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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 *Environmental Services Worker* JEC # 092

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?"

*Provides a clean, sanitary and safe environment for clients/patients/residents, staff and visitors.*

**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: Cleaning Duties****Duties/Responsibilities:**

- ◆ *Cleans, sanitizes/disinfects all areas, equipment and floors according to established procedures and standard guidelines as per established work routines.*
- ◆ *Ensures infection control, isolation techniques and universal precautions are followed.*
- ◆ *Performs and documents daily, weekly, monthly and annual cleaning.*
- ◆ *Cleans walls, ceilings, fixtures, furniture and equipment.*
- ◆ *Cleans windows (interior and exterior), ledges, sills, curtains, drapes and vertical blinds.*
- ◆ *Cleans, vents, heat registers, light fixtures, fans, air return ducts.*
- ◆ *Cleans sinks, toilets, showers, bathtubs, mirrors, shelves and whirlpool tub.*
- ◆ *Cleans cupboards, doorknobs, handrails, light switches, sprinklers, counters, garbage cans, fridges.*
- ◆ *Cleans specific areas (e.g., operating rooms, labour and delivery, trauma rooms, laboratory, x-ray, offices, dining rooms, patient/resident rooms and items).*
- ◆ *Discharge cleaning and bed making.*
- ◆ *Maintains floors dry/wet mop, burnish, vacuum, strip, seal and finish, auto scrub.*
- ◆ *Maintains carpets and mats vacuum, spot clean and shampoo.*
- ◆ *Ensures mops, cleaning cloths, privacy curtains and drapes are cleaned*
- ◆ *Cleans stairwells and elevators.*
- ◆ *Cleans and maintains equipment (e.g., vacuums, burnishers and auto scrubber).*
- ◆ *Collects and disposes of garbage.*
- ◆ *May clean stretchers, IV poles/pumps and other patient equipment (e.g., wheelchairs, Geri chairs, footstools, canes/walkers, commodes).*

**Key Work Activity B: Related Key Work Activities**

**Duties/Responsibilities:**

- ◆ *May show others how to perform tasks or duties by familiarizing new employees with the work area and processes.*
- ◆ *Prepares cleaning solutions (e.g., dilutes).*
- ◆ *Collects and porters soiled linen and garbage.*
- ◆ *Delivers and porters supplies and stock.*
- ◆ *Orders, receives and distributes clean linen.*
- ◆ *Hangs curtains/drapes.*
- ◆ *Provides plant care water, re-pot, clean artificial plants.*
- ◆ *Disposes of sharps, broken glass and biohazardous waste, as per department procedures and policies.*
- ◆ *May perform seasonal decorating.*
- ◆ *Secures areas (unlocks/locks doors).*
- ◆ *Moves furniture and equipment.*
- ◆ *Sets up and dismantles meeting rooms (e.g., tables, chairs audiovisual equipment).*
- ◆ *Orders, receives and distributes paper, cleaning supplies and equipment.*
- ◆ *Checks and re-stocks bathroom supplies (e.g., paper towels, toilet paper, soap).*
- ◆ *Collects recyclables (e.g., paper and cardboard).*
- ◆ *Operates garbage compactor, cardboard baler.*
- ◆ *Reports any unsafe conditions or maintenance concerns.*
- ◆ *Provides input into policies and procedures.*
- ◆ *Ensures maintenance requisitions are completed.*
- ◆ *May measure, select and order drapes, verticals, curtains and floor mats.*
- ◆ *May represent department/facility at meetings.*
- ◆ *May do replacement scheduling according to a predetermined call-in list.*
- ◆ *May assist client/patients/residents with meals (e.g., opens and unwraps containers, toast, cuts meat)*

**Key Work Activity C:** \_\_\_\_\_ ( %)

**Duties/Responsibilities:**

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

**Duties/Responsibilities:**

**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: *Follow policies and procedures* 1 2 3 4

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

Develop new solutions to diverse and complex problems with conflicting requirements because there are no guidelines. Example: 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) *Extra duties (e.g., floods)* 1 2 3 4

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

Others district wide (Example) *Housekeeping Coordinator* 1 2 3 4

Departmental Management (Example) *Authorization to secure area* 1 2 3 4

Specialists/Clinical Experts (Example) \_\_\_\_\_ 1 2 3 4

Senior Management (Example) \_\_\_\_\_ 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) \_\_\_\_\_  
\_\_\_\_\_

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)

◆ *Basic computer skills, where required by the job*

◆ *Ability to work independently*

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

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.

- None
- Up to 3 months
- 6 months
- 9 months
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 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).

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

- 1 month or less
- 3 months
- 6 months
- 9 months
- 1 year
- 2 years
- 3 years
- More (specify years ) \_\_\_\_\_

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

- ◆ *Become familiar with various cleaning products and equipment*
- ◆ *Become familiar with region/facility/department policies and procedures*

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**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: *Emergency on the ward may alter routine (i.e. water line break, toilet flooding)*  
\_\_\_\_\_
- 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	✓						
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	<u>1</u>	2	3	4
Client/patients/residents/families	<u>1</u>	2	3	4
The general public	<u>1</u>	2	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	<u>2</u>	3	4
Outside groups (not other workers)?	<u>1</u>	2	3	4
General public	<u>1</u>	2	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?

	1	<u>2</u>	3	4
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Specify: *Aggressive residents / clients*

(e) Talk with clients/patients/residents:

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

(f) Talk with families:

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

- ◆ ***Wet floors. Handling machines and chemicals around clients***

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

If yes, please provide an example(s)

- ◆ ***Misjudgement in timing in cleaning of patient areas may cause interference in care/activities.***

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

If yes, please provide an example(s)

- ◆ ***Dirty room causes extra stress to family, patient falling on a wet floor***

Provision of services Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Without co-operation with other departments may cause delays in care, e.g. holding room preventing admission.***

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

If yes, please provide an example(s)

- ◆ ***Improper cleaning could cause bacterial growth.***

Equipment/instruments Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Equipment breakage results in more manual labor***

Reports and records Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Use communication book to inform others, audits to track efficiency, documentation records important so other staff know what has been done***

Financial resources Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ ***Improper use of equipment and chemicals may be costly***

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. *Orientation of new employees*
- Assign and/or check work of others doing work similar to yours. *New employees / seasonal cleaning*
- Lead a project team; prioritize tasks, assign work, monitor progress to achieve planned outcome(s). \_\_\_\_\_
- Provide functional advice/instruction to others in how to carry out work tasks. \_\_\_\_\_
- 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. *Report on new employees*
- 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 counseling and/or coaching to others. \_\_\_\_\_
- Provide health promotion/outreach (teaching/instruction). \_\_\_\_\_
- Other (specify) \_\_\_\_\_

**12 Responsibility for Resources See Page 30 in Guidebook**

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

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

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

**From the following, please check all that apply.**

	<b>Examples</b>
<input checked="" type="checkbox"/> Provide input for the evaluation of services delivered.	<i>Surveys, audits</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>Input into</i>
<input type="checkbox"/> Modify established methods and/or procedures.	_____
<input type="checkbox"/> Establish tests and/or service standards.	_____
<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>Work routines</i>
<input type="checkbox"/> Determine training needs for others.	_____
<input type="checkbox"/> Approve expenditures and/or commitment of resources.	_____
<input type="checkbox"/> Edit reports produced by others.	_____
<input checked="" type="checkbox"/> Address changes in conditions that affect client/patient care plan.	<i>Report patient change in condition</i>
<input type="checkbox"/> Develop expenditures for budget planning.	_____
<input type="checkbox"/> Develop internal control procedures.	_____
<input checked="" type="checkbox"/> Ensure compliance with regulations.	<i>Follow universal precautions</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>Walking / standing</i>	<i>L-H</i>	<i>75-100%</i>			✓
<i>Lifting (mops, furniture, mattress)</i>	<i>L-H</i>	<i>25-75%</i>			✓
<i>Climb (ladders, hang curtains, clean high areas)</i>	<i>L-M</i>	<i>10-15%</i>			✓
<i>Low level (clean beds, toilets, stairwells, closets, boot racks)</i>	<i>L-M</i>	<i>75%</i>			✓
<i>Carry (pails, garbage, linen, furniture)</i>	<i>L-H</i>	<i>6-25%</i>			✓
<i>Mobile pushing (carts, polisher, scrubber)</i>	<i>L-H</i>	<i>25-75%</i>			✓
<i>Bend/twist (mopping, burnish, clean walls, windows)</i>	<i>L-H</i>	<i>25-75%</i>			✓
<i>Fine motor skills (hand tool usage, dusting, documentation, stock supplies)</i>	<i>L-M</i>	<i>6-75%</i>			✓
<i>Reaching/stretching</i>	<i>L-M</i>	<i>25-75%</i>			✓
<i>Wringing/twisting</i>	<i>L-M</i>	<i>12-90%</i>			✓
<i>Baler/compactor operation</i>	<i>L-H</i>	<i>6-12%</i>			✓

**13 Physical Demands (cont d)**

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

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

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

**Occasional** - means the activity occurs once in a while

**Frequent** - means the activity occurs often.

**Continuous** - means the activity occurs almost every day.

ACTIVITY EXAMPLES	DURATION	FREQUENCY		
	Approximate % of time/day	Occasional	Frequent	Continuous
<i>Operate scrubber/burnisher/polisher</i>	<i>25-50%</i>			✓
<i>Wet/dry mopping</i>	<i>50-90%</i>			✓
<i>Vacuuming</i>	<i>15-25%</i>			✓
<i>Damp dusting</i>	<i>20-75%</i>			✓
<i>Stocking supplies</i>	<i>6-20%</i>			✓
<i>Climbing ladders/stairs</i>	<i>6-15%</i>			✓
<i>Changing mops</i>	<i>6%</i>			✓
<i>Filling/emptying pails</i>	<i>6-35%</i>			✓
<i>Emptying garbage</i>	<i>12-25%</i>			✓
<i>Bathrooms - cleaning toilets / sinks/tub/showers</i>	<i>12-75%</i>			✓



**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>Measure chemicals</i>	<i>10%</i>			✓
<i>Read labels</i>	<i>10%</i>			✓
<i>Move patients belongings</i>	<i>30%</i>			✓
<i>Sharps containers</i>	<i>10%</i>			✓
<i>Documentation</i>	<i>10%</i>			✓
<i>Cleaning (observing for spills and blood/body fluids)</i>	<i>80%</i>			✓

**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>Take directions / instructions</i>	<i>10-20%</i>			✓
<i>Equipment sounds</i>	<i>12-30%</i>			✓
<i>Meetings / inservice</i>	<i>2-6%</i>			✓

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

Yes

No

If yes, please give examples: *Cleaning in one area called to another area*

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**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>Cleaners</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			✓
Odour			✓
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>VRE, HIV, flu</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	✓		
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: *Gloves, goggles and other protective clothing.*

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**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.

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**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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