STATE OF COLORADO
JULY 2015

CLINICAL THERAPIST

C5J1IX TO C5J5XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses five levels within the Health Care Services Occupational Group and describes work in therapy disciplines not described by any other class series. Included are disciplines such as deaf/blind, music, recreational, and vocational therapy. Positions in this class series apply practices and techniques of the specified therapy discipline to improve or maintain client cognition, emotional development, educational development, communication, socialization and physical functioning level. Regardless of the discipline, positions conduct formal and informal assessments, interpret results, develop treatment plans, provide or supervise the delivery of treatment in individual and group settings, develop and conduct approved programs for clients, and provide skills training and work evaluation. Positions perform assessment and treatment services in accordance with the Standards of Practice and Ethical Guidelines of the specific therapy discipline. Some positions require certification. Some positions in this class series are assigned to security settings where they also follow policies and procedures to ensure the safety of themselves, clients and others

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CLINICAL THERAPIST I C5J1IX

CONCEPT OF CLASS

This class describes the working level. Positions operate independently in performing assignments that are limited to phases of a fully-operational professional assignment or which may be designed to provide continued training and experience. Work requires determining solutions to practical problems using specified professional standards and established criteria. Judgment is used to select and apply existing guidelines to solve problems and accomplish the assignment. Some assignments will not move beyond this level.

FACTORS

Allocation must be based on meeting all of the three factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By

nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLINICAL THERAPIST II C5J2TX

CONCEPT OF CLASS

This class describes the fully operational Clinical Therapist. Positions in this class are assigned decision-making authority for determining processes within the therapy discipline. At this level, the full range of generally accepted practices in the therapy discipline are applied as positions perform ongoing assignments independently. This class differs from the Clinical Therapist I on the Decision Making factor.

FACTORS

Allocation must be based on meeting all of the three factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others about the therapy discipline. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or serve as a member of collaborative teams.

CLINICAL THERAPIST III C5J3XX

CONCEPT OF CLASS

This class describes the work leader or advanced practice assignments. The work leader is partially responsible for the work product of two or more full-time equivalent positions. For advanced practices assignments the types of duties are similar to those performed by the Clinical Therapist II, however, the complexity of the job is different. Positions are responsible for developing and implementing new therapy techniques in a program area or are responsible for a specific client population. This responsibility is on an ongoing basis and is critical to the agency's mission and fundamental business operations. This class differs from Clinical Therapist II on Complexity and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the three factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in

order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLINICAL THERAPIST IV C5J4XX

CONCEPT OF CLASS

This class describes the unit supervisor. Positions develop processes for a program area, serve on staff development and training committees, and develop master therapy plans used by others in the development of individual treatment plans. Supervisors directly control the work of assigned staff and determine the operations for the unit. This class differs from Clinical Therapist III on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the three factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of

known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CLINICAL THERAPIST V C5J5XX

CONCEPT OF CLASS

This class describes the program administrator. Positions are responsible for the management of a therapy discipline in a state agency. Work includes setting program objectives and processes, managing budgets and supervising staff and coordinating the therapy disciplines' processes with other disciplines, staffs and programs. Positions may supervise therapists in multiple disciplines. This class differs from Clinical Therapist IV on Decision Making and Purpose of Contact.

FACTORS

Allocation must be based on meeting all of the three factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the highest management level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations which cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager determines the systems, guidelines, and

programs for the future.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Updated and removed the purpose of contact 6.30.2015
Effective 7/1/01 (LLB). HCS Consolidation Study revised class description. Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.
Effective 7/1/96 (KLJ). Converted Clinical Therapist IV (C1A4) to Clinical Therapist V (C1A5). Created new Clinical Therapist IV (C1A4). Changed pay grades for all levels. Published as proposed 11/17/95.
Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Clinical Therapist IA and IB (A5621, 3) to Clinical Therapist I (C1A1). Published as proposed 6/1/93.
Revised 7/1/89. Changed options, KSAs, minimum qualifications.
Revised 1/1/89. Changed in-grade hire step.
Revised 7/1/83. Changed relationship summary.
Revised 7/1/79. Changed options, nature of work, KSAs, minimum qualifications, and title of Clinical Therapist IV (A5628).
Created 1/1/75.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Line/Staff Authority
Clinical Therapist I	Operational	Patterned	Indiv. Contributor
Clinical Therapist II	Process	Patterned	Indiv. Contributor
Clinical Therapist III	Process	Formulative	Indiv. Contributor or Work Leader
Clinical Therapist IV	Process	Formulative	Unit Supervisor
Clinical Therapist V	Interpretive	Formulative	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support