

Update

Ministry

Children and Family Services

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Facility Dog Handler

Current Class

Supervisory Level

Cost Centre

Employee

Employee Name (or Vacant)

Vacant

Organizational Structure

 Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Design: Identify Job Duties and Value

Changes Since Last Reviewed

Date yyyy-mm-dd

2025-01-02

Responsibilities Added:

1. (edited) Ensure the current developmental needs of children/youth in care are met by actively participating in a supportive role in either the development of an assessment and/or care.
2. (edited) Ensure the safety, well-being and basic needs of the children/youth by supporting care according to the Agency policy and procedures, licensing requirements, accreditation standards and best practice.
3. (edited) Participate in social programming, 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 goal when appropriate for facility dog support and approved by direct supervisor.
4. (edited) Participate in team meetings that address recommendations/interventions/progress and modifications where required.

5. (edited) Participate as a member of the multi-disciplinary care team, collaborate and share information and updates on the youth's progress/involvement with the facility dog.
6. (edited) Support connections and social interaction for youth.
7. (edited) Participate in special projects or community engagement as requested by direct supervisor.

Responsibilities Removed:

5. Provide the case management for children/youth that is consistent with Agency policies, procedures, philosophy, goals and learning environment.
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.
9. Provide individual and group counseling.
15. Provide crisis prevention, de-escalation, behavior management support techniques and recovery practices as well as non violent physical restraint as required.
17. c. . Provide consultation and share information to MDT
- 17.g. Make recommendations for additional resources, changes in strategies and options to assist the youth
18. b. b. Develop, coordinate and facilitate opportunities for facility dogs and youth at PCBC to enhance, or support existing social programming, psycho -educational groups, trauma informed regulation activities, mindfulness activities, health education, recreational activities, cultural teachings and opportunities, and life skill development activities.
1. Ensure the safety, well being, social, emotional, physical, and basic needs are provided to the children/youth. Assist in resolving group issues or significant individual concerns
2. Provides and coaches 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 and supports/debriefs with staff.
4. Makes decisions regarding high risk management requirements/restrictive procedures including referral to psychologist
5. Ensure administration of medication as required according to Agency policy and procedures.
6. Coordinates the role/responsibilities of key worker for clients including but not limited to gathering intake information, implementing individual needs, progress reviews, discharge planning, clothing inventories, orientations
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 stakeholders.
10. Maintain and support family contact and the relevant sharing of information.
15. Provide support to staff to ensure work is inclusive, collaborative, relevant and problem solve discrepancies.
16. Collaborate with MDT to provide consistent service delivery.

Job Purpose and Organizational Context

Why the job exists:

The Facility Dog Handler is responsible for the care, training and utilization of a facility service dog in a Provincial Campus Based Care centre environment, while also ensuring the current developmental and well being needs, of moderate to extremely emotionally and behaviorally challenged youth, are met in a trauma informed, campus based, intensive care or confinement environment for the duration of their shift and in collaboration of a team approach. This position serves as a resource to person(s) served and the PCBC multi-disciplinary team in a service capacity by effectively supporting youth to heal from and work through care. The facility dog, trained in obedience and specialty cues, is used in the work setting under the direction of the facility dog handler who has been trained in specific techniques which enable the dog to serve as a motivator, thus enhancing the accomplishment of client-related goals. Facility dogs that work in the Provincial Campus Based Care Centre can provide a sense of calm, security, and non-judgmental support during daily living events, care sessions and service meetings. Facility dog handler fosters the importance of holistic well being - Emotional (feeling), Mental (thinking) Physical (moving) and Spiritual (Connecting)

This role provides a safe and secure **supportive role to the therapeutic, social milieu that assesses,**

identifies and implements the specific care needs and direct program delivery for vulnerable children and 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.

Facility dog handler must demonstrate

- Facility Dog Handler competencies
- That the dog can remain calm and display good social behavior while interacting with a variety of people in different environments.
- knowledge of acceptable training techniques.
- an understanding of canine care and health.
- the ability to maintain training, problem solve, and continue to train and add new skills as needed.
- an understanding of how to use the dog in canine assisted interventions.
- knowledge of local access laws and appropriate public behavior.

The position encompasses three main programming and service delivery roles.

1) Therapeutic support - Utilizing trauma informed knowledge in the role of a PS2, you will manage and integrate the presence of the facility dog to provide co-regulation and support to youth receiving services in a PCBC setting.

2) Program creation - develop and manage initiatives focused on the use of the facility dogs at the Centre. This could include building youth's assertiveness skills by creating a life skills group in understanding of how service dog training unfolds, attending events as an ambassador to recruitment and or raise community awareness of work with vulnerable youth.

3) Increase positive outcomes and well being for youth - help achieve therapeutic goals, promote social interactions, build empathy, encourage connections, promote healing, reduce stress, build capacity in social, emotional, physical, and life skill domains.

Facility Dog Handler is considered as a **supportive** care provider. Facility Dog Handler provides input to the care team based on observations and direct interaction with the child. Facility Dog Handler ensures a safe and secure environment consistent with the centre philosophy and policies. Positions in this class may work in either an open or secure environment and must implement strategies that are in line with best practice guidelines, policies and procedures of the PCBC and service dog training agency standards.

Candidate must follow rules for the dog as set out by Aspen Service Dogs. Must be able to provide respite care if needed.

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 Agency policies and procedures
2. Ensure the current developmental needs of children/youth in care are met by actively participating in a supportive role in either the development of an assessment and/or care.
3. Ensure the safety, well-being and basic needs of the children/youth by supporting care according to the Agency policy and procedures, licensing requirements, accreditation standards and best practice.

4. Support the provision of medical/dental/optical assessments and appointments.
5. Ensure accuracy, confidentiality and safekeeping of Agency records while maintaining logs/notes and documentation as per role and Agency policy and procedures.
6. Develop and maintain respectful, cooperative working relationships with internal/external members of the multi-disciplinary team/stakeholders/families/community at large and share relevant information as required.
7. Participate in social programming, 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 goal when appropriate for facility dog support and approved by direct supervisor.
8. Participate in team meetings that address recommendations/interventions/progress and modifications where required.
9. Act as an advocate to ensure service providers are meeting the best interests of the child/youth.
10. Support the effective use/implementation of individual client and community resources (i.e.. youth workers, addiction supports, animal therapy, extra-curricular sports/clubs)
11. Maintain a safe workplace and follow OHS best practices
12. Contribute statistical program information for Agency annual report.

Program Responsibilities

1. Therapeutic Support

Arrange and coordinate opportunities for youth to receive facility dog emotional supports during sessions, conferences, meetings,

Participate as a member of the multi-disciplinary care team, collaborate and share information and updates on the youth's progress/involvement with the facility dog.

Support connections and social interaction for youth.

Develop, implement and evaluate goals for facility dog supports

Maintain case notes and client case management/files as per Agency policy and procedures.

2. Program Creation

Develop and manage initiatives utilizing the services of a facility dog at the PCBC - ie/PCBC ambassador, recruitment initiatives.

Participate in special projects or community engagement as requested by direct supervisor.

3. Positive Youth Outcomes

Emotional (Feeling): Create, support and sustain opportunities for youth to understand and manage emotions to develop healthy emotional expression which will contribute to improved mood and emotional balance.

Mental (Thinking): Create, support and sustain opportunities for youth to develop cognitive health and thinking patterns. A healthy mental state contributes to improved self-confidence and a sense of belonging.

Physical (Moving): Create, support and sustain opportunities for youth to encourage physical activity, energetic engagement, and a strong connection to one's body.

Spiritual (Connecting): Create, support and sustain opportunities to build a sense of connection to something greater.

In addition, specific program responsibilities

1. Assess risk and respond according to Agency policy and procedures and implement modifications as required.
2. Ensures and maintain a safe, clean and therapeutic environment, brings forward recommendations to direct supervisor.
3. Demonstrate safe practice and follow regulations for the operation of a motor vehicle in accordance with Agency policy and procedures.
4. Document information for the purposes of data collection and outcome measures.
- 5. Conduct client satisfaction surveys.**

Problem Solving

Typical problems solved:

Facility Dog Handler supports youth in the life space to ensure all basic needs are addressed. A safe and stable environment is foundational to establishing trusting therapeutic relationships to promote healthy growth and development and meet needs for youth receiving Child Intervention services. The role must understand and have awareness as to the limitations of the facility dog to ensure a situation doesn't overstep current level of training or increase risk to either dog or young person.

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 facility dog handler must be able to think critically and quickly to respond, 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 communication and collaboration is imperative so that multiple perspectives and interventions as per Agency policy and procedures can be implemented.

Facility Dog Handlers are able to consult with and seek advice from their Supervisor for a more comprehensive understanding of implementing policies and procedures, creatively resolving problems or performance managing.

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:

Key Relationships

Major stakeholders and purpose of interactions:

Contact with children/youth clients and their families for the provision of program and service delivery

Daily contact with Child Intervention Practitioners, 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, CYC1C's, CYC2's CYC3'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

If other, specify:

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

- 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, AUPE and labor standards
- Agency Policy and Procedures Manual
- Indigenous and/or other Cultural differences and how they impact care approaches for youth
- Community resources
- Safety and security measures
- Conflict resolution practices

- Familiarity with Mental Health Act, School Act, Freedom of Information and Privacy Act (FOIP), Young Offenders Protocol (Youth Criminal Justice Act), OHSA

SKILLS & ABILITIES:

- Ability to confidently supervise dogs of all breeds, temperaments, ages and sizes
- Passion for animal care and a desire to learn new dog care and training skills
- Ability to work in a fast-paced, high-pressure environment
- Ability to perform all job duties to a high standard in a safe and responsible manner
- Strong written and oral communication skills
- Ability to be on one's feet and walking for several hours in a day
- 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, as well as evaluate staff responses, performance and situations to support and improve critical thinking.
- 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
- Facilitate collaboration in team members
- Conflict and performance management
- Adapt leadership styles and communication styles to efficiently promote action.
- Demonstrate healthy self care, and self reflection
- Ability to measure and assess outcomes

The above skills are abilities contribute to the facility Dog Handlers ability to successfully support and guide 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.

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"/>						

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