

# Connection's Academy East (CAE) Psychotherapeutic Extern Job Description

**Job Title:** Psychotherapeutic Extern,

**Hours:** 24 hours (minimum) per week

**Reports To:** Director of Clinical Training  
and the Administrative Team

**Salary:** None

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## **Qualifications:**

- 1. Education:** Externs will have completed all coursework, competency exams, training, etc . required by their academic program in order to qualify to go on Externship.
- 2. Certification:** None required.
- 3. Special Knowledge/ Skills:**
  - a. Excellent communication, organizational, time management and interpersonal skills.
  - b. Ability to collaborate with a multi-disciplinary team.
  - c. Ability to perform therapeutic duties: individual, group, family therapy and crisis management.

## **Responsibilities and duties include (but are not limited to):**

- 1.** Be an integral, dynamic member of the CAE team of professionals.
- 2.** Follow all school policies, procedures and regulations.
- 3.** Maintain school's safety plan.
- 4.** Be certified in Nonviolent Crisis Prevention Intervention (CPI).
- 5.** Provide direct therapeutic services: individual, group and family counseling and crisis intervention.
- 6.** Attend 1 hour of Individual Supervision, and 1 hour of Group Supervision on a weekly basis.
- 7.** Project a positive, professional image by openly communicating, problem-solving and disseminating information, and being responsive to the needs of students, families, colleagues, administration, district personnel, and community agencies.
- 8.** Strive to improve leadership skills through self-initiated professional growth and development activities by utilizing information and insights gained in professional efforts for self-improvement.
- 9.** Document and maintain availability to students in need of Nonviolent Crisis Prevention Intervention (CPI) or other behavioral interventions.
- 10.** Maintain availability to staff in need of support, assistance and consultation.
- 11.** Organize the therapy rooms to be attractive and motivational for students' success
- 12.** Assess the current levels of functioning & needs of each child on caseload.
- 13.** Conduct a basic biopsychosocial evaluation or interview with support/supervision.
- 14.** Develop and maintain relationships with parents/guardians of each child, (weekly phone contact, monthly family sessions, bi-annual parent/teacher conferences).
- 15.** Develop and maintain relationships with all collateral contacts – outside therapists, psychiatrists, caseworkers, probation officers and agencies (monthly contact, at minimum).
- 16.** Provide community referrals and help to coordinate services.
- 17.** Develop, implement and frequently review IEP's and Behavior Management Plans (BIP) for students, and attend Functional Behavior Analysis (FBA) meetings for all students on individual therapy caseload and in groups.
- 18.** Participate in all Peer Mediations for students on caseload.

- 19.** Maintain records for each student on caseload, including: IEP; documentation of ongoing evaluation of students' progress towards their IEP goals & objectives; related services schedules; weekly casenotes of therapy sessions, phone contacts and meetings with parents and collateral contacts; important emergency and medical information to ensure the students safety, etc.
- 20.** Maintain Colorchart documentation of individual, group, family, community contact and consultation minutes to verify that all IEP related Services minutes are being met for all students on caseload.
- 21.** Prepare a typed version of the CAE Therapeutic Summary to present at all CAE Staffings
- 22.** Coordinate development of IEP's with Teachers, stating each child's present level of performance, objectives to meet the child's needs, evaluation procedures and schedules for determining when objectives are met.
- 23.** Prepare typed versions of the Social Developmental History and Therapeutic Summary to present at all Diagnostic Staffings.
- 24.** For CAE Students, develop and maintain an awareness of: intellectual functioning, cognitive processing, educational achievement, adaptive behavior, social/emotional development, behavioral assessment, determination of learning processes and assessment of the student's most conducive learning environment.
- 25.** Develop and submit weekly "Group Therapy Plans" to your primary supervisor.
- 26.** In coordination with BIS staff, document all "Restrictive Intervention" and CPI (therapeutic hold) incidents and contact parents to inform them of any crisis situation.
- 27.** Promptly and accurately submit all required paper work and documents.
- 28.** For transitioning students, collaborate with the regular education program, technology campus program, or job training program that they attend to support and maintain their transition.
- 29.** Be prepared with materials, case updates and clinical questions to maximize supervision with primary supervisor, and consultations with auxiliary supervisors and Dr. Tayyab.
- 30.** Maintain accurate & up to date psychiatric information for each student on caseload (e.g. medication, hospitalizations).
- 31.** Find coverage for any scheduled activities that you are unable to attend, such as: staffings; group therapy; consultation with Dr. Tayyab or Functional Behavior Assessment meetings.
- 32.** Participate in all staff meetings and in-service training sessions.
- 33.** Perform any other duties as requested by the CAE Administration.