



PERSPECTIVE

PROFESSIONAL • ETHICAL • QUALIFIED • ACCOUNTABLE

Understanding the College's Online Public Register



Under the *Social Work and Social Service Work Act, 1998* (SWSSWA) the College is required to maintain a public register of members, which contains information required under the Act and the College's by-laws. To have the register accessible online is consistent with the practices of other regulatory bodies in Ontario and across Canada, and with the College's goals of remaining innovative and transparent.

The online register was launched July 3, 2013; however the public register has been in existence since the College's inception in 2000. Prior to the launch of the online register, the request for a copy of the register pertaining to a member was required in writing. Responses to requests were sent by mail or by fax. With over 5,000 requests in

2012 alone, the online register will mean easier access and greater efficiencies for both the public and the College.

The register contains the following information about social workers and social service workers in Ontario:

- Name
- Registration Number
- Previous Name(s)
- Name of Business or Employer
- Business Address
- Business Phone
- Class of Certificate of Registration
- Terms, Conditions and Limitations
- Professional Corporations

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specific measurable

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realistic attainable

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Please remember, if there is a change in the information you provided, for example, your name or business information, you must notify the Registrar in writing of the change, within 30 days of the effective date of the change. If you change your name, you must advise the College of both your former name(s) and your new name(s) in writing and include a copy of the change of name certificate or marriage certificate for our records. The information may be sent by fax to 416-972-1512 or by mail to the College office address. Please be aware that the name that is in the register must be the name that you are using in the course of practising. It is essential that you advise the College of a name change, as it is an act of professional misconduct to use a name in the course of practising the profession other than the name set out in the register.

If you have any questions regarding the information on the register, please visit the Online Public Register FAQs and Glossary found on our website at the following link: <http://www.ocswww.org/en/onlineregister.htm>.

Changes to the College's Management Team

There are changes ahead for the College's management team. The end of 2013 will see the retirement of Pamela Blake M.S.W. RSW, from the position of Deputy Registrar. Pamela has dedicated the last 13 years to the College after working more than 20 years in the mental health field as an administrator, educator and clinician. With her guidance, the College has moved forward on many fronts and Pamela will be remembered for her hard work and clear thinking. We wish her the best of luck in this next phase of her life. She will be greatly missed.

We are pleased to announce that Lise Betteridge M.S.W., RSW, the College's Director of Professional Practice has been appointed to succeed Pamela in the position of Deputy Registrar. Lise, who started at the College in 2009, will be known to many who have contacted the College for a practice consultation. Lise has also taken a lead role in developing resources for members, educators and students, such as the Continuing Competence Program workshops and webcasts and the Students and New Graduates section of the website. Lise received her Master of Social Work degree from the University of Toronto and has previously worked in a broad range of settings, including hospitals, community-based agencies and private practice. We would like to welcome Lise to her new role as Deputy Registrar, beginning January 2014.

Online Renewals – Working Together to Improve the Process

For some years, the College has been working towards eliminating the hard copy renewal process; however there appear to be reservations from some members. In February, the College asked for your feedback on the online renewal process and here were the most common issues:

“I’m worried about putting my credit card information online”

The College is confident in its secure portal’s capability of protecting your payment information; however for those who do not wish to use their credit cards online, the College provides the option to members of completing the renewal process online and **sending in their payment by mail.**

“I find the process to be too difficult and confusing”

The College has created a short video to guide you step-by-step through the online renewal process. Please visit the College website for more information and to access the *Renewal Guide Tutorial* video.

“I can never remember my login and password information”

Your login is your 6 digit registration number found on your membership card. If you’ve lost your password, go to the College website and click on the “Membership Renewal 2014: Login to My Profile” button. Choose the “Forgot Your Password?” option and your password will be e-mailed to you to the address we have on file. If you have any further questions, please view the *Renewal Guide Tutorial* video on the College website.

If you have any further questions about renewing your membership or need help during the process, please contact the College at info@ocswww.org



Member Resource USB – A Successful Launch!

In April, the College launched the new Member Resource USBs as a lightweight, compact and cost-effective alternative to the Member Resource Binder. The feedback from members regarding the Member Resource USBs was overwhelmingly positive, and members appreciated the development of this accessible tool.

The College is looking forward to sharing the Member Resource USBs with current social work and social service work students. To date, educators have requested over 5,000 USBs, and we anticipate that number will rise throughout the 2013-2014 school year.

Thank you to all members who took the time to send feedback and to those who helped during the troubleshooting phase.

If you have any questions regarding the Member Resource USB, or would like to share your thoughts on the tool, please e-mail usb@ocswww.org

2013 Online Elections Process - A Great Success!



For the first time, the College's complete elections process was available online, including web access to the nomination package, candidate biographies and summaries. The College prioritizes the development of processes that are accessible, secure and innovative, and the online elections process successfully hit those marks.

ELECTIONS RESULTS

The following are the results of the election of members of the College to the Council, which took place on May 30, 2013 in electoral districts one, two and five.

SOCIAL SERVICE WORKERS:

As the number of candidates nominated for the following social service work category was equal to the number of candidates to be elected in that category, the following members of the College in the social service work category were elected by acclamation:

- Diane Dumais: Electoral District No. 1
- Gary Cockman: Electoral District No. 5

The following member of the College is the candidate who received the greatest number of votes in the election in the social service work category:

- Carole Léveillé: Electoral District No. 2

SOCIAL WORKERS:

The following members of the College are the candidates who received the greatest number of votes in the election in the social work category:

- Robert Thompson: Electoral District No. 1
- Linda Danson-Smyth: Electoral District No. 2
- John Pretti: Electoral District No. 5

The College thanks all members who stood for election and congratulates those members who will be serving on Council for the next three years.

The 2014 Online Election for Council members will begin in January when eligible members will receive a "Call for Nominations". If you have questions regarding the online election process, please contact Pat Lieberman, Manager Council & Employee Relations at plieberman@ocsussw.org.

2013 Annual Meeting and Education Day – Maximizing Professional Effectiveness in Turbulent Times

On June 13, 2013, the College held its 13th Annual Meeting and 10th Education Day at the Metro Toronto Convention Centre in downtown Toronto. The theme for this year's event was *Maximizing Professional Effectiveness in Turbulent Times*. This year's AMED focused on providing members with tools, connections and inspiration to maximize professional effectiveness. As many as 575 members and guests from across the province joined us at the event, with some members participating by webcast.

The day began with a warm welcome from College President Mukesh Kowlessar, RSSW and welcoming remarks by the Honourable Ted McMeekin, Minister of Community and Social Services. Mr. McMeekin has a long history of community engagement, is a powerful advocate for social issues and has great appreciation for the work that social workers and social service workers do for Ontario. "Anybody can slay a dragon, but it's the people who get up every single day to try to love the world all over again who are the real heroes," said the Honourable Ted McMeekin. The Minister's address was followed by reports from Mukesh Kowlessar, President; Desmond Levin, Auditor; and Glenda McDonald, Registrar.

This year's AMED was especially significant as 2013 marks the end of tenure of Council for the College President, Mukesh Kowlessar. "It has been a great privilege to work with this great organization, and I will always remember my years on Council very fondly. I am extremely proud of the achievements we've accomplished together," said Mukesh.

The keynote address, entitled *A Journey Towards Wellness: Establishing A Healthy Workplace Environment at the Children's Aid Society of Toronto (CAST)* was presented by David Rivard, RSW. The keynote presentation addressed the importance of making workplace health a core component of an organization's overall operations, with the end goal of promoting employee health and safety and organizational effectiveness. David shared with us CAST's journey towards creating a healthy workplace environment and achieving personal and organizational growth.

The afternoon breakout sessions were very successful and the



College would like to applaud and thank all presenters for delivering informative and memorable presentations. The 2013 breakout sessions included:

- Dr. Faye Mishna, RSW – *The Implications of Cyber Technology for Social Work Education*
- Bianca Bitsakakis, RSW – *Intimate Strangers: Social Work Palliative Care with Older Adults - A Homecare Perspective*
- Diane Dumais, RSSW – *Motivational Interviewing*
- Karen Nelson, RSW and Judy Vokey-Mutch, RSW – *Mentoring – Paying it Forward at the Ottawa Hospital*
- Sally Lavergne, RSW – *Compassion Fatigue: A Peek Into a Social Worker's Personal Journey*
- Mary Zilney, RSW – *Linking Animal Cruelty and Human Violence*
- Rhonda Freeman, RSW – *First Steps: Increasing Access to Specialized Services for Separating and Divorcing Families*
- Aara Amey, RSSW – *Innovative Harm Reduction Strategies for Working with Youth!*

To view the accompanying PowerPoint slides, as well as video of both the Annual Meeting and Keynote Address, please visit the College website.

The date has been set for the 2014 AMED, so please mark June 19, 2014 in your calendars. A detailed brochure will be distributed in the spring of next year. Please register as soon as you receive your brochure and keep in mind that registering online is the quickest and easiest way to receive a confirmation number.

Council Highlights – May 10, 2013

- Council received an update on the Deputy Registrar recruitment process
- Council reviewed the 2012 audited financial statements
- Council approved the amendments to the following Governance policies: B-023, Committee Reports to Council; B-005, Agenda Development; and B-006, Role of President and Vice-President
- Council approved the request to form a registration policy task group
- The Registrar informed Council about a recent meeting with the President of the Canadian Association for Social Work Education
- Council discussed next steps regarding a registration policy on social work programs offered in Canada
- Council reviewed the financial statements as of March 2013
- The Registrar reported to Council regarding strengthening stakeholder and public awareness; government relations; operations and regulatory leadership
- The Deputy Registrar updated Council on the activities and accomplishments of the Membership, Communications and Professional Practice departments
- Reports were received from the following statutory and non-statutory committees: Complaints, Discipline, Fitness to Practise, Registration Appeals, Standards of Practice, Election, Nominating, Finance, Governance, Corporations, Titles and Designations, and the Annual Meeting and Education Day Planning Group

Council Highlights – September 9 and 10, 2013

- The following Council members were elected by Council to the Executive Committee:
 - Beatrice Traub-Werner** – President
 - Lily Oddie, Public Member** – First Vice-President
 - Greg Clarke, RSSW**– Second Vice-President
 - Bob Thompson, RSW** – 4th Executive Member
 - Irene Comfort, RSSW** – 5th Executive Member
 - David Hodgson, Public Member** – 6th Executive Member
- Finance Training was provided to Council by Soberman LLP
- Council reviewed the College’s Code of Conduct and Conflict of Interest policy which all Council members must adhere to
- The Deputy Registrar reviewed the evaluation results from the 2013 Annual Meeting and Education Day. Overall, the event was a great success and the College received a number of suggestions for next year’s event which will take place on June 19, 2014
- Council approved the recommendations of the Nominating Committee respecting the composition and chairmanship of Statutory and Non-Statutory Committees
- Council reviewed the 2014 Budget Process, presented by the Finance Committee Chair, Bob Thompson
- Council appointed the President as the College’s delegate at the ASWB Delegate Assembly
- Various Council members submitted their reports from professional development programs they recently attended
- Proposed schedule of Council meeting dates was approved for 2013-2014
- Council reviewed the College Premises Update document
- Council approved the revision to Policy B-012, Communications Policy
- Council approved draft Policy B-024, Committees and Task Groups Policy
- Council approved the retirement of the following policies: B-004, Terms of Reference/Committee and Task Groups; B-008, Delegation Policy; B-016, Role of Committees/Task Group; and B-017, Selection/Appointment of Non-Council Members to Non-Statutory Committees and Task Groups
- The Registrar reviewed the financial reports as of June 30, 2013
- Reports were received from the Registrar and the Deputy Registrar with regards to current College developments and achievements
- Reports were received from the following statutory and non-statutory committees: Complaints, Discipline, Registration Appeals, Fitness to Practise, Standards of Practice, Election, Nominating, Finance, Corporations, Titles and Designations and Governance. A report was also received from the Annual Meeting and Education Day Planning Group

Completing Your CCP with Others: Lessons Learned from the CCP Workshops

ELLEN KAMPF, M.S.W., RSW, PROFESSIONAL PRACTICE ASSOCIATE



specific
measurable
**SMART
GOALS**
realistic
attainable
timely

Now in its fifth year, the *Continuing Competence Program* (CCP) is mandatory for all members of the College. The CCP is an adult education model, which is intended to promote quality assurance with respect to the practice of the professions of social work and social service work, and to encourage members to enhance their practice in an ongoing way. This is one way in which the College fulfils its mandate of public protection.

In an effort to support members' participation in the program, the Professional Practice Department has developed a number of resources, including webcasts and articles on a variety of themes which can be accessed on the College website at www.ocswssw.org. Recognizing that members were also looking for more interactive ways to learn about the program and learn from other members, workshops and webinars were also offered, both at the College (remotely and in-person) and in other settings.

Below are some of the themes which emerged from the workshops:

A TIME FOR REFLECTION

It's hard to know where you want to go, what you want to learn, or how you can develop if you don't first reflect on your practice. Reflection is a necessary, important, and often-overlooked aspect of practice and of continuing competence.

Both the *Optional Worksheet* (which is the first step of the CCP) and the *Self-Assessment Tool* (which is the second step of the program) are intended to give you the opportunity to reflect on your practice. Reflection is a cornerstone of social work and social service work practice. The *Worksheet* is an opportunity to reflect on your current responsibilities, any new responsibilities, and any knowledge and skills you wish to enhance. The *Self-Assessment Tool* requires you to reflect on your practice with respect to the eight principles in the Standards of Practice. (If you are not currently practising, consider what areas you want to focus on in order to maintain your competence and/or prepare for your return to practice).

The CCP workshops offered a structured opportunity for reflection. Perhaps most importantly, participants indicated that the opportunity to get feedback from others was invaluable, and provided a stronger foundation upon which to formulate their learning goals. Sharing reflections and insights about one's practice and getting feedback from a group is also an important way to overcome any blind spots or tendencies to overlook gaps or areas that are more challenging. If you haven't sought feedback from others or tried completing your CCP in a group, this might be something you want to consider.

OVERCOMING CHALLENGES & SHARING STRATEGIES

The group setting also provided members with an

Completing Your CCP with Others: Lessons Learned from the CCP Workshops

ELLEN KAMPF, M.S.W., RSW, PROFESSIONAL PRACTICE ASSOCIATE

opportunity to discuss barriers and challenges that they have faced when completing their CCP. Some of the barriers identified have been a shortage of time and money; the inability to access professional development resources; lack of employer support; and little time for the perceived luxury of reflecting and planning. Group discussion quickly gave way to sharing strategies to overcome these barriers. Technology was frequently identified as one way to transcend limitations such as time and distance. Members were surprised to hear about the many free podcasts, courses and webinars offered through university and college continuing education programs, for example. Others reconsidered how they might use their local public library as a resource. Those considering more experiential learning activities discussed ways that remote meeting platforms might assist them in connecting with supervisors, colleagues and others. Members also recognized that they can access articles and other information online at no cost. You can find more examples of *Learning Activities* on the CCP pages, under the Professional Practice tab on the College website, or on page 17 of the *CCP Instruction Guide*.

SETTING GOALS

Members identify their goals in the *Self-Assessment Tool* and then further develop them in their *Professional Development Plan* (Step 3 of the CCP). The CCP Workshops revealed that setting “SMART” goals (or goals and objectives that are Specific, Measurable, Attainable, Realistic and Timely) can be challenging. Members may also set an unrealistic number of goals, or think that they need to set goals in relation to every principle in the standards of practice. Group feedback in the workshop setting was invaluable in helping members to formulate realistic, achievable and meaningful goals. Members commented that they got ideas from others and found it easier to distinguish between goals and objectives. If you have been having difficulty breaking your goals down into meaningful parts within your *Professional Development Plan*, you might want to consider working with one or more other people to complete this part of the CCP.

WHAT HAVE WE LEARNED?

The feedback from the CCP workshops has been very positive. Members have reported that, in addition to providing an

opportunity for structured self-reflection and an opportunity to learn more about goal-setting, the workshops:

- Increased their understanding of the program;
- Provided them with an opportunity to meet, and gain valuable insights from colleagues;
- Gave them an opportunity to work on their current CCP (or, in some cases, to complete their CCP from the previous year);
- Assisted them in becoming better at reflecting on their practice and more prepared to plan their professional development according to the learning needs they identified. (This was especially true for new graduates, who reported that the CCP is similar to the learning contracts they are required to complete as students);
- Promoted discussion between new graduates and more experienced members. (There are areas of practice younger workers may never have been exposed to. More experienced practitioners, on the other hand, may have graduated at a time when standards - particularly in the areas of privacy and technology - were different or non-existent); and
- Encouraged them to consider ways that they might complete parts or all of their CCP with others, or how they might seek out feedback from supervisors, colleagues or others in order to get more out of the program.

The CCP workshops have demonstrated that there is great value in completing all or part of your CCP with others. This approach may not be for everyone, but as you work on your 2013 CCP, consider whether you might like to integrate this approach into your own plans. You may decide to seek out another member, or to get a group together to view one of the CCP webcasts or a webinar on a topic of shared interest. However you do it, remember that self-assessment and reflection can often be enhanced when done with others.

For more information on the CCP, please visit the CCP pages on the College website at www.ocswssw.org, or contact the Professional Practice Department at ccp@ocswssw.org.

Discipline Decision Summary



This summary of the Discipline Committee's Decisions and Reasons for Decision is published pursuant to the Discipline Committee's penalty order dated April 11, 2013.

BY PUBLISHING THIS SUMMARY, THE COLLEGE ENDEAVOURS TO:

- illustrate for social workers, social service workers and members of the public, what does or does not constitute professional misconduct;
- provide social workers and social service workers with direction about the College's standards of practice and professional behaviour, to be applied in future, should they find themselves in similar circumstances;
- implement the Discipline Committee's decision; and
- provide social workers, social service workers and members of the public with an understanding of the College's discipline process.

PROFESSIONAL MISCONDUCT

ANN RAMPONO

(Former Social Work Member #774664)

ALLEGATIONS

The College's allegations relate to Ms. Rampono's conduct or actions, in regard to a client to whom she had provided hospital-based counselling and/or psychotherapy services for approximately ten months. Despite the cessation of the therapeutic relationship, the client's clinical file remained open and Ms. Rampono did not document any termination of the therapeutic relationship.

During the latter three months of the therapeutic relationship,

and subsequent to its termination for more than a year, Ms. Rampono:

- a. Had numerous non-clinical social contacts with the client, both alone and in the presence of others (including with members of Ms. Rampono's family and friends and acquaintances of the client);
- b. Had the client in Ms. Rampono's home on numerous occasions;
- c. Made personal disclosures to the client, including disclosures concerning Ms. Rampono's financial and familial circumstances;
- d. Gave gifts to the client;
- e. Accepted gifts, goods, services and benefits from the client, including the client tidying, cleaning, painting and decorating Ms. Rampono's house; purchasing or providing Ms. Rampono with home furnishings and groceries and cooking, driving and babysitting for Ms. Rampono and her family;
- f. Failed to maintain appropriate therapist/client boundaries with the client;
- g. Failed to appropriately document her interaction with the client or any termination of the therapeutic relationship in the client's clinical file;
- h. Failed to notify the client's psychiatrist of Ms. Rampono's development of a personal relationship with the client or of any termination of the therapeutic relationship with the client.

PLEA

As Ms. Rampono was neither present nor represented at the hearing (although notified of the allegations and the hearing), she was deemed to have denied the allegations.

FINDINGS

The Discipline Committee found, as set out in the Notice

Discipline Decision Summary

of Hearing, that Ms. Rampono was guilty of professional misconduct in that she:

1. Violated Section 2.5 of the Professional Misconduct Regulation by abusing a client psychologically and/or emotionally. Ms. Rampono allowed the vulnerable client to become attached to her. The client was aware that Ms. Rampono was benefitting from the relationship but felt it was okay because the client was happy to have Ms. Rampono's interest.
2. Violated Section 2.36 of the Professional Misconduct Regulation by engaging in conduct or performing an act relevant to the practice of the profession that, having regard to all the circumstances would reasonably be regarded by members as disgraceful, dishonourable or unprofessional. Ms. Rampono acted dishonourably by having non-clinical contacts with the client and having the client in her home. She also acted disgracefully by accepting gifts and services (cleaning, painting) from the client. Further, Ms. Rampono acted unprofessionally in failing to respect appropriate client/therapist boundaries, failing to document appropriately and failing to notify the client's psychiatrist of the development of a personal relationship.
3. Violated Section 2.6 of the Professional Misconduct Regulation by using information obtained during Ms. Rampono's professional relationship with the client, or using Ms. Rampono's professional position of authority to coerce, improperly influence, harass or exploit a client or former client. Ms. Rampono had the client "clean, tidy and decorate her home" and had the client's friend do electrical work for Ms. Rampono.
4. Violated Section 2.2 of the Professional Misconduct Regulation and (or in the alternative) Principle 1 of the Handbook (commented on in Interpretations 1.5 and 1.6) by failing to regard the well-being of her client as her primary professional obligation. In particular, Ms. Rampono failed to distinguish her own needs from those of her client, failed to appreciate how her needs might impact on her professional relationship with the client, placed her own needs before those of her client and failed to ensure that the client's interests were paramount. Ms. Rampono allowed the client to become emotionally attached to her and then had the client give her gifts and perform services for her.
5. Violated Sections 2.2 and 2.10 of the Professional Misconduct Regulation and Principle II (2.2) of the Handbook (commented on in interpretations 2.2.1 and 2.2.3) by failing to maintain clear and appropriate boundaries in her professional relationship with the client, and providing a professional service while Ms. Rampono was in a conflict of interest. Ms. Rampono placed herself in a conflict of interest situation in which she ought reasonably to have known that the client would be at risk and used her professional position of authority to abuse or exploit a client or former client. Ms. Rampono accepted gifts from the client and had the client provide personal services for Ms. Rampono and for Ms. Rampono's family.
6. Violated Section 2.2 of the Professional Misconduct Regulation made under the Act and Principle II (2.2) of the Handbook (commented on in Interpretation 2.2.8) by engaging in conduct which could reasonably be perceived as reflecting negatively on the profession of social work. Ms. Rampono should have reasonably understood that any of the above actions could be perceived as reflecting negatively on the profession of social work.
7. Violated Section 2.2 of Ontario Regulation 384/00 (Professional Misconduct) made under the Act and Principle II (2.2) of the Handbook (commented on in Interpretation 2.2.4) by using information obtained during Ms. Rampono's professional relationship with the client, to acquire, either directly or indirectly, advantage or material benefit. Ms. Rampono accepted gifts and services from the client, using information she obtained during her professional relationship with the client.
8. Violated Section 2.2 of Ontario Regulation 384/00 (Professional Misconduct) made under the Act and

Discipline Decision Summary

Principle III of the Handbook (commented on in Interpretation 3.7) by failing to demonstrate that the client or former client with whom she established a personal relationship, was not exploited, coerced or manipulated, intentionally or unintentionally. Ms. Rampono was not present nor was she represented at the hearing. She did not attempt to refute the allegations in any manner orally or by correspondence. Additionally, Ms. Rampono voluntarily admitted to the hospital that she benefitted from her relationship with the client and that the client told Ms. Rampono that the client was in love with Ms. Rampono. The client provided Ms. Rampono with gifts and services to show the client's appreciation of Ms. Rampono's interest in the client.

9. Violated Section 2.2 of Ontario Regulation 384/00 (Professional Misconduct) made under the Act and Principle I of the Handbook (commented on in Interpretation 1.7) by failing to maintain an awareness and consideration of the purpose, mandate and function of the hospital where the Member was employed, and how those impacted on and limited her professional relationship with the client, who was Ms. Rampono's client and a client of the Hospital. Ms. Rampono did not notify her supervisors or the psychiatrist of her personal involvement with the client, nor did she terminate her services to the client.

10. Violated Section 2.2 of Ontario Regulation 384/00 (Professional Misconduct) made under the Act and Principle IV of the Handbook (commented on in Interpretation 4.1.2) by making a statement in the record relating to her client, in the course of practising the profession of social work, that Ms. Rampono knew or ought to have known was false, misleading, inaccurate or otherwise improper. Ms. Rampono admitted to the hospital that she did not document her relationship with the client and that she did not inform members of the health team of her relationship. These omissions make Ms. Rampono's records for the client at the very least misleading and inaccurate.

The Discipline Committee found that Ms. Rampono, in her behaviour, violated Professional Standards of Practice as she became involved in an unhealthy relationship with an extremely vulnerable client for an extended period of time, showed callous and unethical behaviour and brought disgrace to the profession of social work.

PENALTY

The Discipline Committee ordered that,

1. Pursuant to section 26(4)(1) of the Act, the Registrar is directed to revoke Ms. Rampono's certificate of registration, and to record a notation of the revocation on the College Register.
2. Pursuant to section 26(5)(3) of the Act, that the finding and Order of the Discipline Committee be published, in detail, with the name of Ms. Rampono (but without information that could identify the affected client/former client), in the official publication of the College, on the College's website, on any other media-related document that is provided to the public and additionally in any other manner necessary to alert regulators in other jurisdictions and is deemed appropriate by the College.
3. Pursuant to section 26(5)(5) of the Act, that Ms. Rampono pay costs in the amount of \$5,000 to the College.

The Committee concluded that the above penalty serves the public interest by satisfying principles of specific and general deterrence. In respect of specific deterrence, the Discipline Committee found that Ms. Rampono's conduct was so egregious that it would be impossible to fashion a remedy, other than revocation, that would either specifically deter or rehabilitate her, given her refusal to participate in the hearing. The revocation of Ms. Rampono's registration would additionally serve the function of general deterrence and is necessary to maintain public confidence in the integrity of the College's discipline process.

Discipline Decision Summary



This summary of the Discipline Committee's Decision and Reason for Decision is published pursuant to the Discipline Committee's penalty order.

BY PUBLISHING THIS SUMMARY, THE COLLEGE ENDEAVOURS TO:

- illustrate for social workers, social service workers and members of the public, what does or does not constitute professional misconduct;
- provide social workers and social service workers with direction about the College's standards of practice and professional behaviour, to be applied in future, should they find themselves in similar circumstances;
- implement the Discipline Committee's decision; and
- provide social workers, social service workers and members of the public with an understanding of the College's discipline process.

PROFESSIONAL MISCONDUCT

DAVID ROURKE

(Former Social Service Work Member #805579)

AGREED STATEMENT OF FACT

The College and the Member submitted a written statement in which the following facts were agreed:

1. In 2008, Mr. Rourke facilitated a two-day workshop. In 2011 an attendee at that workshop sought out Mr. Rourke for individual counselling services. Mr. Rourke provided ten counselling sessions to the attendee (the "Client") using Emotional Freedom Technique ("EFT") to address issues relating to the Client's eating disorder.
2. During the course of the sessions, and at a time when the Client was particularly vulnerable, Mr. Rourke:
 - a. Kissed the Client on the cheek, without asking, on more than one occasion;
 - b. Hugged the Client, without asking, on more than one occasion;
 - c. Made inappropriate and sometimes sexually suggestive comments to the Client including that:
 - i. "he was thinking about [the Client] the night before";
 - ii. "his ex-wife had her own sexual issues, had accused him of being a sex addict and insisted that he attend a group for sex addicts";
 - iii. he loved when the Client smiled, that the Client had natural beauty, and that "If it helps any, as a man, I would like to fuck you"; and,
 - iv. he did not think that the ethics committee would approve of his technique.
 - d. Walked the Client to the Client's car and made the Client uncomfortable by staring at the Client in a sexually suggestive manner. When the Client said "what" in response to Mr. Rourke's staring, Mr. Rourke said "Oh nothing" in a sexually suggestive tone.

PLEA

Mr. Rourke was not present at the hearing. He did, however, submit a signed and witnessed Plea and Plea Inquiry in which he admitted all of the allegations of professional misconduct in the Notice of Hearing. The Discipline Committee was satisfied with the signed and witnessed Plea Inquiry submitted by Mr. Rourke, in which he stated that his admissions were voluntary, informed and unequivocal.

DECISION

The Discipline Committee found that the facts support a finding of professional misconduct against Mr. Rourke in that he:

Discipline Decision Summary

1. Violated Section 2.5 of Ontario Regulation 384/00 (the "Professional Misconduct Regulation") made under the *Social Work and Social Service Work Act* (the "Act"), and Principle VIII of the Handbook (as commented on in Interpretations 8.1, 8.2, 8.2.2, 8.2.3, and 8.6) by abusing a client physically, sexually, verbally, psychologically or emotionally, including sexually abusing a client within the meaning of subsection 43(4) of the Act, failing to ensure that sexual misconduct did not occur, engaging in touching, of a sexual nature, of the client, engaging in behaviour or remarks of a sexual nature other than behaviour or remarks of a clinical nature appropriate to the service provided and by engaging in sexual relations with a client during counselling or while providing other professional services where the nature of the professional relationship has created a conflict of interest;
2. Violated Sections 2.2 and 2.28 of the Professional Misconduct Regulation and Principle I of the Handbook (commented on in Interpretations 1.4, 1.5 and 1.6) by failing to accept the uniqueness of the client, failing to maintain awareness of his own values, attitudes and needs and how these impact on his professional relationship with the client and by failing to distinguish his needs and interests from those of his client to ensure that his client's needs and interests remain paramount;
3. Violated Sections 2.2 and 2.28 of the Professional Misconduct Regulation and Principle II, 2.1 of the Handbook (commented on in Interpretation 2.1.5) by failing to engage in the process of self-review and evaluation and seek consultation when appropriate as part of maintaining competence and acquiring skills in social service work practice;
4. Violated Sections 2.2, 2.10 and 2.28 of the Professional Misconduct Regulation and Principle II, 2.2 of the Handbook (commented on in Interpretation 2.1.1) by engaging in a professional relationship that constituted a conflict of interest or in situations in which he ought reasonably to have known that the client would be at risk and providing a professional service to a client where he was in a conflict of interest;
5. Violated Sections 2.2 and 2.2.8 of the Professional Misconduct Regulation and Principle II, 2.2 of the Handbook (as commented on in Interpretation 2.2.3) by using information obtained in the course of the professional relationship and the professional position of authority to coerce, improperly influence, harass, abuse or exploit a client;
6. Violated Section 2.2 of the Professional Misconduct Regulation and Principle II of the Handbook (as commented on by Interpretation 2.2.8) by failing to avoid conduct which could reasonably be perceived as reflecting negatively on the profession of social service work;
7. Violated Section 2.2 of the Professional Misconduct Regulation and Principle III of the Handbook (as commented on by Interpretation 3.7) by failing to assume responsibility for demonstrating that the client (or former client) has not been exploited, coerced or manipulated, intentionally or unintentionally;
8. Violated Section 2.2 of the Professional Misconduct Regulation and Principle III of the Handbook (as commented on by Interpretation 3.8) by providing a service that does not conform to College standards and/or a service that he knew (or ought reasonably to have known) was not likely to benefit the client;
9. Violated Section 2.36 of the Professional Misconduct Regulation by engaging in conduct or performing an act relevant to the practice of the profession that, having regard to all circumstances, would reasonably be regarded by members as disgraceful, dishonourable or unprofessional.

PENALTY

The Discipline Committee accepted the Joint Submission as to Penalty submitted by the College and by Mr. Rourke. The Discipline Committee ordered that,

Discipline Decision Summary

1. Mr. Rourke be reprimanded by the Discipline Committee in writing and that the fact of the reprimand be recorded on the Register for an unlimited period of time.
 2. The finding and order of the Discipline Committee be published, in detail, with the name of Mr. Rourke (but without information which would identify the Client), in the official publication of the College and in any other manner deemed appropriate by the College.
- Fixing costs or assigning a financial penalty were inappropriate given Mr. Rourke's "ownership" of his behaviour and co-operation with the disciplinary process;
 - In accepting the Joint submission as to Penalty, the Discipline Committee was convinced that under the circumstances, the only objective that could be met was one of general deterrence. The Discipline Committee therefore decided that its findings should be published, with Mr. Rourke's name, thus clearly demonstrating to practising members that such conduct on the part of a College member will not be tolerated. Specific deterrence and remediation/rehabilitation would not apply since Mr. Rourke had already resigned from membership in the College and is no longer a practising College member.

In arriving at its Penalty Order, the Discipline Committee noted that:

- The proposed penalty was reasonable and serves and protects the public interest;
- Mr. Rourke co-operated with the College and by agreeing to the facts and a proposed penalty, has accepted responsibility for his actions;
- Because Mr. Rourke resigned from College membership prior to the hearing, the options for penalty available to the Discipline Committee were limited;

Discipline Decision Summary



This summary of the Discipline Committee's Decision and Reason for Decision is published pursuant to the Discipline Committee's penalty order.

BY PUBLISHING THIS SUMMARY, THE COLLEGE ENDEAVOURS TO:

- illustrate for social workers, social service workers and members of the public, what does or does not constitute professional misconduct;
- provide social workers and social service workers with direction about the College's standards of practice and professional behaviour, to be applied in future, should they find themselves in similar circumstances;
- implement the Discipline Committee's decision; and
- provide social workers, social service workers and members of the public with an understanding of the College's discipline process.

PROFESSIONAL MISCONDUCT

CARL LYONS, RSW, #325971

AGREED STATEMENT OF FACT

The College and the Member submitted a written statement in which the following facts were agreed:

1. For a period of approximately one month, Mr. Lyons provided independent counselling services to a client who Mr. Lyons knew to be vulnerable as the client had recently separated from a partner of 11 years and had subsequently moved to Ontario from another province.
2. The client's life at the time the counselling commenced was characterized by a refusal to socialize, staying in every night and drinking wine regularly.
3. During the course of sessions, Mr. Lyons gained the client's trust and encouraged the client to get out, meet people and attend events in order to make new friends. Mr. Lyons also invited the client to various events that he was attending including a wine tasting and an art show. Mr. Lyons offered, and the client accepted, a ride of at least part of the distance to each event and drove the client home after each event, as they happened to live close to each other. At each event, Mr. Lyons introduced the client to several people to assist the client in making friends.
4. On the date of the one-year anniversary of the client's separation from the client's partner, the client sent an email to Mr. Lyons as the client wished to share the client's feelings with Mr. Lyons.
5. Two days later, the client and Mr. Lyons went for a walk together. Mr. Lyons subsequently texted the client and invited the client to his home to watch a movie that evening. When the client arrived at Mr. Lyons' home, the two proceeded to watch a movie and drink at least 3 bottles of wine, which Mr. Lyons provided.
6. The client and Mr. Lyons subsequently moved upstairs to the computer room on the second floor to finish the movie. They then decided to watch a second movie. While watching the second movie, Mr. Lyons and the client kissed, touched each other and performed additional sexual acts including mouth to genital sexual acts on each other. They did not engage in genital penetration. During the course of the evening, Mr. Lyons told the client that the client was beautiful and felt wonderful. Mr. Lyons admitted to the client several times that what he was doing was wrong.
7. The client stayed overnight with Mr. Lyons at his home. In the morning, Mr. Lyons again told the client that the

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client was beautiful. Mr. Lyons subsequently drove the client home to drop off the client's belongings and then dropped the client at a transit stop.

8. That same day, the client spoke with a friend who had previously been a client of Mr. Lyons. Subsequent to that conversation, the former client contacted Mr. Lyons and advised Mr. Lyons not to contact the client anymore.
9. Mr. Lyons complied with this request and there was no further contact.
10. Both the client and former client filed complaints with the College.
11. In his response to the complaints, Mr. Lyons admitted the allegations.
12. Prior to the Discipline Committee Hearing, Mr. Lyons wrote to the College stating he was in the process of terminating all of his clients and that he had informed all of his sources of referrals not to make any new referrals as he intended to retire. Mr. Lyons requested that the College accept his resignation.
13. The College Registrar wrote to Mr. Lyons advising him that pursuant to subsection 13(2) of the *Social Work and Social Service Work Act* (the "Act"), she would not accept his request to resign from membership in the College, in the face of the ongoing disciplinary proceedings.

DECISION

The Discipline Committee found that the facts support a finding of professional misconduct, and in particular, that the Member:

1. Violated Section 2.5 of Ontario Regulation 384/00 (Professional Misconduct) made under the Act, and Principle VIII of the Handbook (as commented on in Interpretations 8.1, 8.2, 8.2.1, 8.2.2, 8.2.3, 8.3 and 8.6) by abusing a client physically, sexually, verbally, psychologically or emotionally, including sexually abusing a client within the meaning of subsection 43(4) of the Act, failing to ensure that sexual misconduct did not occur, engaging in physical relations, engaging in touching, of a sexual nature, of the client, engaging in behaviour or remarks of a sexual nature other than behaviour or remarks of a clinical nature appropriate to the service provided and by engaging in sexual relations with a client during counselling or while providing other professional services where the nature of the professional relationship has created a conflict of interest.
2. Violated Sections 2.2 and 2.28 of Ontario Regulation 384/00 (Professional Misconduct) made under the Act, and Principle I of the Handbook (commented on in Interpretation 1.5 and 1.6) by failing to maintain awareness of his own values, attitudes and needs and how these impact on their professional relationship with the client and by failing to distinguish his needs and interests from those of his client to ensure that his client's needs and interests remain paramount.
3. Violated Sections 2.2 and 2.28 of Ontario Regulation 384/00 (Professional Misconduct) made under the Act, and Principle II, 2.1 of the Handbook (commented on in Interpretation 2.1.5) by failing to engage in the process of self-review and evaluation and seek consultation when appropriate as part of maintaining competence and acquiring skill in social work practice.
4. Violated Sections 2.2, 2.10 and 2.28 of Ontario Regulation 384/00 (Professional Misconduct) made under the Act, and Principle II, 2.2 of the Handbook (commented on in Interpretations 2.1.1(i) and (ii) and 2.2.8) by engaging in a professional relationship that constituted a conflict of interest and in a situation in which he ought reasonably to have known that the client would be at risk, by failing to evaluate the conflict of interest or seek consultation to assist in identifying and dealing with the conflict of interest, by engaging in a dual relationship that increased the risk of exploitation or harm to his client and by failing to avoid conduct which could reasonably be perceived as reflecting negatively on the profession of social work.

Discipline Decision Summary

5. Violated Sections 2.2 of Ontario Regulation 384/00 (Professional Misconduct) made under the Act, and Principle III of the Handbook (as commented on in Interpretation 3.7) by failing to assume responsibility for demonstrating that the client or former client has not been exploited, coerced or manipulated, intentionally or unintentionally.
6. Violated Section 2.36 of Ontario Regulation 384/00 (Professional Misconduct) made under the Act, by engaging in conduct or performing an act relevant to the practice of the profession that, having regard to all circumstances, would reasonably be regarded by members as disgraceful, dishonourable or unprofessional.

PENALTY ORDER

The panel of the Discipline Committee accepted the Joint Submission as to Penalty submitted by the College and the Member and made an order in accordance with the terms of the Joint Submission as to Penalty. The Discipline Committee ordered that,

1. The Registrar is directed to revoke Mr. Lyons certificate of registration with the College;
2. Mr. Lyons be reprimanded in person and that the reprimand be recorded on the Register for an unlimited period of time;
3. The findings and order of the Discipline Committee be published, in detail, with the name of Mr. Lyons (but without information which would identify the affected client), in the official publication of the College, on the College's website and on any other media-related document that is provided to the public and is deemed appropriate by the College, pursuant to section 26(5)(3) of the Act.

REASONS FOR PENALTY ORDER

The Discipline Committee panel concluded that:

- Mr. Lyons co-operated with the College, and by agreeing to the facts and a proposed penalty, has accepted responsibility for his actions;
- There was no reason to depart from the Joint Submission as to Penalty as it achieves both "specific and general deterrence to deter members of the profession from engaging in similar misconduct", and is "reasonable and in the public interest in light of the severity of the professional misconduct in which [Mr. Lyons] engaged."
- The penalty is consistent with the approach taken by another panel of the Discipline Committee in a similar case.

At the conclusion of the hearing Mr. Lyons waived his right of appeal and the Discipline Committee administered an oral reprimand to Mr. Lyons.

Reprimand administered in person – February 11, 2013.

Discipline Decision Summary



This summary of the Discipline Committee's Decision and Reason for Decision is published pursuant to the Discipline Committee's penalty order.

BY PUBLISHING THIS SUMMARY, THE COLLEGE ENDEAVOURS TO:

- illustrate for social workers, social service workers and members of the public, what does or does not constitute professional misconduct;
- provide social workers and social service workers with direction about the College's standards of practice and professional behaviour, to be applied in future, should they find themselves in similar circumstances;
- implement the Discipline Committee's decision; and
- provide social workers, social service workers and members of the public with an understanding of the College's discipline process.

PROFESSIONAL MISCONDUCT

SHARON COWAN

(Former Social Work Member #805050)

AGREED STATEMENT OF FACT

The College and the Member submitted a written statement in which the following facts were agreed:

1. As part of her employment with a community mental health agency Ms. Cowan acted as a front line social worker involved in the administration of the Diversion Program in the Ontario Court of Justice. The Diversion Program is typically offered to first offenders in the criminal justice system whose alleged crimes are on the minor end of the spectrum. Those who are referred to the Diversion Program are asked to satisfy certain terms or conditions. If those terms or conditions are satisfied within a prescribed period of time, the charges against them are withdrawn by the local Crown Attorney.
2. Ms. Cowan had the responsibility to ensure that those individuals who were referred to her through the Diversion Program completed the program. Her job involved meeting with the individuals involved in the program, ensuring that they were aware of the terms and conditions that were prescribed and that they had a plan in place to meet the requirements of the program within the prescribed period of time. Ms. Cowan then followed along with her referrals as they worked through the program and ultimately wrote a report for each candidate which was relied upon by the local Crown Attorney to confirm whether the terms and conditions had been satisfied.
3. A client was referred to Ms. Cowan who was charged with Theft Under \$5000, and with the agreement of the Crown Attorney and the Court, had been directed to participate in the Diversion Program. The client's Diversion Program consisted of four conditions: restitution, an apology letter, treatment/counselling for addictions and maintaining contact with the community mental health agency which employed Ms. Cowan. The client's participation in the Program was monitored by submission of progress reports. If the client satisfied the conditions of the Program, the client's charges would be withdrawn. However, if the conditions were not satisfied, the client's charges would be pursued and, upon conviction, there was the potential that the client would be incarcerated.
4. The client was a vulnerable client whose mental health diagnoses included ADHD, bipolar disorder, substance abuse, illiteracy, symptoms of residual trauma and compromised cerebral activity due to substance abuse. The client relied on the Ontario Disability Support Program ("ODSP") for living expenses and lived in subsidized housing.

Discipline Decision Summary

5. Ms. Cowan provided a progress report for the client. The report indicated that:
 - a. "There had been little contact with [the client] since [the] court date";
 - b. The client "has not been available for appointments; has not been home for scheduled appointments and has not contacted [her] to rebook; has not followed through with referrals to programs, counselling, assessments or literacy education; [Ms. Cowan] has no knowledge of [the client's] compliance with medications; [the client] has continued to misuse substances as evidenced by [the client's] report to her that [the client] had spent a few days in detox...";
 - c. That "there has been no compliance with the Court Diversion since [date] when [the client] stated to [her] that [the client's] lawyer had told [the client] that the client] didn't have to do anything for a year, something she advised [the client] was not correct and that there would be a report in a few months";
 - d. That the client "has not availed [him/herself] of the opportunities that the Court Diversion Program presents and that at present it appears unlikely that [the client] will do so in the near future";
 - e. That it is Ms. Cowan's "firm hope" that the client will "reconnect with [the community mental health agency] and engage in the process of making significant changes in [the client's] life, [but she does] not believe that the Court Diversion Program is being appropriately utilized by [the client]";
6. Ms. Cowan subsequently approached the staff of the community mental health agency about recommending that the client be discontinued from the Diversion Program. Ms. Cowan was advised that the protocol was to have her manager review the report and recommendation prior to its submission to the Crown Attorney. Ms. Cowan was directed to whom she should provide the report for review. Ms. Cowan did not provide the report for review. Rather, she submitted the report to her supervisor and falsely advised her supervisor that the report had been reviewed.
7. The report was subsequently provided to the Crown Attorney's office. As a result, the Crown Attorney intended to withdraw the client from the Diversion Program and to proceed to prosecute the client's matter which may have resulted in the client's incarceration.
8. The report was ultimately investigated and was found to contain false, inaccurate and misleading information and information that conflicted with Ms. Cowan's clinical notes, including:
 - i. That there had been almost no contact with the client for 5 months, despite electronic records that indicated contact with the client in those 5 months;
 - ii. That there had been no opportunity for discussion, assessment, problem identification or problem solving for 5 months, despite electronic records that showed contact with the client in each of those 5 months;
 - iii. That there was contact with the client in one month, despite electronic records that indicated that no contact was made with the client in that month;
 - iv. That the client had exhibited "no progress" when Ms. Cowan's clinical notes indicated that the client had obtained "stable housing, income, and connection with [the client's] children" which are all indicators of progress;
9. Upon further investigation, it was discovered, and Ms. Cowan admits that:
 - a. She imposed an obligation on the client to pursue literacy as a goal when literacy was not part of the diversion plan;
 - b. She failed to acknowledge that fluctuating motivation and participation are expected throughout the process of therapeutic relationship building and recovery;
 - c. She failed to set appropriate boundaries with the client and, as a result, she failed to facilitate self-determination;
 - d. She failed to ensure that her electronic records were appropriately documented by:

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- i. Failing to include the progress report with the clinical record;
 - ii. Failing to document various connections with the client;
- e. She failed to complete and submit a progress report that was directed by the court by the mandated due date.

10. Ms. Cowan sincerely regrets acting in an unprofessional manner.

PLEA

Ms. Cowan was not present at the hearing. She did, however, submit a signed and witnessed Plea in which she admitted all of the allegations of professional misconduct in the Notice of Hearing. The Discipline Committee was satisfied with the signed and witnessed Plea Inquiry submitted by Ms. Cowan, in which she stated that her admissions were voluntary, informed and unequivocal.

DECISION

The Discipline Committee found that the facts support a finding of professional misconduct, and in particular, that Ms. Cowan committed acts of professional misconduct in that she:

1. Violated Section 2.2 of the Professional Misconduct Regulation, and Principle I of the Handbook (as commented on in Interpretations 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7) by failing to set and evaluate goals, observe, clarify and inquire about information presented to her by clients, failing to demonstrate an acceptance of each client's uniqueness, failing to maintain an awareness of her values, attitudes and needs as well as the purpose, mandate and function of her employer and how these impact on and limit her professional relationships with clients and failing to distinguish her own needs from the needs of her client and ensure that her client's needs and interests remain paramount.
2. Violated Section 2.2 of the Professional Misconduct Regulation, and Principle II of the Handbook (as commented on in Interpretations 2.1.4, 2.1.5 and 2.2.8) by providing inappropriate professional recommendations, by failing to engage in the process of self-review and evaluation of her practice, failing to seek consultation when appropriate, and by engaging in conduct which could reasonably be perceived as reflecting negatively on the professions of social work or social service work.
3. Violated Section 2.2 of the Professional Misconduct Regulation, and Principle III of the Handbook (as commented on in Interpretation 3.2) by failing to deliver client services and respond to client queries, concerns or complaints in a timely and reasonable manner.
4. Violated Sections 2.2, 2.19, 2.20, 2.21 and 2.28 of the Professional Misconduct Regulation, and Principle IV of the Handbook (as commented on in Interpretations 4.1.1, 4.1.2 and 4.1.6) by failing to record information relevant to the services provided and in conformance with accepted service or intervention standards and protocols, failing to record information in a format that facilitates the monitoring and evaluation of the effects of the service/intervention, making a statement in the record, or in reports based on the record, or issuing or signing a certificate, report or other document in the course of practicing either profession that the member knows or ought reasonably to know is false, misleading, inaccurate or otherwise improper and by failing to record information when the event occurs or as soon as possible thereafter.
5. Violated Section 2.36 of the Professional Misconduct Regulation by engaging in conduct or performing an act relevant to the practice of the profession that having regard to all circumstances would reasonably be regarded by members as disgraceful, dishonourable and unprofessional.

Discipline Decision Summary

PENALTY

The Discipline Committee accepted the Joint Submission as to Penalty submitted by the College and by Ms. Cowan. The Discipline Committee ordered that,

1. Ms. Cowan be reprimanded by the Discipline Committee in writing and that the reprimand be recorded on the Register for an unlimited period of time, pursuant to section 26(5)(1) of the Act.
2. The finding and order of the Discipline Committee be published, in detail, with the name of Ms. Cowan (but without information which would identify the affected client), in the official publication of the College and in any other manner deemed appropriate by the College, pursuant to section 26(5)(3) of the Act.

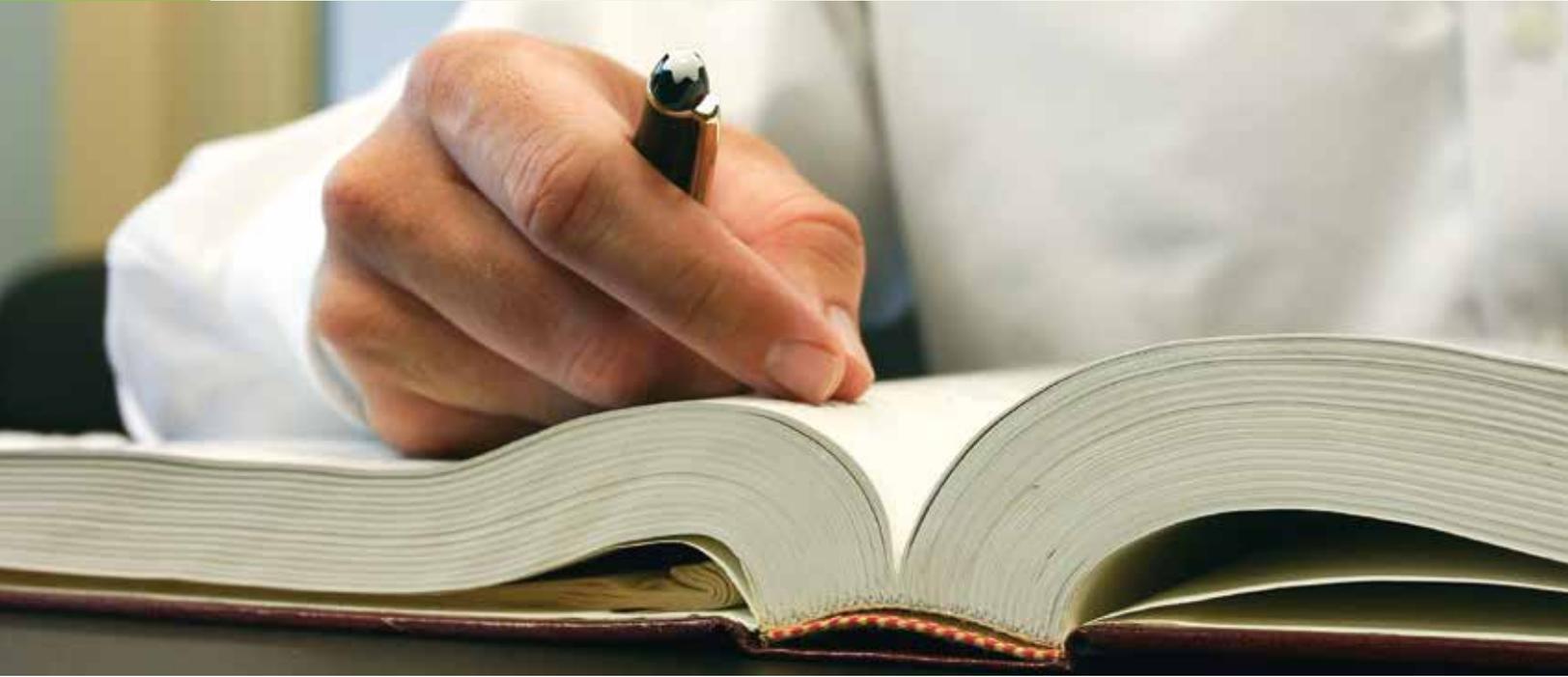
In arriving at its Penalty Order, the Discipline Committee noted that Ms. Cowan:

- admitted that she engaged in acts of professional misconduct;
- entered into the Agreed Statement of Facts and the Joint Submission as to Penalty;
- elected to resign from the College indicating that she is no longer practicing and has moved out of province; and
- co-operated with the College and, by agreeing to the facts and a proposed penalty, has accepted responsibility for her actions and has indicated that she sincerely regrets acting in an unprofessional manner.

The Discipline Committee also noted that although its penalty options were limited because Ms. Cowan resigned from membership in the College prior to the Discipline Committee hearing, the penalty order is reasonable and protects the public interest. The Discipline Committee found that the penalty order sends a message to Ms. Cowan, the membership and the public that the profession will not tolerate this type of conduct. The penalty order provides general deterrence and is appropriate in the public interest.

Practice Notes: “But How Do I Know If I’m Competent?” - Issues to Consider

LISE BETTERIDGE, M.S.W., RSW, DIRECTOR OF PROFESSIONAL PRACTICE



Practice Notes is designed as an educational tool to help Ontario social workers, social service workers, employers and members of the public gain a better understanding of recurring issues dealt with by the professional practice department and the Complaints Committee that may affect everyday practice. The notes offer general guidance only and members with specific practice inquiries should consult the College, since the relevant standards and appropriate course of action will vary depending on the situation.

Social workers and social service workers, as regulated professionals, are generally aware that they must be competent to perform any of the tasks or activities that they undertake in the course of their practice.¹ Despite this awareness, they may struggle with what is meant by “competence”. How do they know that they’re competent to engage in a particular activity? What factors should they consider when assessing their competence? How do they become competent? This article will discuss three key areas for members to consider when assessing their ability to perform any activity: 1. education, training and experience; 2. supervision; and 3. continuing competence.

The *Social Work Dictionary* suggests that competence “includes possession of all relevant educational and experiential requirements ... and the ability to carry out work assignments

and achieve social work goals while adhering to the *values* and the *code of ethics* of the profession.”² Similarly, Kane defines competence as “the degree to which the individual can use the knowledge, skills, and judgment associated with the profession to perform effectively in the domain of possible encounters defining the scope of professional practice.”³ The *Code of Ethics and Standards of Practice Handbook, Second Edition 2008*, which sets out the minimum standards for all members of the College, requires members to be “... committed to ongoing professional development and maintaining competence in their practice.”⁴ Members are also “responsible for being aware of the extent and parameters of their competence and their professional scope of practice and limit their practice accordingly.”⁵

Although a degree in social work or a diploma in social

1. Social workers and social service workers may be involved in direct or indirect, clinical or non-clinical roles. Many positions will involve elements of each.
2. Barker, Robert. *The Social Work Dictionary*, 4th Edition, Washington, DC: NASW Press, 1999, p. 93
3. Kane, M.T. “The assessment of professional competence” *Evaluation in the Health Professions*, 15 (2), 1992, pp. 163-82, quoted in Bogo, Marion, *Achieving Competence in Social Work Through Field Education*. Toronto: University of Toronto Press, 2010, p. 61
4. *Code of Ethics and Standards of Practice Handbook, Second Edition 2008*, Principle II: Competence and Integrity, interpretation 2.1
5. *Ibid.*, interpretation 2.1.1

Practice Notes: “But How Do I Know If I’m Competent?”

- Issues to Consider

LISE BETTERIDGE, M.S.W., RSW, DIRECTOR OF PROFESSIONAL PRACTICE

service work education provides the necessary grounding to begin work in the field, neither is in itself sufficient for members to be competent in all areas of practice.⁶ Many of the activities performed by members require a comprehensive knowledge base, effective and professional use of self, and mastery of specific skills (both clinical and non-clinical). Members’ knowledge and self-awareness must inform their practice. Throughout their careers, in order to learn and grow as professionals, members have a responsibility to continue to reflect upon and assess their practice, to add to their professional knowledge base and to enhance their skills. This is an ever-evolving and challenging process, as illustrated in the scenarios below:

A member at a community counselling agency, who had been working with adults for several years, wanted to change her focus to children as a result of an employment opportunity at another agency. She contacted the Professional Practice Department to find out if the College had specific requirements if she were to do so. While the member had done extensive individual and couple work in her current position, it had been many years since she had seen families or worked with children.

A member who was returning to practice after a parental leave contacted the Professional Practice Department to discuss “upgrading” her skills. The member had just been hired at a hospital. While the member had participated in the Continuing Competence Program (CCP), she wanted to make sure that she fulfilled any College requirements and could demonstrate her competence if required.

A recent graduate and new member contacted the College with a question related to his new role on a family health team. He had been asked to provide

education (along with a dietitian) to clients and their families in a diabetes education program. He was quite anxious about taking on this task, and wanted to make sure he was in a position to do it competently.

While College members aren’t obliged to notify the College about changes in their area of practice,⁷ they must ensure that they are competent to perform their new roles. They must also “remain current with emerging social work or social service work knowledge and practice relevant to their areas of professional practice,”⁸ “maintain current knowledge of policies, legislation, programs and issues ... in their areas of practice,”⁹ and “ensure that any professional recommendations or opinions they provide are appropriately substantiated by evidence and supported by a credible body of professional social work knowledge or a credible body of professional social service work knowledge.”¹⁰ In conversation with the members in the scenarios above, Professional Practice staff acknowledged that fulfilling these standards can be quite challenging. A first step is for members to ensure that their education, training and experience prepare them for a given area of practice or for the specific task at hand.

EDUCATION, TRAINING AND EXPERIENCE

It is critical that members, after completing their degree or diploma, complete further **training** and gain **practice experience** in relevant areas in order to build their competence. In the scenarios above, the members were encouraged to begin by reflecting on their academic experience (including field placements), their current practice and their new roles, and to identify any gaps in their knowledge and skills. When learning something new, and/or moving into a new area, it can be challenging to “know what you don’t know”. There are also other limitations to self-assessment, including “blind spots” about one’s practice and the tendency to over-estimate one’s competence.¹¹ Therefore, reviewing relevant academic or other literature,

6. Minimum competence is **required** whenever a member engages in an activity or task. Mastery (or enhanced competence) is something that will be achieved over time, as the member gains experience and increases his or her level of knowledge and skill.

7. However, all members **must** ensure that they keep the College up to date with respect to their current employment, as well as their home address and telephone number.

8. *Code of Ethics and Standards of Practice Handbook, Second Edition 2008*, Principle II: Competence and Integrity, interpretation 2.1.2

9. *Ibid.*, interpretation 2.1.3

10. Interpretation 2.1.4

11. The self-assessment literature includes: Baxter, P. and G. Norman, “Self-assessment or self-deception? A lack of association between nursing students’ self-assessment and performance” *Journal of Advanced Nursing*, 67(11) 2011 pp. 2406-2413; David, D. et al. “Accuracy of physician self-assessment compared with observed measures of competence” *Journal of the American Medical Association*, 296(9), 2006, pp. 1094-1102; and Regehr, G. & K. Eva, “Self-assessment, self-direction, and the self-regulating professional” *Clinical Orthopaedics and Related Research*, (449), 2006, pp. 34-38

Practice Notes: “But How Do I Know If I’m Competent?” - Issues to Consider

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carefully considering competencies defined in that literature,¹² becoming familiar with relevant standards and legislation, and obtaining feedback about one’s practice from peers, colleagues and/or supervisors would be very helpful in this process.¹³ Because skills and knowledge obtained in other areas may be pertinent and generalizable, the members were also encouraged to consider how their current knowledge-base and skills might be applied in their new roles. It should be noted that overarching competencies (such as cultural or technological competence), which transcend specific areas of practice, should also be evaluated.¹⁴

Once members’ learning needs are identified, they are in a better position to identify the training or education necessary to build competence. In the first scenario, this could include courses on child development and family therapy, while members in all three scenarios would likely benefit from training on relevant clinical modalities, techniques and approaches, as well as current issues and challenges in the area. The member new to a family health team might choose to take workshops or courses specifically related to diabetes care and/or group work, and may discuss with his manager possibilities for on-the-job training at his own or another organization. As a result of his contact with Professional Practice staff, he also decided to explore opportunities to have his practice observed by colleagues or to deliver the program with them.

Of course, the scope and depth of the training required will depend on the nature of the activity. In some situations, in-house, focused and task-specific training offered by the employer over a short timeframe might be sufficient. When the skills required are more complex, in-depth and far-reaching, training would optimally include an integrated program of study, provide an opportunity for observation and

demonstration of mastery of the necessary skills, and have an evaluative component.

SUPERVISION

Supervision is another key element of competence. The standards of practice require members to “engage in the process of self-review and evaluation of their practice and seek consultation when appropriate”.¹⁵ The need for supervision doesn’t end after a certain number of years in practice, but evolves and continues throughout a member’s career. In all of the scenarios above, members would likely require more intense and frequent opportunities to reflect on their practice in order to enhance their competence in their new roles. Members in clinical roles should ensure that they have access to **clinical supervision**,¹⁶ either within or outside the agency. Members in non-clinical practice may have somewhat different needs, but they should nevertheless ensure that they are competent by engaging in supervision or consultation in which they have an opportunity to focus on their role, projects and tasks, and approaches or interventions, as opposed to the more administrative aspects of their position.

As a new graduate, the member on the family health team may also decide to seek out a more extensive and intensive period of supervision in order to gain competence in his new role. Ideally, this period of supervision should: take place individually and/or in a small group; occur regularly and with a frequency that is appropriate to the member’s level of experience; provide opportunities to engage in case discussion and the learning of new skills and perspectives; include at least some direct observation of a member’s practice (which, in clinical practice, may be in the form of audio or videotapes, one-way mirrors, co-therapy or reflecting teams); provide opportunities for in-depth experiential and didactic learning in an interactional and supportive environment; and enable

12. An example of this is *Competencies for Practice in the Field of Infant Mental Health*, Infant Mental Health Promotion Project, The Hospital for Sick Children, December 2002. <http://www.sickkids.ca/pdfs/IMP/11747-Competencies.pdf>

13. Members who don’t have access to an academic library or who are unable to do an online search of the literature may wish to request assistance from the librarian in their local public library.

14. Yanca, Stephen J., & Louise C. Johnson “Diversity Competent Practice with Families” Sample Chapter 3 in *Generalist Social Work Practice with Families*, 2008 <http://www.pearsonhighered.com/samplechapter/0205470106.pdf>

15. *Code of Ethics and Standards of Practice Handbook, Second Edition 2008*, Principle II: Competence and Integrity, interpretation 2.1.5

16. Dill, Katharine & Marion Bogo “Moving Beyond the Administrative: Supervisors’ Perspectives on Clinical Supervision in Child Welfare” *Journal of Public Child Welfare*, Vol. 3, 2009, pp. 88-89. **Clinical supervision** is associated with assessment, intervention and evaluation of client interventions as well as critical self-reflection, while **administrative supervision** is primarily concerned with the instrumental aspects of workers’ roles in agencies. **Administrative supervision** typically focuses on record-keeping, accreditation, organizational policies, mandate and caseload. While administrative supervision is important and necessary, it is not sufficient for competent practice.

Practice Notes: “But How Do I Know If I’m Competent?”

- Issues to Consider

LISE BETTERIDGE, M.S.W., RSW, DIRECTOR OF PROFESSIONAL PRACTICE

members opportunity for critical self-reflection.¹⁷

As members gain experience, less frequent and more informal models of supervision may be appropriate. Members should seek supervision/consultation^{18 19} with experienced colleagues throughout their careers, particularly in areas of practice in which they are less experienced, when they are aware of strong reactions to a client or situation, and/or when the client or situation could benefit from members gaining an additional perspective, outside expertise, and/or a new skill or approach.

Even experienced members must ensure that they obtain supervision. This might be less formal and structured, but it should occur regularly and with a frequency that is appropriate to the member’s level of experience. It should also be sufficiently accessible so that members can obtain assistance in challenging or complex work in a timely manner. Members with more experience often choose to use a peer consultation model, in addition or as an alternative to, individual or small group supervision with an experienced supervisor. It should be noted that supervision should be provided in an environment which enables members to examine their own reactions to their work, since self-reflection, self-awareness and disciplined use of self are hallmarks of the professions and essential to competent practice in any area.

Regardless of their experience, members should be mindful of the supervision literature which suggests that rapport, trust and caring, in addition to clinical expertise and knowledge, are key aspects of all successful supervisory relationships.²⁰ Whatever the model of supervision, members are personally accountable to bring forth challenges arising in practice, since it is through an examination of these that members enhance competence. They may wish to consider online or teleconference options in order to increase their access to supervision or consultation, but must consider the issues of security and confidentiality which come with these arrangements. It is important that the person or people who

are providing supervision are themselves competent, and either practise or have experience in the relevant area. In some situations, members may choose to be supervised by someone from outside the profession who has relevant expertise and experience in their area of practice and/or setting. In this case, they should consider whether the supervisor has an understanding of the profession’s values, ethics and standards of practice, and determine whether they need additional, profession-specific input from other sources.

CONTINUING COMPETENCE

In addition to completing formal education, gaining practice experience, completing further training and obtaining ongoing supervision, members are required by the *Registration Regulation, O. Reg. 383/00* made under the *Social Work and Social Service Work Act, 1998* to provide evidence of their continuing competence to practise social work/social service work in accordance with the guidelines approved by Council and published and distributed to members.²¹ All members of the College are required to participate in the *Continuing Competence Program (CCP)*, a flexible, adult-education model which was launched by the College in 2009. Members are encouraged to use their CCP to focus on the skills and knowledge required for new activities or areas of practice, so that they are in a position to demonstrate that they are striving to enhance their competence.

Members might choose to include self-directed learning (reading or online learning, for example) as well as brief workshops in their CCP. As noted previously, however, some more intensive, face-to-face training is often advisable, depending on members’ needs and the skill or task in question. Members who wish to ensure that they are competent may also choose to undertake more intensive training, such as certificate programs (which would involve a series of courses or workshops), externships, and in-depth courses.

17. Dill & Bogo, p. 88

18. Barker, p. 101. Barker defines consultation as a problem-solving process which occurs on an ad hoc or temporary basis and has a specific goal and focus. The consultant has no special administrative authority over those to whom consultation is provided. Supervision, on the other hand, is relatively continuous and encompasses many areas of concern. It is both an administrative and educational process.

19. *Code of Ethics and Standards of Practice Handbook, Second Edition 2008*, Principle V: Confidentiality, interpretation 5.8.

20. Shulman, L. *The skills of helping individuals, families, groups and communities (5th edition)*, Belmont, CA: Thomson Brooks/Cole, 2006, cited in Mizrahi, Terry and Larry E. Davis, editors, *The Encyclopedia of Social Work, Online Version*, Oxford University Press, 2012

21. S. 6.3, O. Reg. 383/00 (Registration) made under the *Social Work and Social Service Work Act, 1998* www.e-laws.gov.on.ca

Practice Notes: “But How Do I Know If I’m Competent?” - Issues to Consider

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The standards of practice state that a professional knowledge base “relates to both theoretical and practical understanding,”²² and “can be attained through education, professional experience, consultation and supervision, professional development and a review of relevant research and literature.”²³ Therefore, at least some of members’ learning activities in relation to specific skills or activities should include opportunities for direct practice and/or direct observation of practice, or, if possible, opportunities to observe interventions conducted by others. Because technology has such a significant impact on practice (through client and member use of social media and e-mail, electronic records, and emerging boundary and confidentiality issues, for example²⁴) members’ CCP self-assessment and learning goals should address this competency and include it as a focus if required.

All three members in the scenarios decided to use their CCP to reflect on their practice and focus their learning in order to prepare for a new area of practice. Their CCP portfolio served as a place to track their progress. As already noted, the members chose specific training opportunities to meet their learning needs, but the CCP also gave them a place to record less formal learning activities, including self-reflection and reading.

Just as the need for supervision does not end, so, too, is lifelong learning through the CCP a requirement for experienced as well as less-seasoned members. While members can and should tailor their learning activities to reflect their years in the field, they have an ongoing professional obligation to ensure that they remain current and informed, and are competent in any of the tasks or activities which they undertake, regardless of their years of experience.

CONCLUSION

This article has discussed how education, training and experience, supervision and the CCP contribute to members’ competence. By addressing each of these elements, members

can ensure that they provide services competently, ethically and effectively.

For more information, contact Lise Betteridge, M.S.W., RSW, Director, Professional Practice, at 416-972-9882 or 1-877-828-9380, ext. 225 or e-mail: lbetteridge@ocswssw.org.

CHECKLIST: HOW DO I ASSESS MY COMPETENCE?

It is suggested that members seek input from supervisors and/or others familiar with their practice when completing the checklist below.

- In addition to my degree in social work/ diploma in social service work, I have additional training (formal or informal) in the area or activity.
- I gained experience in this area in the course of my practicum(s).
- Following the completion of my degree/diploma, I engaged in a period of supervision with an experienced supervisor related to the area of practice or activity.
- I continue to obtain regular supervision (individual, group, peer) appropriate to my level of experience related to the area or activity.
- My practice in this area or activity has been observed by another practitioner, and I have received feedback about it.
- Some of my goals in the *Continuing Competence Program* (CCP) relate to this area or activity.
- The learning activities in my CCP include experiential learning and opportunities to practise and/or observe practice in this area or activity.
- At least some of my ongoing training is more intensive (certificate programs, externships, in-depth courses).
- I have reviewed the *Code of Ethics and Standards of Practice Handbook, Second Edition* and have considered the standards and interpretations relevant to this activity or area of practice.
- I have considered any relevant legislation, including PHIPA. (Ontario legislation can be accessed at www.e-laws.gov.on.ca).
- I have considered legal issues related to this activity or area of practice, and have obtained a legal opinion if necessary.

22. Code of Ethics and Standards of Practice Handbook, Second Edition 2008, Principle II: Competence and Integrity, footnote 3.

23. Ibid., footnote 3.

24. Members can find two Practice Notes on this topic (Social Media and Practice: Protecting Privacy and Professionalism in a Virtual World and Communication Technology & Ethical Practice: Evolving Issues in a Changing Landscape) in the Resource Room on the College website at www.ocswssw.org.

New Council Roster for 2013-2014

SUSAN CLARK – PUBLIC MEMBER

Susan Clark retired from the Ontario government after 30 years with the Ministry of the Solicitor General and Correctional Services. She held numerous positions at the senior management level including Deputy Chief Provincial Bailiff; Manager, Inmate Classification and Transfer; and Regional Program Coordinator. Susan holds a Bachelor of Arts from York University and a Master of Public Administration and a Master of Arts (Journalism) from the University of Western Ontario. She was appointed to Council as a public member in 2005.

GREG CLARKE – ELECTED SOCIAL SERVICE WORKER

Greg Clarke, RSSW, has worked in community mental health and addictions for over 25 years. Greg holds the position of Past President of the Crisis Workers Society of Ontario. He currently works for the Gerstein Crisis Centre in Toronto and is the Mental Health Case Manager for the Scarborough Academic Family Health Team. Greg also provides training sessions, seminars and workshops for various agencies and organizations. He was elected to Council in May 2008.

GARY COCKMAN – ELECTED SOCIAL SERVICE WORKER

Gary Cockman has been in the social service worker field for 16 years and is currently employed by Brainworks, Inc., a client-centred company serving the brain injured population. Gary has previously served on Council from October 2003 to September 2004 and has had the pleasure to remain serving on each of the committees from 2001 to this day. Gary looks forward to participating on Council for a new 3 year term, and to be involved in the challenges facing Council in the future.

IRENE COMFORT – ELECTED SOCIAL SERVICE WORKER

Irene Comfort has been a Child and Adolescent Crisis Counsellor with Pathstone Mental Health for 18 years. She was a Member-at-Large on the board of the Crisis Workers Society of Ontario for two years and served as Treasurer for seven years. Irene is a graduate of the Social Service Worker program at Niagara College and was elected to Council in May 2009.

LINDA DANSON SMYTH – ELECTED SOCIAL WORKER

Linda Danson Smyth holds a Masters of Social Work from McGill University and she has been a social worker for over 30 years. She originally lived in Montreal where she worked in family services and child protection. She supervised social work students from McGill University, taught courses at Concordia and McGill Universities, and she has had a private practice. Linda currently works part-time for Champlain Community Care Access as a staff therapist, providing social work services to adults who are ill at home and with palliative clients. She is a guest lecturer at Algonquin College. Linda is a mother of two adult sons, Vice-President of the Renfrew and District Food Bank and lives in the Ottawa Valley with her husband.

DIANE DUMAIS – ELECTED SOCIAL SERVICE WORKER

Diane Dumais has worked in the field of addiction for over 20 years. She holds a Social Service Work diploma and a Drug and Alcohol Counsellor diploma from Northern College of Applied Arts and Technology. She has been an elected member of Council for District 1 since May 2010. Her passion has been working with individuals with addiction issues in a residential setting. After 22 years of service, Diane has decided to turn a new page in her professional life and work for the Timmins Family Health Team as the coordinator/supervisor for the Hepatitis C Program.

ROSE-MARIE FRASER – ELECTED SOCIAL WORKER

Rose-Marie Fraser is a social worker who was recently appointed as the Research Chair of the Ontario Caregiver Coalition. She has worked at Ontario Shores Centre for Mental Health Sciences for the past 3 years in the capacities of Professional Practice Leader, Family Resource Centre Coordinator, and as a social worker in various outpatient clinics. She has diverse experience in research, forensics, community mental health, family resources, and policy at the Ministry of Community and Social Services. She is cross appointed with Factor-Inwentash Faculty of Social Work at the University of Toronto and prides herself on remaining involved with many grass roots organizations to advocate for social justice. Rose-Marie was elected to Council in 2011.

New Council Roster for 2013-2014

ANITA GUPTA – PUBLIC MEMBER

Anita Gupta is a leader in the community recognized for her entrepreneurial spirit, integrity, and dedication. In 2010, Anita was chosen by the Indo Canada Chamber of Commerce as the Female Entrepreneur of the Year. In 2009, Anita was a finalist for the RBC Canadian Woman Entrepreneur Award. Her 25 years experience in business has provided her with extensive knowledge of corporate governance. Anita also serves on the boards of the Sunnybrook Foundation and the Empire Club of Canada.

THOMAS HORN – ELECTED SOCIAL WORKER

Thomas Horn is employed as a social worker in an inpatient forensic mental health program and maintains a part-time private practice. He is a graduate member of the British Psychological Society and a member of the Academy of Certified Social Workers (ACSW) through NASW. He holds an undergraduate degree in psychology and sociology, a Master's degree in social work, and he is currently working towards a Master of Science degree in criminology and criminal justice. With several publications to his name, Tom is an Assistant Professor (p/t) in the Department of Psychiatry and Behavioural Neurosciences at McMaster University, and an instructor in the School of Social Work at the University of Windsor.

THAMO HURLY – ELECTED SOCIAL SERVICE WORKER

Thamo Hurly graduated from Sheridan College's Social Service Worker program in 2005. Since that time she has spent her career primarily working with at-risk children, youth and their families. Her work has varied from youth employment to residential treatment for youth, and supervised access to community recreation. Thamo currently provides case management services in the Employment and Income Support Program in Waterloo Region. She was elected to the College Council in 2010.

CAROLE LEVEILLE – ELECTED SOCIAL SERVICE WORKER

Carole is currently employed as a Health Care Facilitator with the Eastern Community Network of Specialized Care based out of Ongwanada in Kingston. Carole has over 25 years of experience supporting people with developmental disabilities and mental health issues. She sits on a number

of committees geared towards training and education, aging and developmental disabilities and addictions. She is a co-author of an abuse prevention and personal safety workbook titled Project S.A.R.A.H. (Survivors Are Resilient Adults Healing) which was launched in 2004. Carole is a strong advocate of community partnerships and believes that it takes a community to improve health, and well-being of all individuals who have a developmental disability.

KIMBERLEY LEWIS – ELECTED SOCIAL SERVICE WORKER

Kimberley Lewis is a graduate of the Social Service Worker program at Seneca College of Applied Arts and Technology. Kimberley is currently working on completing her Bachelor of Social Work degree at the University of Manitoba through distance education. She has worked as a front-line professional in the social service sector since 1999 and is currently a Central Intake Specialist and OCAN Coordinator at the Canadian Mental Health Association, York Region and South Simcoe. Kimberley was elected to the College Council in May 2008.

NORMAN MACLEOD – PUBLIC MEMBER

Norman William MacLeod is a graduate of the University of Manitoba. He joined Household Financial Corporation and spent 38 years with the company, working in Western Canada and in Toronto as Vice-President, Administration. He has previously served on the boards of Scarborough Grace Hospital, the Ontario Hospital Association (Regional Executive), the Canadian Memorial Chiropractic College, the Psychology Foundation of Canada and the Better Business Bureau of Canada (National President). Norman was appointed to Council in June 2005.

LILY ODDIE – PUBLIC MEMBER

Prior to becoming a member of the Canada Immigration and Refugee Board, Dr. Lily Oddie was Coordinator of Employee Services at Orlick Industries, Hamilton, an elected member of the Ontario Provincial Legislature, Executive Director with YWCA of St. Catharines, Manager of Direct Services with the John Howard Society, Director of McMaster University's Centre for Continuing Education and Coordinator, Institutional Research and Evaluation, Athabasca University. She earned her Honours Bachelor of Arts in Psychology from

New Council Roster for 2013-2014

Dalhousie University and her Master's and Doctorate in Educational Psychology from the University of Alberta. Lily was appointed to Council in September 2008.

JOHN PRETTI – ELECTED SOCIAL WORKER

John Pretty is a social worker with more than 40 years' experience in the London Community. He has a Bachelor's Degree in Psychology from the University of Western Ontario and a Master's Degree in Social Work from the University of Toronto. John has extensive experience in health care planning and administration, teaching, as well as the development of social policy. John is currently employed part-time as a counsellor at London Interfaith Counselling Centre. He also conducts capacity assessments in the southwestern region of the province. He has served on the boards of several community agencies and professional associations, including the Ontario Association of Social Workers and was previously elected to the College Council. John Pretti was re-elected in May 2013.

SYLVIA PUSEY – PUBLIC MEMBER

Sylvia Pusey has been an educator for 37 years and is retired from the Toronto District School Board. Her extensive community involvement includes serving on the Ontario Chiropractic Board/College as Secretary-Treasurer, as Board Member and Chair of the Community Advisory Committee of the Scarborough Grace Hospital, Co-Chair of the Scarborough Youth Justice Committee, Coordinator of a Youth Mentoring and Leadership Program, Member of the Board of the Boys and Girls Club of East Scarborough and Member of the Toronto Grant Review Team of Ontario Trillium Foundation. She has been the recipient of several awards for her contributions to Canadians and their communities, and was most recently honoured with Queen Elizabeth II's Diamond Jubilee Medal. Sylvia is married and the mother of three grown sons.

SOPHIA RUDDOCK – PUBLIC MEMBER

Sophia Ruddock was called to the Ontario bar in 1995 and has over 18 years of experience appearing before various administrative tribunals and agencies. She has practised in the areas of human rights, administrative law, health law, and labour law. Currently, she acts as in-house counsel for an association, focusing on professional regulation.

ROBERT THOMPSON – ELECTED SOCIAL WORKER

Bob Thompson maintains Thompson Management Support Services, a private practice. Prior to retiring from full-time employment, he was Executive Director of Creighton Youth Services (youth justice services) for 15 years. Bob also has extensive experience in child welfare services. He is currently on the executive of the Children's Aid Foundation of the District of Thunder Bay. Bob was elected to Council as Social Worker from District 1 in May 2010 and May 2013.

BEATRICE TRAUB-WERNER – ELECTED SOCIAL WORKER

Beatrice Traub-Werner was Director of Education at TAPE for 12 years, a position from which she resigned in the summer of 2012. Currently, she is Dean of Continuing Studies at the Adler Professional School. Upon completion of her Master of Social Work at the University of Toronto, Beatrice worked as a Clinical Social Worker before becoming Admissions Coordinator and Adjunct Professor at the Faculty of Social Work, University of Toronto. Beatrice was elected to Council in May 2008.

ANGELA YENSSSEN – ELECTED SOCIAL WORKER

Angela Yenssen is currently Coordinator of Seniors' Services at K-W Counselling in Kitchener. Angela obtained a Master of Social Work degree from Wilfrid Laurier University and a Master of Public Policy, Administration, and Law degree at York University. Angela was initially elected to Council in May 2009 and was re-elected in May 2012.

Bulletin Board



Q & A

Q & A is a feature appearing in *Perspective* that answers members' questions on various topics relating to the College and the practice of social work and social service work. If you have any questions you would like answered, please send them via e-mail to Jolinne Kearns, Communications Coordinator at jkearns@ocswssw.org. Although not all questions will be published in subsequent issues of *Perspective*, all will be answered.

Q. I think having an online register is a good idea, but is it possible to include more detail (such as specialties, website, CV, awards, publications etc.) in our profiles?

A. As the regulatory body for social workers and social service workers in Ontario, the College's mandate is to serve and protect the public interest through self-regulation of the professions of social work and social service work. The *Social Work and Social Service Work Act, 1998* (the "Act") requires the College to maintain a register of members of the College. The purpose of the register is to help the public identify whether a person is a social worker or social service worker registered with the College, and determine the person's registration status, discipline history (if any), and whether there are any limitations on their practice. The information on the register is only that which is required under the Act and the College's by-laws. Maintaining a register is one of the ways that the College fulfills its mandate of public protection.

In July 2013, the register was posted online, in keeping with the practices of other regulatory bodies in Ontario and across the country. While the public has always had access to information in the register, making the information available online means access is easier and more efficient. The online register is not intended as a vehicle to promote the services of members, which, along with advocacy for the professions of social work and social service work, would fall within the mandate of professional associations

CHANGE OF INFORMATION NOTIFICATION

If you **change employers or move**, please advise the College in writing within 30 days. The College is required to have the current business address of its members available to the public. Notification of change of address can be done through the website at www.ocswssw.org, e-mailed to info@ocswssw.org, faxed to 416-972-1512 or mailed to the College office address. In addition to providing your new address, please also provide your old address and College registration number.

If you **change your name**, you must advise the College of both your former name(s) and your new name(s) in writing and include a copy of the change of name certificate or marriage certificate for our records. The information may be sent by fax to 416-972-1512 or by mail to the College office address.

If you wish to **update your education**, you must ask your academic institution to forward an official transcript with the institution seal and/or stamp directly to the OCSWSSW.

PARTICIPATION IN THE WORK OF THE COLLEGE

If you are interested in volunteering for one of the College's committees or task groups, please e-mail Trudy Langas at tlangas@ocswssw.org to receive an application form. The College welcomes all applications, however, the number of available positions for non-Council members is limited by the statutory committee requirements in the *Social Work and Social Service Work Act* as well as the by-laws and policies of the College.

COUNCIL MEETINGS

College Council meetings are open to the public and are held at the College office in Toronto. Visitors attend as observers only. Seating at Council meetings is limited. To reserve a seat, please fax your request to the College at 416-972-1512 or e-mail Trudy Langas at tlangas@ocswssw.org. Please visit the College's website for the dates and times of upcoming meetings.



Ontario College of
Social Workers and
Social Service Workers

Mission Statement:

The Ontario College of Social Workers and Social Service Workers protects the interest of the public by regulating the practice of Social Workers and Social Service Workers and promoting excellence in practice.

Vision Statement:

The Ontario College of Social Workers and Social Service Workers strives for organizational excellence in its mandate in order to:
Serve the public interest; regulate its members; and be accountable and accessible to the community.

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