

Physical Therapist Tompkins County

Department: Health Department

Classification: Competitive

Labor Grade: White Collar Grade 15

Approved: 11/2023

By: HB, Deputy Commissioner of Human Resources

MINIMUM QUALIFICATION:

1. Graduation from a regionally accredited or New York State approved College or University with a master's degree in physical therapy **AND** one year of full-time paid post-licensure experience specifically performing physical therapy with children ages birth to three years; **OR**
2. Any combination of training and experience equal to or greater than that specified in (a) above.

SPECIAL REQUIREMENTS:

At the time of application, the candidate must possess a full license (limited permit to practice is not acceptable) and current registration issued by the New York State Education Department, to practice as a Pediatric Physical Therapist in New York State.

All applicants must possess CPR certification (American Red Cross or American Heart Association) at the time of appointment and maintain such certification for the duration of employment.

All applicants are required to possess a valid New York State Driver's License at the time of application and maintain such license for the duration of employment.

Approved individual providers who deliver early intervention services must demonstrate continued professional development related to their professional field of practice, and on state and municipal policies and procedures of the Early Intervention Program, including participation in NYSDOH sponsored training. Providers shall participate in a minimum of ten clock (10) hours of professional development activities per year. Such professional development activities are not restricted to NYSDOH sponsored training and may include other professional activities necessary for licensure and activities identified by the provider to increase the provider's professional skills and knowledge. Providers must maintain documentation as proof of participation and must share this documentation with agencies that they deliver EIP services for. This documentation must be available at the time of provider monitoring review. New York State sponsored training is available online and free to providers and parents.

DISTINGUISHING FEATURES OF THE CLASS:

This is a professional Physical Therapy position involving responsibility for providing comprehensive evaluation, treatment, and education of a wide variety of services to address the promotion of sensorimotor function through enhancement of musculoskeletal status, neurobehavioral organization, perceptual and motor development, cardiopulmonary status and effective environmental adaptation for infants and children ages birth to three years with congenital, developmental, neuromuscular, skeletal or acquired disorders/delays. This work is performed under the written order of a physician and under the general supervision of the Director or designated supervisor. The Physical Therapist will work collaboratively with a diverse population including physicians, educators, children, their families/caregivers, and Whole Health staff as part of an interdisciplinary team. The employee exercises a high level of autonomy and independent judgment. Contact with children and their families is the primary function of the position. Duties and responsibilities focus on providing direct care to others. High interpersonal skills and understanding are needed to persuade, motivate, or influence others, to facilitate meetings involving important or difficult issues. Internal contacts are with employees in the immediate work unit and/or closely related units or support groups and are required to fulfill basic work objectives. External contacts are with professional associates, liaisons, community groups and involve the development and delivery of programs or services. The work requires moderate physical effort such as periods of sitting on the

floor, walking, standing, bending, reaching or repetitive motion and lifting of moderately heavy items (like small children, equipment, and supplies). Equipment used requires considerable precision, manual dexterity and/or operating knowledge and skill. Due to extensive computer usage, the job requires considerable visual effort. Psychological demands are considerable for this position, with tight deadlines, and frequent exposure to distressing human situations. The work environment has moderate exposure to disagreeable conditions. The work involves some risk of minimal injury or illness. Supervision of others is not normally a function of this position. The incumbent will perform all related duties as required.

TYPICAL WORK ACTIVITIES:

- Develops evaluation and rehabilitation plans for children with physical delays, disorders, and/or impairments;
- Uses a wide variety of modalities to provide treatment focusing on improving gross and fine motor skills, balance and coordination, strength and endurance as well as sensory processing/integration of the child;
- Evaluate child's cognitive and social aspects of physical delay, limitations and sensory integration with regards to challenging behavior and ineffective social skills;
- Performs and documents evaluation of child referred using evaluative techniques in order to diagnose physical delays, disorders and/or impairments;
- Administers standardized evaluation tests/assessments as primary or generalist evaluator within a team - with regards to five functional domains of growth and development – Communication (receptive and expressive), Physical (fine and gross motor), Cognitive (thinking and reasoning), Social Emotional and Adaptive (self-help skills);
- Establishes and implements long-term and short-term therapy goals, treatment strategies and methods to aid in the treatment/remediation of the delay, disorder and/or impairment;
- Collaborates with child's family and team to provide intervention to meet the developmental, educational, functional and medical physical therapy needs;
- Formulates and carries out plans to meet the needs of the child and family and routinely reviews the child's progress/delays with team members and supervisor;
- Consults with physicians and other health care and educational professionals and paraprofessionals as a member of a multidisciplinary team in developing and implementing appropriate therapeutic approaches;
- Develops and implements remediation programs on an individual and/or group basis based on evaluative data and behavioral objectives for each child;
- Provides therapy using various assistive technologies such as prone standers, gait trainers, mobile positioning systems, orthotics and various specialized techniques including sensory integration;
- Provides strength based therapeutic strategies/techniques to parents/guardians/family/daycare providers to increase their own capacity and confidence in their ability to help the child improve functional development relating to the delay, disorder and/or impairment;
- Observes and measures progress of child receiving service;
- Establishes and maintains professional contacts with relative agencies to further benefit the overall treatment of child and family;
- Visits houses of children, parents/guardians, family, daycare providers and works to establish services according to child/family needs;
- Uses computer applications or other automated systems such as spreadsheets, word processing, calendar, email and database software in performing work assignments;
- Prepares a variety of reports, including computer-based reports as required;
- Accesses protected educational and health information in accordance with departmental assignments and guidelines;
- Maintains a variety of case management related records;
- Reviews existing case records for available information for use in formulating need and plan of service in collaboration with other team members;
- Participates in Department emergency preparedness training, drills and events as required.

KNOWLEDGE, SKILL, ABILITIES AND PERSONAL CHARACTERISTICS

- Thorough knowledge of modern principals and practices and methods of pediatric physical therapy;

- Thorough knowledge of assistive technology devices or systems including therapeutic equipment and specialized techniques used in treating physical delays, disorders and/or impairments;
- Good knowledge and awareness of various cultural values and lifestyles;
- Good knowledge of federal, state and local laws, regulations and guidelines regarding the Early Intervention Program;

- Skill in successfully applying the principles of physical therapy to children aged birth to three years;
- Ability to interview, establish and maintain successful relations with others under various challenging conditions;
- Ability to make decisions and take action in interventions in a variety of physical locations and social/interpersonal situations;
- Ability to present ideas clearly and concisely both orally and in writing;
- Ability to prepare and maintain records, reports and correspondence;
- Ability to monitor the child for health and safety concerns;
- Ability to operate a computer for the entry and retrieval of data and research needed (speed is not a factor);
- Good powers of observation and analysis;
- Empathy, good judgment, initiative, tact, courtesy and sensitivity is required;
- The employee's mental and physical condition shall be commensurate with the demands of the position.

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P142