

DEVELOPMENTAL DISABILITIES CLINICAL SERVICES SUPERVISOR I

This is supervisory and managerial work in facilitating the delivery of diagnostic evaluation, treatment, consultation, education and technical assistance services to developmentally disabled children and their families. Employees administratively supervise the professional clinical staff and oversee the unit operations. Employees ensure that quality services are provided and represent the Developmental Evaluation Center (DEC) on various agency committees to improve the delivery of services on a regional basis. Work is performed with considerable independence and is subject to review by the Developmental Evaluation Center Director through conferences and written reports.

I. SUPERVISORY/MANAGERIAL FUNCTIONS:

Planning - Works with the DEC Director and preschool interagency councils to establish policies and procedures for the referral, evaluation and treatment of high-risk infants and toddlers. Develops the workflow procedures for the clinical staff in the delivery of services and quality assurance standards for testing and report documentation.

Organizing and Directing - Employees make changes in workflow methods based on changes in priorities, staffing and resources. Advises staff on technical aspects to include diagnostic evaluations; guides staff in interpreting and integrating social, physical, psychological, and educational findings into comprehensive, clear and accurate diagnoses.

Budgeting - Limited involvement in the management of fiscal resources. Employees may review and prioritize staff requests for supplies-and equipment, but have no significant involvement in allocating resources.

Training - Employees orient new clinical staff to the mission of the DEC, specific team procedures and individual responsibilities related to clinical and service coordination.

Setting Work Standards - Employees establish policies and procedures that define the clinical process and quality assurance standards. Participates with the DEC Director in developing and communicating programmatic changes as a result of state and federal mandates.

Reviewing Work - Employees review evaluation summaries and client charts to assure quality and consistency of format and assess the distribution of workloads.

Counseling and Disciplining - Employees have considerable influence in encouraging improvement and resolving minor problems and informal complaints with the clinical staff. More serious disciplinary actions are referred to the DEC Director.

Performing Other Personnel Functions - Employees assist the Center Director in the recruitment and interviewing of clinical positions. They conduct work planning performance review conferences and recommend approval for internal and community in-service training.

II. SCOPE AND NATURE OF WORK SUPERVISED:

Dynamics of Work Supervised - Work is relatively stable. Frequently responds to changes in the regional needs and demands, or federal mandates to shift the emphasis of evaluation and assessment to serve one age group while reducing the services available to older school aged children.

Variety of Work Supervised - Programs are comprehensive and varied with a full array of services including staffing by a multidisciplinary evaluation team. In some centers, the Infant Toddler Specialists are supervised by the Center Director.

Number of Employees Responsible For - Fifteen to Twenty agency staff.

III. EXTENT OF SUPERVISION RECEIVED: Employees work independently in developing programs to address operational needs ensuring adherence to quality and quantity standards. Work is usually reviewed upon completion and during annual work planning performance review conferences. Program accomplishments are reviewed annually during State auditing visits.

IV. SPECIAL ADDITIONAL CONSIDERATIONS:

Supervision of Shift Operations - None

Fluctuating Work Force - None

Physical Dispersion of Employees - Work force is basically stable, but may be dispersed in satellite operations and facilities within the county or multi-county area.

V. RECRUITMENT STANDARDS:

Knowledges, Skills and Abilities - Considerable knowledge of child development and developmental disabilities. General knowledge of a variety of disciplines comprising a multidisciplinary team. Considerable knowledge of governmental community resources providing services to children and families. Strong organizational skills to manage and coordinate the workflow process and resolve interpersonal conflicts. Ability to communicate effectively with parents and various professionals on issues regarding high-risk infants. Ability to analyze and integrate multidisciplinary findings, develop intervention care plans and manage client needs.

Minimum Training and Experience - Master's Degree in a human services field such as social work, special education, child development, psychology, guidance and counseling, or nursing and two years of experience in working with programs for developmentally disabled children including one year in an administrative, consultative or supervisory capacity; or graduation from a four-year college or university with a degree in a human services field and four years of professional developmental disabilities experience including one year in an administrative, consultative or supervisory capacity; or an equivalent combination of education and experience.

Special Note - This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions in this class, but may not be applicable to all positions.