

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

Psychologist 1

Definition

In a training capacity, provides professional therapeutic services in the assessment, evaluation, behavior management, or counseling of persons with mental disorders in a state mental health, juvenile retention, intellectual disability, long-term care, or correctional facility; 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

Assists or administers and scores a variety of intelligence, achievement, aptitude, interest, social maturity, and personality tests.

Interprets test results and dispenses the information to staff members involved with the client.

Assists in, or prepares and presents planning, progress, and evaluation summaries of selected subjects.

Administers, scores and interprets aptitude/cognitive and personality tests for law enforcement officer applicants.

Performs, under close supervision, counseling and related therapy with selected patients, residents, inmates, or groups, in a state institution.

Gathers data and conducts research projects to validate testing instruments.

Attends professional, staff, and in-service training meetings.

Provides short-term counseling with clients and provides referral information for continued therapy, requiring knowledge of statewide resources.

Designs behavior modification programs and trains direct care staff in behavior modification principles and procedures.

Consults with cottage parents or ward personnel in dealing with resident behavioral and emotional problems.

Writes administrative summaries, journal articles and presents overview of psychological testing program at meetings and conferences.

Works with community service organizations and programs to manage the serious and challenging behavior of individuals with co-occurring intellectual disabilities and mental illness.

Completes functional assessments and develops behavior support plans, which include interventions consistent with those that have been identified as “best-practice” in the professional literature and improve community provider’s skills in doing the same.

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.
- Customer Service – Principles and processes for providing customer services, including customer needs assessment, meeting quality standards for services, and evaluating 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.

Abilities:

- 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.
- 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.
- 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.
- Law and Government – Understand and adhere to applicable laws, legal codes, administrative rules, and regulations.
- Written Comprehension – Read and understand information and ideas presented in writing.

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.
- Speaking – Talking to others to convey information effectively.
- Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions
- 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

Graduation from an accredited college or university with a master’s degree in psychology, behavior analysis, or counseling.

Notes

Designated positions at the Glenwood and Woodward Resource Centers require certification with the Behavior Analyst Certification Board as a Board-Certified Behavior Analyst, or require such certification within a period of time after hire as determined by the appointing authority.

Effective date: 11/18 SA