



PLEASE PRINT
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JOB FACT SHEET

1 Introduction See Page 4 in Guidebook

The collection of accurate, complete, up-to-date and gender neutral job information is essential to, and forms the basis of the job evaluation process.

This job fact sheet provides a format and serves as a questionnaire designed to describe a job, to capture the skill, effort and responsibility normally required in the work, and to record the conditions under which it is usually carried out. The job fact sheet focuses on **CURRENT** job content and requirements. **THIS IS NOT AN APPRAISAL OF YOUR PERFORMANCE ON THE JOB.**

Please read the job fact sheet carefully, and complete each section. Throughout the job fact sheet examples are requested and are important as you describe the job. Attach additional pages if necessary.

Your immediate out of scope supervisor or assigned job fact sheet reviewer (where appropriate) will review your completed job fact sheet. Feel free to keep a copy of the job fact sheet. Please complete the signature Section (17) on page 21.

Any changes, as mutually agreed with your supervisor/job fact reviewer are to be recorded in the specific job fact sheet section and initialed by both parties. Additional job holder comments can be recorded in Section (16) on page 21. Additional supervisor/reviewer comments can be recorded in Section (18) on page 22.

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2 Job Identification See Page 6 in Guidebook

Job Title *Licensed Practical Nurse*

JEC # 020

Name of person completing the job fact sheet for single employee job or contact person for multi-employee (group) job fact sheet submission.

REPRESENTATIVE JOB FACT SHEET

Home Telephone: _____

Work Telephone: _____

Health District _____

Facility/Agency _____

Department _____

Part-time Full-time Other (specify) _____

See Section (17) on page 21 for signatures.

Office use only:

3 Job Summary See Page 8 in Guidebook

Briefly describe the general purpose of this job. Consider "Why does this job exist?" and "What is this job responsible for?"

Promotes health and healing by functioning as a member of the care team to provide optimum care for convalescent, acutely/chronically ill, home care and long-term care clients/patients/residents.

4 Key Work Activities See Page 10 in Guidebook

Consider the full range of job duties or responsibilities undertaken over the year. Summarize these in rough form before completing this section. **Group the job duties or responsibilities that are related and summarize them by a phrase, at the top of each box** (i.e. counselling and patient education; preventative maintenance; community involvement). Estimate (to the nearest 5%) the percentage of time per year spent on each key work activity summarized in the section(s) below. **The total of all key work activity sections should equal 100%**. For example: 1/2 day every day per year = 50%; 3 months per year = 25%; 2 1/2 weeks per year = 5%. (See Guidebook for other examples.)

After summarizing each key work activity, provide details or examples that describe the related job duties or responsibilities.

Key Work Activity A: Direct Patient Care**Duties/Responsibilities:**

- ◆ *Provides initial and ongoing assessment of clients/patients/residents.*
- ◆ *Assists physician with procedures, where required.*
- ◆ *Contributes in the development of nursing care plans.*
- ◆ *Provides direct patient care by following nursing care plans and protocols.*
- ◆ *Observes, reports and records physical and psychological observations/changes in patient condition.*
- ◆ *Assists with/provides personal hygiene to clients/patients/residents.*
- ◆ *Collects specimens (e.g., urine, stool and sputum) and transports to lab.*
- ◆ *Ensures proper nutrition and hydration (e.g., assist/feed).*
- ◆ *Provides respiratory and airway care (e.g., tracheostomy, suctioning, oxygen therapy).*
- ◆ *Provides pre- and postoperative care (e.g., preparation for surgery, dressing changes, removing sutures/clips/staples).*
- ◆ *Provides interventional and therapeutic treatments, where required (e.g., wound care, nasogastric catheters, traction).*
- ◆ *Coordinates activities of other staff/departments/facilities in providing tests/care.*
- ◆ *Provides bowel and bladder care (e.g., enemas, suppositories, catheters, colostomies).*
- ◆ *Maintains asepsis of all equipment and surroundings.*
- ◆ *Assists with mobility and/or transfers of clients/patients/residents.*
- ◆ *Monitors blood glucose.*
- ◆ *Monitors, interprets and records vital signs (e.g., blood pressure, temperature, pulse, respirations, oxygen saturations).*
- ◆ *Supports/assists clients/patients/residents in meeting their spiritual needs.*
- ◆ *Promotes the emotional well-being of clients/patients/residents, monitors and manages their behaviour as outlined by care plans.*
- ◆ *Promotes good communication with clients/patients/residents and their support system.*

Key Work Activity B: Indirect Patient Care

Duties/Responsibilities:

- ◆ *Completes admission/transfer/discharge forms.*
- ◆ *Records information in clients/patients/residents chart.*
- ◆ *Participates in shift report.*
- ◆ *Informs care team of clients/patients/residents current status.*
- ◆ *Makes beds, empties hampers, re-stocks supplies, cleans equipment and tidies room.*
- ◆ *Accompanies physician and processes orders, where required.*
- ◆ *Completes transfer/lift/repositioning assessment and posts appropriate logos.*
- ◆ *Assists/porters clients/patient/residents to activities, appointments, outings, where required.*

Key Work Activity C: Education and Evaluation

Duties/Responsibilities:

- ◆ *Provides client/patient/resident education (e.g., diabetic foot care, colostomy care).*
- ◆ *Provides preoperative and post-operative education.*
- ◆ *Explains and reassures clients/patients/residents/families of procedures/equipment.*
- ◆ *Provides occasional guidance to the primary function of others, including training.*

Key Work Activity D: Medication Administration

Duties/Responsibilities:

- ◆ *Administers and records medications (e.g., oral, subcutaneous, pulmonary, rectal).*
- ◆ *Pre-loads dosettes, where required by the job.*
- ◆ *Ensures accurate accounting of narcotics (e.g., counting, recording).*
- ◆ *Maintains intravenous therapy (e.g., flow rate, site integrity).*

Key Work Activity E: Related Key Work Activities

Duties/Responsibilities:

- ◆ *Orders/receives medication from Pharmacy.*
- ◆ *Maintains inventory and supplies (e.g., code carts).*
- ◆ *Performs data entry, as required.*
- ◆ *Cleans instruments, makes bundles and autoclaves (e.g., suture/dressing sets), where required by the job.*
- ◆ *Notifies maintenance of required repairs to equipment.*
- ◆ *Participates in Quality Assurance programs as required by local protocols.*
- ◆ *Answers phones, takes messages, photocopies/faxes physician orders and reports, as necessary.*
- ◆ *Communicates and participates in emergent situations as per protocols (e.g., code blue, code white, death, fire, disaster).*

5 Decision Making See Page 14 in Guidebook

1 = Almost never
 2 = Sometimes
 3 = Often
 4 = Most of the time

(a) In this job, do you (**circle all responses that apply**):

Follow specific instructions/procedures, use well-defined methods or use established guidelines to achieve desired end results. Example: *Follow care plans and nursing protocol* 1 2 3 4

Modify or change established department methods and procedures, but stay within program or legislative boundaries. Example: *Procedures change to accommodate different situations* 1 2 3 4

Develop new solutions to diverse and complex problems with conflicting requirements because there are no guidelines. Example: *Are expected to work as a team* 1 2 3 4

Other (specify) *In emergency situations* 1 2 3 4

(b) When there is a situation you have not come across before do you (**circle all responses that apply**):

Immediately ask the supervisor/leader what to do 1 2 3 4

Ask co-workers for help in deciding what to do 1 2 3 4

Read manuals and figure out what to do 1 2 3 4

Decide with my supervisor what to do (*Team leader*) 1 2 3 4

Check guidelines and past practices 1 2 3 4

Decide what to do based on my related experience 1 2 3 4

Get advice with problems from management and/or other sources (i.e. suppliers, consultants) 1 2 3 4

Other (specify) _____ 1 2 3 4

(c) To what extent are the decision making requirements of this job guided by others (**circle all responses that apply**):

Immediate supervisor (Example) *Team leader, Charge Nurse* 1 2 3 4

Others in own program/department (Example) *LPNs, SCAs, RNs* 1 2 3 4

Others district wide (Example) _____ 1 2 3 4

Departmental Management (Example) *Nurse manager* 1 2 3 4

Specialists/Clinical Experts (Example) *Physicians* 1 2 3 4

Senior Management (Example) *CEO* 1 2 3 4

Other (Example) *SALPN, Union* 1 2 3 4

6 Education and Specific Training See Page 16 in Guidebook

(a) What **minimum** level of completed schooling or formal training would be necessary for a **new person** being hired into this job?

Elementary School Grade 8

High School: Grade 9 Grade 10 Grade 11 Grade 12

Technical/Vocational /Community College 1 yr 2 yrs 3 yrs

Specify: (Do not use abbreviations) *Practical Nursing certificate*

Licensed Trades: 1 yr 2 yrs 3 yrs 4 yrs 5 yrs

Specify: (Do not use abbreviations) _____

University: 3 yrs 4 yrs Masters

Specify: (Do not use abbreviations) _____

(b) Is any Provincial, National or professional certification mandatory? Yes No

Specify: (Do not use abbreviations) *Licensed with Saskatchewan Association of Licensed Practical Nurses*

(c) What additional special skills, training or licenses are needed to perform the job (please specify) and indicate length of course/program? (Do not use abbreviations)

- ◆ *Basic computer skills, where required by the job*
- ◆ *Interpersonal, organizational and communication skills*
- ◆ *Ability to work independently*
- ◆ *Valid drivers license, where required by the job*

7 Experience See Page 18 in Guidebook

Estimate the **minimum** relevant experience gained prior to (a) and/or on the job (b), that is required for a new person with the education recorded in Section 6, to acquire the skills needed to carry out the requirements of this job.

(a) Required previous related job experience.

- | | |
|--|---|
| <input checked="" type="checkbox"/> None | <input type="checkbox"/> 2 years |
| <input type="checkbox"/> Up to 3 months | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 4 years |
| <input type="checkbox"/> 9 months | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> More (specify years) _____ |

Describe the experience requirements gained on previous jobs here or elsewhere needed to prepare for this job (Do not include practicum or apprenticeship if covered in Section (6) education).

(b) Average time required on the job to learn and/or adjust to this job.

- | | |
|--|--|
| <input type="checkbox"/> 1 month or less | <input checked="" type="checkbox"/> 1 year |
| <input type="checkbox"/> 3 months | <input type="checkbox"/> 2 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 9 months | <input type="checkbox"/> More (specify years) _____ |

Describe the tasks and responsibilities that need to be learned in order to satisfy the requirements of this job.

- ◆ *Develop practical applications of theoretical knowledge*
- ◆ *Become familiar with routines, care plans, time management*
- ◆ *Become familiar with region/facility/department policies and procedures*

8 Independent Judgement See Page 20 in Guidebook

All jobs require some independent action, but to varying degrees. Some jobs are highly structured and have many formal procedures, while others require judgements or actions that have no precedents to serve as a guide.

Consider the type and level of guidance provided to this job. Guidance can come from rules, instructions, established procedures, defined methods, manuals, policies, professional standards, precedents, leadership from others and direct supervision.

(a) To what extent does this job control its own work as opposed to being guided by influences such as rules, procedures, policies, supervisory presence or instructions directing actions required. **Please check the answer that most closely represents expected job requirements.**

Most job requirements (to the extent possible) are set out within structure and rules and/or readily understood schedules to guide job tasks/duties required.

Some restrictions apply, but the control over setting work priorities and pace of work is contained within the job.

There are minimal restrictions, leaving significant control over the work being carried out within the scope of the job.

Other (please explain).

(b) To what extent does this job exercise judgement to determine how the work is to be done? **Please check the answer that most closely represents expected job requirements.**

Work is mostly repetitive and predictable with little need for judgement.

Example: _____

Work may present some unusual circumstances that require judgement or choices to be made.

Example: *Cardiac arrest, medical emergencies*

Work presents difficult choices or unique situations that require judgement.

Example: _____

Other (please explain).

9 Working Relationships See Page 22 in Guidebook

- (a) What are the typical contacts or working relationships **necessary** in doing this job? For each contact listed below determine the purpose of the contact and **check off all that apply** in the chart below. **Do not include contact with those you supervise.**

Purpose of Contact

- A) No exchange
- B) Exchange of factual or work related information
- C) Explanation and interpretation of information or ideas
- D) Discussion of problems with a view to obtaining consent, cooperation and/or coordination of activities
- E) Counselling
- F) Secure cooperation of others for the development of services, programs, policies or agreements on behalf of the Program/Department
- G) Negotiation of service and/or supply agreements

Work Related Contact	Check Off All That Apply (more than one if applicable)						
	Purpose of Contact						
	A	B	C	D	E	F	G
Employees in the same department		✓	✓	✓			
Employees in another department/site/agency (specify) <i>Lab, Physiotherapy, Dietary, Laundry, Housekeeping</i>		✓	✓	✓			
Students		✓	✓	✓			
Managers/supervisors of programs/departments or services		✓	✓	✓			
Clients/patients/residents		✓	✓	✓			
Family of clients/patients/residents		✓	✓	✓			
Physicians		✓	✓	✓			
Business representatives	✓						
Suppliers/contractors <i>In-service on equipment</i>		✓					
Volunteers		✓					
General public		✓					
Other health care organizations or agencies <i>Sask. Abilities</i>		✓	✓				
Professional organizations/agencies <i>SALPN</i>		✓	✓				
Government departments	✓						
Social Service establishments		✓	✓	✓			
Community Agencies <i>Crisis Center, Wellness Clinic</i>		✓	✓	✓			
Police and Ambulance		✓	✓				
Foundations	✓						
Others (specify) <i>Pastoral Care</i>		✓	✓				
<i>Funeral home</i>		✓					

9 Working Relationships (cont d)

How often does your job require you to:

1 = Almost never
2 = Sometimes
3 = Often
4 = Most of the time

(b) Have to tell people things they don't want to hear?

Other employees	1	<u>2</u>	3	4
Client/patients/residents/families	1	2	<u>3</u>	4
The general public	1	<u>2</u>	3	4
Other (specify) _____	1	2	3	4

(c) Have contact with very upset or very angry:

Clients/patients/residents/families (not other workers)?	1	2	<u>3</u>	4
Outside groups (not other workers)?	<u>1</u>	2	3	4
General public	1	<u>2</u>	3	4
Other employees	1	<u>2</u>	3	4
Management	<u>1</u>	2	3	4
Physicians	1	<u>2</u>	3	4
Other (specify) _____	1	2	3	4

(d) Have contact with extreme/special needs clients/patients/residents?

Specify: *Alzheimer s, mentally challenged, stroke survivors*

	1	2	<u>3</u>	4
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(e) Talk with clients/patients/residents:

Get information from them	1	2	3	<u>4</u>
Inform them	1	2	3	<u>4</u>
Counsel them	1	2	3	4
Devise mutual goals/objectives with them	1	2	3	<u>4</u>
Check on their progress	1	2	3	<u>4</u>

(f) Talk with families:

Get information from them	1	2	<u>3</u>	4
Inform them	1	2	<u>3</u>	4
Counsel them	1	2	3	4
Devise mutual goals/objectives with them	1	2	<u>3</u>	4
Check on their progress	1	<u>2</u>	3	4

9 Working Relationships (cont d)

How often does your job require you to:

**1 = Almost never
3 = Often**

**2 = Sometimes
4 = Most of the time**

(g) Talk with physicians:

Get information from them	1	2	<u>3</u>	4
Inform them	1	2	<u>3</u>	4
Devise mutual goals/objectives with them	1	2	<u>3</u>	4

(h) Talk with general public:

Provide information	<u>1</u>	2	3	4
Respond to questions	1	<u>2</u>	3	4
Make presentations	<u>1</u>	2	3	4

(i) Talk with other employees:

Get information from them	1	2	3	<u>4</u>
Inform them	1	2	3	<u>4</u>
Counsel/persuade them	1	2	3	4
Give them advice on work procedures	1	2	<u>3</u>	4
Get advice from them on work procedures	1	2	<u>3</u>	4
Get cooperation from other parts of the organization on projects and programs	<u>1</u>	2	3	4
Other (specify) _____	1	2	3	4

(j) Talk to vendors, contractors, consultants, government agencies and other external groups or organizations:

Get information from them	1	<u>2</u>	3	4
Confer with peer professionals	1	<u>2</u>	3	4
Inform them	1	<u>2</u>	3	4
Arrange for services	1	<u>2</u>	3	4
Devise mutual goals/objectives with them	1	<u>2</u>	3	4
Lead meetings	<u>1</u>	2	3	4
Check on their progress	<u>1</u>	2	3	4
Other (specify) _____	1	2	3	4

Please give examples:

10 Impact of Action See Page 26 in Guidebook

When carrying out your job duties and responsibilities what is the likelihood that there would be an impact or outcome affecting the following? Such affects are typical and are not to be classed as carelessness, wilful neglect or extreme circumstances.

Safety of others Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Lifting or transferring of clients/patients/residents may result in injury to self or co-workers.*

Client/patient/resident relations Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Use of side rails and seatbelts / infection control / asepsis.*

Family of clients/patients/residents Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Work together toward common goal. Misinformation can cause unnecessary concern.*

Provision of services Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Inappropriate services could jeopardize public support / community relations.*

Departmental/site/agency/district operations Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Daily routines of LPNs impact patient care and the functioning of other departments.*

Equipment/instruments Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Need to know how to use equipment properly for safe patient care.*

Reports and records Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Accurate charting and recording is legally required.*
- ◆ *Factual charting is permanent and contributes to continuity of care.*

Financial resources Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Must use supplies prudently and care for equipment.*

Other Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Patient / family confidentiality.*

11 Leadership/Supervision See Page 28 in Guidebook

Leadership refers to the requirements of the job to supervise others, lead others, provide functional guidance or provide technical direction to enable others to carry out their job. Do not include clients/patients/residents.

Specify any jobs or work group as appropriate, under one or more of these categories. **Check all that apply and provide examples.**

Examples

- Provide occasional orientation to others. *New staff, students*
- Assign and/or check work of others doing work similar to yours. *Assign work to Special Care Aides/Home Health Aides*
- Lead a project team; prioritize tasks, assign work, monitor progress to achieve planned outcome(s). _____
- Provide functional advice/instruction to others in how to carry out work tasks. *Passing on instructions to coworkers regarding duties*
- Provide technical direction as an expert in a field in order for others to carry out their primary job responsibilities. *Input into care/discharge planning*
- Provide input to appraisal, and/or hiring. _____
- Coordinate replacement and/or scheduling of employees. *Replacement of staff when team leading*
- Supervise a work group; assign work to be done, methods to be used, and take responsibility for all the group. *Team leader assign duties to coworkers*
- Supervise the work, practices and procedures of a defined program. *Orientation of students and orientating Special Care Aides/Home Health Aides*
- Supervise the work, practices and procedures of a department. _____
- Provide counseling and/or coaching to others. _____
- Provide health promotion/outreach (teaching/instruction). _____
- Other (specify) _____

12 Responsibility for Resources See Page 30 in Guidebook

Responsibility for resources refers to the responsibility of the job for determining the use of resources, setting service standards and/or monitoring the results produced by others.

Determining the use of resources affects the way resources such as information, material, processes, instrumentation, equipment, technology and finances are utilized at the workplace in order to contribute to the control and/or flow of work.

While all jobs have a responsibility to ensure quality, service and/or performance criteria established for the job are met, some jobs are also responsible for setting service standards and/or monitoring the results produced by other jobs.

From the following, please check all that apply.

	Examples
<input checked="" type="checkbox"/> Provide input for the evaluation of services delivered.	<i>Discharge planning with respect to home care and outpost clinics</i>
<input type="checkbox"/> Make resource allocation choices.	_____
<input type="checkbox"/> Design programs and/or services for delivery.	_____
<input type="checkbox"/> Develop new methods and/or procedures.	_____
<input checked="" type="checkbox"/> Modify established methods and/or procedures.	<i>Modify treatments / dressings</i>
<input type="checkbox"/> Establish tests and/or service standards.	_____
<input checked="" type="checkbox"/> Verify accuracy of information provided by others.	<i>Verify pharmacy labels</i>
<input type="checkbox"/> Select vendors/contractors for supply of goods and services.	_____
<input checked="" type="checkbox"/> Prioritize order/sequence of tasks carried out.	<i>Daily routine</i>
<input type="checkbox"/> Determine training needs for others.	_____
<input type="checkbox"/> Approve expenditures and/or commitment of resources.	_____
<input type="checkbox"/> Edit reports produced by others.	_____
<input checked="" type="checkbox"/> Address changes in conditions that affect client/patient care plan.	<i>Report deterioration in client condition</i>
<input type="checkbox"/> Develop expenditures for budget planning.	_____
<input type="checkbox"/> Develop internal control procedures.	_____
<input checked="" type="checkbox"/> Ensure compliance with regulations.	<i>Policies and procedures as per SALPN</i>
<input type="checkbox"/> Other (specify)	_____

13 Physical Demands See Page 32 in Guidebook

(a) What **physical effort** is required on a **regular** basis for your job? Please provide examples that are applicable to your job.

Indicate the duration of time that the activity is present during the normal workday or shift. (e.g. For an 8 hour shift 6 hrs = 75%, 4 hrs = 50%, 2 hrs = 25%, 1 hr = 12%, ½ hr = 6%). **Percentages may not add to 100%.**

Place a checkmark in the chart below indicating the frequency of occurrence over a year. Indicate weight where applicable.

Light weight up to 9 kg/20 lbs

Medium weight over 9 kg/20 lbs

Heavy weight over 23 kg/50 lbs

Occasional - means the activity occurs once in a while.

Frequent - means the activity occurs often.

Continuous - means the activity occurs almost every day.

ACTIVITY EXAMPLES	WEIGHT	DURATION	FREQUENCY		
	Light, Medium, Heavy (specify)	Approximate % of time/day	Occasional	Frequent	Continuous
<i>Pouring and passing of medications</i>	<i>H</i>	<i>0-30%</i>			✓
<i>Walking and pushing weight (i.e. broda, med cart, commode chair)</i>	<i>H</i>	<i>50%</i>			✓
<i>On night shift walking on rounds or answering call lights</i>	<i>L</i>	<i>50%</i>			✓
<i>Standing and using fine motor skills</i>	<i>H</i>	<i>50%</i>			✓
<i>Assisting residents with ADL s</i>	<i>H</i>	<i>17%</i>			✓
<i>Charting sitting</i>	<i>L</i>	<i>17%</i>			✓
<i>Working in awkward positions</i>	<i>H</i>	<i>17%</i>			✓
<i>Stretching, standing</i>	<i>L</i>	<i>17%</i>			✓
<i>Crouching, transferring</i>	<i>H</i>	<i>17%</i>			✓
<i>Reaching, twisting</i>	<i>M</i>	<i>17%</i>			✓
<i>Repetitious body motions</i>	<i>L</i>	<i>17%</i>			✓
<i>Pulling or positioning patient or equipment</i>	<i>H</i>	<i>17%</i>			✓

13 Physical Demands (cont d)

(b) Does your work require **accurate hand/eye or hand/foot coordination**? Please provide examples that are applicable to your job.

Indicate the duration of time that the activity is present during the normal workday or shift. (e.g. For an 8 hour shift 6 hrs = 75%, 4 hrs = 50%, 2 hrs = 25%, 1 hr = 12%, ½ hr = 6%). **Percentages may not add to 100%.**

Place a checkmark in the chart below indicating the frequency of occurrence over a year.

Occasional - means the activity occurs once in a while

Frequent - means the activity occurs often.

Continuous - means the activity occurs almost every day.

ACTIVITY EXAMPLES	DURATION	FREQUENCY		
	Approximate % of time/day	Occasional	Frequent	Continuous
<i>Catheterizing patients</i>	6%		✓	
<i>Removing sutures, staples, clips</i>	6%			✓
<i>Adjusting IV flow rate</i>	6%			✓
<i>Giving injections / drawing up medications</i>	0-6%			✓
<i>Dispensing oral medications</i>	0-20%			✓
<i>Stocking shelves</i>	12%			✓
<i>Folding laundry</i>	6%			✓
<i>Positioning patients and equipment</i>	25%			✓
<i>Operating lifts</i>	12%			✓
<i>Feeding patients</i>	6%			
<i>Manual monitoring of vital signs</i>	12%			✓
<i>Programming IV pumps / enter admissions in computer</i>	3%			✓
<i>Shaving patients</i>	3%		✓	
<i>Computer operation</i>	6%			✓
<i>Suctioning patients (airway)</i>	6%		✓	
<i>Colostomy care</i>	6%	✓		
<i>Emptying bedpans</i>	6%			✓

14 Sensory Demands See Page 36 in Guidebook

(a) What **Visual Effort** is required on a **concentrated** basis in your job? Please provide examples that are applicable to your job.

Indicate the duration of time that the activity is present during the normal workday or shift. (e.g. For an 8 hour shift 6 hrs = 75%, 4 hrs = 50%, 2 hrs = 25%, 1 hr = 12%, ½ hr = 6%). **Percentages may not add to 100%.**

Place a checkmark in the chart below indicating the frequency of occurrence over a year.

Occasional - means the activity occurs once in a while.

Frequent - means the activity occurs often.

Continuous - means the activity occurs almost every day.

ACTIVITY EXAMPLES	DURATION	FREQUENCY		
	Approximate % of time/day	Occasional	Frequent	Continuous
<i>Observing clients/patients/residents</i>	60%			✓
<i>Writing reports (charting)</i>	25%			✓
<i>Measuring and recording vital signs</i>	10%			✓
<i>Monitoring medical equipment</i>	12%			✓
<i>Computer operation</i>	6%			✓
<i>Reading related to medication administration</i>	0-30%			✓
<i>Input of data onto charts</i>	10%			✓
<i>Checking diet trays</i>	15%			✓
<i>Treatments</i>	15%			✓

14 Sensory Demands (cont d)

(b) Does your job require that you **Listen Attentively**? Please provide examples that are applicable to your job.

Indicate the duration of time that the activity is present during the normal workday or shift. (e.g. For an 8 hour shift 6 hrs = 75%, 4 hrs = 50%, 2 hrs = 25%, 1 hr = 12%, ½ hr = 6%). **Percentages may not add to 100%.**

Place a checkmark in the chart below indicating the frequency of occurrence over a year.

Occasional - means the activity occurs once in a while.

Frequent - means the activity occurs often.

Continuous - means the activity occurs almost every day.

ACTIVITY EXAMPLES	DURATION	FREQUENCY		
	Approximate % of time/day	Occasional	Frequent	Continuous
<i>Answering phone and taking phone messages</i>	12%			✓
<i>Receiving direction / instructions</i>	12%			✓
<i>Receiving information from patients, staff, doctors</i>	50%			✓
<i>Auscultation</i>	12%			✓
<i>Patient call systems</i>	100%			✓

(c) Must attention be shifted frequently from one job detail to another?

Yes

No

If yes, please give examples:

While performing daily routine duties call bells ring, patients and families are inquiring, phone is ringing, must respond to crisis situations immediately, must deal with unsafe situations as they are noticed, deal with other staff members inquiries, etc.

15 Working Conditions See Page 40 in Guidebook

(a) Are you exposed to some degree of **unpleasantness** in the day-to-day activities of your job? **Check all conditions that apply to you, and indicate only one of "occasional", "frequent", "continuous".**

Occasional - means the condition occurs once in a while.

Frequent - means the condition occurs often.

Continuous - means the condition occurs almost every day.

CONDITION (specify if applicable)	OCCASIONAL	FREQUENT	CONTINUOUS
Blood/body fluids			✓
Chemical substances (specify) <i>Cleaning solutions</i>			✓
Cold <i>Patient elopement, transfer patient in and out of hospital</i>	✓		
Congested workplace <i>Bathrooms / during a code or trauma</i>		✓	
Dust	✓		
Extreme temperature	✓		
Foul language		✓	
Grease	✓		
Head lice	✓		
Heat	✓		
Inadequate lighting <i>Patient rooms generally have poor lighting</i>		✓	
Inadequate ventilation	✓		
Insects, rodents, etc.	✓		
Interruptions			✓
Isolation			
Latex		✓	
Moisture <i>Multiple hand washing</i>			✓
Mold			
Multiple deadlines			✓
Noise <i>Equipment, phones, alarms, residents, TV</i>		✓	
Odor <i>Body products and chemicals</i>			✓
Oil			
Radiation exposure (specify) <i>Chemotherapy</i>	✓		
Second hand smoke <i>Resident smoking rooms</i>			✓
Soiled linens			✓
Steam			
Transporting or handling human remains	✓		
Travel <i>Home Care</i>			✓
Vibration			
Other (specify)			

15 Working Conditions (cont d)

(b) Is there some degree of exposure to **hazards** in the day-to-day activities of your job? **Check all hazards that apply to you, and indicate only one of "occasional", "frequent", "continuous".**

Occasional - means exposed to hazards once in a while.

Frequent - means exposed to hazards often.

Continuous - means exposed to hazards almost every day.

HAZARD (specify if applicable)	OCCASIONAL	FREQUENT	CONTINUOUS
Abusive clients		✓	
Blood/body fluids			✓
Chemical substances (specify) <i>Cleaning solutions</i>			✓
Travelling in inclement weather <i>Home Care</i>	✓		
Excessive/unpredictable weights <i>Unstable clients</i>		✓	
Exposure to infectious disease (specify) <i>HIV, TB, Meningitis</i>			✓
Extreme noise <i>Smoke alarms</i>	✓		
Faulty/inadequate equipment		✓	
Personal injury			✓
Personal safety at risk due to isolation			
Radiation exposure (specify)	✓		
Sharp objects			✓
Small aircraft			
Steam			
Verbal and/or physical abuse			✓
Video display terminal			✓
Violence <i>Potential and real</i>		✓	
Working from heights			
Other (specify)			

(c) Do you have to take certain training, precautions or wear protective clothing to avoid a work injury? (Check one and provide an explanation or example of the type of precaution(s) normally taken).

Yes

No

Please explain your answer: *Universal precautions, gloves, masks, gowns*

16 Other Comments See Page 44 in Guidebook

Please add any additional information or comments and reference the specific job fact sheet section and question as appropriate.

USE ADDITIONAL SHEETS IF NECESSARY.

17 Signatures See Page 46 in Guidebook

(a) Single job submission

Signature: _____

Date: _____

(b) Multiple job/group submission

Signatures:

Date: _____

