

Job Class Profile: Speech Language Pathologist I**Pay Level: CG-41 Point Band: 950-993**

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	7	6	4	6	6	5	5	2	5	
Points	327	100	25	29	180	108	103	43	54	969

JOB SUMMARY

The Speech Language Pathologist (SLP) I provides specialized professional work for Speech Language Pathology Services. Work involves activities such as prevention, assessment, evaluation, diagnoses and treatment of clients with speech language pathology disorders and management of swallowing disorders. Also participates in activities related to program planning, health promotion, quality assurance, staff education, and public awareness.

Key and Periodic Activities

- Performs, case management functions; screens referrals for appropriateness, determines priority status of clients, meets with clients, obtains case history through chart reviews, discusses with healthcare professionals and interviews client and family members; administers informal assessments through observation, formal through standardized test batteries, and instrumental assessments such as barium swallow studies and acoustic analysis.
- Makes diagnoses; reviews and compiles information; identifies clients' strengths, severity, and prognosis of the speech, language communication, or swallowing disorder; researches evidence base treatment plans; and makes diagnosis.
- Develops treatment; determines frequency and duration of treatment and develops individualized treatment plan. This also involves counselling and educating clients regarding their condition, treatment and provides strategies to manage same. Also, treatment can involve education and training in the use of augmentative and alternative communication systems and devices, developing home programs, referring clients to other professionals as indicated, motivating clients, and if necessary, monitoring progress through telephone or periodic visits to the office or providing group therapy to individuals with similar needs. Often treatment plans can be administered jointly with other professionals (i.e. dieticians).
- Completes documentation; writes assessment and discharge reports, and reviews assessment findings with client and family members and discharges client, if appropriate. Advocates for clients when necessary for services including writing letters to community services, specialists, or other professionals.
- Tracks, completes, and submits daily workload measurement reports.
- Schedules clients for assessment, treatment, and goal-settings meetings.
- Updates and reviews SLP resources (i.e. publications, assessment batteries, treatment materials, and textbooks) and makes recommendations for the purchase of materials and equipment.
- Provides audiological screenings to newborns, and adult clients.
- May travel to homes for visits, to daycares, and schools for Support Services Plans (ISSPs) to

Key and Periodic Activities

- provide assessments and diagnosis of clients' conditions, disorders, etc.
- Educates, supervises, mentors, and evaluates students and provides orientation to new SLP staff.
- Participates in team, division, program, and corporate quality initiatives activities such implements and monitors quality assurance standards, conducts peer reviews, chart audits, identifies and reports equipment problems, unsafe work practices, attends division and SLP council meetings, and participates in developing, implementing, and reviewing team goals.
- Participates and represents the department on committees and meetings; provides input into policies, SLP guidelines, and protocols for assessment and treatment of specific disorders; and identifies and recommends program development needs and education resources.
- Presents or provides workshops to other professionals within the community on speech, language, communication, and/or swallowing disorders.
- Participates in health promotion activities such as developing, or leading workshops and writing articles for newsletters.
- Completes continuing education credits for certification.

SKILL

Knowledge

General and Specific Knowledge:

- Speech, language pathology treatment, procedures, and current best practices
- Communication and swallowing disorders
- Diagnostic assessments, tests, treatment, and documentation processes
- Diagnostic, educational, and assistive technology tools
- Workload measurement tools
- Organizational policies and procedures

Formal Education and/or Certification(s):

- Minimum: Graduate Degree in Speech Language Pathology and certification with the Canadian Association of Speech Language Pathologists and Audiologists (CASLPA).
- Continuing education required for credentialing

Years of Experience:

- Minimum: 1 to 2 years of experience and depending on the position, experience in a specialized area

Competencies:

- Assessment and diagnostic skills
- Oral, written, and cognitive communication skills
- Computer and research skills
- Operate technical devices and related equipment

Interpersonal Skills

- A range of interpersonal skills are used to listen and conduct formal interviews (i.e. client

histories); provide routine and complex information regarding treatment and care; provide counselling, comforting and nurturing to clients; advocate on behalf of clients for resources and supports; instructs/teaches/trains, counsels or educates clients and their families, healthcare professionals, and students; gain the cooperation of others (i.e. staff, clients) to get the work done, provide expert advice to others, and deal with upset people. Occasionally makes formal presentations to students, healthcare professionals, or the community.

- Communications occur with clients and their families, employees, community resources and representatives, government employees, and supervisor/manager and with professional associations and advisors.

EFFORT

Physical Effort

- The demands of the job occasionally result in considerable fatigue requiring periods of rest.
- Physical effort includes constantly moving, lifting, or arranging objects up to 10 lbs. and occasionally between 25 – 50 lbs. (i.e. books, games, binders, equipment and materials for testing, small tables or chairs, and wearing lead aprons), and occasionally pushes and pulls clients up to and over 50 lbs. in wheelchairs, or in the case of children handling them to ensure their safety.
- May constantly sit to perform assessments or to interact with children in therapy. Regularly is engaged in standing or walking to perform clinic assessments or perform therapy (i.e. breathing exercises). May also occasionally drive to and from clinics or client homes within the region. When in clinic or therapy sessions, may work in awkward or cramped positions.
- Fine/finger precision work is used when performing work on the computer and during assessments using hand tools that require accurate control and steadiness such as tongue depressor and pen light. Gross motor skills are required when transferring or assisting clients during therapy.

Concentration

- **Visual concentration** is required when performing assessments such as barium swallows, voice therapy to assess and give feedback on strain in the muscles and its impact on voice, during hearing screenings and computer-based therapy programs. **Visual concentration** is required for a variety of reading activities such as chart reviews, literature reviews, reading the latest research, and editing reports.
- **Auditory concentration** is required for listening, understanding, and providing clients with speech and language conditions feedback during therapy sessions. It is also used to listen attentively for changes in voice, speech, and the voice quality. **Auditory concentration** is also required for listening and understanding during team meetings, and interactions with other staff, and the healthcare team.
- **Touching** clients during examination is required to perform assessments such as tactile cues (i.e. placing the thumb and forefinger on the upper and lower lip to inhibit lip movement) or to palpate the neck during swallowing assessments.
- **Repetitive tasks that require alertness** are administering therapy tasks such as working on a specific sound and accurately recording progress, completing swallowing assessments, observation of clients for their health and safety, and writing reports on clients.

- **A higher than normal level of attentiveness or alertness** is required in clinic settings, especially working with young children to ensure their health and safety, and during swallowing assessments in order to detect a client's distress (i.e. choking) during the procedure.
- **Does not have control over the pace of the work** due to the unpredictable number of clients that need to be seen or their presenting condition or disorder. There are **time pressures and deadlines** to see referred clients in a timely manner (i.e. school-entry clients), to document assessments as outlined by policy/practice, to complete workload measurement reports, and to complete committee work or special projects. **Interruptions** occur due to the nature of the work such as working with small children in therapy that require frequent breaks, and to attend to urgent referrals, or to assist other professionals with clients.
- **Eye/hand coordination** is required to perform testing (i.e. to feed clients during swallowing assessments and watch the computer monitor, in order to diagnosis condition), sign language/gestural communication, and to perform work on the computer.
- **Exact results and precision** are required when diagnosing and assessing clients, in particular when administering tests to aid in diagnosis such as scoring test batteries, determining percentages, and measurements, analyzing barium swallow tests in order to detect swallowing difficulties, and completing workload measurements statistics.

Complexity

- Tasks and activities are different/unrelated and require the use of a broad range of skills and a diversity of knowledge.
- Complexity of work varies from tasks which are repetitive and well-defined to unique and technical in nature and typically require problem definition and analysis. Occasionally, tasks have strategic or policy significance and ideas for solutions may be provided in a team setting.
- Typical complexities include assessing, diagnosing and developing an individualized therapeutic plan for a client with speech, language, or swallowing problems, determining appropriate assessment tools to use and the length of a client's therapy; dealing with upset and non-compliant children in therapy and managing a large caseload.
- Complexities tend to be solved by reviewing policies and procedures, following best practice guidelines and the code of ethics from the CASLPA, reviewing professional journals, manuals, textbooks, and consulting or collaboration with other healthcare professionals and advisors (i.e. colleagues, interdisciplinary team, Professional Practice, and Ethics Committee).

RESPONSIBILITY

Accountability and Decision-Making

- Work tasks and activities are somewhat prescribed or controlled.
- Decisions related to client care, treatments, documentation, referrals to other practices, testing, assessments, therapy schedules, and managing waitlist are made independently. In addition, can purchase items up to a set amount, decisions related to conducting presentations, arranging and attending interdisciplinary meetings, are made with complete autonomy.
- Requires approval for tasks such as purchasing large assessment and treatment materials, education funding, changes that affect the service delivery model, and changes in policies and procedures.
- Has some discretion in the types of assessment to perform, which treatment supplies to

<p>purchase, adjusting client schedules, flexing schedule to accommodate clients, to discharge clients from care, and participation in projects, health promotion activities, and committee work.</p> <ul style="list-style-type: none"> — Exercises a high degree of independent discretion and judgment either independently, or in some situations within predetermined limits and procedures based on professional guidelines in all clinic related matters such as diagnosis, referrals, treatment, management, and discharge of clients. In addition, non-clinical decisions such as committee work, and providing in-services to other professionals in the community requires a high degree of independent discretion and judgment. — Provides information, advice, and recommendations to members of the interdisciplinary team, clients, and their families, physicians, and students related to the SLP conditions, treatments, tests, and results.
<p>Impact</p> <ul style="list-style-type: none"> — Work activities have an impact on the immediate work area, within the department, outside the organization, and on clients. — There are positive and negative impacts resulting from the decisions made regarding diagnosis, treatments, and tests being delivered to the client. Positive impacts can help improve client's ability for speech, language and swallowing; whereas, if diagnosis and treatments are not accurate, this could result in risk to the client. — The resources impacted include equipment purchases/upgrades, processes and systems, finances such as the supplies, equipment and staffing required, materials such as education resources being developed and distributed, human resources, health and safety such as the tests and treatments performed on the client, and corporate image. — Errors that could occur when performing clinic activities include misinterpreting reports/tests, and misdiagnosing diseases. — Work activities are somewhat mitigated as they follow guidelines and practices, and code of ethics within their scope of practice of the CASLPA. Clinic errors are identified within hours and typically are detected by the incumbent, physicians, or other healthcare professionals.
<p>Development and Leadership of Others</p> <ul style="list-style-type: none"> — Not responsible for the supervision of staff but does provide development and leadership responsibilities including direction, feedback, delegating/allocating tasks, organizing, coordinating, reviewing/checking the work of colleagues, evaluating the work of students, and providing input into recruitment activities and performance assessments of staff, or peer reviews. — Other development and leadership responsibilities include providing job advice, guidance, orientation to new employees, on-the-job training, and formal classroom type training. May also perform team and project leader activities such as a technical mentor and expert resource, clinical educator for SLP interns, representing and chairing departmental and other committees.

WORKING CONDITIONS

<p>Environmental Working Conditions</p> <ul style="list-style-type: none"> — Required to wear masks, gowns (i.e. regular and lead), lead thyroid shields, radiation exposure
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badge, and gloves when performing some of their activities and to practice universal and safety precautions.

- There is limited likelihood of receiving minor injuries, illnesses, or a partial or total disability.
- Regularly, when performing clinic activities, exposed to unusual/distracting noises, bodily fluids, odours, radiation and infectious diseases. Occasionally exposed to hazardous chemicals, physical danger, threats, and awkward/confining spaces when performing tests and assessments. May also travel to other sites or clients homes, sometimes in adverse weather conditions.