

DEPARTMENT OF EDUCATION  
STATE OF HAWAII

8C.108  
8C.109  
8C.110  
8C.111  
8C.112  
8C.113  
8C.114

Specifications for the classes:

**HUMAN SERVICES PROFESSIONAL I, II, III, IV, V, VI, VII**  
**(HUMAN SVCS PROF I, II, III, IV, V, VI, VII)**

**Series Definition:**

Human Services Professionals (HSPs) seek to improve the overall quality of life of people within the context of their environment through the remediation and prevention of their problems, and by improving accessibility, accountability and coordination of service delivery among a variety of professionals and/or agencies tasked with providing appropriate services to clients. HSPs come from a variety of interdisciplinary bases, establish working relationships of mutual respect and trust with the clientele served, and utilize a variety of helping interventions to enable these clients to function as effectively as possible.

HSPs are found in a variety of settings and work with diverse types of people. They may be found in hospitals and other health service agencies, social service agencies, schools, correctional facilities, and programs concerned with substance abuse, aging, and family violence. They interact with clients as well as their family members, friends, employers, and teachers; court personnel; physicians; and other professional staff engaged in the helping professions. Services provided to clients may be fairly simple and brief, such as identifying and making referrals to service providers within a specific geographic area who provide assistance in meeting readily identifiable needs. Services may also be more complex such as in dealing with clients who are resistive to accepting services, or have psychological and physical problems such as multiple disorders or drug addiction which can create further problems in their understanding of situations and accepting and following treatment plans, and can cause them to become belligerent or violent towards themselves and others. Such clients may have problems for which no clear treatment modalities exist, or treatment services may be fragmented and must be developed or coordinated with the aid of a variety of other service providers.

Although work settings and clientele may differ, all HSPs use similar professional concepts, principles and techniques regardless of the program in which they work. They share a common comprehension and the effective use of core work functions. This includes understanding the nature of human behavior such as individual motivations and group dynamics; understanding and assessing client strengths, problems, and needs; the development of service plans, which includes components such as intake, assessment, provision of ongoing services, and continued evaluation; the direct provision and/or coordination/referral of treatment services; monitoring and evaluating progress and providing ongoing support; and making changes to service plans as necessary. (Note: In some situations, because of the size of the organization, distribution of client base, or program emphases, not all HSPs will always perform all of the core work functions. The organization may choose, for example, to segregate initial intake functions from ongoing case management work. However, no matter how the

work is organized, HSPs must still have a comprehensive knowledge of the overall human services delivery program and core work skills in order to effectively perform their work.)

HSPs may provide all direct treatment services to clients, may provide specialized services in conjunction with other professionals, and/or may coordinate services and make referrals. They may also serve as team leaders, and may supervise lower level HSPs and/or Social Workers (SW), or other members of interdisciplinary teams engaged in human services work, and may also perform professional human services program support work in areas such as program development and evaluation, policy formulation, consultation to others on human services work concerns, and staff training and development in human services work methods and techniques.

### **Level Distinctions:**

Classes in this series are distinguished from each other by differences in:

1. The character and complexity of work in terms of the nature, variety and difficulty of work assignments; the scope and level of responsibility; and the impact of the work on others or on program operations;
2. The breadth of professional knowledge, judgment and abilities required to establish and provide appropriate services to clients, establish policies and to plan, develop, implement and evaluate programs, operations, plans and services;
3. The nature and degree of supervision exercised over subordinate positions; and the scope of supervisory actions performed which is conditioned by the difficulty of work, variety of functions, and complexity and size of the organization supervised; and
4. The nature and extent of supervisory and/or programmatic controls which limit the scope of work, and the nature and finality of recommendations and/or decisions. (Note: Supervisory control follows a standard pattern of close supervision at the lower levels which gradually becomes more relaxed as the worker progresses on the job, until at the journey-level, the worker functions largely independently. However, given the nature of the work, which may involve life or death situations, the supervisor or other managers may work together with the worker to provide direction in making casework decisions in extremely critical or unusual situations which may be life-altering or precedent-setting. This type of intervention should not affect the classification of a position given the other level-determining factors in the assigned work.)

### **Distinguishing Characteristics:**

Human Services Professional I (8C.108)

This is the entry level in the series. Positions in this class receive training in the basic principles, methods and techniques of professional human services work and orientation to the specific work organization and its functions, objectives, policies and procedures. Cases are assigned concurrently with orientation and training. Cases may initially be fewer in number than those assigned to more experienced workers and, as far as can be anticipated, will be those with problems which are limited in scope and complexity, or may require only short term intervention. Cases are selected to develop the employee for progression to a higher level of work. Supervision is close and immediate, and work assignments are closely and critically reviewed for compliance with instructions and application of approved practices, and to assure potential for further training and development.

Human Services Professional II (8C.109)

This is the advanced trainee level in the series. Positions in this class continue to receive training in the principles, practices and techniques of professional human services work and are assigned increasingly complex cases while continuing to advance toward becoming independent workers. Routine casework which follow well-established procedures are performed under more relaxed supervision. Additional, more complex cases, which are assigned to develop the employee toward greater independence, are more closely reviewed.

Human Services Professional III (8C.110)

This class reflects positions which are distinguished by the complexity of assigned cases and level of authority assumed by the worker. The following illustrates the types of positions found in this class:

Type A: These positions function as fully independent workers who provide the full range of core human services work such as assessment of needs; development and implementation of service plans, which may include direct services such as advising/counseling and/or referral/coordinative services; and monitoring, evaluating, and making appropriate adjustments to service plans. Clients served represent the full range of cases coming within an agency's purview, and include those with conditions such as a variety of psychosocial, physical/medical, and environmental problems. For most cases, clients' needs are fairly well defined and appropriate services are identifiable and generally available. Relationships with the clients are generally more supportive rather than crisis-oriented in nature, and the HSP uses skill and judgment in assisting clients to face and accept their problems and realistically consider options to deal with their situations. Work is performed under general supervision, in accordance with established program policies and procedures. The incumbent is expected to seek guidance from the supervisor if unusual case complexities arise.

*Examples of positions performing this type of work are those providing ongoing support to developmentally disabled clients who have been declared eligible for services; or positions which serve as part of a multidisciplinary team and provide a social services assessment and care coordination component to assure access to services for children with special health needs; or positions which oversee child care providers, facilities and homes to ensure conformance to regulatory and child safety standards, and to assure that eligible families receive child care subsidies and other supportive services to facilitate employment.*

Type B: These positions do not function at the fully independent worker level. All or a major portion of their assigned cases consist of clients for whom it is difficult to determine or obtain appropriate services; who may be hostile or resistant to services; or who present significant complexities due to factors such as multiple and/or severe psychosocial, physical/mental, and environmental problems. Positions utilize established policies and procedures and casework skills and judgment to address more routine aspects of casework, but due to the frequently volatile nature of the assigned cases, work will continue to be monitored by more experienced co-workers or the supervisor. Worker growth and skill development is expected to continue, and the worker is expected to function with increasing independence. Supervisory guidance will be sought for those cases which present unusual complexities.

*Examples of positions performing this kind of work are those which investigate cases of alleged child abuse or neglect in child protective services units, but do so under the guidance of a more experienced worker or the unit supervisor.*

#### Human Services Professional IV (8C.111)

This class reflects positions which are distinguished by the complexity of assigned cases and level of authority assumed by the worker. The following illustrates the types of positions found in this class:

Type A: The fully trained, experienced worker who independently performs the full range of professional human services work for a caseload consisting predominantly of highly complex cases. These are cases where clients frequently exhibit extreme hostility (which may include violent behavior to others or themselves) or resistance to services, possibly because they have been repeatedly referred to or compelled to accept agency services; have multiple and/or severe psychosocial, mental/physical, and environmental problems; or have become the focus of notoriety and/or intense public scrutiny; and there is difficulty in determining or obtaining appropriate services, and in having clients accept services and comply with treatment plans. Types of cases assigned may be similar to those assigned to the HSP III, Type B. However, at this level, the HSP IV, Type A, has a wider range of experience and more developed casework skills, and is expected to exercise considerable authority, judgment, and decision-making responsibility to perform work largely independently. Positions may also provide guidance to lower level HSPs and/or others providing professional human services. Initiative is left to the worker to consult with the supervisor should substantive

problems develop which could be significantly life-altering or present other unusual or controversial factors, or be precedent-setting.

*Examples of positions which perform this type of work are those in a health organization which independently provide the full range of core human casework services in a community setting to clients who meet eligibility criteria for severe and persistent mental illness. Positions which independently provide casework services to emotionally challenged youth who present multiple and complex physical/medical, psychosocial, and environmental problems; their families; and collateral contacts are also in this class.*

The work of these positions includes assessing clients' needs, strengths, and resources; making independent analyses of likely courses of action; and assisting clients to meet goals through methods such as counseling, teaching, role modeling, and linkages to community resources. Frequently voluminous and complicated reporting requirements such as justification for actions, periodic evaluations, and reimbursement requests required by Federal and State agencies add to work demands.

Type B: The fully trained and experienced HSP who serves as a program specialist under the direction of a higher level specialist or other professional, and is assigned a program which is fairly narrow in scope and/or generally part of a larger program area. Work may encompass various tasks such as interpreting, clarifying and developing guidelines within the overall scope of the larger program; drafting policies and implementation plans; developing training guides and providing training; and monitoring and reporting on implementation.

*An example of a position which performs this type of work is one which assists in program development work for the employment/work training for non-exempt food stamp recipients. The work includes developing and interpreting program rules and policies, developing and establishing a comprehensive service delivery model, preparing and monitoring service provider contracts, and preparing a variety of reports.*

Type C: The fully trained, experienced HSP who spends a significant portion of the work time in direct performance of work typical of the HSP or SW III and concurrently supervises a small group of less experienced HSPs and/or others providing professional human services, without having significant program management responsibility.

#### Human Services Professional V (8C.112)

Positions in this class serve as supervisors over groups of lower level professional staff providing human services work, or are engaged in program development and evaluation functions. The work requires a significant amount of knowledge of human services skills; program goals and organizational objectives; and pertinent policies, procedures, laws, rules, and regulations. Work is performed under general supervision. The following illustrates the types of positions found in this class:

Type A: Positions which serve as unit supervisors with full technical and administrative responsibility over a group of subordinate HSPs and possibly other professional staff who are engaged in providing direct casework or related services, and non-professional support staff. Positions are responsible for planning, organizing and directing the activities of the unit in order to meet program and organizational objectives. Positions assign, review and evaluate the work of subordinate staff; provide technical guidance and staff training and development; counsel and discipline/recommend discipline for staff; and perform other related duties as necessary.

Type B: Positions which serve as program specialists or staff consultants assigned to new or existing programs, or major segments of large programs, who work under the supervision of a higher level specialist or professional position. Positions are responsible for assignments such as independently monitoring and ensuring the continued relevancy of program goals, policies, and training in light of changes in policies, laws, and organizational objectives; developing, evaluating, and/or modifying various program components in response to policy changes, changes in organizational objectives, etc.; anticipating the need for staff training and developing training materials and programs; and implementing staff training. The work requires a thorough knowledge of human services skills, program objectives, service delivery methods, etc., as well as State/Federal statutory and regulatory requirements to insure compatibility of contemplated agency actions. Positions may also provide direction to lower-level program specialists, or serve as team leaders when necessary.

#### Human Services Professional VI (8C.108)

Positions in this class work within a framework of established departmental policies to plan, direct, and coordinate human services programs where the work is so complex and intense as to require supervision through subordinate supervisors, or may also work in a staff capacity concerned with supervising the development and implementation of new policies and procedures.

Work at this level is performed under general administrative direction, based on current objectives. Work is reviewed for compliance with directives and decisions, and is not usually questioned on a technical basis. Decisions and recommendations are often made under conditions of urgency, and call for the utilization of skilled judgment and recognized professional experience and expertise. Work may also call for the development of new concepts, guides, and methodologies in solving unprecedented problems. Positions are expected to develop and actively participate in community approaches to problems and to serve as liaison to other pertinent public and private organizations. The following illustrates the types of positions found in this class:

Type A: A supervisor of a work organization which is so large and complex that it requires control and coordination through subordinate unit supervisors.

**Type B:** A program or staff specialist responsible for developing, recommending, evaluating, reviewing, and revising policies, procedures, methods, and techniques in one or more broad areas of human services. Such responsibility involves supervising a staff of subordinate program specialists predominantly at the HSP and/or SW V level.

Human Services Professional VII (8C.114)

A position in this class serves as the manager of a division level staff office providing human service consultation and administration support services to program administrators and supervisors. Work includes planning, directing, coordinating, reviewing, and evaluating work of subordinate staff (composed primarily of HSPs V and VI or other professional staff at the same levels) engaged in developing, revising, and evaluating policies, procedures, and standards required for the execution of human services programs.

**Knowledge and Abilities Required:** The knowledge and abilities required in order to effectively perform the key duties for each of these classes are indicated in the table below. The degree of each knowledge and ability required is commensurate with the scope and level of complexity of the duties and responsibilities that are reflected in each class.

*"P" indicates prerequisite knowledge and abilities, which must be brought to the job. "A" indicates knowledge and abilities that are required for full performance but may be acquired on the job, within the probationary period.*

	Human Services Professional Class						
	I	II	III	IV	V	VI	VII
<b>KNOWLEDGE OF:</b>							
1. General research methods and techniques.	P	P	P	P	P	P	P
2. Methods and techniques for evaluating and analyzing facts.	P	P	P	P	P	P	P
3. Report and letter writing.	P	P	P	P	P	P	P
4. Interviewing methods and techniques.	A	A	P	P	P	P	P
5. Counseling methods and techniques.	A	A	P	P	P	P	P
6. Various social, psychological, economic and emotional factors, such as culture, gender, age, disabilities, values, etc., that can influence the behavior and attitude of individuals.	P	P	P	P	P	P	P
7. Principles and practices of behavioral sciences.	P	P	P	P	P	P	P
8. Casework methods and techniques such as assessment and diagnosis used to evaluate and provide treatment for people who need services.		A	P	P	P	P	P
9. Pertinent laws, rules, regulations, policies and procedures which affect clients and the services provided	A	A	A	P	P	P	P

	Human Services Professional Class						
	I	II	III	IV	V	VI	VII
to them.							
10. Mission, goals, and objectives of the organization.	A	A	A	P	P	P	P
11. Role of the program and the organization, and its relationship with other human service organizations.	A	A	A	P	P	P	P
12. Community resources available to client groups.		A	A	P	P	P	P
13. Principles and practices of supervision.					A	P	P
<b>ABILITY TO:</b>							
1. Read, understand and interpret complex written materials, such as laws and regulations.	P	P	P	P	P	P	P
2. Collect, analyze, evaluate and interpret information.	P	P	P	P	P	P	P
3. Prepare written reports, correspondence, and other official documents.	P	P	P	P	P	P	P
4. Communicate effectively with others, orally and in writing.	P	P	P	P	P	P	P
5. Understand and demonstrate skill in the application of principles, methods and techniques of human services.	A	A	P	P	P	P	P
6. Understand, interpret and apply laws, rules and regulations pertaining to human service programs of the employing agency.	A	A	A	P	P	P	P
7. Elicit pertinent facts and information from individuals and relate such information to a helpful course of action.	A	A	P	P	P	P	P
8. Exercise tact, diplomacy and discretion in working with clients. Establish and maintain effective working relationships with diverse populations.	P	P	P	P	P	P	P
9. Maintain an objective and emotionally stable attitude in working with criminal offenders and others in possibly distressing situations.	P	P	P	P	P	P	P
10. Supervise the work of others.					P	P	P
11. Develop new/revised program policies and procedures.					P	P	P
12. Develop short- and long-range plans in accordance with program goals and objectives, and identify available and additional resources required.						P	P

**MINIMUM QUALIFICATION REQUIREMENTS**

**Basic Education Requirement:**

Graduation from an accredited four (4) year college or university with a bachelor's degree which included a minimum of twelve (12) semester credit hours in



courses such as counseling, criminal justice, human services, psychology, social work, social welfare, sociology or other behavioral sciences.

The education background must also demonstrate the ability to write clear and comprehensive reports and other documents; read and interpret complex written material; and solve complex problems logically and systematically.

**Experience Requirements:**

Except for the substitutions provided for in this specification, applicants must have had progressively responsible experience of the kind and quality described in the statements below and in the amounts shown below, or any equivalent combination of training and experience.

Class Title	Specialized Exp (years)	Supervisory Exp (years)	Admin. Exp. (years)	Total Exp. (years)
HSP I	0	0		0
HSP II	½	0		½
HSP III	1 ½	0		1 ½
HSP IV	2 ½	0		2 ½
HSP V	3 ½	*		3 ½
HSP VI	4 ½	*		4 ½
HSP VII	4 ½	1	**	5 ½

**\*Supervisory Aptitude:** Supervisory aptitude is the demonstration of aptitude or potential for the performance of supervisory duties through successful completion of regular or special assignments which involve some supervisory responsibilities or aspects of supervision, e.g., by serving as a group or team leader; or by successful completion of training courses in supervision accompanied by the application of supervisory skills in work assignments; or by the favorable appraisals by a supervisor indicating the possession of supervisory potential.

**\*\*Administrative Aptitude:** Administrative aptitude will be considered to have been met when there is strong affirmative evidence of the necessary administrative aptitudes and abilities. Such evidence may be in the form of success in regular or special assignments or projects which involved administrative problems (e.g., in planning, organizing, promoting, and directing a program, including policy and budgetary considerations; providing staff advice and assistance in such matters); interest in administration demonstrated by the performance of work assignments in a manner which clearly indicates awareness of administrative problems and the ability to solve them; completion of educational or training courses in the area of administration accompanied by the application of the principles, which were learned, to work assignments; management's observation and evaluation of the applicant's leadership

and administrative capabilities; success in trial assignments to managerial and/or administrative tasks.

Specialized Experience:

Progressively responsible professional work experience which involved helping individuals and their families find satisfactory ways of identifying their problems, coping with their conditions, and functioning effectively within their environments. Depending on the employment setting and the kinds of clients served, job duties and responsibilities may vary, although typically the work will include the identification and evaluation of the client's problems and needs; the development of a service or treatment plan, sometimes in tandem with other professionals working in an interdisciplinary team; the initiation and implementation of the service plan, either directly or through the authorization of provider/vendor services; monitoring of services being provided; and evaluation/assessment of the client's progress, with amendments to the service/treatment plan made as appropriate.

Non-Qualifying Experience:

Experience which did not provide the necessary professional human services concepts and theories and the background and knowledge of the principles, methods, and techniques of professional human services work will not be considered as qualifying experience. Examples of non-qualifying experience include, but are not limited to:

- 1) Experience providing supportive services to professional Human Services Specialists, Social Workers, Vocational Rehabilitation Specialists, Public Housing Managers, or other professional workers in such programs as public welfare, family court, etc., where predominant tasks included, e.g., transporting persons or making phone calls to confirm/monitor appointments; and
- 2) Experience determining the eligibility of applicants/recipients for benefits under a public welfare program such as medical assistance, food stamps, and other benefits.

Supervisory Experience:

Supervisory work experience which included: (1) planning, organizing, scheduling, and directing the work of others; (2) assigning and reviewing their work; (3) advising them on difficult work problems; (4) training and developing subordinates; (5) evaluating their work performance; and (6) disciplining or recommending discipline as appropriate.

Substitutions Allowed:

1. Possession of a Master's degree in counseling, psychology, social welfare, sociology or other behavioral science, which included successful completion of a minimum of three (3) courses dealing with the human condition such as understanding human behavior, motivations, and emotions; socialization processes; personality development; understanding of various cultures; behavior disorders; etc., will be deemed to meet all requirements for the class Human Services Professional III. A practicum or internship which allowed the practice, under appropriate supervision, of studied theory, is preferred.
2. Possession of a Bachelor's degree in Social Work from an accredited college or university will be deemed to meet all requirements for the class Human Services Professional II. Coursework which integrates the knowledge and skills gained in the classroom with field work, and which allows the applicant, under appropriate supervision, to work with and gain an understanding of people in need of human services, is preferred.
3. Possession of a Master's degree in Social Work from an accredited college or university will be deemed to meet all requirements for the class Human Services Professional III, provided that coursework focused on preparation for direct services work; i.e., helping people in need, rather than, e.g., being concerned primarily with administration or academic research. Practicum experience which focused on helping people in need is also preferred.

**Quality of Experience:**

Possession of the required number of years of experience will not in itself be accepted as proof of qualification for a position. The applicant's overall experience must have been of such scope and level of responsibility as to conclusively demonstrate that he/she has the ability to perform the duties of the position for which he/she is being considered.

**Selective Certification:**

Specialized knowledge, skills, and abilities may be required to perform the duties of some positions. For such positions, Selective Certification Requirements may be established and certification may be restricted to eligibles who possess the pertinent experience and/or training required to perform the duties of the position.

Agencies requesting selective certification must show the connection between the kind of training and/or experience on which they wish to base selective certification and the duties of the position to be filled.

**Tests:**

Applicants may be required to qualify on an appropriate examination.

**Physical and Medical Requirements:**

Applicants must be physically able to perform, efficiently and effectively, the essential duties of the position which typically require the ability to read without strain the printed material the size of typewritten characters, glasses permitted, and the ability to hear the conversational voice, with or without a hearing aid, or the ability to compensate satisfactorily. Disabilities will not automatically result in disqualification. Those applicants who demonstrate that they are capable of performing the essential functions of the position with or without reasonable accommodation will not be disqualified under this section.

Any conditions which would cause applicants to be a hazard to themselves or others are cause for disqualification.

Any disqualification under this section will be made only after a review of all pertinent information including the results of the medical examination, and requires the approval of the Superintendent of Education.

**Mental/Emotional Requirements:**


All applicants must possess emotional and mental stability appropriate to the job duties and responsibilities and working conditions.

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Due to the transfer of authority to the Department of Education to administer its own Civil Service System pursuant to Act 51 Session Laws of Hawaii 2004, this is an adoption of the class specifications and minimum qualification requirements for the Executive Branch Civil Service classes HUMAN SERVICES PROFESSIONAL I – VII by the Department of Education’s Civil Service system.

DATE APPROVED: NOV - 1 2005

EFFECTIVE DATE: OCT 1 7 2005

  
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Gerald Okamoto  
Assistant Superintendent  
Office of Human Resources