

JOB DESCRIPTION

Job Title: Triage Social Worker I (9801)
Triage Social Worker II (9802)

Job Summary:

Under the direction of the department administrator and/or designee, provides a variety of triage services, mental health support and services, as well as consultation, training, linkage, and referral for students and families. The Triage Social Worker also provides direct and indirect services to students with a variety of mental health needs, as well as engages in mental health disorder prevention and early intervention supports. The Triage Social Worker is under the supervision of a qualified licensed mental health professional. Some early morning, evening and weekend work may be required with in and out of county travel.

Distinguishing Characteristics for Triage Social Worker Job Series I and II

The job series is designated as a transition classification where incumbents are expected to continuously pursue full licensure towards Licensed Clinical Social Worker (LCSW). The level and complexity of individual work assignments is commensurable with the level of licensure achieved and work experience.

The Triage Social Worker I (#9801) is the entry level in the job series. Incumbents function as Interns and are considered in a training status as each accumulates the necessary clinical hours and are preparing for examination with the state board. Incumbents must pass the state board examination within five years of appointment at the TSW I level.

The Triage Social Worker II (#9802) is the journey level social worker who possesses full licensure.

Essential Duties:

- Be a member of the site and district crisis response team.
- Be a unifying member of a collaborative of parents/guardians, school staff, community and cultural brokers, regional mental health prevention and early intervention service providers, and children's services mental health providers.
- Support the established systems of identifying at-risk students and those with elevated social, emotional, or behavioral needs.
- Monitor each student that is identified as at-risk or has elevated concerns to ensure all appropriate and available resources are offered and referrals to services are made.
- Be intimately familiar with the school district and school sites multi-tiered systems of support and services that are designed to meet students' needs. Form collaborative partnerships with established community and cultural brokers that are designed to support families and children.
- Provide comprehensive linkage and referrals to appropriate and available services to assist the individualized needs of children and families.
- Regularly communicate and collaborate with existing mental health prevention and early intervention programs (current county-supported mental health prevention and early intervention supports available within Tulare County).
- Be embedded within the regional children's providers of mental health to promote and support their provision of necessary mental health services for children with more intensive mental health needs.
- Implement mindfulness training to whole classes, as well as individual students that may benefit from additional mindfulness training and practice.
- Provide targeted intervention services and support to students who are identified as at-risk or have elevated need.
- Provide auxiliary support to students receiving intensive, individually-tailored mental health services by a children's services mental health provider.
- Engage in ongoing communication and collaboration for children and youth receiving mental health services to ensure the school's understanding of individualized strategies and supports, as well as communication back to the mental health provider to discuss student progress as it relates to the student's mental health needs within the educational setting.
- Work with parents/guardians, schools, and IEP teams to ensure appropriate supports are utilized and referrals are made to meet students' needs.
- Identify families in need of services and supports to mitigate challenges that may be adversely affecting students' attendance, enrollment, achievement, and behavior.
- Provide intervention strategies for children and their families, including parenting support, brief family intervention services, linkage, and referrals to trusted established community services.

- Follows/Completes specific program policies and procedures in all specific work assignments and adheres to ethical obligations including consumer confidentiality for the purpose of providing effective mental health services.
- Fosters intra-agency and inter-agency team work and collaboration.
- Delivers/ attends/ participates in staff meetings and small and large group trainings.
- Communicates effectively with students, parents/caretakers, school/district personnel, and other community stakeholders to ensure meaningful collaboration.
- Documents/Monitors mental health services to meet all clinical program and state requirements.
- Collects data and prepares a variety of reports for the purpose of quality assurance and documenting progress toward measurable treatment goals.
- Travels from site to site and/or performs necessary home visits for the purpose of providing direct treatment, consultation and collaboration for students and families.
- Travels on agency business for the purpose of providing mental health services to consumers, consumers' emergencies, and training for staff and other participants.
- Supervises other staff as assigned.
- Participates in other duties as assigned for the purpose of assisting with program, school, and/or district needs.

Responsibilities include: working under supervision using standardized routines; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is some opportunity to significantly impact the organization's services. The usual and customary methods of performing the job's functions requires the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally, the job requires 85% sitting, 5% walking and 10% standing. The job is performed under minimal temperature variations.

Skills, Knowledge and/or Abilities Required:

Skills to:

- define problems, research, and collect information, establish facts, and develop appropriate conclusions;
- apply and interpret data, facts, procedures, and policies;
- efficiently and effectively perform crisis intervention and/or assessment;
- work in teams with other mental health providers and community/cultural brokers to support positive student growth;
- organize work, set priorities, and meet established deadlines in a dynamic work setting;
- follow complex verbal and written instructions;
- communicate effectively orally and in writing;
- appropriate use of English word usage, spelling, grammar, syntax and punctuation;
- operate a computer and assigned software programs.

Knowledge of:

- Typical growth and development of children;
- Effective treatment approaches to emotional, behavioral, and social problems;
- Principles and methods of counseling and accepted techniques for assessing psycho-social behavior;
- Psychological and social aspects and characteristics of children with physical disabilities, emotional and social disturbances;
- Basic principles and techniques of assessment, interviewing, as well as family, group, and individual counseling, psychotherapy and treatment modalities;
- Effective crisis intervention techniques;
- Effective techniques to analyze situations accurately and adopt an effective course of action;
- Effective techniques to maintain records and prepare reports;
- Effective techniques to work in teams with other mental health providers to support positive student growth;
- Effective techniques to work with diverse groups of students in varied socioeconomic and multi-cultural areas;
- The local community resources available to the consumer population
- Strategies supporting strong collaboration/coordination with local providers of health and human services in the community;
- Understanding of psychopathology and traditional healing practices within the cultural context of the population served;
- Laws and regulations as they pertain to consumers' legal rights;
- Local socioeconomic conditions affecting the use of public and private community resources;

- Pertinent law and regulations regarding health and social service programs, public, and special and/or alternative education laws;
- Record keeping procedures related to consumer charts, and of the Board of Behavioral Sciences licensing requirements.

Ability to:

- analyze situations accurately and adopt an effective course of action;
- establish and maintain positive working relationships with students, staff, parents and other professionals;
- promote student adjustment to schools and utilization of district/community services;
- maintain records and prepare reports;
- work independently and take appropriate initiation to overcome barriers;
- work with diverse groups of students in various socioeconomic and multi-cultural areas.
- operate standard office equipment including a personal computer and related software applications;
- use the equipment necessary to complete the responsibilities of the job;
- travel to various locations within and outside of the county, using personal vehicle, if necessary.

Experience Required:

- Experience of providing mental health services to students in schools is preferred.
- Bilingual in Spanish is preferred.

Education Required:

- Education/experience sufficient to meet California Board of Behavioral Sciences (CA BBS) requirements for any of the following: Licensed Clinical Social Worker (LCSW), Associate Clinical Social Worker (ACSW), Licensed Marriage and Family Therapist (LMFT), Associate Marriage and Family Therapist (AMFT), Licensed Professional Clinical Counselor (LPCC), or Associate Professional Clinical Counselor (APCC).

Other Requirements:

- Social Worker I: Current registration with California Board of Behavioral Sciences as Associate Social Worker (ACSW), Associate Marriage and Family Therapist (AMFT), or Associate Professional Clinical Counselor (APCC).
- Social Worker II: Possess license from California Board of Behavioral Sciences (CA BBS) as Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT), or Licensed Professional Clinical Counselor (LPCC).
- Valid California driver's license and proof of automobile insurance.
- Department of Justice and FBI Fingerprint Response (upon hire).

FLSA Status: Exempt

July 2024

This organization is an Equal Opportunity Employer and does not discriminate on the basis of race, color, national origin, creed, age, gender or disability. Inquiries regarding compliance procedures may be directed to our personnel office. This organization complies with the Americans with Disabilities Act. Persons with a disability who may need some accommodation in the hiring process should contact our personnel office. This organization is a Drug and Tobacco - Free Workplace. This organization requires a successful candidate to provide it with employment eligibility and verification of a legal right to work in the United States in compliance with the Immigration Reform and Control Act.