



Career Service Authority

Human Service Advocate

Page 1 of 5

GENERAL STATEMENT OF CLASS DUTIES

Performs paraprofessional work providing direct services to families including supervised visitations and in-home services, participating in treatment planning with caseworkers and other community professionals, and referring families to community resources and services.

DISTINGUISHING CHARACTERISTICS

This class provides direct services to families including supervised visitations and in-home services, participates in treatment planning with caseworkers and other community professionals, and refers families to community resources and services. This class is distinguished from a Social Case Worker that performs standard performance level social case work services including case management, counseling, referral, placement, and assessment/evaluation on less complex assignments and receives supervision on more complex assignments. The Human Service Advocate is distinguished from the Youth Worker that provides supervision and implements behavioral/educational programs for youth residents, maintains a safe environment where youth are housed and involved in programmatic activities, observes and documents the interaction and behavior of youths engaged in various daily activities, and works in collaboration with other professional staff to establish and/or meet the goals of the treatment plan. The Human Service Advocate is distinguished from the Human Service Supervisor that performs supervisory duties over employees who perform a variety of human service related duties such as providing supervision and implementation of behavioral/educational programs, receiving and responding to incoming telephone calls involving child abuse and/or neglect, and/or providing direct services to families/children including supervising visitations and in-home services.

Guidelines, Difficulty and Decision Making Level:

Guidelines are generally numerous, well established and directly applicable to the work assignment. Work assignment and desired results are explained by general oral or written instructions.

Duties assigned are generally repetitive and restricted in scope but may be of substantial intricacy. Employee primarily applies standardized practices.

Decisions or recommendations on non-standardized situations are limited to relating organizational policies to specific cases. Problems that are not covered by guidelines or are without precedent are taken up with the supervisor.

Level of Supervision Received and Quality Review:

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence. Work is reviewed for adherence to instructions, accuracy, completeness, and conformance to standard practice or precedent. Recurring work clearly covered by guidelines may or may not be reviewed.

Interpersonal Communications and Purpose:

Contacts with the public or employees where explanatory or interpretive information is exchanged, defended, and gathered and discretion and judgment are required within the parameters of the job function.

Level of Supervision Exercised:

No supervisory duties.

ESSENTIAL DUTIES

Provides direct services to families including supervised visitations and in-home services, develops supportive relationships with families, and monitors the safety of children in the home and during supervised visitations.

Participates in treatment planning with caseworkers and other professionals working with families, provides needed level of supervision based on the treatment plan, establishes specific goals with family members that support the specifications of the treatment plan, documents observations and interventions, and provides family members with productive feedback.

Ascertain a family's current situation, works in conjunction with the family and the caseworker to determine priorities, and describes to family members available services and community resources.

Provides hands on services to family members in an interactive manner including teaching parents household skills (cleaning/cooking), nutrition, budgeting, time management, parental education and other life skills.

Provides families with information and available community services and resources and assists families develop informal community support systems.

Documents case progress and contacts with clients and prepares monthly summary reports of each case.

Testifies in Juvenile Court regarding parent/child interaction as needed.

Performs other related duties as assigned.

.....
Any one position may not include all of the duties listed.
However, the allocation of positions will be determined by
the amount of time spent in performing the essential duties
listed above.
.....

MINIMUM QUALIFICATIONS

Competencies, Knowledges & Skills:

Integrity/Honesty – Contributes to maintaining the integrity of the organization, displays high standards of ethical conduct, understands the impact of violating these standards on an organization, self, and others, and is trustworthy.

Reading – Understands and interprets written material including technical material, rules, regulations, instructions, reports, charts, graphs, or tables and applies what is learned from written material to specific situations.

Writing – Recognizes and uses correct English grammar, punctuation, and spelling, communicates information in a succinct and organized manner, and produces written information which may include technical material that is appropriate for the intended audience.

Interpersonal Skills – Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

Oral Communication – Expresses information to individuals or groups effectively taking into account the audience and nature of the information, makes clear and convincing oral presentations, listens to others, attends to nonverbal cues, and responds appropriately.

Problem Solving – Identifies problems, determines accuracy and relevance information, and uses sound judgment to generate and evaluate alternatives and to make recommendations.

Decision Making – Makes sound, well-informed, and objective decisions, perceives the impact and implications of decisions, commits to action even in uncertain situations to accomplish program goals, and causes change.

Teamwork – Encourages and facilitates cooperation, pride, trust, and group identity, fosters commitment and team spirit, and works with others to achieve goals.

Diversity – Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce.

Customer Service – Works with customers to assess needs, provide assistance, resolve problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

Flexibility – Is open to change and new information, adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles, and deals effectively with ambiguity.

Teaching Others – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

Conflict Management – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Stress Tolerance – Deals calmly and effectively with high stress situations (for example, tight deadlines, hostile individuals, emergency situations, dangerous situations).

Attention of Detail – Is thorough when performing work and conscientious about attending to detail.

Memory – Recalls information that has been presented previously.

Information Management – Identifies a need for and knows where or how to gather information and organizes and maintains information or information management systems.

Knowledge of available community resources sufficient to be able to perform a variety of duties related to the work assignment.

Knowledge of the emotional needs of families and children sufficient to be able to perform a variety of duties related to the work assignment.

Physical Demands:

Carrying: transporting an object usually by hand, arm, or shoulder.

Talking: expressing or exchanging ideas by means of spoken words.

Hearing: perceiving the nature of sounds by the ear.

Accommodation: Ability to adjust vision to bring objects into focus.

Depth Perception: Ability to judge distance and space relationships.

Far Acuity: Ability to see clearly at 20 feet or more.

Field or Vision: Agility to see peripherally.

Near Acuity: Ability to see clearly at 20 inches or less.

Working Environment:

Subject to varying and unpredictable situations.

Subject to many interruptions.

Makes home visits.

Education Requirement:

Associate Degree in Sociology, Psychology, Human Services, Child Development, or a closely related field.

Experience Requirement:

One year of experience providing services to families and children.

Education/Experience Equivalency:

A combination of appropriate education and experience may substitute for the minimum education and experience requirement.

Licensure and/or Certification:

Requires possession of a valid driver's license at the time of application.

CLASS DETAIL

FLSA CODE: Non-Exempt

ESTABLISHED DATE: 09/01/1999

REVISED DATE: 07/16/2006

REVISED BY: Patricia Anderson

CLASS HISTORY This class has been revised and updated. The job responsibilities and education requirements have been updated and competencies have been added. Additionally, the title of the class has been changed to Human Service Advocate from Human Service Aide.