

# Job Description – Resiliency Support Worker

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## Title

Resiliency Support Worker

## Reports To

Resiliency Project Program Supervisor

## Position Summary

The Resiliency Support Worker will provide trauma informed services that address the grief and loss and development of all persons served. The Resiliency Support Worker will establish and maintain a respectful, collaborative working relationship with person(s) served, Children's Services Caseworkers, stakeholders, team mates and other professionals.

The Resiliency Support Worker is responsible for ensuring persons served successfully complete identified outcomes. Outcomes are achieved by completing accurate assessments, effective Care Plans/One Plans and utilizing collaborative, relational and ethical practices.

Resiliency Support Worker will provide identified services in a manner that meets the best needs of the persons served, including supporting youth with the skills, tools and resources to be a successful member of their community, providing in home supports to parents and families, developing their ability to maintain safety, wellbeing, permanency and supports; and supporting access for parents or caregivers that are not able to maintain the safety and/or wellbeing of their children and youth without the Resiliency Support Worker present.

The Resiliency Support Worker is accountable to the Resiliency Project Supervisors. The Resiliency Support Worker is eligible for Alta Care Resources Extended Benefit Plan (Level B) at the completion of a three-month probationary period.

## Major Job Responsibilities

### Collaborative and Ethical Practice

- Effectively communicate with persons served, stakeholders, team members and professionals in a timely manner, and ensure Caseworkers are informed of persons served progress and concerns on a weekly basis minimum
- Develop and adhere to personal and professional boundaries with person(s) served, team mates, Children Services Caseworkers and other stakeholders
- Demonstrate and role model appropriate advocacy and conflict resolution practices to persons served

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- Review and discuss achievements and challenges relevant to service delivery and/or issues with the team (group supervision) and the appropriate supervisory personnel.
- Facilitate all Collaboration Meetings and Family Meetings
- Ensure that all Family Meetings are facilitated in a collaborative manner that meets the best interests of persons served, and that persons served are prepped for the meeting before hand
- Ensure all Care Plans/ One Plans are developed collaboratively with persons served, relevant supports and stakeholders, Children’s Services Caseworkers
- Attend all required meetings with persons served, Children’s Services Caseworkers and other team members as required
- Ensure that the Provincial Six Practice Principles are reflected in your service delivery practice
  - Indigenous Experience – Indigenous peoples have always had their own ways of ensuring that vulnerable members, including children, are safe, protected and nurtured. We honour this by recognizing their expertise in matters concerning their children, youth and families.
  - Preserve Family – We believe children and youth should be safe, healthy and live with their families, therefore we focus on preserving and reuniting families and building on the capacity of extended family and communities to support children, youth and families
  - Strengths-based – Our approach is reflective, culturally responsive and strengths-based. Because all families have strengths and resources, we recognize and support the right and responsibility of parents to share in the decision-making process for them and their children.
  - Connection – Children and youth are supported to maintain relationships that are important to them, be connected to their own culture, practice their religious or spiritual beliefs and, for those with involvement, have a plan for their care where they are included in the decision-making process.
  - Collaboration – We are child-focused and family-centred. We collaborate with families, community agencies, and other stakeholders in building positive, respectful partnerships across integrated multidisciplinary teams and providing individualized, flexible and timely services to support these efforts.
  - Continuous Improvement – Our casework is transparent, and we share information appropriately. Our approach is outcome oriented and evidence-based therefore we support innovative practice, evaluate our performance and strive for continuous improvement.
- Ensure that the Provincial Four Priorities are addressed in care planning - Early Intervention and Early Childhood, Child Intervention Practice Enhancements, Indigenous and Cultural Engagement, Caregiver Support
- Ensure the six principles of Children and Residential Experience Model (CARE) are reflected in your service delivery practice:
  - Developmentally focused – Children learn best when material and skills are

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presented that challenge the child to try new things, but do not overwhelm the child.

- Family Involved – The family of every child in care is an irremovable part of that child's life irrespective of circumstances. The child's ethnic, racial, and cultural identity is tied to the child's family. One goal is to strengthen family relationships.
- Relationship Based – The most significant task in social work is for staff to develop trusting relationships with each child they work with.
- Competence Centered – Competence is the combination of skills, knowledge, and attitude that each child needs to negotiate effectively with everyday life. The care worker must help children become competent in managing their environment, as well as motivate them to cope with challenges and master new skills.
- Trauma Informed – Staff must shift their things about children from "What is wrong with you?" to "What happened to you?" Maintaining an environment with a culture of nonviolence and safety is essential if children are to feel safe and to learn new responses to stressful situations.
- Ecologically Oriented – It is as important to look at the child's environment as it is to look at the child for the solution. It is much easier and reasonable to change the approach or manipulate the environment or activity, than to demand that the child make the change that may not be within his or her capacity to do so.

## Assessments

- Assess person(s) served to identify and build upon relevant strengths, skills, and abilities
- Complete relevant Signs of Safety tools (i.e. mapping, three houses, words and pictures)
- Encourage, motivate and support persons served to complete self-reports (i.e. JIFF, Ages and Stages and Casey Life Skills) within their first 30 days and prior to each 90-day assessment thereafter
- Create/revise genogram and ecomap with persons served during prep work prior to each Service Team Meeting
- Complete a reliable and valid assessment for persons served 30 days after intake and every 90 days thereafter (NCFAS or CAFAS)
- Attend all required Evidence Based Practice Evaluation Meetings with all materials completed and prepared to provide rationale and accept feedback

## Care Planning and Goals

- Assess needs and goals of the person(s) served and document all concerns for goal planning
- Ensure the correct goals are selected from the standardized list reflected in the Agency Logic Model
- Complete all service related documentation, including but not limited to daily care plans, assessments and/or reporting in a timely, accurate and professional manner

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- Ensure that you are familiar with and utilizing the Agency Logic Model as reflected in your care planning and service delivery
- Maintain a good understanding and demonstration of Child, Youth and Family Enhancement Act, other relevant governing acts, court procedures, Canadian Accreditation Council (CAC) standards and Agency Policy and Procedures
- Ensure that appropriate documentation is completed within specified timelines and written with objectivity, clarity, and professionalism. This includes, but is not limited to, *Time Sheets, Critical Incident Reports* by the end of the day in which the Incident occurred, assessments, Case Notes, *Care Plans/One Plans* and maintenance of person(s) served files

### Activities and Strategies

- Ensure that you are familiar with and utilizing the agency logic model as reflected in your care planning and service delivery
- Ensure that all activities to meet person served goals are evidence based
- Ensure that goals selected have effective interventions that are matched to the unique needs of persons served, and that these strategies are utilized consistently and purposefully in order to prevent, reduce or eliminate behaviours that place a child, youth or family at risk
- Ensure a trauma informed practice keeping in mind: child development and grief and loss of persons served
- Teach and model mediation and conflict resolution skills to person(s) served
- Maintain an accurate awareness of community resources that will further the development of clients
- Connect persons served to beneficial and sustainable community resources, such as recreation centers, community leagues, sports teams, or clubs
- Support person(s) served in developing a range of healthy individual coping and problem-solving skills, conflict and anger management skills, communication skills, daily living skills, hygiene/self-care, boundaries, healthy sexuality, social skills, positive decision-making, independent living skills and life management skills to enhance person's served well-being, safety and independent functioning
- Be available and prepared for shifts per the On-Standby schedule on a monthly basis

### Outcomes and Transitional Planning

- Ensure that all services end when the child or youth is ready to successfully meet the requirements of the Care Plan/One Plan in a sustainable manner. All Transition Planning reports and meetings will support the persons served to be successful without our involvement
- Assist with reunification of the family where appropriate
- Ensure that your service delivery is focused on achieving the Five Provincial Outcomes

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- Vulnerable Children live successfully in their community
- Children in temporary care are reunited quickly with family
- Children in permanent care are placed in permanent homes more quickly
- Youth transition successfully to adulthood
- Indigenous youth live in culturally appropriate homes) are worked towards in care planning
- Check ins at one month and three months to ensure success is maintained

## Relational Practice

- Develop positive relationships with person(s) served through the process of positive role modeling, mentoring and “serve and return” practices
- Ensure that the principles and intent of the Foundations of Caregiver Support document are reflected in your outlook and service delivery
- Ensure that basic needs of person(s) served are met (food, clothing, shelter).
- Plan and deliver appropriate recreational activities based on the skill and ability of persons served as related to Care Plan/ One Plan goals
- Provide a consistent, healthy, safe and therapeutic environment for persons served.
- Instruct person(s) served regarding desirable health care and personal habits, such as eating, resting, and hygiene
- Administer first aid, according to prescribed procedures, or notify emergency medical personnel when necessary
- Have a secondary communication device (e.g. cell phone)
- Check voicemail a minimum of twice daily (morning and evening)
- Attend all required program meetings, supervisions and debriefings
- Obtain and update all required training sessions by the specified timelines
- Take responsibility for own professional development by pursuing non-mandatory workshops, training and /or related publications
- Maintain the commitment of the agreed upon schedule and follow proper procedures to adjust the schedule

## **Qualifications**

- A degree, diploma or certification as a Child and Youth Care Worker or are actively enrolled in a program, or equivalent
- 3 years related experience or equivalent
- Excellent communication skills and organizational skills
- Demonstrated skills in high-stress or conflict situations
- A reliable vehicle and Driver’s License with proof of appropriate insurance, and a Drivers Abstract that reflects safe driving habits

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## **Work Conditions**

- Manual dexterity required
- Interacts with support staff and the public at large
- Ability to lift up to 50 lbs
- Travel is required
- Vehicle required
- Irregular hours and available after hours
- Self-directed team
- Fast paced and dynamic environment
- Must be able to safely perform restraints