

# Job Family Standard for Professional Work in the Medical and Healthcare Group, 0600

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## INTRODUCTION

This Job Family Standard (JFS) provides series definitions, titling instructions, and grading criteria for non-supervisory professional positions in the Medical and Healthcare Group, 0600, for General Schedule (GS) and other “white collar” pay plans. In the GS position classification system established under chapter 51 of title 5, United States Code, the positions addressed here would be two-grade interval positions.

This JFS is divided into three parts. Part I contains occupational information applicable to Federal work covered by this JFS without regard to pay plan or classification system. Part II provides the grading criteria for positions classified in accordance with GS grade definitions. Part III will include explanatory material about the development of this JFS.

The term “General Schedule” or “GS” traditionally denotes the major position classification system and pay structure for white collar work in the Federal Government. Agencies no longer subject to chapter 51 have replaced the GS pay plan indicator with agency-unique pay plan indicators. For this reason, reference to GS has been omitted from much of this JFS.

### Coverage

This JFS covers the following occupational series:

<b>Series</b>	
<b>General Medical and Healthcare</b>	<b>0601</b>
<b>Physician</b>	<b>0602</b>
<b>Physician Assistant</b>	<b>0603</b>
<b>Nursing</b>	<b>0610</b>
<b>Dietetics and Nutrition</b>	<b>0630</b>
<b>Occupational Therapy</b>	<b>0631</b>
<b>Physical Therapy</b>	<b>0633</b>
<b>Kinesiotherapy</b>	<b>0635</b>
<b>Recreation/Creative Arts Therapy</b>	<b>0638</b>
<b>Clinical Laboratory Science</b>	<b>0644</b>
<b>Pharmacy</b>	<b>0660</b>
<b>Optometry</b>	<b>0662</b>
<b>Speech/Language Pathology and Audiology</b>	<b>0665</b>
<b>Podiatry</b>	<b>0668</b>
<b>Dentistry</b>	<b>0680</b>
<b>Industrial Hygiene</b>	<b>0690</b>
<b>Consumer Safety</b>	<b>0696</b>

## Modifications to and Cancellations of Occupational Series, Standards, and Guides

Issuance of this JFS modifies, renames, supersedes, or cancels occupational series, classification standards, and guides as described in the following table. The table also indicates how to classify work covered by previous classification standards.

<b>Previous Series or Guidance</b>		<b>Action Taken / How to Classify Work Previously Covered</b>
<b>Medical, Hospital, Dental, and Public Health Group</b>	<b>0600</b>	<ul style="list-style-type: none"> <li>• Renames this occupational group, <b>Medical and Healthcare Group, 0600</b>.</li> </ul>
<b>General Health Sciences</b>	<b>0601</b>	<ul style="list-style-type: none"> <li>• Renames this series, <b>General Medical and Healthcare, 0601</b>.</li> </ul>
<b>Medical Officer</b>	<b>0602</b>	<ul style="list-style-type: none"> <li>• Renames this series, <b>Physician, 0602</b>.</li> <li>• Supersedes this standard, last revised in March 1973.</li> </ul>
<b>Physician Assistant</b>	<b>0603</b>	<ul style="list-style-type: none"> <li>• Establishes grading criteria for this series, <b>Physician Assistant, 0603</b>.</li> </ul>
<b>Nurse</b>	<b>0610</b>	<ul style="list-style-type: none"> <li>• Renames this series <b>Nursing, 0610</b>.</li> <li>• Supersedes this standard, last revised in June 1977.</li> </ul>
<b>Dietitian and Nutritionist</b>	<b>0630</b>	<ul style="list-style-type: none"> <li>• Renames this series <b>Dietetics and Nutrition, 0630</b>.</li> <li>• Supersedes this standard, last revised in December 1980.</li> </ul>
<b>Occupational Therapist</b>	<b>0631</b>	<ul style="list-style-type: none"> <li>• Renames this series <b>Occupational Therapy, 0631</b>.</li> <li>• Supersedes this standard, last revised in April 1988.</li> </ul>
<b>Physical Therapist</b>	<b>0633</b>	<ul style="list-style-type: none"> <li>• Renames this series <b>Physical Therapy, 0633</b>.</li> <li>• Supersedes this standard, last revised in November 2004.</li> </ul>
<b>Kinesiotherapy</b>	<b>0635</b>	<ul style="list-style-type: none"> <li>• Supersedes this standard, last revised in November 2004.</li> </ul>
<b>Manual Arts Therapist</b>	<b>0637</b>	<ul style="list-style-type: none"> <li>• Cancels this series.</li> <li>• Classify work previously covered by this series to the <b>General Medical and Healthcare Series, 0601</b>.</li> </ul>

(continued)

**Action Taken / How to Classify Work  
Previously Covered**

**Previous Series or Guidance**

<b>Recreation/Creative Arts Therapist</b>	<b>0638</b>	<ul style="list-style-type: none"> <li>• Renames this series <b>Recreation/Creative Arts Therapy, 0638</b>.</li> <li>• Supersedes this standard, last revised in November 2004.</li> </ul>
<b>Education Therapist Series</b>	<b>0639</b>	<ul style="list-style-type: none"> <li>• Cancels this series.</li> <li>• Classify work previously covered by this series to the <b>General Medical and Healthcare Series, 0601</b>.</li> </ul>
<b>Medical Technologist</b>	<b>0644</b>	<ul style="list-style-type: none"> <li>• Renames this series, <b>Clinical Laboratory Science, 0644</b>.</li> <li>• Supersedes this standard, last revised in May 1984.</li> </ul>
<b>Pharmacist</b>	<b>0660</b>	<ul style="list-style-type: none"> <li>• Renames this series, <b>Pharmacy, 0660</b>.</li> <li>• Supersedes this standard, last revised in February 1968.</li> </ul>
<b>Optometrist</b>	<b>0662</b>	<ul style="list-style-type: none"> <li>• Renames this series, <b>Optometry, 0662</b>.</li> <li>• Supersedes this standard, last revised in February 1974.</li> </ul>
<b>Speech Pathology and Audiology</b>	<b>0665</b>	<ul style="list-style-type: none"> <li>• Renames this series, <b>Speech/Language Pathology and Audiology, 0665</b>.</li> <li>• Supersedes this standard, last revised in June 1970.</li> </ul>
<b>Podiatrist</b>	<b>0668</b>	<ul style="list-style-type: none"> <li>• Renames this series, <b>Podiatry, 0668</b>.</li> <li>• Establishes grading criteria for this series, <b>Podiatry, 0668</b>.</li> </ul>
<b>Dental Officer</b>	<b>0680</b>	<ul style="list-style-type: none"> <li>• Renames this series, <b>Dentistry, 0680</b>.</li> <li>• Supersedes this standard, last revised in June 1966.</li> </ul>
<b>Industrial Hygiene</b>	<b>0690</b>	<ul style="list-style-type: none"> <li>• Supersedes this standard last revised in October 1980.</li> </ul>
<b>Consumer Safety</b>	<b>0696</b>	<ul style="list-style-type: none"> <li>• Supersedes this standard last revised in June 1972.</li> </ul>

## PART I – OCCUPATIONAL INFORMATION

Part I is intended for use by all agencies in evaluating professional positions in the Medical and Healthcare Group, 0600. It provides series definitions, titling instructions, and detailed occupational information for this job family.

### General Series Determination Guidelines

Selection of the correct series for a position is an essential part of the entire human resources management process for a variety of reasons. For example, qualification requirements used in recruiting are based on the series of the position; career ladders are influenced by the series; and organizational structure is often designed with consideration of the series of assigned positions.

Determining the correct series for a position is usually apparent by reviewing the assigned duties and responsibilities and comparing them to the series definitions and general occupational information the job family standard (JFS) provides. Generally, the series determination for a position is based on the primary work of the position, the highest level of work performed, and the paramount knowledge required to do the work of the position. Normally, it is fairly easy to make this decision. However, in some instances, determining the correct series may not be as obvious.

Use the following guidelines to determine the predominant series when the work of a position matches more than one job family or occupational group. Also, when the work of a position falls into more than one series within this job family, it may be difficult to determine which particular series predominates. In such situations, apply the guidelines below in the order listed to determine the correct series.

- **Paramount knowledge required.** Although there may be several different kinds of work in the position, most positions will have a paramount knowledge requirement. The paramount knowledge is the most important type of subject-matter knowledge or experience required to do the work.
- **Reason for the position's existence.** The primary purpose of the position or management's intent in establishing the position is a positive indicator for determining the appropriate series.
- **Organizational mission and/or function.** Positions generally align with the mission and function of the organization to which they are assigned. The organization's function is often mirrored in the organizational title and may influence the appropriate series.
- **Recruitment source.** Supervisors and managers can help by identifying the occupational series providing the best qualified applicants to do the work. This is closely related to the paramount knowledge required.

Although the work of some positions may require applying professional medical and healthcare or related knowledge and skills, classification of professional positions in the Medical and Healthcare Group, 0600, may not be appropriate. The [Additional Occupational Considerations](#) section of this JFS provides examples where the work may involve applying related knowledge and skills, but not to the extent it warrants classification to this job family.

Additional information may be found in OPM's publication, [The Classifier's Handbook](#).

<b>Distinguishing Between Professional and Technical Work</b>	
<p>The developmental work of professional positions and the demanding work of high-level technical positions are sometimes similar. Typical distinctions between professional and technical healthcare work follow.</p>	
<b>Professional Healthcare Work Involves:</b>	<b>Technical Healthcare Work Involves:</b>
<ul style="list-style-type: none"> <li>• Creating, exploring, evaluating, designing, and sharing solutions and the validity of their predicted performance to resolve problems, conditions, and issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Using and/or carrying out standard procedures for a specialized healthcare field.</li> </ul>
<ul style="list-style-type: none"> <li>• Applying a range and depth of knowledge acquired specifically through an intensive learning regimen of the phenomena, theories, and concepts of a scientific body of medical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Applying basic medical knowledge acquired through practical experience and on-the-job activities of accepted processes, standards, methods, and their corresponding scientific principles and results.</li> </ul>
<ul style="list-style-type: none"> <li>• Understanding theories, concepts, principles, and their relationships underlying the practices of professional medical work to improve the efficiency and quality of work performed or to protect the quality of life or healthcare services.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and skill in applying predetermined procedures, methods, and standardized practices in a narrow specialized healthcare field, or science, or in performing technical work requiring originality, initiative, and practical judgment in using and adapting standardized medical techniques and methods.</li> </ul>
<ul style="list-style-type: none"> <li>• Identifying, analyzing, advising, consulting, and reporting on medical, theoretical, and factual data, conditions, and problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out tasks, methods, procedures, and computations based on oral instructions and/or precedents, guidelines, and standards.</li> </ul>
<ul style="list-style-type: none"> <li>• Assessing, resolving, and predicting the relationships and interactions of data and findings under varying conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting, observing, testing, and recording factual and scientific data within the oversight and management of professional employees.</li> </ul>
<ul style="list-style-type: none"> <li>• Reasoning from existing knowledge and assumptions in the medical field to unexplored areas and phenomena.</li> </ul>	<ul style="list-style-type: none"> <li>• Foreseeing the effects of procedural changes or appraising the validity of results on the basis of experience and practical reasoning.</li> </ul>
<ul style="list-style-type: none"> <li>• Staying abreast of, and evaluating medical subjects, analyses, and proposals in professional literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Staying abreast of existing and new practical methods and applications through on-the-job and classroom training.</li> </ul>
<p>Professional work requires knowledge in a field of science or learning characteristically acquired through education or training equivalent to a bachelor's or higher degree with major study in or pertinent to the specialized field, as distinguished from general education. Work is professional when it requires the exercise of discretion, judgment, and personal responsibility for the application of an organized body of knowledge that is constantly studied to make new discoveries and interpretations, and to improve data, materials, and methods.</p> <p>There are situations in which an employee meets the formal education requirements for a particular professional field but does not perform professional work. This may be due to a lack of professional work to be done, or it may be because the organization and structure of the assignment does not require a professionally qualified employee. In such situations, the position is classified in an appropriate nonprofessional series, based on the duties and responsibilities assigned and the qualifications required to do the work.</p>	

## Official Titling Provisions

Title 5, United States Code, requires the U.S. Office of Personnel Management (OPM) to establish authorized official position titles to include a basic title (e.g., Physician) that may be appended with one or more prefixes and/or suffixes. Agencies must use the official position titles for human resources management, budget, and fiscal purposes. Instructions for assigning official position titles are provided in this section.

### **Supervisors and Leaders**

Add the prefix “Supervisory” to the basic title when the agency classifies the position as supervisory. If the position is covered by the General Schedule, refer to the [General Schedule Supervisory Guide](#) for additional titling and grading information.

Add the prefix “Lead” to the basic title when the agency classifies the position as leader. If the position is covered by the General Schedule, refer to the [General Schedule Leader Grade Evaluation Guide](#) for additional titling and grading information.

### **Research Positions**

Add the prefix “Research” to the basic title when the work satisfies the criteria for research as defined in the [Research Grade Evaluation Guide](#).

### **Organizational Titles**

Organizational and functional titles do not replace but complement official position titles. Agencies may establish organizational and functional titles for internal administration, public convenience, program management, or similar purposes. Examples of organizational titles are Branch Chief and Division Chief. Examples of functional titles are Chief of Policy Development and Chief of Operations.

### **Parenthetical Titles**

Some series in this JFS have prescribed parenthetical titles. For other series in this standard, agencies may supplement the titles authorized in this standard with agency-established parenthetical titles, if necessary, for recruitment or other human resources needs. Agencies may use a combination of two parenthetical specialty titles in official position titles where the two are of significant importance to the position. Use the basic title without a parenthetical specialty title for positions with no established specialty or for positions involving work in more than two of the established specialties.



## Functional Classification Codes

**Functional Classification Codes for Professional Scientific Work.** The National Science Foundation (NSF) manages a system of functional classification codes to describe the work of scientists and engineers. NSF uses this data to conduct studies of the science and engineering workforce. OPM requires agencies to document and maintain functional classification codes for positions in science and engineering occupations to meet the needs of NSF. [The Guide to Data Standards](#) provides a list of the applicable occupations and definitions of the functional classification codes. Use established internal agency procedures to assign the appropriate code for positions covered by series in this JFS. A complete list of valid functional classification codes is given below.

Agencies must assign a functional classification code to each of the professional positions classified to the Medical and Healthcare Group, 0600.

Category	Code
Research	11
Research contract and grant administration	12
Development	13
Testing and evaluation	14
Design	21
Construction	22
Production	23
Installation, operations, and maintenance	24
Data collection, processing, and analysis	31
Scientific and technical information	32
Standards and specifications	41
Regulatory enforcement and licensing	42
Natural resource operations	51
Clinical practice, counseling, and ancillary medical services	81
Planning	91
Management	92
Teaching and training	93
Technical assistance and consulting	94
Other - not elsewhere classified	99

## Occupational Information by Series

<b>GENERAL MEDICAL AND HEALTHCARE, 0601</b>		<a href="#"><u>Qualification Standard</u></a>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional healthcare or medical related work. This series is applicable when the work of the position:</p> <ul style="list-style-type: none"> <li>• requires knowledge and skills in two or more professional series within the Medical and Healthcare Group, 0600, and no one discipline is paramount; or</li> <li>• is consistent with other professional medical/healthcare work, public health and research work in this occupational group, but is not covered by an established series in this JFS.</li> </ul> <p>This series requires a <a href="#"><u>functional classification code</u></a>.</p>	
<b>Titling</b>	<p>No basic titles or parenthetical specialty titles are specified for this series. Agencies may construct titles that appropriately describe the work. Do not use titles authorized for other occupations to construct titles for this series.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>There is no specific occupational information for this series due to its broad coverage. See other individual series in this JFS for occupational information. Incumbents may work as part of a team coordinating care for a population of patients, performing public health surveillance activities, or studying the dispersion and frequency of human diseases for example.</p> <p>Work may be performed in a variety of settings including, but not limited to healthcare related facilities such as medical centers, clinical offices, laboratories and medical research centers. Incumbents often work as part of a team coordinating care for a population of patients.</p> <p>This series is intended to cover positions that involve research or other professional and scientific work that is specifically health-oriented in character, when the work is of such generalized or miscellaneous specialized nature that the positions are not more appropriately classifiable in any of the existing series in this or any other Group. The work requires a background of knowledge, skills and techniques gained from professional training in a health science or allied scientific field, but has no paramount, rigid or continuing requirement for the knowledge, skills and techniques characterizing any of the established series that reflect one or more of the academic disciplines or recognized professions. Such work may cut across and require understanding of scientific methods and techniques common to several recognized professional fields in the health, medical or allied sciences (e.g., work in the field of health research administration requiring knowledge of research methodology common to a number of different scientific fields); and/or the work may represent a new, emerging or miscellaneous professional occupational area of a health science not readily identifiable with a currently established series. This series is not intended for use for interdisciplinary professional positions (and the paramount qualification needed to perform the work) that are readily identifiable with existing series.</p> <p>See discussion of <a href="#"><u>Distinguishing Between Professional and Technical Work</u></a>.</p> <p><a href="#"><u>←BACK TO TABLE OF CONTENTS</u></a></p>	

<b>Physician, 0602</b>		<u><a href="#">Qualification Standard</a></u>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional work in one or more fields of medicine. Physicians apply scientific knowledge and clinical expertise to the diagnosis, treatment, and care of patients. Positions are classifiable to this series when the nature of duties and responsibilities are such that the degree of Doctor of Medicine, Doctor of Osteopathic Medicine is a fundamental requirement.</p> <p>This series requires a <u><a href="#">functional classification code</a></u>.</p>	
<b>Titling</b>	<p>The basic title for this occupation is <i>Physician</i>. No parenthetical specialty titles are specified for this series. Agencies may construct parenthetical titles that further describe and differentiate specialty work.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Physicians diagnose illnesses and prescribe and administer healthcare treatment for people suffering from injury or disease. Physicians examine patients; obtain medical histories; and order, perform, and interpret diagnostic tests. They counsel patients on diet, hygiene, and preventive healthcare practices. Additional information on the occupation and descriptions of specialty and subspecialties may be found at the <u><a href="#">American Medical Association</a></u> and <u><a href="#">American Osteopathic Association</a></u> websites.</p> <p>Some physicians in the Federal Government provide medical care and surgical health services in healthcare facilities such as medical centers and clinical offices. These physicians typically work in agencies with medical treatment and healthcare delivery responsibilities that include operating a variety of medical facilities (e.g., hospitals and clinical offices). They often work as part of a team coordinating care for a population of patients.</p> <p>Physicians may conduct research to explore diverse medical conditions or phenomena and/or develop new and improved healthcare treatments, equipment, and application protocols. These physicians work in research facilities such as laboratories and medical research centers dedicated to studying specific diseases or conditions and may or may not deal directly with patients. Frequently, these physicians have board certification in a particular specialty or subspecialty area.</p> <p>Some Federal physicians adjudicate medical claims. They may serve as medical rating board members for a special category or general rating specialists.</p> <p>Adjudication work may involve responsibility for:</p> <ul style="list-style-type: none"> <li>• examining claims (initial claims and/or appeals);</li> <li>• evaluating the merit of the evidence;</li> <li>• determining whether a claim should be denied or granted, and to what extent.</li> </ul> <p>Adjudication functions of medical claim offices and rating boards vary by Federal agency.</p>	

(continued)

<b>Physician, 0602 (continued)</b>	
<b>Occupational Information (continued)</b>	<p>Physicians may support the administration of health programs through a variety of activities. For example, they may develop clinical rationale for the coverage of new medical services, devices, or diagnostic methods. They may conduct clinical reviews and analyses of the quality of Federal health programs. They may support the administration of occupational health programs and safety and health initiatives, provide associated consultation services; conduct medical review and evaluation of safety and health regulations, provide medical, toxicological, and epidemiological assistance to support safety and health investigations, etc.</p> <p>Federal physicians may also develop clinical health program policy guidance and interpretations regarding payment and eligibility issues.</p> <p>Some physicians are involved in preventing and controlling diseases and promoting public health through organized community efforts. They identify and define preventable health problems and maintain surveillance of diseases through epidemiologic and laboratory investigations, data collection, and analysis. Physicians also conduct health promotion programs, operational research to develop and test disease prevention and control, and perform medical autopsy work to determine causes of death.</p> <p>Physicians working in preventive care or public health, often provide medical advice and consultation to agency leadership, scientists or specialists working in related areas.</p> <p>Physicians often serve as medical consultants for grants, contracts, or cooperative agreements with State and local health departments, community-based organizations, and other governmental and non-governmental agencies and organizations. They design, conduct, and analyze evaluation studies and surveillance projects to measure the effectiveness of scientific public health programs and strategies.</p> <p><a href="#"><u>←BACK TO TABLE OF CONTENTS</u></a></p>

<b>Physician Assistant, 0603</b>		<a href="#"><u>Qualification Standard</u></a>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional healthcare work to provide patients with diagnostic, preventive, and therapeutic medical and/or surgical care and services under the supervision of a physician.</p> <p>This series requires a <a href="#"><u>functional classification code</u></a>.</p>	
<b>Titling</b>	<p>The basic title for this occupation is <i>Physician Assistant</i>.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Physician assistants (PAs) practice medicine under the direction of physicians and surgeons. They are formally trained to examine patients, diagnose injuries and illnesses, and provide treatment.</p> <p>Physician Assistant (PA) work involves responsibilities such as taking and assessing medical histories, performing physical examinations, ordering and interpreting laboratory tests and x-rays, diagnosing and treating medical conditions, prescribing medications and devising and implementing treatment plans. PAs record progress notes, instruct and counsel patients, and order or carry out therapy. They treat minor injuries by suturing, splinting and casting. They also provide patient education and counseling in such areas as preventive healthcare and the treatment and management of health problems. The duties of physician assistants are determined by the supervising physician and state law. For example, in most of the U.S. and the District of Columbia, physician assistants are licensed to prescribe medications.</p> <p>PAs work on a team with physicians to deliver healthcare and medical services. Working as members of the health care team, PAs take medical histories, examine and treat patients, order and interpret laboratory tests and X-rays, make diagnoses, and prescribe medications. They may act as the principal care provider to patients in many instances such as rural areas, inner city clinics, or small government office locations, where the presence of a physician is limited or provided by remote communication facilities.</p> <p>Within the Federal Government, physician assistants work in a variety of settings (e.g., hospitals, health centers, emergency or operating rooms, physician's offices, nursing homes, and specialty clinics). Many PAs work in primary care areas, such as family medicine, general internal medicine and pediatrics. Others work in specialty areas, such as general and thoracic surgery, emergency medicine, orthopedics, and geriatrics. PAs specializing in surgery provide preoperative and postoperative care and may work as first or second assistants during major surgery. They also provide hospital care for surgical patients and perform minor surgery activities independently. PAs also may supervise technicians and assistants; may be voting members of the medical staff, and as such, often serve on committees that determine medical policy and decision making.</p> <p><a href="#"><u>←BACK TO TABLE OF CONTENTS</u></a></p>	

<b>NURSING, 0610</b>		<u><a href="#">Qualification Standard</a></u>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional work in nursing. The work involves providing care to patients, promoting better health practices, and teaching or performing research, or consulting and advising nurses who provide direct care to patients.</p> <p>This series requires a <u><a href="#">functional classification code</a></u>.</p>	
<b>Titling</b>	<p>The basic titles for positions in this occupation are:</p> <p style="padding-left: 40px;"><b>Nurse</b> – Work involves protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations. Work typically involves providing direct nursing services to patients in a variety of settings such as hospitals, clinics, outpatient clinics, and emergency rooms.</p> <p style="padding-left: 40px;"><b>Advanced Practice Nurse</b> – Work that involves serving as a primary or specialty care provider, independently or on consultative basis with physicians, to provide direct comprehensive nursing care, therapeutic procedures, and preventive health education and maintenance. The APN title should be used for specialties such as, but not limited to Nurse Practitioners, Certified Nurse Midwives, Clinical Nurse Specialist and Certified Nurse Anesthetist.</p> <p>No parenthetical specialty titles are specified for this series. Agencies may construct parenthetical titles that further describe and differentiate work. Example parenthetical specialty titles are below. Additional information on the occupation and descriptions of specialty and subspecialties may be found at the <u><a href="#">American Association of Colleges of Nursing</a></u> and <u><a href="#">American Nurses Association</a></u> websites.</p> <p><b>Example uses of parenthetical titling</b></p> <p style="padding-left: 40px;"><b>Advanced Practice Nurse (Nurse Anesthetist) -</b> Work that involves the administration of anesthetic agents and supportive treatment of patients undergoing surgery or other medical procedures. In addition to the basic professional knowledge, skills, and abilities required of all nurses, the nurse anesthetist must possess and apply professional training and experience in anesthesia. This includes both formalized training and professional experience in anesthesia work. The knowledge of anesthetic techniques and the techniques of managing the anesthetized patients undergoing various kinds of surgery distinguish these from other nurse positions.</p> <p style="padding-left: 40px;"><b>Advanced Practice Nurse (Nurse Midwife)-</b> Work that involves management and care of mothers and babies throughout the maternity cycle.</p>	

**NURSING, 0610 (continued)****General Occupational Information**

Nurses collaborate with physicians and other healthcare professionals to develop the nursing-care patient plan and determine how best to serve the nursing needs of particular patients or groups of patients. Consideration may include factors such as:

- information about the patient as an individual;
- the patient's medical condition;
- relevant background data available in medical records and case findings;
- the kind of physical care needed;
- dietary needs;
- exhibited emotional problems;
- abilities in such self-care activities as walking, bathing, dressing, and eating;
- care of dressings and braces and other appliances;
- needs of the patient or the patient's family for social services;
- assistance with a medical regimen prescribed by a physician or dentist;
- the need for health counseling and instruction on management of health problems; and
- notifying a physician of any conditions requiring medical attention other than those under treatment (e.g., vision, hearing or dental problems).

Nurses evaluate execution of nursing-care plans to determine whether they are effectively meeting their goals. Based on those evaluations, they may recommend to physicians any changes they believe necessary.

Nurses may function as consultants providing clinical advisory tasks related to such functions as developing and assessing clinical health outcomes quality measures; evaluating clinical case reviews for adequacy of care, compliance with clinical and regulatory guidelines, overpayment, and audit recovery; and developing policy guidance for nursing care reviews conducted by State or Federal health facility surveyors.

Nurse Practitioners (NP) may independently and/or in collaboration with health care professionals and other individuals, provide a full range of primary, acute and specialty or sub-specialty health care services, such as:

- Ordering, performing and interpreting diagnostic tests such as lab work and x-rays,
- Diagnosing and treating acute and chronic conditions such as diabetes, high blood pressure, infections, and injuries,
- Prescribing medications and other treatments,
- Managing patients' overall care,
- Counseling, and
- Educating patients on disease prevention and positive health and lifestyle choices.

They may act as the principal care provider to patients in many instances such as rural areas, inner city clinics, or small government office locations, where the presence of a physician is limited or provided by remote communication facilities.

(continued)

Occupational Information continued

**NURSING, 0610 (continued)**

Occupational Information (continued)

Within the Federal Government, NPs work in a variety of settings (e.g., hospitals, health centers, emergency or operating rooms, physician's offices, nursing homes, and specialty clinics, etc.). Many NPs work in primary care areas, such as family medicine, general internal medicine and pediatrics. Others work in specialty areas, such as but not limited to general and thoracic surgery, emergency medicine, orthopedics, and geriatrics. NPs also may supervise technicians and assistants; may be voting members of the medical staff, and as such, often serve on committees that determine medical policy and decision making.

Nurse Anesthetists provide anesthesia in collaboration with surgeons, anesthesiologists, dentists, podiatrists, and other qualified healthcare professionals. When anesthesia is administered by a nurse anesthetist, it is recognized as the practice of nursing. The work may be performed in a variety of settings in which anesthesia is traditionally delivered such as hospital surgical suites and obstetrical delivery rooms; critical access hospitals; ambulatory surgical centers; the offices of dentists, podiatrists, ophthalmologists, plastic surgeons, and pain management specialists; and other federal healthcare facilities.

Some nurses may establish best practices in the field of nursing and provide training to other nurses or healthcare aids/technicians. They may also perform diagnostic and therapeutic procedures and may have prescriptive authority. Nurses practice in a wide diversity of practice areas with a different scope of practice and level of prescriber authority in each. Many nurses provide care within the ordering scope of physicians; however, nurses may be permitted to practice independently in a variety of settings depending on training level and specific licensure.

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<b>DIETETICS AND NUTRITION, 0630</b>		<u><a href="#">Qualification Standard</a></u>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional work requiring knowledge of dietetics or nutrition directed toward the maintenance and improvement of health. Dietitians and nutritionists create nutrition programs, oversee the preparation and serving of meals, educate patients on healthy eating habits, and conduct research to prevent and treat illnesses.</p> <p>This series requires a <u><a href="#">functional classification code</a></u>.</p>	
<b>Titling</b>	<p>The basic titles for this occupation are <i>Dietitian</i> and <i>Nutritionist</i>. No parenthetical specialty titles are specified for this series. Agencies may construct parenthetical titles that further describe and differentiate specialty work.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Dietetics and nutrition work is concerned with health as it is affected by total bodily processes relating to food and nutrients:</p> <ul style="list-style-type: none"> <li>• digestion, absorption, metabolism, and elimination;</li> <li>• production, distribution, preparation, and storage; and</li> <li>• factors (e.g., social, economic, cultural, and psychological factors) which have an impact on food and eating habits.</li> </ul> <p>Dietitians and nutritionists work in many settings, including (but not limited to) schools, long term care facilities, hospitals, community/public health facilities, nutrition programs, the food and nutrition industry, sports nutrition, business, and research. Typical activities of both dietitians and nutritionists include:</p> <ul style="list-style-type: none"> <li>• assessing, counseling, and educating the community on food and nutrition needs;</li> <li>• planning, organizing, directing, coordinating, and evaluating nutrition programs;</li> <li>• interpreting food and nutrition legislation and research for other professionals and consumers;</li> <li>• consulting with healthcare professionals and communities to establish, improve, and maintain quality nutrition;</li> <li>• recommending and developing nutrition standards, guidelines, and criteria for health and research programs;</li> <li>• developing and conducting dietary studies; and</li> <li>• interpreting trends and developments in nutrition and health technology and research.</li> </ul> <p>Dietitian work may include the following functions:</p> <ul style="list-style-type: none"> <li>• managing food service systems to provide groups with optimal nutrition and quality food;</li> <li>• assessing the nutritional needs and therapeutic diets for individuals or groups located in hospitals and short- or long-term care facilities;</li> <li>• counseling on dietary plans based on patients nutritional needs, adapting plans based on individuals' therapeutic needs, and consulting with other healthcare team members on patient nutritional care;</li> <li>• interpreting and applying pertinent current research related to nutritional care;</li> </ul>	

(continued)

**DIETETICS AND NUTRITION, 0630 (continued)**

Occupational Information (continued)

- Assessing the nutritional needs of individuals and groups within the community;
- Planning, coordinating, and evaluating the nutritional component of healthcare services as a member of a community healthcare team;
- Researching to expand knowledge in one or more areas of dietetics; and
- Developing, facilitating, and evaluating educational materials and training programs.

Nutritionist work involves the maintenance and improvement of nutritional status through the administration of health or food assistance services, teaching, and/or research. Typical nutritionist work includes:

- developing, administrating, coordinating, and evaluating nutrition health programs and services as a member of a healthcare team; and
- providing education and information to the community through health promotion materials and social media.

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<b>OCCUPATIONAL THERAPY, 0631</b>		<u><a href="#">Qualification Standard</a></u>
<b>Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional work that involves applying the concepts, principles, processes, and practices of occupational therapy to treat developmental, occupational, physical, cognitive, mental, behavioral, and/or psycho- social impairments or disabling conditions. Occupational therapy work requires knowledge of the structure and function of the human body, environmental influences, human development, human performance skills and patterns, client factors, and activity demands, physical and psychosocial disabling conditions and skill in developing treatment plans to teach new skills, to restore performance, to give training in compensating skills, and to provide injury prevention and health promotion services.</p> <p>This series requires a <u><a href="#">functional classification code</a></u>.</p>	
<b>Titling</b>	<p>The basic title for this occupation is <i>Occupational Therapist</i>.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Occupational therapists help patients acquire or regain needed skills to live independent, productive lives. The goal of occupational therapy is to improve a person’s health and sense of well-being by assisting them in performing functional activities expected at a particular stage of development or in a particular life role. Such activities include but are not limited to: taking care of personal needs; managing money; using transportation and communications equipment; developing good work habits; demonstrating skills as a student, homemaker, employee, or retiree; and developing an interest and capability for leisure and social activities.</p> <p>Occupational therapy work utilizes standardized tests and measures to identify existing or potential problems resulting from trauma, disease, or other causes in the following areas:</p> <ul style="list-style-type: none"> <li>• motor functioning – range of motion, muscle strength, muscle tone, endurance, functional use, and gross and fine motor skills;</li> <li>• sensory-integrative functioning – integration of information from the nervous system (touch, movement, gravity, vision, hearing, body chemical changes, smell, pain, and temperature) in automatic functioning;</li> <li>• cognitive functioning – comprehension of written and verbal communication, concentration, problem solving, time management, conceptualization, and integration of learning;</li> <li>• psychological functioning – emotional state, feelings, coping behaviors, and self-identity; and</li> <li>• social functioning – ability to show trust, respect, and warmth in responding to the needs and feelings of others; ability to share tasks, compete with others, fulfill group membership roles, and exercise leadership skills.</li> </ul>	

(continued)

**OCCUPATIONAL THERAPY, 0631 (continued)**

Occupational Information (continued)

Occupational therapy work involves actively engaging patients in activities such as:

- tasks to facilitate the development or restoration of normal movement patterns, strength, and posture;
- training in activities which simulate daily demands;
- instruction in the use of adaptive or coping techniques;
- selection of and instruction in the use of wheelchairs, adaptive devices, prostheses, and orthotics;
- recommended changes in the environment to facilitate functioning; and
- organizing tasks to develop, maintain, or restore cognitive processing psychosocial skills.

Work is performed in a variety of settings and perform work tailored to address individual patient needs.

Some occupational therapists work with children in educational settings. They evaluate disabled children's abilities, modify classroom equipment to accommodate children with certain disabilities, and help children participate in school activities.

Some therapists provide early intervention therapy to infants and toddlers who have, or are at risk of having, developmental delays.

Therapists who work with the elderly help their patients lead more independent and active lives. They assess patients' abilities and environment and make recommendations. For example, therapists may identify potential fall hazards in a patient's home and recommend their removal.

In some cases, occupational therapists help patients create functional work environments. They evaluate the work space, plan work activities, and meet with the patient's employer to collaborate on changes to the patient's work environment or schedule.

Occupational therapists also may work in mental health settings where they help patients who suffer from developmental disabilities, mental illness, or emotional problems. They help these patients cope with, and engage in, daily life by teaching skills such as time management, budgeting, using public transportation, and doing household chores. In addition, therapists may work with individuals who have problems with drug abuse, alcoholism, depression, or other disorders. They may also work with people who have been through a traumatic event.

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<b>PHYSICAL THERAPY, 0633</b>		<b><u>Qualification Standard</u></b>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional work involving the application of the concepts, principles, and practices of physical therapy to treat or prevent physical disabilities of patients suffering from physical injuries or other disease.</p> <p>This series requires a <a href="#">functional classification code</a>.</p>	
<b>Titling</b>	<p>The basic title for this occupation is <i>Physical Therapist</i>.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Physical therapy work involves providing services to patients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from a disability, injury or disease. Physical therapists:</p> <ul style="list-style-type: none"> <li>• perform evaluations of multiple body systems and synthesize examination data to establish diagnoses, prognoses, and plans of care for patients;</li> <li>• develop and conduct treatment plans to produce anticipated outcomes for basic and advanced exercise programs addressing deficits in patient flexibility, range of motion, strength, balance, coordination, and endurance;</li> <li>• consult and practice with a variety of other professionals;</li> <li>• improve ability to move, reduce pain, restore function, and prevent disability;</li> <li>• identify risk factors and behaviors that may impede optimal functioning;</li> <li>• provide patient education and training to promote health, wellness, and fitness;</li> <li>• perform research to expand knowledge in one or more areas of physical rehabilitation; evidence based practice, best practice protocols, and quality assurance programs;</li> <li>• serve as consultants planning and evaluation programs for policy and /or program implementation;</li> <li>• diagnose and manage movement dysfunction and enhance physical and functional abilities;</li> <li>• restore, maintain, and promote not only optimal physical function but optimal wellness and fitness and optimal quality of life as it relates to movement and health;</li> <li>• prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries;</li> <li>• direct and supervise physical therapy services, including support personnel.</li> </ul>	

(continued)

**PHYSICAL THERAPY, 0633 (continued)**

Occupational Information (continued)

Physical therapists examine patient medical histories, conduct tests, and consider other measures to identify potential and existing problems. Physical Therapists may perform ElectroNeuroMyoGraphy (ENMG/EMG/NCS) Evaluations which provide objective and reliable data to the physicians and surgeons to make medical decisions in clinical and surgical settings. Physical therapists perform evaluations and synthesize examination data to establish diagnoses, prognoses, and plans of care for patients. Treatment strategies and anticipated outcomes developed by physical therapists often include exercise to increase the patient's flexibility and range of motion. Advanced exercise may be used to improve strength, balance, coordination, and endurance. The patient's responses to treatment are reassessed periodically and treatments modified when necessary. The overall goal is to promote the ability to move, reduce pain, restore function, and prevent disability.

Physical therapists may also use interventions to treat patients, such as but not limited to:

- electrical stimulation, hot packs, cold compresses, or ultrasound to relieve pain;
- manual therapies; thermal, electrical, mechanical, sound, iontophoretic and light modalities, wound care and activities of daily living training;
- traction or deep-tissue massage to relieve pain and to improve circulation and flexibility;
- assistive technology, and adaptive and mobility equipment (i.e., crutches, prostheses/orthotics and wheelchairs) to assist the patient's recovery; and
- exercise at home to expedite recovery.

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<b>KINESIOTHERAPY, 0635</b>		<a href="#"><u>Qualification Standard</u></a>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional work involving the application of the concepts, principles, and practices of kinesiotherapy. Kinesiotherapy work involves applying scientifically-based exercise principles to enhance the strength, endurance, and/or mobility of individuals with disabling conditions.</p> <p>This series requires a <a href="#"><u>functional classification code</u></a>.</p>	
<b>Titling</b>	<p>The basic title for this occupation is <i>Kinesiotherapist</i>.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Kinesiotherapists typically follow these evaluation and treatment steps.</p> <ul style="list-style-type: none"> <li>• administer musculoskeletal, neurological (this may include ElectroNeuroMyoGraphy (ENMG/EMG/NCS) Evaluations), ergonomic, biomechanical, psychosocial, and task-specific functional tests and measures;</li> <li>• provide evaluation findings to patients, family members, and healthcare team;</li> <li>• develop treatment plans and assess goals and methods;</li> <li>• implement treatment plans;</li> <li>• monitor patient responses to intervention and modify treatment as needed; and</li> <li>• terminate treatment upon completion of goals.</li> </ul> <p>Kinesiotherapy treatment may include:</p> <ul style="list-style-type: none"> <li>• therapeutic exercise;</li> <li>• ambulation training;</li> <li>• geriatric rehabilitation;</li> <li>• aquatic therapy;</li> <li>• prosthetic/orthotic rehabilitation;</li> <li>• psychiatric rehabilitation;</li> <li>• driver training; and</li> <li>• adapted exercise for the home setting.</li> </ul> <p>A registered kinesiotherapist may administer treatment only upon receipt of a prescription from a qualified physician, nurse practitioner, and/or physician assistant authorized to make such referrals.</p> <p><a href="#"><u>←BACK TO TABLE OF CONTENTS</u></a></p>	

<b>RECREATION/CREATIVE ARTS THERAPY, 0638</b>		<a href="#"><u>Qualification Standard</u></a>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional work involving:</p> <ul style="list-style-type: none"> <li>• knowledge of the concepts, principles, and practices of recreation therapy and use of recreational therapy interventions and techniques; or</li> <li>• knowledge of the concepts, principles, and practices of a specialized creative arts therapy field (e.g., art, dance, drama, music) to remediate, restore, or rehabilitate the physical and/or mental health of patients and to reduce or eliminate the effects of illness or disability.</li> </ul> <p>This series requires a <a href="#"><u>functional classification code</u></a>.</p>	
<b>Titling</b>	<p>The basic titles for positions in this occupation are:</p> <p style="margin-left: 40px;"><b>Recreation Therapist -</b> Work that involves applying various recreational activities to improve, restore, or maintain the physical, psychological, emotional, cognitive, and social functioning of individuals.</p> <p style="margin-left: 40px;"><b>Creative Arts Therapist -</b> Work that involves applying creative arts (e.g., music, art, drama, and dance) to improve the physical, psychological, cognitive, emotional, and social functioning of individuals.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Recreation/Creative Arts Therapists provide treatment to restore, improve, or maintain a patient’s level of functioning, self-care, independence, quality of life, and activity skills. Both therapies are designed to minimize symptoms and to alleviate chronic illnesses, limitations, impairments, and disabilities. Recreation/Creative Arts Therapists function as members of healthcare teams to provide supportive therapy, counseling and guidance, life skills teaching, and structured individual or group activities.</p> <p><b>Recreation Therapists</b> address the needs of individuals with a range of disabling conditions. Recreation therapists help patients to develop the skills needed for functional independence for community living and to promote a higher quality of life for the individual and their family. They also provide mechanisms to prevent declines in physical, cognitive, and psychosocial functioning.</p> <p><b>Creative Arts Therapists</b> use activities to facilitate improved communications, expression of feelings, and improved coordination. Treatment programs and services may be provided to individuals, groups, and/or clinical environments. Activities are structured and promote the healing potential through activities such as art, dance, drama, and music.</p>	

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**RECREATION/CREATIVE ARTS THERAPY, 0638 (continued)**

- **Art Therapy** utilizes drawing, painting, and sculpture to encourage patients to:
  - explore their feelings;
  - promote self-expression and creativity;
  - reconcile emotional conflicts;
  - manage behavior;
  - develop social skills;
  - reduce anxiety; and
  - increase self-esteem.
  
- **Dance or Dance Movement Therapy** focuses on therapeutic movement to promote social integration and the expressive, communicative, emotional, and physical well-being of patients.
  
- **Drama Therapy** uses improvisation, role-playing, and theatrical production to reduce feelings of isolation, develop problem-solving and coping skills, and promote personal growth.
  
- **Music Therapy** uses music to promote wellness, manage stress, alleviate pain, build self-esteem, and facilitate movement and physical rehabilitation.

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<b>Clinical Laboratory Science, 0644</b>		<a href="#"><u>Qualification Standard</u></a>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional clinical laboratory science work supporting the detection, diagnosis, and treatment of disease. Included in this series are positions which develop, implement and oversee policy related to health quality and safety standards for laboratories under governing Federal statutes. The work requires professional knowledge in clinical laboratory science to:</p> <ul style="list-style-type: none"> <li>• Conduct, modify or design clinical laboratory tests of human blood, urine, and other body fluids, cells, or tissues;</li> <li>• use manual and automated techniques to confirm test results;</li> <li>• collect and analyze data in support of medical research;</li> <li>• modify or design laboratory procedures; and</li> <li>• establish and monitor quality control systems and measures.</li> </ul> <p>This series requires a <a href="#"><u>functional classification code</u></a>.</p>	
<b>Titling</b>	<p>The basic title for this occupation is <b>Clinical Laboratory Scientist</b>. No parenthetical specialty titles are specified for this series. Agencies may construct parenthetical titles that further describe and differentiate specialty work.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Clinical laboratory science (also known as medical technology) is an applied science involving a number of established disciplines (microbiology, chemistry, etc.) which are universally defined, recognized, and accepted as professions by academic institutions, hospitals, industry, and government. Clinical laboratory scientists function as generalists and/or may specialize in one or more clinical disciplines, subdisciplines, or specialties. Clinical laboratory scientists are often part of a medical team of specialists that work together to determine the presence, extent, or absence of disease. They conduct and supervise complex medical tests, clinical trials, and research experiments; manage clinical laboratories; and consult with physicians and clinical researchers on diagnoses, disease causation and spread, and research outcomes. Their work requires knowledge of the theory and practice of hematology, clinical chemistry, microbiology, immunology, immunohematology, physiological relationships to test results, laboratory procedures and quality assurance controls, test and research design and implementation, analytic techniques, laboratory management, data development and reporting, medical informatics, and professional standards and regulations.</p>	

(continued)

**CLINICAL LABORATORY SCIENCE, 0644 (continued)**

Work includes duties such as, but not limited to:

- designing and/or implementing new tests for production use;
- establishing and monitoring quality control and record keeping systems and measures to assure the accuracy and validity of test results;
- establishing standards and instructions for calibrating or standardizing instruments and equipment;
- recommending the addition of new tests to the laboratory's service;
- recognizing unexpected test reactions, errors, and discrepancies;
- identifying technical, instrumental, or physiologic causes of problems (e.g., test conditions, chemical reactions, instrument function, patient variables, interfering drugs);
- determining solutions based on the theory of reactions on which the procedures are based and other clinical data;
- suggesting additional assays that could clarify or amplify the physicians' diagnosis;
- determining the causes or possible significance of abnormalities and departures from the norm when test results do not conform to expectations;
- correlating and interpreting test results; and/or
- developing, implementing and overseeing policy related to health quality and safety standards for laboratories.

Clinical laboratory scientists may work in a variety of settings such as, but not limited to clinical laboratory management, medical research, and/or education programs.

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<b>Pharmacy, 0660</b>		<u><a href="#">Qualification Standard</a></u>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional, pharmacy work that typically involves:</p> <ul style="list-style-type: none"> <li>• compounding prescriptions from physicians, dentists, and other licensed practitioners;</li> <li>• formulation, preparation, bulk compounding, selection, dispensing and preservation of drugs, medicines, and chemicals;</li> <li>• research on special vehicles or variations of standard formulas to meet the needs of individual patients and on original techniques of compounding and making available for use new investigational drugs;</li> <li>• advising on drug therapy and usage;</li> <li>• administrative, consultative, or staff advisory work for a medical facility's pharmacy program;</li> <li>• evaluating drug proposals submitted by private industry; and/or</li> <li>• surveillance of marketed drugs for safety and efficacy.</li> </ul> <p>This series requires a <u><a href="#">functional classification code</a></u>.</p>	
<b>Titling</b>	<p>The basic title for this occupation is <i>Pharmacist</i>. No parenthetical specialty titles are specified for this series. Agencies may construct parenthetical titles that further describe and differentiate work. Additional information on the occupation and descriptions of specialty and subspecialties may be found at the <u><a href="#">American Association of Colleges of Pharmacy</a></u> website.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Pharmacists may dispense drugs prescribed by physicians and other health practitioners and provide information to health practitioners and patients about proper usage of medications. Pharmacists advise physicians and other health practitioners on the selection, dosages, interactions, and side effects of medications. Pharmacists monitor the health and progress of patients to ensure the safe and effective use of medication. Pharmacists may practice compounding. Pharmacists may prescribe and administer certain medications. Pharmacists may have prescriptive authority to either independently prescribe under their own authority or in collaboration with a primary care physician through an agreed upon protocol. Pharmacy work requires knowledge of the use, clinical effects, and composition of drugs, including their chemical, biological, and physical properties.</p> <p>Many pharmacists work in a in a hospital or clinic. Pharmacists in hospitals and clinics may perform duties such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• dispense, prescribe and/or administer medications;</li> <li>• advise the medical staff on the selection and effects of drugs;</li> <li>• may make sterile solutions and buy medical supplies;</li> <li>• assess, plan, and monitor drug programs or regimens;</li> <li>• counsel patients on the use of drugs; and</li> <li>• evaluate drug use patterns and outcomes for patients in hospitals or managed care organizations.</li> </ul>	

(continued)

**Pharmacy, 0660 (continued)**

Occupational Information (Continued)

Most pharmacists keep confidential computerized records of patients' drug therapies to ensure that harmful drug interactions do not occur. They frequently teach pharmacy students serving as interns in preparation for graduation and licensure.

Some pharmacists specialize in specific drug therapy areas, such as but not limited to:

- intravenous nutrition support;
- oncology (cancer);
- nuclear pharmacy (used for chemotherapy); and
- pharmacotherapy (the treatment of mental disorders with drugs).

Pharmacists are responsible for the accuracy of every prescription that is filled, but they often rely upon pharmacy technicians and pharmacy aides to assist them. Thus, the pharmacist may delegate prescription-filling and administrative tasks and supervise their completion.

Pharmacists are responsible for maintaining all medication records required by law. Pharmacists establish medication-handling procedures for the storage and preservation of medications to avoid medication changes resulting in the deterioration of the product, loss in potency, toxic products, financial loss, or other undesirable results. Pharmacy work also may require evaluating medication use patterns and outcomes for patients in hospitals or managed care organizations.

Pharmacists may serve as consultants responsible for planning, monitoring and evaluating drug programs or regimens. In addition they may research medical literature and/or clinical medication information to provide accurate responses to inquiries from healthcare providers, clinicians, advocacy groups and state and/or Federal healthcare surveyors concerning the use of medications and the impact of current regulations and interpretive guidance.

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<b>Optometry, 0662</b>		<u><a href="#">Qualification Standard</a></u>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading and/or performing professional optometric work involving the application of knowledge and skills in examining and analyzing the eye for diseases and defects and prescribing correctional lenses or exercises.</p> <p>This series requires a <u><a href="#">functional classification code</a></u>.</p>	
<b>Titling</b>	<p>The basic title for this occupation is <i>Optometrist</i>.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Optometrists, also known as <i>Doctors of Optometry</i>, or <i>ODs</i>, are concerned with the diagnosis of vision problems, such as nearsightedness and farsightedness. In addition, they test patients’ depth and color perception and ability to focus and coordinate the eyes. Optometrists provide visual care through the measurement of the refractive powers of the eye. Special instruments and techniques are used to find and determine defects in vision. If deficiencies are found, optometrists may prescribe eyeglasses, contact lenses, or other types of optical aids, and/or prescribe or provide other treatments (e.g., vision therapy, low-vision rehabilitation).</p> <p>Optometrists apply their knowledge and understanding of the physiological causes of visual aberrations, ocular physiology and anatomy, geometric and physiological optics as they relate to refraction and binocular vision, neural anatomy, psychology of vision, and the ocular pathology with reference to both ocular and systemic disease, to diagnose and treat vision problems.</p> <p>Optometrists test for eye diseases (e.g., glaucoma) and diagnose conditions caused by systemic diseases (e.g., diabetes, high blood pressure). When evidence of pathology is present, patients are referred for medical or other treatment. Optometrists administer medications to patients to aid in the diagnosis of vision problems and to treat eye diseases. They provide preoperative and postoperative care to cataract patients, as well as to patients who have had laser vision correction or other eye surgery.</p> <p>Optometrists may conduct research to explore ocular and vision related medical conditions and/or develop new and improved healthcare treatments, equipment, and application protocols. These optometrists typically work in research facilities, such as laboratories and medical research centers dedicated to studying specific ocular diseases or vision conditions and may or may not directly deal with patients.</p>	

(continued)

<b>Optometry, 0662 (continued)</b>	
<b>Occupational Information (Continued)</b>	<p>Optometrists may support the administration of health and safety programs through a variety of activities. For example, they may develop rationale for new/additional ocular services, devices or diagnostic methods. They may conduct clinical reviews and analyses of the quality of Federal eye care programs.</p> <p>Some optometrists are involved in health promotion and disease prevention; promoting public health through organized community efforts. They identify and define preventable health problems and maintain surveillance of diseases through epidemiologic and laboratory investigations, data collection, and analysis.</p> <p>Optometrists may serve as consultants for grants, contracts, or cooperative agreements with State and local health departments, community-based organizations, and other governmental and non-governmental agencies and organizations. They design, conduct, and analyze evaluation studies and surveillance projects to measure the effectiveness of scientific health programs and strategies.</p> <p><a href="#"><u>←BACK TO TABLE OF CONTENTS</u></a></p>

<b>SPEECH/LANGUAGE PATHOLOGY AND AUDIOLOGY, 0665</b>		<u><a href="#">Qualification Standard</a></u>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional work that involves the study, evaluation and/or treatment of communication disorders such as language, voice, swallowing, cognition, respiration, speech, or hearing problems. The work requires professional knowledge of:</p> <ul style="list-style-type: none"> <li>• the anatomic, physiologic and cognitive mechanisms associated with normal communication and swallowing, the nature and causes of related disorders, and the methods of therapeutic treatment; and/or</li> <li>• the normal and abnormal hearing and balance functions, causes of disorders, and methods of prevention, identification, rehabilitation, and treatment.</li> </ul> <p>This series requires a <u><a href="#">functional classification code</a></u>.</p>	
<b>Titling</b>	<p>The basic titles for positions in this occupation are:</p> <p style="margin-left: 40px;"><b>Speech/Language Pathologist</b> – Work that involves assessing, diagnosing, treating and helping to prevent disorders related to speech, language, cognitive-communication, voice, swallowing, and fluency.</p> <p style="margin-left: 40px;"><b>Audiologist</b> – Work that involves the diagnosis, treatment, and prevention of hearing, balance, and related ear problems.</p> <p style="margin-left: 40px;"><b>Audiologist-Speech/Language Pathologist</b> – The combined title is used for positions involving work in both specialties and when the scope of duties requires a significant level of professional competence in each. It is also an appropriate title for positions involving overall program direction of both speech pathology and audiology service, training, or research activities.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Speech/Language pathologists and audiologists study, evaluate, and/or treat patients with communication, swallowing and hearing impairments that affect social contacts, educational development, and employment opportunities. The work involves the identification, prevention, and rehabilitation of hearing loss, swallowing and communication disorders. They work together and with other educational and healthcare providers. Speech-Language Pathologists and Audiologists may provide related counseling and education services to patients and their families.</p> <p><b>Speech/Language pathologists</b> diagnose and treat speech, language, voice, and swallowing disorders that impede the normal process of communication. Some disorders may be acquired, developmental, congenital, neurological, or psychological and vary from acute and static to chronic, progressive, and recurring in nature. Conditions may result from a variety of causes, such as genetics, illness, surgery, trauma, or may be related to learning disabilities, or social deprivation. Speech/Language pathologists evaluate remedial measures and select courses of intervention.</p>	

(continued)



**SPEECH/LANGUAGE PATHOLOGY AND AUDIOLOGY, 0665 (continued)**

Occupational Information (continued)

Speech/Language pathologists identify, diagnose and treat various disorders and impairments including:

- fluency (stuttering);
- articulation (substitution, distortion, or omission of speech sounds);
- phonology (speech patterns);
- voice and respiration (defects in phonation, voice quality, pitch, and intensity);
- dialectical variations and accent reduction; and
- cognitive aspects (attention, memory information processing, and social communication).

Speech/Language pathologists use a variety of diagnostic procedures, therapeutic techniques, and instruments to observe and evaluate communication and swallowing functions. They also determine the need for augmentative and assistive devices/technology and instruct patients concerning the use and maintenance of their particular device.

**Audiologists** study, identify, assess, diagnose, and treat hearing, balance, auditory processing, and related ear problems. They use a variety of diagnostic tools and technical devices such as hearing aids, assistive listening devices, and surgical implants (e.g., cochlear implants) to treat hearing loss and problems. Audiologists plan, manage, and implement programs designed to prevent hearing loss, assess occupational risks of hearing loss, and manage hearing conservation programs that protect workers against disabling injuries. They may also perform disability examinations, provide consultations concerning noise exposure, and assess disability resulting from auditory injuries.

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<b>Podiatry, 0668</b>		<a href="#"><u>Qualification Standard</u></a>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional work involving diagnosing and treating disorders, diseases, and injuries of the foot, ankle, and lower leg.</p> <p>This series requires a <a href="#"><u>functional classification code</u></a>.</p>	
<b>Titling</b>	<p>The basic title for this occupation is <i>Podiatrist</i>. No parenthetical specialty titles are specified for this series. Agencies may construct parenthetical titles that further describe and differentiate specialty work. Additional information on the occupation and descriptions of specialty and subspecialties may be found at the <a href="#"><u>American Board of Multiple Specialties in Podiatry</u></a> website.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Podiatrists diagnose and treat foot, ankle, and lower leg problems, prescribe medications, order physical therapy, set fractures, perform surgery and other treatment related duties. They also provide instruction on proper foot care, patient referral services, and consultation with members of the healthcare team as needed when there are signs of serious conditions (e.g., arthritis, diabetes, heart disease).</p> <p>Podiatrists utilize a variety of equipment, such as but not limited to x-ray machines, laboratory tests, drills, and instruments such as nail clippers, files, and scalpels to diagnose and treat foot problems. Podiatrists perform routine physical examinations, take podiatric histories, interpret tests and findings, and perform therapeutic procedures. Podiatrists may also provide services that require knowledge and skill in emergency medicine and podiatric surgery. Some conditions podiatrists may treat include:</p> <ul style="list-style-type: none"> <li>• Structural deformities, such as bunions, hammertoes, painful flat foot and high arch deformity, bone spurs;</li> <li>• Heel pain;</li> <li>• Nerve entrapments;</li> <li>• Degeneration and arthrosis of the joints of the foot and ankle;</li> <li>• Skin and nail conditions;</li> <li>• Congenital deformities;</li> <li>• Trauma-related injuries, including fracture and dislocations and post-traumatic arthrosis;</li> <li>• Achilles tendinitis;</li> <li>• Ganglia of the feet;</li> <li>• Diabetic neuropathy;</li> <li>• Foot ulcers;</li> <li>• Gout;</li> <li>• Rheumatoid arthritis; and</li> <li>• Bacterial, viral, and fungal infections.</li> </ul> <p><a href="#"><u>←BACK TO TABLE OF CONTENTS</u></a></p>	

<b>Dentistry, 0680</b>		<a href="#"><u>Qualification Standard</u></a>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional work in the field of dentistry. Dentistry work involves the evaluation, prevention, diagnosis, and treatment of diseases, injuries, and disorders of the oral cavity and maxillofacial area.</p> <p>This series requires a <a href="#"><u>functional classification code</u></a>.</p>	
<b>Titling</b>	<p>The basic title for this occupation is <i>Dentist</i>. No parenthetical specialty titles are specified for this series. Agencies may construct parenthetical titles that further describe and differentiate specialty work. Additional information on the occupation and descriptions of specialty and subspecialties may be found at the <a href="#"><u>American Dental Association</u></a> website.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Dentists diagnose, prevent, and treat teeth and tissue problems. They remove decay and fill cavities; examine x-rays; straighten, extract, and repair teeth; perform corrective surgery on gums and supporting bones to treat gum diseases; and make models and measurements for dentures to replace missing teeth. They also provide instruction on dental care, administer anesthetics, and write prescriptions.</p> <p>Dentists use a variety of equipment, including x-ray machines, drills, and instruments such as mouth mirrors, probes, forceps, brushes, and scalpels to diagnose and treat teeth and oral problems.</p> <p>Some dentists specialize in an area, such as, but not limited to the following:</p> <ul style="list-style-type: none"> <li>• <i>Orthodontics and Dentofacial Orthopedics</i>: diagnose, prevent, and correct malocclusion and neuromuscular and skeletal abnormalities of the orofacial structures by applying pressure to the teeth with braces or other dental devices;</li> <li>• <i>Oral and Maxillofacial Surgery</i>: diagnose and surgically treat diseases, injuries, and defects involving both the hard and soft tissues of the oral and maxillofacial region (i.e., the mouth, jaw, teeth, gums, neck and head);</li> <li>• <i>Pediatric Dentistry</i>: provide comprehensive preventive and therapeutic oral healthcare for infants and children through adolescence;</li> <li>• <i>Periodontics</i> prevent, diagnose, and treat diseases of the gums, bones, and surrounding tissues supporting the teeth;</li> <li>• <i>Prosthodontics</i>: diagnose, treat, rehabilitate, and focus on the maintenance of oral functions, comfort, appearance, and health of the patient with conditions associated with missing or deficient teeth;</li> <li>• <i>Endodontics</i>: treat diseases of the dental pulp and periradicular tissues (e.g., performing root canal therapy);</li> <li>• <i>Oral and Maxillofacial Pathology</i>: identify and manage diseases affecting the oral and maxillofacial regions;</li> <li>• <i>Oral and Maxillofacial Radiology</i>: produce and interpret images and data used for the diagnosis and management of diseases, disorders, and conditions of the oral and maxillofacial region (i.e., diagnosing diseases in the head and neck through the use of imaging technologies); and</li> <li>• <i>Dental Public Health</i>: prevent and control dental diseases and promote dental health through organized community efforts.</li> </ul> <p><a href="#"><u>←BACK TO TABLE OF CONTENTS</u></a></p>	

<b>Industrial Hygiene, 0690</b>		<a href="#"><u>Qualification Standard</u></a>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional work involving environmental conditions which adversely affect the health and safety of people in the workplace. The work includes eliminating or controlling occupational and environmental health hazards.</p> <p>This series requires a <a href="#"><u>functional classification code</u></a>.</p>	
<b>Titling</b>	<p>The basic title for this occupation is <i>Industrial Hygienist</i>.</p>	
<b>Occupational Information</b>	<p><b>General Occupational Information</b></p> <p>Industrial hygiene is a broad field of occupational health and safety, which is concerned with the anticipation, recognition, evaluation, prevention, and control of those environmental factors or stresses arising in or from the workplace which may cause sickness, impaired health and well being, or significant discomfort among workers or among citizens of the community.</p> <p>Industrial hygienists deal with a variety of health and safety challenges such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• indoor air quality (sick building syndrome, second-hand tobacco smoke);</li> <li>• evaluating and controlling environmental lead exposure;</li> <li>• emergency response planning and community right-to-know;</li> <li>• occupational disease (AIDS in the workplace, tuberculosis, silicosis);</li> <li>• potentially hazardous agents such as asbestos, pesticides, and radon gas;</li> <li>• cumulative trauma disorders (repetitive stress injuries, carpal tunnel syndrome);</li> <li>• radiation (electromagnetic fields, microwaves);</li> <li>• reproductive health hazards in the workplace;</li> <li>• setting limits on exposure to chemical and physical agents;</li> <li>• detection and control of potential occupational hazards such as noise, radiation, and illumination; and</li> <li>• hazardous waste management.</li> </ul>	

(continued)

**Industrial Hygiene, 0690 (continued)**

Occupational Information (continued)

Industrial hygienists may:

- investigate and examine the workplace for hazards and potential dangers;
- make recommendations on improving the safety of workers and the surrounding community;
- conduct scientific research to provide data on possible harmful conditions in the workplace;
- develop techniques to anticipate and control potentially dangerous situations in the workplace and the community;
- train and educate workers and/or the community about job-related risks;
- advise government officials and participate in the development of regulations to ensure the health and safety of workers and their families; and/or
- ensure that workers are properly following health and safety procedures.

The recognition of occupational health hazards requires knowledge of, and experience with, a wide variety of industrial operations and processes, materials, and equipment. The stressors commonly encountered by workers can be broken into four broad categories:

- Chemical agents include various liquids, dusts, fumes, mists, vapors, and gases. They may be inhaled, ingested, or brought into contact with skin.
- Physical agents include extremes of temperature, pressure, noise, lighting, and radiation.
- Biological agents include pathogenic and nonpathogenic organisms, such as but not limited to fungi, bacteria, and viruses.
- Ergonomic factors include body positions related to work, such as but not limited to, repetitious motion, improper lifting, furnishings and comfort conditions related to air temperature, humidity, and lighting.

Some industrial hygienists manage contracts for the development of criteria for standards for the control of chemical, biological, and physical hazards to the health of the working population. They work too with a variety of safety and occupational health specialists such as but not limited to toxicologists, physicians, chemists, epidemiologists, engineers, and other Federal industrial hygienists.

Federal industrial hygienists may inspect private businesses to assess compliance with published health standards, to cite violations, recommend penalties, and ensure that hazardous conditions are properly abated. Others evaluate the potential toxicity of materials in response to requests from employers or employee representatives.

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<b>Consumer Safety, 0696</b>		<a href="#"><u>Qualification Standard</u></a>
<b>Series Definition</b>	<p>This series covers positions managing, supervising, leading, and/or performing professional work concerned with enforcing the laws and regulations protecting consumers from foods, drugs, cosmetics, fabrics, toys, and household products and equipment that are impure, unwholesome, ineffective, improperly or deceptively labeled or packaged, or in some other way dangerous or defective. Consumer safety officers identify substances and sources of adulteration and contamination and evaluate manufacturing practices, production processes, quality control systems, laboratory analyses, and clinical investigation programs.</p> <p>This series requires a <a href="#"><u>functional classification code</u></a>.</p>	
<b>Titling</b>	<p>The basic title for this occupation is <i>Consumer Safety Officer</i>.</p>	
<b>Occupational information</b>	<p><b>General Occupational Information</b></p> <p>Consumer safety work involves investigating potential product defects and regulatory violations and, if necessary, obtaining voluntary remedial action that is commensurate with the magnitude of the hazard or violation. Consumer safety officers provide recall guidance and advice to healthcare professionals and other representatives, and they monitor compliance with selected voluntary standards. The products that come under their jurisdiction include foods, drugs, therapeutic devices, cosmetics, toys, equipment used by children, flammable fabrics, and hazardous substances (a broad category that includes such things as household cleaning products, pottery, foodware, and household appliances).</p> <p>Regulations and programs relating to these products primarily concern:</p> <ul style="list-style-type: none"> <li>• Ingredients in food and drug products;</li> <li>• Sanitation and contamination of products;</li> <li>• Labeling and packaging;</li> <li>• Safety under normal or prescribed use;</li> <li>• Effectiveness of drug products; and</li> <li>• Manufacturing practices.</li> </ul> <p>The primary means of obtaining information about products is by periodically inspecting establishments that manufacture, process, store, distribute, or sell them. In addition, consumer safety work involves receiving information about products from consumers, manufacturers, distributors, retail outlets, physicians, hospitals, and advertisements in medical journals and other media. If violations or poor manufacturing practices are encountered, depending on the seriousness of the problem and cooperativeness of the establishment management, a variety of actions may be taken, such as verbal requests for correction, warning letters, recalls, seizures, injunctions, or criminal prosecutions.</p>	

(continued)

<b>CONSUMER SAFETY, 0696 (continued)</b>	
<b>Occupational Information (continued)</b>	<p>Consumer safety officers evaluate raw materials, manufacturing methods and processes, laboratory analyses, packaging and distribution methods, labeling, storage conditions, and quality control techniques in terms of their effects on safety, purity, and effectiveness of the products and the accuracy and adequacy of labels, instructions, and warning statements. In conducting investigations of consumer illnesses, injuries, or deaths, the primary concern is collecting evidence necessary to determine whether the illness, injury, or death may be attributed to violations of laws enforced by the agency. Consumer safety work may involve presenting in court evidence obtained during an inspection or investigation.</p> <p><a href="#"><u>⇐BACK TO TABLE OF CONTENTS</u></a></p>

## Impact of Automation

Automation, computers, information technology (IT), and their widely varied applications are valuable tools of medical and healthcare work. Automation increases the capacity of medical and healthcare workers to design and control a wide variety of devices, systems, and/or processes. Medical and healthcare workers use new and improved automated tools and methods ranging in complexity and breadth from personal computers for business use to applications for complex computational analyses and imagery applications for evaluating, diagnosing, and treatment activities.

Today's world of medical, scientific, and technological discoveries and the use of these discoveries dictate the use of advanced automated systems by medical and healthcare professionals.

The information technology tools involved and the skill required to use them generally replace or supplement work previously done manually or by machines. Although computers are used to facilitate work within this job family, automation does not change the primary purpose of the work or the paramount knowledge required to perform the work. Proper classification of positions is based on the relevant knowledge and skills required to perform the primary duties of the position.



<b>Additional Occupational Considerations</b>	
<p>Some positions may include professional work requiring some knowledge and skills typically associated with the Medical and Healthcare Group, 0600. In some cases, a closer look may reveal classification to a professional series in this job family may not always be appropriate.</p> <p>The <a href="#">General Series Determination Guidelines</a> section of this JFS offers guidance on selecting the most appropriate series.</p>	
<p>The following table provides examples of work performed in the 0600P job family, but not to the extent the paramount knowledge required, the reason for the position's existence, the mission and/or function of the organization, and the recruitment source for the best qualified candidates would warrant classification to a series in this JFS.</p>	
<b>If Work involves....</b>	<b>See This Standard or Series Definition:</b>
Managing, administering, or operating a safety and occupational health program or performance of administrative work concerned with safety and occupational health activities including the development, implementation, and evaluation of related program functions.	<a href="#">Safety and Occupational Health Management, 0018</a>
Advising on, administering, supervising or performing research or other professional and scientific work in a combination of the social sciences or one not individually specified in the GS-0100 group.	<a href="#">Social Science Series, 0101</a>
Performing professional work relating to the behavior, capacities, traits, interests and activities of human and animal organisms. This work may involve any one or a combination of the following functions: (1) experimenting with or systematically observing organisms to develop scientific principles or laws concerning the relationship of behavior to factors of environment, experience, or physiology, or to develop practical applications of findings; (2) applying professional knowledge of psychological principles, theories, methods, or data to practical situations and problems; and (3) providing consultative services or training in psychological principles, theories, methods, and techniques to advance knowledge of them and their appropriate use.	<a href="#">Psychology Series, 0180</a>
Applying professional knowledge of the principles and practices of social work in the performance of such assignments as providing direct services to individuals and families, including work with individuals in groups. Also included are positions concerned with teaching social work, doing research on social work problems, training of social work students, and providing consultation and advice to members of related professions and community organizations	<a href="#">Social Work Series, 0185</a>
Serving as analysts and advisors to management on the evaluation of the effectiveness of government programs and operations or the productivity and efficiency of the management of Federal agencies or both.	<a href="#">Management and Program Analysis, 0343</a>
<b>(continued)</b>	

<b>Additional Occupational Considerations</b> (continued)	
<b>If Work involves....</b>	<b>See This Standard or Series Definition:</b>
Managing, directing, or assisting in a line capacity in managing or directing one or more programs, including appropriate supporting service organizations, when the paramount qualification requirement of the positions is management and executive knowledge and ability. The work does not require competence in a specialized subject-matter or functional area.	<a href="#"><u>Program Management, 0340</u></a>
Performing scientific and professional work in the field of microbiology.	<a href="#"><u>Microbiology, 0403</u></a>
Administering, advising on, supervising, or performing research, analytical, advisory, or other professional and scientific work in the discipline of pharmacology. Such work requires the application of a knowledge of the history, sources, physical and chemical properties; biochemical, toxic, and physiological effects; mechanisms of action; absorption, distribution, metabolism, biotransformation and excretion, and therapeutic and other uses of drugs.	<a href="#"><u>Pharmacology, 0405</u></a>
Positions which involve a variety of nursing care and practices which do not require full professional nurse education, but require the knowledge and skills represented by the licensing of practical and vocational nurses by a State, Territory, or the District of Columbia.	<a href="#"><u>Practical (Vocational) Nurse, 0620</u></a>
Applying practical knowledge of nursing care procedures and techniques which do not require knowledge and skills represented by the licensure of practical and vocational nurses by a state, territory, or the District of Columbia; or professional nurse education.	<a href="#"><u>Nursing Assistant, 0621</u></a>
Technical, specialized, or support nature work in the field of health, research or medicine when the work is of such generalized, specialized or miscellaneous nature that there is no other more appropriate series. Such work is either: (1) characteristic of two or more specialized nonprofessional series in the Medical, Dental, and Public Health Group, 0600, when no one type of work controls the qualification requirements, or (2) sufficiently new, unique, or miscellaneous that it is not specifically included in a specialized nonprofessional series in the Group.	<a href="#"><u>Health Aid and Technician Series, 0640</u></a>
Nonprofessional technical work in clinical (medical) laboratories in performing tests and examinations in one or more areas such as hematology, blood banking, or microbiology.	<a href="#"><u>Medical Technician, 0645</u></a>
Applying a practical knowledge of the techniques of anatomical laboratory practice in one or both areas of the laboratory (histopathology or cytology) and of the chemistry, biology, and anatomy involved.	<a href="#"><u>Pathology Technician, 0646</u></a>
<b>(continued)</b>	

<b>Additional Occupational Considerations</b> (continued)	
<b>If Work involves....</b>	<b>See This Standard or Series Definition:</b>
Operating or monitoring diagnostic and therapeutic medical instruments and equipment such as those associated with cardiac catheterization, pulmonary examinations and evaluations, heart bypass surgery, electrocardiography, electroencephalography, hemodialysis, and ultrasonography.	<a href="#"><u>Medical Instrument Technician Series, 0649</u></a>
Technical support work in a pharmacy under the supervision of a registered pharmacist.	<a href="#"><u>Pharmacy Technician, 0661</u></a>
Performing work which includes full line responsibility for the administrative management of a health care delivery system. These positions require the ability to apply the specialized principles and practices of health care management in directing a health care delivery system to effectively use all available resources to provide the best possible patient care. They do not require the services of a qualified clinical occupation.	<a href="#"><u>Health System Administration Series, 0670</u></a>
Providing support to health care management officials by analyzing, evaluating, advising on and/or coordinating health care delivery systems and operations.	<a href="#"><u>Health System Specialist Series, 0671</u></a>
Investigating, analyzing, and interpreting the composition, molecular structure, and properties of substances, the transformations which they undergo, and the amounts of matter and energy included in these transformations.	<a href="#"><u>Chemistry, 1320</u></a>
Applying professional knowledge of the theories, principles, and techniques of education and training to instructional and educational administration work in education programs operated by Federal agencies.	<a href="#"><u>Education and Vocational Training, 1710</u></a>
Primarily developing and conducting inspections, investigations, and related sampling and data collections activities in support of the laws and regulations protecting consumers from foods, drugs, therapeutic devices, cosmetics, fabrics, toys, and household products that are impure, unsanitary, unwholesome, ineffective, improperly labeled, or dangerous.	<a href="#"><u>Consumer Safety Inspection, 1862</u></a>

## Crosswalk to the Standard Occupational Classification

The Office of Management and Budget requires all Federal agencies to use the Standard Occupational Classification (SOC) system for statistical data reporting purposes. The Bureau of Labor Statistics uses SOC codes for National Compensation Survey and other statistical reporting. The Office of Personnel Management (OPM) and other Federal agencies maintain a “crosswalk” between OPM authorized occupational series and the SOC codes to serve this need. These SOC codes and this requirement have no effect on the administration of any Federal human resources management systems. The information in this table is for information purposes only and has no direct impact on the classification of positions covered by this job family standard. The SOC codes shown here generally apply only to nonsupervisory positions in these occupations. As changes occur to the SOC codes, OPM will update this table. More information about the SOC is available at <http://stats.bls.gov/soc>.

### Federal Occupational Series and Position Titles and Their Related Standard Occupational Classification System Codes

Federal Occupational Series	Standard Occupational Classification Code Based on Occupational Series		Position Title	Standard Occupational Classification Code Based on Position Title	
General Medical and Healthcare, 0601	29-1199	Health Diagnosing and Treating Practitioners, All Other	(No Specified Title)	29-1199	Health Diagnosing and Treating Practitioners, All Other
Physician, 0602	29-1069	Physicians and Surgeons, All Other	Physician	29-1069	Physicians and Surgeons, All Other
Physician Assistant, 0603	29-1071	Physician Assistants	Physician Assistant	29-1071	Physician Assistants
Nursing, 0610	29-1111	Registered Nurses	Nurse	29-1111	Registered Nurses
Dietetics and Nutrition, 0630	29-1031	Dietitians and Nutritionists	Dietitian and Nutritionist	29-1031	Dietitians and Nutritionists
Occupational Therapy, 0631	29-1122	Occupational Therapists	Occupational Therapist	29-1122	Occupational Therapists
Physical Therapy, 0633	29-1123	Physical Therapists	Physical Therapist	29-1123	Physical Therapists

(continued)

<b>Crosswalk to the Standard Occupational Classification (continued)</b>					
<b>Federal Occupational Series and Position Titles and Their Related Standard Occupational Classification System Codes</b>					
<b>Federal Occupational Series</b>	<b>Standard Occupational Classification Code Based on Occupational Series</b>		<b>Position Title</b>	<b>Standard Occupational Classification Code Based on Position Title</b>	
Kinesiotherapy, 0635	29-1129	Therapists, All Other	Kinesio-therapist	29-1129	Therapists, All Other
Recreation/Creative Arts Therapy, 0638	29-1125	Recreational Therapists	Recreation/Creative Arts Therapist	29-1125	Recreational Therapists
Clinical Laboratory Science, 0644	29-2011	Medical and Clinical Laboratory Technologists	Clinical Laboratory Scientist	29-2011	Medical and Clinical Laboratory Technologists
Pharmacy, 0660	29-1051	Pharmacists	Pharmacist	29-1051	Pharmacists
Optometry, 0662	29-1041	Optometrists	Optometrist	29-1041	Optometrists
Speech/Language Pathology and Audiology, 0665	29-1120	Therapists	Speech/Language Pathologist and Audiologist	29-1127 29-1181	Speech-Language Pathologists Audiologists
Podiatry, 0668	29-1081	Podiatrists	Podiatrist	29-1081	Podiatrists
Dentistry, 0680	29-1021	Dentists, General	Dentist	29-1021	Dentists, General
Industrial Hygiene, 0690	29-9011	Occupational Health and Safety Specialists	Industrial Hygienist	29-9011	Occupational Health and Safety Specialists
Consumer Safety, 0696	29-9099	Healthcare Practitioner and Technical Workers, All Other	Consumer Safety Officer	29-9099	Healthcare Practitioner and Technical Workers, All Other

## PART II – GRADING INFORMATION

Part II provides grading information for use in determining the appropriate grade of nonresearch and nonsupervisory two-grade interval professional positions in the Medical and Healthcare Group, 0600. These grading criteria are applicable to General Schedule positions classified under chapter 51 of title 5, United States Code. They may also be used as appropriate to determine work levels for other Federal position classification systems. You will find more complete instructions for evaluating positions in the following OPM publications: [Introduction to the Position Classification Standards](#) and [The Classifier's Handbook](#).

### How to Use This Grading Information

Evaluate positions on a factor-by-factor basis using the factor level descriptions (FLDs) provided in this JFS. Compare each factor in the position description to the appropriate FLDs and illustrations. If the factor information in the position description fully matches an FLD for the series and specialty, you may assign the level without reviewing the illustrations. FLDs are progressive or cumulative in nature. For example, each FLD for Factor 1 – Knowledge Required by the Position encompasses the knowledge and skills identified at the previous level. Use only designated point values.

The FLDs in this JFS cover nonsupervisory positions at grades 9 through 15. Evaluate developmental, supervisory, leader, research, equipment development, and test and evaluation positions by applying the appropriate [functional guide](#) and/or primary standard.

Use the occupation and specialty-specific [factor illustrations](#) following the FLDs as a frame of reference for applying factor level concepts. Do not rely solely on illustrations in evaluating positions because they reflect a limited range of actual work examples. Use the illustrations to gain insights into the meaning of the grading criteria in the FLDs. Consider each illustration in its entirety and in conjunction with the FLDs in your analysis, and do not merely use a selected portion of an illustration taken out of context as evidence of a match. The level of work described in some illustrations may be higher than the threshold for a particular factor level. If the factor information in the position description fails to fully match a relevant illustration, but does fully match the FLD, you may still assign the level. The absence of an occupation citation and specialty-specific factor illustration for a FLD does not automatically preclude assignment at that level.

For each factor, record the factor level used, the points assigned, and relevant comments on the [Position Evaluation Summary Worksheet](#). Convert the total points to a grade using the Grade Conversion Table, and record the grade in the Summary section of the Worksheet. The shaded portions of the table reflect the most commonly found grades in this job family.

### Grade Conversion Table

Convert total points on all evaluation factors to General Schedule grades using the following table. The shaded area(s) reflect grade levels commonly attained in this job family.

<b>Point Range</b>	<b>GS Grade</b>
855–1100	5
1105–1350	6
1355–1600	7
1605–1850	8
1855–2100	9
2105–2350	10
2355–2750	11
2755–3150	12
3155–3600	13
3605–4050	14
4055–up	15

## Position Evaluation Summary Worksheet

Organization \_\_\_\_\_

Position # \_\_\_\_\_

<b>Evaluation Factors</b>	<b>Factor Level Used (FL#, etc.)</b>	<b>Points Assigned</b>	<b>Comments</b>
1. Knowledge Required by the Position			
2. Supervisory Controls			
3. Guidelines			
4. Complexity			
5. Scope and Effect			
6/7. Personal Contacts and Purpose of Contacts			
8. Physical Demands			
9. Work Environment			
<b>S U M M A R Y</b>	<b>Total Points</b>		
	<b>Grade Conversion</b>		

Additional Remarks:

Title, Series, and Grade Assigned:

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Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Agencies may copy for local use.



## Factor Level Descriptions (FLDs)

### FACTOR 1 – KNOWLEDGE REQUIRED BY THE POSITION

Factor 1 measures the nature and extent of information or facts an employee must understand to do acceptable work (e.g., steps, procedures, practices, rules, policies, theories, principles, and concepts) and the nature and the extent of the skills necessary to apply the knowledge. You should only select a factor level under this factor when the knowledge described is required and applied.

<b>Level 1-5</b>		<b>750 Points</b>												
<b>Series</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;"><b>General Medical and Healthcare 0601</b></td> <td style="width: 50%; padding: 5px;"><b>Kinesiotherapy 0635</b></td> </tr> <tr> <td style="padding: 5px;"><b>Physician Assistant 0603</b></td> <td style="padding: 5px;"><b>Recreation/Creative Arts Therapy 0638</b></td> </tr> <tr> <td style="padding: 5px;"><b>Nursing 0610</b></td> <td style="padding: 5px;"><b>Clinical Laboratory Science 0644</b></td> </tr> <tr> <td style="padding: 5px;"><b>Dietetics and Nutrition 0630</b></td> <td style="padding: 5px;"><b>Industrial Hygiene 0690</b></td> </tr> <tr> <td style="padding: 5px;"><b>Occupational Therapy 0631</b></td> <td style="padding: 5px;"><b>Consumer Safety 0696</b></td> </tr> <tr> <td style="padding: 5px;"><b>Physical Therapy 0633</b></td> <td></td> </tr> </table>	<b>General Medical and Healthcare 0601</b>	<b>Kinesiotherapy 0635</b>	<b>Physician Assistant 0603</b>	<b>Recreation/Creative Arts Therapy 0638</b>	<b>Nursing 0610</b>	<b>Clinical Laboratory Science 0644</b>	<b>Dietetics and Nutrition 0630</b>	<b>Industrial Hygiene 0690</b>	<b>Occupational Therapy 0631</b>	<b>Consumer Safety 0696</b>	<b>Physical Therapy 0633</b>		
<b>General Medical and Healthcare 0601</b>	<b>Kinesiotherapy 0635</b>													
<b>Physician Assistant 0603</b>	<b>Recreation/Creative Arts Therapy 0638</b>													
<b>Nursing 0610</b>	<b>Clinical Laboratory Science 0644</b>													
<b>Dietetics and Nutrition 0630</b>	<b>Industrial Hygiene 0690</b>													
<b>Occupational Therapy 0631</b>	<b>Consumer Safety 0696</b>													
<b>Physical Therapy 0633</b>														
<b>FLD</b>	<p>Professional knowledge of, and skill in applying, basic medical or healthcare theories, concepts, principles, and methodology to provide patient care services sufficient to –</p> <ul style="list-style-type: none"> <li>• accomplish developmental assignments utilizing basic techniques, procedures and methods; and</li> <li>• carry out limited tasks that involve the use of specialized complicated techniques.</li> </ul>													

<b>Level 1-6</b>		<b>950 Points</b>
<b>Series</b>	<p><b>Physician Assistant 0603</b> <span style="float: right;"><b>Optometrist 0662</b></span></p> <p style="text-align: center;"><b>Nursing 0610</b> <a href="#"><u>Illustration(s)</u></a></p>	
<b>FLD</b>	<p>Professional knowledge of, and skill in applying, a wide range of concepts, principles, and methods of the patient care field sufficient to perform difficult but well-precedented assignments assessing the condition of patients, providing care, and advising on healthcare needs.</p>	
<b>Series</b>	<p><b>Dietetics and Nutrition 0630</b> <a href="#"><u>Illustration(s)</u></a> <span style="float: right;"><b>Speech/Language Pathology and Audiology 0665</b></span></p> <p style="text-align: center;"><b>Pharmacy 0660</b></p>	
<b>FLD</b>	<p>Professional knowledge of, and skill in applying, established concepts, principles, and methodology of the allied healthcare field sufficient to perform difficult but conventional recurring assignments.</p>	
<b>Series</b>	<p><b>Occupational Therapy 0631</b> <a href="#"><u>Illustration(s)</u></a> <span style="float: right;"><b>Kinesiotherapy 0635</b></span></p> <p><b>Physical Therapy 0633</b> <a href="#"><u>Illustration(s)</u></a> <span style="float: right;"><b>Recreation/Creative Arts Therapy 0638</b></span></p>	
<b>FLD</b>	<p>Professional knowledge of, and skill in applying, the concepts, principles, and methodology of the therapeutic field sufficient to:</p> <ul style="list-style-type: none"> <li>• develop complex treatment plans using established procedures; and</li> <li>• modify or adapt difficult but conventional intervention plans according to changing conditions or reactions of patients.</li> </ul>	

(continued)

<b>Level 1-6 (continued)</b>		<b>950 Points</b>
<b>Series</b>	<b>General Medical and Healthcare 0601</b>	<b>Clinical Laboratory Science 0644</b> <a href="#"><u>Illustration(s)</u></a>
<b>FLD</b>	<p>Professional knowledge of, and skill in applying, established concepts, principles, and methodologies of a medical, healthcare or clinical laboratory scientific discipline sufficient to:</p> <ul style="list-style-type: none"> <li>• perform/monitor the full-range of specialized tests and conventional procedures for which there are standard methods and techniques in one or more areas of the clinical laboratory science;</li> <li>• perform difficult but well-precedented assignments assessing the condition of patients, providing care, and advising on healthcare needs;</li> <li>• establish quality controls;</li> <li>• troubleshoot procedures and equipment;</li> <li>• calculate and correlate test results;</li> <li>• set up and implement new procedures;</li> <li>• assess and correlate data; or</li> <li>• read, understand, manipulate, analyze, interpret, and convey results.</li> </ul>	
<b>Series</b>	<b>Industrial Hygiene 0690</b>	<b>Consumer Safety 0696</b>
<b>FLD</b>	<p>Professional knowledge of, and skill in applying, the concepts, principles, and methodologies of the industrial hygiene or the consumer safety fields to:</p> <ul style="list-style-type: none"> <li>• independently perform routine inspections or portions of large and complex inspections of manufacturing practices; or</li> <li>• perform assignments related to the identification, evaluation, and control of industrial health hazards.</li> </ul>	

<b>Level 1-7</b>		<b>1250 Points</b>	
<b>Series</b>	<p><b>Physician 0602</b></p> <p><b>Physician Assistant 0603</b> <a href="#"><u>Illustration(s)</u></a></p> <p><b>Nursing 0610</b> <a href="#"><u>Illustration(s)</u></a></p>	<p><b>Optometry 0662</b> <a href="#"><u>Illustration(s)</u></a></p> <p><b>Podiatry 0668</b></p> <p><b>Dentistry 0680</b></p>	
<b>FLD</b>	<p>Professional knowledge of, and skill in applying, a wide range of direct patient care services sufficient to perform highly specialized assignments of an advanced nature and considerable difficulty, requiring extended specialized training and experience.</p>		
<b>Series</b>	<p><b>Dietetics and Nutrition 0630</b> <a href="#"><u>Illustration(s)</u></a></p> <p><b>Pharmacy 0660</b> <a href="#"><u>Illustration(s)</u></a></p>	<p><b>Speech/Language Pathology and Audiology 0665</b> <a href="#"><u>Illustration(s)</u></a></p>	
<b>FLD</b>	<p>Professional knowledge of, and skill in applying, a wide range of the concepts, principles, and methodologies of the allied healthcare field sufficient to:</p> <ul style="list-style-type: none"> <li>• perform assignments of considerable difficulty in a specialty area;</li> <li>• analyze programs or service operations of considerable breadth and complexity; or</li> <li>• adapt methods, approaches or procedures to enhance patient care.</li> </ul>		
<b>Series</b>	<p><b>Occupational Therapy 0631</b> <a href="#"><u>Illustration(s)</u></a></p> <p><b>Physical Therapy 0633</b> <a href="#"><u>Illustration(s)</u></a></p>	<p><b>Kinesiotherapy 0635</b> <a href="#"><u>Illustration(s)</u></a></p> <p><b>Recreation/ Creative Arts Therapy 0638</b> <a href="#"><u>Illustration(s)</u></a></p>	
<b>FLD</b>	<p>Professional knowledge of, and skill in applying, a wide range of concepts, principles, and methodologies of the therapeutic field sufficient to:</p> <ul style="list-style-type: none"> <li>• perform advanced techniques to identify existing or potential problems resulting from trauma, disease, or other causes;</li> <li>• determine complex risk factors and behaviors that may impede optional functioning; or</li> <li>• adapt existing treatment methods, procedures, or techniques to resolve difficult or complex problems.</li> </ul>		

(continued)

<b>Level 1-7(continued)</b>		<b>1250 Points</b>
<b>Series</b>	<b>General Medical and Healthcare 0601</b>	<b>Clinical Laboratory Science 0644</b>
<b>FLD</b>	<p>Professional knowledge of, and skill in applying, a wide range of concepts, principles, or methodologies of a medical, healthcare, or clinical laboratory scientific discipline sufficient to:</p> <ul style="list-style-type: none"> <li>• conduct a variety of complex specialized tests in an area of the laboratory or specific discipline;</li> <li>• perform highly specialized assignments of an advanced nature and considerable difficulty, requiring extended specialized training and experience</li> <li>• provide advisory, reviewing, inspecting, education and training, or problem-solving services on specific problems, projects, programs, or functions</li> <li>• revise standard methods to improve or extend test systems;</li> <li>• evaluate methods to meet the requirements of particular testing situations;</li> <li>• plan, implement, or monitor healthcare or laboratory programs/services; or</li> <li>• adapt precedents or existing strategies to meet unusual healthcare or laboratory needs or special demands.</li> </ul>	
<b>Series</b>	<b>Industrial Hygiene 0690</b>	<b>Consumer Safety 0696</b>
<b>FLD</b>	<p>Professional knowledge of, and skill in applying, a wide range of concepts, principles, and methodologies of the industrial hygiene or the consumer safety fields sufficient to:</p> <ul style="list-style-type: none"> <li>• perform work related to a wide range of assignments requiring extensive knowledge of a specialty area of industrial hygiene; or</li> <li>• perform thorough inspections or investigations of complex manufacturing processes or operations.</li> </ul>	

<b>Level 1-8</b>		<b>1550 Points</b>
<b>Series</b>	<p><b>Physician 0602</b></p> <p><b>Podiatry 0668</b> <a href="#"><u>Illustration(s)</u></a></p>	<p><b>Dentistry 0680</b> <a href="#"><u>Illustration(s)</u></a></p>
	<p>Mastery of, and skill in applying, expertise in advanced patient care services, theories, concepts, principles, and methods sufficient to:</p> <ul style="list-style-type: none"> <li>• apply experimental theories and/or new advanced developments to solve complex healthcare problems not susceptible to treatment by accepted/traditional methods;</li> <li>• function as a recognized technical authority in a particular discipline or function; or</li> <li>• make decisions or recommendations significantly changing existing, or developing new public health policies or programs.</li> </ul>	
<b>FLD</b>		
	<p><b>Dietetics and Nutrition 0630</b></p>	<p><b>Pharmacy 0660</b></p>
<b>Series</b>	<p>Mastery of, and skill in applying, concepts, principles, and methodologies of the allied health field sufficient to:</p> <ul style="list-style-type: none"> <li>• serve as a recognized agency expert and program authority;</li> <li>• develop new policies and regulations for administering programs or services;</li> <li>• apply experimental theories and new developments to the solution of problems that require new approaches and have not been susceptible to treatment by accepted methods; or</li> <li>• make decisions or recommendations significantly changing existing, or developing new programs in the field.</li> </ul>	
<b>FLD</b>		
	<p><b>General Medical Sciences 0601</b></p>	<p><b>Clinical Laboratory Science 0644</b></p>
<b>Series</b>	<p>Mastery of, and skill in applying, concepts, principles, and methodologies of a medical, healthcare, or clinical laboratory scientific discipline sufficient to:</p> <ul style="list-style-type: none"> <li>• apply new scientific/technological developments and theories to major problems not susceptible to treatment by accepted methods;</li> <li>• take actions or make recommendations which have significant impact on existing public policies or programs; or</li> <li>• function as a recognized technical authority in a particular discipline or function.</li> </ul>	
<b>FLD</b>		

(continued)

<b>Level 1-8 (continued)</b>			<b>1550 Points</b>
<b>Series</b>	<div style="display: flex; justify-content: space-between;"> <span><b>Industrial Hygiene 0690</b> <a href="#"><u>Illustration(s)</u></a></span> <span><b>Consumer Safety 0696</b> <a href="#"><u>Illustration(s)</u></a></span> </div> <p>Mastery of, and skill in applying, concepts, principles, and methodology of the industrial hygiene or consumer safety field sufficient to:</p>		
<b>FLD</b>	<ul style="list-style-type: none"> <li>apply new legislation, regulations, and scientific developments to solve novel or obscure problems;</li> <li>extend and modify existing approaches, precedents and methods;</li> <li>develop new approaches, methods, policies and procedures; or</li> <li>serve as a recognized technical authority.</li> </ul>		

<b>Level 1-9</b>			<b>1850 Points</b>
<b>Series</b>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <b>General Medical and Healthcare 0601</b> </div> <div style="text-align: center;"> <b>Podiatry 0668</b> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <b>Physician 0602</b> <a href="#"><u>Illustration(s)</u></a> </div> <div style="text-align: center;"> <b>Dentistry 0680</b> </div> </div> <p>Mastery of, and skill in applying, concepts, principles, and methodologies pertaining to patient care services sufficient to perform at least one of the following:</p>		
<b>FLD</b>	<ul style="list-style-type: none"> <li>develop new theories, concepts, principles, standards, and methods to advance patient care services beyond current parameters;</li> <li>serve as a nationally recognized expert and consultant for unusual and/or controversial patient care cases which require the application of the most advanced/newest developments in the specialty;</li> <li>plan and execute short-range and long-range programs and projects of national significance across multiple agencies; or</li> <li>serve as a nationally recognized expert and consultant on a broad program or subject-matter program that impacts the well-being of the public and the nation.</li> </ul>		

## FACTOR 2 – SUPERVISORY CONTROLS

This factor covers the nature and extent of direct or indirect controls exercised by the supervisor or a designated individual over the work performed, the employee's responsibility, and the review of completed work. The supervisor determines what information the employee needs to perform the assignments (e.g., instructions, priorities, deadlines, objectives, and boundaries). The primary components of this factor are: **How Work Is Assigned, Employee Responsibility, and How Work Is Reviewed.**

NOTE: These factor level descriptions (FLDs) apply to all 0600P occupational series in the JFS.

<b>Level 2–2</b>	<b>125 Points</b>
<b>FLD</b>	<p><b>How Work Is Assigned</b> – The supervisor or designee instructs the employee on the objectives of the assignment and its scope, limitations, expected deadlines, and priorities. The supervisor or designee provides specific instructions on work methods and new assignments.</p> <p><b>Employee Responsibility</b> – The employee:</p> <ul style="list-style-type: none"> <li>• works independently but within the framework established by the supervisor or designee;</li> <li>• conforms with established practices and prescribed procedures; and</li> <li>• refers problems not covered by instructions or guides to the supervisor or designee for help or a decision.</li> </ul> <p><b>How Work Is Reviewed</b> – The supervisor or designated employee:</p> <ul style="list-style-type: none"> <li>• reviews completed work closely to verify accuracy and conformance to required procedures and any special instructions;</li> <li>• reviews findings and conclusions to ensure they are supported by facts; and</li> <li>• typically reviews the more difficult and/or unfamiliar work in greater detail.</li> </ul>
<b>Level 2–3</b>	<b>275 Points</b>
<b>FLD</b>	<p><b>How Work Is Assigned</b> – The supervisor or designee outlines or discusses possible problem areas and defines objectives, plans, priorities, and deadlines. The supervisor or designee provides assistance on controversial or unusual situations without clear precedents.</p> <p><b>Employee Responsibility</b> – The employee:</p> <ul style="list-style-type: none"> <li>• independently plans and carries out the assignments in conformance with accepted policies and practices;</li> <li>• adheres to instructions, policies, precedents, and guidelines in exercising judgment to resolve commonly encountered work problems and deviations; and</li> <li>• brings controversial information or unusual findings to the supervisor's or designee's attention for direction.</li> </ul> <p><b>How Work Is Reviewed</b> – The supervisor or designated employee reviews completed work for conformity with policy, technical soundness, adherence to deadlines, and accomplishment of objectives. The supervisor or designee does not usually review methods used to complete the assignment.</p>



	Level 2–4	450 Points
FLD	<p><b>How Work Is Assigned</b> – The supervisor or designee employee outlines overall objectives and available resources. The employee and supervisor, in consultation, discuss the scope of the assignment, approaches, timeframes, and possible execution phases.</p> <p><b>Employee Responsibility</b> – The employee:</p> <ul style="list-style-type: none"> <li>• plans and carries out the assignment;</li> <li>• resolves most of the conflicts independently;</li> <li>• coordinates the work with others as necessary;</li> <li>• interprets policy and regulatory requirements in terms of established objectives;</li> <li>• keeps the supervisor or designee informed of progress and potentially controversial problems, concerns, issues, or other matters;</li> <li>• develops changes to plans and/or methodology; and</li> <li>• provides recommendations for improvements in order to meet program objectives.</li> </ul> <p><b>How Work Is Reviewed</b> – The supervisor or designated employee reviews completed work for soundness of overall approach, effectiveness in meeting requirements or producing expected results, the feasibility of recommendations, and adherence to requirements.</p>	

	Level 2-5 650 Points	
FLD	<p><b>How Work Is Assigned</b> – The supervisor or designee employee provides administrative and policy direction in terms of broadly defined missions or functions of the agency.</p> <p><b>Employee Responsibility</b> – The employee:</p> <ul style="list-style-type: none"> <li>• defines objectives;</li> <li>• interprets policies promulgated by authorities which are senior to the immediate supervisor and determines their effect on program needs;</li> <li>• independently plans, designs, and carries out the work to be done; and</li> <li>• serves as a technical authority.</li> </ul> <p><b>How Work Is Reviewed</b> – The supervisor or designated employee:</p> <ul style="list-style-type: none"> <li>• reviews work for potential impact on broad agency policy objectives and program goals and for contribution to the advancement of the field;</li> <li>• considers work as being technically authoritative; and</li> <li>• normally accepts work without significant change.</li> </ul>	

### FACTOR 3 – GUIDELINES

This factor covers the nature of guidelines and the judgment employees need to apply them. Individual assignments may vary in the specificity, applicability, and availability of guidelines; thus, the judgment employees use similarly varies. The existence of detailed plans and other instructions may make innovation in planning and conducting work unnecessary or undesirable. However, in the absence of guidance provided by prior experience with the task at hand or when objectives are broadly stated, the employee may use considerable judgment in developing an approach or planning the work. The following are examples of guidelines used in professional work in the Medical and Healthcare Group, 0600:

- Federal and State statutes, regulations, policies, and procedures;
- Accrediting agency standards;
- Regulatory agency standards;
- County and local government ordinances and codes;
- Agency program manuals, policies, and procedures;
- Medical center directives;
- Coding manuals;
- Accepted professional standards and ethics;
- Freedom of Information Act (FOIA);
- Privacy Act of 1974;
- Contract healthcare regulations;
- Professional and scientific journals, manuals, and textbooks;
- Research and technical reports;
- Agency budgetary policies, practices, and procedures; and
- Court decisions.

Do not confuse guidelines with the knowledge described under Factor 1 – Knowledge Required by the Position. The primary components of this factor are: **Guidelines Used** and **Judgment Needed**.

NOTE: These factor level descriptions (FLDs) apply to all 0600P occupational series in this JFS.

	<b>Level 3-2</b>	<b>125 Points</b>
<b>FLD</b>	<p><b>Guidelines Used</b> – The employee uses a number of guidelines that are directly applicable to the assignment. Guidelines prescribe established procedures and techniques and provide clear precedents.</p> <p><b>Judgment Needed</b> – The employee:</p> <ul style="list-style-type: none"> <li>• uses judgment in selecting and applying the most appropriate guidelines and references available;</li> <li>• determines the appropriateness and applicability of minor deviations within existing guidelines; and</li> <li>• refers to the supervisor or designee any situations where existing guidelines cannot be applied or requiring significant deviations.</li> </ul>	

<b>Level 3-3</b>		<b>275 Points</b>
FLD	<p><b>Guidelines Used</b> – The employee uses a wide variety of reference materials and manuals; however, they are not always directly applicable to the work or have gaps in specificity. Precedents are available outlining the preferred approach to more general problems or issues.</p> <p><b>Judgment Needed</b> – The employee considers precedents (.e.g., legislation, regulations, currently accepted clinical and patient care protocols, methods, and techniques and agency policies) and uses judgment in selecting, interpreting, modifying, and applying available guidelines for adaptation to specific problems or issues.</p>	

<b>Level 3-4</b>		<b>450 Points</b>
FLD	<p><b>Guidelines Used</b> – The employee uses guidelines and precedents that are general regarding agency policy statements and objectives. Guidelines specific to assignments are often scarce, not applicable, or have gaps in specificity requiring considerable interpretation and/or adaptation for application to issues and problems.</p> <p><b>Judgment Needed</b> – The employee uses judgment, initiative, and resourcefulness in deviating from established methods to:</p> <ul style="list-style-type: none"> <li>• modify, adapt, and/or refine broader guidelines to resolve specific complex and/or intricate issues and problems;</li> <li>• research trends and patterns;</li> <li>• develop new methods and criteria; or</li> <li>• propose new policies and practices.</li> </ul>	

<b>Level 3-5</b>		<b>650 Points</b>
FLD	<p><b>Guidelines Used</b> – The employee uses guidelines such as broad policy statements, basic legislation, recent scientific findings, or reports that are often ambiguous in nature and require extensive interpretation.</p> <p><b>Judgment Needed</b> – The employee uses judgment and ingenuity and exercises broad latitude to interpret new or revised professional standards and codes, guidelines, policy statements, or regulations.</p> <p>Top agency management officials and senior staff recognize the employee as a technical expert in the development and interpretation of professional guidelines.</p>	

**FACTOR 4 – COMPLEXITY**

This factor covers the nature, number, variety, and intricacy of tasks, steps, processes, or methods in the work performed; the difficulty in identifying what needs to be done; and the difficulty and originality involved in performing the work. The primary components of this factor are: **Nature of Assignment, What Needs To Be Done, and Difficulty and Originality Involved.**

<b>Level 4-2</b>		<b>75 Points</b>
<b>Series</b>	<p><b>General Medical and Healthcare 0601</b></p> <p><b>Physician Assistant 0603</b></p> <p style="padding-left: 40px;"><b>Nursing 0610</b></p> <p style="padding-left: 40px;"><b>Dietetics and Nutrition 0630</b></p> <p style="padding-left: 40px;"><b>Occupational Therapy 0631</b></p> <p style="padding-left: 40px;"><b>Physical Therapy 0633</b></p>	<p><b>Kinesiotherapy 0635</b></p> <p style="padding-left: 40px;"><b>Recreation/ Creative Arts Therapy 0638</b></p> <p style="padding-left: 40px;"><b>Clinical Laboratory Science 0644</b></p> <p style="padding-left: 40px;"><b>Pharmacy 0660</b></p> <p style="padding-left: 40px;"><b>Industrial Hygiene 0690</b></p> <p style="padding-left: 40px;"><b>Consumer Safety 0696</b></p>
<b>FLD</b>	<p><b>Nature of Assignment</b> – The work consists of specific, related tasks which provide experience in the methods, practices, and procedures of the medical and/or allied healthcare field.</p> <p><b>What Needs To Be Done</b> – The employee decides what needs to be done by recognizing differences among a few easily distinguishable situations and then choosing a course of action from various standard steps, processes, methods, and procedures.</p> <p><b>Difficulty and Originality Involved</b> – The employee recognizes the differences among a few easily distinguishable situations.</p>	

<b>Level 4-3</b>		<b>150 Points</b>
<b>Series</b>	<b>General Medical and Healthcare</b> 0601	<b>Recreation/ Creative Arts Therapy</b> 0638
	<b>Physician Assistant</b> 0603	<b>Clinical Laboratory Science</b> 0644 <a href="#"><u>Illustration(s)</u></a>
	<b>Nursing</b> 0610 <a href="#"><u>Illustration(s)</u></a>	<b>Pharmacy</b> 0660
	<b>Dietetics and Nutrition</b> 0630	<b>Optometry</b> 0662
	<b>Occupational Therapy</b> 0631 <a href="#"><u>Illustration(s)</u></a>	<b>Speech/ Language Pathology and Audiology</b> 0665
	<b>Physical Therapy</b> 0633	<b>Industrial Hygiene</b> 0690
	<b>Kinesiotherapy</b> 0635	<b>Consumer Safety</b> 0696
	<b>Nature of Assignment</b> – The work consists of various duties that involve a series of different and unrelated processes and methods.	
	<b>What Needs To Be Done</b> – The employee:	
	<ul style="list-style-type: none"> <li>• analyzes and evaluates patient care treatment issues from many acceptable alternatives to diagnose and treat patients; or</li> <li>• considers issues, conditions, and/or problems in support of patient care/health care services.</li> </ul>	
<b>FLD</b>	<b>Difficulty and Originality Involved</b> – The employee identifies, interprets, and analyzes diverse situations and factors in order to discern interrelationships among different approaches and methods to explain and justify determinations, recommendations and implemented actions.	

<b>Level 4-4</b>		<b>225 Points</b>				
<b>Series</b>	<b>General Medical and Healthcare</b>	<b>0601</b>	<b>Clinical Laboratory Science</b>	<b>0644</b>	<a href="#"><u>Illustration(s)</u></a>	
	<b>Physician</b>	<b>0602</b>	<b>Pharmacy</b>	<b>0660</b>	<a href="#"><u>Illustration(s)</u></a>	
	<b>Physician Assistant</b>	<b>0603</b>	<a href="#"><u>Illustration(s)</u></a>	<b>Optometry</b>	<b>0662</b>	
	<b>Nursing</b>	<b>0610</b>	<a href="#"><u>Illustration(s)</u></a>	<b>Speech/ Language Pathology and Audiology</b>	<b>0665</b>	<a href="#"><u>Illustration(s)</u></a>
	<b>Dietetics and Nutrition</b>	<b>0630</b>	<a href="#"><u>Illustration(s)</u></a>	<b>Podiatry</b>	<b>0668</b>	
	<b>Occupational Therapy</b>	<b>0631</b>	<a href="#"><u>Illustration(s)</u></a>	<b>Dentistry</b>	<b>0680</b>	
	<b>Physical Therapy</b>	<b>0633</b>	<a href="#"><u>Illustration(s)</u></a>	<b>Industrial Hygiene</b>	<b>0690</b>	<a href="#"><u>Illustration(s)</u></a>
	<b>Kinesiotherapy</b>	<b>0635</b>	<a href="#"><u>Illustration(s)</u></a>	<b>Consumer Safety</b>	<b>0696</b>	
	<b>Recreation/ Creative Arts Therapy</b>	<b>0638</b>	<a href="#"><u>Illustration(s)</u></a>			
	<b>FLD</b>	<p><b>Nature of Assignment</b> – The work consists of a variety of assignments involving many different, unrelated processes and methods pertinent to the medical and healthcare field.</p>				
<p><b>What Needs To Be Done</b> – The employee decides what needs to be done by:</p> <ul style="list-style-type: none"> <li>• researching, analyzing, testing, and evaluating information, unusual circumstances, unconventional issues, conditions, and problems;</li> <li>• considering different, incomplete, and often conflicting information and alternatives; and</li> <li>• determining efficient, effective, and feasible solutions to problems when the solutions may have serious implications.</li> </ul>						
<p><b>Difficulty and Originality Involved</b> – The employee uses judgment and originality in:</p> <ul style="list-style-type: none"> <li>• planning and prioritizing the sequence, direction, and progress of the work;</li> <li>• devising solutions and actions to resolve issues, conditions, and problems;</li> <li>• justifying actions, determinations, and recommendations; and/or</li> <li>• modifying existing patient treatment applications, processes, precedents, and techniques.</li> </ul>						

<b>Level 4-5</b>		<b>325 Points</b>	
<b>Series</b>	<p><b>General Medical and Healthcare</b>    <b>0601</b></p> <p style="padding-left: 40px;"><b>Physician</b>    <b>0602</b></p> <p><b>Physician Assistant</b>    <b>0603</b></p> <p style="padding-left: 40px;"><b>Nursing</b>    <b>0610</b></p> <p style="padding-left: 40px;"><b>Dietetics and Nutrition</b>    <b>0630</b></p> <p><b>Clinical Laboratory Science</b>    <b>0644</b></p> <p style="padding-left: 40px;"><b>Pharmacy</b>    <b>0660</b></p>	<p><b>Optometry</b>    <b>0662</b>    <a href="#"><u>Illustration(s)</u></a></p> <p style="padding-left: 40px;"><b>Speech/ Language Pathology and Audiology</b>    <b>0665</b></p> <p><b>Podiatry</b>    <b>0668</b>    <a href="#"><u>Illustration(s)</u></a></p> <p><b>Dentistry</b>    <b>0680</b>    <a href="#"><u>Illustration(s)</u></a></p> <p><b>Industrial Hygiene</b>    <b>0690</b></p> <p><b>Consumer Safety</b>    <b>0696</b>    <a href="#"><u>Illustration(s)</u></a></p>	
	<p><b>Nature of Assignment</b> – The work consists of a variety of duties requiring the application of many different, unrelated processes and methods to a broad range of activities or to the in-depth analysis of issues.</p>		
	<p><b>What Needs To Be Done</b> – The employee makes decisions that involve major uncertainties with regard to the most effective approach or methodology to apply, which typically result from:</p> <ul style="list-style-type: none"> <li>• the abstract nature of the concepts or the existence of serious conflicts among scientific requirements, program direction, and administrative requirements;</li> <li>• rapid or continuing changes in program or work requirements; or</li> <li>• technological developments.</li> </ul> <p>or the employee:</p> <ul style="list-style-type: none"> <li>• analyzes and resolves novel and obscure problems, complicating factors, and requirements; and</li> <li>• makes decisions based on intricate and unrelated items of information and assumptions from inconclusive or variable data.</li> </ul>		
	<p><b>Difficulty and Originality Involved</b> – The employee:</p> <ul style="list-style-type: none"> <li>• develops new standards, methods, and techniques or extends existing methodology;</li> <li>• evaluates the impact of technological developments; and/or</li> <li>• anticipates future trends and requirements.</li> </ul>		
	<b>FLD</b>		

<b>Level 4-6</b>		<b>450 Points</b>
Series	<p><b>General Medical and Healthcare</b>    <b>0601</b></p> <p><b>Physician</b>    <b>0602</b>    <a href="#"><u>Illustration(s)</u></a></p> <p style="text-align: right;"><b>Podiatry</b>    <b>0668</b></p>	
FLD	<p><b>Nature of Assignment</b> – The work consists of a broad range of functions characterized by exceptional breadth, requiring intensity of effort, and consisting of multiple phases.</p> <p><b>What Needs To Be Done</b> – The employee decides what needs to be done by conducting extensive investigation and analysis of largely undefined factors and conditions to determine the nature and scope of healthcare problems and to devise solutions.</p> <p><b>Difficulty and Originality Involved</b> – The employee makes continuing efforts to develop new concepts, theories, policies or programs and/or to solve problems that have previously resisted resolution.</p>	



**FACTOR 5 – SCOPE AND EFFECT**

This factor covers the relationships between the nature of work (i.e., the purpose, breadth, and depth of the assignment) and the effect of work products or services both within and outside the organization. Effect measures whether the work output facilitates the work of others, provides timely services of a personal nature, or impacts the adequacy of research conclusions. The concept of effect alone does not provide sufficient information to properly understand and evaluate the impact of the position. The scope of the work completes the picture allowing consistent evaluations. Consider only the effect of properly performed work. The primary components of this factor are: **Scope of the Work** and **Effect of the Work**.

<b>Level 5-1</b>		<b>25 Points</b>
<b>Series</b>	<b>General Medical and Healthcare</b> <b>0601</b>	<b>Kinesiotherapy</b> <b>0635</b>
	<b>Physician Assistant</b> <b>0603</b>	<b>Recreation/ Creative Arts Therapy</b> <b>0638</b>
	<b>Nursing</b> <b>0610</b>	<b>Clinical Laboratory Science</b> <b>0644</b>
	<b>Dietetics and Nutrition</b> <b>0630</b>	<b>Industrial Hygiene</b> <b>0690</b>
	<b>Occupational Therapy</b> <b>0631</b>	<b>Consumer Safety</b> <b>0696</b>
	<b>Physical Therapy</b> <b>0633</b>	
	<b>FLD</b>	<p><b>Scope of the Work</b> – Work involves:</p> <ul style="list-style-type: none"> <li>• providing care to patients according to established and specific procedures;</li> <li>• performing specific duties under established rules, regulations, and procedures; or</li> <li>• providing assistance to higher-level workers by performing routine work or portions of a complete segment of an assignment of broader scope.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effect of the Work</b> – Work results have little impact beyond the timely provision of limited services to others.</li> </ul>		

<b>Level 5-2</b>		<b>75 Points</b>		
<b>Series</b>	<b>General Medical and Healthcare</b>	<b>0601</b>	<b>Kinesiotherapy</b>	<b>0635</b>
	<b>Physician Assistant</b>	<b>0603</b>	<b>Recreation/Creative Arts Therapy</b>	<b>0638</b>
	<b>Nursing</b>	<b>0610</b>	<b>Clinical Laboratory Science</b>	<b>0644</b>
	<b>Dietetics and Nutrition</b>	<b>0630</b>	<b>Pharmacy</b>	<b>0660</b>
	<b>Occupational Therapy</b>	<b>0631</b>	<b>Industrial Hygiene</b>	<b>0690</b>
	<b>Physical Therapy</b>	<b>0633</b>	<b>Consumer Safety</b>	<b>0696</b>
	<b>FLD</b>	<b>Scope of the Work</b> – Work involves:		
<ul style="list-style-type: none"> <li>• providing care to patients according to established and specific procedures;</li> <li>• performing specific duties under established rules, regulations, and procedures; or</li> <li>• providing assistance to higher-level workers by performing routine work or portions of a complete segment of an assignment of broader scope.</li> </ul>				
<b>Effect of the Work</b> – Work results affects:				
<ul style="list-style-type: none"> <li>• the comfort and attitudes of patients, making them more receptive to treatment; or</li> <li>• the timeliness, reliability, acceptability, and accurate completion of further processes or services performed by higher-graded coworkers.</li> </ul>				

<b>Level 5-3</b>		<b>150 Points</b>	
<b>Series</b>	<b>General Medical and Healthcare</b>	<b>0601</b>	<b>Clinical Laboratory Science</b>
	<b>Physician Assistant</b>	<b>0603</b>	<b>Pharmacy</b>
	<b>Nursing</b>	<b>0610</b>	<b>Optometry</b>
	<b>Dietetics and Nutrition</b>	<b>0630</b>	<b>Speech/ Language Pathology and Audiology</b>
	<b>Occupational Therapy</b>	<b>0631</b>	<b>Podiatry</b>
	<b>Physical Therapy</b>	<b>0633</b>	<b>Dentistry</b>
	<b>Kinesiotherapy</b>	<b>0635</b>	<b>Industrial Hygiene</b>
	<b>Recreation/Creative Arts Therapy</b>	<b>0638</b>	<b>Consumer Safety</b>
			<b>0644</b>
			<b>0660</b>
		<b>0662</b>	
		<b>0665</b>	
		<b>0668</b>	
		<b>0680</b>	
		<b>0690</b>	
		<b>0696</b>	
<b>FLD</b>	<b>Scope of the Work</b> – Work involves applying established criteria to resolve conventional healthcare or health-related issues and problems.		
	<b>Effect of the Work</b> – Work results affect the:		
	<ul style="list-style-type: none"> <li>• design, operation, or safety of facilities, systems, or equipment; or</li> <li>• social, physical, and economic well-being of patients, employees, and others.</li> </ul>		

<b>Level 5-4</b>		<b>225 Points</b>
<b>Series</b>	<b>General Medical and Healthcare Physician</b> 0601	<b>Pharmacy</b> 0660 <a href="#"><u>Illustration(s)</u></a>
	<b>Physician Assistant</b> 0602	<b>Optometry</b> 0662 <a href="#"><u>Illustration(s)</u></a>
	<b>Physician Assistant</b> 0603 <a href="#"><u>Illustration(s)</u></a>	<b>Speech/ Language Pathology and Audiology</b> 0665 <a href="#"><u>Illustration(s)</u></a>
	<b>Nursing</b> 0610 <a href="#"><u>Illustration(s)</u></a>	<b>Podiatry</b> 0668
	<b>Dietetics and Nutrition</b> 0630 <a href="#"><u>Illustration(s)</u></a>	<b>Dentistry</b> 0680 <a href="#"><u>Illustration(s)</u></a>
	<b>Occupational Therapy</b> 0631	<b>Industrial Hygiene</b> 0690 <a href="#"><u>Illustration(s)</u></a>
	<b>Physical Therapy</b> 0633	
	<b>Clinical Laboratory Science</b> 0644	<b>Consumer Safety</b> 0696 <a href="#"><u>Illustration(s)</u></a>
	<b>Scope of the Work</b> – Work involves:	
	<ul style="list-style-type: none"> <li>• establishing new and improved criteria in the healthcare field or enhancing patient care concepts, theories, and principles;</li> <li>• investigating, evaluating, advising on, and resolving unusual problems, issues, and conditions;</li> <li>• adapting precedents to unusual health conditions and issues;</li> <li>• developing criteria, procedures, or guidelines for a particular discipline or specialized area; or</li> <li>• providing consultant or advisory services on a broad range of problems, conditions, programs, and functions to others in the healthcare field.</li> </ul>	
<b>FLD</b>	<b>Effect of the Work</b> – Work results affect:	
	<ul style="list-style-type: none"> <li>• efficiency, feasibility, security, integrity, accuracy, adequacy, and safety of a wide range of agency health and safety programs or the operations of other agencies; or</li> <li>• the ability of the agency to meet its goals and the needs of its patients/consumers.</li> </ul>	

<b>Level 5-5</b>		<b>325 Points</b>			
<b>Series</b>	<b>General Medical and Healthcare</b>	<b>0601</b>	<b>Podiatry</b>	<b>0668</b>	<a href="#"><u>Illustration(s)</u></a>
	<b>Physician</b>	<b>0602</b>	<b>Dentistry</b>	<b>0680</b>	<a href="#"><u>Illustration(s)</u></a>
	<b>Dietetics and Nutrition</b>	<b>0630</b>	<b>Industrial Hygiene</b>	<b>0690</b>	<a href="#"><u>Illustration(s)</u></a>
	<b>Clinical Laboratory Science</b>	<b>0644</b>	<b>Consumer Safety</b>	<b>0696</b>	
	<b>Pharmacy</b>	<b>0660</b>			
<b>FLD</b>	<b>Scope of the Work</b> – Work involves:				
	<ul style="list-style-type: none"> <li>• isolating and defining unprecedented issues and unknown conditions;</li> <li>• formulating and exploring new theories and phenomena;</li> <li>• developing, testing, and advising on new approaches, theories, or methods; and/or</li> <li>• providing expert advice and guidance to officials, administrators, and healthcare providers on a wide range of medical and healthcare concerns.</li> </ul>				
<b>Effect of the Work</b> – Work results affect the:					
<ul style="list-style-type: none"> <li>• development, quality, and success of major aspects of agency programs or missions;</li> <li>• work of other experts and high-level officials within and outside the agency; or</li> <li>• well-being of substantial numbers of people.</li> </ul>					

<b>Level 5-6</b>		<b>450 Points</b>		
<b>Series</b>	<b>General Medical and Healthcare</b>	<b>0601</b>	<b>Podiatry</b>	<b>0668</b>
	<b>Physician</b>	<b>0602</b>	<a href="#"><u>Illustration(s)</u></a>	<b>Dentistry</b> <b>0680</b>
<b>FLD</b>	<b>Scope of the Work</b> – Work involves planning, developing, advising on, and implementing vital medical and healthcare programs essential to the mission of the agency.			
	<b>Effect of the Work</b> – Work results affect the:			
<ul style="list-style-type: none"> <li>• quality and success of key programs essential to the agency’s mission;</li> <li>• protection and quality of life and/or health of a large number of people on a continuous basis; or</li> <li>• continual advancement of the medical and healthcare fields in the Federal sector, private sector, research, and academia.</li> </ul>				

## FACTOR 6 & 7 – PERSONAL CONTACTS AND PURPOSE OF CONTACTS

These factors include face-to-face and remote dialogue (e.g., telephone, e-mail, and video conference) with persons not in the supervisory chain. (Personal contacts with supervisors are under Factor 2 – Supervisory Controls.) The levels of these factors consider the work required to make the initial contact, the difficulty of communicating with those contacted, the setting in which the contact takes place, and the nature of the discourse. The setting describes how well the employee and those contacted recognize their relative roles and authorities. The nature of the discourse defines the reason for the communication and the context or environment in which the communication takes place. For example, the reason for communicating may be to exchange factual information or to negotiate. The communication may take place in an environment of significant controversy and/or with people of differing viewpoints, goals, and objectives.

Only credit points under Factors 6 and 7 for contacts essential for successfully performing the work and with a demonstrable impact on its difficulty and responsibility. Factors 6 and 7 are interdependent, so use the same personal contacts to evaluate both factors.

Determine the appropriate level for Personal Contacts and the corresponding level for Purpose of Contacts. Obtain the point value for these factors from the intersection of the two levels as shown on the [Point Assignment Chart](#) at the end of this section.

Note: These factor level descriptions (FLDs) apply to all 0600P occupational series in this JFS.

<b>PERSONAL CONTACTS</b>	
<b>Level 1</b>	Other professionals, technicians, and support personnel in the immediate office or related units within the agency. Limited contact with the general public and employees outside the office.
<b>Level 2</b>	Employees in the same agency and/or the general public in a moderately structured setting. Contacts may include professionals and specialists from other occupations or functions (e.g., scientists, engineers, legal professionals, contractors, and client organization representatives). Contacts within the agency may be with people at various levels, such as headquarters or field offices.
<b>Level 3</b>	Individuals or groups from outside the agency, including consultants, contractors or representatives of the media or professional associations, in moderately unstructured settings. This level may also include contacts with agency officials who are several managerial levels removed from the employee when contacts occur on an ad hoc basis. The employee must recognize or learn the role and authority of each party during the course of the meeting.

(continued)

<b>PERSONAL CONTACTS</b> (continued)	
<b>Level 4</b>	<p>High-ranking officials from outside the employing agency at national or international levels in highly unstructured settings. Typical contacts at this level include:</p> <ul style="list-style-type: none"> <li>• members of Congress;</li> <li>• Presidential advisors and cabinet-level appointees of major departments and agencies;</li> <li>• State governors and mayors of large cities;</li> <li>• presidents of large national or international firms;</li> <li>• national news media; or</li> <li>• leaders of national stakeholder and/or interest groups.</li> </ul>

<b>PURPOSE OF CONTACTS</b>	
<b>Level A</b>	To obtain, clarify, or exchange information or facts needed to complete an assignment.
<b>Level B</b>	To plan, coordinate, or advise on work efforts or to resolve issues or operating problems. Contacts involve influencing or persuading people who have a cooperative attitude and mutual goals. Discussions typically involve identifying options for resolving problems.
<b>Level C</b>	To influence and persuade persons or groups to comply with established policies or to accept established methods using persuasion or negotiation, or by establishing rapport to gain information. Contacts may require skill in dealing with fearful, skeptical, or uncooperative people to obtain the desired results.
<b>Level D</b>	To justify, defend, negotiate, or settle matters involving significant or controversial issues and/or programs. Work usually involves active participation in conferences, meetings, hearings, or presentations involving broad problems or issues of considerable consequence or importance. Persons contacted typically have diverse viewpoints, goals, or objectives requiring the employee to achieve a common understanding of the problems and a satisfactory solution by convincing them, arriving at a compromise, or developing suitable alternatives.

<b>Point Assignment Chart</b>					
		<b>Purpose of Contacts</b>			
		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Personal Contacts</b>	<b>1</b>	<b>30</b>	<b>60</b>	<b>130*</b>	<b>230*</b>
	<b>2</b>	<b>45</b>	<b>75</b>	<b>145</b>	<b>245</b>
	<b>3</b>	<b>80</b>	<b>110</b>	<b>180</b>	<b>280</b>
	<b>4</b>	<b>130*</b>	<b>160</b>	<b>230</b>	<b>330</b>

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**\*THIS COMBINATION IS UNLIKELY**



## FACTOR 8 – PHYSICAL DEMANDS

This factor covers the requirements and physical demands placed on the employee by the work assignment. This includes physical characteristics and abilities (e.g., agility or dexterity requirements) and the physical exertion involved in the work (e.g., climbing, lifting, pushing, balancing, stooping, kneeling, crouching, crawling, or reaching). The frequency or intensity of physical exertion must also be considered.

**NOTE:** Laws and regulations governing pay for irregular or intermittent duty involving unusual physical hardship or hazard are in *section 5545(d), of title 5, United States Code, and Subpart I of part 550 of title 5, Code of Federal Regulations.*

Note: These factor level descriptions (FLDs) apply to all 0600P occupational series in this JFS.

<b>Level 8-1</b>		<b>5 Points</b>
FLD	<p>The work primarily is sedentary. Some work may require periods of walking, standing, and bending in offices, laboratories, hospitals, treatment facilities, and other work areas. Employees frequently carry light items such as books, instruments, and other similar materials. The work does not require any special physical effort.</p>	

<b>Level 8-2</b>		<b>20 Points</b>
FLD	<p>The work requires some physical exertion such as long periods of standing, or recurring and considerable crouching, bending, standing, stooping, stretching, or walking such as in performing regular and recurring medical activities, inspections, or to observe healthcare operations in treatment facilities. Work also includes frequent lifting of moderately heavy items weighing less than 23 kilograms (i.e., under 50 pounds) such as record boxes, equipment, or assisting in self-care transfer activities.</p>	

<b>Level 8-3</b>		<b>50 Points</b>
FLD	<p>Work requires frequent, considerable, and strenuous physical exertion such as:</p> <ul style="list-style-type: none"> <li>• frequent lifting of heavy objects over 23 kilograms (i.e., over 50 pounds);</li> <li>• long periods of standing and walking; and/or</li> <li>• defending oneself or others against physical attack.</li> </ul>	

## FACTOR 9 – WORK ENVIRONMENT

This factor considers the discomfort and risk of danger in the employee's physical surroundings and the safety precautions required. Although safety regulations and techniques can reduce or eliminate some discomfort and dangers, they typically place additional demands upon the employee.

**NOTE:** Laws and regulations governing pay for irregular or intermittent duty involving unusual physical hardship or hazard are in *section 5545(d), of title 5, United States Code, and Subpart I of part 550 of title 5, Code of Federal Regulations.*

Note: These factor level descriptions (FLDs) apply to all 0600P occupational series in this JFS.

	<b>Level 9-1</b>	<b>5 Points</b>
FLD	<p>The work is usually performed in an office setting. The work area:</p> <ul style="list-style-type: none"> <li>• normally involves everyday risks or discomforts requiring normal safety precautions typical of offices or meeting and training rooms; or</li> <li>• may involve occasional exposure to conditions in facilities or hospital settings requiring safety precautions.</li> </ul>	

	<b>Level 9-2</b>	<b>20 Points</b>
FLD	<p>The work involves regular and reoccurring exposure to moderate risks, discomforts, and unpleasantness such as:</p> <ul style="list-style-type: none"> <li>• contagious diseases;</li> <li>• infectious materials, or toxic or irritating chemicals;</li> <li>• carcinogenic materials;</li> <li>• noxious fumes;</li> <li>• flammable liquids;</li> <li>• radiation; and/or</li> <li>• potentially pathogenic bacteria.</li> </ul> <p>Special safety precautions such as protective clothing and equipment are necessary.</p>	

	<b>Level 9-3</b>	<b>50 Points</b>
FLD	<p>The work involves high risks from exposure to potentially dangerous situations or unusual environmental stress such as working with lethal viruses under uncontrolled conditions. The employee must apply a wide range of safety and other precautions.</p>	

## Factor Illustrations

Illustrations are provided in this part as a tool to give insight into the meaning of the Factor Level Descriptions (FLDs) for Factors 1, 4, and 5. Consider each illustration in its entirety and in conjunction with the FLDs. Do not rely solely on these illustrations in evaluating positions.

For additional information about the proper use of illustrations, see the [How to Use This Grading Information](#) section of this JFS.

### FACTOR 1 ILLUSTRATIONS

#### **LEVEL 1-6: NURSE, 0610 (ILLUSTRATION 1)**

Professional knowledge of nursing and additional knowledge of instruments, sterile techniques and surgical procedures in planning and providing nursing care either to patients undergoing less complex surgical procedures such as appendectomies or to patients undergoing complex surgical procedures such as thoracic surgery, or to both kinds of patients.

#### **LEVEL 1-6: NURSE, 0610 (ILLUSTRATION 2)**

Professional nursing knowledge, skills and abilities to care for, motivate and redirect the behavior of patients with any of a variety of mental disorders either in mental hospitals or psychiatric wards of medical centers.

#### **LEVEL 1-6: NURSE, 0610 (ILLUSTRATION 3)**

Professional nursing knowledge, skills and abilities applicable to the work and additional experience or training to provide the full range of patient care in general and surgical wards, out-patient departments or intensive care units for cardiac, pediatric, post-operative, or respiratory patients.

#### **LEVEL 1-6: NURSE, 0610 (ILLUSTRATION 4)**

Professional knowledge of nursing and considerable additional experience or training in occupational health nursing to treat employees and counsel them on physical and emotional health problems. Knowledge is used to counsel employees on varied health subjects including nutrition, dental and safety regimen, care of minor injuries and illnesses, family and health problems, home care of communicable diseases, infant and pre-natal care. Advises employees to obtain medical care and makes referral to private physicians, dentists, clinics or community resources, with the advice depending on the apparent nature and origin of the employee's problem and upon the employee's economic status.

**LEVEL 1-6: NURSE, 0610 (ILLUSTRATION 5)**

Professional knowledge of nursing plus sufficient knowledge of public health programs, sciences and needs to provide services to individuals and families with illnesses such as diabetes and hypertension.

**FACTOR LEVEL DESCRIPTION****LEVEL 1-6: DIETETICS AND NUTRITION, 0630 (ILLUSTRATION 1)**

Professional knowledge of dietetic principles, practices and procedures and knowledge of:

- food service management and of regular and therapeutic diets and educational duties;
- education and training methods, and of professional standards and requirements.

sufficient to :

- perform a variety of recurring duties in two or three specialized areas;
- provide nutritional care to patients;
- to provide in-service training to the staff of the dietetic service, and to provide nutritional instruction to patients and allied health personnel.

**LEVEL 1-6: DIETETICS AND NUTRITION, 0630 (ILLUSTRATION 2)**

Professional knowledge of science of nutrition and the principles, practices and procedures and knowledge of:

- medical practices, the effects of medications, and the effects of other treatment modalities as they affect the patient's diet and ability to eat.

sufficient to :

- provide nutritional care to patients;
- assess the patient's dietary habits and nutritional status to apply this information to the physician's diet prescription, and to develop a diet plan;
- instruct the patient and family about the diet, and influence patient to follow the diet;
- translate the diet prescription into a nutritional care plan that is acceptable to the patient.

**LEVEL 1-6: DIETETICS AND NUTRITION, 0630 (ILLUSTRATION 3)**

Professional knowledge of the principles, practices, and procedures of the field of dietetics and knowledge of:

- administrative practices
- concepts of training

sufficient to:

- provide nutritional care to patients;
- plan menus for the hospital and conduct studies;
- instruct individuals or groups concerning various aspects of dietetics;
- to coordinate the institutional feeding program with professionals and nonprofessionals in the dietetic service, and with other hospital activities.

**[FACTOR LEVEL DESCRIPTION](#)****LEVEL 1-6: OCCUPATIONAL THERAPIST, 0631 (ILLUSTRATION 1)**

Facilitates a person with paralyzed limb(s) to gain or regain ability to do tasks of daily living. Evaluates perceptual ability using standardized tests and structured assessments such as form boards, pegs, drawings, and tracing; uses techniques for retraining paralyzed limbs and increasing strength and dexterity; uses adaptive self-help techniques for accomplishing daily living tasks such as dressing, self-care, and feeding; suggests home modifications which can be made for handicapped persons such as ramps and grab bars, and aids in selecting the type and fit of wheelchairs and gives instruction regarding transfer techniques and position.

**LEVEL 1-6: OCCUPATIONAL THERAPIST, 0631 (ILLUSTRATION 2)**

Develops intervention plan for an individual who has a chronic condition affecting life activities (e.g., a person on renal dialysis or a diabetic). This would include productive or leisure activities or both while on dialysis; social adjustment due to scheduling and the need to conserve energy; and psychological aspects of changes in lifestyle. The therapist would consider such variables as the person's occupation, leisure activities, and family situation.

**LEVEL 1-6: OCCUPATIONAL THERAPIST, 0631 (ILLUSTRATION 3)**

Facilitates reentry of a person into the community by evaluating ability to: follow written or oral instructions, deal with peers and authority figures, solve problems, concentrate, and/or interact socially. Intervention may include activities such as meal planning, comparative shopping, and management of personal finances. At this level, the therapist is skilled in evaluating individual progress (regression) and modifying the intervention appropriately.

**[FACTOR LEVEL DESCRIPTION](#)**

**LEVEL 1-6: PHYSICAL THERAPIST, 0633 (ILLUSTRATION 1)**

Knowledge of professional physical therapy concepts, principles, and methodologies and knowledge of:

- anatomy and physiology;
- common disabilities or incapacities associated with neurological, orthopedic, and general medical /surgical conditions that interfere with ability to function and a wide variety of activities and modalities; and
- effective interview techniques, skilled observations, and chart reviews

sufficient to :

- perform evaluations, provide treatment and modify intervention plans according to changing conditions in pediatric patients with, or at risk for physical disabilities, neuromuscular and psychosocial dysfunctions;
- to perform orthopedic and neuromusculoskeletal evaluations;
- to utilize therapeutic treatment media in assisting a patient to regain or improve functional capacities;
- to discern types of problems and degree of deficit in learning and cognitive ability, social skills, self-help skills and behavioral skills;
- to develop short and long-term intervention plans according to the patient's condition.
- devise a plan of treatment designed to meet specific treatment goals; and
- evaluate patient's progress or regression and modify the intervention plans accordingly.

**FACTOR LEVEL DESCRIPTION**

**LEVEL 1-6: CLINICAL LABORATORY SCIENTIST, 0644 (ILLUSTRATION 1)**

Professional knowledge of, and skill in applying, the principles, concepts, and practices of medical technology; and knowledge of:

- malfunctioning indicators of complicated instruments;
- mathematical and statistical processes;
- related disciplines; and
- medicolegal and accrediting/regulatory agency requirements

sufficient to:

- perform a full range of emergency tests, including complex and non-routine analyses;
- run quality controls;
- calculate and convert analytical data to test results;
- integrate and correlate test results with other laboratory data to draw conclusions; and
- ensure that work is consistent with standards.

**LEVEL 1-6: CLINICAL LABORATORY SCIENTIST, 0644 (ILLUSTRATION 2)**

Professional knowledge of, and skill in applying, the principles, concepts, and methodologies of medical technology, specifically those unique to hematology; and knowledge of:

- hematological test systems;
- complex equipment and instruments;
- related disciplines;
- medicolegal requirements;
- instructional techniques; and
- computer systems

sufficient to:

- perform the full range of specialized and routine diagnostic tests;
- verify test results;
- make minor modifications to logic schema to determine corrective actions for problems;
- calibrate, operate and maintain instruments and equipment;
- evaluate test results in relation to other patient and drug parameters and other laboratory data; and
- assure conformity with medicolegal requirements.

**FACTOR LEVEL DESCRIPTION**

**Level 1-7: Physician Assistant, 0603 (Illustration 1)**

Professional knowledge of, and skill in applying, the concepts, principles, and practices of medical care sufficient to:

- conduct physical examinations and differentiate between normal and abnormal findings;
- take complete health and illness history;
- order appropriate diagnostic and development screening tests;
- determine appropriate treatment regimen;
- analyze and interpret routine laboratory results;
- prescribe and dispense medication according to existing protocol;
- manage chronic health problems;
- provide follow-up care to patient to determine the patient's compliance to therapy and response to treatment;
- use specialized medical equipment and techniques;
- counsel and educate patients; and
- make updates to patient's medical records.

**Level 1-7: Physician Assistant, 0603 (Illustration 2)**

Professional knowledge of, and skill in applying, the concepts, principles, and practices of medical care; and medical/surgical practices sufficient to:

- perform primary and surgical diagnostic and therapeutic procedures for injuries and illnesses as well as more specialized interventions and specific procedures;
- direct and/or initiate therapeutic or life-saving interventions;
- perform physical evaluations and take medical histories to make assessments to identify medical/surgical problems;
- recognize medical/surgical emergencies and take interventional steps to maintain the health and well-being of the patient;
- perform diagnostic evaluations;
- prescribe approved medications;
- develop appropriate treatment regimens;
- order diagnostic procedures to make general assessments of medical/surgical patients;
- write physicians' orders and record information in patient's chart;
- write work/activity restrictions; and/or
- provide surgical assistance to the primary surgeon for simple and complex operative procedures as well as invasive clinical procedures.

**FACTOR LEVEL DESCRIPTION**



**Level 1-7: Nurse, 0610**

Professional knowledge of, and skill in applying, the principles, concepts, practices, and procedures of specialized nursing care to patients sufficient to:

- provide medical care and treatment for seriously ill or injured patients and interpret plan of care to patient and family members;
- provide comprehensive or total patient care that considers the physical, emotional, social, economic, and spiritual needs of the person; his or her response to illness; and the effect of the illness on the ability to meet self-care needs.
- provide services such as effective pulmonary ventilation; and/or
- evaluate patient's condition and behavior arising from the use of new therapy or drugs by making and recording detailed comprehensive and accurate observations of patient's physiological and emotional responses.

**FACTOR LEVEL DESCRIPTION****Level 1-7: Advanced Practice Nurse (Nurse Practitioner), 0610**

Professional knowledge of, and skill in applying, the principles, concepts, practices, and procedures of community health nursing sufficient to:

- provide leadership in comprehensive nursing, preventative, and therapeutic healthcare service to patients and family members in a community based primary care facility as the primary health resource at the facility;
- obtain a health and developmental history from the patient or parent;
- perform or request special screening, developmental tests and laboratory tests, and interpret the tests;
- discriminate between normal and abnormal findings to recognize early stages of serious physical, emotional, or mental problems;
- make decisions concerning medical care needs of patients with physicians as well as decisions regarding nursing care needs;
- identify and manage specific illnesses;
- provide surveillance of adherence to medical and nursing regimens to stabilize chronically ill persons;
- adjust regimens within established protocols recognizing when to refer the patient to a physician or other healthcare team member;
- evaluate the nursing and medical aspects of care plans periodically, recognizing the need for reassessment by a physician or other healthcare professional;
- evaluate total healthcare needs of patients and develop plans to meet these needs;
- provide preventive care to healthy individuals including guidance in nutrition, common illnesses, child growth and development; and/or
- teach patients and family member's ways to maintain or improve their health status.

**FACTOR LEVEL DESCRIPTION**

**Level 1-7: Dietitian, 0630**

Professional knowledge of, and skill in applying, a wide range of concepts, principles, and practices of clinical nutritional and dietetics in a specialty area, such as cardiology, sufficient to:

- plan, develop, and implement specialized nutritional care plans for patients;
- integrate individual methods of nutritional care with the interdisciplinary treatment plan;
- design and develop dietary guides, teaching tools, and visual aides to facilitate patients' understanding of the principles of their diets;
- review serum chemistries to assess nutritional laboratory parameters;
- recommend dietary changes to physicians;
- initiate laboratory tests to more accurately assess patient's nutritional needs;
- plan and conduct educational sessions for physicians, dietitians, medical students, and other healthcare team members regarding the nutritional management of patients;
- serve as a resource person on nutritional requirements, current nutritional concepts, and research findings related to the specialty disease;
- assess effectiveness of nutritional care plans and compliance by patient/caregiver;
- perform nutritional assessments, clinical deficiencies, history of dietary intake, and evaluation of drug nutrient interaction; and/or
- synthesize data collected to determine nutritional consequences on the immune system to evaluate patient's projected response to treatment.

**FACTOR LEVEL DESCRIPTION****Level 1-7: Nutritionist, 0630**

Professional knowledge of, and skill in applying, a wide range of principles, concepts, and practices of therapeutic nutrition; and knowledge of food service management sufficient to:

- provide consulting services to a wide variety of patients with different ethnic backgrounds and other healthcare professionals within the geographic areas served;
- establish short- and long-term program goals;
- develop specialized nutritional plans for groups ranging from children to the elderly;
- adapt therapeutic nutrition plans to meet cultural needs of the patients;
- evaluate dietary habits, food purchasing practices, and food resources of different ethnic groups; and/or
- coordinate the nutritional program with other health agencies, programs, and services to assure optimal nutritional care.

**FACTOR LEVEL DESCRIPTION**

**Level 1-7: Occupational Therapy, 0631 (Illustration 1)**

Professional knowledge of, and skill in applying, a wide range of advanced principles, concepts, and practices of occupational therapy sufficient to:

- evaluate and treat pediatric patients from birth to 21 years of age with developmental, physical, and/or learning disabilities;
- administer complex assessments to clients to determine current levels of functioning;
- perform diagnostic evaluations using multiple standardized and non-standardized evaluation tools, review of medical and school records, and clinical observations;
- interpret evaluation test results to determine strengths and weaknesses of patients' developmental, physical, and psychosocial skills;
- develop short- and long-term goals;
- determine therapeutic and/or medical needs of clients with severe limiting conditions;
- develop intervention plans and consult with classroom teachers on instructional modifications;
- design treatment programs using traditional and nontraditional treatment modalities; and
- fabricate or modify equipment.

**Level 1-7: Occupational Therapy, 0631 (Illustration 2)**

Professional knowledge of, and skill in applying, a wide range of advanced principles, concepts, and practices of occupational therapy sufficient to:

- evaluate and treat difficult or complex individual problems with neuro-rehabilitation adolescence to geriatric population;
- develop treatment plans for a wide variety of issues such as cerebral vascular accidents; spinal cord injuries; neurological issues; traumatic head injuries; low vision impairments; perceptual motor dysfunction; and other neurological, orthopedic, general medicine, and surgical conditions;
- discern types of problems and degree of deficit in activities of daily living, cognitive/perceptual ability, social skills, and emotional/behavioral skills;
- develop individualized short- and long-term rehabilitation treatment plans;
- evaluate patient's progress or regression and modify the rehabilitation plan;
- incorporate current research information into the rehabilitation plan;
- determine the need for adaptive equipment and upper extremity orthotics;
- instruct patient and family members on home programs; and
- provide patient education on diagnostic process and treatment.

**FACTOR LEVEL DESCRIPTION**

**Level 1-7: Physical Therapist, 0633**

Professional knowledge of, and skill in applying, a wide range of principles, concepts, and practices of physical therapy sufficient to:

- plan and carry out the full range of specialized and complex treatments for patients who are acutely ill or have a combination of severe mental or physical disabilities with secondary complications;
- establish new treatment plans when established procedures are not applicable or must be substantially adapted;
- devise or adapt equipment to carry out treatment with severely disabled patients; and
- employ unusual motivational techniques to obtain the participation of the patients during treatment.

**FACTOR LEVEL DESCRIPTION****Level 1-7: Kinesiotherapy, 0635**

Professional knowledge of, and skill in applying, a wide range of concepts, principles, and practices of kinesiotherapy sufficient to:

- serve as a contributing member of an interdisciplinary treatment team, and
- apply advanced techniques, approaches, and procedures to facilitate the treatment of patients with complex medical/physical deficiencies;
- develop comprehensive treatment programs for disabilities associated with aging, emotional, neurological, orthopedic, and other medical conditions;
- counsel and educate patients, families, and significant others concerning the patient's treatment program disease process, rehabilitation potential, availability of community resources, care, safety/maintenance/use of adaptive devices, and behavior management to improve understanding, motivation, and active participation in the rehabilitation process; and/or
- review scientific literature and technical publications to keep current with latest technology and incorporate into treatment.

**FACTOR LEVEL DESCRIPTION****Level 1-7: Recreation Therapist, 0638**

Professional knowledge of a wide range of the concepts, principles, procedures, and techniques of recreation therapy sufficient to:

- participate as a contributing member on interdisciplinary treatment teams, and
- accomplish the maximum rehabilitation of difficult patients in mixed diagnostic categories with complex medical, physical, behavioral, and mental deficiencies;
- develop an initial clinical assessment of each patient;
- interpret physician prescriptions to independently formulate a treatment plan that meets prescribed goals;
- develop a treatment plan that attains goals without exacerbating other conditions/problems; and/or
- modify techniques and develop new approaches to ensure the realization of patient treatment goals.

**FACTOR LEVEL DESCRIPTION**

**Level 1-7: Pharmacist, 0660 (Illustration 1)**

Professional knowledge of, and skill in applying, the concepts, principles, and practices of pharmacy science sufficient to:

- compound and dispense prescriptions;
- develop and prepare sterile products such as total parenteral nutrition and IV admixtures;
- screen prescriptions for proper interpretation; appropriate dosages; and possible therapeutic, chemical, or physical incompatibility;
- advise patients and nursing staff on dosage regimen, side effects, and storage requirements;
- prepare cancer chemotherapeutic agents;
- participate in special programs as a consultant such as metabolic support (parenteral nutrition), drug evaluation and clinical studies; and/or
- serve as an advisor on therapeutic problems.

**Level 1-7: Pharmacist, 0660 (Illustration 2)**

Professional knowledge of, and skill in applying, the concepts, principles, and practices of pharmacy science sufficient to:

- monitor and modify drug therapy when it differs from established clinical parameters or protocols;
- evaluate drug therapy for proper therapeutic endpoint;
- prepare complex combination chemotherapy regimens for clinical protocols;
- interact with patients to obtain drug history, monitor patients' responses, educate and counsel, and explain information on current drug therapy and potential side effects;
- participate in daily rounds to monitor and review drug therapy;
- review and evaluate drug literature;
- serve as liaison with physicians, nurses, and other staff on drug-related problems;
- monitor adverse drug reactions;
- design and conduct interdisciplinary educational programs in drug therapy, and/or
- develop and provide education materials to patients.

**[FACTOR LEVEL DESCRIPTION](#)**

**Level 1-7: Optometrist, 0662**

Professional knowledge of, and skill in applying, advanced concepts, principles, and practices of optometry sufficient to:

- remain abreast of latest developments in the field of occupational vision,
- serve as an authoritative information source on the practice of optometry;
- serve as an occupational vision consultant;
- perform external and internal dilated and non-dilated ocular examinations;
- conduct objective and subjective optometric procedures;
- perform tonometry and biomicroscopy and ensure that patients who manifest evidence of ocular and/or systemic diseases are referred to private physicians;
- correlate findings and test results and prescribe appropriate correction;
- prescribe vision training or orthoptics as indicated;
- fabricate, verify, and dispense protective eyewear;
- interview workers who wear contact lenses and evaluate job hazards relative to visual enhancement provided by contact lenses; and/or
- advise occupational health physicians when visual disabilities require restricted work assignment for employees.

**FACTOR LEVEL DESCRIPTION****Level 1-7: Speech/Language Pathologist, 0665**

Professional knowledge of, and skill in applying, a wide range of theories, concepts, principles, and practices of human communication to treat specific disorders of speech, language, and voice and their causes sufficient to:

- provide instruction on the use and maintenance of prosthetic and therapeutic devices,
- evaluate the cause of communication disorders and swallowing problems in pediatric and adult patients;
- determine the cause of pathology of disorders and recommend preventive and remedial measures;
- perform the full range of diagnostic tests for patients with severe communication disorders and swallowing problems;
- counsel patients regarding the effect of medical and/or surgical procedures on receptive and expressive communication;
- counsel family members regarding the communication problems and resultant special emotional needs of the patient; and/or
- plan and implement an effective course of therapy for difficult and complex cases;
- fix surgical prosthetic devices.

**FACTOR LEVEL DESCRIPTION**

**Level 1-8: Podiatrist, 0668**

Mastery of, and skill in applying, the theories and practices of podiatry and a comprehensive knowledge of anatomy, physiology, microbiology, pathology, and pharmacology sufficient to:

- diagnose and treat foot disorders to include the most difficult cases arising from non-systemic origin;
- perform major and complex foot surgery in the operating room under local and general anesthesia;
- review medical history and drug therapies necessary to prescribe appropriate medications used in conjunction with postoperative problems and rehabilitation; and/or
- provide clinical oversight of a foot at risk clinic that involves evaluation, medical and surgical intervention, and hospital admissions when indicated for complex cases.

**FACTOR LEVEL DESCRIPTION****Level 1-8: Dentist, 0680**

Mastery of the theories, principles, and practices of dentistry sufficient to:

- diagnosis difficult cases not susceptible to acceptable methods requiring differential diagnosis;
- treat uncommon diseases, abnormalities, injuries, defects of teeth and investing tissues, and dental health problems;
- expose and interpret radiographs of the teeth, oral cavity, and supporting structures to diagnose the type and extent of treatment required;
- perform restoration of teeth with simple and complex cavities with standard and prescribed dental materials in routine and difficult cases;
- administer local anesthesia as required for treatment and diagnoses of dental diseases;
- extract single or multiple teeth;
- remove unerupted and impacted teeth and residual root tips;
- perform prosthodontic care on patients requiring routine and complicated replacement of missing teeth and/or crowns;
- diagnose and perform root canal therapy on anterior and posterior teeth for children and adults;
- perform dental treatment on children and adults requiring special management (i.e., medically compromised and elderly patients);
- serve as a recognized expert for the agency;
- provide expert testimony on dental illness and injury claims; and/or
- train and evaluate dental students and others rotating through the dental service.

**FACTOR LEVEL DESCRIPTION**

**Level 1-8: Industrial Hygiene, 0690**

Mastery of the concepts, principles, and practices of industrial hygiene sufficient to:

- research technical publications,
- conduct the most difficult types of industrial hygiene studies;
- serve as a recognized expert for the agency;
- develop policy and program objectives;
- develop new sampling or control methods;
- provide expert advice to agency and contractor personnel in a broad range of industrial hygiene matters;
- generate new occupational health and safety programs for the agency;
- evaluate and apply new methods and equipment to the practice of industrial hygiene particularly in dealing with problems not readily treatable by standard methods; and/or
- develop technical bulletins, instructions, regulations, training materials, and sections of field manuals for guidance of agency personnel.

**FACTOR LEVEL DESCRIPTION****Level 1-8: Consumer Safety, 0696**

Mastery of, and skill in applying, the theories and practices of a scientific field such as chemistry, biology, pharmacology, or food technology; and a comprehensive knowledge of:

- the principles and practices of assigned areas such as food or biotechnology;
- the Food, Drug, and Cosmetic Act;
- governing rules and regulations and court precedents applicable to the assigned area; and
- written and verbal communication techniques

sufficient to:

- serve as a technical authority in a particular assigned area;
- provide authoritative advice and assistance on extensive, complex, and complicated manufacturing processes and operations and inspectional problems relative to the safety and effectiveness of products;
- recognize discrepancies or inconsistencies in reported information;
- provide written analyses of data and in-depth fault analysis evaluations and product failures;
- interpret and apply laws, policies, and regulations;
- develop evidence when situations encountered may result in regulatory action;
- perform tasks related to the regulation of a specific industry;
- develop analyses that are used for presentations and in negotiations;
- conduct negotiations with industry representations and other government agencies; and/or
- develop training programs.

**FACTOR LEVEL DESCRIPTION**



**Level 1-9: Physician, 0602 (Illustration 1)**

Mastery of, and skill in applying, theories, principles, concepts, and practices of medicine sufficient to:

- serve as an expert in medical evaluations, diagnosis, treatment, and follow-up of patients with suspected illnesses and/or rare conditions in the specialty;
- apply new scientific and/or technological procedures in the evaluation of complex patient diagnosis;
- serve as a recognized authority for the specialty medical program;
- develop guidelines for interns, residents, and other hospital staff to follow when carrying out patient care services; and/or
- assess program effectiveness for the delivery of patient care services.

**Level 1-9: Physician, 0602 (Illustration 2)**

Mastery of, and skill in applying, theories, principles, concepts, and practices of a specialty medical area sufficient to:

- provide advisory and consultative services to other board members regarding conflicting medical evidence;
- elicit and interpret complex medical aspects of disability claim cases;
- provide authoritative knowledge of a specialty area for advising board members; and/or
- establish program precedents resulting in standards, policies, and guides in disability evaluation matters.

**Level 1-9: Physician, 0602 (Illustration 3)**

Mastery of, and skill in applying, theories, principles, concepts, and practices of medicine, specifically occupational medicine sufficient to:

- confer with personal physicians on employee health matters related to job performance,
- plan, execute, and administer an occupational medicine program;
- provide medical direction for the program;
- determine program scope, policies, objectives, specific goals and develop and manage the program budget;
- provide direction and guidance to staff; and/or
- serve as physician advisor of the program.

**FACTOR LEVEL DESCRIPTION**

### FACTOR 4 ILLUSTRATIONS

#### **LEVEL 4-3: CLINICAL LABORATORY SCIENTIST, 0644 (ILLUSTRATION 1)**

**Nature of Assignment** – Work consists of performing the full range of emergency procedures in the areas of chemistry, urinalysis, hematology, serology, bacteriology, and immunohematology.

**What Needs To Be Done** – The employee:

- analyzes the suitability of the specimen;
- identifies the requirements of the requested test, the purpose of the analysis, and the types and frequency of the control procedures; and
- correlates the test results with other laboratory and/or patient data and other similar factors.

**Difficulty and Originality Involved** – The employee exercises versatility, judgment, and perception to:

- apply standard techniques and practices;
- select alternative procedures to correct errors;
- identify and interpret diverse factors, situations, and conditions;
- understand interrelationships among different strategies, standards, and activities; and
- explain and justify determinations.

#### **LEVEL 4-3: CLINICAL LABORATORY SCIENTIST, 0644 (ILLUSTRATION 2)**

**Nature of Assignment** – Work consists of performing a variety of procedures evaluating and interpreting test results in the hematology section of a clinical laboratory.

**What Needs To Be Done** – The employee:

- analyzes complex and infrequently requested tests;
- evaluates abnormal results;
- uses and maintains laboratory equipment; and
- develops and monitors quality controls.

**Difficulty and Originality Involved** – The employee exercises versatility, judgment, and perception to:

- identify and interpret diverse factors, situations, and conditions;
- understand interdependency of different tests; and
- explain and justify determinations of test results based on laboratory data.

#### **[FACTOR LEVEL DESCRIPTION](#)**

**LEVEL 4-3: NURSE (MEDICAL-SURGICAL), 0610 (ILLUSTRATION 1)**

**Nature of Assignment** – Providing nursing care in a general medical-surgical ward requires the full range of professional nursing proficiency from assessment of the needs of a wide variety of patient illnesses, through administering medication and operating special equipment and reacting to emergency situations.

**What Needs To Be Done** – The employee:

- analyzes patient condition through observation;
- identifies the care requirements, the purpose of the purpose of care, and the types and frequency of the procedures; and
- correlates any test results with other laboratory and/or patient data and other similar factors.

**Difficulty and Originality Involved** – The employee exercises versatility, judgment, and perception to:

- apply standard techniques and practices,
- select alternative procedures based on observations,
- identify and interpret diverse factors, situations, and conditions,
- understand interrelationships among different strategies, standards, and activities, and
- explain and justify determinations/actions taken.

**LEVEL 4-3: NURSE, 0610 (ILLUSTRATION 2)**

**Nature of Assignment** – Provides nursing care for the full range of medical and post-surgical conditions found in home, school or clinical environments. Counsels and teaches individuals, families and groups.

**What Needs To Be Done** – The employee:

- analyzes patient condition through observation,
- identifies the care requirements, the purpose of the purpose of care, and the types and frequency of the procedures, and
- correlates any test results with other laboratory and/or patient data and other similar factors.

**Difficulty and Originality Involved** – The employee exercises versatility, judgment, and perception to:

- identify and interpret diverse factors, situations, and conditions,
- understand interdependency of different sign and symptoms, and
- explain and justify determinations/actions taken.

**[FACTOR LEVEL DESCRIPTION](#)**

**LEVEL 4-3: OCCUPATIONAL THERAPIST, 0631**

**Nature of Assignment** – The work includes different and unrelated methods for evaluating and interpreting levels of physical or psychosocial functioning and to provide progressive treatments to teach new or compensating skills or to restore performance.

**What Needs To Be Done** – Each person must be analyzed on the basis of specific physical and/ or psychosocial problems; current levels of functioning or coping based on interpretation of one or more measurement tools; the person's former lifestyle, occupation, and home environment; medical history; etc. This information is used in determining potential for self-care, work, and leisure activities and the steps required to reach long-range treatment objectives (development of strength, range of motion, cognitive abilities, adapted skills, etc.). The therapist varies the type, frequency, and difficulty of goal-oriented activities based upon the ongoing analysis of the progress of each person.

**Difficulty and Originality Involved** – Various conditions and elements must be identified and analyzed to discern interrelationships. For example, the therapist must be able to recognize defense mechanisms or negative attitudes adopted to disguise feelings of frustration and to distinguish those problems which may be improved by therapy from those which cannot.

**[FACTOR LEVEL DESCRIPTION](#)**

**LEVEL 4-4: PHYSICIAN ASSISTANT, 0603**

**Nature of Assignment** – Work consists of providing diagnostic, preventative, and therapeutic health services to patients and family members in a primary care facility under the guidance of a physician.

**What Needs To Be Done** – The employee:

- obtains health and developmental history from patient or parent;
- conducts physical examinations;
- records findings and makes critical evaluations;
- requests special screenings and developmental and laboratory tests;
- interprets test results;
- provides full range of emergency services or crisis intervention;
- reassesses treatment plans as needed;
- provides medical care and preventative services to healthy individuals including guidance in nutrition, common illnesses, child growth, and development;
- makes decisions concerning medical care needs of patients with physicians;
- works collaboratively with physician in management of some complex cases;
- prescribes and dispenses (non-controlled) medications according to approved medication lists and existing protocols and instructions;
- provides direct medical care in the presence of illness or disability in order to maintain life, provide comfort, reduce distress, and enhance coping ability;
- provides surveillance over medical practices applied to stabilize chronically ill persons;
- adjusts treatments within established standing order recognizing when to refer the patient to the physician or other health team members;
- instructs and counsels patients to obtain confidence and understanding of and compliance with treatment plans and long-term health maintenance;
- identifies and evaluates medical psychological problems, making referrals when necessary;
- provides patient education; and
- notate patient medical data into medical records.

**Difficulty and Originality Involved** – Exercises judgment and ingenuity to:

- identify abnormalities discovered in physical examinations;
- obtain and record medical histories;
- request and review diagnostic studies and developmental screening tests;
- initiate treatment and make referrals; and
- understand the values and customs of the ethnic group and the effect of cultural differences on healthcare delivery.

**FACTOR LEVEL DESCRIPTION**

**Level 4-4: Advanced Practice Nurse (Nurse Practitioner), 0610**

**Nature of Assignment** – Work consists of providing a complete range of nursing services in a community including the assessment of patients through counseling, teaching, and treating chronic and acute illnesses.

**What Needs To Be Done** – The employee:

- serves as the provider of healthcare in the community by providing comprehensive nursing, preventative, and therapeutic healthcare service to patients and family members, assesses, plans, evaluates, and modifies the treatment of patients and families,
- counsels, teaches, and coordinates services,
- facilitates other specialty care such as orthopedics, neurosurgery, endocrinology, cardiology and gastroenterology according to patient condition, and
- makes diagnoses and initiates therapies/treatments for conditions identified.

**Difficulty and Originality Involved** – Exercises judgment and ingenuity to:

- apply and adapt standard techniques and practices to new situations;
- interpret and ensure compliance with patient care standards; and/or
- refine methods and procedures to follow when delivering patient care services.

**FACTOR LEVEL DESCRIPTION**

**Level 4-4: Dietitian, 0630**

**Nature of Assignment** – Work consists of assessing cardiology patients to establish medical nutritional care plans and provide nutritional care, counseling, and education.

**What Needs To Be Done** – The employee:

- plans, coordinates, directs, and participates in all nutritional care activities for patients in cardiology-related programs;
- plans, develops, and implements individualized nutritional care plans including nutrition education for patients and caregivers;
- develops and tailors nutritional therapy to each patient's disease, interdisciplinary care plan, dietary needs, ethnic background, and socioeconomic conditions;
- designs and develops dietary guides, teaching tools, and visual aids to facilitate patients' understanding of the principles of their diets;
- assesses medical nutritional needs through physician ordered laboratory tests and develops individual, specialized care plans;
- assesses patients' nutritional status, the need for oral nutritional supplements, and total enteral nutrition therapy products, and writes prescriptions;
- counsels patients and/or caregiver;
- plans, develops, and organizes nutrition education programs for cardiac patients and caregivers; and
- plans and conducts educational sessions for physicians, dietitians, and other staff.

**Difficulty and Originality Involved** – Exercises considerable judgment to:

- develop, update, and refine the medical nutritional treatment plan for cardiac patients and training materials for a variety of complicated disease states; and
- translate scientific information into comprehensible nutritional instruction, education, and guidance to patients, their families, and allied healthcare professionals.

**FACTOR LEVEL DESCRIPTION**

**LEVEL 4-4: OCCUPATIONAL THERAPIST, 0631**

**Nature of Assignment** – Work consists of developing plans, identifying needs, coordinating with other groups, and providing highly specialized evaluation and treatment for complex and difficult cases involving children with multiple medical and educational problems, such as cerebral palsy, spina bifida, prematurity, and autism.

**What Needs To Be Done** – The employee:

- selects, administers, adapts, scores, and interprets examinations of children to determine their level of delay in gross motor skills and in activities of daily living;
- determines the appropriate intervention;
- carries out the intervention; and
- communicates appropriately with the family of the child and with other caregivers and professionals.

**Difficulty and Originality Involved** – Exercises considerable judgment to determine the appropriate intervention for each child/family and in developing new and innovative approaches to evaluation and treatment.

**FACTOR LEVEL DESCRIPTION****Level 4-4: Physical Therapist, 0633**

**Nature of Assignment** – Work consists of providing physical therapy services to a wide variety of patients from different age groups and disability groups referred by a physician, dentist, or podiatrist.

**What Needs To Be Done** – The employee:

- designs a program of therapy to reach treatment objectives;
- uses a series of complex evaluation tests and rating scales to determine patient's level of function;
- develops a treatment plan and objectives to be met;
- coordinates and employs simultaneously several treatment approaches to accomplish complex treatment objectives;
- advises patients on the necessity of special orthotic/assistive devices when appropriate;
- participates in interdisciplinary clinics; and
- selects the most appropriate techniques.

**Difficulty and Originality Involved** – Exercises considerable judgment to:

- adapt and modify treatment plans for patients with severe and/or multiple disabilities;
- making independent decisions in the absence of established guidelines; and
- develop innovative solutions to unconventional problems.

**FACTOR LEVEL DESCRIPTION**



**Level 4-4: Kinesiotherapist, 0635**

**Nature of Assignment** – Work consists of planning and administering a treatment program for patients with complex and multiple health problems.

- **What Needs To Be Done** – The employee determines potential for attaining goals and establishing a program to facilitate the patient’s progress toward goals to include:
- assessing status;
- recognizing co-morbidity, contraindications, and needed precautions;
- identifying intervention;
- establishing a treatment program;
- applying kinesiotherapy principles appropriate for the program; and
- re-assessing patient’s level of functioning and subsequent treatment modifications.

**Difficulty and Originality Involved** – Exercises considerable judgment to develop a treatment program when patients have complex, multiple medical problems requiring refinement of established treatment procedures or innovative approaches compounded by shorter hospital stays and rapid discharges to home and community.

**FACTOR LEVEL DESCRIPTION****Level 4-4: Creative Arts Therapist, 0638**

**Nature of Assignment** – Work consists of developing an art therapy program for the treatment of adolescent psychiatric patients.

**What Needs To Be Done** – The employee:

- develops treatment plans;
- adapts or modifies treatment procedures;
- develops new techniques and approaches to achieve objectives in severe and complex mental cases;
- monitors effectiveness of services and modifies treatment when necessary; and
- participates on interdisciplinary teams.

**Difficulty and Originality Involved** – Exercises considerable judgment to:

- provide analysis of complicated psychiatric cases with multiple problems, such as, seizure disorders, learning disabilities, and dysfunctional family systems; and
- design and implement multidimensional treatment approaches.

**FACTOR LEVEL DESCRIPTION**

**Level 4-4: Recreation Therapist, 0638**

**Nature of Assignment** – Work consists of planning a treatment program for critically disabled patients with complex and multiple medical problems.

**What Needs To Be Done** – The employee:

- develops, organizes, and administers recreation programs to provide therapeutic treatment;
- develops psychosocial interventions for coping with frustration, stress, anger, and hostility;
- functions as a member of an interdisciplinary team to coordinate patient treatment to achieve maximum rehabilitation potential; and
- participates in unit rounds with physicians and other members of the treatment team.

**Difficulty and Originality Involved** – Exercises considerable judgment to:

- modify techniques;
- create new ways to maximize the rehabilitation process; and
- develop new approaches to achieve treatment goals.

**FACTOR LEVEL DESCRIPTION****Level 4-4: Clinical Laboratory Scientist, GS-0644**

**Nature of Assignment** – Work consists of developing, planning, and implementing a quality assurance and ancillary testing program for the laboratory to comply with multiple and diverse accrediting and regulatory requirements.

**What Needs To Be Done** – The employee:

- develops and monitors the quality assurance and ancillary testing program;
- serves as technical advisor to all ancillary testing sites;
- performs statistical analysis on quality control and quality assurance data; and
- obtains compliance with policies, regulations, and standards established by outside regulatory agencies.

**Difficulty and Originality Involved** – Exercises considerable judgment to:

- assess the effect of such variables as the precision and sensitivity of methods and instruments;
- judge the range of malfunctions in instrument function, reaction systems, and test conditions;
- adjust parameter controls to eliminate extraneous reaction and/or false positives or false negatives;
- modify or adapt quality control and quality assurance procedures and techniques to ensure validity of data in relation to test systems; and resolve technical and operating problems.

**FACTOR LEVEL DESCRIPTION**

**LEVEL 4-4: PHARMACIST, 0660**

**Nature of Assignment** – Work consists of selecting, compounding, dispensing, and preserving drugs and participating in training programs.

**What Needs To Be Done** – The employee:

- compounds and dispenses prescriptions including bulk compounding of pharmaceuticals;
- develops and prepares sterile products such as total parenteral nutrition, IV admixtures, allergy extracts, ophthalmic solutions, and investigational drugs;
- screens prescriptions for proper interpretation; appropriate dosages; and possible therapeutic, chemical or physical incompatibility;
- advises patients and nursing staff on dosage regimen, side effects, storage requirements, and any special instructions;
- prepares cancer chemotherapeutic agents;
- serves as advisor on therapeutic problems;
- prepares and participates in training programs for pharmacy technicians and other hospital staff personnel; and
- participates as a consultant in special programs such as metabolic support (parenteral nutrition), drug evaluation, and clinical studies.

**Difficulty and Originality Involved** – Exercises considerable judgment to:

- perform pharmaceutical work that involves the consideration of such factors as:
  - therapeutic, physical, and chemical incompatibilities in evaluating dosages;
  - permissible concentrations of drugs;
  - chemical reactions resulting in insolubility, inactivation, or precipitations;
- develop variations in standard formulas to meet the needs of individuals patients; and
- serve as an advisor to the medical staff on known and potential effects on the use of new drugs or drugs in an investigational status.

**FACTOR LEVEL DESCRIPTION**

**Level 4-4: Speech/Language Pathologist, 0665**

**Nature of Assignment** – Work consists of planning, coordinating, and providing the full range of speech/language pathology services to treat patients of all ages with speech, language, and voice disorders.

**What Needs To Be Done** – The employee:

- evaluates and treats patients;
- determines which patients require services depending on the nature, severity, and complexity of their disorder; and
- determines by the nature of the disorders which patients need referral to other specialists, such as to a prosthetist for the fabrication of devices designed to improve intelligibility of speech.

**Difficulty and Originality Involved** – Exercises considerable judgment and creativity to develop innovative assessment techniques and solutions for complex and severe types of communication disorders.

**FACTOR LEVEL DESCRIPTION****Level 4-4: Audiologist, 0665**

**Nature of Assignment** – Work consists of evaluating and providing treatment for a variety of hearing and vestibular disorders which may be severe alone or complicated by other physical and/or mental disabilities.

**What Needs To Be Done** – The employee performs, evaluates, and interprets diagnostic tests that are significantly inconsistent or conflicting and which require careful selection and interpretation or further diagnostic measures to evaluate auditory or vestibular disorders in adult and geriatric patients.

**Difficulty and Originality Involved** – Exercises considerable judgment to identify, assess, diagnose, and develop rehabilitation plans for hearing loss and vestibular disorders in adult and geriatric cases that are complex in terms of severity of communicative impairment and presence of complicating physical and emotional factors.

**FACTOR LEVEL DESCRIPTION**

**Level 4-4: Industrial Hygienist, 0690**

**Nature of Assignment** – Work consists of conducting evaluations and surveys that cover a wide range of agency operations at facilities located in various parts of the region. The work activities and work environment involve a variety of exposure to physical, chemical, and/or radiological health hazards.

**What Needs To Be Done** – The employee:

- plans and conducts complete evaluations of work operations involving potentially hazardous environmental conditions;
- analyzes findings; and
- recommends corrective measures and controls.

**Difficulty and Originality Involved** – Exercises considerable judgment and creativity to:

- conduct surveys where industrial processes are frequently changing and with new materials for which composition and/or toxicological information may be sketchy; and
- adapt and modify established methods of control to meet the requirements of the particular situation.

**FACTOR LEVEL DESCRIPTION****Level 4-5: Optometrist, 0662**

**Nature of Assignment** – Work consists of serving as a consultant and mentor in the area of neuro-optometry for an agency.

**What Needs To Be Done** – The employee:

- reviews, researches, analyzes, and develops policy, program guidelines, and initiatives
- provides complex optometric services to civilian and military personnel with co-morbidities, such as, but not limited to, unprecedented traumatic brain injury, post-traumatic stress disorder, and pain;
- performs external and internal dilated and non-dilated ocular examinations;
- performs objective and subjective optometric procedures; and
- detects ocular or systemic diseases and refers patients requiring other medical treatments to healthcare providers.

**Difficulty and Originality Involved** – Exercises considerable judgment to:

- determine the suitability and applicability of new ophthalmic materials, devices, and processes to increase patients' visual awareness, efficiency, processing, visual auditory integration, visual memory and visually guided movement.; and
- assist in statistical and investigative studies related to the development of corrective and protective optical devices and techniques.

**FACTOR LEVEL DESCRIPTION**

**LEVEL 4-5: PODIATRIST, 0668**

**Nature of Assignment** – Work consists of many different and unrelated processes such as performing complex as well as routine surgical procedures and managing high risk clinics (i.e., serving patients with high relative risk for morbidity and premature mortality).

**What Needs To Be Done** – The employee:

- performs complex procedures such as pedal amputations or debridement of gangrenous and necrotic tissue;
- treats podiatric deformities;
- manages and treats complex problems caused by multiple systemic illnesses;
- diagnoses and treats foot disorders;
- performs injection therapy;
- provides conservative care for a variety of foot and ankle problems; and
- interprets x-rays for bone and joint pathology, deformities, trauma, and associated soft tissue structural changes.

**Difficulty and Originality Involved** – Exercises considerable judgment to develop full treatment regimens and surgical procedures that incorporate innovative techniques and unusual skill.

**FACTOR LEVEL DESCRIPTION**

**LEVEL 4-5: DENTIST, 0680**

**Nature of Assignment** – Work consists of:

- diagnosing and treating difficult and unusual cases in a specialty area of dentistry; and
- providing advisory services to other dental experts.

**What Needs To Be Done** – The employee:

- develops treatment plans for difficult cases;
- applies latest technological developments; and
- develops innovative techniques.

**Difficulty and Originality Involved** – Exercises considerable judgment and creativity to develop new approaches and techniques to unusual problems and difficult cases.

**FACTOR LEVEL DESCRIPTION**

**Level 4-5: Consumer Safety, 0696**

**Nature of Assignment** – Work consists of a broad range of activities related to the agency’s overall consumer safety programs.

**What Needs To Be Done** – The employee:

- prepares support for legal contests, the outcome of which will have significant impact on major firms regulated by the agency;
- advises industry and agency management on the interpretation, intent, or impact of new programs, legislation, court decisions, and scientific findings; and
- develops legal cases that are complicated by (1) varied, inconsistent, or insufficient evidence and information; (2) extreme public interest; (3) financially powerful industries; or (4) new or previously unknown hazards.

**Difficulty and Originality Involved** – Exercises considerable judgment to:

- perform compliance work requiring an extensive knowledge of pertinent laws and regulations, precedent cases, procedures for taking legal action, and the nature and extent of the evidence required to support legal actions;
- make judgmental decisions regarding legal actions and advisory opinions utilizing a thorough understanding of agency policies and priorities;
- provide expert advice regarding interpretations of laws, regulations, and programs to agency installations nationwide; and
- review reports of inspections, investigations, and laboratory analyses for violations and determines the sufficiency of the evidence to recommend appropriate legal actions.

**FACTOR LEVEL DESCRIPTION**

**LEVEL-4-6: PHYSICIAN, 0602 (ILLUSTRATION 1)****Nature of Assignment** – Work consists of:

- providing advisory and consultative services to other medical review board members in evaluating and correlating conflicting medical evidence for the purpose of arriving at a sound medical conclusion on novel and exceptionally difficult cases;
- developing new disability medical standards and policies; and
- providing authoritative medical competency in evaluating and correlating medical evidence with regard to the impact of disease or injury on disability.

**What Needs To Be Done** – The employee:

- identifies medical policy issues requiring revisions and clarification and devises activities necessary to resolve problems;
- conducts independent research of medical issues to ensure that medical policy reflects current science;
- convenes and chairs panels of physicians to research medical issues in the disability program;
- provides technical materials necessary for revision or clarification of medical policy issues;
- makes medical determinations within area of medical expertise for disability benefits claims and prepares necessary documentation; and
- provides expert guidance on agency policies and procedures to other physicians and consultants.

**Difficulty and Originality Involved** – Exercises considerable judgment in:

- adjudicating complex disability claims;
- establishing concepts, theories, and multi-dimensional approaches to resolve unyielding problems for which traditional methods are neither applicable nor easily adaptable; and
- establishing medical standards for disability claims that reflect current medical science.



**LEVEL 4-6: PHYSICIAN, 0602 (ILLUSTRATION 2)**

**Nature of Assignment** – Work consists of planning and administering programs that deal with broad, complex occupational health problems and varying degrees of health hazards.

**What Needs To Be Done** – The employee:

- provides a wide range of intensive health educational and promotional activities;
- provides technical expertise in occupational health and preventive medicine to other clinicians and healthcare providers;
- plans and administers occupational health programs; and
- formulates policy and procedural guidance for operating occupational health programs.

**Difficulty and Originality Involved** – Exercises considerable judgment in making medical, policy, and procedural decisions related to the development and administration of an occupational health and preventive medicine program.

**FACTOR LEVEL DESCRIPTION**

## FACTOR 5 ILLUSTRATIONS

### LEVEL 5-3: NURSE, 0610 (ILLUSTRATION 1)

**Scope of the Work** – Work involves treating patients with the goal of returning them to the highest level of health.

**Effect of the Work** – Work results affect the:

- health and/or recovery of patients; and
- work of other members of the healthcare team.

#### [FACTOR LEVEL DESCRIPTION](#)

### LEVEL 5-3: DIETITIAN, 0630 (ILLUSTRATION 1)

**Scope of the Work** – Work involves:

- developing and explaining diet plans to patients; and
- training patients and medical center staff about nutrition concerns.

**Effect of the Work** – Work results affect the:

- recovery and continued well-being of patients; and
- work of other members of the healthcare team.

### LEVEL 5-3: DIETITIAN, 0630 (ILLUSTRATION 2)

**Scope of the Work** – Work involves evaluating nutrition risks and establishing criteria for, and assessing the effectiveness of, the nutrition component of the medical treatment program.

**Effect of the Work** – Work results affect the nutritional care and, consequently, the total treatment plan of patients by:

- improving the nutritional status of patients;
- enhancing the effectiveness of medication through nutritional strategies;
- hastening rehabilitation for those patients for whom rehabilitation is an option; and
- increasing patient comfort and well-being.

#### [FACTOR LEVEL DESCRIPTION](#)

**LEVEL 5-3: NUTRITIONIST, 0630 (ILLUSTRATION 1)**

**Scope of the Work** – Work involves developing technical program regulations and training materials to support legislative initiatives for food assistance programs.

**Effect of the Work** – Work results affect the:

- nutritional or food service management services provided by various agencies in their food assistance programs;
- efforts of State agencies and industries that provide food assistance programs; and
- availability and quality of nutritional guidelines, references, and training materials.

**LEVEL 5-3: NUTRITIONIST, 0630 (ILLUSTRATION 2)**

**Scope of the Work** – Work involves delivering nutritional services to communities as part of a comprehensive healthcare program.

**Effect of the Work** – Work results affect the:

- promotion of health and the prevention of disease for all ages of the population served;
- public awareness of other nutritional services available through community health and educational agencies; and
- improvements in nutritional services or programs provided to the local community by those agencies.

**[FACTOR LEVEL DESCRIPTION](#)****LEVEL 5-3: OCCUPATIONAL THERAPIST, 0631**

**Scope of the Work** – Work involves:

- designing and establishing occupational therapy program guidelines, manuals, and training programs;
- devising innovative patient, clinic, and research protocols;
- supporting the health services delivery system to develop methods of delivering early intervention services that are community-based, developmentally appropriate, and meet the aggregate needs of the population of disabled children and their families; and
- screening and evaluating children for eligibility to participate in early intervention program services.

**Effect of the Work** – Work affects the:

- motor functions and activities of daily living skills of each patient;
- ability of the family and other care-givers to respond to the needs of the patient; and
- development of a comprehensive community-based early intervention program.

**[FACTOR LEVEL DESCRIPTION](#)**

**LEVEL 5-3: PHYSICAL THERAPIST, 0633**

**Scope of the Work** – Work involves restoring maximum health, functional independence, and productivity to patients with various physical disabilities resulting from injury, disease, and the aging process.

**Effect of the Work** – Work affects the:

- return of patients to a functional level in their daily living activities; and
- effectiveness of the patient treatment regime.

**[FACTOR LEVEL DESCRIPTION](#)****LEVEL 5-3: KINESIOTHERAPIST, 0635**

**Scope of the Work** – Work involves maintaining and improving patient physical, emotional, and/or functional capability.

**Effect of the Work** – Work affects the quality of life of patients in areas such as:

- strength, range of motion, and coordination;
- mental acuity, self-worth, and self-image;
- healthy living habits; and
- muscle balance.

**[FACTOR LEVEL DESCRIPTION](#)****LEVEL 5-3: RECREATION THERAPIST, 0638**

**Scope of the Work** – Work involves:

- assisting patients to develop their potential for independence and functional well-being;
- guiding the development of social, emotional, cognitive, and leisure skills; and
- promoting the use of recreational therapy among other mental health professionals and within the community.

**Effect of the Work** – Work affects patients:

- self-esteem and concentration;
- appropriate socialization;
- leisure functioning in their environment; and
- frustration and anger controls through physical activity.

**[FACTOR LEVEL DESCRIPTION](#)**

**LEVEL 5-3: CREATIVE ARTS THERAPIST, 0638**

**Scope of the Work** – Work involves:

- treating adolescent psychiatric patients through art therapy;
- promoting the understanding of art therapy by other mental health professionals; and
- training other art therapists.

**Effect of the Work** – Work affects the functioning of patients in their environment and the integration of art therapy mental health services.

**[FACTOR LEVEL DESCRIPTION](#)**

**LEVEL 5-3: CLINICAL LABORATORY TECHNOLOGIST, 0644 (ILLUSTRATION 1)**

**Scope of the Work** – Work involves performing the full range of emergency procedures, including non-routine and specialized tests, offered by the laboratory.

**Effect of the Work** – Work directly affects the efficient operation of the emergency procedures section and the adequacy of test services provided to the medical staff.

**LEVEL 5-3: CLINICAL LABORATORY SCIENTIST, 0644 (ILLUSTRATION 2)**

**Scope of the Work** – Work involves:

- performing a variety of hematologic tests to provide accurate test results to physicians; and
- supporting a medical technician training program by presenting a complete education/training course that meets defined learning objectives.

**Effect of the Work** – Work directly affects the efficiency and effectiveness of laboratory operations and the ability of the laboratory to meet the needs of patients as determined by the medical staff; and it affects the operation of the school for medical technicians.

**[FACTOR LEVEL DESCRIPTION](#)**

**LEVEL 5-4: PHYSICIAN ASSISTANT, 0603**

**Scope of the Work** – Work involves investigating, evaluating, advising on, and resolving unusual health conditions and issues.

**Effect of the Work** – Work affects the overall physical well-being and needs of patients.

**[FACTOR LEVEL DESCRIPTION](#)****LEVEL 5-4: NURSE, 0610**

**Scope of the Work** – Work involves providing nursing care for patients with injuries or illnesses that require adaptation of nursing procedures that become model techniques for nursing staff.

**Effect of the Work** – Work affects the physical well-being of patients and new techniques become guides for treating patients.

**[FACTOR LEVEL DESCRIPTION](#)****LEVEL 5-4: ADVANCED PRACTICE NURSE (NURSE PRACTITIONER), 0610**

**Scope of the Work** – Work involves advising on, reviewing, evaluating and coordinating preventive and therapeutic healthcare services to patients and families.

**Effect of the Work** – Work affects the services of other nurses and healthcare providers within a facility provided to patients.

**[FACTOR LEVEL DESCRIPTION](#)****LEVEL 5-4: NUTRITIONIST, GS-0630**

**Scope of the Work** – Work involves planning, conducting, and evaluating a total nutrition program in an Indian Health Service district.

**Effect of the Work** - Work affects:

- the health and well-being of several thousand people at nutritional risk;
- the work other health professionals; and
- other health services within the agency or representatives from other agencies concerning the nutritional component of their programs.

**[FACTOR LEVEL DESCRIPTION](#)**

**LEVEL 5-4: PHARMACIST, 0660 (ILLUSTRATION 1)**

**Scope of the Work** – Work involves selecting, compounding, dispensing, and preserving drugs and providing authoritative advice on complex problems such as drug interactions.

**Effect of the Work** – Work affects the delivery of pharmaceuticals and pharmacy services to eligible beneficiaries and hospital staff.

**Level 5-4: Pharmacist, 0660 (ILLUSTRATION 2)**

**Scope of the Work** – Work involves participating in the development of clinical treatment protocols and the acquisition, distribution, and monitoring of all investigational agents.

**Effect of the Work** – Work affects:

- the work of other health professionals;
- the accomplishment of program goals;
- patient safety; and
- adequacy of clinical treatment protocols regarding investigational agents.

**[FACTOR LEVEL DESCRIPTION](#)****LEVEL 5-4: OPTOMETRIST, 0662**

**Scope of the Work** – Work involves the diagnosis and treatment of vision disorders and pathologic conditions of the eye and coordinating the organization's vision conservation program.

**Effect of the Work** - Work affects:

- the work of other healthcare professionals;
- the accomplishment of program goals;
- employee safety; and
- the health and well-being of patients.

**[FACTOR LEVEL DESCRIPTION](#)****LEVEL 5-4: AUDIOLOGIST, 0665**

**Scope of the Work** – Work involves providing audiologic diagnostic, remedial, and management services for patients.

**Effect of the Work** – Work results affect the:

- operational readiness by ensuring that military personnel ashore and afloat are not affected negatively by the presence of communication impairments or balance disorders; and
- optimization of auditory performance and quality of life.

**[FACTOR LEVEL DESCRIPTION](#)**

**LEVEL 5-4: DENTIST, 0680**

**Scope of the Work** - Work involves performing a range of difficult professional dental tasks in any of the following areas: oral and maxillofacial surgery, periodontics, endodontics, pedodontics/orthodontics, prosthodontics, restorative dentistry, oral pathology/oral medicine, and preventive dentistry.

**Effect of the Work** – Work results affect the:

- proper coordination of the treatment of patients;
- work of other healthcare providers; and
- timeliness and accuracy of dental records, consultations, and any other medical records pertaining to the dental patient.

**FACTOR LEVEL DESCRIPTION****LEVEL 5-4: INDUSTRIAL HYGIENIST, 0690 (ILLUSTRATION 1)**

**Scope of the Work** – Work involves:

- planning and conducting inspections that include major industries;
- analyzing and investigating a variety of health hazards in industries using complex work processes or chemicals, and
- presenting other unusual problems or conditions that require extensive investigation or are not adequately covered by standards.

**Effect of the Work** – Work results affect, or set, precedents concerning:

- groups of workers who are in hazardous or potentially hazardous environments; and
- employers who are potentially subject to costly litigation and substantial abatement citations.

**LEVEL 5-4: INDUSTRIAL HYGIENIST, 0690 (ILLUSTRATION 2)**

**Scope of the Work** – Work involves providing expert advice and technical direction to activities concerned with the identification, evaluation, and control of environmental hazards found in the healthcare environment from exposure to chemical, physical, ergonomic, and biological hazards.

**Effect of the Work** – Work results affect the:

- industrial hygiene and environmental health program in healthcare facilities;
- health and well-being of employees, visitors, and patients throughout the healthcare environment; and
- reduction and elimination of health hazards.

**FACTOR LEVEL DESCRIPTION**



**LEVEL 5-4: CONSUMER SAFETY, 0696**

**Scope of the Work** - Work involves conducting administrative and regulatory activities relating to the promotion and advertising of products, labeling products properly, and reviewing misleading claims and representations of promotional materials.

**Effect of the Work** – Work results affect the:

- major activities of consumer product concerns;
- health and well-being of the consumers; and
- effectiveness of programs.

[FACTOR LEVEL DESCRIPTION](#)

**LEVEL 5-5: PODIATRIST, 0668**

**Scope of the Work** - Work involves providing expert podiatric surgical and medical care including prevention, health maintenance, early diagnosis, complex surgical and follow-up services to patients and serving as a consultant to other healthcare professionals on difficult or unusual cases in the specialty area.

**Effect of the Work** – Work affects:

- patients' appropriate care and/or referral to other facilities for care and diagnostic procedures;
- clinical reports and research;
- work of other expert allied healthcare professionals; and
- clinical and hospital programs.

[FACTOR LEVEL DESCRIPTION](#)

**Level 5-5: Dentist, GS-0680**

**Scope of the Work** – Work involves:

- diagnosing and treating the full-range of cases and problems encountered in a specialty area such as maxillofacial surgery, oral surgery, or periodontics; and
- serving as a consultant to other dentists on difficult or unusual cases in the specialty area.

**Effect of the Work** – Work affects:

- well-being of patients; and
- work of other experts.

[FACTOR LEVEL DESCRIPTION](#)

**LEVEL 5-5: INDUSTRIAL HYGIENIST, 0690**

**Scope of the Work** – The primary purpose of the work is to develop, plan and evaluate the effectiveness of the agency’s occupational health and safety activities.

**Effect of the Work** – Work results affect the:

- development of the overall agency industrial hygiene program;
- establishment of objectives and guidelines for agency field installations.

[FACTOR LEVEL DESCRIPTION](#)

**LEVEL 5-6: PHYSICIAN, 0602 (ILLUSTRATION 1)**

**Scope of the Work** – Work involves solving difficult and complex diagnosis programs and providing technical expertise to other specialists in delivering patient ambulatory care services. The work is essential to the mission of the agency.

**Effect of the Work** – Work affects the:

- health and well-being of a large number of patients on a long term basis; and
- education and training of interns/residents in patient care.

**LEVEL 5-6: PHYSICIAN, 0602 (ILLUSTRATION 2)**

**Scope of the Work** – Work involves:

- providing advisory and consultative services regarding disability evaluations; and
- the development of agency-wide medical standards and policies used for disability determinations.

**Effect of the Work** – Work affects the development and improvement of agency-wide medical policy concerning the adjudication of disability benefit claims.

**LEVEL 5-6: PHYSICIAN, 0602 (ILLUSTRATION 3)**

**Scope of the Work** – Work involves providing authoritative advice and technical direction of agency activities related to the health of employees working in a highly hazardous work environment. The work cuts across or strongly influences a number of agencies and/or private sector industry.

**Effect of the Work** – Work affects:

- the health and well-being of the community;
- agency employees; and
- compensation costs incurred by both the agency and the community.

[FACTOR LEVEL DESCRIPTION](#)

## **PART III – EXPLANATORY MATERIAL**

### **KEY DATES AND MILESTONES**

In 2002, OPM initiated a study of two-grade interval professional and administrative work within the Medical, Hospital, Dental, and Public Health Group, as part of efforts to streamline and simplify the classification process by developing job family standards. An initial draft was prepared following a thorough review and analysis of the issues and concerns of agencies and the information obtained through on-site fact-finding at a variety of field installations and headquarters organizations identified by user agencies. OPM also conducted several subject-matter expert focus groups in which we obtained an overview of several of the occupations, as they exist today, including changes that have occurred since the existing standards were published. In 2003, OPM released the Draft JFS For Professional And Administrative Work In The Medical Sciences Group, GS-0600. To conform to a decision limiting the annual release of standards to reduce the burden on agencies, we deferred work on the project. In 2009, the JFS was revisited. The material previously collected was reviewed, agency comments to the initial draft were analyzed and additional critical occupational information from several agencies and professional associations was collected. In September 2012, OPM released the Draft JFS for Professional Work in the Medical and Healthcare Group, 0600.

The Department of Defense, Department of Health and Human Services and Department of Veterans Affairs took the lead in reviewing and testing the draft JFS. OPM calls this arrangement the “lead agency” approach. In addition to the lead agencies, we invited and encouraged all agencies to comment on the draft. This part addresses concerns expressed by reviewing agencies and describes our responses to them. It also provides information to help agencies manage the transition from cancelled occupational standards to this JFS.

The format of this standard supports all Federal agencies in classifying positions regardless of the pay plan. OPM now defines classification series without a GS prefix (e.g., series GS-0602 is now shown as 0602). We have also divided this standard into three parts. Part I contains occupational information applicable to Federal work in the covered occupations without regard to pay plan or classification system. Part II provides grading information for positions classified according to the General Schedule grade definitions in chapter 51 of title 5, United States Code. Part III explains the development of this standard.

### **RESULTS OF AGENCY REVIEW, COMMENT, AND TEST APPLICATION**

Agency test application of the draft JFS resulted in no significant grade impact. Agencies expressed concerns about the substantial changes proposed in the draft as well as its clarity and applicability. As a result of the comments received, OPM made editorial, formatting, and other substantive changes to the JFS.

#### **A. JOB FAMILY STANDARDS – GENERAL INFORMATION.**

During the development of this JFS, we strived to simplify and streamline position classification concepts, documents, and procedures. We relied heavily on agency subject matter experts and human resources management officials. We also incorporated changes into this JFS based on lessons learned from our work on other standards. We combined position classification standards for seventeen professional series into a single JFS. In addition, we cancelled two series (0637, 0639) due to low use.

**1. Name Changes.** We changed the name of many series in this JFS. Our policy is to prescribe functional names for occupational series and position titles for positions performing work in that series. For example, “nursing” is a function and is the name we use for the nursing occupation (i.e., Professional Nursing Series, 0610). *Nurse* and *Advanced Practice Nurse* are the titles we prescribe for positions that involve doing work predominantly in the professional nursing series. Consistent with this policy, we changed the names of occupational series in the JFS.

**2. Distinguishing Between Technical and Professional Work.** We have included in this JFS guidance to determine whether work is technical or professional in nature. The guidance is also available in [The Classifier’s Handbook](#). We have added the material to this JFS in recognition of the fact that line managers and others who use it may do so infrequently. By placing this guidance in this JFS, we eliminate the need for them to reference another document. We believe this change in a small way contributes to the efficiency and convenience of the classification process.

## **B. Job Family Position Classification Standard for Professional Work in the Medical and Healthcare Group, 0600 – SPECIFIC ISSUES.**

This section summarizes the comments and recommendations from the draft standard and describes the action taken by OPM.

### **1. Proposed Removal of Specialty Areas (represented by parenthetical titles).**

**Agency Comments:** Most agencies commented that the existing parenthetical titles facilitate recruitment efforts and should be retained and/or expanded.

**Our Response:** Title 5, United States Code, requires the U.S. Office of Personnel Management to establish authorized official position titles to include a basic title that may be appended with one or more prefixes and/or suffixes. Agencies must use the official position titles for human resources management, budget, and fiscal purposes. To allow for maximum flexibility and evolution of occupations in this JFS, agencies may supplement the titles authorized in this standard with agency-established parenthetical titles, if necessary, for recruitment or other human resources needs. Hyperlinks to professional organizations and/or certifying bodies have been included in this guide for agency convenience in establishing parentheticals. Agencies may also establish organizational and functional titles for internal administration, public convenience, program management, or similar purposes. Parenthetical designation should be used only when it is decided that it would add materially to the understanding and identification of the position. Parenthetical titles should be used only where it would be helpful or necessary to identify further the duties and responsibilities involved, and such duties and responsibilities reflect special knowledge and skills needed to perform the work. The addition of parenthetical designations can be important for a variety of purposes, such as to indicate special skills for recruitment or to identify positions for pay purposes. In all cases where a parenthetical title is used, the position description must reflect the duties that support the parenthetical designation.

### **2. Lower and Higher Factor Level Descriptions/Identifications.**

**Agency Comments:** Agencies stated many of their positions perform less or more complex work requiring knowledge and experience exceeding the levels described by the draft standard. They requested the addition of factor level descriptions and identification of series with specific factor levels to evaluate this work.

**Our Response:** Classification standards and guides provide evaluation criteria for grade and factor levels that are typical of the occupation or kind of work covered. These levels are determined based on a review of the information gathered during the occupational study and on an analysis of all elements that influence the occupation. Omission of criteria for any factor level, however, does not preclude use of that level when circumstances require it. This guide may be used in conjunction with the Primary Standard as described in [The Classifier's Handbook](#). OPM prepares classification standards on the assumption that the people using them are either human resources specialists or managers trained in how to classify positions and knowledgeable about the occupations and organizations concerned, standards do not describe all possible kinds or combinations of work in a particular occupation. This would be impossible because of the changes that occur so frequently in how some work is assigned and performed and in how some missions and organizations are structured. An attempt to completely describe how work is structured in all components of all agencies also would be an impossible task. Agencies should not use grade level criteria mechanically to match or "force fit" a position to specific elements, factors, situations, or duties. Sound classification judgment should be used to determine the extent to which an individual job fits the intent of the standard. Intent is determined by considering the standard as a whole. This means that full weight is given to--

- background and occupational information;
- descriptions used to illustrate successive grade levels;
- changes in the nature of the work not reflected in the standard; and
- significant classification features in the job that are not addressed in the standard.

Agencies are encouraged to develop specific internal guidance consistent with OPM's classification policy.

### 3. Illustrations.

**Agency Comments:** Agencies requested additional illustrations for factor level descriptions for many series.

**Our Response:** We added a number of illustrations at higher and lower factor levels as requested, however illustrations/additional illustrations for each factor level for each occupation were not added. Standards are not intended to describe all possible kinds or combinations of work in a particular occupation. Positions must match the factor level description (FLD) fully for the evaluator to assign the points at that level. No such requirement exists with respect to illustrations. The absence of a corresponding illustration for a factor level for an occupation does not preclude assignment, similarly the inclusion of an illustration does not automatically support the assignment for an occupation; the basic factor level description should be referenced in all instances. Illustrations should be used only in combination with the factor level descriptions.

### 4. Qualifications.

**Agency Comments:** Agencies requested the inclusion of updated education/degree and/or licensure and certification requirements to be included in occupational definitions.

**Our Response:** A separate corresponding draft qualification standard for Professional Work in the Medical and Healthcare Group, 0600 was developed and distributed for Agency comments September 2015. The qualification standards for Professional Work in the Medical and Healthcare Group, 0600 are being released simultaneously with the 0600 JFS.

## 5. General Medical and Healthcare, 0601 General Occupational Information.

**Agency Comments:** Agencies requested the inclusion of descriptions of professional Cytotechnology, Histology and Public Health work.

**Our Response:** The series definition and occupational information were expanded. It was determined that the description of a single type of work that may be found in a general series was incongruent with the intent of a general series due to the fact that user may also infer coverage limitations. OPM has previously issued guidance concerning cyto- and histotechnology positions. See [Digest of Significant Classification Decisions and Opinions 13](#) for additional information concerning cyto- and histotechnology position series assignments.

## 6. Factor Level 9, WORK ENVIRONMENT

**Agency Comments:** Factor 9 focus only on the physical environment but neglects tangential effects of shift work, etc. Macro-ergonomic factors are not mentioned at all. These can have huge impact on health and well-being. Focuses only on the physical environment but neglects tangential effects of shift work, etc.

**Our Response:** Macroergonomics is the subdiscipline of ergonomics that focuses on the design of the overall work system. Conceptually, a top-down sociotechnical systems approach to the design of work systems and the carry-through of the overall work system characteristics to the microergonomic design of human-job, human-machine, and human-software interfaces to ensure that the entire work system is fully harmonized. A work system consists of (1) personnel subsystem, (2) technological subsystem, (3) internal environment, (4) organization and management, and (5) external environment.

Factor level 9 “Work Environment” considers only the risks and discomforts in the employee’s physical surroundings, or the nature of the work assigned and the safety regulations required. This factor relates to the application of the knowledge and skills mentioned in Factor 1. It is not intended to credit additional elements.

## 7. Factor Level 9-4

**Agency Comments:** One agency requested the inclusion and description of work environments that would meet Factor Level 9-4. The agency also commented that the restriction to levels 9-1 through 9-3 precluded the ability to classify work at the GS-15 grade level for several occupations.

**Our Response:** The Primary Standard serves as a “standard-for-standards” for the Factor Evaluation System (FES). Factor level descriptions for position classification standards are point rated against the Primary Standard. Thus, it serves as a basic tool for maintaining alignment across occupations. The Primary Standard has descriptions of each of the nine FES factors and the levels within each factor as well as the point values appropriate for each level. Factor Level 9-4 is not established in the Primary Standard, therefore level 9-3 was intended to serve as a threshold and thusly includes working environments which are in excess of what is described.

The factor level relationship tables available in the [The Classifier’s Handbook](#) identify typical linkages of factors levels at given grade levels. These tables provide understanding to the most common factor levels used at various grades for different kinds of work. They show examples only. They do not preclude the use of other factor levels that may be appropriate depending on the assignment of duties and

responsibilities to a particular position. The table for Professional Work clearly identifies that the GS-15 grade level may be supported in conjunction with the assignment of factor level 9-1.

## 8. Use of the term “allied healthcare field/professional”

**Agency Comments:** An Agency commented that it was unclear what occupations were being distinguished by the use of this term.

**Our Response:** For the purpose of applying the criteria in this guide, Allied healthcare field /professional, should be considered a distinct group of professions/health professionals who apply their expertise to prevent disease transmission, diagnose, treat and rehabilitate people of all ages and all specialties, including clinical laboratory personnel, physical therapy, occupational therapy, dietetic services, medical record personnel, radiologic services, speech-language pathology and audiology, and respiratory therapy.

## 9. Reading Factor Level Descriptions and Illustrations with lists.

**Agency Comments:** An Agency commented that the use of commas and semicolons to separate items of a list in Factor Level Descriptions and Illustrations are confusing to some users.

**Our Response:** Factor Level Descriptions with lists of items separated by a comma should be interpreted as an “and” condition – all items or conditions separated by a comma or their equivalent must be present to meet the threshold. Lists of items separated by a semicolon should be interpreted as an “or” condition – one or more items or conditions separated by a semicolon may be present to meet the threshold. Items separated by a semicolon may stand-alone. Items may also be separated by punctuation along with the term “and” which indicate that both the conditions or the equivalents must be present to meet the threshold. Items additionally may be separated by punctuation along with the term “and/or” which indicate either the presence both or just one condition present would meet the threshold.

Illustrations provide examples only and are not intended for direct application in the classification process. Illustrations used in factor level descriptions may not always represent the threshold creditable for that factor. They may reflect conditions that fall anywhere in the range for that factor level. Illustrations should be used only in combination with the factor level descriptions which fully identify the threshold for proper crediting.

## 10. Acupuncture and traditional medicine work.

**Agency Comments:** Agencies requested additional guidance for the series selection for acupuncture and traditional/alternative medicine practitioners.

**Our Response:** The General Medical and Healthcare Series, 0601, covers positions involving research or other professional and scientific work specifically health-oriented in character where the work is of such generalized or miscellaneous specialized nature that the positions are not more appropriately classifiable in any of the existing series in this or any other Group. The General Medical and Healthcare, 0601, covers work requiring a background of knowledge, skills, and techniques gained from **professional** training in a health science or allied scientific field but has no paramount, rigid, or continuing requirement for the knowledge, skills, and techniques characterizing any of the established series that reflect one or more academic disciplines or recognized professions. Such work may cut across and require understanding of scientific methods and techniques common to several recognized professional fields in the health, medical or allied sciences (e.g., work in the field of health research administration requiring knowledge of research methodology common to a number of different scientific fields); and/or the work

may represent a new, emerging or miscellaneous professional occupational area of a health science not readily identifiable with a currently established series. This series is not intended for use for interdisciplinary professional positions (and the paramount qualification needed to perform the work) that are readily identifiable with existing series.

To determine if a position is classifiable to a two-grade interval professional series, such as the 0601, rather than an one-grade interval technical series, a classifier must consider whether the position requires professional knowledge such as that of a physician, nurse, engineer, or biologist. Guidance on distinguishing between one-grade and two-grade interval work is contained in both the [Introduction to the Position Classification Standards](#) and the [Classifiers Handbook](#). OPM has previously issued guidance concerning distinguishing between one-grade interval technical work and two-grade interval professional work. See [Digest of Significant Classification Decisions and Opinions 20](#) for additional information concerning distinguishing between technical and professional assignments. Part I of this Job Family Standard additionally contains guidance to distinguish between professional and technical work, describing professional work as below:

Professional work requires knowledge in a field of science or learning characteristically acquired through education or training equivalent to a bachelor's or higher degree with major study in or pertinent to the specialized field, as distinguished from general education. This "positive education requirement" is common to nearly all professional occupational series. Work is professional when it requires the exercise of discretion, judgment, and personal responsibility for the application of an organized body of knowledge that is constantly studied to make new discoveries and interpretations, and to improve data, materials, and methods and is recognized as such throughout the higher education community and the broader society. For applied fields of health sciences, such recognition is further reflected in consistent State licensing and/or certification requirements for the occupation as discussed in this JFS.

For context, State requirements to perform acupuncture duties were explored. Most states require a license to practice acupuncture; however, education and training standards and requirements for obtaining a license to practice vary widely from state to state.

The bachelor's degree is often the first degree received on the traditional academic career path, as a prerequisite for a one- or two- year master's degree program. In contrast, what is called the Master of Science in Acupuncture (MSA) is the entry-level or first degree awarded within the acupuncture field. The Accreditation Commission of Acupuncture and Oriental Medicine (ACAOM), the national accrediting agency recognized by the U.S. Department of Education, accredits and establishes standards for master's level programs in acupuncture, requiring such programs to be at least three academic years in length and follow at least two years of accredited postsecondary education.

Each State has its own rules regarding the licensing of alternative medicine practitioners. To illustrate the current range of requirements for the licensing of acupuncturists: formal schooling requirements in Texas include 1,800 didactic hours (450 hours must be in herbal training) and 60 semester hours including basic science courses; in Wisconsin to include two years of formal schooling requirements; in Ohio to include graduation from an ACAOM accredited school with a minimum of 1,725 hours; and in California to include 3,000 hours of study in curriculum pertaining to the practice of acupuncture from an accredited school. Similar to the varying licensure requirements of each State, admission requirements also fluctuate depending on the acupuncture training program. An ACAOM accredited program may apply stringent admission conditions; for example, requiring applicants to have attained a bachelor's degree prior to enrollment in the program. Other programs require applicants to have completed 60 semester credits at the baccalaureate level from an accredited institution. In general, acupuncturists in the United States are required to complete a three- or four-year training program when the State requires licensure. The licensure requirements, admission requirements for enrollment in a training program, and length of



program curriculum fluctuate significantly by State and school. We conclude the lack of standardization shows the acupuncture field is currently not considered a broadly recognized profession in the United States for purposes of Federal position classification; the recognition of acupuncture as a profession would be marked by the standardization of essential requirements governing the profession such as licensure and admission requirements and length of program curriculum.

In reviewing training programs, we noted the specificity of the established objectives and course descriptions. The training programs, geared to provide practical, extensive training on the application of acupuncture treatments in a controlled environment, are characteristic of technical schools providing employment-preparation skills to train a workforce like licensed practical nurses and radiology technicians. Sixty semester credits of college course work typically satisfy the associate degree requirements of junior and community colleges. Such training is typical of the occupational theory requirements for technical rather than baccalaureate programs. Thus, we conclude acupuncture and traditional/alternative medicine practitioner positions are excluded from coverage by this JFS. However, this exclusion does not affect positions in series covered by this JFS from using such as acupuncture and traditional/alternative medicine as a modality of treatment in performance of their patient care duties.