Class Specification 3.433
for the 3.434

CLINICAL PSYCHOLOGY SERIES

This series includes all positions which perform professional and/or advanced supportive work in the field of clinical psychology.

Basic Nature of the Work:

Psychology is that branch of science concerned with the understanding, prediction and control of experience and behavior. Clinical Psychology is that branch of Psychology particularly concerned with disordered structure and functions in humans including problems associated with impaired emotional, intellectual, or social functioning or adjustment. Clinical Psychologists are concerned with the development and application of theories, principles, methods and techniques relating to the development, behavior, capacities, traits, interests and activities of individuals in order to measure, predict, prevent, modify or induce behavior, especially as these activities relate to individuals and/or groups with serious problems of personality, social, and emotional adjustment or mental retardation. Activities typically involve psycho diagnosis, psychotherapy, consultation, prevention, training and research administration.

This series recognizes a generic concept of work. Professional assignments characteristic of this series require, as a minimum, a basic level of professional competence in a broad area. Such assignments imply professional training and development which has included the basic concepts of psychology and provided sufficient theoretical background and supervised clinical experience to enable incumbents to organize and apply this knowledge in an effective professional manner to various situations and requirements. (Subprofessional assignments characteristic of this series involve technical work which is an integral part of a professional program.) Furthermore, not only do diverse activities require the utilization of a broad, common core of knowledge, but a specific activity may have significant implications in more than one service area (e.g., a research

study which involves the provision of therapy to patients). For these reasons, distinctions in functions, setting, techniques, etc., discussed below and in the class specifications represent somewhat arbitrary boundaries and are made primarily for the purposes of editorial clarity.

This series is intended to describe current functions carried out by clinical psychologists within the State system. No attempt has been made to reconcile divergent viewpoints on the proper functions of this profession at this time or to structure this series in terms of potential new directions in the field, nor can this series be interpreted as prescribing specific work assignments. However, this series is based on certain assumptions which have implications for the application of the standards to individual positions:

1. The ultimate objective of clinical psychological services and the purpose for which positions in this series are established is the maximum rehabilitation of individuals with problems of development, adjustment and/or mental illness, and the prevention of problems of this nature. The major emphasis of the work is therefore directly related to the needs of the patients, clients or potential clients of the agency.

2. Existing agencies require functionally diversified programs of services, although there may be variations in emphasis depending on the particular functions of the agency.

3. The need for services in these areas currently exceeds the resources available and will probably continue to do so.

These assumptions have certain implications pertinent to the application of the standards to individual positions:

1. Positions which do not appear to have, as their major emphasis, the provision of clinical psychological services, as defined above, warrant close review to determine whether they are properly classified as clinical psychologists (this is not to be interpreted

that all assignments must involve direct services: the criteria is the applicability of the work to meeting immediate and emerging patient needs).

2. Since the number of clinical psychology positions established in a given agency are typically limited, most settings require functionally diversified programs of service. Positions which do not display this diversity warrant close review to determine the cause of the limitation.

3. Professional positions typically actively utilize and maximize the utilization of other personnel, including other professional, subprofessional and technical personnel or other community resources, through such activities as training, case referrals and follow-ups, etc.

Levels of Work:

Six levels of work have been identified. These levels cover four types of assignments: Subprofessional work; professional practice; exceptional professional complexity and responsibility which is accompanied by program responsibility, and supervisory and administrative duties; and consultative services.

These levels represent the interaction of a number of the traditional classification factors which are discussed at each applicable level under three major headings: nature of assignment, level of responsibility and knowledge and abilities required.

Subprofessional Assignments: two levels of technician/trainee assignments are provided for (Clinical Psychology Assistant III and IV). These levels are distinguished primarily on the basis of the complexity of the work and the supervision received. Both classes represent two basic types of position (1) an advanced assistant and (2) a trainee. Both types of positions perform similar, productive work. Additionally, the second type of position receives

training in the application of psychological principles and techniques to actual work situations.

Staff Assignments: two levels of professional practice are provided for (Clinical Psychologist V and VI). The distinctions are described primarily in terms of the independence of action and the diversity of functions. However, these two levels attempt to recognize growth in professional practice in addition to these considerations. There is considerable room for development in the quality and level of professional service which a psychologist renders and hence the professional responsibility which he assumes as he matures in his profession. Typically, as the psychologist's professional development progresses, he will "see more" and be more sensitive to symptoms or manifestations in psycho diagnosis and psychotherapy, will be more expert in planning and carrying out therapies will be increasingly capable of relating and integrating needs, resources and practical considerations with professional concepts in providing consultation, planning programs and research activities, and his recommendations will be accepted as more authoritative and his values to the treatment team increased. In applying this concept to the classification of positions, all aspects of the work should be carefully reviewed since individual positions may perform assignments in certain areas at a level which approaches that of professional maturity more rapidly than assignments in other areas, due to variations in emphasis in the training, experience, interests and abilities of the individual and agency needs.

The class concept for the Clinical Psychologist V, implies the presence of a higher level psychologist for consultation and guidance. This is the most desirable utilization of positions at this level. However, due to the service needs of the employing organization, recruitment problems, or other similar considerations, a position of sole psychologist may be temporarily allocated to this class. Under such circumstances, incumbents are expected to obtain guidance as described in the class specification from other competent personnel who may or may not be clinical psychologists and are not necessarily within the supervisory chain or the same organizational component. Under such circumstances, the patterns of development to the level of professional maturity will be essentially similar.

(This same principle cannot be extended downward to the assistant classes. Positions in those classes reflect less than full professional training and are established to assist in a professional program).

Professionally Complex Assignments: two levels of exceptional professional complexity are provided for (Clinical Psychologist VII and VIII). These levels involve professional leadership and program responsibility. The distinctions are described primarily in terms of the degree of the professional and administrative complexity, since both levels of program directors involve professional and administrative responsibility.

Consultative Services: For purposes of editorial clarity, consultation may be considered to be of two types: that which is a regular part of the general professional practice of clinical psychology and that which exhibits the characteristics of authoritative advice rendered by a recognized expert.

Consultation, as a part of professional practice, is characteristic of all professional levels and its presence does not affect the level of a position. Thus, at the V level, consultation typically involves providing advice and assistance to agencies and individuals on psychological principles and concepts. At the VI level, consultation involves systematic, experienced assistance which frequently concerns programs as well as specific cases and situations, and may also include providing guidance to lower level psychologists and/or serving as a resource person to other psychologists on the handling of certain types of patients and situations, as a professional peer.

Consultation as a recognized expert may be distinguished from general professional practice. (A recognized expert typically has achieved recognition through grants, publications, etc., for demonstrated productivity). Such consultation may become a level determinant under the following conditions:

1. It involves providing expert professional advice on the solution of problems, or on the feasibility and evaluation of projects, programs and plans in order to

guide and facilitate the professional work performed by clinical psychologists or it involves serving as the mental health consultant to program administrators.

2. It is the major function of the position and is considered the reason for the existence of the position.

3. The consultant serves as the authority on psychological matters.

When all of the above conditions are met, consultants may be recognized at a level above that of staff psychologists. The level *of* the position should be determined on the basis *of* the scope and complexity of the area *of* service in which consultation is rendered. (The actual, rather than the potential area should be considered). Consultants are properly classified one level below that which would be appropriate for the director of a psychological program of equivalent scope and complexity.

The absence *of* a description *of* a particular work assignment in a class specification does not preclude allocation *of* positions performing such assignments to that class provided the overall scope *of* assignment, level *of* responsibility and knowledge and abilities required are comparable to those described. Moreover, in the fully competent professional levels (V and above), the "typical work assignments" have been incorporated into the discussion *of* the distinguishing characteristics.

This is an amendment to the specifications for the CLINICAL PSYCHOLOGY SERIES approved on January 4, 1968.

DATE APPROVED: 7/18/78

/s/ Wayne Yamasaki
for DONALD BOTELHO
Director of Personnel Services

CLINICAL PSYCHOLOGY ASSISTANT III 3.428
(CLINICAL PSYCHOLOGY ASST III)

Duties Summary:

Assists a psychologist by performing limited psychometric and/or research tasks as a technician or a trainee; may participate in a planned training program; and performs other duties as required.

Distinguishing Characteristics:

Nature *of* Assignments: This class reflects two types *of* positions: (a) a technician, and (b) a trainee.

Type A:

Assignments involve the performance under close guidance *of* productive work in support *of* a professional program *of* clinical psychology. The work involves assisting a professional psychologist(s) by performing routine, limited or segments *of,* professional tasks. Activities include administering and scoring standard batteries *of* tests or other preselected, objective, psychological tests and/or researching literature, collecting research data and applying statistical techniques. A position may work in immediate conjunction with psychologists in performing work characteristic of the next higher level.

Type B:

Performs duties similar to those found in Type A positions and, in addition, participates in an organized training program consisting of on-the-job training and clinical practice. Such assignments include progressively responsible work activities performed under close supervision and observation. Activities are selected to broaden the trainee's exposure to professional activities, to acquaint the trainee with the application of psychological principles to actual situations and to develop his facility in using selected techniques.

Level of Responsibility: Work at this level is performed under close supervision in the form of specific instructions and/or well established methods, and positions do not assume responsibility beyond the responsibility for the accurate performance of assigned duties.

Initially, assignments are performed under very close supervision. As incumbents become familiar with assigned tasks and the responsible psychologist is assured of their competency, repetitive assignments may be performed independently. For example, positions may administer and score standardized group and individual objective tests, gather specified research data and apply designated statistical computations without immediate supervision but in accordance with well-established procedures.

Close supervision is received whenever the assignment involves new procedures, if difficulties are anticipated or if the work involves tasks of a higher level such as administering projective tests and/or preparing comprehensive interpretations of test results.

While there may be an opportunity for positions at this level to make constructive suggestions regarding case or research observations, there is no particular expectation that positions will make important contributions in this regard.

Knowledge and Abilities Required: This level requires a general knowledge of basic clinical psychology including experience and/or training in standard psycho diagnostic techniques and basic research methodology. In addition, this level requires the ability to understand the objectives of the facility or project sufficiently so that the incumbent can follow instructions and relate his work to these overall objectives. This level also requires a basic level of skill in dealing with people in order to obtain data such as personal histories and valid test results.

Typical Work assignments:

Administers and scores a standard battery of objective tests; administers and scores other preselected tests; prepares personal histories; collects data from case folders; searches

published sources and develops bibliographies; prepares comments of apparent pertinent; applies designated statistical computations. May work in immediate conjunction with a psychologist in administering projective tests or in developing overall personality evaluations, or in applying experimental procedures to subjects.

CLINICAL PSYCHOLOGIST ASSISTANT IV 3.429
(CLINICAL PSYCHOLOGY ASST IV)

Duties Summary:

Assists a psychologist by performing a variety of psycho diagnostic tasks and/or carrying out assigned segments of research projects, as a technician or a trainee; may participate in a planned training program; and performs other duties as required.

Distinguishing Characteristics:

Nature of Assignments: This class reflects two types of positions: (a) a technician, and (b) a trainee.

Type A:

Assignments involve the independent performance of productive work in support of a professional program of clinical psychology. Activities include administering and interpreting a variety of objective and projective tests, and/or independently carrying out well-defined phases of research projects and participating in their formulation and evaluation.

Type B:

Performs duties similar to those found in Type A positions and, in addition, participates in an organized training program consisting of on-the-job training and clinical practice. Such assignments include progressively responsible work activities performed under close supervision and observation. Activities are selected to continue the trainee's exposure to and

experience in a wide range of psychological activities and to provide opportunities for work in considerable depth.

Level of Responsibility: In psycho diagnostic work, positions at this level typically select the battery of tests to be administered, subject to approval in non-routine situations, after the problem has been formulated by higher-level personnel. They are expected to administer a variety of projective as well as objective tests, to prepare preliminary evaluations of overall patterns of personality characteristics revealed, and to report observations to the responsible psychologist. Preliminary evaluations are subject to technical review.

In research work, positions at this level are expected to participate in, and contribute ideas and suggestions, to such areas as problem identification and definition, design, and interpretation of results although they are not responsible for making determinations in these areas.

Knowledge and Abilities Required: In addition to knowledge and abilities required at the next lower level, this level requires a working knowledge of basic clinical psychology including psycho diagnostic techniques and research methodology. In addition, this level requires the ability to understand the framework of assignments in sufficient depth to select appropriate test batteries and/or subsidiary statistical treatment methods, to recognize problems requiring professional judgment and to make constructive suggestions.

Typical Work Assignments:

Selects and/or recommends batteries of psychological tests, administers and scores a variety of objective and projective tests; prepares preliminary evaluations; observes and reports observations; searches professional literature, summarizes and evaluates information; applies experimental procedures to subjects, observing and recording results; organizes information and applies planned statistical procedures; may work in immediate conjunction with a professional psychologist(s) in the areas of therapy and consultation.

CLINICAL PSYCHOLOGIST V 3.431

Duties Summary:

Performs professional work in clinical psychology at a basic level of competence; provides psycho diagnostic and psychotherapeutic services and performs progressively responsible work in consultation, prevention, training and/or research; and performs other duties as required.

Distinguishing Characteristics:

This class represents the performance of recognized professional practice in clinical psychology at a basic level of competence.

Nature of Assignments: Assignments at this level involve the provision of psycho diagnostic and psychotherapeutic services and developmental, responsible participation in other functions of clinical psychology.

In psycho diagnostic work, positions determine the nature of the information required independently or in conjunction with the referring party; select, administer and evaluate all types of psychological tests, including projective tests; prepare comprehensive evaluations of overall patterns of personality characteristics revealed through test results and observations; and serve as a responsible member of the diagnostic team.

In psychotherapeutic work, positions accept cases, determine and implement the most effective form of therapy and perform psycho therapy at a basic level of competence.

In general professional practice, positions perform progressively responsible developmental work in consultation, prevention, training and research, and receive guidance in identifying service needs, relating requests for service to the goals and objectives of the employing agency, coordinating and integrating psychological services with those of other

disciplines, reconciling practical considerations, service needs and professional considerations, etc.

For example, in consultative work, positions provide advice and/or guidance to agencies, individuals and groups within or outside of the employing organization. Initially, requests usually relate to the handling of specific cases or situations, and other well-defined problems and do not usually involve situations where extensive administrative problems complicate issues and/or solutions to be recommended. In training, positions instruct trainees in techniques of administering psychological tests, the conduct of various types of therapy, etc. In research, positions plan and conduct research projects which are typically separate entities of fairly limited scope or major segments of a large research study.

Level of Responsibility: Assignments at this level are performed in a professional manner and based on a thorough theoretical knowledge of clinical psychology and some experience in applying this knowledge to actual situations.

In psycho diagnostic work, positions are responsible for exercising professional judgment in the selection, administration and evaluation of any and all types of psychological tests, including objective and projective tests. The work is performed independently, either on the incumbent's own initiative or following his review of requests for service. When the case involves exceptional complexity (forensic and/or legal problems, the findings are contradictory or inconclusive, etc.) positions at this level are expected to seek consultation from other clinical psychologists who may be within the supervisory chain or outside the immediate organization.

In psychotherapeutic work, positions may discuss the conduct of specific therapeutic interviews and the progress of cases with higher level personnel. Positions are expected to handle most cases independently, and are considered responsible for the psychotherapeutic aspects of assigned cases. Positions are expected to seek consultation in crisis situations where there is a possibility of suicidal, homicidal or illegal behavior or the decompensation of borderline psychotic patients.

Depending on the emphasis in the background and training of the individual, positions typically assume varying degrees of responsibility in the various areas of general professional practice. The majority of the functions in these areas will be performed at a level of responsibility comparable to the following examples: in consultation, guidance is received in identifying the objectives and developing a plan of action when the request involves situations or services not within the actual experience of the psychologist; in training, the areas in which instruction is to be given are clearly defined and their relationship to the service needs of the organization are discussed, although positions are free to organize and develop the training within these and other limitations imposed by scheduling, availability of suitable subjects, etc.

Knowledge and Abilities Required: This level requires a sound theoretical knowledge of clinical psychology including normal, abnormal, social, experimental and physiological psychology; the use and interpretation of psycho diagnostic tests; the principles and practices of psychotherapy; research methodology; and demonstrated ability to apply theoretical knowledge to practical situations. The ability to develop and maintain good working relations with personnel in various disciplines and of various backgrounds, and the ability to make a disciplined use of self and maintain a professional attitude during emotionally charged situations is also required.

CLINICAL PSYCHOLOGIST VI 3.432

Duties Summary:

Performs professional work in clinical psychology at a level of professional maturity; provides psycho diagnostic, psychotherapeutic, and consultative services and performs work in prevention, training and/or research; and performs other duties as required.

Distinguishing Characteristics:

This class represents the provision of professional services in the field of clinical psychology at a high level of professional maturity. For some positions, it may also include supervision over other multidisciplinary professional staff which perform program services in their respective areas of competence.

Nature of Assignments: Assignments at this level typically involve psycho diagnosis, psychotherapy, consultation, and work in prevention, education, training and/or research.

In psycho diagnostic work, positions are responsible for exercising professional judgment in determining the type of evaluation best suited to the circumstances; in selecting, administering and evaluating all types of psycho diagnostic techniques, including psychological evaluations; and in determining the need for additional diagnostic work. Positions establish prognoses~ and may make recommendations on or follow through to insure the proper disposition of the case.

In psychotherapeutic work, positions determine treatment goals; implement and terminate treatment programs, select and implement various forms of treatment.

In consultative work, positions meet regularly on a permanent and/or short-term basis with individuals and groups who may be within the agency or the community, to provide authoritative guidance on the application of psychological concepts and general mental health principles. Positions also provide substantial guidance of a similar nature on an informal and/or emergency basis. They may also provide guidance to lower level psychologists on the practice of clinical psychology and discuss cases with psychologists at the same or higher level in the capacity of a professional peer.

In prevention, positions review needs, formulate and recommend programs, determine appropriate methods and techniques, provide, evaluate and revise services.

In research, positions define research problems, plan, execute, analyze, interpret and document projects of moderate scope (such projects are frequently segments in a structure of related investigations which the researcher has planned and is carrying out). Projects may be studies in new areas or portions of a larger, integrated, on-going program of research. Positions may also perform research of equivalent scope and complexity in the evaluation of programs from an administrative point of view. Research work at this level is typically expected to result in the development and establishment of diagnostic procedures, a treatment program of specific applicability, the modification of existing treatment programs, administrative action, and/or publication of an experimental or theoretical papers in scientific journals.

Level of Responsibility: In psycho diagnostic work, positions at this level are responsible for accepting or rejecting cases based on a professional evaluation of the potential for pertinent information, for determining independently or in consultation with requestor the information required, for completing all necessary work, and for initiating referrals for other types of diagnostic information. Positions have final responsibility for the scope of the assessment, and the evaluation and conclusions drawn, although they may discuss aspects of the work with peers.

In psychotherapeutic work, positions accept or reject cases primarily on the basis of workload, and are responsible for the entire psychotherapeutic cycle including determining treatment goals and objectives, and technique, conducting and terminating therapy, obtaining the services of other disciplines, such as referring patients for drug therapy to facilitate or enhance the results of psychotherapy and/or encouraging participation of other staff members in implementing approved milieu therapy. Recommendations on patient care having medical implications, such as medical treatment, commitment and discharge, are subject to substantive review and approval. Although positions may discuss the conduct of the case with peers or superiors, they are not bound by opinions rendered on psychological matters and are responsible for determinations made.

In consultative work, positions are responsible for accepting or rejecting requests for service, primarily on the basis of workload and established policies, for determining the most appropriate scope and methods, and providing services. Positions may receive requests directly or from superiors, and report on activities primarily for informational purposes. Positions obtain approval prior to providing services which exceed the typical area of responsibility and/or involve establishing new precedents or committing substantial amounts of time or the services of other personnel.

In research, the scope and objectives of projects are subject to approval and problem definition and methodology may be reviewed. Such review is primarily to insure that the project is within the scope of the objectives of the facility and/or to avoid conflict with broader research goals, rather than for technical adequacy of project formulation, etc.

In preventive work, positions typically participate in the development of a preventive program and are responsible for carrying out assigned areas of the program, such as surveying needs and resources, developing and recommending solutions for early detection, follow up, etc.

Knowledge and Abilities Required: In addition to the knowledge and abilities required at the next lower level, this class requires a thorough working knowledge of the philosophy, theory and practice of clinical psychology, demonstrated ability to use professionally mature judgment and considerable originality in the application of such knowledge to a wide range of services and to the needs of the organization; demonstrated ability to handle critical and emergency situations in an effective manner; demonstrated ability to work productively and effectively with, and gain the respect and confidence of, other disciplines; demonstrated ability to assume responsibility for the assigned service area, and for some positions, ability to supervise other multidisciplinary professional staff.

CLINICAL PSYCHOLOGIST VII 3.433

Duties Summary:

Plans, organizes, directs, evaluates and participates in the activities of a clinical psychology program; and performs other duties as required.

Distinguishing Characteristics:

This class represents a level of a clear-cut professional leadership and is characterized by responsibility for a program of psychological services or for expert consultation as described under consultative services, above.

Nature of Assignment: Assignments of a program director at level typically involve a functionally diversified, balanced program of psychological services and include significant supervisory and administrative aspects over one or two clinical psychologists at the next lower level and other multidisciplinary professional staff. The work involves assessing needs and planning balanced, diversified services, evaluating staff capabilities, making staff assignments, conducting and arranging for training in order to maximize the utilization of staff in meeting program needs, and evaluating staff and program. These activities are required by the presence of the following elements in the program: (1) the program is sufficiently broad or complex to require the systematic, organized efforts of a group of individuals and, (2) the program is of sufficient duration to warrant formal assignment of personnel to the program. The work typically involves significant internal or external coordination because the program involves (1) a fairly large, diversified and/or specialized staff or, (2) is a distinct and integral part of a larger effort and must be integrated with other programs or the work of other disciplines. Decisions involving priorities, program objectives, etc., can usually be made by experience consideration of the principles concerning the professional practice of clinical psychology since programs at this level typically involve (1) a single, somewhat narrow objective or

small group of closely related, non-conflicting objectives or, (2) more diversity but a distinct or homogeneous population.

Level of Responsibility: A position at this level is responsible for the professional and administrative aspects of the psychology program (positions serve as the chief psychologist within the program area) and is responsible for coordinating both the administrative and professional aspects of the program with other disciplines. A position is responsible for developing and implementing guidelines, policies and standards for the program, within the framework of administrative guides and policies of the agency, legal requirements, and the standards and ethical practices of the profession.

Knowledge and Abilities Required: In addition to the knowledge and abilities required at lower levels, this level requires an expert knowledge of the objectives, philosophy, theories, principles and practices of clinical psychology; knowledge of the principles and practices of supervision; and the ability to provide professional leadership in planning and organizing programs, the ability to coordinate and integrate the work of subordinates and to integrate and coordinate the program with the work of other disciplines.

CLINICAL PSYCHOLOGIST VIII 3.434

Duties Summary:

Plans, organizes, directs and evaluates a program of clinical psychology consisting of a group of distinct, interrelated subprograms; and performs other duties as required.

Distinguishing Characteristics:

This class represents an outstanding level of administrative and professional leadership in a broad area of clinical psychology which is characterized by marked program significance. Work involves serving as a program director or as an expert consultant as described under consultative services, above.

Nature of Assignments: Assignments of a program director at this level are broad in scope and evidence substantial administrative and professional complexities. In addition to providing supervision and direction to a subordinate staff comprised of several clinical psychologists at the VI and/or VII levels and, in some cases other multidisciplinary professional staff, the work involves extensive planning, the determination of long-range goals and intermediary objectives, the development of policies, procedures, guidelines and standards, the evaluation and re-evaluation of the nature, quality and quantity of services, and substantial internal and external coordination. These aspects arise from the presence of the following elements in the program: (1) the program involves a group of interrelated subprograms each of which is functionally diversified and/or highly specialized and is unique to the particular unit (which is autonomous or semi-autonomous) in which it is carried out; (2) the program is on-going; and (3) the program involves a fairly large diversified and/or specialized subordinate staff and is an integral, essential part of, and has substantial effect on a major state effort.

Level of Responsibility: A position at this level is responsible for the professional and administrative aspects of the program and is responsible for coordinating both the administrative and professional aspects of the program with other programs and disciplines.

Knowledge and Abilities Required: In addition to the knowledge and abilities required at lower levels, this level requires demonstrated ability to provide professional leadership and to integrate and coordinate complex programs.