

STAFF PSYCHOLOGIST I

Work in this class involves responsibility for providing diagnostic services usually limited to assessing intelligence, vocational aptitude, academic ability and personality characteristics. The primary responsibility is psychological and/or educational testing which is carried out with professional independence. Duties may also include short-term, supportive counseling and/or consultation with various professionals and agencies regarding diagnostic findings and recommendations.

I. DIFFICULTY OF WORK:

Variety and Scope - Employees' primary responsibility is providing diagnostic services through interviewing, and administering and interpreting psychological and/or educational tests with the focus on intellectual, educational and learning styles, vocational aptitude, personality characteristics, and/or basic behavioral assessment. Work may also include consultation and/or intervention services that are within the parameters of the diagnostic process.

Intricacy - Employees receive referrals on children and/or adults with a variety of cognitive, emotional, developmental, social, and behavioral problems. Judgment must be exercised, based on the case history and testing objectives, in determining appropriate assessment techniques and recommending a plan of intervention. Counseling is of a supportive nature, dealing with feelings and behaviors in present situations to aid individuals in recognizing and coping with them. Intervention is often through consultation, i.e., by interpreting the diagnostic findings regarding developmental level and by recommending the appropriate educational or behavior oriented program. Employees must consult with a higher level Psychologist or Psychiatrist on cases with more complex problems.

Subject Matter Complexity - Work requires knowledge of theories, principles, and practices of the field of psychology relating to psychological and/or educational assessment and supportive counseling. Employees must have skill in applying the principles and practices.

Guidelines - Employees utilize a wide range of professional psychological manuals, textbooks, journals, and agency manuals.

II. RESPONSIBILITY:

Nature of Instructions - Work is initiated by referrals from various professionals within a unit, center, or from community agencies and groups. The referral may designate specific testing or request a general evaluation with basic problems outlined.

Nature of Review - The types of review vary with the program. It may include team case staffing, individual case review with a higher level psychologist or other clinical professionals, and peer review committees. This level of testing is performed with professional independence. The occasional activities that relate to overall personality assessment and/or readjustment are supervised in accordance with Board approved policies.

Scope of Decisions - Employees' judgment regarding diagnostic findings, appropriate intervention in the form of consultation regarding school placement and programming, behavioral programs, or counseling modalities affects the individual client or clients served.

Consequence of Decisions - Decisions impact on service delivery that will effectively aid clients in resolving various cognitive, educational, vocational, and behavioral problems.

III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Employees work directly with a variety of professional disciplines and paraprofessionals in Mental Health/Mental Retardation/Substance Abuse, Social Services, Health, Vocational Rehabilitation, Blind Services, Correction, or school programs. Contacts are usually in the work unit or with other agencies serving the same clients.

Nature and Purpose - Varies from gaining rapport with clients to sharing information on diagnostic findings and progress with peer professionals in staffing and consultation.

IV. OTHER WORK DEMANDS:

Work Conditions - Settings range from locations in local mental health or developmental evaluation centers to institutions and correctional field units which serve clients who may have aggressive and/or profound problems.

Hazards - In some settings, clients may experience periods of extreme behavioral aggressiveness that could result in the employees' injury.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Considerable knowledge of behavioral dynamics, learning theory, and psychological principles applying to intelligence, educational (aptitude and achievement), and vocational assessments. Skill in the selection, administration, and interpretation of a wide variety of psychological and/or educational tests including those which assess personality characteristics in learning styles. General knowledge of learning theory, psychopathology, and personality dynamics. Ability to prepare concise summaries on diagnostic findings with professional clarity. Ability to lead and direct individual and/or group counseling of a short-term supportive nature. Ability to communicate and consult effectively with others.

Minimum Training and Experience - Master's degree in psychology from an appropriately accredited institution and one year of professional psychological experience. Eligibility for licensure in North Carolina under provisions specified by the Psychology Practice Act (G.S. 90-270).

Necessary Special Qualifications - One must fulfill all requirements for licensure in North Carolina as a licensed psychological associate under provisions specified by the Psychology Practice Act (G.S. 90-270).

Minimum Training and Experience for a Trainee Appointment - Master's degree in psychology.

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.