



PLEASE PRINT
edit date:
2004

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 *Quality Care Coordinator* JEC # 061

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?"

Ensures the health region provides quality care and services.

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: Continuous Quality Improvement Activities**Duties/Responsibilities:**

- ◆ *Assists Continuous Quality Improvement teams to develop tools to monitor processes, structure and outcomes, performance indicators, service satisfaction surveys and program evaluation.*
- ◆ *Leads the process of collecting/analyzing/evaluating data and utilizes feedback to facilitate system improvements.*
- ◆ *Coordinates region-wide accreditation.*
- ◆ *Coordinates the function of risk management with Continuous Quality Improvement.*
- ◆ *Coordinates the reorganization and on-going review of region-wide policies and procedures.*

Key Work Activity B: Utilization Management

Duties/Responsibilities:

- ◆ *Creates tools and systems to support the delivery of cost-effective quality care through the appropriate use of resources.*
- ◆ *Compiles and monitors statistical data.*
- ◆ *Assists in the evaluation, planning and adjustment of resources.*
- ◆ *Maintains an inventory of regional services.*

Key Work Activity C: Long Term Care Assessment / Placement Coordination

Duties/Responsibilities:

- ◆ *Receives referrals and acts as a resource for clients requesting long term placement.*
- ◆ *Acts as a liaison to coordinate appropriate services, including placement.*
- ◆ *Coordinates the functions of the region Assessment and Referral Committees, ensuring consistency in policies and procedures of the placement process.*
- ◆ *Organizes and chairs semi-monthly meetings.*

Key Work Activity D: Case Management

Duties/Responsibilities:

- ◆ *Coordinates case management activities by promoting quality care and cost-effective outcomes while addressing the well-being of clients.*
- ◆ *Provides a continuum of care by promoting multi-disciplinary collaboration.*
- ◆ *Acts as client advocate, intervening on behalf of patients to make the system responsive to their needs.*
- ◆ *Receives case management referrals.*

Key Work Activity E: Admission / Discharge Planning

Duties/Responsibilities:

- ◆ *Acts as a liaison between client, physician, families and health care workers.*
- ◆ *Assists in arranging placement/respite/discharge.*
- ◆ *Attends regular care planning meetings.*

Key Work Activity F: Related Key Work Activities

Duties/Responsibilities:

- ◆ *Assists the Needs Assessment Committee in assessments, planning and evaluation functions.*
- ◆ *Provides orientation to staff.*

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: 1 2 3 4

Modify or change established department methods and procedures, but stay within program or legislative boundaries. Example: *Revise department methods and procedures.* 1 2 3 4

Develop new solutions to diverse and complex problems with conflicting requirements because there are no guidelines. Example: *Develop procedures, tools and processes* 1 2 3 4

Other (specify) _____ 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 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) *Share in decision making* 1 2 3 4

Others in own program/department (Example) _____ 1 2 3 4

Others district wide (Example) *Reviewing polices/procedures* 1 2 3 4

Departmental Management (Example) *Consent for revised polices/procedures* 1 2 3 4

Specialists/Clinical Experts (Example) *Provincial Quality of Care Coordinator* 1 2 3 4

Senior Management (Example) *Decision on monitoring of statistics* 1 2 3 4

Other (Example) _____ 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) _____

Licenced 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) **Bachelor degree in the Science of Nursing**

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

Specify: (Do not use abbreviations)

(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.)

- ◆ *Intermediate computer skills*
- ◆ *Communication and interpersonal skills*
- ◆ *Organizational and leadership skills*
- ◆ *Ability to work independently*
- ◆ *Valid drivers license*

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 type="checkbox"/> None | <input type="checkbox"/> 2 years |
| <input type="checkbox"/> Up to 3 months | <input checked="" 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 (5) education).

- ◆ *Thirty-six (36) months previous related experience in the areas of accreditation, continuous quality improvement, utilization management and/or long term care assessment.*

(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 the ability to coordinate large projects such as the region-wide accreditation process*
- ◆ *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). *Each aspect of the job has its own controls and job priority.*

(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: _____

Work presents difficult choices or unique situations that require judgement.
Example: *Investigating and handling consumer complaints within the district.*

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) | | ✓ | ✓ | ✓ | | ✓ | |
| Students | ✓ | | | | | | |
| Managers/supervisors of programs/departments or services | | ✓ | ✓ | ✓ | | ✓ | |
| Clients/patients/residents | | ✓ | ✓ | ✓ | | | |
| Family of clients/patients/residents | | ✓ | ✓ | ✓ | | | |
| Physicians | | ✓ | ✓ | ✓ | | ✓ | |
| Business representatives | ✓ | | | | | | |
| Suppliers/contractors | ✓ | | | | | | |
| Volunteers | ✓ | | | | | | |
| General public | | ✓ | ✓ | ✓ | | ✓ | |
| Other health care organizations or agencies | | ✓ | ✓ | ✓ | | ✓ | |
| Professional organizations/agencies | | ✓ | | ✓ | | | |
| Government departments | | ✓ | ✓ | ✓ | | ✓ | |
| Social Service establishments | | ✓ | ✓ | ✓ | | ✓ | |
| Community Agencies | | ✓ | | | | ✓ | |
| Police and Ambulance | | ✓ | ✓ | ✓ | | ✓ | |
| Foundations | ✓ | | | | | | |
| Others (specify) | | | | | | | |
| | | | | | | | |
| | | | | | | | |

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 | 2 | <u>3</u> | 4 |
| Other (specify) _____ | 1 | 2 | 3 | 4 |

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

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

(e) Talk with clients/patients/residents:

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

(f) Talk with families:

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

(h) Talk with general public:

| | | | | |
|----------------------|----------|---|----------|---|
| Provide information | 1 | 2 | <u>3</u> | 4 |
| Respond to questions | 1 | 2 | <u>3</u> | 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 | <u>3</u> | 4 |
| Counsel/persuade them | <u>1</u> | 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 | 1 | 2 | 3 | <u>4</u> |
| 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 | <u>1</u> | 2 | 3 | 4 |
| Devise mutual goals/objectives with them | <u>1</u> | 2 | 3 | 4 |
| Lead meetings | <u>1</u> | 2 | 3 | 4 |
| Check on their progress | 1 | <u>2</u> | 3 | 4 |
| Other (specify) _____ | 1 | 2 | 3 | 4 |

Please give examples: *Contact with Saskatchewan Health departments. Confer with other Quality of Care and Utilization Coordinators*

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)

- ◆ ***Monitoring and analyzing Unusual Occurrence forms impact the safety of others.***

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

If yes, please provide an example(s)

- ◆ ***Investigating client complaints and their outcomes impact relations. Long term care placements in non-preferred locations have impact on relations with client.***

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

If yes, please provide an example(s)

- ◆ ***As above.***

Provision of services Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ ***Discharge planning and long term placements affect provision of services.***

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

If yes, please provide an example(s)

- ◆ ***Results of utilization studies affect the operation of department/facility/agencies and the district as a whole.***

Equipment/instruments Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ ***Monitoring and analyzing risks through risk management activities may result in changes to equipment, etc.***

Reports and records Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ ***All aspects of the job have documented reports/records (i.e. utilization, handling complaints).***

Financial resources Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ ***Utilization management processes affect the use of all resources, including financial.***

Other Is an impact likely? Yes No

If yes, please provide an example(s)

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. _____
- Assign and/or check work of others doing work similar to yours. _____
- Lead a project team; prioritize tasks, assign work, monitor progress to achieve planned outcome(s). *Accreditation teams*
- Provide functional advice/instruction to others in how to carry out work tasks. *Instruction to health care personnel in developing performance indicators*
- Provide technical direction as an expert in a field in order for others to carry out their primary job responsibilities. _____
- Provide input to appraisal, and/or hiring. *Provide input*
- Coordinate replacement and/or scheduling of employees. _____
- Supervise a work group; assign work to be done, methods to be used, and take responsibility for all the group. _____
- Supervise the work, practices and procedures of a defined program. _____
- Supervise the work, practices and procedures of a department. _____
- Provide counselling 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>Service evaluations, surveys</i> |
| <input type="checkbox"/> Make resource allocation choices. | _____ |
| <input type="checkbox"/> Design programs and/or services for delivery. | _____ |
| <input checked="" type="checkbox"/> Develop new methods and/or procedures. | <i>Measuring tools for monitoring</i> |
| <input checked="" type="checkbox"/> Modify established methods and/or procedures. | <i>Revise policy and procedure manuals</i> |
| <input checked="" type="checkbox"/> Establish tests and/or service standards. | <i>Standards of practice and care</i> |
| <input type="checkbox"/> Verify accuracy of information provided by others. | _____ |
| <input type="checkbox"/> Select vendors/contractors for supply of goods and services. | _____ |
| <input checked="" type="checkbox"/> Prioritize order/sequence of tasks carried out. | <i>Establish schedules for activities</i> |
| <input type="checkbox"/> Determine training needs for others. | _____ |
| <input type="checkbox"/> Approve expenditures and/or commitment of resources. | _____ |
| <input checked="" type="checkbox"/> Edit reports produced by others. | <i>Revisions to policies and procedures</i> |
| <input checked="" type="checkbox"/> Address changes in conditions that affect client/patient care plan. | <i>Coordinate care processes</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>Monitor compliance of standards</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>Sitting at desk or at meetings</i> | | 75% | | | ✓ |
| <i>Walking within facility</i> | | 5% | | | ✓ |
| <i>Using computer</i> | | 10% | | | ✓ |
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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>Keyboarding</i> | <i>10%</i> | | | ✓ |
| <i>Writing reports/completing forms</i> | <i>12%</i> | | | ✓ |
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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>Computer operation</i> | <i>10%</i> | | | ✓ |
| <i>Writing reports</i> | <i>12%</i> | | | ✓ |
| <i>Reading</i> | <i>12%</i> | | | ✓ |
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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>Attending meetings/planning sessions</i> | 25% | | ✓ | |
| <i>Taking minutes of meetings</i> | 12% | ✓ | | |
| <i>Attentive to co-workers/clients and families</i> | 12% | | ✓ | |
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(c) Must attention be shifted frequently from one job detail to another?

Yes
 No

If yes, please give examples: *Phone interruptions. Interruptions from staff requiring/receiving information.*

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) | | | |
| Cold | | | |
| Congested workplace | | | |
| Dust | | | |
| Extreme temperature | | | |
| Foul language | | | |
| Grease | | | |
| Head lice | | | |
| Heat | | | |
| Inadequate lighting | | | |
| Inadequate ventilation | | | |
| Insects, rodents, etc. | | | |
| Interruptions | | ✓ | |
| Isolation | | | |
| Latex | | | |
| Moisture | | | |
| Mold | | | |
| Multiple deadlines | | ✓ | |
| Noise | | | |
| Odor | | | |
| Oil | | | |
| Radiation exposure (specify) | | | |
| Second hand smoke | | | |
| Soiled linens | | | |
| Steam | | | |
| Transporting or handling human remains | | | |
| Travel | ✓ | | |
| 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) | | | |
| Travelling in inclement weather | ✓ | | |
| Excessive/unpredictable weights | | | |
| Exposure to infectious disease (specify) | | | |
| Extreme noise | | | |
| 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 | | | |
| 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: **WHMIS**

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: _____

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