



Tłı̨chǫ Community Services Agency
Dǫ Nake Lanı Nats'etso • Strong Like Two People

IDENTIFICATION

| Department | Position Title | |
|-----------------------------------|---------------------|-------------------------------------|
| Tłı̨chǫ Community Services Agency | Peer Support Worker | |
| Position Number | Community | Division/Region |
| 94-16798 | Behchokǫ | Health & Social Program/ Tłı̨chǫ |

PURPOSE OF THE POSITION

The Peer Support Worker is responsible for the provision of culturally relevant peer support to children and youth within the education system, including topics on health promotion and prevention in the areas of mental health and wellbeing. These areas will include addictions, mental health and family violence, health maintenance, and overall health and well-being of the individual, family, and community.

SCOPE

The scope of the Tłı̨chǫ Community Services Agency (TCSA) is to manage the delivery of a range of integrated public GNWT and First Nations health, wellness and education programs and services for the NWT Tłı̨chǫ communities of Behchokǫ, Gamètı, Wekwetı and Whatı. Established in 2005 as part of the Tłı̨chǫ Agreement, the Agency is designed to be an interim GNWT organization through which the Tłı̨chǫ 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 \$30M. Programs and services include early childhood education, K-12 education, health and wellness, child and family services, mental health and addictions, and continuing care and independent living.

The Tłı̨chǫ Community Services Agency 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 Tłı̨chǫ and non-Tłı̨chǫ 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 Tłıchq region through 3 Community Health Centers and 1 Community Health Station, and for the residents of the Jimmy Erasmus Seniors Home (JESH). 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 Behchokq, the Peer Support Worker reports to the Chief Jimmy Bruneau School (CJBS) Principal and is a part of the school team providing services to students in the Tłıchq Region. This position is responsible for serving their community and the region by working with individuals and communities who express a desire to improve their overall mental health and well-being, as well as providing health promotion and education to the community.

The Peer Support Worker is a first point of contact with clients in providing follow up and facilitating personal development to clients and plays an important role in ensuring that client needs are met through appropriate education, referral, aftercare, and supportive counselling. As well, the Peer Support Worker is a point of first contact and screening for the Community Counselling Program (CCP) and works in partnership with the Child Youth and Family Counsellors, Education staff, Mental Health and Wellness Elders and community members to promote wellness to residents of the Tłıchq region. The Peer Support Worker provides a personal interaction by connecting with peers both in-person and virtually. Peer Support begins with lived experience and training to support communities to achieve a better understanding of the issues surrounding cultural identity, mental health, addictions and family violence, and health maintenance.

Fulfilling a critical role in health promotion and illness prevention for mental wellbeing, the Peer Support Worker ensures individuals within the community have access to education and health promotion needed for healthy living and that the TCSA is aware of community concerns with respect to continued health and well-being. The Peer Support Worker works in accordance with the program standards and protocols of the CCP for Mental Health and Wellness of the Tłıchq Community Services Agency (TCSA).

Services will primarily be provided within the school system but also may include community halls, health centres, gymnasiums, etc. Services may be provided on an individual basis or as part of a multi-disciplinary team. Home visits and community based presentations will require the incumbent to carry 5-15 lbs. of presentation supplies and aids to the location of the presentation.

As a result of living in an isolated, northern community, the incumbent may be required to travel on small planes and on ice or winter roads when traveling to or from the community.

RESPONSIBILITIES

1. Provide support and promote wellness in the areas of mental health, addictions, and family violence.

- Establish a trusting relationship with children and youth.
- Work collaboratively with parents and members of the Education team to help the service user meet their desired goals.
- Provide individuals and groups of all ages with information on addictions, mental health, and family violence through group presentations and resource materials.
- Establish relationships with children and youth as a member within their school community.
- Encourage community members to participate and attend education and health promotion sessions,
- Deliver culturally relevant awareness programs and activities in community.
- Collaborate with community service providers and organizations in prevention and wellness activities relating to mental health, addictions, family violence, and health promotion.
- Act as a local resource for students and the school community.
- Promote a safe and healthy environment in homes, schools and throughout the community.

2. Provide clients and families with culturally relevant peer support in the areas of mental health, addictions, and family violence issues.

- Use a team approach to access resource persons and services especially during times of crisis and trauma.
- Provide sessions on mental health to client groups.
- Provide aftercare and follow-up support for clients through small group and individual education and network of self-help resources.
- Participate in case reviews with a multi-disciplinary team.
- Act as an advocate and system navigator for clients in working with other agencies.
- Complete program documentation (i.e. activity reports for education sessions) related to community, small groups, individual clients and crisis work.
- Complete program reports to meet program accountabilities, long range planning and quality management

3. Record specifics of all encounters or services provided for statistical purposes and follow up.

WORKING CONDITIONS

Physical Demands

No unusual demands.

Environmental Conditions

No unusual conditions.

Sensory Demands

The incumbent will be required to use combined senses of touch, sight, smell and hearing during direct contact and screening. Lengthy telephone conversations require attentive listening and decisive responses.

Mental Demands

No unusual demands.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of current trends in health promotion, community development.
- Ability to access / consult with resource persons and services to determine best course of action and obtain support.
- Knowledge of and/or the ability to be informed, and apply understanding of the culture, traditions, community demographics, and values of the people in the community.
- Knowledge of and/or the ability to learn the physical, psychological, and social effects of addictions, mental health/mental health disorders, health promotion and family violence.
- Ability to acquire knowledge of *NWT Mental Health Act*, *Health Information Act* and other applicable NWT legislations.
- Knowledge of privacy and confidentiality practices and the ability to adhere to the expectations of maintaining client privacy and confidentiality.
- Ability to perform health promotion activities in the area of mental health, addictions, family violence, and health promotion and its impact on physical, mental, spiritual, and emotional health.
- Ability to facilitate individual and group learning using a client centered approach and popular education model.
- Ability to apply current practices in the management of risk factors for addictions, mental health disorders and family violence.
- Ability to acquire and apply knowledge of referral routes and care coordination.
- Ability to complete tasks / projects on time through the routine planning of own work and organization of resources.
- Oral and written communication skills.
- Ability to operate a computer and use Microsoft software, internet and email programs.
- Skills relating to relationship building and working collaboratively and cooperatively as an effective team member to achieve group and organizational goals.
- 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:

The completion of Grade 12 and one (1) year of experience working within an education environment.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

Position Security

- ☐ 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