

Ministry

Describe: Basic Job Details**Position**

Position ID

Position Name (30 characters)

Current Class

Requested Class

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

 Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Design: Identify Job Duties and Value**Job Purpose and Organizational Context**

Why the job exists:

The Child and Youth Care Counsellor participates as a member of a multi-disciplinary team, providing direct services to support the needs of youth and their families. This position ensures that the therapeutic and social environment is safe and secure and that individual care plans are developed, followed and are meeting the individual needs of the youth. As a primary care provider, the position is relied on to continuously evaluate individual care plans, monitor and record behaviours, oversee and arrange for daily activities, and provide input to the team based on observations and direct interaction with the youth. The position may supervise a practicum student from a college or university.

Responsibilities

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

1. Environment is therapeutic and youth are empowered to function in a socially acceptable manner

- Assume role of 'key worker' for up to two youth and ensure that their needs are met (average stay in is from three to eight months)
- Assess risk and developmental levels by observing, interviewing, consulting with other professionals, reviewing history and youth's response to milieu. Ensure that family, cultures including ethnic and spiritual practices are adhered to.
- Participate in the development of individual care plans with youth and allied professionals. Identify where they are,

where they need to be and how they get there. Include long and short term goals. May include such things as addictions management, anger management, developing social skills. Plan is unique to each youth and is approved by Team Leader. Every youth has a plan.

- Utilize various types of support such as group counselling, individual counselling, addictions information sessions, separation and loss sessions, role plays, life and pace interviews, family involvement and positive re-enforcement
- Continual reflect on own attitudes, values and biases to ensure that our interactions with each youth are appropriate
- Provide routines and structure for the youth, observe and record their responses.
- Maintain daily anecdotal records for inclusion in individual client reports
- Meet formally with youth once per week to review progress toward goals and build rapport; ensure all documentation is completed.
- Complete monthly progress reports on care plans. Include progress toward goals, absence without leave (AWOL)s, behaviours in the centre and at community events, contacts, interaction with other youth and staff , significant events such as suicide attempts, fighting, threats to staff and peers and any searches or restraints required.
- Participate in case conference once per month with center team (key worker, youth, Team Lead, psychologist, case worker, teacher, placement coordinator, family (if applicable).
- Maintain contact with family members to provide updates on progress and any support required
- Ensure psychologist appointments are recorded as contacts and review and implement recommendations if appropriate.

2. Safe and healthy milieu for youth, staff, and visitors

- Continually assess and minimize risks. Be aware/alert to potentially risky situations
- Utilize crisis intervention techniques when required such as verbal de-escalation, time-outs, restrictive procedures
- Conduct searches as required i.e. rooms searches; youth returning from going AWOL must be searched with metal detector
- Constant observation of suicide risks at all times including night time
- Regularly account for and/or safely secure all potentially hazardous objects unless worker is present. i.e. cutlery, CDs, paper clips, glass objects, belts, craft supplies, medicines, pool cues and balls, hair spray.
- Incorporate some daily physical activity into schedule i.e. hip hop or aerobics class, hockey, fitness centre activities
- Provide basic needs including three well-balanced meals. Ensure daily hygiene needs are met (shower, clean clothes). Follow-up with consequences if rules are not followed.
- Ensure that some internal and external social activities are scheduled i.e. bowling, swimming, walks, wiener roasts, movie marathon, pool tournament, Sunday night movies at theatre, Halloween Party
- Teach living skills i.e. independent living skills, budgeting, bill paying, grocery shopping.
- Ensure medical needs are met and conduct follow up. i.e. Book medical, dental, optical appointments and take youth to appointments. Administer prescribed and non-prescribed medication if directed.
- Assist sick youth. Child and Youth Care Workers are required to accompany youth/ambulance to the hospital. i.e. serious sudden illness, seizures, self inflicted wounds
- Book and take youth to other appointments i.e. haircuts, health information sessions, dietician, AADAC, mental health, probation office. Court,
- Ensure youth attend school and that bedtime is adhered to. Know where youth are at all times through constant vigilance
- Teach youth how to complete chores and ensure that they complete them. i.e. dishes, laundry, cleaning bedrooms and modules, cleaning bathrooms, cooking, vacuuming
- Build rapport and healthy relationships through open communication, structure and routine, and caring

3. Prepare for transition to independence.

- Provide skills/education for successful transition, ensure tools are available
- Assist youth to become aware of behaviours and strategies for dealing with them
- Teach social skills to be used in community, with authority figures, families and peer groups
- Work with families to advocate for youth. Contact families to keep them aware of incidents including if youth leaves centre if appropriate. Make appointments and supervise family visits.

4. Administration and related duties are completed as required

- Provide briefing on all youth at the end of every shift. i.e. suggest how a new approach needs to be implemented
- Back-up cooking as required i.e weekends or cover-off during absence of designated personnel
- Maintain complete and accurate records and files for each youth i.e. update notes, critical incidents,

- May supervise a practicum student from the College or University and document performance
- May be assigned shift coordinator/lead hand duties
- May be required to be on call
- Answer phones and door after administration staff has left for the day
- Attend staff meetings
- Be a supportive co-worker and recognize own well being

Problem Solving

Typical problems solved:

This position directly impacts the youth receiving the services and their families or guardians and indirectly affects the community. Some youth acquire the learnings, information, and life skills to make healthy lifestyle choices and successfully transition back to the community whereas others may revert to unhealthy choices such as street life, addictions and crime.

The youth are from diverse backgrounds and have diverse issues, problems and needs. These may include victims or perpetrators of sexual abuse, those with addictions, anger problems, learning disabilities, mental health issues, Fetal Alcohol Syndrome (FAS) and Fetal Alcohol Spectrum Disorder (FASD), eating disorders and/or other issues. The total needs of the youth may be complex and differ greatly and interventions are not always well received. The complexity lies in determining how to best support and assist the child in a structured but nurturing/caring environment.

Responses to unique situations require unique solutions. One must think on one's feet to utilize the right tool/technique or speak the right words at the right time. One must also think ahead and utilize proactive solutions. There are often new schools of thought regarding behaviour modification techniques and the worker must change with the times.

Types of guidance available for problem solving:

Knowledge:

Degree or Diploma in Child and Youth Care or related area in human services

Directly related experience with adolescents (minimum 3 years)

Certification from the Child and Youth Care Association of Alberta

Child development theories, behaviour management techniques, intervention skills and family dynamics

Knowledge of health issues affecting youth such as FAS, FASD, drug and alcohol addictions, sexually transmitted diseases, HIV and AIDS, eating disorders such as anorexia and bulimia, suicide and others

Knowledge of disabilities such as mental health, epilepsy, Autism (parents or youth may have disabilities)

Knowledge of community resources

Knowledge of safety and security measures

Knowledge of the related acts including the Child Youth and Family Enhancement Act (CYFEA) and Protection of Sexually Exploited Children Act (PSECA)

Familiarity with Mental Health Act, School Act, Freedom of Information and Privacy Act (FOIP), Young Offenders Protocol

Knowledge of appropriate legislation and policy such as CYFEA handbook, AASCF Standards, Regional policy and procedures, PSECA protocol for police services, Public Health Act

Knowledge of cultural differences and how they impact care approaches for youth

Basic knowledge of assessment tools and program planning

Program and centre policies, procedures, practices

Knowledge of Master Agreement and Subsidiary Six agreement

Skills and Abilities:

Leadership and Supervisory

Team Player

Good judgment

Facilitation skills to deliver training and workshops

Intervention skills used to assess and de-escalate crisis situations

Behaviour management

Effective verbal and written communication skills

Organizational skills

Excellent interpersonal skills

Strong analytical and problem-solving skills
 Computer skills
 Valid Driver's License
 Mandatory Training Includes:
 Standard First Aid
 Crisis Intervention and Non abusive Restraint
 Suicide Prevention
 Aboriginal Awareness

Direct or indirect impacts of decisions:

Key Relationships

Major stakeholders and purpose of interactions:

Internal: Purpose: To supervise, provide and gather information, Supervisor/Manager problem solve, identify strategies, provide Clinicians, staff and residents updates
 Caseworkers
 Team Leaders
 Teachers
 External:
 Families and guardians To gather and exchange information; consult, Community Agencies participate on interagency committees, Intake Committee
 Psychiatrists
 Police and probation officers
 Doctors
 Aboriginal Community members
 Church representatives
 Lawyers
 Children's Advocate

Required Education, Experience and Technical Competencies

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

If other, specify:

Job-specific experience, technical competencies, certification and/or training:
 Degree or Diploma in Child and Youth Care or related area in human services
 Directly related experience with adolescents (minimum 3 years) including experience working with youth who
 Certification from the Child and Youth Care Association of Alberta

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		
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Benchmarks

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

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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
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_____ Supervisor / Manager Name	_____ Date yyyy-mm-dd	_____ Supervisor / Manager Signature
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_____ Director / Executive Director Name	_____ Date yyyy-mm-dd	_____ Director / Executive Director Signature
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_____ ADM Name	_____ Date yyyy-mm-dd	_____ ADM Signature
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_____ DM Name	_____ Date yyyy-mm-dd	_____ DM Signature
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