

Functional Statement Template for Psychologist Leadership Positions at the VISN or National Level GS 15

General Instructions Functional Statements are intended to be straight-forward, concise descriptions of duties, accomplishments, and distinctions. The document should be sufficiently detailed to provide needed information for a Psychology Professional Standards Board, but can reference a curriculum vita (which must be attached in any case) to provide additional details.

I. GRADE DETERMINING ELEMENTS

This section is grade determining.

Psychologists in senior leadership positions at the VISN or national level direct a large and complex mental health, behavioral science, or other patient care program at the VISN or national level. Alternatively, they may have responsibility for several programs at the VISN or national level. GS-15 level will be the grade assigned when the duties and responsibilities exert a major and significant impact on the overall functioning of the organizational entity, i.e., the impact is VISN or VHA-wide. Duties are performed with wide latitude, exercising independent judgment and full, delegated autonomy. Responsibilities include overall planning, direction, and execution of the area of responsibility. The administrative or technical work is of exceptional difficulty and responsibility and consultation is provided to high level officials at the field, VISN, or national level.

Must fully meet the KSAs for the GS 14 level (see GS 14 Functional Statement). In addition, must demonstrate the following professional KSAs and demonstrate the potential to acquire the assignment specific KSAs designated by an asterisk (*):

1. Knowledge of, and ability to effectively communicate, existing policies and regulations.
2. * Ability to develop and recommend new or revised policies that are consistent with organizational goals and objectives.
3. * Skill in leading senior management officials in policy development.
4. *Ability to influence high level officials in adoption of, and conformance to, performance measures, monitors, and other policy guidelines.
5. Knowledge of, and ability to utilize, resource materials and to develop new materials when needed.
6. Ability to communicate effectively orally and in writing with a diverse group of professional staff and management officials who are often at the highest management levels.

NOTE: Some psychologists (generally those who are GS-14 program managers and supervisory psychologists) are assigned duties and responsibilities at the VISN or national level that are at a higher level of technical and administrative complexity than their facility-level responsibilities. In these cases, the higher level duties must be of significant scope and complexity, and must be of critical importance to the VISN or national program. If such higher-level assignments comprise 25 percent or more of the individual's overall duties and responsibilities, these assignments would be grade controlling at the higher, i.e., GS-15, level.

II. ENRICHING ELEMENTS

The following sections are enriching elements and not all may apply to you. List only those relevant to your current position.

Other Administrative (Supervisory) Responsibilities (% of time).

1. Responsibilities may span Primary Care, Mental Health, Specialty Care, Extended Care and Rehabilitative Services.
2. Has full responsibility for the professional practice of psychology, including services conducted by trainees, consultants and para-professional staff, and ensuring that all psychologists in the facility and its affiliated clinics meet the requirements.
3. Is responsible for professional supervision only for an additional ___ Psychologists administratively assigned elsewhere (e.g. GRECC, Poly Trauma, Research Service, VET Center).
4. Consults with and serves as a resource for other professional staff concerning the need for the development of mental health services.

Clinical Responsibilities (% of time).

1. Provides a full range of psycho-diagnostic services including assessment and using the most appropriate psychotherapeutic techniques in providing quality care.
2. Performs --- evaluations for ____
3. Provides a full range of therapeutic interventions including:

Academic/Teaching/Training: (% of time)

1. Holds faculty appointment at affiliated university.
2. Provides clinical supervision to various disciplines and levels of training.
3. Is involved in Psychology Training Program and Training Committee.
4. Is involved in the training of medical students, medical and psychiatric residents, nursing students, fellows and other graduate or post-graduate trainees, as appropriate.

Research/Program Evaluation (% time)

1. Oversees the establishment of program monitors and outcome measurements within programs using data-driven quality assurance processes.
2. Consults with others to offer research guidance and to stimulate new research directions.
3. If applicable, plans and oversees the completion of personal research programs, designed to provide information regarding program planning and relevant treatment approaches.
4. Presents outcome data and research results at VA and regional or national scientific or professional meetings.
5. Prepares RFP's and grant proposals as needed.

Other Significant Responsibilities (% time). *May include but are not limited to:*

1. Has contacts on a regular and recurring basis with individuals representing widely divergent backgrounds, interests, and points of view.
2. Actively participates in leadership roles within, state and national professional organizations.