



## School Therapist

Harmony Academy seeks a licensed adolescent behavioral health clinician for individual, family, and group work with young people in recovery from substance use disorders. Applicants must have experience with family systems, trauma, DBT or CBT, and developmental psychology. As a school-based therapist they will be an invaluable part of a multi-disciplinary team. We are seeking someone who is innovative and can practice good professional boundaries and self-care. No insurance billing is required for this position.

Harmony Academy is Oregon's first recovery high school, and the only ARS accredited recovery school in the state. We serve tri-county Portland youth, ages 14-21, in recovery from substance use disorders, in a tuition-free public-school setting.

## Application

To apply, email a statement of interest and a resume to [harmony.academy.careers@gmail.com](mailto:harmony.academy.careers@gmail.com). Please clearly describe in your email why you want to work with adolescents in recovery. Please include the word "therapist" in the subject line of your email.

## Job Description

**PRIMARY PURPOSE:** To promote and enhance the mission of Harmony Academy; to provide individual therapy for students, family therapy, group therapy, wellness-based education for staff and students; and to collaborate with the team to improve student health and wellness.

### ESSENTIAL DUTIES AND RESPONSIBILITIES

#### Assessment, Implementation, and Support

- Conducts multi-tiered needs assessments highlighting individual student needs, family needs, and school-based therapy needs.
- Collects and records information to share with appropriate personnel as a component of case study.
- Collects and records information to share with appropriate entities as related to grant and state reporting requirements.

#### Community Collaboration and Partnership:

- Builds strong relationships with youth.
- Maintains awareness of, and connection to, youth providers and programs across the tri-county area.



- Locates and mobilizes school and community resources to support the general health and well-being of students and their families.
- Attends meetings, networking events and professional development opportunities as appropriate.
- Collaborates with school staff to identify, determine and implement appropriate therapeutic interventions for identified social, emotional and behavioral issues
- Serves as a liaison between families, students, and the school to positively promote collaborative processes for students' behavioral health needs.
- Serves as a liaison between family, the school, and community agencies.

#### **Direct Clinical Care:**

- Provides direct clinical services to students and families.
- Employs SBIRT model to support students in connecting to appropriate care along the continuum as it relates to co-occurring mental health and substance use needs.
- Provides crisis intervention services including suicide assessments and safety plans.
- Provides parent/guardian educational materials and workshops.
- Provide clinical supervision for MSW interns and CADC candidates.

#### **Recovery Team Youth Behavioral Health Support**

##### Recovery Group Support

- Runs daily recovery groups, with an admin/educator, assisted by recovery mentors, except on days when guests visit (NA, Wednesdays visitors, etc.)

##### Urinary Analysis (UA) Review and Data

- Reviews UA results regularly as part of needs assessment.
- Requests UAs for students who may need higher levels of care.
- Communicates with families/caregivers when substances use significantly threatens student health and wellness (or life).

##### Recovery Mentor Case Notes Data Collection & Reporting

- Trains mentors on case-notes.
- Checks case-notes regularly for behavioral health concerns.

##### Recovery Plans

- Contributes generic and specific health and wellness goals to student recovery plans.

##### Searches

- Follows-up as needed with any escalated students.

##### Hall Monitoring/Access to Education

- Monitors the hallway when short-staffed.
- Supports staff and students in emergent situations.
- Gives training and re-training on de-escalation and trauma informed practices, as needed.
- Communicates when students may be experiencing behavioral health challenges that could impact learning (medication changes, trauma, sleep, etc.)
- Share notes from student interviews.

##### Referring for Behavioral Health Needs



- Supports recovery mentors in identifying behavioral health needs that fall outside of their scope.
- Trains recovery mentors as appropriate on referral processes for youth who need more support.
- Conducts suicide and behavioral assessment safety training for staff.

#### DHS and Law Enforcement Reporting

- Make DHS and/or law enforcement reports in role and responsibilities as a mandatory reporter without exception.

#### Collaboration with Peer Support Services

- With admin/educator, meets at least weekly to develop behavioral health curriculum, including timelines and materials.
- Communicates with mentors ahead of time if curriculum may be especially emotional.
- Reflects on emerging student needs in relation to recovery groups.
- Review UA data with the recovery team to support decisions about re-entry, enrollment, 30-day agreements and/or higher levels of care.
- Assigns mentors during recovery team meetings.
- Reviews student data during recovery team meetings to decide what to bring to MTSS, QI, etc.
- Reviews recovery plan completion and ongoing needs at recovery team meetings.
- Works together to develop and document plans that support students in improving health and wellness, living self-directed lives, and reaching their full potential.
- Collaborates to develop user-friendly recovery plan templates that include elements specific to staff support roles, including mentors.
- Meets with mentors to create, review, and update plans of youth on caseloads.
- Works with entire team to support appropriate behavioral health referrals.
- Supports staff in maintaining confidentiality and building trust without keeping secrets.
- Supports mentors in recognizing, referring, and documenting situations that require reporting to DHS and/or law enforcement.

#### **School Culture and Climate:**

- In collaboration with administration and the QI Team, conducts ongoing needs assessments to create a culture and climate conducive to holistic recovery for all impacted youth.
- Offers professional development opportunities for staff related to trauma, SUD, equity, and needs of students and families within an ecological context.
- Provides staff consultation on student behavioral health needs.
- Assists in outreach to increase supports for students.
- Engages in ongoing professional development to stay current on best practices for supporting diverse youth with SUD and cooccurring disorders, their families, and their communities.
- Serves as point person for school upstream suicide prevention program.

#### **Collaboration with Quality Improvement Team:**

- Collaborates with team members to create and deliver engaging behavioral health curriculum for daily groups.



- Serves as a member of the Quality Improvement Team, contributing to a cooperative, transparent process.
- Works with the team to collect, analyze, and interpret quantitative and qualitative data to support decisions about students' behavioral health needs.
- Contributes to complex decision-making processes about students navigating systems of care.

## **MINIMUM QUALIFICATIONS**

### **Education, Training, and Experience**

- Candidate must hold any of the following:
  - A TSPC Personnel Services License issued by the TSPC with a School Counselor, School Psychologist or School Social Worker Endorsement, or
  - A Licensed Clinical Social Worker (LCSW) issued by the Oregon Board of Licensed Social Workers, or
  - A Professional License issued by the Oregon Board of Licensed Counselors of Therapists, and
- Experience working with people experiencing co-occurring mental health and SUD

### **Necessary Skills and Abilities:**

- Work collaboratively with other staff to create a robust and multi-faceted program for youth impacted by substances and cooccurring disorders.
- Establish and maintain effective working relationships with individuals and groups from varied educational and cultural backgrounds.
- Collaborate with other partners along the continuum of care.
- Demonstrate effective liaison relationships with parents, schools, and agencies.
- Select and conduct assessments.
- Provide crisis intervention and counseling.
- Interpret data/
- Develop, coordinate and deliver relevant training to stakeholders.
- Interpret, apply and explain rules.
- Communicate effectively and impart concepts and information accurately both orally and in writing.
- Analyze and evaluate situations accurately and adopt an effective course of action.
- Maintain confidentiality and discretion.
- Work independently with little direction.

### **Desired Qualifications:**

- CADC-II or CADC-III Certification
- Work experience in school systems and/or with adolescents