

STAFF PSYCHOLOGIST II

Work in this class involves responsibilities for providing a full range of psychological and educational diagnostic and intervention services; for consultation within the parameters of diagnostic and intervention level; and for coordinating or supervising a small program or sub-unit or acting as lead over other professionals. Activities that involve overall personality assessment and readjustment must be supervised by a Licensed Psychologist in accordance with North Carolina Psychology Board policies.

I. DIFFICULTY OF WORK:

Variety and Scope - Employees are responsible for comprehensive psychological evaluations. Diagnostic responsibilities may include evaluation for development, intelligence, learning, behavior, and personality disorders which would require using objective and projective testing methods. Intervention responsibilities may include behavioral training and/or programming, parent education, counseling, psychotherapy, and consultation. Consultation services may be performed through monitoring or providing input into a specific program for management; serving as a member on a multi-disciplinary team where intervention plans are formulating, reviewed, and adjusted. Duties may also include coordinating or supervising a small program or sub-unit, or acting as a lead over other professionals.

Intricacy - Employees receive referrals on children and/or adults with a variety of psychological and educational problems. Types of cases include emotionally disturbed, behaviorally disordered, family dysfunction, learning problems, and multi-handicapped. Judgment must be exercised in determining the appropriate assessment techniques which may include observing behavior in various settings, interviewing the client and significant others, and using standardized and specialized psychological, educational, and developmental tests. Results are used for a wide variety of decisions and as the basis for service and/or intervention plans such as to determine the most effective treatment modality; school placement and programming or agency referral; suitability of parents to adopt a child. A high level of expertise in designing and monitoring programs of intervention for individuals, families, and groups, as well as in engaging in psychotherapy is required. A key element in this work is knowing when to refer clients or situations to a higher level psychologist.

Subject Matter Complexity - Work at this level requires a knowledge of the theories and principles of the field of psychology relating to behavior dynamics, psychopathology, learning, and psychological assessment including personality. Additionally, work in specific programs requires different concentration of knowledges.

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, which vary in extent of specificity, from various sources within a unit or center, or from other agencies and groups. Employees function fairly independently in determining diagnostic and intervention needs which may be presented to an interdisciplinary team for recommendations and incorporation into an overall interaction plan. Special assignments are discussed and assigned by the supervisor or team.

Nature of Review - Types of review vary depending on the program setting. Activities of employees engaged in overall personality appraisal and readjustment must be technically supervised on an individual basis under policies adopted by the North Carolina Psychology Board.

Scope of Decisions - Employees' judgment affects the clients in a unit. Work can further impact on a unit or service area if the employee is responsible for supervising training, consultation, and education or service in a program area.

Consequence of Decisions - Decisions impact on identification of appropriate service delivery that will effectively aid clients in resolving various cognitive, educational, vocational, and emotional problems. Ultimately, the supervising Licensed Psychologist is accountable for decisions involving personality appraisal and treatment.

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 and others in staffing and consultation.

IV. OTHER WORK DEMANDS:

Work Conditions - Settings range from locations in local Mental Health or Development 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 personal injury to the employee.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Considerable knowledge of the field of psychology including human behavior, learning, and development throughout the life span. Considerable knowledge of techniques and instruments used in developmental psychological and educational assessment inclusive of personality. Considerable knowledge of the range of special needs of the emotionally and socially distressed, learning disabled, handicapped, and disadvantaged. Considerable knowledge of the causes and effects of atypical and disruptive behavior patterns. Considerable knowledge of the principles of therapeutic intervention including interpretive therapy and behavior modification, or adaptation of curriculum. Skill in interpreting diagnostic findings and preparing comprehensive reports. Skill in determining and conducting appropriate therapy (counseling, psychotherapy, or behavioral). Skill in relating expressively and dynamically with others. Ability to coordinate and supervise work.

Minimum Training and Experience - Master's degree in psychology from an appropriately accredited institution and eighteen months of professional psychological experience. Eligibility for licensure in North Carolina under provisions specified by the Practicing Psychologist Act (G.S. 90-270.7).

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.