

**Job Class Profile: Addictions Counsellor I****Pay Level: CG-39 Point Band: 882-915**

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	6	6	3	6	6	5	5	2	3	
Points	280	100	19	29	180	108	103	43	32	894

**JOB SUMMARY**

The Addictions Counsellor I is responsible for providing professional addictions and concurrent counselling and treatment services in community and healthcare settings. Work involves ongoing assessment, individual and group counselling, development of treatment plans, follow up services, and prevention/promotion programs for individuals and their families. Other responsibilities include formulating individual and group treatment plans and providing a written risk assessment and information to professionals in related fields and special groups on prevention initiatives, and the Mandated Impaired Driving Program.

**Key and Periodic Activities**

- Provides therapeutic counselling and supportive services (i.e. counselling therapy, assessments such as intake, risk, bio-psycho-social), client care treatment plans, and administers assessment tools/tests to individuals, families, groups, and communities.
- Formulates individual and group treatment plans and provides a written risk assessment and information to professionals in related fields and special groups on prevention initiatives, as well coordinates the Mandated Impaired Driving Program.
- Conducts, facilitates, and delivers in-services, ongoing education, and public education/prevention programs (i.e. Addiction Awareness Week campaign).
- Provides crisis management support to clients, families, and communities.
- Completes workload statistics and maintains records of assessment, treatment, intervention, and progress. Completes legal documentation and reports as required by the court.
- Conducts research of current interventions, best practices, techniques and practices used to plan, implement, and evaluate practices and policies.
- Acts as an advocate on behalf of clients regarding housing, justice, child protection, medical treatment, etc.
- Completes documentation in the Client Referral Management System (CRMS), as well as medical charts in the clinic setting.
- Provides case consultations and conferences with professionals, i.e. Child, Youth and Family Services, Royal Newfoundland Constabulary, lawyers, doctors, and community social workers.
- Participates and provides representation on a variety of community and internal committees.
- Provides field instruction to 5<sup>th</sup> year Bachelor of Social Worker and/or graduate students.

## SKILL

Knowledge
<p><b>General and Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>— Knowledge of: <ul style="list-style-type: none"> <li>— Addiction and related treatment, policies, procedures and trends</li> <li>— Mental Health, pharmacology, theories, and assessments</li> <li>— Specialized clinical knowledge of individual, family, and group therapy</li> <li>— Counseling, crisis management (Therapeutic Crisis Intervention Training), and advocacy services</li> <li>— Department and organizational policies and procedures</li> <li>— Research and evidence based practice</li> <li>— Educational promotion and prevention resources</li> </ul> </li> </ul> <p><b>Formal Education and/or Certification(s):</b></p> <ul style="list-style-type: none"> <li>— Minimum: Bachelor's degree in Social Work or a Graduate degree in Clinical Psychology, or in a Clinical Counselling discipline.</li> <li>— Registration and/or licensure with the Professional Association</li> </ul> <p><b>Years of Experience:</b></p> <ul style="list-style-type: none"> <li>— Minimum: 2 to 3 years of experience</li> </ul> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>— Using tools to access individuals for Mental Health and addictions.</li> <li>— Operating computer systems and various software packages.</li> <li>— Skills in oral and written communication (report writing).</li> </ul>
Interpersonal Skills
<ul style="list-style-type: none"> <li>— A range of interpersonal skills are used to listen to information, ask questions, conduct formal interviews and counselling, provide routine information and occasionally complex information (i.e. court, case conferences), gain the cooperation of others or handle upset or angry people, provide care/comfort/nurturing or solve conflicts with clients. Skills are also used to facilitate meetings, give formal presentations, provide expert advice, and instruct or teach students and/or community groups or other professionals.</li> <li>— Communications occur with employees in the immediate work area, department, in and outside the organization, clients, professional advisors, and government representatives. Interactions may occur on an occasional basis with students, the legal system, community agencies, physicians, psychiatrists, and group executives.</li> <li>— Most significant contacts are clients, manager, other professionals.</li> </ul>

## EFFORT

Physical Effort
<ul style="list-style-type: none"> <li>— Work demands occasionally result in fatigue requiring periods of rest, but do not require strength and endurance.</li> <li>— Occasionally lifts objects less than 10 lbs. such as boxes of pamphlets, promotional materials, display boards, laptop, projector, and physically rearranges furniture between 10 – 25 lbs for group meetings, workshops or presentations.</li> </ul>

- Occasionally conducts counselling sessions (clinical work) and is required to sit for prolonged periods where there is limited opportunity to move about. Other activities that require sitting constantly is attending meetings, completing documentation, or conducting research on the computer. Occasionally, stands to deliver presentations and drives to other sites or client's homes.
- Fine finger/precision work is required on a regular basis to operate a computer mouse, or use a pen to score assessments.

### Concentration

- **Visual** concentration is required to maintain eye contact, to assess body language and clients' health status when in a counselling session, to document information into the computer, and to deliver presentations.
- **Auditory** concentration is required to listen, interpret, and reflect content and meaning back to clients during sessions, listen and respond to co-workers, other professionals, during community events or presentations.
- Other sensory demands such as **smell** are required to detect possible conditions (i.e. influence of alcohol, other substances, or poor hygiene).
- A high level of **attentiveness and vigilance** is also required when working alone and during counselling sessions to ensure safety or to detect impending danger to self and client. Examples of activities that are repetitive, but require **alertness** are counselling clients' and entering data into the computer.
- There is a **lack of control over the pace** due to crisis incidents with clients and responding to their various needs and to other emergencies. There are **time pressures** due to the demand for the service, documentation requirements for court proceedings, and required **deadlines** for scheduling and documenting clients' information. There are **interruptions** such as responding to crisis incidents and responding to unscheduled clients who require services.
- **Exact results and precision** are required to document information, to screen and use assessment tools, and to assess and prioritize cases.

### Complexity

- Work typically involves a series of tasks and activities that are quite different, in which a broad range of skills and diversity of knowledge are required.
- Some tasks are occasionally repetitive/well-defined; however, constantly they are different but related with a wide variety of responsibility. Regularly, the tasks have a limited number of guidelines. Occasionally there are simple problems with obvious solutions that can be addressed by following procedures, or that can be resolved in a team setting. Regularly, there is creative problem definition and analysis required where the tasks are highly technical, unique, and have strategic or policy significance.
- Typical complexities include assessing and developing a plan of care for clients, sometimes in crisis (i.e. suicide threat), and coordinating a variety of services for them. Some which require creative problem solving and analysis.
- References or support which assist in problem solving are advice from the manager, guidelines such as policies and procedures, code of ethics, best practices, Mental Health Care and Child Youth and Family Services and Treatment Acts, peer consultation, and professional training and practice.

## RESPONSIBILITY

<b>Accountability and Decision-Making</b>
<ul style="list-style-type: none"> <li>— Work is performed in a team setting where there is advice and guidance from other counsellors, the team leader, and the manager to deliver Addiction Counselling Services. Decisions are typically made independently with regards to the implementation and intervention of most treatment plans, referrals of clients to appropriate resources, client appointments and schedule, priority of caseload, education initiatives in the community, schedules to conduct presentations, and consultation with colleagues and professional agencies.</li> <li>— Approval for out of province residential treatments, publishing articles related to addictions counselling, purchasing of clinical resources, financial benefits for clients, decisions related to new groups for service, media related issues or requests, committee work, and promotional activities is required.</li> <li>— There is some degree of discretion regarding therapeutic decisions and interpretation of assessment tools. Situations where discretion and judgment are used to interpret directions and apply guidelines are in counselling clients, utilization of treatment approaches, workload commitments, and committee work. A high degree of discretion is used when screening, assessing, and determining client safety or risk level and when handling crisis calls or situations.</li> <li>— Provides education, advice, guidance, and recommendations to clients, healthcare workers, professionals, government representatives, and community groups.</li> </ul>
<b>Impact</b>
<ul style="list-style-type: none"> <li>— Impacts generally affect individuals within and outside the organization, and clients.</li> <li>— The work activities can have either a negative or a positive impact. If clients do not receive proper care in a timely manner, this could have severe impact on their well-being and corporate image. However, if clients are seen in a timely manner and follow the interventions that are given, it has a positive impact on their well-being and improves the client wait list; thus, improving department efficiencies and resulting in a positive corporate image.</li> <li>— The work activities impact the following resources: processes and systems (i.e. services and activities provided to clients), information (i.e. education and awareness of addictions), finances (i.e. amount of funding given to clients for services such as home support, board and lodging, etc.), Human Resources, health and safety, and corporate image.</li> <li>— Examples of errors that could occur when performing normal activities are improper selection of patient risk or treatment initiatives/therapeutic approaches and improper entering of information in the Client Referral and Management System (CRMS) documentation system. Activities are moderately prescribed and controlled.</li> <li>— Errors are mitigated as advice and guidance are sought from peers, team leader, or manager. Errors are identified within hours of problem identification.</li> </ul>
<b>Development and Leadership of Others</b>
<ul style="list-style-type: none"> <li>— Not responsible for the supervision of staff.</li> <li>— Provides development and leadership activities such as on the job advice/guidance, job direction, feedback, orientation, job training to new employees, formal classroom training to community groups, and organizes, coordinates and acts as a technical mentor or advisor to students.</li> <li>— Performs team leadership responsibility for some committee work, community and school</li> </ul>

education and prevention awareness programs.

## WORKING CONDITIONS

### Environmental Working Conditions

- There is no requirement to use safety equipment; however, when working around clients who potentially may be aggressive, follows safety precautions such as practices self care, team support, adheres to safety precautions identified in the working alone policy, and ensures safety checks are in place during home visits and travel.
- There is limited likelihood of receiving minor cuts or illness, fractures, and a limited likelihood of receiving occupational illnesses resulting in partial or total disability (i.e. from the emotional/psychological stress or trauma seen on the job).
- Regularly exposed to some undesirable working conditions such as glare from the computer, and unusual distracting noise typically from upset clients. Occasionally, there is exposure to infectious diseases (i.e. Hepatitis C, HIV, and AIDS), bodily fluids (urine samples), sharp objects (needles), odors, and physical dangers or threats from clients. Occasionally, driving to other sites is required and sometimes in adverse weather conditions.