

# Y-Care (South East Queensland) Inc.

## POSITION DESCRIPTION



<b>Position Title:</b>	Wellbeing Counsellor
<b>Employment Status:</b>	Full Time
<b>Department:</b>	YMCA Social Impact (Y-Care South East Qld Inc.)
<b>Reports To:</b>	Wellbeing, Impact and Innovation Manager
<b>Award:</b>	Educational Services (Schools) General Staff Award 2010
<b>Award Classification:</b>	General Staff, Level 6

### ORGANISATION DESCRIPTION

Y-Care is the **social impact** arm of the YMCA of Brisbane. Our vision is to be an unbreakable organisation that maximises impact across all of our programs. We are a team consisting of more than 85 staff and 100 volunteers that believe in the power of inspired young people.

We operate multiple programs within five key service streams including: Community Housing; Food for All (Schools' Breakfast Program); Learning, Empower, Achieve and Participate (LEAP); Social Enterprise (Op Shop); and Youth Education and Empowerment (Vocational School, Community Hubs, Wellbeing Group Programs, Get Set For Work).

We are a mission-driven organisation that is committed to creating measurable and long lasting impact through our programs and activities. We encourage all team members to adopt a growth mindset in pursuit of continuous improvement, innovation and sustainable impact.

### POSITION SUMMARY

YMCA Wellbeing Services aim to improve the mental wellbeing and reduce the mental ill-health of program beneficiaries and staff. We achieve this through the provision of best practice psychological and counselling intervention for individuals and families. In addition, we deliver evidence-based Wellbeing Group Programs, both preventative and intervention-focused, that meet the developmental needs of children and young people.

Wellbeing Counsellors currently work predominately within the YMCA Vocational School supporting adolescents who have disengaged from mainstream education. Working within a multidisciplinary team, Wellbeing Counsellors achieve long term outcomes by:

- Conducting brief intervention counselling with individuals aimed at reducing barriers to education;
- Designing and delivering preventative and early intervention group programs;
- Developing the capabilities of staff by delivering YMCA's wellbeing framework, Thrive, including the creation of resources and training other staff on all wellbeing-related matters; and
- Supporting students' learning by administering or coordinating assessments, formulating Personal Education Plans with teaching staff and resourcing students with disabilities (i.e. cognitive, sensory and social/ emotional).



## RESPONSIBILITIES AND OUTCOMES

### Key Performance Areas

1. Brief Intervention Counselling
2. Design and Delivery of Group Programs
3. Thrive Delivery
4. Student Learning and Development
5. Professional Standards
6. Risk Management
7. Other

#### 1. Brief Intervention Counselling

- Deliver brief counselling interventions to reduce barriers to education including but not limited to mental health symptomology, hyperactivity and learning disorders;
- Conduct individual counselling sessions using evidence-based therapeutic approaches and techniques;
- Working with others, assess mental health, developmental, learning and behavioural difficulties and/ or disorders to inform intervention planning, referrals and Personal Education Plan strategies and management;
- Complete high quality professional reports and case notes in a timely manner;
- Regularly evaluate and report on the efficacy of therapeutic interventions using valid and reliable measures;
- Maintain a case load of 12-15 beneficiaries at any given time;
- Maintain a high level of knowledge of evidence-based counselling approaches and techniques, developmental, learning and behavioural difficulties and/ or disorders and appropriate assessment tools for use in school and community settings;
- Maintain a high level of knowledge of adolescent development, cultural awareness and contemporary education concepts and practices relevant to school counselling;
- Ensure maintenance of accurate records and appropriate storage of data relevant to assessments and associated reports; and
- Maintain best practice in all aspects of the role.

#### 2. Design and Delivery of Group Programs

- In accordance with YMCA's Thrive framework, co-design and/ or -deliver evidence-based group programs that are aimed at prevention or early intervention of barriers to education including but not limited to anxiety, interpersonal communication, hyperactivity, anger and substance misuse;
- Adopt a Human-Centred Design approach and Theory of Change methodology for all programs and activities;
- Regularly evaluate and report on the efficacy of all group programs using valid and reliable outcome measures;
- Working with others, promote a strong sense of school connectedness in all aspects of the YMCA Vocational School such as classroom visuals, extracurricular activities and parade;
- Deliver psychoeducation sessions to parents and caregivers on topics including but not limited to emotional regulation, Autism Spectrum Disorder and family connectedness; and
- Maintain a high level of knowledge of therapeutic group programs including design, facilitation and evaluation, particularly relevant to a school setting.



### 3. Thrive Delivery

- Working with others, deliver YMCA's Thrive framework across YMCA Social Impact through learning and development activities to beneficiaries (i.e. students), staff and parents/ care givers; creating evidence-based educational resources; and providing individualised learning support to non-Wellbeing Services team members;
- Maintain a contemporary understanding of fundamental theories and models that underpin YMCA's Thrive framework including but not limited to: the Two-Continuum Model of Mental Health; neuropsychology; mindfulness; Narrative Therapy; school connectedness; and Cognitive Behaviour Therapy.
- Working with the Impact and Innovation team, evaluate and report on the efficacy of Thrive using valid and reliable outcome measures;

### 4. Student Learning and Development

- Working with students, parents/ caregivers and teaching staff, co-develop Personal Education Plans for students to accommodate mental health symptomology, developmental disorders, challenging behaviours and learning disorders/ differences in order to maximise his or her educational and outcomes;
- Monitor, evaluate and modify students' Personal Educational Plans throughout the duration of enrolment;
- Coordinate the verification process of students with disabilities (cognitive, social/ emotional, sensory and physical) to ensure students and staff are resourced appropriately;
- Maintain a high level of knowledge of identifying and reducing barriers to education (e.g. learning disorders/ differences, mental illness), both in and outside of the classroom.

### 5. Professional Standards

- Maintain current membership and compliance with either the Australian Health Practitioner Regulation Agency (AHPRA) or Australian Counselling Association (ACA);
- Depending on your registration/ membership type, at all times adhere to the Australian Psychological Society (APS) or ACA's code of ethics including but not limited to confidentiality, privacy, informed consent, record keeping, and release of information;
- Ensure your psychological and counselling practice is consistent with the conditions or undertakings approved by the boards of the AHPRA or ACA;
- Advise management about any changes to the status of your registration and/ or membership, conflicts of interest, or unethical practice immediately upon notice;
- Participate in regular practice and peer supervision as per negotiation with the YMCA Wellbeing, Impact and Innovation Manager;
- Attend professional development activities to maintain and develop competencies to ensure that YMCA Wellbeing Services are of high quality, and consistent with contemporary practice and agency policies and procedures;
- Maintain complete, secure and confidential records of all assessments, provision of psychological and counselling services, student/ client files, case management and student education documentation, for seven years post the student/ client's 18<sup>th</sup> birthday; and
- Actively promote professional standards and practice to other staff members.

### 6. Risk Management

- Comply with the YMCA's Occupational Health and Safety Policies and Procedures, including those relating to your specific role as found in the OHS Management: Roles and Responsibilities document;



- Maintain current awareness of and uphold YMCA's Safeguard Children and Young Person Policy;
- Maintain confidentiality of all YMCA information, records and files;
- Maintain the Quality System and report any deviations from the intended system; and
- Uphold and promote the policies and mission of the YMCA of Brisbane including compliance with all practices in the "YMCA Quality Manual".

## 7. Other

- Other duties as directed by the Group Manager, Y-Care (and/or CEO) consistent with the capabilities and competencies of the position;
- Assist in planning and facilitation of other YMCA Social Impact programs and activities;
- Facilitate and participate in whole-organisation training and development activities; and
- Participate in extra-curricular activities reasonably expected in line with the position, including but not limited to industry networking events and professional development.

### QUALIFICATIONS / EXPERIENCE

- Relevant counselling experience, preferably within a school or working with adolescents;
- Registration with the Australian Health Practitioner Regulation Agency or membership of the Australian Counselling Association;
- Tertiary qualifications in psychology and/ or counselling;
- Postgraduate tertiary qualifications in psychology, counselling and education are desirable but not mandatory;
- Membership of the Australian Psychological Society, Psychotherapy and Counselling Federation of Australia or Queensland Guidance Counselling Association is desirable but not mandatory;
- A current driver's licence;
- Possession of or willingness to gain current first aid and CPR qualifications;
- Achievement of YMCA's Safeguarding Children and Young People Training Certificate; and
- Possess, or be willing to obtain, a positive notice Blue Card in accordance with the Working with Children (Risk Management and Screening) Act 2000.

### KEY SELECTION CRITERIA

- Mission driven and personal values alignment with the YMCA;
- A willingness to possess a growth mindset and achieve outcomes within a changing environment;
- Demonstrated experience conducting brief counselling interventions, preferably with adolescents, treating mental health symptomology and hyperactivity;
- Understanding of and commitment to monitoring, evaluation and learning, including the use of evidence-based measurement tools;
- Demonstrated experience in administering, scoring and reporting psychological assessments is highly desirable but not mandatory;
- Strong problem solving skills and initiative to both effectively improve the mental health of beneficiaries and achieve the YMCA's mission;
- Excellent interpersonal skills with the ability to build and maintain quality relationships with young people, parents/ caregivers, staff and external stakeholders (e.g. community health professionals);
- Maintain current membership and compliance with either the Australian Health Practitioner Regulation Agency (AHPRA) or Australian Counselling Association (ACA); and
- Computer literacy and prior experience using a range of office software including Word, Excel.

Our vision to be an unbreakable organisation where impact is maximised across programs



**APPROVAL**

<b>Approved By:</b> Alan Bray
<b>Position:</b> Chief Executive Officer
<b>Signature:</b>
<b>Date:</b>