CERTIFIED COMMUNITY RESOURCE SPECIALIST

JOB TASK ANALYSIS

This document represents an analysis of the primary Domains (D) of work, the Tasks (T) performed within those Domains, together with the Skills/Knowledge (S/K) applied by certified Community Resource Specialists in the practice of their profession. Community Resource Specialists are human service professionals whose communication skills, creative thinking, and problem-solving ability, aligned with their navigational knowledge of community, health, and human services, provides the critical link between client needs and the available options to meet those needs. Although the provision of information and referral (I&R) remains their core role, an increasing number of practitioners are involved in providing additional help at the point-of-contact such as eligibility assessment, service coordination, application assistance, and appointment setting. These roles also involve practitioners drawing upon a broader range of person-centered techniques and approaches.

Domain I – Rapport (15%)

T-1 Establish and maintain rapport throughout the contact by appropriately welcoming, engaging, and actively listening to the client and responding in a manner and tone appropriate to the situation.

Domain II – Assessment (20%)

T-1 Determine the client's need/problem (i.e., the problem/need), its disposition (e.g., information provision, assessment and referral, crisis), and the emotional state of the client.

T-2 Determine any actions previously taken, or assistance previously received, to refine the list of possible resources, and the assistance that may be needed.

T-3 Evaluate the client's resources (e.g., personal, family, financial), strengths, limitations, potential barriers (e.g., disabilities, language, transportation, communication skills), preferences, and coping skills (i.e., ability to effectively act on referrals) in order to facilitate empowerment and determine the need for additional assistance and advocacy.

T-4 Review, clarify, and confirm the assessment information with the client and make adjustments as necessary.

Domain III - Identification of Available Resources and Preferences (20%)

T-1 Work with the client to prioritize needs and identify appropriate available resources based on the previous evaluation of personal strengths, available resources, and preferences.

T-2 Work with the client and engage in problem-solving to address situations where there are no available services/resources or where they are insufficient.

<u>Domain IV</u> – Information, Referral, Empowerment and Advocacy (20%)

T-1 Describe the available options to the client.

T-2 Determine possible barriers and the level of assistance and advocacy needed to help the client act on the selected options.

T-3 Provide coaching and resource-specific information to the client to maximize their effectiveness in obtaining assistance and services.

T-4 Close the interaction by summarizing referrals and clarify that the client does not require any additional information or referrals.

<u>Domain V</u> – Documentation (10%)

T-1 Complete the record of the contact and if necessary, document any required demographic information in addition to outcomes, client notes, follow-up notes, unmet needs, etc.

<u>Domain VI</u> - Follow-up (5%)

T-1 Contact the client as appropriate to determine current status of situation (such as whether the referrals were contacted and whether they proved successful), and/or whether additional assistance and referral is required.

<u>Domain VII</u> - Disasters, Emergencies and Crises (5%)

T-1 Provide I&R service before, during and following a disaster or other emergency, with the skills to respond effectively to people in crisis, remain flexible in a rapidly changing environment, and work under adverse conditions. This includes an understanding of the emergency response service delivery system, and the types of services people typically need in disasters, emergencies and crises.

<u>Domain VIII</u> - Ethics, Professional, and Legal Issues (5%)

T-1 Provide services in a manner consistent with the Inform USA Standards and Quality Indicators for Professional Information and Referral.

T-2 Follow the requirements of mandatory reporting laws and ethical responsibilities (e.g., child and elder abuse, domestic violence, suicidal/homicidal ideation, human trafficking), and other legal and ethical requirements (e.g., privacy legislation, client confidentiality, conflict of interest).

T-3 Engage in professional development activities to continuously improve knowledge and skills, and therefore the quality of the service.

T-4 Maintain a high level of self-awareness and effectively respond to stress and its effects through self-care and mutual support.

<u>The safe and effective performance of these and related tasks requires the following clusters of skills/knowledge:</u>

S/K-1 Techniques for establishing and maintaining rapport (e.g., empathy, sensitivity, compassionate contact, validation, receptivity/leadership)

S/K-2 Active listening techniques (patience, responsiveness, paraphrasing, reflecting, supportive silence)

S/K-3 Techniques for recognizing and appropriately responding to cultural, ethnic, age, disability, gender preferences, and other demographic differences

S/K-4 Techniques and approaches for person-centered counseling

S/K-5 Techniques for responding to the emotional situation of clients (e.g., empathy, de-escalation, reassurance, support)

S/K-6 Techniques for working with challenging behaviors

S/K-7 Use of clear, natural language and appropriate tones of voice and inflection to convey empathy and engagement

S/K-8 Legal and ethical principles and legislation regarding client privacy and confidentiality

S/K-9 Self-awareness and ability to serve clients in an unbiased, non-judgmental, and culturally appropriate manner

S/K-10 Effective use of technology, including ability to respond to clients according to their preferred communication methods

S/K-11 Effective questioning (open-ended, close-ended, clarifying, gentle probing)

S/K-12 Techniques for assessing client readiness and ability to act

S/K-13 Clarification and paraphrasing techniques

S/K-14 Identification of appropriate community programs and services and their key information elements (e.g. eligibility, documentation required, application method, location, hours of operation, languages of service, transportation access, private payment options)

S/K-15 Problem-solving techniques that can be harnessed when there is a lack of available resources

S/K-16 Provision of both advocacy and empowerment when required

S/K-17 Techniques for effectively searching community resources

S/K-18 Provision of informed choice to clients

S/K-19 Awareness of I&R organizational policies and codes of ethics

S/K-20 Techniques for effective closure of client contact

S/K-21 Nature and purpose of I&R documentation and reporting

S/K-22 Techniques for effective follow-up

S/K-23 Ability to recognize the signs and symptoms of stress (including PTSD) and its effects, and to respond appropriately

S/K-24 Recognition of limitations and establishment professional boundaries

S/K-25 Crisis assistance for individuals threatening suicide, homicide, or assault; victims of domestic abuse; child abuse/neglect; elder/dependent adult abuse/neglect; people experiencing a psychiatric emergency; human trafficking; persons with substance use disorders; and others in distress

S/K-26 Responsiveness to disasters and emergencies, including the changing nature of I&R in these circumstances

S/K-27 Stress management and self-care techniques

S/K-28 Understanding of the Inform USA Standards and Quality Indicators for Professional Information and Referral

S/K-29 Mandatory reporting requirements (e.g. abuse, neglect and exploitation)

S/K-30 Participation in professional development and continuing education activities

S/K-31 Openness to continuous improvement through training and coaching