

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: POSTDOCTORAL PSYCHOLOGY FELLOWSHIP - SCHOOL-BASED MENTAL HEALTH EMPHASIS

PSYCHOLOGICAL SERVICES

GENERAL STATEMENT OF JOB

The Postdoctoral Psychology Fellowship position is a full-time, 12-month appointment, running from July 1st to June 30th. Guilford County Schools offers the unique opportunity for children and adolescents to receive specialty therapy services within the school setting in order to reduce barriers to accessing quality mental health treatment. Fellows in this School-Based Mental Health track will provide individual, family, and group therapy to students in elementary, middle, and high schools across Guilford County Schools. Additionally, fellows will frequently collaborate with school staff and provide consultation for, and/or training on a variety of mental health topics (e.g., classroom behavior management, trauma, suicide). Fellows will work as members of the school's multi-disciplinary team to link students and their families with additional services and resources. Additional responsibilities include clinical assessment and treatment, outreach and education, systems consultation, and possible supervision of school psychology practicum and internship students and other mental-health related interns. The Fellow serves as a staff member under the direct supervision of the Director of Psychological Services and works collaboratively with the Student Support Services team.

The fellowship offers several distinct opportunities for continued professional development, including:

A work environment and culture that emphasizes inclusion, professionalism, clinical excellence, and a strong commitment to educating future health care professionals.

Commitment to professional self-care, work/life balance, teamwork, communication, and positive mutual regard for all members of the team.

Highly collaborative working relationships with colleagues who value social justice, explicit communication and feedback, self- and other-awareness, and autonomy in one's clinical and professional identities as a psychologist.

Robust opportunities for continued growth as a mental health clinician through service delivery to a diverse population of students within Guilford County Schools.

- Treatment of psychological/psychiatric concerns, promotion of personal and professional identity development, and assistance in determining adaptive coping strategies to address intensive psychosocial stressors.
- Enhancing the academic and professional performance in our student population

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Extensive consultation, outreach, and collaboration with district stakeholders (e.g., service providers, staff, and administrative leaders) who emphasize early identification, referral, and response. We serve as student advocates and resource consultants.

Specialty rotations in the area of Preschool, Alternative sites (Crossroads, Newcomers), and Public Separate Schools (Herbin-Metz Education Center, CJ Greene, etc.).

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provide triage, intake assessment, individual counseling, group therapy, workshop facilitation, telehealth, and crisis intervention.

Lead multi-disciplinary treatment teams, working closely with special education teachers, and specialized instructional support personnel (school psychologist, school social workers, school counselors, nurses).

Deliver educational outreach programs to the community on a range of psycho-educational topics (e.g., stress management, mindfulness, social skills, etc.).

Work alongside district partners on wellness and diversity, equity, and inclusion initiatives.

Provide consultation to teachers, parents, and families.

Gain experience writing school and home behavior plans and working with parents and outside clinicians to coordinate care.

Potentially supervise and train advanced specialist and doctoral-level practicum and internship students.

Training Benefits

One hour per week of individual clinical supervision by a licensed psychologist.

Opportunities for attending and providing didactic training. The postdoctoral fellow will have the opportunity to develop and lead several didactic training sessions throughout the year.

Weekly meetings with staff for case collaboration, clinical administration, and planning.

Training and supervised practice providing telehealth services.

Protected time for Examination of Professional Practice in Psychology (EPPP) study.

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Funding (up to \$3000) for continuing education experiences and/or EPPP study materials.
Career mentorship, mock interviews, and job search strategy coaching from training supervisor.

MINIMUM TRAINING AND EXPERIENCE

All applicants must have completed:

APA-accredited (“on contingency” status acceptable) graduate program in Counseling (Ph.D., Psy.D., or Ed.D.), Clinical (Ph.D. or Psy.D.), or School Psychology (Ed.D., Psy.D., Ph.D.) and be license-eligible (i.e., except for any supervised postdoctoral hours).

Completion of a predoctoral internship program

Fulfillment of all requirements for Ph.D., Ed.D., or Psy.D. prior to starting the postdoctoral fellowship (e.g., dissertation defended and submitted).

Demonstrated commitment to and experience providing mental health services to individuals from culturally diverse backgrounds with a range of presenting concerns/diagnoses.

Desired Qualifications

Experience serving students ages 3-22.

Applicants with advanced training and expertise (i.e., specific areas of clinical proficiency, familiarity with diverse student population’s needs, psycho-educational training, program evaluation and/or applied/clinical research, etc.) will be given special consideration.

Required Application Materials

Please include: 1) Letter of interest, 2) professional vita, and 3) supplemental materials (i.e., copy of graduate transcripts and three letters of recommendation – at least two of which must be from prior clinical supervisors).

Please note: Applicants who have not successfully completed their dissertation defense by time of application must provide a letter from their committee chair documenting the anticipated timeline for dissertation completion and formal awarding of doctoral degree.

Any successful candidate will be required to complete a full background check.

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Application Deadlines

Applications will be reviewed as received until position is filled. Incomplete applications will not be reviewed. A select number of finalists will be contacted to schedule a video conference interview.

Salary Range

\$40,000 with leave time, professional development opportunities, and supervision for licensure hours. Funding (i.e., up to \$3000) for continuing education and training opportunities. Protected EPPP study time available.

Fellowship Start Date: July 1st

ABOUT GUILFORD COUNTY SCHOOLS

Guilford County Schools (GCS) is the third largest school district in the state of North Carolina, with nearly 70,000 students and 10,000 employees.

GSC Psychological Services

GCS Psychological Services, and our over 50 School Psychologists, provide a range of services to support student's academic achievement and social-emotional well-being. These include supporting the development, training, and implementation of Multi-Tiered Systems of Supports (MTSS), training and consulting with each school's Intensive Problem Solving (IPS) team, training and coaching the implementation of Positive Behavior Interventions and Supports (PBIS), providing support with conducting Suicide and Threat Assessments, and following the state's Return to Learn the process for concussion management. We are also providing group and individual counseling to students in need, working with schools on data analysis, teacher consultation, crisis counseling, staff training, and conducting special education evaluations. We are committed to working with all schools and staff to continue to energize and empower our students daily.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, calculators, etc. Must be physically able to operate a motor vehicle. Must be

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able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to others.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions;

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra, descriptive statistics and statistical inference.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

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DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.