

PSYCHOLOGICAL PROGRAM COORDINATOR II

This class recognizes conceptualization, implementation and coordination of a total institutional psychological treatment service in the 5 training centers of the Division of Youth Services. Work includes: providing program coordination for all services provided by psychological, social work, cottage life, and recreation personnel; assuming project director status for all externally funded treatment programs; providing advanced psychological diagnosis and treatment through consultation; and supervising technically all psychologists. Position reports to the Assistant Director of the Division.

I. DIFFICULTY OF WORK:

Variety and Scope - Work involves implementing treatment programs in five training schools, such as the mainstream and community release program, implementing comprehensive and standard assessment procedures, developing institutional program performance indicators for program evaluation, providing division-wide training, technical assistance and consultation to all treatment staff, consulting with divisional and institutional managers about treatments development, monitoring, and evaluation and providing programmatic input to State plans for grant programs such as LEAA and Title XX.

Intricacy - Work requires taking a systems approach in assessing the division client population, determining the treatment needs, planning long-range treatment programs as well as reacting to mandated programs, developing the program, writing grants to fund the program, implementing the program through writing treatment philosophies, policies, procedures, rules and by direct teaching and role-modeling. Employee monitors the quality and quantity of treatment service delivery and recommends changes in program approaches; and provides legal technical supervision to psychology staff which provides extensive psychological services.

Subject Matter Complexity - Work requires knowledge of behavior dynamics and psychological principles applying to intelligence, aptitude, and personality assessment; the principles of supportive therapy, behavior modification, social problems of the disadvantaged youth, methods of evaluation of human services, the judicial process and legislation affecting youthful offenders.

Guidelines - Agency policy manuals, psychological professional standards, treatment standards established by accrediting bodies at different levels, WPPR objectives, current literature in psychology field, and legislative statutes.

II. RESPONSIBILITY:

Nature of Instructions - Assignments are received in committee meetings, staff meetings, and may be oral or written. Changes in program regulations or policies are received through memos.

Nature of Review - Work is reviewed through periodic program reports, formal performance reviews, and through program goal achievements.

Scope of Decisions - Employees' work affects treatment staff and clients in the training schools and the division itself.

Consequence of Decisions - Inadequate implementation and coordination of services may directly affect the psychological well being of individual clients and may affect the quality and quantity of services delivered. Services provided below standards directly affect the standing of the organization both in reputation and in funding.

III. INTERPERSONAL COMMUNICATIONS:

Scopes of Contacts - Employees work directly with other professionals, clients, and through task forces and boards has contact with both internal and external agencies.

Nature and Purpose - Contacts with others include offering technical advice and counsel to management about psychology programming; representing the agency in meetings with other agencies, explaining and teaching psychological practices to treatment staff, and interviewing clients for diagnostic assessments and treatment recommendations.

IV. OTHER WORK DEMANDS:

Work Conditions - Settings range from training schools which serve troubled youths to the usual office setting.

Hazards - May have contact with potentially dangerous youths.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Thorough knowledge of behavior dynamics and the psychological principles applying to intelligence, aptitude, and personality assessment. Thorough knowledge of projective and objective psychological tests including those of a complex, comprehensive nature. Thorough knowledge of the principles or supportive and interpretive therapy and behavior modification. Skill in administration and interpretation of tests; in directing the course of complex behavioral, supportive, and insight therapies. Skill in administratively and professionally planning, directing, and coordinating an intensive and diversified program of psychological services, which includes a sizable staff of psychologists and assistants.

Minimum Training and Experience - Doctoral degree in psychology from an appropriately accredited institution and four years of post doctoral psychological experience, two of which must have been in coordinating/supervising a psychological services program which included advanced clinical treatment, consultation, training and research.

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

Special Note: This is 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.