



IDENTIFICATION

Department	Position Title	
Northwest Territories Health and Social Services Authority	Child and Youth Counsellor	
Position Number	Community	Division/Region
48-15528	Inuvik	Community Wellness and Support Services/BDR

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. The CYC is responsible for implementing specialized assessment and therapeutic programming within the daily life space of children and youth.

SCOPE

The Northwest Territories Health and Social Services Authority (NTHSSA) is the single provider of all health and social services in the Northwest Territories (NWT), with the exception of Hay River and Tłıchʼo regions, covering 1.2 million square kilometers and serving approximately 43,000 people, including First Nations, Inuit, Metis, and non-Indigenous. Health and social services includes the full range of primary, secondary and tertiary health services and social services including family services, protection services, care placements, mental health, addictions, and developmental activities, delivered by more than 1,400 health and social services staff.

While the Tłıchʼo Community Services Agency (TCSA) will operate under a separate board and Hay River Health and Social Services Agency (HRHSSA) will in the interim, the NTHSSA will set clinical standards, procedures, guidelines and monitoring for the entire Northwest Territories. Service Agreements will be established with these boards to identify performance requirements and adherence to clinical standards, procedures, guidelines and policies as established by the NTHSSA.

Under the direction of the Minister of Health and Social Services, the NTHSSA is established to move toward one integrated delivery system as part of the government's transformation strategy.



Located in Inuvik, the Child and Youth Counsellor (CYC) reports to the Regional Clinical Supervisor, Community Wellness and Support Services. The incumbent may be required to support other regional communities as needed; may be virtually or via travel.

The CYC position provides direct therapeutic services to support the needs of children, youth and their families and is a member of the community counselling team. During the school year, the CYC may hold office hours 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.

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, therapeutic individual, family and group counselling and referrals to other important service providers and agencies within the community. The CYC collaborates with other community services including the education staff, health and social services professionals, RCMP, justice services, and local government organizations to provide a comprehensive, person and family centered approach to care.

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.

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.
- Where required and appropriate, consult with other service providers and mental health experts to inform recommended approaches and interventions.
- Adheres to all CCP standards and NTHSSA Standard Operating Procedures in the provision of client care (including confidentiality/ privacy, sharing of information, client record keeping practices).
- 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, consultation and education to community agencies and other service providers who provide services to children and youth with social, emotional and behavioural issues including education staff, health and social services professionals, RCMP, justice services, and local 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 appropriate and with consent to the school-based support team (i.e., development of Student Support Plans, Individualized Education Plans, etc.), parent workshops, and/or interagency team meetings.
- 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 educational 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, FASD, concurrent disorders, histories of trauma, family violence, social determinants of health, mental health issues, substance use and behavioural 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 wise 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 decolonized, 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

No unusual demands.

Physical Demands

No unusual demands.

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 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

- An interest in and desire to work with children/ youth with social and emotional needs and an ability to relate to students and families in a trauma-informed, culturally safe/ anti-racist, empathetic, strengths-based, identity-affirming, respectful, and consistent manner.
- 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, substance use disorders and behavioural addictions.
- Knowledge and extensive experience in working with children and youth with mental health issues and their families, including in 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 wise 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 Masters degree in Clinical Social Work, Psychology, or Counselling (Not Human Ecology, Public Health, Therapeutic Recreation, Child and Youth Care) and one year of relevant experience.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

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: Select language

☐ Required
☐ Preferred