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## ABA Therapist in an Autism Clinic-USA

### Clinical Responsibilities of Applied Behavior Analysts

- Initial Interview and Assessment
- Set Short and Long-Term Goals
- Conduct Treatment Sessions
- Engage Patients and Family
- Track and Encourage Growth
- Identify Improvements
- Condition Negative Behaviors
- Work in Different Situations
- Train Others
- Assist with Home Life

Therapists who are licensed and qualified to practice applied behavior analysis (ABA) can choose to work with people, primarily children and youth, who have been diagnosed with an autism spectrum disorder (ASD). Many professionals deliver this kind of care within the context of an autism clinic, which is a client-oriented organization that caters specifically to patients with autism. ABA therapists take on a number of duties and responsibilities in these clinics depending on their experience and qualifications. Some eventually adopt management or administrative positions after years of practical work with clinic patients.

### Initial Interview and Assessment

The ability to comfortably interview and accurately assess patients is an essential skill for any practical behavior analyst. There are many degrees and types of autism, and each diagnosed person faces their own set of challenges resulting from the condition. That's why therapists conduct detailed interviews and create written assessments to establish a baseline to measure the efficacy of future treatment. This stage also allows the therapist to start building trust and familiarity with their patient, which is essential for long-term engagement.

### Set Short and Long-Term Treatment Goals

Compared to other disciplines within the field of psychology, ABA places a strong emphasis on measurable variables and quantifiable progress. Therapists work directly with patients, as well as families or caregivers, to identify priority behaviors that need to be addressed first. These socially significant behaviors are usually ones that are particularly disruptive, like inappropriate verbalization or deficiencies in personal hygiene, according to the [Center for Autism and Related Disorders \(CARD\)](#).

### Conduct Therapy Sessions



Practical therapists in a clinic also spend a significant amount of time planning and conducting individual therapy sessions with clients. These interactions can range in length and take different forms depending on the needs of the patient. Sessions may primarily revolve around conversational therapy or focus more on direct behavior modification through discrete trial training (DTT). DTT isolates specific behaviors and uses basic conditioning techniques, like positive or negative reinforcement, to help patients develop more productive responses.

### Engage Patients and Family

Since participation in autism clinics is usually completely voluntary, ABA therapists also need to make an effort to really connect with patients and their families. Behavior analysis requires consistency and commitment to yield optimal results, so keeping participants engaged and returning on a regular basis is a vital skill. Behavior analysts also need to help families and caregivers learn about autism and how life at home, school or with friends can impact its development.

### Track and Encourage Growth



Much like the initial assessment, clinical therapists need to keep detailed notes and records regarding patient progress. Building a detailed file over a period of weeks or months provides much deeper insight into a patient than a single interview. Therapists must leverage this knowledge and information to track individual progress and evolve treatment strategies to accommodate these changes. They can also use this information to help patients note and appreciate the progress they've already made through therapy.

### Identify Improvements

An ABA therapist is responsible for identifying any improvements in the client's life. They usually accomplish this through regular meetings in which they talk with their clients and the loved ones of that client. Therapists need to make sure that the client made significant improvements in key areas. If they do not see any improvements, they will need to adjust the current treatment plan.

### Condition Negative Behaviors

Therapists work with their ABA clients to make sure that they understand why certain behaviors are negative and what they can do to correct those behaviors. This can include positive reinforcement where the therapist rewards the client for acting in a specific way based on his or her goals. If the client frequently talks back during a therapy session, the therapist can reward the individual when he or she remains quiet during the session. It may involve giving the client a small treat or giving him or her a few minutes of playtime.

### Work in Different Situations

Though some think that these therapists only work in one location, they can work in therapy centers as well as clients' homes and schools. They are responsible for following any of the rules that those locations have and making sure that clients follow the same rules. Therapists may need to work with coworkers or other students/family members in those settings too. According to the [Bureau of Labor Statistics](#), those in the ABA field are recreational therapists who can also work in government agencies, hospitals and nursing homes.

### Train Others

To become an ABA therapist, these professionals must go to school and get a college degree before taking and passing a licensing exam. Those in leadership positions are often responsible for the training of others. A lead or head therapist can train college students working part-time or doing internships on how to handle the needs of those with autism and related conditions. They also make sure that lower-level employees know what to do when a client has a tantrum or when the client's parents ask them to do things outside of their duties such as watching other kids in the home.

### Assist with Home Life

Helping with the client's home life is a major duty of an ABA therapist. Clients on the spectrum face as many problems at home as they do at school. Therapists can help them create goals regarding how they want to interact with their siblings and parents and how they should act in various situations at home. They also help control the actions that those clients can have at home.

[Applied behavior analysts](#) who are interested in clinical work can start building their professional skills while still in school. Internship and other employment opportunities are extremely valuable, as they allow students to get a clear perspective on their prospective career path. While specific responsibilities depend on the individual organization, most ABA therapists can expect to perform many of the same basic duties in any autism clinic.

#### Related Resources:

- [What is it Like to Work in an Autism Clinic?](#)
- [What Does an Applied Behavior Analyst \(ABA\) Do?](#)
- [What Jobs Can I Get With an ABA \(Applied Behavior Analyst\) Degree?](#)
- [How is Autism Treated?](#)
- [Does Insurance Cover ABA Therapy?](#)
- [How Much ABA Therapy is Needed?](#)
- [Is ABA Therapy Expensive?](#)
- [Should I Study Applied Behavior Analysis?](#)
- [What Can ABA Therapy Be Used For?](#)
- [Is it Worthwhile to Get a Master's in Applied Behavior Analysis?](#)
- [What Causes Autism?](#)
- [What is the TEACCH Method?](#)
- [What is Applied Behavior Analysis in Simple Terms?](#)
- [How Does Applied Behavior Analysis Help People With Autism?](#)
- [20 Best Online ABA Master's Degree Programs 2020](#)
- [10 Best ABA PhD Degree Programs 2020](#)
- [10 Best Online ABA Degree Programs \(Bachelor's\) 2020](#)
- [Top 20 Online Master's in Educational Psychology 2020](#)
- [20 Most Affordable Online ABA Graduate Certificate Programs 2020](#)

#### Advanced Practice Registered Nurse-USA

An advanced practice registered nurse (APRN) is a nurse who holds a minimum of a master's degree in addition to their initial nursing education and must meet license criteria for all registered nurses within their respective state.

APRNs treat, diagnose illnesses, advise individuals and the public on health issues, manage chronic diseases, and collaborate with other health professionals to provide optimal health outcomes for individuals and communities. They stay current through continuing education in technology, evidence-based care, and methodologies throughout their career.

Within the role of the APRN, there are several specialty roles:

- Certified nurse midwives: provide primary, gynecological, and reproductive health care to women
- Clinical nurse specialists: provide expertise and support to nurses who are caring for patients, help to drive practice changes throughout organizations, and ensure use of best practices within organizations to optimize patient outcomes
- Certified registered nurse anesthetists: provide a full range of anesthesia and pain-management services
- Nurse practitioners: provide primary, acute, and specialty health care across the life span, including but not limited to assessment, diagnosis, and treatment of illnesses and injuries.

Within the NP role there are subspecialties:

- Family nurse practitioner (FNP)
- Women's health nurse practitioner
- Acute care and gerontology nurse practitioner
- Emergency nurse practitioner
- Psychiatric nurse practitioner

FNPs (independent license, collaborative or full scope of practice depending on state):

- Educate individuals and communities on health promotion and disease prevention
- Take medical histories and perform physical exams
- Diagnose and treat episodic complaints as well as chronic conditions in patients
- Order and interpret diagnostic tests
- Incorporate a holistic approach to managing and treating the health and well-being of individuals across the life span
- Order consults such as OT, PT, SW, SLP, HHC
- Prescribe medications when needed to treat conditions
- Perform procedures within scope of practice
- Collaborate with specialists to manage complex, chronically ill individuals
- Function as a primary care provider within patient-centered medical homes

Additional Resources

[Advanced Practice Registered Nurses Family Nurse Practitioner](#)

[Advanced Practice Registered Nurses \(BLS\)](#)

# What Is an Audiologist

[Audiologists](#) are the primary health-care professionals who evaluate, diagnose, treat, and manage hearing loss and balance disorders in individuals of all ages from infants and teens to adults and the elderly.

Audiologists work in many types of settings, including:

- Hospitals
- Clinics
- Private practices
- ENT offices
- Universities
- K-12 schools
- Government
- Military
- Veterans' Administration (VA) hospitals

## How Are Audiologists Different from Other Hearing Health-Care Professionals?

Occupations have grown more and more specialized through the years and health-care occupations follow that specialized trend.

What's the [difference](#) between audiologists and other hearing professionals such as

otolaryngologists (ear, nose, and throat doctors) and hearing instrument specialists?

Expertise and range of service are just a few things that differentiate audiologists, otolaryngologists, and hearing instrument specialists.

**Audiologists** Audiologists are educated and trained to evaluate, diagnose, treat, prevent, and manage hearing loss and balance disorders, as well as program hearing aids, cochlear implants, assistive listening devices, bone-anchored hearing aids, and more.

**Otolaryngologists**

Otolaryngologists are physicians and have expertise in conditions of the ear, nose, and throat, as well as the head and neck.

**Hearing Instrument Specialists**

According to the International Hearing Society, a hearing instrument specialist is a

state-licensed hearing health professional who is trained to evaluate common types of hearing loss in adults and fit them with hearing aids; however, these specialists do not diagnose hearing loss or hearing and balance disorders.

What Is the Average Salary of an Audiologist?The amount an audiologist can make varies from state to state, practice setting, and level of experience; however, according to the [Bureau of Labor Statistics \(BLS\)](#), audiologists make a median annual wage of \$78,950.

The Academy believes it is imperative that audiologists, no matter what stage of their career they are in, should know how much they are worth. That's why the Academy has conducted salary and benefit surveys across its membership every three years to aid in market research. The Academy conducted its

latest Compensation and Benefits Survey in 2019.

## How to Become an Audiologist

Becoming an audiologist requires further education, licensing, pursuit of continued education, and more.

To become an audiologist, a student must receive a bachelor's degree first before pursuing an AuD, PhD, or combination AuD/PhD degree. While there is no specific bachelor's degree a student must receive, aspiring audiologists often choose undergraduate majors such as communication disorders, or sound engineering, to prepare them for a required three- or four-year audiology program.

Right before a student receives their bachelor's degree, they will begin looking for a doctoral program that best suits them. Students may choose to pursue an AuD program, PhD program, or a combination AuD/PhD program.

What is the difference between these program types?

### An AuD degree

Is an entry-level degree needed for the clinical practice of audiology. Students who choose to pursue an AuD degree will be prepared for independent clinical practice areas of auditory and vestibular assessment and treatment and reimbursement from third-party payers. Completion of the degree typically requires four years of full-time study. Students who want to pursue this



degree should check in with the AuD program of their choice to learn more about any specific prerequisite coursework that needs to be completed during their bachelor's degree. Additionally, once the AuD program is completed, students will be required to hold a license in the state they wish to practice in.

## A PhD degree

Provides the educational and scientific background that is necessary for academic scholarship and independent research in audiology. Students who choose to pursue a PhD degree will be prepared to serve as academic faculty members in audiology and hearing science at the university level.

Additionally, these students will be qualified to work in government, medical, community-based, and industrial research settings. Requirements of the PhD degree can vary widely, and it is recommended for

students to reach out to the PhD program of their choice to learn more about requirements they may need before pursuing a PhD degree.

## An AuD/PhD combination degree

If you are looking to pursue one of these doctoral program types, take a look at a list of doctoral programs [here](#) or access a list of programs by state [here](#).

## Required Externship Year

The externship marks the final year of supervised clinical experience for a doctoral student in audiology. In the externship year, audiology students integrate their working knowledge of all facets of the profession to provide audiological services rooted in evidence-based practice. This final year of clinical experience allows externs to diversify their knowledge, develop and strengthen their clinical skills, and work towards greater autonomy as clinicians.

However, the externship application process can be overwhelming for an AuD student. The process is similar to applying for a job. Additionally, every university program facilitates the externship process differently. Nearly all externship sites vary in the materials they require for their applications and their deadlines for submissions. Given all of these variables, the process of finding and applying to externships can be daunting but know that you are not alone. We have confidence that you will rise to the challenge! The SAA

provides an in-depth externship packet, as well as many other resources that you can [access](#).

As discussed in [the SAA Blog](#), the Praxis® is the audiology licensure exam proctored through the Educational Testing Service (ETS®). The most recent version of the exam launched in 2021, Praxis® (5343), is the only test available on the ETS website. However, it is always recommended to check with your state's licensing agency to determine what you should do to satisfy licensure requirements. The formatting consists of five different content categories: foundations of audiology, prevention and screening, assessment, intervention, professional and ethical responsibilities.

Licensure “represents a government process by which a state or federal agency grants an individual permission to practice a profession and constitutes the legal right to practice that profession within the state.”

For audiologists to practice, they must hold a license in the state they intend on practicing in. Take a look at the Academy's full list of [state licensing law resources](#). This list includes links to state licensing websites.

One of the many questions a student may have includes if they need to have any additional certifications to practice audiology. While it is not required, it can be advantageous to individuals who want to prove their mastery in certain areas.

The American Board of Audiology (ABA) provides the opportunity for audiologists to gain certification via two certificate programs — [Certificate Holder—Audiology Preceptor® \(CH-AP\)](#) and [Certificate Holder—Tinnitus Management® \(CH-TM\)](#).

Once a student who is transitioning into a [new professional](#) is ready, they can begin to apply for job opportunities. Being a new professional can be stressful, but the Academy will always be here to help optimize the job search process.

- Knowing how much one is worth is highly important during the job search. The Academy conducts a [Compensation and Benefits Survey](#) every three years. This survey provides total

compensation and benefits data for full-time and part-time audiologists.

- Writing a resume can be challenging. The Academy offers a free [resume review service](#) for its members. Having a resume reviewed by a professional group of audiologists will give insight into what potential employers will be looking for.
- Looking through dozens of job search boards can be frustrating. The Academy offers a year-round job board specifically for audiologist positions, [HEARCareers](#). Users of this platform won't have to waste time weeding out jobs that aren't relevant to them.
- Applying to a job will make anyone feel frazzled. The Academy has put together extensive resources to aid professionals on this journey including [job advice](#) and [interview tips](#).

Biokinetics is a profession concerned with preventive health care, the maintenance of physical abilities and final phase rehabilitation, by means of scientifically-based physical activity programmes. We focus on:

- i. scientifically-based physical activity programmes- meaning, specific and individual-oriented physical training programmes based on the individual's physical condition and compiled and supervised; and
- ii. final phase rehabilitation, meaning the period or phase in the rehabilitation process in which physical activity and physical conditioning constitute the primary therapeutic modality;

#### Everyday activities

1. Physical activity promotion and prevention and physical rehabilitation of NCD's
2. Recording of general history with a view to determining the risks of exercise (if any) for the individual.
3. *Evaluation*: Physical work capacity test: Determination of physical work capacity with the aid of a cycle ergometer or treadmill, monitoring equipment and available associated equipment to arrive at and determine an effective and safe exercise level for an exercise programme prescription using the following tests:

1. Monitoring of heart rate with an electrocardiogram or heart rate monitor during multistage workloads.

1. Measurements of blood pressure and other physiological responses before, during and after work.

1. Measurement of range of motion and muscle strength. 1. Evaluation of body posture and body composition.

4. Exercise programme prescription: Prescription, follow-up of and guidance of specific exercise programmes.
5. Physical selection: Evaluation of and exercise programme prescription for special groups and professions.
6. Final phase rehabilitation:

#### 6. Musculoskeletal system:

Functional ergological assessment: The assessment of the affected limb or body part to determine the functional limitations with the aid of the following:

1. Specific history of the condition and previous treatment, and a general medical history.

1. Specific assessment of the affected limb or body part. This includes the manual determination of: - range of motion; - muscle strength; and - flexibility.

1. Analysis of posture.

1. Specialised tests for muscle strength, muscle exhaustion and range of motion of

joints by means of the assessment of torque, muscle, work, ratios between antagonistic muscle groups with regard to torque and work, bilateral comparisons with regard to torque and work, range of motion and extent and position of restriction resulting from injury or deviation.

- Rehabilitation programme prescription: Orthopaedic final phase rehabilitation programme prescription. Taking the patient through rehabilitation programme prescription.
- Rehabilitation session: Orthopaedic final phase rehabilitation session.
- Rehabilitation session on specialised equipment: Final phase rehabilitation with the aid of electronic-hydraulic isokinetic systems.

6. Final phase rehabilitation: Medical conditions:

assessment:

Functional

1. General history with a view to determining the risks of exercise for the patient.

1. Physical work capacity test: The determination of physical work capacity with the aid

of a cycle ergometer or treadmill, monitor equipment and available associated equipment to determine an effective and safe final phase rehabilitation programme prescription using the following tests:

- Monitoring of heart rate by means of an electrocardiograph or heart rate monitor during multistage workloads.
- Measurement of blood pressure and other physiological responses before, during and after workloads.

1. Rehabilitation programme prescription: Final phase rehabilitation programme prescription for specific medical conditions.

Departments which we could collaborate with:

Dietetic Health	promotion through physical activity and diet Sport condition through physical and nutritional development
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Nursing science	Wellness promotion in terms of diabetes, high blood pressure and hyperlipidemia management
Pharmacy	Interaction between various drugs and physical activity. E.g. the interaction of diabetic prescriptions and exercise: activity vs sedentary
Radiography	Assisting bio students with reading images and interpreting what it mean
Environmental health	Interaction of various air pollutants on exercise capacity (aerobic)

Certified Registered Nurse Anesthetist

## What is a Nurse Anesthetist (CRNA)?

**Nurse Anesthetists (CRNAs) are advanced practice registered nurses (APRNs) who administer anesthesia and other medications.**

They monitor patients who are receiving and recovering from anesthesia. CRNAs have acquired a minimum of a doctorate degree focusing on anesthesia, have completed extensive clinical training, and have passed a certification exam approved by the National Boards of Certification and Recertification of Nurse Anesthetists (NBCRNA).

CRNAs care for patients from all walks of life. Some patients are scheduled for surgery, while others come in for emergency surgeries related to trauma or other potentially life-threatening events.

### **CRNA Salary**

**\$195,610 per year**

### **Degree Requirements**

**DNP or DNAP Degree**

### **How Long to Become**

**7-10 years**

## **How to Become a Nurse Anesthetist**

In total, it takes about 7-10 years to become a nurse anesthetist. Here are the steps you'll need to take in order to become a CRNA:

**Shadow a CRNA**

**Earn your Bachelor of Science in Nursing – 4 years**

**Gain ICU experience – 1-3 years**

**GRE & Certifications**

**Recommendations and Essay**



**Interview Prep**

**Complete Your CRNA program - 2-3 years**

**Take and pass the National Certification Examination for Nurse Anesthetists -**

**Eligible Upon Graduation**

Let's take a closer look at what each step entails, including tips from Dr. Charnelle Lewis, DNP, CRNA. You can see her full explanation of how to become a nurse anesthetist in the video below.

## **1. Shadow**

According to Dr. Charnelle Lewis, "Becoming a CRNA is not for everyone." She recommends shadowing as your first step to make sure it's something you enjoy.

## **2. Earn your Bachelor of Science in Nursing**

You will need your bachelor's of nursing or related bachelor's degree as well as an RN license in order to be eligible for a CRNA program.

Most CRNA programs have a minimum GPA requirement of 3.0, and acceptance is becoming increasingly competitive. Don't let the G.P.A requirement scare you away - here are [7 Tips To Getting Into CRNA School, Even With a Low G.P.A.](#)

## **3. Gain ICU Experience**

Nurse anesthesia programs prefer candidates who have worked in the intensive critical care unit (ICU) with adult patients. You should have a minimum of 1 year of experience working in an ICU unit, but Dr. Lewis says, "the average incoming class has approximately 2.5 years of ICU experience."

Examples of ICUs you can work in are: CVICU/CTICU, MICU, SICU, BTICU, Neuro ICU, PICU.

Dr. Lewis adds that "some schools accept ER, CCU, and NICU, but it is best to check with the school to be sure."

## **4. GRE and Certifications**

According to Dr. Lewis, there are some schools that don't require the GRE, but you'll need a high GPA in order to be a competitive applicant for those schools.

The CCRN or critical care certification is generally not listed as a requirement but is preferred and will help give you an edge over other applicants.

## **5. Recommendations and Essay**

Dr. Lewis says that your recommendations are a crucial step in the application process. She recommends making sure you are "networking, making connections, and staying involved in your unit because you will need people to speak about your abilities and skills."

She also suggests keeping track of your accomplishments and shadow experiences. "Your personal essay is key to showing the admissions committee who you are and why you are right for the program!"

## **6. Prepare for Your Interview**

While you're waiting to find out if you've been accepted, Dr. Lewis recommends using this time to prepare for your interview, "Grab a copy of Duke's Anesthesia Secrets and review your CCRN materials for the clinical portion."

## **7. Complete Your CRNA Program**

Earning your degree will take between two and three years and will provide both high-level classroom work and clinical practice.

>> Related: [Accredited CRNA Schools by State](#)

## 8. Pass the National Certification Examination for Nurse Anesthetists

All nurse anesthetists must pass the CRNA exam prior to beginning to practice. The National Board of Certification and Recertification for Nursing Anesthetists ([NBCRNA](#)) outlines eligibility, registration processes, exam details, and renewal procedures in its [Examination Candidate Handbook](#).

Once you pass the exam and have become a CRNA, you must maintain certification, which involves recertifying every four years and taking a new test every eight years.

Recertification requires the completion of 100 units of continuing education in a variety of areas, including pathophysiology and anesthesia technologies.

## What Do CRNAs Do?

In many states, CRNAs work with complete autonomy. In other team models, they work with anesthesiologists, surgeons, dentists, and other physicians in serving patients who are to receive anesthesia.

CRNAs usually work in hospital operating rooms (ORs), emergency rooms (ERs), intensive care units (ICUs), cardiac care units (CCUs), or outpatient surgical clinics.

CRNAs work with surgical teams, with most surgical procedures occurring from early morning (6 am) to late afternoons/evenings (6-7 pm), Monday through Friday. However,

**emergency surgery and unplanned cases can occur at any moment, thus, it is not unusual to see CRNAs working evenings, nights, weekends, and holidays.**

**CRNAs have specific duties, which include but are not limited to:**

**Assessing patient response to anesthesia**

**Identifying possible risks to the anesthetized patient, including allergies and overdose**

**Administering precise dosages**

**Educating patients before and after receiving anesthesia**

Chaplain-USA

[https://www.healthcarechaplaincy.org/docs/professional\\_continuing\\_education/9\\_25\\_15\\_hccn\\_and\\_cs\\_u\\_institute\\_palliative\\_care\\_chaplaincies\\_for\\_curriculum.pdf](https://www.healthcarechaplaincy.org/docs/professional_continuing_education/9_25_15_hccn_and_cs_u_institute_palliative_care_chaplaincies_for_curriculum.pdf)

#### Scope of Practice

This document seeks to articulate the scope of practice that chaplains need to effectively and reliably produce quality spiritual care. It follows on the work of an international, multidisciplinary consensus panel that identified a list of evidence-based quality indicators for spiritual care and suggested metrics and measures for each. (<http://www.healthcarechaplaincy.org/research.html>)

Having identified the quality indicators for spiritual care to create the reference point for all that is to follow, this next step seeks to establish what chaplains need to be doing to meet those indicators and provide evidence-based quality care.

This scope of practice represents the first step in the development of an internationally recognized list of competencies for chaplains. The process started with reviewing and cross walking existing published lists (see appendix). Redundant competencies were combined; those that did not seem to map to an indicator were eliminated; and competencies that seemed necessary for a given indicator but which did

not appear on a prior list were added. This process yielded a list of competencies judged too long for this stage of the process. Thus, the list was cut down to those judged most essential.

As the list of quality indicators expands, the scope of practice will need to expand. These competencies will need to be tested to determine whether indeed mastery of them raises the likelihood that the indicator will be achieved. Several contexts have developed competency frameworks that recognize a range of levels for chaplaincy capability. This document is intended to describe a level of competence that all professional health care chaplains should attain. However, investigation should continue on the utility of competencies for different levels of practice and different specialty settings.

It is intended that this scope of practice will invite and inform the conversations around changes to chaplaincy education and training and become the basis for certification and credentialing processes with the ultimate goal of providing care recipients internationally with demonstrably reliable, high quality care to help meet their spiritual needs and support their spiritual strengths. Further, while this scope of practice is necessary to that end, the need to ensure integration of a practitioners' personal history, beliefs and values as a fundamental aspect of their education and practice based training remains.

As in other efforts of this kind, one discovery has been that the terminology commonly used is not as universally understood as one might assume. Thus the panel chose to name this a "Scope of Practice" with the understanding that it could easily be understood as a set of competencies. We recognize that in some contexts Scope of Practice is a vehicle for describing the responsibilities of a specific practitioner. In this document, we use it to describe the practice of an entire discipline. Likewise, there is much discussion about the name to be given to those receiving spiritual care in documents like this. Clearly not all those served by chaplains are "patients". We chose "clients" realizing that this identifier also has limitations in what it implies for the relationship with the spiritual care provider. Finally, we use the term "chaplain" to describe the person giving care although in some contexts this same person might be called a "spiritual care professional".

## Structural Indicators

Indicator 1.A – Chaplains as certified or credentialed spiritual care professional(s) are provided proportionate to the size and complexity of the unit served and officially recognized as integrated/embedded members of the clinical staff.

## Competencies

### Provision of Care

The chaplain supports and advocates for the growth and integration of spiritual care within the organization to make spiritual care more accessible to clients, families and staff.

The chaplain performs an audit of spiritual care needs in the organization and produces a strategic plan to support the inclusion of spiritual care professionals.

The chaplain is aware of and has a working knowledge of relevant healthcare policies (national and local), delivery plans, key drivers and levers for change, and understands why this is important for chaplaincy.

The chaplain is aware of the difference between management and leadership and why cultivating leadership is significant.

#### Integration With Care

The chaplain articulates his or her unique professional role as the spiritual care leader to other members of the team.

The chaplain articulates an understanding of the goals of spiritual care, current models to achieve them, and how they integrate with the treatment plans of the interdisciplinary team.

The chaplain demonstrates an understanding of the competencies required of his or her role and the discipline's scope of practice.

The chaplain utilizes common medical, social, and chaplaincy terminology in order to communicate with other members of the team.

The chaplain utilizes a working knowledge of the key physical, psychological and social issues/principles in spiritual care sufficient to effectively communicate with other team members in a particular clinical setting.

#### Indicator 1.B - Dedicated sacred space is available for meditation, reflection and ritual. Competencies

The chaplain advocates effectively for the allocation and equipping of dedicated space for meditation, reflection and ritual taking into account the particular cultural, ethnic and religious needs of the community.

#### Indicator 1.C. Information is provided about the availability of spiritual care services. Competencies

The chaplain makes information on the range of spiritual care services in the organization available to staff, clients and families and educates them on how to access those services.

The chaplain maintains links to local faith communities and belief groups and makes this information available to staff, clients and families as requested.

The chaplain identifies and makes available information and resources explaining spiritual needs and services to clients new to the organization.

The chaplain is able to provide information to clients and families about resources for communicating their care preferences to the medical team and assists in their completion as appropriate.

The chaplain develops and makes available client and family care resources and information to assist with the integration of the client's identified spiritual care goals.

Indicator 1.D. Professional education and development programs in spiritual care are provided for all disciplines on the team to improve their provision of generalist spiritual care.

#### Competencies

The chaplain, in collaboration with educators from other professions, provides education in the practices and processes involved in spiritual care as provided by each member of the interprofessional team (e.g., for healthcare: physician, nurse, social worker, physical therapist, pharmacist, quality improvement) and introduces spiritual care practices/processes into training for the other team professionals.

The chaplain participates with the interprofessional members of the healthcare team to modify, innovate, and implement practices and processes for the provision, collaboration, communication, education, and quality improvement of spiritual care.

Indicator 1.E. Spiritual care quality measures are reported regularly as part of the organization's overall quality program and are used to improve practice.

#### Competencies

##### Quality Improvement

The chaplain integrates with any organizational quality team and supports the inclusion of relevant spiritual care outcome measures in organizational quality reports.

The chaplain identifies quality improvement processes, objectives and outcomes in spiritual care. The chaplain uses quality improvement data to refine spiritual care programs and services.

##### Research

The chaplain is familiar with research processes and practice within spiritual care.

The chaplain accesses spiritual care journals and other expert sources of research data and best practices to apply to his or her work.

The chaplain engages in the discussion of research findings with other chaplaincy colleagues and the interdisciplinary team.

## Process Indicators

Indicator 2.A. Specialist spiritual care is made available within a time frame appropriate to the nature of the referral.

### Competencies

The chaplain integrates effective and responsive spiritual care into the organization through policies and procedures, use of evidence-based assessment and documentation processes, and education of the interdisciplinary team about spiritual care.

Indicator 2.B. All clients are offered the opportunity to have a discussion of religious/spiritual concerns.

### Competencies

The chaplain supports and advocates for the establishment of timely and documented spiritual screening to discover and refer clients for discussion of religious/spiritual concerns.

The chaplain provides timely response to all referrals and facilitates discussions of religious/spiritual concerns.

Indicator 2.C. An assessment of religious, spiritual and existential concerns using a structured instrument is developed and documented, and the information obtained from the assessment is integrated into the overall care plan.

### Competencies

The chaplain implements a process to define and give structure to goals of care, interventions, and care plans that can be articulated clearly according to the situation and applied appropriately and is able to modify them based on changes in the status of the client or situation.

## Assessment

The chaplain demonstrates a working knowledge of the methodologies of spiritual screening, spiritual history, and spiritual assessment that takes into account the diversity of the population served.

The chaplain uses several published models for spiritual assessment appropriately choosing and applying the model suitable for each specific situation, client and family.

The chaplain evaluates and executes new models of spiritual assessment that have been tested for effectiveness.

## Plan



The chaplain respects and advocates for the development of plans of care that accurately incorporate the client's or surrogate's stated beliefs, values, culture and preferences without inserting the chaplain's own beliefs.

The chaplain develops clear, concise and personalized spiritual care plans for clients and families based upon the assessment of spiritual, religious, existential, and cultural beliefs, values, needs and practices, and integrates them into the client's overall care plan.

The chaplain collaborates effectively with clinicians from other disciplines to create and implement an interdisciplinary treatment plan.

The chaplain makes follow-up visits to clients as indicated and informs the team of his or her findings.

The chaplain incorporates spiritual assessment and documentation into the discharge planning/continuity of care plan.

The chaplain integrates knowledge of specific community-based resources such as hospice, home health, long-term care, counseling, and grief and bereavement services into discharge and continuity of care plans.

## Documentation

The chaplain understands the importance of documentation and the requirements of organizational and regulatory guidelines.

The chaplain implements best practices for chaplaincy documentation including documenting the spiritual, religious, cultural, existential, emotional and social needs, resources, and risk factors of clients and any needed referrals.

Indicator 2.D. Spiritual, religious, cultural practices are facilitated for clients, the people important to them, and staff.

## Competencies

The chaplain understands the concepts of cultural competency and inclusion.

The chaplain can articulate his or her own cultural values, beliefs, assumptions and biases, and has the self-awareness to set those aside in order to provide spiritual care to clients and families from diverse backgrounds.

The chaplain facilitates, provides and accommodates religious, spiritual and cultural events, rituals, celebrations and opportunities appropriate to the population served.

The chaplain provides client-centered, family-focused spiritual care that understands and respects diversity in all its dimensions and takes into account cultural and linguistic needs.

The chaplain integrates into his or her provision of care a basic knowledge of different religious and cultural groups including common beliefs and practices related to health care.

The chaplain acquires knowledge of unfamiliar cultures, religious/spiritual beliefs, or existential norms as needed to provide appropriate care.

The chaplain assesses, documents and includes in care plans appropriate spiritual/religious interventions for cross-cultural situations.

The chaplain identifies and integrates in care the unique spiritual/religious/cultural beliefs within vulnerable client populations.

The chaplain creates partnerships with community religious and cultural leaders to enhance the cultural understanding of the care team and ensure effective support to the client/family.

The chaplain works collaboratively with the care team as a culture broker in identifying, recommending and integrating appropriate diversity concepts, needs and interventions into client/family care plans and organizational programs and policies.

Indicator 2.E. Families are offered the opportunity to discuss spiritual issues during goals of care conferences.

#### Competencies

Within the discipline's scope of practice, the chaplain leads, guides or participates in goal clarification with clients, families and teams.

The chaplain supports and advocates for clients and families in goal clarification and family meetings.

The chaplain provides and models a leadership role within the spiritual care team when talking with families who identify significant religious, spiritual, existential and/or cultural issues in regard to care decisions.

The chaplain has a working knowledge of the ethical and moral challenges that may occur in relation to spiritual care, as well as the ethical principles of respect, justice, non-maleficence and beneficence.

Within the discipline's scope of practice, the chaplain participates effectively in the process of ethical decision-making, including with the ethics committee as appropriate to the setting, in such a way that theological, spiritual, and cultural values are supported.

The chaplain secures and disseminates to the team information on faith tradition directives regarding the provision, withholding or withdrawing of medical treatments.

The chaplain understands the benefits and burdens of specific medical interventions in clients with advanced illness including nutrition and hydration, and the issues involved in physician assisted death and terminal sedation.

The chaplain understands the process to determine client decision making capacity and government regulations regarding those designated to make decisions for the client.

Indicator 2. F. Spiritual care is provided in a culturally and linguistically appropriate manner. Clients' values and beliefs are integrated into plans of care.

#### Competencies

The competencies for this Indicator are the same as the competencies for Indicator 2.D. Indicator 2.G. End of Life and Bereavement Care is provided as appropriate to the

population served. Competencies

The chaplain identifies and integrates into care appropriate grief interventions for those at end-of- life and those who are grieving.

The chaplain effectively uses culturally appropriate, evidence-based strategies for communicating with clients and families regarding pain and suffering, loss, complicated and anticipatory grief, and life review.

#### Outcomes

Indicator 3.A Clients spiritual needs are met

Indicator 3.B. Spiritual care increases client satisfaction

Indicator 3.C. Spiritual care reduces spiritual distress

Indicator 3.D. Spiritual interventions increase clients' sense of peace

Indicator 3.E. Spiritual care facilitates meaning making for clients and family members Indicator 3.F. Spiritual care increases spiritual well being

The competencies listed below were determined to apply to all of the outcomes for Indicators 3.A through 3.F, so are listed as a group rather than repeating the same list for each competency.

#### General Competencies

The chaplain integrates theories from the behavioral sciences into spiritual care practice.

The chaplain integrates spiritual, existential and emotional concepts for clients and families in spiritual care, including faith, hope, forgiveness, meaning and remorse.

The chaplain integrates a thorough knowledge of chaplaincy practice into interventions to support the client's identified religious, spiritual, existential or cultural beliefs and values.

The chaplain utilizes evidence-based practices in spiritual care and chaplaincy to improve spiritual care services.

The chaplain understands and abides by the ethical standards of care giving in general and chaplaincy in particular.

The chaplain effectively uses best practice in communication, including listening habits and techniques.

The chaplain effectively and appropriately uses supportive responses with clients who experience traumatic events so that they can manage the situation and respond appropriately.

The chaplain utilizes evidence-based practices to help clients and families address their fears, as well as distress (spiritual and otherwise) related to chronic, serious, life-limiting illness, and/or end-of-life care.

## Glossary

From- *Spiritual and Religious Care Capabilities and Competencies for Healthcare Chaplains*. National Health Service Education for Scotland.

Competence describes what individuals know or are able to do in terms of knowledge, skills and attitudes at a particular point in time.

Capability describes the extent to which an individual can apply, adapt and synthesise new knowledge from experience and continue to improve his or her performance.

Spiritual care is often used as the overall term and is relevant for all. For some their spiritual needs are met by religious care, the visits, prayers, worship, rites and sacraments often provided by a faith leader, or representative of the faith community or belief group. Spiritual care can be provided by all healthcare staff, by carers, families and other patients. When a person is treated with respect, when they are listened to in a meaningful way, when they are seen and treated as a whole person within the context of their life, values and beliefs, then they are receiving spiritual care. Chaplains are the specialist spiritual care providers. For them, spiritual care is the reason for their employment, and they are expected to be knowledgeable, capable and competent in the areas of spiritual and religious care. They are expected to

take their place as members of the multi-professional healthcare team and to fulfill a meaningful role within the healthcare community.

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[http://www.enhcc.eu/turku\\_standards.htm](http://www.enhcc.eu/turku_standards.htm)
15. 15. Social Work Practice Behaviors

## PALLIATIVE CARE CHAPLAINCY COMPETENCIES

### PROFESSIONAL CHAPLAINS HAVE AN IMPORTANT ROLE ON THE INTERDISCIPLINARY TEAM IN DELIVERING QUALITY PALLIATIVE CARE

PALLIATIVE CARE PRACTICE  
GUIDELINES CALL FOR A  
BOARD CERTIFIED CHAPLAIN  
TO BE A MEMBER OF THE  
HEALTH CARE TEAM.



Source: National Consensus Project for Quality  
Palliative Care Clinical Practice Guidelines for  
Quality Palliative Care, 3rd edition 2013

#### THE 11 PALLIATIVE CARE COMPETENCIES REQUIRED OF A PROFESSIONAL CHAPLAIN ON THE INTERDISCIPLINARY TEAM

NOTE: Competencies are the combination of knowledge,  
skills and attitudes that define what is needed to be  
effective. Within each competency, there is a progression  
that defines different levels of expertise: Foundational,  
Advanced and Expert.

- ✓ Knowledge of Palliative Care
- ✓ Communication
- ✓ Counseling Skills
- ✓ Teamwork and Collaboration
- ✓ Spiritual Assessment and Documentation
- ✓ Ethics
- ✓ Delivery of Care and Continuity of Care
- ✓ Cultural Competence, Inclusion, and Marginalized Populations
- ✓ Care for Palliative Care Interdisciplinary Team
- ✓ Continuous Quality Improvement and Research Within Palliative Care
- ✓ Mentoring and Teaching

Source: California State University Institute for Palliative Care  
& HealthCare Chaplaincy Network

#### THE CHAPLAIN CONTRIBUTES TO THE INTERDISCIPLINARY TEAM BY:

Increasing likelihood of attending to the whole person  
when addressing patient quality of life.

Provides team members with knowledge of the beliefs,  
values and practices important to the patient.

Ensures integration of spiritual health resources, needs,  
and recommendations into the treatment plan.

Sources: Adapted from Journal of Health Care Chaplaincy, 2012; Journal of Palliative Medicine, 2009



"If you are not providing excellent spiritual care, you are not  
providing palliative care."

– Betty Ferrell, PhD, RN, FAAN, FPCN

#### 3 LEVELS OF COMPETENCIES PROGRESSIVELY ENHANCE THE PROFESSIONAL CHAPLAIN'S CONTRIBUTIONS TO THE PATIENT, TEAM AND ORGANIZATION.

##### FOUNDATIONAL:

*Knowledge, Comprehension, Application* –  
Understands concepts, engages in critical thinking, and applies  
them in daily individual work

##### ADVANCED:

*Analysis, Synthesis (in addition to Foundational level)* –  
Develops new initiatives, applies leadership and interprofessional expertise in  
a variety of settings, situations, and teams; mentors and teaches as  
appropriate Foundational level practitioners

##### EXPERT:

*Evaluation (In addition to Advanced level)* –  
Develops and assesses programs, predicts outcomes, provides thought  
level leadership; mentors and teaches Foundational and Advanced  
level practitioners

Source: California State University Institute for Palliative Care & HealthCare Chaplaincy Network

- Make sure the patient has been assigned to a room that can accommodate his or her mobility needs.
- Make sure any mobility aid the patient uses (such as a service animal, cane, or walker) is readily accessible to the patient.
- Determine whether the patient requires accommodations (such as adaptive switches or an intercom call system) to access the nurse call system.
- Note the need for mobility assistance in the medical record and communicate these needs to staff.
- Make sure appropriate precautions are in place to prevent falls. Some hospitals post a sign above the patient's bed or door, or use special colored socks or bracelets to identify a patient at risk for falls.

**□ Identify patient cultural, religious, or spiritual beliefs and practices that influence care.**

Cultural, religious, or spiritual beliefs can affect a patient's or family's perception of illness and how they approach treatment. In addition, patients may have unique needs associated with their cultural, religious, or spiritual beliefs that staff should acknowledge and address.

- Ask the patient if there are any cultural, religious, or spiritual beliefs or practices that may influence his or her care.
- Ask the patient if the hospital environment is welcoming to their cultural and religious or spiritual beliefs. Some religious-based hospitals display items in patient rooms that reflect the organization's religious tradition and may conflict with the culture, religion, or spirituality of the patient and family. Consider removing the items, if possible, or covering them when necessary.
- Respect the patient's needs and preferences for modesty by assigning appropriate providers, uncovering only the parts of the body necessary for examination and treatment, providing privacy in toileting and washing, and using full gowns or robes for walking and transport. Many cultures and religions have restrictions on touching, distance, and modesty, which may be affected by providers of the opposite sex or staff that are younger or older than the patient.
- Determine if the patient uses any complementary or alternative medicine or practices. Consider



**Helpful Tip: Understanding the Patient's Perspective**

Arthur Kleinman developed a clinical model aimed at creating a shared understanding between patient and provider. The model maintains that caregivers can identify cultural- or religion-based beliefs and practices by asking questions about the patient's perspective of his or her illness and use the answers to create a treatment plan. The model includes the following types of questions:

- What do you think has caused your problem?
- Why do you think it started when it did?
- What do you think your sickness does to you? How does it work?
- How severe is your sickness? Will it have a short or long course?
- What kind of treatment do you think you should receive?
- What are the most important results you hope to receive from this treatment?
- What are the chief problems your sickness has caused for you?
- What do you fear most about your sickness?

**Reference:** Kleinman A., Eisenberg L., Goode B.: Culture, illness and care: Clinical lessons from anthropologic and cross cultural research. *Ann Intern Med* 88(2): 251–258, Feb. 1978.

incorporating these into the patient's care, if appropriate.

- Consult a professional chaplain, if available, to complete a spiritual assessment. The chaplain may have screening questions to identify religious practices, relaxation techniques, and other coping resources that may influence care.
- Provide an area or space to accommodate the patient's need to pray. In addition, ask the patient if there are specific times of day to avoid scheduling tests or procedures in order to respect the patient's religious or spiritual practices.
- Note any cultural, religious, or spiritual needs that influence care in the medical record and communicate these preferences to staff.



# THE UTILIZATION AND EFFICACY OF PROFESSIONAL CHAPLAINCY

## GAPS TO FILL



Many more inpatients desire conversations about religion/spirituality than have them.

Source: BMC Palliative Care, 2012

More than one-quarter of all adults, including those 75 and older, **have given little or no thought to their end-of-life wishes**

Source: "Dying in America" report, Institute of Medicine of the National Academies, 2014



**72%**

of advanced cancer patients said their **spiritual needs were minimally or not at all supported by the medical system.**

Source: Journal of Clinical Oncology, 2007

## PATIENT SATISFACTION

**80%**

of patients with spiritual/religious needs said the chaplain met these needs very well.

Source: Journal of Palliative Medicine, 2009

A strong association exists between **SATISFACTION** with **spiritual care and satisfaction with total ICU experience.**

Source: Critical Care Medicine, 2007

Spiritual care is associated with better patient quality of life near death.



Source: The Journal of Clinical Oncology, 2009

## INSTITUTIONAL BOTTOM-LINE

INADEQUATELY-SUPPORTED SPIRITUAL NEEDS LEADS TO

- MORE DEATHS IN ICU
- HIGHER END-OF-LIFE COSTS

Source: Journal of Pain and Symptom Management, 2011

CHAPLAINCY SERVICES ARE RELATED TO

Source: BMC Palliative Care, 2012

SIGNIFICANTLY LOWER RATES OF HOSPITAL DEATHS

HIGHER RATES OF HOSPICE ENROLLMENT

**CHAPLAIN VISITS RESULT IN**

Source: Journal of Health Care Chaplaincy, 2015

- INCREASED SCORES ON PATIENT SATISFACTION SURVEYS (HCAHPS, Press Ganey)
- OVERALL PATIENT SATISFACTION
- PATIENT'S WILLINGNESS TO RECOMMEND HOSPITAL



HealthCare Chaplaincy Network

Compiled by HealthCare Chaplaincy Network, 2015.  
www.healthcarechaplaincy.org

To see more infographics, visit [www.HCCNinfographics.org](http://www.HCCNinfographics.org)

Fall 2016aring for the Human Spirit Magazine 13



# A Snapshot of Chaplaincy Standards

For the chaplaincy field, the past decade has brought about multiple standards, guidelines, and best practices. Many specifically refer to the growing discipline of palliative care. As a result, institutions should consider this structure—and more that is likely to emerge—when developing or bolstering spiritual care delivery and setting clinical site policies.

The first standards of practice in professional chaplaincy date back to 2009 when a consensus panel sponsored by the Association of Professional Chaplains (APC) drafted standards of practice for chaplains in acute health care. The benchmarks effectively align professional chaplaincy in health care with comparable disciplines, particularly nursing and social services.

The 13 standards of practice, which refer to chaplaincy care with patients, families, staff and the organization, and maintaining good chaplaincy care, include:

- **Assessment**—The chaplain gathers and evaluates relevant data pertinent to the patient's situation and/or bio-psycho-social spiritual/religious health.
- **Delivery of Care**—The chaplain develops and implements a plan of care to promote patient well-being and continuing of care.
- **Documentation of Care**—The chaplain enters information into the patient's medical record that is relevant to the patient's medical, psycho-social, and spiritual/religious goals of care.
- **Respect for Diversity**—The chaplain actively models and collaborates with the organization and its interdisciplinary team in respecting and providing culturally competent patient-centered care.
- **Care for Staff**—The chaplain provides timely and sensitive chaplaincy care to staff via individual and group interactions.

- **Care for the Organization**—

The chaplain provides chaplaincy care to the organization in ways consonant with the organization's values and vision statement.

- **Research**—The chaplain practices evidence-based care, including evaluation of new practices.

Likewise, several consensus guidelines that include professional chaplaincy have emerged in recent years. All have undergone significant interdisciplinary peer review and have high credibility in their fields.

**National Comprehensive Cancer Network Distress Management Guidelines** describe protocols for screening patients for distress and ensuring appropriate treatment by psychological, social work, and chaplaincy professionals. They require certified chaplains to be fully integrated into the treatment team.

Other developments specifically relate to palliative care:

**National Quality Forum (NQF) Palliative Care Guidelines** call for, among other provisions, the development and documentation of a plan based on assessment of religious, spiritual and existential concerns using a structured instrument and the integration of the information obtained from the assessment into the palliative care plan; and the inclusion on specialized palliative care and hospice care teams of spiritual care professionals appropriately trained and certified in palliative care.

Building on the NQF guidelines, the **National Consensus Conference** published working models for spiritual care in palliative care that call for, in part, board-certified chaplains on the care team; ongoing assessment of patients' spiritual issues; and the integration of patient spirituality into the treatment plan with appropriate follow-up.

>> See infographic on "The Utilization and Efficacy of Professional Chaplaincy" on Page 13.

Capping these two advancements, the **National Consensus Project for Quality Palliative Care**, in its Clinical Practice Guidelines for Quality Palliative Care released in 2013, states:

- The interdisciplinary palliative care team, in all settings, includes spiritual care professionals—ideally a board-certified professional chaplain.
- A spiritual assessment process, including a spiritual screening, history questions, and a full spiritual assessment as indicated is performed.

**The Joint Commission**, in its Standards and Elements of Performance for Advanced Certification in Palliative Care published in 2011, requires a chaplain with "specialty training in palliative care" as a member of the interdisciplinary team.

Lastly, consensus is developing in the field of professional chaplaincy around a number of best practices.

Among them:

- All chaplaincy care staff should be certified according to the Common Standards for Certification of Chaplains and agree to abide by the Common Code of Ethics, which includes prohibition of proselytizing or in any way imposing one's own beliefs and practices on a patient.
- A complete patient history should include a review of the patient's spiritual and religious needs and resources.

In sum, these standards, guidelines, and best practices support a role for spiritual care that is focused on identifying and providing effective and efficient care to patients and family members with acute spiritual needs. It, therefore, requires a high level of training for the chaplain and a consistent, reliable presence.

## Child Life Specialist-USA

### About the Profession

A certified child life specialist is educated and clinically trained in the developmental impact of illness and injury. Their role helps improve patient and family care, satisfaction, and overall experience. Child life specialists focus on the optimal development and well-being of infants, children, adolescents, and young adults while promoting coping skills and minimizing the adverse effects of hospitalization, health care, and/or other potentially stressful experiences.

### What Do Child Life Specialists Do?

Using therapeutic play, expressive modalities, and psychological preparation as primary tools, in collaboration with the entire health care team and family, child life interventions facilitate coping and adjustment at times and under circumstances that might otherwise prove overwhelming for the child. Play and developmentally appropriate communication are used to (1) promote optimal development; (2) educate children and families about health conditions; (3) prepare children and families for medical events or procedures; (4) plan and rehearse useful coping and pain management strategies; (5) help children work through feelings about past or impending experiences; and (6) establish therapeutic relationships with patients, siblings, and parents to support family involvement in each child's care. In both health care and community settings, certified child life specialists help infants, children, youth, and families cope with the stress and uncertainty of acute and chronic illness, injury, trauma, disability, loss, and bereavement. They provide evidence-based, developmentally and psychologically appropriate interventions including therapeutic play, preparation for procedures, and education to reduce fear, anxiety, and pain.

### What Is the Academic Background of the Child Life Professional?

Child life specialists have a minimum of a bachelor's degree in child life, child and family studies, psychology, child development, recreational therapy, early childhood education, or another related field. Undergraduate coursework focuses on specific child life–related content areas as established by the Association of Child Life Professionals (ACLP) and prepares students for clinical work, post baccalaureate work, and certification. Internships and volunteer opportunities are also included as part of the curriculum. Common classes include:

- Child development
- Adolescent development
- Family dynamics
- Loss and grief
- Human anatomy and physiology
- Medical terminology
- Therapeutic play

A graduate program in child life, such as a master of science in child life or a master of science in family and child studies, can further prepare an individual for a career as a child life specialist. Studies typically include advanced coursework in medical issues and coping strategies as well as fellowships.

### Certification Information

Employers vary in their requirements, but nearly all positions require that applicants hold the certified child life specialist (CCLS) accreditation from the Child Life Certifying Commission (CLCC). The CCLS credential is currently the only one in the field. In order to obtain it, applicants must hold a bachelor's degree, take coursework in child life or a related topic, complete 600 hours of clinical work, and pass the certification exam.

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### Clinical Officer/Clinical Associate- Multiple Locations

Clinical officer/associates (CO/ClinA) training varies in various regions of the continent Africa, yet there are some similarities in many regions. Training for the profession dates back in the early 1900 (Malawi – 1908) while others joined later on like South Africa in 2008.

The name clinical officer, has changed overtime depending on the country requirements – like the first training in Malawi was called medical assistants which later became clinical officers looking at the roles that this cadre was playing (specialised and comprehensive care in Obstetrics and Gynaecology, anaesthesia, ophthalmology). In Zambia for instance, there has also been some progression of the name – clinical officer to Medical Licentiate (ML), with the later being able to take on more roles than the clinical officers. In Kenya on the other hand, being the most stable country with clear career progression of the cadre (a proper model of African region for CO/ClinA), they have maintained the same name over the years even though one can go up to the level of specialty within the same cadre.

Training that the CO/ClinA undergo through in Africa is more of undergraduate of which it ranges from certificate, diploma and bachelor's degree. Similarly, the years of study are also different and range from 2 years for certificate and 3 years for the degree and diploma (In South Africa, clinA are awarded a degree after 3 years of study while in Malawi, Mozambique and Kenya they are awarded a diploma after 3 years with 1 year internship). This difference is mainly attributed to the various countries' political stand.

Medical Assistants in some countries are allowed to bridge by attending a further 2 years program to become CO either in a particular specialty or in the generic program of the COs. After the training, the graduates are allowed to work in various disciplines in the health sector, private, non-governmental and even in managerial departments. Most professionals in this field in the public health sector are allocated to the places of need like in the rural health facilities or district hospitals. Furthermore, some of the countries allow this cadre to practice independently or privately depending on the level of experience and also if they meet a certain criteria to practice independently and are registered with the relevant bodies

The responsibilities for CO/ClinA are diverse as per the training in different countries though the bottom line is that all the training allows the CO/ClinA to consult and manage patients according to the level of experience. Some countries allow them to only practice under supervision while others allow them to work independently and even perform some procedures like caesarean section or laparotomy. Below are some of the links to the scope of practice which are not only limited to history taking and examination, but also performing some obstetric and surgical management in emergency and elective care.

<https://rhap.org.za/wp-content/uploads/2015/05/Scope-of-practice-regulations-Clinical-Associates-250515.pdf>

[https://www.researchgate.net/publication/266244170\\_Surgical\\_and\\_anaesthetic\\_capacity\\_of\\_hospitals\\_in\\_Malawi\\_Key\\_insights](https://www.researchgate.net/publication/266244170_Surgical_and_anaesthetic_capacity_of_hospitals_in_Malawi_Key_insights)

[https://www.researchgate.net/publication/250918606\\_The\\_role\\_of\\_ClinicalOfficers\\_in\\_the\\_kenyan\\_health\\_system\\_A\\_question\\_of\\_perspective](https://www.researchgate.net/publication/250918606_The_role_of_ClinicalOfficers_in_the_kenyan_health_system_A_question_of_perspective)

[Bmj.com/content/342/bmj.d2600](http://Bmj.com/content/342/bmj.d2600)

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3. <http://www.samj.org.za/index.php/samj/article/view/5960/4758>
4. <http://www.scielo.org.za/pdf/samj/v109n10/01.pdf>
5. [http://www.kznhealth.gov.za/Clinical\\_Associate/clinical\\_associates.pdf](http://www.kznhealth.gov.za/Clinical_Associate/clinical_associates.pdf)
6. <https://human-resources-health.biomedcentral.com/articles/10.1186/s12960-018-0296-6>
7. <http://clinicalofficerscouncil.org/internship-education/>

## Criminal psychology-USA

Criminal psychologists seek to understand the motivations of criminals and develop a psychological profile to understand or apprehend them. They examine individual criminal behaviors and diagnose any mental health conditions. They frequently step into the courtroom to provide expert testimony. Other duties include counseling individuals who have committed crimes or evaluating their risk of recidivism.

Becoming a criminal psychologist requires a doctorate in psychology and a license to practice. These professionals have usually completed postdoctoral studies or research in criminal behavior or profiling. Criminal psychologists often come from a law enforcement background, bringing skills learned in the field to graduate programs, where they refine their psychological profiling abilities.

There are many other positions in this field, however, and many who study criminal psychology go on to work in social service or in a field related to law enforcement, often as corrections and probation officers, or as police, fire, emergency, and ambulance dispatchers.

### **Criminal psychology salaries and job outlook**

PayScale.com reports the average criminal psychologist's salary is around \$58,000 as of August 2019. Although the U.S. Bureau of Labor Statistics (BLS) does not keep specific data on criminal psychologists, it projects employment for psychologists of all kinds to grow 14% from 2016 to 2026, much faster than the national average for all occupations (7%). Opportunities in the field and the average rate of pay vary across the country and in conjunction with individual experience.

Other jobs in this field, like probation officers and correctional treatment specialists, offer \$53,020 annually according to the BLS, while jobs like police, fire, and ambulance dispatchers are growing at an average rate, and pay \$40,660 annually.

### **Forensic psychology overview**

To understand the difference between a criminal psychology and forensic psychology degree, it's important to understand how each field fits in the criminal justice system as a whole. Forensic psychology is a broad field that applies the principles of psychology to the criminal justice system and law. Forensic psychologists consult with law enforcement to integrate psychology into both criminal and civil legal matters. Their duties can include selecting juries, evaluating witnesses, and conducting mental health evaluations.

During undergraduate study, many forensic psychologists major in psychology or forensic psychology and go on to complete internships and postgraduate training in law enforcement. Becoming a forensic psychologist requires a PhD or a Doctor of Psychology (PsyD), though there are many entry-level opportunities in the field, including as a victim advocate, corrections specialist, or probation officer. In these professional paths, individuals can gain a thorough understanding of the philosophy, standards, and processes of the judicial system.

### **Forensic psychology salaries and job outlook**

PayScale.com reports the average forensic psychologist's salary is around \$67,000 as of August 2019. Again, while the BLS doesn't keep data on this specific profession, it projects employment for psychologists of all kinds to grow 14% from 2016 to 2026.

There are multiple possible jobs available for those wishing to work in this field, including forensic psychologist and forensic psychiatrist. While each of these roles requires a doctorate, with an online Bachelor of Arts in Forensic Psychology, graduates can pursue entry-level work in corrections, law enforcement, social work, or psychiatry.

### **Similarities between criminal psychology and forensic psychology**

Criminal psychology and forensic psychology are both strongly connected to law enforcement. Each profession supports investigations, whether criminal or civil. It's the aim of professionals in both fields to work with law



enforcement to understand the psychology of criminals and solve crimes. Professionals in each of these fields benefit from academic study and practical experience in criminal justice.

### **Differences between criminal psychology and forensic psychology**

When comparing criminal psychology vs. forensic psychology, it's important to understand key differences, both between the careers themselves and the typical paths that lead to each. From the education required to what their daily work looks like, there are some points of divergence between these two paths.

### **Educational requirements**

An undergraduate degree in forensic psychology equips students with an education that blends psychology, social science, and criminal justice, giving them a comprehensive understanding of the modern forensic psychology landscape.

Although both criminal and forensic psychologist roles require advanced education, there are many opportunities for those who do not want to earn a PhD or PsyD. Students with a bachelor's degree may find work in corrections or advocacy, for example.

In contrast, the criminal psychology field focuses more specifically on understanding the mind of a criminal. Criminal psychology courses often include abnormal behavior, substance abuse patterns, behavioral statistics, and adolescent psychology. Criminal psychology is typically not offered as a degree program itself but rather as a part of a bachelor's, master's, or doctoral program in criminology or psychology.

### **Career path and scope**

While criminal psychology focuses on criminal behavior, forensic psychology includes criminal and civil law, work in prisons, at-risk youth counseling, and academic research.

Forensic psychology requires the assessment of a wide array of people, including victims of crime, witnesses, attorneys, and law enforcement. Graduates of forensic psychology degree programs can also become jury consultants, juvenile offenders counselors, expert witnesses, and more. Those who go on to earn an advanced degree may become forensic psychologists or even forensic psychology professors.

Graduates of criminal psychology programs work specifically with criminals and those investigating them in the justice system, as opposed to victims or juries. Aspiring criminal psychologists may find work in corrections, criminal profiling, and psychology. In each of these fields, criminal psychology majors are able to flex critical thinking and observational skills to meet legal protocol as well as work with individuals with mental health disorders, keeping them safe, as well as the community at large.

### **Criminal psychology vs. forensic psychology: Which is right for you?**

Those excited by understanding the inner workings of a criminal's mind, including motivation, mental health, and background, should consider pursuing a career in criminal psychology. Alternatively, individuals with an interest in the justice system and the many applications of psychology within it should consider pursuing a degree in forensic psychology.

Forensic psychology degrees offer a broad range of coursework in psychology, criminal justice, and social science, helping students expand their expertise and prepare to apply their education in a wider range of fields, including policing, law, corrections, and social services.

## Sources

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[American Psychological Association, "What Is Forensic Psychology?"](#)

[Houston Chronicle, "Criminal Psychologist vs. Forensic Psychologist"](#)

[Houston Chronicle, "Roles of Forensic Psychologists"](#)

[Maryville University, "Online Forensic Psychology Bachelor's Degree"](#)

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[Psychology Today, "Law and Crime"](#)

[U.S. Bureau of Labor Statistics, "Police, Fire, and Ambulance Dispatchers"](#)

[U.S. Bureau of Labor Statistics, "Probation Officers and Correctional Treatment Specialists"](#)

[U.S. Bureau of Labor Statistics, "Psychologists"](#)

## Cyber-Multiple Career Paths-USA

[Security Engineer](#)

[Chief Information Security Officer](#)

[Security Analyst](#)

[Computer Forensics](#)

[Security Consultant](#)

[Digital Forensics](#)

[Cryptographer](#)

[Security Administrator](#)

[Penetration Tester](#)

[Security Software Developer](#)

[Security Specialist](#)

[Security Code Auditor](#)

[Security Architect](#)

[Malware Analyst](#)

[Data Protection Officer](#)

[Cybercrime Investigator](#)

[Cryptanalyst](#)

[Security Incident Responder](#)

[Chief Privacy Officer](#)

[Risk Manager](#)

## Dentists: Doctors of Oral Health-USA

### Introduction

Many Americans today enjoy excellent oral health and are keeping their natural teeth throughout their lives. But this is not the case for everyone. Cavities are still the most prevalent chronic disease of childhood.

Too many people mistakenly believe that they need to see a dentist only if they are in pain or think something is wrong, but they're missing the bigger picture. A dental visit means being examined by a doctor of oral health capable of diagnosing and treating conditions that can range from routine to extremely complex.

### A Team Approach

The team approach to dentistry promotes continuity of care that is comprehensive, convenient, cost effective and efficient. Members of the team include dental assistants, lab technicians and dental hygienists. Leading the team is the dentist, a doctor specializing in oral health who has earned either a Doctor of Dental Medicine (DMD) degree or a Doctor of Dental Surgery (DDS) degree, which are essentially the same.

### The Dentist's Role

Dentists are doctors who specialize in oral health. Their responsibilities include:

- Diagnosing oral diseases.
- Promoting oral health and disease prevention.
- Creating treatment plans to maintain or restore the oral health of their patients.
- Interpreting x-rays and diagnostic tests.
- Ensuring the safe administration of anesthetics.
- Monitoring growth and development of the teeth and jaws.
- Performing surgical procedures on the teeth, bone and soft tissues of the oral cavity.



Dentists' oversight of the clinical team is critical to ensuring safe and effective oral care. Even seemingly routine procedures such as tooth extractions, preparing and placing fillings or anesthetics carry potential risks of complications such as infection, temporary or even permanent nerve damage, prolonged bleeding, hematomas and pain.

#### More than Just Teeth and Gums

Dentists' areas of care include not only their patients' teeth and gums but also the muscles of the head, neck and jaw, the tongue, salivary glands, the nervous system of the head and neck and other areas. During a comprehensive exam, dentists examine the teeth and gums, but they also look for lumps, swellings, discolorations, ulcerations — any abnormality. When appropriate, they perform procedures such as biopsies, diagnostic tests for chronic or infectious diseases, salivary gland function, and screening tests for oral cancer.

In addition, dentists can spot early warning signs in the mouth that may indicate disease elsewhere in the body. Dentists' training also enables them to recognize situations that warrant referring patients for care by dental specialists or physicians.

#### Education and Clinical Training

The level of education and clinical training required to earn a dental degree, and the high academic standards of dental schools, are on par with those of medical schools and are essential to preparing dentists for the safe and effective practice of modern oral health care.

Most dental students have earned Bachelor of Science degrees or their equivalent, and all have passed rigorous admission examinations.

The curricula during the first two years of dental and medical schools are essentially the same — students must complete such biomedical science courses as anatomy, biochemistry, physiology, microbiology, immunology and pathology. During the second two years, dental students' coursework focuses on clinical practice — diagnosing and treating oral diseases. After earning their undergraduate and dental degrees (eight years for most) many dentists continue their education and training. Some go on to achieve certification in dental specialties.

Dental Specialty Education and Training (Beyond an Undergraduate Degree + DMD/DDS Degree)*		
Specialty	Description	Residency Education
Dental Public Health	Preventing and controlling dental disease through organized community efforts	1-2 years**

Endodontics	Diagnosing, preventing and treating diseases and injuries of dental pulp and surrounding tissues; performing root canals	2-3 years
Oral and Maxillofacial Pathology	Research, identification and diagnosis of diseases of mouth, teeth and surrounding regions	3 years
Oral and Maxillofacial Radiology	Diagnosing and managing oral diseases and disorders using x-rays, other forms of imaging	2 years
Oral and Maxillofacial Surgery	Diagnosing and surgically treating disease and injuries of mouth, oral and maxillofacial region	4-8 years***
Orthodontics and Dentofacial Orthopedics	Diagnosing, intercepting and correcting dental and facial irregularities	2-3 years
Pediatric Dentistry	Diagnosing and treating the oral health care needs of infants and children through adolescence	2-3 years
Periodontics	Diagnosing and treating diseases of gum tissue and bones supporting teeth	3 years
Prosthodontics	Restoring natural teeth or replacing missing teeth or oral structures with artificial devices, such as dentures	3 years

Other Advanced Dental Education and Training (Beyond an Undergraduate Degree + DMD/DDS Degree)*		
Area	Description	Residency Education

Advanced Education in General Dentistry	Provide emergency and multidisciplinary comprehensive care in multiple environments; care for patients with special needs.	1-2 years
Advanced Education Programs in Dental Anesthesiology	Deliver anxiety and pain control services for emergency and comprehensive, multidisciplinary care; function in hospitals, dental offices and surgery centers.	2-3 years
Advanced Education Programs in Oral Medicine	Act as primary care providers for patients with chronic, medically-related conditions of the oral and maxillofacial region.	2 years
Advanced Education Programs in General Practice Residency	Emphasis on care of patients with complex health conditions or special needs, hospital dentistry and coordination with other health providers.	1-2 years
Advanced Education Programs in Orofacial Pain	Advanced Education in Orofacial Pain:Emphasizing care of patients with complex orofacial pain conditions	2 years

*\*Many but not all dentists complete an undergraduate degree before entering dental school; some enter dental school after 3 years.*

*\*\*Many dental public health specialists also complete a two-year Master's degree in public health.*

*\*\*\*Many oral and maxillofacial surgeons obtain medical (M.D.) degrees in conjunction with their programs.*

Upon completing their training, dentists must pass both a rigorous national written examination and a state or regional clinical licensing exam in order to practice. As a condition of licensure, they must meet continuing education requirements for the remainder of their careers, to keep them up-to-date on the latest scientific and clinical developments.

### Why Oral Health Matters

Numerous recent scientific studies indicate associations between oral health and a variety of general health conditions — including diabetes and heart disease. In response, the World Health Organization has integrated oral health into its chronic disease prevention efforts "as the risks to health are linked."

The American Dental Association recommends that dental visits begin no later than a child's first birthday to establish a "dental home." Dentists can provide guidance to children and parents, deliver

preventive oral health services, and diagnose and treat dental disease in its earliest stages. This ongoing dental care will help both children and adults maintain optimal oral health throughout their lifetimes.

Dentists' areas of care include not only their patients' teeth and gums but also the muscles of the head, neck and jaw, the tongue, salivary glands, the nervous system of the head and neck and other areas.

### Improving the Nation's Oral Health

Despite all we know about the importance of oral health to overall health, to people's self-esteem and to their employability, state and federal policies continually sell dental care short.

- Most states spend 2 percent or less of their Medicaid budgets on dental services.
- An estimated 164 million work hours are lost each year due to oral disease.

The American Dental Association is committed to improving the nation's oral health through public education and through legislative advocacy to strengthen funding for dental services provided through public health programs.

ADA - Dentists: Doctors of Oral Health

### DIETITIAN -SOUTH AFRICA

HPCSA's Professional board for Dietetics and Nutrition the scope of practice for Dietitians is;

Optimizing the nutritional well-being of individuals, groups, communities and the population in different settings by:

Utilizing (critically appraise and apply) a comprehensive body of evidence-based food and nutrition theory and principles;

Assessing the nutritional status, food and nutrition situation(s) and concomitant health risks of clients/patients, groups, communities and the population using relevant methodologies; Advocating for the nutrition professionals, services and programmes;

Conceptualizing, planning, implementing, managing, monitoring, evaluating and documenting appropriate nutritional prescriptions for patients/clients with specific nutritional needs; Conceptualizing, planning, implementing, managing, monitoring, evaluating and documenting appropriate nutrition interventions programmes, nutrition policies, strategies and guidelines for individuals, groups, communities and the population with specific needs;

Taking responsibility for using/applying appropriate nutrition policies, strategies and guidelines;  
Influencing the national food systems/environment to enable all individuals to have access to affordable, nutritious and safe food;

Applying information, communication, education and counselling skills and social mobilizing to empower individuals/communities/populations to change their food/nutrition behaviour to make safe, healthy food choices to prevent nutrition-related diseases and to improve quality of life; Planning and executing an effective food service system based on the specific food and nutritional needs of the healthy and ill;

Managing human, financial and other resources to ensure optimal and equitable delivery of nutrition services at all levels of service delivery including PHC and population level; Conceptualizing, formulating, implementing and communicating nutrition related research;

- Planning, implementing, managing, evaluating, monitoring and documenting procedures and policies relating to human, financial, operational and other resources

Applying critical and creative thinking in working effectively within a multidisciplinary environment, the community and stakeholders in contributing to the personal, social and economic development of society in an ethical and professional manner.

Emergency Medical Care Practitioner -South Africa

#### SCOPE OF PRACTICE OF AN EMERGENCY MEDICAL CARE PRACTITIONER

An Emergency Care Practitioner(ECP) generally come from a background in paramedicine and most have additional academic qualifications, usually at university, with enhanced skills in medical assessment and extra clinical skills over and above those of a standard paramedic, qualified nurse or other ambulance crew such as EMT's and Ambulance Technicians

ECP skills in South Africa include:

- Full South African, adult and paediatric, advanced life support skills
- Full diagnostics assessment (Otoscopy, ophthalmoscopy, urinalysis, system based assessments)
- Thrombolysis, fibrinolysis
- Rapid Sequence Intubation (RSI)
- On-scene discharge
- Administration of emergency medications
- Ordering X-rays and requesting further investigations
- Specialised intensive care unit transport of adults and paediatrics

South African ECPs are also required to complete several medical rescue training modules during their studies such as high angle rescue, light motor vehicle rescue and aquatic rescue.

<https://www.hpcs.co.za/Uploads/EMB/List%20of%20Capabilities%20and%20Medications%20%20-%20July%202018.pdf>

## ENVIRONMENTAL HEALTH PRACTITIONER-South Africa

- Monitor environmental factors & health to identify & solve community environmental health problems
- Diagnose & investigate environmental health problems & health hazards in the community.
- Inform, educate, empower people about environmental health issues
- Mobilise community partnerships & actions to identify & solve environmental health problems
- Develop policies and plans that support individual & community environmental health efforts
- Enforce laws & regulations that protect environmental health & ensure safety.
- Link people to needed environmental health services & assure the provision of health care when otherwise unavailable.
- Ensure occupational health & safety in the workplace
- Evaluate effectiveness, accessibility, quality of personal & population-based environmental health services.
- Research for new insights & innovative solutions to environmental health problems.

## Epidemiologist-USA

Epidemiologists are public health professionals who study the distribution (frequency, pattern) and determinants (causes, risk factors) of health-related states and events (not just diseases) in a specified populations (neighborhood, school, city, state, country, global). Epidemiologists also recommend interventions to control, stop, or prevent the health issues.

Some examples of an epidemiologist's scope of work include:

- Plan and direct studies of public health problems to find ways to prevent them or to treat them if they arise
- Collect and analyze information—including data from observations, interviews, surveys, and samples of blood or other bodily fluids—to find the causes of diseases or other health problems
- Communicate findings to health practitioners, policymakers, and the public
- Manage programs through planning, monitoring progress, and seeking ways to improve
- Supervise professional, technical, and clerical personnel

- Write grant proposals to fund research

Historically, epidemiologists focused on communicable diseases. However, areas of expertise have been expanded to fields such as:

- Non-communicable chronic diseases
- Environmental health
- Injuries
- Mental health
- Public health preparedness and emergency response
- Infectious diseases

Epidemiologists also work in a wide range of settings depending on their specializations and the nature of their work. Applied epidemiologists focus on address public health problems through education outreach and survey efforts in communities. They often work in health departments at local and state governments. Research epidemiologists often work for universities or federal agencies such as Centers for Disease Control and Prevention (CDC) or the National Institutes of Health (NIH).

Typically, an epidemiologist would need at least a master's degree in Public Health or similar degrees with a focus on Epidemiology. Some can complete a doctoral degree in Epidemiology or Medicine.

(Adapted from

- U.S. Bureau of Labor Statistics:  
<https://www.bls.gov/ooh/life-physical-and-social-science/epidemiologists.htm#tab-1>
- Centers for Disease Control and Prevention:  
<https://www.cdc.gov/careerpaths/k12teacherroadmap/epidemiologists.html> )

## General practitioner/medical officer - South Africa

The duties of general medical practitioners include the examination and diagnosis of patients, the prescription of medicines, performing minor operations and provision of different treatments for injuries, diseases and other ailments. Medical practitioners are licensed practitioners of medicine.

General practitioners diagnose and treat diseases and injuries and perform an important function in looking after the well-being of the community. Thorough knowledge of diseases and their symptoms is required for diagnoses and treatment. Medical doctors first compile clinical histories of their patients before making diagnoses. They make use of several techniques and different apparatus in the examination of patients, for example blood pressure gauges, X-rays and stethoscopes, in order to form an image of the disease or injury.

It is important that all factors be taken into consideration by general practitioners before a diagnosis is made. Treatment can be medical, surgical and therapeutic. They may prescribe medication or refer the patient to a specialist, for further diagnosis and special treatment. General practitioners may perform small operations or assist surgeons with big operations.

## Genetic Counselor

# What does a genetic counselor do?

Genetic counselors are health care professionals who have specialized education and training in the field of medical genetics. Using family history, a genetic counselor will assess individual or family risk of an inherited condition, such as a genetic disorder or a birth defect.

Genetic counselors educate patients and professionals about genetic diseases and genetic testing options. They also advise patients on the social and ethical issues associated with a genetic disorder or genetic test result, and help patients cope with a diagnosis of a genetic disease.

## Scope of practice



As members of the health care team, genetic counselors serve as educators to patients, physicians, other health care providers, and society. In a typical day, genetic counselors:

- Determine risk for certain diseases or disorders
- Analyze family health history to look for inherited health risks
- Educate individuals regarding their chance for inheriting genetic diseases
- Guide and support individuals that are adjusting to the medical, psychological, and familial effects of genetic diseases
- Advocate on behalf of a patient with their insurance company to ensure genetic testing is covered

## Specializations

Genetic counselors might choose to specialize in a particular area or they may provide general care. Some areas they might specialize in include:

- Cardiology
- Neurology
- Oncology
- Pediatrics
- Preconception
- Prenatal

## Work environment

Employers of genetic counselors include hospitals, universities, private practices, labs, and a variety of clinical settings. Forty-hour work weeks are typical for genetic counselors and they generally are not required to work evenings or weekends.

# Becoming a genetic counselor

Genetic counseling is a great career path for someone that is interested in a rewarding career with a high degree of patient interaction. Due to the limited number of accredited genetic counseling programs, it is recommended that

individuals interested in genetic counseling prepare for a highly selective admission process with high school and undergraduate classes in chemistry, biology, genetics, and psychology. Prior experience either through paid work or volunteer experience is recommended (and may be required) when enrolling in the graduate program.

## Higher education requirements

Common higher education requirements for a genetic counselor include:

- Completion of a bachelor's degree; many genetic counselors choose to major in biology, social sciences, or a related field (but these majors are not necessarily required for entry into a genetic counseling program)
- Completion of a Master of Science degree from an accredited graduate program in genetic counseling

## Certification of a genetic counselor

To become certified as a genetic counselor, you must complete an accredited master's program in genetic counseling. This program is typically two years in length and includes courses such as molecular genetics, counseling ethics, and research methods; as well as clinical training experience and a research project. After completing the program, students must take and pass a certification exam in order to become a certified genetic counselor.

## Career opportunities and outlook

Genetic counselors typically earn around \$80,150 a year. The annual salary depends on their position, level of expertise, and area of the U.S. or world where they practice.

Job growth for genetic counselors in the U.S. is expected to grow much faster than average, according to the [Bureau of Labor Statistics](#). The emphasis on personalized medicine and ongoing technological innovations will increase the demand for genetic counselors who can translate complex medical and scientific information for families and other health professionals.

In terms of career advancement, some genetic counselors become professors, and others find opportunities to conduct and publish research.

## By the numbers

\$80k

median annual salary

6

years of higher education

26%

job growth projected from 2020-2030

### Health Administration-USA

#### What Is a Healthcare Administrator?

Healthcare administrators regularly interact with doctors, nurses, surgeons, and technicians. They direct the operation of healthcare organizations and rarely meet directly with the patients in the healthcare facility.

An administrators' duty is to shape the policy that runs the facility and improve the patients' experience. Healthcare administration careers are essential to successful and efficient healthcare facilities.

Due to the constant need for healthcare facilities, from hospitals to nursing homes, healthcare administration is a vital, stable job for those interested in improving healthcare policy.

Healthcare administrators work behind the scenes to make large-scale decisions for the healthcare facility or institution. They deal directly with policy and budgets to create better patient experiences and ensure the safety of guests and staff.

Healthcare administrators have in-depth knowledge of the regulatory framework in patient care. Their responsibilities are entirely different from the responsibilities of a doctor or physician. While physicians manage patients directly, healthcare administrators oversee the facility itself and usually have a bachelor's degree or master's degree in healthcare administration.

Learn About Degree Options

## What Do Healthcare Administrators Do?

A healthcare administrator's job responsibilities may change depending on the facility. Healthcare administrators can work in nursing home, surgery, physical therapy, and other healthcare facilities.

The most common job responsibilities for a healthcare administrator include:

- Develop work schedules for staff and physicians.
- Manage facility finances.
- Manage patient fees and billing.
- Improve facility efficiency and quality.
- Ensure that the facility complies with all laws and regulations.
- Train staff members.
- Communicate with physicians and nurses.
- Present investor meetings and meet with governing boards.
- Monitor budgets and spending.

Healthcare administrators have a wide range of roles and need to be flexible enough to pick up new roles through their employment. The location and size of the healthcare facility may also influence the job responsibilities.

Some healthcare administrators may manage an entire facility, while others may focus on a single department within a facility. No matter where the healthcare administrator is employed, they are required to know both state and federal laws and ensure that HIPAA laws are followed within their area of responsibility and expertise.

## What Education Does a Healthcare Administrator Need?

Healthcare administrators need to have at least [a bachelor's degree in healthcare management](#) to get a job in a starting position. This type of degree will teach you business and healthcare fundamentals that'll help you understand daily operations, budgets, strategy, and communication for healthcare positions within medical facilities.

Many employers will require applicants to have [an MBA in healthcare management](#) or a [master of health leadership](#) to demonstrate that they understand principles of person-focused and culturally relevant care and are adequately prepared for leadership in the healthcare industry. These advanced degrees will go deeper into executive strategy, large-scale management, and leadership principles that are key for administration positions.

Many employers prefer health administration candidates to have experience in a healthcare setting. This type of experience is critical to ensuring you are qualified to take on more leadership responsibilities in

an organization. When determining the [right healthcare leadership degree for you](#), consider your desired role.

## Health Informatics-USA

Health Information is human information.

AHIMA-certified professionals hold an intimate relationship with health information. While our patients don't often see us, we see our patients in a way no other healthcare professional does. This perspective is critical to the success of all modern health organizations. We see the person connected to the data, ensuring their information stays human – because when information stays human, it stays relevant.

## What is Health Information?

Health information is the data related to a person's medical history, including symptoms, diagnoses, procedures, and outcomes. A health record includes information such as: a patient's history, lab results, X-rays, clinical information, demographic information, and notes.

A patient's health information can be viewed individually to see how the patient's health has changed; it can also be viewed as a part of a larger data set to understand how a population's health has changed, and how medical interventions can change health outcomes.

## What is Health Information Management?

Health information management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. It is a combination of business, science, and information technology.

## What Does A Health Information Professional Do?

Health information (HI) professionals are highly trained in the latest information management technology applications. They understand the workflow process in healthcare provider organizations, from large hospital systems to private physician practices, and are vital to the daily operations management of health information and electronic health records (EHRs). They ensure a patient's health information is complete, accurate, and protected.

HI professionals have an extraordinary impact. They are the link between clinicians, administrators, technology designers, operations, and information technology professionals.

These professionals affect the quality of patient information and patient care at every touch point in the healthcare delivery cycle. HI professionals work on the classification of diseases and treatments to ensure they are standardized for clinical, financial, and legal uses in healthcare. HI professionals care for patients by caring for their medical data and are responsible for the quality, integrity, security, and protection of patients' health information.

## Why Choose a Career in Health Information?

### Versatile Education

HI students acquire a versatile yet focused skillset incorporating clinical, information technology, leadership, and management skills. HI professionals use their knowledge of information technology and records management to form the link between clinicians, administrators, technology designers, and information technology professionals.

HI programs incorporate the disciplines of medicine, management, finance, information technology, and law into one curriculum. Because of this unique mixture, graduates can choose from a variety of work settings across an array of healthcare environments.

### Dynamic Career Opportunities

Constantly evolving regulations and technologies allow for lifelong learning and continued professional development. As healthcare advances, HI provides the patient data needed to successfully navigate the

changes. As a result, HI professionals can expect to be in high demand as the health sector continues to expand.

Demand is on the rise at all levels of education and credentialing, and the US Bureau of Labor Statistics (BLS) cites medical records and health information technicians as one of the fastest growing occupations in the US, with an anticipated growth of 11 percent between 2018-2028.

- The median annual salary for medical records and health information technicians was \$40,350 in May 2018.

- Salaries rise for health information administrators. In 2019, the median salary was \$100,980 per year for healthcare administrators and the 2028 outlook anticipates an 18 percent increase in jobs for these individuals possessing a baccalaureate or master's in health information management.

- Industries with an increased demand for health information professionals include healthcare organizations, academic institutions, consulting agencies, government agencies, and healthcare software companies.

- HI practitioners continue to be critical component of the electronic health record (EHR) workforce.

#### A Health Information Career Is Right for You If You:

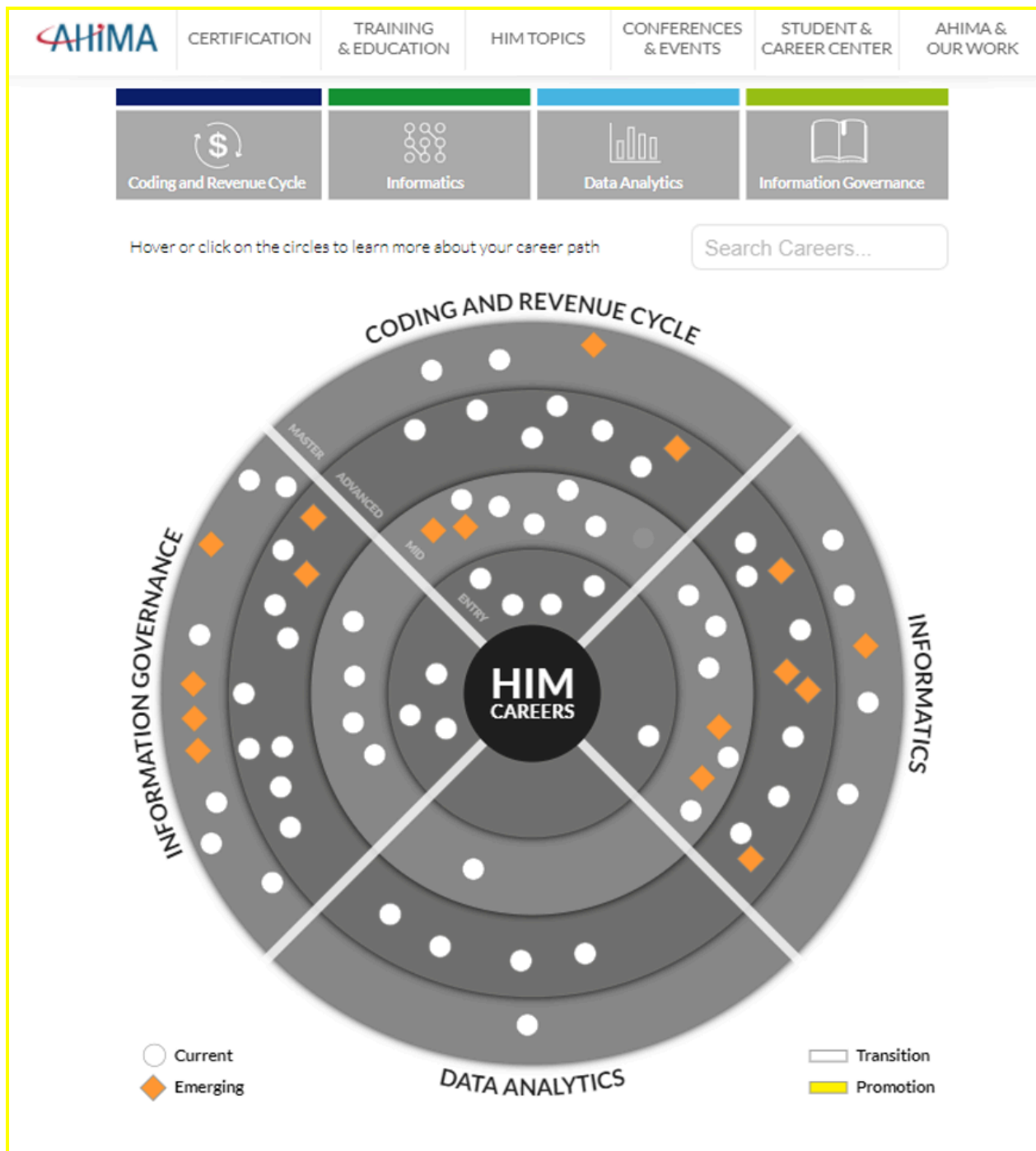
- See yourself in a career that offers diverse opportunities.

- Want to work in healthcare, but not directly with patients.

- Have an aptitude for science and also like management, law, and computers.

- Enjoy working with physicians, nurses, lawyers, administrators and executives.

- Want a career where you can choose to work on your own, with others, or some of both.



There are more than 80 job titles linked on the above interactive map (on the website) where interested persons can learn about the exciting career of becoming an HIM professional in many different job roles.



#### Sources:

<https://www.ahima.org/certification-careers/certifications-overview/career-tools/career-pages/health-information-101/>

<https://my.ahima.org/careermap>

International Relations-Multiple locations

Interpreter-USA

Being a medical interpreter is an important position to bridge the gap between medical professionals and their patients. When you work as a medical interpreter, you'll be called in to communicate medical diagnoses and instructions, to patients and their families, and to relay news to families about their loved one's condition, prognosis, and care.

Doctors, nurses, other health professionals, the patients and their families all rely on you for accuracy and the ability to convey information in a sensitive and compassionate manner.

Medical Interpreter Duties and Responsibilities

As a medical translator in a health care setting, you may be called upon to perform a number of translating tasks.

TRANSLATE MEDICAL INFORMATION VERBALLY

The main task of a medical interpreter is to accurately interpret and translate critical medical information between a healthcare provider and a patient who speaks a foreign language. A wide range of medical information must be translated, including medical conditions, treatment options, follow-up appointment details, billing, and insurance.

A medical interpreter ensures a complete understanding between all parties. This includes simplifying or translating any jargon to ensure that all medical information is understood by the patient. It is important for the medical interpreter to bridge any cultural gaps between patient and healthcare provider which may prevent the necessary information being provided.

Medical interpreters are also often required to accompany patients to office visits and translate drug and treatment information.

#### TRANSLATE MEDICAL TEXT

Medical interpreters assist in translating medical documents like slides, books, and lectures in a clinical setting on behalf of internal and external customers. They assist patients with understanding and filling out paperwork.

Medical interpreters may also be requested to translate patient education information or patient documents from doctors.

#### MAINTAIN PATIENT CONFIDENTIALITY

A key element in the job of a medical interpreter is to maintain strict patient confidentiality in accordance with hospital or office policies and procedures.

#### ASSIST WITH PATIENT FOLLOW-UP

A Medical interpreter will assist with patient follow-up as necessary. This includes contacting patients with appointment reminders, assisting patients on the phone with follow-up phone calls and check-ins, and accompanying patients to follow-up appointments.

#### ESTABLISH POSITIVE INTERACTIONS

As the main form of communication between a doctor and a patient, medical interpreters will strive to provide a positive and relaxing atmosphere so that patients feel comfortable discussing sensitive medical information. This includes aiming to avoid cultural misunderstandings between patients and doctors.

#### PARTICIPATE IN CONTINUED TRAINING

As with all medical professionals, continued training is required to stay up to date on new medical information and terminology, which is highly important for effective translation of information.

As a bilingual speaker, there are a number of courses available to enhance your skills and provide the knowhow and experience to become successful in different fields.

## Law Enforcement-USA

There are more than 18 000 police departments in the United States. Within these departments there are approximately 120 000 full-time officers whose job it is to keep citizens safe 24 hours a day, 7 days a week. Their primary duty is to protect the community's citizens and property. They are also responsible for educating the citizens on how to prevent crime from happening. Law enforcement agencies pride themselves on accountability and discipline since they are of a quasimilitary status.

Officers must be able to respond to calls for service and do so without infusing their feelings, likes, dislikes, and biases into the situation. Possessing ethics, integrity, and honesty are of high value for any officer.

Skills and education play a key role in an officer's ability to take on the physical and psychological demands of the job. Consequently, all candidates must endure several months of training at a police academy and then several more weeks after the academy in a program often referred to as the FTO (field training).

All officers must understand that every person has value and as such an officer must display humanity, integrity, professionalism, and courage.

Basic duties of a police officer include:

- Protecting life and property
- Responding to calls for police service
- Conducting interviews
- Testifying in court
- Exercising good judgment in when and how to use force
- Taking an active role in educating the community on crime prevention
- Controlling traffic flow and safety
- Communicating professionally and effectively through written reports

MEDICAL LABORATORY SCIENTIST-South Africa

## PROFESSIONAL ROLES AND FUNCTIONS

### ABOUT THE PROFESSION

It is a specialized profession providing patient sample analysis for diagnostic purposes to private and public medical professionals through analysis of blood, urine, cells, tissues samples, DNA and other body fluids. Due to the hazards of handling infectious material, all laboratories conform to stringent safety procedures.

The health sector relies on the effective diagnosis and management of patient care, as well as the implementation and management of a legislative framework that protects people's rights to reliable and accurate healthcare services.

### WHAT DOES A MEDICAL LABORATORY SCIENTIST DO?

Qualified Medical Laboratory Scientists are highly trained health professionals who work in pathology laboratories and play a crucial and integral role in the healthcare of South Africa. Many medical laboratories are linked to hospitals and are generally equipped with sophisticated and modern analytical instruments.

Medical Laboratory Scientists are responsible for the vitally important task of processing and analysing the samples taken by medical practitioners and thereby assisting with an accurate diagnosis and subsequently influencing a specific course of treatment.

### Natural Medicine-South Africa

Natural Medicine can be simply defined as any system of medicine that complements and enhances the body's natural capacity to heal by restoring balance without the use of synthetic drugs or chemicals. Natural medicine generally falls under the umbrella term of Complementary and Alternative Medicine (CAM). The various disciplines of natural medicine are highly diverse in foundations, philosophies and methodologies.

However, although heterogenous, the major systems of natural medicine have many common central characteristics that provide a clear distinction from the mainstream medical ethos. These core tenants include a focus on individualising patients from the disease, hence individualising treatments, treating the whole person (as opposed to the disease process a separate entity), promoting self-care and self-healing and recognising the core psychological and spiritual nature of each individual. In addition, many systems focus on good nutrition, lifestyle and preventive practices.

Although natural medicine is associated with less scientific investigation, this knowledge gap is being addressed with an explosion of scientific research into natural medicines and the various principles on which they are based. It is estimated that one third of natural medicines have some published literature supporting their use. In many European countries and America, many, if not most, practitioners of natural medicine systems are registered medical physicians. Therefore, the differences between the numerous natural medicine modalities and conventional medicine are increasingly blurred and are constantly changing.

### Why do we need Natural Medicine?

- Natural medicine is the answer to people who are unable to take prescription drugs, either because they are allergic to them, or because they cannot tolerate the long-term side effects of chemical drugs.
- Natural medicines can be used in parallel with conventional therapies to improve the health of the individual and to enable the body to recover quicker.
- Natural medicine broadens the public choice of remedies for common ailment.
- Natural medicine has a lower profile of side-effects compared to chemical Western Medicine.
- Natural medicine can be very cost-effective and is ideally suited to primary health care.

### What does the School of Natural Medicine offer?

The School offers 5-year training programs in four disciplines of natural medicine:

- Chinese Medicine and Acupuncture
- Naturopathy
- Phytotherapy (Western Herbal Medicine)
- Unani Tibb Medicine

The study of these disciplines is currently divided into two separate degrees. The first degree is a Bachelor of Science in Complementary Health Sciences, completed over three (3) years. This can be followed by Bachelor of Complementary Medicine (BCM) within your chosen discipline (listed above), completed over two (2) years.

### What can be done with my BCM degree?

On successful completion of the course requirements, you will be able to register with the Allied Health Professions Council of South Africa (AHPCSA) as a Doctor within your studied discipline (e.g. Doctor of Phytotherapy). You can also register with the Board of Healthcare Funders (BHF) to obtain a practice number.

Registration with AHPCSA and BHF will allow you to enter private practice, and to earn a living from consultations and treatments of patients within your specific scope of practice as outlined by the AHPCSA and Department of Health. This will allow you the ability to take a medically relevant history, do a clinical examination, request special investigations (e.g. blood tests; X-rays), make a diagnosis and advise and treat the patient according to your specific discipline (scope of practice). You would be expected to legally and ethically appropriately manage disease process of patients within the private healthcare system.

Other opportunities may be the furthering your studies in the field of research and academics or obtaining work in the health-related industry where available.

### Mission Statement of the School of Natural Medicine

The School of Natural Medicine at the University of the Western Cape aims to:

- Provide training for the Natural Health Professions comparable with international standards which will enable graduates to meet the requirements for registration with the Allied Health Professions Council of South Africa.
- Equip graduates with the skills to meet the primary health care needs in South Africa.
- Prepare graduates to interact and work within a team of other health care practitioners in a responsible and professional manner.
- Provide a foundation for continuous lifelong learning in the natural health professions, and the skills to pursue research within chosen professions.

### Acupuncture

The primary treatment provided by acupuncturists involves placing specialized needles in a patient's meridians, or energy pathways. Acupuncture needles are sterile and about as thick as a strand of hair. You might use these needles warmed or at room temperature, depending on the patient and treatment.

But your first step in treating a patient is to get a complete medical history and learn about any symptoms they're currently experiencing. This is important because the placement of acupuncture needles needs to be incredibly exact and tailored to the individual person.

You'll also do a medical exam of each patient. You'll check some of the standard vital signs that Western healthcare professionals check, such as pulse, blood pressure, and respiration, but you'll also take care to examine the patient's tongue. Your education as an acupuncturist will teach you what to look for in a tongue exam, and how certain indicators such as its shape, color, and texture can dictate the treatment you'll provide.

Many people are surprised by how meticulous and thorough acupuncture exams are.

"While acupuncture could be considered a form of energy medicine, acupuncturists are trained in basic medical sciences," says Jennifer Bennett, ND, LAc, a holistic practitioner and acupuncturist in Seattle, "and many acupuncturists will go through thorough physical exams and review of systems during appointments, just like other medical practitioners."

### Tools of the Trade

Needles aren't the only tool an acupuncturist has. You might also apply heat, pressure, friction, or even electromagnetic pulses along a patient's meridians to achieve healing. And depending on your training and experience, there are a variety of additional methods you can use to treat patients.

Other techniques that are commonly used include:

#### Moxibustion:

The burning of moxa, a cone-like stick made of mugwort leaves, on acupuncture points

#### Cupping:

The act of using glass cups to create a vacuum on the skin to help move blood and break up connective tissue

#### Gua sha:

The act of scraping or applying friction on the skin to help move blood and release heat

#### Electroacupuncture:

The application of electricity to needles to help move qi and contract muscles

#### Ion pumping:

The use of one-way, electron-moving cables to help balance out osmotic concentrations in the tissues

Tui na:

A form of Chinese massage that helps to disperse qi and break up muscle tension

### What You'll Treat

Acupuncturists can treat a wide range of ailments. The [effects of acupuncture on many conditions](#) are still being studied. Currently, studies by the National Center for Complementary and Integrative Health (NCCIH) show that acupuncture can provide relief for:

- Back pain
- Neck pain
- Headaches
- Knee pain caused by osteoarthritis

Acupuncture's effects on other conditions need to be studied further, but many practitioners and patients have seen positive effects on numerous other conditions.

"Acupuncture is best known for treating pain, so many people seek acupuncture for pain relief," explains Bennett, "but acupuncture is also very good at treating (other) kinds of concerns, from cardiovascular complaints to infertility."

In her own practice, Bennett often uses acupuncture to help regulate immune system function in those with autoimmune diseases.

"Since acupuncture has the ability to affect all organ systems, it can affect all conditions in the body in one way or another," she says.

In addition to treating pain, acupuncturists also often address:

- Nervous system issues—numbness, tingling, pinched nerves
- Fertility or aiding in conception
- Migraines
- Balance or dizziness
- Menstrual irregularities
- Skin issues such as rashes or acne

### Typical Career Paths and Workplaces

Many acupuncturists see patients in private clinics, but that's not your only option. Places acupuncturists can be found include:

### Where You'll Work

### What You'll Do



#### Private clinic

- Diagnose and treat patients using acupuncture theory and technique
- Develop care plans
- Prescribe complementary therapies
- Keep patient records
- Handle marketing and other financial concerns

#### Wellness center or spa

- Diagnose and treat patients using acupuncture theory and technique
- Advise patients about other therapies that might help them

#### Integrative medical center

- Diagnose and treat patients using acupuncture theory and technique
- Meet with other healthcare providers about each patient's overall care plan

#### Holistic health center

- Diagnose and treat patients using acupuncture theory and technique
- Advise patients about other therapies that might help them
- Chart treatment and results in the patient record

#### Do Acupuncturists Work with Other Providers?

It's not unusual for acupuncturists to have their own clinics, but many acupuncturists work alongside other healthcare professionals, where they bring their healing skills to a wider care plan.

In some cases, a team might be composed of [other holistic health providers](#). If you work at an integrative medical center, most team members might be Western healthcare practitioners.

Either way, a team approach can help get an even deeper understanding of a patient's needs. Working with other professionals, you can help patients heal and achieve their health goals.

"Acupuncturists are a great part of a health team as a complementary approach," Bennett says. "(It) can often help add additional benefits to other conventional and alternative treatments."

#### Naturopathic Physicians

Naturopathic Physicians diagnose, treat, and help prevent diseases using a system of practice that is based on the natural healing capacity of individuals. May use physiological, psychological or mechanical

methods. May also use natural medicines, prescription or legend drugs, foods, herbs, or other natural remedies. They also interview patients to document symptoms and health histories.

Other tasks include:

- Document patients' histories, including identifying data, chief complaints, illnesses, previous medical or family histories, or psychosocial characteristics.
- Administer, dispense, or prescribe natural medicines, such as food or botanical extracts, herbs, dietary supplements, vitamins, nutraceuticals, and amino acids.
- Advise patients about therapeutic exercise and nutritional medicine regimens.
- Conduct physical examinations and physiological function tests for diagnostic purposes.
- Diagnose health conditions, based on patients' symptoms and health histories, laboratory and diagnostic radiology test results, or other physiological measurements, such as electrocardiograms and electroencephalographs.
- Educate patients about health care management.

Western Herbal Medicine: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3777424/>

### *Unani Tibb*

*Unani or 'Unani Tibb' is an Arabic term meaning 'Greek Medicine'. It is a system of medicine which is practised widely in the Middle East, India, Pakistan and Bangladesh. Unani is based on the balancing of the four humours (blood, phlegm, yellow bile and black bile), with any imbalance between them seen as the cause of disease. Unani methods are similar to other naturopathic therapies – using clean water, pure air and fresh food to prevent disease and seeking a balance between body and mind. It stands out for its abundant use of syrups and electuaries, (a medicinal substance mixed with honey or another sweet substance).*

Unani Tibb medicine is thought to be derived from physicians in Ancient Greece with roots in the teachings of Hippocrates, Aristotle and Galen and subsequently developed into a comprehensive

healthcare system by Arabic physicians, especially Ibn Sina (aka Avicenna). It uses Avicenna's Canon as its basic text. Galen believed in a vital energy or creative force that he called 'pneuma' that is similar in concept to the Chinese concept of 'qi' and the Ayurvedic 'prana'. Like Hippocrates, he accepted the concept of the 'humours' which arise out of the liver and form a subtle network throughout the body. He also assigned foods and herbs to each of the four humours that form the basis of 'Galenical' dietetics and medicine that was accepted throughout Europe and the Middle East for 1500 years.

### *Main principles*

Unani Tibb philosophy is largely based on four key axioms:

- The first is Temperament, which reflects the uniqueness of each individual. This is important in both diagnosis and treatment.
- Second, Physis which is the body's innate power for self-healing. The prime objective of Unani Tibb therapy is to support Physis, initially by lifestyle changes; then by the rational use of natural and herbal medications; and finally by the rational application of specific therapies.
- Third is Qualities, an old concept given a new perspective in Unani Tibb, which takes into account recent developments in clinical science. Disturbance in the person's qualitative balance is the source of body disharmony and therefore disease.
- Finally, there are the Lifestyle Factors. Unani Tibb strongly believes that lifestyle diseases, for example, cancer, diabetes and heart diseases are often the result of, or aggravated by, imprudent or even self-destructive lifestyles. Sound practical advice is offered on lifestyle – modifying the patient's diet, improving sleep patterns, encouraging exercise, for example.

Herbs and foods were energetically classified as hot or cold and there are four degrees each of hot and cold, making a total of eight possible categories into which a food may be placed with different effects.

First degree: The substance affects metabolism, but not in any way discerned by overt physical sensation. Water is an example of a first-degree substance.

Second degree: The substance acts upon the body, causing metabolic change, but in the end is overwhelmed by the body. All nutrients belong in this category. Among the actions caused by second-degree substances are opening of pores, initiation of peristaltic action, perspiration and stimulation of digestion. Ginger is an example of a second degree substance.

Third degree: The substance is not acted upon by the body, but acts upon the body. All medicinal substances belong to this category. An example is the use of Senna pods, which overwhelm the eliminative powers of the colon and force evacuation.

Fourth degree: The substance is a poison. It causes cessation of metabolic function. Some herbs are used as medicine from this category, but only in minute strengths and under the direct supervision of a physician. Hemlock and belladonna are examples of fourth degree poisonous substances.

The difference between these degrees in terms of hot and cold value is that a second degree hot substance would speed up metabolism, while a second degree cold substance would slow it down. In the extreme fourth degree the difference would become more apparent when a hot herb would cause an increase of metabolism beyond the limits that support life, while a fourth degree cold substance would slow down metabolism to the point of death.

### *Uses*

Unani Tibb diagnostic methods include both traditional techniques such as pulse and tongue diagnosis as well as standard conventional medical tests and pathological measurements. The foundation of Unani Tibb therapy is lifestyle reform. This embraces changing a person's diet where necessary, encouraging more physical exercise, better breathing methods, improving sleep quality, and more effective detoxification. The value of this, apart from dealing with the immediate clinical disorder, is that it encourages a more prudent lifestyle and thus reduces the probability of the disorder recurring. Unani-Tibb also employs a number of 'hands-on' therapies, such as massage, acupressure, aromatherapy and therapeutic cupping. In addition there is an extensive range of natural herbal medicines registered for specific ailments.

### *Associations*

Association of Unani-Tibb and Alternative Medicine (AUTAM)

[www.autam.org](http://www.autam.org)

The International Association Of Natural Medicine

[www.ianm.org.uk](http://www.ianm.org.uk)

Occupational Therapist-USA

### *About the Profession*

Occupational therapy (OT) is guided by the evidence that health is affected by the nature and pattern of activities in which persons engage. The goal of OT is to facilitate occupational performance through engagement in meaningful activities or occupations.

Occupational therapists are health professionals who help people across the life span participate in the things they want and need to do through the therapeutic use of meaningful activities that we call "occupations." The work of an OT involves analyzing the biological, psychological, and social components of lifestyle. Occupational therapists aim to enable people with or without disabilities to perform, modify, or adapt their desired activities in order to live healthier, happier, and more productive lives.

## What Do Occupational Therapists Do?

Occupational therapists work in a wide range of settings and use a variety of assessment and intervention techniques to address goals developed in collaboration with the client.

Occupational therapists may do the following:

- Provide customized training in daily living activity and community life skills
- Assess and address physical, cognitive, psychosocial, sensory, and other aspects of performance
- Train on the incorporation of health-promoting habits and routines into daily life
- Evaluate and modify home, work, or school environments
- Create community programs and interventions
- Facilitate problem-solving and strategizing
- Prescribe specialized equipment

There are 6 overarching areas of OT practice. Each features a variety of settings, populations, and diagnoses. They are children and youth; health and wellness; mental health; productive aging; rehabilitation, participation, and disability; and work and industry.

## Specialties

Occupational therapists may specialize in such areas as hand therapy; gerontology; mental health; pediatrics; physical rehabilitation; driving and community mobility; environmental modification; feeding, eating and swallowing; and low vision. Academic background: Occupational therapists must complete a master's degree in occupational therapy. This education equips students with a solid grounding in both medical and social sciences.

## Program Overview

Common goals of all occupational therapy programs are to produce graduates who are:

- Science-driven, evidence-based practitioners able to meet societal needs
- Skilled in articulating and applying therapeutic use of occupations or activities
- Proficient in planning and applying OT interventions to address physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support health, well-being, and quality of life
- Competent in upholding the ethical standards, values, and attitudes of the occupational therapy profession
- Capable of effectively communicating and working interprofessionally
- Competent in advocating for the occupational therapy services offered and for the recipients of those services.

Most occupational therapy master's programs are 2 years. Topics include medical sciences, occupational development and performance, and various practice areas.

## Fieldwork

In addition to didactic and hands-on lab courses, students participate in fieldwork experiences where they practice evaluation and intervention under the supervision of occupational therapists or other health-related professionals. Prior to graduating from OT school, students must complete 2 sessions of 12 full-time weeks of level II fieldwork. OTs must be registered by passing a national certification examination and must be licensed in the states where they work. In order to remain licensed, an OT must also participate in continuing education and complete the required number of professional development units.

## Additional Resources

[What Is Occupational Therapy?](#)

[Occupational Therapist \(BLS\)](#)

## Pharmacist-USA

### About the Profession

A pharmacist is a health care professional who is trained in the safe and effective use of medications to prevent and treat diseases. These are the health care professionals who primarily dispense medications to patients. Pharmacy education prepares graduates to provide patient care, educate others, and compound medications. Pharmacists are certified nationally and licensed by the state(s) in which they practice. Pharmacists are said to be the most accessible health care professional to the general public.

Clinical pharmacists provide direct patient care by collaborating with other health care professionals as part of the patient care team. Clinical pharmacists receive specialized education, usually through completion of residency training and specialist board certification.

### What Does a Pharmacist Do?

Pharmacists help people to achieve optimal results from nonprescription and prescription medications. In their roles as medication experts, pharmacists are trained to perform all of the following:

- Recommend medication regimens to providers
- Review medication orders to ensure safety and efficacy: appropriate medication, dose, and formulation that is safe to use with other medications, disease states, and health status
- Dispense, prepare, and/or compound medications for patient use
- Educate patients, communities, and other health care professionals on medication use

- Manage medication inventory and/or formulary
- Triage patients for appropriate self-care via the use of over-the-counter (OTC) products
- Run point of care screening tests
- Administer immunizations and injectable medications
- Study the ideal use of medication therapies

Under Collaborative Drug Therapy Management (CDTM), some states allow pharmacists to start, stop, change, and monitor medications as well as order and interpret laboratory data when working within the context of a defined protocol with a licensed prescriber. Pharmacists with advanced training enter into collaborative practice agreements with one or more health care providers.

### Where Do Pharmacists Work?

Pharmacists practice in many different settings. While most pharmacists work in community pharmacies, pharmacists also practice in hospitals, ambulatory clinics, long-term care facilities, mail order companies, managed care organizations, the pharmaceutical industry, nuclear medicine, and government organizations.

### More Information

[American Pharmacists Association](#)

[American College of Clinical Pharmacy](#)

[Pharmacist-South Africa](#)

### Scope of Practice of a Pharmacist

The following services and/or acts are regarded to be acts especially pertaining to a pharmacist

a. The provision of pharmaceutical care by taking responsibility for the patient's medicine-related needs and being accountable for meeting these needs, which shall include but not be limited to the following functions:

- i. *evaluation of a patient's medicine-related needs by determining the indication, safety and effectiveness of the therapy;*
- ii. *dispensing of any medicine or scheduled substance on the prescription of a person authorised to prescribe medicine;*
- iii. *furnishing of information and advice to any person with regard to the use of medicine;*

*iv. determining patient compliance with the therapy and follow-up to ensure that the patient's medicine-related needs are being met; and the provision of pharmacist-initiated therapy;*

- *the compounding, manipulation, preparation or packaging of any medicine or scheduled substance or the supervision thereof;*
  - *the manufacturing of any medicine or scheduled substance or the supervision thereof;*
  - *the purchasing, acquiring, importing, keeping, possessing, using, releasing, storage, packaging, repackaging, supplying or selling of any medicine or scheduled substance or the supervision thereof; and*
  - *the application for the registration of a medicine in accordance with the Medicines Act.*
1. acts especially pertaining to the profession of a pharmacist as prescribed above;
  2. formulation of any medicine for the purposes of registration as a medicine;
  3. distribution of any medicine or scheduled substance;
  4. re-packaging of medicines
  5. initiation and conducting of pharmaceutical research and development; and
  6. promotion of public health

## Physical Therapist-USA

A physical therapist:

- Examines, evaluates, and tests persons with mechanical, physiological, and developmental impairments; functional limitations; and disabilities or other health and movement-related conditions in order to develop a diagnosis and a plan of therapeutic intervention
- Alleviates impairments, functional limitations, and disabilities by designing and implementing therapeutic interventions that may include therapeutic exercise; functional training in self-care and in-home, community, or work integration or reintegration; manual therapy; prescription, application, and training of patients in the use of assistive, adaptive, orthotic, prosthetic, and supportive devices and equipment; integumentary protection and repair techniques; debridement and wound care; physical agents or modalities; mechanical and electrical therapeutic modalities; and patient-related instruction
- Reduces the risk of injury, impairment, functional limitation, and disability
- Promotes and maintains physical fitness to enhance the bodily movement related to health and wellness of individuals through the use of physical therapy interventions

## Additional Resources

Physical Therapist

Physical Therapist (BLS)



## Physician Assistant-USA

### About the Profession

A physician assistant (PA) is a medical professional who is nationally certified and state licensed to practice medicine with the supervision of a physician. By design, physicians and PAs work together as a team; physician-PA practice can be described as delegated autonomy. Physicians delegate duties to PAs, and within this range of duties PAs use autonomous decision-making for patient care. This team model is an efficient way to provide high-quality medical care to a larger number of patients. In rural and other underserved areas, the PA may be the only health care provider onsite, collaborating with the physician through telecommunication.

### What Does a PA Do?

PAs obtain medical histories, perform physical examinations, diagnose and treat illnesses, order and interpret lab tests, perform procedures, assist in surgery, provide patient education and counseling, and make rounds in hospitals and nursing homes. All 50 states and the District of Columbia allow PAs to prescribe medications.

### Where Do PAs Work?

With a strong foundation in general medicine, PAs are able to adapt to changing health care needs. Because of this flexibility, PAs usually change specialties 2 to 3 times during their careers. Approximately one-third of PAs work in primary care (family medicine, general internal medicine, general pediatrics, and women's health), and two-thirds in medical or surgical specialties. Of PAs in specialty practice, 10% work in emergency room settings; 23.2% work in surgical subspecialties, such as cardiovascular surgery and orthopedic surgery; and 10% work in internal medicine subspecialties, such as cardiology, neurology, and endocrinology. The remainder of specialty PAs work in a variety of fields, from general surgery and occupational medicine, to dermatology and pain management. PAs work in all health care settings, including physician offices, clinics, hospitals, emergency rooms, student health centers, occupational medicine clinics, and urgent care clinics. They may make house calls and home health visits, and work in both state and federal prisons. PAs are found in significant numbers in medical education/academic health centers and government/public health care settings, with large numbers employed by the Veterans Administration (VA), public hospitals, and in each branch of the military, as well as the president's health care team.

### Additional Resources

[Physician Assistant—more Information](#)

[Physician Assistant \(BLS\)](#)

## Prison Officer-UK

As a prison officer you will be responsible for supervising and managing prisoners decently, lawfully, safely and securely, ensuring that the routines of the prison operate effectively. You are the individual who spend the most amount of time with the prisoners in your care and as such you are an important role model and a key figure in supporting them to desist from crime in the future.

Working closely with colleagues throughout the prison, you will keep the prison safe and secure for all by conducting searches on prisoners, staff and visitors and responding to and effectively managing the day-to-day challenges prisoners can present as 'first on the scene' and back up support.

While the role of a prison officer is not a desk job, keeping detailed records on centralised systems and completing timely reports are also an essential part of the role, and important in maintaining decency, safety and security.

You will need to follow national and local regulations and policies, and build and maintain strong professional relationships with your colleagues and the people in your care, while supporting prisoners to achieve their rehabilitation goals.

As a prison officer, you will be a key worker with responsibility for around 6 offenders. You will meet with the individuals on a regular basis to support their rehabilitation. This might involve encouraging participation in education, substance recovery programmes and maintaining links with family members.

There is no such thing as a typical day. Life can depend on the prison, its level of security and the prisoners. Most prisons work with a changing shift pattern of 39 hours a week. This can include some nights, weekends and public holidays (these days are added to your holiday allowance).

### Unlocked Graduates

Unlocked Graduates is a UK charity which exists to break cycles of reoffending, with particular focus on breaking the link between disadvantage and reoffending. Currently prison is not a place which successfully does this: the average prisoner has 16 previous convictions and 48 percent of prisoners reoffend within a year of release. This is the problem which Unlocked Graduates exists to fix.

Prison officers are the agent of change for many prisoners. Of all the staff in prisons, they spend the most time with prisoners, they set the prevailing culture in prison, and we know that the most effective prison officers have a hugely positive impact on prisoners. Unlocked Graduates develops outstanding individuals to lead rehabilitation, and in doing so raises the status of the prison officer and makes the frontline of prisons a place where cycles of reoffending can be broken. We have successfully recruited, trained and placed five cohorts of over 500 extremely high potential graduates into prisons across the country. We are listed in the Times Top 100 Graduate programmes in the UK and are currently recruiting our sixth cohort of officers.

For more information: <https://unlockedgrads.org.uk/>

For an insight into a day in the life of a prison officer: <https://unlockedgrads.org.uk/why/day-in-the-life/>

## Professional Counselor- USA

### About the Profession

Professional counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Counselors work with clients on strategies to overcome obstacles and personal challenges that they are facing. Counseling is a collaborative effort between the counselor and client.

### What Does a Professional Counselor Do?

Professional counselors help clients identify goals and potential solutions to problems which cause emotional turmoil; seek to improve communication and coping skills; strengthen self-esteem; and promote behavior change and optimal mental health. There are various types of counseling: individual counseling, couples counseling, family counseling, and group counseling. Counselors also use interprofessional collaboration to help clients accomplish goals.

### Where Do Professional Counselors Work?

Because there are many specialties in counseling (Addictions Counseling, Child / Adolescent Counseling, Gerontological Counseling, LGBTQ Counseling, Military Counseling, etc.), professional counselors work in a variety of settings. Examples of settings professional counselors are employed at include: schools (PK-12 and higher education); private, nonprofit, and government agencies; community mental health centers; crisis centers; industry settings; hospitals; integrated behavioral health settings; criminal justice/correctional settings; and private practice settings.

### Degree Requirements:

To work in the United States as a professional counselor a person must complete a 60 hour accredited master's program. After the completion of the master's degree, the person must then complete approximately 2 years of full time supervision experience under a licensed counselor and pass the national counseling licensure examination to earn their license.

To become a school counselor, the licensure requirement varies by state but everyone must complete a 60 hour master's degree.

### Recent Counseling Related Update:

The Council of Accreditation of Counseling and Related Programs Board joined accreditation colleagues from disciplines in the Health Professions Accreditors Collaborative (HPAC) and endorsed the document Guidance on Developing Quality Interprofessional Education for the Health Professions in 2018.

However, IPE/IPC is not officially a part of accreditation standards.

Sources:

1. <https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling>
2. Kottler, J.A., & Shepard, D.S. (2015). *Introduction to Counseling: Voices from the Field*. 8th edition. Cengage Learning.
3. <http://www.cacrep.org/wp-content/uploads/2019/05/CACREP-2018-Annual-Report.pdf>

Psychology -South Africa

## PSYCHOLOGY

The following acts shall be deemed to be acts especially pertaining to the profession of psychology-

- (a) the evaluation of behaviour or mental processes or personality adjustments or adjustments of individuals or of groups of persons, through the use or interpretation of any psychological test, questionnaire, instrument, apparatus, device or similar method for the determination of intellectual abilities, aptitude, interests, personality make-up or personality functioning, and the diagnosis or measurement of personality and emotional functions, neuropsychological disorders and mental functioning deficiencies according to a recognised scientific system for the classification of mental deficiencies;
- (b) the use of any psychological method or practice aimed at aiding persons or groups of persons in the adjustment of personality, emotional or behavioural problems or at the promotion of positive personality change, growth and development, and the identification and evaluation of personality dynamics and personality functioning according to scientific psychological methods;
- (c) the evaluation of emotional, behavioural and cognitive processes or adjustment of personality of individuals or groups of persons by the usage and interpretation of psychological questionnaires, tests, projections, or other techniques or any apparatus, whether of South African origin or imported, for the determination of intellectual abilities, aptitude, personality make-up, personality functioning psycho physiological functioning or psychopathology;
- (d) the exercising of control over prescribed psychological questionnaires or tests or prescribed techniques, apparatus or instruments for the determination of intellectual abilities, aptitude, personality make-up, personality functioning, psychophysiological functioning or psychopathology;

(e) the development of and control over the development of psychological questionnaires, tests, techniques, apparatus or instruments for the determination of intellectual abilities, aptitude, personality make-up, personality functioning, psychophysiological functioning or psychopathology;

(f) the use of any psychological questionnaire, test, prescribed techniques, instrument, apparatus, device or similar method for the determination of intellectual abilities, aptitude, personality make-up, personality functioning, temperament, psychophysiological functioning, psycho-pathology or personnel career selection, and for this purpose the board will publish a Board Notice listing the tests which are classified by the board for use by registered psychologists;

(g) the use of hypnotherapy;

(h) the use of any psychotherapeutic method, technique or procedure to rectify, relieve or change personality, emotional, behavioural or adjustment problems or mental deficiencies of individuals or groups of people; and

1. the use of any psychological method or psychological counselling to prevent personality, emotional, cognitive, behavioural and adjustment problems or mental illnesses of individuals or groups of people.

Protecting human rights of clients.

Respecting privacy and confidentiality of clients.

Upholding ethical standards during psychological sessions or treatment. Respecting the responsibility of the Psychologist to report unlawful activities. Respecting the culture, race, religion and gender of the client.

Improving client, family and community well-being

## Public Health Professional-USA

A public health (PH) professional's efforts are focused on improving population health and promoting prevention and well-being. Compared to the more individual intervention(s) clinicians are responsible for, the roles listed below are targeted for long-term prevention and health improvement or maintenance and a wider reach (often at the community level). However, clinicians with PH education will have additional roles pertaining to the area of expertise.

### 1. Advocate for the Patient and Healthy Communities

1. *Understand societal influences on health and create interventions.* Most professionals working in the social and behavioral health sciences area of PH focus their careers in contemporary issues that affect different communities. Some of these issues include obesity, diabetes, physical activity, and wellness.

2. *Promote healthy lifestyles.* PH professionals are committed to improving and promoting healthy behaviors among the population.
  3. *Policy.* PH professionals are responsible for fostering a wide range of policy-guided initiatives to develop health reforms. These reforms will have as a main purpose to create barriers and restrictions in order to allow benefits.
  4. *Patient navigator.* PH professionals, especially those in the nonprofit fields, provide assistance to these patients in navigating the health care systems. This may include medical, legal, financial, or administrative assistance.
2. Plan and Conduct Studies
    1. *Surveillance.* PH professionals are responsible for the systematic collection, analysis, and interpretation of health-related data. In this case, obtaining data from medical records similar to this case could assist in the planning, implementation, and evaluation of PH practices.
    2. *Scientific research.* Clinical PH researchers could use this data, which will allow for future clinical research in order to design better preventive measures or treatment.
  3. Communicate to the Public
    1. *Publications and education.* With data obtained from investigations or surveillance, PH professionals will have a role in communicating and disseminating the data collected in order to further educate the appropriate professionals and the community.

## Additional Resources

[What Is Public Health?](#)

[Who Is Public Health?](#)

[Epidemiologist \(BLS\)](#)

[Health Health Education Specialists : Occupational Outlook Handbook](#)[Educator \(BLS\)](#)

[Public Relations -Multiple Locations](#)

## Public Relations (PR) Officer job description

As a PR Officer, you should be an organized and cool-tempered professional who is able to handle a crisis. We expect you to have a creative mind and excellent communication skills. If you are also confident in your public speaking and project management abilities, we'd like to meet you.

## Frequently asked questions

[What does a Public Relations Officer do?](#)

A Public Relations Officer has a positive public opinion of an organization and increased brand knowledge as their first concern. They access and monitor their client's online presence to prepare the right message to convey. They can also coach clients on the importance of self-image and how to communicate with the media. A Public Relations Officer aims to positively handle and communicate information internally and externally.

### **What are the duties and responsibilities of a Public Relations Officer?**

A Public Relations Officer responds to requests for information from media outlets. They aim to maintain the positive image of an organization or client. To that end, they can write marketing materials like newsletters, social media posts, and press releases. Writing speeches can also be an important responsibility of a Public Relations Officer. In addition, they spearhead press conferences, exhibitions, and tours/visits and are usually the point of contact for external and internal communication.

### **What makes a good Public Relations Officer?**

A great Public Relations Officer has stellar communication skills. Whether written or vocal, they should efficiently convey information with clarity. They work closely with their client or organization to anticipate needs and tackle problems. They should also have key contacts in various media outlets to ensure a streamlined communication process.

### **Who does a Public Relations Officer work with?**

A Public Relations Officer works closely with others in the Communications field to develop effective marketing strategies to boost brand awareness and positively mold the public opinion of a client or company. A Public Relations Officer often reports to a Public Relations Director who monitors their performance and sets overall PR goal objectives.

## **RADIOLOGY -South Africa**

### **SCOPE OF THE PROFESSION OF RADIOGRAPHY**

Acts pertaining to the profession of radiography.

#### **1. DIAGNOSTIC**

(1) Imaging - the production and recording of images of anatomical regions and physiological functions by means of radiation media and other non-ionising modalities for diagnostic purposes.

The following diagnostic procedures are considered as falling in this category:



(a) X-rays - i.e. all diagnostic X-ray procedures performed at the request of a registered medical practitioner or dentist.

(b) Ultrasonic radiation - i.e. all ultrasonic imaging procedures performed at the request of a medical practitioner.

(c) Heat waves - i.e. all the thermographic imaging procedures performed at the request of a medical practitioner.

(d) Magnetic resonance imaging - performed at the request of a registered medical practitioner or dentist.

(2) Radiation protection - by which is understood the application of radiation protection measures to patients, staff and general public in accordance with rules and recommendations

laid down Health.

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by the International Committee for Radiological Protection and the Department of

Medicine control - by which is understood assistance to a radiologist or medical practitioner in the control and administration of contrast media or medicines as required for such diagnostic procedures.

Patient care - by which is understood all aspects of patient care associated with the practice of radiography.

Use of equipment - by which is understood the use and care of such equipment and accessories as may be required to carry out these diagnostic procedures.

Quality assurance - by which is understood assistance with the quality control of equipment, accessories and procedures associated with the practice of radiography.

Design of imaging departments and imaging installations - by which is understood assistance in the planning and design of imaging departments and installations.

## 2. THERAPEUTIC

1. Administration of treatment.

To administer treatment to patients accurately using ionizing radiation, according to the prescription of the radiotherapist.

(2) Care of patients.

(a) To assist the radiotherapist or medical practitioner in medical procedures associated with the practice of radiotherapy and to have at hand all such medicines and equipment as are prescribed by the radiotherapist or medical practitioner,

(b) To care for the patient during localisation, planning and therapeutic procedures; to note any adverse change in the patient's condition and to report this to the radiotherapist or medical practitioner immediately; to advise and instruct the patient regarding skin care, diet and general health, in accordance with the instructions of the radiotherapist or medical practitioner.

(3) Localisation of tumours and treatment planning.

To assist the radiotherapist in procedures for the localisation of tumours and surrounding tissues; to carry out planning of patient treatments under the direction of the radiotherapist.

1. Therapeuticradioactiveisotopes.

To assist in the storage, handling and administration of therapeutic radioactive isotopes (sealed and unsealed), under the direction of the radiotherapist.

(5) Radiation Protection.

To ensure that the relevant sections of the National Code of Practice governing the Medical Uses of Ionizing Radiation are observed.

(6) Equipment.

(a) To ensure to the best of his/her knowledge that equipment in his/her care is in good mechanical order and to report any suspected malfunction to the holder of the licence or his/her deputy.

(b) To put forward suggestions regarding modifications and additions to existing equipment, the purchase, design or construction of new equipment, and the design or construction of new equipment, and the design and lay-out of new or altered premises.

(7) Keeping patient records.

To keep accurate records of procedures and treatments for the purpose of medical, statistical and legal requirements.

(8) Other uses of ionizing radiation.

To utilise ionizing radiation for irradiating any material for clinical or research purposes, under the direction of the radiotherapist.

### (9) Quality Assurance.

To assist with quality control of accessories, techniques and procedures associated with the practice of radiotherapy, and to assist medical physicists in the quality control of equipment associated with the practice of radiotherapy.

## 3. NUCLEAR MEDICINE

1. Imaging - By which is understood the production and recording of images of anatomical regions physiological functions by means of radiation media for diagnostic purposes.

The following diagnostic procedures are considered to fall into this category:

(a) Gamma rays - i.e. all radionuclide imaging procedures performed at the request of a medical practitioner and carried out under the supervision of the holder of the authority or a local committee authorised by the Atomic Energy Board to use radionuclides in medical practice.

(b) Ultrasonic radiation - ie. diagnostic ultrasound procedures in so far as they are necessary to complement item (a) above.

(c) Infra-red radiation - ie. thermographic procedures insofar as they are necessary to complement item (a) above.

(2) Non-imaging procedures - By which is understood all in vitro and in vivo techniques which are used for the elucidation of physiological functions or biochemical processes by means of radionuclides and which are not included in category (1).

In this instance, radionuclides include both gamma and beta emitters.

(3) Radiation protection - By which is understood the application of radiation protection measures to patients, staff and the general public in accordance with the rules and recommendations laid down by the International Committee for Radiological Protection and the Department of Health.

(4) Medicine control - By which is understood assistance to medical practitioners in possession of a licence (authority) for the medical use of radionuclides in the control and administration of radionuclides, contrast media or medicines as required for the procedures of nuclear medicine.

(5) Patient care - By which is understood assistance to a medical practitioner in medical procedures associated with the practice of nuclear medicine.

(6) Use of equipment - By which is understood the use and care of such equipment and accessories as may be required to carry out these diagnostic procedures.

(7) Therapeutic radioactive nuclides - To assist in the storage, handling and administration of therapeutic nuclides (sealed and unsealed), under the direction of the radiotherapist.

(8) Other uses of ionising radiation - To utilise ionising radiation from the above sources for irradiating any material for clinical or research purposes under the direction of the holder of the authority or a local committee authorised by the Department of Health to use radionuclides in medical practice.

(9) Quality assurance - by which is understood assistance with quality control of accessories, techniques and procedures associated with the practice of nuclear medicine and assisting medical physicists in the quality control of equipment associated with the practice of nuclear medicine.

#### 4. ULTRASOUND

(1) Imaging - by which is understood all ultrasound procedures for the production and recording of images of anatomical regions and physiological functions by means of ultrasound for diagnostic purposes.

1. Patient care - by which is understood assistance in ultrasound procedures associated with the practice of ultrasound.

1. Medical control - by which is understood assistance to a medical practitioner in the control and administration of pharmacological solutions as required for ultrasound procedures.

(4) Use of equipment - by which is understood the use and care of such equipment and accessories as may be required to carry out ultrasound procedures.

1. Keeping of patients' records - by which is understood the keeping of accurate records or recorded data for the purpose of medical, statistical and legal requirements.

1. Quality assurance - by which is understood assistance with quality control of accessories, techniques and procedures associated with the practice of ultrasound.

#### Registered Nurse-USA

##### About the Profession

Registered nurses work in a variety of settings including hospitals, extended care facilities, schools, clinics, community centers, military facilities, or home care. RNs are responsible for monitoring and recording patient symptoms and health, administering medications, performing and analyzing diagnostic tests, and operating medical equipment. They communicate and discuss treatment options with patients and the health care team, and educate patients on the management of their injury or illness.

The bachelor of science in nursing (BSN) curriculum delivers thorough professional nursing instruction that culminates with candidates being eligible to sit for the NCLEX-RN. The core curriculum in any accredited bachelor's degree in nursing program includes the study of adult, maternal, newborn, and pediatric professional nursing. Mental health, gerontological, and community health nursing is also covered in most programs. The bachelor's degree in nursing is a gateway to further higher education in the form of a master of science in nursing (MSN) or a doctoral degree.

[Nursing.org](https://www.nursing.org)

### [What Does an RN Do?](#)

Standard skills sets include but are not limited to:

- Administering and monitoring medications
- Inserting, managing, and discontinuing intravenous catheters and intraurethral catheters
- Developing a plan of care for each patient
- Properly assessing and managing all patient populations with appropriate intervention
- Taking vital signs, recognizing and addressing abnormalities
- Admitting and discharging a patient safely and appropriately
- Keeping accurate documentation
- Ensuring safe patient transfers into and out of bed and chair
- Performing basic life support (BLS)
- Performing wound care
- Feeding, dressing, and performing hygiene
- Ensuring patient safety, commonly known as "do no harm," or nonmaleficence, which is the cardinal rule of nursing

[Registerednursing.org](https://www.registerednursing.org)

## [REGISTERED NURSE SOUTH AFRICA](#)

### [SCOPE OF PRACTICE OF A REGISTERED NURSE](#)

The scope of practice of a registered nurse shall entail the following acts or procedures, which may be performed by scientifically based physical, chemical, psychological, social, educational and technological means applicable to health care practice:

- (a) The diagnosing of a health need and the prescribing, provision and execution of a nursing regimen to meet the need of a patient or group of patients or, where necessary, by referral to a registered person;
- (b) the execution of a program of treatment or medication prescribed by a registered person for a patient;

- (c) the treatment and care of and the administration of medicine to a patient, including the monitoring of the patient's vital signs and of his reaction to disease conditions, trauma, stress, anxiety, medication and treatment;
- (d) the prevention of disease and promotion of health and family planning by teaching to and counseling with individuals and groups of persons;
- (e) the prescribing, promotion or maintenance of hygiene, physical comfort and reassurance of the patient;
- (f) the promotion of exercise, rest and sleep with a view to healing and rehabilitation of a patient;
- (g) the facilitation of body mechanics and the prevention of bodily deformities in a patient in the execution of the nursing regimen;
- (h) the supervision over and maintenance of a supply of oxygen to a patient;
- (i) the supervision over and maintenance of fluid, electrolyte and acid base balance of a patient;
- (j) the facilitation of the healing of wounds and fractures, the protection of the skin and the maintenance of sensory functions in a patient;
- (k) the facilitation of the maintenance of bodily regulatory mechanisms and functions in a patient;
- (l) the facilitation of the maintenance of nutrition of a patient;
- (m) the supervision over and maintenance of elimination by a patient;
- (n) the facilitation of communication by and with a patient in the execution of the nursing regimen;
- (o) the facilitation of the attainment of optimum health for the individual, the family, groups and the community in the execution of the nursing regimen;
- (p) the establishment and maintenance, in the execution of the nursing regimen, of an environment in which the physical and mental health of a patient is promoted;
- (q) preparation for and assistance with operative, diagnostic and therapeutic acts for the patient;
- (r) the coordination of the health care regimens provided for the patient by other categories of health personnel;
- (s) the provision of effective patient advocacy to enable the patient to obtain the health care he needs;
- (t) care of the dying patient and the care of a recently deceased patient within the execution of the nursing regimen.

## WHAT IS RESPIRATORY THERAPY?

**Respiratory Therapy is a specialized health care field where practitioners are trained in pulmonary medicine in order to work therapeutically with people suffering from pulmonary disease.**

## WHAT RTs DO



## **A day in the life of an RT might include—**

**Assessing patients for lung and breathing disorders and recommending treatment modalities.**

**Interviewing patients and doing chest physical exams to determine what kind of therapy is best for their condition.**

**Consulting with physicians to recommend a change in therapy, based on your evaluation of the patient.**

**Analyzing breath sounds, measuring vital signs, and drawing arterial blood to determine levels of oxygen and other gases.**

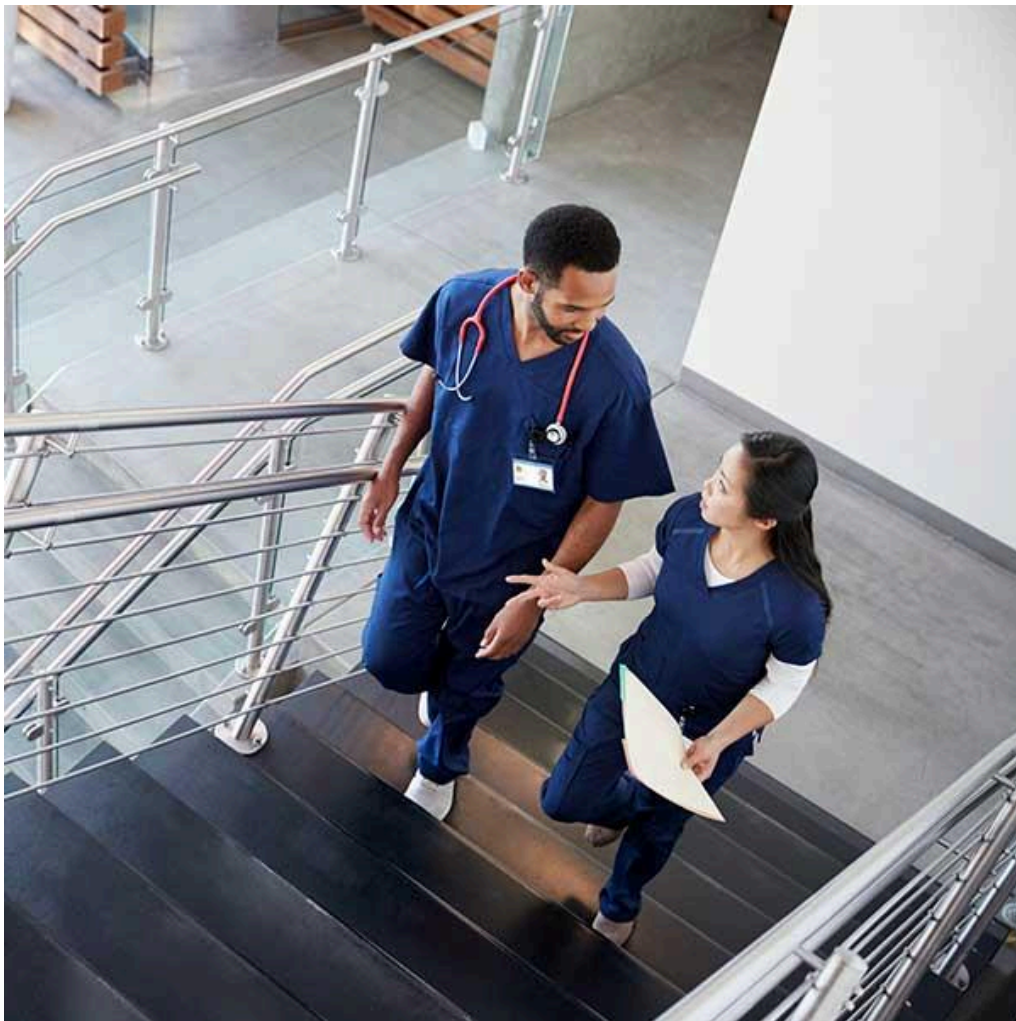


**Managing ventilators and artificial airway devices for patients who can't breathe normally on their own.**

**Responding to Code Blue or other urgent calls for care.**

**Educating patients and families about lung disease so they can maximize their recovery.**

## **WHERE RTs WORK**



## You'll find RTs—

**IN HOSPITALS** giving breathing treatments to people with asthma and other respiratory conditions.

**IN INTENSIVE CARE UNITS** managing ventilators that keep the critically ill patients alive.

**IN EMERGENCY ROOMS** delivering life-saving treatments.

**IN NEWBORN AND PEDIATRIC UNITS** helping children with conditions ranging from premature birth to cystic fibrosis.

**IN OPERATING ROOMS** working with anesthesiologists to monitor patients' breathing during surgery.

**IN PATIENT'S HOMES** providing regular check-ups and making sure people have what they need to stay out of the hospital.

**IN SLEEP LABORATORIES** helping to diagnose disorders like sleep apnea.

**IN SKILLED NURSING FACILITIES** and pulmonary rehabilitation programs helping older people breathe easier and get more out of life.

**IN DOCTOR'S OFFICES** conducting pulmonary function tests and providing patient education.

**IN ASTHMA EDUCATION PROGRAMS** helping children and adults alike learn how to cope with the condition.

**IN SMOKING CESSATION PROGRAMS** assisting those who want to kick the habit for good.

**IN AIR TRANSPORT AND AMBULANCE PROGRAMS** rushing to rescue people in need of immediate medical attention.

**IN CASE MANAGEMENT PROGRAMS** helping devise long-term care plans for patients.

Security Studies- Career Paths -USA

Intelligence Analyst:

*Defense Intelligence Agency (DIA):*

- **Intelligence Analyst (Military Capabilities)**  
Analyze a nation's ability to mobilize and sustain its armed forces, destroy strategic and tactical targets, employ denial and deception, and achieve specified wartime objectives.
- **Intelligence Analyst (Scientific and Technical)**  
Evaluate basic and applied sciences and technologies with warfare potential and assess the characteristics, capabilities and limitations of foreign weapons systems.
- **Intelligence Analyst (Economics)**  
Examine economic factors that affect a nation's ability to support its armed forces, conduct military operations and project power and influence.

*Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **Intelligence Operations Specialist (DOMEX Digital Forensic Analyst)**  
Conducts examinations of digital devices and analyzes the resulting data to support intelligence and law enforcement investigations and operations.
- **Intelligence Operations Specialist (Counterintelligence)**  
Gathers information and conducts activities to protect the homeland against espionage and other threats from foreign intelligence entities.
- **Analytic Methodologist**  
Develops and facilitates workshops and seminars on analytic tradecraft standards and best practices. Identifies opportunities for product conceptualization.
- **All-Source Analyst**  
Gathers information on a particular topic from a variety of sources and prepares concise reports and briefings for senior leaders and decision makers.
- **Intelligence Research Specialist (Cyber Threat Analyst)**  
Prepares and presents briefings on current and emerging cyber threats as determined through monitoring and evaluating a variety of information sources.

*National Geospatial-Intelligence Agency (NGA):*

- **GEOINT Analyst (Imagery Intelligence)**  
Tasks and exploits imagery to analyze military force structure, capabilities, intentions, vulnerabilities of adversaries and potential adversaries, weapons proliferation, emerging technologies and treaty monitoring.
- **GEOINT Analyst (Geospatial Analysis)**  
Utilizes geographic information science and technology, spatial thinking, remote sensing, GIS, intelligence issues, and social and physical sciences to create information, characterize events, and discover relationships and trends.
- **GEOINT Analyst (Photogrammetric Image Science)**  
Applies advanced techniques to measure precise dimensions or relative size of objects on imagery. Creates customized methodologies and products to address geospatial intelligence problems.

*National Reconnaissance Office (NRO):*

- **Intelligence Operations Specialist**

This position serves as an Intelligence Operations Specialist for matters concerning the development of policies and procedures for the provision of DoD support to NRO personnel, facilities, and operations. Tasks and exploits imagery to analyze military force structure, capabilities, intentions, vulnerabilities of adversaries and potential adversaries, weapons proliferation, emerging technologies and treaty monitoring.

*National Security Agency (NSA):*

- **Intelligence Analyst**

Develops creative solutions to answer analytic questions and solve difficult problems. Conducts research, develops query strategies, and analyzes foreign target intelligence to produce reports and recommendations.

- **Intelligence Analyst (Geographic/Regional Specialization)**

Uses geographic, regional and/or cultural expertise to produce analytic summaries and reports for key decision makers to safeguard personnel, information, facilities, systems operations and plans.

- **Cryptologic Cyber Planner**

Applies in-depth knowledge of the joint planning process to develop detailed cryptologic Functional Support Plans (FSPs), Cryptologic Support Plans (CSPs), and Concept of Operations (CONOPs) that support the Cyber Operation requirements of the DoD, the U.S. government and its allies.

*Office of the Director of National Intelligence (ODNI):*

- **All Source Analyst**

Plans, directs or evaluates research of a major geographical area or a functional program with worldwide implications. Areas of expertise can include counterintelligence, counterproliferation, counterterrorism, cultural expertise, cyber, languages, scientific and technical intelligence.

- **Political, All Source Analyst**

Plans, directs or evaluates research of a major geographical area or a functional program with worldwide implications. Areas of expertise can include counterintelligence, counterproliferation, counterterrorism, cultural expertise, cyber, languages, scientific and technical intelligence.

- **Science, Technology & Weapons; All Source Analyst**

Plans, directs or evaluates research of a major geographical area or a functional program with worldwide implications. Areas of expertise can include counterintelligence, counterproliferation, counterterrorism, cultural expertise, cyber, languages, scientific and technical intelligence.

**Intelligence Collection:**

*Defense Intelligence Agency (DIA):*

- **Intelligence Collection (Collections Requirements)**  
Performs research and substantive review of all-source interagency collection and exploitation requirements.
- **Intelligence Collection (Senior Collection Expert)**  
Serves as a central source of military intelligence, developing a highly-trained workforce to collect, analyze, evaluate, interpret, produce and disseminate sensitive military intelligence.
- **Intelligence Collection (Assessments)**  
Assists in determining topics for assessment and development of the production schedule.

*Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **Collection Requirements Manager**  
Works with all-source analysts to identify customer information needs and develops collection plans and requirements.
- **Intelligence Research Specialist (Open Source)**  
Manages systematic collection of publicly available information on a specific subject area to detect trends.

*National Geospatial-Intelligence Agency (NGA):*

- **GEOINT Analyst (Source Strategies)**  
Develops comprehensive multi-INT, multi-source strategies. Creates tasking and dissemination requirements; adjudicates requirements; analyzes and investigates collection performance; assesses and reports on end-to-end GEOINT system performance data.
- **GEOINT Analyst (Foundation Strategies)**  
Manages tasking, collection, dissemination, and reporting-related functions. Supports all mapping, charting and geodesy global programs and products.
- **GEOINT Analyst (Persistent Operations)**  
Specializes in the real-time execution of tasking, collection, processing, exploitation and dissemination of persistent GEOINT resources and data. Emphasis is placed on time-dominant assessment and reporting, sensor allocation and responsive collection capabilities of persistent GEOINT sensors.

*National Reconnaissance Office (NRO):*

- **Intelligence Specialist**  
This position provides space situational awareness and conducts defensive space control operations support for NRO mission ground stations and systems operators against foreign advisory threats.

*National Security Agency (NSA):*

- **Access Analyst**  
Collects, processes and analyzes communications signals from foreign entities using analog and digital collection and processing equipment. Performs signals and protocol analysis on collected information, as well as first-line network analysis.
- **Access Manager**  
Participates in the development, planning and coordination of the deployment of collection systems, including identifying appropriate collection access points, collection methods and/or plans necessary to exploit target networks.
- **Access System Architect**  
Collaborates across agency to upgrade capability to access emerging and critical foreign entities of interest, correct collection gaps and improve efficiency of intelligence collection approaches.

Foreign Language:

*Defense Intelligence Agency (DIA):*

- **Foreign Language (Translation)**  
Translates materials from a foreign language to English and vice versa. Evaluates translations obtained from other sources for technical accuracy, grammar, word usage and idiomatic use.
- **Foreign Language (Interpreter/Translator)**  
Serves as an interpreter/translator for assigned office during calls, briefings, coordination conferences and meetings with foreign government officials.
- **Foreign Language (Liaison)**  
Serves as a liaison between assigned office and foreign government officials, and acts as the primary interpreter. Recognizes and averts potential political sensitivities between the two parties.

*National Geospatial-Intelligence Agency (NGA):*

- **GEOINT Analysts (Scientific Linguistics)**  
Applies linguistics principles to problems encountered in the analysis and standardization of transliterated foreign geographic names. Collaborates with language experts to develop and implement consistent standardization policies. Researches country- and language-specific place-name issues and develops recommendations.

*National Security Agency (NSA):*

- **Language Analyst**  
Uses knowledge of foreign language and English to provide key decision makers with a complete and accurate picture of the context within which the decision is being made (i.e., provide an understanding of nuance, context, cultural overtones and dialect in which the communication occurred).

- **Foreign Language Advisor**  
Uses knowledge of foreign language and the agency's mission needs to provide guidance to decision makers and language analysts at all levels, including recommending training/development approaches, hiring and staffing priorities, and other assistive strategies that will help accomplish the mission.
- **Scientific Linguist**  
Applies linguistic knowledge (syntax, morphology, phonetics, phonology, semantics, discourse analysis, pragmatics, typology) and linguistic principles to address operational problems by designing, developing and/or evaluating tools used to enhance understanding of foreign languages or materials.

Computer Science:

*Defense Intelligence Agency (DIA):*

- **Computer Science (Conformance)**  
Applies the most appropriate information systems guidelines to ensure conformance with agency standards and provides information that is easy to understand to customers.
- **Computer Science (Design and Development)**  
Performs a range of tasks relative to the design and development of advanced, highly complex systems that support intelligence analyst requirements.
- **Computer Science (Systems Architecture)**  
Assists in the overall planning, development and implementation of DIA's systems architectures.

*Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **Computer Scientist**  
Provides expertise in application and infrastructure technology. Develops IT capabilities to support intelligence analysts and law enforcement personnel.
- **IT Project Manager**  
Manages projects and programs. Oversees intelligence IT investments and ensures that information is coordinated and analyzed properly.

*National Geospatial-Intelligence Agency (NGA):*

- **Web Engineer**  
Translates NGA products, information and data into Web content for dissemination. Designs and develops software and services to tie applications together into workable systems; builds/maintains databases and information stores.
- **IT Operations Specialist**  
Ensures delivery of recorded cable messages within established parameters and applicable security requirements. Performs all message system operations, responds to message switch system alarms and alerts, and resolves message flow problems.



- **IT Specialist (Applications Software)**

Analyzes customer and system requirements; evaluates alternative approaches; designs and develops solutions; and leads the testing and integration of new and modified solutions.

*National Reconnaissance Office (NRO):*

- **Information Technology Specialist**

This position is responsible for a wide range of IT management activities that typically extend and apply to an entire organization or major components of an organization. This includes strategic planning, capital planning and investment control, workforce planning, policy and standards development, resource management, knowledge management, architecture and infrastructure planning and management, auditing, and information security management.

*National Security Agency (NSA):*

- **Computer Scientist**

Uses advanced technologies in computer science and related fields to accomplish ongoing NSA initiatives and programs, including developing technology, tools and testing approaches. Researches solutions and solves technical problems of national consequence.

- **Network Vulnerability Analyst**

Identifies vulnerabilities of and potential attacks to the design and operation of network systems by relating vulnerabilities and attacks to effects on operations and missions supported by those systems. Based on this knowledge, develops effective countermeasures to potential threats.

- **Software Engineer**

Analyzes, designs, verifies, validates, implements, applies and maintains software systems. Appropriately applies discrete mathematics, probability and statistics, and other relevant topics in computer science and supporting disciplines to complex software systems.

*Office of the Director of National Intelligence (ODNI):*

- **IT Engineer**

Performs professional engineering and scientific work involving the design, construction and operation of computer systems, including hardware and software and their integration.

- **IT Project Manager:**

Plans, manages and coordinates complex information technology projects or programs; ensures alignment with strategic or corporate objectives; develops the definition and review of customer and stakeholder requirements.

- **Information Systems Security Manager**

Ensures the confidentiality, integrity and availability of systems, networks and data through planning, analysis, development, implementation, maintenance and enhancement of information systems security programs, policies, procedures and tools.



Cyber:

*Defense Intelligence Agency (DIA):*

- **Chief, Office For Cyber Threat Analysis**  
Develops and maintains all target systems involving collateral physical vulnerability research and bomb damage assessments.

*Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **Information Technology Specialist (Information Security Operations)**  
Manages security for information systems and telecommunications equipment used to protect sensitive and classified information exchanged over I&A networks.
- **Information Technology Specialist (IT Security Compliance)**  
Generates, gathers and tracks security metrics and communicates results. Assists in security audits and inspects security logs to uncover possible violations.

*National Geospatial-Intelligence Agency (NGA):*

- **Information Assurance (IA) Engineer**  
Captures information security requirements and ensures that the requirements are integrated into IT component products and systems. Develops system concepts, contributes to the capability phase of the systems development life cycle, etc.
- **Information Systems Security Specialist**  
Ensures that information systems security policies are implemented and maintained. Performs investigative triage and forensics; conducts investigations of unauthorized devices, equipment and security incidents; provides investigative support to federal law enforcement entities.
- **Technical Counterintelligence Officer**  
Plans, organizes and directs Technical Surveillance Countermeasure operations. Uses best practices to detect and/or prevent technical penetration of specified areas. Mitigates foreign intelligence and terrorist threats affecting NGA personnel, technologies, infrastructure and capabilities.

*National Reconnaissance Office (NRO):*

- **Information Security Specialist**  
This position ensures the confidentiality, integrity, and availability of systems, networks, and data through the planning, analysis, development, implementation, maintenance, and enhancement of information systems security programs, policies, procedures, and tools.

*National Security Agency (NSA):*

- **Computer Network Defense Analyst**  
Uses information collected from a variety of computer network defense resources (including

intrusion detection system alerts, firewall and network traffic logs, and host system logs) to identify, analyze and report events that occur or might occur within the technical environment.

- **Computer Network Operator**

Provides time-sensitive mission support by maintaining situational awareness of potential cyber threats. Leverages technical methods to manage, monitor and execute large-scale operations in response to national security requirements.

- **Capabilities Development Specialist**

Conducts comprehensive technology research to evaluate potential vulnerabilities in cyberspace systems. Detects, identifies and describes specific vulnerabilities in a system, network, component or process. Conducts software and systems engineering and software systems development in order to meet required capabilities.

*Office of the Director of National Intelligence (ODNI):*

- **All Source Analyst**

Plans, directs or evaluates research of a major geographical area or a functional program with worldwide implications. Areas of expertise can include counterintelligence, counterproliferation, counterterrorism, cultural expertise, cyber, languages, scientific and technical intelligence.

**Engineering and Physical Sciences:**

*Defense Intelligence Agency (DIA):*

- **Engineering**

Creates, develops and reviews engineering plans. Reviews program policies, procedures, designs, funding, reports and contracts. Plans, determines and develops nature and scope of project requirements, including design feasibility.

- **Physical Sciences (Sciences & Technology Programs)**

Carries out a variety of tasks using established guidance associated with identifying intelligence collection concepts.

- **Physical Sciences (Command & Control)**

Evaluates all-source data and produces related scientific and technical intelligence assessments on current and projected foreign command, control, communications, computers, intelligence, surveillance and reconnaissance capabilities.

*National Geospatial-Intelligence Agency (NGA):*

- **GEOINT Analyst (Bathymetry)**

Receives, analyzes and deconflicts U.S. and foreign bathymetric data. Populates and maintains data and metadata in the bathymetry database, ensuring the accuracy of metadata pertaining to collection source platforms and depth recording devices.

- **GEOINT Analyst (Geodetic Survey)**

Solves 3-D geodetic and astronomic positional problems; determines geodetic and astronomic azimuths; and measures fluctuations and accelerations in the Earth's magnetic and gravity fields.

Serves as NGA's primary ground-based data collector, and uses geodetic and geophysical survey equipment to support data acquisition.

- **GEOINT Analyst (Cartography)**

Acquires, analyzes, compiles, evaluates and reviews geospatial data; ensures the quality, accuracy and currency of geospatial information.

*National Reconnaissance Office (NRO):*

- **General Engineer**

This position provides expert technical and professional advice on engineering issues affecting the NRO. The work involves originating new and improved applications and strategies for engineering or architecture projects.

- **Technical Analyst**

This position provides technical and professional advice on engineering, physical sciences or mathematical statistical issues affecting the NRO. Technical Analysts are responsible for developing, delivering, and sustaining overhead reconnaissance systems, including spacecraft hardware, ground and communication components, and mission software applications.

*National Security Agency (NSA):*

- **Environmental Engineer**

Uses knowledge of the principles, methods and techniques of facilities and systems engineering for controlling pollution and protecting the quality of resources and the environment. Requires an understanding of and utilization of pertinent aspects of chemistry, biological sciences and public health sciences.

- **Hardware/Software Design Engineer**

Designs, develops, constructs and tests electronic hardware and software processing components that are typically subsystems of communications, collection, processing or analysis systems.

- **Physicist**

Conducts research into phases of phenomena, develops theories and laws on the basis of observations and experiments, and devises methods to apply theories and laws to solve technical problems, analyze proposals for feasibility, and guide technical development.

*Office of the Director of National Intelligence (ODNI):*

- **Systems Engineer**

Views all current systems in a hierarchical manner within and across the Intelligence Community; ability to visualize and communicate the interrelationships of current and planned systems and communicate the impact of decisions on those systems.

- **Science and Technology Officer:**

Supports the identification and synthesis of future technology trends to guide Intelligence

Community science and technology investments. Leads the collection and evaluation of new innovative technology concepts to enhance operations and mitigate mission gaps across the IC.

- **Cartographer**

Designs and produces complex mapping products for intelligence publications.

#### Mathematical Sciences:

##### *Defense Intelligence Agency (DIA):*

- **Lead Statistician**

Performs on a team as lead statistician; develops research projects, plans and schedules; gathers and analyzes data; reviews the team's work; documents findings and conclusions; and identifies issues for further research.

- **Statistician**

Develops and prepares a variety of reports in final form, using statistical data to derive required information.

- **Intelligence Officer**

Determines the most appropriate study approach and advises management on analysis techniques.

##### *Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **Data Scientist**

Supports big data efforts for the Analytic Innovation Cell, which is focused on data discovery, rapid development and analytic integration for a wide range of missions.

##### *National Geospatial-Intelligence Agency (NGA):*

- **GEOINT Analyst (Analytic Methodologist)**

Applies mathematical techniques for spatio-temporal analysis. Educates management and analysts in quantitative methods as they apply to GEOINT analysis.

- **GEOINT Analyst (Data Science)**

Identifies, collects, processes and analyzes large volumes of data to build and enhance GEOINT processes and systems. Conducts data mining and retrieval, and applies statistical and mathematical analyses to identify trends, solve analytical problems and gather intelligence.

##### *National Reconnaissance Office (NRO):*

- **Operations Research Analyst**

This position involves analyzing management problems and providing advice and insight about the probable effects of alternate solutions to these problems. Operation Research Analysts provide decision makers with sound, scientific, and quantitative information as a basis for making decisions.

*National Security Agency (NSA):*

- **Applied Research Mathematician**  
Applies and develops mathematical or computational methods and lines of reasoning for mission-related problems. Creates computer algorithms, data models and protocols to address critical mission needs.
- **Cryptanalytic Diagnostician**  
Uses knowledge of cryptanalytic techniques and encryption methods to analyze and decrypt signals and/or cryptologic data. Uses this knowledge to develop tools and techniques to facilitate the collection and analysis of signals.
- **Data Scientist**  
Uses knowledge of data, data systems and analytic techniques and tools to make sense of large volumes of information and data. Uses large scale analytics to provide key decision makers with analytic results that provide important context related to mission critical decisions.

*Office of the Director of National Intelligence (ODNI):*

- **Data Scientist**  
Develops or utilizes highly complex programmatic and quantitative methods to find patterns and relationships in large data sets; leads the most complex mathematical, statistical and geospatial modeling to address novel business operations or intelligence questions.
- **Management Analyst**  
Reviews high volumes of written material and applies analytic, diagnostic and qualitative techniques to evaluate the impact of proposed budget actions on Intelligence Community programs. Leads the development of responses to proposed budget adjustments.
- **Analytic Methodologist**  
Develops analytical methods and tools to plan, organize and implement strategic initiatives in support program requirements, operational plans, goals and objectives.

**Business, Accounting and Budget:**

*Defense Intelligence Agency (DIA):*

- **Financial Manager**  
Leads the planning, preparation, justification, administration, analysis, forecasting and monitoring of budget/financial information to ensure cost-effective support of IC organizations; oversees budget/financial data analysis; and assesses financial conditions.
- **Accounting Technician**  
Develops and prepares a variety of reports in final form, using statistical data to derive required information.
- **Budget Technician Analyst**  
Anticipates and/or identifies financial issues and their program implication, and recommends adjustments or corrective actions based upon each particular acquisition phase and learned best practices.

*Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **Acquisitions Specialist**  
Contracts for goods and services, reviews bills and approves them for payment. Prepares requests for proposal.
- **Budget Analyst**  
Monitors expenditures, develops segments of the annual budget request to Congress and performs cost-benefit analyses to ensure funds are used appropriately.
- **Travel Specialist**  
Assists employees in using the travel management system, reviews vouchers for accuracy and compliance with federal travel regulations, and submits for payment.

*National Geospatial-Intelligence Agency (NGA):*

- **Budget Analyst**  
Formulates, analyzes, presents, defends, communicates and executes NGA's financial program. Provides financial analysis, guidance and advice to customers.
- **Accountant**  
Performs accounting and financial processes and transactions related to recording and reporting NGA's financial activity. Reviews financial and accounting results to ensure quality, accuracy and compliance with appropriate legal, regulatory and procedural requirements.
- **Finance Analyst**  
Researches financial issues. Provides regulatory and procedural guidance to customers. Processes financial transactions; prepares vouchers to authorize payment; issues checks or electronic payments; certifies availability and accountability of funds.

*National Reconnaissance Office (NRO):*

- **Budget Analyst**  
This position is responsible for the performance of budget formulation, analysis, and execution of program funds and to manage and maintain surveillance of the financial system.
- **Program Management**  
This position is responsible for providing oversight of the provision of one or more programs and/or services to the public, to include the coordinated application of general and specialized knowledge, skills, expertise, and practices necessary for the effective implementation of one or more programs and the accomplishment of the agency mission, goals, and objectives.
- **Acquisition Program Manager**  
This position is responsible for managing cost, schedule and performance of major contracts to develop, deliver, and sustain overhead reconnaissance systems, including spacecraft hardware, ground and communication components, and mission software applications.
- **Contracts Property Manager**  
This position serves as an Industrial Property Management Specialist to assigned areas of responsibility for various program offices. In this capacity, provides oversight of contractors'

property and disposal systems, assists Contracting Officers and program personnel, and assesses contractors' abilities to manage and legally dispose of contract property in accordance with the terms and conditions of the contract(s).

*National Security Agency (NSA):*

- **Accountant**  
Uses accounting systems and techniques to help decision makers manage cost and measure performance. Records and analyzes complex non-routine transactions; monitors financial systems operations for legal compliance and internal control purposes; prepares reports on financial status and operations for external oversight authorities.
- **Business Intelligence Technologist**  
Performs data set identification, data cleansing and data analysis to advance data-based decision making. Develops qualitative and quantitative methods for characterizing datasets. Designs analytic tables, reports and dashboards using BI tools and platforms.
- **Contracting Specialist**  
Contracts for goods and services, conducts negotiations, reviews purchase requests and clarifies all facets of a proposed acquisition to ensure accuracy and completeness. Prepares requests for proposals and awards documentation and administers the contracts until performance is completed.

*Office of the Director of National Intelligence (ODNI):*

- **Financial Manager**  
Performs or supervises work in any of the professional or technical areas of financial management when such work requires knowledge and application of federal budgetary and financial management theories, concepts, principles and standards.
- **Cost Analyst**  
Performs life cycle cost estimates to inform strategic budget decisions, identify budget funding requirements and develop long-term budget projections. Approaches include analysis of alternatives, economic analysis, cost as an independent variable analysis, and business case analysis.
- **Management Analyst**  
Reviews high volumes of written material and applies analytic, diagnostic and qualitative techniques to evaluate the impact of proposed budget actions on Intelligence Community programs. Leads the development of responses to proposed budget adjustments.

**Inspection, Investigation, and Compliance:**

*Defense Intelligence Agency (DIA):*

- **Quality Assurance Specialist**  
Ensures that the quality and reliability of products or services produced are acceptable.

Identifies potential problem areas, inherent defects in products and defects in the technical data provided by contractors.

- **Investigator**

Conducts criminal or counterintelligence investigations.

- **Insider Threat Detection Analyst**

Assists senior-level analyst with collecting, reviewing, interpreting, correlating and analyzing employee-related data to identify behavior potentially indicative of an insider threat.

*National Geospatial-Intelligence Agency (NGA):*

- **Administrative Investigator**

Conducts investigations and inquiries and prepares reports. Functions as the liaison with the Defense Criminal Investigative Service and other federal investigative agencies. Conducts fraud awareness and prevention briefings.

- **Inspector**

Performs inspections, evaluations and reviews of agency policy, programs and operations. Inspectors gather and analyze information, identify areas for improvement, draft findings and recommendations and prepare reports.

- **Financial Auditor**

Provides independent assessments of, and reasonable assurance about, whether an entity's reported financial conditions, results, and use of resources are presented fairly in accordance with recognized criteria. Gathers and analyzes information, drafts findings and recommendations, and prepares reports in accordance with NGA OIG written guidance and GAO auditing standards.

*National Reconnaissance Office (NRO):*

- **Investigator (Counterintelligence)**

This position performs a full range of investigative actions, assists in policy development, and/or analytical functions. The duties include employing investigative/interviewing skills and technical knowledge of program related activities, by interpreting counterintelligence concerns and applications to identify critical operational information.

*National Security Agency (NSA):*

- **Auditor**

Conducts independent audits and reviews of agency programs and operations in accordance with government auditing standards, designed to ensure compliance with applicable laws, regulations and standards, and to improve efficiency and effectiveness. This includes audits of program performance, financial statements, information technology and cybersecurity areas.

- **Compliance Officer**

Develops and implements comprehensive mission compliance solutions to keep the



government's activities consistent with the laws, policies and procedures designed to protect privacy during mission operations.

- **Inspector General (IG) Investigator**

Plans, conducts and reports on investigations into alleged fraud, waste, abuse and mismanagement. Researches applicable legal authorities, collects relevant official documents and other physical evidence, interviews witnesses and produces reports summarizing investigation findings and conclusions.

*Office of the Director of National Intelligence (ODNI):*

- **Auditor**

Conducts the systematic examination and appraisal of financial records, reports, management controls, policies and practices affecting or reflecting the financial condition and operating results of the organization.

- **Inspector**

Conducts comprehensive, multi-disciplinary evaluations and reviews of systemic issues within ODNI, national mission centers and the Intelligence Community to evaluate efficiency and effectiveness, identify vulnerabilities, and prevent and detect fraud, waste and abuse.

- **Investigator**

Conducts inquiries across the Intelligence Community into possible violations of laws, rules and regulations, mismanagement, gross waste of funds, abuse of authority, or danger to public health and safety.

**Law and Legal:**

*Defense Intelligence Agency (DIA):*

- **Law Clerk**

Performs research involving legal questions or factual situations where well-established or easily determinable facts and clearly applicable precedents are involved.

- **Paralegal Specialist**

Analyzes and evaluates the legal impact of legislative developments and administrative and judicial decisions, opinions and determinations. Conducts research for the preparation of legal opinions on matters of interest.

- **Legal Technician**

Develops products that may include graphs, tables, spreadsheets and text. Applies good research and communication skills to clearly convey data and concepts.

*Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **FOIA Assistant**

Researches and analyzes information to respond to requests under the Freedom of Information Act. Develops status reports to support reporting requirements.

- **Intelligence Oversight Officer**  
Oversees intelligence activities conducted under I&A's legal authorities, ensures compliance with I&A's Intelligence Oversight Guidelines and provides mandatory training on guidelines to all I&A personnel.
- **Legislative Affairs Liaison**  
Provides formal and informational communications via testimony at hearings, field visits, briefings, reports and other correspondence.

*National Geospatial-Intelligence Agency (NGA):*

- **Attorney**  
Ascertains facts, analyzes issues, applies legal authorities, renders opinions, and advocates agency positions. Attorneys work cooperatively within NGA and the Intelligence Community. Attorneys perform legal research and writing, counsel clients and represent NGA.
- **Paralegal Specialist**  
Subject to the oversight of an attorney, these specialists perform legal research and writing, counsel clients and support litigation. They manage the day-to-day operations of NGA programs and the Office of the General Counsel.
- **Law Clerk**  
Ascertains facts, analyzes issues, performs legal research, and prepares legal opinions with attorney oversight.

*National Reconnaissance Office (NRO):*

- **Attorney**  
This position serves as an Attorney-Advisor providing legal advice and representation to ensure the National Reconnaissance Office accomplishes its mission in compliance with applicable laws.
- **Contract Specialist**  
This position serves as a technical contract specialist responsible for pre-award and post-award functions involving complex, highly specialized intelligence related procurement activities.

*National Security Agency (NSA):*

- **Attorney**  
Protects government interests by advising government clients, advocating on behalf of government clients and educating government clients concerning legal and regulatory authorities, requirements, entitlements, obligations and oversight requirements.
- **Equal Employment Opportunity (EEO) Investigator**  
Plans, conducts and reports on independent reviews of the government's compliance with EEO rules and regulations. Gathers data pertinent to formal allegations of discrimination, conducts statistical analyses, interviews key witnesses and writes reports of investigations.
- **Paralegal**  
Applies legal knowledge and expertise in the analysis of the legal impact of legislative

developments, administrative/judicial decisions and opinions/rulings on relevant programs. Conducts legal research, prepares for and attends hearings, interviews witnesses, manages evidence and drafts legal documents.

*Office of the Director of National Intelligence (ODNI):*

- **Attorney**  
Facilitates ODNI mission by providing legal and policy guidance. Liaises with legal officers across the Intelligence Community to coordinate the development of legal mechanisms to facilitate the implementation of DNI policies and compliance with applicable law.
- **Paralegal**  
Performs research and analysis on subjects affecting ODNI's responsibilities under the National Security Act, presidential directives, executive orders, and other related laws and policies; analyzes statutes, regulations and other information.
- **Auditor**  
Conducts the systematic examination and appraisal of financial records, reports, management controls, policies and practices affecting or reflecting the financial condition and operating results of the organization.

**Medical and Occupational Health:**

*Defense Intelligence Agency (DIA):*

- **Safety & Occupational Health Manager**  
Monitors the health and environmental implementation of the occupational safety, health and environment (OSHE) regulations at DIA worksites.
- **Safety & Occupational Health Specialist (Compliance)**  
Conducts periodic safety, occupational health and/or environmental surveys and inspections at field sites, installations, construction projects and other sites to determine compliance with occupational safety and environmental standards.
- **Safety and Occupational Health Specialist (Recommendations)**  
Documents findings and makes recommendations in reports for safety managers.

*National Geospatial-Intelligence Agency (NGA):*

- **Clinical Psychologist**  
Provides behavioral science and health-related services. Conducts evaluations to assess the psychological suitability of applicants/employees to carry out targeted assignments; supports counterintelligence and insider threat initiatives.
- **Medical Advisor**  
Serves as primary point of contact employee health and occupational medicine. Develops medical policy and protocol; evaluates and responds to health needs; manages issues related to medical personnel; and coordinates medical services across NGA's operational locations.

- **Occupational Health and Safety Officer**

Promotes a healthy and safe workplace by ensuring that the NGA meets legal and regulatory requirements, and implements best practices. Oversees implementation of NGA's Safety and Occupational Health (SOH) program through field visits, program reviews, data analysis and measurement.

*National Reconnaissance Office (NRO):*

- **Psychologist/Clinical Therapist**

This position involves the application of psychological principles, theories, methods, and techniques to the solution of problems. Performs professional assessment, diagnosis, and treatment by applying psychological principles, theories, methods and techniques in the resolution of client problems.

*National Security Agency (NSA):*

- **Industrial Hygienist**

Identifies and analyzes environmental conditions or stresses affecting the health, morale and productivity of employees to eliminate or control occupational hazards in accordance with federal and Department of Defense (DoD) regulations and consensus guidelines.

- **Clinical Psychologist**

Applies professional psychological knowledge and skills to conduct mission-related risk assessments, consultations and training. Provides consultation on security clearances and other adjudicative decisions. Selects individuals suitable for sensitive or high-risk assignments, and screens personnel for pre- and post-assignment processing.

- **Physician**

Provides clinical, consultative and administrative services in the areas of occupational health, case management, travel health, primary diagnosis and treatment. Provides medical support for health promotion and wellness, to maintain the value, integrity, quality and availability of medical services.

*Office of the Director of National Intelligence (ODNI):*

- **Psychiatric, All Source Analyst**

Plans, directs or evaluates research of a major geographical area or a functional program with worldwide implications. Areas of expertise can include counterintelligence, counterproliferation, counterterrorism, cultural expertise, cyber, languages, scientific and technical intelligence.

- **Psychological, All Source Analyst**

Plans, directs or evaluates research of a major geographical area or a functional program with worldwide implications. Areas of expertise can include counterintelligence, counterproliferation, counterterrorism, cultural expertise, cyber, languages, scientific and technical intelligence.

**Security Specialist:**

*Defense Intelligence Agency (DIA):*

- **Personnel Security Specialist**  
Conducts security interviews and investigations, including those that involve unauthorized disclosures of classified information. Prepares and coordinates damage assessments and security policies and regulations.
- **Police Officer**  
Conducts and/or reviews security investigations. Provides law enforcement expertise to various facets of security violations, unauthorized disclosures of classified information and related matters. Prepares investigative and security policies and regulations.
- **Criminal Investigator**  
Analyzes investigative findings and prepares timely, concise and accurate investigative reports and investigative correspondence for management.

*Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **Information Security Specialist**  
Ensures I&A employees adhere to procedures for the secure storage, custody and control of classified, unclassified and sensitive information.
- **Security Specialist**  
Identifies and resolves security problems and potential breaches by defining access privileges and control structures, and reporting violations.

*National Geospatial-Intelligence Agency (NGA):*

- **Police Officer**  
Maintains law and order, and investigates accidents, criminal activity and misconduct. Provides emergency response and protective measures. Conducts patrols, searches, interviews and briefings; prevents and detects violations; and prepares reports.
- **Physical Security Specialist**  
Provides physical protection of worldwide NGA assets (e.g., people, information, facilities and equipment). Ensures the construction and implementation of secure environments that protect classified information, and develops policies to support protective measures.
- **Police Officer (K9)**  
Provides explosive detection for government personnel and property, and ensures the 24-hour care and training of his/her canine. Maintains law and order, investigates accidents, criminal activity and misconduct. Provides emergency response and conducts patrols, searches, interviews and briefings.

*National Reconnaissance Office (NRO):*

- **Program Security Officer**  
This position provides general security support in a classified environment for a multi-disciplined

and complex organization. Ensure the compliance with the DoD and IC security policies, directives, procedures and established guidelines.

- **Security Specialist (Polygraph)**

This position functions as an information asset to the Personnel Security Division supporting its overarching goal for the adjudication of SCI access to the NROs highly sensitive operating environment.

*National Security Agency (NSA):*

- **NSA Police Officer**

Provides armed and uniformed security, force protection and law enforcement functions in support of the agency's mission, assets, personnel and facilities.

- **Polygraph Examiner**

Helps ensure that only trustworthy individuals receive access to classified information by using structured polygraph examinations (including interviews and interrogations) to obtain information from affiliates that will assist in making adjudicative decisions.

- **Security Analyst**

Helps protect agency personnel, facilities and missions by collecting, analyzing, synthesizing and collating data associated with counterintelligence, counterespionage and counterterrorism as it affects agency equities worldwide.

*Office of the Director of National Intelligence (ODNI):*

- **Area Security Officer**

Develops, installs and manages a security program for a governmental organization, organizational segment, installation, or other unit, subject at the local level only to administrative supervision and control.

- **Physical Security Officer**

Plans, manages and constructs domestic and foreign facilities to ensure adherence to security plans and requirements, including technical, physical, procedural and transit security elements.

- **Facilities Program Manager**

Oversees the specific requirements for money, manpower, material, facilities and services needed to lead the program, and correlates those requirements with program plans to assure that the needed support is provided at the right time and place.

Human Resources:

*Defense Intelligence Agency (DIA):*

- **Human Resources Manager**

Uses automated data processing capabilities and personnel databases to manage HR services. Applies effective verbal and written communication techniques to communicate with managers, supervisors and employees, and prepares written reports.

- **Human Resources Specialist (Generalist)**  
Applies good judgment to assist with various HR functions in conjunction with a more senior specialist. Weigh the impact of variables and other issues in resolving human resources questions or issues.
- **Human Resources Specialist (Policy)**  
Provides advice, guidance and assistance on human resources regulations, policies and laws.

*Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **Outreach and Recruitment Program Manager**  
Develops and manages a strategic recruitment program to attract a diverse and skilled workforce.
- **Employee Engagement Program Manager**  
Coordinates new hire onboarding and orientation, conducts exit interviews and administers employee surveys. Identifies and implements best practices and strategies to enhance employee engagement to increase retention.
- **Joint Duty Program Manager**  
Manages I&A's intra-departmental and inter-agency rotational assignments which provide personnel with professional and developmental opportunities.

*National Geospatial-Intelligence Agency (NGA):*

- **HR Specialist**  
Applies a range of concepts, laws, regulations, policies and practices to provide HR services. Gathers and analyzes data to examine issues, concerns or inquiries, and develops and recommends solutions.
- **Workforce Analyst**  
Interprets human capital data and trends to ensure a mission-ready workforce. Analyzes secondary data, develops and maintains a balanced manpower plan, and forecasts changing human capital requirements based on the evolving mission.
- **EEO/Diversity Management Specialist**  
Plans and leads EEO and diversity programs, teams and activities. Provides guidance on EEO and diversity issues, including identifying barriers to hiring and retaining a diverse workforce, and leads efforts to eliminate or mitigate identified barriers.

*National Reconnaissance Office (NRO):*

- **Human Resources Specialist**  
This position manages, implements, and functions as a human resource expert for the Defense Civilian Intelligence Personnel System (DCIPS). They utilize analytical ability with practical theoretical knowledge of the various human resource management processes, theories and techniques, and knowledge of the overall DCIPS goals and objectives.

*National Security Agency (NSA):*

- **Human Resources Professional**  
Provides HR services to a global workforce. These may include recruiting; interpreting and applying HR policies; advising the agency workforce on HR-related topics and programs; addressing performance and conduct issues; processing HR-related actions; compiling and analyzing workforce data; and communicating HR information to the workforce.
- **Benefits Specialist**  
Provides retirement and insurance services to personnel, including developing and publishing benefits policy and working aids; verifying employee retirement and insurance eligibility and coverage; counseling the workforce, assisting employees in resolving discrepancies; and providing administrative services for the benefits system.
- **Human Resources Program Manager**  
Provides HR-related program management (e.g., student employment, training administration, training development, assessment, awards, promotion, incentive pay, field orientation) to include negotiating and executing funding; establishing and tracking program schedules; retrieving, compiling and analyzing program data; evaluating program deliverables; and recommending possible options to address program shortcomings or gaps.

*Office of the Director of National Intelligence (ODNI):*

- **HR Officer**  
Identifies flexible and creative solutions to requirements levied by customers. Implements strategic and operational programs, policies and services that impact the customer's ability to recruit, develop, retain and reward individuals.
- **Human Capital Program Manager**  
Provides guidance, advice and direction across a full range of human capital functional areas to develop and implement broad strategic and operational initiatives that directly impact the customer area and align to overall strategic initiatives and mission.
- **Intelligence Educator**  
Provides corporate training to give officers knowledge and skills essential to performing the mission. Conducts training needs assessments, develops learning objectives and course/program documentation, delivers instruction and reviews post-course evaluations.

**Education and Training:**

*Defense Intelligence Agency (DIA):*

- **Learning Development Specialist**  
Develops, plans and administers human capital learning programs; develops internal methods, procedures and controls to effect training outcomes; conducts research and analyzes learning trends.



- **Training Instructor**  
Facilitates adult learning; provides learning and performance solutions based upon methods and modalities outlined in the organization's performance learning model and learning principles.
- **Education Technician**  
Conducts policy research and analysis of existing statutes; analyzes the agency's learning programs; conducts needs assessments; and assists senior-level individuals in overseeing course content.

*Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **Registrar**  
Manages course schedules, course catalogs, communication strategies and enrollment and academic records for the DHS Intelligence Training Academy.
- **Instructional Design Specialist**  
Applies adult learning theory and principles to develop instructor-led courses, eLearning, or blended training solutions for I&A personnel.

*National Geospatial-Intelligence Agency (NGA):*

- **Instructor**  
Assesses, produces and sustains learning solutions in a classroom, lab or distance learning context. Teaches course content, facilitates discussions, evaluates learning and provides learner feedback. May oversee the development or modification of materials.
- **Instructional Systems Designer**  
Develops learning strategies and solutions. Analyzes performance gaps, determines learning needs, and designs and develops optimal learning strategies and solutions. May also lead instructional development projects.
- **Training and Education Officer**  
Oversees and leads initiatives to meet workforce development goals. Education officers advise leadership on the development, implementation and maintenance of learning strategies and solutions to address current and future workforce needs.

*National Reconnaissance Office (NRO):*

- **Education Specialist**  
This position is responsible for the design and development of programs and products that further the technical and professional growth and personnel within the NRO. Interfaces with counterparts in the IC, DoD agencies, educational institutions, and the private sector concerning innovative programs that foster continuous professional development.

*National Security Agency (NSA):*

- **Education and Training Program Manager**  
Establishes and directs education and training related programs (e.g., developmental, certification, training) by effectively organizing and prioritizing work and utilizing resources.
- **Instructional Designer**  
Defines training goals and objectives and determines appropriate training delivery methods and evaluation/assessment strategies. Methods may include interactive, scenario-driven, technology-based simulations, gaming training activities, demonstrations, tutorials, templates, job aids, business rules and process documents.
- **Instructor**  
Prepares employees to accomplish mission requirements by transferring subject matter expertise through the delivery of formal and informal training. Evaluates learners and provides feedback on learning performance. Makes recommendations for modifying course content or delivery as needed.

*Office of the Director of National Intelligence (ODNI):*

- **Intelligence Educator**  
Provides corporate training to give officers knowledge and skills essential to performing the mission. Conducts training needs assessments, develops learning objectives and course/program documentation, delivers instruction and reviews post-course evaluations.
- **Human Capital Program Manager**  
Provides guidance, advice and direction across a full range of human capital functional areas to develop and implement broad strategic and operational initiatives that directly impact the customer area and align to overall strategic initiatives and mission.

**General Administrative Support:**

*Defense Intelligence Agency (DIA):*

- **Administrative Management Specialist**  
Provides support for task management, information management, security, property accountability, document and report preparations, time and attendance, record/files maintenance, travel arrangements, procurement of supplies and equipment.
- **Administrative Management Specialist (COR)**  
Identifies, coordinates, monitors and evaluates the organization's operational and contracting activities. Helps to identify actual or potential operational problems using a variety of analytical techniques and applications.
- **Staff Officer**  
Oversees, administers, coordinates, integrates and evaluates the efforts of administrative operational areas to identify specific requirements and to plan and schedule for actual needs to meet those requirements.

*Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **Administrative Officer**  
Provides administrative support, such as scheduling and travel coordination for senior personnel, preparing correspondence, accounting for property, initiating payroll and personnel actions, and compiling budget data.
- **Executive Officer**  
Provides a range of high-level support services to management, including managing projects and communication, providing strategic guidance and implementing strategies to achieve organizational objectives.
- **Management and Program Analyst**  
Provides short- and long-term planning and recommends appropriate goals and implementation plans.

*National Geospatial-Intelligence Agency (NGA):*

- **Staff Officer**  
Requires vision, leadership and proficiency in developing, explaining and implementing policy. Problem identification, analysis and resolution are key. Develops pertinent information and communicates it to varied audiences in a timely and appropriate manner.
- **Program Officer**  
Manages or oversees specific programs. Researches, develops, interprets and implements policies. Develops reports or training and advises NGA personnel on program-related issues such as budget, schedules and metrics.
- **Chief of Staff**  
Provides direct administrative and technical staff support to senior-level leaders. Anticipates and keeps senior leaders apprised of high priority issues, requirements and developments.

*National Reconnaissance Office (NRO):*

- **Mission Specialist**  
This position coordinates and synchronizes operations internal and external to the NRO. Serves in highly visible positions and interacts with NRO senior leadership, operational users and customers, mission partners, mission ground stations, and various command centers.

*National Security Agency (NSA):*

- **Customer Service Advocate**  
Provides one-stop access to support products and services by interviewing requester to determine specifics of request, understanding customer perspective, or providing information to resolve the problem. Performs preliminary analysis of customer needs to identify the most appropriate approach for solving problems.
- **Office Assistant**  
Perform basic office support functions such as typing, filing, answering phones, greeting visitors,

operating general office equipment, timekeeping, records management and providing basic administrative services for the immediate organization.

- **Program/Project Director**

Performs one or more functions that contribute to the management of a project or effort (planning, resource management, scheduling, tracking and oversight, quality assurance). Builds and motivates teams to accomplish goals, creates and sustains a strong customer focus, and maintains high expectations for performance.

*Office of the Director of National Intelligence (ODNI):*

- **Executive Support Assistance**

Performs a comprehensive range of direct executive office support for a designated ODNI senior executive, assisting and relieving the manager by addressing a variety of complex office support functions.

- **Executive Project Coordinator**

Plans, manages and coordinates multiple projects for ODNI senior executives by reviewing, researching, writing/editing, coordinating and collaborating on time-sensitive information, correspondence, papers, policy and briefing materials.

Communications and Public Affairs

*Defense Intelligence Agency (DIA):*

- **Communications Operations Specialist**

Plans and executes official programs for VIPs. Identifies information needs of visitors and identifies who in the agency should engage in outreach. Serves as liaison for protocol matters.

- **Public Affairs Specialist**

Produces and reviews content to be disseminated to the public. Contributes to the design and content of the DIA public website, newsletters, magazines and other publications.

- **Technical Editor**

Reviews and revises intelligence or communication products and other documents prepared by DoD analysts for publication by DIA.

*Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **Communications Specialist**

Handles requests for I&A speakers, drafts talking points for senior leaders and produces a weekly employee newsletter. Ensures consistent messaging on key priorities and initiatives.

- **Visual Information Specialist**

Provides graphic support using design and cartography applications to enhance I&A intelligence products.

*National Geospatial-Intelligence Agency (NGA):*

- **Public Affairs Officer**  
Develops and executes integrated communication plans, media and community relations programs, and internal and external engagements with NGA leadership. Produces articles, video news, public displays, Internet sites and intranet sites. Facilitates internal and external communication.
- **Visual Information Specialist**  
Designs and produces geospatial information products, publications, brochures and Web pages. Applies design principles to create or enhance visual materials and to visually communicate concepts or ideas.
- **Editor**  
Reviews, edits, and produces documents in accordance with language, style, publication, format, presentation, classification and sourcing standards. Corrects documents and provides guidance to ensure accuracy, completeness, clarity, etc. Editors also write reports, briefings, articles and procedures.

*National Reconnaissance Office (NRO):*

- **Communications Specialist**  
This position is responsible for internal and external communication to include media relations; public outreach to keep the workforce informed, and engagement with military and industry partners.

*National Security Agency (NSA):*

- **Graphic Designer**  
Designs and/or creates artwork or graphics for print, electronic products, exhibits or displays. Designs communication campaigns or strategies. Develops multimedia products, integrating text, computer graphics, conventional art, photographs or other media.
- **Public Affairs Specialist**  
Informs and educates the public about the missions, organization, capabilities, needs, activities and performance of the Intelligence Community as instruments of national defense policy and security. Communicates between the government and members of the news media, expediting the flow of information to both internal and external audiences.
- **Editor/Writer**  
Originates new documents and oral presentations, and improves the quality of existing materials by using journalistic principles. Edits and writes a variety of documents, correspondence and other material for publication or presentation.

*Office of the Director of National Intelligence (ODNI):*

- **Public Affairs Specialist**  
Establishes and maintains mutual communication between federal agencies, the general public

and various other publics including internal or external, foreign or domestic audiences. Advises agency management on policy formulation and the potential public reaction to proposed policy.

- **Publications Officer**

Develops strategic plans for, formulates policies on, advises on, directs and oversees work involved in the editorial review, formatting, layout and publishing of daily and periodic intelligence publications.

- **Legislative Liaison Officer**

Interacts daily with various Intelligence Community elements, to include overseeing coordination efforts among the legislative affairs offices of the IC and the broader U.S. government interagency community.

#### Infrastructure and Logistics:

##### *Defense Intelligence Agency (DIA):*

- **Supply Management Specialist**

Performs research, makes recommendations to customers and processes requisitions for supplies, services and equipment.

- **Facilities Operations Specialist**

Reviews service orders for facilities projects such as repairs, renovations and new builds. Maintains databases concerning work requests, project accomplishment and contract tracking.

- **Logistics Management Specialist**

Provides assistance on logistical matters, including supply, property management, warehousing, storage, travel and transportation. Assists with monitoring materials, service contracts and contractor performance.

##### *Dept. of Homeland Security Office of Intelligence and Analysis (DHS I&A):*

- **Facilities Specialist**

Monitors and reviews facilities maintenance, renovations and operations performed by contractors, and assesses repairs and construction needed for I&A facilities.

- **Supply and Logistics Specialist**

Orders and receives necessary supplies and creates inventory reports.

##### *National Geospatial-Intelligence Agency (NGA):*

- **Logistics Officer**

Analyzes and coordinates logistical functions for NGA facilities, equipment sites and globally deployed resources. Plans, organizes and executes supply chain management, contracts, cost analysis, asset management, fleet management and transportation-related activities.

- **Environmental Protection Specialist**

Promotes a pollution-free, sustainable environment by ensuring agency compliance with environmental regulations, laws and relevant best practices. Manages and implements programs

regarding air pollution, wastewater, hazardous waste, community right-to-know, environmental impact and sustainability.

- **Installation Management Program Officer**

Manages programs, coordinates facility operations and provides customer support. Manages construction, design, operations and maintenance contracts. Performs space planning and technical studies and analysis.

*National Reconnaissance Office (NRO):*

- **Equipment Specialist**

This position serves as a technical advisor to senior leadership level functional managers on matters maintenance operations and training related to complex and sophisticated systems, equipment, and infrastructure support systems.

*National Security Agency (NSA):*

- **Facilities Manager**

Manages installation, operation, maintenance and repair of mechanical systems, including electrical, HVAC and building plumbing systems, plus general facility components, such as roofs, roads or sidewalks.

- **Facilities Services Officer**

Responsible for the operation, maintenance, repair, modification, design, construction and inspection of government facilities. Oversees work related to physical infrastructure, utilities, roadways and surrounding grounds as performed by a variety of employees or contractors.

- **Logistics Services Officer**

Oversees a wide range of logistics services to include assessing situations, interpreting policies, and developing and implementing solution sets. Administers all elements of multi-faceted programs; serves as a technical consultant to partners in areas related to logistics functions.

- **Logistics Supply Specialist**

Receives and examines orders for accuracy (item, quantity, damage) and creates receiving reports (copies for warehouse and finance). Warehouses and issues materials, recycles materials, processes excess items, provides storage for customer equipment and material. Delivers and picks up material within the Baltimore-Washington area.

*Office of the Director of National Intelligence (ODNI):*

- **Facilities Engineer**

Responsible for the specific requirements for money, manpower, material, facilities and services needed to manage programs, and correlating those requirements with program plans to assure that the needed support is provided at the right time and place.

- **Logistics Officer**

Manages the overall logistic process; leverages existing networks and expands others; anticipates mission needs and operational requirements and offers alternatives and advice.

## Social Work USA

### Social Work

#### About the Profession

Social work in the United States is a diverse profession providing a wide array of services across the lifespan to individuals, families, groups, organizations, and communities. Social work's mission is to restore or enhance human wellbeing while addressing environmental forces that contribute to problems in living with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. Social workers often provide services as members of an interdisciplinary team or on a one-to-one basis with individual clients, patients, and consumers.

Social work aims to help people develop or maintain coping skills and to facilitate client empowerment in order to solve their own problems. Social work is concerned with individual and personal problems but also with broader social issues such as poverty, unemployment, domestic and community violence, and health disparities.

A value-laden profession, human rights and social justice are the philosophical underpinnings of social work practice. The uniqueness of social work practice is in the blend of values,

knowledge and skills, including the use of the helping relationship as the basis of all interventions and respect for the client's choice and involvement. In a socio-political-economic context which increasingly generates insecurity and social tensions, social workers play an important and essential role.

#### What Does a Social Worker Do?

Professional social workers assist individuals, groups, or communities to restore or enhance their capacity for social functioning, while creating societal conditions favorable to their goals. The practice of social work requires knowledge of social work practice across systems, human development and behavior, policy analysis and practice with social, economic, political, and cultural institutions, and of the interaction among these factors.

Social workers are trained to work in a variety of settings (home, community-based and institutional settings) and for diverse types of employers (human services, non-profits organizations, local, state, and federal government, military, private-for-profit, and advocacy organizations or entities). They typically work on interdisciplinary teams with other professions and have a person-centered approach to decision-making and treatment planning.

Social workers trained in gerontology and geriatrics are trained to conduct holistic biopsychosocial geriatric assessments which attempt to untangle interconnected biological, physical, psychological, and social factors that affect health and well-being. As with many of the health professions, social work is increasingly focused on prevention and wellness in late life as well as problems of aging. Gerontological social workers are also skilled in crisis intervention as well as other forms of brief and/or short-term



treatment modalities, family therapy, and resource development to strengthen older adults' coping capabilities and their informal support system. Resolving barriers to service utilization is another distinctive area of gerontological social work. Similarly, gerontological social workers emphasize monitoring the effectiveness and

appropriateness of services to ensure that needs are being met in the most effective and cost efficient manner for both the consumer and the service organization.

### Specialties

Professional social workers are found in every facet of community life—in schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, military, corporations, and in numerous public, private, non-profit agencies and grassroots groups and organizations--that serve individuals, families, and communities in need. They often specialize in one or more of the following practice areas:

Geriatrics and gerontology, clinical mental health services, serious mental illness and recovery services, disaster relief, military social work, adoptions, foster care, child welfare services, family preservation services, homeless assistance, hospital social work, crisis intervention, school violence, political development, advocacy, substance use prevention and treatment, employment assistance programs, staff training, management and administration, and many more.

Social workers, with their training in interpersonal relationships, group work and (often) interdisciplinary team skills, play a vital role in the development and functioning of the interdisciplinary team unit and in all major phases of its work, including assessment, goal setting and care planning, and monitoring/evaluation. The social worker provides key leadership in identifying psychosocial issues that inhibit the full potential of the individual and her/his natural networks. The social worker's roles within teams include convener, facilitator, resource broker, and expert in-group work skills, which contributes to their ability to foster team collaboration. **Academic Background**

Established over 100 years ago, social work has a well-developed system of professional education governed by national educational policy and accreditation standards. A baccalaureate degree (typically the BSW) is considered the entry-level practice degree requirement for entry into the occupation. These positions typically include outreach, case management, and resource linkage duties. In order to practice more advanced social work and to work in most management positions, the master's in social work (MSW) is required. Social workers may obtain licensure in order to practice independently in private practice and in some treatment settings, the licensure is required. The majority of licensed social workers in the U.S. have an MSW. Only those who have completed a minimum number of hours in supervised fieldwork are considered "professional social workers." Furthermore, only masters-level social workers are able to practice clinical social work in most states with a license, or under the supervision of a licensed clinical social worker.

### Program Overview

Accredited US schools of social work are required to comply with the standards and guidelines for academic coursework and field practice established by the Council for Social Work Education. In a typical two-year program, social work students take foundation year courses in social work practice, human behavior and the social environment, social policy, research methods, and field practicum. Second year students take concentration year courses that are in alignment with their particular field of practice and interest. Students must complete 1200 hours of fieldwork which is designed to provide students with an opportunity to apply skills, knowledge, and values learned during the course of their academic curriculum.

National Association of Social Workers. <https://www.socialworkers.org/>

## SOCIAL WORK -SOUTH AFRICA

### Social Work

Social work in South Africa is a diverse profession providing a wide array of services across the lifespan to individuals, families, groups, organizations, and communities.

Social work's mission is:

- to restore or enhance human wellbeing while addressing environmental forces that contribute to problems in living with particular attention to the needs and
- empowerment of people who are vulnerable, oppressed, and living in poverty and inequality.
- Social workers often provide services as members of an interdisciplinary team or on a one-to-one basis with individual clients, patients, and consumers.
- Social work aims to help people develop or maintain coping skills and to facilitate client empowerment in order to solve their own problems.
- Social work is concerned with individual and personal problems but also with broader social issues such as poverty, unemployment, domestic and community violence, inequality and health disparities.

### Social Work- Zimbabwe

Roles and responsibilities:

Definition of social work:

“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work.

Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing ([International Federation of Social Workers and International Schools of Social Work - IFSW/ISSW, 2014](#))

Sources or types of knowledge used in social work:

Research and evidential knowledge

Service user and carer knowledge (experiential)

Policy and community knowledge

Organisational knowledge

Practitioner knowledge (practice wisdom)

Theoretical knowledge (theories from psychology, psychology, and social work) Factual knowledge –which includes knowledge of local communities and cultures.

Common issues that social workers deal with:

Poverty, social exclusion and disadvantage Neglect and abuse

Substance use/misuse – drugs and alcohol Child criminal exploitation

Violence

Child sexual abuse

Teenage pregnancies

Young carers

Child maintenance

Kinship care, foster care and adoptions

Bullying, racism and other forms of discrimination and oppression Crime and, disorder and anti-social behaviour

Mental illness and poor mental health for parent and children Self-harm

Domestic violence and abuse

Cyberspace and related issues

Old age, etc

Unaccompanied asylum-seeking children and adults

Trafficked children

Missing children

Female genital mutilation Abuse linked to belief and faith Care leaving

Transitions to adulthood

Social work practice settings/agencies (these can be understood as primary and secondary settings):

Adolescents services

Adults/older people services

Alcohol and drugs (substance misuse) services Children and young people safeguarding services Families (parents and caregivers) services Physical and mental health services

Learning difficulties services

Physical disabilities services

Management (junior and senior management)

Voluntary sector

Youth justice services

Probation services

Children's guardians

Education welfare services

Food reliefs programmes, school feeding and soup kitchens

Social work contexts:

Service user context (voluntary and involuntary service users)

Social work practice contexts

Societal context (social structures, culture)

Policy and organisational context (government & agency policy, procedures, structure of services, etc)

Legal and ethical contexts (legislation, values, ethics, etc)

Professional context (professional standards, regulations, etc)

Interprofessional/interagency context (relational and power dynamics, boundaries, attitudinal, working together polices, etc)

Disaster relief and response

Climate justice

Tasks and roles for social workers.

professional judgement and decision making during assessments, planning, intervention and reviews;

Evidence based report writing and recording, etc.

Working with individuals, groups and communities Interviewing;

referring;

case managing

advising, advocacy; counselling; listening; information sharing enabling; befriending; collaborating;  
liaising

recording;

giving evidence; training,

supervision;

team meetings; Community organisation

## Speech Language Pathology (SLP)- USA

### About the Profession

Speech-language pathology (SLP) is study and treatment of human communication and its disorders. The general objective for each speech-language pathologist, no matter the place of employment, is to “optimize individuals’ ability to communicate and swallow, thereby improving quality of life” (American Speech-Language-Hearing Association (ASHA), 2015, p. 7). Speech-language pathologists work with the

full range of human communication and cognition to evaluate, diagnose and treat speech, language and swallowing disorders in individuals of all ages, across the lifespan.

### What Does a SLP Do?

Speech-language pathologists (SLPs) provide a wide range of services, mainly on an individual basis, but also as support for individuals, families, support groups, and providing information for the general public. SLPs are legally permitted to diagnose certain disorders, which fall within their scope of practice.

The general role of a SLP includes the diagnosis and treatment of:

- Speech delays and disorders including articulation, phonology and motor speech disorders.
- Language delays and disorders, including expression and comprehension in oral and non-verbal contexts
  - Fluency disorders, including stuttering.
  - Voice and resonance disorders.
  - Swallowing and feeding disorders in adults, children and infants.
  - Cognitive-communicative disorders including social communication skills, reasoning, problem solving and executive functions.
- Pre-literacy and literacy skills including phonological awareness, decoding, reading comprehension and writing.
- Communication and swallowing disorders related to other issues. For example, hearing impairments, traumatic brain injury, dementia, developmental, intellectual or genetic disorders and neurological impairments.

### Specialties

SLPs work in a variety of clinical and educational settings. These include public and private hospitals, skilled nursing facilities (SNFs), long-term acute care facilities, hospice and home healthcare. SLPs may also work as part of the support structure in the education system, working in both public and private schools, colleges and universities. Some SLPs also work in private practice offering services to the general public or community health, providing services at prisons and detention centers or providing expert testimony in applicable court cases.

Recently, the field has also experienced tremendous growth working with individuals in the corporate setting or transgender community, addressing communication and voice-related issues.

Those in the acute care hospital setting, however, have slightly different responsibilities than those who work in other practice settings. Speech-language pathologists in acute care evaluate, diagnose, treat, and help prevent oral motor, swallowing, cognitive-linguistic, speech, and language disorders that may result

from strokes, head injuries, respiratory issues, cancer, seizures, progressive diseases, or other medical conditions (ASHA, n.d.). More specifically, Speech-language pathologists who work in acute care settings:

- Use physical examination, instrumental technology, and standardized cognitive-communication tests to diagnose and guide treatment.
- Evaluate, diagnose and treat cognitive-communicative impairments, including underlying attention, memory, abstract reasoning, or problem-solving deficits possibly related to a stroke, brain injury or underlying medical disease process
- Evaluate, diagnose and treat language disorders such as aphasia or a motor planning disorder such as apraxia or dysarthria
- Evaluate and treat individuals with voice quality problems, such as inappropriate pitch or harsh voice possibly related to vocal abuse or cancer
- Evaluate, diagnose and treat individuals who have oropharyngeal impairments that place them at risk for food or liquid entering the airway (aspiration) when swallowing that can lead to respiratory complications
- Conduct and interpret examinations such as the modified barium swallow and video endoscopic examinations
- Recommend alternate nutrition based upon aspiration risk when swallowing, recommend diet-level modification to reduce aspiration risk when swallowing, design an individualized augmentative communication system, or prescribe a speech-generating device for individuals with nonfunctional speech.
- Provide education to patients, family members and caregivers regarding impairments, disease processes and compensatory strategies.
- Develop daily home programs unique to each individual's strengths and weaknesses that facilitate maintenance of swallowing, cognitive-linguistic, speech or language skills at an optimal level.

### Program Overview

The entry-level education needed to practice as an SLP requires a master's degree. Programs range from two to three years depending on full-time versus part-time enrollment. The master's program in Communicative Sciences and Disorders consists of dedicated professionals and educators with a common commitment to research and public education and a belief in mentoring new graduates and supportive personnel to become the future leaders in the field. Experiences for learning and practice occur in both the academic setting and in a minimum of three different fieldwork experiences, working

with individuals with various communication and/or swallowing disorders or problems across the lifespan.

The master-level program of study encompasses communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- o articulation;
- o fluency;
- o voice and resonance, including respiration and phonation;
- o receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
- o hearing, including the impact on speech and language;
- o swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- o cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- o social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- o augmentative and alternative communication modalities.

**Practicum Immersions:** In addition to core coursework, programs in Communicative Sciences and Disorders require Practicum Immersions. These include supervised introductory clinical practice opportunities that take place in the on-campus clinic and/or in the community. Students also enroll in a corresponding Practicum course and the combination of the didactic and application opportunities prepare students to demonstrate knowledge and competencies in:

- critical thinking and decision-making skills while engaged in all aspects of identification, evaluation, diagnosis, planning, implementation, and/or intervention related to various communication and/or swallowing presentations and across the lifespan
- scientific methods/evidence-based practice
- ethical practice, interprofessional collaborative learning and professional skills
- oral and written communication (e.g., reading, writing, listening, speaking)
- health and education policy and advocacy

**Fieldwork:** In addition to Practicum Immersions, students participate in three terms of twelve full-time weeks of fieldwork experiences as a requirement to sit for the certification exam. In the



United States, occupational therapists are required to pass a national board exam and meet state licensure and national certification (by the American Speech-Language Hearing Association) requirements after their master's degree in communication sciences and disorders is conferred. In order to remain licensed and certified, a SLP must also participate in continuing education and complete the required number of professional development units.

**Additional Resources:**

American Speech-Language-Hearing Association. (2015). Scope of practice in speech-language pathology. Retrieved from [http://www.asha.org/uploadedFiles/ASHA/About/governance/Resolutions\\_and\\_Motions/2016/Revised-SLP-Scope-of-Practice.pdf](http://www.asha.org/uploadedFiles/ASHA/About/governance/Resolutions_and_Motions/2016/Revised-SLP-Scope-of-Practice.pdf)

Speech-Language Pathologist <https://www.asha.org/Students/Speech-Language-Pathologists/>