

SPEECH AND LANGUAGE THERAPIST

This is professional speech and language work identified in outpatient, workshop, and clinic settings, primarily in local health, mental health/mental retardation agencies, or special programs. Work includes performing diagnostic evaluations and planning treatment for a variety of speech and/or language communicative delays and disorders but is not as broadly clinical in nature as work found in mental retardation centers, some developmental evaluation centers or university and hospital settings. Work may involve consultation with a variety of clients, parents, families, physicians, and other professional disciplines and agencies. Work may also include supervising support and other personnel who may carry out the programs.

I. DIFFICULTY OF WORK:

Variety and Scope, Intricacy - Employees work with children and/or adults with a variety of communication disorders (i.e., developmentally disabilities, discrimination, attending and stuttering among others). Articulation and language problems are the most prevalent communication disorders of clients seen. Usually clients with the more severe communication disorders (i.e., extreme developmentally disabled, aphasics, accident victims, and others) have or have had comprehensive diagnostics in more clinical settings.

In diagnostic evaluations, employees utilize a limited variety of tests that may be administered only on a pre and posttest group basis. Evaluations may include assessments of receptive/expressive language, oral peripheral mechanism, articulation, language development, fluency, and stuttering. The larger percentage of time is spent implementing therapeutic language programs both individually and in groups. Employees may provide direct classroom instruction of clients, assist parents and teachers or other supportive personnel in implementing language or other corrective communication programs. Typically, stimulation therapy is incorporated for younger or low functioning clients. Hearing disorders screenings may be administered and referrals made for further diagnosis if indicated.

Subject Matter Complexity - Work requires a complete 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.

Guidelines - State licensure law, certificate of clinical competence, agency work standards and protocols are understood and apply where applicable to most work situations. Work does require more independent judgement in applying the professional standards and guidelines.

II. RESPONSIBILITY:

Nature of Instructions - Daily and weekly work is self planned and coordinated with other disciplines, supervisor, agency director, program director, department head, clinic or workshop manager. Employees usually function independently, professionally, and most instructions are of a coordinative and/or administrative nature. The agency, program, and patient treatment goals are understood; the employee can make changes in work operations on a short-range basis and set work priorities to meet client and program needs. May periodically receive some instructions on patient scheduling, behavior modification of clients, and administrative reporting.

Nature of Review - Minimal technical review occurs in this work and employee usually refers only scheduling, administrative, and patient management problems to supervisor. Makes decisions on individualized programs, requesting suggestions/input from peers and/or supervisor as deemed necessary.

Scope of Decisions - Employee's work and decision making have a direct effect on the communicative disordered client population served, as communication ability is often a key to progressive habilitation in conjunction with other treatment.

Consequence of Decisions - Employee's work and decisions could have a substantial impact on the client population, as errors and inaccurate or inappropriate evaluations and diagnosis could result in delay of effective treatment. The ability to communicate can be a major determining factor in the treatment and habilitation of clients.

III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Work is with various professionals and supportive staff who may refer and work with clients, as well as with clients and their families.

Nature and Purpose - Within the various contact settings the nature and purpose range from sharing information on diagnostics, motivating clients to teaching/instruction and negotiating new or revised programs.

IV. OTHER WORK DEMANDS:

Work Conditions - Generally good working conditions with only occasional disagreeable clients and/or parents; or less than ideal testing or program settings.

Hazards - Employee will generally not have exposure to hazards that may cause injuries, except for occasional uncooperative clients and/or parents.

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; the work unit and the unit policies and procedures; various communicative disorders peculiar to the group of clients served. General knowledge of the agency, goals, and the treatment programs; of available referral resources.

Ability to administer and interpret appropriate diagnostic tests to determine range, nature, and/or degree of communication skills. Ability to formulate, interpret, and implement therapeutic treatment programs applicable to client group served; to express one's self in oral and written form and to maintain client records and charts; to gain the confidence of clients, clients' families, peers, and para-professionals and to work effectively with them to gain cooperation for optimum results.

Minimum Training and Experience - Master's degree in speech and language pathology from an appropriately accredited institution and nine months supervised experience as required by the NC Licensing Statute (G.S. 90-292) and possession of a current and valid license issued by the Board of Examiners for Speech and Language Pathologist and Audiologist; or an equivalent combination of education and experience.

Minimum Training and Experience for a Trainee Appointment - 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) to be eligible for granting of a temporary license issued by the N.C. Board of Examiners for Speech and Language Pathologist and Audiologist. The temporary license must be obtained before the first day of employment. Upon receipt of permanent license (9-12 months) employee may move into full class.

Administering tile Class - Applicants must submit a copy of the approved temporary license or the letter from the Board approving the applicant for the temporary license to the agency personnel officer before beginning work. If the applicant has completed the supervised experience, a copy of the permanent license or letter from the Board approving the applicant for licensure should be submitted with the NC application for employment. Applicants must follow the Board's procedure in obtaining the license within

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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.