obtaining cooperation or consent			
Negotiating			

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

9. Physical Effort

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

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting and keyboarding. There is a daily requirement for repetition and speed at the keyboard over an extended period of time.	D			X	X		
Standing, Walking, Bending – to perform normal office routines such as filing, using standard office equipment.	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.)
- Heavy (over 20 kg. or 44 lbs.)

Student files, papers, presentation materials.

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
Inputting of student-related data to the database	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No The incumbent cannot normally maintain concentration or focus during regular business hours during the fall and winter semesters because of on-going interruptions (from both internal and external clients.) Job duties make demands of a visual, auditory or sensory nature on mental energies as the attention to detail is of paramount importance.				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Checking student records to ensure mandatory student documentation, etc., has been completed.	D Prior to placement cycle		X	
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 checked="" type="checkbox"/> dealing with abusive people	There is some requirement to deal with unhappy students relating to their placement process or decisions given the front-line nature of the job. This type of interaction is often unpredictable and tends to be frequent at certain times of the year.	I
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	Occasional travel may occur to attend out of College meetings or training sessions.	I
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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