



# *Provider Group – Joint Job Evaluation Job Fact Sheet*

## *Job #431 – Program Access Coordinator*

PLEASE PRINT

### Section 1 – INTRODUCTION

**Purpose:** This section provides general direction for completing the Job Fact Sheet and is further supplemented by the additional instructions set out in the remaining sections of this Job Fact Sheet.

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 (JFS) 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 JFS focuses on **CURRENT** job content and requirements. **THIS IS NOT AN APPRAISAL OF AN INDIVIDUAL'S PERFORMANCE ON THE JOB.**

Please read the JFS carefully, and complete each section. Throughout the JFS examples are requested and are important as you describe the job. Provide additional information on the back blank pages of this document, additional job holder comments can be recorded in Section (16) on page 26, or attach additional pages if necessary.

#### **SUPERVISOR – STEPS TO FOLLOW:**

1. a. **New Job:** complete Job Review Request Form (JRRF), complete a proposed JFS and proposed Job Description.
- b. **Six-month review of New Job:** Please review all sections of the completed “draft” JFS and “draft” Job Description thoroughly and add any additional information or comments in each section. Also, additional Supervisor comments can be recorded in Section (18) on page 27.
- c. Forward all documents to your Human Resources representative.
2. **DO NOT CHANGE EMPLOYEE'S RESPONSES.**

#### **EMPLOYEE - STEPS TO FOLLOW:**

1. Please read the JFS carefully, and complete each section. If you find that some questions do not relate to your job, please write in “not applicable”.
  2. The information you provide should relate to the job content as it currently exists. When reviewing your duties and responsibilities, ensure that you consider the entire job cycle (activities that regularly occur in a one-year period).
  3. Group submissions are encouraged for employees doing the same or very similar job duties.
  4. **It is suggested that you complete Sections 6 through 15 before completing Sections 4 and 5. The “Sample Key Activities” (see Appendix A) may assist you in completing Section 5.**
  5. Once you have completed the JFS and if you have not already submitted a JRRF, please complete and forward both documents to your Human Resources representative. Keep a copy of all documentation for your records. Please complete the Signatures Section (17) on page 26.
  6. Your immediate **Out-of-Scope Supervisor** (Supervisor) will review your completed JFS and add comments at the end of each section.
- ▶ Please keep in mind that, although you are the employee(s) doing the job, what is being described are the current responsibilities of the job – not how well you are performing these tasks and responsibilities. It is important that you concentrate only on providing the facts about the job and its responsibilities.



**Section 3 – JOB IDENTIFICATION**

**Purpose:** This section gathers basic identifying material so we can keep track of completed Job Fact Sheets.

Provide your name and work telephone number(s) for contact purposes. For group JFS submissions, please note the name and telephone number(s) of the contact person.

Name of person completing the JFS for a single employee, or contact person for group JFS submission (ONLY COMPLETE A GROUP SUBMISSION IF ALL EMPLOYEES ARE DOING THE SAME JOB):

Name (Print): \_\_\_\_\_ Employee No.: \_\_\_\_\_

Work Telephone: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Regional Health Authority/Affiliate: \_\_\_\_\_

Facility/Site: \_\_\_\_\_ Department: \_\_\_\_\_

See Section 18 on page 28 for signatures.

Provincial JE Job Title: \_\_\_\_\_ Date: \_\_\_\_\_

Provincial JE Number: \_\_\_\_\_ Office use only:

|          |                            |
|----------|----------------------------|
| JEMC No. | <u>    M    -    -    </u> |
|----------|----------------------------|

**Section 4 – JOB SUMMARY**

**Purpose:** This section describes why the job exists.

Briefly describe the general purpose of this job:

Tips:

- ▶ Consider “Why does this job exist?” and “What is this job responsible for?”
- ▶ Think about what you would say if someone approached you and asked you about your job.
- ▶ You may wish to begin with: “The (Job Title) exists to ...” or “The (Job Title) is responsible for...”

*Coordination of client access to multi-disciplinary care, services and special programs.*

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**SUPERVISOR’S COMMENTS – JOB SUMMARY**

Are the responses to this question:  Complete  Incomplete

Do you agree with the responses:  Yes  No

COMMENTS (must be completed if “Incomplete” or “No” is selected):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Supervisor’s Initials: \_\_\_\_\_

Section 5 – KEY WORK ACTIVITIES

**Purpose:** This section describes the key activities, duties and responsibilities of the job.

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 in a phrase, at the top of each box** (e.g., counseling 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. Most jobs can be described in three to five key work activities.

**The total of all key work activity sections should equal but not exceed 100%.** For example: ½ day every day per year = 50%; 3 months per year = 25%; 2 ½ weeks per year = 5%

After summarizing each key work activity, provide details or examples that describe the related job duties or responsibilities. If using abbreviations, acronyms or technical terminology, please initially explain their meaning.

- ▶ Don't get lost in detail in describing the duties and responsibilities. Use clear verbs about things that are done in connection with each one. Avoid using a gender biased wording (i.e. he or she) in describing the work.
- ▶ It is important that the **whole job** be described, not just a particular dimension or a special project.

The "Sample Key Activities" (see Appendix A) may assist you in completing this section.

**Key Work Activity A: Coordination of Assessment and Treatment**

**Duties/Responsibilities:**

- ◆ *Coordinates information of the needs of clients and documents the same for the program staff and client's health record.*
- ◆ *Pre-registers and obtains detailed personal and medical history for clients from a variety of sources (e.g., physicians, therapists, schools).*
- ◆ *Develops agendas, records and distributes minutes, and completes follow up of meeting actions.*
- ◆ *Enters, creates and maintains schedules.*
- ◆ *Maintains and updates client charts.*
- ◆ *Schedules and coordinates client appointments (e.g., X-rays/ultrasounds, clinics, therapy appointments, education classes).*
- ◆ *Books rooms.*
- ◆ *Books, cancels, reschedules and makes adjustments to previously scheduled appointments, meetings, education classes.*
- ◆ *Processes referral requests.*
- ◆ *Creates and maintains waiting lists.*

**SUPERVISOR'S COMMENTS – KEY WORK ACTIVITIES**

Are the responses to this question:  Complete  Incomplete

Do you agree with the responses:  Yes  No

COMMENTS (must be completed if "Incomplete" or "No" is selected):

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Supervisor's Initials: \_\_\_\_\_

Section 5 – KEY WORK ACTIVITIES (cont'd)

Key Work Activity B: Communication

Duties/Responsibilities:

- ◆ *Communicates with clients, families, physicians, outside agencies and the care team to ensure the care needs of the client are met.*
- ◆ *Responds to inquiries on programs, wait lists, and factors that impact wait times.*
- ◆ *Provides information on services within the Program and Health Region, local services and outside agencies.*
- ◆ *Facilitates coordination of travel with the appropriate services (e.g., Travel Coordinator, Social Services, local transportation).*
- ◆ *Communicates directly with a variety of support agencies (e.g., Social Services, Band Offices, schools).*

Key Work Activity C: Clerical

Duties/Responsibilities:

- ◆ *Compiles statistical reports.*
- ◆ *Performs word processing duties (e.g., letters, prepares reports).*
- ◆ *Orders supplies.*
- ◆ *Photocopies, files, processes mail, shreds documents.*
- ◆ *Provides reception/telephone services.*
- ◆ *Performs data entry and maintains database.*
- ◆ *Retrieves and files client records.*
- ◆ *May show others how to perform tasks or duties by familiarizing new employees with the work area and processes.*

SUPERVISOR’S COMMENTS – KEY WORK ACTIVITIES

Are the responses to this question:  Complete  Incomplete

Do you agree with the responses:  Yes  No

COMMENTS (must be completed if “Incomplete” or “No” is selected):

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Supervisor’s Initials: \_\_\_\_\_

SUPERVISOR’S COMMENTS – KEY WORK ACTIVITIES

Are the responses to this question:  Complete  Incomplete

Do you agree with the responses:  Yes  No

COMMENTS (must be completed if “Incomplete” or “No” is selected):

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Supervisor’s Initials: \_\_\_\_\_

Section 5 – KEY WORK ACTIVITIES (cont'd)

Key Work Activity D: \_\_\_\_\_ ( %)

Duties/Responsibilities:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Key Work Activity E: \_\_\_\_\_ ( %)

Duties/Responsibilities:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUPERVISOR'S COMMENTS – KEY WORK ACTIVITIES

Are the responses to this question:  Complete  Incomplete

Do you agree with the responses:  Yes  No

COMMENTS (must be completed if "Incomplete" or "No" is selected):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor's Initials: \_\_\_\_\_

SUPERVISOR'S COMMENTS – KEY WORK ACTIVITIES

Are the responses to this question:  Complete  Incomplete

Do you agree with the responses:  Yes  No

COMMENTS (must be completed if "Incomplete" or "No" is selected):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor's Initials: \_\_\_\_\_

Section 6 – DECISION-MAKING

**Purpose:** This section provides a series of situations that may be encountered on the job requiring decision making before taking action.

For each situation, please indicate the response that most appropriately describes your job. Provide examples where requested. Add any additional examples under “Other”.

- ▶ Example: if the job requires you to follow specific instructions/procedures most of the time, check the box under “Most of the time” and give examples. If the job requires you to modify established methods often, check “Often”.

| (a) In this job, do you (check all responses that apply)  | Almost never | Sometimes | Often | Most of the time |
|---|--------------|-----------|-------|------------------|
| Follow specific instructions/procedures, use well-defined methods or use established guidelines to achieve desired end results.<br>Example: <i>Department booking guidelines, Intake policies/procedures.</i> |              |           | X     |                  |
| Modify or change established department methods and procedures, but stay within program or legislative boundaries.<br>Example: <i>Modify daily schedules to meet emergencies and immediate changes.</i>       |              |           | X     |                  |
| Develop new solutions to diverse and complex problems with conflicting requirements because there are no guidelines.<br>Example: _____  |              |           |       |                  |
| (b) When there is a situation you have not come across before, do you (check all responses that apply)  | Almost never | Sometimes | Often | Most of the time |
| Immediately ask the supervisor/leader what to do  |              | X         |       |                  |
| Ask co-workers for help in deciding what to do  |              | X         |       |                  |
| Read manuals and figure out what to do  |              |           | X     |                  |
| Decide with your supervisor what to do  |              | X         |       |                  |
| Check guidelines and past practices   |              |           | X     |                  |
| Decide what to do based on your related experience  |              |           | X     |                  |
| Get advice with problems from management and/or other sources (e.g. supplier, consultants)  |              | X         |       |                  |
| Other (specify): <i>Obtain applicable information from other agencies (e.g., school divisions, Band offices, Dept of Community Resources and Employment.</i>  |              | X         |       |                  |

Section 6 – DECISION-MAKING (cont'd)

(c) To what extent are the decision-making requirements of this job guided by others (check all responses that apply and provide examples)

| Almost never | Sometimes | Often | Most of the time |
|--------------|-----------|-------|------------------|
|--------------|-----------|-------|------------------|

Immediate supervisor  
Example: *Out-of-Scope Supervisor*

X

Others in own program/department  
Example: \_\_\_\_\_

X

Others within the RHA  
Example: *Specialists/Physicians*

X

Departmental Management  
Example: \_\_\_\_\_

X

Specialists / Clinical Experts  
Example: *Therapists*

X

Senior Management  
Example: \_\_\_\_\_

X

Other  
Example: \_\_\_\_\_

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SUPERVISOR'S COMMENTS – DECISION-MAKING

Are the responses to the question:  Complete  Incomplete  
Do you agree with the responses:  Yes  No

COMMENTS (must be completed if "Incomplete" or "No" is selected):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor's Initials: \_\_\_\_\_

Section 7 – EDUCATION AND SPECIFIC TRAINING

**Purpose:** This section gathers information on the minimum level of completed formal education required for the job.

(a) What **minimum** level of completed schooling or formal training would be necessary for a **new person** being hired into this job? **This does not reflect the education that you have, but what is the typical minimum requirement of the job.**

▶ The total **minimum** level of completed schooling or formal training should include all classroom, laboratory, practicum, clinical, or apprenticeship, etc., time required prior to graduation or certification.

(i) High School: Grade 10  Grade 11  **Grade 12**

(ii) Technical/Vocational/Community College: **1 year**  2 years  3 years

Specify (Do not use abbreviations): *Office Education certificate, Medical Transcriptionist advanced certificate*

(iii) Licensed Trades: 1 year  2 years  3 years  4 years  5 years

Specify (Do not use abbreviations): \_\_\_\_\_

(iv) University: 3 years  4 years  Masters

Specify (Do not use abbreviations): \_\_\_\_\_

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

If yes, please specify and provide the name of the licensing / certification / registration body (do not use abbreviations):

\_\_\_\_\_

(c) What additional special skills, training, or licenses are needed to perform the job? Indicate the length of the course/program:

Specify (Do not use abbreviations):

- ◆ *Intermediate computer skills*
- ◆ *Intermediate keyboard skills*
- ◆ *Communication, organizational and interpersonal skills*
- ◆ *Ability to work independently*

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SUPERVISOR'S COMMENTS – EDUCATION AND SPECIFIC TRAINING

COMMENTS (must be completed if "Incomplete" or "No" is selected):

Are the responses to the question:  Complete  Incomplete

\_\_\_\_\_

Do you agree with the responses:  Yes  No

\_\_\_\_\_

\_\_\_\_\_

Supervisor's Initials: \_\_\_\_\_

Section 8 – EXPERIENCE

**Purpose:** This section gathers information on the minimum relevant experience required for a job. Relevant experience may include previous job-related experience and/or on-the-job learning or adjustment.

Estimate the **minimum** relevant experience gained: (a) prior to and/or (b) on-the-job, that is required for a new person with the education recorded in Section 7 to acquire the skills needed to carry out the requirements of this job.

- ▶ For part (a), ask yourself, “*Is previous related job experience necessary? If so, how much?*”
- ▶ For part (b), ask yourself, “*Is time on the job required to learn new tasks and responsibilities or to adjust to the job? If so, how much?*”
- ▶ **Do not include laboratory, practicum, clinical or apprenticeship, etc., time recorded in Section 7, Education and Specific Training.**

(a) Required previous related job experience (**do not include practicum or apprenticeship if covered in Section 7 – Education and Specific Training**)

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

Describe the experience requirements gained on previous jobs here or elsewhere needed to prepare for this job:

- ◆ *Twelve (12) months previous experience working in an office environment.*
- 

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

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

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

- ◆ *Become familiar with computer programs*
- ◆ *Become familiar with region/facility/department policies and procedures*
- ◆ *Learn the scope of activities provided by the Program, service routing, client needs and placement practices*
- ◆ *Acquire working familiarity of local community support agencies*

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**SUPERVISOR’S COMMENTS – EXPERIENCE**

Are the responses to the question:  Complete  Incomplete  
 Do you agree with the responses:  Yes  No

COMMENTS (must be completed if “Incomplete” or “No” is selected):

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Supervisor’s Initials: \_\_\_\_\_

**Section 9 – INDEPENDENT JUDGEMENT**

**Purpose:** This section gathers information on the extent to which the job exercises independent action.

All jobs require some independent action, but to varying degrees. Some jobs are highly structured and have many formal procedures, while others require exercising judgement or taking 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: \_\_\_\_\_
- Work presents difficult choices or unique situations that require judgement. Example: *Coordination of client access to specialty clinics with diagnostic services and medical tests.*

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**SUPERVISOR'S COMMENTS – INDEPENDENT JUDGEMENT**

Are the responses to the question:  Complete  Incomplete  
 Do you agree with the responses:  Yes  No

COMMENTS (must be completed if "Incomplete" or "No" is selected):

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ Supervisor's Initials: \_\_\_\_\_

Section 10 – WORKING RELATIONSHIPS

**Purpose:** This section gathers information on the typical contacts or working relationships necessary in doing the job.

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

|  | PURPOSE OF CONTACT   |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|
|  | Check off all that apply<br>(more than one, if applicable) |   |   |   |   |   |   |
|  | A  | B | C | D | E | F | G |
| Employees in the same department   |  | X | X | X |   |   |   |
| Employees in another department/site (specify): <i>Health Records</i>  |  | X | X | X |   |   |   |
| Students   |  | X |   |   |   |   |   |
| Supervisor / supervisors of programs / departments or services   |  | X | X | X |   |   |   |
| Clients / patients / residents   |  | X | X | X |   |   |   |
| Family of clients / patients / residents   |  | X | X | X |   |   |   |
| Physicians   |  | X | X | X |   |   |   |
| Business representatives   | X  |   |   |   |   |   |   |
| Suppliers / contractors  |  | X |   |   |   |   |   |
| Volunteers   |  | X |   |   |   |   |   |
| General Public   |  | X |   |   |   |   |   |
| Other health care organizations or agencies: <i>SK Abilities</i>   |  | X | X | X |   |   |   |
| Professional organizations / agencies  |  | X |   |   |   |   |   |
| Government departments: <i>Department of Community Resources and Employment, Schools, Indian Affairs, Band Offices</i> |  | X | X | X |   |   |   |
| Social Service establishments: <i>Group Homes, Financial Social Workers</i>  |  | X | X | X |   |   |   |
| Community Agencies: <i>Paratransit</i>   |  | X | X | X |   |   |   |
| Police and Ambulance   |  | X |   |   |   |   |   |
| Foundations  | X  |   |   |   |   |   |   |
| Others (specify)   |  |   |   |   |   |   |   |

Section 10 – WORKING RELATIONSHIPS (cont'd)

► Questions (b) to (k) that follow provide a series of situations that may be encountered in your job. Please provide the response that fits best for each situation. Provide examples or specify where requested.

| HOW OFTEN DOES YOUR JOB REQUIRE YOU TO:  | Almost never | Sometimes | Often | Most of the time |
|--|--------------|-----------|-------|------------------|
| <b>(b) Have to tell people things they <u>DO NOT</u> want to hear?</b>   |              |           |       |                  |
| ▪ Other employees  |              |           | X     |                  |
| ▪ Client / patients / residents / families   |              |           | X     |                  |
| ▪ The general public   | X            |           |       |                  |
| ▪ Other (specify): <i>Ambulance, Paratransit, taxi service, wheels-on-wheels</i>   |              | X         |       |                  |
| <b>(c) Have contact with very upset or very angry:</b>   |              |           |       |                  |
| ▪ Clients / patients / residents / families (not other workers)  |              |           | X     |                  |
| ▪ Outside groups (not other workers)   |              | X         |       |                  |
| ▪ General public   | X            |           |       |                  |
| ▪ Other employees  |              | X         |       |                  |
| ▪ Management   |              | X         |       |                  |
| ▪ Physicians   |              | X         |       |                  |
| ▪ Other (specify): <i>Ambulance, Paratransit, taxi service, wheels-on-wheels</i>   |              | X         |       |                  |
| <b>(d) Have contact with extreme / special needs clients / patients / residents?</b><br>Specify: <i>Clients/families</i> |              |           |       | X                |
| <b>(e) Talk with clients / patients / residents to:</b>  |              |           |       |                  |
| ▪ Get information from them  |              |           |       | X                |
| ▪ Inform them  |              |           |       | X                |
| ▪ Counsel them   | X            |           |       |                  |
| ▪ Devise mutual goals / objectives with them   |              | X         |       |                  |
| ▪ Check on their progress  | X            |           |       |                  |
| <b>(f) Talk with families to:</b>  |              |           |       |                  |
| ▪ Get information from them  |              |           |       | X                |
| ▪ Inform them  |              |           |       | X                |
| ▪ Counsel them   | X            |           |       |                  |
| ▪ Devise mutual goals / objectives with them   |              | X         |       |                  |
| ▪ Check on their progress  | X            |           |       |                  |
| <b>(g) Talk with physicians to:</b>  |              |           |       |                  |
| ▪ Get information from them  |              |           | X     |                  |
| ▪ Inform them  |              |           | X     |                  |
| ▪ Devise mutual goals / objectives with them   |              |           | X     |                  |

Section 10 – WORKING RELATIONSHIPS (cont'd)

| HOW OFTEN DOES YOUR JOB REQUIRE YOU TO:  | Almost never | Sometimes | Often | Most of the time |
|--|--------------|-----------|-------|------------------|
| <b>(h) Talk with general public to:</b>  |              |           |       |                  |
| ▪ Provide information  |              | X         |       |                  |
| ▪ Respond to questions   |              | X         |       |                  |
| ▪ Make presentations   | X            |           |       |                  |
| <b>(i) Talk with other employees to:</b>   |              |           |       |                  |
| ▪ Get information from them  |              |           | X     |                  |
| ▪ Inform them  |              |           |       | X                |
| ▪ Counsel / persuade them  | X            |           |       |                  |
| ▪ Give them advice on work procedures  |              | X         |       |                  |
| ▪ Get advice from them on work procedures  |              | X         |       |                  |
| ▪ Get cooperation from other parts of the organization on projects and programs  |              |           | X     |                  |
| ▪ Other (specify)  |              |           |       |                  |
| <b>(j) Talk to vendors, contractors, consultants, government agencies and other external groups or organizations to:</b> |              |           |       |                  |
| ▪ Get information from them  |              |           |       | X                |
| ▪ Confer with peer professionals   |              | X         |       |                  |
| ▪ Inform them  |              |           |       | X                |
| ▪ Arrange for services   |              |           |       | X                |
| ▪ Devise mutual goals / objectives with them   |              | X         |       |                  |
| ▪ Lead meetings  | X            |           |       |                  |
| ▪ Check on their progress  | X            |           |       |                  |
| ▪ Other (specify): <i>Department of Community Resources and Employment, Schools, Indian Affairs, Band Offices</i>        |              |           | X     |                  |
| <b>(k) Other (specify):</b>  |              |           |       |                  |
| -----  |              |           |       |                  |
| -----  |              |           |       |                  |

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SUPERVISOR'S COMMENTS – WORKING RELATIONSHIPS

Are the responses to the question:  Complete  Incomplete

Do you agree with the responses:  Yes  No

COMMENTS (must be completed if “Incomplete” or “No” is selected):

\_\_\_\_\_

\_\_\_\_\_

Supervisor's Initials: \_\_\_\_\_

Section 11 – IMPACT OF ACTION

**Purpose:** This section gathers information on the likelihood of impact of action occurring when carrying out the duties of the job. Consider the responsibility for actions, resources and services, and the extent of the losses.

When carrying out your job duties and responsibilities, what is the likelihood of your actions having an impact or an outcome on the following? Such effects are typical and not considered as carelessness, willful neglect or extreme circumstances.

Injury or discomfort of others  
If yes, please provide an example(s):

Is an impact likely? Yes  No

Embarrassment in public, client / patient / resident, families, business or employee relations  
If yes, please provide an example(s):

Is an impact likely? Yes  No

◆ *If clients/families are not accurately informed of patient access, it can negatively affect the relationship.*

Delays in processing or handling of information or in the delivery of services  
If yes, please provide an example(s):

Is an impact likely? Yes  No

◆ *Misjudgement in coordinating appropriate services may delay succeeding services (e.g., educational assistance, diagnostic services).*

Actions which impact on departmental / site / agency / region operations  
If yes, please provide an example(s):

Is an impact likely? Yes  No

◆ *Negatively impact utilization of professional resources.*

Damage to equipment / instruments  
If yes, please provide an example(s):

Is an impact likely? Yes  No

◆ *Inappropriate use of equipment could cause expensive downtime and increased costs.*

Loss of or inaccurate information  
If yes, please provide an example(s):

Is an impact likely? Yes  No

◆ *Inaccurate or lack of documentation will cause inappropriate use of resources and affect patient confidentiality.*

Financial losses including withdrawal of commitment or withholding of funds  
If yes, please provide an example(s):

Is an impact likely? Yes  No

◆ *Timely access to program services to ensure utilization of professional resources.*

Other –  
If yes, please provide an example(s):

Is an impact likely? Yes  No

\*\*\*\*\*

**SUPERVISOR’S COMMENTS – IMPACT OF ACTION**

Are the responses to the question:  Complete  Incomplete

Do you agree with the responses:  Yes  No

**COMMENTS (must be completed if “Incomplete” or “No” is selected):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Supervisor’s Initials: \_\_\_\_\_



Section 13 – PHYSICAL DEMANDS

**Purpose:** This section gathers information on the physical effort and for the accurate hand/eye or hand/foot coordination required on a regular basis in your job.

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

- ▶ Duration means individual periods of **uninterrupted time** (except for scheduled breaks) – i.e. how long you have to perform the activity each time.
- ▶ Frequency means **how often** each activity occurs within the day.

Indicate the duration of time that the activity is present during the normal workday or shift (e.g., for an 8 hour shift – 6 hours = 75%; 4 hours = 50%; 2 hours = 25%; 1 hour = 12%; 1/2 hour = 6%). **Percentages may not add up to 100% (due to simultaneous activities).**

Place a checkmark in the chart below indicating the duration, frequency and weight of the activity. **Only indicate weight where applicable.**

**Light weight** – up to 9 kg / 20 lbs

**Occasional** – means the activity occurs once in a while – less than 50% of the time

**Medium weight** – over 9 kg / 20 lbs

**Regular** – means the activity occurs often – between 50% - 75% of the time

**Heavy weight** – over 23kg / 50 lbs

**Frequent** – means the activity occurs every day – over 75% of the time

- ▶ Exertions that are infrequent or that are not typical of the performance of the job should not be considered.

| ACTIVITY EXAMPLES   | DURATION                  | FREQUENCY  |          |          | WEIGHT                         |
|---|---------------------------|------------|----------|----------|--------------------------------|
|   | Approximate % of time/day | Occasional | Regular  | Frequent | Light, Medium, Heavy (specify) |
| <i>Sitting (e.g., computer operation &amp; telephone communication)</i> | <i>60 – 95%</i>           |            |          | <b>X</b> | <i>L</i>                       |
| <i>Lifting</i>  | <i>5 – 10%</i>            |            | <b>X</b> |          | <i>L – M</i>                   |
| <i>Walking/standing</i>   | <i>5 – 20%</i>            |            |          | <b>X</b> | <i>L</i>                       |
|   |                           |            |          |          |                                |
|   |                           |            |          |          |                                |
|   |                           |            |          |          |                                |
|   |                           |            |          |          |                                |
|   |                           |            |          |          |                                |
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|   |                           |            |          |          |                                |
|   |                           |            |          |          |                                |
|   |                           |            |          |          |                                |
|   |                           |            |          |          |                                |
| Others (please specify)   |                           |            |          |          |                                |

**Section 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 hours = 75%; 4 hours = 50%; 2 hours = 25%; 1 hour = 12%; 1/2 hour = 6%). **Percentages may not add up to 100% (due to simultaneous activities).**

▶ **Examples:** keyboard skills, repairing fine instruments/equipment; floor polishers; folding laundry; mechanical; plumbing; giving injections; dispensing oral medications; lawn mowers; sorting mail; electrical; driving; drafting; using long-handled tools such as mops and shovels; stocking shelves; positioning patients and equipment; carpentry.

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

**Occasional** – means the activity occurs once in a while – less than 50% of the time  
**Regular** – means the activity occurs often – between 50% - 75% of the time  
**Frequent** – means the activity occurs every day – over 75% of the time

| ACTIVITY EXAMPLES                       | DURATION                  | FREQUENCY  |         |          |
|---|---------------------------|------------|---------|----------|
|   | Approximate % of time/day | Occasional | Regular | Frequent |
| <i>Keyboarding / computer operation</i> | <i>30 – 50%</i>           |            |         | X        |
| <i>Photocopying</i>                     | <i>10 – 50%</i>           |            |         | X        |
| <i>Writing</i>                          | <i>10 – 50%</i>           |            |         | X        |
| <i>Filing / Sorting</i>                 | <i>5 – 15%</i>            |            |         | X        |
|   |                           |            |         |          |
|   |                           |            |         |          |
|   |                           |            |         |          |

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**SUPERVISOR’S COMMENTS – PHYSICAL DEMANDS**

Are the responses to the question:  Complete  Incomplete  
 Do you agree with the responses:  Yes  No

COMMENTS (must be completed if “Incomplete” or “No” are selected):

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor’s Initials: \_\_\_\_\_

Section 14 – SENSORY DEMANDS

**Purpose:** This section gathers information on the frequency and duration of sensory demands required by your job.

(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 hours = 75%; 4 hours = 50%; 2 hours = 25%; 1 hour = 12%; 1/2 hour = 6%). **Percentages may not add up to 100% (due to simultaneous activities).**

► Duration means individual periods of **uninterrupted time** (except for scheduled breaks) – i.e. how long you have to perform the activity each time.

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

► Frequency means **how often** each activity occurs within the day or week.

**Occasional** – means the activity occurs once in a while – less than 50% of the time

**Regular** – means the activity occurs often – between 50% - 75% of the time

**Frequent** – means the activity occurs every day – over 75% of the time

| ACTIVITY EXAMPLES         | DURATION                  | FREQUENCY  |         |          |
|---------------------------|---------------------------|------------|---------|----------|
|                           | Approximate % of time/day | Occasional | Regular | Frequent |
| <i>Computer operation</i> | 30 – 50%                  |            |         | X        |
| <i>Reading</i>            | 25 – 75%                  |            |         | X        |
| <i>Filing / sorting</i>   | 5 – 15%                   |            |         | X        |
| <i>Writing</i>            | 5 – 15%                   |            |         | X        |
|                           |                           |            |         |          |
|                           |                           |            |         |          |
|                           |                           |            |         |          |
|                           |                           |            |         |          |
|                           |                           |            |         |          |
|                           |                           |            |         |          |
|                           |                           |            |         |          |
| Other (please specify)    |                           |            |         |          |

**Section 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 hours = 75%; 4 hours = 50%; 2 hours = 25%; 1 hour = 12%; 1/2 hour = 6%). **Percentages may not add up to 100% (due to simultaneous activities).**

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

- ▶ **Examples:** taking dictation, counseling; negotiating; taking minutes of meetings; taking telephone messages; operating a switchboard; alarm systems; mechanical/equipment sounds; taking directions or instructions; observing clients/patients/residents.
- ▶ Duration means individual periods of **uninterrupted time** (except for scheduled breaks) – i.e. how long you have to perform the activity each time.
- ▶ Frequency means **how often** each activity occurs within the day or week.

**Occasional** – means the activity occurs once in a while – less than 50% of the time  
**Regular** – means the activity occurs often – between 50% - 75% of the time  
**Frequent** – means the activity occurs every day – over 75% of the time

| ACTIVITY EXAMPLES                      | DURATION                  | FREQUENCY  |         |          |
|--|---------------------------|------------|---------|----------|
|  | Approximate % of time/day | Occasional | Regular | Frequent |
| <i>Taking minutes at meetings</i>      | 5 – 20%                   |            | X       |          |
| <i>Taking directions / instruction</i> | 12 – 50%                  |            |         | X        |
| <i>Listening to clients / staff</i>    | 50 – 70%                  |            |         | X        |
| <i>Taking telephone messages</i>       | 15%                       |            |         | X        |
| <i>Emergency Response alarms</i>       | 10%                       | X          |         |          |
|  |                           |            |         |          |
|  |                           |            |         |          |
|  |                           |            |         |          |
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|  |                           |            |         |          |

Section 14 – SENSORY DEMANDS (cont'd)

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

▶ Examples: keyboarding and answering the telephone; dictating; repairing and listening to equipment

Yes  No

If yes, please give examples: *Frequent phone calls, voice messages, inquiries and changing of priorities.*

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SUPERVISOR'S COMMENTS – SENSORY DEMANDS

Are the responses to the question:  Complete  Incomplete  
Do you agree with the responses:  Yes  No

COMMENTS (must be completed if "Incomplete" or "No" are selected):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Supervisor's Initials: \_\_\_\_\_

Section 15 – WORKING CONDITIONS

**Purpose:** This section gathers information on the undesirable or disagreeable environmental conditions or hazards under which the job is carried out.

(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”, “regular”, or “frequent”.**

- Occasional** – means the condition occurs once in a while – less than 50% of the time
- Regular** – means the condition occurs often – between 50% - 75% of the time
- Frequent** – means the condition occurs every day – over 75% of the time

| CONDITION (specify if applicable)      | Occasional | Regular | Frequent |
|--|------------|---------|----------|
| Blood / body fluids                    |            |         |          |
| Chemical substances (specify)          |            |         |          |
| Cold                                   |            |         |          |
| Congested workplace                    | X          |         |          |
| Dust                                   | X          |         |          |
| Extreme temperature                    |            |         |          |
| Foul language                          | X          |         |          |
| Grease                                 |            |         |          |
| Head lice                              |            |         |          |
| Heat                                   |            |         |          |
| Inadequate lighting                    |            |         |          |
| Inadequate ventilation                 |            |         |          |
| Insects, rodents, etc.                 |            |         |          |
| Interruptions                          |            |         | X        |
| Isolation                              |            |         |          |
| Latex                                  |            |         |          |
| Moisture                               |            |         |          |
| Mold                                   |            |         |          |
| Multiple deadlines                     |            |         | X        |
| Noise                                  |            |         | X        |
| Odor                                   |            |         |          |
| Oil                                    |            |         |          |
| Radiation exposure (specify)           |            |         |          |
| Second-hand smoke                      |            |         |          |
| Soiled linens                          |            |         |          |
| Steam                                  |            |         |          |
| Transporting or handling human remains |            |         |          |
| Travel                                 |            |         |          |
| Vibration                              |            |         |          |
| Other (specify)                        |            |         |          |



Section 15 – WORKING CONDITIONS (cont'd)

(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:

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SUPERVISOR'S COMMENTS – WORKING CONDITIONS

Are the responses to the question:  Complete  Incomplete  
Do you agree with the responses:  Yes  No

COMMENTS (must be completed if “Incomplete” or “No” are selected):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Supervisor's Initials: \_\_\_\_\_



**Section 18 – OUT-OF-SCOPE SUPERVISOR’S COMMENTS**

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

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Immediate Out-of-Scope Supervisor

Name: **(Please print legibly)** \_\_\_\_\_

Signature: \_\_\_\_\_

Job Title: \_\_\_\_\_

Department: \_\_\_\_\_

Work Phone Number: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix A

### Sample Key Activity Summary Statements

#### A

- Accounting
- Accounting operation
- Activities and events
- Administration and communication
- Administration duties
- Administrative activities
- Administrative functions
- Administrative procedures
- Administrative support to executive levels
- Admission, discharges and transfers
- Analysis and detection of epidemics
- Assessment and diagnosis
- Assists with training programs

#### B

- Budget activities
- Budget administration
- Budget and financial management
- Budget and professional development
- Budget and unit administration
- Budget management
- Budget preparation and control
- Budget unit administration

#### C

- Carpentry functions
- Cleaning designated areas

- Cleaning functions
- Clerical duties
- Clinical and patient pastoral services
- Clinical nursing practice
- Clinical pharmacy
- Clinical practice
- Clinical services
- Coding and abstracting
- Collaboration and Education
- Committee and coordination activities
- Committee and professional development
- Committee involvement
- Committee participation
- Committee representation
- Committees and communication
- Committees and community liaison
- Committees and meetings
- Communication and coordination
- Communications and public relations
- Community involvement
- Community resources and liaison
- Compiling reports and statistics
- Consultation
- Consultation and collaboration
- Consultation and program development
- Consultation with team
- Contact with medical staff
- Contact with vendor representatives
- Continuing education

- Control and allocation of beds
- Control of expenditures and government regulations
- Coordination and communication
- Coordination of health services functions
- Coordination of internal and external health care professionals
- Counseling
- Counseling and patient education
- Counseling, treatment and referrals

#### D

- Daily accounts receivable functions
- Department and administrative activities
- Department management
- Development of departments
- Development of nursing education programs
- Development of quality assurance programs
- Diagnosis
- Discharge planning
- Dispensing drugs and monitoring patient profiles
- Drug distribution
- Drug selection and information services

#### E

- Education

- Education (non patient)
- Education and research
- Education consultant
- Education program implementation
- Educational and professional development
- Emergency procedures
- Enforces security, fire and safety regulations
- Equipment testing
- Evaluates radiographs for quality
- Evaluation

## **F**

- Financial and department planning
- Financial management
- Financial systems and controls
- First aid
- Food distribution
- Food preparation
- Food service and nutritional services

## **G**

- General office duties

## **H**

- Health records and quality assurance
- Hospital management
- Housekeeping activities
- Human resource and budget management
- Human resource functions
- Human resources management

## **I**

- Installations
- Investigations

## **L**

- Laboratory Aide functions
- Laboratory technical functions
- Labour relations functions
- Laundry operations
- Lawn and garden maintenance
- Life safety programs and services

## **M**

- Mail and filing
- Maintains directory and files
- Maintains inventory control
- Maintenance and administration
- Maintenance and cleanliness
- Maintenance and committee work
- Maintenance and trouble shooting
- Maintenance of equipment
- Maintenance of records
- Maintenance of telephone and records
- Management of department
- Management of Health Records Department
- Management of laboratory
- Management of systems contractors and suppliers
- Management of the library
- Management of volunteers
- Materials management programs
- Media relations
- Medical management

- Menu board maintenance
- Mobilization and transporting of patients
- Monitors entry and exit of visitors/patients in and out of hospital

## **N**

- Narcotic and controlled drugs
- Narcotic control drug audit
- Nursing care process
- Nutritional and dietary assessment

## **O**

- Occupational therapy program
- Ongoing health program administration
- Operates cash register
- Ordering supplies
- Ordering supplies and inventory
- Orientation
- Orientation of new staff
- Other secretarial functions

## **P**

- Painting functions
- Participation in committees
- Patient care
- Performs electrical circuit installations and completes electrical change requests
- Performs laboratory test procedures
- Performs preventative maintenance
- Performs radiographic examinations
- Pharmacy budget and committees
- Pharmacy functions
- Physiotherapy program
- Planning and organizing

- Planning and organizing carpentry activities
- Planning and organizing of daily painting activities
- Planning and organizing plumbing activities
- Planning and unit administration
- Plant maintenance
- Plant operations
- Play therapy
- Plumbing functions
- Policy and procedure development
- Preparation of annual budgets
- Prepares and writes programs
- Processing of doctors orders
- Production reports and records
- Professional development
- Professional growth
- Professional standards
- Program development
- Protection of hospital building and premises
- Provides assistance to departments on request
- Provides information and Library Services
- Provides physical care to patients
- Psycho-social assessment and counseling
- Public inquires
- Public relations
- Pulmonary function testing
- Purchasing activities

## Q

- Quality assurance and audit
- Quality assurance and maintenance of equipment
- Quality assurance/control
- Quality control and preventative maintenance

## R

- Receipt and delivered items
- Reception and telephone
- Receptionist functions
- Recording and monitoring results
- Releasing information
- Repairs and maintenance to equipment
- Report production
- Reporting and communication
- Reporting and documentation
- Reporting the test results
- Reports and records information required by nursing staff
- Research
- Research and education
- Research into hospital activities
- Respiratory care
- Responds to incoming/outgoing telephone calls and inquires
- Reviewing test results

## S

- Scheduling and coordination activities
- Scheduling and processing

- Scoring and interpretation
- Secretarial functions
- Selects, acquires and organizes library materials
- Social work functions
- Sterile product preparation
- Strategic planning
- Supervises activities
- Supervises technicians
- Supervision
- Surveillance of nursing units
- Systems development process
- Systems planning and maintenance

## T

- Teaching and education
- Telephone and reception
- Test administration
- Testing procedure
- Therapeutic counseling and treatment
- Training
- Transcription of medical reports

## U

- Unit administration
- Unit management
- Unit nursing specialized activities
- Unit/technical management

## W

- Word processing and typing function