



Clinical Directors Professional Development Group Core Competencies

A. The Clinical Director understands the role of clinician/therapist and manages licensed and non-licensed personnel.

1. Recruit, hire, retain and supervise staff, providing discipline if necessary
2. Assess training needs of the department and provide skill set development as well as train clinical staff, non-clinical staff in the philosophy and approach utilized by the your school
3. Be familiar with job descriptions, the role of Human Resources
4. Develop and use supervisory skills to manage the clinical department, be mindful of how clinical staff interacts with other departments
5. Licensing and certification regulations, as they apply to both licensed and unlicensed staff
6. Know the requirements for maintaining professional licensure for the staff and assist with or provide the appropriate professional development
7. Mentoring and modeling for the clinical staff

B. The Clinical Director designs programs and treatment approaches that are effective and appropriate for the clients served.

1. Create or adjust programs to meet changing needs, working with the administrative staff and board of directors in this process
2. Create treatment plans where appropriate
3. Provide clinical support in programs/schools that are IEP (Individual Education Plan) driven, not treatment driven
4. Development of Behavioral Support Plans
5. Insure treatment plans, IEPs and Behavioral Support Plans meet the requirements of the appropriate state agencies
6. Market the program to state agencies and other providers, where appropriate, providing assistance to the admissions department
7. Assistance with grant writing, where appropriate
8. Technology: use, maintenance and security (including assistive technology)

C. The Clinical Director understands and complies with all local, state and federal laws regulations and mandates governing Chapter 766 approved private schools.

1. Regulations of the various state agencies:
 - a) Department of Elementary and Secondary Education (DESE)
 - b) Department of Early Education and Care (EEC),
 - c) Department of Children and Families (DCF), Caring Together Initiative

- d) Department of Mental Health (DMH), Caring Together Initiative
- e) Department of Developmental Disabilities (DDS),
- f) Department of Public Health (DPH)
- g) Massachusetts Rehabilitation Commission (Mass Rehab)

D. The Clinical Director understands the importance of transitions of all kinds and develops and implements appropriate transition planning for clients and families.

1. Transition of students into the community when less restrictive programming is indicated including off-site privileges, employment, recreational activities, etc.
2. DDS and Chapter 688 (“turning 22” law), understanding adult services, including those provided by DMH and Mass Rehab
3. Understanding the difference between eligibility and entitlement, and helping families understand
4. Transitioning students into the program
5. Transitioning students within programs
6. Transitioning students to and from psychiatric hospitalizations
7. Discharge planning, graduation ceremonies/saying goodbye.

E. The Clinical Director is abreast of Evidence Based Practices and other treatment approaches and utilizes these practices in service delivery

1. Knowledge of Evidence Based Practice vs. research
2. Maintaining fidelity to identified treatment approaches or programming, especially when evidence-based
3. Evaluation of current treatment or programming, and data informed treatment
4. Tracking of progress, and development of data systems to justify new initiatives and program development

F. The Clinical Director understands the importance of communication and collaboration with the other departments within the organization, with families, and all others who may serve on the student’s team

1. Guardian Ad Litem (GAL)-working within legal systems
2. Understanding of guardianship, custodial rights, and other important relationships
3. Involved state agencies
4. Psychiatrists, psychologists or medical personnel

G. The Clinical Director understands the importance of family to the students care and education and in cases where there is no identified family, assist in the process of building life-long connections for those students.

1. Family, Guardian Relations
 1. Getting parents involved
 2. Becoming parent-friendly
 3. The parents’ process with the system(s)
 - a. Assisting with communication with all parties involved with the student
 4. Updating family handbook

5. Fielding parental concerns
6. Understanding custodial issues and who makes final decisions
7. How Parent Advisory Committees' function, requirements for meeting

H. The Clinical Director knows and adheres to a Code of Ethics

1. The NASW Code of Ethics for Social Workers can be [accessed here](#)

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