

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

Community Corrections Program Monitor

Definition

Performs a broad range of entry-level professional tasks such as assessment, facilitation of treatment groups and interventions, coordination of client referrals, and monitoring client progress and follow-through; 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 multi-disciplinary team, works cooperatively to improve client outcomes consistent with change principles and district mission/vision/goals.

Plans organizes, and arranges therapeutic activities for clients in a community-based corrections district.

Interacts with clients utilizing core correctional practices, cognitive-behavioral strategies, social learning principles, and motivational interviewing to assist clients in the development of skills and facilitate behavioral change.

Models pro-social behaviors that convey dignity and respect for others and the belief that clients can change through the development of skills and the adoption of pro-social attitudes and behaviors. Utilizes effective responses to non-compliant behavior as well as incentives for pro-social behavior.

Uses knowledge, understanding, and application of risk, need, and responsivity principles and applies these in interactions with clients to influence pro-social change.

Relates effectively and with sensitivity to clients of a diverse population (e.g. gender, race, culture, ethnic group, age, special needs).

While retaining composure and objectivity under pressure, swiftly and effectively responds to non-compliance and/or anti-social behaviors using graduated sanctions. Utilizes incentives to reinforce pro-social behaviors in an evidence-based manner.

Documents client-related information timely and accurately and strictly adheres to department policy and Iowa Code as they relate to confidentiality of records.

Facilitates educational, cognitive behavioral, or other evidence-based groups.

Establish and maintain necessary communication and formal agreements for client referrals from justice system components and effective and accountable operation of the program.

Establish and maintain necessary linkages between the program, appropriate community agencies, and the justice system to ensure the appropriate use of the program.

Embraces the process of continuous quality improvement strategies through effective implementation practices, feedback, and an ongoing willingness to learn and improve. Delivers programs, interventions, and services with fidelity.

Provide information to agency administrators and others for managing and developing program services, determining operational effectiveness, providing appropriate information to funding sources, and meeting public information needs.

Assist in policy and procedure development, to ensure that clients are promptly screened and entered into the program.

Ensure effective and efficient tracking and case management of clients' progress through the system.

Uses universal precautions 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 as needed and necessary.

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

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 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.
- 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.
- Negotiation – Bringing others together and trying to reconcile differences.
- Persuasion – Persuading others to change their minds or behavior.
- 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.
- 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 college or university with an associate's degree in any field, and experience equal to one year of full-time work in human services, criminal justice, or corrections.
- 2) A total of three 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 six months of full-time work as a Probation/Parole Officer 1 or Residential Officer Senior.

Effective date: 6/23 KC