

New

Ministry

Children and Family Services

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Requested Class

Child & Youth Care Worker

Job Focus

Operations/Program

Supervisory Level

00 - No Supervision

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Vacant

Organizational Structure

Division, Branch/Unit

Provincial Campus Based Care

Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

CYC Team Lead

Supervisor's Current Class

Design: Identify Job Duties and Value

Job Purpose and Organizational Context

Why the job exists:

Provincial Campus Based Care (PCBC) across the province that provide trauma-informed care and secure services to support vulnerable youth and their families.

Reporting to the Child & Youth Care Worker 2 - Team Lead, the Child & Youth Care Worker 1C (CYCW1) ensures the current developmental and well being needs, of moderate to extremely emotionally and behaviorally challenged youth, are met in a trauma informed environment. The CYCW1C is a member of a multi-disciplinary team that is primarily responsible for providing direct services that ensure a safe and secure environment and social milieu that assesses, identifies and implements the specific care needs and direct program delivery for vulnerable youth in care, who are receiving Child Intervention services via the Child, Youth and Family Enhancement Act and/or Protecting Sexually Exploited Children's Act. The CYCW1C works directly with youth, their families and as a member of the Multi-Disciplinary team.

As a primary care provider, these positions are relied on to ensure that the individual child/youth's needs are identified and that approved plans are implemented and evaluated to determine achievement goals. The Child and Youth Care Worker provides input to the Multi-Disciplinary team based on observations and direct interaction with the child. The Child & Youth Care Worker 1C ensures a safe and secure trauma informed environment consistent with the centre philosophy and policies. Positions in this class may work in either an open or secure environment.

The CYCW1C may be responsible for Acting Team Lead responsibilities and activities in the absence of the CYCW2

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

Service responsibilities

1. Act in accordance with relevant legislation, Ministry mandates and PCBC policies and procedures.
2. Ensure the current developmental needs of children/youth in care are met by actively participating in either the development of an assessment and/or Care.
3. Ensure the safety, well-being and basic needs of the children/youth by monitoring them and providing care according to the Agency policy and procedures, licensing requirements, accreditation standards and best practice.
4. Coordinate and facilitate the provision of medical/dental/optical assessments and appointments, and transport when required.
5. Provide the case management for children/youth that is consistent with Agency policies, procedures, philosophy, goals and learning environment.
6. Ensure accuracy, confidentiality, and safekeeping of PCBC records.
7. Participate in the service delivery, evaluation and reporting/recording of assessments, interventions and develop and implement care plans and review/revise as required with support of the multi-disciplinary team and in consultation with direct supervisor.
8. Develop and maintain respectful, cooperative working relationships with internal/external members of the multi-disciplinary team/partners/families/community at large and share relevant information as required.
9. Provide individual and group counselling.
10. Plan, participate and coordinate social programming, psycho -educational groups, trauma informed regulation activities, mindfulness activities, health education, recreational activities, cultural teachings and opportunities, and life skill development to support well being and short/long term goals.
11. Participate in Multi-disciplinary team meetings that address care recommendations/interventions/progress and modifications where required.
12. Act as an advocate to ensure service providers are meeting the best interests of the child/youth.
13. Coordinate and support the effective use/implementation of individual client and community resources.
14. Maintain a safe workplace and follow OHS best practices.
15. Provide therapeutic crisis intervention (TCI), de-escalation, behavior management support techniques and recovery practices as required.

Program Responsibilities

1. Ensure the safety, well being, social, emotional, physical, and basic needs are provided to the children/youth.
2. Provide life space counselling/teaching moments to support youth in their daily events.
3. Assess, adapt and respond to the changing needs and behaviors of the children/youth in potentially volatile and hostile, trauma sensitive situations.
4. Assess risk and respond according to PCBC policy and procedures.
5. Administer medication as required according to PCBC policy and procedures.
6. Assume the role/responsibilities of key worker for clients including but not limited to gathering intake information, implementing individual care needs, progress reviews, discharge planning, clothing inventories, orientations.
7. Maintain a safe and clean and environment.
8. Complete daily paperwork, file management, household routines and basic operational of the program as required.
9. Collaborate with the multi-disciplinary team and internal/external partners.
10. Maintain family contact and the relevant sharing of information.
11. Demonstrate safe practice and follow regulations for the operation of a motor vehicle in accordance to PCBC policy and procedures.
12. Provide support for the effective implementation of self-regulating techniques which may include appropriate dosing of sensory interventions and use of designated sensory rooms.
13. Document information for the purposes of data collection and outcome measures.
14. Conduct client satisfaction surveys.



Problem Solving

Typical problems solved:

The Child and Youth Care Worker 1 supports youth in the life space to ensure all basic needs are addressed. A safe and stable environment is foundational to establishing trusting relationships to promote healthy growth and development and meet the needs for youth receiving Child Intervention services.

Typically, youth receiving services may be unreceptive or pre-contemplative to receive supports. Staff must constantly evaluate dynamics and triggers to behaviors to determine the right intervention approach to bring the youth back to baseline or an acceptable/safe degree of conduct. Youth have experienced significant neglect, abuse, toxic stress, intergenerational trauma, grief, and loss and as a result have complex needs or compromised architecture of the brain. Executive functioning is impaired such as attention, memory, self regulation, emotional control, and inhibition. Emotional and behavior dysregulation may manifest as acting out, suicidal tendencies, running away, violent outbursts and aggression, self harm, and contribute to trauma related disorders such as depression, addictions, OCD, ODD, anxiety and borderline personality, etc., or vulnerability for further exploitation, victimization, and harm. etc. Cognitive impairments such as learning disabilities and low IQ, developmental disorders such as FAS and other mental health concerns affect the young person. The complexity prevails when the CYCW1 must be able to think critically and quickly to respond in a trauma informed lens, rather than react, for the purpose of maintaining safety for all youth and staff involved.

In this environment, intuitive judgement is required to recognize risk behaviour that may, if not detected and addressed early, result in dangerous incidents. Team collaboration and consultation with a CYCW2 -Team Leader is imperative so that multiple perspectives and interventions as per PCBC policy and procedures can be implemented.

This position directly impacts; youth receiving services, their families/guardians and indirectly affects the community.

Types of guidance available for problem solving:

Direct or indirect impacts of decisions:

SKILLS & ABILITIES:

- Individual and Group Counselling, empathy, and excellent active listening
- Crisis prevention, de-escalation, behavior management support techniques and recovery practices as well as non violent physical restraint
- Ability to deal effectively with highly volatile and unpredictable situations and complete environmental scans to gauge behavior and situations and think critically in intense/ dynamic environments
- Ability to problem solve a variety of situations, resolve conflict and teach transferability skills
- Excellent verbal and written skills including best practice for documenting/reporting and recording information
- Excellent therapeutic relationship/rapport building
- Excellent interpersonal skills, ability to engage and interact efficiently
- Proficient in computer skills
- Collaborative team member
- Demonstrates healthy self care and reflection
- Participate and run effective meetings
- Ability to measure and assess outcomes

The above skills and abilities contribute to the successful support, guidance and care of vulnerable youth and their ability to manage day to day events to lead a healthier, risk free and less conflictual lifestyle and maintain connections with significant others.

Key Relationships

Major stakeholders and purpose of interactions:

365, 24/7 contact with children/youth clients and their families for the provision of program and service delivery

Daily contact with Caseworkers, PSECA workers, Collaborative Service Delivery (CSD) partners, Representatives from the Office of the Child Advocate including Advocates, and Legal Representatives for Children and Youth (LRCY),

Psychologists

Daily or frequent internal contact with Supervisors, Management, Administrative Staff, CYCW1C's, CYCW2's, CYCW3's, Nursing staff, Indigenous Resource Consultants, Recreation Therapists, Teachers, Contracted Doctor's, Psychologists and Psychiatrists, Site Contractors,

Regular contact with Probation officers, Health Professionals including medical, psychiatric and mental health, Addictions workers, Community Follow up Workers, Community based Psychologists, therapists, Community Support services, placement providers, Cultural supports/resources and Elders, Foster/Kinship Care providers for the provision of external program and service delivery and support.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Diploma (2 year)	Other		

If other, specify:

Social Work, Child and Youth Care Degree or Diploma

Job-specific experience, technical competencies, certification and/or training:

KNOWLEDGE:

- Degree or Diploma in Child and Youth Care/Social Sciences or related human service profession
- Experience working with youth in group care or campus-based setting preferred.
- Valid driver's license required.
- All Mandatory training required for Accreditation Standards such Standard First Aid - Level C CPR/AED, Suicide Prevention, Non-Violent Crisis Intervention

CYCW1's have knowledge of and proficiency in understanding:

- Trauma informed and relevant best practices in campus based or residential settings.
- Child/Adolescent development theories including social learning, moral development, cognitive development, attachment, resiliency, strengths-based competency models, Change Models
- Principles in Behavior management and De-escalation techniques, Relational practices, Systems theory, Ecological approaches
- Developmental, Trauma related and Mental Health disorders and disabilities affecting youth such as FASD, ODD, OCD, depression, eating disorders such as anorexia and bulimia, pervasive personality, suicidal ideation, Autism and substance addictions.
- Related acts including the Child Youth and Family Enhancement Act (CYFE) and Protection of Sexually Exploited Children Act (PSECA)
- Issues related to youth development such as Self Esteem, Gender Diversity, Identity Crisis/Confusion, Peer Pressure, Bullying
- Appropriate legislation and policy such as CYFEA handbook, Accreditation Standards, Regional policy and procedures, PSECA protocol for police services, Public Health Act
- PCBC Policy and Procedures Manual
- Indigenous and/or other Cultural differences and how they impact care approaches for youth.
- Assessment tools and program planning
- Community resources
- Safety and security measures
- Familiarity with Mental Health Act, School Act, Freedom of Information and Privacy Act (FOIP), Young Offenders Protocol (Youth Criminal Justice Act), OHSA

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		

Creative Problem Solving	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Focuses on continuous improvement and increasing breadth of insight:</p> <ul style="list-style-type: none"> • Asks questions to understand a problem • Looks for new ways to improve results and activities • Explores different work methods and what made projects successful; shares learning • Collects breadth of data and perspectives to make choices 	<p>Each youth is unique and their care needs need to be designed to meet these unique needs. Ability to be creative in who to involve, how to address and ways to engage youth will be ensure to help youth on their healing path.</p>
Drive for Results	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Works to exceed goals and partner with others to achieve objectives:</p> <ul style="list-style-type: none"> • Plans based on past experience • Holds self and others responsible for results • Partners with groups to achieve outcomes • Aims to exceed expectations 	<p>Incumbent will assess youth (past trauma and current trauma responses) and work in collaboration with PCBC care team to achieve positive outcomes for youth. Build Collaborative Environments Collaborates across functional areas</p>
Build Collaborative Environments	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Facilitates open communication and leverages team skill:</p> <ul style="list-style-type: none"> • Leverages skills and knowledge of others • Genuinely values and learns from others • Facilitates open and respectful conflict resolution • Recognizes and appreciates others 	<p>Incumbent will need to build consensus on goals and care strategies across a multidisciplinary team both within the PCBC as well as with external professionals and guardian.</p>

Benchmarks

List 1-2 potential comparable Government of Alberta: [Benchmark](#)

Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

Employee Name

Date yyyy-mm-dd

Employee Signature

Supervisor / Manager Name

Date yyyy-mm-dd

Supervisor / Manager Signature

Director / Executive Director Name

Date yyyy-mm-dd

Director / Executive Director Signature

ADM Name

Date yyyy-mm-dd

ADM Signature

DM Name

Date yyyy-mm-dd

DM Signature