

Speech Language Pathologist - Expert

Job Code: 900043	FLSA Status: Exempt	Mgt. Approval: B Olson-Greb	Date: April 2024
Department : Speech Language Pathology and Audiology		HR Approval: J. McCoy	Date: April 2024

JOB SUMMARY

An Speech Language Pathologist (SLP) - Expert at UW Health provides cutting edge subspecialized care. Depending on area of specialty, clinicians may provide assessment and treatment of airway, cognition, feeding/swallowing, language, resonance, social pragmatics, speech, and/or voice for patients with illness or injury across the lifespan.

Duties related to patient care include administration and interpretation of formalized and informal assessments, procedure-based assessments (videostroboscopy, endoscopy, high-speed laryngeal imaging, videofluoroscopy, FEES, high resolution manometry, objective acoustic and aerodynamics analyses protocols, nasometry etc) , planning and developing treatment programs for patients often in conjunction with other medical professionals in team based setting, education of the patient, family members and staff, documentation of assessment findings, recommendations and treatment plans, reporting to other members of the patient care team, and providing clinical treatment. Patient/client assessment, consultation, and treatment are conducted using broad guidelines, requiring a high degree of autonomy and innovation in decision-making, including complex patient situations and problems. The SLP Expert uses evidence-based practice in evaluation and management.

The Clinician practices in collaboration with other members of the health care team and demonstrates respectful interactions with patients/clients, colleagues, and others. Practice incorporates and emphasizes education to patients, clients, families, students, and others.

Occasional work on weekends and holidays may be required.

The clinician takes an active role in organizational initiatives to improve patient care, practice, and institutional performance. The clinician is instrumental in program development and implementation within the team.

Clinicians are expected to participate in academic endeavors which may include research, continuing education, presentations, and supervision of learners.

The clinician encounters problems of a high level of complexity requiring creativity and resourcefulness with limited supervision on a daily basis.

The clinician works with a wide variety of internal and external constituents, including (but are not limited to) team members, staff and physicians, patients, caregivers/families, vendors, and insurance representatives.

The clinician has regular access to and knowledge of the confidential medical history of patients/clients in their care. Documentation is required and is in accordance with professional and regulatory guidelines.

The SLP Expert actively mentors peers in area(s) of expertise and takes on an increasing level of responsibility in academic and program development endeavors as compared to the Advanced SLP. The SLP Expert collaborates with leadership to further strategic initiatives and enhance the national clinical and academic reputation of the UW Health SLP programs.

MAJOR RESPONSIBILITIES

Clinical Decision Making:

- Selects and appropriately adapts appropriate assessment tests/tools to make a comprehensive assessment of patient needs that span across the continuum of care.
- Uses available resources, including available evidence, patient outcomes and past experiences, to guide patient/client assessment.
- Demonstrates proficiency in data gathering skills by efficiently and selectively using relevant sources of information with a strong emphasis on patient-specific care that incorporates information obtained from patient/client/family/caregiver and accounts for patient/client factors that impact treatment plan and outcome
- Intuitively and effectively adapts and prioritizes decision making.
- Consistently recognizes signs and symptoms of medical problems that require further medical evaluation and facilitates follow-up.

- Comfortably and effectively evaluates complex patients with problems in multiple body systems and develops an appropriate plan for managing multiple therapy needs.
- Recognizes and prioritizes impairments and their influence on patient/client performance. Anticipates the key underlying impairments that result in physical, behavioral, communicative, and/or cognitive dysfunction that are typical of specific patient populations. Demonstrates refined analysis during functional tasks, play, academic, and/or work performance.
- Establishes a therapy classification or therapy diagnosis that is specific to the patient/client. Intuitively and accurately classifies patients based on impaired body/structure, activity limitations, and participation restrictions, as well as therapy practice patterns.
- Makes accurate predictions about patient/client outcomes across the continuum of care. Recognizes and addresses factors that may promote further development and recovery or prevent future decline in function.
- With input from the patient/client and/or the patient/client's caregiver/family, establishes goals that reflect anticipated outcomes. Therapy goals address the complex relationships between body structure/function, activity, and participation, as well as show greater emphasis on personal and environmental factors that influence functional development and recovery.
- Based on assessment and on-going reassessment, selects and modifies appropriate interventions. Understands the complex relationships between levels of function and disablement and is able to apply specific interventions across a wide variety of patient populations with appropriate expectations.
- Demonstrates understanding of the value of patient empowerment and self-efficacy and plays a primary role as a coach, guide, or facilitator.
- In adherence to the profession's Code of Ethics, uses ethical reasoning to make decisions based on objective principles and values. Identifies and examines ethical dilemmas using clinical reasoning to guide decision and actions. Serves as a resource to others when ethical dilemmas exist.
- Is sought out by colleagues regarding specific clinical situations. Actively mentors fellow staff in clinical decision making.

Performance Skills:

- Provides interventions across a broad range of patients/client needs. Interventions are safe, timely, effective, efficient, patient-centered, and equitable, in compliance with organizational policies and procedures. Actively mentors others in regards to selection and performance of therapeutic interventions.
- Maintains competency within area(s) of expertise. Demonstrates competency in treatment skills by completing institutional and program-specific competencies and consistently meets annual requirements.
- Practices competently in accordance with professional practice standards and expectations.
- In accordance with patient/client need, selects treatment with consideration of resource utilization, including space, time, people and equipment.
- Actively engages the patient and/or family/caregivers to take responsibility to ensure that needs are adequately addressed.
- Delegates treatment strategies to appropriate clinical staff and provides necessary supervision. Maximizes efficiency in patient outcomes by use of appropriate support personnel.
- Is sought out by colleagues and actively mentors staff regarding performance skills.

Professional Behaviors:

- Demonstrates respectful interactions with patients/clients, families/caregivers, colleagues, and others. Leads by example when interacting with others, demonstrating respect, trust, and support.
- Anticipates and understands multiple cultural values and incorporates these values in developing rapport and treatment plan to maximize patient outcomes.
- Establishes and maintains rapport with patients and caregivers/families by respecting others' values and adapting interactions to build trust.
- Initiates team approach to patient care as indicated and mediates patient goals among team members. Actively and independently advocates on behalf of patients and caregiver/families to appropriate individuals and is aware of common patient needs for similar patient populations.
- Mediates conflict effectively with others.
- Consults with or refers to other colleagues/disciplines to meet patient/client needs.
- Incorporates critical feedback from supervisor and colleagues and works towards improving areas of weakness.
- Takes an active role in organizational initiatives to improve patient care, practice, and institutional performance.
- Actively identifies problems related to systems issues and works diligently to develop potential solutions to these problems as part of their professional practice. Actively provides feedback.
- Written communication is timely, succinct, clear, and meets all regulatory and hospital standards. Documentation anticipates the needs of the reader.
- Able to prioritize and triage to maximize effectiveness and efficiency. At a high level, adapts to the factors that influence time management.
- Meets and/or exceeds productivity expectations.

- Identifies when communication is necessary and directs communication at the right time in the right place to the right person using an appropriate medium. Clinician anticipates the need to change verbal communication style depending on situational needs. Communication reflects comfort, skill and a full grasp of the content in all situations.
- Independently seeks resources to improve knowledge base and skill level.
- Respects others' values
- Advocates for the profession internally and externally to UW Health. Advances the profession through professional activities within and/or outside the institution.
- Takes on other responsibilities and incorporates those responsibilities into the day.
- Actively participates on committees or task forces that focus on improving patient care, practice, and/or institutional performance.
- Actively mentors others in the skill of collaboration.
- Has achieved credibility within the health care team; expertise is sought by team members in planning patient care.
- Actively holds a project lead designation for an area on team AND/OR actively performs clinical research.

Administration/Education/Outreach/Research

- Actively participates in academic activities that may include education, outreach, inservices and research.
- Evidence drawn from the literature is actively pursued to support clinical practice. Incorporates research findings into clinical practice.
- May participate in research activities including but not limited to:
 - Designing research protocols
 - Completing data collection
 - Analysis of data
 - Publication and presentation of research findings
 - Collaboration with other researchers in Otolaryngology and UW Academic Departments
 - Attend research meetings
- May recruit and participate in externally funded clinical trials.
- Demonstrates a commitment to continued learning by attending continuing education, engaging in literature reviews, and independently seeking other resources. In addition to annual requirements, makes presentations and/or educates groups outside of direct patient care responsibilities.
- Critically self-assesses own performance and takes steps to continue clinical growth.
- Actively participates in student clinical education, serving as a clinical instructor or educator as appropriate.
- Critically appraises journal articles or other sources of evidence.
- Provides direct education/supervision of master level students, medical students, clinical fellows and physician fellows.
- Participates in weekly department wide educational case conferences.
- Identifies clinical specialization interest and focuses on self-development and professional goals in that specialization area.
- Participates in program development.
- Partners with supervisor and manager to identify appropriate opportunities to lead program development projects.
- Provides community based, national and international continuing education.
- Mentors others on an annual basis, especially in area(s) of expertise. This may include serving as the supervisor for graduate students, externs or fellows or a formal mentorship relationship with a junior or onboarding clinician.

ALL DUTIES AND REQUIREMENTS MUST BE PERFORMED CONSISTENT WITH THE UW HEALTH PERFORMANCE STANDARDS.

JOB REQUIREMENTS

Education	Minimum	Master's degree in speech-language pathology
	Preferred	
Work Experience	Minimum	<ul style="list-style-type: none"> • Completion of Clinical Speech Language Pathology Fellowship • Fifteen (15) of clinical experience post Clinical Speech Language Pathology Fellowship or seven (7) years and a PhD • Experience in diagnostics specific to area of specialty • Experience in providing therapy in the relevant area of specialty (e.g. speech, language, cognition, voice, airway, resonance, or swallow therapy) • Experience supervising a learner

	Preferred	<ul style="list-style-type: none"> Contribution to local or national professional boards and committees (such as ASHA or state-level speech and hearing associations) Record of presentation at national and regional professional conferences Record of leadership in program development/quality improvement initiatives Interest in and/or history of seeking mentorship in developing leadership skills
Licenses & Certifications	Minimum	<ul style="list-style-type: none"> WI Speech Language Pathologist (SLP) license ASHA certified (CCC-SLP) or eligible for certification Basic Life Support (BLS) within three months of hire
	Preferred	<ul style="list-style-type: none"> Board Certification in Area of Specialty if available (e.g. BCSS for swallow subspecialty) Completion of leadership training (e.g. ASHA Leadership Program; UW Health Way)
Required Skills, Knowledge, and Abilities		<ul style="list-style-type: none"> Familiarity with a variety of procedure-based assessment and intervention protocols is required. Organization, independence time management, flexibility, and positive attitude are crucial to successful performance. Ability to collaborate with peers while being open and approachable Ability to be flexible in schedule and approach to meet the department's operational needs Ability and willingness to learn diagnostics and treatment associated with subspecialty

AGE SPECIFIC COMPETENCY (Clinical jobs only)

Identify age-specific competencies for direct and indirect patient care providers who regularly assess, manage and treat patients.

Instructions: Indicate the age groups of patients served either by direct or indirect patient care by checking the appropriate boxes below. Next,

<input checked="" type="checkbox"/>	Infants (Birth – 11 months)	<input checked="" type="checkbox"/>	Adolescent (13 – 19 years)
<input checked="" type="checkbox"/>	Toddlers (1 – 3 years)	<input checked="" type="checkbox"/>	Young Adult (20 – 40 years)
<input checked="" type="checkbox"/>	Preschool (4 – 5 years)	<input checked="" type="checkbox"/>	Middle Adult (41 – 65 years)
<input checked="" type="checkbox"/>	School Age (6 – 12 years)	<input checked="" type="checkbox"/>	Older Adult (Over 65 years)

JOB FUNCTIONS

Review the employee's job description and identify each essential function that is performed differently based on the age group of the patient.

PHYSICAL REQUIREMENTS

Indicate the appropriate physical requirements of this job in the course of a shift. *Note: reasonable accommodations may be made available for individuals with disabilities to perform the essential functions of this position.*

Physical Demand Level		Occasional Up to 33% of the time	Frequent 34%-66% of the time	Constant 67%-100% of the time
<input type="checkbox"/>	Sedentary: Ability to lift up to 10 pounds maximum and occasionally lifting and/or carrying such articles as dockets, ledgers and small tools. Although a sedentary job is defined as one, which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.	Up to 10#	Negligible	Negligible
<input checked="" type="checkbox"/>	Light: Ability to lift up to 20 pounds maximum with frequent lifting and/or carrying of objects weighing up to 10	Up to 20#	Up to 10# or requires significant walking or standing, or	Negligible or constant push/pull of items of negligible weight

	pounds. Even though the weight lifted may only be a negligible amount, a job is in this category when it requires walking or standing to a significant degree.		requires pushing/pulling of arm/leg controls	
	Medium: Ability to lift up to 50 pounds maximum with frequent lifting/and or carrying objects weighing up to 25 pounds.	20-50#	10-25#	Negligible-10#
	Heavy: Ability to lift up to 100 pounds maximum with frequent lifting and/or carrying objects weighing up to 50 pounds.	50-100#	25-50#	10-20#
	Very Heavy: Ability to lift over 100 pounds with frequent lifting and/or carrying objects weighing over 50 pounds.	Over 100#	Over 50#	Over 20#
List any other physical requirements or bona fide occupational qualifications:				

Note: The purpose of this document is to describe the general nature and level of work performed by personnel so classified; it is not intended to serve as an inclusive list of all responsibilities associated with this position.