

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

Treatment Services Director

Definition

Performs administrative and therapeutic work in the coordination, direction, and planning of treatment programs for a small to medium sized treatment unit at a state institution; 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

Supervises and evaluates the work of subordinates; recommends personnel actions related to selection, disciplinary procedures, performance, leaves, grievances, work schedules, and assignments; administers personnel policies and procedures.

Coordinates the detention and security program with medical and educational aspects of a treatment program in a security unit at a state institution.

Conducts team meetings of staff assigned to the unit involving discussion of residents, their activities, progress, and treatment or placement recommendations; schedules evaluations of residents to be discussed at team meetings.

Serves as administrative liaison between unit of assignment and other units or supportive service departments in coordinating and implementing treatment services.

Consults with professional advisors concerning utilization of professional members of the unit staff as needed.

Participates in and coordinates staff training at the unit level.

Attends staff meetings, workshops, and institutes to keep abreast of current trends in training, care and treatment of institutional residents.

Writes reports concerning the unit; reviews reports and correspondence concerning unit as produced by staff.

Competencies Required

Knowledge:

- Customer Service – Principles and processes for providing customer services, including customer needs assessment, meeting quality standards for services, and evaluating customer satisfaction.
- 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.
- English Language – The structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar.
- Therapy and Counseling – Principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- Law and Government – Laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

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.
- 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.
- 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.
- 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.
- Social Perceptiveness – Being aware of others' reactions and understanding why they react as they do.

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 professional-level work in a treatment or habilitation program for correctional inmates, the delinquent, disadvantaged, mentally or emotionally ill, or intellectually disabled.
- 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) All of the following (a, b, and c):
 - a. One year of full-time work experience in full-time professional-level work in a treatment or habilitation program for correctional inmates, the delinquent, disadvantaged, mentally or emotionally ill, or intellectually disabled; and
 - b. A total of four years of education and/or full-time experience (as described in part a), where thirty semester hours of accredited college or university coursework in any field equals one year of full-time experience; and
 - c. A total of two years of graduate-level education and/or full-time experience (as described in part a), where twenty-four semester hours of accredited graduate college or university coursework in the social/behavioral sciences, health sciences, or administrative sciences equals one year of full-time experience.
- 4) Current, continuous experience in the state executive branch that includes four years of full-time work as a Resident Treatment Supervisor or Youth Services Technician; or three years of full-time work as a Correctional Supervisor.
- 5) Current, continuous experience in the state executive branch that includes two years full-time experience as a Correctional Security Manager, Treatment Program Supervisor, or Youth Counselor; or one year of full-time work as a Youth Counselor Supervisor.

*For purposes of qualifying, “professional-level experience” shall be exemplified by responsibility for assessment and diagnosis of client problems and needs, developing a plan of treatment, evaluating client progress toward meeting treatment goals, and modifying treatment objectives. Work at this level generally requires a prerequisite of four or more years of post-high school educational training in one of the behavioral, social, or health sciences.

Effective date: 10/24 KC