



Ontario College of
Social Workers and
Social Service Workers

Ordre des travailleurs
sociaux et des techniciens
en travail social de l'Ontario

CONTINUING COMPETENCE PROGRAM

Self-Assessment Tool and Professional Development Plan Documents

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Continuing Competence Program Work Sheet 2016

NOTE: Completion of this Work Sheet may be helpful and is *optional*.
Retain for your records.

1. My current professional responsibilities are: (Consider the various components of your job: e.g. Who are your clients? What are your roles? Do you provide direct service? Do you participate in a committee? Supervise staff or students? Conduct research or program evaluations? Develop policies? Administer a program? Teach others?)

2. In the next year I anticipate new responsibilities and/ or the need for new learning in the following areas: (e.g. providing supervision)

3. The knowledge and skills required to competently fulfil these responsibilities include:
(Be specific e.g. If you need knowledge of legislation, specify which piece of legislation.
If you need clinical skills, what specific skills)

4. The areas in which I need to enhance my knowledge and skills are: (e.g. supervisory skills)

Self-Assessment Tool and Professional Development Plan

NOTE: Completion of this Self-Assessment Tool is *required*. Retain for your records.

PRINCIPLE I: RELATIONSHIP WITH CLIENTS

The social work relationship and the social service work relationship, as a component of professional service, are each a mutual endeavour between active participants in providing and using social work or social service work expertise, as the case may be. Clients and College members jointly address relevant social, organizational and/or personal problems of concern to clients. The foundation of this professional orientation is the belief that clients have the right and capacity to determine and achieve their goals and objectives. The social work relationship and the social service work relationship are each grounded in and draw upon theories of the social sciences and social work or social service work practice, as the case may be.

Tasks

- I have read Principle I, Interpretations 1.1 to 1.7 and the related Footnotes in the Standards of Practice Handbook.**
- I have assessed my compliance with and competence in relation to this Principle, the Interpretations, and the Footnotes referred to above, and have determined the following strengths and areas for improvement/new learning*:

Strengths

Areas for improvement/new learning

Goal(s) identified? Yes No

- My learning goals related to this Principle, the Interpretations and the Footnotes referred to above are:

- My plan for meeting my goal(s):

- I have transferred my learning goals and plan to the Professional Development Plan Summary Sheets on pages 26–30.

- *If you are not currently practising***—I am doing the following in order to maintain my competence and to prepare for my return to practice:

PRINCIPLE II: COMPETENCE AND INTEGRITY

College members maintain competence and integrity in their practice and adhere to the College standards in the Ontario College of Social Workers and Social Service Workers Code of Ethics, the Standards of Practice Handbook and the College's bylaws.

Tasks

- I have read Principle II, Interpretations 2.1 (2.1.1 to 2.1.5) and 2.2 (2.2.1 to 2.2.10) and the related Footnotes in the Standards of Practice Handbook.**

- I have assessed my compliance with and competence in relation to this Principle, the Interpretations, and the Footnotes referred to above, and have determined the following strengths and areas for improvement/new learning*:

Strengths

Areas for improvement/new learning

Goal(s) identified? Yes No

- My learning goals related to this Principle, the Interpretations and the Footnotes referred to above are:

PRINCIPLE III: RESPONSIBILITY TO CLIENTS

College members ensure that professional services are provided responsibly to those persons, groups, communities or organizations seeking their assistance.

Tasks

- I have read Principle III, Interpretations 3.1 to 3.12 and the related Footnotes in the Standards of Practice Handbook.**

- I have assessed my compliance with and competence in relation to this Principle, the Interpretations, and the Footnotes referred to above, and have determined the following strengths and areas for improvement/new learning*:

Strengths

Areas for improvement/new learning

Goal(s) identified? Yes No

- My learning goals related to this Principle, the Interpretations and the Footnotes referred to above are:

PRINCIPLE IV: THE SOCIAL WORK AND SOCIAL SERVICE WORK RECORD

The creation and maintenance of records by social workers and social service workers is an essential component of professional practice. The process of preparation and organization of material for the record provides a means to understanding the client and planning the social work and social service work intervention. The purpose of the social work and social service work record is to document services in a recognizable form in order to ensure the continuity and quality of service, to establish accountability for and evidence of the services rendered, to enable the evaluation of service quality, and to provide information to be used for research and education. College members ensure that records are current, accurate, contain relevant information about clients and are managed in a manner that protects client privacy and in accordance with any applicable privacy and other legislation.

Tasks

- I have read Principle IV, Interpretations 4.1 (4.1.1 to 4.1.7), 4.2 (4.2.1 to 4.2.5), 4.3 (4.3.1 to 4.3.5), and 4.4 (4.4.1 to 4.4.5) and the related Footnotes in the Standards of Practice Handbook.**
- I have assessed my compliance with and competence in relation to this Principle, the Interpretations, and the Footnotes referred to above, and have determined the following strengths and areas for improvement/new learning*:

Strengths

Areas for improvement/new learning

Goal(s) identified? Yes No

PRINCIPLE V: CONFIDENTIALITY

College members respect the privacy of clients by holding in strict confidence all information about clients and by complying with any applicable privacy and other legislation. College members disclose such information only when required or allowed by law to do so or when clients have consented to disclosure.

Tasks

- I have read Principle V, Interpretations 5.1, 5.2, 5.3 (5.3.1 to 5.3.8), 5.4, 5.5 (5.5.1 to 5.5.3), 5.6, 5.7 and 5.8 and the related Footnotes in the Standards of Practice Handbook.**
- I have assessed my compliance with and competence in relation to this Principle, the Interpretations, and the Footnotes referred to above, and have determined the following strengths and areas for improvement/new learning*:

Strengths

Areas for improvement/new learning

Goal(s) identified? Yes No

- My learning goals related to this Principle, the Interpretations and the Footnotes referred to above are:

PRINCIPLE VI: FEES

When setting or administering fee schedules for services performed, College members inform clients fully about fees, charges and collection procedures.

Tasks

- I have read Principle VI, Interpretations 6.1 (6.1.1 to 6.1.7) and the related Footnotes in the Standards of Practice Handbook.**

- I have assessed my compliance with and competence in relation to this Principle, the Interpretations, and the Footnotes referred to above, and have determined the following strengths and areas for improvement/new learning*:

Strengths

Areas for improvement/new learning

Goal(s) identified? Yes No

- My learning goals related to this Principle, the Interpretations and the Footnotes referred to above are:

PRINCIPLE VII: ADVERTISING

Advertising is intended to inform and educate the public about available social work and social service work services. College members ensure that advertisements are compatible with the standards and ethics of the social work and social service work professions.

Tasks

- I have read Principle VII, Interpretations 7.1 (7.1.1 to 7.1.7), 7.2, 7.3 (7.3.1 to 7.3.3) and 7.4 and the related Footnotes in the Standards of Practice Handbook.**
- I have assessed my compliance with and competence in relation to this Principle, the Interpretations, and the Footnotes referred to above, and have determined the following strengths and areas for improvement/new learning*:

Strengths

Areas for improvement/new learning

Goal(s) identified? Yes No

- My learning goals related to this Principle, the Interpretations and the Footnotes referred to above are:

PRINCIPLE VIII: SEXUAL MISCONDUCT

The influence of the professional relationship upon clients is pervasive and may endure long after the relationship has terminated. College members are aware of the potential for conflict of interest and abusive treatment of clients within the professional relationship. Behaviour of a sexual nature by a College member toward a client represents an abuse of power in the professional relationship. College members do not engage in behaviour of a sexual nature with clients.

Tasks

- I have read Principle VIII, Interpretations 8.1, 8.2 (8.2.1 to 8.2.3) and 8.3 to 8.9 and the related Footnotes in the Standards of Practice Handbook.**
- I have assessed my compliance with and competence in relation to this Principle, the Interpretations, and the Footnotes referred to above, and have determined the following strengths and areas for improvement/new learning*:

Strengths

Areas for improvement/new learning

Goal(s) identified? Yes No

- My learning goals related to this Principle, the Interpretations and the Footnotes referred to above are:



Continuing Competence Program 2016

Professional Development Plan Summary Sheet— Learning Goals & Activities

Learning Goal, Related Standard and Interpretations	"SMART" Learning Objectives (must be Specific, Measurable, Attainable, Realistic and Timely)	Learning Activities (see Instruction Guide)	Evidence of Accomplishment	Target Date	Goal Attained
<p>To improve my knowledge of technology in order to enhance my presentation skills (Principle II: Competence and Integrity, 2.1)</p>	<p>To be able to create and use a presentation in PowerPoint by September 2016.</p>	<ul style="list-style-type: none"> • Seek out a colleague proficient in PowerPoint who would be willing to teach me • Train with colleague • Practise creating presentations using PowerPoint • Make a presentation using PowerPoint to my team • Create and use a presentation in my community network • Develop an evaluation/ feedback form for presentations 	<ul style="list-style-type: none"> • I will have done at least one presentation using PowerPoint which I have created by September 2016. • I will evaluate the presentation by seeking feedback from the audience. 	<p>September 2016</p>	<p>August 2016</p>

NOTE: This is one example of a goal and its related objectives and learning activities. This is not intended to prescribe how this goal should be met. A member will identify the learning activities which are appropriate to her/himself.

DATE: May 2016

Retain for your records.



Continuing Competence Program 2016

Professional Development Plan Summary Sheet— Learning Goals & Activities

Learning Goal, Related Standard and Interpretations	"SMART" Learning Objectives (must be Specific, Measurable, Attainable, Realistic and Timely)	Learning Activities (see Instruction Guide)	Evidence of Accomplishment	Target Date	Goal Attained
<p>To gain group work skills (Principle II: Competence and Integrity, 2.1.1, 2.1.2, 2.1.5)</p>	<p>To plan and provide a support group for single mothers (who are receiving services from my agency) by December 2016</p>	<ul style="list-style-type: none"> • Seek out a skilled colleague who offers support groups and who would be willing to have me consult with him/her, as well as explore the possibility of co-facilitation of a group • Review relevant literature on Social Work Group Work • Review the relevant literature on issues facing single mothers • Seek out an experienced clinician for ongoing supervision for the group 	<ul style="list-style-type: none"> • I will have offered a group for single mothers and evaluated the group 	<p>December 2016</p>	<p>Fall 2016</p>

NOTE: This is one example of a goal and its related objectives and learning activities. This is not intended to prescribe how this goal should be met. A member will identify the learning activities which are appropriate to her/himself.

DATE: May 2016

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<p>To ensure that business cards for my new position at work reflect relevant Standards of Practice Principles and Interpretations. (Principle VII: Advertising)</p>	<p>To know what information is required and permitted on business cards</p>	<ul style="list-style-type: none"> • Review Principle VII in the OCSWSSW Standards of Practice • Identify any dilemmas and contact the OCSWSSW Professional Practice Department for consultation, if necessary 	<ul style="list-style-type: none"> • I will have re-printed accurate new business cards 	<p>June 2016</p>	<p>May 2016</p>

NOTE: This is one example of a goal and its related objectives and learning activities. This is not intended to prescribe how this goal should be met. A member will identify the learning activities which are appropriate to her/himself.

DATE: May 2016

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Professional Development Plan Summary Sheet— Learning Goals & Activities

Learning Goal, Related Standard and Interpretations	“SMART” Learning Objectives (must be Specific, Measurable, Attainable, Realistic and Timely)	Learning Activities (see Instruction Guide)	Evidence of Accomplishment	Target Date	Goal Attained
<p>To determine my obligations in regard to confidentiality of client information (Principle IV: Social Work and Social Service Work Record and Principle V: Confidentiality)</p>	<p>To produce a report based on client information for the Board of Directors' strategic planning session that contains useful information and reflects adherence to privacy and confidentiality requirements.</p>	<ul style="list-style-type: none"> • Review Principles IV and V in the OCSWSSW Standards of Practice Handbook • Review the College's Privacy Legislation (PHIPA) Toolkit • Consult with OCSWSSW Professional Practice Department if necessary 	<ul style="list-style-type: none"> • I will have produced a report for the Board which is in compliance with the Standards of Practice and relevant legislation 	<p>December 2016</p>	<p>September 2016</p>

NOTE: This is one example of a goal and its related objectives and learning activities. This is not intended to prescribe how this goal should be met. A member will identify the learning activities which are appropriate to her/himself.

DATE: May 2016

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