

CHAFFEE COUNTY POSITION DESCRIPTION

TITLE: Core services worker - Generalist school base **FLSA STATUS:** Exempt

DEPARTMENT: Human Services

DIVISION: Youth, Family and Children Services

GENERAL STATEMENT OF DUTIES:

Core services worker will be working within the school system to provide services to students that enhance their emotional well-being and improve their academic performance while focusing on life skills. Core services worker will support families and youth with navigating the school system and finding success with their education.

The core services worker will be part of the District's staff, assisting the Administrative Team to implement a system-wide approach for student challenges. The Core services worker will bring ideas for professional development opportunities that could help teachers alleviate barriers between school life and home life. The Core services worker will be expected to lead and manage communications between the county Department of Human Services and the school district. The Core services Worker will work in direct collaboration with the School Resource Officer. The Core service worker will help families and youth connect to resources in the community that can support the family to be successful in their academic pursuits.

The position will also provide intake and/or ongoing casework services for a variety of program areas such as child abuse and neglect cases and youth in conflict cases, as directed by the Department of Human Services. They will also provide emergency on-call availability and response, arrangement for and monitoring of core services, transportation for clients and family to promote successful completion of treatment plans, and information and referral services.

ESSENTIAL JOB

FUNCTIONS:

The following duty statements are illustrative of the essential functions of the job and do not include other non-essential or marginal duties that may be required. The County reserves the right to modify or change the duties or essential functions of this job at any time.

- Liaison between schools, families, child welfare division and community partners;
- Participates in school staffing, Family Engagement Meetings, Foster Care Review, multi-agency treatment plan reviews, child protection team meetings, court dockets, other community meetings as assigned and meets with other professionals involved with the child.
- Provide ongoing support to school staff regarding student engagement;
- Participate in comprehensive crisis management services, including assessing for safety;
- Advocates for student services and students' best interests;
- Initiate support for families facing challenges with truancy & at-risk behaviors;
- Educate students & families in the identification of appropriate resources, navigation of systems and enrollment in services;
- Provides intake assessments and evaluation, conducts investigations of allegations of child abuse, neglect and parent/child conflicts; determines if situation warrants placing children outside the home; supervises placement of children in foster care and coordinates parent/child visits; and determines when and if to recommend that children return to their home.

- Develops effective case plans and provides counseling services to families regarding parenting skills, family problems, parent/child relationships, and problems with the community. Assesses any new child abuse or re-abuse complaints and provides crisis intervention in these situations.
- Provides intake assessment and evaluation, ongoing supportive services, and case planning to a variety of cases family conflict, and youth in conflict cases.
- Determines the need for recommending placement of clients into foster care.
- Makes home visits with clients, organizes services such as core services, day care, transportation, financial assistance, health (physical and mental), and legal, and provides information on available services.
- Testifies in court on a variety of ongoing cases and/or shelter hearings in initial stages of child welfare cases, makes recommendations to the courts on abuse and neglect cases, placement of children, and on custody investigations.
- Develops and writes reports for appropriate documentation of case plans, recommendations, contacts, assessments, etc.; develops and files case file Information In accordance with state mandates and standards; completes forms and writes correspondence.
- May provide transportation services to children and their families to various scheduled appointments, visits and placement activities.
- Cross-train staff at DHS & Salida School District on policy and procedures in partnering agencies;
- Educates staff of other community agencies on D.H.S. agency policies and Colorado Children's Code with training sessions.
- Performs other duties as assigned.

JOB REQUIREMENTS:

Social Caseworker positions are classified in three levels: Entry Level, Journey Level and Senior Level, differentiated by education requirements, acquired experience, level of supervision required and level of responsibility.

Entry Level: These are professional training level positions in which assignments are planned and devised to develop and teach professional casework techniques and concepts appropriate to the assigned program areas. Basic foundations of professional theories, concepts, and principals are required.

Journey Level: These are positions that require a working knowledge of established theories, principals, and concepts of social work practice related to the assigned program areas. Incumbents are not expected to utilize extensive diagnostic oriented skills as are required at the senior level. Employees continue to develop knowledge and utilize professional techniques and concepts beyond the mere application of detailed rules and procedures.

Senior Level: These are positions that require thorough knowledge of the theories, principles, and concepts of social casework practice (assessment and treatment oriented) related to all of the assigned program areas. Knowledge of social group work principles and methods. Knowledge of medical symptoms related to injuries or failure to thrive in children. Knowledge of the battered child syndrome, and the laws dealing with child abuse, neglect and other dependency conditions. Knowledge of the problems of the elderly, physically disabled, mentally impaired, emotionally disturbed, alcoholics, drug addicts, and senile. Knowledge and skill in interviewing techniques, crisis intervention methods, and relevant treatment modalities. Knowledge of community resources, agency rules, regulations, and procedures related to assigned program areas. Ability to establish support with multi-problem, dysfunctional clients. Ability to

independently analyze complex situations, formulate plans, and make quick decisions as needed. Ability to clearly and concisely express oneself both verbally and in written format. Ability to establish and maintain harmonious professional relationships with other employers, outside agencies and the public. Ability to testify effectively in court hearings.

DIFFICULTY OF WORK

Entry Level: The complexity at this level is significantly restricted in scope. The incumbent handles overall cases appropriate to experience levels while learning regulations, laws, and procedures and developing knowledge of casework techniques and methodology. Guidelines used are directly applicable to the assignments. Only the most routine case management decisions are made without supervisory review.

Journey Level: The scope of the work at this level is somewhat restricted. Incumbent is not expected to handle difficult and complex cases without consultation and supervisory review. Critical decisions are made regarding difficult case situations only with the involvement and concurrence of the supervisor. Incumbent is expected to develop skill in the application of various case work techniques and methodology.

Senior Level: The incumbent independently evaluates each case assigned and develops extensive ongoing case plans. The incumbent is expected to deal with unusual and/or difficult cases when they arise with appropriate supervisory assistance. The incumbent is expected to be knowledgeable of guidelines and regulations available covering the work done, including but not limited to the Children's Code, Title XX, Senate Bill 94, Volume VII of the Department of Human Services Rules and Regulations, which regulate procedures to be followed, but do not provide the worker with instructions about how to treat or assess dysfunctional clients. There are a wide variety of recognized social casework techniques, and the incumbent must use judgment and situational evaluation to determine which are appropriate for each of the cases assigned.

RESPONSIBILITY

Entry level: All critical decisions in assessment and ongoing cases are made with direct input from the supervisor. Close, detailed supervision is provided before and during the course of work. Incumbent keeps the supervisor informed of the progress of each case.

Journey Level: Detailed instructions are often received from the supervisor, normally when cases are assigned and during the progress of cases that involve extensive assessment and diagnosis of dysfunctional individuals and families. Case management functions are expected to be performed with little supervision. Work is reviewed for compliance to procedures, methods, general conclusions, final results, and accuracy on a regular basis through staffing and supervisory reviews.

Senior level: Instructions may be received from the supervisor when cases are assigned and during the progress of the case. The supervisor may provide instructions and act as a consultant. Work is reviewed for compliance to policy, general conclusions, staffing's, and supervisory meetings.

EDUCATION:

Minimum Education:

Entry level: Four year college degree in a behavioral science area. Must comply with CDHS rules regarding educational requirements.

Journey and Senior level: Four year college degree in a behavioral science area such as Social Work, Behavioral Social Science, Sociology, Psychology.

Experience:

Entry level: Is not available for this position.

Journey Level: One full year of full-time professional casework experience in a public or private social services agency in an assignment appropriate to the position acquired after the degree.

Substitutions: Master's degree in one of the behavioral science fields or a BSW degree accredited by the Council on Social Work Education may substitute for the required experience.

Senior Level: Two years of full-time professional social casework experience in a public or private social services agency in an assignment appropriate to the position acquired after the degree. One year of the experience must be at Journey Level work.

Substitutions: Master's degree in one of the behavioral science fields or a BSW degree accredited by the Council of Social Work Education may substitute for one year of the required experience. MSW degree accredited by the Council on Social Work Education may substitute for the required education and experience.

REPORTING RELATIONSHIPS:

This Position Reports to: Deputy Director, Department of Human Services

This Position has Supervisory and/or Management Responsibility for: None

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of the workings of the juvenile justice system, civil court processes related to dependency and neglect and guardianship actions, the Children's Code, and Volume Seven of the rules and regulations governing the provision of Title XX services.

Knowledge of the dynamics and effects of abuse/neglect and the laws governing intervention.

Knowledge of child and adolescent development.

Knowledge of and ability to utilize family assessment techniques.

Skill in crisis intervention.

Ability to testify in court.

Ability to communicate both verbally and in writing in a clear and concise manner.

Facilitation skills.

Positivity

Manages oneself (is organized, prepared, and punctual; manages resources;

meets deadlines; follows through on commitments; demonstrates appropriate

physical appearance relative to job and environmental expectations)

Delivers significant, noteworthy contributions to team and organizational goals

Is respectful and collaborative

Handles disagreements and conflicts in a diplomatic manner that does not result

in decreased effectiveness over time

Displays a willingness to learn new information

Maintains ethics, legal responsibility, and confidentiality

**SCOPE OF INTERPERSONAL
CONTACTS:**

- Develops and maintains rapport and effective relationships with children and adults contacted in the course of work by using courteous, diplomatic, collaborative, cooperative, supportive, and professional conduct
- Actively contributes to the goals and success of all teams and team members through collaboration, cooperation, and flexibility (give and take) in team discussions, activities, and decision making
- When appropriate, seeks first to understand
- Is able to effectively give and receive constructive feedback
- Understands and conveys one's role within each school setting
- Also requires contact with legal, medical, psychiatric/psychological professionals, members of the judicial system, community organizations and resources, foster parents, and other members of the agency for the purpose of developing effective treatment plans for clients and to help clients solve problems, as well as to educate the community about protection of clients and services available.

**WORK
ENVIRONMENT:**

Approximately 50% of the work is generally performed in a standard office environment. The balance of the work is performed out of the office. Noise level is generally moderate, but may become loud on occasion.

Employee may be exposed
to:

Conditions such as fumes, noxious odors, dusts, mists, gases, and poor ventilation that affect the respiratory system, eyes, or the skin.

Disease of known or unknown origin, blood-borne pathogens, body fluids and tissue, the threat of direct or indirect violence/conflict by other individuals, and other unanticipated circumstances associated with the position.

**MATERIAL AND EQUIPMENT
USED:**

Computer, printer, telephone, copier, fax machine, county and personal vehicles.

**PHYSICAL
DEMANDS**

e following are some of the physical demands commonly associated with this position:

Mobility:

Stands 10% of the time, walks 10% of the time, and sits 80% of the time.

Ascends or descends ladders, stairs, scaffolding, ramps, poles, and the like using feet and legs or hands and arms.

Bends body downward and forward by bending spine at the waist, requiring full use of the lower Extremities and back muscles.

Bends body downward and forward by bending legs and spine.

Reaches, extending hand(s) in any direction.

Lifting:

Exerts up to 10 pounds of force occasionally or a negligible amount of force frequently to lift, carry, push,

and pull or otherwise move objects.

Dexterity:

Handles, seizes, holds, grasps, turns, or otherwise works with hand or hands.

Fingers, picks up, pinches, or otherwise works primarily with fingers rather than with the whole hand or arm.

Vision:

The vision requirements for this position are as follows:

Close vision (clear at 20 inches or less).

Distance vision (clear at 20 feet or more).

Peripheral vision (ability to observe an area than can be seen up and down or to the left or right while eyes are fixed at a given point).

Depth perception (three-dimensional vision, ability to judge distances and spatial relationships).

Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus).

Communications: Individual must be able to clearly understand the English language and be understood while speaking the English language. Multilingual skills including Spanish are an asset.

Driving: Must be able to operate a motor vehicle.

Please send County application, cover letter, resume and 3 reference letters to Meredith Takacs at Meredith.takacs@state.co.us, 719-530-2524 or fax 719-539-6430 open until filled