



CAJON VALLEY UNION SCHOOL DISTRICT PERSONNEL COMMISSION

Job Class Description

| <u>MENTAL HEALTH CLINICIAN II</u> | | | |
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| DEPARTMENT/SITE: | District Department or School Site | SALARY SCHEDULE: | Classified Bargaining Unit |
| | | SALARY RANGE: | 46 per 2023-2024 Schedule |
| | | WORK YEAR: | 11 Months (221 or 237 Days) |
| REPORTS TO: | Manager, Mental Health Services | FLSA: | Non-Exempt |

BASIC FUNCTION:

Under the direction of the Manager, Mental Health Services and/or designee, provide direct mental health services for assigned eligible students at various school sites within the District; provide assessment, intervention and ongoing therapeutic services, including individual, group and parent counseling; perform case management, and treatment coordination and collaboration; support the therapeutic milieu in specialized behavioral programs. The incumbents in this classification assist in providing students with mental health services which directly supports student learning.

DISTINGUISHING CHARACTERISTICS:

The **Mental Health Clinician (MHC) I** classification is license-eligible and working under the supervision and close review of the licensed and certified **Manager, Mental Health Services** to gain clinical experience required to qualify for licensure. Incumbents perform the same mental health services as a **Mental Health Clinician (MHC) II**; however, incumbents are not fully licensed and require mandated supervision. The **Mental Health Clinician (MHC) II** classification provides a variety of mental health services for eligible students. Incumbents are fully licensed per California Board of Behavioral Sciences (BBS) as a Licensed Marriage Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), Marriage Family Child Counselor (MFCC), or Licensed Professional Clinical Counselor (LPCC). **Mental Health Clinician (MHC) II** is not mandated to receive supervision; however, minimal supervision support is provided for the purposes of accountability and to ensure optimal mental health services for students.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

Provide direct mental health services including, but not limited to, consultation; assessment; observation; individual, group and parent counseling; treatment coordination and case management for eligible students.

Perform clinical assessments, conduct interviews, make observations, and recommend diagnosis; use psychosocial case histories, psychological test results and educational assessment tools to evaluate and assess the nature and extent of an individual's condition; develop and implement treatment or educational plans; complete related reports, as needed.

Plan, prepare, and conduct individual and group counseling designed to make progress on goals and improve social and emotional functioning and development; provide service in the milieu, educational, home or community settings.

Implement IEP goals related to individual counseling and guidance, and/or parent counseling, as written; collect data and document progress on goals.

Meet with students, family members and school staff to interpret and explain the social and emotional factors pertaining to disability and/or mental illness and the methods of alleviating mental, emotional, and environmental problems.

Provide crisis support through behavioral interventions, assisting students to maintain/obtain/regain success in their academic and social environments; conduct risk screening.

Maintain consistent collateral contact, collaboration, case management, and consultation with the student's IEP team members, including family members, external service providers and school/District officials regarding the student's needs and goals as well as progress on goals.

Provide consultative and collaborative support as a subject matter expert to administrators, teachers, parents, related service providers and/or other interested parties regarding mental health or behavioral issues during the treatment process of students; ensure sensitivity to student privacy.

Participate in individual student IEP meetings; collaborate with the Education Specialist to prepare and present appropriate goals and objectives related to counseling and guidance, and/or parent counselling, and make recommendations to District personnel for mental health services and/or level of services, as necessary.

Participate in special assessments, individual counseling plans and other student progress meetings.

Collaborate with the Education Specialist to monitor student progress towards goals related to counseling, counseling, and guidance, and/or parent counseling and alert the Education Specialist when the student is not making progress and/or not participating in services.

Collaborate with the Education Specialist on reporting progress on goals at progress reporting periods and for annual IEP reviews.

Coordinate and collaborate on treatment with the student's private therapist and/or psychiatrist on a regular basis, with signed consent through a Release of Information.

Communicate via phone or in person with family, as required, to offer and encourage parent/family counseling when stated as a service on the IEP.

Plan, prepare, and conduct in-service, engagement activities and community resources that provide services for students and parents in therapeutic, psychiatric and/or other needs.

Develop, coordinate, implement, and evaluate the progress of intervention plans utilized to address the student's goals, with accompanying documentation of progress.

Demonstrate cultural competency in relationships with students, families, and school/District officials within the academic setting by communicating with students and parents in an interpersonally skilled manner using courtesy, tact, diplomacy, sensitivity, patience, and professionalism.

Ensure the proper prioritization, timely completion, and meeting of deadlines for any required reports, documentation and/or assigned projects and tasks, as directed.

May participate in the District crisis intervention team.
Make referrals to appropriate resources in the community.

Maintain confidentiality of student records and information.

Consult with community agencies on the identification and management of social and mental health issues.

Participate in the development of any District or school-wide initiative or policy related to the promotion of student well-being and mental health.

May work a flexible schedule to meet with families and provide family counseling sessions per IEP and/or other identified services.

Provide all related services for identified students per the IEP.

Prepare and present oral and/or written reports; maintain records related to assigned functions, i.e., document all Special Education services provided in the Special Education Information System (SEIS); Service Tracker, complete Medi-Cal billing, etc.

Operate a variety of office equipment, including a computer and assigned software; drive a vehicle to conduct work.

Participate in ongoing regular clinical supervision, monthly staff or other meetings and professional learning, as assigned.

Adhere to the legal and ethical requirements and standards of the individual's licensing board, Individuals with Disabilities Education Act (IDEA), Health Insurance Portability and Accountability Act (HIPAA), and Federal Educational Rights and Privacy Act (FERPA).

Perform classification-related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Current and professional clinical management techniques.

Interventions for special populations such as, but not limited to; Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI), Emotionally Focused Therapy (EFT), Dialectical Behavioral Therapy (DBT).

Special Education procedures and Individualized Education Plan (IEP) process.

Classroom management and behavioral management techniques.

Education laws and de-escalation protocols (e.g., ProAct).

Psychological and behavioral dysfunctions.

Marriage and family relationships and theory.

Group dynamics.

Treatment modalities, consultation methods and techniques.

Evidence-based Practices.

Crisis intervention techniques and theory.

State child and adult abuse reporting laws.

Cultural and socio-economic factors impacting mental health.

Trauma-Informed Care.

Child abuse reporting and related regulations.

Applicable state and federal laws, codes, regulations, policies, and procedures, including those related to Individuals with Disabilities Education Act (IDEA), Health Insurance Portability and Accountability Act (HIPPA), and Family Educational Rights and Privacy Act (FERPA).

ABILITY TO:

Evaluate a complex psycho-social history, conduct assessments, make diagnoses, and develop an appropriate treatment plan.

Monitor, evaluate, and adjust individual treatment plans, programs, and therapy interventions in response to student needs and progress; decrease impairing symptomology and increase functioning in the home, school, and community settings.

Perform crisis intervention.

Facilitate individual, family, and group counseling.

Facilitate support groups.

Maintain records and prepare reports electronically.

Communicate effectively orally and in writing.

Establish effective working relationships with those contacted in the course of work.

Work collaboratively with students, parents, administrators, employees, private health providers and the public representing diverse cultures and backgrounds.

Interpersonal skills that demonstrate tact, patience, courtesy, and empathy.

Treat fellow employees, representatives of outside agencies and members of the public with courtesy and respect.

Work effectively with diverse groups of students and families possessing diverse socio-economic and multicultural backgrounds.

Provide services to students, parents and school staff who support Positive Interventions and Supports (PBIS) and a Trauma-Informed Care (TIC) school culture.

Maintain service logs for treatment plans and services as stated in the IEP.

Exercise appropriate judgment in answering questions and releasing information.

Analyze and project consequences of decisions and/or recommendations.

Function calmly in situations that are emotionally and behaviorally escalated.

Develop and present training programs.

Work independently with limited supervision.

Plan, organize and prioritize work effectively.

Schedule a number of activities, meetings, and/or events

Demonstrate flexibility when working with a wide variety of circumstances and environments.

Adapt to changing work priorities.

Maintain regular and consistent attendance.

Work a flexible schedule.

Follow District and Special Education procedures.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Master's degree or higher in psychology, social work, or mental health counseling; and a minimum two years of post-master's experience in providing mental health treatment services to children, adolescents, and their families. Experience with students in K-12 in a public- school setting receiving special education services is preferred.

LICENSES AND OTHER REQUIREMENTS:

Current licensure by the State of California as a Marriage Family Therapist (MFT), Marriage Family Child Counselor (MFCC), Licensed Professional Clinical Counselor (LPCC), or Licensed Clinical Social Worker (LCSW).

Current registration with the California Board of Behavioral Science Examiners.
Valid California driver's license and ability to maintain eligibility for automobile insurance. Ability to qualify for and maintain qualification for automobile insurance coverage.
Possession of a current certificate in infant, child, and adult cardio-pulmonary resuscitation (CPR) and First Aid Card is required. Online certificates are not accepted. Maintain up-to-date certificates in CPR and First Aid.
Subject to a flexible work schedule, including nights, weekends, and holidays.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor office, classroom, school milieu setting, community, and home environments.
Driving a personal vehicle to consult with clients or provide services.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and on the telephone.
Seeing to perform assigned duties.
Sitting or standing for extended periods of time.
Dexterity of hands and fingers to operate a computer keyboard and other office equipment.
Keeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies.
Regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.
Physical ability to act swiftly in an emergency situation.
Physical ability to partake in playful activities.

HAZARDS:

Contact with dissatisfied or verbally escalated individuals.
Risk of physical harm from students.

CLEARANCES:

Criminal Justice Fingerprint / Background
Tuberculosis
Pre-placement Physical and Drug Screen

JOB CLASS HISTORY

Approved: G.B. 06/25/19; P.C. 06/27/19 (New)
Revised (EH&A / MGT Consulting) PC: 02/24, GB: 03/24