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# Educational Service Unit 8
# Mental Health Professional Job Description

It is the policy of Educational Service Unit 8 to not discriminate on the basis of sex, disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

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**A.** **Job Title:** Mental Health Professional

**B.** **Department:** Special Education

**C.** **Education Level and Certification:** Provisionally Licensed Mental Health Practitioner (PLMHP), Licensed Mental Health Practitioner (LMHP), Licensed Independent Mental Health Practitioner (LIMHP), Certified Master Social Worker (CMSW), Licensed Psychologist, or Licensed Educational Psychologist.

**D.** **Reports To:** Administrator, Special Education Director, Psychology Coordinator

**E.** **Performance Responsibilities and Job Tasks**

1. Provides direct mental health services to include intake assessment, individual/group therapy, and crisis interventions to assigned students.
2. Assists school counselors with coordinating interventions with students, acting as intervention specialist.
3. Maintains regular contact with the parent/guardian of each client.
4. Provide follow-up and assist in implementation of reintegration plans for students who are returning to school from hospitalization and/or facility stays.
5. Furnishes required reports to NDHHS, legal system, and other involved agencies, as appropriate.
6. Provides consultation for school staff regarding mental health issues including classroom observation and appropriate service determination as appropriate.
7. Enhances the awareness of mental health needs, services, and promotes community understanding of mental health and enhances community response to mental health problems.
8. Provides appropriate in-service training to school staff.
9. Develops support groups for students, as needed.
10. Participates in the collection of mental health information and student outcomes data to be used for monitoring the overall performance and effectiveness of services provided and program development.
11. Provides appropriate in-service training to school staff.
12. Provides complete and timely documentation to support services rendered.
13. Is familiar with disciplinary guidelines and student code of conduct in each district served.
14. Understands special education regulatory requirements and assists with process as appropriate.

15. Fosters effective communication with students, parents, and other staff members.
16. Complete required information for any Medicaid eligibility, funding, or compliance paperwork.
17. Report any pertinent information to the proper authorities in cases of child endangerment, neglect, or abuse.
18. Provide consultation to parents, teachers, administrators, and others on topics such as learning styles and behavior modification techniques.
19. Promote an understanding of child development and its relationship to learning and behavior.
20. Collaborate with other educational professionals to develop teaching strategies and school programs.
21. Counsel students to help solve conflicts and problems in learning and adjustment.
22. Participate in individualized educational plans in collaboration with teachers and other staff members.
23. Maintain student records, confidential records, records of services provided, and behavioral data.
24. Serve as a resource to help schools and students deal with crises, such as separation and loss.
25. Design classes and programs to meet the needs of special students.
26. Refer students to appropriate community agencies for services.
27. Initiate and direct efforts to foster tolerance, understanding, and appreciation of diversity in school communities.
28. Collect and analyze data to evaluate the effectiveness of academic programs and other services, such as behavioral management systems.
29. Provide educational programs on topics such as classroom management and teaching strategies.
30. Utilize resources to effectively communicate with others with different communication abilities (e.g. non-English speaking, hearing impaired).
31. Participate in team meetings for the development of IEPs and 504 Plans and implement provisions of IEPs and 504 Plan accommodations for students.
32. Participate in faculty committees and activities as assigned.
33. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
34. Develop and maintain a positive rapport with students and parents.
35. Develop and maintain a positive and professional working relationship with other staff and administration.
36. Provide for proper care, maintenance, and reasonable security of all District property in the Mental Health Professional's custody.
37. Utilize instructional materials and other resources in a competent and effective manner, including computer, e-mail, and other technology to perform assigned duties.
38. Adhere to all district policies, rules, regulations, and supervisor directives.
39. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
40. Adhere to the code of ethics of the District and Nebraska Department of Education (NDE Rule 27), and the code of ethics established by the National

Association of Mental Health Professionals as set forth in the Professional Conduct Manual, Principles for Professional Ethics, Guidelines for the Provision of School Psychological Services. The Mental Health Professional must serve as a positive role model for staff and students.

41. Perform other tasks or duties as assigned by the Board, the Administrator, or the supervisor.

## F.     Required Knowledge

The Mental Health Professional is to possess and effectively utilize knowledge in the following areas:

1. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
2. Therapy and Counseling—Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
3. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
4. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
5. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
6. Sociology and Anthropology—Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
7. Mathematics—Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
8. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, designing forms, and other office procedures and terminology.

## G.     Required Skills and Abilities

The Mental Health Professional is to possess and effectively utilize the following skills and abilities:

1. Communication:

       a. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

       b. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.

       c. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.

       d. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.

       e. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information and ideas presented in writing.

2. Social Perceptiveness—Being aware of others' reactions and understanding why they react as they do.

3. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

4. Time Management—Managing one's own time and the time of others.

5. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

6. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.

7. Reasoning—The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events). The ability to apply general rules to specific problems to produce answers that make sense. The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

8. Negotiation—Bringing others together and trying to reconcile differences.

9. Coordination—Adjusting actions in relation to others' actions.

10. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

11. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.

12. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.

13. Service Orientation—Actively looking for ways to help people.

14. Persuasion—Persuading others to change their minds or behavior.

15. Instructing—Teaching others how to do something.

16. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

17. Near Vision—The ability to see details at close range (within a few feet of the observer).

18. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
19. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
20. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
21. Mathematics—Using mathematics to solve problems.

## H.    Work Activities

The Mental Health Professional is to perform the following work activities:

1. Getting Information—Observing, receiving, and otherwise obtaining information from all relevant sources.  This includes: collecting scientific or technical data, social or personal information, statistical data and obtaining information from individuals.
2. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used. This includes: explaining complex mathematical information; interpreting ability or achievement test results, charts or tables for social or economic research, and psychological test results; and writing scholarly or technical research papers.
3. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems. This includes: deciding which psychological tests to administer to students and resolving problems in educational settings.
4. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time.  Work as a team member.
5. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
6. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts. This includes: analyze data on curricula or instructional methods, psychological testing data, scientific research data or investigative findings, social or economic data, conducting field research or investigative studies, evaluating educational outcomes, forecasting or predicting phenomena based upon research data, performing statistical modeling, and using psychological assessment tools.
7. Communicating with Supervisors, Peers or Subordinates and Students and Parents—Providing information by telephone, in written form, e-mail, or in person.
8. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job.  This includes:  following confidentiality procedures, maintaining awareness of social trends, using behavior modification techniques, counseling techniques, current social research, interpersonal communication techniques, interviewing procedures, knowledge of investigation

techniques, knowledge of multi-media technology and library or online Internet research techniques, mathematical or statistical methods to identify or analyze problems, using mathematical or statistical methods to identify or analyze problems, motivational techniques in education, oral or written communication techniques, public speaking techniques, quantitative research methods and scientific research methodology, and special education and teaching techniques.

9. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events. This includes: recognizing interrelationships among individuals or social groups, interrelationships among social statistics or indicators and student learning levels.

10. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data. This includes: compiling numerical or statistical data and developing tables depicting data.

11. Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients. This includes: working with persons with mental disabilities or illnesses.

12. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish your work. This includes: planning scientific research or investigative studies and surveys of specified group or area.

13. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form. This includes: recording student progress.

14. Communicating with Persons Outside Organization—Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail. This includes: communicating technical information, compiling information through interviews, conferring with scientists, and making presentations.

15. Monitor Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.

16. Performing for or Working Directly with the Public—Performing for people or dealing directly with the public.

17. Provide Consultation and Advice to Others—Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics. This includes: advising students, parents, staff and service-providers, providing expert testimony, recommending further study or action based on research data, recommending modifications to educational programs, referring students or staff to community services or resources.

18. Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.

19. Interacting With Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or

process information. This includes: developing or maintaining databases, using computers to enter, access or retrieve educational and other data, relational database software, spreadsheet software and word processing or desktop publishing software.

20. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.

21. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.

22. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes: developing plans for programs or projects, policies, procedures, methods, or standards, and writing project or bid proposals and research or project grant proposals.

23. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: assessing educational potential or need of students, converting information into instructional program, coordinating educational content, developing instructional materials, organizing educational materials or ideas, and selecting teaching materials to meet student needs.

24. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes: directing and coordinating scientific research or investigative studies and directing implementation of new procedures, policies, or programs.

25. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others.

26. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions. This includes: creating mathematical or statistical diagrams or charts, designing classroom presentations, and developing new products based on scientific research results, psychological tests, rating scales, or related material, and scientific or mathematical hypotheses, theories, or laws.

27. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills. This includes: mentoring co-workers in school or educational setting.

28. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: maintaining educational records, reports, or files and preparing educational reports and technical reports or related documentation.

## I. Required Employee Characteristics

The Mental Health Professional is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.

3. Dependability—Job requires being reliable, responsible, and dependable and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Analytical Thinking—Job requires analyzing information and using logic to address work-related issues and problems.
12. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connected with others on the job.

**J. Working Conditions**

1. Inside; some classrooms and areas are not air conditioned.
2. May be required to deal with distraught students/parents; may be exposed to infectious diseases.
3. Required to travel and be able to provide own transportation to assigned schools, community agencies, and other work-related sites.

**K. FLSA Status:** Exempt. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

**L. Essential Functions:** The essential functions of the Mental Health Professional position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

| Physical Requirements<br>Mental Health Professional<br><br>E = Essential<br>NE = Non-Essential | Item is not a requirement of the job NE | Occasional — up to 33% of time NE | Occasional/Essential — up to 33% of time, absolutely essential to the job E | Frequent -- between 34% - 66% E | Continuous -- over 66% of time E |
|---|---|---|---|---|---|
| **Stamina** | | | | | |
| 1. Sitting | | | | X | |
| 2. Walking | | | X | | |
| 3. Standing | | | X | | |
| 4. Sprinting/Running | X | | | | |
| **Flexibility** | | | | | |
| 5. Bending or twisting at the neck more than the average person | | X | | | |
| 6. Bending or twisting at the trunk more than the average person | | X | | | |
| 7. Squatting/Stooping/Kneeling | | X | | | |
| 8. Reaching above the head | | X | | | |
| 9. Reaching forward | | X | | | |
| 10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.) | | X | | | |
| **Activities** | | | | | |
| 11. Climbing (on ladders, into large trucks/vehicles, etc.) | | X | | | |
| 12. Hand/grip strength | | X | | | |
| 13. Driving on the job | | | | X | |
| 14. Typing non-stop | | X | | | |
| **Use of Arms and Hands** | | | | | |
| 15. Manual dexterity (using a wrench or screwing a lid on a jar) | | X | | | |
| 16. Finger dexterity (typing or putting a nut on a bolt) | | | X | | |
| **Lifting Requirements** | | | | | |
| 17. Lifting up to 10 pounds (Mark all that apply) | | | | | |
| Floor to waist | | X | | | |
| Waist to shoulder | | X | | | |
| Shoulder to overhead | | X | | | |
| 18. Lifting 11 to 25 pounds (Mark all that apply) | | | | | |
| Floor to waist | | X | | | |
| Waist to shoulder | | X | | | |
| Shoulder to overhead | X | | | | |
| 19. Lifting 26 to 50 pounds (Mark all that apply) | | | | | |
| Floor to waist | | X | | | |
| Waist to shoulder | | X | | | |
| Shoulder to overhead | X | | | | |
| 20. Lifting 51 to 75 pounds (Mark all that apply) | | | | | |
| Floor to waist | X | | | | |
| Waist to shoulder | X | | | | |
| Shoulder to overhead | X | | | | |
| 21. Lifting 76 plus pounds (Mark all that apply) | | | | | |
| Floor to waist | X | | | | |
| Waist to shoulder | X | | | | |
| Shoulder to overhead | X | | | | |
| 22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? | X | | | | |
| **Pushing/Pulling** | | | | | |
| 23. 25 to 50 pounds | | X | | | |
| 24. 51 to 75 pounds | | X | | | |
| 25. 76 to 90 pounds | X | | | | |
| 26. Over 90 pounds | X | | | | |
| **Carrying** | | | | | |
| 27. 10 to 25 pounds | | X | | | |
| 28. 26 to 50 pounds | | X | | | |
| 29. 51 to 75 pounds | X | | | | |
| 30. 76 to 90 pounds | X | | | | |
| 31. Over 90 pounds | X | | | | |