Student Wellness Counsellor

Overview of Position

<table>
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<tr>
<th>Role Details:</th>
<th>For Human Resources Use:</th>
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<td>Incumbent:</td>
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<td>Department:</td>
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<td>Unit/Department Leader:</td>
<td>260100</td>
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<td>Date:</td>
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<td>Position Number (if applicable):</td>
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<td>Student Services</td>
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Purpose of Position (2 or 3 sentences about why this role exists and how it contributes to the mission and goals of the unit)

The Student Wellness Counsellor is responsible for assisting students within Western Engineering to resolve personal, social, and family difficulties that may affect their academic success. In particular, the Student Wellness Counsellor will support Dean’s Waiver and academically at-risk students to develop strategies for academic persistence. The role will assist the Faculty and University in meeting its moral and ethical goal of providing holistic and safe opportunities for students to learn. Through the provision of support and opportunities to resolve issues related to their academic work, the Counsellor will contribute to the retention and success of students within Western Engineering. The Counsellor will provide support via email, telephone, teleconference, and in-person in both one-on-one and group sessions, as well as referrals to other relevant university or community services when necessary. The role will work in collaboration to evaluate, develop, and implement services aimed at promoting positive mental health, such as wellness programming, stress reduction, creative problem solving and other related subjects.

Unit Overview

Unit's Mission (2 or 3 sentences about the overall purpose or role of the unit):

The Undergraduate Services Office steers the undergraduate academic program in Engineering. Students, faculty and staff are provided support in all academic matters, including: academic counselling for students; scholastic offenses and requests for relief; academic record keeping and adjudication; revisions to the Western Engineering sections of the Academic Calendar; timetable scheduling; recruitment; and, facilitating awards ceremonies.

Key Goals of the Unit:

- Ensure academic integrity in undergraduate Engineering courses and examinations
- Support students coping with academic- or health-related difficulties
- Maintain accurate records of student performance, Faculty Policies, scholastic offense and relief decisions
- Carry out this mission cheerfully, professionally, collaboratively, and inclusively

Key Accountabilities
(a) Summarize, in point-form, the work to be performed. (b) As applicable, indicate with whom the role collaborates to perform the work, and to whom the work is provided. (c) Indicate relevant metrics to indicate the scope of the work e.g. size of budget managed, payroll administered, or research funding administered, number of direct reports, number of students served by role, square footage of facilities managed by role, etc.

- Provides counselling for approximately 3000 fulltime Western Engineering undergraduate students, and 800 graduate students, supporting and facilitating resolution to a wide range of concerns and issues faced by students affecting their academic success (e.g. personal, social, and family issues)
- Serves as a contact and makes referrals to other campus and/or community resources (e.g. recommendations for academic accommodation with the Faculty, referral to Student Health Services, Physicians or other campus/community services as needed)
- Conducts confidential interviews, assessments, and counselling sessions with students to understand needs and select appropriate techniques to enhance their personal development, utilizing available resources to resolve issues
- Runs the Engineering Wellness Workshop series (a series of workshops that helps to break down isolation and collectively develop strategies for academic success and general wellbeing)
- Maintains accurate records of clients' treatment and progress, and ensures documentation of all professional activities is handled in accordance with policies and expectations of the governing College
- Provides crisis assessment and intervention, referring to campus and community resources as required
- Ensures timely review of cases in order to determine options, referral and/or consultation directions
- Assesses, approves, and submits requests for academic relief for Dean’s Waiver and other “at risk” students
- Participates in the evaluation of current programming and services, including gathering ideas for continuous improvement of best practices and recommending new programming and/or technology aimed at improving services, in consultation with leaders in the Faculty, campus committees and services
- Consults with the Undergraduate and Graduate Program Committees to assist in the development of action plans, strategies, and the revision of processes and policies, ensuring they are supportive of an inclusive and safe culture within the Faculty of Engineering
- Ensures institutional policies and strategic plans relating to gender equity, LGBTQ2+ students and BIPOC students are being adhered to and actioned in a timely and consistent manner (e.g. the Indigenous Strategic Plan, Policy on Sexual Assault, etc.)
- Collects and disseminates, interprets and reports on Faculty, University, and nation-wide data and statistics on post-secondary student mental health
- Keeps up-to-date and secure data about the demographics and timing of Engineering students seeking Mental Health support, helping to identify evolving needs and ensure continuous improvement to support models
- Develops opportunities for collaboration and consultation (e.g. workshops and training) with all faculty and staff with the goal of building capacity to address and respond to student mental health challenges, including through program design, universal design for learning, and other models directly applicable to the delivery of Engineering curriculum
- Advises the Director, Engineering Experience & Learning and the Associate Deans Graduate and Undergraduate on how to integrate opportunities for skill and competency
development relating to mental health, resilience and self-regulation, into the Engineering SAO program and the broader engineering curriculum

- Disseminates current city and provincial crisis information, “Important Contacts” cards, hotlines, as well as the National Suicide Hotline
- Responsible for increasing faculty and staff awareness of the types of situations and circumstances that require crisis management, the applicable protocols to follow, and what their role is in the situation
- Continues to work with the Undergraduate Engineering Society and Student Wellness Commissioner on Mental Health awareness and education
- Collects and analyzes data on counselling services, programs, and initiatives to prepare informed reports as required for multiple audiences (e.g. Associate Dean Undergraduate Studies, Associate Dean, Graduate and Postdoctoral Studies, Leaders in Western Engineering, etc.)
- Collaborates with the Manager of Undergraduate Services, Director, Engineering Experience & Learning, Associate Dean Undergraduate Studies, Associate Dean, Graduate and Postdoctoral Studies and various committees to discuss needs for counselling, recommendations for programming, and budget requests as required
- Assess emerging techniques related to counselling, and in response develop new programs, activities, and messaging using a variety of channels and mediums
- Liaises and develops relationships and partnerships with Student Health Services, Student Accessibility Services, campus services and community groups in order to gather expertise regarding their support offerings, to improve and introduce new service offerings, and to develop related resources
- Maintains an up-to-date knowledge of processes, policies and procedures and regulations related to Western Engineering (e.g. pressures facing students) in order to increase effective counselling methods and techniques with students

Outcomes the role is to Achieve

**Administrative**

- Counselling records are accurate and up-to-date and adhere to privacy and confidentiality requirements
- Data analysis and reports are accurate, thorough and well-written and assist with decision making

**Client Services**

- Students feel supported and satisfied with the quality of support and counselling they receive, and appropriate and confidential records are maintained
- Strong collaborative relationships are maintained with support units, clients and other Stakeholders

**Communication**

- Full and timely accessibility of information and materials for all stakeholders with students and other stakeholders who are informed of available programming
- Training sessions, workshops and written materials are presented in a well thought out manner, are based on best practices for counselling students in the applicable area(s) of focus and are engaging for the audience
Organization

- Tasks are well-managed with high attention to detail

Problem Solving

- Sound decisions based on a mixture of analysis, wisdom, experience and judgment
- Skillful and calm management of crises

Student Experience

- Implementation and delivery of successful, timely and relevant mental health programming for students based on best practices and ensure learning objectives are met
- Academic success and student experience is enhanced
- Thoughtful, patient, and informed resolution of issues raised by students
- Students receive support that enhances their student experience and improves their mental health
- Thorough assessments of students’ needs, abilities and behaviours utilizing interviews and direct observation of behaviour
- Efficient and effective treatment of physical, emotional, social and interpersonal issues of clients

Problem Solving & Authority for Decision

(List a few examples of complex or challenging issues regularly encountered in this role where it requires the incumbent to identify or recommend a solution e.g. issues with respect to service delivery, planning, human resources, students, facilities, or other areas. For each example, indicate who is affected by the solution e.g. clients, colleagues, Department, Faculty, University)

a) Examples of issues that the incumbent is expected to resolve independently and who is affected

Advising and Guidance

- Making referrals to or seeking advice from other University or community services when appropriate

Client Services

- Investigating and responding to a variety of complex student issues and inquiries and resolving problems independently

Student Support

- Providing individual counselling and developing action plans
- Researching and implementing innovative ideas to introduce new programs, and improve the effectiveness of existing programs
- Ethical decision making that balances confidentiality and client welfare
- Planning, designing and developing materials and resources to support students' academic success
b) Examples of issues where the incumbent requires approval and/or consultation with supervisor or others to resolve and who is affected:

**Leadership**
- Establishing departmental strategies and prioritizing initiatives and projects

**Management**
- Introducing significant changes in established priorities and processes

**Student**
- Complex mental health issues of students and/or crisis situations (e.g. collaborates with other professionals to seek treatment advice or refer for treatment, contacts emergency services as required)

**c) Pre-established Guidelines for Decisions** (e.g. List key University policies, Western collective agreement articles, Legislation, professional or other standards that specify the way the role must perform certain tasks or make certain decisions)

**University Wide**
- Manual of Administrative Policies and Procedures
- Academic Calendar
- Senate Policies
- Student Code of Conduct
- Western's Strategic Plan
- Western’s Mental Health Strategic Plan
- Graduate Student Regulations

**Statute**
- Personal Health Information Protection Act (PHIPA)
- Freedom of Information and Protection of Personal Privacy Act (FIPPA)
- Accessibility for Ontarian’s with Disabilities Act
- Mental Health Act
- Social Work and Social Service Work Act, Psychology Act and / or Psychotherapy Act as applicable
- Human Rights Code

**Other Pre-established Guidelines for Decisions**
- Policies, procedures and processes in Western Engineering
- Rules of Professional Conduct – Professional Engineers Ontario
Support and Resources

a. Leadership: Who provides the incumbent with work expectations, coaching, development support, formal performance feedback and evaluation?

The Student Wellness Counsellor will work with the Manager of Undergraduate Services to establish priorities and work assignments. The Manager of Undergraduate Services will provide performance feedback and coaching regularly, and more formal reviews annually through the PDG process to collaboratively design and oversee the Counselor's professional development plan.

b. Colleagues and Key Resource People: With whom does the incumbent regularly collaborate to receive or share information and engage in problem-solving relevant to their role?

- Manager, Undergraduate Services
- Director, Engineering Experience & Learning
- Associate Dean Undergraduate Services and / or delegate (primarily)
- Assistant Dean, First Year Studies
- Associate Dean, Graduate and Postdoctoral Studies (as time permits)
- Student Services staff
- Students in Western Engineering
- Leaders, faculty and staff (e.g. academic counselling)
- Support departments (Student Health Services, Services for Students with Disabilities, Office of the Registrar, Campus Police)
- Counselling services and other counselling professionals on campus or at other universities
- Community partners related to counselling services

c. Other: List any specialized training, equipment, resources, or other supports required for success in this role (e.g. PeopleSoft training, lab safety, mobile devices, private space, protective equipment, etc.).

- Private office location
- Computer/Lap Top
- Mobile device
- System access to databases and information relevant to the accountabilities of the role
**Work Context**

*ATTACH an organization chart that shows to whom the role reports, key peer relationships and whom the role supervises if applicable.

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Director
  Engineering Experience & Learning
    Manager
      Undergraduate Services
        Academic Counsellors (4)
          Program Coordinator (Data Analyst)
            Academic Counselling Coordinator
              Program Coordinator (Awards)
                Student Wellness Counsellor
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**Requirements to Perform Successfully**

*a. Education*

*Minimum Required:*
- Master’s Degree

*Major:*
- Counselling, Psychology, Social Work, Counselling Psychology or a related discipline

*Other Major:*

*Professional Qualifications and Licenses:*
- Current membership in good standing with the Ontario College of Social Workers and Social Service Workers, the College of Psychologists of Ontario or the College of Registered Psychotherapists of Ontario

*b. Experience*

*Minimum Required:*
- 5 years

*Experience:*
• Counselling experience with the young adult population; experience in assessment and treatment of emotional, cognitive, behavioural and substance abuse problems

Preferred:
• Counselling experience in a public post-secondary environment
• Experience and background in advising/counselling for Academic Success, Student Persistence, ADD/ADHD, and anxiety and education are preferred

Knowledge, Skills, Abilities and Attributes
• Specific knowledge related to counselling approaches, a variety of problems and issues impacting the young adult population, assessment tools, and the ability to communicate this knowledge
• In-depth knowledge of best practices for handling sensitive and confidential information
• Knowledge of needs assessment methods and familiarity with instructional design methods in order to deliver instructional programs and courses
• Ability to apply counselling knowledge to on-on-one and group counselling interactions
• Ability to source new information resources for clients to seek resolution to challenges through research
• Ability to think innovatively and deliver new programming ideas or service delivery models that meet the needs of a diverse range of clients
• Ability to collaborate across internal and external boundaries to meet common objectives, improve outcomes and support work beyond one's own unit
• Communication skills to listen to the complete message, solicit more information as required, and give feedback on the message received
• Ability to effectively present information, and conduct training sessions and workshops
• Ability to ensure confidentiality and privacy is maintained through the appropriate retention and destruction of information
• Capacity to consider issues from the perspective of others and to understand and respect cultural and gender issues and apply this to daily work
• Ability to apply regulations or professional standards to own work
• Ability to work within a flexible schedule to accommodate the University’s events and activities
• Interviewing skills to counsel students and address problems, questions or concerns
• Intermediate computer skills in Microsoft Office Suite
• Problem solving skills and sound professional judgment, especially regarding confidential/sensitive matters
• Ability to interact professionally with students, staff, faculty, and other members of the University community
• Proven ability to build both formal and informal professional relationships within, across, and external to organizational boundaries
• Familiarity with Western Engineering and University policies and procedures preferred

Background Checks Required
☑ Education Verification
☐ Driver Abstract
☐ Police Criminal Record Check
☑ Police Information Check
☑ Credential Verification
☐ Credit Inquiry
☐ Police Vulnerable Sector Check
Working Conditions

Physical Effort:
☑️ Computer workstation
☐ Extensive walking
☐ Lifting/pushing heavy objects
☐ Squatting/awkward positions
☐ Climbing
☐ Highly repetitive movements
Other Physical Effort:

Physical Environment:
☑️ Normal administrative office environment
☐ Driving on behalf of employer
☐ High noise level
☐ Exposure to welding equipment and fumes
☐ Extremes of temperatures
☐ High dust concentrations
☐ Potential exposure to hazardous substances
☐ Exposure to contagious illnesses
☐ Exposure to chemical or biological agents
☐ Exposure to occupational injuries
Other Physical Environment:

Sensory Attention:
☑️ Prolonged periods of listening/reading/watching/observing
☐ Smelling, tasting, touching
☐ Monitoring video displays
☐ Auditing
☐ Technical troubleshooting
Other Sensory Attention:

Mental Demands:
☐ On-call responsibilities outside of normal schedule
☐ Odd and irregular schedule of hours
☐ Requirement to travel out of town
☑️ Unpredictable workload
☐ Isolation or boredom
☑️ Ongoing interruptions
☑️ Multiple/simultaneous deadlines
☑️ Exposure to the suffering of others
Other Mental Demands:
In some cases, exposure to highly emotional and sometimes disturbing situations with students and parents can occur.

Attends various outreach events outside of normal schedule on occasion.
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<thead>
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<th>Reason for Submission to Human Resources (Type a Y to the left of the reason):</th>
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<tbody>
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<td>Evaluation and recruitment of a new role</td>
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<td>Evaluation and recruitment of an updated or redesigned role</td>
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<td>Evaluation of a redesigned role that is currently filled</td>
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<td>Distribution of Completed Document</td>
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