

# St. Lawrence College

## Position Description Form (PDF)

Effective Date: 13-Jun-2022

**Campus:** Kingston  
**Incumbent's Name:** Vacant  
**Position Title:** Centre for Behavioural Studies (CBS) Facilitator  
**Payband:** I  
**Position Number:**  
**Hours per Week:** 25 hours / week  
**Supervisor's Name and Title:** Manager, Centre for Behavioural Studies

**Completed by:** Louise Chatterton, Dean, Faculty of Business & Community Services

### Signatures:

Incumbent: \_\_\_\_\_  
(Indicates the incumbent has read and understood the PDF)

Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor's Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

### Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representative for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements**.

### Position Summary

Provide a concise description of the overall purpose of the position.

1. Reporting directly to the Manager of the Centre for Behavioural Services (CBS), the CBS Facilitator is responsible for providing services to a variety of clients and client groups.
2. The CBS Facilitator assists and supports Faculty and student Behavioural research and practical projects, as part of the academic curriculum.
3. They work closely with Faculty and students to facilitate interprofessional experiential learning and practical application of behavioural science within a wide range of client populations.
4. They support student placements and are a member of the CBS student Committee and the CBS Planning and Review Committee.
5. As directed by the Manager, they may provide direct behavioural service under supervision by the relevant clinician (e.g., Psych Associate, Psychotherapist, SLP, BCBA.).
6. The Facilitator may assist clinicians in conducting assessments, the development of support plans, the support to caregivers and others, in implementation of plans and maintaining client files.
7. They assist in the development and delivery of educational and clinical groups and training packages, for caregivers, community clients and others.

### Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of the Time Annually*
<b>1. Reporting directly to the Manager of the Centre for Behavioural Services (CBS), the CBS Facilitator is responsible for providing services to a variety of clients and client groups.</b> <ul style="list-style-type: none"><li>• Provides services as assigned, to children, youth and adults.</li><li>• Contributes to the design, scheduling, facilitation and implementation of CBS services and activities.</li></ul>	40%
<b>2. The CBS Facilitator assists and supports Faculty and student behavioural research and practical projects, as part of the academic curriculum.</b> <ul style="list-style-type: none"><li>• Participates in research projects under supervision of the Manager and/or other clinicians, including assisting with assessments, data collection and analysis and intervention planning and implementation.</li><li>• Contributes to written summaries and other documentation.</li></ul>	20%

<p><b>3. Works closely with the Manager, Faculty and students to facilitate interprofessional experiential learning and practical application of behavioural science within a wide range of client populations.</b></p> <ul style="list-style-type: none"> <li>• Identifies opportunities for IPC and becomes familiar with other disciplines and potential for collaboration</li> <li>• Contributes to surveys and processes to gather information regarding behavioural applications within a variety of client groups and disciplines.</li> <li>• Assists with IPE activities within the Centre and elsewhere.</li> <li>• Contributes to the CBS processes for communicating activities, including CBS website, CBS Newsletters and social media.</li> </ul>	20%
<p><b>4. Support student placements and attend the CBS student Committee and the CBS Planning and Review Committee (PRC).</b></p> <ul style="list-style-type: none"> <li>• Assists with student placements and Thesis student activities.</li> <li>• Coordinates and supports the CBS Student Committee,</li> <li>• Attends the CBS PRC and provides information to the members as required. Records minutes.</li> </ul>	5%
<p><b>5. As directed by the Manager, provide direct behavioural services under supervision by the relevant clinician (e.g., Psych Associate, Psychotherapist, SLP, BCBA.).</b></p> <ul style="list-style-type: none"> <li>• Contributes to plans for service delivery for a variety of client groups, including children, youth and adults.</li> <li>• Provides direct client service to a variety of client groups, as specified and supervised by the identified clinician.</li> <li>• Provides direct clinical services to children with autism, under the supervision of the identified clinician.</li> </ul>	5%
<p><b>6. Assist clinicians in conducting assessments, the development of support plans, the support to caregivers and others, in implementation of plans and maintaining client files.</b></p> <ul style="list-style-type: none"> <li>• Provides direct support to clinicians as requested by the Manager.</li> <li>• Works directly with clients to deliver services as specified by clinicians.</li> <li>• Completes documentation as required.</li> <li>• Provides input to assessments and implementation as requested.</li> <li>• Communicates with clinicians, clients and caregivers as instructed.</li> </ul>	5%
<p><b>7. Assist in the development and delivery of educational and clinical groups and training packages, for caregivers, community clients and others</b></p> <ul style="list-style-type: none"> <li>• Writes draft documents for review by the Manager and Faculty and/or clinicians.</li> <li>• Facilitates groups under the supervision of the Manager, Faculty and/or clinicians.</li> </ul>	5%

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- \* To help you estimate approximate percentages:
- |                     |                     |                     |
|---------------------|---------------------|---------------------|
| ½ hour a day is 7%  | 1 hour a day is 14% | 1 hour a week is 3% |
| ½ day a week is 10  | ½ day a month is 2% | 1 day a month is 4% |
| 1 week a year is 2% |                     |                     |

## 1. Education

- A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the job training in this information.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Up to High School or equivalent        | <input type="checkbox"/> 1 year certificate or equivalent                            | <input type="checkbox"/> 2 year diploma or equivalent  |
| <input type="checkbox"/> Trade certification or equivalent      | <input type="checkbox"/> 3 year diploma/degree or equivalent                         | <input type="checkbox"/> 3 year diploma / degree plus professional certification or equivalent |
| <input checked="" type="checkbox"/> 4 year degree or equivalent | <input type="checkbox"/> 4 year degree plus professional certification or equivalent | <input type="checkbox"/> Post graduate degree or (e.g. Masters) or equivalent                  |
| <input type="checkbox"/> Doctoral degree or equivalent          |  |  |

Field(s) of Study:

Honours Degree in Behavioural Science or Behavioural Psychology

- B. Check the box that best describes the requirement for the specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirements that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- ☐ No Additional requirements
- ☒ Additional requirements obtained by course(s) of a total of 100 hours or less
- ☐ Additional requirement obtained by course(s) of a total between 101 and 520 hours
- ☐ Additional courses obtained by course(s) of more than 520 hours

Current First Aid, CPR training is required. (can be obtained after hire date)

## 2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of years of experience, in addition to the necessary education level required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or the on-the-job training occurs after the conclusion of the educational course or program.

<input type="checkbox"/> Less than one(1) year	
<input type="checkbox"/> Minimum of one (1) year	
<input type="checkbox"/> Minimum of two (2) years	
<input type="checkbox"/> Minimum of three (3) years	
<input checked="" type="checkbox"/> <b>Minimum of five (5) years</b>	Direct experience working in the field of behavioural psychology or applied behaviour analysis in a community or institutional setting
<input type="checkbox"/> Minimum of eight (8) years	

## 3. Analysis and Problem Solving

This section relates to the application of analysis and judgment within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgment required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	The Manager and/or Faculty propose a new interprofessional project and the Facilitator is asked to contribute to the plan and implementation. The Facilitator reviews supporting material and provides input to the plan including how they may support the project with the Manager's direction.
How is it identified?	The Manager assigns the facilitator the requirements of the task.

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (i.e. past practice, established standards or guidelines.)

The Facilitator consults with the Faculty and/or clinicians to clarify and adapt the plan to ensure consistent application.

Gathers information about other projects, attends planning meetings with those involved, offers support. Reviews literature, suggests survey questions.

Direction and support from the Manager and others.

### 3. Analysis and Problem Solving

Key issue or problem encountered.

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

#### #2 regular & recurring

Request from Manager and faculty/ Clinician to plan, develop, and implement groups for a specific client group.

As above

Review current request, review other offerings, consider space requirements, other details of implementation. Assist with processes for communicating to targeted interest groups.

Present information obtained to manager and faculty. Receive direction from Manager.

Manager and Faculty provide direction and available information. Library resources and community resources. Other similar groups offered in the community.

### 3. Analysis and Problem Solving

Key issue or problem encountered.

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

#### #3 regular & recurring

Acting as an effective team member in a research project with Faculty and students.

Manager requests the Facilitator join a research team.

Discussion with the Manager as to the role / functions of the Facilitator in the project.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)

Facilitator receives direction from the Manager and research lead.

Research project guidelines are well defined by a lead researcher. Professional practices and past practices. Centre policies and procedures. Parameters of the research project. Guidance from Research lead.

**# 1 occasional** (if none, please strike out this section)

Key issue or problem encountered.

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)

Identified need for updated communication regarding CBS services, e.g. CBS website and Newsletter

Manager, Facilitator and others identify need for updating.

Receive direction from Manager to suggest updates, e.g. to CBS website.

Present ideas to Manager and assist Manager in editing website, or other materials.

Support from Manager; work as a team to develop new materials. Instructions on updating website. Familiarity with Publisher.

#### 4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

In the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring to the position, up to two (2) examples that occur occasionally:

**#1 regular and recurring**

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Planning and implementing a group for clients with supervision.

Scheduling of space and activities. Communicating with stakeholders. Preparing materials and IT as needed.



List the types of resources required to complete this task, project or activity.

CBS calendar; email, Teams if needed; smart Board, information and details from Manager and Faculty.

How is/are deadline(s) determined?

Manager directs.

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

The Manager and Faculty and other team members including input from Facilitator and students involved. The Community partner. e.g. dates need to be changed; participants decline, other circumstances require changes.

## #2 regular and recurring

List the project and the role of the incumbent in this activity.

Assisting with developing and delivering training packages for a variety of stakeholders, e.g. caregivers, workers.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Following direction from the Manager and relevant Faculty in developing effective training packages tailored to individual clients. Effective presentation skills.

List the types of resources required to complete this task, project or activity.

Professional practices and procedures, Centre policies and procedures, past training, other examples.

How is/are deadline(s) determined?

Manager, clinician, client group, as a team.

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

The team including Manager, clinician, client group, with input from the Facilitator.

## 4. Planning/Coordinating

List the project and the role of the incumbent in this activity.

### #1 occasional (if non, please strike out this sections)

Conducting professional development workshops and engaging in other knowledge translation and exchange activities.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Preparing materials for presentations and training sessions. Understanding of adult education and utilization of facilitation skills.

## Support Staff PDF

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List the types of resources required to complete this task, project or activity.

Professional practices and procedures, Centre policies and procedures, past training plan that have been successful.

How is/are deadline(s) determined?

Determine in consultation with Manager

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

Determined in consultation with Manager, Clinician, Faculty and client.

## 5. Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work skill development.

Though support staff cannot formally “supervise” others, there may be a requirement to guide others using the incumbent’s job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	Explains procedures to others, e.g. students, caregivers.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	At the direction of the Manager and clinician, demonstrates and supports the caregivers and students in the implementation of services.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Demonstrates behavioural processes, e.g. assessments, interventions, to stakeholders.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	As directed by the Manager, provides support to students in their learning, including demonstrating and giving feedback as requested. Shows students resources, space use, and assists with ensuring placement students engage in beneficial activities.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	Notes progress of the client in achieving the desired changes in behaviour. Explains the progress to others, including qualitative and quantitative measures.

## 6. Independence of Action

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Please illustrate the type of independence or autonomy exercised in this position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (If none, please strike out this section)
Assists in identifying service requirements for new clients. Assists with all stages of client service including identifying need, planning service and providing input to the Manager and /or Clinician.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Professional practices and procedures, Centre policies and procedures and past practices.	

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
The Manager supervises and assigns all work. The relevant clinician supervises relevant clinical work as required.	

### 6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
The Facilitator may contribute to decision making under the direction of the clinician. All decisions are reported to the Manager.	

Describe the type of decisions that would be decided in consultation with the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
All decisions regarding client service. (see above examples throughout).	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Small changes or adaptations to service as needed in the moment during a specific session with a client.	Onsite adjustments during a client's therapy session that are consistent with and not significantly different from the behavioural support plan. Based on professional standards.

### 7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which a position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then

supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfill the service requirement. A “customer” is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
Manager identifies a new request for service from a Faculty or Community client	The Manager reviews the request and meets with the relevant referral agent and the Facilitator to defoen the request and propose a plan.	Faculty and/or Community client	W
Students request space and activity support.	Facilitator receives request and discusses with Manager.	students	D
Email to CBS or electronic website request for information	Facilitator reviews and responds to generic requests received according to agreed responses, e.g. RBT Training..	community	D
Family member may call or email and ask about services.	Manager discusses response with Facilitator and Facilitator responds.	Family member	M

\* D = Daily      W = Weekly      M = monthly      I = Infrequently

## 8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section (s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D,W,M,I)*
Exchanging routine information, extending common courtesy	Exchange of information with clients and caregivers before, during and after services.	Clients, family members and caregivers	D
Explanation and interpretation of information or ideas	Exchanging and interpretation of information with clients and caregivers and other professionals regarding client service.	Clients, family members, caregivers, other professionals	D
Imparting technical information and advice	explaining procedures and rationale.	Clients, family members and caregivers	D
Instructing or training	Facilitator assists with training packages, training sessions and workshops using presentations, written material, demonstrations.	Family members, caregivers, members of the public, professionals, etc.	M
Obtaining cooperation or consent	Explain consent, privacy, and all relevant professional conduct to clients.	Clients, family members, caregivers, service providers	D

\* D = Daily      W = Weekly      M = monthly      I = Infrequently

## 9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, and lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Directly working with clients (adults and/or children) with physical / mental limitations .	m		x		x		

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If lifting is required, please indicate the weights below and provide examples.

☒ Light (up to 5 kg or 11 lbs.)

☒ Medium (between 5 to 20 kg and 11 to 44 lbs.)

☐ Heavy (over 20 kg. or 44 lbs.)

Directly supporting clients with physical / mental limitations.
Occasionally, when working with young children, Facilitator may need to lift/assist the child from floor to a seat.

**10. Audio Visual Effort**

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform the task and the duration of the task, including breaks (e.g. up to two hrs. at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (e.g. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Conducting an assessment and/or therapy for a client.	m		x	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually <input type="checkbox"/> No				
Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Facilitating a group of clients.	w		x	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually <input type="checkbox"/> No				
Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Conducting workshops for caregivers, community groups , students.	M		x	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually <input type="checkbox"/> No				

\* D = Daily      W = Weekly      M = monthly      I = Infrequently



## 11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D,W,M,I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)		
<input type="checkbox"/> accessing crawl spaces / confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Some clients, due to their condition or disability may be verbally or physically aggressive	W
<input checked="" type="checkbox"/> dealing with abusive people who pose a threat of physical harm	Some clients may become agitated and threaten physical harm.	I
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	Travel to client's homes and residences, partner agency sites and research facilities and sites	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

\* D = Daily      W = Weekly      M = monthly      I = Infrequently