

Job Class Profile: Clinical Psychologist I**Pay Level: CG-42 Point Band: 994-1037**

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	7	7	3	6	7	5	6	2	3	
Points	327	117	19	29	210	108	124	43	32	1009

JOB SUMMARY

Provides professional psychological assessment, diagnosis, psychotherapeutic intervention treatment, and administers specialized and standardized testing to patients in various settings. May also conduct clinical education, training, research and provide clinical direction and consultation for an interdisciplinary team as well as clinical supervision of provisionally registered Clinical Psychologists, Psychometrists, interns, and students. Work is highly autonomous using independent judgement in determining appropriate assessment, diagnosis and therapeutic interventions, and in developing, implementing, and evaluating treatment plans.

Key and Periodic Activities

- Performs clinical assessments, advocacy, counselling services, interventions, treatments and clinical consultations, including clinical interviews, attending rounds, conducting risk assessment, assessing a patient's needs, formulating a diagnosis, remediation, and developing a comprehensive treatment plan for a particular client population. Participates in discharge planning and follow up care.
- Researches various theoretical frameworks to address specific needs of patients and families; attends clinic, family and case conferencing meetings.
- Develops documentation and completes other administrative tasks such as compiling and maintaining reports/records/charts, workload measurement statistics, and performing case management.
- Develops, leads, or co facilitates education and therapy sessions with patients and/or families, groups, and couples in professional "therapeutic" area of expertise.
- Conducts formal standardized psychometric assessments, tests, interprets scores and provides advice.
- Provides consultative services to other members of the interdisciplinary team, community organizations, and professionals.
- Consults with and refers patients to community resources, or institutions, as deemed appropriate.
- Collaborates with other professionals with decisions related to screening referrals, referral criteria, wait list management, and allocation of resources.
- May provide clinical supervision and/or mentor provisionally registered Psychologists in accordance with guidelines established by the Newfoundland and Labrador Psychology Board,

Key and Periodic Activities

- interns, students, research assistants, and psychometrists.
- Designs and develops education literature/instruction and delivers educational sessions to patients/families, psychology students, interdisciplinary team, professionals, and community groups.
- Participates in professional development, attends internal and external meetings, and serves on committees. The committee work can often involve discussion, development, contribution to policies and procedures, development of programs, evaluation of quality review, professional standards and accreditation.
- Participates in quality initiatives such as peer review, chart audits, teaching, and surveys.
- May design or conduct research, critical reviews or evaluations, consult and collaborate with researchers, develop proposals and publish findings in peer-reviewed journals.
- May provide expert knowledge (clinical leadership) and/or testimony to others (interdisciplinary team, psychiatrists, expert witness in court).
- May provide Psychological Services (crisis intervention/debriefing, health promotion), to the community or public.

SKILL

Knowledge

General and Specific Knowledge:

- Specialized clinical knowledge.
- Evidence based practices, procedures, and current research in psychology and specialized areas.
- Assessment and therapeutic intervention techniques.
- Ethical practices and standards.

Formal Education and/or Certification(s):

- Minimum: Graduate or Doctorate Degree in Psychology, Registration, and licensure with the Newfoundland and Labrador Board of Examiners in Psychology (professional designation as a Registered Psychologist - R. Psych).

Years of Experience:

Minimum: 2 to 3 years clinical psychology experience including specialized experience in a particular work practice area.

Competencies:

- Ability to provide clinical assessment and evaluation.
- Ability to develop programs that meet patient needs.
- Ability to provide expert advice in the field of psychology.
- Effective communication skills for actively listening and explaining information.

Interpersonal Skills

- A range of interpersonal/communication skills are used to listen to information and ask questions for the purpose of assessing patients, to collect confidential information (i.e. patient history), and to conduct risk assessments, assess a patient's needs, formulate a diagnosis, remediation, and develop a comprehensive treatment plan. Skills are used to evaluate and provide care, instruct/train/teach, conduct formal interviews, promote service, provide expert advice or counselling, deal with upset/angry people, and gain the co-operation of others.
- Most important skills are used to provide advice/counselling, and to communicate with employees and service providers regarding patient treatments, needs and assessments.
- Communications with employees in the immediate work area and department, managers, and patients for ongoing therapeutic assessment and treatment. Interactions also occur with peers in the organization, students, professional associations, professional advisors, and internal and external departmental executives.

EFFORT

Physical Effort

- Work demands do not result in considerable fatigue, requiring periods of rest.
- Occasionally, there is lifting or physical strength required (i.e. lifting or moving objects less than 10 lbs. such as books, files, resources for lectures, etc).
- Regularly sits to consult with patients, where freedom of movement may be restricted, to conduct therapeutic sessions with groups, and to work on the computer. Occasionally required to work in awkward or cramped body positions (i.e. cognitive-behaviour therapy work), pushes, pulls, and sets up small furniture for group work, stands to facilitate or teach groups, and walks to visit and consult with patients in hospital, or drive to their homes.
- Fine finger/precision work is required when working on the computer.

Concentration

- **Visual** concentration is required when in sessions with patients and may include establishing eye contact, observing facial and body expressions/language, behaviour, physical appearance, in order to interpret/integrate these observations into meaningful information. Visual concentration is also required when reviewing patient charts or notes, tests and for documenting work, and when the tasks require reading or researching information such as from textbooks or a computer.
- **Auditory** concentration is also required when in sessions with patients as there is a need to listen attentively to the patient and family members, to be alert to obtain and interpret information correctly, and to listen for tone, voice, and the level of volume in their communications.
- Other senses requiring concentration include the sense of **smell** to detect distress, illness (i.e. soiling of clothes, poor hygiene) and substance abuse (alcohol or marijuana), and **touch** to comfort or treat patients.
- **A higher than normal level of attentiveness and carefulness** is required when assessing patients, especially those who may be at a high risk, in order to ensure their health and safety; to ensure staff's safety, and to prevent any possible dangers or hazards from happening.
- Sometimes, there is **lack of control over the work pace and time pressures** in completing assessments, case documentation and workload reports, deadlines for presentations, managing

emergency and routine clinic/office appointments and other emergency situations within the allocated timeframe. **Interruptions** can occur due to a crisis situation and changes in patient appointments.

- The need for **exact results and precision** is high when testing, assessing, treating, and in reflecting information back to patients in counselling sessions.

Complexity

- Tasks and activities are different/unrelated and require a broad range of skills and knowledge.
- Problems are diverse as individual diagnosis and treatment plans are required based on assessment of patient's functioning. Recommendations must be realistic and achievable within the resource limitations of the patient's environment. This can be a very challenging process as patients often have very complex presentations and histories that make the analysis very difficult. Biological, psychological, sociological factors associated with the patient have to be considered and evaluated in formulating the hypothesis and determining differential diagnosis.
- Problems can range from being simple with obvious solutions to those that have limited opportunity for standardized solutions where there is a requirement for creative problem definition and analysis, development of complex solutions and can be solved in a team setting.
- The most typical challenge or problem is assessing a patient, developing a treatment and intervention plan pertaining to either a specialized or a variety of psychological issues where there may be limited evidence based research.
- When addressing typical problems can consult with peers, supervisor, other professionals, journals/literature, research articles, professional associations, policy and procedure manuals, the Canadian Code of Ethics for psychologists, governing Acts and legislation, guidelines for psychological testing, and regulations to help find a solution.

RESPONSIBILITY

Accountability and Decision-Making

- Work tasks and activities are somewhat prescribed or controlled.
- Work performed tends to be highly autonomous for clinical areas of work, such as responsibility for all decisions that guide patient assessment and treatment. In addition, independent decision-making is exercised in scheduling patient appointments and referrals to other professionals/agencies.
- Requires approval for administrative purchases such as supplies, resource material, for new programming, media involvement, and travel for conferences, out of province treatment options, Board and Lodging Assessment supplement, and psychological crisis responses.
- Exercises a high degree of discretion when providing expert advice to patients, determining treatment plans, and decisions around their own level of risk/safety and other team members, management of caseload, and scheduling of groups. Discretion and judgement are used to interpret directions and apply guidelines such as processes, protocols, treatments, and code of ethics.
- Provides information, advice, and recommendations to patients, and their families regarding diagnosis and treatment options within their scope of practice. They can consult with peers on professional issues, but are ultimately accountable for their recommendations.

Impact

- There are wide-ranging impacts within the immediate work area, in and outside the department and the organization, and the public. There are also direct and significant impacts on the patient.
- There are positive and negative impacts on patients, their health and safety, continuity of care, and treatment plans.
- Impacts also affect resources such processes and systems, information, and human resources (i.e. delays with treatment, legal, professional and ethical discipline, redevelopment of policies, staff morale, and corporate liability), and corporate image.
- Consequences from decisions, advice and/or recommendations could be the result of an inaccurate interpretation of patient assessment and test scores resulting in the misdiagnosis and delays in treatment. Consequences and/or errors are often difficult to identify and can have impact beyond the short term.
- There are professional guidelines, procedures, and checks and balances in place to help mitigate any errors from a professional perspective, as there is a requirement for licensure to practice and the governing body regulates the practice, guides ethical decision-making, and professional conduct.

Development and Leadership of Others

- Not responsible for the supervision to staff.
- May provide clinical supervision for provisionally licensed clinical psychologists, interns, and students.
- Provides on-the-job advice/guidance, provides feedback, orientation to new employees, on-the-job training, delegates/allocates tasks to students/interns and administrative staff, acts as a technical expert in a multi-disciplinary team environment, organizes, coordinates, and reviews the work of psychometrists, students, and interns.
- May be responsible for playing a team leader role such as acting as a key technical resource to others, or responsible for coordinating the activities of team members and special projects in the functional area, however, it is not required on a day-to-day basis.

WORKING CONDITIONS

Environmental Working Conditions

- Follows safety standards such as a self-care plan, monitors physical safety and surroundings, completes a community/family service check, advises colleagues and other applicable staff of risk issues, schedules, and any need for assistance when seeing patients. Depending on the work practice area may be required to wear a gown, mask, gloves and disinfect testing materials and toys.
- There is a limited likelihood of minor injury, illness, fracture, partial or total disability, as safety standards are in place within the organization to mitigate potential areas of risk.
- Occasionally exposed to unusual/distracting noise from other offices, glare of a computer screen dirt, dust, filth or garbage (outside visits), infectious diseases, odours, physical dangers or threats (upset patient), and travel to and from patients homes or schools during adverse weather conditions.