

**NON-MANAGEMENT JOB DESCRIPTION
POINT RATING EVALUATION PLAN**

Working Title Disability Services Caseworker		Name	
Position Number	Reports to Position No., Class & Level HSW7	Division, Branch/Unit Disability Services	Ministry Community and Social Services
Present Class Human Services Worker 5		Requested Class Human Services Worker 5	
Dept ID	Program Code	Project Code (if applicable)	

PURPOSE: Give a brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization (see Non-Management Job Description Writing Guide [Pages 7-8](#)).

The primary role of the Disability Services Caseworker (caseworker) is to assist children, youth and adults with disabilities and their families/ guardians to identify, explore and obtain required supports that will enhance their well-being and assist in their capacity for independence and inclusion in the community. The caseworker plays a pivotal role in building healthy relationships, empowering individuals (and oftentimes their families) to learn, grow and meaningfully contribute to society.

The disability services program funds services based on assessment of child, youth, or adult with disabilities support needs. The caseworker collaborates with the individual and their family/guardian to assess support needs and identify available generic, natural and funded supports to meet these needs. The caseworker builds on the client's/applicant's strengths to enhance well-being and maximize potential for independence. Caseworkers are expected to be mobile across teams as required because they provide supports to a broad range of people with disabilities and their natural support systems (e.g., families and guardians).

Children, youth and their families/ guardians will access the Family Support for Children with Disabilities (FSCD) program as minors and where meeting eligibility requirements, move to the Persons with Developmental Disabilities (PDD) program at the age of 18. Where PDD/ FSCD or program supports are not options and/or where cross ministry and community programs are required to achieve outcomes, caseworkers will access natural, generic and community resources to support the individual and, where appropriate, his or her family/guardian.

Caseworkers work with individuals to coordinate resources in-line with outcome planning in the provision of services, funding, and referrals to community resources.

The caseworker provides information on program intent, purpose, and supports and services to address a broad range of disability-related issues. The incumbent must creatively provide unique solutions to achieve outcomes for children, youth, adults and their families/guardians. Where appropriate, the caseworker must successfully engage the youth, adult and/or family/guardian as equal informed partners in planning, delivery and evaluation processes.

The caseworker also establishes and maintains effective relationships with community services and Ministry resources to facilitate effective supports and often acts as the key contact for the child, youth, adult and family/guardian to these resources. To carry out this function, the caseworker may coordinate access to programs and services, and assist with issue resolution.

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Reporting to the Casework Supervisor, the caseworker functions within relevant legislation and regulations as well as applicable Ministry and government policies, procedures and guidelines.

RESPONSIBILITIES AND ACTIVITIES: The purpose of the job can be broken down in different responsibilities and end results. Each end result shows what the job is accountable for, within what framework and what the added value is. Normally a job has 4-8 core end results. For each end result, approximately 3-6 activities should be described (see Writing Guide [Pages 9-10](#)).

Core end results for this position include the following elements within the mandated and legislated disability policies, performance management and social policy frameworks. The key responsibilities align and where necessary intersect with natural, generic and community resources. The caseworker assesses the effectiveness of funded services against the desired/ identified outcomes and needs of the child, youth, adult and his or her family/guardian.

1. Application and Eligibility Determination (*Intake Phase*)

- Responds to inquiries from parents, individuals with disabilities, professionals, agency staff and other members of the community or general public providing key information about program intent, purpose, supports and services within response time standards.
- Provides information about eligibility criteria and support options, including eligibility for various programs, and confirms that questions/concerns have been addressed.
- Obtains, reviews, and analyzes application information to confirm or deny eligibility for the programs. This entails review of professional assessments and completing internal program-related assessments to determine eligibility.
- Where appropriate caseworkers provide resource navigation and make referrals to suitable services within the community.
- Provides statistical information (e.g., registration, caseload distribution summary) to update relevant data systems.

2. Service Planning, Design, and Delivery (Assessment, development of an outcomes plan, service delivery)

- Clarifies the needs of the child, youth, adult and family/guardian through active listening, inquiries, and information gathering including face-to-face meetings, where necessary.
- Prepares for and participates in assessment, planning, and stakeholder meetings. Reviews all file information and pertinent behavioural patterns. This may include (but is not limited to) motivational interviewing, critical thinking and assessment based on Legislation, Regulation and policy
- Completes assessment documentation and tools in partnership with the family, guardian, service providers and participates in planning meetings for the purpose of determining support needs as evidenced by these assessments.
- Utilizes a needs and strengths-based approach, including an overview of existing Government, community, natural resources, and support networks to identify and align the goals and desired/ identified outcomes of the child, youth, adult, and family/guardian's in relation to their needs.
- Case manages and coordinates the supports and services for the child, youth, adult, family/guardian and liaises with other Government and community services as needed in line with the outcome plans.
- Promotes a proactive, trusting, person-centered approach with the child, youth, adult, family/guardian, service providers and other community and government resources to encourage openness and collaboration.
- Reviews and analyzes information gathered and considers incongruence or gaps in assessments, matches between needs and supports, and any limitations or additional criteria required for specific services under relevant regulations.

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- Coordinates with other beneficial programs where necessary to address unmet needs; for example, supporting referrals to OPGT, Community Support Teams, and AISH.
- Determines support options for the child, youth, adult: For example; family agreements, specialized services, Family Managed Services, service provider delivered services, natural or other community or government resources, or any appropriate combination. (e.g.: PDD, Income and Employment Supports, AISH, AHS, FSCD). These considerations are instrumental in supporting individuals with complex needs.
- Develop and negotiate requests for funding and/or changes to funding for service providers, FSCD Agreements and Family Managed Agreements to enable the provision of support for the child, youth, adult and/or family/guardians as their services needs are required.
- Confirms and communicates all decisions related to a family or a service provider's funding request, and makes arrangements with the family or the service provider for the delivery of services for the child, youth, adult or family/guardian.
- Reviews and updates service/ outcome plans so that the services comply with the Service Design and Planning policy and procedural expectations and completes any follow-up required regarding policy, procedures and standards.
- Adheres to the Abuse Prevention and Response Protocol and responds to crises, assesses urgency and acts accordingly, in a planned and timely manner.
- Mitigate escalating concerns and de-escalate emotionally intense situations that could potentially develop into ministerial-level involvement by documenting and involving a supervisor and/or manager after considering and assessing the level of urgency, intensity and the complexity of a situation.
- Follows standardized procedures in relation to updating individual and stakeholder information, transferring files, ending agreements, and/or withdrawing funded services, including communication of applicable policies and processes.

3. Re-assessment of needs/ On-going case management (*Monitoring of Services Plan Effectiveness*)

- Maintains ongoing contact with the child, youth, adult, family/guardian and service provider to identify, monitor and evaluate changes in needs, and discusses progress towards individual achievement and outcomes.
- Coordinates in-person meetings to discuss changes, on-going supports, critical incidents, on-going eligibility or alignment of services and review of responsibilities of each party.
- Reviews the service/support plan to monitor for progress to achieve expected outcomes and to ensure the most appropriate support and service needs are addressed.
- Participates in investigations and/or reporting of abuse and/or fraud allegations as necessary, including completing OPG Complaint form against Guardian when necessary.
- Facilitates the completion and amendments of FSCD Agreements and FMS Agreements as required.
- Monitors and evaluates financial activities of families to safeguard that the funding is used as approved and will make a variety of recommendations as needed. For example; a change of the funding administrator, a change in the level of funding, or that a financial review is needed.

4. Concerns Resolution

- Works towards consensus and proactively resolving issues.
- Upon receipt of a dissatisfaction notice: coordinates a session with the guardian to meet and discuss concerns, follows concerns resolution as per policy and renders a written decision in consultation with

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supervisor and/or manager.

- If the decision is appealed the caseworker is responsible for facilitating critical conversations and, where appropriate, participates in the appeal preparation and hearing.

5. Transition Planning

- The period of transition identifies whether a child or youth ending involvement with the FSCD program will transition into the PDD program. The caseworker leads multi-stakeholder conversations and conducts assessments to determine eligibility. In some cases an individual can be eligible for the program but ineligible for services, creating added responsibilities for a caseworker to take on.
- If deemed eligible the caseworker commences service design and planning for the youth between the ages of 17-18.
- If deemed ineligible the caseworker assists the individual to engage and create solutions and networks to meet their outcomes.
- This work involves interaction with various stakeholders to meet needs of the individual as well as ensuring that policies, procedures and ultimately- the legislation is upheld.

6. File Closure

- Formal procedures in file closure must be followed under PPD and FSCD policies.
- Closures can be due to: inter-regional transfer, out-of-province transfer, lack of contact, services no longer required, death.

7. Non-casework responsibilities

- Travel: for home visits, staff meetings, practice meetings and agency meetings.
- Training: for current role or developmental as per performance agreement.
- Coordination of information nights, transition fairs and panels will be required.
- May assist in the preparation or presentation of materials required for mediation or Appeals, and Information Requests to the Minister, FOIP Requests, Immediate Alerts, Briefing Notes, Telephone Action Requests.
- May participate in regional/provincial committees in support of disability services.
- Administrative tasks such as OHS reporting, responding to requests for information, personal workload planning and caseload management activities, community relations meetings and presentations, etc.

SCOPE: List specific information that illustrates the challenges, problem solving and creativity requirements and decision making capacity of the position. Also identify the internal or external areas the job impacts (see Writing Guide [Pages 11-12](#)).

This position focuses on the determination of the child, youth, adult and or the family/guardian's service needs; the identification, coordination and negotiation of services; and the ongoing monitoring of those services to ensure the achievement of outcomes, including participating in integrated case management when complex service needs are apparent.

- The Caseworker practices with considerable independence in relation to the responsibilities and activities listed above.
- Consultation with supervisors and/or managers occurs when regulations and policy/procedures dictate; where there are individual or system complexities outside the norm; high risks of health and safety; situations that exceed the caseworker's knowledge or expertise; child protection or judicial issues; requests for out of home placements; or when services requested are unavailable or exceptional in cost.

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- Decisions are driven by consideration of the disability (child, youth, adult and family/guardian needs and outcomes) and within the context and parameters of the legislation, regulation and policies.
- Caseworkers must creatively address unique and unprecedented situations or problems and generate multiple solutions/approaches to new or recurring concerns, including completing exemptions to policy when necessary.
- Resources are often limited and collaboration with multiple stakeholders is necessary in order to provide options for individuals to choose their own services.
- Caseworkers are relied upon to identify systemic barriers and gaps in service and provide solutions to address these issues.
- Caseworkers assess the need for professional services and resources and incorporate other disciplines into the service planning and delivery (including natural supports); in addition to reviewing and evaluating the effectiveness of services and coordinate adjustments on a regular basis.
- Caseworkers are the “face” of Disability Services due to the interactions with a wide range of stakeholders; they represent the Government of Alberta in each interaction with Albertans, third party service providers and community support providers.
- The position impacts:
 - The capacity of families/guardians to effectively support their child, youth, or adult with a disability.
 - The responsibility to provide guidance of individuals with disabilities to lead safe and inclusive lives as citizens in their communities and familial relationships.
 - The awareness of disability rights and effective delivery practices in the community (influence on service providers and broader community).
 - The ability to provide rationale for budgetary decisions in relation to the provision of services and its reputation in terms of financial expenditures and quality services.

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KNOWLEDGE, SKILLS & ABILITIES: Include information on required diplomas and degrees along with identifying the most important knowledge factors, including knowledge about practical procedures, administrative, technical or professional techniques, technical, scientific or program related processes, etc. Detail specific training if there is an occupational certification/registration requirement for the position. Specify the type of experience required for the position (see Writing Guide [Pages 12-14](#)).

Education:

Education in a relevant social service discipline (including but not limited to Social Work, Psychology, Community Development, Rehabilitation or Disability Studies).

Knowledge – The incumbent requires a working knowledge of a broad range of topics related to the disability field, relevant resources and case management practices including the following:

- Developmental and life stages theory.
- Systems theory.
- Regional and government resources including relevant service providers, programs and health benefits.
- Disability conditions including: health, mental health, developmental, physical and sensory and the impact on the child, individual, adult and family/guardian/community.
- History of disability practices including person-centered approaches and philosophy. (E.g. Dignity of Risk, harm reduction strategies, and respecting informed choices by individuals).
- Familiarity with positive behavioural approaches, Suicide Prevention Skills, and related risk assessment techniques and practices.
- Understanding of FSCD/PDD’s mission and vision
- Cultural competence & sensitivity

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- Stages of grief and loss and related supportive practices.
- Community support knowledge e.g. counselling for mental illness, and support for addictions concerns.
- Continuous improvement cycles and their application to case management.
- Current theories and application of empowerment and individual/family centred practices.
- Familiarity with current relevant legislation and programs including, but not limited to, the following:
 - Persons with Developmental Disabilities Services Act, Regulation, policies, procedures and standards (provincial and regional)
 - Family Support for Children with Disabilities Act, Regulation, policies, procedures and standards (provincial and regional)
 - Child First Act
 - Child, Youth and Family Enhancement Act
 - Alberta Education Act
 - Alberta Aids to Daily Living
 - Home Care Policy and Regulations
 - AISH Act and Regulations
 - Alberta Supports (particularly employment resources and income supports)
 - Adult Guardianship and Trusteeship Act
 - Abuse Prevention Response Protocol
 - Personal Directives Act
 - The Freedom Of Information and Protection of Privacy Act
 - Dependant Adult Act
 - Protection of Persons in Care Act
 - Mental Health Act
 - Alberta Public Service Code of Conduct
 - Financial Administration Act
- Awareness of the following legislation/ theory:
 - Labour Standards
 - Workers Compensation Act
 - Psychometric testing/ assessments

Skills and Abilities –The incumbent requires proficiency in a broad range of primarily people centred practices including the following:

- Strong communication skills particularly in the areas of effective listening and clear verbal messaging. Difficult decisions need to be communicated with respect, empathy, and confidence.
- Strong written communication skills particularly in professional writing and note-taking.
- Demonstrated computer literacy (I.e. ability to learn and access various data systems, complete documents on-line and use expected communication devices and modes).
- Demonstrated ability to practice from a client centered perspective.
- Demonstrated ability to collaborate effectively with individuals, children, youth, families, guardians, other professional disciplines, colleagues and a wide range of community agencies.
- Professional judgment is required to solve complex issues when supporting families and individuals to achieve the desired objectives.
- Crisis management and conflict resolution including managing emotionally charged situations.

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- Negotiation and other problem solving techniques demanding creativity, and occasional research.
- Skills in persuasion and assertiveness with sensitivity to others are needed to influence a desired outcome.
- Interviewing/assessment and analytical skills.
- Strong interpersonal skills – ability to demonstrate empathy and diplomacy, provide feedback, build relationships, partnerships and establish community linkages.
- Well-developed human relations skills and an understanding of human behaviour is required to de-escalate emotionally intense situations.
- Acting with integrity and in line with accepted ethical and advocacy standards.
- Capable of leading program planning and monitoring and evaluating to determine results.
- Ability to work independently with a high degree of autonomy and accountability.
- Strong professional risk assessment skills to safely work alone in family homes or the community in both rural and urban settings. This includes the ability to recognize and assess environmental risks and take action accordingly.
- Ability to work within a team environment; service design, planning, and delivery includes efforts within a multi-disciplinary team. Teams include representation of experts in a variety of fields and cooperation is required to deliver successful on-going case management.
- Excellence in client service.
- Adaptability, flexibility and willingness to adjust to new and changing operational priorities and directions.
- Fiscal responsibility by maximizing resources including the identification and use of informal support systems and natural community supports and community/generic resources.
- Willingness to adjust hours of work to meet the reasonable needs of stakeholders.

Preferred qualifications include a post-secondary degree in a related field and several years of direct experience with collaborative, client-centred service planning in the disability field. Travel is a requirement for the position and incumbents must have a valid Driver's Licence and access to a reliable vehicle.

CONTACTS: Identify the main contacts the position communicates with and the purpose of the communication (See Writing Guide [Pages 14-15](#)).

The Caseworker must work effectively with the following key contacts to enable the development and monitoring of a comprehensive service plan and supports that meet the identified needs of the child, youth, adult, family/guardian:

Contact	Nature of contact	Frequency
The child, youth, adult and family/guardian (primary contact) including their natural support systems	Initial assessment of service needs and on-going monitoring of current services and alignment to needs of the individual	Weekly/ Monthly
Colleagues and team members	Consultation on approach, peer support, consistency across team in application of acts, legislation,	Daily

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	regulations	
Professionals from a variety of disciplines and programs (hospitals, schools, judicial programs)	Consultation and collaboration to determine clear understanding of child, youth, adult, family/guardian needs	Weekly/ Monthly
Advocacy organizations	Collaboration to ensure needs of child, youth, adult and family/guardian are being met	Monthly/ Annually
Service providers and program representatives both in the community and within government	Consultation, negotiation, assessment of services provided	Weekly

SUPERVISION EXERCISED: List position numbers, class titles, and working titles of positions directly supervised (see Writing Guide [Page 15](#))

N/A

CHANGES SINCE LAST CLASSIFICATION REVIEW: Identify significant changes, that have impacted the responsibilities assigned to your position since the last review (see Writing Guide [Pages 15-16](#)).

The services the caseworker provides to Albertans across the province are similar in nature, however, the work has historically been described differently and numerous job descriptions exist to describe the work depending on a region's particular need. A common job description is being created to ensure greater consistency in describing the role of the caseworker provincially.

ORGANIZATION CHART: An organization chart that includes supervisor, peers and staff **MUST** be attached (see Writing Guide [Page 17](#)).

This information is being collected under the authority of Section 10 of the Public Service Act and will be used to allocate positions within a classification plan and to manage the Alberta government human resources program. If you have any questions about the collection of this information, contact the Job Evaluation Unit, 6th Floor, Peace Hills Trust Tower, 10011 - 109 Street, Edmonton, Alberta, T5J 3S8, phone 780/408-8400 or contact your Ministry Human Resource Office.

Signatures

The signatures below indicate that the incumbent, manager and division director/ADM have read, discussed and agreed that the information accurately reflects the work assigned (see Writing Guide [Page 16](#))