

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

## Behavioral Health Professional 3

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### Definition

Provides senior-level behavioral health expertise by managing moderately-to-highly clinically complex cases in a state facility or intellectual disability program; designs and prepares comprehensive behavioral health assessments and reports; renders accurate diagnoses across the behavioral health continuum; provides targeted psychotherapeutic services like individual, group, and family therapy; develops and manages advanced treatment plans; 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

Coordinates or oversees clinical programs or special projects and initiatives within the institution, such as psychological testing and report writing, evidence-based psychotherapy, and quality assurance and improvement.

Provides accurate diagnosis and case conceptualization for complex cases and clinical presentations.

Administers, scores, and interprets psychological screens and assessments to clarify diagnosis, direct treatment, and measure progress.

Designs behavior support plans and replacement behavior programs, trains direct care staff.

Works as part of an inter-disciplinary or multi-disciplinary treatment team and represents the relevant behavioral health discipline or expertise.

Provides clinical supervision, consultation, or other guidance to licensed and non-licensed behavioral health professionals.

Submits research and program proposals to professional management staff; designs, coordinates and carries out selected psychological research projects to investigate habilitative treatment techniques.

Attends and conducts professional staff meetings.

Prepares written reports documenting all therapeutic encounters, including diagnostic findings, clinical evaluations, and recommendations for treatment.

Trains staff on effective behavioral health theories, models, interventions, supports, and other areas of best practice.

### Competencies Required

Knowledge:

- 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.
- Administrative – Administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology.
- 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.
- Education and Training – Principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- 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.
- Sociology and Anthropology – Group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins.
- 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.

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 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.
- Category Flexibility – Generate or use different sets of rules for combining or grouping things in different ways.
- Fluency of Ideas – Come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Flexibility of Closure – Identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- 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.
- Originality – Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve 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.
- Monitoring – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Coordination – Adjusting actions in relation to others' actions.
- Persuasion – Persuading others to change their minds or behavior.

**Minimum Qualification Requirements**

Graduation from an accredited four-year college or university with a doctorate degree in psychology, behavior analysis, mental health, or a closely-related field.

**Notes**

Within a period of time after hire, as determined by the appointing authority, employees in this class may be required to obtain one or more of the following certificates, licenses, or endorsements:

- Licensed Mental Health Counselor (LMHC)
- Licensed Marriage and Family Therapist (LMFT)
- Licensed Independent Social Worker (LISW)
- Board Certified Behavior Analyst – Doctoral (BCBA-D)
- Licensed Behavioral Analyst
- Provisional Licensed Psychologist
- Licensed Psychologist

*Effective date: 06/25 KC*