

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

Probation/Parole Officer 3

Definition

Performs difficult and complex professional casework, critical services, resources, and interventions to the highest risk clients and/or serves as a lead officer assisting in supervisory or other program oversight duties. Develops quality working relationships and is a change agent when working with clients. Facilitates cognitive behavioral and other intervention groups as the lead facilitator. Serves as an expert or a trainer/trainer of trainers in a needed area. Assists with and performs continuous quality improvement activities; performs related work as required.

ILEA Certified/High-Risk Unit Officers: The majority of job duties are conducted in the field; maintains a community presence, conducts law enforcement related duties to include: investigation, observation, pursuit, apprehension, and arrest of high-risk individuals under correctional supervision.

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, functioning as a team lead utilizes advanced knowledge/skills in evidence-based case management to observe and influence client behavior/interaction in the community to improve client outcomes consistent with change principles and district vision/mission/goals.

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

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

Continually interacts with clients on a high-risk caseload in a collaborative, respectful, and therapeutic manner. With a high level of proficiency, utilizes 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.

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 use of disapproval).

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

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

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 and substance abuse issues and helps the client access and engage in services.

Assists and instructs clients in conditions of supervision, legal terms, legal documents, policies, and procedures in a manner that best suits their learning style. Addresses and help 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 prosocial behavior.

Prepares and presents accurate high quality 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. These reports are done in adherence to Iowa Code, administrative code, and department policy.

Displays advanced knowledge/understanding and proficient application of validated assessment tools that identify risk, needs, protective factors, and responsivity to develop 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 and 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 high-quality initial and ongoing case plans 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 advanced knowledge of available resources/services, brokers appropriate resources/services 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/identified 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 prosocial modeling, skill practice, and positive reinforcement in varied/challenging/complex situations.

Consistently evaluates and monitors the client's reentry needs in varied and complex situations by having intensive and responsive supports in place with an awareness of the barriers and other challenges that adequately meet the intensity of clients' needs while under supervision. Work collaboratively with institution staff to ensure a seamless re-entry plan.

Maintains a high-quality, 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 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 policy in making payments for residential facility rent, restitution, enrollment fees, and other financial obligations.

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

Embraces and models the process of continuous quality improvement through being continuously open to feedback and willing to learn and grow. Effectively implements advanced quality improvement strategies and practices. 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 accuracy, proficiency appropriateness, and adherence to policies and evidence-based practices.

Analyzes and applies research findings into everyday practice, matching treatment modalities with client needs in varied and complex situations. Identifies and draws upon the client's strengths and protective factors, assisting clients in utilizing those strengths in complex and challenging situations.

Role models professional and collaborative strategies with clients for other staff and demonstrates constructive working relationships with clients, other work units, community organizations, and others to meet the client's goals.

Demonstrating advanced therapeutic relationship skills develops a working alliance with clients with ongoing utilization of skills and abilities that empowers high-risk clients to make positive changes and meet their goals. Provides effective and consistent support for prosocial behaviors and changes and sees clients as partners in the change process. Collaborates regularly with collateral contacts and resources and responds urgently to any concerns. Swiftly addresses and attempts to mitigate the risk in family and community crisis incidents.

Functions as a lead worker providing mentoring, training, guidance, support, and assistance to other designated team members on how to exhibit and perform difficult skills and complex strategies.

While maintaining composure, facilitates resolution to issues that arise, 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. Considered an expert in challenging situations, formulates thorough and comprehensive supervision and case plan strategies with appropriate sequencing in complex cases based on information from resources such as assessments and/or other collateral information.

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 significant situations and events that may happen outside of traditional work hours.

Displays advanced skills, understanding, and knowledge in the use of force continuum and expert awareness of the Iowa Code as it pertains to the use of force in a wide range of situations. Cooperates and responds appropriately to supervisors, following all department policies.

Displays 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. Demonstrates responsible behavior and attention to detail.

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

Facilitates cognitive-behavioral or other evidence-based groups with effectiveness and fidelity. Provides training of trainers in programs and provides continuous quality improvement to other departmental staff.

Develops working relationships with clients. Provides effective and consistent support for prosocial behaviors and changes and sees the client as a partner in the change process. Collaborates regularly with collateral contacts and resources and responds immediately to any concerns. Swiftly addresses and attempts to mitigate crisis incidents in family, job, or domestic situations.

ILEA Certified High-Risk Unit Officers:

- Responds with urgency to emergencies/disturbances/situations/calls for assistance.
- Identifies potential criminal activity or community safety concerns and takes proper actions to mitigate the risk and protect the public.
- Deescalates situations to prevent harm.
- Conducts searches; observes suspicious activities; detains/arrests suspects as needed per Community-Based Corrections standard operating procedures.
- Observes, pursues, apprehends, and arrests high-risk violators under correctional supervision.
- Participates in continuous training to enhance law enforcement skills including firearms proficiency, defensive driving skills, apprehension and arrest techniques, use of force, and de-escalation skills.
- Works cooperatively with other law enforcement and public safety agencies.
- Operates law enforcement vehicles.

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.

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- 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.
 - Administration and Management – Business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
 - English Language – Structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

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.
- 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.
- Reaction Time – Quickly respond (with the hand, finger, or foot) to a signal (sound, light, picture) when it appears.
- Response Orientation – Choose quickly between two or more movements in response to two or more different signals (lights, sounds, pictures). It includes the speed with which the correct response is started with the hand, foot, or other body part.

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.
- Instructing – Teaching others how to do something.
- 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, and experience equal to three years of full-time work in a human services or criminal justice field.
- 2) A total of seven 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 thirty months of full-time work as a Probation/Parole Officer 2.

Effective date: 06/23 KC