# Employee Work Profile

Work Description/Performance Plan

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| Position Number: | | | Department/Division:  DGIM | |
| Role Title & Code: | | | Working Title:  Transition Coordinator | |
| Pay Band: | | | Position supervises two or more FTEs:  Yes  No | |
| Supervisor’s Position #:  570100 | Supervisor’s Role or Faculty Title:  Program Manager | | | Date: |
| Organizational Objective (Applicable Quest Themes; Division/Department/Team mission/goals):   1. Demonstrates competency in program managing transition age sickle cell patients, families and staff regarding appropriate resources to reduce hospital admissions and improve patient quality of life. 2. Provide patient support & counseling as needed in all aspects related to their medical care in both group and individual settings 3. Implement a diagnostic and assessment program for transition age patients 4. Provide program support for patients and act as a member of an interdisciplinary team to assist with medical care for patients 5. Communicates and documents patient care activities 6. Employee performs miscellaneous responsibilities suitable for their role | | | | |
| Purpose of Position (Cascading Goals for the individual employee):   1. Provide coordination of services related to transition age patients, including assessments, referrals and overall program management and development. 2. Provide liaison between pediatric and adult programs to ensure efficient and consistent care coordination across each discipline prescribed above. 3. Work as part of an interdisciplinary medical home case management team to achieve the above patient goals. 4. Work as part of an interdisciplinary team to support pediatric SCD patients transitioning into the adult SCD clinic, by establishing outreach, support groups, education, and support for career and medical needs. 5. Community engagement when needed to support transition age patients and their families. 6. Work with patients on setting goals, creating individual transition plans and provide sickle cell education. 7. Assist patients with transitioning to the adult model of care, insurance, vocational, etc | | | | |
| Knowledge, Skills, and Abilities (KSAs) and/or Competencies required to successfully perform the work:   * Ability to conduct biopsychosocial assessments on transition age patients, which would include assessing stress thresholds, understanding chronic disease, disease management knowledge and case management needs. * Ability to make learning objectives of patients needs, treatment recommendations, therapy referrals and /or other social services and community-based engagements. * Conduct psychoeducational workshops and support groups. * Liaison between pediatric and adult sickle cell teams, including daily and weekly meetings. * Document all assessments, referrals and supportive counseling notes in electronic medical files and RedCap. * Work as a member of a multi-disciplinary team to collaborate providers and patient navigators in ensuring improved patient care. * Ability to manage social media platforms for patient notifications of events, etc. * Efficient in Excel, Microsoft Word, Power Point and other platforms as needed | | | | |
| Education, Experience, Licensure, Certification required for entry into position:   * Master degree in social work, psychology or health related field preferred, bachelor degree in social work or related field required. * Minimum of two years ofprogram management preferred * Required to have skills to establish and maintain social media platforms. * Preferred experience working with sickle cell population for a minimum of one year. * Preferred knowledge of health care systems for a minimum of one year. * Must possess ability to relate to individuals and families of varied ethnic, cultural backgrounds, ages and economic circumstances. | | | | |
| **Please check “Yes” or “No” to show if this position is Sensitive or Resource Critical** | | | | |
| Yes  No **Sensitive Position**  (Positions that have direct contact with research animals, are responsible for direct  patient care and are responsible for safety, such as police and security staff) | | Yes  No **Resource Critical**    (Positions that have access to or control over confidential information related to  employees, students or patients, and have access to or control over significant  institutional assets) | | |

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| **FOR HR USE ONLY** | | | | |
| FLSA SALARY TEST | **FLSA JOB DUTIES EXEMPTION TEST USED** | | | |
| EMPLOYEE DOES NOT   MAKE $23,660 OR MORE   (Non-Exempt) | EXECUTIVE | | PROFESSIONAL | COMBINATION (CHECK TESTS  USED) |
| ADMINISTRATIVE | | COMPUTER |
| **FLSA STATUS** (as determined by VCU Human Resources) | | **HR CONSULTANT** | | **DATE** |
| **NON-EXEMPT**  **EXEMPT** | |  | |  |

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| **% Time**  **Spent**  **E or M[[1]](#footnote-1)** | **Core Responsibilities** | **Measures** |
| 1. Performance  Management  **(only for employees who supervise others)** |  |
| 0 %  E or  M |
| \_60\_\_\_%  E or  M | 2. Competency and performance Requirements | * Conduct biopsychosocial assessments on all transition aged patients * Conduct Transition Readiness assessments on transition aged patients (age 18-25) which includes assessing stress thresholds, understanding of chronic disease, disease management knowledge, and case management needs. This assessment is done for all incoming patients and must be repeated on an annual basis. * Conduct assessments for anxiety, depression, trauma, and potential substance abuse using: o Adverse Childhood Experience survey o PHQ-9 o GAD-7 o AUDIT-C or DAST-10 * Based on assessments, intern will make necessary learning objective plans with each patient as needed, treatment recommendations, referral to therapy and/or other social services and community-based organizations * Conduct on-going support groups for transition age patients to assist in processing difficult emotions related to transfer of care * Conduct educational workshops for transition age patients to include topics such as: disease management, Sickle Cell 101, healthy relationships, grief processing, trauma responses, substance abuse, social services, anger management, etc * Act as a liaison between transition age patients and adult sickle cell medical team as needed • Provide supportive counseling for transition age patients when appropriate * Document all assessments, referrals, and supportive counseling notes in Redcap * Work alongside Patient Navigators to assist transition aged patients in orienting to the adult sickle cell clinic, locations, processes, and care team when needed * Work as a member of a multi-disciplinary team to collaborate with providers and patient navigators in ensuring improved patient care and outcomes. * Effectively communicates and navigates systems to include health care, social services, education and community resources to assure patients access and appropriate use of these services * Identify problems and resources to help clients solve their problems with the goal of empowering the patient/family/others how to navigate * Work in a community and hospital settings, or other designated settings, to ensure that the patients’ needs are properly identified. This will include, but not limited to, home visitations, hospital visits, ED visits, other medical appointments and all other approved locations to work efficiently with the patient to provide stability. Currently this is a Hybrid model. * Establish and maintain a social media platform for patients and families. |
| \_\_20\_\_%  E or  M | 3. Patient Support and Assurances | * Is knowledgeable of the Patient Cantered Primary Care Medical Home and assists the interdisciplinary teams in promoting patient centered care. * Work with interdisciplinary teams while patient is hospitalized to prepare for discharge and ensure medical follow-up is secured and provided for the patient’s needs. * Works with patients to empower them to become an active participant in their health care. * Demonstrate skills in patient advocacy to assure access to care. |
| \_10\_\_\_%  E or  M | 4. Communicates and Document Patient Activities | * Provides a supportive environment for patient to discuss issues that need addressed through bi-monthly support groups and activities (hybrid and in-person, COVID-19 permitting). * Completes all documentation as required by the VCUHS team * Attend all scheduled trainings, workshops and additional workshops as indicated by supervisor * Documents and is competent in listening, share information 1:1 or in larger groups using establishes written and oral communication systems * Reports to program manager or medical director for any pertinent observation or information |
| \_10\_\_\_%  E or  M | 5. | * Attend all scheduled trainings, workshops and additional workshops as indicated by supervisor * Performs other duties as assigned/or participates in special projects in order to support the mission of VCUHS and the department * Planning for absences by ensuring coverage for patients * Accepts alternate assignments as required, graciously |
| \_\_\_\_%  E or  M | 6. |  |
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| **Special Assignments** | | **Measures** |
| 1.  E or  M | |  |
| 2.  E or  M | |  |

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| **Objectives and/or Competencies** | | | | | Measures | | | | | | | | | | | | | | |
| 1. **Customer Service**  If employee works onsite at the VCU Health System, use of a separate additional customer service evaluation tool is encouraged – see [www.hr.vcu.edu/employee/mgrannualperformance.html](http://www.hr.vcu.edu/employee/mgrannualperformance.html) for more information | | | | | * Listens to and anticipates customer needs; provides clear explanations; responds quickly; takes initiative to assist internal and external customers. * Communicates respectfully to internal and external customers; appreciates diversity and respects differences. * Observes confidentiality. * Uses all office resources, including the telephone, office equipment, electronic communications and the Internet, in a responsible manner and according to university policies and guidelines. | | | | | | | | | | | | | | |
| E or  M | | | | |
| 2. **Ethical Standards** (VCU Code of Conduct)  E or  M | | | | | * Demonstrates respect, honesty, excellence, responsibility and accountability; stewardship; compliance; and a commitment to integrity and ethical behavior by example in his/her day-to-day activities. | | | | | | | | | | | | | | |
| 3.  E or  M | | | | |  | | | | | | | | | | | | | | |
| 4.  E or  M | | | | |  | | | | | | | | | | | | | | |
| 5.  E or  M | | | | |  | | | | | | | | | | | | | | |
| Position's Physical/Cognitive Requirements. Indicate by each element: E = Essential; M = Marginal; or N/A | | | | | | | | | | | | | | | | | | | |
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| **Physical Demands and Activities:** | | | | | | | |  | | **Emotional Demands:** | | | | | | | | | |
| E | Light lifting | (<20 lbs.) | | | | | |  | | E | Fast pace | | | | E | Average pace | | | |
| N/A | Moderate lifting | (20-50 lbs.) | | | | | |  | | E | Multiple stimuli | | | | E | Frequent change | | | |
| N/A | Heavy lifting | (>50 lbs.) | | | | | |  | | E | Intense customer interaction | | | | | | | | |
| M | Pushing/pulling | | E | | Walking | | | | |  | | | | | | | | | |
| E | Standing | | M | | Climbing | | | | | **Mental/Sensory Demands:** | | | | | | | | | |
| E | Sitting | | E | | Reaching | | | | | E | Memory | | E | Reasoning | | | E | Hearing |  |
| E | Repetitive motion | | E | | Bending | | | | | E | Reading | | E | Analyzing | | | E | Logic |  |
|  | | | | | | | | | | E | Verbal communication | | | | | | | | |
| **Environmental Conditions:** | | | | | | |  | | | **E** | Written communication | | | | | | | | |
|  | Extreme heat/cold | | |  | | Fumes | | |  | | |  | | | | | | | |
|  | Extreme noise | | |  | | Mists/gases | | | Other: | | |  | | | | | | | |
|  | Vibrations | | |  | |  | | |  | | |  | | | | | | | |
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**ADDENDUM – Please attach an ORGANIZATIONAL CHART**

This page is separate from the remainder of the Work/Description/Performance Plan because it contains confidential employee information.

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| **Employee Name:**  Marla Brannon | | | **Department/Division:**  DGIM | | | | |
| Employee Development Plan (Professional/Career Development): | | | | | | | |
| **Learning Goals:** | | | | | | | |
| **Learning Steps/Resource Needs:** | | | | | | | |
| Confidentiality and Compliance Statement  I acknowledge and understand that I may have access to confidential information regarding employees, students, patients or the public, or to proprietary or other confidential business information belonging to Virginia Commonwealth University (VCU). In addition, I acknowledge and understand that I am required to reasonably comply with all applicable federal, state and University policies, procedures and regulations, including those related to recording leave and use of university funds or resources.  Therefore, except as required by law and excluding information that can be released under federal, state or university regulations, I agree that I will not:   * Access data that is unrelated to my job duties at VCU; * Disclose to any other person who does not have a business “need to know,” or allow any other person access to any information related to VCU that is proprietary or confidential. Disclosure of information includes, but is not limited to, verbal discussions, FAX transmissions, electronic mail messages, voice mail communication, written documentation, “loaning” computer access codes and/or any other transmission or sharing of data.   Furthermore, I agree to:   * Comply with or seek official exceptions to applicable policies and procedures.   I understand that VCU and its employees, students, patients or others may suffer irreparable harm by disclosure of confidential or proprietary information and that VCU may seek legal remedies available to it should such disclosure occur. I understand that failure to comply with applicable policies, procedures and regulations may result in a loss of resources and that VCU may seek legal remedies available to it should such losses occur. Further, I understand that violations of this agreement may result in disciplinary action, up to and including termination of my employment.  I also agree to the following conditions required by the federal Fair Labor Standards Act (FLSA). (To determine your FLSA status, see your supervisor.)   * If I am in a **Non-Exempt** employment status according to the FLSA, I will not work overtime (for example, beyond 40 hours in a workweek, after typical work hours or through lunch periods) unless I receive specific instruction/permission from my supervisor. * If I am in an **Exempt** employment status according to the FLSA, I understand that I may occasionally need to work overtime without receiving additional pay or accruing compensatory time. | | | | | | | |
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|  | Employee Signature | | |  | | Date |  |
| Review of Work Description/Performance Plan | | | | | | | |
| Supervisor’s Signature: | |  | | Date: |  | |  |
| Reviewer’s Signature: | |  | | Date: |  | |  |
|  | | | | | | | |
| Employee Comments: | | | | | | | |
| Employee’s Signature: | |  | | Date: |  | |  |
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1. Essential (E) or Marginal (M) job functions [↑](#footnote-ref-1)