



**STATE OF NEVADA**  
**Department of Administration**  
**Division of Human Resource Management**

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**CLASS SPECIFICATION**

<u>TITLE</u>	<u>GRADE</u>	<u>EE0-4</u>	<u>CODE</u>
<b>SPEECH PATHOLOGIST II</b>	<b>35</b>	<b>B</b>	<b>10.615</b>
<b>SPEECH PATHOLOGIST I</b>	<b>33</b>	<b>B</b>	<b>10.619</b>

**SERIES CONCEPT**

Under general direction, Speech Pathologists provide specialized therapeutic services involving the measurement, testing, identification, diagnosis, prediction, treatment, case management, counseling, coaching and supporting of individuals with communication needs and disorders; deficiencies in sensory, perceptual, motor, cognitive and social skills necessary for communication; and sensorimotor dysfunctions of the mouth, pharynx and larynx. Therapeutic services may be provided in residential, outpatient, home, childcare, community or clinic settings for children and/or adults with speech and language delays, audiological difficulties, mental illness and/or developmental disabilities.

Develop speech pathology goals and objectives to meet the needs of the population served; participate in committees and activities of the facility in developing service delivery needs assessments and evaluations, policies and procedures; and participate in accrediting and quality review programs as assigned.

Evaluate speech, language, communication, and swallowing skills of clients; interview parents or primary caretakers for subjective and objective information; may utilize questionnaires and child development inventories to obtain developmental histories; review the findings of physicians and other professionals; administer and interpret results of standardized and non-standardized test instruments to determine the patient's/client's current level of functioning; and analyze all data in order to formulate a diagnosis and prepare an evaluation.

Formulate individual treatment plans that outline the goals, strategies and method of treatment; review assessments and diagnostic findings, medical reports and other data; select individual or group therapy and recommend the purchase of communication equipment or assistive devices to improve or augment speech, language, and/or swallowing skills.

Implement treatment plans by conducting individual, group therapy or staff facilitated therapy to increase the individual's level of functioning; and counsel, coach and support parents or other caregivers in implementing activities and intervention techniques to use in their daily routines to enhance the patient's/client's developmental progress.

Maintain current knowledge of technological advancements in communication equipment and assistive devices; research professional literature; attend workshops and seminars; and network with colleagues to keep abreast of developments in the field.

Participate in interdisciplinary team meetings to obtain and provide information concerning treatment and patient/client progress; provide recommendations for speech and language therapy; and coordinate efforts in specific areas of treatment.

Maintain charts and records related to patient/client progress; document information concerning assessments, treatment modifications, and pertinent medical data; write comprehensive evaluation, treatment, prior authorization requests and progress reports.

Establish and maintain professional working relationships with outside agencies, schools, teachers, aides, therapists, community training centers, early intervention centers and others as necessary to coordinate treatment efforts and optimize the speech and language skills of patients/clients.

**SERIES CONCEPT (cont'd)**

Supervise direct care personnel, technical staff, and/or student interns who assist in diagnostic testing and implementation of individual and group therapy; evaluate performance and develop reports as required.

Provide in-service training for residential, early intervention or treatment staff and parents including training in sign language, augmentative communication systems, dysphagia management techniques, and other speech and language issues as identified; provide instruction and demonstrate specialized techniques to improve the outcomes of individual patients/clients.

Perform related duties as assigned.

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**CLASS CONCEPTS**

**Speech Pathologist II:** Under general direction, incumbents perform the full range of duties outlined in the series concept including advanced, specialized evaluations and interventions.

**Speech Pathologist I:** Under direction, incumbents acquire skills and experience in performing the duties outlined in the series concept. Employees satisfactorily completing one year as a Speech Pathologist I in a trainee capacity, and with the recommendation of the appointing authority, may progress to Speech Pathologist II. This is the entry level in the series.

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**MINIMUM QUALIFICATIONS**

**SPECIAL REQUIREMENT:**

- \* Some positions require licensure as a speech pathologist by the Nevada Board of Examiners for Audiology and Speech Pathology at the time of appointment and as a condition of continuing employment.

**SPEECH PATHOLOGIST II**

**EDUCATION AND EXPERIENCE:** Applicants must possess a Certificate of Clinical Competency from the American Speech-Language-Hearing Association including completion of the Clinical Fellowship Year (CFY). (*See Special Requirement*)

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):**

**Working knowledge of:** normal and abnormal communication development; oral peripheral examination techniques; speech therapy assessment and intervention techniques; identification, evaluation and diagnosis of communication disorders; treatment modalities for communication disorders; operation, use and care of sophisticated equipment and assistive devices used in speech and language therapy; dysphagia management techniques; prosthetic devices and their application; teaching resource materials and activities that remediate speech and language problems. **Ability to:** provide advanced level therapeutic services specific to the population served; counsel, coach and support patients/clients, parents and caretakers in specific techniques and activities designed to develop and improve communication; maintain current knowledge of developments in the field including innovative therapeutic methods, equipment and assessment tools; provide work direction to support staff and others as assigned; *and all knowledge, skills and abilities required at the lower level.*

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):**

**General knowledge of:** Public Law 94-142: Individuals with Disabilities Education Act, Title XIX regulations, diagnostic medical and mental disorders codes, procedural service codes and agency policies related to patient/client care and services provided; State purchasing procedures and personnel regulations.

**MINIMUM QUALIFICATIONS (cont'd)**

**SPEECH PATHOLOGIST I**

**EDUCATION AND EXPERIENCE:** Master's degree from an accredited college or university in speech pathology, speech/language pathology, speech pathology and audiology, language and speech pathology, communication disorders, communication disorders and science, or speech and hearing science and received a passing score on the National Examination for Speech Pathology and Audiology. (*See Special Requirement*)

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):**

**General knowledge of:** normal and abnormal communication development; oral peripheral examination techniques; communication equipment and assistive devices for individuals with speech, language, communication and swallowing impairments; speech therapy assessment and intervention techniques; identification, evaluation and diagnosis of communication disorders; treatment modalities for communication disorders; operation, use and care of equipment used in speech and language therapy; dysphagia management techniques; prosthetic devices and their application; teaching resource materials and activities that remediate speech and language problems; basic counseling skills; community resources available for treatment; funding sources for augmentative devices; related therapies such as physical and occupational therapy. **Ability to:** select and administer appropriate assessment instruments; interpret tests and assessment instruments; develop a treatment plan; prepare written reports related to patient/client evaluation, treatment, progress, strengths and needs; make presentations to interdisciplinary team members and other health care professionals; counsel, coach and support parents and guardians regarding patient's/client's developmental skill needs and level of functioning; obtain accurate information through interviewing; structure therapy activities to develop and maintain speech, swallowing and communication skills; develop, assign and communicate intervention strategies for parents or caretakers through the use of specific behavioral and therapeutic approaches; assess patient/client progress through subjective and objective means; instruct other staff in speech pathology concepts, techniques and objectives; determine the need for referral to other professionals for related services; work both independently and as a member of an interdisciplinary team; maintain and document information in the case file; prioritize work assignments and caseload needs.

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):**  
(*These are identical to the Entry Level Knowledge, Skills and Abilities required for Speech Pathologist II.*)

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

	<u>10.615</u>	<u>10.619</u>
ESTABLISHED:	7/56	10/1/67
REVISED:	10/1/67	7/1/87-12P
	4/11/86PC	
REVISED:	7/1/87-12P	
	4/11/86PC	
REVISED:	7/1/99P	7/1/99P
	10/2/98PC	10/2/98PC
REVISED:	3/20/15PC	3/20/15PC
REVISED:	3/10/17PC	3/10/17PC