

**DEPARTMENT OF MENTAL HEALTH
MENTAL HEALTH AUTHORITY
OFFICE OF POLICY AND PROGRAMS
SCHOOL MENTAL HEALTH PROGRAM
CLINICAL PSYCHOLOGIST, DS-180-13**

INTRODUCTION

This position is located in the School Mental Health Program, Office of Policy and Programs, Department of Mental Health (DMH).

The incumbent serves as a Clinical Psychologist. The incumbent of this position provides a full range of diagnostic and psychotherapy treatments to children and youth within the District of Columbia Public Schools and Public Charter Schools. The incumbent exercises responsibility for applying a professional knowledge of psychological principles, theories, methods, and techniques in the assessment, evaluation, and treatment of consumers (students) with problems of personality, emotional, adjustment, or mental illness.

MAJOR DUTIES

Exercises responsibility for planning, organizing, implementing, and evaluating a full range of comprehensive psychological programs and services for students, their families, and the school environment that represent all diagnostic categories and degrees of psychological disorders. The incumbent has full professional responsibility for providing the full range of psychological services for students and their families. Provides direct services in a psychologist-consumer (student) relationship in counseling, psycho-diagnosis, and psychotherapy.

Serves as a Clinical Psychologist in the school environment with responsibility for cases that involve a wide range of psychosocial and environmental problems; assisting the school through focused psychological or behavioral examinations, assessments, prevention and early intervention activities; individual, family, and group counseling; and crisis counseling to students and their families. Administers initial screening and intake interviews to obtain an assessment of the students and the families' current mental health status, school, and family history and evaluates the problems of students to determine diagnosis and plan treatment.

Obtains social histories of children/youth and their families through interviews with parents/caretakers, clients and significant others and through review and summarization of existing records and reports. Secures student's past history and reports from schools, courts, or clinics and other agencies to assemble a summarized history of the students and their families. Maintains confidential clinical records, maintains case notes and records on students and completes required forms.

Provides consultation and expert professional advice on the solution of problems, or on the feasibility and evaluation of projects, programs or plans, and prevention and early

intervention activities. Provides consultative services and technical assistance to teachers particularly as it relates to interventions designed to provide support in the classroom. Serves as a key member of the multi-disciplinary treatment team within the school that addresses the emotional, behavioral, or social needs of students. Implements consultations with school multi-disciplinary team members, and professional and paraprofessional staff to furnish and gather information regarding appropriate clinical interventions, make recommendations, and establish long and short-term goals for students and their families. Participates in the formation and implementation of individual treatment plans. Works collaboratively with other mental health professionals in the schools and other school staff.

Utilizing generally accepted psychotherapy techniques and/or evidence-based programs, conducts short-term psychotherapy with school-aged children and their families. Techniques cover a variety of therapeutic modalities including individual, family, and group counseling. Develops and conducts group interventions designed to meet the needs of students and their families as identified through students, families, and input from school staff.

Provides services to students and their families that include identification and referrals to community-based services. Monitors the follow up of these referrals when indicated.

Conducts educational presentations on mental health issues for students, their families, school staff, and the neighboring community. Develops and implements school-wide preventive mental health programs. May conduct workshops, seminars, professional staff development, and other forums that provide information and education to staff, students, and their families.

Makes community and home visits when necessary for the purpose of insuring continuity of care.

May engage in research relevant to the mission of the program.

Performs other related duties as assigned.

FACTOR 1, KNOWLEDGE REQUIRED BY THE POSITION

Ph. D. or Psychology Degree from an APA approved program in clinical psychology and an APA approved internship in clinical psychology is required.

The incumbent must possess a license to practice psychology in the District of Columbia.

Specialized knowledge in clinical psychological assessment and treatment of children and youth.

Mastery of the theories, principles, and practices of clinical psychology.

Mastery of the concepts, principles, and theories of mental health, mental illness, and behavioral problems especially as they relate to children and adolescents in order to provide a full range of diagnostic and psychotherapy treatments to children and youth.

Knowledge of policies and procedures of the Department of Mental Health in order to carry out work in accordance with established policies and procedures.

Knowledge of regulations/statutes as they relate to the confidentiality of mental health information

Understanding of psychological testing, tests interpretation, and integration of findings in report writing.

Knowledge of psychiatric, psychological and medical terminologies used in evaluation and treatment of mental health issues.

Knowledge of culturally sensitive and developmentally appropriate interventions to use with clients from a variety of backgrounds in order to work with diverse populations.

Knowledge of community agencies and resources that serve children and their families, including eligibility criteria and referral procedures.

Knowledge of normal developmental processes in order to perform assessments.

Knowledge of the concepts, principles and theories of crisis intervention and crisis therapy.

Ability to communicate orally and in writing in order to provide psychotherapy, prepare reports, make community visits, and provide consultative services.

Extensive skills in working with parents, developing and maintaining parental support and involvement, and securing input from school staff.

FACTOR 2, SUPERVISORY CONTROLS

The incumbent receives administrative direction with assignments in terms of broadly defined missions or functions from the Clinical Administrator for the School Mental Health Program, or designee. The supervisor establishes objectives and resources. The incumbent and the supervisor, in consultation, develop the deadlines, projects, and work to be done. The incumbent exercises responsibility for planning and carrying out work independently, resolves problems, and coordinates the work with others as necessary. The incumbent keeps the supervisor informed of progress. Work is reviewed in terms of effectiveness in meeting requirements, fulfillment of program objectives, effectiveness of advice, and contributions to the program.

FACTOR 3, GUIDELINES

Written guidelines to assess work include the policies and requirements of the District of Columbia, professional Standards, American Psychological Association, JCAH, Medicare, Medicaid, and the Department of Mental Health. Guidelines are broadly stated and require extensive interpretation. The incumbent uses judgment and ingenuity in interpreting the guides and developing applications to specific areas of work. The incumbent serves as a technical authority in the development and interpretation of guidelines.

FACTOR 4, COMPLEXITY

The work requires that the incumbent apply a high degree of professional knowledge and judgment in determining the needs of clients (students) and their families, the needs of the work environment (school), and the community. Professional knowledge in rendering and/or coordinating services to address the client's mental health needs and preventive techniques is required. The work involves varied duties requiring many different and unrelated processes and methods applied to a broad range of activities or substantial depth of analysis. Decisions include major areas of uncertainty in approach and methodology.

FACTOR 5, SCOPE AND EFFECT

The incumbent submits reports describing social, behavioral, and emotional functioning of students and their families referred for psychological services, including recommendations for treatment. The incumbent treats a variety of students and their families in a school setting using appropriate treatment modalities. The incumbent provides input from a psychological perspective to the school in the planning and implementation of care and prevention.

The work is central to the client care responsibilities of the service program and the assurance of continuity of care. Work impacts on the student by clarification of mental health status and proceeding with a treatment or rehabilitation plan. Work impacts on the Department of Mental Health by having available relevant psychological information essential to successful work with the student. The findings, conclusions and recommendations of the incumbent are accepted as being professionally sound and are given substantial weight by their professional and organizational superiors. The work involves solving critical problems and affects the mission of the program.

FACTOR 6, PERSONAL CONTACTS

Contacts include students, their families, and school staff and concerned others that impact on the needs of the child/youth as well as other programs/agencies in the public and private sector that serve children/youth.

FACTOR 7, PURPOSE OF CONTACTS

The work is in partnership with others to obtain and exchange information relative to the treatment of students, provide and/or coordinate psychotherapeutic and preventive services, counsel individuals and groups in the prevention and treatment of mental health issues establish and maintain satisfactory contacts for the purpose of obtaining and exchanging information relative to the treatment of clients (students), providing and/or coordinating psychotherapeutic and preventive services, counseling individuals and groups in the prevention and treatment of mental health issues

FACTOR 8, PHYSICAL DEMANDS

The work is sedentary but the incumbent may visit various locations throughout the District of Columbia to secure information about clients, to assist clients in receiving services, and to meet with community groups.

FACTOR 9, WORK ENVIRONMENT

The work is performed in a school setting. Some degree of hazard may be present in working with emotionally disturbed clients.

**DEPARTMENT OF BEHAVIORAL HEALTH
MENTAL HEALTH AUTHORITY
OFFICE OF PROGRAMS AND POLICY
D.C. SCHOOL MENTAL HEALTH PROGRAM**

SOCIAL WORKER, DS-185-12

INTRODUCTION

This position is located in the D.C. School Mental Health Program, Child and Youth Services Division, Office of Policy and Programs, Mental Health Authority, Department of Behavioral Health (DBH).

The incumbent of this position serves as a Social Worker responsible for providing comprehensive social work services for children from birth through seventeen years of age who are students within the District of Columbia Public Schools and Public Charter Schools. Cases are complicated, involving a wide range of psychosocial and environmental problems. Social services provided may include referrals to public and private agencies.

MAJOR DUTIES

Serves as a Social Worker, responsible for providing comprehensive social work services and treatment to students and their families, including those with co-occurring disorders. Provides services essential to the resolution of complex social problems, which may require the development and adaptation of various treatment approaches, methods, and techniques.

Serves as a member of the multidisciplinary teams based within the school, presenting results of comprehensive diagnostic assessment and proposing intervention and therapeutic strategies. As part of the team, establishes long and short-range goals and objectives for students and their families and makes recommendations to the team as a part of the treatment planning process.

Conducts initial screening and intake interviews to obtain an assessment of the students and their family's current mental health status, medical, school and family history; obtains social histories of students and their families through interviews with parents/caregivers, clients and significant others and through review, and summarization of existing records and reports. Secures student's past history and reports from schools, courts or clinics and other agencies to assemble a summarized history., Maintains confidential clinical records. Maintains case notes and records on students and completes required forms. Prepares comprehensive psychosocial assessments and individualized treatment plans.

Provides individual, group and family therapy for students and their families. Utilizes complex social work techniques and other clinical modalities in handling difficult cases, problems and

situations of a highly complex nature. Provides crisis intervention services and assists with the development and implementation of individual, student, and school-wide crisis interventions.

Delivers services in a manner that builds resiliency and supports consumers, in accordance with the Managed Care Contract standards. Assurances: Assures that consumers, family members and other stakeholders are treated with dignity and are collectively consulted when evaluating treatment and services. The incumbent demonstrates competencies in all major duties; treats family members, consumers, stakeholders and all external and internal agency personnel with respect and dignity; and assures that consumers and family members are consulted when evaluating treatment and services. The incumbent demonstrates welcoming attitudes, accepting values and skills in conveying empathy and hope to individuals and consumers.

Works collaboratively with other mental health professionals in the school and other school staff while adhering to all laws, policies, and regulations regarding confidentiality.

Provides case management services to students and their families. Identifies, coordinates, connects, and refers students and their families to community based services or linkages to outside agencies that provide the identified service. Determines eligibility for needed or required services and monitors referrals. Works cooperatively with organizations to arrange for resources and ensure the provision of services for students and their families.

Makes community and home visits when necessary for the purpose of ensuring continuity of care and to provide outreach services.

Provides consultative services and technical assistance to teachers particularly as it relates to interventions designed to provide support in the classroom. Conducts educational presentations on mental health issues for students, their families, and school staff. Develops and implements school-wide preventive mental health program. Conducts clinical interventions in after school time.

Completes statistical reports of clinical activities on a monthly basis; provides other reports as required.

Provides advice on the interpretation of guidelines; assists in planning work and in assessing and evaluating recommendations.

Performs other related duties as assigned.

FACTOR 1, KNOWLEDGE REQUIRED BY THE POSITION

Mastery of a wide range of theories, principles, practices, and techniques of clinical social work, as evidenced by a Master's degree in social work from a program accredited by the Council on Social Work Education, in order to effectively evaluate, counsel and provide treatment and a wide variety of services for students and their families..

Must be currently licensed to practice social work in the District of Columbia as a

Licensed Independent Clinical Social Worker (L.I.C.S.W) as specified in the Health Occupations Revision Act of 1985, D.C. Law 6-99.

Professional knowledge of child and adolescent trends, techniques, methods, and issues through study of current literature, by membership in professional associations, and through attendance at meetings, lectures, conferences, and classes to perform social work, carry out a wide variety of social work services, and apply new developments to problems.

Extensive knowledge of normal development processes as well as childhood and adolescent psychopathology, behavioral disorders, and developmental delays in order to perform assessments and evaluations..

Comprehensive knowledge of psychiatric, psychological, and medical terminologies used in the evaluation and treatment of mental illness and emotional and behavioral problems especially as they relate to children and adolescents to provide a wide variety of services and participate in multi-disciplinary, early intervention, student support, and other committees.

Comprehensive knowledge of community resources and other institutions that serve students and their families, including knowledge of services offered, eligibility criteria, referral procedures to make referrals for services.

Advanced professional knowledge and skill in providing individual, family, and group therapeutic techniques and treatment interventions to provide individual, family and group counseling.

Extensive skill in communicating orally and in writing in order to plan and carry out social work services, develop student and family histories and reports, participate as a member of the multi-disciplinary team as well as other teams and committees, develop treatment plans, and make referrals to community and other outside organizations.

Extensive knowledge of missions, objectives, and policies of the school and D.C. government in order to perform social work activities that are consistent with those missions, objectives, and policies.

Knowledge of culturally sensitive and developmentally appropriate interventions to use with clients from a variety of backgrounds; ability to work with diverse populations.

Extensive skill in working with parents, developing and maintaining parental support and involvement, and securing input from school staff.

FACTOR 2, SUPERVISORY CONTROLS

The incumbent receives administrative direction in terms of broadly defined missions or functions from the Clinical Administrator of the School Mental Health

Program or other designee. The incumbent plans and carries out work independently. Results of the work are considered technically authoritative and are normally accepted without significant change. Work is reviewed in terms of fulfillment of program objectives, effect of advice and impact of work on the program.

FACTOR 3, GUIDELINES

Guidelines consist of the policies and practices of the Department of Behavioral Health, and the policies, procedures, and professional standards of the D.C. government with regard to social work programs and services; professional standards of the National Association of Social Workers; JCAHO; Medicare and Medicaid; rules, regulations, and procedures of the school environment; pertinent Federal and District laws, regulations, and court orders; policies and regulations of other agencies and outside organizations as they relate to the delivery of services; and publications in the field of social work and other health care disciplines.

The incumbent uses initiative and resourcefulness in deviating from traditional methods in handling difficult cases, problems and situations of a highly complex nature.

FACTOR 4, COMPLEXITY

The work requires the incumbent apply a high degree of professional knowledge and judgment in providing comprehensive social work services and treatment to students and their families, including those with co-occurring disorders. Cases are complicated, involving a wide range of psychosocial and environmental problems. Decisions involve interpretation of guidelines and data, work planning, modification of methods and techniques essential to the resolution of complex problems.

FACTOR 5, SCOPE AND, EFFECT

The purpose of the work is to provide social work services essential to both treatment and prevention of emotional disturbances and behavioral problems. Provides input from a social work perspective to teams within the school in the planning and implementation of student care. Provides case management services to the school in the planning and implementation of care and prevention.

The work impacts on the population served their families, the program, the Department of Behavioral Health, the community at large, and the achievement of program and services goals.

FACTOR 6, PERSONAL CONTACTS

Contacts are with students, their families, and the school environment, representatives of community organizations, and staff of social service agencies in the public and private sector.

FACTOR 7, PURPOSE OF CONTACTS

Contacts are to gather, exchange, and provide information with regard to treatment of students, who may present behavioral problems; to provide social work services; and make recommendations for resolution of problems.

FACTOR 8, PHYSICAL DEMANDS

The work may require going to various locations in the District of Columbia to meet with community groups and assist in training.

FACTOR 9, WORK ENVIRONMENT

The work is performed in a school setting. Travel may be required for training, home visits, coordinating community resources, and collaborating with other agencies. Some degree of hazard may be present in working with emotionally disturbed clients.

**DEPARTMENT OF MENTAL HEALTH
MENTAL HEALTH AUTHORITY
MENTAL HEALTH SPECIALIST, DS-601-11**

INTRODUCTION

This position is located in the School Mental Health Program, Child and Youth Services Division, Department of Mental Health (DMH).

Serves as a Mental Health Specialist in the School Mental Health Program with the responsibility for providing a variety of mental health services to any category of children and youth within the District of Columbia public schools and public charter schools. Cases involve a wide range of psychosocial and environmental problems. The incumbent functions as a Mental Health Specialist, assisting the school through assessments, prevention and early intervention activities, individual, family, and group counseling, and crisis counseling to students and their families.

The Mental Health Specialist in this position advocates for the students and coordinates necessary mental health services to enhance the academic, emotional, and behavioral functioning of the student and the family.

MAJOR DUTIES

Serves as a Mental Health Specialist in the school environment. Work includes providing direct services to students in public schools and public charter schools and their families, including assessment, treatment, prevention, consultation, training, and some case management. Treatment involves the use of various therapeutic modalities including individual, family, and group counseling.

Services are delivered in a manner that builds resiliency and supports consumers in accordance with the Mental Health Rehabilitation Services standards. Competencies and Assurances: Assures that consumers, family members and other stakeholders are treated with dignity and are collectively consulted when evaluating treatment and services. The incumbent must demonstrate competencies in all of their major duties; must treat family members, consumers, stakeholders and all external and internal agency personnel with respect and dignity; and assure that consumers and family members are consulted when evaluating treatment and services. The incumbent will demonstrate welcoming attitudes, accepting values and skills in conveying empathy and hope to individuals and consumers, including those with co-occurring disorders.

Performs the initial screening and intake interviews to obtain an assessment of the students and his/her families' current mental health status, medical, school and family history. Obtains social histories of children/youth and their families through interviews with parents/caretakers, clients and significant others and through review and summarization of existing records and reports. Assesses and evaluates the presenting problems of students, and their families to determine the level of services and treatment needs, that includes the use of focused psychological or behavioral evaluations.

Secures student's past history and reports from schools, courts, or clinics and other agencies to assemble a summarized history of the students and their families; maintains confidential clinical records, maintains case notes and records on students and completes required forms.

Provides case management services to students and their families and assists in the identification and referrals of community-based services and monitors these referrals when indicated.

Provides individual, family, and group counseling to students and their families; solicits parent involvement in treatment services. Develops and conducts group interventions designed to meet the needs of students and their families as identified through students, presenting problems, parental support and involvement, and input from school staff. Assists with the development and implementation of individual student and school-wide crisis interventions.

Provides consultative services and technical assistance to teachers particularly as it relates to interventions designed to provide support in the classroom. Conducts educational presentations on mental health issues for students, their families, and school staff; develops and implements school-wide preventive mental health program.

Conducts clinical interventions in after school time.

Makes community and home visits when necessary for the purpose of insuring continuity of care.

Participates as a member of teams within the school that serve as multi-disciplinary, early intervention, student support, and other committees; works collaboratively with other mental health professionals in the schools and other school staff.

Completes statistical reports of clinical activities on a monthly basis; and provides other reports as required.

Performs other related duties as assigned.

FACTOR 1, KNOWLEDGE REQUIRED BY THE POSITION

Professional knowledge of the concepts, principles, and theories of mental health, mental illness, and behavioral problems especially as they relate to children and adolescents in order to serve as a Mental Health Specialist.

Knowledge of treatment and service strategies that will be implemented in the provision of mental health services to school-aged children and their families in order to provide mental health services.

Utilization of empirically based interventions when appropriate and available that address a variety of behavioral and emotional issues.

Knowledge of psychiatric, psychological and medical terminologies used in evaluation and treatment of mental health issues in order to make behavioral evaluations.

Knowledge of culturally sensitive and developmentally appropriate interventions to use with clients from a variety of backgrounds in order to work with diverse populations.

Knowledge of community agencies and resources that serve children and their families, including eligibility criteria and referral procedures, to make and monitor referrals.

Knowledge of normal developmental processes in order to assess and evaluate problems.

Knowledge of the concepts, principles and theories of crisis intervention and crisis therapy in order to provide early intervention activities and crisis counseling to students and their families.

Knowledge of DMH policies and procedures in order to perform work in accordance with established regulations.

Ability to communicate orally and in writing in order to provide mental health services, work collaboratively with others, participate as a member of teams, prepare reports, provide counseling, and make presentations.

FACTOR 2, SUPERVISORY CONTROLS

The incumbent receives general and direct supervision from the Clinical Administrator, School Mental Health Program, or other designee. The supervisor establishes overall objectives. The incumbent and the supervisor, in consultation, develop the deadlines and the work to be done. The incumbent plans and carries out the work independently, resolving problems, and coordinating the work with others as necessary. The supervisor is kept informed of the progress of the caseload and other work performed and is available for consultation. Evaluation of work performance is based primarily on the soundness and effectiveness of intervention choices, the appropriateness of case management, and thoroughness of documentation.

FACTOR 3, GUIDELINES

Guidelines include the policies and procedures of DMH, as well as judicial decisions and mandates, standards and ethics. Work is also guided by the standards, ethics, and practices of the discipline. The incumbent uses judgment in interpreting and adapting guidelines for specific cases or problems.

FACTOR 4, COMPLEXITY

The work requires that the incumbent apply a high degree of professional knowledge and judgment in determining the needs of clients (students) and their families, the needs of the work environment (school), and the community. Professional knowledge in

rendering and/or coordinating the client's mental health needs and preventive techniques is required.

In performing the work, the incumbent is required to ascertain pertinent information from clients, parents/caretakers, schools, courts, and other community resources as a basis for modifying services, counseling techniques or aspects of treatment. Decisions involve assessments, approaches, interpretation of information, planning of work, and modifying methods and techniques.

FACTOR 5, SCOPE AND EFFECT

The incumbent provides services essential to the prevention, treatment, or after-care of emotional disturbances in children and youth and provides input from a case management perspective to the school in the planning and implementation of care and prevention. The work is central to the client care responsibilities of the service program and the assurance of continuity of care.

FACTOR 6, CONTACTS

Works in direct contact with clients, family, school staff, and concerned others who impact on the needs of the child/youth. Collaborates with school staff and family as well as other programs/agencies in the public and private sector that serve children/youth.

FACTOR 7, PURPOSE OF CONTACTS

The contacts are for the purpose of obtaining and exchanging information relative to the treatment of clients (students), providing and/or coordinating psychotherapeutic and preventive services, counseling individuals and groups in the prevention and treatment of mental health issues.

FACTOR 8, PHYSICAL DEMANDS

The work requires mobility. The incumbent may be directed to go to various locations throughout the District of Columbia to secure information about clients, to assist clients in receiving services, and to meet with community groups. The incumbent is also required to attend meetings with the Department of Mental Health as well as training and/or other educational workshops. Incumbent may be required to conduct home visits.

FACTOR 9, WORK ENVIRONMENT

The work is performed in a school setting. Travel may be required for training, home visits, coordinating community resources, and collaborating with other agencies.

Some degree of hazard may be present in working with emotionally disturbed clients.