



PERSPECTIVE

PROFESSIONAL • ETHICAL • QUALIFIED • ACCOUNTABLE

Introducing the New Faces of the College

In the upcoming issues of *Perspective*, the College is highlighting members who took part in our public awareness campaign's *New Faces of the College* initiative. At the 2011 Annual Meeting and Education Day, we invited members to become the face of the College. By showcasing real members in both professions, we are connecting with and educating our stakeholders on the role of social workers and social service workers in our communities.

In this issue, we spoke to Tweety Yuen, a registered social worker who has been a member of the College for ten years. Tweety began her career as a social worker over twenty-five years ago because she wanted to work in a profession that helps others. Tweety relates that she chose social work as it is "a demanding and rewarding profession, and I wanted to help people in their communities live with dignity." She graduated from the Hong Kong Polytechnic University, and immigrated to Canada with her husband and two young children because, as she states "we were looking for a good quality of life and a healthy education system."

Tweety's social work skills were honed at the Hong Fook Mental Health Association, where she has been working for 13 years. She is responsible for coordinating internal and external projects, chairing team meetings, and taking on a more active mentoring and coaching role in supporting staff members in their work. Additionally, Tweety has experience in delivering mental health promotions and liaising with service providers in joint ventures.

Of her current employment, Tweety states "I am proud of my work with clients who suffer from mental health difficulties



and I am always as positive as possible to encourage my fellow staff. I try to be a good role model by applying best practice principles, empowerment and capacity building techniques."

Tweety has been a member of the College since 2002, and still holds onto her first College membership card! Tweety says that "as a member of a minority group, I am proud of being part of the College's public awareness campaign, which demonstrates the diversity in our professions." She believes regulation is important, as it helps clients feel confident in the work that she does.

Continued on pg. 2

INSIDE

**AMED 2012:
Professional, Ethical,
Qualified, Accountable...
Committed to Excellence**



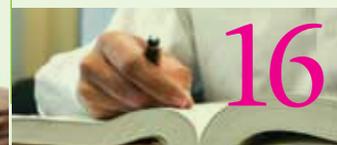
3

**Discipline Decision
Summary**

10



**Practice Notes:
Supervision: At the Core
of Competent and Ethical
Practice**



16

**Election to Council in
District 4 – Don't Forget
to Vote!**



21

Introducing the New Faces of the College

TABLE OF CONTENTS

3. 2012 AMED: Professional, Ethical, Qualified and Accountable – Committed to Excellence
4. Communication Update – Public Opinion Survey
5. Staying Connected: Completing the CCP When You Are Not Currently Practising
6. Council Highlights – November 24, 2011
7. Council Highlights – January 27, 2012
8. Educational Forum Article – Fall 2011
9. Testimonials: Did You Know...
10. Discipline Decision Summary
14. CCSWR Update
15. Perspective Spring 2012 – Psychotherapy Update
16. Practice Notes
Supervision: At the Core of Competent and Ethical Practice
21. Election to Council in District 4 – Don't Forget to Vote!
22. Q & A
23. Bulletin Board

Continued from page 1

The College's new branding incorporates four key words to describe our members: **professional, ethical, qualified** and **accountable**. When asked what these four words mean to her, Tweety responded: "I am **professional** by being strongly committed to social justice, and giving support to marginalized community members. I adhere to the **ethical** code so that my clients and fellow staff members feel confident in my work. I am committed to being a conscientious social worker who is **accountable** and trusted. I am **qualified** by taking ownership of my career, and ensuring that I am not only competent through the learning tools provided by the College but also through life lessons."

Tweety joins a number of members as the College's new brand champions, and we will continue to showcase them in upcoming issues of *Perspective*.

If you have any questions regarding the College's public awareness campaign, please contact Jolinne Kearns, Communications Coordinator, at 416-972-9882 or 1-877-828-9380 ext 415 or by e-mail at jkearns@ocswssw.org

"The Ontario College of Social Workers and Social Service Workers helps serve and protect the public by ensuring all registered members are **accountable** to the College, as required by law in the Province of Ontario. I am a registered social worker."

- TWEETY YUEN, RSW



2012 AMED: Professional, Ethical, Qualified and Accountable – Committed to Excellence



This year's Annual Meeting and Education Day theme is *Professional, Ethical, Qualified and Accountable – Committed to Excellence*. As registered social workers and social service workers, we are a community of peers dedicated to **professional** excellence; we are **qualified** through specialized training and professional development; we remain **ethical** by abiding to rigorous standards of practice and a code of ethics; and we are **accountable** to our clients, employers and the public via College membership. These four keywords have been used extensively in our communications materials, and we have chosen to include them in our theme as they describe our mandate and what membership in the College represents.

The event will take place on **Tuesday, May 22, 2012** at the Metro Toronto Convention Centre, North building. Registration starts at 8:30 a.m., and please do not forget to bring the confirmation number you will receive upon registering. The Annual Meeting will begin at 9 a.m. and will be followed by the keynote address. Lunch will be served at noon followed by breakout sessions in the afternoon. A range of breakout session will be offered from which members may choose.

Relating to this year's theme, the keynote address by Linda Wright, MHSc, MSW, RSW, will be *Ethical Practice: Maintaining Standards in a Sea of Complexity*. Linda is the Director of Bioethics and Palliative Care at the University Health Network.

Keeping in mind the feedback from last year's Education Day, the breakout topics will include: elder abuse, dementia care, community-based services for children and youth, collaborative private practice, intimate relationship abuse in lesbian relationships, Emotion-Focused Meditation and Therapeutic Presence and getting the most out of the Continuing Competence Program.

This successful event increases in popularity every year and space fills up quickly, so be sure to sign up as soon as possible. Enclosed with this issue of *Perspective* you will find



www.ocswww.org

a detailed brochure and registration form. However, to ensure immediate confirmation, we encourage you to register online through the College's website at www.ocswww.org.

If you are unable to attend the event, the Annual Meeting and the keynote address will be made available via webcast. Additionally, a recorded video of the annual meeting and slides from the break-out sessions will be available on the website following the event.

In whichever way you are able to take part in this event, we look forward to connecting with you on May 22nd!

If you have any questions regarding the event, please contact Jolinne Kearns, Communications Coordinator, at 416-972-9882 or 1-877-828-9380 ext 415 or e-mail jkearns@ocswww.org.

Communications Update

– Public Opinion Survey

Throughout the last year, the College has been busy with the launch of our public awareness campaign. Numerous changes were made to our communications materials and we've had a great response from members. In order to accomplish future projects with successful results, the College conducted a public opinion research initiative to get a better understanding of the public's perception of the professions, the College and regulation. An online survey was distributed by Leger Marketing to an online panel holding a sample of 985 Ontarians. A probability sample of this size would yield a margin of error of $\pm 3.12\%$. To ensure unbiased and sound results, the sample was selected based on stringent compatibility requirements.

HERE ARE SEVERAL INTERESTING FINDINGS FROM THE SURVEY RESULTS:

- Only one in five Ontarians know the difference between a social worker and a social service worker (*those with a college or university education are most likely to know the difference*);
- Half of the respondents were aware that social work and social service work are regulated (*older Canadians, aged 55 and over, are most likely to know that the professions are regulated*);
- Nearly a third have either received counselling or other services; or know a family member who has (*28% have personally or know a family member who has received counselling or other services*);
- Women are more likely than men to state that they themselves have received counselling or other services from a social worker or social service worker (*21% vs. 14%*), as are those who are separated, who are divorcees or widows (*36%*);
- Ontarians hold a favourable view of industry regulations for social workers and social service workers (*88% of respondents prefer that a social worker or social service worker be regulated and accountable to the regulatory body*);
- The gross majority of respondents believe that regulation helps ensure the ethics and professionalism of the professions in Ontario (*86%*).

In all, the findings demonstrate that the public values social work and social service work, and expressed very strong support for professional regulation and accountability. However, there was limited awareness of the College and the role it plays in maintaining professional standards.

These findings are key in shaping our next steps for future public awareness campaign projects. With these results in mind, the College will reap greater benefits from our promotional strategies, and will therefore better inform and connect with our stakeholders.

If you have any questions or comments pertaining to the public awareness campaign, please contact Jolinne Kearns, Communications Coordinator, at (416) 972-9882 or 1-877-828-9380 ext 415 or by e-mail at jkearns@ocswssw.org.

Staying Connected: Completing the CCP When You Are Not Currently Practising

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

As a member of the College who is not currently practising due to parental or medical leave, unemployment, working in a different field or retirement, you may find yourself struggling with how to complete the Continuing Competence Program (CCP). The CCP is **mandatory for all members**, and is one way that the College fulfills its mandate of public protection. The program was designed to be flexible, meaningful, relevant and accessible for all members. This article aims to help you understand the areas of flexibility in the program, so that you can complete the CCP and demonstrate that you are **Professional, Ethical, Qualified** and **Accountable**.

The CCP requires you to review the 8 Principles in the *Code of Ethics and Standards of Practice Handbook, 2nd Edition*, and then to complete the *Self Assessment Tool and Professional Development Plan Documents*. This is best done early in the year, so that you can then carry out and track your learning activities throughout the year. If you are not currently practising, you can tick off a box at the end of each section of the *Self Assessment Tool*, indicating you are not currently practising. You can also decide, using your professional judgment, how many goals to set for yourself each year, as well as the focus of your goals.

Once you have identified your goals in the *Self Assessment Tool*, you are ready to transfer them to the *Professional Development Plan*. Because you are not currently practising, your goals will likely be different from those of someone who is and may reflect the fact that you are not currently practising. They may relate to keeping current in a particular area or preparing yourself for returning to work. Remember that learning activities are defined broadly, and could include reading or online research, for example. You should be able to meet your goals in a variety of ways that are feasible, even if your access to resources (including energy, money, concentration, time and mobility) is limited.

Still wondering what your CCP might look like? The list of suggestions below might give you some ideas as to how you can continue to expand your knowledge while you are not practising. While this list is not meant to be exhaustive, it takes into account some of the challenges you might face.

- Continue to network by maintaining contact with colleagues (past and present) or getting involved in a professional association
- Keep current by visiting the wide variety of websites that provide professional news and information
- Explore practice issues, theories and research by subscribing to an online journal - some of which are free. Set alerts for areas of particular interest
- Learn about new technologies; explore and increase your internet/computer skills
- Consider researching and writing an article
- Read or start a professional blog
- Listen to podcasts on topics of interest. These can often be downloaded free-of-charge from the websites of educational and professional bodies
- Create an e-mail alert through Google using relevant key words, and review the articles
- Stay current with changes in your professional environment by continuing to read relevant material, including the *Perspective* newsletter and the Practice Notes available in the Resource Room on the College website www.ocswws.org
- Volunteer while you are seeking employment
- Find a mentor, or consider becoming a mentor
- Reach out to a peer or former colleague to discuss professional issues and trends affecting practice
- Reflect on your current experience, and record your insights about your own practice in a journal
- Revise your resume in anticipation of returning to work



Remember to give yourself credit for the things that you do! This will be easier if you document your accomplishments in your *Professional Development Plan* as they occur, and create an electronic or paper folder to record and keep evidence of your learning activities.

For further information on the CCP, visit the CCP Resources page on the College website www.ocswws.org, or contact the Professional Practice Department at ccp@ocswws.org

Council Highlights – November 24, 2011

- The Registrar updated Council on the current activities of the Canadian Council of Social Work Regulators
- The Deputy Registrar updated Council on the public awareness campaign and the progress with Argyle Communications
- Council discussed the role and responsibilities of the Governance Committee
- Council approved By-Law No. 79, amending Election By-Law No. 36
- Council reviewed and approved the Draft 2012 Budget
- 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 task group



“The Ontario College of Social Workers and Social Service Workers requires all members to meet the highest of **ethical** standards. I am proud to be part of the College. I am a registered social service worker.”

– THAMO HURLY, RSSW

Council Highlights – January 27, 2012

- Council reviewed a summary on the Canadian Council of Social Work Regulator's activities
- The Deputy Registrar updated Council on the public awareness campaign, as well as the progress with Argyle Communications, including the public opinion survey results and next steps for strategic communications
- Council reviewed, amended and approved recommendations regarding the Regulation of Psychotherapy
- Council discussed the Good Governance Session Report presented by the Governance Committee
- Council appointed auditors to conduct the audit of the College's financial position for the fiscal year which ended December 31, 2011
- Council reviewed the Financial Statements as of November 30, 2011
- The Deputy Registrar updated Council on the activities and accomplishments of the Registration, Membership, Communication 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 task group

Educational Forums – Fall 2011

In the fall of 2011, the College ran its second series of Educational Forums. This initiative is in response to members who want to stay connected to the College but are unable to attend the Annual Meeting and Education Day (AMED) in Toronto. Based on the widespread positive response to the keynote address at the 2011 AMED, the College invited Dr. Marilyn Herie, PhD, RSW and special guest Stephanie Sliemers to present at the Forums.

Hosted in Sudbury and Kitchener, Ontario, the Forums successfully provided learning and networking opportunities for members and students alike. The Forums began at noon with a buffet lunch, which was followed by a College update and the keynote address. The Forums are free for members and are a benefit of membership in the College.

Entitled *Staying Connected*, Dr. Herie presented the highlights (and lowlights) of social media and the digital world, including the ways these tools are being used to foster social justice, social connectedness, and social support. Stephanie Sliemers shared her account of how she used social media in her recovery and healing from cancer. Here is a summary of the Sudbury and Kitchener Forums.

SUDBURY

The Sudbury Educational Forum was held on October 18, 2011 at the Radisson Hotel. Members from as far as Sault Ste Marie and North Bay came to participate. Approximately 80 members and students attended. The College invited students from Laurentian University, College Boréal and Cambrian College to join in and take advantage of the networking opportunity.

We received great feedback from the Sudbury forum. One member hoped that the College would “have more of these sessions. It is a positive experience to be sitting with others in the same profession. It was a validating and excellent networking opportunity.” Another member stated “I loved the time frame, didn’t take my whole day, I was able to return to

work. A win win all around. I could not put a price on being able to network with so many social workers.” Dr. Herie’s presentation was also well-received at the Sudbury forum. One member stated “I thought the keynote address was really well done and very interesting. Thank you for having this event in our community!”

KITCHENER

The Kitchener Forum was held on October 25, 2011 at the Holiday Inn. There were approximately 75 attendees, including social work students from Wilfrid Laurier University.

We received very positive feedback from the Kitchener Forum, including one member who stated “I think these Forums are a great idea. I enjoy the chance for more education, and learning more about the College.” It was clear that the College’s Forums were a real success, with one member stating “I really appreciated blogger perspective and experience. Thank you for coming to the Waterloo Region!” and “I enjoyed the day very much and hope that the College will offer its members similar events in the future.”

The College aims to host its next series of Educational Forums in fall 2012. The College would like to thank all those who participated in Kitchener and Sudbury, and we look forward to connecting with members in new locations in the coming year.

If you have any questions or comments pertaining to the Educational Forums, please contact Jolinne Kearns, Communications Coordinator, at (416) 972-9882 or 1-877- 828-9380 ext 415 or by e-mail at jkearns@ocswssw.org.

Testimonials: Did you know...

PRINCIPLE VII:

Advertising in the *Code of Ethics and Standards of Practice Handbook, 2nd Edition*, **prohibits** the use of endorsements or testimonials in “public statements, announcements, advertising media and promotional activities”.

THE ISSUE:

The use of testimonials by members appears to be increasing, perhaps because websites have now become one of the primary ways that members promote their private practices.

Members also make use of professional social media sites like LinkedIn, and funders or employers may ask for client stories rather than statistics.

THE CONCERN:

While testimonials or endorsements may be effective as promotional tools, they are prohibited for some important reasons, including:

- Testimonials may create a kind of dual relationship in which clients come to believe that they have a different relationship with the member as a result of the endorsement that they have provided. Members must

“I am **qualified** to serve the public because I have specialized education and participate in continued professional learning. Every day, I strive to deliver better quality practice and care. I am a registered social worker.”

– ALLISON EADIE, RSW

“... distinguish their needs and interests from those of their clients to ensure that, within professional relationships, clients’ needs and interests remain paramount.”¹

- Testimonials tend to be associated with private businesses whose goal is to sell a product or service, rather than with professional services.
- Testimonials tend to be about “selling” services, and may be biased or misleading. They may not assist individuals in making good choices about the professional with whom they wish to work.

If you have further questions about this issue, or other practice concerns or ethical dilemmas, please contact Lise Betteridge, M.S.W., RSW, Director of Professional Practice, at 416-972-9882 or 1-877-828-9380 ext 225 or e-mail lbetteridge@ocswssw.org.



1. *Code of Ethics and Standards of Practice Handbook, 2nd Edition*, Principle I: Relationship with Clients, interpretation 1.6

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 September 1, 2011.

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

WOOLIE (ALBERT) MADDEN (Former Member #326918)

ALLEGATIONS

The College's allegations relate to the Former Member's conduct or actions, in regard to the children of five families, while he was employed in the role of a Child Protection Worker in the period during which he was registered as a social work member of the College.

PLEA

As the Former Member was neither present nor represented at the hearing (although notified of the allegations and the hearing), he was deemed to have denied the allegations.

EVIDENCE

The Discipline Committee found that the evidence indicated that the Former Member,

- i. Failed to follow-up on a broken leg suffered by a child;
- ii. Failed to follow up on multiple reports from a daycare about one family's children, concerning aggressive and sexually inappropriate behaviour; disclosures that an adult sibling was sleeping in one child's bed, possible domestic violence, a parent's threat to throw a child off a balcony; a parent's non-cooperation with the daycare and failure to properly administer the children's medications; a parent's use of non-prescription drugs; a parent attending the daycare while intoxicated; and one child's two week absence from school;
- iii. Misrepresented to his supervisor that the daycare had noted no concerns about the children;
- iv. Failed to refer a child for assessment or paediatric consult in regard to a report of the child's sexually inappropriate behaviour and exposure to pornography;
- v. Failed to appropriately investigate, interview children, follow up on or accurately report to his supervisor concerns relating to possible abuse or inappropriate discipline of children, including his observation that a child had red marks over one eye, and reports that:
 - a parent hits the children and that marks have been observed on the children;
 - a parent was drinking in the home and hitting the children;
 - a parent had grabbed a defiant child and had then been physically violent with that child and another child;
 - a parent's former partner had attacked a child, and a related police report indicating that the partner had threatened to kill the parent and the child.
- vi. Failed to appropriately document when and how information was gathered and the source of that

Discipline Decision Summary

information, and failed to consistently record case identifying data and to properly maintain notes in chronological order;

vii. Failed to provide sufficient information or explanation concerning matters recorded in the formal assessment/reporting documentation. For example, the Former Member:

- recorded that a parent had a “history” of alcohol abuse, but indicated that there was no evidence of alcohol abuse by the parent during the review period and failed to mention other reported concerns including issues of sexualized behaviour by the parent’s children;
- failed to record information about a child’s broken leg and to sufficiently explain his recorded comment that there “had been physical punishment by the [parent]”;
- referred to reports of a parent’s lack of cooperation with a daycare and to subsequent reports relating to an intoxicated relative in a caregiving role to the children, violent behaviour towards a child and scratches on one child, but stated that “none of the allegations have been founded.” The Former Member failed to record evidence that these concerns were investigated or explanations of how his conclusions were reached.

viii. Failed to make a referral concerning a report of domestic violence and threats by a parent’s partner, or to contact the partner’s children from a previous relationship or those children’s other parent (of whom the Former Member was aware), in order to assess the risk to all other children connected with the partner. As a result, there was no risk assessment and no safety plan developed for those children;

ix. In regard to one family, failed to follow-up on: a physical safety issue in the home; on a parent’s medication compliance; necessary medical care for bruises on a child’s face due to a fall; a verbal dispute between the children’s parents in front of the children; and a report

that a parent came to pick up a child at daycare while under the influence;

- x. In regard to another family, and after verifying that a parent’s partner had sexually abused the parent’s child, the Former Member delayed interviewing the partner’s other children or their other parent for two months, when one of those children disclosed an incident of sexual abuse by the partner.
- xi. In regard to another family, the Former Member failed to follow-up with a parent regarding repeated reports of the parent’s substance abuse, including failing to request a hair sample for drug testing, as directed by the Former Member’s supervisor. When drug tests were conducted, and the parent tested positive for substance use, the Former Member failed to discuss with the parent the implications of the test results for the parenting of the children;
- xii. In regard to another family, the Former Member conducted only 5 visits in a ten month period, failed to follow-up on a parent’s comment that an existing crib was unsafe; failed to discuss concerns about the parent’s post-partum depression, to direct the parent to follow-up medically or to contact the parent’s physician himself;
- xiii. In the case of one pregnant client, and although the Former Member raised his view with the client and her parent that the client would require CAS involvement upon the birth of her child, the Former Member failed to pursue confirmation of the client’s due date and to develop clear steps for management of the client’s case after the birth of the baby.

THE COMMITTEE CONCLUDED THAT THE FORMER MEMBER:

1. Failed in his primary duty to keep children under his care and supervision safe;
2. Failed to follow-up (either at all or adequately) on information about clients presented to him;

Discipline Decision Summary

3. Failed to confront parents and clients about possible child abuse concerns.
4. Allied himself with parents' needs and did not prioritize protecting children.
5. Failed to include relevant and up-to-date information about the families in his documentation, failed to seek information on which to base intervention plans for the families, and failed to formulate interventions based on evidence, as his notes did not contain intervention plans linked to observations and assessments of family events.
6. Failed to report necessary and relevant information to his supervisor about events in those families.
7. Failed to interview children on a regular basis and gave preference to the comfort of parents over the protection of children and, therefore, did not understand that the children were his clients;
8. Failed to investigate child protection concerns adequately, or on a timely basis, thereby placing children at risk of harm.
9. Failed to arrange for service to his clients, in his absence from work, and
10. Created clinical records that were misleading, inaccurate and improper.

FINDINGS

The Committee found that the evidence was sufficient to prove all of the College's allegations of the Former Member's professional misconduct. The Committee found that the Former Member Violated section 2.2 of Ontario Regulation 384/00 (Professional Misconduct) made under the Act and the following Principles and Interpretations of the First Edition of the College's Standards of Practice:

1. Principle I (commented on in Interpretations 1.1 and 1.1.1) by failing to participate together with clients in setting and evaluating goals and identifying a purpose for

the Former Member's professional relationship with the client, including the enhancement of client's functioning and the strengthening of the capacity of clients to adapt and make changes.

2. Principle I (commented on in Interpretation 1.2) by failing to observe, clarify and inquire about information presented to the Former Member by clients.
3. Principle I (commented on in Interpretations 1.5 and 1.6) by failing to be aware of the Former Member's values, attitudes and needs and how those impacted on the Former Member's professional relationships with clients and failing to distinguish the Former Member's needs and interests from those of the Former Member's clients to ensure that the clients' needs and interests remained paramount.
4. Principle I (commented upon in Interpretation 1.7) by failing to maintain an awareness and consideration of the purpose, mandate and function of the organization by which the Former Member was employed and how those impacted on and limited the Former Member's professional relationship with clients.
5. Principle II (commented on in Interpretations 2.1.4 and footnotes 1 and 2) in that the Former Member failed to ensure that his professional recommendations or opinions were appropriately substantiated by evidence and supported by a credible body of professional social work knowledge.
6. Principle II (commented on in Interpretation 2.1.5) by failing to engage in a process of self-review and evaluation of the Former Member's practice and seek consultation when appropriate, as part of maintaining competence and acquiring skills in the Former Member's social work practice.
7. Principle II (commented on in Interpretation 2.2.8) by failing to avoid conduct which could reasonably be perceived as reflecting negatively on the profession of social work.

Discipline Decision Summary

8. Principle III (commented on in Interpretations 3.2 and 3.11) by failing to deliver client services and respond to client queries, concerns and/or complaints in a timely and reasonable manner and failing to notify clients promptly of an anticipated termination or interruption of service and arrange for the termination, transfer, referral or continuation of service in accordance with the client's needs and preferences.
9. Principle IV (commented on in Interpretations 4.1.1, 4.1.2, 4.1.4, 4.1.5, and footnote 3) by failing to keep systematic, dated and legible records for each client or client system served which reflected the service provided and the identity of the service provider, failed to record information when the event occurs or as soon as possible thereafter and failed to record information in a manner that conforms with accepted service or intervention standards and protocols, in a format that facilitates the monitoring and evaluation of the effects of the service or intervention and meets the minimum requirements for information to be contained in the social work record with respect to each client.
10. Principle IV (commented on in Interpretation 4.1.7) by making statements in the record, or in reports based on the record, or issuing or signing a certificate, report or other document in the course of practising the profession that the Former Member knew or ought reasonably to have known were false, misleading, inaccurate or otherwise improper.

PENALTY

Prior to the hearing, the Former Member's certificate of registration as a social worker was cancelled, as a result of his resignation. Given these circumstances, the Discipline Committee ordered that:

1. the Former Member be reprimanded by the Committee in writing and that the reprimand be recorded on the register for an unlimited period of time.
2. The findings and order of the Committee be published (which may include the reasons for decision, or a summary thereof) with the name of the Former Member (but with identifying information concerning the Former Member's clients removed), in the College's newsletter, on the College website, and on the general newswire; and that the findings and order of the Committee be published in a manner to facilitate notification of the decision to regulators in other provinces.
3. the Former Member shall pay costs in the amount of \$5,000.00 to the College.

The Canadian Council of Social Worker Regulators (CCSWR) was incorporated in May 2009 under the Canada Corporations Act. The ten provincial social work regulatory authorities in Canada comprise the members of CCSWR.

CCSWR was successful in its bid for funding from Human Resources and Skills Development Canada (HRSDC) to develop a competency profile for the social work profession to assist regulators across Canada to achieve compliance with the labour mobility provisions of Chapter 7 of the Agreement on Internal Trade (AIT). To enable full labour mobility of registered social workers across Canada, the CCSWR requires a clear and relevant competency framework that can be applied nationally across fields of social work practice. In addition, the profile will facilitate the development of a framework for the recognition of international social work credentials.

The project is directed by a CCSWR Working Committee consisting of 5 CCSWR members: Rod Adachi (Alberta), Dr. Rachel Birnbaum (Ontario), Susan Irwin (British Columbia), Glenda McDonald (Ontario) and Richard Silver (Quebec).

“I am part of a diverse professional community dedicated to serving clients and the public. I am a registered social worker.”

– DEBBIE JOHNSON, RSW

In May-June 2011 a national survey of all 35,000 registered social workers in Canada was conducted. The survey results will provide significant information about the knowledge, skills and abilities used in the practice of social work in all its diversity across the country. With the survey results, the CCSWR will create a competency profile that will be utilized as a useful, measurable tool for regulatory bodies to assess entry to practice competencies. Still in draft form, the CCSWR hopes to release its final report later in 2012.



PSYCHOTHERAPY – A CONTROLLED ACT

The *Regulated Health Professions Act* (RHPA) sets out a number of controlled acts. A controlled act is an activity thought to have the potential of posing a risk of serious harm to the client. The RHPA restricts the performance of controlled acts to certain regulated professionals who are legally authorized to perform them. There are 14 controlled acts, the newest of which pertains to psychotherapy. The controlled act of psychotherapy set out in the RHPA is the following:

Treating, by means of psychotherapy technique, delivered through a therapeutic relationship, an individual's serious disorder of thought, cognition, mood, emotional regulation, perception or memory that may seriously impair the individual's judgement, insight, behaviour, communication or social functioning.

Members may recall from previous updates in *Perspective* that the controlled act of psychotherapy has not yet been proclaimed. When this provision comes into force, members of the following regulatory bodies will be authorized to perform the controlled act: the College of Physicians and Surgeons of Ontario (CPSO), the College of Nurses of Ontario (CNO), the College of Psychologists of Ontario (CPO), the College of Occupational Therapists of Ontario (COTO), the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario (CRPRMHTO) and the Ontario College of Social Workers and Social Service Workers (OCSWSSW). It is anticipated that proclamation will take place in early 2013.

The RHPA stipulates that a member of the OCSWSSW is authorized to perform the controlled act of psychotherapy in compliance with the *Social Work and Social Service Work Act* (SWSSWA), its regulations and by-laws. This is the first controlled act that members of the OCSWSSW have been authorized to perform, and as such, is significant for both the College and its members. Over the coming months, Council will make decisions regarding what measures the OCSWSSW will take to ensure that the public is protected, as well as what will be required of members who perform the controlled act of psychotherapy.

USE OF THE TITLE "PSYCHOTHERAPIST"

The SWSSWA provides that a member of the OCSWSSW who is authorized to perform the controlled act of psychotherapy may use the title "psychotherapist" if the member complies with the following conditions as applicable.

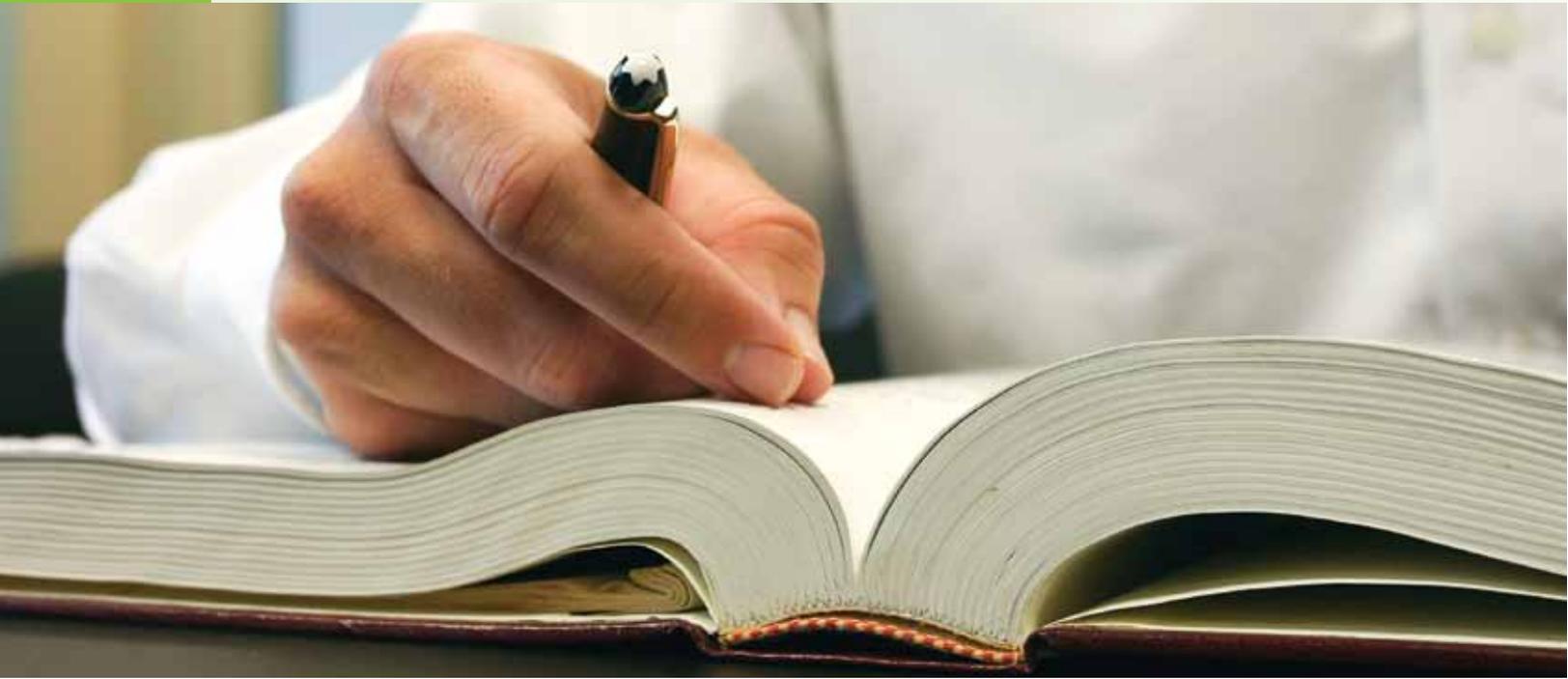
1. When describing himself or herself orally as a psychotherapist, the member must also mention that he or she is a member of the Ontario College of Social Workers and Social Service Workers, or identify himself or herself using the title restricted to him or her as a member of the College.
2. When identifying himself or herself in writing as a psychotherapist on a name tag, business card or any document, the member must set out his or her full name, immediately followed by at least one of the following, followed in turn by "psychotherapist":
 - i. Ontario College of Social Workers and Social Service Workers,
 - ii. the title that the member may use under this Act.
3. The member may only use the title "psychotherapist" in compliance with this Act, the regulations and the by-laws. 2009, c. 26, s. 26 (1).

This section of the SWSSWA is not yet in force.

Please note that the above-mentioned provisions in the RHPA and the SWSSWA pertaining to the controlled act of psychotherapy and use of the "psychotherapist" title have not yet been proclaimed in force. The OCSWSSW will keep members informed of new developments via eBulletin, the website and Perspective newsletter.

Practice Notes: Supervision: At the Core of Competent and Ethical Practice

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.

Supervision and the opportunities that it provides for critical self-reflection and professional growth are central components of ethical social work and social service work practice. The literature on post-degree supervision consistently indicates that good supervision enhances job retention, increases job satisfaction, reduces turnover within organizations and protects practitioners against burnout.¹ Perhaps most importantly, it promotes high quality care for clients and is required for both social workers and social service workers under the College's Standards of Practice.² *The Social Work Dictionary* defines supervision as "an administrative and educational process used extensively in social agencies to help social workers further develop and refine their skills, enhance staff morale, and provide quality assurance for the clients".³ Yet in a climate of budgetary restraint, restructuring and/or an emphasis on increasing the

number of clients served in many health and social service settings, many registered social workers and social service workers may find themselves with less or little access to traditional models of supervision.

Although the College does not have the authority to require employers to provide supervision (no matter how beneficial this might be to the organizations with whom College members are employed and the clients to whom they provide service), it does require its members to seek supervision as required, and to use it effectively. The Professional Practice Department regularly receives calls from members who are wondering whether the supervision they receive is adequate or is being provided by an appropriate person. Some members also wonder whether they are themselves qualified to provide supervision. This article addresses two

1 Bogo, Marian, Jane Paterson, Lea Tufford and Regine King "Interprofessional Clinical Supervision in Mental Health and Addiction: Toward Identifying Common Elements" in *The Clinical Supervisor*, 30, 2011. Print. p. 125

2 Hair, Heather. "Post-Degree Supervision Needs of Ontario Social Workers: Executive Summary Report" January 2009 www.oasw.org, Web. 16 January 2012. p. 1

3 Barker, Robert. *The Social Work Dictionary*, 4th Edition, Washington, DC: NASW Press, 1999. Print. p. 473

Practice Notes: Supervision: At the Core of Competent and Ethical Practice

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

such scenarios to assist members in making sound ethical and professional decisions with respect to these important issues.

SUPERVISION: A PROFESSIONAL OBLIGATION

Members of the College may be faced with barriers with respect to access to supervision, as in the following scenario:

A member practising in a Family Health Team (FHT) called the Professional Practice department to consult about her work with a challenging client. She explained that she had graduated two years prior, and had recently started work at the FHT. The member said that she found herself dealing quite regularly with clients with serious mental health concerns with which she had little experience. The member was one of two social workers practising at the agency. She reported to a nurse manager, but had no clinical supervision other than monthly meetings with the other social worker. The member said that she found it difficult to address all her concerns about clients during these meetings. She called the College to find out if she could use the Professional Practice department as a resource for supervision.

This relatively new member faced a challenging practice reality: a growing number of organizations no longer provide clinical supervision to social work and social service work staff through a direct manager. While the literature on social work supervision outlines four main areas of focus in supervision (direct practice, professional impact, continued learning and job management), the current reality is often that only the job management aspect remains within the organization/agency⁴. Thus, members may feel that they are on their own when it comes to clinical supervision or supervision of direct practice. Managers to whom they report may be primarily concerned with instrumental aspects of the job (including record-keeping, accreditation, organizational policies, mandate and caseload) as opposed to the clinically complex issues associated with assessment, intervention

and evaluation of client interventions and the critical self-reflection which should accompany such work. Furthermore, activities related to assisting clients to navigate systems, and influencing those systems and advocating on clients' behalf do not generally form part of this kind of supervision.

As the regulatory body for social workers and social service workers in Ontario, the College does not have authority over employers. Thus, the College cannot require employers to provide supervision to its staff who are registered with the College, nor can it determine who should supervise social work or social service work staff. The *Code of Ethics and Standards of Practice Handbook, 2nd Edition* sets out the minimum standards of practice for members and provides some guidance in the area of supervision. According to the standards, it is up to each member of the College to ensure that "(as) part of maintaining competence and acquiring skills in social work or social service work practice ... (they) engage in the process of self review and evaluation of their practice and seek consultation when appropriate."⁵ Members must also be "aware of the extent and parameters of their competence and their professional scope of practice and limit their practice accordingly."⁶ When, as in the scenario described above, the client's needs fall outside the member's usual area of practice, the member should inform the client of this and offer to make an appropriate referral. If the client wishes to continue with the member, the member may continue to work with the client, providing that she "ensure(s) that the services... she provides are competently provided by seeking additional supervision, consultation and/or education".⁷

In this scenario, the member recognized that without supervision, she could not provide appropriate and competent care for certain of her clients. Given her relative lack of experience in the profession, this is not surprising. While the standards do not set out specific requirements regarding the frequency of supervision for members at different stages of their career, less experienced members

4 NASW Press: *Encyclopedia of Social Work*, 2012. Web. 12 January 2012

5 *Code of Ethics and Standards of Practice*, Second Edition 2008, Principle II, Competence and Integrity, interpretation 2.1.5

6 *Code of Ethics and Standards of Practice*, Second Edition 2008, Principle II, Competence and Integrity, interpretation 2.1.1

7 *Code of Ethics and Standards of Practice*, Second Edition 2008, Principle II, Competence and Integrity, interpretation 2.1.1

Practice Notes: Supervision: At the Core of Competent and Ethical Practice

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

may wish to arrange more frequent, structured and regular supervision as they develop their knowledge and skills and gain experience. However, even the most experienced member may encounter client situations that are challenging or outside their area of experience and competence, and all members must seek supervision or consultation in these circumstances.

Although it may be ideal for supervision to be provided by another member of one's profession, this arrangement is not always possible and is not required by the standards. Members should consider whether the supervisor in question has relevant expertise, experience in their area of practice and/or setting, and an understanding of the profession's values, ethics and standards of practice. If a member is being supervised by someone outside their profession, are there gaps or differences in perspective that could be addressed by seeking additional input, either through peers or outside the agency? In these circumstances, it may be necessary for members to be creative in obtaining the profession-specific supervision that they need.

While College members are encouraged to call the Professional Practice Department to discuss ethical and practice dilemmas, the focus of these calls is to identify relevant standards, to direct members to other College resources, and to help members in identifying pertinent issues regarding the situation at hand. Members may also be encouraged to consult more widely. Practice consultations are not, however, an adequate substitute for supervision. Therefore, in the scenario above, the member may need to be resourceful in order to obtain the supervision she needs. She may wish to raise the need for further education and more regular supervision with her manager. Some agencies may be willing to contract for supervision from outside the organization. Alternatively, the member may be able to obtain permission to meet more frequently with her social work colleague, thereby building a peer supervision model. The supervision literature suggests that rapport, trust and caring in addition to clinical expertise and knowledge are key

aspects of all successful supervisory relationships.⁸ Members using a peer model of supervision must also be personally accountable to bring forth challenging cases. Many find that a structured format may be most effective. If neither of these options proves realistic, the member may need to seek outside supervision or consultation on her own initiative, perhaps with an outside supervisor or through an external peer group. When face-to-face meetings are not possible, members may wish to consider on-line or teleconference options, though issues of security and confidentiality take on a heightened importance in these arrangements. Members should note that Principle V: Confidentiality in the Standards of Practice distinguishes between consultation and supervision in the area of sharing client information when it notes that "in consultation, clients are not identified."⁹ Whatever the model chosen by the member, she will need to take steps to ensure that the person or people with whom she chooses to work are competent and have experience with, and an understanding of, her setting and the issues with which she is faced.

In the scenario described above, the member felt that she would have agency support to increase time allotted for peer supervision. She decided to advocate on her own behalf, using the standards of practice and the information that she received through her consultation with the Professional Practice Department to support her case.

PROVIDING COMPETENT SUPERVISION

Members who have never provided supervision may be asked to do so when their agencies attempt to meet the needs of their social work and social service work staff from inside. In other situations, members may wish to expand their private practice to include the provision of supervision or consultation to staff within agencies and/or to others in private practice. This may seem like a natural evolution of their practice. Consider the following scenario:

A member who had been working in a family service agency for a number of years was asked to take on the role of clinical lead. In this new role, she would be

8 Shulman, L. *The skills of helping individuals, families, groups and communities (5th edition)*, Belmont, CA: Thomson Brooks/Cole, 2006, *The Encyclopedia of Social Work Web*. 12 January 2012

9 *Code of Ethics and Standards of Practice*, Second Edition 2008, Principle V, Confidentiality, interpretation 5.8

Practice Notes: Supervision: At the Core of Competent and Ethical Practice

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

expected to provide supervision to other staff. While the member was an experienced clinician, she had never provided supervision to other staff although she had acted as a field instructor for students in the past. She expressed some concern about taking on the role without a corresponding reduction in her direct service hours, as the agency appeared to favour an ad hoc approach to meeting with the staff on her team. The member called the Professional Practice Department to discuss whether she should take on this new role.

Supervision requires specialized skills that do not evolve automatically from direct practice. In fact, members may have little preparation for taking on supervisory positions and may sometimes find themselves with little support for assuming this very different role. Although the College does not define specific qualifications or experience required for members to supervise others, Principle II: Competence and Integrity states that members are “responsible for being aware of the extent and parameters of their competence and their professional scope of practice and (must) limit their practice accordingly.”¹⁰ Members who wish to take on a supervisory role should therefore explore opportunities to develop their supervisory skills, whether through additional formalized training, supervision of their supervision, or mentorship. Members would also be wise to consider whether they have the cumulative experience in the field, as well as the specific experience and expertise in the setting in question and with the client population served to provide supervision competently.

Competence and experience are also important when it comes to providing supervision to students. This is certainly an area in which members can develop their supervisory and teaching skills, while making an important contribution to the future of the professions.¹¹ It is generally the educational institutions who establish criteria regarding the qualifications

and experience required of those supervising their students. However, as in any area of practice, members must ensure that they also comply with the relevant College standards and that they are competent to provide the supervision in question.¹² Social work faculties and social service work programs may offer training in the supervision of field practicums that would assist members in developing their knowledge and skills in this area.

The documentation of supervision is a key aspect of practice that is sometimes overlooked. As stated in Principle IV: The Social Work and Social Service Work Record, the purpose of documentation includes establishing “accountability for and evidence of the services rendered.”¹³ Members providing supervision should “keep systematic, dated, and legible records for each client or client system served.”¹⁴ These records should generally include the dates of each session provided as well as a note of any cancellations, a description of the services provided, the questions and concerns addressed, and any recommendations made. Members may also wish to note their plan or follow up.

Members providing supervision should also be careful to maintain “clear and appropriate boundaries” with their supervisees, and to “avoid conflicts of interest and/or dual relationships with ... supervisees, that could impair (their) professional judgement.”¹⁵ It is possible, for example, that a member might be asked to supervise a former client, or a former supervisee might seek professional services from a member. In these circumstances, members should “seek consultation to assist in identifying and dealing with such potential conflicts of interest” in order to “take appropriate steps to address ... and ... eliminate the conflict.”¹⁶ Members should also be aware that the standards dealing with issues of confidentiality covered in Principle V: Confidentiality are also relevant to the provision of supervision.¹⁷

10 *Code of Ethics and Standards of Practice*, Second Edition 2008, Principle II: Competence and Integrity, interpretation 2.1.1

11 *Code of Ethics and Standards of Practice*, Second Edition 2008, Scope of Practice of the Profession of Social Work and Scope of Practice of the Profession of Social Service Work

12 *Code of Ethics and Standards of Practice*, Second Edition 2008, Principle II: Competence and Integrity, interpretation 2.1.1

13 *Code of Ethics and Standards of Practice*, Second Edition 2008, Principle IV: The Social Work and Social Service Work Record

14 *Code of Ethics and Standards of Practice*, Second Edition 2008, Principle IV: The Social Work and Social Service Work Record, interpretation 4.1.3

15 *Code of Ethics and Standards of Practice*, Second Edition 2008, Principle II: Competence and Integrity, interpretation 2.2.1

16 *Code of Ethics and Standards of Practice*, Second Edition 2008, Principle II: Competence and Integrity, interpretation 2.2.1

17 *Code of Ethics and Standards of Practice*, Second Edition 2008, Principle V: Confidentiality

Practice Notes: Supervision: At the Core of Competent and Ethical Practice

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

Supervisors, through their influence on those to whom they are providing this service, affect the quality of care provided to clients. They therefore share responsibility for the services provided and could be held accountable for inadequate supervision when a supervisee's conduct is in question.¹⁸ In relation to such accountability, members should be aware that the Professional Misconduct Regulation, O. Reg. 384/00 made under the *Social Work and Social Service Work Act, 1998* defines "failing to supervise adequately a person who is under the professional responsibility of the member and who is providing a social work service or a social service work service" as an act of professional misconduct.¹⁹ Thus, in addition to ensuring that they are competent in this area, members would be well-advised to ensure that sufficient time and structure are in place to provide adequate supervision. They should also obtain suitable liability insurance. In the

scenario above, the member decided that she did not have sufficient support within her organization to take on the supervisory position. Although she was concerned about how her agency might react to her decision, she decided to decline the opportunity to become the clinical lead.

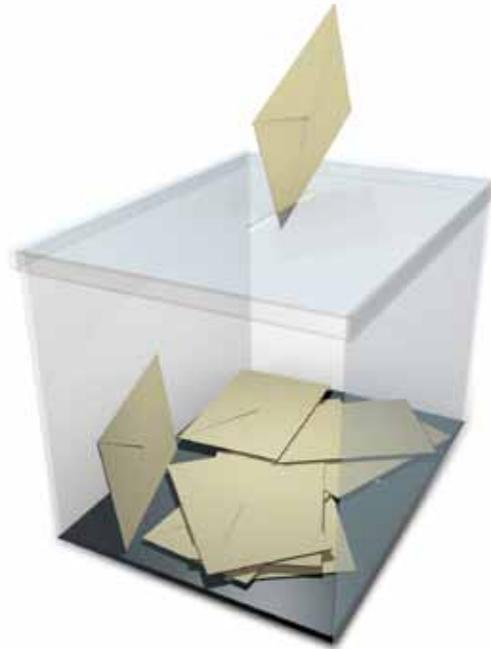
This article has discussed some of the professional obligations associated with supervision. In ever-evolving and challenging practice environments, members must be committed to meeting their own needs for supervision and/or developing their supervisory skills in order to ensure that clients are served competently, ethically and responsibly.

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

18 National Association of Social Workers "Supervision and the Clinical Social Worker", *Practice Update*, Volume 3, Number 2, June 2003, Web. 10 January 2012

19 S. 2.4, O. Reg. 384/00 (Professional Misconduct) made under the *Social Work and Social Service Work Act, 1998* www.e-laws.gov.on.ca Web

Election to Council in District 4 – Don't Forget to Vote!



We are pleased to announce that the 2012 election package will be modernized. Read on for more information!

The election for district four will be held on May 31, 2012. All College members who practise in electoral district four were eligible to stand for election. There are two social work member positions and two social service work member positions available in this year's election.

District four is composed of the geographical area within the territorial boundaries of the Regional Municipalities of Halton, Niagara and Waterloo, the Counties of Brant, Dufferin, Wellington, Haldimand and Norfolk and the City of Hamilton.

All members in district four are encouraged to participate in this important process by casting a vote in the election. Council is responsible for governing and managing the affairs of the College and for developing policies that regulate the professions of social work and social service work. Council members play a leadership role in the regulation of members in these professions, reflecting the College's primary mandate to serve and protect the public interest while promoting high standards of practice.

NEW CHANGES TO THE ELECTORAL PROCESS

To cut costs, waste and time, the College will make the candidate summaries and biographical information available online. Members in district four will receive a letter in the mail with information regarding the online content and how to access it. To vote, members will still be required to mail in their ballots.

If you have any questions, please contact Pat Lieberman at 416-972-9882 or 1-877-828-9380 ext 207 or e-mail: plieberman@ocswssw.org.

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 am planning to retire at the end of the year and would like to change my status to inactive for 2013. How do I go about this?

A. You must notify the Registrar of your intention to become an inactive member at least 60 days before you intend to do so. This 60 day notice period is stipulated in the Registration Regulation made under the *Social Work and Social Service Work Act*, and as such, is not negotiable.

If you wish to be an inactive member starting on January 1, 2013, your completed Notice of Intention to Become an Inactive Member and Undertaking and Acknowledgment Form would need to be received at the College **no later than November 1, 2012**. The annual fee payable by an inactive member is \$135.00.

Q. I am considering becoming an inactive member but I don't understand how the fee is calculated. Can you explain?

A. If a member is an inactive member for only part of a year, the annual fee will be prorated on a quarterly basis and the total amount payable for the year will be calculated, based on the number of quarters the member is an inactive member (annual fee is \$135) and the number of quarters the member is an active member (annual fee is \$270). The quarters are based on a calendar year (that is, January 1 to March 31; April 1 to June 30; July 1 to September 30; and October 1 to December 31). For purposes of the calculation of fees, a member will be considered to be an inactive member for a quarter only if the member is an inactive member for the entire quarter.

For example, if your Notice of Intention to Become an Inactive Member and Undertaking and Acknowledgment Form were received at the College on December 14, 2012, you would become an inactive member on February 11, 2013 (taking into account the required 60 day notice period). However, because you were inactive for only a portion of the first quarter (January 1 to March 31), your annual fee would be calculated as follows: 1 quarter active fee = \$67.50 ($\$270 \div 4$) plus 3 quarters inactive fee = \$101.25 ($\$135 \div 4 \times 3$). Total fee for 2013 = \$168.75. ($\$67.50 + \101.25).

*For more details about the processes regarding the inactive category of membership and obligations of an inactive member, please refer to the **Guide for Inactive Members** found on the College website:*



http://www.ocswssw.org/en/guide_inactive_members.htm

Bulletin Board

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, emailed 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.

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.

Perspective is the official publication of the Ontario College of Social Workers and Social Service Workers. It is published twice a year.

Editor:

Jolinne Kearns

Design:

LAM Marketing & Design
www.lam.ca

Publication mail agreement: 40712081
Printed in Canada

If you require this publication in an alternate format, contact the College at 1-877-828-9380 or info@ocswssw.org.



HOW TO REACH US:

The College is open Monday to Friday from 9 a.m. to 5 p.m.

250 Bloor Street East
Suite 1000
Toronto, Ontario M4W 1E6

Telephone: 416-972-9882
Toll-Free: 1-877-828-9380
Fax: 416-972-1512
Email: info@ocswssw.org
www.ocswssw.org

WHO TO CONTACT AT THE COLLEGE:

OFFICE OF THE REGISTRAR

Glenda McDonald
Registrar
Ext. 201 or e-mail:
registrar@ocswssw.org

Pamela Blake
Deputy Registrar
Ext. 205 or e-mail:
pblake@ocswssw.org

Trudy Langas
Executive Assistant
Ext. 219 or e-mail:
tlangas@ocswssw.org

Pat Lieberman
Manager, Council & Employee Relations
Ext. 207 or e-mail:
plieberman@ocswssw.org

Contact Pat for Council information.

REGISTRATION

Susanne Pacheco
Registration Coordinator
Ext. 213 or e-mail:
spacheco@ocswssw.org

Tracy Raso
Registration Coordinator
Ext. 408 or e-mail:
traso@ocswssw.org

Ema Sevdina
Registration Administrator
Ext. 204 or e-mail:
esevdina@ocswssw.org

Elaine Hall
Registration Administrator
Ext. 214 or e-mail:
ehall@ocswssw.org

Phil Walsh
Registration Analyst
Ext. 414 or e-mail:
pwalsh@ocswssw.org

Bea Bindman
Credential Evaluator
Ext. 417 or e-mail:
bbindman@ocswssw.org

Contact Susanne, Tracy, Ema or Elaine when inquiring about the registration process.

Frances Ma
Registration Assistant

For general registration inquiries, please e-mail:
registration@ocswssw.org

MEMBERSHIP/ADMINISTRATION

Lynda Belouin
Office Manager (bilingual)
Ext. 212 or e-mail:
lbelouin@ocswssw.org

Anne Vezina
Membership Administrator (bilingual)
Ext. 211 or e-mail:
avezina@ocswssw.org

Barbara Feller
Information Assistant

Dolores Bautista
Information Assistant

Contact Lynda, Anne, Barbara and Dolores for general information, status of application inquiries, register requests, as well as fees information and address changes. For general inquiries, please e-mail:
info@ocswssw.org

Contact Lynda for information and inquiries about professional incorporation.

COMPLAINTS & DISCIPLINE

Marlene Zagdanski
Director
Ext. 208 or e-mail:
mzagdanski@ocswssw.org

Lisa Loiselle
Case Manager/Investigator
Ext. 221 or e-mail:
lloiselle@ocswssw.org

Anastasia Kokolakis
Coordinator, Complaints and Discipline
Ext. 210 or e-mail:
akokolakis@ocswssw.org

Contact Marlene, Lisa or Anastasia for information on complaints, discipline and mandatory reporting.

FINANCE

Eva Yueh
Financial Manager
Ext. 209 or e-mail:
eyueh@ocswssw.org

COMMUNICATIONS

Jolinne Kearns
Communications Coordinator
Ext. 415 or e-mail:
jkearns@ocswssw.org

Contact Jolinne regarding the College's website, newsletter, Annual Report and other publications.

Nadira Lloyd
Administrator, Communications and Professional Practice
Ext. 200 or e-mail:
nlloyd@ocswssw.org

PROFESSIONAL PRACTICE

Lise Betteridge
Director
Ext. 225 or e-mail:
lbetteridge@ocswssw.org

Ellen Kampf
Professional Practice Associate
Ext. 224 or e-mail:
ekampf@ocswssw.org

Contact Lise or Ellen with professional practice questions.

INFORMATION TECHNOLOGY

Cristian Sandu
IT Support Specialist
Ext. 115 or e-mail:
csandu@ocswssw.org

Angella Rose
Office Clerk