

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

Probation/Parole Officer 2

Definition

Performs a broad range of moderate to difficult professional casework involving predominately moderate-high-risk clients on pretrial, long-form/formal presentence investigations, probation, parole, or residential. Develops quality working relationships and is a change agent when working with clients. Facilitates educational, cognitive behavioral, or other evidence-based groups; 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, works cooperatively with others to observe client behavior/interaction in the community to improve client outcomes consistent with change principles and district vision/mission/goals.

Communicates and documents observations utilizing cognitive behavioral strategies, social learning principles, risk/needs/responsivity principles, core correctional practices, and protective factors to ensure effective supervision and consistent application of client change principles as they apply to everyday practice.

With knowledge of the criminal justice system and community resources, builds collaborative relationships with interested parties/stakeholders dealing with criminal justice matters (courts, law enforcement, Federal agencies) and other community partners (service providers, employers, workforce development) for effective client re-entry and desistance.

Regularly interacts with clients on caseload in a collaborative, respectful, and therapeutic manner, utilizing motivational Interviewing, core correctional practices, and other behavioral techniques to assist in the development of desistance skills that empower clients to make positive behavior changes.

Communicates, builds rapport, and facilitates behavior change utilizing core correctional practices (e.g. prosocial modeling, skill practice, development of problem-solving skills, provides positive reinforcement when appropriate, and delivers corrective measures through effective disapproval).

Utilizes a balanced approach of treatment and accountability as well as ongoing evidence-based practices, encourages and empowers clients to make positive changes to meet goals.

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

Demonstrates knowledge and understanding of mental health and substance abuse issues and helps the client access and engage in services.

Models prosocial behaviors that convey dignity and respect for others and establishes quality therapeutic relationships with clients while demonstrating and acknowledging that clients can change and succeed through the development of skills, and the adoption of pro-social attitudes and behaviors necessary for successful adaptation to a pro-social lifestyle.

Addresses and helps facilitate a resolution to issues that arise, such as non-compliant and/or anti-social behavior, violating behaviors and/or community safety concerns, or other critical issues through an evidence-based approach using effective responses, graduated sanctions, and incentives that reinforce pro-social behavior.

Prepares and presents accurate written and oral reports in a non-judgmental and factual manner on clients for the courts, parole board, administrative hearings, in-house staffing, and outside agencies in compliance with established deadlines. Such reports may include formal/long-form presence investigations, probation/parole violation reports, or reports for modification of supervision. These reports are done in adherence to Iowa Code, Administrative Code, and/or Department Policy.

Displays knowledge, understanding, and application of validated assessment tools that identify risk, needs, protective factors, and responsiveness to develop effective supervision case plans and 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.

Develops initial and ongoing case plan based on risk/needs assessments. Closely monitors, evaluates, and documents case plan progress and involvement. Updates and amends case plan in collaboration with the client to address risks identified, changing needs, barriers, and progress. With knowledge of available resources/services identifies and refers clients to the appropriate resources based on identified needs. Identifies builds upon or develops strengths/protective factors, and assists the client in utilizing those strengths in complex and challenging situations.

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

Consistently evaluates and monitors the client's reentry needs by having the proper supports in place with an awareness of the barriers and other challenges that may arise for clients under supervision. Works collaboratively with institution staff to ensure an effective and seamless re-entry plan.

Maintains a thorough and detailed case file for each client verifying that the necessary documentation is timely and accurate. Documents client-related contacts in files and strictly adheres to department policy and Iowa Code as they relate to the confidentiality of records. Reads, understands, and applies district policies and state code to a variety of situations.

Assesses/identifies alcohol/drug use and conducts urinalysis/breathalyzer tests and utilizes other available technology.

Conducts home visits/searches and other collateral field checks effectively and safely within the parameters of the law and department.

Follows established procedures for securing and serving warrants in adherence to the laws, legal codes, court procedures, precedents, government regulations, executive orders, and agency rules.

Supervises and coordinates client financial matters. Assists with budget planning and ensures compliance with the Iowa Code and policies in making payments for residential facility rent, restitution, enrollment fees, and other financial obligations.

Embraces the process of continuous quality improvement by being open to feedback and willing to learn and grow while effectively implementing quality improvement strategies and practices.

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Facilitates cognitive-behavioral or other evidence-based groups/interventions with effectiveness, proficiency, and fidelity.

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. Utilizes training and preparedness, uses life-saving measures and appropriate defensive tactics as needed and necessary, and follows the use of force continuum.

Responds swiftly and urgently to critical incidents while also retaining composure under pressure. Facilitates resolution to issues such as violating behaviors, community safety concerns, or other critical issues while remaining objective and utilizing an evidence-based approach. Formulates and presents recommendations in a non-judgmental and factual manner utilizing the behavioral response matrix.

Demonstrates a high level of initiative, effort, and commitment toward completing assignments/assessments accurately and efficiently. Organizes work, sets priorities, and determines a sequence of activities to achieve goals, with minimal supervision. Demonstrate responsible behavior and attention to detail.

Displays a high standard of ethical conduct and exhibits honesty and integrity.

Competencies Required

Knowledge:

- 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 for career counseling and guidance.
- Sociology and Anthropology – Group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins.
- Law and Government – Laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- 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.
- Education and Training – Principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Administrative – Administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology.
- 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.
- English Language – Structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Abilities:

- Written Expression – Communicate information and ideas in writing so others will understand.
- Written Comprehension – Read and understand information and ideas presented in writing.
- Oral Expression – Communicate information and ideas in speaking so others will understand.
- Oral Comprehension – Listen to and understand information and ideas presented through spoken words and sentences.
- Speech Clarity – Speak clearly so others can understand.
- Speech Recognition – Identify and understand the speech of another person.
- 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 (includes finding a relationship among seemingly unrelated events).
- 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.
- 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.
- Negotiation – Bringing others together and trying to reconcile differences.
- Persuasion – Persuading others to change their minds or behavior.
- 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.
- Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Monitoring – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

- Social Perceptiveness – Being aware of others' reactions and understanding why they react as they do.
- Time Management – Managing one's own time and the time of others.

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.
- 2) A total of four years of education and/or full-time experience in a human services or criminal justice field, 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 1.

Effective date: 06/23 KC