



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2001**

### **THERAPIST**

C5K1IX TO C5K4XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses four levels within the Health Care Services Occupational Group and describes professional work in the fields of audiology, speech and language pathology, occupational therapy, or physical therapy. The purpose of these occupations is to provide therapy to restore physical and mental life functions, relieve pain, and mitigate the disabling effects of injury, disease and medical or surgical treatments. Positions in this class series apply the principles, theories, practices, and standards of the respective therapy discipline. Regardless of the discipline, therapists interview clients and review histories, test client and interpret results, assess client pathologies and rehabilitative potential, develop rehabilitation and/or treatment plans, provide treatment using a variety of techniques, assess treatment results, and prepare records and reports on patient progress. 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. Depending on the therapy discipline, licensure or certification may be required.

**INDEX:** Therapist I begins on this page, Therapist II begins on page 2, Therapist III begins on page 3, and Therapist IV begins on page 5.

#### **THERAPIST I**

C5K1IX

#### **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.

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **THERAPIST**

**July 1, 2001**

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 four 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.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

**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.

## **THERAPIST II**

C5K2TX

### **CONCEPT OF CLASS**

This class describes the fully operational 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. The Therapist II differs from the Therapist I on the Decision Making factor.

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **THERAPIST**

**July 1, 2001**

#### **FACTORS**

**Allocation must be based on meeting all of the four 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.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

**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.

**THERAPIST III**

**C5K3XX**

#### **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 practice 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

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **THERAPIST**

**July 1, 2001**

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 four 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.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

**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

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **THERAPIST**

**July 1, 2001**

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.

### **THERAPIST IV**

**C5K4XX**

### **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. The Clinical Therapist IV differs from the Clinical Therapist III on Line/Staff Authority.

### **FACTORS**

**Allocation must be based on meeting all of the four 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.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **THERAPIST**

**July 1, 2001**

**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**

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Occupational/Physical Therapist I-IV (C1E1-4) and Audiology-Speech Language Specialist 1-III (C2A1-3). Occupational/Physical Therapist V (C1E5) and Audiology-Speech Language Specialist IV (C2A4) converted to Health Professional VI (C7C6). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 7/1/96 (KLJ). Changed concepts and relationships for Occ/Phys Therapist (C1E). Published as proposed 11/17/95.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Occ/Phys Therapist (A5629-33) to Occ/Phys Therapist (C1E). Converted Speech/Language Pathologist (A5635-8) to Audiology-Speech Language Specialist (C2A). Converted Audiologist (A5660-3) to Audiology-Speech Language Specialist (C2A). Published as proposed 5/17/93.

Revised 7/1/91. Changed pay grade for Occupational/Physical Therapist (A5629-33).

Created 7/1/89. Occupational/Physical Therapist (A5629-33).

Revised 7/1/88. Changed Speech/Language Pathologist class code, relationship, grade and step, and minimum qualifications.

Revised 7/1/84. Changed Audiologist title and minimum qualifications.

Created 7/1/79. Speech/Language Pathologist (A5635-8).

Created 7/1/77. Audiologist (A5660-3).

**CLASS SERIES DESCRIPTION (Cont'd.)**

**THERAPIST**

**July 1, 2001**

**SUMMARY OF FACTOR RATINGS**

<b>Class Level</b>	<b>Decision Making</b>	<b>Complexity</b>	<b>Purpose of Contact</b>	<b>Line/Staff Authority</b>
Therapist I	Operational	Patterned	Advise	Indiv. Contributor
Therapist II	Process	Patterned	Advise	Indiv. Contributor
Therapist III	Process	Formulative	Advise	Indiv. Contributor or Work Leader
Therapist IV	Process	Formulative	Advise	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services