#### Trent University LogoEXEMPT JOB DESCRIPTION

**Job Title:** Director, Student Wellness Centre

**Job Number:** X-256 | VIP: 1026

**Band:** EXEMPT-10

**Department:** Student Wellness Centre

**Supervisor Title:** Associate Vice President, Students

**Last Reviewed:**  July 8, 2024

#### **Job Purpose:**

The Student Wellness Centre (SWC) is a comprehensive and inclusive hub of integrated services dedicated to promoting health and well-being of Trent’s diverse student population. The SWC provides a holistic approach to wellness, offering a range of services to support students in achieving their academic, personal and professional goals.

Reporting to the Associate Vice President, Students, the Director of the Student Wellness Centre oversees the operations of and provides strategic direction to Counselling Services, Student Accessibility Services (SAS) & the Centre for Academic Testing (CAT), and Student Health Services.

The Director develops interdisciplinary models of collaboration and barrier-free access to the supports and services within and beyond the SWC. The Director is responsible for strategic program development, effective implementation, and evaluation in the promotion of physical, emotional, psychological and intellectual wellbeing.

On an institutional level, the Director works closely and collaboratively with academic and administrative stakeholders to develop policy, procedures and practices that promote student wellness while protecting academic integrity. The Director may also provide individual or group support to students based on their area of professional practice, and provides consultation and training to staff and faculty regarding the student wellness, as required.

The Director is also responsible for managing financial planning and tracking, multiple streams of revenue requiring budget development, monitoring, accounts payable, and reconciliation.

#### Key Activities:

##### Leadership & Management

* Provide strategic leadership and vision for the Student Wellness Centre, fostering a culture of wellness and inclusivity.
* Supervise and support the Assistant Directors (3), to ensure a high standard of service delivery within each of their respective units.
* Develop and implement policies, procedures and programs that promote inclusive student well-being.
* Monitor and evaluate the effectiveness of all wellness programs and services, using data-driven approaches to inform decision-making.
* Promote innovative and evidence-based practices in student wellness.

##### Program Development & Integration

* Lead the development and implementation of strategic goals and objectives of the Student Wellness Centre.
* Ensure the coordination and collaboration amongst units in the SWC to provide seamless support to students.
* Maintain effective links and partnerships within the university and in the community.
* Facilitate contracts with external care providers.
* Represent Trent on external working groups and associations.
* Develop partnerships with academic departments (i.e. Deans, Chairs, Centre for Teaching & Learning) to advance student wellness and accessibility.

##### Student Support & Consultation

* Engage in individual support (based on the area of professional practice) of students on a referral basis, either due to complexity, or in overload situations.
* Oversee the review and approval of academic petitions.
* Provide training and consultation to staff and faculty re: student wellness. Includes consultation with Case Management teams, interpretation of external assessments, conducting information sessions on the AODA and the Universities legal requirement, and identifying and addressing systemic barriers within the university.
* Oversee training and professional development programming for faculty, staff and student leaders/student staff related to student wellness, including prevention and intervention initiatives, in order to increase campus capacity for supporting students.
* Serves on the student Behaviour Intervention Team.

##### Administration & Finance

* Ensure compliance with all legislative requirements, as well as university policies.
* Manage the financial resources of the Student Wellness Centre, including budget planning, allocation, and monitoring.
* Oversee the completion of all grant reporting requirements.
* Identify and pursue funding opportunities, including grants and donations, to support wellness initiatives.
* Oversee the management of risks associated with student wellness, including health and safety protocol.

#### Education Required:

* Doctoral degree in related field (i.e. Psychology, Social Work, Counselling, Higher Education, Nursing or medical related field) or equivalent skills/experience.

#### Experience/Qualifications Required:

* Minimum of five (5) years of senior departmental leadership.
* Clinical experience in counselling therapy, as a learning strategist, or as a medical practitioner required.
* Demonstrated experience in managing multi-disciplinary teams and overseeing complex service areas.
* Strong leadership and interpersonal skills, with the ability to inspire and motivate staff.
* Excellent organizational and project management skills
* Strong analytical and problem-solving abilities.
* Exceptional communication skills, both written and verbal.
* Commitment to diversity, equity and inclusion
* Experience with/lived experience of oppression, racism, homophobia, transphobia and/or ableism and/or personal connection to queer or trans communities of color, including newcomer and disability communities will be an asset.

**Job Evaluation Factors:**

##### Analytical Reasoning

* On an ongoing basis will require significant research and planning to identify innovations and efficiencies for service delivery. Assessment of multiple models and evolving trends to identify the best set of service delivery options will be critical.
* Students present with emotional distress and crises. Analytic reasoning is utilized in order to triage and assess risk, delineate nature of the difficulty, and formulate interventions.
* Student needs and demand for service evolves and shifts throughout the year and over time. This requires ongoing problem-solving and flexibility in the manner in which services are provided.
* Counselling personnel, learning strategists and medical professionals require clinical support in debriefing critical incidents and problem-solving complex client issues.

##### Decision Making

* Departmental structure, policy and service delivery will be determined by the Director in the context of the University Strategic Plan.
* Determine need and urgency of student requests in order to service students in an appropriate manner to ensure their safety and well-being. This includes crisis management and knowing how to handle highly sensitive situations that could have a negative impact on the university.
* Allocation and monitoring of resources from government grants, research grants, operating funds, ancillary funds and fee for service income.
* Decisions about staffing and the best models to provide comprehensive wellness services to students.
* Implementation of policies and procedures.
* Consultation and advice given to others in the Trent Community including Dons, Faculty, and staff who are looking for direction in supporting emotionally unstable students.

##### Impact

* Decisions on staffing, goals and departmental structure will impact student well-being, learning outcomes, retention, and risk management. Ineffective decisions can result in attrition and harm to student, others and the institution.
* Impact of inappropriate therapeutic response may result in harm to student or others. In addition, poor decisions may result in litigation that could damage the reputation of the Health and Wellness Centre and University.
* The impact of an inappropriate therapeutic decision could result in student needs not being met, lengthy wait-times for services, compassion fatigue and discontent among the professional staff, and budget variances.
* Inconsistent implementation of policy and procedure may result in unfair and unethical practices along with confusion among staff and clients.
* Inappropriate advice may result in harm to student or others.

##### Responsibility for the Work of Others

* 3 Assistant Directors (Student Health Services, Student Accessibility Services, and Counselling Services
* Joint supervision (with Director, Student Affairs (Durham)) of Manager, Student Wellness (Durham).
* Indirect Responsibility
  + Administrative Assistants in Counselling and SAS; Medical Office Assistants in Health
  + 4 SAS Advisors and 1 Adaptive Technologist
  + 7 Therapists
  + 1 Coordinator and 1 Program Assistant at the CAT
  + Up to 10 medical doctors are contracted for service annually.
  + Counsellors under Professional Service Agreements with the SWC to provide counselling services.
  + One Psychiatrist has a Professional Service Agreement with the Centre and provides assessment and counselling services.
  + Up to two Masters level interns.
  + Up to two community Professionals are contracted on an as needed basis to provide specialized group interventions.
  + Psychologists contracted on an as needed basis to provide specialized individual interventions.

##### Communication

Internal:

* Member of the Student Affairs Leadership team including communication of Student Wellness Centre operations and coordination of partnerships.
* Interaction throughout the campus community on SWC needs, initiatives and trends.
* On a referral basis, counsel students experiencing emotional distress and their significant others.
* Consultation and training to faculty/staff about students’ mental health issues/status and how best to meet their needs.
* Liaise with other university services in providing interdisciplinary interventions.

External:

* Acts as Trent representative to professional provincial organizations including, but not limited to the Health, Counselling, and Disability Directors, MTCU and Regional Health Authorities.
* Community Resources: Establish and maintain vital links and services extended to the Trent community.
* Family Members: Provide information about services and share specific clinical information about a student as consent permits.
* Community Collaterals: Liaise with other agencies and professionals to coordinate a continuum of care.

##### Motor/ Sensory Skills

* Fine motor skills - Use of keyboard
* Visual - To interpret/assess emotional state of students as expressed through visual cues
* Auditory - To interpret/assess emotional state of students as expressed through auditory cues

##### Effort

Mental:

* Sustained attention - Manage complexity of multiple service needs and deliverables. High stress at random points throughout the year. Student support sessions which requires focus upon student paying attention to mental details.
* Sustained concentration - Remain attentive to student discussing their distress

Physical:

* Sitting – Counselling or supporting for 1 hour per student; keyboarding (i.e.: client documentation and communication).

##### Working Conditions

Physical:

* Potentially working in multiple locations

Psychological:

* Budget and administrative complexity of the position can be demanding, particularly in transition stages when staffing and program delivery are evolving.
* Some students are facing psychological or emotional crises and need professional advice, support and/or referral to other health agencies. Incumbent has no control over frequency of occurrence, and dealing with crisis situations, including student deaths, can be very stressful.
* Some students can present as unstable, angry and confrontational.
* Administrative demands can conflict with clinical responsibilities, particularly when dealing with overload demand.