

## SENIOR PSYCHOLOGIST II

This class recognizes the responsibility for providing advanced and specialized psychological services, consultation, training, and research beyond the level of expertise at Senior Psychologist I. Employees serve as experts in specialty areas such as child psychology in a regional mental hospital providing clinical training to hospital staff, community professionals, professional level students and interns in psychological assessment, psychology therapeutic intervention techniques, behavior modification, personality theory, and consultation skills. Employees provide specialized assessment and intervention on extremely complicated cases referred by community agencies, courts, and private physicians. Employees may present psychological research projects at regional and national meetings and publish technical papers in professional journals which result from their work.

### I. DIFFICULTY OF WORK:

Variety and Scope - Evaluations, intervention, and consultation parallel that of Senior Psychologist I class with the additional requirement for providing formal clinical training to junior level staff, doctoral psychology interns, child psychiatry fellows, and third year medical students in child development, childhood psychopathology, psychological testing, diagnosis, and treatment of children, or in other specialties. Research includes seeking out new procedures and methods that would increase the quality of training and service provided by the program. The role includes participating in the selection and evaluation of clinical trainees, participation on state and regional panels and committees to study major issues and develop program policies.

Intricacy - Assignments parallel those of the Senior Psychologist I class with the added complexity of serving the difficult or unusual cases which have been referred by the courts, community health care agencies, or other professionals within the region. The practice, consultation, training, and research require a high degree of clinical expertise to provide specialized assessment, intervention, and consultation on extremely complicated cases. Employees may be used region-wide or throughout the facility to assist physicians and peers in evaluating unusual problems such as adolescent parricide.

Subject Matter Complexity - A thorough knowledge of psychological theories, principles, techniques, and therapeutic skills is required. Additionally, work in specific programs requires appropriate concentrations of knowledge in psychotherapy, learning behavior programming, development and/or curriculum techniques. Work requires ability to design, implement, and evaluate clinical training programs and research projects which may include trying new methods and procedures.

Guidelines - Employees utilize standards of practice established by the American Psychological Association, analyze current scientific literature, as well as integrate new concepts and practices into their knowledge base and participate in the investigation and refinement of new techniques and procedures.

### II. RESPONSIBILITY:

Nature of Instructions - Consultation and training are done with considerable independence as recognized authorities in the field; employees perform with legal independence and considerable program autonomy in selecting appropriate diagnostic tests, developing intervention goals and approaches, and providing expert consultation. Work is initiated by referrals from various sources including professionals or para-professionals within a unit or center or from other agencies and groups. Information on referrals and requested services varies from general to specific.

Nature of Review - Work is reviewed by the Program Director and Director of Psychological Services in the facility through monthly meetings and annual planning sessions; outside reviews are conducted by JCAH; employees are not required by law to receive legal technical supervision.

Scope of Decision - Employees' consultation and training affect the knowledge base and treatment skills acquired by the clinical trainees; clinical judgment affects the clients served by the particular program.

Consequence of Decisions - Client adjustment, growth, development, and learning are affected by the effectiveness of the application of advanced testing, therapy, and intervention techniques both directly and through consultation/training provided to other professionals. Decisions and recommendations are regarded as highly authoritative by the judicial system, community agencies, and peers.

### III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Employees work with state program officials, interns, students, and a variety of professional disciplines and paraprofessionals in Mental Health/Mental Retardation/Substance Abuse, Social Services, Correction, or school programs. Contacts are usually in the work unit or with other agencies serving the same clients.

Nature and Purpose - To participate in the development of new policies and procedures, for state programs, to teach clinical trainee techniques to psychological practice, and to share information and expertise on diagnostic findings and progress with peer professionals and others in staffing and consultation. Work with the client involves gaining rapport and trust in the treatment process. Consultative work involves serving as expert resource to fellow staff and community groups on specialty areas such as neuropsychological testing, forensic assessment, or complicated therapies.

### IV. OTHER WORK DEMANDS:

Work Conditions - Setting is within regional psychiatric hospital which serves clients who have aggressive and/or profound medical and psychiatric problems.

Hazards - In some settings, clients may experience periods of extreme behavioral aggressiveness that could result in personal injury to the employee. The degree of exposure depends on the location of the position; type of program or unit, and patients assigned.

### V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Thorough knowledge of the theories and practices of the field of psychology including human behavior, learning theory, and development throughout the life span. Thorough knowledge of the range of the special needs of the emotionally and socially distressed, learning disables, handicapped and disadvantaged. Thorough knowledge of causes and effects of atypical and disruptive behavior patterns. Thorough knowledge of principles of therapeutic intervention, including interpretive therapy and behavior modification or curriculum design. Through knowledge of projective and objective psychological, educational, and developmental tests including those of a complex, comprehensive nature. Advanced skill in the proper application and interpretation of those tests, and in preparing and presenting comprehensive and cohesive reports. Skill in relating expressively and dynamically with others.

Minimum Training and Experience - Doctoral degree in psychology from an appropriately accredited institution and three years of post doctoral psychological experience. Eligibility for licensure in North Carolina under provision specified by the Psychology Practice Act (G.S. 90.270).

Necessary Special Qualifications - One must fulfill all requirements for licensure in North Carolina as a licensed psychologist under the provisions specified by the Psychology Practice Act (G.S. 90.270).