

## SPEECH AND LANGUAGE PATHOLOGIST II

This is professional speech and language work in diagnostic evaluations, therapeutic programming, consultation, and in-service training on an institution or agency-wide basis for programs serving children and/or adults with speech and/or language communicative disorders. Work includes: the basic evaluative and therapeutic functions of the pathologist, plus responsibility within a large program for work functions in developing, monitoring, and consultation for program-wide specialized speech and language programs; and in-service education. Employee may provide direct professional supervision to educators and therapists involved in absence of Speech and Hearing Services Director and some research related to field. On the agency level the position provides technical and clinical consultation on a statewide basis. Work includes coordinating speech and hearing services with the varied service providers for communicative disorders.

### I. DIFFICULTY OF WORK:

Variety and Scope, Intricacy - Work is performed in inpatient and outpatient institutions. Employees have a program-wide responsibility for developing broad scope, therapeutic programs for residents center-wide; monitoring and consultation for speech and language programs center-wide being taught by educators, i.e., reviewing data, modifying current goals, establishing new goals, creating new programs, updating evaluations, and establishing optimum environment for language-learning opportunities. Develops and directly provides in-service training to professional staff of center and others through the outreach program. Employees usually also have a sizeable direct caseload for which they provide the basic screening, testing, and the therapeutic program development for speech and language disorders. Employee serves as a liaison with the State Council for Hearing Impaired, Public Instruction, and other Department of Human Resources agencies to plan and implement a coordinated delivery of services; provides consultation to clinics on standards; and aids in establishing guidelines, procedures, and training as requested.

Subject Matter Complexity - Work requires an advanced understanding of speech and language pathology and standard test and evaluation methods, principles, and procedures; plus understanding of a variety of communication disorders and causes; and understanding of administrative and supervisory techniques.

Guidelines - State licensure law, certificate of clinical competence, JCAH Standards, ICF Standards, agency work standards, and protocols are understood and apply where applicable to most work situations. Work does require a high degree of independent judgement.

### II. RESPONSIBILITY:

Nature of Instructions - Daily and weekly work is self-planned and coordinated with other disciplines. Employees function with high degree of independence; most instructions are of coordinative or administrative nature. Using professional judgement, employee make decisions regarding client/program needs and set priorities; or make recommendations on broad program standards, new programs, policies, procedures, etc. Periodically receive assignments and instructions from supervisor in regard to coordination of projects, services to other disciplines, and administrative reporting.

Nature of Review - Minimal technical review occurs in this work. Most administrative review would be conjunctive with general discussions and periodic meetings with supervisor. Review would be more on an after-the-fact basis.

Scope of Decisions - Employee's work and decision making have a direct effect on the communicative disordered population served by the institution or department.

Consequence of Decisions - Employee's work and decision making could have a significant impact on the client population as the ability to communicate can be determining factor in all habilitation training.

III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Work is with various department/discipline chiefs, and professionals and supportive staff in the institution. On the agency/division level work is with the regional center professionals, directors, and program managers in Department of Human Resource divisions and/or other departmental program consultants.

Nature and Purpose - Within both settings purpose ranges from motivating to negotiating new or revised programs.

IV. OTHER WORK DEMANDS:

Work Conditions - Generally good working conditions with only occasional disagreeable clients to work with or less than ideal testing or program settings.

Hazards - Employee with generally not have exposure to hazards which may cause injuries, except for occasional uncooperative patients.

V. JOB REQUIREMENTS:

Knowledges, Skills, and Abilities - Considerable knowledge of and skill in the application of professional speech and language pathology, theory, techniques, principles, and procedures; of the work unit and the unit policies and procedures. Considerable knowledge of interdisciplinary team process, broad scope therapeutic program development, applied research, symbol language and evaluative processes; ability to administer and interpret appropriate diagnostic tests to determine the range, nature and/or degree of communication skills. Considerable knowledge of the institution goals and treatment programs. Ability to formulate, interpret, and implement individual and broad scope therapeutic treatment programs on a center-wide basis; to express one's self in oral and written form, and to maintain client records and charts; to gain the confidence of clients, client families, peers, and para-professionals and to persuade and negotiate with them to gain cooperation for optimum results. Ability to supervise other speech and language professionals and conduct in-service training programs.

Minimum Training and Experience - Master's degree in speech and language pathology from an appropriately accredited institution as required by the N. C. Licensing Statute (G.S. 90-292), possession of a current and valid license issued by the Board of Examiners for Speech and Language Pathologist and Audiologist, and two years of experience in a therapeutic program serving children's and/or adults' communicative disorders; or an equivalent combination of education and experience.

Administering the Class - Applicants must submit a copy of the permanent license, or the letter from the Board approving the applicant for licensure with the application for employment. Applicants must follow the Board's procedure in obtaining the license within the prescribed time frames. \*This licensure is not required of a person applying to work in this capacity at the North Carolina Schools for the Deaf and Blind who possesses a valid and current credential as a speech and language pathologist issued by the North Carolina Department of Public Instruction. (Refer to G.S. 90-294.[c][4].)

Special Note - This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions in this class, but may not be applicable to all positions.