

Human Services – Subsidiary 6

APS Benchmark Listings

Sub. No.	Bench- mark	Department	Working Title Job Title	Know-How				Creativity/ Problem Solving		Responsibility		Total Points
				Prof./ Cont.	Comp. Div.	H.R. Skills	Points	%	Points	Profile	Points	
Human Services Worker 7 (Point Range 519 - 613)												
006	067HS01	Children's Services	Child Intervention Casework Supervisor	F	I	3	304	38	115	R2	152	571
006	067HS06	Seniors, Community and Social Services	Disability Services Supervisor	F	I	3	304	38	115	R1	132	551
006	067HS04	Children's Services	Child Intervention Practice Specialist	F	I+	2	304	38	115	B	115	534
Human Services Worker 6 (Point Range 439 - 518)												
006	066HS07	Children's Services	Senior Child Intervention Practitioner	E+	I	3	264	33	87	R1	100	451
Human Services Worker 5 (Point Range 371 - 438)												
006	065HS09	Seniors, Community and Social Services	Public Guardian Representative	E	I	3	230	33	76	R2	100	406
006	065HS11	Children's Services	Caregiver Supports Practitioner (Adoptions / Foster Care / Kinship)	E+	I	2	230	33	76	R1	87	393
006	065HS10	Justice	Family Court Counsellor	E	I	3	230	33	76	R1	87	393
006	065HS08	Seniors, Community and Social Services	Disability Services Caseworker	E	I	3	230	33	76	R1	87	393
006	065HS07	Children's Services	Child Intervention Practitioner	E	I	3	230	33	76	R1	87	393

006	065HS03	Justice	Mediator	E	I	3	230	33	76	R1	87	393
Human Services Worker 4 (Point Range 314 - 3708)												
006	064HS06	Children's Services	Licensing Officer	E	I	2	200	29	57	R2	76	333
Human Services Worker 3 (Point Range 269-313)												
006	063HS04	Children's Services	Child Intervention Practitioner (entry)	E-	I	2	175	29	50	R1	57	282

Note: Work at **Human Services Worker 1** and **Human Services Worker 2** no longer exists. New benchmarks will be established if work is found at these levels in the future.

Last Reviewed September 2022

Subsidiary 6

Benchmark Evaluation - 067HS01

Identification Section

Working Title:	Child Intervention Casework Supervisor
Department:	Children's Services
Division, Branch/Unit:	Regional Delivery
Reports To:	CI Delivery Manager
Levels to D.M.:	6
Job Description:	067HS01
Minimum Recruitment Standards:	See the Minimum Recruitment Standards for Human Services Worker
Pay Grade:	067HS - Human Services Worker 7

Comments on Role

The primary purpose of this full supervisory role is to provide support and direction to front-line and administrative staff to ensure children, youth and families receive appropriate services. Child Intervention is a broad program where Acts, Regulations and Policies are significantly complex and require astute interpretation. Decisions made in these roles are life impacting, where the ultimate focus is the well-being, safety and protection of children and youth and working with families and communities.

Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
F I 3 304	38% 115	R2 152	571

Comments on Evaluation

- **Knowledge:**

Professional/Content Knowledge:

The Supervisor requires a considerable professional skill level in child intervention and relevant theoretical knowledge, supplemented by considerable related work experience and training. The Supervisor possesses considerable depth of knowledge and a strong understanding of child intervention programs and services and related legislation, in particular *Child Youth and Family Enhancement Act (CYFEA)*, policies and procedures, practice, standards and casework for decision making and to deliver regional CI programs and services and provide direction, consultation, guidance and support to staff and to ensure adherence to legislation requirements. A sound knowledge and understanding of the broad scope, complexities and diversity of the regional

child intervention programs and services delivery, knowledge of Indigenous and other cultures, court procedures and protocols, and community resources is also necessary to respond to the varied issues and concerns/urgencies encountered. The role supervises professional staff requiring knowledge of supervisory principles/practices, human resource policies and procedures, occupational health and safety and code of conduct.

The position requires the application of significant breadth and depth of theoretical and experiential/content knowledge to a wide variety of situations and issues within the child intervention system and supports the “F” rating.

Complexity and Diversity:

The position provides leadership, monitors and evaluates work, provides consultation and support to staff ensuring adherence to policies and procedures requiring an understanding of the broad scope and diversity of child intervention programs and services and complex legislation, policies, practice and standards. The supervisor applies analytical and conceptual skills to consult on and respond to staff on a variety of complex and diverse issues related to their cases.

Human Relations Skills:

This position provides full supervision to professional and administrative staff including, assigning, monitoring, coaching, mentoring and evaluating requiring significant interpersonal skills, and understanding of human behavior. The focus and decisions of the supervisor have long-term life impact to children, youth and families. Critical, unpredictable and highly emotionally charged situations arise frequently requiring the position to be supportive in processing the emotional impacts with workers, children, families and communities requiring the application of an in-depth of understanding of human behavior.

- **Creativity/Problem Solving:**

The supervisor reports to a delivery manager and is the highest level of operational thinking. The position works with considerable latitude and operational independence in the supervision of assigned staff in the delivery of child intervention programs and services within established legislation, policies, practice and regional objectives. Responsibilities and delegated decision making are guided by the *CYFE Act*, *Protection of Sexual Exploitation of Children Act* (PSECA) and *Drug Endangerment to Children Act* (DECA) and other related legislation some of which are vague and require a great deal of interpretation while others are very complex and difficult to understand. Policies, practice framework and model guide the supervisor when consulting and responding to differing, complex and variable situations. The work environment can be described as not only complex but also unpredictable, where a file status can quickly change, escalating the level of risk and/or need for immediate response. Staff seek consultation and guidance on policy/legislation/practice interpretation on issues relevant to their case files. The issues/problems presenting are varied and complex, requiring the supervisor understand the complexities of the situation and utilize analytical, evaluative and critical thinking skills and professional knowledge and experience to formulate the appropriate responses/course of action.

- **Responsibility:**

The position is responsible for supervising staff delivering child intervention programs and services within a segment of the region. It makes final program decisions within the scope of its legislated delegated authority.

Last Reviewed: December 2021

Subsidiary 6 Benchmark

Job Description - 067HS01

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.)

The Casework Supervisor's primary purpose is to provide support and direction to front-line and administrative staff to ensure children, youth and families receive appropriate services. Support and guidance is in accordance with any related Ministerial legislation, policies, procedures and regulations.

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.)

Supervision:

- Participate in the screening, recruitment, orientation, and training of new employees & students.
- Promote professional development of all staff.
- Establish team and individual performance excellence, monitor and evaluate performance excellence. Support staff in creating realistic goals with the intention of increasing competencies, capacity, skills, and knowledge.
- Work collaboratively with Management to monitor individual performance plans.
- Provide guidance as per the Child Intervention Practice Framework (CIPF) as well as Practice Strategies for Lifelong Connections.
- Provide regular individual and group supervision.
- Assist staff with following and interpreting return to work plans.

Occupational Health & Safety:

- Provide orientation, training, and ongoing monitoring of OH&S policy and procedures.
- Provide staff with emotional and professional support and/or resources required to assure wellbeing.
- Provide debriefs, assessing for potential impacts of trauma and refer to appropriate supports.
- Help to ensure a healthy and safe workplace.

Overseeing service delivery:

- Monitor work to ensure adherence to Ministerial policies and procedures.
- Implement and provide feedback on new policies/procedures.
- Keep up to date on trends, program issues, and changes in legislation/precedent/court protocols or procedures.
- Identify service delivery gaps.
- Participate on committees to resolve policy issues or resolve regional child intervention concerns.
- Provide program input to management and regional/provincial specialists as requested.

Team Building:

- Develop and maintain systems to assist in building team morale.
- Provide support to staff, and develop staff communication networks to enhance service delivery.

- Act as role model and demonstrate Practice.
- Promote and provide peer support.
- Create and deliver team agenda's/meetings/group Supervision and continual team development with ever changing team members.
- Demonstrate leadership in team dynamics and creating a healthy, positive team environment.

Administrative Supervision:

- Review and monitor expenditures, time sheets, expense claims, Flexible and Alternative Work arrangements, TAPIS monitoring.
- Workload monitoring and measurement related to WAM benchmarks.
- Forecasting both case and unit administration.
- Recommend changes to management regarding expenditures, maintain caseload and other statistics and provide reports as requested (TAPIS, WAM); process all personnel related documentation; develop systems to ensure balanced workload and cover-off.

Consultation:

- Provide case consultation with individual workers as per policy requirements.
- Role model, demonstrate, and teach practice.
- Participate in case conferences on complex or contentious cases.
- Participate in/facilitate family and/or Safety Network meetings.
- Provide interpretation of broad Child Youth & Family Enhancement (CYFEA) legislation and Ministerial policies to various community, agencies, and other helping professionals.
- Assist in preparing cases for court.
- Facilitate/participate in consultation as per the CIPF and Ministerial policy.
- Review, monitor, approve, and provide feedback on multiple documents and reports.
- Provincial Directors Approval (PDA), Third Person Consults, Band Consultations, and Group Supervision as per policy.

Community Liaison/partnership:

- Develop community coalition and maintain network of contacts within the community to facilitate service delivery and promote understanding of Ministerial philosophies and policies through participation in public forums, speaking engagements.
- Liaise with other ministries for the wellbeing, safety, and transition of children and youth.
- Assist with the development of new community resources, programs, and partnerships.

Other Duties:

- Respond to community issues/concerns regarding child wellbeing and the safety of children and youth.
- Assist with the development, maintenance, and adherence to contracts.
- Provide back-up/cover-off for management, supervisors, and offices as needed.
- Supervision, coordination, and facilitation of after hour's on-call.
- Committee involvement both internal and external.
- Respond to Ministers Briefing Notes/ TAR's, prepare information, statistics and feedback, for Ministerial requests.

Scope

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

Supervisory work in this functional group focuses on the requirement to monitor and evaluate work to ensure adherence to policies and procedures and to provide consultation on specific cases and support to staff.

Supervisors act in an intermediary role between management and the field staff. They must balance the needs and interests of the region/Ministry with the realities of the work environment. They will interpret policy, implement changes, and mediate differences. They can have considerable influence on the manner in which services are delivered. The role can be flexible and changing in Child Intervention priorities and services available.

The supervisor plays a significant leadership role in their community in collaborations, involvement in projects, etc. They may also play a major role in facilitating child intervention work with Indigenous Communities in negotiating, establishing, and maintaining effective working relationships.

The Supervisor is responsible for facilitating collaborative decision making according to policy.

Critical, unpredictable and highly emotionally charged situations arise frequently which require the supervisor to be supportive in processing the emotional impacts created by the nature of the cases with workers, children, families and communities i.e. severe abuse/death.

Decisions relating to the administration of the team and office including the effective utilization of human/financial resources and managing work flow.

Financial responsibility and accounting measures are significant and involves responsibility for team budgeting and forecasting.

Elevate decisions that require management consultation.

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.)

Knowledge:

- Although there are specific pieces of Legislation to follow, some are vague and require a great deal of interpretation while others are very complex and difficult to comprehend.
 - *Child, Youth and Family Enhancement Act*, to provide consultation and ensure adherence to legislation requirements.
 - *Youth Justice Act*.
 - Canadian Criminal Code.
 - *School Act*.
 - *Mental Health Act*.
 - *Protection of Sexually Exploited Children Act*.
 - *Protection Against Family Violence Act*.
 - *Family Law Act*.
 - *Drug Endangered Children's Act*.
 - *Protection of Children Abusing Drugs Act*.
 - Occupational Health Safety & Wellness.
 - Residential Facilities Licensing Regulation.
 - *Child and Youth Advocate Act*.
 - Court Rules and Forms Regulation.

- *Office of the Public Guardian, Adult Guardianship and Trustee Act.*
- *Protection of Person's in Care Act.*
- Family Supports for Children with Disabilities.
- Persons with Developmental Disabilities.
- Ministerial Child Intervention policies and procedures related to service delivery, resolution of problems and issues identification.
- Government and community services/resources that ensure effective utilization of resources and evaluate effectiveness of service provided.
- Practices and policies related to assessment, intervention and all levels of case planning.
- Understanding of family systems dynamics as well as organizational and community systems.
- Child/Adolescent development and human behaviour theories.
- Social, psychological, psychiatric, and medical conditions and disorders.
- Adverse Childhood Experience and Trauma Informed Practice.
- Anti-oppressive Practice.
- Gender and Sexual Identity and Diversity.
- Drug related knowledge and Addiction Impact on children and families.
- Knowledge of Placement Resources and Continuum of Care, Child Development Assessments and tools, special rates schedule, Provider Assessment/supports.
- Knowledge of Permanency Planning including Adoption, Private Guardianship, Supports for Permanency, Home Assessment, Alberta Foster and Kinship Care Association.
- Monitoring and compliance to standards of residential and facility licenses.
- Dispute Resolution Process and Administrative Review Process.
- Major stakeholder groups to facilitate mutual understanding and promote cooperation between Authority and community.
- Signs of Safety Practice, Tools, and language.
- Knowledge of indigenous cultures, traditions, values, practices and communities in order to Model and support meaningful consultation and partnerships with Indigenous families, service providers, DFNA' s, community leaders, educators, elders, Bands and Settlements.
- Promote and model a commitment to ongoing learning, reconciliation and collaboration with Indigenous children, families and communities to ensure best practice and continuous improvement.
- Knowledge of multicultural issues of new Canadians, challenges, differential world views.
- Ministerial administrative systems for expenditure monitoring and personnel related matters.
- Child Intervention Case Information Online system (CICIO.)
- Case Connect.
- Safety App.
- Child and Youth Information Module.
- Children's services and family law Court procedures and protocols.
- Knowledge of supervisory principles/practices which support and encourage staff.
- Knowledge of Professional Code of Ethics, Code of Conduct, and Collective Agreement, Occupational Health Safety, Human Resources policy/procedures.

Skills and Abilities:

- Interviewing skills, including Global and Forensic Interviews.
- Signs of Safety Practice, Tools and language.
- Safety Assessments.
- Family Finding.
- 3-5-7 Model.
- Critical Thinking.
- Communication skills both written and oral.
- Suicide Prevention and Intervention.

- Grief and Loss awareness and process.
- Drug related knowledge and Addiction Impact on children and families.
- Harm and Risk Reduction Strategies.
- Trauma Informed Practice.
- Self-Care Skills.
- Assessment skills/ analytical.
- Conflict resolution, mediation, negotiation.
- De-escalation techniques, personal safety.
- Intervention skills.
- Crisis management skills.
- Organizational & time management.
- Leadership skills, including team building, motivating and influencing.
- Community liaison/relations.
- Solution focused strengths based knowledge and application to case work practice.
- Computer skills to utilize E-mail, CICIO, CYIM, Microsoft applications (Word, Excel, etc.), Adobe Acrobat, web-based applications, and Management Information Systems, Case Connect, Online Learning Environment (OLE), Online Parking Request and Administration (OPRA), My Agent & Exclaim.
- Public relations and communication skills - to provide consultation and address public groups.

Contacts

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

- Children's Services front-line, specialist, and administrative staff.
- Regional Practice & Contract Specialists to seek direction, get clarification, information or for case consultation.
- Management to provide information, get approvals.
- Other Supervisors/Managers/Directors as required.
- Community agencies and organizations.
- Stakeholder groups.
- First Nation Communities, including Band Designates, DFNA's, and Chief in Council.
- Schools, medical professionals, psychologists, therapists Addictions & Mental Health, Occupational Therapists, Physical Therapists, Speech Therapists, FASD Clinic, Secure, PSECA, PChAD, Immigrant Services, Shelters, Disability Services (PDD, FSCD), AISH, Income Support, Office of the Public Guardian & Trustee, Office of the Child & Youth Advocate, Foster/Kinship Associations, Public Health, Advancing Futures Bursary Program.
- Landlords.
- Clients and caregivers.
- Service providers.
- Indigenous services on and off Reserve.
- Funeral Planning, ROD, ROSI, ROI and all subsequent duties and reports, Medical Examiners, Subsequent Reviews and Inquiries.
- Supervised Consumption Site, Treatment Centre's, Detox Centre's, Other Harm reduction agencies.
- Provincial Committee's, Internal/Regional Committees.
- Child Advocacy Centre, coordination of interviews, counselling and supports.
- Court systems i.e. Youth Justice, Kings Bench, Domestic Violence Court Team, Criminal Court, Family Court, Probation, Departmental Lawyers, Duty Counsel, Family Law Office, Native Counselling Services, Family Court Workers, Legal Representation for Youth in-care, Consultation with Provincial Legal Team, Correctional Centers, International Adoptions, Federal/International Social Services Office, Judicial Interim Release Hearings, Judicial Dispute Resolution Hearings.

- High Risk Youth Committee, Placement Committee, Violence/Threat and Risk Assessments (VTRA).
- Appeal Panels, Mediation, Administrative Reviews, and other Alternate Dispute Resolutions, Regional Collaborative Service Delivery (RCSD), Success in Schools.
- Urban Police, RCMP, Sheriffs, negotiating/arranging secure transports.
- Ministerial personnel/programs (i.e. Adoptions, SFI, Foster Care, Personnel).

Supervision Exercised

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

Supervision of front-line and administrative staff.

Subsidiary 6

Benchmark Evaluation – 067HS06

Identification Section

Working Title:	Disability Services Supervisor
Department:	Seniors, Community and Social Services
Division, Branch/Unit:	Regional Disability Services
Reports To:	Service Delivery Manager
Levels to D.M.:	6
Job Description:	067HS06
Minimum Recruitment Standards:	See the Minimum Recruitment Standards for Human Services Worker
Pay Grade:	067HS - Human Services Worker 7

Comments on Role

The Disability Supervisor provides leadership, support, direction and consultation to Family Support for Children with Disabilities (FSCD) and/or Persons with Developmental Disabilities (PDD) program staff. The Disability Supervisor is responsible for supervising a team of Disability Services Caseworkers who work directly with individuals and families to live as full citizens in their community. The position guides the management of escalated situations and conflicts and negotiates or mediates the best possible path forward to address individual, family, or guardian needs in line with program policy.

Additionally, the position builds and sustains relationships with related Government of Alberta (GoA) programs and across and agencies/service providers and community partners to enhance integrated and fulsome services to address program and individuals' needs. Collaborative working relationships are also with peers across the province to advance program effectiveness and consistency.

Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
F I 3 304	38% 115	R1 132	551

Comments on Evaluation

- **Knowledge:**

- **Professional/Content Knowledge:**

The position requires an understanding and application of theoretical knowledge observed within social services, psychology, community development, rehabilitation, or disability services in order to understand the unique challenges and needs of clients and services within the FSCD and PDD programs. This role requires an in-depth understanding of program content knowledge and an

ability to interpret legislation in order to coordinate integrated client services and lead a team of caseworkers. The position is required to maintain an awareness of emerging industry trends and program issues related to changes in legislation, precedence, protocols, and procedures. The position must also have knowledge of the practical skills associated with rehabilitation practices and techniques applied with children and adults, cultural competencies and sensitivities. As a leadership role, the position requires knowledge of supervisory principles and practices and an understanding of personnel policies, procedures and directives. The F recognizes the breadth and depth of knowledge required as a subject matter expert in both programs and associated policies, in addition to understanding of application of other government programs, service providers, and community resources to be able to provide guidance, advice and support integrated approach to meet clients' needs.

Complexity and Diversity:

As an individual contributor, the position functions with a demonstrated understanding of the importance of building and sustaining working relationships with related Government programs, agencies, service providers, and community partners in order to lead and deliver a fulsome service, and address program and individual needs. It provides supervision and leadership to a team of subordinates responsible for program delivery, while working closely with peers to ensure program consistency, efficiency, and improvement efforts. It understands the importance of providing consultative advice and policy interpretation to staff, peers, ministry staff members, and community resources to support them in navigating complex case issues supporting the I rating.

Human Relations Skills:

The supervisor operates with the highest level of interpersonal human relation skills, with the ability to have a significant influence on others, to motivate long-term behavioural changes of individuals, families, guardians, and service providers. The position resolves conflicts and de-escalates situations with high levels of emotional intensity, utilizing its deep understanding of human behavior and advanced skills in negotiation and mediation, especially on complex cases, supporting the HR 3 skills. The role consistently faces intense situations requiring decisions with the potential for life-long impacts on the lives of vulnerable children, youth, and adults, and their families/guardians and their ability to achieve optimal life outcomes.

- **Creativity/Problem Solving:**

The position operates within an environment where problems are known; however, solutions are not always found within legislation, policy, standards, guidelines, and mandates. The role identifies gaps in policy and programming and finds solutions by collaborating with additional stakeholders, while making recommendations to address those gaps in the long term. The DS Supervisor is frequently presented with escalated situations requiring negotiation in order to identify a balance between client demands and program services. The position analyzes complex case information to make informed decisions, guided by defined legislation, regulations, and Ministry and government policies, procedures, guidelines, and program objectives; however, it has significant latitude to decide how to reach those objectives. The problems encountered in this role have a high level of diversity, complexity and with fewer precedents, supporting the 38%.

- **Responsibility:**

The position's focus is overseeing the delivery of FSCD and PDD funding and services, which supports the R1 rating. Position makes recommendations on exemptions to policy; however, final decision authority resides with the Director; as such, an R2 rating is not supported.

Last Reviewed: September 2022

Subsidiary 6 Benchmark

Job Description – 067HS06

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.)

The disability services program funds services based on assessment of a child, youth, or adult with disabilities support needs. Both the Family Support for Children with Disabilities (FSCD) and the Persons with Developmental Disabilities (PDD) are included under this umbrella. Children, youth, individual adults, and their families or guardians (private guardians in FSCD and private or public in PDD) who meet eligibility requirements can access the FSCD or PDD programs for assessed services and supports.

This position is a supervisor and leader to a team that delivers both PDD and FSCD (e.g., Caseworkers, Behavioural Consultants) and serves as a program advisor/consultant to the team and other internal and external stakeholders. Data, reports, and recommendations are presented to program management to inform PDD and FSCD program policy, processes, standards, and service delivery plans across Alberta. The Disability Services Supervisor guides the management of escalated situations and conflicts and negotiates or mediates the best possible path forward to address individual, family, or guardian needs in line program policy.

The Supervisor builds and sustains relationships with related Government of Alberta (GoA) programs and across agencies/service providers and community partners to enhance integrated and fulsome services to address program and individuals' needs. Collaborative working relationships are also with peers across the province to advance program effectiveness and consistency.

Collectively, this work ensures that Albertans have fair and equitable access to the supports and services provided through PDD/FSCD. This includes:

- Ongoing case management including determination of eligibility for service, assessment of need, and annual plan development, monitoring and evaluation, and ongoing issues management including complex and crisis situations.
- Facilitated access to funded services paid for through FSCD family agreements or agency contracts/PDD service provider contracts or Family Managed Services (FMS) Agreements.
- Linkages to resources available through program partner organizations.
- Connection to generic services available to all citizens of the province of Alberta.
- Program Administration.

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.)

Team Leadership and Supervision:

- Develop and implement processes to effectively prioritize, delegate and monitor workflows and caseloads, adjusting as needed (e.g., Workload Assessment Management) to achieve program goals.
- Set operational goals and expectations for the team in line with provincial program business plans.
- Supervise the assigned team (e.g., recruiting, onboarding, and training new staff,

- performance reviews, developing learning plans, approving leave and staff development requests, and implementing performance improvement plans, response to OH&S incidents).
- Work with Manager and Human Resources and provide recommendations to shape and implement HR management (e.g., performance plans and discipline, workplace accommodations, leaves, HR policies)
 - Coach and mentor team members through the Practice Supervision model to enhance team competence and contribute to succession management.
 - Foster and embed a positive team culture and working environment.
 - Respond to community queries and concerns regarding FSCD/PDD (e.g., concerns with the work or performance of the Caseworkers, and /or navigation through crisis situations that require immediate response).

Case Management Leadership and Program Consultation:

- Provide program consultation advice and policy interpretation to frontline staff, peers, other ministries, and community resources to navigate complex case management issues (e.g., waitlist management and related prioritization, engaging other ministries' programs to facilitate access to integrated resources for clients, funding decisions) etc.
- Collaborate and facilitate multi-stakeholder discussions to de-escalate and resolve complex situations with clients and service providers.
- Evaluate diverse program risk levels (e.g., program integrity, worker safety, financial management, individual support plans) and implement mitigation or management strategies.
- Monitor and ensure compliance to existing legislation, policy, standards and process for all case management and service delivery functions completed by the team.
- Recommend exemptions to policy (e.g., transportation, assessment of eligibility, payment of families) and revisions to inform regional practices/guidelines where necessary.
- Identify and develop and programs and case management supports/resources and aids.

PDD and FSCD Program Administration:

- Identify service delivery gaps and in collaboration with peers and management to develop and implement improvement strategies to advance program efficiency, effectiveness, and provincial consistency.
- Lead and/or participate in provincial projects/ committees/ working groups as directed (e.g., Workload Assessment Management, abuse reporting protocol, file audits, policy development, and critical incident follow up).
- Coordinate integrated responses for closure of ARs, TARs, and Briefing Notes.
- Participate in/lead administrative reviews, mediation and formal appeal processes, Fatality Inquiries, and Human Rights Complaints as needed.
- Complete data pulls and analysis to inform regional or provincial program planning and reporting and to respond to Ministry requests for information.
- Maintain awareness of trends and program issues including changes in legislation, precedent, protocol, or procedures.
- Complete all caseworker functions from service design and planning to implementation of services in times of caseworker vacancies.

Program Financial Administration:

- Provide advice to the Manager on the development and implementation of budget management strategies that maximize the use of available resources and minimize the negative impact on individuals served by either program.
- Perform Expenditure Officer functions relating to funding approvals at a delegated level and make recommendations for management decisions at higher delegated levels.
- Review and assess risk to GoA to enter into Family Managed Service Agreements (FSMA), which are separate agreements to manage the funding of supports rather than direct

program funding to the service.

- Develop and present recommendations for approval/renewal reductions, and termination of provider.
- Facilitate and guide development and implementation of action plans and required compliance to reconcile FMSA and resolve the outstanding financial liability.

Consultation & Community Collaboration:

- Participate in developing innovative community solutions for complex and/or politically sensitive situations through joint work with community service providers (e.g., piloting new programs and approaches for individuals with challenging needs thus reducing hospitalizations/incarcerations and lessening crisis situations).
- Participate in solution-focused development of program services for youth or adults with complex medical and/ or behavioural needs.
- Chair or participate in community and ministry initiatives, task forces, working groups, case conferences and community forums to resolve community and internal concerns and build community capacity and/or strengthen natural supports so that individuals and families have access to the full range of community services (e.g., Homecare, Addictions and Mental Health, Children's Services and local School Boards).
- Support increases in the community's capacity to accommodate families, and adult individuals through building bridges among community organizations, families, service providers and funders to better enable people of various abilities to live successfully in the community.
- Facilitate social action change through advocacy with local community groups and businesses for greater inclusion of families of children with disabilities and adults with developmental disabilities.
- Present information to groups of colleagues or other members of the community to enhance their understanding of how to support and include people with developmental disabilities.

Problem Solving:

- Building and sustaining a positive and productive culture, team cohesion and consistency in a dynamic environment. The Supervisor balances the roles of program guidance, practice supervision, and program administration.
- Guiding and supporting the team's management of conflicts and escalated situations. The blend of factors in each situation can be unique given the diversity of stakeholders and factors involved. The Supervisor guides staff, and takes the lead if necessary, to motivate consensus and action toward the best path for the individual; this often results in changed perspectives, actions and behaviours.
- Supervising the team to align caseloads and workflows to optimally service clients and meet program standards; coaching and guiding skill development for staff, some of whom are in different geographic locations; professional development for succession planning.
- Completing file audits and quality assurance reviews to uphold program standards, reputation and integrity and to comply with policy and legislation.
- The increase in the requirement for cross-ministry and community service collaborations to ensure a coordinated and integrated approach to delivery of supports occurs within the current program framework and fiscal environment. This draws on the Supervisor to consider PDD and FSCD programs within the broader context of other GoA and community supports, and increased level of consultation, policy and legislation interpretation, decision making, and influence and advocacy skills to represent the division and individual's best interest.
- Decisions are driven by consideration what is best for the individual and their family or guardian within the scope of program. Consultation with peers and team staff also inform problem-solving. Professional judgment is exercised within the parameters of the *FSCD Act*, *PDD ACT*, other related legislation, regulations, policies and standards. Consideration is also given to the Ministry Plan, *Financial Administration Act*, ministry-wide direction and human

services legislation, regulations, policies and procedures. The Supervisor ensures the alignment of casework practice with the program direction and priorities, and the Ministry's Business Plan.

- Decisions relating to team supervision are based on the effective utilization of human and financial resources within GoA frameworks. Expenditure approval of specific expenditures is guided by delegated authorities.
- The Manager provides direction for expected outcomes and guides/supports complex decision-making and problem-solving (e.g., where decisions conflict with program policy or could set new precedent). The complexity and urgency of some decision results in the Supervisor making the best decision possible with the information at the time.

Scope

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

Externally, the work of this position impacts:

- The Disability Service Program is a broad program that includes both *PDD Act* and *FSCD Act* as well as multiple Acts, Regulations and Policies that require astute interpretation and integration. PDD and FSCD decisions have the potential for life-long impacts to the lives of vulnerable children, youth, adults and their families or guardians, and their ability to achieve optimal life outcomes in safe and supportive environments, inclusion, and quality of life. Caseworkers and Supervisors are often involved with individuals/families over their entire lifespan; as PDD does not have an age limit, individuals can be involved with the program until they transition into a health facility as they age, no longer require services, move away or when they pass away. Collectively, these programs can span an individual's lifetime and significantly impact their ability to thrive.
- Program reputation and integrity and the quality of services provided to clients of the FSCD or PDD programs. Leadership provided by the Supervisor impacts staff's capacity, competency, skill, ability to perform their responsibilities across multiple functions.
- Integrated supports for FSCD and PDD clients that span ministries and community supports; this position often negotiates and brings together multiple programs to ensure there is a continuum of fulsome supports available for the individual and/or their family.
- The community's knowledge about individuals' needs and the community's capacity to support the individual and family.
- De-escalation and resolution of complex crisis situations, which could negatively impact the health and well-being of the individual and/or family/guardian (e.g., discharge from a care facility with no immediate replacement; conflicting perspectives between the individual, family, service provider on the best resources needed to support the individual). The Supervisor guides the Caseworkers to facilitate consensus on a path forward that has both immediate and long-term impacts and will step in to lead the most sensitive or complex issue resolutions as needed.

Internally, the work of this position impacts:

- The plans and results achieved by the team and collectively the regional and provincial program plans and achievements.
- Integrity of program service delivery and consistency across teams in the application of policy and legislation.
- Evolution of program policy and legislation through provision of consolidated data, inputs and recommendations to managers and senior leaders.

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:

- Bachelor degree, in a relevant social service discipline (including but not limited to Social Work, Psychology, Community Development, Rehabilitation or Disability Studies) and a minimum of two year's related experience.
- Supervisory experience is an asset.
- A degree in Social Work also requires current registration with the Alberta College of Social Workers.
- Travel is a requirement for the position and incumbents must have a valid Driver's License and access to a reliable vehicle.

Knowledge:

- In-depth expert knowledge of rehabilitative practices and techniques for children/adults, appropriate interventions, relevant research, and/or new developments in the field to guide decision-making (e.g., person-centered planning theory and approaches).
- Knowledge of the environment and location in which the supervised team operates, including key stakeholders, available community supports etc.
- Comprehensive knowledge of FSCD/PDD's program priorities and business plan priorities and strategies.
- Knowledge of and ability to interpret and apply GoA framework for human and financial resources management to supervise the team (e.g., Collective Agreement, *Occupational Health & Safety Act*, Code of Conduct and Ethics, personnel policies and procedures and Human Resources directives).
- Knowledge of and ability to apply Supervisory principles and practices related to leadership and teambuilding etc.
- Comprehensive knowledge of and ability to apply and interpret multiple legislation to lead integrated service delivery to multiple clients, including:
 - Persons with Developmental *Disabilities Services Act*, Regulation, policies, procedures and standards.
 - *Family Support for Children with Disabilities Act*, Regulation, policies, procedures and standards.
 - Creating Excellence Together (CET) Standards.
 - *The Protection of Persons in Care Act*.
 - *The Adult Guardianship and Trusteeship Act*.
 - Abuse Prevention Response Protocol.
 - *The Freedom of Information and Protection of Privacy Act*.

Skills and Abilities

- Cultural competence and sensitivity.
- Demonstrated ability to apply project management principles, practices and methods.
- Advanced competency in negotiations and conflict management strategies to successfully negotiate and mediate disputes with internal and external stakeholders including individuals' parents/guardians, other government organizations, advocacy organizations, service providers and staff.
- Ability to apply good judgement to decision-making at times when the full scope of information is not available and/or competing factors are involved.
- Diplomacy to represent FSCD/PDD positively in the community and to diffuse potentially volatile situations in public forums.

- Time management/organizational skills.
- Oral and written communication skills to provide information, interpret and explain policy and decisions, advocate, foster consensus, and influence others across diverse groups (e.g., individuals, families and guardians, community service providers, helping professionals, advocacy groups and the community at large).
- Systemic thinking to advance integrated thinking, planning and resource coordination positively impact program clients within the scope of each program.
- Facilitation skills in diverse situations.
- Consultation skills at an appropriate level to deal with both internal and external stakeholders.
- Leadership skills, including team building, coaching, motivating, and professional development.
- Assessment/analytical skills.
- Risk assessment and mitigation.
- Crisis management skills.
- Computer skills to utilize Consolidated Services System (CSS), FSCDIS, Outlook, Microsoft Office and the Internet.

Competencies

- Systems Thinking
- Creative Problem Solving
- Agility
- Build Collaborative Environment
- Develop Self and Others
- Drive for Results

Contacts

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

Internal:

- PDD / FSCD Team - supervise team; provide program consultation and guidance for problem resolution.
- Disability Services management staff, inclusive of the Regional Director - provide advice on systematic issues such as agency performance, internal processes, and policy interpretation and to provide statistical information to branch; provide information to inform service delivery planning and reporting.
- Peers - consult and share information and best practice.
- Provincial ministries and local government (e.g., Justice and Solicitor General (Probations and OPGT), Children's Services, Health, Alberta Health Services, School Boards, FCSS) - facilitate multi-jurisdictional work, and cross-ministerial partnerships; advocate for PDD and FSCD programs.
- Corporate services (e.g., Human Resources, IT, Finance) - liaise on matters related to team supervision.

External:

- Individuals, families, and guardians for both PDD and FSCD - information sharing, providing consultation and mediating differences, conflict resolution.
- Community agencies and support providers- share information, provide clarification and consultation, represent PDD and FSCD program perspectives.
- Professional experts (e.g., psychologists, psychiatrist, lawyers and social workers) - consult on cases.
- Federal Departments - clarify program policy and regulations such as Revenue Canada and

HRDC.

Supervision Exercised

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

Supervision of a team of Disability Services Caseworkers

Subsidiary 6

Benchmark Evaluation – 067HS04

Identification Section

Working Title:	Child Intervention Practice Specialist
Department:	Children's Services
Division, Branch/Unit:	Child Intervention Regional Delivery
Reports To:	Manager
Levels to D.M.:	7
Job Description:	067HS04
Minimum Recruitment Standards:	See the Minimum Recruitment Standards for Human Services Worker
Pay Grade:	067HS - Human Services Worker 7

Comments on Role

Child Intervention (CI) is a complex system of programs and services for the safety and well-being of vulnerable children, youth and their families, delivered provincially by five regions 24/7/365. Child Intervention Acts, Regulations and Policies are significantly complex and require astute interpretation and the decisions made by child intervention practitioners/managers are life impacting. Managers and CI practitioners are delegated by the Statutory Director per the Child, *Youth and Family Enhancement Act* (CYFEA); *Protection of Sexually Exploited Children Act* (PSCEA); and Drug Endangered Children Act (DECA) to make decisions that are life impacting where the ultimate focus is the safety and well-being of children and youth in a nurturing and *safe* environment.

Child Intervention Practice Framework is a set of principles and core elements of leading practice to guide the child intervention system. It guides practice, training and quality assurance activities and support CI practitioners with consistent day-to-day practice. Policy guides practice and practice informs policy. The framework provides CI practitioners with a variety of approaches and tools to meet the unique needs/situations. Practice initiatives ensure specific practice expectations and procedures to support consistent decision making.

The framework is a foundation for Collaborative Service Delivery and Signs of Safety (SOS); and also includes Family Finding; Foundations for Caregiver Support; Practice Strategies for Lifelong Connections; and First Nations Practice Standards. SOS model is a best practice approach that guides work in partnership with families and children to increase safety and reduce risk and danger by focusing on strengths, resources and networks. Casework Practice model outlines task-specific policies and procedures to support the philosophy of family-centered practice and child-centered outcomes.

The Practice Specialist as an expert resource, provides regional consult in the areas of legislation, policy, casework and issues specific to the *CYFE Act* at all levels of intervention. Guided by the Framework, the position leads, guides and instructs regional staff for consistent application of legislation, policies, standards and practice across the region.

Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
F I+ 2 304	38% 115	B 115	534

Comments on Evaluation

- **Knowledge:**

Professional/Content Knowledge:

As a seasoned practitioner and regional professional expert (SME) in CI practice, position requires a deep knowledge of Child Intervention Practice Framework acquired via specialized training and experience; and significant breadth of professional level understanding of the scope and diversity of the child intervention systems, application of its diverse programs and services; the legislation, policies and standards. The knowledge is typically gained through related education and extensive experience in front line delivery as a CI practitioner. Strong understanding of different culture and practice, e.g. Indigenous, and the service needs for children and families is required. The role must have met requirements for legislated delegation to exercise its legal responsibilities. Requires strong leadership and consultation skills, critical thinking, analytical and research skills, project management and development and delivery approaches of adult training. The Specialist maintains current knowledge of research and developments in best practices and approaches in child intervention.

The F rating is supported by the significant depth and breadth of expert content and professional knowledge and experience as a specialized child intervention practitioner leading, consulting and guiding regional consistency in the understanding and application legislation, policy and practice necessary to the decisions by staff that are life impacting where ultimate focus is the safety and well being of children and youth.

Complexity and Diversity:

The practice specialist utilizes significant leadership skills to provide expert consultation, guidance and instruction/direction to regional staff influencing the consistent regional interpretation and application of the practice framework integrating legislation, policy, standards and casework governing the delivery of child intervention and the overarching requirement to ensure the culture needs of the child are met.

The regional practice specialists conduct quality assurance reviews contributing to the enhancement and/or development at both the regional and the provincial level to the practice framework, policies and standards. As a change agent to support implementation of new practice approaches and best practices such as the signs of safety model of partnership with families and children and the application of associated methodologies and tools.

The I+ is supported by the need for integration of systems, programs, policies along with region specific challenges for consistent practice advice to meet diverse client needs. Position applies analytical and critical thinking to complex and diverse issues/concerns and exerts strong leadership, mentoring, coaching and consulting skills to influence practice within various worksites at regional level, for consistent delivery of CI programs and services in alignment with provincial standards.

Human Relations Skills:

The position applies strong leadership skills utilizing differing communication and collaborative approaches to influence change and strengthen consistent practice across the region, utilizing skills of persuasion and assertiveness. Interacts with all levels of management and CI practitioners within the region providing expert consultation, advice, guidance and training for the consistent ongoing delivery of child intervention programs and services. The role may interact with children, youth and/or families when providing expert support and consultation on complex situations, or when directly supporting a complex case; however, is not required to resolve conflict and/or de-escalate high emotional situations on an ongoing basis, hence the 2 rating is supported.

- **Creativity/Problem Solving:**

The position receives general direction on regional goals and objectives to be achieved. The position works with considerable independence across the region consulting and supporting management and staff in their practice requiring the application of various strategies, approaches and techniques to influence and effect consistency and changes. The challenge is leading change without positional authority, via consulting, guiding and instructing in the application of SOS logic through all phases from Intake to closure, mentoring caseworkers and supervisors on improving practice, consulting on complex situations, conducting quality assurance reviews, and identifying themes/trends/gaps related to practice or developing strategies and/or recommendations and strategies.

The work is guided by complex legislation, policy, standards and practice framework and is challenged to apply its expert knowledge and experience to interpret and develop strategies for evaluation and improvement specific to the needs of the staff the region, while ensuring consistency with the intent of the framework. In doing so the specialist must consider the inclusion/integration of other practice /models approaches (e.g. Family Finding or Lifelong Connections) within the framework, legislation and policy. The Specialist uses strong analytic and evaluative skills must determine/identify the potential issues/concerns, determine what information/supporting documentation is required, analyze and synthesize findings and applying professional expertise and judgement formulate/determine the appropriate course of action and/or alternatives applicable to the matter presenting.

38% is appropriate recognizing this is the highest level of operational thinking, working with considerable latitude providing expertise across regional programs and services delivered in multiple sites. The role is beyond the 33% as it determines both the “What” and the “How” of the matter presenting where the outcome is not readily known; requiring the identification and analysis of alternative courses of action, including developing new approaches to recommend next steps towards resolution. The role has direct involvement in development of programs, practice enhancement and policy changes at both regional and provincial level.

- **Responsibility:**

This position has a balance between development and implementation. It is an advisory consultative role.

Last Reviewed: December 2021

Subsidiary 6 Benchmark Job Description – 067HS04

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 Manager responsible for Signs of Safety, the Child Intervention Practice Specialist will provide consultation and support to the Regional Leadership Team, regional supervisors and front-line practitioners. The Child Intervention Practice Specialist supports practice improvements at a Regional level connected to and informing provincial directions and knowledge in Child Intervention Casework Practice.

The position acts as a regional program consultant to regional staff in areas of legislation, policy, casework and issues specific to the *Child, Youth and Family Enhancement Act* at all levels of intervention. This position influences the consistent application of the legislation, policies, and standards regionally. This position consults, leads, guides and instructs regional staff in applying best practices that is consistent with provincial and regional strategic direction. The Child Intervention Practice Specialist regularly meets with supervisors, managers and specialists focusing on child intervention services, and may serve as a representative on a variety of committees and initiatives.

The Child Intervention Practice Specialist will also support staff in training & development as well as support strategies that are focused on achieving the 5 Provincial outcomes.

This specialist position will also consult, lead, guide and instruct Signs of Safety practice within all program areas while ensuring that other practice approaches such as Family Finding and Practice Strategies for Lifelong Connections are included.

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.)

- Focus on improvements in best practice.
- Support the implementation of practice with an awareness of creating provincial consistency to ensure families are served in the same way regardless of where they reside in the province.
- Support and mentor caseworkers and supervisory staff on improving practice.
- Consult on complex situations.
- Collaborate in support of practice improvements.
- Support the implementation and application of Signs of Safety logics from Intake to Closure.
- Support the use of Signs of Safety in non-Child Intervention related matters.
- Promote a learning organization where analysis, choice, and conscious thinking are utilized regularly in Group Supervision.
- Models the Practice Principles with stakeholders, colleagues, staff, and families.
- Utilize the Signs of Safety Learning Methods to promote continuous improvement in the delivery of services to children, youth, and families.
- Promote and support the use of meaningful measures across the region.
- Lead staff in applying Signs of Safety logics throughout Child Intervention Service Delivery.
- Participate in the development and delivery of skill building sessions related to Child Intervention practice for both leaders and front line staff.

- Participate in learning cohorts with subject matter experts and lead leadership sessions across the region that aligns with the cohorts.
- Work closely with supervisors and managers to ensure implementation of best practice service delivery.
- Develop action plans to assist in achieving Regional goals.

Other responsibilities may include:

- Develop program supports and strategies to meet identified needs.
- Draft Regional directives, protocols, or policy to deal with new evolving needs.
- Assist the Region in meeting policy and standards expectations.
- Work collaboratively with the quality assurance team to understand trends, identify gaps and to implement strategies to enhance practice.
- Research service delivery models and make recommendations to assist in the development of best practices.
- Identify barriers and challenges requiring attention.
- Influence best practices, processes and policy within the Region.

Scope

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

The Practice Specialist will liaise within the Region and with the Ministry on child intervention practice approaches and initiatives and participate in collaborative case reviews to help ensure that there is fidelity in practice that promotes a culture of continuous learning and continuous improvement. This position will have considerable interaction with Regional Leadership, Supervisors, Specialist and other staff, providing subject matter, consultation and collaboration. Practice Specialists may interact with children, youth, or families or other stakeholders as required.

Requires considerable knowledge of Child Intervention Practice framework with an emphasis on Signs of Safety and practice strategies, related legislation, policies and practices to develop strategies for evaluation and improvement. The role requires strong analytical abilities, research, and evaluation skills to assess data and develop appropriate recommendations.

This position is expected to work collaboratively with other Practice Specialists within the Region to come up with well thought out and researched recommendations. The preparation of briefing notes to regional and ministry leaders may be required. Recommendations made by the Practice Specialist team will have significant influence in the strategic directions and subsequent service delivery in the region.

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.)

Knowledge

- *Child, Youth and Family Enhancement Act.*
- *Drug Endangered Children Act.*
- *Protection of Sexually Exploited Children Act.*
- *Family Supports for Children with Disabilities Act.*
- Child Intervention program policy and safety standards.

- Child Intervention issues and trends.
- Signs of Safety approach to Child Intervention.
- Family finding.
- Trauma informed practice.
- Child Development and how children are impacted by specific behaviours associated with abuse and neglect.
- Casework Practice Model philosophy.
- Adoption, Permanency Planning, Kinship care programs.
- Community and Ministry resources.
- Principles of project management.
- Understanding of change management.
- National Child Welfare Outcome Matrix.
- Collaborative Service Delivery Model.
- Services delivery needs for Indigenous children and families, including the Government of Alberta's Indigenous Cultural Understanding Framework (education, awareness, and training).
- The role of the First Nation Band Designate & legal and governance structures of First Nations (Treaty 6, 7 & 8 Traditional Lands/Territory, including Metis Settlements General Council and the Metis Nation).
- Importance of honouring the inherent rights of Indigenous children and ensuring a focus on supporting the Indigenous culture within child intervention practice.
- Outcome measurements and evaluation frameworks.
- Other related Legislation.
- Understanding of effective methods for adult learning.

Skills and Abilities:

- Ability to manage and support projects, utilize time managements skills to prioritize and meet deadlines.
- Communication - written and verbal to respond to information requests, address/clarify policy issues, present Regional position regarding Legislation.
- Ability to lead meetings, prepare reports and make presentations.
- Consultative skills to provide advice to influence actions and capacity of field staff.
- Advanced computer skills in order to develop presentations, use information systems to gather and analyze data, organize information and prepare reports.
- Research skills.
- Facilitation skills to work with stakeholder groups.
- Community development skills to draw on resources and services in response to Regional service delivery needs.
- Conflict resolution skills.
- Training skills.
- Proven relationship building and collaboration skills.
- Conflict resolution and mediation abilities.

Contacts

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

- Management Team (Regional Director), Casework Supervisors and frontline staff to provide consultation and clarify policy
- Ministry staff to develop evaluation frameworks and consult and report on program delivery issues

The position is regularly in contact with the following:

- Supervisors and Specialists - to share knowledge, support and expertise.
- Management Teams - providing reports, analysis, guidance and support.
- Worksite managers- to provide expertise, education, and support on specific programs and practices.
- Regional caseworkers to provide expertise, education and support.
- Signs of Safety Provincial Community of Practice.
- Elias Signs of Safety Trainers and Consultants.
- Learning Cohorts.
- Provincial Community of Practice for Specialists
- Legal, Policy, FOIP/Records Management, IT Finance representatives within the Region and Ministry for consultation on legal implications, foster/kinship/adoption care policy, IT systems

Supervision Exercised

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

No supervision

Subsidiary 6

Benchmark Evaluation - 066HS07

Identification Section

Working Title:	Senior Child Intervention Practitioner
Department:	Children's Services
Division, Branch/Unit:	Child Intervention Delivery
Reports To:	Child Intervention Casework Supervisor HSW7
Levels to D.M.:	7
Job Description:	066HS07
Minimum Recruitment Standards:	See the Minimum Recruitment Standards for Human Services Worker
Pay Grade:	066HS - Human Services Worker 6

Comments on Role

The Senior Child Intervention (CI) Practitioner takes a leadership and mentoring/modeling approach in managing enhanced and complex intervention cases and safety forecasting for the assessment and ongoing case planning. The position is responsible for developing and training staff at various levels, while performing case management duties. The Practitioner has a strong focus to create safety and improve well-being of children and youth, to enhance parental capacity, and improve family functioning and wellness. The position is engaged in organizational goals implementation (e.g., priorities, increasing kinship adoptions, reducing red tape, and reducing the number of Indigenous children in care), decision-making and collaboration amongst colleagues, CI families, programs, stakeholders, and engages in leadership as an active participant. The position takes a lead role with minimal supervision to manage complex cases such as joint-police investigations involving physical and sexual abuse, complex medical child abuse cases; these are completed in consultation with teams of medical experts.

Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E+I3 264	33% 87	R1 100	451

Comments on Evaluation

- **Knowledge:**

- **Professional/Content Knowledge:**

- The senior level position is rated an "E+" rating and requires knowledge of various legislation, legal authorities, and policies. These include *Child, Youth and Family Enhancement Act (CYFEA)*, *Protection of Children Abusing Drugs Act (PChAD)*, *Drug-Endangered Children Act (DECA)*,

Protection Against Family Violence Act, and Protection of Sexually Exploited Children Act (PSECA). Understanding and awareness of Child Intervention programs (e.g., Caregiver Supports) policies, procedures, and directives; Child Intervention Practice Framework Principles, and Government of Alberta (Code of Conduct and Ethics, Occupational Health & Safety, Harassment & Bullying, Working Alone, Collective Agreement, etc.). The role requires proficiency in the application of the Signs of Safety tools, its philosophy merged with the Practice Strategies, appreciative inquiry; disorders affecting children, family dynamics, child behaviour management and techniques; and trauma-informed practice. Along with an understanding of Indigenous history, protocols and culture, and a general understanding of court procedures, protocol, and preparation of documents and evidence. The position requires a breadth and some depth of knowledge, gained through academic preparation, full delegation, and significant experience to handle the most complex CI cases, in addition to being a mentor to other staff. Position requires in-depth understanding and application of legislation, variety of methodology/framework and tools in responding to differing information, practical recommendations and solutions resulting in the push (+) on the E rating. The position is not rated an F, though broad, the knowledge is not the content expert in all areas of CI.

Complexity and Diversity:

The role takes a systems view to evaluate/scan across the organization, and conducts needs analysis into complex issues, and brings forward solutions while applying the organization's view/requirements. The position brings solutions to the situation and supports laterally. E.g. if position encounters processes that are not working or inequities in caseload assignments to junior staff members, the position does not only bring forward the concern to the Supervisor/Manager. The position uses understanding of practice implications and pulls from knowledge of own work and others to make the situation be more effective/propose solutions to issues. The role actively participates in self-reflection of own work in terms of the leadership (mentorship) capabilities and understanding of impact of how their own approach/feedback has on others and the situations when working with staff members or collateral contacts (e.g. community stakeholders – teachers, spiritual leaders, families, legal or medical authorities) to create or bring about solutions. Conceptual and analytical skills are fully recognized under the “I” rating.

Human Relations Skills:

The position frequently encounters and is required to de-escalate situations of higher emotional intensity in dealing with both staff and clients in volatile situations (calming the room). Given the type and complexity of client situations, there is a requirement to motivate long term behavioural changes on an ongoing basis. Thus, position requires an in-depth understanding of human behavior; this supports a HR skills rating of 3.

- **Creativity/Problem Solving:**

The problems that the position encounters are known and can be found within practices and precedents for the most part. The position navigates solutions related to Indigenous cases (represents 70% of the work), extremely complex, e.g., facilitating conversations and solutions involving complex family dynamics where the position is brought in to manage complex trials. Cases may include incest/sexual abuse where the child still has contact/relationship with abuser. There are also gaps inherent in the system that also creates additional complexity for the position to navigate. An example of this is when the medical practitioner renders an inconclusive finding and the position is still required to gather all the evidence and make an informed decision based on their delegated authority, and in consultation with the CI working group. Sometimes the position may need to make a decision while in a room with family members, First Nations Bands, or in other situations where the decision made is contrary to what is being sought by the family members or First Nations Bands. The position did not receive a “38%” rating as role is not responsible for

program and policy development, and research and is not operating at the highest level of operational thinking. In situations, where solutions may fall outside of the practices and precedents, the position have access to Supervisor and Manager.

- **Responsibility:**

The work of the PUR demonstrates analysis and development of recommendations required to provide service delivery. While the role has a combination of casework and mentorship, the focus, for the most part, is on case management work in support of delivery of Child Intervention, supporting the “R1” rating.

Last Reviewed: September 2022

Subsidiary 6 Benchmark Job Description – 066HS07

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.)

Children's Services is committed to ongoing improvement and pursuit of excellence in services to children, youth and families. The Child Intervention Practice framework builds on the ongoing evolution of casework practice and directions provided by the *Child Youth and Family Enhancement Act* (CYFE Act). The CYFE Act places a great emphasis on assessment of children and families in determining the safety of the child, the need for intervention and the type of intervention required. Child Intervention Practice Framework is based on the philosophy that children, youth and families should have input into the decisions that affect their lives.

The position reports to a Child Intervention (CI) Casework Supervisor and forms part of a team of professionals. The position is considered a senior working level practitioner responsible for child intervention activities and performing the full scope of duties of the role. This position is considered an expert of the field of Child Intervention and applies extensive theoretical knowledge and regional/provincial program expertise to lead in the field of practice, enhancing the lives of child, youth and their families. This position will provide support to Entry Level-CI Practitioners through mentoring and supporting the organization.

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.)

Perform intake and Safety Assessment:

- Completes intake and Assessment, including gathering, consolidating and analyzing information to assess the ongoing needs and risk of children and families in order to provide child protection services.
- Determines the immediate needs and safety of the child/children that includes clearly identifying past harm, potential risks, the family's strengths & existing safety by gathering, consolidating and analyzing available information in all reasons for involvement with *Child, Youth and Family Enhancement Act* (CYFEA) including highly complex files.
- Collects information through collateral contacts and personal interviews with the child/children, parents and significant others in order to determine the risk.
- Uses authority in decision making and engagement with family and community.
- Assesses and monitors safety network for participants, including facilitation of these meetings preparation, purpose, and progress.
- Facilitates family and network meetings and achieve outcomes.
- Develops and completes rigorous safety planning for immediate, interim, and long term safety plans with strong communication and least intrusive measures.
- Connects families with early intervention supports and community resources.
- Experienced in the collaboration of interviews with Police/RCMP or sexual assault center demonstrating clarity in criminal & child safety and the difference in roles.

Manage ongoing case management:

- Completes applications, affidavits, plans, consultations, and CICIO entry for the various types or legal authorities and agreements (Apprehension, Initial Custody, TGO, PGO,

Supervision Orders, Secure Treatment, PSECA, FEA , EAY, SFAA) and supports the CI Practitioner in case preparation where required.

- Presents evidence in written and verbal form for the apprehension or continued custody of a child (Consultations, mediation, Judicial Dispute Resolution (JDR), hearings, trials); supports the CI Practitioner where necessary.
- Collaborates with families to develop safety plans in the child's best interest with the utilization of policy, procedures, consultation, with caregiver supports, specialists, Placement Concern Response, specialists, contracts, Family and Surrogate Court Litigation, and other Ministry leaders.
- Monitors and evaluates client progress/compliance and makes relevant changes.
- Achieves outcomes for children and families through flexibility and adaptable practice.
- Considers and pursues permanency for children and youth in care while maintaining connection.
- Completes clear and concise documentation with significant attention to meaningful contact, honouring the voices of the child and family in all service planning.
- Builds, prepares, facilitates, and teaches family and multiple stakeholders and community networks how to meet the safety goals.
- Collaborates with service providers (including fee-for-service contracts) for service delivery to the client/ family and ensure financial accountability.
- Liaises with caregivers ensuring adequate support within the home to meet all the needs of the child, which may include clothing, respite, caregiver education, cultural and connection plans.
- Advocates and supports the consistency of a child's placements.

Work with children, youth and families to build social, educational, cultural, spiritual and community connections:

- Support children and youth to maintain relationships that are important to them, be connected to their own culture, practice their religious beliefs, and have a plan for their care where they are included in the decision making process.
- Ensure lifelong connections through family finding and cultural connections. Facilitate family meetings and develop a plan through mapping that includes everyone's voice.
- Participate in planning for family and cultural connection, including participation in and implementation of cultural plans with caregivers, and participating in Band designate consultations.
- Lead in the development of success in school protocols and plans.
- Work with caregivers in partnership on the day-to-day care of children and youth with a focus on child development, impact of trauma and cultural connections.
- Supports, explores, and maintains lifelong connections with family, siblings, community, religion, and culture for children and youth.

Complete all administrative tasks to completing casework for child, youth and families:

- Complete thorough documentation and CICIO data entry required ongoing and extensive documents including; assessment reports, contact with caregivers, contact with families, concurrent planning, success in school, cultural plans "rites of passage plans", applications for treaty status, kinships referrals, intake referrals, placements searches, in care consultations, consents for PGO, consent for medical intervention, high risk youth plans, family connection plans, mandatory notifications, etc.
- Enter contacts on CICIO and utilizes case connect in the field for the entry of contact logs, plans, legal, placements, health information, special cautions, etc.
- Review invoices for purchase requirements, ensure receipts match pre-approval provided (i.e. to purchase clothing or a crib).

Additional Activities:

- Participate in appreciative inquiry, collaborative case reviews and group supervision which may include advisory roles.
- Use various SOS tools observed in collaborative case reviews and through safety road maps, scales, case plans and consultations.
- Collaborate with families, networks, community agencies and other stakeholders to build positive, respectful partnerships.
- Connect with community and Ministry partners (Health, Police, Education) and acts as a liaison to identify service gaps and solutions.
- Lead office committees, special projects, and community groups.
- Lead opportunities for educating the public regarding Child Intervention practice.
- Participate in After Hours Crisis response to urgent matters and to assist colleagues this may include on call/after hour rotation of evenings and weekends.
- Act as cover off supervisor when required.

Note: After hours duties (on call) may be assigned as required.

Scope

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

The Senior Child Intervention (CI) Practitioner is responsible for managing enhanced complex intervention cases and safety planning for assessment and ongoing case planning, by managing services, and using practice principles to meet the unmet needs of vulnerable children, youth and families within timelines specified by legislation.

This essential position focuses on creating safety and well-being for children and youth, enhancing parental capacity, family functioning, and wellness. This includes working with new Canadians as well as First Nations, Metis and Inuit communities to ensure cultural connection for children in care.

The Senior Child Intervention (CI) Practitioner will be engaged in the implementation of the organizational goals, active participation in decision making and collaboration amongst colleagues, CI families, programs, stakeholders, and leadership. There is proficiency in the application of the Signs of Safety tools its philosophy merged with the Practice Strategies. The role takes a lead role, with minimal supervision, in managing complex cases such as joint police investigations involving physical and sexual abuse; complex medical child abuse cases in consultation with medical teams.

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.)

Knowledge:

- *Child, Youth and Family Enhancement Act (CYFEA), and the Policies that govern the actions & Legal Authorities, Protection of Children Abusing Drugs Act (PChAD), Drug-Endangered Children Act (DECA), Protection Against Family Violence Act, Domestic Relations Act, Protection of Sexually Exploited Children Act (PSECA), Freedom Of Information Privacy (FOIP), Alberta School Act, Mental Health Act, An Act respecting First Nations, Inuit, and Metis Children, Youth and Families, Criminal Code (i.e. sexual assault, pornography), Family Violence Act, Youth Criminal Justice Act, Children First Act, exposure to Family Law, INAC.*

- Child Intervention programs (Caregiver Supports) policies, procedures and directives.
- Child Intervention Practice Framework Principles.
- Government of Alberta (Code of Conduct and Ethics, Occupational Health & Safety, Harassment & Bullying, Working Alone, Collective Agreement, etc.).
- File Standards/TAPIS.
- Regularly uses appreciative inquiry as a part of their Child Intervention practice.
- Signs of Safety approach and tools are incorporated throughout practice. (Mapping, risk assessments, three houses, words and pictures, safety network meetings, appreciative inquiry, group supervision, collaborative case reviews, scaling etc.).
- Infant/child/adolescent development to recognize appropriate/inappropriate behaviours and milestones.
- Indicators of child abuse and neglect.
- Various disorders affecting children, family dynamics, child behaviour management and techniques to provide specific child management strategies around issues of Fetal Alcohol Spectrum Disorder & effects/ sexual abuse, food hoarding, aggression, suicide, depression, anxiety, effect of trauma on child development, parenting techniques for special needs children.
- Adult development and or red flags for signs of mental health, addiction, and domestic violence.
- Trauma informed practice, grief and loss for children and families.
- Post-traumatic stress disorder, drugs and alcohol, separation and loss.
- Community/departmental services and resources to facilitate effective referrals and assess most appropriate resource.
- Cultural awareness of self and other cultural practices, belief systems (e.g. ethnic and religion).
- Indigenous history – including history of Child Welfare 60's scoop, residential schools, over represented number of Indigenous children in care. Truth and Reconciliation Commission. Land recognition.
- Protocols with Elders, designates, and ceremonies.
- Immigration policies and procedures, i.e. status.
- Court procedures, protocol, preparation of documents and evidence written and verbal.
- Protocol for joint criminal investigations (sexual/ physical abuse etc.).
- Interviewing skills, (SOS tools) - children and adults emphasis on relationship building and collaborating with caregivers and children remaining sharp on harm matrix, and safety planning. Forensic Interviewing is preferred.
- Assessment skills/analytical.
- Knowledge of decision-making and advocacy.
- Highly developed knowledge and strong relationships with community resources/referrals.
- Intervention/crisis management skills/suicide intervention planning.

Skills and Abilities:

- Conflict resolution, negotiation, mediation/problem solving with family members (including birth family), caregivers and other professionals.
- Communication - oral and written.
- Advanced computer skills, including navigating several systems and programs for information and entering data into a live program.
- Uses current and learn new programs/software (1GX, CICIO, share point).
- Organizational and time management.
- Seeks out opportunities to join committees and collaborate with community partners.
- Professionalism – demonstrates respect, empathy, sensitivity and behaves ethically towards families, children, youth, colleagues and community.

The Senior Child Intervention (CI) Practitioner is proficient in their ability to:

- Critically think through and can concisely articulate complex situations, interventions and safety planning to mitigate risk for children and/or discuss other outcomes such as reunification or legal permanency.
- Look for opportunities to provide cover off supervision with the organization when operationally feasible.
- Recognize and implement different levels of required consultation;
 - Mandatory day to day consultation
 - Third man in consultation
 - Category 4 consultations
- Confident in their role, skills, and analysis.
- Able to provide support to the Supervisor with group supervision by facilitating or acting as an advisor.
- Provide supervision to a practicum student or mentorship to a new team member as opportunity to develop leadership skills.
- Openness to provide Acting Supervisor responsibilities when opportunities present themselves.
- Leadership skills including coaching, mentoring, patience, support, for staff and practice development.
- Self-reflection with success and areas for improvement.
- Committed to continuous growth and open to feedback.

Problem Solving/Decision Making:

- Recognizes the urgency and necessary authority to plan for immediate, interim, and long term safety with family, the children, and the network as per the CYFEA reasons for involvement.
- A Senior Child Intervention (CI) Practitioner is competent in their knowledge of the Delegation of Authority and the decisions within their scope.
- Responsible for prioritizing safety and day-to-day decisions, and planning through various legal status of case management, determines appropriate resources to utilize, and supports appropriate placements.
- Considers the best interests of the child and potential impacts to them based on decisions made.
- Decision-making occurs in a consultative and collaborative manner that may include Supervisor, Manager, Associate Director, families (kin), support networks, caregivers, Bands, Designates, and the child.
- Proficient in resolving parenting, legal, physical/emotional/mental health, cultural, language, educational, and financial barriers.
- Advocates for child, youth and families in the community, reducing systemic barriers for the vulnerable population represented.
- Leadership functions (informal and formal) to support development of Entry Level Child Intervention Practitioners and practicum students through practice and support. (Network meetings, assessments, words & pics, risk assessment maps, home visits, organizational strategies/ideas, group supervision).

Contacts

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

Internal:

- Lawyers/Courts for court preparation/documentation. To accurately relay information to Judges through court reports and/or verbal evidence in person or on the phone.

- Colleagues, Supervisors and Managers for case consultation, information sharing, and decision making for high risk complex files.
- Other government program areas (The Office of the Child and Youth Advocate, AISH, Alberta Works, Adult Support Services, Office Public Guardian Trustee, Disability Services, etc.)

External:

- Children, youth and families receiving services.
- Caregivers, including Foster and Kinship providers' authority and agency.
- Consultation with diverse community partners, psychologists, medical staff, Police/RCMP, justice system, school officials - for professional advice, to share client information, and to advocate for the child/children.
- Community resources and contracted service providers, to share information, make referrals and determine agreed upon services to meet and support client needs.
- Other Provincial Jurisdictions.
- First Nations Band Designate/Métis Resource Person.
- Post-Secondary Institution Practicum Instructors.
- Practicum Students.

Supervision Exercised

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

No Supervision.

Subsidiary 6

Benchmark Evaluation – 065HS09

Identification Section

Working Title:	Public Guardian Representative
Department:	Seniors, Community and Social Services
Division, Branch/Unit:	Office of the Public Guardian and Trustee
Reports To:	Assistant Public Guardian
Levels to D.M.:	5
Job Description:	065HS09
Minimum Recruitment Standards:	See the Minimum Recruitment Standards for Human Services Worker
Pay Grade:	065HS - Human Services Worker 5

Comments on Role

The primary purpose of the Public Guardian Representative is to protect the rights of vulnerable adults and to make decisions on their behalf, such as where to live, employment, education and health. The position is legally appointed as a guardian to adults 18+, via a court order. Working under the provisions of the court order, the position has delegated authority and responsibility to make decisions, provide direction and consents and advocates on behalf of the represented adult to a range of service providers and care providers. The position may also make specific one time health care decisions and temporary placement decisions for adults assessed as incapable and when there is no family member available.

Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E I 3 230	33% 76	R2 100	406

Comments on Evaluation

- **Knowledge:**

- **Professional/Content Knowledge:**

This position requires knowledge and understanding of theories and principles in disabilities, medical conditions and illness which results in cognitive impairment. Position is also required to understand medical, psychiatric, psychological, rehabilitative and pharmaceutical treatment options in order to provide guardianship services to dependent adults. Position must have strong working content knowledge of applicable legislation and how it applies to their role (*Adult Guardianship and Trustee Act, Personal Directives Act, Mental Health Act*). Position also requires a strong knowledge of other programs (such as Alberta Health Services, Persons with Developmental

Disabilities, and Children's Services). Position is seen at the full E level as it requires an understanding and application of a body of theoretical and content knowledge acquired through post-secondary education and on the job training to be delegated.

Complexity and Diversity:

The PGR applies assessment, negotiation and relationship building skills to develop and broker individualized services on behalf of represented adults. The position advocates for appropriate services, care, and or facilities where gaps in service exist or services are at maximum capacity or unwilling to take on complex clients. The position uses a multi-systematic approach, working with stakeholders and service providers (such as Disability Supports, Children's Services, Alberta Health Services, police) to ensure clients are getting the supports they need. The position completes complex work utilizing an understanding of how this work impacts the work of others in dealing with the dependent adult, other professionals and service providers. The population that the position works with is very diverse and the individuals have complex health, social and familial situations that impact the work.

Human Relations Skills:

A high level of HR skills is required for this role. The focus and decisions of the position can have major life impacts to the individuals they support. An in-depth understanding of human behavior and the ability to support individuals in highly emotional and critical situations is required for the purpose of making health care decisions on behalf of a represented adult that will have impact on their physical and or mental health now and in the future, and impact long term behaviour change. The position negotiates, advocates and de-escalates on behalf of the represented adult to resolve conflicts between the represented adult and service providers, family members and or significant others. The position works to resolve conflicts, which typically involve multiple opinions and options, high emotions, personally sensitive information, multiple stakeholders (family, medical professionals, caregivers, legal entities) in a manner that sustains the best interests of the represented adult and leads to a restorative outcome.

- **Creativity/Problem Solving:**

Problem solving is a fundamental aspect of this position. Differing and variable situations are dealt with on a daily basis. Sound judgment and objectivity are utilized frequently. The position is expected to advocate and participate in the search for solutions that maintain the best interests of the represented adult-many times the situations they encounter are complex and solutions are not readily available, requiring the creation of new ones. The position applies strong judgement, problem-solving and decision making skills on a daily basis. In order to perform the role, the position must have a strong knowledge of disabilities, medical conditions and illnesses, as well as knowledge of community and health services and supports in order to advocate for the most appropriate assistance for the client. The position is required to make decisions on behalf of their clients that range from where to live, to personal health care, mental health care and end of life care. The position operates with considerable independence in day-to-day work and, for the most part, has the authority to make decisions on behalf of represented adults, warranting a 33%. The position is not seen at the 29% rating as it is required to handle differing and variable situations.

- **Responsibility:**

Under the provisions of the guardianship court order, the position is authorized to make final decisions within the parameters of legislation (*Alberta Guardianship and Trustee Act, Personal Directives Act and Mental Health Act*) on behalf of the represented adult.

Last Reviewed: December 2021

Subsidiary 6 Benchmark Job Description - 065HS09

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.)

As delegated by the Public Guardian, the Public Guardian Representative acts as a Court ordered guardian to assist represented adults, private guardians and the public within the mandate of the Office of the Public Guardian and related legislation (*Adult Guardianship and Trusteeship Act. Personal Directives Act* and acting as the Decision Maker of Last Resort under the *Mental Health Act*). The Public Guardian Representative (PGR) has delegated authority and responsibility to make decisions, provide direction and consents and advocate on behalf of the represented adults to a range of service and care providers. The PGR also has delegated authority to make specific one time health care decisions and temporary placement decisions for adults assessed as incapable and when there is no family member available.

The Public Guardian may consent to be named as agent in a personal directive, acting on behalf of the maker when it has been determined that the maker lacks capacity. The PGR is designated to make decisions and provide direction to medical professionals, health care providers and residential supports such as Long Term Care staff, based on the known instructions wishes and beliefs of the maker.

As Decision Maker of Last Resort under the *Mental Health Act*, the PGR is delegated authority to make psychiatric treatment decisions for those formal mental health patients who lack competency and need treatment, and to make decisions about Community Treatment Orders for adults who lack competency, and there is no family member available or able to make treatment decisions.

The PGR is responsible to provide training and public education related to the continuum of personal decision making options including: Supported Decision Making; Co-Decision Making; Guardianship; Specific Decision Making and Personal Directives to health professionals; care providers; residential facility staff; private guardians; family and friends of individuals who need assistance with personal decisions or have a guardianship order or personal directive: and the general public.

The PGR is also instrumental in the ongoing program development within the Office of the Public Guardian and Trustee and in regional and provincial improvement strategies through participation on working groups and committees with internal and external stakeholders (e.g., other ministries, community organizations).

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.)

Provides direction and consent, via Court ordered guardianship, on behalf of represented adults using a collaborative, inter-disciplinary approach.

- Referrals to the Office of the Public Guardian and Trustee are screened and assessed and a recommendation is made to the Public Guardian about whether it would be in the best

interest of a proposed represented adult to have the Public Guardian appointed as their guardian.

- The PGR is delegated authority to provide surrogate decision making in the areas of authority granted in the guardianship order, which may include: where to live, health care, with whom to consort, employment and education, social activities, legal matters, and other matters as specified by the Courts.
- Provides input, direction and consent to a case plan, which selects, authorizes and provides direction for the delivery and/or coordination and approval of services to represented adults.
- Monitors the implementation of the case plan, including regular review and evaluation.
- Researches and advocates for options for complex represented adults where there is no existing support or service that is willing or able to meet the represented adult's needs.
- On a rotational basis, is available during non-operational hours, through the provincial crisis line to provide decisions, give direction and provide consents to a facility or agency, emergency health care provider or other personnel for any represented adult who has the Public Guardian appointed as their legal guardian or who has the Public Guardian as their agent. The full context of these situations is often unknown at the time of the response, which requires the PGR to quickly assess the situation and develop appropriate responses to resolve the crises. There is then extensive documentation and a requirement to inform necessary people of the decision or situation.

Responds to crisis situations that impact the represented adult or maker, using critical analysis to produce solutions that are in the adult's best interest:

- Negotiates, advocates and de-escalates on behalf of the represented adult/maker to resolve conflicts between represented adults, service providers, family members and/or significant others. These situations are intense and emotions run high, with people coming from diverse perspectives, and with multiple influencing factors.
- Provide information to private guardians, agents and agencies to assist with role clarity and to identify and understand the service requirements of the represented adult/maker.
- When ordered by the Court, meets with disputing family members and makes recommendations regarding the appointment of private guardian and possible areas of authority.
- PGRs must sometimes walk into unknown situations when doing Review Officer Visits, meeting a referral or meeting an RA/maker in unfamiliar site. PGRs must be able to quickly assess and mitigate risk in these situations.

Acts as Agent when the Public Guardian has consented to act:

- Provides direction and consent to multiple medical professionals, health care providers, and residential facility staff as agents acting on behalf of adults in Alberta.
- Provides input, direction and decisions regarding a case plan which selects, authorizes and provides direction for the delivery and/or coordination and approval of services for Makers.
- Researches and advocates for makers when there is no existing support or service that meets the adult's needs.
- Meets as necessary with those who have selected the Public Guardian to act as their agent, to identify any changes to the maker's wishes contained in the personal directive and prior to enactment.

Serves as the Review Officer to provide oversight to co-decision making and guardianship and trusteeship:

- Reviews all private applications for co-decision making, guardianship and trusteeship, prior to OPG filing in Court: includes reference checks, criminal record and (for trusteeship) credit checks, guardianship plan; meeting with the proposed represented adults to ascertain their view on the application and the proposed decision makers and prepare the review officer report. This includes interaction and follow up with lawyers, private applicants, references, PG staff and contracted background checking services as needed.

- Works with the Clerk of the Court to refine and coordinate processes between the Clerk and the OPGT.
- Liaises with Clerks of the Court to address individual application issues.
- Prepares Section 113 orders to inform the Justice about confidential matters relating to the applicants.

Makes specific decisions and provides consents regarding healthcare/temporary placement under the AGTA.

- When no family willing or able to make decision reviews recommended treatment/placement options and follows up with the physician or health care provider and makes decisions and provides consents based on the adults best interest and any known values or beliefs.

Makes decisions and provides consents under the *Mental Health Act*.

- Reviews recommended psychiatric treatment options for formal patients who lack competency and who have no family or alternate decision makers to make these decisions on their behalf.
- Provides decisions concerning community treatment orders for psychiatric patients who lack competency to make these decisions and have no family or alternate decision makers to make these decisions on their behalf.

Court related responsibilities

- Completes review officer reports, including information about the suitability of potential decision makers.
- Responds to inquiries from legal counsel and other interested parties during the notification period (for private and public applications). Receive and monitor Form 31 (Request for Hearing) forms during the notification period.
- Corresponds with the Court clerks and Justices as needed after a private or public application has been submitted to Court. (e.g. Section 113 orders, providing written clarification as requested by a Justice, submitting amended documents etc.).
- Provides formal reports and submissions as ordered by the Court, following investigations and assessments on behalf of the Public Guardian.
- Prepares affidavits on represented adult specific issues.
- May attend Court with represented adults.
- Acts as a witness on behalf of the Public Guardian when required.
- As required, accesses and instructs legal counsel on behalf of represented adults.
- Provides instructions for legal counsel on behalf of the Public Guardian for contentious private guardianship applications and reviews.
- Communicates with OPGT legal counsel as needed.

Educates and trains multiple groups including: medical professionals, care providers, residential facilities

- Provides in-service training or consultation to medical professionals, care providers, residential facility staff on issues related to personal directives and surrogate decision making options.
- Develops and delivers education to the public to increase awareness of substitute decision making options including: supported decision making agreements, co-decision making orders, specific decisions, guardianship and personal directives.
- Consults with private guardians (e.g., workshops, personal interviews and on-line sessions, consultations) to enhance their knowledge of the role of a legal guardian and of the various service providers/service delivery options.
- Provides policy information on the AGTA/PDA legislation.

Provides leadership

- Actively participates in the program development of OPGT and assists in training and

mentoring new staff.

- Contributes to a continuous learning environment by sharing expertise.
- Participates in ongoing provincial developmental work, including but not limited to mandate and legislative reviews, long-term visioning, development of outcome measurements quality assurance, policy and process development, and business planning.
- Builds partnership models with community agencies and participates in a variety of community initiatives to provide input on policies that may impact represented adults.
- Collaborates with other departments and ministries to identify solutions to systemic issues impacting the rights of incapable adult Albertans.

Scope

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

The Public Guardian Representative (PGR) has the delegated authority and responsibility to make life impacting decisions on behalf of persons who are unable to represent themselves. This includes represented adults, makers of personal directives who have named the Public Guardian as their agent, and adult Albertans who require a health care decision or decisions regarding temporary admission to or discharge from a residential facility, or mental health decisions when there is no family or alternate decision makers available.

These individuals frequently have complex needs and face a variety of social and medical issues. This position is challenged to advocate for appropriate services, care, and/or facilities where gaps in service exist or services are already at a maximum capacity or unwilling to take on a complex client. Strong assessment, negotiation and relationship building skills are required to develop and broker individualized services on behalf of the represented adult or maker. The PGR uses a multi-systematic approach, working with stakeholders and service providers including Disability Supports, Children's Services, Justice, police and health to ensure adults are getting the supports they need.

The PGR works to resolve conflicts, which typically involve: multiple opinions and options (where 'right' and 'wrong' might not be intuitive); high emotions; personally sensitive information; multiple stakeholders (e.g., family, medical professionals, caregivers, legal entities) in a manner that sustains the best interests of the represented adult and leads to a restorative outcome. This requires working with different programs/resources to provide coordinated service/care for the represented adult. The PGR must be both a strategic planner/thinker to lead the effective presentation of adults under guardianship or personal directive, and a skilled tactician to execute and manage the detailed care plans for represented adults.

This role is instrumental in training and educating health professionals, care providers, residential facility staff, guardians, family members/support networks, other government departments (Health, Justice, Disability Services, Children's Services, Law enforcement) and the general public to the AGTA and the PDA legislation.

Decisions made by the PGR impact:

- The represented adult under guardianship.
- Private guardians.
- Personal directive makers and their named agents and others involved.
- Adult Albertans who may require a health care or placement decision and have no family or alternate decision makers available.
- Adults with a mental illness who lack competency and require treatment or community treatment order decisions.

- Community resource/service providers.
- Health professionals
- Legal system (e.g. Court decisions).
- General public in Alberta (the Ministry's goal is for every Albertan over 18 to have a personal directive).
- Other ministries and GOA programs (Disability Services. Justice, Alberta Health Services, Children's Services, Mental Health).
- Policies and processes and operations of the OPGT.

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.)

Knowledge:

- In-depth knowledge of disabilities, medical conditions and illnesses which result in cognitive impairment.
- In-depth knowledge of medical, psychiatric, psychological, rehabilitative and pharmaceutical treatment options.
- Expert knowledge of relevant legislation (e.g., *Adult Guardianship and Trusteeship Act* and Regulations; *Personal Directives Act* and Regulations, *Mental Health Act* and Regulations; Freedom of Information and *Protection and Privacy Act*, *Health Information Act*).
- Extensive knowledge of assessment procedures and interview techniques used to evaluate the ability of available treatment and program resources to meet the needs of the represented adult.
- Critical thinking skills to analyze complex situations, and sometimes differing recommendations, to assess the situation and make life altering decisions for represented adults and makers.
- Extensive knowledge of group and family dynamics.
- Understanding of systems (protocols, appeal processes. benefits and supports) in other jurisdictions (both provincial and federal).
- Knowledge of support options across the province as the after hour's crisis line requires decision making for all public guardian represented adults and makers. Also, as clients become more complex and regional resources are strained. PGRs must maintain a provincial perspective of supports.
- Extensive knowledge of benefit and service delivery systems and their interactions.
- Extensive knowledge of Court rules and procedures.
- Extensive knowledge of community based health, social service and seniors programs, agencies and authorities.
- Knowledge of adult education principles to develop and deliver training for multiple audiences.
- Understanding of different cultural value systems.
- A valid driver's license is required as travel within the province is required.
- Investigative skills for assessing referrals.
- Knowledge of risk-assessment techniques and de-escalation procedures as PGRs must sometimes manage volatile situations.

Skills and Abilities:

- Ability to lead, influence and motivate change in different audiences building accountability in the service delivered to represented adults.
- Ability to be assertive and advocate in meetings with sometimes large groups of professionals who each have a different perspective and agenda. Must ensure that the

adult's needs and best interests are understood and, to the extent possible, are being met.

- Advanced judgment, analytical and decision making skills to manage a diverse portfolio including: represented adults; makers of a personal directive; private guardians (for assessment, monitoring, investigations, and provision of advice); and individuals under the *Mental Health Act*.
- Strong mediation/problem solving skills to resolve challenges/barriers and conflicts within or between family, caregivers and other professionals.
- Ability to deal with volatile situations and resolve conflicts and crisis situations.
- Advanced interpersonal and relationship building skills to consult with and influence many different professionals (e.g., physicians, psychiatrists, psychologists, pharmacists, lawyers, health care providers, etc.).
- Ability to conduct research using a variety of resources (e.g., library, Internet, etc.).
- Ability to analyze information from multiple sources and evaluate various options, often in tight timelines.
- Ability to interpret legislation and communicate legislation, legal requirements and processes in a manner that others will understand.
- Excellent written and oral communication skills for a variety of purposes (e.g., investigative reports, public education/training. Action Requests or briefings, court documents).
- Excellent time management, organizational skills and the ability to prioritize multiple competing demands.
- Project management skills.
- Computer literacy in a variety of software programs.
- Ability to work with and influence clients who do not want OPGT support.
- Ability to hold service providers accountable for their work.
- Ability to navigate critical situations where opinions differ and emotions are escalated.

Contacts

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

- Represented adults, their families and service providers: to consult, advocate, act as a key participant in the development of case plans, and make decisions on their behalf and resolve conflicts on behalf of OPGT clients.
- Adults who have designated the Public Guardian as agent: to consult, develop plans, make decisions on their behalf and resolve potential conflicts.
- Private guardians: to provide information on the Court application, review processes and to support them in their role.
- Adults who have no family able to make health care or temporary residential placement decisions or consents.
- Health professionals and service providers: to obtain/withdraw consent for treatment/intervention, consultation and to request professional reports on which to base decisions/recommendations for treatment and service.
- Government departments and agencies: (e.g., Office of the Public Guardian and Trustee, Crown Indigenous Relations and Northern Affairs Canada) to consult, gather information, assess, analyze, plan, review and resolve issues information.
- Court system: as Review Officer provides information for the Courts' consideration on the appointment of private guardians, trustees and co-decision makers.
- Court system: to provide information that results from assessments and investigations.
- General public: to provide education and information on decision making options under the AGTA and PDA.
- Ministry program staff: to share information related to programs (Disability Services, AISH, Public Trustee, Crown Indigenous Relations and Northern Affairs Canada).
- Funding agencies: to advocate for support services/housing for represented adults (e.g., PDD, Health. and Mental Health).

- To provide mental health decisions for Psychiatric patients who lack competency.

Supervision Exercised

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

The Public Guardian Representative does not formally supervise staff; however the PGR does give direction, provides decisions and monitors the delivery of decisions by a wide variety of professionals, supports and organizations, which deliver services to represented adults and makers of a personal directive.

Subsidiary 6

Benchmark Evaluation – 065HS11

Identification Section

Working Title:	Caregiver Supports Practitioner (Adoptions / Foster Care / Kinship)
Department:	Children's Services
Division, Branch/Unit:	Child Intervention Delivery
Reports To:	Child Intervention Casework Supervisor HSW7
Levels to D.M.:	7
Job Description:	065HS11
Minimum Recruitment Standards:	See the Minimum Recruitment Standards for Human Services Worker
Pay Grade:	065HS - Human Services Worker 5

Comments on Role

The Caregiver Supports Practitioner is fully delegated and is also a caseworker who assists Caregivers who are responsible for the wellbeing of children in care. There are three (3) distinct roles within Caregiver Supports, these are:

- Caregiver Support Practitioner - Adoptions - Focus is on adoptive homes and parents of children in the system. As the legal guardian, the primary client is the child available for legal permanence, with the secondary clients being the child's caregiver, permanency family, birth family, community, and culture of origin.
- Caregiver Support Practitioner - Foster Care - Focus is on ensuring foster homes undergo annual evaluations, ensuring the home is safe. They are an intermediary between families, children-in-care, department staff, and community agencies.
- Caregiver Support Practitioner – Kinship – Focus is on family dynamics and assessing for placements within the family. Support the search for kin and significant relationships (community or cultural connection) for all children and youth throughout the continuum of intervention involvement.

Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E+ I 2 230	33% 76	R1 87	393

Comments on Evaluation

▪ Knowledge:

Professional/Content Knowledge:

The position is a full working level practitioner, with subject matter expertise in either

Adoptions, Kinship, or Foster care, and is fully delegated to perform the scope of the role. Positions require knowledge of *Child Youth and Family Enhancement Act*, and policies (e.g. immigration), which govern actions and provide legal authorities. The work of the position is also guided by diverse legislation of which the position requires broad understanding; legislation includes the *Mental Health Act*, *Indian Act*, *Criminal code*, *Family Violence Act*, *Young Offenders Act*, *Youth Justice System*, and *Protection of Sexually Exploited Children Act*; and Child Intervention (CI) protocols and Regional Directives. The Caregiver Supports Practitioner uses understanding of interviewing skills, e.g., (SOS tools); intervention/crisis management/suicide intervention skills; presentation, and training skills geared towards Adult Education. Position utilizes awareness of the intersection of culture, faith, gender, and impacts of medical, psychological, psychiatric disorders, and social issues when considering and arriving at effective strategies and interventions. The theoretical knowledge needed to evaluate differing information and providing practical solutions in their respective area of focus as the subject matter expert results in an “E+” rating. The push recognizes the expertise, training, and additional skills required in the particular area of focus (kinship, foster care, or adoptions). Position is not rated an “F” as it is not required to have in-depth knowledge of all areas of CI.

Complexity and Diversity:

The position is rated at an “1” rating for the sound analytical and conceptual skills that the position engages in on an ongoing basis. Position constantly assesses if the child is safe and is being well cared for, weighing options/scenarios to reduce/eliminate harm or further trauma, assessing what the downstream impacts of decisions made and additional impact on the child. The position plans, advises, integrates and develops recommendations and solutions when assessing situations in the following distinct roles:

- Adoptions (meeting with individuals looking to adopt, conducts assessments, performs ongoing review and maintains adoptive homes for individual in the system).
- Foster Care (ensure homes undergo annual evaluations – i.e., home is safe, safety check is completed, foster parent has completed required/recommended training).
- Kinship (conducts assessment of the home and analyzes family dynamics, and in some cases facilitates family meetings and renders on-the-spot solutions).

Human Relations Skills:

The Caregiver Supports Practitioner is skilled at influencing behaviours of others. The position utilizes decisiveness, assertiveness, influence and tact when working with families and children and when providing advice/presentation to others including internal and external contacts. Position is well encompassed at a “2” rating. While the position may encounter cases where emotions are high, may be required to de-escalate; they tend to be short term, therefore not supporting an HR “3” rating. Focus of work is supporting and advising the caregivers.

▪ **Creativity/Problem Solving:**

The position solves complex problems that are found within a body of theoretical knowledge, objectives, expertise and judgment. The position works with Caseworkers to facilitate outcomes that addresses the needs of the child and also factors in marginal concerns:

- In Kinship situations, the position navigates changing aspects within kinship and/or arranges and facilitates family meetings and develops plans to address situation, along with and controlling these situations, and also assesses external systems impacting the child, e.g., schools, day care, medical/other.
- In Foster Care situations, the foster parent may have an opportunity for permanency of the child, however the position may face situations where the family and/or foster family applies for guardianship and they would then need to go to court to resolve.

The position works to place a child elsewhere when there is strong evidence based on expertise that the child is in danger if they remained in current situation.

- Where Adoptions are involved, the position ensures the necessary information package is complete including affidavits; the Practitioner is involved in complex technical court work, the adoptions portion of work is niche and with transitioning children, the problems faced in planning/managing these are challenging.

There are different tools/expertise that each speciality (kinship, adoptions or foster care) rely on to resolve concerns. In troubleshooting the position also has access to case team or placement committee, supervisor and/or manager when making decisions that fall outside of policy. In addition, position is not responsible for developing policies; therefore position is not rated “38%”.

- **Responsibility:**

The work of the position is to conduct ongoing assessments to foster placement of children via adoptions, foster care or kinship. All have a focus of delivering solutions to address caregiver and children’s needs and concerns, and focus of work appropriately falls within the “R1” rating. Position does not have final decision, hence an R2 rating is not supported.

Last Reviewed: September 2022

Subsidiary 6 Benchmark Job Description - 065HS11

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.)

Children's Services is committed to ongoing improvement and pursuit of excellence in services to children, youth and families. Utilizing the Practice Framework (Indigenous Experience, Continuous Improvement, Preserving families, Strength based, Collaboration, and Connection) as our guide. The mandate and legislative authority is from *The Child Youth and Family Enhancement Act*. The legislation identifies that if a child cannot remain safely in their home, Children Services staff must identify an alternate living arrangement for the child. Our policy, legislation and the Federal Legislation identify what practitioners must consider when placing a child out of parental care. Child Intervention Practice Framework is based on the philosophy that children, youth and families should have input into the decisions that affect their lives.

Caregiver Support Practitioner- Adoptions:

The Caregiver Support Practitioner – Adoptions purpose is to support adoptive and private guardianship applicants with obtaining legal permanence. As the legal guardian, the primary client is the child available for legal permanence, with the secondary clients being the child's caregiver, permanency family, birth family, community, and culture of origin.

Caregiver Support Practitioner- Foster Care

The purpose of the Caregiver Support Practitioner - Foster Care is to recruit, train, support/supervise and license foster and respite families. They are an intermediary between families, children in-care, department staff, and community agencies.

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.)

Search and Recruitment:

- Receives referrals/assigns caregivers, collects basic information, reviews information and sends out necessary documents, forms, and information material.
- Arranges for and participates in training sessions and case consultation.
- Follows and maintains timelines for search and recruitment activities, reviews application information to determine if potential caregivers meet current regulations and standards for care.
- Reviews intervention and criminal record checks, reference information and home assessment information, working independently but within a team environment.
- Reviews application package to ensure basic standards are met.

Engagement:

- Assesses caregivers, analyzes information gathered, meets with caregivers to assess support needs, and shares information to support the caregivers and the children.
- Prepares caregivers and supports for network meetings, supports required paperwork to be completed.

- Engages and prepares families for case conferences, placement, and connections, utilizes creative ways to engage others to be part of the team (caregiver/family, case teams).
- Builds and maintains relationships and networks with collaterals in order to provide appropriate timely services.

Orientation and Training:

- Coordinates with the Provincial training team.
- Participates and/or facilitates Orientation and Training of new caregivers within the different service areas: (Kinship, Adoption, and Foster Care).
- Prepares caregivers for the child's life long connection and transition to permanency, and implementation of Signs of Safety approaches in all areas of practice.

Support/Collaboration:

- Supports caregiver in connection with extended family.
- Participates in cultural and community events outlined by the CI practitioner.
- Identifies cultural supports for children and caregivers and participates in and supports Cultural planning of children in care.
- Works with the caregiver(s) to ensure all information and support is in place so that the children have what they need which includes collaborating with clinicians/support services to ensure caregivers are providing trauma informed care.
- Provides support to caregivers and children which could include making referrals, navigating various community supports, coaching and mentoring through a trauma informed lens.
- Assists, develops and ongoing monitoring of strategies to support caregivers to manage challenging behaviours and support children in processing grief and loss.
- Attends planning meetings and case conferences, shares information about the child/children) and caregiver needs to the CI Practitioner.
- Negotiates plans and coordinates placements and respite for children.
- Builds collaborative working relationships with Caseworkers, Assessors, Supervisors, Managers and other community stakeholders to ensure that child's best interest and well-being is represented and made a priority at all times.
- Supports the caregivers to develop their own networks.
- Builds ongoing support/supervisory relationships and motivating change with caregivers.

Administration and documentation:

- Reviews home studies, tracks application progress and readiness, and follow-up with applicants to move toward training and home assessment.
- Documents collection and input on Child Intervention Case Information Online (CICIO), preparing and reviewing support plans, reports, and annual evaluations.
- Assists caregiver/s to complete all necessary paperwork for timely completion.
- Completes any necessary referrals required.
- Reviews and updates agreements annually, ensuring documentation is received as per regulated requirements.
- Undertakes timely and accurate documentation, utilizes current technology, keeps all records and files up to policy standards.

Communication:

- Utilizes strong conflict resolution and conflict management skills to work with caregivers and case team.
- Uses critical thinking skills to effectively identify and initiate consultation with supervisor, caregivers, children, case team, network, Schools, Health, and extended family.
- Organizes and directs caregiver's involvement in community resources.
- Collaborate with case team and caregivers in case planning.

- Helps caregivers understand the plan and their role in the success of the plan.
- Assists CI Practitioners in understanding dynamics or perspectives of caregivers, mediate conflicts that arise, and participate in planning and consults when placement moves or transitions occur.

Assessment:

- Assesses caregivers, analyzes information, ongoing assessment activities and monitoring to ensure safety and wellbeing of children in care.
- Evaluates and assesses children's developmental progress and areas of risk through Ages Stages Questionnaire.
- Completes re-assessment documents to monitor and make recommendations/decisions based on ability of caregiver and needs of the child.
- Completes screenings and participates in Placement Assessments when there are concerns regarding the care of the child within his/her placement, this could include leading Assessments of Noncompliance as well as follow up on recommendations and as well support in managing placement disruptions.

Ongoing Evaluation:

- Uses the re-assessment information to track progress of the caregiver family and inform future coaching needs, evaluate placements for compliance with Environmental Safety Assessments (ESA's), Regulations, Agreements and Standards, Annual Evaluations of Caregivers.
- Completes evaluation of children's needs with the CI Practitioner to determine financial compensation for caregivers.
- Completes reassessments when changes in family/living situations for caregivers to ensure all documentation and policies are followed, and all necessary supports are in place.
- Gathers all documentation for writing the Annual Report, implementation of Signs of Safety approaches in all areas of practice.

Note: Afterhours duties (on call) may be assigned as required.

Role-specific Responsibilities

Caregiver Support Practitioner-Adoptions

- Intake for adoption inquiries. Collect basic information, send out forms, information material and arrange for participation in training sessions.
- Track application progress and readiness, and follow-up with applicants to move toward training and home assessment.
- Gather and assess documents as received and conduct Home Study on prospective adoptive applicants. Prepare home study report including annual home visits and addendums for approved adoptive applicants.
- Review home studies of prospective adoptive parents, consult with Regional or Inter-Regional Adoption Specialists and determine suitability of matches including Focus Matches.
- Recommendation on suitability/non-suitability of adoptive parents to supervisor. Consultation with child's Band of origin if the child is Indigenous, with intent for consent, ongoing cultural connection and support of extended family.
- Complete thorough, comprehensive file reviews to determine any outdated or outstanding documentation, which includes; court/access orders, INAC checks, birth records, and immigration issues.
- Prepare, consult and submit documentation for Category 4 consent or Band consent to move forward with permanency.
- Complete extensive genograms (4 generation) in order to assess child's eligibility for status through file mining and creating rapport with extended family members.

- Request an Official Match from Adoption Services. Complete Inter-Regional Checklist once received by the child's worker.
- Prepare History of Child on PGOs for adoption or guardianship package. Complete comprehensive file reviews.
- Intake and birth parent counselling regarding their options. Provide information to birth parent(s). If an intake is required, complete the necessary steps: intake, assessment, OAR etc.
- Provide information and documentation to Private Adoption agencies when birth parent(s) counseling has occurred and choice is to place baby with a licensed agency. Facilitate referral and transition to the adoptive family to the Supports for Permanency Program.
- Assess the transition of the child to the adoptive home throughout the Permanency Placement Adoption (PPA) period.
- Monitor and assess the adoption situation through Permanent Placement Adoption (PPA) period.
- Provide support to the adoptive/private guardianship family through Supports for Permanency (SFP) agreements.
- Case management - of PGO in PPA placement or private guardianship placement, i.e. infants from hospital to foster care, prior to identification of adoptive home; older PGOs awaiting adoptive placements, kinship families pursuing adoption of children.
- Complete final Adoption or Private Guardianship documentation for court.
- Safety planning with identified permanency homes around ongoing contact with birth family when applicable.
- Create and work through access agreements between birth parents and adoptive family.
- Provide adoptive family with post-adoption registry information (ongoing information exchange, sibling registry form).
- Prepare documentation for post adoption registry following adoption.
- Complete all required CICIO tasks in order to end CYFEA involvement for child.
- Close adoptive applicant file in CICIO.
- File review to provide all vetted documents such as identification, medical, assessment and photos to adoptive applicants and for carry-forward for SFP file.
- Utilize /facilitate media recruitment.
- Participate in Provincial Adoption Meetings.
- Supervise inter provincial adoptions; assist and negotiate interprovincial agreements while working within the parameters of respective provincial policy, procedures and legislation.

Caregiver Support Practitioner- Foster Care:

- Recruitment of foster or respite homes.
- Intake and screening of prospective foster parents, supporting them through the application process to ensure basic standards are met.
- Ongoing evaluation and assessment of foster/respite parents including an annual formal written evaluation and reassessments.
- Completing home assessments following departmental Home Assessment Guide
- Licensing of foster homes.
- Recommendation of continuation of license, conditional approval, or suspension.
- Evaluate and monitoring of children's developmental progress and areas of risk through quarterly screening with Ages Stages Questionnaire.
- Creation of Developmental Support Plans (DSP) with foster parents and educate caregivers about child development and enhancement of well-being. Monitor to ensure caregivers are implementing strategies to enhance well-being.
- Complete evaluation of children's needs to determine financial compensation for foster parents (i.e. Special Rates Schedule or Support Plans).
- Assess Caregiver capacity, determine areas of concern and recommend remedial action.

- Support Foster Parents through investigations and allegations of abuse and/or neglect in foster homes.
- Pending outcome of assessment, make recommendations, in collaboration with the supervisor and manager, on ability for family to maintain foster care license. If license revoked, advise family to right of appeal. Provide information and support family through the Admin review and appeal process.
- Placement matching of children in the care of the director to individual foster homes based on caregiver skills, knowledge and abilities, experience, and the individualized needs of each child.
- Negotiate, plan and coordinate placements and respite for children.
- Educate foster families regarding all systems/programs that impact them and the foster child.
- Facilitate Placement Management Conferences (PMC), mapping strengths, challenges and future direction to support the child's success in the family and avoid placement disruptions.
- Support families to meet child's individual needs and advocating for additional resources as required and/or changes in plan reflecting foster families situation or input.
- Coordinate, hire, and evaluate specialized support services for foster parents depending on needs of the child. Organize and direct foster family's involvement in community resources.
- Assess and evaluate the skills and experience of foster parents transferring in from other provinces/regions/agencies using our program standards.
- Assisting foster families with permanency plans for the child.
- Work with clinicians/support services to ensure caregivers are providing trauma informed care.
- Assist foster families to work with biological families.
- Implementation of Signs of Safety approaches in all areas of practice; including, Mapping Meetings, Annuals, etc.
- Building ongoing support/supervisory relationship and motivating change with foster families.
- Building collaborative working relationships with Caseworkers, Assessors, Supervisors, Managers and other community stakeholders to ensure that child's best interest and well-being is being represented and made priority at all times.
- Facilitate and participate in events of Foster Parent Appreciation Week.
- Provide skills and knowledge based training, which includes research and development of training material, i.e. Orientation to Caregiving Training CORE, Safe Babies, Life Long Connections, and Foundations of Caregiver Training.
- Develop, plan and facilitate support groups for foster parents.
- Supporting foster families in maintaining the children's culture, by teaching and attending cultural events with the foster parents.
- Participate in Local Advisory Committee meetings.

Caregiver Support Practitioner – Kinship

- Receive an intake/referral from an Assessor/Caseworker. Assess the appropriateness of the referral and determine specific goals, actions, responsibilities as well as timelines.
- Search for kin and significant relationships for all children and youth throughout the continuum of intervention involvement (Search activities will include the use of Family Finding tools and strategies. Data mining of Children's Services records (including foster care files) is required. Identify individuals noted on file who are possible connections.
- Work with Assessors/Caseworkers who are about to bring a child into care from his/her guardian to determine if there are relatives or individuals with a close community or cultural connection to the child who could care for the child (versus foster care) or help identify the most appropriate alternate caregiver.
- Work with Caseworkers who have children in care to determine if there are relatives or individuals with a close community or cultural connection to the child who could care for the child rather than continued foster care, and/or identify the relationship/connection they are able/willing to provide for the child.

- Work directly with First Nations Designates, Métis Settlements, Cultural Brokers and Community/Ethnic groups to assist in identifying possible caregivers.
- Utilize Decision Making/Blended Perspectives Meetings.
- Recommend Family Group Conferences when members of a child's immediate family, extended kin and community members.
- When an out of home placement is required and a prospective kinship caregiver has been identified the Kinship Care Worker will recommend the kinship home to the case team.
- Incorporate knowledge of community cultural practices and belief systems into the information gathering and engagement process. Consult with members of child's cultural and spiritual community including First Nations Designates, Métis Settlements, and Ethnic groups in order to assist in engaging Kinship Caregivers and providing effective support.
- Access immediate resources/make referrals for Kinship Caregivers as needed to ensure a more efficient transition of children into kinship care.
- Assess start-up needs and costs and complete the Kinship Care Support Plan.
- Develop and complete the Kinship Care Support Plan with the CI Practitioner, contracted agency, and family.
- Provide Kinship Caregivers with timely and accurate information including the Kinship Care Agreement, available financial supports, and resources.
- Kinship Care Workers will complete individualized orientation with the caregiver(s) by training and reviewing the Kinship Care Guide.
- Provide support to the Kinship Caregiver.
- Ensure that Kinship Families have submitted all necessary documents for the completion of the Caregiver Home Assessment (HAR), that the referral for the HAR has been made and subsequently completed within the timelines set out in policy.
- Review HARs with Case Teams when completed and assist Casework Supervisors to document the outcome of the assessment in CICIO.
- Maintain the Kinship Search Referral form, Kinship Intake Meeting Log, Genograms, Contact Logs, and any other search activities or documents (e.g. FGC final report/plan or a Family Finding Activity/tool).
- Actively assist caregivers to complete all documentation required to make a Home Assessment referral. Once complete, route relevant documentation to the relevant file (e.g. Facility file, Child file, and/or FGC file).
- Ongoing communication with the child's case team to inform of kinship search progress and receive any new information from the case team that could affect kinship planning.
- Participate in the planning and development of Kinship Care Program strategies and initiatives.
- Maintain up to date kinship statistics in the online kinship log.
- Proactively educate and train Child Intervention Staff in the foundational importance of kinship process and practice.
- Participate in the development of Kinship Care Program education materials, information and forms to be used to build capacity of Child Intervention Staff in the region.
- Facilitate Family Group Conference and/or Family Finding Meetings as a neutral facilitator.

Scope

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

The position reports to a Casework Supervisor, Child Intervention and forms part of a team of professionals. The position is considered a full working level practitioner responsible for child intervention activities and performing the full scope of duties of the role. The role supports caregivers who care for the children in the care of the Director. They are fully delegated as a CI practitioner.

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.)

Knowledge:

- Breadth of knowledge in *Child Youth and Family Enhancement Act*, and Policies, which governs actions and provides Legal Authorities. Child Intervention protocols and Regional Directives.
- *Domestic Relations Act*, FOIP, *School Act*, *Mental Health Act*, *Indian Act*, Alberta Works, Criminal code (i.e. sexual assault, pornography), *Family Violence Act*, *Young Offenders Act*, Youth Justice System, *Protection of Sexually Exploited Children Act*, DECA, FLA, addictions legislation.
- Family dynamics to assess strengths and worries.
- Child/Adolescent development.
- Indicators of child abuse.
- Medical, psychological, psychiatric disorders and social issues that impact the child in order to assess the family situation and determine effective strategies and interventions.
- Community/Departmental services and resources to identify/recommend and assess most suitable resource.
- Cultural Competencies -awareness of self and others (e.g. culture, faith, gender,).
- Immigration policies and procedures.
- Alberta College of Social Workers (ACSW) - Code of Conduct and Ethics.
- Court procedures and protocols to prepare documents and present information.
- Knowledge of trauma informed practice, and grief and loss for children and families.

Skills and Abilities:

- Interviewing skills, (SOS tools) - children and adults - Emphasis on relationship building and collaborating with caregivers and children.
- Assessment skills / analytical.
- Conflict resolution.
- Critical thinking.
- Strong Communication - oral and written.
- Intervention/crisis management skills/suicide intervention.
- Independent and Collaborative Decision-making.
- Mediation/Problem solving in dealing with family members, caregivers and other professionals.
- Computer skills - ability to use current technology and tools.
- Negotiation/Advocacy.
- Organizational Skills.
- Ability to Prioritize and have effective Time Management skills.
- Presentation and training skills including Adult Education, both in groups (training) and individually (helping parents learn to cope with child they are caring for).
- Ability to develop strategies that move the child successfully towards adulthood.
- Adaptability.

Problem Solving/Decision Making:

- Utilize professional judgement while working within the parameters of the Acts, Regulations, Policies, Standards and the Child Intervention Framework to make decisions for children, youth and caregivers.
- The Caregiver Support role practices with considerable independence and is expected to

consult with the supervisor at identified decision points providing rationale for their recommendations.

- This position affects children and youth safety, and the caregiver's capacity to provide a safe and stable environment.
- Educates the community's knowledge about children in need and the community's capacity to be a support to the child and family.
- Work with Caregivers and collaterals from a diverse cross-cultural lens.
- Meets the unique needs of each child and their caregiver.
- Utilizes creative ways to engage others to be part of the team network.
- Leads case conferences with multiple disciplines, professionals, caregivers and other service teams.
- Continually assesses the situation to determine the needs and identify the appropriate supports to meet the needs of each child and their caregiver.
- Monitors and evaluates the effectiveness of services and supports for the individual child and their caregiver family on a regular basis.
- Engages the community to support case planning goals.
- Builds and maintains relationships and networks in order to provide appropriate timely services.
- Provides direct service delivery including; child development, planning, counselling and mediation.
- Jointly develops a case plan with the caregiver, CI Practitioner, other support persons.
- Meets fiscal stewardship and casework responsibilities.

Contacts

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

Internal:

- Child, Family, Network, which may include extended family.
- Professionals (Health, Mental Health, Education).
- Colleagues, Supervisors, Managers.

External:

- Community and contracted agencies, service teams as per matters to be considered in the *CYFE Act*.
- Legal system (courts, lawyers, RCMP, police).
- Other government program areas (i.e. The Office of the Child and Youth Advocate, Assured Income for the Severely Handicapped, Persons with Developmental Disabilities, Alberta Works, Office of the Public Guardian).
- First Nations Band Designate/Métis Resource Person.
- Diverse Cultural Communities.
- Other Regional and Provincial jurisdictions.

Supervision Exercised

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

No Supervision.

Subsidiary 6

Benchmark Evaluation – 065HS10

Identification Section

Working Title:	Family Court Counsellor
Department:	Justice
Division, Branch/Unit:	Resolution Services, Assessment Services
Reports To:	Team Lead, Assessment Services
Levels to D.M.:	6
Job Description:	065HS10
Minimum Recruitment Standards:	See the Minimum Recruitment Standards for Human Services Worker
Pay Grade:	065HS - Human Services Worker 5

Comments on Role

Working within current legislation, department policy and office procedure, a Family Court Counsellor (FCC) meets (remotely or in-person) with Self-Represented Albertans who have children and are contemplating, in the midst of, or post separation/divorce with the goals of minimizing children's exposure to toxic stress. The FCC screens for the presence and severity of family violence, problematic substance use, or mental health concerns (depression, bi-polar disorder, etc.), provide information about parenting plans, options for resolving conflict, making referrals to community resources, and reducing the strain on the Family Court system. An FCC assists parties attending Provincial Court family docket by assessing for safety concerns, discussing the court application with all connected parties, facilitating resolution of areas of dispute, describing court process, dispute resolution options and presenting summaries of multiple court applications, with a number of families to the Judge for their consideration.

Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E 3 230	33% 76	R1 87	393

Comments on Evaluation

- **Knowledge:**

- Professional/Content Knowledge:**

- The position warrants the 'E' rating as it requires knowledge supplemented by experience is required of theoretical models, specialized techniques, and practical and theoretical procedures related to client interviewing, safety assessments, and dispute resolution. Expert knowledge of Alberta court legislation, court procedures, court etiquette and trends. A solid working content

knowledge of related law (e.g. Family Law, Divorce Law), legislation (e.g. *Child, Youth and Family Enhancement Act*), and family court protocols/etiquette, judiciary preferences throughout Alberta, documentation, processes and procedures. Knowledge and understanding of child safety risk, family dynamics, trauma, family violence, suicide/homicide risk, typically gained through a related degree and experience, such as Social Work, in order to provide assessment and referral to family support services to clients with children. The position also requires significant on the job experience in order to be able to navigate between different areas in Child Services and Justice Ministries, as there are many areas involved when it comes to the safety of a child. This does not warrant the push (+) on the 'E' as it does not require a breath of knowledge of various areas.

Complexity and Diversity:

As a neutral party, the position provides counselling and assistance to individuals and families (self-represented litigants) seeking assistance to resolve their legal situation relating to their children. The role applies analytical and conceptual skills to assess and identify the situations/issues and develop the provision of appropriate information, guidance, support and resources to help clients explore options, considering impact to the child and support clients in developing an informed approach/agreement to resolve their issues. Although the position does not provide legal advice, it provides guidance and information on family court protocol, etiquette, documentation, process and procedures and attend at court hearings.

Human Relations Skills:

The '3' rating is supported as the FCC regularly encounters situations of high emotional intensity in dealing with clients and is expected to resolve conflicts and de-escalate volatile situations in the office and outside of docket court. Extensive knowledge of human behavior, including family violence, crisis intervention, family dynamics, mental health, addictions, systems theory and conflict resolution is required. Throughout service delivery, FCCs defuse emotions and educate clients about diverse family law related matters including appropriate resolution options, best interests of children, communication, conflict reduction skills and court processes and procedures. Skills in negotiation, mediation and dispute resolution are necessary when working with the families throughout the process that can extend over a long period.

- **Creativity/Problem Solving:**

The position reports to a Team Lead and operates with considerable independence in providing a range of family court services in various areas of Alberta, to a specific client population experiencing differing situations specific to resolving custody, access and related issues pertaining to their children (e.g. family violence/safety; economic stressors/insecurities, addiction; power balance and hostility).

Application of analytical, interviewing and assessment skills, relevant theoretical knowledge and experiential expertise is required for the assessment of the issues, assistance required and support the client as a neutral party, and in the formulation of options/alternatives/next steps and action plans to be explored to resolve the situation in the best interest of the children. Solutions are found within the body of knowledge.

The position was not rated 29% as the differing and variable nature of situations encountered requires the application of analytical assessment and judgement based on a breadth of professional knowledge and experience, to determine the most appropriate approach to support the client in resolution of issues rather than relying on established, standardized processes and procedures.

- **Responsibility:**

The position provides family court counselling services directly to eligible clients across the province. This work focuses on service delivery, therefore, supports the R1 rating.

Last Reviewed: September 2022

Subsidiary 6 Benchmark

Job Description – 065HS10

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.)

Working within current legislation, department policy and office procedure, a Family Court Counsellor (FCC) meets (remotely or in-person) with Self-Represented Albertans who have child(ren), and are contemplating, in the midst of, or post separation/divorce with the goals of minimizing child(ren)'s exposure to toxic stress, screening for the presence and severity of family violence, problematic substance use, or mental health concerns (depression, bi-polar disorder, etc.), provide information about parenting plans, options for resolving conflict, making referrals to community resources, and reducing the strain on the Family Court system. An FCC assists parties attending Provincial Court family docket by assessing for safety concerns, discussing the court application with all connected parties, facilitating resolution of areas of dispute, describing court process, dispute resolution options and presenting summaries of multiple court applications, with a number of families to the Judge for their consideration. In addition to providing the above services, FCCs are expected to support the training, mentorship and professional development of new staff and Bachelor or Master of Social Work practicum students.

Significant knowledge supplemented by experience is required of theoretical models, specialized techniques, and practical and theoretical procedures related to client interviewing, safety assessments, and dispute resolution. The FCC regularly encounters situations of high emotional intensity in dealing with clients and is expected to resolve conflicts and de-escalate volatile situations in the office and outside of docket court. Extensive knowledge of human behaviour, including family violence, child and youth development, crisis intervention, family dynamics, mental health, addictions, systems theory and conflict resolution is required. Throughout service delivery, FCCs defuse emotions and educate clients about diverse family law related matters including appropriate resolution options, best interests of children, communication, conflict reduction skills and court processes and procedures. Expert knowledge of Alberta court legislation, court procedures, court etiquette and trends are required to be successful.

The FCC, reporting to the team lead, works independently and collaboratively with colleagues in the same location and across the province to ensure seamless service delivery to Albertans. Strong working relationships with Court Administration, Judiciary and the legal community are required to ensure services are delivered to clients and operation of Provincial Court family docket court. At the direction of Assessment Services (AS) management and Team Lead, FCCs will complete data collection and participate in program development initiatives to ensure services are provided in a user friendly, cost-effective manner.

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.)

Screening, Assessment & Referral:

- Completes in-depth interview and psychosocial assessment to identify issues including levels of conflict, complexity and urgency of presenting issues and collaborates with the

client to develop and document an action plan.

- Screens and assesses Albertans requesting assistance to determine needs, interests and legal status in order to provide accurate information and relevant services.
- Screens each case for family violence, mental health, addictions and risk of suicide/homicide.
- Identifies options available for the client to resolve the issue and guides the client's decision-making process by asking questions and providing relevant information.
- Provides information on a range of topics including, but not limited to: effective and positive communication between the parties in family matters, the impacts of family violence, negative impact of conflict on children, impact of separation on children, dispute resolution options, court systems, processes, legal terminology and the Parenting after Separation & High Conflict courses.
- Focuses clients on best interests of the child and provides information on brain development, and ages and stages of child development.
- Supports clients with completion of appropriate court applications in accordance with relevant legislation.
- Combines professional principles and ethics with practical experience to pose the right questions that facilitate decision making in the best interests of the children and incorporating the needs of all other impacted parties.

Case Management:

- When court applications are filed, connects with respondents, and provides assessment and referral services for them.
- Provides ongoing case management services for all self-represented parties to a related court action. This includes the respondents and parties that bring additional applications such as grandparents or other family members.
- Follows up on procedural matters, including subsequent court filings and legal service requirements.
- Continually assesses for safety risks or possible barriers to service delivery and provides supports accordingly.
- Negotiates resolution of issues between the parties using conflict resolution skills including identifying the needs and interests of the parties, reducing obstacles to effective communication and exploring alternative outcomes.
- Liaises with Children's Services workers, Alberta Supports staff, legal counsel, and community agencies to coordinate services and best support the family.

Caseflow Conference:

- Chairs case flow conferences and exercises judicial authority to Adjourn matters.
- Ensures administrative requirements are met.
- Prepares consent documents for the Court's approval.
- Documents on the Court record all outcomes and relevant data.
- Ensures that emergent cases are scheduled for Court in a timely fashion that is determined by the gravity of the situation.
- Assists the parties in the case flow conference to explore all possible areas of consent and alternative methods of resolution.

In-Court Support:

- Provides information, support guidance and assistance to clients prior to, during and following docket court.
- Reviews court applications/responses, with multiple families (often 10 or more families) at each docket court appearance, to gather facts to facilitate conversations about the resolution of issues and discuss resolution options.
- Assists the Court by presenting a neutral, objective overview of the matter including

areas of consent, outstanding issues and matters for consideration to the docket court judge. The presentations often include sensitive information that need to be presented in a tactful way that maintains neutrality, yet provides critical information to the Judge about things like child abuse allegations, and family violence.

- Responds to actions, directions and requests from the Judiciary that fall within the scope of the FCC role.
- Manages safety needs of clients at Court. This may include connecting clients with Sheriffs, or various other stakeholders like victim's services, duty counsel or shelter workers.
- Travels to regional courts occurs at most locations.

File Family Court Applications:

- As a clerk of the court, files applications for Court regarding parenting, contact, guardianship, grandparent access, and any variation or enforcement of these orders, ensuring that all attendant documents are properly completed in the prescribed form.

Mentorship & Coaching:

- At the direction of AS management, trains new staff.
- Supports the development of social work practicum students working within the FCC role.
- Attends regular meetings for the purpose of reviewing complex circumstances and various practice approaches to implement.
- Seeks out and participates in learning opportunities to enhance skill and service delivery capacity.

Consultation & Public Relations:

- Participates in ongoing development and improvement of AS Programs.
- Attends regular FCC meetings to learn of issues and trends related to service delivery, and to provide feedback for the improvement of AS programs and services.
- Under the direction of AS management, assumes various positions on government and community-based agencies, boards or groups to provide links between Business and Resolution Services and the community.
- Consults with the judiciary, legal community, other BRS departments, government and community agencies regarding the services delivered by AS and relevance to population needs.
- Develops and implements partnerships with other government and community agencies to promote effective referrals between organizations.
- Participates in activities that promote awareness of BRS, including but not limited to presentations and training for internal and external stakeholders and community agencies.
- Provides input on emerging trends and service challenges that impact service delivery, policy and procedures.

Administration:

- Maintains digital client files that document service delivery.
- Completes client interview summary records as per professional (Social Work code of conduct) and FOIP documentation standards and provincial file management procedures at all stages of work with clients.
- Prepares referral documentation as required.

Scope

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

This position is responsible for providing expert intervention and assistance to self-represented Albertans with family legal issues. The work occurs in a highly complex framework of various levels and branches of court (King's Bench, Provincial Court, Criminal, Family, Child Protection, etc.). Extensive understanding in several functional areas is required in order to interface effectively with functional specialists from within the department, from other departments, and/or from stakeholder groups. Other team members as well as the clients can be widely dispersed throughout Alberta, which increases the level of complexity and the need to be proficient in oral and written communications as well as with new communication and service delivery technologies. The population accessing services are diverse and come from a variety of socio-economic and cultural backgrounds, may have mental health, addiction and/or capacity issues and accessing the Court system exacerbates an already emotional situation. Staff are expected to provide service to all people and therefore require skills to defuse and manage intense emotional situations. Client situations are most often complex in nature and most often involve multiple clients with opposing and conflicting needs and positions.

****Impact on courts and court admin****

Diversity:

- The incumbent is responsible for providing services to clients from a variety of socio-economic and ethnic backgrounds. Working within the Court system also requires frequent contact with the judiciary, court staff, the legal community and other departments. Contact within the community at large is required to make referrals to appropriate agencies and services.

Complexity:

- The incumbent is required to work with diverse and complex situations and populations that reflect the community at large. Well-developed interpersonal and communication skills are required to provide optimum services.
- Complexity and variety of AS services requires the application of practical and theoretical knowledge to a wide variety of complex and changing situations.
- Working within various urban and rural settings with diverse socio-economic and ethnic populations requires a current working knowledge of resources available in the community.
- The FCC role requires in depth knowledge of numerous pieces of legislation, provincial statutes, regulations, practice notes, policy directives and manuals that often overlap and interact in extremely complex ways.
- The incumbent must remain current with new and changing trends and theories related to client service delivery, dispute resolution and dynamics of human behaviour to support evidence-based practice, maintain registration with professional college, and continuous improvement of programs and services.
- This position requires the ability to work with minimal supervision to complete a variety of ongoing and changing tasks.
- The incumbent requires flexibility and adaptability to work in an environment characterized by varying degrees of uncertainty, frequent organizational changes, sensitive issues, and often volatile clientele.

Creativity:

- The incumbent is required to provide information on relevant legislation and policy in order to aid client decision making in the best interests of the children.

- Good analytic and assessment skills are required to identify and prioritize issues that need to be addressed.
- Facilitate a creative process where clients create options that will best meet the needs of everyone involved in the dispute.
- Requires independent decision making in relation to multiple laws and regulations while working with minimal supervision.
- Broad latitude to select from professional and theoretical principles to respond to each unique set of client circumstances.

Physical Demands:

Office duties: Can involve long periods of sitting or standing while using a computer at a workstation. Work can be repetitive in nature and at times, heavy manual work may be required (i.e. Packing files, moving records). The ability to travel regularly for some staff is a requirement of this position.

Court Duties: Can involve long periods of sitting or standing while working with a large volume of people in an open setting outside and inside of the courtroom. Maintenance of multiple physical files containing sensitive, confidential client information is required and can be heavy to lift/carry.

Risk:

Security:

- Staff is required to work in secure areas and must follow policies and procedures to ensure security risk is minimized.

Counter/Meeting Room/Court:

- Exposure is common to Albertans who are in emotionally charged situations and may display strong emotion when interacting with staff. Contact with Albertans who may suffer from addictions or issues of mental health, or who may be violent is possible. Staff may experience vicarious trauma from ongoing involvement with complex, high conflict clients. Department and Government risk mitigation strategies must be followed.

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:

- Undergraduate degree in social work (or related field) and two years of related experience (directly related education or experience will be considered on the basis of one year education for one year of experience; or one year of experience for one year of education).
- Significant knowledge supplemented by experience is required of theoretical models, specialized techniques, and practical and theoretical procedures related to assessment, intervention, dispute resolution, family violence and court processes/procedures is an asset.
- Registration with the Alberta College of Social Workers (ACSW) is required for all social work graduates.

Knowledge:

- Interviewing and assessment techniques and skills (i.e., Motivational Interviewing).
- In-depth knowledge of theory and practice of working with individuals and families in crisis and the underlying causes and behaviours associated with conflict, including high-

conflict, family violence, power imbalances, the effects of conflict on child and youth development.

- Conflict resolution skills and techniques (i.e., negotiation).
- Well-developed understanding of human behaviour including the signs of physical and emotional distress.
- Impact of negative ongoing conflict on children and adults and strategies to alleviate/resolve conflict.
- Impact of family violence, family violence protocols, screening and risk assessments, and impact of family violence on members of the family.
- Cultural diversity.
- Impact of mental health and addictions concerns related to parenting.
- Parenting plan development in the best interests of children.
- Government and Professional code of conduct & code of ethics.
- Government Code of Conduct.
- Other Court and Justice Services.
- Related Acts, Regulations, Rules and Practice Notes. (i.e., *Protection Against Family Violence Act, Family Law Act, Extra-Provincial Enforcement of Custody Orders Act, Inter-Jurisdiction Support Orders Act, Child, Youth & Family Enhancement Act, Intake and Case flow Management Regulation, Divorce Act*).
- Extensive knowledge of court processes, procedures, protocols, legal documents, and court etiquette.
- JSG, CJS, AS policies and procedures.
- Province-wide databases (Client Relationship Management, Justice Online Information Network, CASES).
- Child Support Calculation software and its use.
- Provincial programs and community resources.
- Children's Services policies and procedures for appropriate referrals and collaboration.
- Understanding of the origins and consequences of work-related stress and use of coping and management skills to promote wellness.

Skills and Abilities:

- Excellent communication, including interviewing, oral, written and active listening skills.
- Risk assessment skills in relation to suicide, homicide and family violence.
- Assessment skills related to clients and to support FCCs and practitioner development.
- Analytical and conceptual skills.
- Engage cooperative and non-cooperative clients in resolution and decision-making processes using a variety of intervention skills.
- Creativity and problem-solving skills.
- Consulting and advisory skills.
- Conflict resolution, family mediation and negotiation.
- De-escalation techniques, personal safety and safety planning for other staff and the public.
- Empathy, sensitivity to confidentiality, respect and ethical behaviour.
- Intervention skills.
- Assessment, counseling and crisis intervention skills.
- Strong organization skills to handle volume and complexity of work in a detail-oriented manner. (Errors have high degree of negative outcomes (i.e., incorrect court orders)).
- Time management/coping skills.
- Community and inter-governmental liaison/relations.
- Accurate client record keeping in accordance with provincial and professional guidelines.
- Public speaking.
- Human relation skills (interacting with people within or outside the Department).

- Record keeping Computer skills – ability to use all current software (M365, VOIP telephony, CRM, JOIN, CASES, Child View, etc.) and future programs.
- Case management and information gathering skills in complex, highly emotional situations.
- Ability to self-regulate emotional responses in prolonged, stressful situations while working with others.
- Ability to engage and develop rapport (trusting, professional working relationship), in an open, public setting (outside of a docket courtroom), with a diverse client base to ensure accurate information is obtained to present in the courtroom.
- Ability to multi-task and navigate many high priority tasks calmly and effectively in a fast-paced, high volume, public setting.
- Ability to quickly understand substantive, historical and personal nature of previously unknown conflict.
- Ability to problem solve and prioritize work in courtroom with minimum supervision.
- Ability to synthesize and summarize critical information in a clear and concise manner.
- Ability to train and education people in conflict resolution coaching, parenting skills, child development and other related skills and topics.
- Ability to speak coherently and clearly when providing court presentations.
- Ability to work independently and collaboratively as a member of a team and cross-ministry initiatives.
- Ability to be empathetic, creative, sensitive, respectful and understanding of clients in crisis.
- Ability to de-escalate volatile clients (using crisis management skills) and monitor client escalation through verbal and non-verbal cues and recognize and mitigate any security issues as they arise.
- Ability to identify and talk through a problem with team members to get their perspective, another viewpoint, develop insight and identify priorities.
- Ability to travel to other Court and Program locations as may be required to deliver service to circuit courts and requested by AS management.
- Ability to use technology in support of distance learning and delivery of program services.
- Ability to combine professional principles and ethics with practical experience to pose the right questions, and to facilitate the development of workable solutions to unique, complex problems involving multiple parties and diverse interests.
- Ability to work cooperatively as a member of a team and cross-ministry initiatives.

Contacts

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

- Albertans in general and Self-represented Albertans who have a family law issue in Alberta to facilitate access to services and referrals.
- Assessment Services Team management for guidance, direction and consultation.
- Team members from all Business Resolution Services Team (Program planning, program policy and procedures, consultation and coordination of services).
- Assessment Services Program staff, including Case flow Coordinators and Program Supports.
- Business and Resolution Services Administration (Program Policy and procedure).
- Court Administration Staff (King's Bench and Provincial Court) relating to court documentation, processes, scheduling and court appearances.
- The Judiciary (Consultation, providing consent orders, providing information and receiving referrals).
- Other ministries (i.e. Children's Services, Service Alberta, etc.) and non-government

agencies for consultation, information sharing and case coordination.

- BRS Directors for program policy and procedure.
- BRS Legal Counsel for legal consultation and clarification.
- Sheriffs for security, family violence issues and information sharing.
- Legal Community and agents for information sharing, public presentations, referrals, and consultation.
- Policing agencies for information sharing.

Supervision Exercised

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

No Supervision.

Subsidiary 6

Benchmark Evaluation – 065HS08

Identification Section

Working Title:	Disability Services Caseworker
Department:	Seniors, Community and Social Services
Division, Branch/Unit:	Regional Disability Services
Reports To:	Disability Services Supervisor
Levels to D.M.:	7
Job Description:	065HS08
Minimum Recruitment Standards:	See the Minimum Recruitment Standards for Human Services Worker
Pay Grade:	065HS - Human Services Worker 5

Comments on Role

The primary role of the Disability Services Caseworker is to assist children, youth and adults with disabilities and their families/guardians to identify, explore and obtain required supports (services, funding and referrals to community resources) that will enhance their well-being and assist in their capacity for independence and inclusion in the community. The DS Caseworker plays a pivotal role in building healthy relationships, empowering individuals to learn, grow and contribute meaningfully to society. Support is provided under the Family Support for Children with Disabilities (FSCD) program for individuals under the age of 18 years and Persons with Developmental Disabilities (PDD) program for individuals over the age of 18 years.

Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E I 3 230	33% 76	R1 87	393

Comments on Evaluation

- **Knowledge:**

Professional/Content Knowledge:

The position requires an understanding and application of theoretical knowledge observed within social services, psychology, community development, rehabilitation, or disability studies background in order to understand the unique challenges and needs of each client and services available to them under the FSCD and PDD program. In addition to the theoretical knowledge requirements, the position must have a wide breadth of working knowledge of community-based disability programs, and government programs and services; including those within the Ministry of Children's Services, AISH, OPGT, Justice, and Alberta Health Services. The Disability Services Caseworker must combine its theoretical knowledge, with its understanding of the FSCD and PDD

program services, as well as working knowledge of programs and services available from other government departments in order to create individual agreements, and address the unique challenges faced by its clients, families, and caregivers. An E rating is supported.

Complexity and Diversity:

The position functions as an individual-contributor, supporting an “I” rating, working closely with clients, their families, and guardians to assess their unique needs, create development plans, monitor progress, manage complex issues, and facilitate access to funded services through the FSCD or PDD program. Since the position functions as the first-point-of-contact, it often provides information related to other relevant programs and services in order to support clients in finding information and seeking available resources. Therefore, it must have an understanding of available programs, services, and resources of partner organizations and government functions. The position has an understanding of how the client’s case-complexity-level impacts other government departments, including Children’s Services, Education, Alberta Health Services, Municipal Affairs, etc.

Human Relations Skills:

The position negotiates with clients in order to proactively resolve emerging issues, facilitate critical conversations where decisions are disputed, participate in the appeal preparation process. The position frequently utilizes its knowledge and understanding of human behaviour to effectively manage highly emotional situations where it is required to mitigate/de-escalate crisis situations. It requires the highest level of interpersonal skills in order to significantly influence long-term behavioural changes with clients, their families/guardians, and service providers to enhance clients’ well-being and ensure their needs are met, supporting a 3 rating for HR skills. The position is also involved in reporting and investigating situations of abuse, fraud, fatality inquiries, human rights complaints, mediation hearings, and administrative reviews.

- **Creativity/Problem Solving:**

The position functions within an environment where it identifies a balance between available FSCD and PDD resources, and addressing unique client needs to create an individual agreement plan. The work is guided by defined legislation, regulations, as well as applicable Ministry and government policies, procedures, guidelines, best practices, and program objectives. There may be occasions where the position proposes exemptions to the proposed client agreements in order to achieve key objectives and address unique client needs. In these situations, the position identifies program areas which can be modified. The position proposes solutions to the Disability Services Supervisor, who ultimately approves agreement plan exemptions. This demonstrates that the position encounters variable situations, which influence the approach taken, within the parameters of clearly defined program objectives. The position works independently day to day, however, has access to a Supervisor for guidance and support. The position is rated a 33%, it is not seen at 38% as reports to a Supervisor and is not the highest level of operational thinking.

- **Responsibility:**

The position is primarily a service delivery position, providing FSCD and PDD funding and services, which supports the R1 rating.

Last Reviewed: September 2022

Subsidiary 6 Benchmark

Job Description – 065HS08

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.)

The disability services program funds services based on assessment of a child, youth, or adult with disabilities support needs. Both the Family Support for Children with Disabilities (FSCD) and the Persons with Developmental Disabilities (PDD) are included under this umbrella. Children, youth, individual adults, and their families/ guardians/supported decision makers (private guardians in FSCD and private or public guardians in PDD) who meet eligibility requirements can access the FSCD or PDD programs for assessed services and supports.

Caseworkers are responsible for ensuring that Albertans have fair and equitable access to the supports and services provided through PDD/FSCD. This includes:

- Ongoing case management including determination of eligibility for service, assessment of need, and annual plan development, monitoring and evaluation, and ongoing issues management including complex and crisis situations.
- Facilitated access to funded services paid for through FSCD family agreements or agency contracts/PDD service provider contracts or Family Managed Services (FMS) Agreements.
- Linkages to resources available through program partner organizations.
- Connection to generic services available to all citizens of the province of Alberta.
- Program Administration.

The Disability Services Caseworker (Caseworker) manages the supports and services to eligible children, youth and adults with disabilities and their families/ guardians to enhance their well-being and optimize their capacity for independence and inclusion in the community. Portfolios assigned to Caseworkers can be focused on PDD or FSCD programs, or a combination of the two programs, drawing on comprehensive knowledge of both programs and their interactions with related Government programs and supports (e.g., Children's Services, AISH, OPGT, Justice, AHS) or community-based programs (e.g., disability-specific programs). A holistic person and family-centered approach is maintained through all aspects of case 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.)

FSCD or PDD Program Eligibility and Service Determination:

- Determine eligibility for service for individuals who are eligible for PDD or FSCD based on review of professional assessments, consultation with the individual, family and/or guardian, policy interpretation etc.
- Communicate eligibility decision to individual and the family/guardian.
- Provide resource navigation and make referrals to suitable natural, generic and community resources and services for those that are not eligible for service and/or where cross-ministry and community programs are required to achieve outcomes.
- Lead multi-stakeholder conversations and conduct assessments to guide the transition of eligible youth between the ages of 17-18 from FSCD to PDD and between various community transitions within PDD (e.g., long-term care, medical facilities).

Service Planning Design, and Assessment:

- Lead service needs assessment and facilitate planning meetings to determine individual support needs, utilizing strategies such as motivational interviewing, critical thinking and assessment, in alignment with legislation, regulation and policy.
- Complete assessment documentation and tools in collaboration with the individual, family, guardian, service providers, support team and facilitate planning meetings to determine individual support needs.
- Determine support options for the child, youth, adult in an Outcome Plan (e.g., family agreements, specialized).
- Services, Family Managed Services, service provider delivered services, natural or other community or government resources, or any appropriate combination such as Income and Employment Supports, AISH, AHS).
- Facilitate access to the supports needs and applicable services for the child, youth, adult and family/guardian to make arrangements with the family or the service provider for the delivery of services.
- Establish and facilitate linkages with other beneficial programs where necessary to address unmet needs (e.g., supporting referrals to OPGT, Community Support Teams, and AISH referrals to suitable services within the community) to support the individual and, where appropriate, his or her family/guardian.
- Confirm and communicate all decisions related to a family or a service provider's funding request.

Program Financial Administration:

- Develop and negotiate requests for funding and/or changes to funding for service providers (e.g., closures and transfers of services) via FSCD Agreements and Family Managed Agreements to enable the provision of support for the child, youth, adult and/or family/guardians as their services needs are required.
- Negotiate requests for funding for service providers and complete and/or change FSCD Agreements and Family Managed Services Agreements to enable the provision of support for the child, youth, adult and/or family/ guardians as their services needs are required.
- Monitor and evaluate financial activities of families to safeguard that the funding is used as approved, and recommend changes as needed (e.g., change of the funding administrator, a change in the level of funding, or that a financial review is needed).
- Train and educate families on financial responsibilities and accountability related to their agreements.

Service Outcome Plan Management:

- Review and update Individualized Family Support Plan (IFSP)/ Outcome Plans at least once annually so that the services are aligned to identified needs and comply with policy and procedural expectations.
- Assess the effectiveness of funded services against the identified outcomes and needs of the child, youth, adult and his or her family/guardian.
- Review the service/support plan to monitor for progress to achieve expected outcomes and to ensure the most appropriate support and service needs are addressed.
- Identify, monitor, and evaluate changes in needs, and discuss progress towards individual achievement and outcomes via regular contact with the child, youth, adult, family/guardian and service provider.
- Facilitate in-person meetings to discuss changes in support needs, issues that may arise between family, individual and service provider, on-going supports, critical incidents, on-going eligibility or alignment of services and review of responsibilities of each stakeholder.
- Facilitate development of Risk Assessments and corresponding Safety Plans.

Complex Cases and Issues Resolution:

- Negotiate and work towards consensus to proactively resolve issues and concerns as they emerge, influencing action toward the best possible outcome for individuals and their family/supporters, and render a written decision in consultation with supervisor and/or manager.
- Facilitate critical conversations where decisions are disputed and participate in the appeal preparation and hearing where decision is appealed.
- Mitigate escalating concerns and de-escalate emotionally intense situations by utilizing various strategies, documenting and involving a supervisor and/or manager as needed after assessing the level of urgency, intensity and the complexity of a situation.
- Proactively identify and effectively respond to crisis situations by seeking alternative solutions and working with parties involved to de-escalate emotions and influence productive behaviour using a variety of crisis management strategies.
- Participate in investigations and/or reporting of abuse and/or fraud allegations as necessary, including completion of an OPG Complaint form against Guardian when necessary.
- Participate in administrative reviews, mediation, Fatality Inquiries, and Human Rights Complaints as directed.

Program Administration:

- Participate in the preparation or presentation of materials required for mediation or Appeals and Information Requests to the Minister, FOIP Requests, Immediate Alerts, Briefing Notes, Telephone Action Requests.
- Participate in regional/provincial committees in support of disability services program development (e.g., policy improvement, service gap analysis).
- Complete OHS reporting, responding to requests for information, personal workload planning and caseload management activities.
- Provide statistical information (e.g., registration, caseload distribution summary) to update relevant data systems.
- Update individual and stakeholder information, transferring files, ending agreements, and/or withdrawing funded services, including communication of applicable policies and processes.
- Complete file and records management (e.g., file closures) in compliance with existing processes.

Program Advice and Consultation:

- Respond to inquiries from parents, individuals with disabilities, professionals, agency staff and other members of the community or public, providing key program information and support options.
- Coordinate and participate in information nights, transition fairs and panels.
- Maintain effective working relationships within the disability programs and with related GoA or community programs to support development of an integrated network of provincial supports and resources for PDD and FSCD clients.

Problem Solving:

- Seeking the best blend of resources and supports for each program individual and family/guardian from what is available locally/regionally and what is within program funding and adapting the service plan as needed. In some cases, an individual can be eligible for the program but ineligible for services. There is not a 'one-size-fits all' service plan. Caseworkers must creatively address unique and unprecedented situations or problems and generate multiple solutions to new or recurring concerns, including exemptions to policy when necessary. Caseworkers are relied upon to identify systemic barriers and gaps in service and provide solutions to address these issues. Difficult program decisions are conveyed daily.
- Service plans are created in collaboration with the individual and their family/guardian; plans determines the most appropriate generic, natural and program-funded supports to meet

individual needs. Ultimately, the individual, family or guardian makes the decision to receive supports and resources identified through the assessment provided by the Caseworker. Resources are often limited and collaboration with multiple stakeholders is necessary to provide options for individuals to choose their own services. While there is no authority for the Caseworker to overturn a 'bad' decision, they have a responsibility to influence the decision and behaviour to the best outcomes in consideration of multiple competing factors.

- Both FSCD and PDD have seen a significant increase in the number and intensity of support needs for highly barriered and complex individuals in each caseload (e.g., complex medical and/or mental health diagnoses such as dual diagnosis (disability and mental health), Fetal Alcohol Syndrome Disorder (FASD), anxiety, suicidal ideation, homelessness, justice involvement, addiction, and others on all caseloads). Supporting these individuals requires a higher level of problem solving and frequent engagement with multiple ministries including Alberta Health Services, Children's Services, Justice and Solicitor General and Education.
- The increase in the requirement for cross-ministry and community service collaborations to ensure a coordinated and integrated approach to delivery of supports occurs within the current program framework and fiscal environment. Caseworkers balance the needs and wants of the family/individual with current disability service casework, theory, and the requirement for increased collaboration with partners. This draws on an increased level of collaboration, policy and legislation interpretation, decision-making, influence, and advocacy skills to represent the division and individual's best interest. Emotionally charged meetings often occur to address individuals/families that are in crisis.
- Promoting the empowerment of the individual's voice to advocate for themselves and ensure their vision and aspirations are front and center, with a clear and realistic plan of how to accomplish this goal (e.g., an individual who wants to get married, have a job or live on their own). This requires the delicate balancing of the individual needs with the guardian's concerns and how to work with them to support the changes and realize that vision. This requires a strong level of influential and motivational skills.

Types of guidance available for problem solving:

- The Caseworker practices with considerable independence to execute position responsibilities. Decisions are driven by consideration of the disability (child, youth, adult and family/guardian needs and outcomes) and within the context and parameters of the multiple pieces of legislation, regulations and policies, and available community and GoA supports and resources. The Caseworker utilizes a needs and strengths-based approach and a holistic view of each plan.
- Critical and strategic thinking are applied to review and analyze information gathered and to consider incongruence or gaps in assessments, matches between needs and supports, and any limitations or additional criteria required for specific services under relevant regulations.
- Consultation with supervisors and/or managers occurs when regulations and policy/procedures dictate; where there is individual or system complexities outside the norm; high risks of health and safety; situations that exceed the Caseworker's expertise (e.g., judicial issues); requests for out of home placements; or when services requested are unavailable or exceptional in cost.
- The incumbent must creatively provide unique solutions to achieve outcomes tailored to the child, youth, adults, and their families/guardians. Where appropriate, the Caseworker must successfully engage the youth, adult and/or family/guardian as equal informed partners in planning, delivery, and evaluation processes.

Direct or indirect impacts of decisions:

Externally, the work of this position impacts:

- The Disability Service Program is a broad program that includes both *PDD Act* and *FSCD Act* as well as multiple Acts, Regulations and Policies that require astute interpretation and integration. PDD and FSCD decisions have the potential for life-long impacts to the lives of

vulnerable children, youth, adults and their families or guardians, and their ability to achieve optimal life outcomes in safe and supportive environments. Inclusion, and quality of life. Caseworkers and Supervisors are often involved with individuals/families over their entire lifespan; as PDD does not have an age limit, individuals can be involved with the program until they transition into a health facility as they age, no longer require services, move away or when they pass away. Collectively, these programs can span an individual's lifetime and significantly impact their ability to thrive.

- The awareness of disability rights and effective delivery practices in the community via influence on service providers and broader community.
- Program reputation and integrity through transparent, effective and consistent case management across the province; this includes program budget and funding decisions in relation to the provision of services and its reputation in terms of financial expenditures and quality services.
- Assurance that case management occurs in a collaborative manner with a variety of stakeholders to optimally support the child, youth, adult and family / guardian.
- Mitigation and management of elevated risk and escalated situations to influence positive actions and behaviour change that leads to the best outcomes possible.

Internally the work of this position impacts:

- Consistent implementation of program policy and financial and support resources to achieve the best possible outcomes for each client by sharing information with peers and with other programs.
- Program policy and process development through the provision of subject-matter-expertise.
- Integrated and networked support services and resources across GoA programs through collaboration with other ministries and provision of advice and information about PDD and FSCD.
- Program planning and reporting through recommendations to the Supervisor and management.

Scope

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

The Caseworker plays a pivotal role in building healthy relationships, empowering individuals (and often their families) to learn, grow and meaningfully contribute to society. Due to the long-standing relationships between Caseworkers and individuals and families or guardians, Caseworkers are often the first point of contact for queries or concerns about resources and supports, including those outside the scope of the PDD and FSCD programs. Effective working relationships are established and maintained with community services and Ministry and cross-Ministry programs and resources to facilitate effective supports.

The Caseworker also provides program information and policy interpretation to multiple internal and external stakeholders to build an integrated provincial network of options for program clients. Collaboration and sharing best practices with peers and stakeholders are key to sustaining consistency in provincial program delivery and to ensure compliance with legislation and policy. Subject-matter-expertise is provided to inform policy and process improvement.

Reporting to the Disability Services Supervisor, the Caseworker functions within relevant legislation and regulations as well as applicable Ministry and government policies, procedures and guidelines and best practices.

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:

- Bachelor degree in a relevant social service discipline (including but not limited to Social Work, Psychology, Community Development, Rehabilitation or Disability Studies).
- Several years of direct experience with collaborative, client-centered service planning in the disability field.
- A degree in Social Work also requires current registration with the Alberta College of Social Workers.

Knowledge:

- Knowledge of regional/local and government resources including relevant service providers, programs and health benefits and how they can augment and be linked to support a PDD or FSCD plan (e.g., counselling for mental illness, and support for addictions concerns).
- Comprehensive knowledge of and ability to interpret and apply disability services program policies, procedures and standards (provincial and regional), *Persons with Developmental Disabilities Services Act*, Regulation, *Family Support for Children with Disabilities Act*, Regulation.
- Knowledge of and ability to apply relevant legislation, policy and standards including *Child First Act*, *Child, Youth and Family Enhancement Act*, *Alberta Education Act*, Alberta Aids to Daily Living, Home Care Policy and Regulations, *AISH Act* and Regulations, Alberta Supports, *Adult Guardianship and Trusteeship Act*, Abuse Prevention Response Protocol, *Personal Directives Act*, *The Freedom Of Information and Protection of Privacy Act*, *Dependent Adult Act*, *Protection of Persons in Care Act*, *Mental Health Act*, Alberta Public Service Code of Conduct.
- Awareness of the following legislation and ability to apply it to daily program operations: Labour Standards, *Workers Compensation Act*, *Financial Administration Act*.
- Knowledge of and ability to apply crisis management and conflict resolution strategies to diffuse emotionally charged situations where risk to health and well-being of the individual is possible; this includes an understanding of human behaviour to de-escalate emotionally intense situations and the utilization of de-escalation skills to manage volatile and intense meetings/situation.

Technical Competencies, certification and/or training:

- Travel is a requirement for the position and incumbents must have a valid Driver's License and access to a reliable vehicle.
- Willingness to adjust hours of work to meet the reasonable needs of stakeholders.
- Working knowledge of a broad range of topics related to the disability field (i.e., Developmental and life stages theory, Systems theory, disability conditions including health, mental health, developmental, physical and sensory and the impact on the child, individual, adult and family/guardian/community).
- History of disability practices including person-centered approaches and philosophy. (E.g. Dignity of Risk, harm reduction strategies, and respecting informed choices by individuals).
- Familiarity with positive behavioural approaches, mental health services, and related risk assessment techniques and practices.
- Current theories and application of empowerment and individual/family centered practices.
- Demonstrated skill in the Trauma Informed Practice approach.

Skills:

- Strong interpersonal and excellent communication skills to influence situations and people to ensure the best outcomes that are most suited to each of these unique situations.
- Advanced communication skills particularly in the areas of effective listening and clear verbal messaging - difficult decisions need to be communicated with respect, empathy, and confidence.
- Strong written communication skills particularly in professional writing and note-taking.
- Cultural competence and sensitivity, including knowledge of diversity and inclusions principles and practices.
- Continuous improvement cycles and their application to case management.
- Demonstrated computer literacy (I.e. ability to learn and access various data systems, complete documents on-line and use expected communication devices and modes).
- Demonstrated ability to practice from a client centered holistic perspective.
- Demonstrated interpersonal skills and ability to collaborate effectively with individuals, children, youth, families, guardians, other professional disciplines, colleagues and a wide range of community agencies.
- Negotiation and other problem-solving techniques demanding creativity, and occasional research.
- Skills in persuasion and assertiveness with sensitivity to others are needed to influence a desired outcome.
- Interviewing/assessment and analytical skills.
- Ability to work independently with a high degree of autonomy and accountability and within a multi-disciplinary team environment for optimal service design, planning, and delivery.
- Strong professional risk assessment and judgement skills to safely work alone in family homes or the community in both rural and urban settings.
- Adaptability, flexibility and willingness to adjust to new and changing operational priorities and directions.
- Financial acumen and fiscal responsibility by maximizing resources including the identification and use of informal support systems and natural community supports and community/generic resources.

Behavioral Competencies

- Systems Thinking
- Creative Problem Solving
- Agility
- Develop Networks
- Develop Self and Others
- Drive for Results

Contacts

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

Internal:

- Supervisor - provide information, statistics etc. to inform team planning and operations; escalate and advise on complex issues or where risk is significant.
- Colleagues and team members - Consultation on approach, peer support, consistency across team in application of acts, legislation.
- Other GoA programs - Liaise, facilitate, consult, and advocate for PDD and FSCD programs to integrate services and supports for individuals and families.

External:

- The child, youth, adult and family/guardian (primary contact) including their natural support systems. Initial assessment of service needs and on-going monitoring of current services; issue resolution; responding to program questions and interpreting program policy.
- Professionals from a variety of disciplines and programs (hospitals, schools, judicial programs) - Consultation and collaboration to determine clear understanding of child, youth, adult, family/guardian needs.
- Advocacy organizations - Collaboration to ensure needs of child, youth, adult, and family/guardian are being met.
- Service providers and program representatives both in the community and within other government programs - Consultation, negotiation, and advocacy to integrate services and supports; build relationships in new communities; inclusion and collaboration with a diverse range of other stakeholders that are also key in supporting individuals and families with their goals.
- Advocacy and special interest groups (Inclusion Alberta, Disability Advocate, Provincial and Regional Parent Advisory Committees, Self-advocates, and Ombudsman) - work collaboratively with listening to their input and guidance, while also balancing with program reality and family/individual capacity and needs.

Supervision Exercised

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

No Supervision.

Subsidiary 6

Benchmark Evaluation – 065HS07

Identification Section

Working Title:	Child Intervention Practitioner
Department:	Children's Services
Division, Branch/Unit:	Child Intervention Delivery
Reports To:	Child Intervention Casework Supervisor HSW7
Levels to D.M.:	7
Job Description:	065HS07
Minimum Recruitment Standards:	See the Minimum Recruitment Standards for Human Services Worker
Pay Grade:	065HS - Human Services Worker 5

Comments on Role

The Child Intervention Practitioner is responsible for ongoing assessment of children, youth and families, case planning and provision of/or management of, services and interventions to meet the child's/youth's/ family's needs in accordance with legislation. The position engages families, helps them to understand their situation, and works with them to address issues causing the child to be in need of intervention. The work involves casework predominantly and also provides mentoring to entry level practitioners.

Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E I 3 230	33% 76	R1 87	393

Comments on Evaluation

- **Knowledge:**

Professional/Content Knowledge:

The Child Intervention Practitioner is a full working level, which requires full working knowledge of child development, issues of neglect, poverty, emotional trauma. Legislation such as the *Child, Youth and Family Enhancement Act (CYFEA)*, *Children's First Act, Protection of Children Abusing Drugs Act (PChAD)*, *Drug-Endangered Children Act (DECA)*, Social Work theories, practice and regulations are required at the same level. A sound knowledge and understanding of the broad scope, complexities and diversity of the regional child intervention programs and services delivery, knowledge of Indigenous and other cultures, court procedures and protocols, and community resources is necessary to respond to the varied issues and concerns/urgencies encountered is essential. This knowledge is acquired through academic training supplemented by considerable on

the job experience and is fully delegated (Level 7). Knowledge and application of policies, procedures and standards of Child Intervention is required in this position. The role is well encompassed at the 'E' rating. It is not seen to warrant a push on the 'E', as it does not require application of knowledge in several specialized areas or programs outside of CI.

Complexity and Diversity:

The Child Intervention Practitioner works with family and community members, service providers and other positions such as the Assessor, Supervisor, Kinship or Foster care workers and is required to work collaboratively with these partners to meet the needs of children, youth and families. The position applies analytical skills and approaches to assessing the needs of each child/youth on their caseload to develop specific plans and incorporate interventions to support them to be in the situation that best meets their individual needs and well-being (e.g. living with family, foster care, etc.). The position is required to understand how their work interacts with others and provides mentorship for others. The position is rated an 'I' due to the conceptual understanding of the situations faced and context and the solutions applied.

Human Relations Skills:

The position is required to influence decisions and work collaboratively with partners to develop and implement plans that meet client needs. Human Relations skills at the '3' level are required to manage relationships with other parties and influence the course of action. The position is also required to de-escalate situations of high emotional intensity with clients and other parties on ongoing basis. This position requires the highest level of HR skills. The focus and decisions of the Child Intervention Practitioner can have long-term life impact to children, youth and families and motivate long-term behavior changes. Conflict resolution/de-escalating skills are required on a regular basis.

- **Creativity/Problem Solving:**

The Practitioner's work is mostly guided by delegation, policies, guidelines and procedures and is required to use professional expertise within these existing guidelines to make decisions that benefit clients and enhance their quality of life. The position needs an internal understanding of internal family dynamics, clinical aspects of drug abuse, alcoholism, how to work with indigenous communities, multi-cultural families etc., which come with experience and exposure. Guidance may be sought from supervisor as required. The work environment can be described as not only complex but also unpredictable, where a file status can quickly change, escalating the level of risk and/or need for immediate response. For the most part, the presenting issue/problem is known and the focus of the position is the application of analytical and critical thinking skills and professional knowledge and experience to determine the appropriate approach and responses/options, consistent with a rating of '33%'. At the '38%' level there is a requirement to develop new procedures, identify, and analyze initiatives in the areas of program and policy development and research. The position has access to consultation with subject matter experts/specialists and the supervisor; as such, the position is not rated as having the highest level of operational thinking.

- **Responsibility:**

The position primarily delivers child intervention services to children, youth and families and is rated at the 'R1' level. It makes final program decisions within the scope of its delegated authority. The position is not rated at the 'R2' level, as it does not make final legislated decisions. Such decisions are established through consult with the Supervisor or court orders.

Last Reviewed: September 2022

Subsidiary 6 Benchmark

Job Description – 065HS07

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.)

Children's Services is committed to the ongoing improvement and pursuing excellence in services to children, youth and families. The Child Intervention Practice framework guides casework practice and direction as provided by the *Child Youth and Family Enhancement Act (CYFE Act)*. *The CYFE Act* places emphasis on assessing children and families to determine the safety of the child, the need for intervention and the type of intervention required. The Child Intervention Practice Framework is based on the philosophy that children, youth and families should have input into the decisions that affect their lives.

This position reports to a Child Intervention (CI) Casework Supervisor and forms part of a team of professionals. The position is considered a full working level practitioner responsible for child intervention activities and the full scope of duties of the role.

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.)

Perform Intake and Safety Assessment:

- Gather, consolidate and analyze information to assess the ongoing needs and risk of children and families in order to provide child protection services.
- Assess and plan for increased safety and reduction of risk and danger to children through collaboration with family, natural, and professional supports and with a focus on family strengths.
- Distinguish between safety concerns that require intervention versus complicating factors.
- Facilitate family and network meetings.
- Safety plan with families and their supports to ensure the safety of children in their home and/or community.
- Identify goals and determine appropriate programs, tasks, and services that increases safety and meets the needs of children, youth and families. Assess that services and supports are mitigating risk.

Manage ongoing case management

- Engage children to incorporate their voice in all aspects of service planning.
- Make referrals to, and collaborate in partnership with, support services, community resources, and appropriate service providers.
- Engage and support client progress/compliance and identify potential for positive change and increased safety.
- Gather and assess information ongoing by using a variety of tools, such as Signs of Safety and practice strategies making informed decisions by checking validity of assumptions through a position of inquiry.
- Prepare legal documents including TGO, PGO, Supervision Orders, Secure Treatment, and court reports.
- Consult as needed with Children's Services Legal team.
- Apprehend children following court determination if necessary to remove child from home.
- Present evidence or testify in court/youth court. Attend mediation, Judicial Dispute Resolution

(JDR), hearings, and other pre-court appointments.

- Complete casework activities such as coordinating and/or supervising visits; and driving and/or attending appointments with clients.
- Respond to urgent matters after hours with children, youth, and families including requirement to participate in on-call/after-hour's rotation (evenings and weekends).
- Apply and adhere to the Child Intervention safety standards and CYFEA policies and procedures.

Work with children, youth and families to build social, educational, cultural, spiritual and community connections:

- Support children and youth to maintain relationships that are important to them, be connected to their own culture, practice their religious beliefs, and have a plan for their care where they are included in the decision making process.
- Ensure lifelong connections through family finding and cultural connections. Facilitate family meetings and develop a plan through mapping that includes everyone's voice.
- Conduct planning for family and cultural connection, including implementation of cultural plans with caregivers, and participating in Band designate consultations.
- Lead the development of success in school protocols and plans.
- Work with caregivers in partnership on the day-to-day care of children and youth with a focus on child development, impact of trauma and cultural connections.

Complete all administrative tasks to completing casework for child, youth and families

- Complete online documentation in CICIO System and case connect for the entry of contact logs, plans, legal, placements, health information, special cautions, etc.
- File required ongoing and extensive documents including; assessment reports, contact with caregivers, contact with families, concurrent planning, success in school, cultural plans, applications for treaty status, kinships referrals, intake referrals, placements searches, in care consultations, consent for PGO, consent for medical intervention, etc.

Note: after hours duties (on call) may be assigned as required.

Scope

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

The delegated Child Intervention (CI) Practitioner is responsible for ongoing case planning, managing services, interventions, and using practice principles to meet the unmet needs of vulnerable children, youth and families within timelines specified by legislation.

This essential position focuses on creating safety and well-being for children and youth, enhancing parental capacity, family functioning, and wellness. This includes working with new Canadians, as well as First Nations, Metis and Inuit communities, to ensure cultural connection for children in care.

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.)

Knowledge:

- Breadth of knowledge of the *Child, Youth and Family Enhancement Act (CYFEA), Children's First Act, Protection of Children Abusing Drugs Act (PChAD) , Drug-Endangered Children Act (DECA), Protection Against Family Violence Act (PAVA), Protection of Sexually Exploited*

- *Children Act (PSECA)*, and an Act respecting First Nations, Inuit, and Metis children, youth and families.
- Demonstrates an awareness of relevant legislation and how it applies to the child and family (ie; *Family Law Act; Family Support for Children with Disabilities Act; Criminal Justice Act; etc.*).
- Knowledge of the application of Signs of Safety processes.
- Applies provincial regulations, policies, and procedures into practice.
- Awareness of community/departmental services and resources to facilitate effective referrals, such as AISH, PDD, FSCD, etc.
- Knowledge of child/adolescent development and age-appropriate developmental milestones.
- Awareness of indicators of child abuse and possible causes and contributing factors (for example, addictions, family violence, mental health, history of trauma and isolation) which may cause a child to be in need of intervention.
- Familiarity with various disorders affecting children and knowledge of family dynamics and child behaviour management and techniques.
- Understanding of the impact of trauma on children and brain development.
- Knowledge of the impact of multi-generational trauma on families and the ability to integrate this understanding in assessment and case planning.
- Sensitivity and understanding of cultural and ethnic diversity.
- Knowledge and respect for First Nations, Inuit and Metis cultures and an understanding of Canada's history with Indigenous people and its multi-generational impacts.
- Knowledge of court procedures and protocols to prepare documents and present information in support of applications.

Skills and Abilities:

- Ability to engage and build relationships with children, youth and families that identifies strengths, builds safety, and influences positive change.
- Assessment skills/analytical.
- Conflict resolution, crisis management and problem solving.
- Effective communication, both oral and written.
- Organizational and time management skills.
- Ability to work independently and as a team member.
- Ability to manage emotions and stress effectively and demonstrate self-awareness and self-care.
- Ability to apply authority in a skillful and respectful manner and acknowledge families as the expert of their own circumstances.
- Ability to determine what critical issues require immediate consultation with a supervisor.
- Questioning and interviewing skills including an understanding of both global and forensic interviewing methods.
- Mediation/Problem solving in working with family members (including birth family), caregivers and other professionals.
- Ability to develop strategies and work with other systems to engage youth to become successful in their transition into adulthood.

Problem Solving/Decision Making

Briefly describes the types of problems or challenges the job routinely faces or solves and the types of assistance available (e.g. process guides, standard operating procedures, policy documents, availability of experts/specialists, on site supervision, etc.)

The delegated CI Practitioner is fully delegated, has mastered the skillful use of authority and continually assesses immediate and ongoing safety. The scope includes:

- Responsibility for day-to-day decisions regarding safety planning and or case management; determining appropriate resources and supporting appropriate placements.

- Determining need for intervention and services required- i.e. change in status.
- Considering the best interests of the child and potential impacts to them based on decisions made.
- Decision-making in a consultative and collaborative manner with supervisor, manager, families and support systems.
- Participating in ongoing group supervision, reviews and consultations.
- Identifying and resolving parenting, health, mental health, cultural, educational, and financial barriers.
- Advocate for child, youth and families in the community, reducing systemic barriers for the vulnerable population represented.

Contacts

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

Internal:

- Lawyers/Courts for court preparation/documentation. To accurately relay information to Judges through court reports and verbally, either taking the stand or over the phone.
- Supervisor, manager and colleagues for case consultation, information sharing and to determine appropriate case status.
- Other government program areas (i.e. The Office of the Child and Youth Advocate, AISH, PDD, Alberta Works, etc.).

External:

- Children, youth and families receiving services.
- Community resources and contracted service providers, to share information, make referrals and determine agreed upon services to meet and support client needs.
- Other partnering professionals including police, health professionals, psychologists, teachers, etc.
- Community members requesting information about services available.
- All Caregivers, including Foster and Kinship providers.
- First Nations Band Designate/Métis Resource Person.
- Practice Specialists for consultation and peer review.
- Adult Support Services, OPGT, Trustee, Disability Services etc.

Supervision Exercised

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

No Supervision.

Subsidiary 6

Benchmark Evaluation – 065HS03

Identification Section

Working Title:	Mediator
Department:	Justice
Division, Branch/Unit:	RCAS, Resolution Services, Dispute Resolution Services, Edmonton and Calgary
Reports To:	DSR Program Officer
Levels to D.M.:	6
Job Description:	065HS03
Minimum Recruitment Standards:	See the Minimum Recruitment Standards for Human Services Worker
Pay Grade:	065HS - Human Services Worker 5

Comments on Role

The Mediator provides mediation services to eligible clients seeking resolution to their disputes, involving divorce, separation, child custody and access by reaching a mutual agreement focused on the children and avoid necessity of going to court. Issues can include parenting plans, child support, guardianship, communication, spousal support and or property matters. Eligible clients can voluntarily request services or may be referred via Court, legal or family professionals. (Note: both parties must agree to participate and there is at least one child involved). The Mediator provides a private written copy of any agreements made by the parties. Mediation services are also provided to Children's Services for resolving family disputes involving a child and/or youth, in the best interests of the child.

Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E I 3 230	33% 76	R1 87	393

Comments on Evaluation

- **Knowledge:**

- Professional/Content Knowledge:**

- The position requires a base knowledge associated with secondary education in social sciences (e.g. social work, law, psychology) and the completion of mediation training/certificate including family mediation training and related experience in the field. The role applies knowledge and understanding of theories, practices and specialized techniques related to alternative/family dispute resolution including underlying causes and behaviors associates with conflict – high conflict, domestic violence, power imbalances and effects of conflict on child/youth development.

The position is non-judgmental, using a range of accepted conflict management, negotiation, assessment practices and approaches to mediate the differing situations and issues encountered.

Complexity and Diversity:

Within the context of the role, legislation and ministry policies, processes and procedures, independently conducts/facilitates mediation sessions within a complex framework requiring understanding of the interface of differing related programs (e.g. child intervention, child/spousal support guidelines, family violence protocols), legislation (e.g. *Family law, Divorce Act, CYFE Act*) and court processes and procedures. The position applies analytical and assessment skills to evaluate the matters presenting and the approaches/techniques to be applied.

Human Relations Skills:

The focus of the position is to coach, facilitate, and encourage discussion between parents to develop their own agreement. The highest level of interpersonal skill and the application of an in-depth understanding of human behavior is required when mediating situations between families in crisis that are often of high emotional intensity and volatility requiring de-escalation and conflict resolution skills on an ongoing basis while focusing on causing changes in behavior of the parties.

- **Creativity/Problem Solving:**

The Mediator assesses the appropriateness of proceeding with mediation services by gathering and assessing information at initial intake from the parties individually, screening for safety/violence concerns, significant power imbalances and/or mitigating issues. The position works very independently when leading mediation sessions determining how to accomplish, and apply professional knowledge and experience in assessing the differing and varied situation/issues presenting and ascertaining the appropriate techniques and approaches required. Solutions are found within the body of mediation knowledge, practice, principles and related experience. The position has no decision making authority, and must ensure the best interest of the child by providing education, information and guidance to the parties so as to make an informed decision and agreement. The Mediator reports to a Team Lead, and is not the highest level of operational thinking, therefore is not rated 38%.

- **Responsibility:**

This position is primarily providing mediation service delivery and may be involved in development/analysis of recommendations, which supports the R1 rating.

Last Reviewed: December 2021

Subsidiary 6 Benchmark Job Description – 065HS03

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.)

Working within current legislation, department policy and office procedures, the Mediator will provide mediation services to clients throughout the province who are seeking resolution to their disputes. In addition to providing mediation services, the Mediator is expected to support the training, mentorship and professional development of staff and roster mediators / service providers who are contracted by Resolution Services and located throughout the province. Reporting to the DRS Program Officer, the Mediator may be responsible for the coordination of specific DRS programs such as Brief Conflict Intervention, Children's Services Mediation, and Family Mediation programs. In coordination with DRS management and the DRS Program Officer, the Mediator will assist with data collection and program development initiatives to ensure that services are provided in an efficient, user friendly and cost-effective manner.

Mediation services provide low income Albertans with the option to resolve their concerns with minimal involvement of court processes; offering a flow of services/information, and/or the ability to make consent applications based on the terms agreed upon in mediation. As well as, In the future, clients can return to mediation whenever outstanding issues arise; benefiting court processes in time saving and costs; facilitating the courts ability to focus on legal issues.

Significant knowledge supplemented by experience is required of theoretical models, specialized techniques, and practical and theoretical procedures related to mediation and alternative dispute resolution. The Mediator regularly encounters situations of high emotional intensity in dealing with clients and is expected to resolve conflicts and de-escalate volatile situations. Extensive knowledge in the area of human behaviour, including family violence, child and youth development, crisis intervention, family dynamics, mental health, addictions, systems theory and conflict resolution is required. Knowledge is also required of Alberta court procedures, court etiquette and trends involving mediation.

A primary focus of the Mediator is to provide child focused mediation services to Albertans experiencing family breakdown and facilitate the development of co-operative relationships benefiting the child (ren). As well, the mediator supports the quality of work by providing regular opportunities for staff and contracted service providers to reflect upon the content and process of their work, providing coaching and mentoring, and ensuring compliance with relevant legislation, regulation, policy and procedures. The Mediator may be required to participate in projects that support training and development for other mediation programs and services such as Civil Mediation, Brief Conflict Intervention, Child Protection and Intervention Mediation, Dispute Resolution and Child Support Resolution Officer Programs and workplace conflict mediation services.

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.)

Mediation Service Delivery:

- Screens and assesses cases to determine if mediation is appropriate.
- Conducts pre-mediation sessions with each party to evaluate their capacity for mediation.

- Collects information needed to develop an effective approach to the mediation process.
- Screens each case for family violence, mental health, addictions and risk of suicide.
- Provides relevant information to clients regarding mediation and their options.
- Refers clients to appropriate resources within the department, the government and the community.
- Enters into service agreements with clients.
- Identifies and manages power imbalances.
- Helps parties to reduce obstacles to effective communication.
- Explores alternatives with clients.
- Educates clients and provides information and appropriate referrals to programs such as PAS, PASHC, TAPAS and FOCIS.
- Focuses clients on best interests of the child and provides information on brain development, and ages and stages of child development.
- Incorporates the child's voice as appropriate.
- Helps parties to address their needs and interests.
- Advocates for the rights of children and third parties in accordance with relevant laws and legislation.
- Conducts multi-party mediation and mediation of highly complex disputes.
- Mediation may involve professionals from other Ministries and disciplines.
- Combines professional principles and ethics with practical experience to pose the right questions, and to facilitate the development of workable solutions to unique, complex problems involving multiple parties and diverse interests.
- Facilitates and drafts written agreements.
- Assists parties in adjusting to new family structure and circumstances.

Program Coordination, Mentorship and Coaching:

- Coordinates service delivery for specific DRS programs such as Brief Conflict Intervention, Child Protection and Intervention Mediation and Family Mediation programs.
- Screens referrals from the Court, the legal community and Human Services for program eligibility and coordinates service delivery with Albertans and contracted roster service providers.
- Assists with program data collection and reporting.
- Provides guidance and mentorship relating to practice issues in areas of mediation and contracted services, and identifies issues pertaining to the ongoing delivery of services.
- Seeks out and supports learning opportunities for staff members and contracted service providers.
- In complex family situations, assists staff and contracted service providers in determining client capacity for mediation.
- Assists with the orientation and training of new staff and contracted service providers.
- Provides guidance and supports the training of mentorships and students.
- Acts as a mentor mediator by observing mediation services and co-mediating when required.
- Attends and provides input at committee and leadership meetings as required to address specific issues of regional/provincial consequences, to define standards of work, to ensure consistency in policy interpretation and application.
- Provides direction and / or consultation on issues arising from service delivery concerns.
- Identifies and provides recommendations to resolve team issues in collaboration with the DRS Program Officer.
- Receives direct referrals for Children's Services Mediation and Brief Conflict Intervention Programs and assigns files to contracted service providers.
- Attends regular mediator and reflective practice meetings to learn of issues and trends related to service delivery, and provides feedback for the improvement of DRS programs and services.

Education:

- Develops and delivers educational programs that promote mediation, alternative dispute resolution and effective communication for new staff members, up to 300 contracted roster service providers, community and legal organizations.
- Assists in the training and orientation of new staff and the mentoring of other professionals.
- Assists in the development of training materials, manuals and information packages that are used to promote the awareness of mediation and educate staff and the public.
- Assists with the development of training and training materials for Family Mediation, Children's Services Mediation, Civil Mediation, Brief Conflict Intervention, DRO/CSR Programs and workplace conflict mediation.
- Researches, scans and navigates a number of highly complex, demanding, and potentially sensitive issues relating to mediation and delivery of DRS programs.

Consultation and Public Relations:

- Consults with the judiciary, the legal community, Family Court Counsellors, Case flow Coordinators and other department, government and community agencies regarding the appropriateness of mediation as a means of resolving disputes.
- Develops and implements partnerships with other government, community and contracted agencies to promote mediation as an alternative means of resolving disputes.
- Under the direction of DRS management, assumes various positions on government and community-based agencies, boards or groups to provide links between Resolution Services and the community.
- Engages in peer consultation and co-mediation as a means of maintaining and enhancing professional standards and performance levels.
- Attends regular mediator and reflective practice meetings to learn of issues and trends related to service delivery, and to provide feedback for the improvement of DRS programs and services.
- Participates in the ongoing development and improvement of DRS Programs.

Scope

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

This position is responsible for providing mediation services in Alberta and for providing leadership, mentorship and training to new staff and contracted roster service providers. Services provided impact the Courts, the legal community and the community at large. This position operates within a highly complex framework. The incumbent must have extensive understanding in a number of functional areas in order to interface effectively with functional specialists from within the department, from other departments, and/or from stakeholder groups. Other team members as well as the clients can be widely dispersed throughout Alberta, which increases the level of complexity and the need to be proficient in oral and written communications as well as with new communication and service delivery technologies.

Diversity:

- The position is responsible for providing services to clients from a variety of socio-economic and ethnic backgrounds. Working within the Court System also requires frequent contact with the judiciary, Court staff, the legal community and other departments. Contact within the community at large is also required to make referrals to appropriate agencies and services.

Complexity:

- The position deals with a number of diverse and complex situations that reflect the community at large. Well-developed interpersonal and communication skills are required to provide optimum service.
- Complexity and variety of DRS programs requires the application of practical and theoretical knowledge to a wide variety of complex and changing situations.
- Working in a large urban area with a diverse socio-economic and ethnic population requires a working knowledge of resources that are available in the community.
- Working within the Ministry of Justice and Solicitor General requires a working knowledge of numerous pieces of legislation, provincial statutes, regulations, practice notes, policy directives and manuals.
- The Mediator must remain current with new and changing trends and theories related to alternative dispute resolution and dynamics of human behaviour to support evidence-based practice and provide opportunity for continuous improvement of programs and services.
- This position requires the ability to work with minimal supervision to complete a variety of ongoing and changing tasks.
- This position requires flexibility and adaptability to work in an environment characterized by varying degrees of uncertainty, frequent organizational changes, sensitive issues, and important/urgent assignments.

Creativity:

- The incumbent is required to provide information on relevant legislation and policy in order to help clients make decisions that are in the best interests of their children.
- Good analytic and assessment skills are required to identify and prioritize issues that need to be addressed.
- Facilitates a creative process whereby clients create options that will best meet the needs of everyone involved in the dispute.

Physical Demands:

Office Duties:

- Can involve long periods of sitting or standing in using a computer at a work station. Work can be repetitive in nature and at times heavy manual work may be required (i.e. Packing files, moving records). The ability to travel periodically is a requirement of this position.

Security:

- Staff is required to work in secure areas and must follow policies and procedures to ensure security risk is minimized.

Counter/Meeting Room:

- This position is in direct contact with professionals and Albertans. Exposure is common to Albertans who are in emotionally charged situations and may display strong emotion when interacting with staff. Contact with Albertans who may suffer from addictions or issues of mental health, or who may become violent is possible. Department and Government risk mitigation strategies must be followed.

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:

- University graduation in a related field plus two years of related experience (directly related

education or experience will be considered on the basis of one year education for one year of experience; or one year of experience for one year of education).

- Minimum of 180 hours of Conflict Management training, of which at least 40 hours must be in the area of family mediation.
- Significant knowledge supplemented by experience is required of theoretical models, specialized techniques, and practical and theoretical procedures related to mediation and alternative dispute resolution.
- Significant experience as a mediator, and/or trainer in the area of alternative dispute resolution.

Knowledge:

- In-depth knowledge of the theory and practice of mediation and the underlying causes and behaviours associated with conflict, including high-conflict, domestic violence, power imbalances and effects of conflict on child and youth development.
- Knowledge of a range of accepted conflict management, negotiation, problem-solving and decision-making techniques.
- Well-developed understanding of human behaviour including the signs of physical and emotional distress.
- Family Law legislation including the *Family Law Act*, the *Divorce Act* and the *Child Youth and Family Enhancement Act*.
- Ministry of Justice and Solicitor General Policies and procedures.
- Court Administration Services policies and procedures.
- Resolution Services policies and procedures.
- Knowledge of other Dispute Resolution Services programs, including Civil Mediation, Brief Conflict Intervention, Dispute Resolution and Child Support Resolution Officer Programs.
- Government and Professional Codes of Conduct, (i.e. Social Work Code of conduct, Psychology code of Conduct, Mediation Code of Conduct).
- Knowledge of other types of mediation such as workplace conflict and civil mediation.
- Family dynamics and the effects of separation on families.
- Knowledge of child, youth and adult development.
- Family Violence and Family Violence Protocols.
- Knowledge of effects of addiction and mental illness on family dynamics.
- Knowledge of Federal Child Support guidelines, Spousal Support guidelines and knowledge of Child View or similar programs used to calculate child support.
- Knowledge of Human Services policies for the administration of Child Protection and Intervention Mediation services.
- Knowledge of resources available in the community.
- Knowledge of principles and techniques to support adult learning.
- Understanding of the origins and consequences of work-related stress and use of coping and management skills to promote wellness.

Skills and Abilities:

- Strong communication, including interviewing, oral, written, and active listening skills.
- Case management and information gathering skills.
- Assessment skills to support mediator and practitioner development.
- Analytical and conceptual skills.
- Creativity and problem solving skills.
- Consulting and advisory skills.
- Conflict resolution, negotiation and mediation, including multi- party mediation.
- De-escalation techniques, personal safety and safety planning for other staff and the public.
- Empathy, sensitivity to confidentiality, respect and ethical behavior.
- Intervention skills.

- Crisis management skills.
- Strong organizational skills to handle the volume and complexity of work in a detail-oriented manner.
- Time management/coping skills.
- Community and inter-governmental liaison/relations.
- Report writing and recording skills.
- Human relation skills (interacting with people within or outside the Department).
- Sensitivity.
- Public speaking.
- Computer skills – ability to use current (Word, Excel, PowerPoint,) and learn future programs.
- Leadership skills.
- Ability to use technology in support of distance learning and delivery of program services.
- Ability to work cooperatively as a member of a team and cross-ministry initiatives.
- Ability to multi-task and navigate many tasks calmly and effectively.
- Ability to identify and talk through a problem with team members to get their perspective, another viewpoint, develop insight and identify priorities.
- Ability to travel to other Court and Program locations as may be required on occasion and requested by DRS management.
- Ability to quickly understand the substantive, historical and personal nature of previously unknown conflict.
- Ability to train and educate people in interest based negotiation, mediation, conflict resolution coaching and other related skills and topics.
- Ability to combine professional principles and ethics with practical experience to pose the right questions, and to facilitate the development of workable solutions to unique, complex problems involving multiple parties and diverse interests.
- Ability to mediate multi-party disputes.

Contacts

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

The main contacts of this position are:

- Albertans in general and mediation participants in particular.
- Provincial Dispute Resolution Services Management and Program Officers (guidance, consultation and supervision).
- Dispute Resolution Services Program staff, including Civil Mediation, BCI, DRO/CSR Program staff members (coordination of service delivery).
- The Resolution Services team (program planning, review, and consultation).
- The Judiciary (consultation, providing information and receiving referrals).
- Resolution Services Administration, (program policy and procedure).
- Human Services staff for consultation, coordination and delivery of Child Protection and Intervention Mediation services.
- The legal community (information sharing and case consultation).
- The General Public (personal and telephone contact requesting information & booking appointments).
- Other government and non-government agencies (referring cases and coordinating services).
- Court Administration Staff.

Supervision Exercised

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

This position is responsible for providing leadership, guidance, mentorship and training for staff and up to 300 roster service providers on contract with Resolution Services and who are located throughout the province.

Subsidiary 6

Benchmark Evaluation – 064HS06

Identification Section

Working Title:	Licensing Officer
Department:	Children's Services
Division, Branch/Unit:	Child Care and Youth Services Division
Reports To:	Supervisor
Levels to D.M.:	6
Job Description:	064HS06
Minimum Recruitment Standards:	See the Minimum Recruitment Standards for Human Services Worker
Pay Grade:	064HS - Human Services Worker 4

Comments on Role

Reporting to the Supervisor, the Child Care Licensing Officer (CCLO) ensures the health, safety and well-being of children in care by monitoring and evaluation of licensing holders' compliance, providing education, and guidance and assessing alignment with *Early Learning and Child Care Act* and Child Care Licensing Regulation. The position enforces the *Child Care Licensing Act* and Child Care Licensing Regulation to ensure safe operation of Day Care, Group Family Child Care, Innovative Child Care, Out of School Care and unlicensed Day home programs. The position engages with collateral authorities (Alberta Health Services, Police Services, RCMP, Municipal Bylaw departments; Development, Planning and Building Code departments; and Fire, Education and Transportation departments) when creating safety plans or carrying investigations, and developing presentations.

The CCLO is an authorized licensing staff who hold delegated authority and act on behalf of the Statutory Director named in the *Early Learning and Child Care Act* for the delegated duties. The Statutory Director is an individual designated by the Minister to fulfill the responsibilities and duties as described in the *Early Learning and Child Care Act* and Regulation. Without consult, decisions sub-delegated to the CCLO includes responding to allegation of abuse and working independently with RCMP and/or Police or other collateral authorities. The CCLO is also responsible to manage these situations on their own within the scope of the delegation:

- Developing action plans.
- Issuing Orders to remedy.
- Issuing Non-compliance.
- Reporting issues to AB health.
- Making calls to Collateral authorities.
- Providing recommendations on next steps.

Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E 2 200	29% 57	R2 76	333

Comments on Evaluation

- **Knowledge:**

Professional/Content Knowledge:

The position applies theoretical knowledge in Early Childhood Development, research and best practice, as well as child development screening and assessment tools. The Knowledge is acquired through a post-secondary Diploma supplemented by considerable experience to assess quality of programming, compliance in a variety of child care settings, and identifying risk factors. The Licensing Officer utilizes in-depth understanding of *Child Care Licensing Act* and Regulation, *Early Learning and Child Care Act* and Regulation, Child Care Policy, Guiding Principles and Procedure Manual. Knowledge of Ministerial and Provincial policies and procedures, Child Abuse Protocols and related Federal, Provincial and Municipal legislation, and the Alberta Family Day Home Standards guides the work of the position. The position utilizes Signs of Safety, Appreciative Enquiry, and Strength-Based approach (social work practice theory) along with knowledge of programs, investigation methods and understanding of inclusive child care to assess facility and makes or recommends decisions. A general understanding of *Child Youth Family Enhancement Act* (CYFEA) when working or liaising with Child Intervention (CI); and Freedom of Information, and Protection of Privacy (FOIP) and awareness of *Personal Information Protection Act* (PIPA), and Children First Act in sharing information with providers, collateral authorities or parents. The position also utilizes understanding and approach of Flight, an Early Learning and Care Curriculum Framework (Flight) when assessing facilities or day homes. The breadth of Knowledge supports a full E rating.

Complexity and Diversity:

The position completes complex work applying an understanding of various aspects of legislations and how to apply this to the prospective licensing situations (facility or private child care programs). The position also applies understanding of data trends to inform other programs and provides input into Policy. Position has full understanding of how their work will affect licensing holders, engagement with collateral authorities, and CCLO has an appropriate awareness of licensing issues that intersects with other Children's Services areas; therefore, supporting the "1" rating.

Human Relations Skills:

The positions engages with licensing holders, program staff, stakeholders, community agencies and collateral authorities on complex matters that goes beyond the exchange of information. The Officer facilitates community Quality Child Care Presentations, Sector Information Meetings, New Licensee Holder Information Sessions and various Regional/Program specific presentations. Along with collaborating with Child Intervention to facilitate presentations on Child Abuse Protocols. The position requires strong communication skills for delivering presentations to a variety of audiences, developing briefing notes, as well as speaking on issues that can be sensitive or political in nature. For these reasons a rating of '2' was given. The position was not rated '3' as the position does not exercise significant influence and the application of an in-depth understanding of human behaviour is not required. Where there are risks to children's safety, a CI Practitioner will be engaged. Situations where emotions are high tend to be short term, e.g. closing of facility or private day home.

- **Creativity/Problem Solving:**

The position makes decisions which are found within a defined frame of reference, using judgement and critical thinking to assess and determine the level of risk to children receiving child care in a facility or private childcare programs in order to issue a licensing decision. Decision-making in the role is guided by defined objectives, functional practices and precedents which determine how the objective (i.e. rendering decisions of non-compliance) is accomplished. The degree of independence and autonomy in participating in inspections/investigations, developing action plans, issuing 'orders to remedy' and non-compliance, as well as working with collateral authorities is well represented at 29%. The 29% reflects that the position encounters differing situations and the search for solutions are within an area of things that are known. The position was not rated '33%' as the level of enforcement escalates to a higher level for resolution and the problems encountered are solely within licensing.

- **Responsibility:**

The position is primarily responsible for supporting service delivery and is involved in the analysis of applications to review and assess gaps according to eligibility criteria. The position is rated 'R2' as it has the authority to make final decisions on issuing "orders to remedy" and "non-compliance". On "orders to close" and "probations" the position makes recommendations for Manager/Director's sign off.

Last Reviewed: September 2022

Subsidiary 6 Benchmark

Job Description – 064HS06

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.)

- Licensing Officers are sub-delegated to exercise the powers and duties of the Statutory Director under the *Early Learning and Child Care Act*, Child Care Licensing Regulation and in accordance with the Early Learning and Child Care Policy and Procedures Manual. This includes licensing and monitoring of licensed child care programs, intake, investigations and supports for inclusive child care. The responsibilities of the role are inter-related with Federal, Provincial and Municipal legislation.
- In determining compliance Licensing Officers take a strength based approach to assess programs, investigate complaints and incidents, and establish if compliance to the Act and Regulations are met. When noncompliance is identified, Licensing Officers evaluate the level of risk to children and issue appropriate enforcement actions. Licensing Officers are responsible for the completion of all required and corresponding documentation while ensuring all information is accurately updated into the Child Care Information System.
- Licensing Officer's collaborate with child care programs to enhance knowledge, provide resources and promote understanding of the *Early Learning and Child Care Act* and Early Learning and Child Care Regulation. Duties are carried out in a respectful, consistent, collaborative and transparent manner following the Guiding Principles with the goal of best outcomes for children and families in our Province while supporting programs to build capacity in delivering inclusive quality child care.

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.)

License Applications:

- Review and process applications for license or license renewals.

Monitoring:

- Inspect, monitor and issue enforcement actions for all child care programs.
- Review and process exemption requests, program plan changes and license variations.
- Respond to inquiries, complaints and reported incidents received on intake and Child Care Connect.

Relationship Management and Communication:

- Assist in identifying emerging issues in the Region/sector, assess potential impacts and recommend and implement mitigation strategies to support license holders, the Family Day Home Program and child care programs to provide safe and quality child care.
- Apply discretion and professional judgment to resolve complex issues, and notify/involve or escalate for decision making if required.
- Build on trusting and transparent relationships with community stakeholders, manage and de-escalate issues in politically charged and highly sensitive environments.
- Leverage relationships with license holders, Family Day Home Agencies and child care staff to draw on program knowledge to assess and mitigate risk related to children receiving licensed and unlicensed child care.
- Build relationships with unlicensed child care providers to facilitate choice for families and

mitigate risk by educating and informing providers on the safety and well-being of children in their care.

- Inform parents of enforcement action issued at their respective unlicensed child care program.
- Educate and inform parents of their choice and role in the provision of quality child care.
- Assist in the development and implementation of in internal and external initiatives as required and to foster collaborative relationships, develop skills, build and/or increase capacity within the community/sector.

Service Delivery:

- Ensure services are delivered in a strength based, pro-active manner and adhere to the *Early Learning Child Care Act* and Regulation, including Ministerial and Provincial policies and procedures.
- Assist in keeping up to date on trends, program issues and changes to legislation, precedent or procedures, and share relevant information with supervisors, managers, directors and community.
- Assist in identifying service delivery gaps, provide feedback on policies/procedures and develop strategies and creative solutions to gaps and challenges.
- Participate on Regional and Provincial committees to engage in program reviews, resolve policy issues, Regional licensing concerns, and to establish new approaches and innovative programming.
- Assist in the collection of data and evaluating Regional trends and provide input to Managers, Regional Program Specialists and the relevant Family and Community Resiliency Branches.
- Assist in the monitoring and evaluation of the Family Day Home Programs and Licensed Family Day Home Agencies service delivery as per Provincial standards and to the terms of the agreement including identified goals and desired outcomes.
- Assist in the development and implementation of relevant training and resources for parents, licensed and unlicensed child care programs, child care licensing staff, Ministry staff and collateral authorities.
- Collaborate and consult with relevant associations, agencies and Provincial Ministries, including referrals, joint meetings, inspections and case conferences.
- Provide support and consultation in the implementation of Child Care Respite, Supported Child Care and Inclusive Child Care.

Community Liaison:

- Provide information, consultation and orientation on the *Early Learning and Child Care Act* and Regulation to potential and current license holders, program staff, stakeholders, community agencies and collateral partners.
- Respond to all child care related inquiries made by Albertan's via the Child Care Connect Line.
- Educate parents on choosing quality child care services.
- Assist in maintaining effective partnerships with other Government bodies such as Alberta Health, Education and Transportation, and the Government of Canada.
- Assist in maintaining effective partnerships with Municipalities, Police and RCMP.
- Participate in internal committees and working groups.
- Provide leadership in building the capacity of communities to provide quality child care services and promote best practice.
- Facilitate community presentations which promote knowledge of quality child care programming and the tenets of the *Early Learning and Child Care Act* and Regulation.
- Facilitate community Quality Child Care Presentations, Sector Information Meetings, New License Holder Information Sessions and various Regional/Program specific presentations.
- Collaborate with Child Intervention to facilitate presentations on Child Abuse Protocols.

- Assist and participate in peer mentorship and coaching.
- Provide analytical and pertinent information to supervisors, managers, directors and others on emerging trends and/or complex issues related to the Licensing Officer's caseload.
- Inform supervisors, managers, directors and others of regulatory non-compliance and/or current issues within Facility - based programs, Family Day Home programs and Family Day Home agencies or unlicensed child care programs.

Complaint/ Incident Investigations:

- Review, assess and determine level of risk to children receiving child care in licensed, unlicensed child care programs and Family Day Homes, including allegations of child abuse and imminent threat to the health, safety and welfare of children.
- Review and respond to reports of incidents and complaints.
- Recommend when an investigation is required, considering urgency and risk to children.
- Consult with supervisors, managers and directors to determine the course of action for investigations, notification to proper authorities and follow up procedures.
- Collaborate on joint Police, RCMP, Child Intervention, Alberta Health Services and Municipality investigations related to complaints and incidents.
- Develop investigation plans for facility-based programs, Family Day Home/ Agency and unlicensed child care programs.
- Conduct investigations which includes inspections of facility- based programs, residential homes, commercial spaces and any other location child care is being offered or provided.
- Assess the information gathered during the investigative process to inform the level of involvement and enforcement action if applicable, including completing any prescribed Risk Assessment.
- Identify sections of non-compliance to the *Early Learning and Child Care Act* and Regulation, issue enforcement action.
- Assess remedies for enforcement action under the *Early Learning and Child Care Act* and Regulation.
- Inform parents/ guardians of enforcement action for unlicensed child care under the *Early Learning and Child Care Act*.
- Participate in Administrative Reviews, Appeals and Court Proceedings.

Administration:

- Complete all required paper work, reports, and applications and maintain physical and electronic files.
- Ensure that all child care information systems are kept up to date.
- General data entry and collection of required documents.
- Assist in responses to Minister's Action Requests and Regional requests for information/support.
- Assist and or complete supported child care agreements and contracts.

Problem Solving:

- Caseload management, licensing, inspections, monitoring, investigations, enforcement action, consultation, collaboration and administrative responsibilities are the primary elements of the position.
- Provide a balanced assessment and solution focused resolutions and recommendations to supervisors, managers and directors on complex and sensitive work that involves, allegations of child abuse and imminent threat to the health safety and well- being of children receiving child care.
- Assess compliance and make decisions for enforcement action during monitoring inspections and investigations.
- Make decisions on course of action and measures required to remedy enforcement action.

- Provide a balanced service delivery that encompasses a strength and evidence based approach demonstrating diversity and inclusion.
- Respond effectively to varying levels of crisis and complex situations that can be unknown and unpredictable which may include hostility, confrontation and risk to overall safety.
- Determine when referrals to collateral authorities, other ministries and divisions are required.
- Formulate decisions to recommend or refuse license applications, variance and exemption requests and program plan changes.
- Role involves working irregular hours, evening, overnight and weekend work, urban and rural travel, using private vehicle that involves inclement weather and adverse road conditions.
- Role involves a degree of independence and autonomy conducting inspections and investigations alone.
- Exposure to communicable diseases.
- Position includes direct collaboration and consultation with Children's Services divisions, funded agencies, community stakeholders, collateral authorities, other Provincial Ministries in a political environment.
- Risk Assessments are completed to ensure the safety, well-being and development of children when making decisions related to investigations, inspections and the resulting enforcement action imposed on license holders and unlicensed child care programs.
- Requires a high degree of independence and the ability to represent the Region and the Government of the Province of Alberta.

Scope

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

This position's thinking is guided by defined objectives, functional practices and few precedents. The child care programs on the Licensing Officer's caseload provide a multitude of differing and variable situations which influence professional/theoretical principle to apply. The position frequently utilizes judgment to determine how an objective is accomplished and what recommendations will be made.

Position has an impact on the diversity and quality of child care services in the Province. Directly impacts License Holders, staff, children, parents and community stakeholders. Inter-related Federal, Provincial and Municipal authorities.

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/Education:

- Related University degree and 2 years related experience or the equivalency of a related diploma and 3 years related experience; or related certificate and 4 years related experience.
- First Aid certification.
- Successful applicants must also have a valid Alberta Driver's License and access to reliable vehicle, as the role requires travel.

Knowledge

- Although there is specific legislation to follow, some is vague and needs a great deal of judgement on interpretation.
- In depth knowledge of *Early Learning and Child Care Act* and Regulation, Early Learning and Child Care Policy and Procedures Manual and any relevant legislation that may apply to the licensing, monitoring, approval and operations of child care programs.
- In depth knowledge of the Family Day Home Program standards and the terms of the

contract.

- Other relevant legislation focusing on children including *Child Youth Family Enhancement Act* (CYFEA) and FSCD and a demonstrated working knowledge of Children's Services programs. (Note: There is a large breadth of Children's Services programs and associated legislation. The depth of working knowledge in a specific area will vary depending on the assigned portfolio. All positions are required to have general knowledge of all Children's Services legislation and regulations).
- Inclusive, developmentally appropriate child care and quality child care indicators.
- Child Care and Youth Services Division policies, procedures and/or directives.
- Early Childhood Development research and best practice, child development screening and assessment tools and practices.
- Child Care Information Systems that supports the division.
- Cultural diversity and ability to communicate and work effectively with the child care sector stakeholders.
- Quality child care programming.
- Protective and risk factors associated with Prevention and Early Intervention.
- Related Provincial and Municipal legislations and regulations (Health, Fire, Zoning, Building Codes and Bylaws).
- Community resources including early intervention services and Family Resource Networks (FRN's).
- Service issues to provide expertise and identify service gaps.
- Goals and objectives of Children's Services and Child Care and Youth Services Division.
- Administrative Review, Alternative Dispute Resolution and Appeals.
- Corporate Registry documents and legal documents for Asset/Share sales, and court applications.
- Well-being and Resiliency Framework, Signs of Safety, the Core Story of Brain Development, Foundations of Caregiver Support, NARA.
- Early Childhood Development, Ages & Stages Questionnaire (ASQ), Developmental Screening Plans (DSP), Infant and Child Mental Health.
- Indigenous Culture, Residential Schooling, Truth and Reconciliation.
- Federal Government funded programs, including Language Instruction for Newcomers to Canada (LINC) and on Reserve child care programs.
- Provincial Woman's Emergency Shelters Child Care Program Standards.
- Alberta Resource Centre for Quality Enhancement (ARCQE), LINK.
- Child Abuse Protocols.
- Freedom of Information and Protection of Privacy (FOIP), *Personal Information Protection Act* (PIPA), and the *Children's First Act*.
- Relevant Federal, Provincial and Municipal legislations.
- Funded agencies contracted to provide supports to child care programs and the services provided to child care programs.
- Master Agreement between the Government of the Province of Alberta and the Alberta Union of Provincial Employees.
- Media and Communications processes.
- Political Environment within which the Ministry operates.

Skills and Abilities:

- Assessment skills/ analytical.
- Conflict resolution, mediation, negotiation.
- Ability to work independently within a team focused environment.
- Critical thinking, problem resolution and decision making.
- Consultation and collaboration.
- Receive and provide feedback.

- Research, data collection.
- Planning and facilitation to conduct collaborative processes to address child care programs, children's and family's needs.
- Leadership skills, including team building, motivating and influencing.
- Community liaison/relations.
- Public relations and communication skills - to provide consultation and address public and private groups.
- Strong written and verbal communication skills to respond to concerns, information requests from parents, applicants, community members, license holders, program staff and unlicensed child care operators.
- Organizational/ time management skills.
- Consultative skills to provide advice and direction to influence the actions of license holders, program staff and unlicensed child care operators.
- Conflict resolution skills to work in complex, politically sensitive situations.
- Ongoing change management.
- Engagement / relationship building / mediation skills.
- Computer skills.
- Presentation skills.
- De-escalation techniques, personal safety.
- Crisis management skills.
- Court procedures (Kings Bench).
- Risk management to reduce the negative impact on children receiving child care.

Behavioral Competencies

- Creative Problem Solving
- Build Collaborative Environments
- Systems Thinking
- Agility
- Drive for Results
- Develop Self and Others
- Develop Networks

Contacts

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

- Supervisors, manager and directors on a daily basis primarily to provide information, obtain approvals, consultation and supervision.
- Other Licensing Officers to share information and problem solve.
- Provincial Specialists to gather information and collaborate.
- Stakeholder groups to share information, provide clarification and support.
- License holders, program staff and Albertans to gather and share information and provide consultation.
- Funded and or contracted service providers to support capacity building in child care programs.
- Court systems and legal departments for any required court action.
- Educational Institutions to provide presentations to students on the *Early Learning and Child Care Act* and Regulation.
- Other Ministries and divisions i.e. Family Support for Children with Disabilities (FSCD), Child Intervention (CI), Child and Youth Services Branch, Freedom of Information and Protection of Privacy (FOIP).
- Collateral authorities (Alberta Health Services, Police Services, RCMP, Municipal Bylaw departments, Development, Planning and Building Code departments, Fire departments,

Education and Transportation).

- Community agencies i.e. Family Resource Networks (FRN's).
- Position requires participation in Provincial and Regional committees.

Supervision Exercised

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

No Supervision.

Subsidiary 6

Benchmark Evaluation – 063HS04

Identification Section

Working Title:	Child Intervention Practitioner (entry)
Department:	Children's Services
Division, Branch/Unit:	Child Intervention Delivery
Reports To:	Child Intervention Casework Supervisor HSW7
Levels to D.M.:	7
Job Description:	063HS04
Minimum Recruitment Standards:	See the Minimum Recruitment Standards for Human Services Worker
Pay Grade:	063HS - Human Services Worker 3

Comments on Role

Reporting to a Child Intervention (CI) Casework Supervisor, the Child Intervention (CI) Practitioner is an entry level position that works in collaboration with CI Practitioners, Supervisors, and Management to support the needs of vulnerable children, youth, and families. Through mentorship, the position is exposed to a broad range of child intervention activities to support day-to-day duties. The position is required to complete the requirements of an extensive formal training plan, which includes the Child Intervention Practitioner core training modules and on the job experience in order to advance to a fully delegated caseworker.

Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E- I 2 175	29% 50	R1 57	282

Comments on Evaluation

- **Knowledge:**

Professional/Content Knowledge:

The Child Intervention (CI) Practitioner requires application of knowledge gained through a Social Work diploma/degree and entry-level knowledge of legislation such as the *Child, Youth and Family Enhancement Act (CYFEA)*, *Children's First Act*, *Protection of Children Abusing Drugs Act (PChAD)*, *Drug-Endangered Children Act (DECA)*, *Protection Against Family Violence Act (PAVA)* and *Protection of Sexually Exploited Children Act (PSECA)*. The position undergoes mandatory training, on-the-job activities and assignments to fully develop a working knowledge of applicable legislations, an understanding of the Child Intervention Practice Strategies and Signs of Safety practice model, and to develop a broad understanding of ways to communicate with different

stakeholders, follow protocols, and develop court reports. Position completes a broad range of intervention activities for a small caseload (~6-8). Pull on 'E' reflects the developmental role (not full scope), position work under supervision of seasoned CI Practitioner. Position is not fully delegated (level 11), and does not sign off agreements. Position supports the seasoned CI Practitioners and gains experience through the assignments and mandatory training. The 'E' level requires a full working-level in the variety of knowledge areas and legislation, and to be fully delegated.

Complexity and Diversity:

The Child Intervention (CI) Practitioner (entry) works with family, community members, and service providers under the guidance of other positions such as, the CI Practitioners, Supervisor, Kinship or Foster care workers. There is a requirement to work collaboratively with these partners to meet the needs of children, youth and families. The position is rated at the '1' level as it completes an increasing complex variety of professional child intervention activities. The position takes part in case management, intake/screening, assessment, service planning, interviewing etc. developing analytical and critical thinking skills, knowledge, practice and to develop a fulsome understanding of how the work of a caseworker intersects within the broad child intervention systems and communities.

Human Relations Skills:

The position is required to engage and build relationships with children, youth and families to identify strengths, build safety, and impact positive change. The position is rated at the '2' level as it requires skills in persuasion and assertiveness with a sensitivity to others to influence behavior, cause an action or understanding in others or turn a situation around to achieve job objectives are required. An example is facilitating the reconnection process of identified Aboriginal children and their families, communities and culture. The position's communication is beyond information exchange; however, it is not seen at the '3' level as it is not responsible for ensuring behaviour change or working with situations of higher emotional intensity on an ongoing basis. In those situations, the seasoned CI Practitioner will take the lead.

- **Creativity/Problem Solving:**

The position will have minimal delegation level and will work within defined guidelines, policies and procedures under direct and close supervision, where initially the problems encountered are standard and the solutions are known. Working in different functional areas of casework/child intervention, the position will experience changing work priorities/situations requiring increased latitude to consider which professional approach/practice to use. The position is rated at the '29%' level; limited judgement is exercised on how objectives are accomplished. As the position acquires directly related knowledge and experience, it will work with greater independence towards the ability to assume full responsibilities of a working, fully delegated caseworker 'level 7'. The position is not rated '33%' as problem-solving and thinking are guided by others thereby limiting the latitude of the position.

- **Responsibility:**

The position is primarily responsible for service delivery, may be involved in development/analysis of recommendations, and is rated at 'R1' level.

Last Reviewed: September 2022

Subsidiary 6 Benchmark

Job Description – 063HS04

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.)

Children's Services is committed to ongoing improvement and pursuing excellence in services to children, youth and families. The Child Intervention Practice framework guides casework practice and direction as provided by the *Child Youth and Family Enhancement Act* (CYFE Act). The CYFE Act places emphasis on assessing children and families to determine the safety of the child, the need for intervention and the type of intervention required. The Child Intervention Practice Framework is based on the philosophy that children, youth and families should have input into the decisions that affect their lives.

The position reports to a Child Intervention (CI) Casework Supervisor and forms part of a team of professionals. While the position is considered an entry level into the child intervention activities, supporting the day-to-day duties of a delegated CI practitioner, the position performs the full scope of duties of the role.

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.)

Provides Intake, Safety Assessment and Case Management support:

- Assume responsibility for a partial caseload, in consultation with the Caseworker Supervisor.
- Support effective and efficient case management practice that produces the best outcome for children and families.
- Screen calls and analyze information provided to assess risk of children and their families, including determining the needs and safety of children and identifying existing strengths, safety and possible worries within the family.
- Collect information through collateral contacts and personal interviews with the children, parents and significant others in order to determine the risk.
- Distinguish between safety concerns that require intervention versus complicating factors
- Make appropriate referrals based on the children and family needs, in consultation with the delegated CI Practitioner/supervisor.
- Assist with safety planning with families and their supports to ensure the safety of children in their home and/or their community.
- Identify goals and determine appropriate programs, tasks, and services to meet the needs of children, youth and families, working with services and supports to mitigate risk
- Apply and adhere to the Child Intervention safety standards and CYFEA policies and procedures.
- Complete casework activities, such as coordinating and/or supervising visits, driving and/or attending appointments with clients.
- Work with the delegated CI Practitioner in the placement of children and assist with placement needs/support as required.

Work with children, youth and families to build social, educational, cultural, spiritual and community connections:

- Support children and youth to maintain relationships that are important to them by maintaining connection to their own culture, their religious beliefs, and have a plan for their care where they are included in the decision making process.

- Participate in planning for family and cultural connection, including participation in and implementation of cultural plans with caregivers, and participating in Band designate consultations.
- Work with caregivers in partnership on the day-to-day care of children and youth with a focus on child development, impact of trauma and cultural connections.
- Collaborate with families, community agencies and other stakeholders to build positive respectful partnerships.
- Participate in the development of success in school protocols and plans.

Provide administrative support to completing casework for child, youth and families:

- Provide entry-level work within the online CICIO System through entering contact logs, plans, legal, placements, health information, special cautions, etc.
- Complete all relevant documentation; including legal documentation for TGO, PGO, Supervision Orders, Secure treatments, and court reports with support from CI Supervisor

Note: after hours duties (on call) may be assigned as required.

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 Intervention (CI) Practitioner-Entry Level works in collaboration with CI Practitioners, Supervisors, and Management to support the needs of vulnerable children, youth, and families. Through mentorship, the CI Practitioner-Entry Level is exposed to a broad range of child intervention activities to support the day-to-day duties activities of a CI Practitioner

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.)

Knowledge:

- Entry level working knowledge of the *Child, Youth and Family Enhancement Act (CYFEA)*, *Children's First Act*, *Protection of Children Abusing Drugs Act (PChAD)*, *Drug-Endangered Children Act (DECA)*, *Protection Against Family Violence Act (PAVA)*, *Protection of Sexually Exploited Children Act (PSECA)*, and an Act respecting First Nations, Inuit, and Metis children, youth and families.
- Awareness of community/departmental services and resources to facilitate effective referrals and assess most appropriate resource.
- Knowledge of child/adolescent development and age-appropriate developmental milestones.
- Awareness of indicators of child abuse and possible causes and contributing factors (for example, addictions, family violence, mental health, history of trauma and isolation) which may cause a child to be in need of intervention.
- Sensitivity and understanding of cultural and ethnic diversity.
- Knowledge and respect for First Nations, Inuit and Metis cultures and an understanding of Canada's history with Indigenous people and its multi-generational impacts.
- Develops an understanding of the Child Intervention Practice Strategies and Signs of Safety practice model.
- Knowledge of trauma informed practice, grief and loss for children and families.
- Ability to engage and build relationships with children, youth and families to identify strengths, build safety, and impact positive change.

Skills:

- Assessment and analytical skills.
- Conflict resolution, crisis management and problem solving.
- Effective communication, both oral and written.
- Organizational and time management skills.

Problem Solving/Decision Making

- In this developmental role, the CI Practitioner completes delegation training and is coached and mentored to be able to assume the full responsibilities of a fully delegated CI Practitioner.
- Completes delegation training and is coached and mentored to be able to assume the full responsibilities of a fully delegated CI Practitioner.
- The incumbent has some independence in decision making within their level of delegation (level 11). For decisions requiring a higher level of delegated authority, consultation must occur with a delegated CI Practitioner, supervisor, or manager.
- The ability to make quick assessments and analysis to determine authenticity, validity, and credibility of information received via reported sources and other avenues of information gathering.
- Work that is demanding with specific timelines and processes as outlined in legislation and policy.
- Activities and duties as driven by operational needs.
- Consideration of the best interests of the child and potential impacts to them based on decisions made.
- Decision-making in a consultative and collaborative manner with supervisor, manager, families and support systems.
- Ongoing participation in group supervision, reviews and consultations.
- Identifying and resolve parenting, health, mental health, cultural, educational, and financial barriers.
- Advocating for child, youth and families in the community, reducing systemic barriers for the vulnerable population represented.

Contacts

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

Internal:

- Supervisor, manager and colleagues for case consultation, information sharing and to determine appropriate case status.
- Other government program areas (i.e. The Office of the Child and Youth Advocate, AISH, PDD, Alberta Works, etc.).

External:

- Children, youth and families receiving services.
- Community resources and contracted service providers, to share information, make referrals and determine agreed upon services to meet and support client needs.
- Other partnering professionals including police, health professionals, psychologists, teachers, etc.
- Community members requesting information about services available.
- All Caregivers, including Foster and Kinship providers.
- First Nations Band Designate/Métis Resource Person.
- Practice Specialists for consultation and peer review.
- Adult Support Services, OPGT, Trustee, Disability Services etc.

Supervision Exercised

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

No Supervision.