

# Child and Youth Care – Subsidiary 6

## APS Benchmark Listings

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Sub.	Bench- mark No.	Department	Working Title Job Title	Know-How				Creativity/ Problem Solving		Responsibility		Total Points
				Prof./ Cont.	Comp. Div.	H.R. Skills	Points	%	Points	Profile	Points	
<b>Child &amp; Youth Care Worker 3 (Point Range 439 - 518)</b>												
006	<a href="#">066CY01</a>	Children's Services	Program Supervisor	E+	I	2	230	38	87	R3	132	449
<b>Child &amp; Youth Care Worker 2 (Point Range 371 - 438)</b>												
006	<a href="#">065CY01</a>	Children's Services	Team Leader	E	I	3	230	33	76	R1	87	393
006	<a href="#">065CY02</a>	Children's Services	Program Facilitator	E+	I	2	230	33	76	R1	87	393
<b>Child &amp; Youth Care Worker 1 (Point Range 314 - 370)</b>												
006	<a href="#">064CC01</a>	Children's Services	Child and Youth Care Worker	E-	I	3	200	33	66	R1	76	342

Last Reviewed December 2021

# Subsidiary 6

## Benchmark Evaluation - 066CY01

### Identification Section

<b>Working Title:</b>	Program Supervisor
<b>Department:</b>	Children's Services
<b>Division, Branch/Unit:</b>	Child Intervention
<b>Reports To:</b>	Manager/Associate Director
<b>Levels to D.M.:</b>	5
<b>Job Description:</b>	<a href="#">066CY01</a>
<b>Minimum Recruitment Standards:</b>	See the <a href="#">Minimum Recruitment Standards</a> for Child and Youth Care
<b>Pay Grade:</b>	<a href="#">066CY</a> - Child and Youth Care 3

### Comments on Role

The position reports to a manager/associate director and is responsible for the overall implementation of one or more programs and their service delivery within a trauma informed, campus based intensive treatment, secure services and/or program environment. The position is accountable for overseeing and directing the scope of service delivery and programs for their assigned houses, units and/or operations, and the full supervisory and leadership responsibilities of the Team Leads.

### Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E+I2 230	38% 87	R3 132	449

### Comments on Evaluation

- **Knowledge:**

- **Professional/Content Knowledge:**

The position requires a breadth and depth of theoretical knowledge and extensive experiential experience in order to oversee and direct the implementation of programs and services, resolve complex client issues, and to provide advice, direction and supervision to Team Leads (CYC 2s). Position requires a solid theoretical understanding of trauma informed practices, child/adolescent development/practices, behavior management techniques and de-escalation techniques to provide training and coaching to staff and to provide advice/consultation and input into program/policy development. Additionally, the Program Supervisor requires a strong working knowledge and understanding of the center's philosophy, policies, procedures and practices, relevant government and ministry legislation and policy governing the programs and services including related

administrative, human resources and financial policies. The push (+) on the E recognizes the level/depth of specialized knowledge and understanding of the services and programs and the breadth of knowledge across multiple functions.

- **Complexity and Diversity:**

The position requires a strong working knowledge of the philosophy of the center, its policies, practices and procedures and of the overall operation and functions of the center relevant to the oversight and direction of the programs and service delivery under its supervision. The position must have a good understanding of child intervention and the legal aspects relevant to purpose and intent of the centers programs and the expected outcomes. The Program Supervisor requires an understanding of the internal and external roles of professionals (e.g. psychologists, doctors, therapists, teachers, child intervention caseworkers, legal representatives and community) that interact with the programs and services relevant to the safety and well-being of the vulnerable youth in their care.

**Human Relations Skills:**

The position is a full supervisory role, responsible for mentoring, coaching, and training, mediating disputes, performance evaluation, and exercising influence and persuasion skills. The Program Supervisor requires strong interpersonal, communication and consulting skills to provide direction, clarification, solicit information when interacting with a wide range of internal and external stakeholders and/or participation on committees. The position does encounter situations requiring de-escalation and/or conflict resolution utilizing skills of persuasiveness or assertiveness to resolve but these are of a short-term nature and are not on-going.

- **Creativity/Problem Solving:**

The position, reports to a manager/associate director, and represents the highest level of operational thinking within and for its programs and services. It is the intermediary between management and staff, ensuring direct effective flow of communication of practice, program operations, policies, procedures and staff competencies between management and front line staff.

The position operated with considerable independence with latitude and authority to make decisions regarding their responsibilities for programs and service delivery and their provision of support, direction to and supervision of staff. Scope of role requires the position to utilize its theoretical knowledge and extensive experience to assess the varied and diverse matters presenting (range from program or delivery issues, staff issues/disputes, behaviors/incidents with youth and/or operational problems), and using professional judgement formulate appropriate responses and next steps required for resolutions. Position will refer matters of significant sensitivity and/or unusual nature outside the scope of decision making for the role to management. The position develops new procedures and analyze initiatives in the areas of program, practice and policy.

The scope and complexity of the programs and services and the level of autonomy and expertise exercised by the position in the direction and supervision of the program operations supports the 38% rating.

- **Responsibility:**

The Program Supervisor is responsible and accountable for the programs and services delivery including the implementation of the treatment plans for all children and youth under care in that unit/house/program, and for all operational issues other than clinical decisions, although in some circumstances such as security issues they can override a specific clinical recommendation. These positions ensure that treatment programs are consistent with ministry objectives and business plan goals and that the operational infrastructure (i.e., resources, policies, quality control processes) support program delivery. The level of accountability, independence and authority exercised within established policy and directives supports the rating of 3.

**Last Reviewed: December 2021**

## Subsidiary 6 Benchmark Job Description - 066CY01

### Purpose

*(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.)*

Reporting to the Associate Director or Manager of the Centre, the Program Supervisor is responsible for the overall implementation of one or more programs and its service delivery within trauma informed, campus based Intensive treatment, Secure Services or Outreach program units. The position communicates and implements the flow of information between Management and frontline staff and ensures policies and procedures are followed according to Ministry guidelines.

Program Supervisor provides direct supervision and leadership to CYCW2's regarding best practice to ensure the current developmental and well-being needs, of moderate to extremely emotionally and behaviorally challenged youth, are met in a collaborative team approach.

The Program Supervisor oversees the accountability of services and program delivery and is a consulting member of a multi-disciplinary team that provides a safe and secure therapeutic, social milieu that assesses, identifies and implements the specific treatment 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. This position acts as the authority for the implementation and practice of regulatory standards and sanctions the implementation of restrictive procedures or complex client case management.

The Program Supervisor provides direct support and leadership, teaching and feedback of CYCW2 competencies and completes Performance Appraisals and may implement Performance Improvement plans in consultation with Management and Human Resources. Program Supervisor ensures that appropriate job responsibilities and Administrative tasks are completed by CYCW2's or those they supervise.

The Program Supervisor manages all requests and referrals for Intensive Treatment placement within the Agency and communicates with the Placement Coordination Unit the availability for all beds. The CYC3 ensures that all relevant information is gathered and inputted into a data collection tool, reviews as per Agency policy and procedures the criteria for admission, and matches the client based on program dynamics.

The Program Supervisor acts as a program consultant to regional/provincial staff in areas of legislation, policy, casework, and issues specific to the Child, Youth, and Family Enhancement service delivery and provides consultation and support to the Regional Leadership team to support practice improvement particularly in the areas of Secure and PSECA legislation. Represents the Agency at Regional and Provincial committees or inquiries upon request. The CYC3 supports continuous improvement of practice as the organization undergoes systemic and cultural changes and leads or facilitates staff in training and development and engages in research and evaluations regarding evidence based interventions and programs.

The Program Supervisor represents the Agency in a collaborative and authoritative position when liaising with GOA stakeholders and community resources and addresses concerns or reconciles differences in service delivery at a Casework Supervisor or Manager level. The

Program Supervisor ensures effective fiscal responsibility for the Centre is practiced by frontline staff which may include time management approvals and expenditures, and may procure or advise Management regarding resource contracts.

The Program Supervisor may be delegated as responsible for all operations of the Centre in the absence of the Associate Director or Manager.

The Program Supervisor may be required to be available on call/after hours and be accountable to make decisions pertaining to the operation and safety of the Centre.

## 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 major activities should be described.)*

### Service responsibilities:

- Act, model, train and lead program/staff in accordance with relevant legislation, Ministry mandates and Agency policies and procedures.
- Manage and supervise that the current developmental needs of children/youth in care are met by CYCW1's and CYCW'2 by actively participating in either the development of an assessment and/or treatment.
- Ensure staff provide for the safety, well-being and basic needs of the children/youth and providing care according to the Agency policy and procedures, licensing requirements, accreditation standards and best practice.
- Directs and problem solves issues that arise regarding the provision of medical/dental/optical assessments and appointments, or transportation.
- Resolves and directs any case management concerns that arise for children/youth that is consistent with Agency policies, procedures, philosophy, goals and learning environment.
- Oversee accuracy, confidentiality and safekeeping of Agency records.
- Supervise and direct the service delivery, evaluation and reporting/recording of assessments, interventions and develop and implement treatment/care plans and resolves inconsistencies as required with support of the multi- disciplinary team.
- Evaluate current practices, policies and procedures and bring forward modifications or revisions to Management team.
- Create and develop form and templates, policies and procedures and implement as required
- 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.
- Network high fidelity relationships with internal/external members and mediate/resolve and reconcile concerns including directing program staff or adapting program needs.
- Provide, direct, support and mentor staff's ability to utilize individual and group counselling techniques.
- Direct and facilitate the multi-disciplinary team coordination of 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.
- Supervise and oversee designated staff implementation of above.
- Chair and mitigate contentious service team meetings that address treatment recommendations/interventions and direct/advise staff regarding progress and modifications where required.
- Facilitate coaching conversations to support staff.
- Liaise and mitigate with advocacy supports to ensure service providers are meeting the best interests of the child/youth.

- Support, direct and mediate, if required, the effective use/implementation of individual client and community resources (i.e. CSD, youth workers, addiction supports, animal therapy, and extra-curricular sports/clubs.)
- Supervise and direct a safe workplace and follow OHS best practices.
- Lead, train and provide crisis prevention, de-escalation, behavior management support techniques and recovery practices as well as non-violent physical restraint as required.
- Approve/endorse or review restrictive procedures/incident reports and implement corrective action.
- Collaborate in investigations with PRAT and Management Team.
- Collaborate with NACIS for after hour Intakes to Intensive Treatment and health emergencies.
- Assume Manager designate responsibilities and make decisions impacting the Centre when on call after hours.
- Organize and orchestrate multi-disciplinary staff meetings.

#### Program Responsibilities:

- Ensure the safety, well-being, social, emotional, physical, and basic needs are provided to the children/youth.
- Assist or direct in resolving group issues or significant individual concerns.
- Guide the staff provision of life space counselling/teaching moments to support youth in their daily events.
- Assess, adapt and respond to the changing needs and behaviors of the children/youth in potentially volatile and hostile, trauma sensitive situations.
- Support, debrief, review and promote modifications to practice.
- Assess risk and direct responses according to Agency policy and procedures, amend procedures in consultation with Management.
- Ensure medication best practice is adhered to according to Agency policy and procedures and provide corrective action in consultation with Management.
- Oversees all aspects of program delivery are adhered by staff, for clients including but not limited to gathering intake information, implementing individual treatment needs, progress reviews, discharge planning, clothing inventories, orientations.
- Maintain a safe, clean and therapeutic environment and arranges for provision or changes as required.
- Oversee and direct daily paperwork, file management, household routines and basic operational of the program as required.
- Collaborate and mediate with the multi-disciplinary team and internal/external stakeholders if conflict arises and direct, support or advise CYCW's to address issues.
- Support healthy family/client contact and the relevant sharing of information and resolve grievances.
- Demonstrate safe practice and follow regulations for the operation of a motor vehicle in accordance to Agency policy and procedures.
- Provide support for the effective implementation of self-regulating techniques which may include appropriate dosing of sensory interventions and use of designated sensory rooms.
- Analyze documented data collection and outcome measures.
- Oversee the practice of conducting client satisfaction surveys.
- Provide support or direct staff to ensure work is inclusive, collaborative, relevant and problem solve discrepancies.
- Facilitate resolution if required, with Team Leaders of the program to provide consistent service delivery.
- Mitigate concerns with shift scheduling and approve time.
- Implement modifications to overall program or report and make further recommendation to Associate Director or Manager in areas of treatment, physical needs of program or safety

and security concerns.

- Participate in recruitment and interviewing for the Agency.
- Develop strategic plans in conjunction with Associate Director and Manager.
- Fulfill Expenditure Officer Duties.
- Act as a Commissioner of Oaths for the Agency.

## Scope

*(List specific information that illustrates what internal or external areas the job impacts, and the diversity, complexity, and creativity of the job.)*

Under the general direction of an Associate Director or Manager, the CYCW3 has considerable independence of decision making with respect to the provision of support, direction to and supervision of staff, in the performance of their duties, in keeping with established policies and procedures and maintaining safety and well-being for vulnerable youth and well as overall safety of staff. This position carries a relatively significant degree of authority requiring only that unusual matters of significant issue, involving unusual incidents that may have impact on the safe and effective operation of the Centre, be brought to the attention of the Associate Director or Manager for resolution assistance.

The Program Supervisor has a high degree of responsibility supporting the professional, as well as emotional competencies of Child and Youth Care Workers who support youth in the life space to ensure all basic needs and treatment 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.

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 Program Supervisor 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. The Program Supervisor, in consultation with the Associate Director or Manager makes and implements decisions that impact the overall well-being of the staff, youth, and program and service delivery.

## Knowledge, Skills and Abilities

*(Provide a list of the most important knowledge factors, skills and abilities including knowledge about practical procedures, specialized techniques, etc.; analytical and conceptual skills and abilities; and skills needed for direct interaction with others not only diplomas and degrees. Specific training if it is an occupational certification/registration required for the job.)*

### Qualifications:

- Degree or Diploma in Child and Youth Care/Social Sciences or related human service profession
- At least 5 years progressively responsible experience working with youth in group care or campus based setting.
- 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.

### Knowledge

- 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
- Agency Policy and Procedures Manual
- Indigenous and/or other Cultural differences and how they impact treatment 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

### Skills and 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, 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.



- Promote collaboration in team members.
- Adapt leadership styles and communication styles to efficiently promote action.
- Integrate Ministry objectives, legislation, regulations to program practice and service delivery by communicating information to staff.
- Demonstrate healthy self-care, and self-reflection.
- Chair and lead effective meetings.
- Analyze, measure and assess outcomes.
- Strong, interviewing capabilities.

The above skills and abilities contribute to Program Supervisor ability to lead staff to successfully support, guide and provide treatment to 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. The skills pull together and guide a successful, integrative and cohesive working group ensuring direct communication of practice, program operation and staff competencies to Management are provided while ensuring Ministry objectives are achieved.

## Contacts

*(The main contacts of this position and the purpose of those contacts.)*

The position communicates daily with the Associate Director or Manager to debrief, report and address information that directly impacts the functioning of the Agency on an operational, strategic, organizational cultural level and consolidate initiatives to respond to priorities and provide best outcomes.

The Program Supervisor represents the Agency on a regular basis at an expertise/authority level and communicates directly with stakeholders that are in a higher supervisory or second level status. The Program Supervisor also interfaces more directly/frequently with complex cases, media sensitive or high profile and/or dangerous clients. Program Supervisor manages conflict or grievances that arise with families and youth and may have 365, 24/7 contact with children/youth clients and their families for the provision of program and service delivery. Daily or frequent collaborative contact with Management, Administrative Staff, CYC1's, CYC2' s, CYC3 's, Regional specialists, Provincial GOA employees, Agency provided Nursing staff, Indigenous Resource Consultants, Recreation therapists, Teachers, Contracted Doctor's, Psychologists and psychiatrists, Site contractors, Caseworkers, PSECA workers, Collaborative Service Delivery (CSD) partners, Representatives from the Office of the Child Advocate including Advocate s, Legal Representatives for Children and Youth (LRCY), Lawyers and court appointed workers, 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.

## Supervision Exercised

The Program Supervisor supervises CYCW2 (Team Leader and/or Program Facilitator), Cook 1 (Houseparent), Rehabilitation Worker II (Recreation therapist) and may supervise CYCW1's (wage).

## Subsidiary 6

### Benchmark Evaluation – 065CY01

#### Identification Section

<b>Working Title:</b>	Team Leader
<b>Department:</b>	Children's Services
<b>Division, Branch/Unit:</b>	Child Intervention
<b>Reports To:</b>	Program Supervisor (CYC 3)
<b>Levels to D.M.:</b>	7
<b>Job Description:</b>	<a href="#">065CY01</a>
<b>Minimum Recruitment Standards:</b>	See the <a href="#">Minimum Recruitment Standards</a> for Child and Youth Care
<b>Pay Grade:</b>	<a href="#">065CY</a> - Child and Youth Care 2

#### Comments on Role

This a common role within Youth Assessment Centers (YAC) (Lac La Biche and High Prairie), Sifton and Yellowhead Youth Center (YYC).

As a member of a multi-disciplinary team providing direct services to assigned young persons within a residential/campus receiving child intervention services per legislation (Child, Youth and Family Enhancement Act (CYFE Act) and Protection of Sexually Exploited Children Act ( PSEC Act)), the Team Lead provides direct supervision and leadership to Child and Youth Care Workers (CYC 1) ensuring they have the appropriate training and supports to carry out their responsibilities; and acts as a resource to its staff regarding difficult situations and high risk behavior for the duration of their shift.

The position actively participates in the development of an assessment and/or treatment and organizes and assigns daily activities, coordinates resource requirements and monitors activities and group dynamics to identify and respond to changing needs and priorities.

#### Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E13 230	33% 76	R1 87	393

#### Comments on Evaluation

- **Knowledge:**

- **Professional/Content Knowledge:**

- The Team Leader oversees and supervises Child Care Workers providing direct services to assigned youth ensuring their individual treatment plans are implemented and monitored. The role as supervisor and resource to the staff requires considerable related experience working with

youth in group care or campus setting, and a working knowledge and understanding of child/adolescent development theories, principles of behavior management and de-escalation techniques/approaches (e.g. Non-Violent Crisis Intervention and Suicide Prevention), trauma related and informed disorders and disabilities affecting youth. The position also requires knowledge of individual and group counselling typically acquired through a related degree or diploma in Child and Youth Care and mandatory training.

The Team Leader requires good knowledge of the Child, Youth and Family Enhancement Act (CYFEA), Protection of Sexually Exploited Children (PSECA, familiarity with other related legislation (e.g. Mental Health Act, FOIP, Public Health Act), and related policies and procedures specific to the campus or residential facility including a knowledge of licensing and accreditation standards.

The full E rating aligns with the requirement of the application of a breadth of knowledge in the field as well as operational and administrative policies and procedures to provide oversight to the Child Care Workers.

### **Complexity and Diversity:**

The focus of the role is the overall operation and functioning of the team during the shift ensuring the developmental and well-being needs of the youth are being met by the staff and their ability to support, guide and carry-out the appropriate treatment plans for the individual young persons in their care.

### **Human Relations Skills:**

This position requires the highest level of human relations skill. As the supervisor the position provides direction, coaching/training, monitors performance. The role supports and debriefs staff when presented with/dealing with potentially volatile/hostile situations, and de-escalate situations. A well developed understanding of human behaviour and how to respond to varied behaviours is critical to this role. Conflict resolution/de-escalating skills are required on a regular basis.

### ▪ **Creativity/Problem Solving:**

The position is governed by relevant legislation, ministry mandates and center's policies and procedures. The Team Leader makes decisions that impact shift to shift operations and functioning of their team and program.

The position is required to respond quickly to volatile/hostile and/or significant behavioral issues/matters applying critical thinking to resolving the matter to ensure the safety of the youth and the staff. The position responds to and provides crisis intervention, de-escalation, behavior management support techniques and recovery practices as well as non-violent physical restraints. The Team Lead ensures and monitors that staff are vigilant in assessing the youth and triggers to behavior and are using the appropriate intervention approach and supports/debriefs staff.

The 33% rating reflects the requirement to use knowledge and experience and professional judgement and critical thinking to respond quickly to the varied situations. The position was not rated 38% as it has access to the Program Supervisor for assistance and to the manager/associate director, who has accountable for the overall management and operation of the center, for matters judged to be outside their scope of responsibilities.

### ▪ **Responsibility:**

Direct service delivery role, supervising and supporting staff in the implementation and delivery of treatment plan to their assigned youth in their care.

**Last Reviewed: December 2021**

## Subsidiary 6 Benchmark Job Description - 065CY01

### Purpose

*(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.)*

Reporting to the Child & Youth Care Worker 3 - Program Supervisor, the Child & Youth Care Worker 2 (CYCW2) provides direct supervision and leadership to CYCW1s and is responsible for 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 treatment or outreach environment for the duration of their shift and in collaboration of a team approach.

The CYCW2 ensures the accountability of services and supervises frontline staff, for the duration of their shift, and is a member of a multi-disciplinary team that provides a safe and secure therapeutic, social milieu that assesses, identifies and implements the specific treatment 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*.

CYCW2 - Team Leader, organizes and assigns daily activities, coordinates resource requirements, and monitors activities and group dynamics to identify and respond to changing needs and priorities. These positions focus on the overall operation and functioning of the team within a program and serve as a resource to Child & Youth Care Workers 1's to assist in resolving difficult situations and to address high risk behaviour. The Team Leader ensures that staff have the appropriate training, develops and evaluates performance goals, provides coaching, and resolves staff issues including performance deficiencies.

The CYCW2 provides direct support and leadership, teaching and feedback of CYCWI competencies and completes Performance Appraisals. They confer with direct Supervisor on corrective action or performance improvement and implement as directed. CYCW2's ensure that appropriate job responsibilities and Administrative task are completed by CYCWI's or those they supervise. The CYCW2 represents the Agency in a collaborative position when liaising with GOA stakeholders and community resource and may addresses concerns or reconciles differences in service delivery at a Casework Supervisor/ Supervisory level.

### 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 major activities should be described.)*

#### Service responsibilities

- Act in accordance with relevant legislation, Ministry mandates and Agency policies and procedures.
- Ensure and supervise the current developmental needs of children/youth in care are met by actively participating in either the development of an assessment and/or treatment.
- Ensure and supervise 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.
- Advise, coordinate and facilitate the provision of medical/dental/optical assessments and appointments, and transport when required.

- Advise and support the case management for children/youth that is consistent with Agency policies, procedures, philosophy, goals and learning environment.
- Ensure accuracy, confidentiality and safekeeping of Agency records.
- Consult and participate in the service delivery, evaluation and reporting/recording of assessments, interventions and develop and implement treatment/care plans and resolves inconsistencies as required with support of the multi-disciplinary team and in consultation with direct supervisor.
- 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.
- Coach, direct, support and mentor staffs' ability to utilize individual and group counselling techniques, to plan, participate and coordinate social programming, psycho-educational groups, and 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.
- Supervise and oversee designated staff implementation of above.
- Participate or chair service team meetings that address treatment recommendations/interventions/progress and modifications where required.
- Act as an advocate to ensure service providers are meeting the best interests of the child/youth.
- Coordinate and support the effective use/implementation of individual client and community resources (ie. CSD, youth workers, addiction supports, animal therapy, extra-curricular sports/clubs).
- Maintain a safe workplace and follow OHS best practices.
- Provide crisis prevention, de-escalation, behavior management support techniques and recovery practices as well as non-violent physical restraint as required.
- Communicates and coordinates service delivery with NACIS when required.
- Informs Supervisor or on Call according to Agency policy and procedures.
- Actively participates and contributes to staff meetings.

#### Program Responsibilities.

- 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.
- Provides and coaches life space counselling/teaching moments to support youth in their daily events.
- 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.
- Makes decisions regarding high risk management requirements/restrictive procedures including referral to psychologist.
- Assess risk and respond according to Agency policy and procedures and implement modifications as required.
- Ensure administration of medication as required according to Agency policy and procedures.
- Coordinates the role/responsibilities of key worker for clients including but not limited to gathering intake information, implementing individual treatment needs, progress reviews, discharge planning, clothing inventories, and orientations.
- Ensures and maintain a safe, clean and therapeutic environment, brings forward recommendations to direct supervisor.
- Complete daily paperwork, file management, household routines and basic operational of the program as required.
- Collaborate with the multi-disciplinary team and internal/external stakeholders.
- Maintain and support family contact and the relevant sharing of information.

- Demonstrate safe practice and follow regulations for the operation of a motor vehicle in accordance to Agency policy and procedures.
- Provide support for the effective implementation of self-regulating techniques which may include appropriate dosing of sensory interventions and use of designated sensory rooms.
- Document information for the purposes of data collection and outcome measures.
- Conduct client satisfaction surveys.
- Provide support to staff to ensure work is inclusive, collaborative, relevant and problem solve discrepancies.
- Collaborate with other Team Leaders of the program to provide consistent service delivery.
- Coordinates shift scheduling and time sheets.
- Report and make recommendation to Program Supervisor in areas of treatment, physical needs of program or safety and security concerns.

## Scope

*(List specific information that illustrates what internal or external areas the job impacts, and the diversity, complexity, end creativity of the job.)*

The Child and Youth Care Worker supports youth in the life space to ensure all basic needs and treatment 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.

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 CYCW 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.

The CYCW2 has the capacity to make decisions that impact shift to shift operation and functioning of their respective team and program as well as provide supervision and constructive feedback to staff. They are able to consult with and seek advice from their CYCW3 - Program 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 in directly affects the community.

## Knowledge, Skills and Abilities

*(Provide a list of the most important knowledge factors, skills and abilities including knowledge about practical procedures, specialized techniques, etc.; analytical and conceptual skills and abilities; and skills needed for direct interaction with others not only diplomas and degrees. Specific training if it is an occupational certification/registration required for the job.)*

### Qualifications:

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

### Knowledge

- 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, and 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 treatment approaches for youth.
- Assessment tools and program planning.
- 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 and Abilities

- Individual and Group Counselling, empathy and excellent active listening.
- Crisis prevention, de-escalation, behavior management support techniques and recovery practices as well as nonviolent 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, 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.
- Chair and lead effective meetings.
- Ability to measure and assess outcomes.
- Interviewing capabilities.

The above skills and abilities contribute to the CYCW2's ability to lead staff to successfully support, guide and provide treatment 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.

## Contacts

*(The main contacts of this position and the purpose of those contacts.)*

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, CYC1's, CYC2's CYC3's, Agency provided Nursing staff, Indigenous Resource Consultants, Recreation therapists, Teachers, Contracted Doctor's, Psychologists and psychiatrists, as well as 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.

## Supervision Exercised

*(List position numbers, class titles, and working titles of positions directly supervised.)*

The CYCW2 supervises CYCW1's and may supervise Houseparent/Cook1.



## Subsidiary 6

### Benchmark Evaluation – 065CY02

#### Identification Section

<b>Working Title:</b>	Program Facilitator
<b>Department:</b>	Children's Services
<b>Division, Branch/Unit:</b>	Child Intervention, YYC/High Prairie YAC
<b>Reports To:</b>	Program Supervisor (CYC 3)
<b>Levels to D.M.:</b>	5
<b>Job Description:</b>	<a href="#">065CY02</a>
<b>Minimum Recruitment Standards:</b>	See the <a href="#">Minimum Recruitment Standards</a> for Child and Youth Care
<b>Pay Grade:</b>	<a href="#">065CY</a> - Child and Youth Care 2

#### Comments on Role

Reporting to the Program Supervisor the Program Facilitator serves as a resource to internal and external stakeholders by effectively supporting youth and their families to prepare for successful re-integrations to the community and transition from campus based care. The position encompasses three main programming and service delivery roles:

- Transition/Outreach/Family Supports – preserve and support youth and their families to build capacity, connect children/youth with their culture and community, facilitate permanency and collaborate with children/youth, families, agencies and community for the purpose of continuity of support and service.
- Skilled Based and Information Groups – develop curriculum and deliver training to children/youth primarily in Intensive Treatment, and act as a resource to staff to build capacity in social, emotional, life skill and employment.
- Community Initiatives – establish and facilitate community opportunities that bid volunteerism and capacity in social, emotional, life skill and employment domains.

The skills and abilities of the position contribute to the successful support, guidance and treatment of vulnerable youth and their ability to manage day-to-day events to lead to a healthier, risk free and less conflictual lifestyle.

#### Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E+I2 230	33% 76	R1 87	393

## Comments on Evaluation

- **Knowledge:**

- **Professional/Content Knowledge:**

The role requires a sound theoretical knowledge related to children/youth development, behavior management and family dynamics supplemented with considerable related experience with youth in a residential treatment center.

Additionally requires a good working knowledge of relevant legislation such as Child, Youth and Family Enhancement Act, Protection of Sexually Exploited Children Act, FOIP, and related ministry and center policies, regulations, procedures and processes applicable to supporting and bridging transitional youth and/or their families or placements towards reintegration into the community. A good knowledge of community service providers and supports is necessary to not only support transitioning youth but also to engage and develop mentoring, volunteer and/or work experience opportunities for the youth to develop life, employment and self-reliance skills. The role develops and presents a variety of workshops and/or group counselling sessions for youth, families, and/or staff/community contractors (e.g. teachers) necessitating good skill in developing curriculum, training programs and presentation skills. The push represent the breadth of knowledge beyond therapeutic, including knowledge of communities, and other external stakeholders.

- **Complexity and Diversity:**

The position requires a good understanding of the center, the purpose and intent and the youth. Also the programs, operations, roles of various components and the roles of staff and understanding of roles of placement and service workers. Additionally a sound knowledge and understanding of the community and related resources relevant to needs of youth and families to support transitioning and re-integration connecting with the necessary support and services.

- **Human Relations Skills:**

Position utilizes skills in training, motivating, influencing and persuasion towards moving youth forward and/or impact to family when transitioning youth. The focus of the role is to support and equip youth and/or families with skills and tools to move them forward to a healthy transition to the community. Additionally the work involves a broad range of interactions requiring differing styles of communications when dealing with professionals, community service providers, caseworkers, etc. The position is not involved in the intense treatment plan or for the most with ongoing potentially volatile situations or a need for de-escalation as youth are at transition stage.

- **Creativity/Problem Solving:**

For the most part the focus of the role is on how to achieve stated needs and desired outcomes for the youth and their families. The role applies its knowledge, skills and experience and professional judgment to determine the best approach to a situation presenting that may include modifying/adjusting the approach; determining the best avenue and methodology to develop and deliver training dependent on the audience. Nature of the role requires creative/innovative thinking to develop opportunities for youth to acquire skills. The role works within stated purpose and intent of the role and the legislative and policy parameters governing the youth and families and the center policies, programs and service delivery. The role is not seen as 38%% as it reports to and has access to assistance of its Program Supervisor (CYC 3) and professional resources within the center and externally.

- **Responsibility:**

This is a direct delivery role supporting the youth and their families.

**Last Reviewed: December 2021**

## Subsidiary 6 Benchmark Job Description – 065CY02

### Purpose

*(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.)*

Reporting to the Child & Youth Care Worker 3 - Program Supervisor, the Program Facilitator (CYCW2) participates as a member of the multi-disciplinary team 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 treatment or outreach environment. This position serves as a resource to internal and external stakeholders by effectively supporting youth and their families to prepare for successful re-integrations to the community and transition from campus based care.

The position encompasses three main programming and service delivery roles.

- Transition/Outreach/Family supports - preserve and support youth and their families to build capacity, connect children/youth with their culture and community, facilitate pennisancy and collaborate with children/youth, families, agencies and community for the purpose of continuity of support and service.
- Skills Based and Information Groups - develop curriculum and deliver training to children/youth primarily in Intensive Treatment, and act as a resource to staff, to build capacity in social, emotional, life skill and employment domains.
- Community Initiatives - establish and facilitate community opportunities that build volunteerism and capacity in social, emotional, life skill and employment domains.

The Program Facilitator demonstrates all the competencies and abilities of a CYCW1. Program Facilitator is responsible for the supervision of Practicum Students & Volunteers at the Agency, and may supervise CYCW1 position(s).

The position represents the Agency in a collaborative position when liaising with GOA stakeholders and community.

This position may provide backup Intake & Referral coverage, to manage and coordinate all requests and referrals for Intensive Treatment placement within the Agency and communicates with the Placement Coordination Unit the availability for all beds, in consultation with CYCW3 or Management.

### 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 major activities should be described.)*

#### Service responsibilities

- Act in accordance with relevant legislation, Ministry mandates and Agency policies and procedures.
- Ensures the current developmental needs of children/youth in care are met by actively participating in either the development of an assessment and/or treatment.
- 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.
- Support the provision of medical/dental/optical assessments and appointments.
- Provide the case management for children/youth that is consistent with Agency policies,

procedures, philosophy, goals and learning environment.

- Ensure accuracy, confidentiality and safekeeping of Agency records while maintaining logs/notes and documentation as per role and Agency policy and procedures.
- Participate in the service delivery, evaluation and reporting/recording of assessments, interventions and develop and implement treatment/care plans and review/revise as required with support of the multi- disciplinary team and in consultation with direct supervisor.
- 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.
- Provide individual and group counselling,
- 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.
- Participate in service team meetings that address treatment recommendations/interventions/progress and modifications where required.
- Act as an advocate to ensure service providers are meeting the best interests of the child/youth.
- Support the effective use/implementation of individual client and community resources (ie. CSD, youth workers, addiction supports, animal therapy, extra-curricular sports/clubs)
- Maintain a safe workplace and follow OHS best practices
- Provide crisis prevention, de-escalation, behavior management support techniques and recovery practices as well as non-violent physical restraint as required.
- Contribute statistical program information for Agency annual report.

### Program Responsibilities

- Transition/Outreach/Family supports
  - Support youth as they transition from campus based care back to community placement.
  - Participate as a member of the multi-disciplinary treatment team and provide input on family issues and concerns.
  - Provide consultation and share information to internal/external stakeholders and link youth with resources to assist with transition and placement issues, including participation at Service Team Meetings, pre-placement visit, ongoing visits, intakes, and resource meetings.
  - Support and develop connections for youth with families, significant people, and mentors in order to build a network of safety for the youth.
  - Provide parenting support and strategies to promote family preservation, healthy relationships, develop goals and skills, to support potential challenges.
  - Develop, implement and evaluate goals for transition and provide follow-up interventions to support the achievement of the individual youth's goals.
  - Maintain case notes and client case management/files as per Agency policy and procedures.
  - Ensure the home visitation plans and home visit safety contracts/expectations are developed.
  - Make recommendations for additional resources, changes in treatment strategies and options to assist the youth transition back into the community with either the family or other placement resources.
- Skill Based and Information Groups
  - Provide training and expertise in the areas of family/group dynamics and family/group systems, regulation strategies, parenting skills, life skills and issues for youth.
  - Develop, coordinate and facilitate life skills, psycho-educational and employment curriculum/groups for youth primarily in Intensive treatment to develop social and

emotional competencies and achieve short/long term treatment goals. This may cross over, 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.

- Develop community partnerships to link clients with appropriate community resources and arrange for on-site presentations by community resource presenters and schedule outside resources to deliver information sessions as required i.e. Compass Centre for Sexual Wellness, Regional Public Libraries, and OCYA-Office of the Child & Youth Advocate.
- Community Initiatives
  - Participate in special projects and committees.
  - Develop and/or acquire brochures and information packages for group and/or resource purposes.
  - Create, support and sustain volunteer opportunities and initiatives for Agency youth to be involved in such as Food Bank, Children's Festival, community gardens and City Clean up.
  - Support youth in resume writing, employment readiness and part time job acquisition.

## Scope

*(List specific information that illustrates what internal or external areas the job impacts, and the diversity, complexity, and creativity of the job.)*

The Child and Youth Care Worker supports youth in the life space to ensure all basic needs and treatment 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.

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 CYCW 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.

The Program Facilitator may work without the direct support of the team and therefore requires excellent group management and working alone competencies. They need to have skills that are able to work effectively with children and youth in community settings and the ability to work with families in their home environment.

## Knowledge, Skills and Abilities

(Provide a list of the most important knowledge factors, skills and abilities including knowledge about practical procedures, specialized techniques, etc.; analytical and conceptual skills and abilities; and skills needed for direct interaction with others not only diplomas and degrees. Specific training if it is an occupational certification/registration required for the job.)

### Qualifications:

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

### Knowledge

Program Facilitator'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, Family 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 and Bullying.
- Appropriate legislation and policy such as CYFEA handbook, Accreditation Standards, Regional policy and procedures, PSECA protocol for police services, *Public Health Act*.
- Agency Policy and Procedures Manual.
- Indigenous and/or other Cultural differences and how they impact treatment 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.

### Skills and 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
- Awareness of learning styles and modalities effective for youth
- Proficient in computer skills
- Facilitate collaboration in team members
- Demonstrate healthy self-care, and self-reflection
- Recognize scope within campus based setting and how that impacts or transfers to a community environment/placement

The above skills and abilities contribute to the successful support, guidance and treatment 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 to support healthy transitions. CYCW2's require the expertise to bridge expectations for youth, outside of the campus based life space, and prepare them for less intrusive community environments. It is imperative that Program Facilitators can adapt to a changing dynamics of youth and their families, program staffing and program parameters to deliver services as required by position.

## Contacts

*(The main contacts of this position and the purpose of those contacts.)*

The position communicates daily with the multi-disciplinary team including- CYCWI 's, CYCW2's - Team Leaders, CYCW3, Management ,Recreation therapists, Indigenous resource person, Psychologists, teachers, Houseparent and Administrative staff to ensure effective program and service delivery, coordinate and support the provision of treatment goals, respond to priorities and provide best outcomes.

Daily contact with children/youth clients and their families for the provision of program and service delivery.

Frequent contact with caseworkers, Collaborative Service Delivery (CSD) partners, Representatives from the Office of the Child Advocate including Advocates, Legal Representatives for Children and Youth (LRCY), Probation officers, Health, Addictions workers, Community Follow up Workers, community based psychologists, therapists, Community Support services, placement providers, community resources, cultural supports/resources and Elders ,Foster/Kinship Care providers for the provision of external program and service delivery and support.

## Supervision Exercised

*(List position numbers, class titles, and working titles of positions directly supervised.)*

The CYCW2 - Program Facilitator supervises Practicum Students & Volunteers at the Agency and may supervise CYCW1's.

## Subsidiary 6

### Benchmark Evaluation - 064CC01

#### Identification Section

<b>Working Title:</b>	Child and Youth Care Worker
<b>Department:</b>	Children's Services
<b>Division, Branch/Unit:</b>	Child Intervention
<b>Reports To:</b>	Team Leader (CYC 2)
<b>Levels to D.M.:</b>	8
<b>Job Description:</b>	<a href="#">064CC01</a>
<b>Minimum Recruitment Standards:</b>	See the <a href="#">Minimum Recruitment Standards</a> for Child and Youth Care
<b>Pay Grade:</b>	<a href="#">064CC</a> - Child and Youth Care 1

#### Comments on Role

This a common role within Youth Assessment Centers (YAC) (Lac La Biche and High Prairie), Sifton and Yellowhead Youth Center (YYC). Working within a multi-disciplinary team, these positions provide direct services to assigned young persons within a residential/campus ensuring the current developmental and well-being needs of emotionally and behaviorally challenged youth are met in a trauma informed intensive treatment or outreach environment.

The Child and Youth Care Worker, as part of a multi-disciplinary team, is responsible for identifying and implementing specific treatment plans and direct program delivery for vulnerable youth and children in care, who are receiving child intervention services via *Child, Youth and Family Enhancement Act* (CYFE Act) and/or *Protection of Sexually Exploited Children Act* (PSEC Act).

As the primary care provider for the assigned child/children, these positions are relied on to ensure that the individual child's safe and therapeutic treatment needs are identified and that approved treatment plans are implemented and evaluated to determine achievement of goals. The Child and Youth Care Worker provides input to the treatment team based on observations and direct interaction with the child. The Child and Youth Care Worker ensures a safe and secure treatment environment consistent with the center's philosophy and policies. Positions in this class work shifts and may work in either an open or secure environment, or an outreach environment.

#### Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E- I3 200	33% 66	R1 76	342

#### Comments on Evaluation



- **Knowledge:**

- **Professional/Content Knowledge:**

The position to provide direct services to assigned youth ensuring their individual treatment plans are implemented, requiring the application of an understanding of child/adolescent development theories, principles of behavior management and de-escalation techniques/approaches, trauma related and informed disorders and disabilities affecting youth, and knowledge of individual and group counselling typically acquired through a related degree or diploma in Child and Youth Care. The work also requires knowledge of the *Child, Youth and Family Enhancement Act (CYFEA)*, Protection of Sexually Exploited Children (PSECA, familiarity with other related legislation (e.g. *Mental Health Act, FOIP, Public Health Act*) and related policies and procedures specific to the campus or residential facility. The position is rated E- recognizing that as a primary care provider, the application of knowledge and skills is specific to the needs of their assigned youth reflected in the pull on E as the work does not require the application of a depth or breadth of knowledge typically associated with a full E.

- **Complexity and Diversity:**

The position requires an understanding of the center's purpose and philosophy, policies and procedures, and related legislation. Also requires understanding of the role of a "Primary Care Worker" and the roles and responsibilities of positions involved with the young persons.

- **Human Relations Skills:**

The position deals with resistive and/or volatile and potentially high-risk situations on a daily, ongoing basis and applies human relations skills to de-escalate and to recognize high risk, and influence behaviour on along term basis.

- **Creativity/Problem Solving:**

The position performs work within acceptable best practices and standards, legislation, policies and operational procedures, accreditation standards, and safety/security measures. The position applies some theoretical understanding of the situations and trauma the young persons are in and conditions they may have and specific techniques to handle the behaviours exhibited, in order to make informed observations and recommendations or suggestions to senior and clinical staff regarding the treatment plan. The position must also develop appropriate intervention approaches for youth that are unreceptive or pre-contemplative to receive supports to ensure acceptable/safe degree of conduct. The position responds to risk and/or volatile behaviors ensuring safety for the youth and staff. The varied and diverse behaviors and/or unpredictable situations arising with the youth in their charge requires the application of judgement based on knowledge and experience to formulate appropriate behavioral/de-escalation/intervention techniques and/or approaches supports a 33% rating. The 33% recognizing the requirement to analyze the diverse issues presenting and develop an appropriate response/recommendation based on applying their knowledge and experience and understanding of the operational policies/practices and relevant legislation. Position was not rated 38% as it has access to the Team Lead, Program Coordinator and/or other professionals for assistance.

- **Responsibility:**

Position is a direct service delivery role, providing support, guidance and treatment of vulnerable youth towards a healthier, risk free and less conflictual lifestyle, which supports the R1 rating.

**Last Reviewed: December 2021**

## Subsidiary 6 Benchmark

### Job Description – 064CC01

#### Purpose

*(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.)*

Reporting to the Child & Youth Care Worker 2-Team Lead Supervisor, the Child & Youth Care Worker (CYCW1) ensures 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 treatment or outreach environment. The CYC Worker is a member of a multi-disciplinary team that is primarily responsible for providing direct services that ensure a safe and secure therapeutic, social milieu that assesses, identifies and implements the specific treatment 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*. The CYC Worker works directly with youth and their families and relevant stakeholders.

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

The CYC Worker may be responsible for Acting Team Lead responsibilities and activities in the absence of the CYC2.

#### 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 major activities should be described.)*

##### Service responsibilities

- Act in accordance with relevant legislation, Ministry mandates and Agency policies and procedures.
- Ensure the current developmental needs of children/youth in care are met by actively participating in either the development of an assessment and/or treatment.
- 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.
- Coordinate and facilitate the provision of medical/dental/optical assessments and appointments, and transport when required.
- Provide the case management for children/youth that is consistent with Agency policies, procedures, philosophy, goals and learning environment.
- Ensure accuracy, confidentiality and safekeeping of Agency records.
- Participate in the service delivery, evaluation and reporting/recording of assessments, interventions and develop and implement treatment/care plans and review/revise as required with support of the multi-disciplinary team and in consultation with direct supervisor.
- 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.

- Provide individual and group counselling.
- 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.
- Participate in service team meetings that address treatment recommendations/interventions/progress and modifications where required.
- Act as an advocate to ensure service providers are meeting the best interests of the child/youth.
- Coordinate and support the effective use/implementation of individual client and community resources (i.e. CSD, youth workers, addiction supports, animal therapy, and extra-curricular sports/clubs).
- Maintain a safe workplace and follow OHS best practices.
- Provide crisis prevention, de-escalation, behavior management support techniques and recovery practices as well as non-violent physical restraint as required.

### Program Responsibilities

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

### Scope

*(List specific information that illustrates what internal or external areas the job impacts, and the diversity, complexity, and creativity of the job.)*

The Child and Youth Care Worker supports youth in the life space to ensure all basic needs and treatment needs are addressed. A safe and stable environment is foundational to establishing trusting therapeutic relationships to promote healthy growth and development and meet need 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 CYCW 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 organize 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 Agency policy and procedures can be implemented.

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

## Knowledge, Skills and Abilities

*(Provide a list of the most important knowledge factors, skills and abilities including knowledge about practical procedures, specialized techniques, etc.; analytical and conceptual skills and abilities; and skills needed for direct interaction with others not only diplomas and degrees. Specific training if it is an occupational certification/registration required for the job.)*

### Qualifications:

- 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, and Non-Violent Crisis Intervention.

### Knowledge

CYC Worker 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 and Bullying.
- Appropriate legislation and policy such as CYFEA handbook, Accreditation Standards, Regional policy and procedures, PSECA protocol for police services, *Public Health Act*.
- Agency Policy and Procedures Manual.
- Indigenous and/or other Cultural differences and how they impact treatment 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.

### Skills and 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 treatment 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.

### Contacts

*(The main contacts of this position and the purpose of those contacts.)*

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, CYC1's, CYC2's CYC3's, Agency provided Nursing staff, Indigenous Resource Consultants, Recreation therapists, teachers, contracted doctors, 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.

### Supervision Exercised

*(List position numbers, class titles, and working titles of positions directly supervised.)*

No Supervision exercised.