



IDENTIFICATION

Department	Position Title	
Executive and Indigenous Affairs	Pathfinder, Integrated Service Delivery (ISD)	
Position Number	Community	Division/Region
11-17069	Yellowknife	Integrated Service Delivery HQ

PURPOSE OF THE POSITION

The Department of Executive and Indigenous Affairs is the lead on Integrated Service Delivery (ISD) including the Yellowknife ISD Site, and the position is one of four (4) Pathfinders located in Yellowknife. The primary purpose of the Pathfinder position is to provide centralized wrap-around support and outreach to participants facing complex situations and dealing with multiple issues across various disciplines. Wrap-around support and outreach will be delivered through a person-centred approach that focuses on being proactive, culturally sensitive, and non-judgmental. The Pathfinder will lead multi-disciplinary teams to support participants that include representatives from various government departments, as well as other agencies and non-government organizations (NGOs). These teams will work together to support participants as well as advocate, problem solve, and promote integration and collaboration to ensure better services to residents of the NWT.

The Pathfinder will conduct assessments on participants to determine unique needs, develop individualized service plans, navigate within and between service systems, and act as a fixed point of contact for participants. The Pathfinder will also be responsible for initiating and supporting linkages across various government departments to further integration efforts, ensure accountability and work with communities and service providers to remove barriers and bridge service gaps for common participants with complex needs.

SCOPE

The Pathfinder reports directly to the Manager, Integrated Service Delivery. The Pathfinder is the experienced and centralized professional dealing with a participant and must be adept at case management, service support and planning, assessment, negotiation, and mediation, as well as conflict resolution skills. The Pathfinder is the primary contact for an individual, develops knowledgeable, supportive relationships and can leverage external partnerships to translate plans into action. Pathfinders engage in a process of rapport building with participants, and relationships are based on trust and developed through meetings, goal setting, evaluation, and assessment. In an effort to best serve individuals with complex needs,



Pathfinders will conduct outreach within the community to meet individuals where they are rather than requiring individuals come to a government office.

The Pathfinder must be able to research and gain information and knowledge on policies, directives, and legislation as they apply to the respective departments and agencies. The Pathfinder will have their assigned authority reinforced by policies, directives, and protocols to engage partners, work towards a clear understanding and consensus on responsibilities and deliverables and to escalate individual situations and systemic issues as required. Pathfinders support participant self-determination rather than assume decision-making powers and must be sensitive to the opportunities not only to support but to 'fade' supports when appropriate. The role of this position combines three (3) critical functions: case coordination and conferencing, direct therapeutic intervention, and development of knowledge and capacity in community service providers. Pathfinders support the participants' achievement of safe, realistic, and reasonable goals within a complex health, social and fiscal environment.

Staff at the Yellowknife ISD Site, including Pathfinders, will model and promote integration through the shift in organizational culture towards person-centred service delivery to achieve equitable access to services, timely and coordinated services, measurable outcomes and increase self-sufficiency, and enhanced relationships among service providers. ISD staff will also adhere to the principles of equity, cultural safety, and anti-racism, support personal choice and decision making, reconciliation, accountability, and relationship-based approaches. As a centre for learning and innovation, this group of change-makers is responsible for driving this change across the system.

The incumbent must adhere to established GNWT policies and procedures including Access to Information and Protection of Privacy Act (ATIPP), Financial Administration Act and other relevant GNWT statutes and regulations.

RESPONSIBILITIES

1. Provide person-centered, wrap-around supports and outreach, including assessments and integrated case management, to participants with multiple, complex needs across departments, organizations, and agencies.

- Work with high-risk participants who are dealing with multiple complex social issues (homelessness, poverty, child protection issues, contacts with the criminal justice system, mental health issues, addictions, Fetal Alcohol Spectrum Disorder [FASD], etc.) across two or more government departments.
- Facilitate the intake and assessments of participants to understand needs and assess acuity.
- Develop, monitor, and assess Individualized Service Plans (ISP) in collaboration with the participant and other relevant agencies/service providers who will provide



support.

- Initiate and work with an integrated multi-disciplinary team to facilitate wrap-around supports to meet identified needs, as well as implement and achieve set goals and outcomes in the ISP.
- Identify and address immediate, short-term, and long-term goals that target needs and match services aimed at facilitating a participant's independence.
- Provide on-going case management support to assess progress and ensure goals and treatment plan outcomes are met or changed as needed.
- Be proactive in understanding the timing and resources associated with service access and ensure these are reflected appropriately in participants ISPs.
- Support and encourage participants to build supportive social networks and organizational systems to enrich health and wellbeing.
- Access and research relevant information, policies, directives, and legislation to integrate information and documentation from a range of sources to support planning, decision-making and key community connections.
- Ensure accuracy and adherence to business processes, government policies and financial regulations.
- Conduct crisis and risk assessments in consultation with participant, supervisor and/or other community members or agencies, when required.
- Utilize evidence-based practices in service delivery such as Intensive Case Management, Harm Reduction, Motivational Interviewing, Trauma Informed Practice, and Housing First practices.
- Identify and assess information/process gaps and develop strategies to respond to identified participant needs.
- Engage, motivate, and collaborate with individuals and groups to reach consensus by providing direct or indirect assistance, guidance, or supervision along the continuum of care.
- Utilize effective communication to build partnerships and address barriers at the participant and system level using a variety of different communication strategies/methods/techniques.
- Work with participants to identify cultural, language and community supports.
- Other relevant duties as required.

2. Develop, sustain, and facilitate interdepartmental and community partnerships to create, facilitate and improve services and programs for participants engaged in multiple complex issues (housing, income support, justice, health & social services, addictions, mental health and/or related social issues).

- Participate on interprofessional teams, including various GNWT departments, Indigenous governments, community governments, and non-government organizations to implement ISD and model person-centered system coordination



innovations.

- Work with and support members of the ISD Unit as requested.
- Support and contribute to various ISD working groups to identify and develop strategies to address disparities and eliminate policy gaps and barriers that may impede or impact access to services for participants.
- Schedule meetings with GNWT departments, NGOs, and other agencies as required to problem solve issues related to ISD and participant needs.
- Consult with, and foster, a collaborative partnership with all GNWT departments involved in ISD, as well as non-government partners, including, but not limited to, the RCMP, Shelters, Victim Services, etc.
- Identify alternative approaches or actions to issues and problems that arise with ISD and evaluate potential consequences across the system.
- Participate as the frontline representative for ISD on planning committees, projects and initiatives related to ISD including but not limited to placement committees, committees addressing homelessness, and other committees related to social issues affecting the participant target group.
- Develop and facilitate multi-disciplinary teams directed by a range of authorities, priorities, attitudes, professional requirements as well as policies and directives targeted to meet participant needs on a case-by-case basis.
- Foster and sustain intra-agency communication and collaboration.
- Understand and integrate knowledge of various departments, agencies, NGOs, and Indigenous Governments.
- Work with, and lead, multi-disciplinary teams directed by a range of authorities that will bring with them different priorities, attitudes, professional requirements, interests, and commitments.

3. Develop, maintain, document, and ensure timely best practices in organizational, filing, and recording systems.

- Maintain clear, concise participant files that include, but are not limited to, referral, assessment, Participant Contact Forms (PCFs), ISP, reports, consent forms, applications, correspondence, etc.
- Maintain detailed notes on interactions with and support provided to participants and ensure notes are entered into the database in a timely manner.
- Develop and maintain an accurate electronic system that reflects number of participants, services, gender, needs, socioeconomic status, etc.
- Document and record relevant information for ISD and ensure compliance with policies and legislation.



- 4. Participate and contribute to the team environment at the Yellowknife ISD site to ensure the best possible outcomes for participants, as well as create a positive supportive work environment among colleagues.**
- Work as a unit to ensure all participants receive timely access to services by supporting each other, and other ISD staff, in various ways as required.
 - Support new staff in understanding how to operationalize person-centred service delivery through information sharing, shadowing, and modeling appropriate ways of working.
 - Actively participate in team meetings, debriefs, and other activities as required.

WORKING CONDITIONS

Physical Demands

The position works directly with participants who are dealing with multiple complex issues across departments (NWT Housing Corporation, Northwest Territories Health and Social Services Authority and the departments of Executive and Indigenous Affairs, Justice, Health & Social Services, and Education, Culture & Employment). The position requires extensive outreach in the community, as well as work from an office to support a variety of participant needs. Due to the type of work, there may be threats of physical confrontation with those who are high risk, may be highly intoxicated or under the influence of substances or dealing with mental health issues. Potential exposure to hostile and unpredictable behaviour poses a significant safety risk.

The incumbent will be required to assist in stocking office supplies and participant support materials which may require some lifting.

Environmental Conditions

The incumbent's central duties will be to engage in direct daily wrap-around supports and case management with participants. The diverse participant base will include individuals dealing with adverse situations including homelessness, food security, child protection issues, mental health concerns, criminal matters, literacy, and income insecurity. Participants may express anger and frustration due to barriers they are facing therefore de-escalation tactics will be required. There is a risk of exposure to communicable disease and the unpredictability and nature of the clientele may pose a health and safety risk (mental health, addictions, cognitive challenges, trauma).

Sensory Demands

The incumbent must always use combined senses of sight, touch, smell and hearing to maintain an awareness of their working environment to prevent potentially disruptive and dangerous incidents from occurring (i.e. mental health issues, signs of impairment, substance



use can increase safety risk) as they are working daily with multiple complex needs participants who are dealing with social issues (homelessness, addictions, mental health issues, child & family services, food security, income support). Use of a computer for extended periods may also be required.

Mental Demands

The incumbent will be required to interact with high risk participants who are agitated and dealing with multiple complex social issues (homelessness, poverty, child protection issues, contact with the criminal justice system, mental health issues, addictions, FASO, etc.). The incumbent will work directly with high need participants across disciplines and may be perceived as an authoritative influence by community members and subject to verbal abuse from irate participants, family members and others. The incumbent will be frequently exposed to information of trauma and dysfunctional that may include stories of physical/sexual abuse, homelessness, and violence. The potential for mental stress and demands is considerable. Potential exposure to hostile and unpredictable behaviour poses a significant safety risk.

KNOWLEDGE, SKILLS, AND ABILITIES

- Maintain a working understanding of the social determinants of health for Indigenous peoples, and the context and enabling environments in which programs and services operate.
- Knowledge of colonial history and contexts for understanding inequities in health and wellness outcomes and access to services, including but not limited to the residential school system and systemic racism.
- Knowledge of service systems within the NWT, including programs, delivery models, and the socio-political and cultural environments.
- Knowledge of best practices in service delivery such as: person-centred service delivery, harm reduction, trauma-informed practice, cultural humility, and equitable approaches to care.
- Excellent oral, written and electronic communication skills; as well as the ability to adapt communication styles to accommodate different needs with tact and diplomacy.
- Ability to work independently on complex matters, and lead and work effectively in teams.
- Ability to work effectively with a variety of people, frequently under stressful or time-limited conditions.
- Ability to build and sustain effective working relationships and work collaboratively with media, stakeholders, department, Indigenous governments, and non-government organizations.
- Knowledge and understanding of Access to Information and Protection of Privacy Act (ATIPP).
- Knowledge of relevant GNWT statutes, regulations, policies, procedures.



- Display strong interpersonal, mediation and negotiation skills to appropriately interact with participants, partners, and the public.
- Ability to commit to actively upholding and consistently practicing personal diversity, inclusion and cultural awareness, as well as safety and sensitivity approaches in the workplace.

Typically, the above qualifications would be attained by:

Typically, the above qualifications would be obtained through a degree in a Social Science related field combined with one (1) year current case management experience in the Social Services field.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

Position Security (check one)

- No criminal records check required
- Position of Trust – criminal records check required
- Highly sensitive position – requires verification of identity and a criminal records check

French language (check one if applicable)

- French required (must identify required level below)
Level required for this Designated Position is:
ORAL EXPRESSION AND COMPREHENSION
Basic (B) Intermediate (I) Advanced (A)
READING COMPREHENSION:
Basic (B) Intermediate (I) Advanced (A)
WRITING SKILLS:
Basic (B) Intermediate (I) Advanced (A)

- French preferred

Indigenous language: Select language

- Required
- Preferred