**Department of Human Resources**

**OPSEU Job Description**

**Job Title:** Counsellor/Accessibility Advisor – Durham/GTA campus

**Job Number:** A-234

**NOC:** 4153

**Band:** 10

**Department:** Student Affairs, Trent Durham

**Supervisor Title:** Manager, Student Affairs

**Last Reviewed:** September 23, 2016

**Job Purpose**

Reporting to the Manager of Student Affairs – Durham campus, the Counsellor/Accessibility Advisor (CAA) is responsible for the promotion of student success and retention among students in need of therapeutic intervention and/or academic accommodation.

The goal of the CAA position is to encourage student wellness through individual psychotherapy, coaching, accommodations and learning strategies for students with disabilities, as well as individual mental health therapy, group therapy, crisis counselling, and educational programming through. The CAA employs solution-focused counselling, academic support and coaching to students experiencing mental health issues or medical/psychological disabilities. Students are engaged in collaboratively designing their treatment/accommodation plans, through employing a range of psycho-social and clinical interventions, with the coordination as needed of campus and community supports.

The CAA liaises with faculty and staff regarding examination accommodation and the provision of alternate format text and assistive technology; the CAA also consults as needed with the Trent Counselling Centre and Student Accessibility Services (SAS) on the Peterborough campus.

The CAA fosters, through the student health promotions team, community wellness through the organization and provision of health outreach educational programming and prevention activities geared to enhance the overall wellness of the campus learning environment.

**Key Activities**

***Assessment and Intake***

1. Conducts individual interviews to assess social, emotional, behavioural and psychological functioning for students needing mental health support.
2. Assesses students with sensory or medical/psychological disabilities for eligibility for services under the AODA, through intake interview and review of existing documentation; develop appropriate academic accommodation plan to meet student’s legislated academic and development needs.
3. Refers students for further assessment/support as required.

***Individual Student Support/Counselling/Coaching***

1. Uses professional judgement, therapeutic techniques and recognised practice models to establish a therapeutic relationship with students experiencing mental health issues; clarifies and identifies challenges, offers psychosocial education, and collaboratively develops strategies and/or recommendations to assist in achieving therapeutic goals.
2. Provides one-on-one coaching to a core group of students with sensory, psychological and/or medical disabilities registered with SAS. Works with students with sensory, a psychological and medical disabilities in preparing applications for services and/or supports under the Bursary for Students with Disabilities (BSWD) program.
3. Works with SAS students with cognitive disabilities to assist in the development of learning strategies and academic skills such as time management, project management, strategic reading, test-taking, vocational direction, interpersonal dynamics and compensatory strategies as necessary, including academic planning and goal-setting.
4. Works with students to investigate further resources for personal and career counselling, study skills and specific learning styles, including through Trent Peterborough, and the Oshawa/Durham community agencies and services.

***Group Counselling & Educational Programming***

1. Plans, delivers and evaluate process therapy groups to meet the identified clinical needs of the student population as appropriate (e.g.: eating disorders, grief, queer identities, affect regulation, etc.), and/or connect students with community-based group counselling as appropriate.
2. Hires and supervises the student Health Promotions Team with the aim, through proactive initiatives and campaigns, to strengthen the holistic health and wellness within the campus community.
3. Oversees the Health Promotions Team to ensure health and wellness campaigns are promoted through campus including such topics as:
4. Mental and physical health and wellness awareness (e.g. nutrition, sexual health, drug and alcohol use, interpersonal development; assertiveness, self-esteem, etc.).
5. Life skills development (e.g. stress management, relaxation techniques, life balance, coping strategies, time management).
6. Techniques for preventing student crises and intervening with students in difficulty through preventing or addressing early indicators of issues (e.g. students in difficulty training, bystander intervention, sexual assault prevention, suicide prevention training).

***Crisis Counselling***

1. Assist the Manager of Student Affairs with intervention in crisis situations (e.g. attempted suicide, tragic death, sexual assault) by providing individual student support and assistance with group debriefing, supportive counselling and consultation as required.

***Examination Invigilation & Note-taking Service***

1. Acts as chief exam coordinator/invigilator.
2. Schedules and arranges for the invigilation for tests and examinations held separately for registered SAS students.
3. Schedules and oversees exam staff consisting of proctors, readers, scribers, as required.
4. Recruits, trains and oversees student note-takers as required.

***Adaptive Technology/Alternative Format***

1. Liaises with publishing companies, instructors and library staff to ensure the co-ordination and arrangement of alternate format of text books and reading materials for eligible students.
2. Recommends appropriate software or assistive hardware to eligible students as well as assist these students with BSWD applications for such items.
3. Offers training to students and exam invigilator for adaptive software for the purposes of in-class and exam accommodations.

***Consultation and Support***

1. Assists staff and/or faculty with specific questions and/or concerns about students with whom they work, both around individual accommodation plans and ways to facilitate learning for students with disabilities, and also dealing with concerns about individual students, including intervention strategies.
2. Liaises with staff of the academic and administrative departments to assist in setting up support services for SAS students.
3. Co-ordinates and schedules support services and testing for SAS students.
4. Ensures supports and services are available in the classroom while at the same time ensuring the confidentiality needs of the student are taken into consideration.

***Other:***

1. Advocates for students on University committees related to counselling/accessibility support. Represents the University with community organizations and committees as needed.
2. Completes intake reports for all incoming clients. Maintain accurate and up-to-date notes on individual sessions for ongoing continuity of care and for legal purposes, should the need arise.
3. Ensures awareness of and compliance with the Access for Ontarians with Disabilities Act, Personal Health & Information Privacy Act, Freedom of Information and Protection of Privacy Act, and other relevant legislation as required.
4. Other duties as required.

**Education**

1. Master’s Degree in Psychology, Education and Counselling, Social Work or other program leading to Psychotherapist certification.
2. Certification in solution-focused counselling, or equivalent.
3. Certification in disability coaching/learning strategist techniques/adaptive technology would be a strong asset.
4. Certification in preventative/interventionist training (e.g. ASIST/SafeTalk train-the-trainer, conflict resolution, etc.) preferred.

**Experience Required**

1. At least three years of direct counselling experience working with university/college students. Demonstrated experience working with students with disabilities and familiarity with accommodations and support for students with disabilities.
2. Understanding of psychometrics and ability to interpret psychoeducational reports in the development of academic accommodations.
3. Knowledge of unique issues facing university students including those related to diverse groups.
4. Demonstrated facilitation and presentation experience.
5. Excellent written and verbal communication skills.
6. Familiarity with postsecondary academic programs and support services.
7. Excellent understanding of ethical issues related to university/college student counselling and relevant legislative requirement.
8. Member of, or eligible for membership in, a relevant professional association.