

Job Description

(For Positions in UNIFOR Local 5555, Unit 1)

- Job descriptions do not include every duty that an individual in a position performs. They are intended to be representative and characteristic of the duties required and the level of work performed. Depending upon the size of the department or unit and its functional activities, incumbents who fall into this category may perform all of the duties listed below or, in the case of large departments or units, may be assigned to designated specialized functions.

JD #:	JD01297	Pay Grade:	11
JD Title:	Program Coordinator, Disability Services	JD FTE Hours:	35
Job Family:	Student Services		

General Description

Responsible for overseeing and delivering continuing and/ or temporary disability related education and academic accommodations, holistic support, and supportive counselling services to students with a wide range of disabilities. Perform assessment of students' needs for the purpose of implementing academic accommodations suitable for the learning environment. Assist with access to funding supports. Complies with institutional policies and procedures, provincial and federal regulatory and statutory requirements and demonstrates and applies principles of equity, diversity, inclusion and accessibility.

Representative Duties & Responsibilities

- Provide on-going supportive counselling and advocacy supports to students with disabilities and refer students to appropriate holistic university and community support systems and services as necessary.
- Conduct individualized and in-depth accommodation-related assessments and interviews with current and prospective students, parents/ guardians, resource supports, etc. to determine the most appropriate academic accommodations required and the duration (i.e., a temporary accommodation or a continuing).
- Conduct intakes and regular re-assessments, to determine the academic, educational and other disability related needs of students and screen/ assess functional limitations related to temporary and permanent disabilities. Complete analyses and interpretation of evaluation data obtained regarding disability services within the University.
- Respond to students' crises, escalation of symptoms, emergencies and urgent situations to best meet student and University identified needs. Use professional judgment to respond to signs of psychological distress, including signs of suicide risk or suicide ideation.
- Develop, coordinate, implement and monitor appropriate individual disability-related (academic accommodation) education plans for students with disabilities.
- Using a strengths-based approach, counsel students on health issues related to their learning and the effects of their disability and provide them with learning strategies to support.
- Provide case management support to students requiring coordination of multiple services. Arrange, coordinate and schedule the provision of support services including, but not limited to, note takers, interpreters, captioners, and other appropriate resources.
- Ensure, and follow-up as necessary, on individual student disability-related education plans and accommodations, to ensure equitable access is arranged for students.
- Regularly review and assess documentation (including medical / psychological documentation) from a variety of sources, as it relates to the determination of appropriate academic accommodations.
- Consult with health care providers or other university officials to assist the University in meeting its human rights obligations.
- Provide input into the design and delivery of all student accessibility services to students including, but not limited to, assistive technologies, learning strategies, transition, test and exam administration, clinical or practicum site accommodations, alternative format or captioning / describing audio-visual materials, etc.
- Research and recommend alternative approaches and possible accommodation solutions as part of the duty to accommodate.
- Work in collaboration with Faculty advisors, staff and other campus professionals regarding academic and disability-related services and needs of students.

Representative Duties & Responsibilities

- Follow best practices, manage conflicts between university policies and student needs, deal with issues of disclosure, follow provincial and federal regulations, related to privacy / confidentiality and promote the need for atypical accommodation.
- Follow recommended guidelines, systems, prescribed and non-prescribed processes when supporting and documenting student interactions and accommodation plans.
- Participate as prescribed in Crisis Response situations as required by the University's official crisis response plan.
- Develop and deliver presentations, seminars and workshops on campus to the University community to facilitate awareness of disability issues, attitudes, and provide coaching and advice.
- As a subject matter expert, demonstrate understanding of various policies such as the Occupational Health and Safety Act.
- Recommend allocation of resources and support systems by academic and administrative departments/Faculties in the accommodation of students.
- Make referrals and/or recommendations for scholarship awards, internal and external bursaries, and other funding supports. Collect and obtain quotes for bursary requests.
- Refer individuals to community resources for support and diagnosis of disability (in areas of cognitive impairment such as learning disability assessments, ADHD assessments, concussion and brain injury assessments, autism spectrum disorders, etc.).
- Provide support to families on education and disability-related needs.
- Determine in consultation with students, parents and health care providers, to whom a referral should be made for psychological, neuro-psychological or psycho-educational testing and most appropriate type of testing.
- Consult with school board staff, teachers, and special education support staff with regard to post-secondary education for individuals with disabilities.
- Consult with physicians, psychiatrists, psychologists, therapists, social workers, counselors and health care practitioners regarding students' needs and following, where appropriate, any prescribed recommended supports or accommodations
- Write and retain comprehensive case notes pertaining to client history, annual progress, accommodations and treatment plans.
- Design forms and records to gather and maintain data to be used when determining appropriate student and departmental needs.
- Research information related to disability, medication, access technology, specific psychological and psychiatric conditions and other disability related needs.
- Represent the department at University organized showcase or information fairs.
- Keep abreast of various types of psychological and psycho-educational assessment tools used to diagnose and recommend accommodations for students with psychological, cognitive and acquired brain injuries/disabilities, and understand the tools' impacts.
- Understand all aspects of Faculty policies and academic program requirements at all levels, to determine and promote student academic accommodation needs.
- Remain current on disability related matters, service delivery models, theories of disability, accommodations, policies and best practice guidelines.

Supervision

- Provides functional guidance to others on an ongoing basis.

Qualifications

- Masters degree in Occupational Therapy Education, Psychology or Counselling and/or a relevant disability related field such as rehabilitation services.
- Requires a minimum 3 years of relevant experience.

Effort

Physical Effort:

- A typical work day consists of greater than 3.5 hours of low physical effort for activities such as:
 - Intermittent periods of keyboarding to word process documents and conduct searches, as well as documenting assessments.
- Elements of moderate physical effort are not a regular feature of this job.
- Elements of high physical effort are not a regular feature of this job.

Mental Effort:

- A typical work day consists of up to 2 hours routine mental effort for activities such as:
 - Word processing routine documents such as correspondence and reports.
- A typical work day consists of up to 3.5 hours of moderate mental effort for activities such as:
 - Using professional judgment to respond to signs of psychological distress, including signs of suicide risk or suicide ideation.
 - Providing seminars and workshops to the University community to facilitate awareness of disability issues on campus.
 - Developing and delivering presentations which convey complex disability related issues and attitudes.
 - Assessing academic, education, and other disability related needs of students.
- A typical work day consists of greater than 3.5 hours of high mental effort for activities such as:
 - Developing individual education plans for students with disabilities.
 - Analyzing medical reports from external agencies and determining if they meet disability criteria.
 - Counselling students with disabilities.
 - Working with students who resents with high degree of stress, anxiety, depression, and other more severe mental health conditions including determining student risk of harm to self or others.

Working Conditions

Physical Environment:

- There are no adverse physical environment conditions inherent to the job.

Psychological Environment:

- Frequently interacts with individuals who may be rude or upset.
- Frequently handles competing requests from multiple sources.
- Frequently deals with emotionally charged situations that require listening, assistance, or support for students experiencing a high degree of stress and potential suicide ideation.
- Continuously dealing with situations which involve contact with suffering or cause stress due to irresolvable problems.

Health & Safety:

- Work with students who may present with a mental health condition.