



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 *Recreation Working Supervisor* JEC # 201

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?"

Supervises and directs the Recreational Activity Department. Plans, organizes, implements and validates programs to meet the social, cultural, recreational, physical, mental, emotional and spiritual needs of the 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: Supervision / Administration**Duties/Responsibilities:**

- ◆ *Supervises, orientates and schedules department staff.*
- ◆ *Develops volunteer programs; recruits, interviews and schedules volunteer applicants.*
- ◆ *Provides input into hiring and performance appraisals and performance reviews.*
- ◆ *Provides input into budget and ensures compliance within budget guidelines.*
- ◆ *Orders, purchases and maintains supplies and equipment.*
- ◆ *Provides input into and ensures compliance with policies and procedures.*
- ◆ *Acts as a liaison with other departments.*
- ◆ *Ensures continuing education and training of department staff.*

Key Work Activity B: Activities / Events

Duties/Responsibilities:

- ◆ *Develops, plans, organizes, schedules and implements recreational programs and activities for clients/patients/residents.*
- ◆ *Coordinates and arranges for portering/transportation for clients/patients/residents (e.g., medical appointments, facility functions).*
- ◆ *Validates and arranges resident-specific activities.*
- ◆ *Coordinates various services (e.g., library, pastoral care and volunteer).*
- ◆ *Coordinates and provides set up, decorating and clean up following activities.*
- ◆ *Maintains activity and storage areas.*
- ◆ *Attends to client/patient/resident individual needs and interests (e.g., shopping/social functions).*
- ◆ *Maintains communication for clients/patients/residents and staff (e.g., communication books, daily whiteboards, calendars and newsletters).*
- ◆ *Advocates on behalf of clients/patients/residents.*
- ◆ *Directs and supervises clients/patients/residents and volunteers.*

Key Work Activity C: Evaluation / Documentation

Duties/Responsibilities:

- ◆ *Evaluates and documents client/patient/resident needs and abilities.*
- ◆ *Develops goals and assessment process for each activity carried out.*

Key Work Activity D: Communications / Public Relations

Duties/Responsibilities:

- ◆ *Acts as a liaison with clients/patients/residents, families and outside agencies.*
- ◆ *Maintains relationships with auxiliary groups, service clubs and schools.*
- ◆ *Coordinates fundraising and grant applications.*
- ◆ *Participates in client/patient/resident care plans and multi-disciplinary/family meetings.*

Key Work Activity E: _____ (%)

Duties/Responsibilities:

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: Patient care plan and recreation assessment.
Modify or change established department methods and procedures, but stay within program or legislative boundaries. Example: Adapt programs to meet special needs (i.e. exercise program).
Develop new solutions to diverse and complex problems with conflicting requirements because there are no guidelines. Example:
Other (specify)

(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
Ask co-workers for help in deciding what to do
Read manuals and figure out what to do
Decide with my supervisor what to do
Check guidelines and past practices
Decide what to do based on my related experience
Get advice with problems from management and/or other sources (i.e. suppliers, consultants)
Other (specify)

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

- Immediate supervisor (Example)
Others in own program/department (Example)
Others district wide (Example)
Departmental Management (Example)
Specialists/Clinical Experts (Example)
Senior Management (Example)
Other (Example)

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 year 2 yrs 3 yrs

Specify: (Do not use abbreviations) *Therapeutic Recreation diploma*

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) _____

(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*
- ◆ *Leadership and organizational skills*
- ◆ *Ability to work independently*
- ◆ *Interpersonal and communication skills*
- ◆ *Ability to work with special needs clients/patients/residents*
- ◆ *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 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 checked="" 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).

◆ *Twelve (12) months previous discipline-related experience to consolidate knowledge and skills.*

(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 supervisory/administration skills*
- ◆ *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: *Resident s needs and behaviors vary from time to time and are not always predictable.*
- 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)		✓	✓	✓			
Students		✓	✓				
Managers/supervisors of programs/departments or services		✓	✓	✓			
Clients/patients/residents		✓	✓	✓			
Family of clients/patients/residents		✓	✓	✓			
Physicians		✓	✓				
Business representatives <i>Clothing company</i>		✓					✓
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	<u>2</u>	3	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)?	1	<u>2</u>	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	<u>1</u>	2	3	4			
	Other (specify) _____	1	2	3	4			
(d)	Have contact with extreme/special needs clients/patients/residents? Specify: <i>Alzheimer s, Dementia, Stroke</i>	1	2	<u>3</u>	4			

(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	2	<u>3</u>	4			
	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	<u>1</u>	2	3	4			

	Devise mutual goals/objectives with them	1	<u>2</u>	3	4
	Check on their progress	<u>1</u>	2	3	4
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		
(g)	Talk with physicians:				
	Get information from them	<u>1</u>	2	3	4
	Inform them	<u>1</u>	2	3	4
	Devise mutual goals/objectives with them	<u>1</u>	2	3	4
(h)	Talk with general public:				
	Provide information	1	<u>2</u>	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	<u>3</u>	4
	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	<u>1</u>	2	3	4
	Get cooperation from other parts of the organization on projects and programs	1	2	<u>3</u>	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	2	<u>3</u>	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	1	<u>2</u>	3	4
	Check on their progress	<u>1</u>	2	3	4
	Other (specify) _____	1	2	3	4

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)

- ◆ *Safety measures must be ensured with all programs.*

Client/patient/resident relations

Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Misjudgment in planning stimulating programs may impact the health and well-being of clients/patients/residents.*

Family of clients/patients/residents

Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Provide comfort, advice, information and support to family members.*

Provision of services

Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *If this service is not provided there are more behavioral problems.*

Departmental/site/agency/district operations

Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Must be aware of department operations to ensure teamwork.*

Equipment/instruments

Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Proper maintenance and inspection of equipment results in a safe working environment for staff and residents.*

Reports and records

Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Records must be kept in order to evaluate the clients in the program and the program itself. Report changes in behaviour or condition of client.*

Financial resources

Is an impact likely? Yes No

If yes, please provide an example(s)

- ◆ *Residents comfort funds. Fundraising. Petty cash. Purchase supplies and equipment.*

Other

Is an impact likely? Yes No

If yes, please provide an example(s)

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

- | | | |
|-------------------------------------|--|--|
| <input checked="" type="checkbox"/> | Provide occasional orientation to others. | <i>Volunteers, new staff, students.</i> |
| <input checked="" type="checkbox"/> | Assign and/or check work of others doing work similar to yours. | <i>Volunteers, new staff, students.</i> |
| <input type="checkbox"/> | Lead a project team; prioritize tasks, assign work, monitor progress to achieve planned outcome(s). | _____ |
| <input checked="" type="checkbox"/> | Provide functional advice/instruction to others in how to carry out work tasks. | <i>Volunteers, new staff and students, family.</i> |
| <input type="checkbox"/> | Provide technical direction as an expert in a field in order for others to carry out their primary job responsibilities. | _____ |
| <input checked="" type="checkbox"/> | Provide input to appraisal, and/or hiring. | <i>New staff</i> |
| <input checked="" type="checkbox"/> | Coordinate replacement and/or scheduling of employees. | <i>Staff and volunteers</i> |
| <input type="checkbox"/> | Supervise a work group; assign work to be done, methods to be used, and take responsibility for all the group. | _____ |
| <input type="checkbox"/> | Supervise the work, practices and procedures of a defined program. | _____ |
| <input checked="" type="checkbox"/> | Supervise the work, practices and procedures of a department. | <i>Staff, volunteers, activities</i> |
| <input type="checkbox"/> | Provide counselling and/or coaching to others. | _____ |
| <input checked="" type="checkbox"/> | Provide health promotion/outreach (teaching/instruction). | <i>Develop department workshops/programs</i> |

Other (specify) _____

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
✓ Provide input for the evaluation of services delivered.	<i>Satisfaction surveys.</i>
✓ Make resource allocation choices.	<i>Allocate budget</i>
✓ Design programs and/or services for delivery.	<i>Plan, develop and implement recreation programs.</i>
✓ Develop new methods and/or procedures.	<i>New programs, policies and procedures</i>
✓ Modify established methods and/or procedures.	<i>Modify programs for individual needs</i>
✓ Establish tests and/or service standards.	<i>Quality Assurance</i>
✓ Verify accuracy of information provided by others.	<i>Residents trust accounts. Residents condition.</i>
✓ Select vendors/contractors for supply of goods and services.	<i>Clothing/supplies/equipment</i>
✓ Prioritize order/sequence of tasks carried out.	<i>Daily workload</i>
✓ Determine training needs for others.	<i>Volunteers, new staff, students.</i>
✓ Approve expenditures and/or commitment of resources.	<i>Purchasing supplies and equipment, budget</i>
<input type="checkbox"/> Edit reports produced by others.	_____
✓ Address changes in conditions that affect client/patient care plan.	<i>Report change or deterioration in client condition.</i>
✓ Develop expenditures for budget planning.	<i>Programs, supplies, equipment</i>
✓ Develop internal control procedures.	<i>Archiving data</i>

✓ Ensure compliance with regulations.

Policies and procedures

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>Portering/assisting transfer of patients</i>	<i>H</i>	<i>30%</i>			✓
<i>Setting up / moving equipment</i>	<i>M</i>	<i>15%</i>			✓
<i>Crouching, bending, reaching</i>		<i>30%</i>			✓
<i>Walking</i>		<i>35%</i>			✓
<i>Standing</i>		<i>75%</i>			✓
<i>Pulling, pushing residents/equipment</i>	<i>L H</i>	<i>40%</i>			✓
<i>Lifting boxes, supplies and equipment</i>	<i>M</i>	<i>6%</i>		✓	
<i>Assist resident with activities of daily living</i>		<i>15%</i>		✓	
<i>Assist residents with recreation</i>	<i>L</i>	<i>30%</i>			✓
<i>Decorating</i>		<i>10%</i>	✓		
<i>Cleaning</i>		<i>5%</i>	✓		

<i>Sitting office work</i>		20%	✓		
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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 Approximate % of time/day	FREQUENCY		
		Occasional	Frequent	Continuous
<i>Writing reports</i>	35%			✓
<i>Computer operation</i>	20%			✓
<i>Positioning residents/equipment</i>	25%			✓
<i>Recreation programs (baking, crafts, games, exercises)</i>	30%			✓
<i>Sorting and distributing mail</i>	1%	✓		
<i>Loading and driving handi-bus</i>	15%	✓		
<i>Folding laundry</i>	3%	✓		
<i>Operating equipment (VCR, etc.)</i>	5%	✓		

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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>Reading</i>	30%			✓
<i>Filing</i>	5%	✓		
<i>Handling money</i>	6%	✓		
<i>Writing - reports</i>	30%			✓
<i>Observing residents</i>	75%			✓

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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>Taking minutes</i>	<i>10%</i>	✓		
<i>Phone</i>	<i>15%</i>		✓	
<i>Take and give direction</i>	<i>5%</i>	✓		
<i>Interact with family, staff, volunteers, residents</i>	<i>75%</i>			✓
<i>Call bells</i>	<i>25%</i>			✓
<i>Consulting with other staff</i>	<i>10%</i>	✓		

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

Yes

No

If yes, please give examples: *Portering to activity, to counseling, to helping with activities of daily living, back to portering and involving them in recreation programs. Door systems are ringing, paging, telephone calls, client needs.*

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>Bleach, sterilent</i>	✓		
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) <i>TB, VRE, Influenza</i>		✓	
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 <i>Decorating</i>	✓		
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: *TLR, PART, gloves.*

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.

17 Signatures See Page 46 in Guidebook

(a) Single job submission

Signature: _____

Date: _____

(b) Multiple job/group submission

Signatures:

Date: _____

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