



Tłıchǫ Community Services Agency
 DŪ NĀKE LĀMI NĀTS'ETSO • Strong Like Two People

IDENTIFICATION

Department	Position Title	
Tłıchǫ Community Services Agency	Child & Youth Counsellor	
Position Number	Community	Division/Region
27-15243	Behchokǝ	Health & Social Programs / Tłıchǫ

PURPOSE OF THE POSITION

The Child and Youth Counsellor plays an integral role in supporting children and youth with complex mental health needs, and their families, to live successfully within their home, school and local community. This position is responsible for implementing specialized assessment and therapeutic programming within the daily life space of children and youth.

SCOPE

The scope of the Tłıchǫ Community Services Agency (TCSA) is to manage the delivery of a range of integrated public Government of the Northwest Territories (GNWT) and First Nations health, wellness and education programs and services for the Northwest Territories Tłıchǫ communities of Behchoko, Gameti, Wekweeti and Whati. Established in 2005 as part of the Tłıchǫ Agreement, the TCSA is designed to be an interim GNWT organization through which the Tłıchǫ Government will eventually exercise their treaty rights for self-government. The TCSA serves approximately 3,000 people, employs 230 staff and has an annual budget in excess of 30 million dollars. Programs and services include early childhood education, K-12 education, health and wellness, child and family services, mental health, wellness and addictions and continuing care and independent living.

The TCSA vision “Strong Like Two People” is a metaphor for the desire by community leadership to build an organization and create programs and services that recognize the strength and importance of two cultures. Local Tłıchǫ and non-Tłıchǫ knowledge have complementary strengths which together can achieve solutions to contemporary problems which neither could alone. The failure to integrate local knowledge represents a waste of expertise and a loss of critical information that may lead to inappropriate or even destructive

interventions and strategies.

The TCSA administers all regional health and social services delivered to a population of approximately 3,000 residents of the Tlicho Region through Counselors and Social Work staff based in Behchoko, 3 Community Health Centres, 1 Community Health Station, and for the residents of the Jimmy Erasmus Seniors Home. The TCSA provides and supports the delivery of health care services to adults and children on an outpatient and outreach basis in order to enhance healthy communities' well-being through excellence, accountability and respect for regional diversity.

Located in Behchokò and reporting to the Clinical Supervisor, Mental Health & Wellness, the Child and Youth Counsellor (CYC) is part of a collaborative multi-disciplinary approach to the delivery of direct therapeutic services to support the needs of children, youth and their families.

The CYC is a member of the community counselling team and provides integrated and therapeutic mental health and behavioral programming in collaboration with school personnel and other health and mental health and social services professionals. The CYC provides a wide range of services with an emphasis on developing therapeutic relationships with children, youth and their families. During the school year, the CYC will be based primarily in the school, but, in order to align with the needs of children and youth, other locations may include the Community Counselling Program office, client family home or other appropriate community locations. As part of an interdisciplinary team approach, other services targeted to assist children and youth include: community development, consultation, coordination, education and integrated services management.

This position ensures that therapeutic plans are developed, followed and are meeting the individual need of the child, youth and family. The CYC provides direct client care including individual and environmental assessment (with an emphasis on strengths and assets rather than pathology), intervention planning, individual, and family and group counselling and referrals to other important service providers and agencies within the community.

The incumbent may be required to work on call and work a flexible schedule to ensure accessibility to members of the community. In addition, when a traumatic event occurs within the community or to an individual, the incumbent will often be called upon outside of work hours.

The CYC collaborates with other community services including school principals, teachers, regional inclusive schooling coordinators, social workers, nurses and physicians, Community Health Representatives, RCMP, probation, Victim Services, and local Indigenous and Non-Government Organizations to provide a comprehensive, person and family centered approach to care.

RESPONSIBILITIES

- 1. Provides a range of direct psychotherapeutic services to children and youth with social/emotional/behavioural issues, their families and caregivers.**

- Completes screening and risk assessments for the purpose of informing and developing service plans.
 - Undertakes a variety of mental health assessments including interviews with all relevant parties (i.e., health and social services professionals, educators, involved non-government agencies, local Indigenous organizations, etc.).
 - Identifies community and regional resources that could meet identified needs, particularly in instances of child/youth/family crisis.
 - Works with children, youth and families to develop integrated, person and family centered care plans that include appropriate interventions and that involve all necessary partners to achieve stated goals and objectives.
 - Provides a variety of evidence-based interventions and treatment modalities including individual, family and/or group therapy as indicated for identified areas of distress and need.
 - Provides leadership to ensure coordination and effective delivery of integrated services in a person and family centered manner.
 - Assists children, youth, their families and other relevant caregivers to understand the nature, prognosis and recommended interventions and treatment modalities indicated for their particular needs/areas of distress.
 - Ensures that family, cultural and spiritual practices are adhered to during assessment, therapeutic planning and while communicating feedback to children, youth and their families.
 - Monitors and evaluates the implementation and progress of service plans, as well as child/youth, family and school satisfaction with progress/results.
 - Adheres to Community Counselling Program Standards for confidentiality/privacy, sharing of information, client record keeping practices and other areas of service provision and client care.
 - Where required and appropriate, consult with other service providers and mental health experts to inform recommended approaches and interventions.
 - Provides care and service in a person and family centered manner that meets the child/youth/family where they are at and ensures care is delivered accordingly.
- 2. Provides mental health, child and youth consultation and educative services to community agencies and other service providers who provide services to children and youth with social, emotional and behavioural disturbances including educators, physicians, nurses, health care workers, community counsellors, community social services workers, infant development programs, probation, RCMP, local Indigenous and non-government organizations.**
- Provide mental health expertise, support, professional learning opportunities and consultation to school staff to ensure adequate understanding and ability to respond to the needs of children and youth with social emotional and/or behavioural issues, including participation, when relevant, as a member of the school-based support team (i.e., development of Student Support Plans, Individualized Education Plans, etc.), parent workshops, and/or interagency team meetings.

- Ensure a seamless and collaborative approach to service delivery in schools by maintaining a close, collaborative working relationship with school-based staff including the principal.
- Provide expertise and professional supports to community staff and agencies delivering services to children and youth.
- Function as a resource and source of community-based information on best practices when working with children/youth in particular for those with social, emotional and/or behavior issues and their families.
- Provide education information to community partners via in person, 1:1 meetings, workshops and/or integrated team/interagency meetings.
- Provide expert and timely response and intervention in crisis incidents.
- Function as an expert within the field of child youth mental health and serve as a resource to assist other service delivery partners in understanding integrated, trauma informed and culturally safe practices in the context of colonization and residential schools, Fetal Alcohol Spectrum Disorder (FASD), concurrent disorders, histories of trauma, family violence, social determinants of health, mental illness and addictions.

3. Provides leadership, facilitation and expertise in the implementation of an integrated, stepped care approach to the delivery of services for children and youth with complex needs and their families by ensuring collaboration and involvement with other services and agencies involved in the provision of care.

- Remains up to date on best practices within the fields of child and youth mental health, integrated person and family centered practice, school and community-based interventions and programming.
- Remains up-to-date on school, community and regional resources and partner agencies.
- Undertakes purposeful steps to cultivate collaborative working relationships with these partners in order to ensure optimal integrative and wrap around service potential. This may also include participating in on-the-land wellness initiatives.
- Demonstrates integrity and respect to cultivate positive working relationships with community and regional partners.
- Actively works to become educated on the local culture, customs and practices and engages in community events and relationship building opportunities.
- Maintains child, youth, and family privacy and confidentiality and ensures a recovery oriented, person and family centered approach to service delivery and sharing of information.
- Utilizes a strengths-based approach that focuses and builds upon community and personal resiliency and strengths.
- Provides leadership and advocacy with children/youth/families in working with other agencies and services.

4. Performs other duties as required to achieve Governmental, Departmental or Authority strategic goals and objectives.

WORKING CONDITIONS

Physical Demands

Physical demands may include participating in youth recreational sports (hiking, walking, running, dancing).

Environmental Conditions

Services are provided primarily in school settings but may also occur in a variety of settings including public community locations and the child/youth's home.

Sensory Demands

The incumbent will spend approximately 60% of the day providing direct counselling services requiring the use of the combined senses.

Mental Demands

Professionals providing child and youth care counselling services will repeatedly hear children and youths' traumatic stories (i.e., abuse, neglect, multiple losses, family violence, parental addictions, etc.). A level of uncertainty in knowing what to expect while at work may be experienced as people in crisis are often unpredictable and can be abusive to those trying to help. As a result, there is legitimate concern about the risk of verbal and even physical assault.

Providing these services in small communities presents unique challenges in that the incumbent may have to deal with friends, neighbours, relatives or social acquaintances who are receiving services as well as victims and perpetrators on a day to day basis outside of work (i.e., at community functions, grocery store, walking down the street, etc.).

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of Northwest Territories services and supports, as well as relevant legislation (*Child and Family Services Act, Health Information Act, Mental Health Act, Education Act*).
- Knowledge and experience in the delivery of child and youth mental health services including direct, front line service delivery, assessment and treatment planning.
- Knowledge of various approaches to therapy relating to the treatment of children and youth with mental health and behavioural issues, disorders and addictions.
- Knowledge and extensive experience in working with children and youth with mental health issues and their families, including in a school and community settings.
- Knowledge and skills in applying an integrated stepped care approach to service delivery.
- Knowledge and skills working with a variety of approaches to psychotherapy, including Dialectical Behaviour Therapy, Cognitive Behavioural Therapy, Motivational Interviewing, Solution Focused, etc.
- Knowledge and skills in working in an interdisciplinary manner to optimize wrap around service delivery.
- Knowledge of and ability to network with resources within and outside of the employing health and social services authority.

- Knowledge of the signs of violence, abuse, mental illness and addictions, as well as current trends and best practices in addressing psychological outcomes.
- Ability to commit to professional development and increasing competencies.
- Ability to maintain awareness of the impacts of colonization and residential schools and to reduce barriers for children youth and their families.
- Ability to provide expert consultative services to parents/caregivers, educators, social services workers, and other community partners.
- Ability to effectively communicate with an interdisciplinary team and to recognize and competently and confidently respond to community and family needs.
- Ability to communicate clearly on a variety of subjects in plain language both written and verbal. Ability to reach sound decisions in times of crisis.
- Ability to work effectively in a cross cultural setting including with community members impacted by colonization and residential schools.
- Ability to effectively organize, lead, and mentor others.
- Ability to work effectively in small and large groups using project management and leadership skills, program planning and implementation skills, listening and verbal communication skills, facilitation and presentation skills, negotiation skills, team building and relationship building skills.
- Ability to be registered with a professional counselling certification body is an asset.
- Ability to maintain the goodwill of clients, colleagues and co-workers.
- Ability to operate word processing, internet, email, and other relevant programs.
- Ability to commit to actively upholding and consistently practicing personal diversity, inclusion and cultural awareness, as well as safety and sensitivity approaches in the workplace.

Typically, the above qualifications would be attained by:

A Master's degree in Child and Youth Care, Counselling, Clinical Psychology, Art Therapy, Clinical Social Work or Education with a focus on therapeutic counselling.

Must have a valid Class 5 Drivers License (or equivalent)

Must be able to produce a satisfactory criminal record check and departmental check.

This position requires an up-to-date immunization record.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

Thcho Region – Regional Requirements

Within the region, the incumbent must be able to acquire within a reasonable time frame and

remain current with the following training and certifications:

- Satisfactory Vulnerable Sectors Criminal Record Clearance
- Registered and in good standing with a reputable Canadian, Provincial or Territorial regulatory or licensing body, such as Canadian Counselling and Psychotherapy Association (CCPA), Canadian Psychological Association (psychologists) or registration with the NWT social workers professional licensing body. Other regulatory bodies will be considered on a case-by-case basis.
- Ability to travel within the Tłıchǫ Region to support the communities of Behchoko, Whati, Gameti, and Wekweeti when necessary.
- Workplace Hazardous Materials Information System (WHMIS)
- Non-Violent Crisis Intervention
- Cultural Training
- Mental Health First Aid
- Applied Suicide Intervention Skills Training (ASIST)
- Workplace Safety
- Hand Washing Certificate
- Training under the Accreditation Canada Standards

Position Security (check one)

- No criminal records check required
- Position of Trust – criminal records check required
- Highly sensitive position – requires verification of identity and a criminal records check

French Language (check one if applicable)

- French required (must identify required level below)
Level required for this Designated Position is:
ORAL EXPRESSION AND COMPREHENSION
Basic (B) Intermediate (I) Advanced (A)
READING COMPREHENSION:
Basic (B) Intermediate (I) Advanced (A)
WRITING SKILLS:
Basic (B) Intermediate (I) Advanced (A)
- French preferred

Indigenous Language:

- Required
- Preferred