



Human Resources

Queen's Human Resources
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Kingston, Ontario, Canada, K7L 3N6

**Queen's University and USW Local 2010 Job Evaluation
Project: Job Content Questionnaire Sign-Off**

This is the sign-off portion of the Job Content Questionnaire (JCQ).

Please review the contents of the JCQ carefully prior to signing.

**Your signature acknowledges that the content of the JCQ is accurate
and complete.**

Q1.1.

Job Content Questionnaire (JCQ) Instructions

Read the questions carefully. Be brief, but include enough detail to provide a fulsome and clear picture of the role. Spell out acronyms and/or provide definitions for any unit/function-specific terms.

The position summary (also known as a job description) for the job will be helpful to have available, since there are sections of the JCQ where content may be copied from the position summary.

You can navigate between the questions and sections by clicking the "**Back**" and "**Next**" buttons at the bottom of each page. Do not use the internet browser's back button; it will take you out of the JCQ.

The JCQ has branching logic built in; therefore, some questions will only be shown depending on answers to prior questions in that section (e.g. If you select no, the linked questions that directly follow will not be shown or need to be completed).

The JCQ allows for completion in multiple sessions. The answers you enter will be automatically saved once you click the "Next" button at the bottom of each page. You can leave the JCQ unfinished at any point by closing your internet browser by clicking on the X at the top right of your screen. You can continue filling out the JCQ at another time by clicking on the link that was sent to you. You will be returned to the page that you last completed.

If this JCQ needs to be reviewed or updated by another employee or manager, please navigate to the first section and page of the JCQ prior to closing your internet browser window by using the **Table of Contents**, or the "**Back**" button. The JCQ will open on the page where it was last touched.

There will be opportunity for review and a final warning message at the end of the JCQ. Once you press "SUBMIT" on the Review page, you will not be able to return to the JCQ.

Once your submitted JCQ is reviewed by HR, you will receive an email for the next steps/sign-off process.

For further information see the website [Queen's & USW Job Evaluation System Project](#).

If you have further questions or require assistance, submit a [Support Request](#).

Q2.1.

Job Content Questionnaire Identification Information

Q2.2. Job Content Questionnaire Number:

Q2.3. Identification Number:

Q2.4. Faculty/Area:

Q2.5. Job Title:

Q2.6. Position Number:

Q2.7. Employee Name:

Q2.8. Manager's Name:

Q2.9. Manager's Job Title:

**Q2.10. Please verify the accuracy of the above information. Please indicate any corrections below. Note: If
e: If this Job Content Questionnaire applies to more than one position, you will be prompted in the next
questions to provide all applicable position numbers, position titles and employee names.**

Q2.11.

Additional Positions Represented by JCQ

The following questions collect information on the additional positions for which this Job Content Questionnaire (JCQ) represents. The manager will complete this section.

Q2.12. Are there other positions/employees for whom this JCQ applies?

- Yes
 No

Q2.13. How many additional positions/employees does this JCQ represent?

This question was not displayed to the respondent.

Q2.14. Is the manager the same for all other positions/employees whom this JCQ applies?

This question was not displayed to the respondent.

Q2.15. 1. Additional Position

This question was not displayed to the respondent.

Q2.16. 1. Employee Name

This question was not displayed to the respondent.

Q2.17. 1. Employee Position Number

This question was not displayed to the respondent.

Q2.18. 1. Employee Position Title

This question was not displayed to the respondent.

Q2.19. 1. Manager Name

This question was not displayed to the respondent.

Q2.20. **2. Additional Position**

This question was not displayed to the respondent.

Q2.21. 2. Employee Name

This question was not displayed to the respondent.

Q2.22. 2. Employee Position Number

This question was not displayed to the respondent.

Q2.23. 2. Employee Position Title

This question was not displayed to the respondent.

Q2.24. 2. Manager Name

This question was not displayed to the respondent.

Q2.25. **3. Additional Position**

This question was not displayed to the respondent.

Q2.26. 3. Employee Name

This question was not displayed to the respondent.

Q2.27. 3. Employee Position Number

This question was not displayed to the respondent.

Q2.28. 3. Employee Position Title

This question was not displayed to the respondent.

Q2.29. 3. Manager Name

This question was not displayed to the respondent.

Q2.30. **4. Additional Position**

This question was not displayed to the respondent.

Q2.31. 4. Employee Name

This question was not displayed to the respondent.

Q2.32. 4. Employee Position Number

This question was not displayed to the respondent.

Q2.33. 4. Employee Position Title

This question was not displayed to the respondent.

Q2.34. 4. Manager Name

This question was not displayed to the respondent.

Q2.35. **5. Additional Position**

This question was not displayed to the respondent.

Q2.36. 5. Employee Name

This question was not displayed to the respondent.

Q2.37. 5. Employee Position Number

This question was not displayed to the respondent.

Q2.38. 5. Employee Position Title

This question was not displayed to the respondent.

Q2.39. 5. Manager Name

This question was not displayed to the respondent.

Q2.40. **6. Additional Position**

This question was not displayed to the respondent.

Q2.41. 6. Employee Name

This question was not displayed to the respondent.

Q2.42. 6. Employee Position Number

This question was not displayed to the respondent.

Q2.43. 6. Employee Position Title

This question was not displayed to the respondent.

Q2.44. 6. Manager Name

This question was not displayed to the respondent.

Q2.45. **7. Additional Position**

This question was not displayed to the respondent.

Q2.46. 7. Employee Name

This question was not displayed to the respondent.

Q2.47. 7. Employee Position Number

This question was not displayed to the respondent.

Q2.48. 7. Employee Position Title

This question was not displayed to the respondent.

Q2.49. 7. Manager Name

This question was not displayed to the respondent.

Q2.50. **8. Additional Position**

This question was not displayed to the respondent.

Q2.51. 8. Employee Name

This question was not displayed to the respondent.

Q2.52. 8. Employee Position Number

This question was not displayed to the respondent.

Q2.53. 8. Employee Position Title

This question was not displayed to the respondent.

Q2.54. 8. Manager Name

This question was not displayed to the respondent.

Q2.55. **9. Additional Position**

This question was not displayed to the respondent.

Q2.56. 9. Employee Name

This question was not displayed to the respondent.

Q2.57. 9. Employee Position Number

This question was not displayed to the respondent.

Q2.58. 9. Employee Position Title

This question was not displayed to the respondent.

Q2.59. 9. Manager Name

This question was not displayed to the respondent.

Q2.60. **10. Additional Position**

This question was not displayed to the respondent.

Q2.61. 10. Employee Name

This question was not displayed to the respondent.

Q2.62. 10. Employee Position Number

This question was not displayed to the respondent.

Q2.63. 10. Employee Position Title

This question was not displayed to the respondent.

Q2.64. 10. Manager Name

This question was not displayed to the respondent.

Q2.65. **11. Additional Position**

This question was not displayed to the respondent.

Q2.66. 11. Employee Name

This question was not displayed to the respondent.

Q2.67. 11. Employee Position Number

This question was not displayed to the respondent.

Q2.68. 11. Employee Position Title

This question was not displayed to the respondent.

Q2.69. 11. Manager Name

This question was not displayed to the respondent.

Q2.70. **12. Additional Position**

This question was not displayed to the respondent.

Q2.71. 12. Employee Name

This question was not displayed to the respondent.

Q2.72. 12. Employee Position Number

This question was not displayed to the respondent.

Q2.73. 12. Employee Position Title

This question was not displayed to the respondent.

Q2.74. 12. Manager Name

This question was not displayed to the respondent.

Q2.75. **13. Additional Position**

This question was not displayed to the respondent.

Q2.76. 13. Employee Name

This question was not displayed to the respondent.

Q2.77. 13. Employee Position Number

This question was not displayed to the respondent.

Q2.78. 13. Employee Position Title

This question was not displayed to the respondent.

Q2.79. 13. Manager Name

This question was not displayed to the respondent.

Q2.80. **14. Additional Position**

This question was not displayed to the respondent.

Q2.81. 14. Employee Name

This question was not displayed to the respondent.

Q2.82. 14. Employee Position Number

This question was not displayed to the respondent.

Q2.83. 14. Employee Position Title

This question was not displayed to the respondent.

Q2.84. 14. Manager Name

This question was not displayed to the respondent.

Q2.85. **15. Additional Position**

This question was not displayed to the respondent.

Q2.86. 15. Employee Name

This question was not displayed to the respondent.

Q2.87. 15. Employee Position Number

This question was not displayed to the respondent.

Q2.88. 15. Employee Position Title

This question was not displayed to the respondent.

Q2.89. 15. Manager Name

This question was not displayed to the respondent.

Q3.1.

Section 1 of 14: Key Responsibilities

Q3.2. Please enter up to 8 key responsibilities for the job in the numbered spaces below. These should be the most significant responsibilities in the job, listed with the most significant at number 1 and the least significant at number 8.

“Most significant” means responsibilities that:

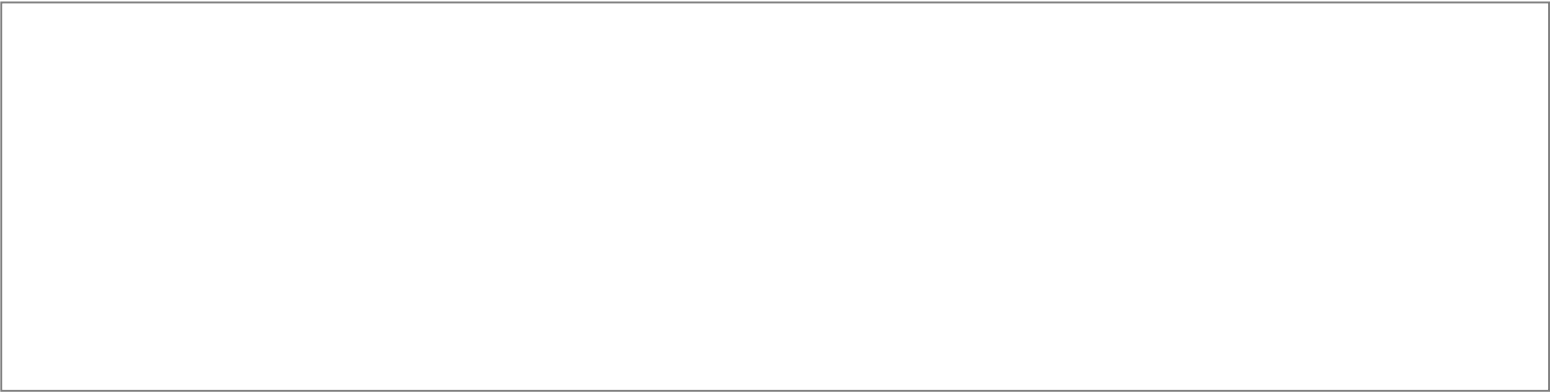
- Are needed to perform the job properly
- Are relied upon by others

ENTER UP TO 8 KEY RESPONSIBILITIES:

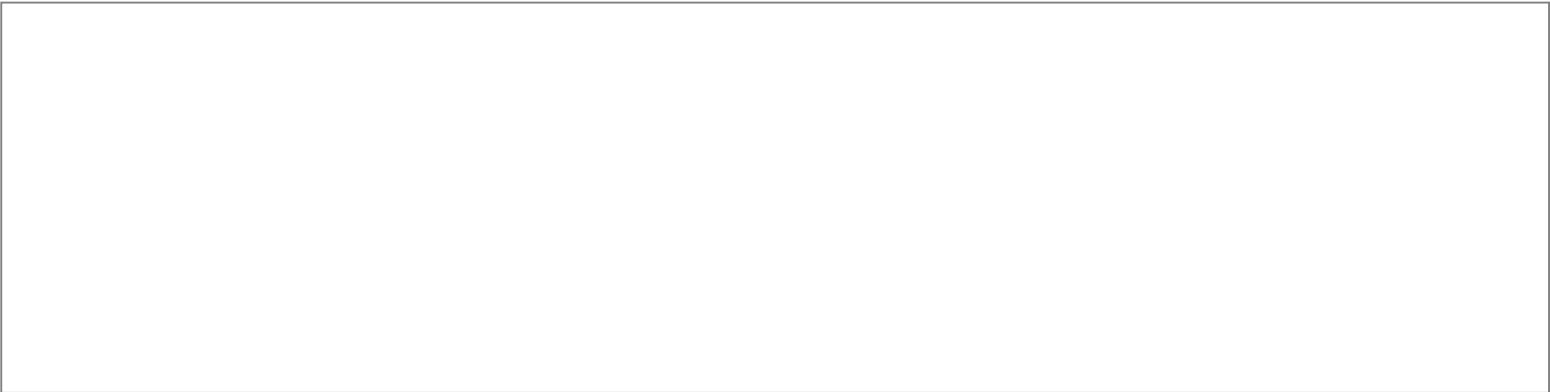
Q3.3. 1



Q3.4. 2



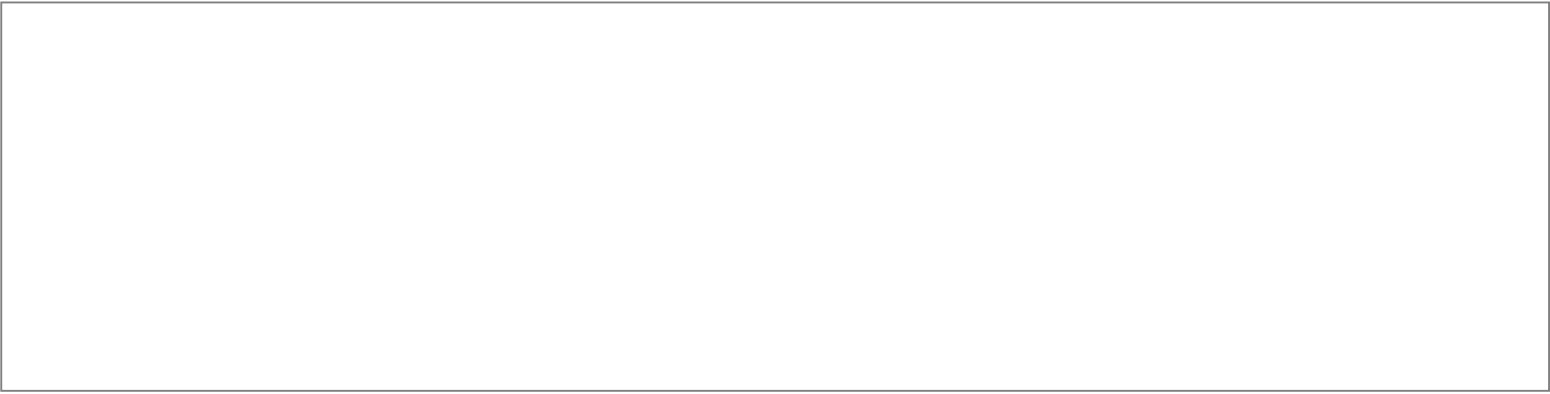
Q3.5. 3



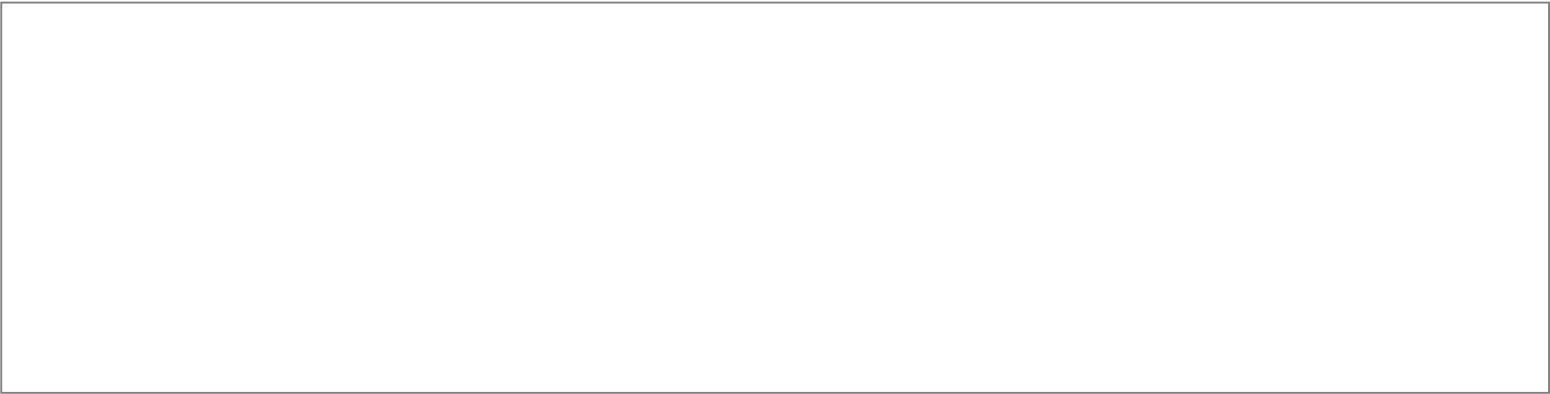
Q3.6. 4



Q3.7. 5



Q3.8. 6



Q3.9. 7

Q4.3. Is a specific course, program or area of specialization required?
(for example: business administration, nursing, etc.)

Yes No

Q4.4. Specify course, program or area of specialization.

Medical Administration Diploma

Q4.5. Does this job **require** a professional designation, certification or license?

Yes No

Q4.6. What is the designation, certification or license?

This question was not displayed to the respondent.

Q4.7. How many hours of study or internship are required to attain the designation, certification or license?

This question was not displayed to the respondent.

Q4.8. Is there a requirement in this job to undertake ongoing learning?

Ongoing learning may be required to:

- Update skills
- Increase knowledge
- Learn new work methods, trends in field and/or concepts.

Yes No

Q4.9. Please provide further details about the requirement for ongoing learning. Be sure to include examples of skills that regularly need updating and work methods, concepts and/or technologies that are regularly changing.

We have had a few different computer scheduling systems over the years. The move to electronic medical records required training. We needed to learn to transfer what we had done in our paper chart system to electronic methods. I have taken workshops in Diversity, Inclusion, Privilege and Bias, Positive Space, Naloxone Training, Safe Talk, Privacy Training and Mental Health First Aid in order to be more aware and of more assistance to the students.

Q4.10.

This is the end of Section 2 of 14: Education. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you.

Q5.1.

Section 3 of 14: Experience

The following questions refer to the minimum amount of experience needed for someone to be hired into the job, assuming that the person would have the required education level.

The questions are divided into two periods of time:

- What would it take to get the job?
- What would it take for a person to get up to speed with the requirements after starting in the job?

Q5.2. **Select the minimum amount of directly related job experience a person would need to start in the job.**

This should reflect the requirements of the job, not the personal experience of the current incumbent, which may be more or less than what is required.

- Up to and including 3 months
- More than 3 months and up to and including 6 months
- More than 6 months and up to and including 1 year
- More than 1 year and up to and including 2 years
- More than 2 years and up to and including 3 years
- More than 3 years and up to and including 4 years
- More than 4 years and up to and including 5 years
- More than 5 years

Q5.3. **Explain why the experience is necessary and provide any details that are relevant about the type of experience required.**

It would be beneficial to have experience in a medical office setting to be aware of how to interact with patients and deal with the sensitive nature of their concerns and needs. Medical terminology would be helpful in understanding referrals and for formatting and editing reports. Typing skills for letter writing and charting in patient's medical records are necessary.

Q5.4. **Assuming that a person has the minimum pre-job experience specified, what is the minimum on-the-job training and/or learning period a person new to the job would need before being able to perform all the tasks and ensure the smooth flow of work?**

Select from the list below:



Up to and including 3 months

- More than 3 months and up to and including 6 months
- More than 6 months and up to and including 1 year
- More than 1 year

Q5.5. Please provide further details about the learning period. Be sure to explain the rationale for more than 1 year of on-the-job training.

This question was not displayed to the respondent.

Q5.6.

This is the end of Section 3 of 14: Experience. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you.

Q6.1.

Section 4 of 14: Interpersonal and Communication Skills

The following questions identify the requirement in the job to interact and communicate with **regular** contacts, both within and outside of the University.

Q6.2. The following is a list of possible contacts for Queen's University employees. It is provided as an aid to help you to think of all the people with whom the job interacts regularly. Please choose all those with whom the job is regularly required to interact.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Co-workers | <input type="checkbox"/> Government officials |
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Individual donors |
| <input checked="" type="checkbox"/> Students | <input checked="" type="checkbox"/> Medical professionals |
| <input checked="" type="checkbox"/> Internal clients | <input type="checkbox"/> Legal counsel |
| <input checked="" type="checkbox"/> External clients | <input type="checkbox"/> Media |
| <input type="checkbox"/> Heads of other departments | <input type="checkbox"/> Professional colleagues |
| <input checked="" type="checkbox"/> General public, including patients | <input type="checkbox"/> Prospective employers |
| <input checked="" type="checkbox"/> External suppliers/contractors | <input type="checkbox"/> Representatives of professional organizations |
| <input checked="" type="checkbox"/> Volunteers | <input type="checkbox"/> Residents of student housing |
| <input type="checkbox"/> Funding organizations | <input type="checkbox"/> Other, please specify: <input type="text"/> |
| <input type="checkbox"/> Retirees | <input type="checkbox"/> Other, please specify: <input type="text"/> |
| <input type="checkbox"/> Alumni | <input type="checkbox"/> Other, please specify: <input type="text"/> |
| <input type="checkbox"/> Auditors | <input type="checkbox"/> Other, please specify: <input type="text"/> |

Q6.3. Consider the types of interactions below that are encountered in many jobs. Keeping in mind the contacts identified in the previous question, **select the 5 interactions** required on a recurring basis, that are most challenging or require the highest level of specialized interpersonal skill.

- Common courtesy and effective listening
- Working cooperatively with others
- Giving or asking for basic information
- Communicating technical, scientific or administrative information
- Expressing support or compassion
- Explaining technical matters in non-technical terms
- Delivering detailed oral and/or written information
- Exchanging straightforward oral and/or written information
- Exercising discretion or diplomacy
- Explaining ideas related to complex or controversial issues
- Acting as resource person through interaction with staff, students, public, patients or clients
- Providing recommendations/advice for action
- Advising students (e.g. regarding academic progression, awards, regulations and/or policies, etc.)
- Persuading others to adopt or change their actions
- Probing for information
- Relaying information that may not be well-received
- Resolving complaints or challenging interpersonal situations
- Developing instructional materials for specific users
- Developing and cultivating rapport to build and foster trust, credibility and/or strategic relationships
- Providing personal or therapeutic counselling

Q6.4. You indicated that common courtesy and effective listening occur within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

At Queen's Student Wellness Services, students are often distressed because they are away from home and new to making appointments for themselves and are not feeling well physically or mentally. We must have patience and assist them in navigating the system to get the help they need. A friendly face and someone to listen can make them feel at ease to let us know what the issue is so we can direct them to the proper service.

Q6.5. You indicated that working cooperatively with others occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.6. You indicated that giving or asking for basic information occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.7. You indicated that communicating technical, scientific or administrative information occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.8. You indicated that expressing support or compassion occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

The students that see the psychiatrists and GP psychotherapists require support and compassion. It is harder to get through the challenges and deadlines of school while dealing with mental illness. I am there to relay messages to their physician about letters or documentation they need or to help connect them with their physician earlier than their next scheduled appointment if necessary.

Q6.9. You indicated that explaining technical matters in non-technical terms occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.10. You indicated that delivering detailed oral and/or written information occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

When consultation appointments come in, I contact the student by phone or email and inform them of the details of the appointment such as the time, location, name of the physician they are to see, phone number of the office and special instructions such as bringing all medications or obtaining x-rays or other imaging on a CD to bring to the appointment.

Q6.11. You indicated that exchanging straightforward oral and/or written information occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.12. You indicated that exercising discretion or diplomacy occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.13. You indicated that explaining ideas related to complex or controversial issues occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill

needed.

This question was not displayed to the respondent.

Q6.14. You indicated that acting as resource person through interaction with staff, students, public, patients or clients occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

As the referral secretary, I field many calls from staff, students, doctors' offices, parents and patients wondering how the referral process works and options of where someone can be referred. Patients call asking where they were referred and how long the wait is. Sometimes I call and check for them, and sometimes the phone number is provided so they can check themselves. As the Psychiatry Department secretary, the inquiries are often about how to access immediate care such as our crisis counsellors, the AMHS-KFLA, the mental health crisis line, walk-in clinics or the emergency rooms.

Q6.15. You indicated that providing recommendations/advice for action occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.16. You indicated that advising students (e.g. regarding academic progression, awards, regulations and/or policies, etc.) occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.17. You indicated that persuading others to adopt or change their actions occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.18. You indicated that probing for information occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.19. You indicated that relaying information that may not be well-received occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

If it is often a very long wait to see a specialist in the community and when students call to check on their referrals, I am the one that has to break this news to them. I also get many calls from students wanting to see a psychiatrist that same day. I have to inform them of the referral process that takes some time and provide other options of what they can do while waiting for an appointment. Sometimes a physician is sick or has an unexpected emergency and must cancel the day's appointments. This is upsetting news to students as they have waited for sometime already to get the appointment.

Q6.20. You indicated that resolving complaints or challenging interpersonal situations occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.21. You indicated that developing instructional materials for specific users occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.22. You indicated that developing and cultivating rapport to build and foster trust, credibility and/or strategic relationships occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.23. You indicated that providing personal or therapeutic counselling occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This question was not displayed to the respondent.

Q6.24.
This is the end of Section 4 of 14: Interpersonal and Communication Skills. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you.

Q7.1.

Section 5 of 14: Problem Solving and Complexity

The following questions identify the requirement in the job to understand, collect, interpret and analyze information to identify and solve problems and take action.

Q7.2. Most jobs require a range of skills to identify and solve problems. Consider the tasks below that are found in many jobs. **Select 3-5 tasks** that show the most challenging, specialized or complex nature of situations faced in this job.

- Applying known solutions to straightforward problems
- Identifying the source of problems
- Developing innovative or creative solutions to problems where past precedent did not provide a solution
- Searching for or gathering relevant information
- Evaluating complex information
- Performing routine tasks using a checklist
- Keeping records (input data into existing format) and/or identifying missing or mismatched data
- Analyzing or interpreting meaning of documents

- Using math (standard operations, formulae and/or equations, statistics)
- Using technical symbols or terms (legal/medical/scientific, etc.)
- Performing equipment maintenance
- Troubleshooting and/or repairing equipment malfunction
- Applying standardized technical/scientific/medical procedures or protocols with some modification
- Executing complex, multi-step procedures or protocols to produce complex equipment/materials
- Using existing templates to produce correspondence or complete forms
- Composing content for formal documents or websites
- Composing, editing or adapting content of written or graphic materials (requiring knowledge of subject matter)
- Generating financial reports
- Assessing techniques carried out by others

Q7.3. You indicated that applying known solutions to straightforward problems occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.4. You indicated that identifying the source of problems occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.5. You indicated that developing innovative or creative solutions to problems where past precedent did not provide a solution occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.6. You indicated that searching for or gathering relevant information occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

When students call in distress we must gather information from them such as name, student number, and phone number to try to decipher what their issue is and who to relate their concern to. When physicians want to know how to refer someone to a certain physician or need a requisition form for an ultrasound or MRI requisition for example from a different city, I will gather that relevant information for them.

Q7.7. You indicated that evaluating complex information occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.8. You indicated that performing routine tasks using a checklist occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.9. You indicated that keeping records (input data into existing format) and/or identifying missing or mismatched data occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

Keeping accurate medical records is extremely important. I must chart interactions with students and scan documents into the correct charts and flag correct providers that need to see and sign off on this information. When checking in students we must ensure all of the demographic information is there and is accurate. Many specialists' offices mail notices directly to students and bills are also mailed so it is important that all student demographics are updated and accurate. We must ensure that all intake paperwork is complete such as consents, email and demographics. If information is incorrect with patient demographics it can lead to issues within the EMR that require it to be fixed, changed or deleted to ensure right information.

Q7.10. You indicated that analyzing or interpreting meaning of documents occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

When documents come in to the inbox from various sources, we must interpret what they are, such as referral appointment times, referral no shows, a note or a request to a physician, or a specialty clinic report, and then decide who needs to see these for signing off. Sometimes information comes in that is not for a patient of SWS and we must return to sender advising them of this error as per privacy laws.

Q7.11. You indicated that using math (standard operations, formulae and/or equations, statistics) occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.12. You indicated that using technical symbols or terms (legal/medical/scientific, etc.) occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.13. You indicated that performing equipment maintenance occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.14. You indicated that troubleshooting and/or repairing equipment malfunction occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.15. You indicated that applying standardized technical/scientific/medical procedures or protocols with some modification occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.16. You indicated that executing complex, multi-step procedures or protocols to produce complex equipment/materials occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.17. You indicated that using existing templates to produce correspondence or complete forms occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.18. You indicated that composing content for formal documents or websites occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.19. You indicated that composing, editing or adapting content of written or graphic materials (requiring knowledge of subject matter) occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.20. You indicated that generating financial reports occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.21. You indicated that assessing techniques carried out by others occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

This question was not displayed to the respondent.

Q7.22.
This is the end of Section 5 of 14: Problem Solving and Complexity. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you.

Q8.1.

Section 6 of 14: Supervision and Functional Guidance

The following questions gather information on the responsibility for the coordination, direction and/or supervision of continuing/term employees, casual staff, work study students, volunteers and/or external suppliers/contractors.

Q8.2.

Does this role have ongoing responsibility for supervising others?

Ongoing responsibility means supervising at least one individual at any one time (continuing/term employees, casual staff, work study students, volunteers, external supplier/contractors).

Note: work study students: includes Summer Work Experience Program (SWEP), work study/bursary and student contracts (Teaching Assistant (TA)/Research Assistant (RA)).

Supervising is defined as:

- Scheduling and assigning work
- Monitoring and assessing the quality of work
- Providing input on work performance to management staff and identifying development and training opportunities
- Providing coaching, participating in screening/interviewing job candidates and providing input into staff selection as appropriate

Yes No

Q8.3. Please indicate the type(s) of individuals supervised

This question was not displayed to the respondent.

Q8.4. Please indicate the highest number of continuing/term employees regularly supervised.

This question was not displayed to the respondent.

Q8.5. Please indicate the highest number of casual staff regularly supervised.

This question was not displayed to the respondent.

Q8.6. Please indicate the highest number of work study students (includes Summer Work Experience Program, bursary and student contracts) regularly supervised.

This question was not displayed to the respondent.

Q8.7. Please indicate the highest number of volunteers regularly supervised.

This question was not displayed to the respondent.

Q8.8. Please indicate the highest number of external suppliers/contractors regularly supervised.

This question was not displayed to the respondent.

Q8.9. Which of the following supervisory activities does this role have responsibility for with respect to Continuing/Term employees?

SELECT ANY THAT APPLY:

This question was not displayed to the respondent.

Q8.10. Does this role have ongoing responsibility as a team lead for other continuing/term employees?

Team lead responsibility is defined as:

- Scheduling and assigning work
- Monitoring and ensuring the completion of tasks

Yes No



Q8.11. Please provide details about the team lead responsibility (i.e. for which positions does this role schedule and assign work, how the work is monitored, responsibility of this role if work quality falters).

This question was not displayed to the respondent.

Q8.12.

Does this role oversee the work of others on a **short-term basis** (less than 12 months)?

This could be an additional responsibility that occurs during peak periods, or to ensure success of an event or campaign. This may include requesting pre-selected casual staff for short-term needs.

Yes No



Q8.13. Please provide details about this responsibility (i.e. reason for the responsibility, number and type of positions, responsibility of this role if work quality falters).

This question was not displayed to the respondent.

Q8.14. Choose the following functional guidance responsibilities that occur in this role, if applicable:

- Provide orientation and/or show procedures of own job to others
- Show others how to perform certain procedures in their jobs (rather than your own job)
- Have responsibility to lead change in procedures or technology for the unit
- Provide advice or technical expertise relied upon by others, including decision makers

Q8.15. Please provide an example of providing orientation and/or showing procedures of own job to others.

Training of other coworkers occurs for coverage for holidays, sick time, etc. Cross-training ensures that multiple staff can cover and assist when needed. New physicians require orientation to procedures, EMR and processes.

Q8.16. Please provide an example of showing others how to perform certain procedures in their jobs (rather than your own job).

Physicians require some assistance in understanding how to perform some tasks using the EMR such as ticklers, inbox questions, having documents uploaded, etc.

Q8.17. Please provide an example of leading change in procedures or technology for the unit.

This question was not displayed to the respondent.

Q8.18. Please provide an example of providing advice or technical expertise relied upon by others, including decision makers.

This question was not displayed to the respondent.

Q8.19.

This is the end of Section 6 of 14: Supervision and Functional Guidance. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you.

Q9.1.

Section 7 of 14: Planning and Coordination

The following questions refer to the responsibility for planning and coordination of activities and the extent to which others are affected.

Q9.2. Choose the following planning and coordination activities that occur in this role if applicable:

- Follow a schedule prepared by someone else
- Prioritize own activities to ensure deadlines are met
- Schedule tasks or activities performed by others
- Coordinate processes (e.g. cyclical review, USAT, renewal, promotion and tenure, etc.) relied upon by others
- Coordinate resources (e.g. time, people, money) used by others
- Plan or coordinate programs, events, conferences, athletic meets, meetings, calendars
- Have responsibility for development of budgets, requiring estimates of time and resources

Q9.3. Please provide an example of following a schedule prepared by someone else.

This question was not displayed to the respondent.

Q9.4. Please provide an example of prioritizing own activities to ensure deadlines are met.

As this can be a very busy office with multiple requirements, it is imperative to prioritize your daily tasks in order to ensure smooth operations. To start the day, I will listen to phone messages, look at my email and the referrals email, look at the inbox, look at ticklers and messages and look at the consultations. From there I would prioritize what is most urgent such as a student in distress, a change in schedule that needs to be made, requests from doctors or an urgent referral that needs to be sent. We must ensure referrals are sent out as quickly as possible to make sure students are provided an opportunity to have their appointments with specialists in a timely fashion as most students are in Kingston for a short eight months.

Q9.5. Please provide an example of scheduling tasks or activities performed by others.

Schedules are set up for the psychiatrists, GP psychotherapists and psychiatry residents regularly in the EMR based on their availability and student schedules. I work with these physicians' outlook calendars to book other meetings with internal and external organizations.

Q9.6. Please provide an example of coordinating processes (e.g. cyclical review, USAT, renewal, promotion and tenure, etc.) relied upon by others.

This question was not displayed to the respondent.

Q9.7. Please provide an example of coordinating resources (e.g. time, people, money) used by others.

As this position schedules the psychiatrists and GP psychotherapists, it is important to ensure that their schedules are full so physicians can be paid.

Q9.8. Please provide an example of planning or coordinating programs, events, conferences, athletic meets, meetings, calendars.

The psychiatrist facilitates workshops and groups for students. This takes coordination and planning to ensure schedules are in order and students are aware to attend.

Q9.9. Please provide an example for the responsibility for development of budgets, requiring estimates of time and resources.

This question was not displayed to the respondent.

Q9.10. Does this role have responsibility for planning and/or coordinating projects?

Yes No

Q9.11.

Please provide an example of a project for which this job had planning/coordination responsibilities. Be sure to describe the size and significance of the project, along with the role and responsibility of this job.

This question was not displayed to the respondent.

Q9.12.

This is the end of Section 7 of 14: Planning and Coordination. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you.

Q10.1.

Section 8 of 14: Impact of Decisions

The following questions refer to the responsibility for decision making and the impact of these decisions on own work, the work of others or the broader University community.

Q10.2. Please provide an example of the highest level of decision that this role is expected to make without consulting a manager or other senior employee.

Consider current and recurring decisions that impact any of the following areas:

- Academic and/or non-academic programs or services
- Financial resources
- Physical resources
- Information resources
- Health/safety of others

This role works independently for the majority of their day. Some advisement may be required from a manager to assist with some parent concerns or an emergency that occurs with a student and requires some assistance.

Q10.3. Who is impacted by this decision? Select any that apply.

- Individual colleagues within immediate work area
- Groups of faculty, staff and/or students within your department
- Individual faculty, staff and/or students in other departments
- Groups of faculty, staff and/or students in the broader faculty or University community
- Clients and business partners external to the University

Q10.4. Please provide an example of a decision that this role would refer to a manager or other senior employee for resolution.

Consider current and recurring decisions that impact any of the following areas:

- Academic and/or non-academic programs or services
- Financial resources
- Physical resources
- Information resources
- Health/safety of others

This position would discuss issues of concern with a parent who is upset and looking for a referral to psychiatry without having to make further appointments with a physician.

Q10.5. Sometimes decisions are made with limited or inaccurate information, and/or changing circumstances, which can lead to errors. Select the statement below that best describes the impact or consequence of errors that might be made in the job.

Consider errors that might occur, even with reasonable care and checks and balances applied.

- Errors generally do not affect the quality of service, are readily detected and require little loss of time or money to correct.

- Errors may result in delays to succeeding steps or phases of work but are almost always detected before an effect is felt.
- Errors may cause work interruption and loss of time, and may not be readily detected.
- Errors may be costly to correct, require major reworking or cause major breakdowns and are difficult to detect
- Errors are resource-intensive to correct and are extremely difficult to detect.

Q10.6.
Provide an example of an error that could occur that fits the statement selected in the prior question. Be sure to illustrate the full result of this error, including how it would be detected, who it would impact and what would need to be done to correct the error.

An error may delay an appointment for a psychiatry consult or appointment that may upset a student and further delay diagnosis.

Q10.7.
This is the end of Section 8 of 14: Impact of Decisions. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you.

Q11.1.

Section 9 of 14: Physical Effort

The following questions measure the duration and intensity of the physical demands required in the job. Intensity of physical effort is measured as low, moderate or high. Typical examples of low, moderate and high levels of physical effort are shown in the levels below:

Low:

- Work involves sitting most of the time, but may involve walking or standing for brief periods of time with choice of position or intermittent keyboarding throughout the work time.
- Work restricted to work station with little opportunity to move around for up to 3.5 hours per day.
- Periods of continuous keyboarding or other finger and hand movements for less than 20 minutes at a time uninterrupted by other activities.
- Occasional lifting and/or moving of light objects.

Moderate:

- Requires walking or standing for at least 1 hour at a time for 2 to 3.5 hours cumulatively per day.
- Work restricted to work station with little opportunity to move around for more than 3.5 hours per day.
- Periods of continuous keyboarding or other finger and hand movements (including clicking and scrolling) for at least 20 minutes at a time uninterrupted by other activities to a maximum of 3.5 hours cumulatively per day.
- Work in awkward physical positions, or on uneven terrain with possibility of regular breaks (i.e. relief at desired times) for 1 to 2 hours per day.
- Regular lifting and/or moving of objects weighing up to 20 lbs (9 kg), lighter awkward loads, or occasional lifting of heavy objects

- For jobs that are mostly sedentary, requires work with light tools and equipment for 2 to 3.5 hours per day.

High:

- Requires walking or standing for at least 1 hour at a time for more than 3.5 hours cumulatively per day.
- Periods of continuous keyboarding or other finger and hand movements (including clicking and scrolling) for at least 20 minutes at a time uninterrupted by other activities beyond 3.5 hours cumulatively per day.
- Work in awkward physical positions, or on uneven terrain for more than 2 hours per day.
- Regular lifting and/or moving of heavy objects, more than 20 lbs (9 kg).
- Work with light tools and equipment for more than 3.5 hours per day.

Using the example descriptions above for Low, Moderate and High, select the level that most accurately describes the physical demands required in this job **on most days**.

- Low
 Moderate
 High

Q11.2. Review the list of physical demands in the prior question.

Do any of the physical demands from the Moderate or High examples occur on a regular and recurring basis in this job, but not every day?

Yes No

-

Q11.3. For the physical demands from the Moderate or High examples that occur on a regular and recurring basis in this job, but not every day:

This question was not displayed to the respondent.

Q11.4. Review the list of physical demands in the prior question.

Do any of the physical demands from the High examples occur on a regular and recurring basis in this job, but not every day?

This question was not displayed to the respondent.

Q11.5. For the physical demands from the High examples that occur on a regular and recurring basis in this job, but not every day:

This question was not displayed to the respondent.

Q11.6.

This is the end of Section 9 of 14: Physical Effort. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you.

Q12.1.

Section 10 of 14: Concentration

The following questions measure the duration and intensity of mental and sensory demands required to perform the job. For the questions below that require a time estimate, assume a 35-hour work week (i.e. **the**

answers from all questions in this section should add up to 35 hours).

Q12.2. In a typical week for this job, are there any tasks that require significant understanding and manipulation of the content for output?

Examples include:

- Complex word processing or graphical layout
- Creation of spreadsheets including new formulae
- Advising students
- Providing detailed information
- Minute taking at meetings and transcription
- Cleaning (special protocol)
- Careful listening/observation or reading to discern relevant information and/or take rapid action
- Using tools or mechanical equipment
- Completing multi-step forms, applications and protocols
- Performing standardized experiments, repairs and/or routine calibration using established standards

Yes No

Q12.3. Please indicate which tasks occur on a weekly basis

- Complex word processing or graphical layout
- Creation of spreadsheets including new formulae
- Advising students
- Providing detailed information
- Minute taking at meetings and transcription
- Cleaning (special protocol)
- Careful listening/observation or reading to discern relevant information and/or take rapid action
- Using tools or mechanical equipment
- Completing multi-step forms, applications and protocols
- Performing standardized experiments, repairs and/or routine calibration using established standards

Q12.4. Please indicate the estimated time spent on each task weekly (in hours)?
(If you indicated that none of the prior tasks occur the total below time below will remain 0 (zero).)

Advising students	<input type="text" value="8"/>
Providing detailed information	<input type="text" value="8"/>
Careful listening/observation or reading to discern relevant information and/or take rapid action	<input type="text" value="10"/>
Total	<input type="text" value="26"/>

Q12.5.
In a typical week for this job, are there any tasks that require detailed or precise work generating or creating the content for output?

Examples include:

- Graphic design
- Identifying and responding to urgent situations that require intervention
- Therapeutic counselling
- Designing and coding software, applications and/or programs
- Transcribing from Dictaphone or recording
- Facilitating meetings/groups
- Instructing
- Performing scientific/technical observation or intervention
- Calibrating complex instruments
- Using precision tools
- Fabrication of tools or equipment
- Developing solutions to complex problems where interruptions would cause disruption of the thinking process

Yes No

Q12.6. Please indicate which tasks occur on a weekly basis

- Graphic design
- Identifying and responding to urgent situations that require intervention
- Therapeutic counselling
- Designing and coding software, applications and/or programs
- Transcribing from Dictaphone or recording
- Facilitating meetings/groups
- Instructing
- Performing scientific/technical observation or intervention
- Calibrating complex instruments
- Using precision tools
- Fabrication of tools or equipment
- Developing solutions to complex problems where interruptions would cause disruption of the thinking process

Q12.7. Please indicate the estimated time spent on each task weekly (in hours)?

(If you indicated that none of the prior tasks occur the total below time below will remain 0 (zero).)

Identifying and responding to urgent situations that require intervention	3
Developing solutions to complex problems where interruptions would cause disruption of the thinking process	4
Total	7

Q12.8.
In a typical week, estimate how much time (in hours) is spent on tasks that require very little attention to the content or meaning of the output?

Examples include:

- Alphabetic filing
- Cleaning (normal protocol)
- Shelving books or supplies

- Monitoring machines
- Attending to demands for recurring information
- Inputting or formatting data transferred from another source

2

Q12.9.

The total of all time estimates in your prior questions on concentration add up to **35**. The total should add up to 35 hours. If applicable, go back to the prior questions and adjust the times so that the total is 35 hours.

Select yes below if the total adds up to 35 hours, or no if there is an intentional reason for the total to add to more or less than 35 hours.

Yes No



Q12.10.

Please explain why the total time estimates for concentration are more or less than 35 hours.

Potential explanations include:

- Non-standard work week (part-time or shift work)
- Some tasks occur simultaneously (e.g. advising students and providing detailed information)

This question was not displayed to the respondent.

Q12.11. If applicable, please indicate any additional information that would allow a better understanding of the concentration demands of this job.

This position has a number of tasks including checking in students for appointments for five providers and taking phone calls for appointments and referrals. It also includes sending consultation requests generated from all of the physicians for referrals to outside specialists and for our counselling providers within SWS.

Q12.12.

This is the end of Section 10 of 14: Concentration. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you.

Q13.1.

Section 11 of 14: Physical Environment/Health and Safety Risks - Part 1

The following questions collect information on the disagreeable conditions in the physical environment in which the work must be performed. Only consider conditions that are inherent to the job. **Assume all necessary measures to protect comfort have been applied.**

Q13.2. The chart below lists disagreeable conditions that are present in some jobs. Please indicate the frequency with which the condition occurs in this job.

	Never/Rare (less than 10% of the time annually)	Occasional (10 - 33% of the time annually)	Frequent (33 - 66% of the time annually)	Almost continuous (more than 66% of the time annually)
Exposure to biological or chemical odours or substances	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to dust, dirt, grease or oil	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to high noise levels	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor lighting or glare	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requirement to wear cumbersome or uncomfortable protective equipment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustained machine or equipment vibration	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working indoors in environments that are extremely hot, cold, wet or poorly ventilated	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working outdoors in inclement weather conditions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13.3. Please provide an example of each condition that occurs more than 10% of the time annually.

The LaSalle building is very old. The carpets contain dust and dirt and the windows are very dirty. There have been times when the LaSalle building needed repairs to the roof to fix leaks which creates a higher noise level. The fluorescent lighting creates a low buzzing noise and many prefer to keep those lights off and use lamps which are not as bright. The LaSalle building has a very poor ventilation and cooling system. It has been extremely warm in the summer with no air conditioning. The heat varies in locations and requires staff to have individual heaters to stay comfortable.

Q13.4. If there are any other disagreeable conditions present in the job that were not described in the chart above, please describe them below.

Q13.5.

This is the end of Section 11 of 14: Physical Environment. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you.

Q14.1. Section 12 of 14:
Physical Environment/Health and Safety Risks - Part 2

Queen's University is committed to the prevention of illness and injury through the provision and maintenance of a healthy and safe campus. The University endeavours to meet its responsibilities for the health and safety of the members of its community by complying with relevant health and safety standards and legislative requirements, and by assigning general and specific responsibilities for workplace health and safety.

The following questions collect information on the level of residual risk that is present after all safety equipment has been provided and all safety precautions have been taken.

Q14.2. The chart below lists hazards that are present in some jobs. For each hazardous condition, indicate the frequency with which it is present in this job.

	Never/Rare (less than 10% of the time annually)	Occasional (10 - 33% of the time annually)	Frequent (33 - 66% of the time annually)	Almost Continuous (more than 66% of the time annually)
Climbing on ladders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to infectious diseases	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to toxic chemicals/biohazards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling machinery with moving parts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential exposure to bites or other injuries from working with animals	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential for physical attacks by others	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Repetitive movements causing strain	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk of motor vehicle accident	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slip and fall hazards	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14.3. Please provide an example of each condition that occurs more than 10% of the time annually.

We work in an environment with many students who come into the clinic with various illnesses and these put staff at risk for infections regularly. The photocopier needs to be opened for paper jams. We make all efforts to repair these ourselves before calling service. As we are working in a high level mental health service, the risk for attacks by students have and may occur at any time. Staff need to be vigilant and stay alert. Work stations are not the most ergonomic at SWS. As this building has poor ventilation, there are differences in temperature which creates condensation and can turn floors slippery which can cause slips and falls.

Q14.4. Are there any other potential hazards in the job that have been overlooked? If so, please provide an example below and describe the frequency with which it occurs.

Q14.5. This is the end of Section 12 of 14: Health and Safety. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you.

Q15.1.

Section 13 of 14: Job Pressure

The following questions relate to job pressures in the work and/or work environment. **Assume that all necessary measures to protect comfort have been applied.**

Q15.2. The chart below lists conditions relating to job pressures that are present in some jobs. Please indicate the frequency with which the condition occurs in this job.

	Never/Rare (less than 10% of the time annually)	Occasional (10 - 33% of the time annually)	Frequent (33 - 66% of the time annually)	Ongoing (more than 66% of the time annually)
Expectation to meet fixed production or sales targets	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to difficult situations that involve conflictive, hostile or violent reactions	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to situations involving emotionally charged or disrespectful behaviour	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Exposure to situations involving the distress of others such as illness, socio-economic problems and death



Extensive driving



Extreme vigilance to ensure avoidance of significant negative impact or consequences



Isolated workspace, or where privacy may be limited



Overnight travel (not compensated separately)



Schedule requires irregular work hours, or work during evenings or weekends for which NO shift premium or other compensatory provisions are provided in the collective agreement



Simultaneous deadlines, interruptions / distractions and/or unpredictable or urgent assignments (e.g., multiple competing sources of work)



Q15.3. Please provide an example of each condition that occurs more than 10% of the time annually.

As we are working in a high level mental health service, the risk for attacks by students have and may occur at any time. Staff need to be vigilant and stay alert. As this is a psychiatry department, students are coming in distress with many emotional issues and it is hard to determine at times how to avoid any triggers. At times when a student requires to be sent to the emergency room, all other work ceases and your work time becomes unpredictable until the situation is controlled and managed. Monitoring the schedule to ensure students attend their appointments to avoid any further lengthy wait times for specialists or consultations.

Q15.4. Select the statement below that best describes the frequency of change within the work environment.

Examples could include changes in:

- Practices or procedures
- Policies
- Technology

- Changes occur every couple of years
- Changes occur every year
- Multiple changes occur within the year

Q15.5. Please provide further details of the pace and scope of change in the work environment. Be sure to provide examples of practices, procedures, policies or technologies that are regularly changing and how this job is affected by these changes.

As we are moving to a new facility, Mitchell Hall this year, many changes will be happening making it hard to understand how some procedures will occur as the space is very different. We have been cross training in the reception areas in the various departments of QSWS to be familiar with the practices and procedures to be able to assist students. When new physicians start, we must learn to accommodate their schedules. Electronic records has also changed the way in which we provide service. Many forms can be filled out electronically and the way in which consultations are sent changed. Specialists' offices also change their requirements for referral processes and we must keep providers updated on these changes as we become aware.

Q15.6. If there are any other job pressures present in the job that were not described in the chart above, please describe them below.

Q15.7.
The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you.

Q16.1.

Section 14 of 14: Additional Information

Q16.2. If applicable, please define any abbreviations used in this questionnaire.

EMR - Electronic Medical Records AMHS-KFLA - Addiction and Mental Health Services - Kingston Frontenac Lennox and Addington SWS - Student Wellness Services QSWS - Queen's Student Wellness Services

Q16.3. If applicable, indicate any additional information not covered in the preceding questions that would allow a better understanding of the job.

Q17.1.

You are at the end of the Job Content Questionnaire.

This is your last opportunity to make changes to your responses. If you have changes to make, you can navigate using the **Table of Contents**, or the "**Back**" button below. Please ensure that all sections of the questionnaire have been completed.

As you review your responses, please check for acronyms or unit/function-specific terms that require definition or further explanation.

If this JCQ needs to be reviewed or updated by another employee or manager, please navigate to the first section and page of the JCQ prior to closing your internet browser window by using the **Table of Contents**, or the "**Back**" button below. The JCQ will open on the page where it was last touched.

Once you click "SUBMIT" on this page, the questionnaire will be sent to Human Resources and you will no longer have access to make further changes.

Once HR reviews your submitted JCQ, you will receive a notification for the next steps/sign-off process.

Q535.

WARNING!

Are you sure that you are ready to submit this JCQ to Human Resources?

Once it is submitted you will no longer have access to make changes to the JCQ.

