Duke University
Division of Student Affairs
Exempt Position Description

Official Job Title: Psychiatric Social Worker, Sr.
Working Title: Staff Social Worker
Job Code/Level/Family: JC 1820/Level 13/Family 17
Department: Counseling and Psychological Services (CAPS)
Supervisor: Director
Position Status: Regular, Full-time, Exempt
Staff Supervision: Rotation of supervising social work interns

Scope of Responsibilities

Under the direction of the Director of CAPS, the Staff Social Worker will provide clinical services, supervise trainees, and engage with the campus community placing priority on the ways marginalization, discrimination, and oppression negatively impact mental health.

Duties
List specific tasks and responsibilities and indicate the approximate % of time to be spent on each duty (or section of duties) should be listed.

- Demonstrates a commitment to dismantling systems of marginalization, discrimination, and oppression that contribute to resultant inequities for CAPS staff and the students they serve; 65%
- Commits to serving students, especially those impacted by systems of marginalization, discrimination, and oppression, in the places they live and learn by validating their lived experiences and engaging their resilience;
- Commits to educating the campus community on the ways privilege is perpetuated and differentially impacts student mental health;
- Provides individual, couples, and group services;
- Participates in the provision of mental health triage services;
- Administers and interprets limited assessment measures;
- Responds to clinical and campus crises;
- Provides supervision and seminars to assigned trainees, including goal setting, evaluations, and disciplinary action in accordance with training policy and procedures;
- Provides campus and community engagement services through liaison relationships with faculty, staff, parents, alumni, and students; and
- Provides campus and community level interventions that address cultural climate issues for marginalized groups.
Follows agency policies and procedures consistent with state mental health statutes, ethical guidelines, best practices, and HIPAA;

- Completes clinical documentation according to CAPS policies and procedures;
- Attends CAPS staff, clinical team, and committee meetings;
- Participates in ongoing staff conversations about the ways racism and other forms of marginalization, discrimination, and oppression impact systems;
- Participates in Student Affairs Committees;
- Attends CAPS sponsored professional development activities;
- As budget allows, represents CAPS on the Duke campus, in the Triangle area, and nationally; and
- Other duties as requested.

General Qualifications
- Must have a Master’s degree in Social Work from a CSWE accredited program;
- Licensed or immediately eligible (post-degree hours complete) for licensure in the state of North Carolina; and
- Five years of experience in a student mental health agency or relevant healthcare or social service setting.

Strongly Preferred Qualifications
- Demonstrated experience working international populations, especially those from Asian, South Asian, and Middle Eastern/North African countries; Latinx populations; and transgender communities is desired, as well as those who have demonstrated experience and skills working with Jewish or Muslim students; and
- Bi-lingual language skills are strongly preferred.

Additional Job-Specific Skills and Competencies
- Demonstrates experience and capability to work as part of a highly cohesive and interdisciplinary team in a university counseling center and with professionals in other campus units;
- Demonstrates effective interpersonal skills that facilitate organizational health;
- Demonstrates a commitment to self-awareness and desire for growth related to intersectionality and the ways marginalization, discrimination, and oppression impact individuals and systems; and
- Experience in the provision of crisis intervention and consultation is essential.

Divisional Professional Competencies
Thoughtful consideration of the core student affairs competencies for the position as well as expected level of competency will be valuable to recruitment and professional development planning efforts. Below indicates the level (foundational, intermediate, advanced or not applicable) in each competency area. Reference is advised to the ACPA/NASPA document “Professional Competency Areas for Student Affairs Educators” on the NAS for more detailed descriptions of competency areas and levels. This section of the job description does not need to be included in external job postings, but should be shared with candidates and employees.
PERSONAL AND ETHICAL FOUNDATIONS (PEF)
Knowledge, skills, and dispositions to develop and maintain integrity in life and work including thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one’s own wellness and growth.

Foundational outcomes emphasize awareness and understanding of one’s values and beliefs, especially as related to professional codes of ethics and principles for personal wellness. Advanced level proficiency involves higher order critique and self-awareness, applications to healthy living and professional practice, and modeling, mentoring and facilitating the same among others.

Expected Competency Level =

VALUES, PHILOSOPHY, AND HISTORY (VPH)
Knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow.

Progression from foundational to advanced level proficiency involves movement from basic understanding of VPH to a more critical understanding of VPH as applied to practice and then to the use and critical application of VPH in practice.

Expected Competency Level =

ASSESSMENT, EVALUATION, AND RESEARCH (AER)
Ability to design, conduct, critique, and use various AER methodologies and results, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.

Professional growth is broadly marked by shifts from understanding to application, and then from smaller scale applications focused on singular programs or studies to larger scale applications that cut across departments or divisions. Many advanced level outcomes involve the leadership of AER.

Expected Competency Level =

LAW, POLICY, AND GOVERNANCE (LPG)
Knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one’s professional practice.

Progression from foundational to advanced level proficiency reflects shifts from understanding to critical applications enacted primarily at the departmental level to institutional level applications that are mindful of regional, national, and international contexts.

Expected Competency Level =

ORGANIZATIONAL AND HUMAN RESOURCES (OHR)
Knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources including selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.

In addition to the shift from understanding to application, professional development within this competency reflects shifts in the scale, scope, and interactivity of the human and organizational resources with which one works.
Expected Competency Level =

LEADERSHIP (LEAD)
Knowledge, skills, and dispositions required of a leader, with or without positional authority and involving both the individual role of a leader and the leadership process of individuals working together to envision, plan, and effect change in organizations as well as respond to broad-based constituencies and issues in concert with students, colleagues, faculty and community members.

Professional growth reflects shifts from knowledge to critical application and then to fostering the development of leadership within and among others.

Expected Competency Level =

SOCIAL JUSTICE AND INCLUSION (SJI)
Knowledge, skills and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context and whose professional practice seeks to meet the needs of all groups by equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

Professional development assumes the need to understand oppression, privilege, and power before understanding social justice. Intermediate and advanced level outcomes reflect social justice oriented applications in practice and then interconnections between leadership and advocacy.

Expected Competency Level =

STUDENT LEARNING AND DEVELOPMENT (SLD)
Concepts and principles of student development and learning theory including the ability to apply theory to improve and inform student affairs and teaching practice.

At the foundational level, SLD involves a critical understanding of learning and development theories and their use in constructing learning outcomes. Intermediate and advanced proficiency involves greater application in utilizing various forms of programs and applications with increasingly large and complex venues.

Expected Competency Level =