

St. Lawrence College
Position Description Form (PDF)

Effective Date: November 3, 2025

Campus: Kingston

Incumbent's Name: (Vacant)

Position Title: Communicative Disorders Assistant (CDA)

Payband: G

Position Number:

NOC Code:

Hours per Week: 24 Hours Per Week

Supervisor's Name and Title: Mike Williams, Manager

Completed by:

Signatures:

Incumbent: _____
(Indicates the incumbent has read and understood the PDF)

Date: _____

Supervisor: _____

Date: _____

One-Over-One: _____

Date: _____

Support Staff PDF

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled “A Guide on How to Write Support Staff Position Description Forms” or contact your Human Resources representative for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements**.

Position Summary

Provide a concise description of the overall purpose of the position.

Reporting directly to the Manager of the Centre for Behavioural Services (CBS), the Communicative Disorders Assistant (CDA) is responsible for providing services to a variety of clients and client groups. As directed by the Manager, they provide direct service under supervision by the relevant clinician (i.e. Speech-Language Pathologist). Under the supervision of a Registered Speech-Language Pathologist (SLP) and/or Audiologist, the CDA implements communication-based interventions, supports therapy sessions, and assists with the development of therapy materials and documentation. The CDA may also support student placements and contribute to clinical education activities within the A. Britton Smith Centre for Behavioural Services, as appropriate to their scope of practice.

Support Staff PDF

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of the Time Annually*
Implement speech, language, communication, and/or auditory therapy sessions as delegated by the supervising SLP or Audiologist.	50
Document client performance and progress in accordance with treatment plans and CASLPO guidelines and follow confidentiality regulations (e.g. PHIPA)	5
Develop therapy materials and resources for use in one-on-one or group therapy settings.	5
Collaborate with faculty and students to support interprofessional experiential learning opportunities related to communication disorders and model therapy techniques under supervision.	30
Participate in clinical team meetings and contribute to service delivery discussions as appropriate.	5
Provide information to clients and families on home programming and carryover strategies as assigned by the supervising clinician.	5
	100%

* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the job training in this information.

- Up to High School or equivalent
- 1 year certificate or equivalent
- 2 year diploma or equivalent
- Trade certification or equivalent
- 3 year diploma/degree or equivalent
- 3 year diploma / degree plus professional certification or equivalent
- 4 year degree or equivalent
- 4 year degree plus professional certification or equivalent
- Post graduate degree or (e.g. Masters) or equivalent
- Doctoral degree or equivalent

Field(s) of Study:

Communicative Disorders Assistant – Accredited by CDAAC (total of three years)

B. Check the box that best describes the requirement for the specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirements that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- No Additional requirements
- Additional requirements obtained by course(s) of a total of 100 hours or less
- Additional requirement obtained by course(s) of a total between 101 and 520 hours
- Additional courses obtained by course(s) of more than 520 hours

Current First Aid, CPR training is required (can be obtained after hire date).

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of years of experience, in addition to the necessary education level required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or the on-the-job training occurs after the conclusion of the educational course or program.

Less than one (1) year

Minimum of one (1) year

Minimum of two (2) years

Minimum of three (3) years

Minimum of five (5) years

Minimum of eight (8) years

A minimum of 3 years of direct experience working with individuals with speech, language, communication, or hearing challenges	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgment required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	The CDA is working with a child/learner following an identified service plan by the Speech Language Pathologist. The teaching materials are not motivating the child/learner to participate, the CDA alters the teaching materials (not the teaching plan) to make them more relevant and engaging for the child/learner.
How is it identified?	The CDA identifies that the child/learner is not responding to their potential.
Is further investigation required to define the situation and/or problem? If so, describe.	The CDA may consult with the SLP to discuss the learning material and the teaching procedure.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Gathers information about the client, searches for new teaching material (online at CBS) and pulls from experience to curate teaching materials more relevant to the child/learner.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Past experience, information online, consultation with the SLP, consultation with the manager.
	#2 regular & recurring
Key issue or problem encountered.	Request from manager to provide modelling and guidance to students on placement at CBS, delivering speech services to clients.
How is it identified?	Manager makes request.
Is further investigation required to define the situation and/or problem? If so, describe.	Meet with manager and other parties as appropriate (e.g. faculty), review available supporting documents (e.g. course outlines), and consider space and learning modality.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Present information obtained to manager and faculty. Receiver direction from manager.

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What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)

Manager and Faculty provide direction and available information. Professional guidelines (CASLPO etc.).

#3 regular & recurring

Key issue or problem encountered.

Request from Manager and faculty/ Clinician to plan, develop, and implement groups for a specific client group

How is it identified?

As above

Is further investigation required to define the situation and/or problem? If so, describe.

Review current request, review other offerings, consider space requirements, other details of implementation. Assist with processes for communicating to targeted interest groups

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Present information obtained to manager and faculty. Receive direction from Manager.

What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)

Manager and Faculty provide direction and available information. Library resources and community resources. Other similar groups offered in the community.

#1 occasional (if none, please strike out this section)

Key issue or problem encountered.

Student becomes frustrated or overwhelmed during a learning exercise or responds inappropriately while face to face with client.

How is it identified?

CDA observes and hears student becoming upset or unable to interact appropriately with client.

Is further investigation required to define the situation and/or problem? If so, describe.

CDA may discuss with manager – who will coordinate with faculty around student support and communication with the goal of generating a learning opportunity for those involved.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Prioritizing positive outcomes and experiences for CBS clients while providing learning opportunities for students.

What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)

Best practices and course outlines (learning plans), any written material on how to conduct oneself in session with clients.

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

In the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring to the position, up to two (2) examples that occur occasionally:

#1 regular and recurring	
List the project and the role of the incumbent in this activity.	The CDA prepares for a speech session with a new client. The CDA is preparing to deliver direct service to this client.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Preparing materials for a speech session. Reviewing
List the types of resources required to complete this task, project or activity.	Professional practice and procedures, personal experience.
How is/are deadline(s) determined?	The deadline is scheduled through client scheduling (preparation needs to happen before the session).
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	If drastic changes to the session need to occur (e.g. space, timing, people present, teaching procedure etc.), the CDA will consult with the Manager and clinician (i.e. SLP).
#2 regular and recurring	
List the project and the role of the incumbent in this activity.	The CDA prepares student implementers to conduct speech sessions with clients and coordinates the modelling and guidance required to enhance student learning and quality service delivery.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Presentation and teaching skills to implementers (i.e. student learners), organization of written supporting material (lesson plans etc.). Understanding and adult education and utilization of facilitation skills.
List the types of resources required to complete this task, project or activity.	Professional practice and procedures. Centre policies and procedures and data collection measures on student performance. Past training plans and procedures that have been successful.
How is/are deadline(s) determined?	Determined in consultation with the manager.

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

Determined in consultation with the manager, faculty, and clinician.

5. Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work skill development.

Though support staff cannot formally “supervise “others, there may be a requirement to guide others using the incumbent’s job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	Explains procedures to others, e.g. students, caregivers.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	At the direction of the Manager and clinician, demonstrates and supports the caregivers and students in the implementation of services.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Demonstrates speech services to stakeholders.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	As directed by the Manager, provides support to students in their learning, including demonstrating and giving feedback as requested. Shows students resources, space use, and assists with ensuring placement students engage in beneficial activities.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	Notes progress of the client in achieving the desired changes in behaviour. Explains the progress to others, including qualitative and quantitative measures.

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (If none, please strike out this section)
Assists in identifying service requirements for new clients. Assists with all stages of client service including identifying need, planning service and providing input to the Manger and /or Clinician.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Professional practices and procedures, Centre policies and procedures and past practices.	

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
The Manager supervises and assigns all work. The relevant clinician supervises relevant clinical work as required.	

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
The CDA may contribute to decision making under the direction of the clinician. All decisions are reported to the Manager.	

Describe the type of decisions that would be decided in consultation with the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
All decisions regarding client service. (see above examples throughout).	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Small changes or adaptations to service as needed in the moment during a specific session with a client.	Onsite adjustments during a client's therapy session that are consistent with and not significantly different from the behavioural support plan. Based on professional standards.

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which a position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfill the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
Manager identifies a new request for service from a Faculty or Community client	The Manager reviews the request and meets with the relevant referral agent and the Clinician. The CDA receives instruction on how to carry out the service plan from the manager and clinician.	Faculty and/or Community client	W
Students request space and activity support.	Manager receives and informs CDA of space use.	Students	D
Email to CBS or electronic website request for information.	CDA reviews and responds to generic requests received according to agreed responses.	Community	D
Family member may call or email and ask about services.	CDA may respond to generic questions, specific questions can be discussed with Manager before the CDA responds.	Family Member	M

* D = Daily W = Weekly M = monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section (s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D,W,M,I)*
Exchanging routine information, extending common courtesy	Exchanging information with clients and caregivers before, during and after services.	Clients, family members and caregivers	D
Explaining and interpreting information or ideas.	Exchanging and interpreting information with clients and caregivers and other professionals regarding client service.	Clients, family members, caregivers, clinician, students.	W
Imparting technical information or advice	Explaining procedures and rationale.	Clients, family members and caregivers, students.	W
Instructing or training	CDA assists with training packages, training sessions and workshops using presentations, written material, demonstrations.	Family members, caregivers, members of the public, professionals, students.	W
Obtaining cooperation or consent	Explaining consent, privacy, and all relevant professional conduct to clients.	Clients, family members, caregivers, service providers	M

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9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, and lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Directly working with clients (adults and/or children) with physical / mental limitations.	D		X		X		
Walking through CBS during day for sessions and training.	D	X			X		
Sitting at a computer reviewing documents, writing documents & planning etc.	W		X		X		
Sitting at a computer putting in client notes.	D	X			X		

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If lifting is required, please indicate the weights below and provide examples.

Light (up to 5 kg or 11 lbs.)

Medium (between 5 to 20 kg and 11 to 44 lbs.)

Heavy (over 20 kg. or 44 lbs.)

Directly supporting clients with physical / mental limitations.
Occasionally, when working with young children, CDA may need to lift/assist the child from floor to a seat.

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform the task and the duration of the task, including breaks (e.g. up to two hrs. at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (e.g. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Conducting a therapy session with a client	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Provide instruction, modelling, and feedback to students to conduct therapy sessions.	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Planning for therapy client services and/or enhanced student learning opportunities at a computer or in a small group meeting.	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

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11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D,W,M,I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)		
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Some clients, due to their condition or disability may be verbally or physically aggressive	I
<input checked="" type="checkbox"/> dealing with abusive people who pose a threat of physical harm	Some clients may become agitated and threaten physical harm.	I
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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