



Career Service Authority

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Utilization Management Coordinator

GENERAL STATEMENT OF CLASS DUTIES

Performs specialized, full performance level social work specific to the coordination of residential, group home, or foster care placement of children and youth in DHS custody, including placement oversight, community collaboration, and fiscal management.

DISTINGUISHING CHARACTERISTICS

This class performs specialized, full performance level work coordinating all aspects of the out-of-home placement of children and youth who are in DHS custody. It is distinguished from the class of Senior Social Caseworker that performs full performance level intensive social case work services.

Guidelines, Difficulty and Decision Making Level:

Guidelines are generally but not always clearly applicable, requiring the employee to exercise judgment in selecting the most pertinent guideline, interpret precedents, adapt standard practices to differing situations, and recommend alternative actions in situations without precedent.

Duties assigned are generally complex and may be of substantial intricacy. Work assignment is performed within an established framework under general instructions but requires simultaneous coordination of assigned functions or projects in various stages of completion.

Employee is responsible for determining time, place, and sequence of actions to be taken. Unusual problems or proposed deviations from guidelines, practices, or precedents may be discussed with the supervisor before being initiated.

Level of Supervision Received and Quality Review:

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence. Work is reviewed for adherence to instructions, accuracy, completeness, and conformance to standard practice or precedent. Recurring work clearly covered by guidelines may or may not be reviewed.

Interpersonal Communications and Purpose:

Contacts with the public or employees where explanatory or interpretive information is exchanged, defended, and gathered and discretion and judgment are required within the parameters of the job function.

Level of Supervision Exercised:

None.

ESSENTIAL DUTIES

Makes decisions and advises caseworkers, administrators, management and community stakeholders regarding placements for children/youth in DHS custody.

Coordinates emergency placements of children/youth that are being removed from their home or need to be moved from a foster home, group home, or residential facility, detention facility, or hospital setting.

Monitors child/youth safety, including reviewing investigations, presenting founded allegations for discussion, ensuring children/youth are not placed in homes or facilities under investigation or suspension for abuse/neglect, and oversees agencies that have been placed on probationary status.

Tracks success rates of facilities to assist management in the determination of which facilities best support the DHS philosophy of shorter lengths of stay in terms of recidivism rate, decreased legal involvement, child welfare and truancy systems.

Partners with various community based services and organizations to create new policies and procedures regarding the placement of children/youth, including those with unique and/or special needs.

Provides fiscal oversight to the out-of-home placement processes, including identifying funding sources, monitoring contracted services, and ensuring compliance with state mandated audits and other legal mandates.

Ensures work conforms to appropriate policies, regulations, procedures, standards and laws of State and Federal agencies.

Performs other duties as assigned.

Any one position may not include all of the duties listed. However, the allocation of positions will be determined by the amount of time spent in performing the essential duties listed above.

MINIMUM QUALIFICATIONS

Competencies, Knowledge, & Skills:

Integrity/Honesty – Contributes to maintaining the integrity of the organization, displays high standards of ethical conduct, understands the impact of violating these standards on an organization, self, and others, and is trustworthy.

Reading – Understands and interprets written material including technical material, rules, regulations, instructions, reports, charts, graphs, or tables and applies what is learned from written material to specific situations.

Attention to Detail – Is thorough when performing work and conscientious about attending to detail.

Interpersonal Skills – Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

Self-Management – Sets well-defined and realistic personal goals, displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner, works with minimal supervision, is motivated to achieve, and demonstrates responsible behavior.

Writing – Recognizes and uses correct English grammar, punctuation, and spelling, communicates information in a succinct and organized manner, and produces written information which may include technical material that is appropriate for the intended audience.

Oral Communication – Expresses information to individuals or groups effectively taking into account the audience and nature of the information, makes clear and convincing oral presentations, listens to others, attends to nonverbal cues, and responds appropriately.

Teamwork – Encourages and facilitates cooperation, pride, trust, and group identity, fosters commitment and team spirit, and works with others to achieve goals.

Problem Solving – Identifies problems, determines accuracy and relevance information, and uses sound judgment to generate and evaluate alternatives and to make recommendations.

Planning and Evaluating – Organizes work, sets priorities, determines resource requirements, coordinates with other organizations or parts of an organization, monitors progress, and evaluates outcomes.

Reasoning – Identifies rules, principles, or relationships that explain facts, data, or other information, analyzes information, and makes correct inferences or draws accurate conclusions.

Customer Service – Works with customers to assess needs, provide assistance, resolve problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

Diversity – Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce.

Teaching Others – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

Conflict Management – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Knowledge of statistics sufficient to be able to interpret and analyze information and perform statistical calculations.

Skill in making decisions in emergency situations where there is no opportunity or time to seek assistance or conduct significant analysis of the options.

Physical Demands (Physical Demands are a general guide and specific positions will vary based on working conditions, locations, and agency/department needs):

Sitting: remaining in the normal seated position.
Handling: seizing, holding, grasping, or otherwise working with hand(s).
Fingering: picking, pinching, or otherwise working with fingers.
Talking: expressing or exchanging ideas by means of spoken words.
Hearing: perceiving the nature of sounds by the ear.
Repetitive motions: making frequent movements with a part of the body.
Eye/hand/foot coordination: performing work through using two or more.
Near Acuity: ability to see clearly at 20 inches or less.
Depth Perception: ability to judge distances and space relationships.
Field of Vision: ability to see peripherally.
Accommodation: ability to adjust vision to bring objects into focus.

Working Environment:

Contact with clients under a wide variety of circumstances.
Subject to varying and unpredictable situations.
Pressure due to multiple calls and inquiries.
Subject to many interruptions.
Subject to long irregular hours.

Education Requirement:

Bachelor's Degree in Social Work, Psychology, Sociology, Guidance and Counseling, or a closely related field.

Experience Requirement:

Three years experience in professional social case work, two years of which must have involved the placement of children and youth in out-of-home care.

Education/Experience Equivalency:

A Masters Degree in Social Work, Psychology, Sociology, Guidance and Counseling, or a closely related field –OR- Completion of a state approved field placement in a county department of social services may substitute for one year of professional social case work experience.

Licensure and/or Certification:

Possession of a valid driver's license at the time of application.

CLASS DETAIL

FLSA CODE: Non-Exempt

ESTABLISHED DATE: 12/18/2011

ESTABLISHED BY: Tony Gautier

REVISED DATE:

REVISED BY:

CLASS HISTORY 12/2011 - This is a new class established specifically for DHS.