

Iowa Department of Administrative Services – Human Resources Enterprise  
Job Classification Description

## Community Corrections Program Coordinator

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### Definition

Develops, implements, coordinates, and oversees treatment rehabilitation program(s) within a Community-Based Corrections district; performs extensive professional correctional assessments; facilitates difficult and intensive treatment interventions and serves as a lead/expert facilitator in group interventions; serves as a treatment expert for the district, or a trainer/trainer of trainers in a needed area; assists with performing continuous quality improvement activities, and is a mentor to other staff; performs related work as required.

*The work examples and competencies listed below are for illustrative purposes only and not intended to be the primary basis for position classification decisions.*

### Work Examples

As part of a multidisciplinary team, may function as a treatment/evidence-based practices expert, utilizing advanced knowledge/skills in effective treatment and intervention strategies that best influence lasting behavior change and improves outcomes for correctional clients consistent with change principles and district vision/mission/goals.

Researches, plans, implements, and evaluates new and emerging evidence-based and promising interventions/programs and practices for clients in a community-based correction.

Develops program policy and procedures.

Displays expert knowledge and proficient application of validated assessment tools that identify risk, needs, protective factors, and responsivity for the purpose of developing high quality, effective supervision case plans and intensive intervention strategies targeted at reducing recidivism. This may include conducting the approved risk assessments and other criminogenic needs assessments, identifying strategies that work most effectively with different types of clients' special needs, disabilities, race, age, trauma, and gender responsiveness that drive the development of the client case plan.

Models prosocial behaviors, conveys dignity and respect, and builds high-quality therapeutic relationships with clients.

Adheres to the use of universal precautions in the performance of job duties to minimize the potential risk of exposure to bloodborne pathogens.

Responds to emergencies with safety as a first priority trained and prepared to use life-saving measures and appropriate defensive tactics.

Relates responsively, effectively, and with sensitivity to clients of a diverse population (e.g. gender, culture, or ethnic group).

Uses advanced knowledge/understanding of mental health, addiction issues, trauma-informed care, etc. to help the client access and engage in interventions and services.

Models and leads with a high standard of ethical conduct and exhibits honesty and integrity.

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Models and leads with a high level of initiative, effort, and commitment toward completing quality work accurately and efficiently. Organizes work, sets priorities, and determines a sequence of activities to achieve goals, with minimal supervision.

With a high level of proficiency, facilitates behavior change by utilizing advanced cognitive-behavioral strategies, social learning principles, Motivational Interviewing, Core Correctional Practices, and other behavioral techniques to assist in the development of desistance skills that empower clients to make positive behavioral changes.

Recognizes/identifies anti-social characteristics. Addresses anti-social values, thinking, and behaviors in a proficient evidence-based manner. Appropriately reinforces and consistently demonstrates alternatives to pro-criminal thinking/behavior utilizing prosocial modeling, skill practice, and positive reinforcement in varied/challenging/complex situations.

Facilitates cognitive-behavioral or other evidence-based groups/interventions with a high level of proficiency and fidelity. Serves as the lead/expert facilitator utilizing/modeling and mentoring advanced behavioral techniques to assist in the development of skills and facilitate behavioral change.

Effectively implements and helps oversee and effectuate continuous quality improvement strategies and practices and reports results in a professional, timely manner providing effective feedback and mentoring.

Attends and leads training classes and seminars; provides training of trainers in assessments, skills, and programs while also providing continuous quality improvement to other departmental staff. Reports result in a professional, timely manner with effective feedback, guidance, and mentoring. Reviews/audits other's work checking for quality, fidelity, and proficiency.

## Competencies Required

### Knowledge:

- Customer and Personal Service – Principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Law and Government – Laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- English Language – The structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar.
- Public Safety and Security – Relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- Psychology – 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.
- Therapy and Counseling – Principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and career counseling and guidance.
- Sociology and Anthropology – Group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins.
- Education and Training – Principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

- Instructing – Teaching others how to do something.
- Clerical Procedures – Word processing, managing files and records, designing forms, and other office procedures and terminology.
- Computers and Electronics – Circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Abilities:

- Law and Government – Understand and adhere to applicable laws, legal codes, administrative rules, and regulations.
- Clerical – Maintain complex clerical records.
- Written Expression – Communicate information and ideas in writing so others will understand.
- Written Comprehension – Read and understand information and ideas presented in writing.
- Speech Clarity – Speak clearly so others can understand.
- Speech Recognition – Identify and understand the speech of another person.
- Oral Comprehension – Listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression – Communicate information and ideas in speaking so others will understand.
- Deductive Reasoning – Apply general rules to specific problems to produce answers that make sense.
- Inductive Reasoning – Combine pieces of information to form general rules or conclusions.
- Information Ordering – 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).
- Problem Sensitivity – Tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Skills:

- 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.
- Social Perceptiveness – Being aware of others' reactions and understanding why they react as they do.
- Monitoring – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Reading Comprehension – Understanding written sentences and paragraphs in work related documents.
- Speaking – Talking to others to convey information effectively.
- Writing – Communicating effectively in writing as appropriate for the needs of the audience.

- Persuasion – Persuading others to change their minds or behavior.
- Negotiation – Bringing others together and trying to reconcile differences.
- Instructing – Teaching others how to do something.
- Learning Strategies – Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Active Learning – Understanding the implications of new information for both current and future problem-solving and decision-making.
- Judgment and Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Service Orientation – Actively looking for ways to help people.
- Science – Using scientific rules and methods to solve problems.
- Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

### **Minimum Qualification Requirements**

Applicants must meet at least one of the following minimum requirements to qualify for positions in this job classification:

- 1) Graduation from an accredited four-year college or university with a degree in any field, and experience equal to two years of full-time work in a human services or criminal justice field.
- 2) A total of six years of education and/or full-time experience (as described in number one), where thirty semester hours of accredited college or university coursework in any field equals one year of full-time experience.
- 3) Current, continuous experience in the state executive branch that includes 18 months of full-time work as a Probation/Parole Officer 2 or 30 months as a Community Corrections Program Monitor in a district or a similar position in another jurisdiction or agency.

*Effective date: 06/23 KC*