

REHABILITATION THERAPY TECHNICIAN

Work in this class involves providing paraprofessional rehabilitative/habilitative services in State institutional and local mental health programs to clients (patients or residents) who have mental, social, physical and/or emotional disabilities. Assignments include selection and implementation of activities in one or more of the following areas: recreational, prevocational, self help, educational/developmental, socialization, music, arts and crafts, creative arts, horticulture-aimed at enhancement of the client's attitude, behavior, socialization and developmental skills. Employees may be involved in the assessment and goal setting process as a part of a team. Documentation in client records is typically limited to include observations and reporting basic data such as attendance/participation and behavior changes. Work may include other related assignments as determined by appropriate management. Employees usually report to a rehabilitation therapist or supervisor.

I. DIFFICULTY OF WORK:

Complexity - Employees select, implement and evaluate various activities designed to aid in the physical, social, emotional and mental development of the clients. Input is provided into treatment goals. Employees may write simple treatment plans based upon the interests and needs of the clients. Employees may be involved in assessments and goal setting; however, other program staff are held accountable for this function. Work may include basic supportive counseling and some community contact. In local mental health programs the community contact may be extensive in the areas of housing, job placement and community resource utilization. Documentation is limited to basic observations regarding client's progress, attendance and participation. Employees may be involved in some basic financial record keeping or clerical functions as part of their programmatic role.

Guidelines - Employees follow state institutional and local mental health program guides. Manuals and texts specific to the specialty area may be utilized. Employees also follow plans developed by interdisciplinary teams and/or higher level therapists/supervisors regarding broad treatment goals for the clients served.

II. RESPONSIBILITY:

Accountability - In most situations work is carried out within the institution or facility which impacts primarily on clients and other staff. In other situations, due to the extent of community contacts, the employees' work directly reflects on the public's view of the agency's services. Although employees may have input into assessments and establishment of goals, in most cases, another staff member or the interdisciplinary team makes the final recommendations or decisions. Employees are responsible for selecting and implementing activities based on the established goals.

Consequence of Action - Employees' input into client plans affect progress toward goal achievement. The activities planned and carried out with the clients may result in improvement in the areas of physical, emotional, social and mental development. In some situations employees may affect the health of the client by monitoring routine medication, and the adherence to prescribed diets.

Review - Work is reviewed in progress or upon completion by higher level therapists and/or supervisors.

III. INTERPERSONAL COMMUNICATIONS:

Subject Matter - Employees may have input into the interdisciplinary team regarding observations and recommendations concerning clients' needs and abilities. Clients present a wide variance in functioning level from severely or profoundly retarded to normal intelligence with emotional, and/or physical disabilities. These conditions create limitations in comprehension.

Purpose - Employees instruct and encourage clients to enable them to achieve specific skills or behaviors often employing techniques of behavior modification. Employees may provide input to the interdisciplinary team for the purpose of giving and receiving information regarding the clients' abilities, needs and progress.

IV. WORK ENVIRONMENT:

Nature of Working Conditions - Employees work in settings which range from modern mental health facilities to institutional living units in which odors and noise are prevalent due to the functioning level of the client.

Nature and Potential of Personal Hazards - Behavioral problems, such as aggression of clients and/or lifting could cause bodily injury for employees in some settings.

V. RECRUITMENT STANDARDS:

Knowledge's, Skills, and Abilities - Working knowledge of the developmental process as it relates to rehabilitation/habilitation programs. Working knowledge of the characteristics of population being served. Working knowledge of the medium area when required for the particular job. Basic knowledge of the practical application of task analysis and goal writing. Basic knowledge of behavioral programming techniques. Skill in reading and writing. Ability to observe behavior and communicate observations and recommendations effectively in oral and written form. Ability to relate to population being served in a supportive and therapeutic manner. Ability to establish rapport and relate to families, community agencies and groups, and a variety of service disciplines (social workers, physician, psychologist, teachers, nurses).

Minimum Training and Experience - Graduation from high school or equivalent and two years of experience in providing to a population typically found in psychiatric or mental retardation settings support services or instruction which require some observation or documentation; or completion of a two-year associate degree program designed to prepare support personnel for human services field which includes at least a ten to twelve practice/internship in a similar setting (one year of the above experience may be substituted for the practice); or an equivalent combination of training and experience.

Administering the Class - Applicants with a four-year degree in a human services area may receive four years of work experience and would qualify for 10% above the minimum. A four-year degree in recreation, recreation administration or physical education is also acceptable for this classification. Applicants with two or more years of college and one year of the above experience may enter at the minimum of the class.

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.