



## **DRS-COUNSELOR, DEAF PROGRAM**

### **CHARACTERISTICS OF WORK:**

This is professional work which involves evaluating the vocational potential of deaf and hard of hearing clients, utilizing all available diagnostic and related services incidental to the determination of eligibility for, and the nature and scope of services to be provided under the Vocational Rehabilitation Act. The incumbent jointly develops an individualized written rehabilitation plan with the client; arranges, coordinates, and supervises the services necessary to reach a vocational goal; provides job placement services to eligible, qualified individuals; provides on-site vocational orientation to clients to ensure appropriate adjustment to the work situation; and counsels with employers concerning special needs of deaf and hard of hearing employees. Direct supervision may be exercised over DRS-Interpreters for the Deaf. Duties also include organizing and coordinating community resources to ensure the provision of quality rehabilitation services to the deaf population.

### **MINIMUM QUALIFICATIONS:**

These minimum qualifications have been agreed upon by Subject Matter Experts (SMEs) in this job class and are based upon a job analysis and the essential functions. However, if a candidate believes he/she is qualified for the job although he/she does not have the minimum qualifications set forth below, he/she may request special consideration through substitution of related education and experience, demonstrating the ability to perform the essential functions of the position. Any request to substitute related education or experience for minimum qualifications must be addressed to the State Personnel Board in writing, identifying the related education and experience which demonstrates the candidate's ability to perform all essential functions of the position.

### **EXPERIENCE/EDUCATIONAL REQUIREMENTS:**

#### **Education:**

Bachelor's Degree from an accredited four-year college or university in Rehabilitation Counseling or a related field;

**AND**

#### **Experience:**

One year of experience related to the described duties.

### **Certification, Licensure, and/or Registration Requirements:**

Must meet agency required proficiency standards for manual communication within the first eighteen (18) months of employment in the position.

Within three (3) to five (5) years following the probationary period, the incumbent must complete a Master's Degree.

**Substitution Statement:**

Possession of a degree in Deaf Counseling or a directly related field may be substituted for agency required certification.

A Master's Degree will be required 3 to 5 years following the probation period.

**PHYSICAL REQUIREMENTS:**

These physical requirements are not exhaustive, and additional job related physical requirements may be added to these by individual agencies on an as needed basis. Corrective devices may be used to meet physical requirements. These are typical requirements; however, reasonable accommodations may be possible.

**Light Work:** May frequently walk or stand and/or frequently exert force equivalent to lifting up to approximately 10 pounds and/or occasionally exert force equivalent to lifting up to approximately 20 pounds.

**Vision:** Requires the ability to perceive the nature of objects by the eye.

**Near Acuity:** Clarity of vision at 20 inches or less.

**Midrange:** Clarity of vision at distances of more than 20 inches and less than 20 feet.

**Far Acuity:** Clarity of vision at 20 feet or more.

**Peripheral:** Ability to observe an area that can be seen up and down or left and right while eyes are fixed on a given point.

**Depth Perception:** Three-dimensional vision. Ability to judge distances and spatial relationships so as to see objects where and as they actually are.

**Ability to adjust focus:** Ability to adjust the eye to bring an object into sharp focus.

**Speaking/Hearing:** Possesses the ability to give and receive information through speaking and listening skills.

**Motor Coordination:** While performing the duties of this job, the incumbent is regularly required to sit; use hands to finger, handle, or feel objects, tools, or controls; and reach with hands and arms. The incumbent is occasionally required to stand; walk; climb or balance; and stoop, kneel, crouch, or bend.

**COMPETENCIES:**

The following competencies describe the knowledge, skills, abilities, and attributes that lead to a successful employee in this position. An applicant will be expected to exhibit these competencies or the ability to reach competency achievement within a specified time. These competencies are linked to the essential functions of the job. Employees in this position may be evaluated on these competencies as part of the performance appraisal system. Example behaviors are listed below each competency and are used for illustrative purposes only. Specific behaviors may be identified and included later by the hiring agency. It is understood that some of these behaviors might not be acquired until a reasonable time after hire. Failure of an employee to successfully demonstrate some or all of these competencies, as deemed important by his or her reporting official, may result in the employee being placed on a performance improvement plan. If after a reasonable period of time, usually three (3) months, the employee fails to demonstrate successful performance, the employee may be terminated. These competencies include, but are not limited to, the following:

**PUBLIC SECTOR COMPETENCIES:**

**Integrity:** Exhibits behaviors showing a strong internal personal commitment to fundamental principles of honesty and fairness dealing in all activities related to job performance.

**Work Ethic:** Is productive, diligent, conscientious, timely, and loyal.

**Service Orientation:** Demonstrates a commitment to quality public service through statements and actions.

**Accountability:** Accepts responsibility for actions and results.

**Self Management Skills:** Effectively manages emotions and impulses and maintains a positive attitude.

**Interpersonal Skills:** Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships.

**Communication Skills:** Receives, attends to, interprets, and responds to verbal messages and expresses information to individuals or groups effectively.

**Self-Development:** Adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles.

**TECHNICAL COMPETENCIES:**

**Technical Proficiency:** Reads, comprehends, evaluates, interprets, and implements federal and state laws, policies, mandates, and regulations relating to rehabilitation counseling.

Recognizes the difference between disability & functional limitations. Reads, and has a basic understanding of medical aspects and implications of major disabilities. Understands the cultural reactions to disabilities in families and in society at large. Demonstrates an awareness of the attitudinal barriers experienced by persons with disabilities. Recognizes the need for continued professional and technical development. Effectively participates in training and continuing education. Effectively utilizes and demonstrates proficiency in agency-wide technical software needed to perform specific duties.

**Analytical/Innovative Thinking:** Analyzes complex problems to find best resolution by discovering or selecting rules, principles, or relationships between facts and other information and making correct comparisons or accurate conclusions.

Demonstrates an ability to integrate, interpret, and evaluate medical, educational, social, psychological, and vocational information about clients in order to determine rehabilitation counseling. Modifies rehabilitation plans as required. Sees key issues and actions in complex situations. Analyzes the effects of decisions on stakeholders. Adapts well to change. Plans effectively to achieve goals.

**Organizational Awareness/Commitment:** Represents and supports the agency positively.

Knows the organization's mission and functions. Knows how social, political, organizational, and technological systems work and operates effectively within them. This includes policies, procedures, rules and regulations of the work unit and the agency. Aligns self with MDRS mission and function. Understands and awareness of the impact of organizational goals and objectives in its service provision. Strives to make a difference with rehabilitation services.

**Interpersonal Relations/Development:** Demonstrates a commitment to client participation and understanding of rehabilitation services.

Counsels with clients to discover underlying needs. Assists clients in understanding and achieving goals. Develops and implements strategy for outreach. Develops rapport with client. Initiates, encourages, and facilitates partnerships with organizations to achieve goals. Deals effectively with high stress situations.

**Cultural Awareness:** Reflect upon the daily living patterns, societal structure, and value systems of the Deaf, DeafBlind, and Hard of Hearing Community.

Observing, comparing, and inquiring about deaf cultural phenomena such as differences among members of the deaf community. Recognizing the cultural norms necessary to function effectively within the Deaf, DeafBlind, and Hard of Hearing Community. When providing services in various work environments, interpreters consult with appropriate persons about proper etiquette to ensure that information is conveyed within the trade norms. Understand the education level of persons who are Deaf, DeafBlind, or Hard of Hearing. Develop respect and understanding of the beliefs, traditions, and cultural values of Deaf people.

**ESSENTIAL FUNCTIONS:**

**Additional essential functions may be identified and included by the hiring agency. The essential functions include, but are not limited to, the following:**

1. Organizes community and department resources to ensure quality rehabilitation services.
2. Arranges, coordinates, and supervises the services necessary to reach a vocational goal for deaf and hearing impaired clients.

**EXAMPLES OF WORK:**

**Examples of work performed in this classification include, but are not limited to, the following:**

Develops and maintains appropriate case-finding procedures.

Maintains a continuous program of public relations in the area of serving deaf and hard of hearing cases, including interpretation and provision of rehabilitation information to the public.

Determines client eligibility for rehabilitation services.

Makes contact with potential employers of deaf clients; provides on-the-job skills training to clients in conjunction with employers.

Assumes responsibility for job analysis in local industries, and for assisting industries in modifying job situations to accommodate the hearing impaired.

Manages fiscal allocations approved by the agency for use in providing rehabilitation services.

Develops with each client a total program of individualized rehabilitation services and manages each program until completed or otherwise terminated.

Develops and maintains liaison with medial professionals and individuals from other allied groups.

May work with staff of Mississippi School for the Deaf and Public School Systems to ensure the provision of all appropriate services to deaf and hearing impaired clients.

Coordinates assignments between deaf clients and DRS- Interpreters for the Deaf.

Performs related or similar duties as required or assigned.

**INTERVIEW REQUIREMENTS:**

Any candidate who is called to an agency for an interview must notify the interviewing agency in writing of any reasonable accommodation needed prior to the date of the interview.