



Career Service Authority

Youth Counselor

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GENERAL STATEMENT OF CLASS DUTIES

Performs standard level professional work providing individual coaching, conducting behavioral/social/educational skill development group sessions to youth in a residential treatment setting, assisting in the development and implementation of youth treatment plans, and executing behavioral/educational programs.

DISTINGUISHING CHARACTERISTICS

This class performs standard level professional work providing individual and group counseling to youth in a residential treatment setting. This class is distinguished from a Youth Worker that performs paraprofessional work providing supervision, implementing behavioral/educational programs for youth residents, maintaining a safe environment where youth are housed and involved in programmatic activities, observing and documenting the interaction and behavior of youths engaged in various daily activities, and working in collaboration with other professional staff to establish and/or meet the goals of the treatment plan. The Youth Counselor is distinguished from the Youth Counselor Supervisor that performs supervisory duties over youth counselors who provide individual coaching, conduct group sessions, and assist in the development of treatment plans for youth in a residential treatment facility.

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:

By position, performs lead work.

ESSENTIAL DUTIES

Monitors and supervises youth in a residential treatment facility, observes the interaction and behavior of youth while engaged in various activities, and maintains a safe and secure living environment where youth are involved in programmatic activities.

Provides individual coaching, conducts behavioral/social/educational skill development group sessions, establishes rapport and trust with youth, observes behavior patterns of youth in order to detect signs of depression, anger, and/or other emotional problems/issues, and implements behavior management programs/techniques and appropriate intervention techniques.

Acts as a team member with caseworkers and other professional staff members to develop treatment plans for youth involved in a residential treatment program, reports and documents a youth's progress, incidents, and treatment issues, attends youth staffings, and communicates with team members the specific needs and issues of each youth and observations/concerns from group and individual sessions.

Maintains close supervision over youth to prevent self injuries, accidents, fights, and/or other negative incidents and responses to emergency situations which may require physically subduing and/or restraining youth in order to ensure the safety and security of facility residents and staff.

Receives supervision from clinical staff related to interaction patterns with clients and other work related issues and participates in trainings and workshops to enhance work performance and professional growth.

Prepares daily youth interactions entries, incident reports, and other required documentation and reports.

Administer medications to youth and ensures documentation is completed in the prescribed manner.

By position, acts as a lead/primary staff member including responding to emergency situations, ensuring medication is administered accurately, training staff and volunteers, and making sure appropriate paperwork is completed for any incidents that occur in the facility.

Performs other related duties as assigned.

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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.
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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.

Self-Management – Sets well-defined and realistic personal goals, displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner, works with minimal supervision, is motivated to achieve, and demonstrates responsible behavior.

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.

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.

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

Planning and Evaluating – Organizes work, sets priorities, determines resource requirements, determines short or long-term goals and strategies to achieve them, coordinates with other organizations or parts of an organization, monitors progress, and evaluates outcomes.

Reasoning – Identifies rules, principles, or relationships that explain facts, data, or other information, analyzes information, and makes correct inferences or draws accurate conclusions.

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 the theories and practices of counseling and case management sufficient to be able to perform the 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.

Ability to respond to emergency situations which may require physically subduing and restraining of clients.

Physical Demands:

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

Standing: remaining on one's feet in an upright position.

Walking: moving about on foot.

Sitting: remaining in the normal seated position.

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

Pushing: exerting force upon an object so that the object is away.

Pulling: exerting force on an object so that it is moving to the person.

Climbing: ascending or descending objects usually with hands/feet.

Balancing: maintaining body equilibrium to prevent falling over.

Stooping: bending the body by bending spine at the waist.

Kneeling: bending legs to come to rest on one or both knees.

Crouching: bending body downward and forward by bending legs.

Crawling: moving about on hands and knees or hands and feet.

Reaching: extending the hand(s) and arm(s) in any direction.

Handling: seizing, holding, grasping, or otherwise working with hands.

Fingering: picking, pinching, or otherwise working with fingers.

Feeling: perceiving attributes of objects by means of skin receptors.

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

Hearing: perceiving the nature of sounds by the ear.

Repetitive motions: Making frequent movements with a part of the body.

Eye/hand/foot coordination: performing work through using two or more.

Lifting: Raising or lowering an object 25 – 50 pounds.

Working Environment:

Subject to varying and unpredictable situations.
Subject to many interruptions.
Subject to applying self defense and/or restraining procedures.

Education Requirement:

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

Experience Requirement:

One year of experience implementing behavioral and/or educational programs for youth and assisting in developing and implementing treatment plans

Education/Experience Equivalency:

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

Licensure and/or Certification:

By position, requires possession of a valid driver's license at the time of application.

CLASS DETAIL

FLSA CODE: Non-Exempt

ESTABLISHED DATE: 08/19/2007

REVISED DATE:

ESTABLISHED BY: Patricia Anderson

CLASS HISTORY This is a new class.