

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: MENTAL HEALTH PROFESSIONAL - SCHOOL-BASED THERAPIST**

#### **GENERAL STATEMENT OF JOB**

Under general or occasional supervision of Principal or Principal's designee, the school therapist, supports the education of students suspected of and/or diagnosed with a disability in their least restrictive environment. The school therapist develops, implements, and coordinates a mental health therapeutic program with the school, providing screening, evaluation, intervention services and transition planning. Skilled provision of mental health services (acute or chronic) of both students and educational staff, when working with students with mild to serious health impairments, is expected to analyze risk, problem solve effectively and demonstrate a high level of professional judgment when recommending and providing services, making environmental modifications and training staff to manage physical needs. Consultation with educational and community personnel is also an essential component of the school therapist's roles and responsibilities. School Therapist is also responsible for documenting treatment planning and treatment activities, preparing evaluation reports, and documenting student progress.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

###### **SUMMARY:**

The School-based Therapist will be responsible for providing services related to the delivery of mental health care to assigned clients at the designated school location and will provide consultation services to the school staff to support the overall mental health goals of the school.

###### ***Identification, Evaluation, and Planning***

- Conduct regular appointments with students and staff who wish to converse with a mental health professional
- Collaborates with other disciplines to ensure team understanding of student occupational performance strengths and needs, through evaluation, educational program planning, and service delivery
- Assess student's ability using appropriate evaluation tools, observations, functional assessments, and review of medical and other agency reports
- Conducts interviews with parents and staff to determine the need for a therapy intervention plan. Must have the ability to research and determine evidence-based practice supporting therapy interventions
- Synthesizes evaluation results into comprehensive written report, which reflects strengths and barriers to student participation in the educational environment directly related to referral concern
- Develops and implement intervention strategies.

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- Participates in interdisciplinary meetings to review evaluation results, offer recommendations, and develop individualized education plans and intervention plans to achieve IEP goals.
- Establish positive and trusting relationships with students and staff
- Implement various treatments and protocols to provide guidance and appropriately address students and staff situations
- Continually assess students and staff situations and provide the proper ongoing treatments
- Therapist consults with school-based team to achieve student outcomes.
- Educate and involve family members or other loved ones in the treatment process when necessary
- Record and maintain adequate notes about students and staff visits
- Implement a process of referral for students and staff to outside sources or agencies that can better address their specific needs when needed
- Maintain the strictest confidentiality of students and staff situation

### ***Service Delivery***

- Works independently and as part of a team
- Consults with school-based teams to achieve student outcomes
- Exemplifies excellent interpersonal communication skills with the ability to actively listen
- Develops solid relationship-building capabilities
- Pays strong attention to detail and effectively manage time and prioritize needs
- Ability to work with culturally diverse students, staff, and administration
- Facilitate sessions with individuals, groups, or families to diagnose and provide treatment of mental health disorders, and area of needed support such as:
  - Anger Management
  - Anxiety
  - Bullying
  - Cyber-bullying
  - Conflict Resolution
  - Empathy/Kindness to Self and Others
  - Feelings of Injustice
  - Friendship – making and keeping friends
  - Identifying and expressing feelings
  - Mindfulness
  - Personal Space
  - Positive Choices
  - Self-Esteem
  - Self-esteem, Boys
  - Self-esteem, Girls
  - Social Skills
  - Students with parents who are incarcerated
  - Tattling
  - Touching: Appropriate vs Inappropriate

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- Create a treatment plan based on needs and monitor progress during treatment.

### ***Program Administration and Management***

- Demonstrate respect for and support of school's mission, vision, expectations, and philosophies, through words and actions
- Demonstrate professional conduct, judgment, and decision-making that is in keeping with your role as a School Therapist
- Maintains clinical and administrative records in accordance with professional standards, state guidelines, and school system policy
- Logs therapy services in electronic data management system for each session provided
- Completes quarterly progress notes for students who receive direct therapy
- School Therapist should always be confidential, ethical, and cohesive
- Present budgetary needs to support mission and goals

### ***Education***

- Teaches, monitors, and collaborates with educational personnel, community agencies, parents, and students to increase understanding of the student's mental wellness
- Participates in continuing education for professional development to ensure practice is consistent with established best practice and NC licensure requirements
- Contributes to the planning of safe transportation of students with disabilities
- Provides consultation regarding emergency evacuation of students with disabilities
- Contributes to discussions involving school accessibility and planning appropriate environmental modifications
- Uses professional Code of Ethics and standards of practice to guide ethical decision making in practice

### **ADDITIONAL JOB DESCRIPTIONS**

Must possess a strong knowledge of the common diagnoses and treatments for school-aged children and possess the skills necessary to facilitate positive change in a school environment.

Performs other related work as required by the principal.

### **MINIMUM TRAINING AND EXPERIENCE**

A Master's degree from an accredited University or College in the field of Psychology, Social Work, Counseling Education or Human Services field.

Licensed in the State of North Carolina to provide mental health services (LPC, LSW, LCSW, etc.), required

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### MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

**Physical Requirements:** Must be able to operate a variety of equipment including computers, nebulizers, adding machines, blood pressure machines, oxygen tanks, suction machines, feeding pumps, etc. Must be able to exert up to 100 pounds of force occasionally and/or 20 pounds of force frequently, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Medium Work.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments and/or directions to assistants or subordinates.

**Language Ability:** Requires the ability to read a variety of correspondence, referrals, medical records, newsletters, notes, charts, etc. Requires the ability to prepare correspondence, reports, forms, plans, logs, charts, etc.

**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; deal with several abstract and concrete variables.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently using medical terminology.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

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**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using medical equipment.

**Manual Dexterity:** Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.