



Position Description

Job Title:	Psychologist I (Early Career Psychologist)	Date:	07/11/2014
Reports To:	Clinical Operations Management or Designee	Rev.:	06/28/2019
		FLSA:	Exempt

Position Summary:

The *Psychologist I* position provides psychological testing/assessment services to children, youth, and adults, and completes other clinical and program duties as assigned. Demographically, the populations currently served at MindSights include privately-referred children, adolescents, and college-aged adults, as well as children referred through the MindSights Child Welfare Services programs.

Note: The *Psychologist I* position is conceptualized as a “transitional position” for early career psychologists (psychologists who have been independently licensed for less than 1 to 1½ years). Typically, we anticipate reclassifying an individual in a *Psychologist I* position into a *Psychologist II* position by or before the time they have achieved 18 months of successful work performance (*Psychologist II* Position Description available upon request). Performance reviews are provided at approximately 6-month intervals, with eligibility for performance-based pay increases— typically ranging between 5% and 9%— at each review.

Compensation/Salary:

Compensation is calculated using a base-pay plus productivity bonus model. Base/target compensation typically begins at \$56,000 per annum (and base/target compensation at this level can scale to as high as \$66,500 per annum depending upon the degree to which levels of actual clinical service provision exceed minimum position expectations). Base/target compensation typically increases incrementally at approximately 6-month intervals, to \$67,500 per annum (and base/target compensation at this level can scale to as high as \$81,000 per annum depending upon the degree to which levels of actual clinical service provision exceed minimum position expectations). Please see *Note* in the Position Summary for additional information.

Duties & responsibilities:

1. Completes all components and processes associated with comprehensive psychological evaluation services for assigned cases.
 - a. Assists referring party with identification of specific needs/questions to be addressed in psychological testing/evaluation.
 - b. Selects professionally-responsible and scientifically-sound assessment procedures relevant for addressing the specific needs/questions to be addressed.
 - c. Establishes collaborative working relationships with clients' parent(s), primary caregiver(s), and/or legal guardian(s), as applicable.
 - d. Establishes professional, warm, and engaging clinical rapport with child clients.
 - e. Completes testing/assessment procedures in accord with accepted professional standards.
 - f. Integrates clinical data and conceptualizes cases in a manner that is both sensitive to the needs of the individual and based upon the state of the science regarding psychological testing/assessment.
 - g. Completes all written documentation, including encounter notes and comprehensive psychological reports within the timelines identified by clinical management.
 - h. Both verbally and in writing, communicates psychological data and its implications to interested parties in easily-understood terminology leading to practical and beneficial recommendations.
 - i. Provides consultative follow-up, as indicated.
 - j. Communicates with clients and community partners in a consistently responsive, professional, and cooperative manner.
2. In collaboration with clinical management and/or with supervising licensed clinical psychologist, assists in providing relevant training experiences to Postdoctoral Psychologist Residents and/or Predoctoral Psychology Intern(s).
3. Assists in program development, identification of additional populations to be served, and facilitation of community partnerships as relevant or assigned.
4. Maintains accurate and complete clinical records/information.
 - a. Maintains client encounter and services information within EHR system for assigned cases.
 - b. Manages security of records/information and protects client confidentiality per policies, procedures, and relevant laws.
5. Increases clinical competence, professional identity, and psychological skills/knowledge through formal and informal training opportunities.
 - a. Attends and actively participates in scheduled supervision sessions, team-wide case presentations/consultations, didactic instruction, and other face-to-face training activities.
 - b. Reviews relevant scientific literature regarding general area of practice and specific clinical cases, as self-selected and/or assigned by supervising licensed

- clinical psychologist. Integrates scientific information with practice in a professionally responsible manner.
- c. Demonstrates understanding of ethical principles, legal considerations, and interprofessional dynamics affecting the practice of clinical psychology.
6. Adheres to Oregon Board of Psychology's (OBOP's) practice parameters for a Licensed Psychologist in all psychological work, as well as all relevant laws and administrative rules governing the practice of psychology in Oregon.
 7. Demonstrates consistently professional, collaborative, and respectful communication with clinical and non-clinical staff.
-

Work Assignment/Expectations:

Approximate Percentage of Professional Time by Activity:

1. The position is structured such that a *Psychologist I* is expected to spend at least 58.75% of work time (an average of 23.5 hours/week/1.0 FTE/pay period) in the provision of documentable and reimbursable clinical/professional services, including hours spent in any/all of the following professional services/activities:
 - a. Face-to-face clinical activities/services (intake interviews, administration of psychological tests, debriefing appointments);
 - b. Non-face-to-face clinical activities/services, test scoring, including interpretation/integration of patient data; preparation of written summaries of assessment results, findings, and conclusions; provision of written consultation on cases referred by DHS; etc.;
 - c. Adjunct reimbursable professional services, such as court testimony on relevant cases;
 - d. A portion of time spent in certain other professional activities (e.g., management of a specific project; provision of training seminars, etc.) may sometimes be counted toward fulfillment of clinical/professional service expectations, when proactively and collaboratively negotiated by management and employee.
2. Up to 7.5% of work time (averaging to 3 hours/week/1.0 FTE) is typically spent in mandatory meetings, such as staff meetings and group supervision.
3. Approximately 33.75% of work time (an average of 13.5 hours/week/1.0 FTE) is spent in discretionary and/or administrative activities, to include but not necessarily be limited to:
 - a. Email/phone communication;
 - b. Miscellaneous professional activities;
 - c. Collegial consultation;
 - d. Individual clinical supervision;
 - e. Proofreading/editing one's own clinical reports;
 - f. Attendance of elective in-house Continuing Education programs/seminars;
 - g. Community partnering/networking;
 - h. Documentation of services in the Electronic Health Record (EHR);

- i. Voluntary provision of documentable and reimbursable clinical/professional service hours that exceed minimum clinical/professional service expectations (as defined above);
 - j. Use of flexible Out-of-Office Time (per polices).
-

Qualifications:

Education/training/credentials:

1. Doctoral degree in psychology from a program accredited by the American Psychological Association (APA) or Canadian Psychological Association (CPA).
2. Successful completion of a predoctoral internship recognized by the Association of Psychology Postdoctoral and Internship Centers (APPIC); APA-accredited or CPA-accredited internship preferred.
3. Current licensure as a Psychologist by OBOP.
4. Substantial past clinical work with children, adolescents, and their families; Additional early-childhood clinical experience preferred.
5. Substantial training in and experience with administration and interpretation of psychological tests and measures, and with the constructive application of psychological data to practical problems.

Communication skills:

1. Ability to interact effectively and professionally with clinical colleagues, non-clinical colleagues, management, clients, and community partners.
2. Excellent written and verbal communication skills.
3. Strong interpersonal problem-solving skills.
4. Spanish-language fluency preferred (but not required).

Self-management skills:

1. Demonstrated ability to self-direct and self-manage the complex work demands, caseload flow, and timelines associated with professional practice involving full-time psychological assessment activities.
2. Ability to independently track completion of other assigned job duties.
3. Ability to exercise discretion in creating solutions to problem situations.
4. Ability to recognize when situations require supervision/consultation with clinical management and/or psychologist colleagues, and seek such supervision/consultation as needed.
5. Flexibility and judgment when situations require novel solutions.

Technology skills:

1. Knowledge of and ability to adhere to technical aspects of standardized psychological test administration, including traditional and computer-assisted assessment procedures.
2. Knowledge of safe and efficient usage of office equipment.
3. Ability to utilize all relevant aspects of practice management and EHR software.
4. Working knowledge of Microsoft Word word-processing software.

5. Ability to use electronic communication technologies effectively and within parameters set by office policies.
-