

Job Class Profile: Clinical Psychologist III**Pay Level: CG-46 Point Band: 1190-1253**

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	8	7	3	6	8	7	7	4	3	
Points	373	117	19	29	240	152	144	86	32	1192

JOB SUMMARY

The Clinical Psychologist III provides professional psychological assessment, diagnosis, psychotherapeutic intervention treatment, and administers specialized and standardized testing to patients in a specialized program area. Also provides clinical supervisory and leadership responsibilities to psychology staff including the supervision of lower level psychologists and psychometrists. Develops funding proposals, conducts research, prepares formalized published and/or presented research, delivers lectures, and clinical education sessions, and provides clinical direction and consultation for an interdisciplinary team. Advises and participates in development, implementation, and evaluation of policies and procedures including in the areas of risk management, quality improvements, and workload issues.

Key and Periodic Activities

- Performs clinical assessments, advocacy, counselling services, interventions, treatments and clinical consultations including conducting clinical interviews, identifying risk and needs assessment, researching various theoretical frameworks to address specific needs, formulating a diagnosis, remediation, and developing a comprehensive therapeutic intervention plan for individuals, groups, and families.
- Plans, administers, and interprets formal standardized psychometric assessments and tests, and synthesizes and integrates assessment information into treatment plans.
- Provides clinical leadership and consultation to psychology staff, community agencies, and provides expert knowledge and/or testimony to others (i.e. interdisciplinary team, psychiatrists, and expert witness in court).
- Provides clinical leadership, supervision and teaching to interns, students, research assistants, psychometrists, students in other health disciplines, and may supervise provisionally registered psychologists in accordance with guidelines established by the Newfoundland and Labrador Psychology Board. The supervision involves taking professional, ethical, and tutorial responsibility for activities including the educational component of the provisional registration period, providing training and direction on clinical procedures, and assesses competency by observation or review of clinical information.
- Plan, develop, and implement placements for psychology interns at the master's and doctorate level.
- Performs administrative functions such as compiling and maintaining records of patient

Key and Periodic Activities

- assessments, treatment interventions, and progress notes; completes legal documentation and formal report writing; compiles workload statistics, and allocates clinical psychology resources regarding patient wait lists including review of the referral process; and monitors and facilitates psychological assessment materials.
- Participates in promotion and preventative activities such as designing and developing education literature/instruction; co-ordinating and delivering educational seminars, training, and presentations to patients/families, psychology students, interdisciplinary team, professionals, and community groups.
- Proposes and develops research protocols/proposals, consults with national and international researchers, identifies needs for clinical research, conducts critical reviews of appropriate literature, constructs research methodology and conducts research, evaluates outcomes, applies the findings to patient management, and publishes findings in peer-reviewed journals.
- Participates in professional development such as attending, chairing, and/or serving on committees/meetings; contributing to policies and procedures development; designing and evaluating new programs, and monitoring program processes; evaluating quality review and improvement processes, developing quality and safety standards, (i.e. standards of care and the assessment and management of patient safety; contributes to the review of accreditation standards; and participates in the peer evaluation process).
- Represents the organization or province on various initiatives including representation on committees, presents at national conferences, and consults with other regions or provinces in the development of programs.
- Provides psychological services (i.e. crisis intervention/debriefing) to the community or public.

SKILL

Knowledge

General and Specific Knowledge:

- Evidence based practices, procedures, and current research in clinical psychology and specialized areas.
- Psychological assessment batteries and therapeutic intervention techniques.
- Ethical practices and standards.
- Research and proposal writing.
- Program development.
- Governing Acts and provincial legislation.

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 and professional designation as a Registered Psychologist - R. Psych.

Years of Experience:

Minimum: 4 to 5 years clinical psychology experience and may include experience in a specialized work practice area.

Competencies:

- Clinical assessment and evaluation.
- Effective oral and written communication skills.
- Crisis intervention.

Interpersonal Skills

- A range of interpersonal/communication skills are used to listen to information, ask questions for the purpose of assessing patients, conduct formal interviews, evaluate, conduct risk assessments, give advice/counselling to patients and their families, health professionals, and community groups, deal with upset/angry people, gain the co-operation of others and to provide care/comfort to patients and families. Skills are also used to communicate with employees and service providers regarding patient treatments, needs and assessments, and with government representatives, agencies, and experts to consult on psychology issues, promote the service, or for educational initiatives. Instructs/trains/teaches (clinical instruction), facilitates meetings/committees, mentors/coaches psychologists, students, and community groups, to promote service, and provide expert advice.
- Communications with employees in the immediate work area and department, manager, and with patients for ongoing therapeutic assessment and treatment. Interactions also occur with peers in the organization, students, professional associations and advisors, government representatives, internal and external departmental executives, physicians, lawyers, community groups, and associations.

EFFORT

Physical Effort

- Work demands do not result in considerable fatigue, requiring periods of rest, or a need for strength and endurance.
- Occasionally, there is lifting required to move books, files, and resources less than 10 lbs.
- Regularly sits to consult with patients where freedom of movement may be restricted, conduct therapeutic sessions, and to work on the computer. Occasionally required to work in awkward or cramped body positions (e.g. 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.
- Finger/precision work is required when working on a computer.

Concentration

- **Visual** concentration is required when in sessions with patients, facilitating groups, or conducting testing. Concentration may include establishing eye contact or observing facial and body expressions/language, behaviour, and physical appearance in order to interpret and integrate these observations into meaningful evaluation. Visual concentration is also required when working with at risk patients or young children to ensure their physical safety, when documenting work, scoring and interpreting tests, writing reports, documenting clinic notes, and when the tasks require reading or researching information such as from textbooks or a computer, or in the production of reports and presentations.
- **Auditory** concentration is required when in sessions with patients (groups), as there is a need to listen attentively to the patient and family members, and to be alert to obtain and interpret

information correctly.

- Other senses requiring concentration include the sense of **smell** which is required to detect distress, illness (e.g. soiling of clothes, poor hygiene) and substance abuse (alcohol or marijuana), and the sense of **touch** to comfort, treat patients, and to guide or direct patients safely, especially children.
- **Repetitive** activities that require **alertness, as well as a higher than normal level of attentiveness and carefulness** is when assessing patients (some may be children), 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.
- There is **lack of control over the work pace** when there are crisis situations or patients requiring emergency services. There are **time pressures and deadlines** in completing assessments, case documentation and workload reports, managing emergency and routine clinic/office appointments, and other emergency situations within the allocated timeframe. **Interruptions** often occur as a result of patients who may be in crisis.
- The need for **exact results and precision** is high when testing, assessing, treating, and in reflecting information back to patients and when supervising psychologists and when giving guidance and direction to professionals in the community.

Complexity

- Tasks and activities are different/unrelated (i.e. administrative and research), 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. Also has responsibility to conduct research, prepare formalized published and/or presented research, deliver lectures and clinical education sessions, and provide clinical direction and consultation for an interdisciplinary team. Advises and participates in development, implementation, and evaluation of policies and procedures including in the areas of risk management, quality improvements, and workload issues.
- There is the requirement for creative problem definition and analysis, development of complex solutions, and there are tasks with strategic or policy significance.
- The most typical challenge or problem is assessing a patient, reviewing a variety of complex information, administering a variety of tests, and developing a treatment and intervention plan unique to that patient 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, and consult or review journals/literature, research articles, policy and procedure manuals, government acts and legislation, guidelines for psychological testing and regulations, professional associations, and the Canadian Code of Ethics for Psychologists.

RESPONSIBILITY

Accountability and Decision-Making

- Work tasks and activities are somewhat prescribed or controlled
- Work is highly autonomous for clinical areas such as responsibility for all decisions pertaining to patient assessments and treatments. In addition, independent decision-making is required regarding patient scheduling, committee meetings, and presentations.

- Within predetermined limits and procedures decisions can be made regarding daily program activities regarding the number of groups, scheduling of clinics, and membership on committees.
- Requires approval for administrative purchases such as capital supplies, resource material, some decisions regarding treatment of patients, commitment for consultation and education of other professionals, agencies, and community, or for legal consultation.
- Exercises a high degree of discretion when assessing and determining treatment plans and decisions around supervision of psychologists, students, and interns, providing consultation on complex cases, clinical research, and case management. Discretion and judgement are used to interpret directions and apply guidelines in clinical situations and when testing and developing policies.
- Provides information, advice, and recommendations to patients, and their families, healthcare staff, other psychologists and professional groups, and the community regarding diagnosis, treatment options, psychology services, and they can consult with peers, but are ultimately accountable for their clinical recommendations.

Impact

- There are wide-ranging impacts within the immediate work area, in and outside the department and 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 as processes and systems (waitlist), 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 appropriate treatment. Consequences and/or errors are often difficult to identify and can have an 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 are peer reviews, audits, and there is a requirement for licensure to practice. The governing body regulates the practice, guides ethical decision-making, and professional conduct.

Development and Leadership of Others

- Responsible for the supervision of a small size work group (1 to 4 employees).
- Provides on-the-job advice/guidance to full working level psychologists, feedback, orientation to new employees, provides training and formal classroom training to psychology students, coordinates peer reviews, and acts as a technical expert in a multi-disciplinary team environment.
- Performs team lead responsibilities for community crisis responses, implementation of special projects, development/implementation of educational activities, and research activities. Also performs project leader responsibilities (i.e. organization and development of research projects, and community grants).

WORKING CONDITIONS

Environmental Working Conditions

- Follows safety standards, adheres to the working alone policy, monitors their physical safety and surroundings, advises colleagues and other applicable staff of risk issues, schedules, and any need for assistance. Depending on the work practice area may be required to wear a gown, mask, gloves and disinfect testing materials and toys. Practices universal precautions.
- There is a limited likelihood of minor injury, illness, fractures, 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 the work setting, glare of a computer screen, dust, infectious diseases, odours, physical dangers or threats (e.g. upset patients), and they may have to travel to and from patients homes during adverse weather conditions.