

PERSPECTIVE

A PUBLICATION OF THE ONTARIO COLLEGE OF SOCIAL WORKERS AND SOCIAL SERVICE WORKERS

MESSAGE FROM THE REGISTRAR & CEO



Lise Betteridge, MSW, RSW

IN THIS ISSUE

MESSAGE FROM THE REGISTRAR & CEO

1

RESILIENCE AND WELL-BEING

4

IMPORTANT REMINDER: RENEW YOUR COLLEGE MEMBERSHIP FOR 2020

7

NEW COUNCIL ROSTER FOR 2019/20

9

FACING THE MONUMENTAL: REGULATORS AND RECONCILIATION

On a hot summer day this past June, I wandered the cool marble floors and concrete galleries of Montreal's Contemporary Arts Museum, feeling overwhelmed by a powerful exhibition of the works of Anishinaabe artist Rebecca Belmore, titled *Facing the Monumental*. The diverse collection, on loan from the Art Gallery of Ontario, presented an overview of Belmore's artistic vision to date, including sculptures, installations, photography and video.

One video, called *Vigil* (Paul Wong, 2010), was literally and figuratively stunning. It was a performance art recording of Belmore commemorating the lives of missing and

IN THIS ISSUE

COUNCIL MEETING HIGHLIGHTS FOR MAY 8, 2019	13
COUNCIL MEETING HIGHLIGHTS FOR SEPTEMBER 5-6, 2019	14
PRACTICE NOTES	15
TOP 10 CONSIDERATIONS FOR USING COMMUNICATION TECHNOLOGY IN PRACTICE	19
DID YOU KNOW? THE LEGISLATION THAT ESTABLISHED THE COLLEGE	21
Q&A: WHY DOES THE COLLEGE PUBLISH DISCIPLINE DECISIONS?	22
DISCIPLINE DECISION SUMMARIES	24
BULLETIN BOARD	25

murdered Indigenous women who have disappeared from the streets of Vancouver. It featured a barefoot Belmore wearing a long, crimson dress, scrubbing the pavement in the infamous Downtown Eastside.

As I faced this haunting evocation of trauma, I was reminded of a recent symposium that I had attended as part of the Council on Licensure, Enforcement & Regulation (CLEAR) International Conference in Vancouver. The CLEAR Symposium was planned around the theme of “Cultural Awareness: Valuing Indigenous and Minority Populations in Professional Regulation.” It challenged regulators to face a succinct question with monumental implications: How does reconciliation apply to professional regulation?

Protection of the public interest is the fundamental reason for regulation. Indeed, the ongoing mandate of the Ontario College of Social Workers and Social Service Workers is to protect the public interest. As societal expectations change, however, regulators are interpreting their public interest mandate more broadly. The CLEAR Symposium presented international regulators with the opportunity to discuss what reconciliation might mean in the regulatory context, including how regulators might move beyond a commitment to cultural sensitivity and learning towards cultural humility and cultural safety. The shift might include, for example, an analysis and acknowledgement of power imbalances as well as reflection on the ideals of self-determination and decolonization.

This progression from knowledge and awareness to analysis and action was the subject of the keynote address, “Why Action Matters When it Comes to Reconciliation,” at the College’s 2019 Annual Meeting and Education Day. Keynote Speaker Dr. Jeffrey Ansloos explored the ways in which the College might take up the calls to action of the Truth and Reconciliation Commission of Canada. As Dr. Ansloos noted, the Commission’s calls to action are professionally relevant to the College, as social workers and social service workers work in so many of the areas addressed by the calls to action, particularly child welfare.

I encourage all members of the College to watch the keynote address presented by Dr. Ansloos at our Annual Meeting and Education Day — an edited version of the livestreamed address is available on the [College website](#) and our [video channel](#) on YouTube. Dr. Ansloos issued his own call to action during the keynote, calling upon College members to read the [executive summary](#) of the Commission's report; the [final report](#) of the National Inquiry into Missing and Murdered Indigenous Women and Girls; and the United Nations [Declaration](#) on the Rights of Indigenous Peoples.

As the College heads into discussions this winter regarding our 2020-2023 strategic priorities, it is inspiring to see how reconciliation has begun to inform the strategic planning of other Canadian regulators, and how the AMED keynote has generated dialogue and a desire to move forward among members of our own Council. I believe there is consensus within the regulatory community that this is an area in which regulators have lagged behind the rest of Canada.

In the past, regulators have struggled with the position of reconciliation within the framework of their regulatory mandate, and in the statutes of their governing legislation. Some regulators may have believed that this issue lies outside the immediate scope of their mandate. Following the work of the Truth and Reconciliation Commission, however, it has become clear that the time to examine our regulatory practice is now.

That said, it behooves us within the regulatory community to avoid imposing our own frameworks and begin instead with truly listening to the experiences, ideas and needs of Indigenous people and communities. The Truth and Reconciliation Commission was established to contribute to truth, healing and reconciliation — and reconciliation, as the Commission noted, is an ongoing individual and collective process.

As social workers and social service workers, we know that official reports are important to our understanding and analysis of professional issues. We also understand (particularly through the practice of cultural humility) that connecting on a human level through listening and observing can help inform and engage us.

Rebecca Belmore has said that ongoing violence against Indigenous peoples must be addressed; her art is meant to spark a reaction, engage us emotionally, and create spaces for the public to be affected by her work. It certainly helped me to consider the question of regulators and reconciliation, and to look forward, as College Registrar and CEO, to facing the monumental.

A handwritten signature in black ink, appearing to read 'Lise Betteridge', with a stylized flourish at the end.

Lise Betteridge, MSW, RSW
Registrar and CEO

RESILIENCE AND WELL-BEING

Q&A WITH LCOL SUZANNE BAILEY AND MARIE-LUCIE BÉDARD OF THE
CANADIAN ARMED FORCES



Marie-Lucie Bédard, MSW, RSW and LCol Suzanne Bailey, MSW, RSW

Social work and social service work can be very rewarding professions for those who have empathy, want to help others and make a positive contribution to society. Yet, at the same time, both professions can be extremely demanding, with many social workers and social service workers experiencing burnout and compassion fatigue.

LCol Suzanne Bailey, MSW, RSW and Marie-Lucie Bédard, MSW, RSW of the Health Services Group of the Canadian Armed Forces (CAF) are pioneers in the field of resilience and well-being. The two College members have developed a resilience training workshop for health-care providers in the military, which includes strategies to cope with common stressors.

The College is very pleased to have Suzanne and Marie-Lucie present at our upcoming Educational Forum in Ottawa on November 14. We recently interviewed Suzanne and Marie-Lucie to learn more about their workshop and their thoughts on the importance of resilience and well-being in social work and social service work practice.

Q: We're pleased to have you both as keynote speakers for the College's upcoming Educational Forum in Ottawa. Can you tell us what you hope to address in your keynote?

Suzanne: We hope to highlight some of the unique demands that can impact those who work in the helping professions, and offer an opportunity to reflect on how we can reinforce our resilience and take advantage of some of the resources available to us. Some of the same qualities that make us good clinicians and care providers can also put us at risk of being impacted by our work, so it is important to develop an awareness of those tendencies so we can maintain our mental stamina throughout our career.

Q: What led you to seek a career as a social worker in the CAF?

Suzanne: I was already serving in the CAF as a military police officer when my supervisor noticed that I had a tendency to advocate for others and help those who did not have much of a support system. He asked me if I had ever considered being a social

work officer, and I did not even know that there were social workers in the military. He gave me the name of the chief social worker at the time. I met with him to find out more about the occupation and what I would need to do to transfer occupations. I then set about obtaining the prerequisites needed to apply to an MSW program. Approximately two years later I was accepted to an MSW program and sponsored by the CAF to go back to school.

Q: What is resilience training and why is it important for social workers and social service workers?

Suzanne: To me, resilience training is all about recognizing how the stress and demands of life affect us and learning what we can do to ensure those demands do not deplete us. Sometimes that might mean taking a break or engaging in a different activity that energizes us; at other times it might mean reaching out for social support or professional help. I think that as social workers and social service workers, we — like many other health-care providers — often have a tendency to put others first and to downplay our own needs. Sometimes we keep pushing ourselves past the point where we need to step back and take a breather because we know others are depending on us. I know I have a tendency to do that, and have to continually remind myself that if I don't slow down and take a break that eventually I will not be able to function effectively.

Marie: Increasingly, chronic stress has gradually settled into our work environments — it has become part of our lives such that we do not even recognize it anymore. If we let it surround us and do not pay attention to its impact, we are at risk of operating in survival mode. Resilience training allows social workers and social service workers to identify the demands in their environment that affect their mental well-being, helps them quickly recognize the indicators of chronic stress so they can make changes in their environment as well as in their application of resilience strategies that can ultimately lead to growth over the long term.

Q: Suzanne, you have dedicated much of your professional life to improving resiliency and well-being in health-care providers. How has your work changed over the years?

Suzanne: I have been very fortunate to be trusted with this responsibility, and to have built an incredible team to do this work. Over the years we have been able to tailor the training to more closely meet the needs of each group we are working with, and to better address the unique stressors for various occupations or roles. There has also been growing acceptance and recognition of the incredible demands placed on health-care providers, and the impact on the individuals themselves as well as the health-care system. It is encouraging to see many groups working together to address some of the issues and find solutions together.

Q: You have developed a resiliency training workshop. Can you tell us more about this workshop?

Suzanne: The program was developed in collaboration with military and civilian health-care personnel who work in the Department of National Defence to ensure that it meets the needs of those working in a military health-care environment. While it includes the mental health continuum model and the Big 4+ performance skills¹ that are common to all R2MR² training across the CAF, it also integrates content on the caregiver personality, chronic stress, compassion fatigue and some of the unique barriers to care for health services personnel.

Currently, the R2MR for Health Services program is divided into two main components: an individual online training that provides the foundational R2MR content; and a full day of classroom training. This hybrid approach allows the in-class component to focus on experiential learning and direct application of resilience skills.

¹ The Big 4+ performance skills include goal setting, visualization, self-talk, tactical breathing, focus and attention control

² Road to Mental Readiness (R2MR) program: <https://www.canada.ca/en/department-national-defence/services/guide/dcsmr/r2mr.html>

Q: What can social workers and social service workers do to recognize stress and how can they better incorporate resilience into their practice?

Suzanne: It starts with being able to recognize the physiological indicators of stress and how they impact our performance, whether that is during the work day or in our personal lives. Those indicators might be a bit different for each of us, and may also change over time. Maybe we become tired, or impatient or less focused; some of us may start working longer hours and taking on more than we can reasonably handle. Once we recognize what is happening, we can make changes in our environment, such as leaving work on time, saying no to additional commitments, or building in time for physical activity and social interaction. We can also make time for activities that help recharge our batteries, like sports, travel, meditation or reading. We are all different so the activities that replenish our energy will look a bit different for each of us.

Q: Your workshop was designed for health-care providers in the armed services. Do you envision your workshop being adopted outside of the armed forces?

Suzanne: A large proportion of Canadian Forces Health Services personnel are civilian. Civilian and military personnel worked collaboratively in the development of the program and both groups work together in the military organization. In this sense, I have no doubt that the program is easily exportable outside the organization.

We are already collaborating with The Ottawa Hospital, which has adapted portions of the program to their setting while Resident Doctors of Canada and some medical schools have implemented elements of the program. We have also collaborated with Public Safety Canada and the Canadian Institute for Public Safety Research and Treatment to make some of our programming available to first responders across Canada.

Q: What resources are available to social workers and social service workers and others who want to learn more about resiliency and well-being?

Marie: There are some excellent books and online resources for those who are interested in learning more. Social Work Scotland has collected some resources on a website: <https://www.iriss.org.uk/resources/reports/resilience-resources>. There is even an online course at The Open University that specifically addresses supporting and developing resilience in social work: www.open.edu/openlearn/health-sports-psychology/supporting-and-developing-resilience-social-work/content-section-0

A book that I have found helpful is *Developing Resilience for Social Work Practice* by Louise Grant and Gail Kinman. Many of Brené Brown's books also highlight aspects of resilience and well-being.

The College would like to thank LCol Suzanne Bailey and Marie-Lucie Bédard for taking the time to answer our questions.

IMPORTANT REMINDER: RENEW YOUR COLLEGE MEMBERSHIP FOR 2020

As a member of the Ontario College of Social Workers and Social Service Workers, your membership fee must be paid annually, by December 31. Keeping your membership current is important. It demonstrates your commitment to professional, ethical, qualified and accountable practice. It says something important about the professions of social work and social service work as a whole, and also about you as an individual practitioner.

The renewal season will commence in early November. The deadline to complete your membership renewal and payment for the year 2020 is December 31, 2019.

Members can renew their membership and pay their annual fee through the College's online member services at ocswssw.org/members/members_info.

RENEW YOUR MEMBERSHIP ONLINE

To renew your membership online, follow these easy steps:

- Log in using your User ID (your OCSWSSW registration number) and your password.
- Go to "My Profile" to confirm that your personal information is accurate and up to date.
- Click on the "Renewals" link on the top left-hand side of your screen and select "2020 renewal" to complete the annual renewal of registration form and payment.

For more information regarding your membership renewal, please refer to the Guide for Online Services on the College [website](#).

TAX RECEIPTS AND MEMBER CARDS AVAILABLE ONLINE

The College would like to remind members that tax receipts and member cards are available online following payment of the annual renewal fee.

To access your tax receipt and member card, please follow the steps below:

1. Log in to your Online Member Services.
2. Click the "Renewals" menu, "History" section.
3. From the Membership Renewal History grid, click on the "Membership card and tax receipt" of the selected Membership Year to open a PDF file that you can print, save or send by email.

2020 COLLEGE FEES

The 2020 fees are as follows:

Annual renewal fee for College members	\$360.00
Registration fee for new members	\$360.00 + \$100.00 application fee
New graduate registration fee <i>* You are eligible for this reduced fee, provided you apply for registration no later than December 31 of the year in which you graduate. You are then eligible for the reduced fee for the two subsequent years.</i>	\$260.00 + \$100.00 application fee
Inactive category of membership fee	\$180.00
Annual fee for retired class	\$50.00

For more information on the College's 2020 fees, please visit ocswssw.org/members/2020-college-fees.

Remember: Only professionals registered with the College are allowed to use the titles "social worker," "registered social worker," "social service worker" or "registered social service worker."

Questions about the annual fees can be directed to renewals@ocswssw.org or call 416-972-9882 or 1-877-828-9380 (toll free):

- Paul Cucci, Membership Manager, ext. 202
- Anne Vézina, Membership Administrator (bilingual), ext. 211

NEW COUNCIL ROSTER FOR 2019/20

Kenta Asakura – Elected Social Worker

Kenta Asakura is an Assistant Professor at the Carleton University School of Social Work. Kenta engages in a robust program of research on clinical social work education and practice. Prior to entering academia, Kenta spent nearly 15 years practising clinical social work across three jurisdictions (New York, Washington and Ontario) in diverse settings, including children’s mental health, family services, residential treatment, settlement services, and private practice. He continues to engage in the field of social work as a clinical consultant for local agency-based practitioners. Kenta obtained his MSW from Smith College School for Social Work and PhD from the Factor-Inwentash Faculty of Social Work, University of Toronto.

Amanda Bettencourt – Elected Social Service Worker

Amanda Bettencourt is a social service worker graduate from Mohawk College, mom to a beautiful little girl, and a current full-time advance standing BSW student at Ryerson University. She works part-time as a family access worker with YWCA Hamilton. Prior to this, Amanda was working as a peer tutor while she attended Mohawk College, and went on to cover a medical leave at her last placement: The Hamilton Community Legal Clinic. Amanda seized the opportunity to become an OCSWSSW Council member as she believes in promoting registration with the College to fellow social service workers and hopes to advocate for policy-level change which will be seen not only in the field, but by the public as well.

Charlene Crews – Elected Social Service Worker

Charlene Crews is a mental health clinician with over 28 years of experience working with marginalized and homeless populations. She brings a diversity of experience and transferable skills developed through direct service and program development

work across sectors of child and adult mental health and addictions, hospital and community health care, patient advocacy, corrections, homelessness and social housing. Charlene worked for 10 years with the CATCH Program at St Michael’s Hospital and currently works in an adjudicator role with Toronto Community Housing. Charlene also continues to work as a Rights Adviser with the MOHLTC – Psychiatric Patient Advocates Office and as a course instructor for case management. Charlene maintains active roles on multiple community advocacy boards in the homeless and mental health sectors. Charlene holds a strong interest in health law, privacy and ethics. She holds certificates in advanced adjudication from Osgoode Hall, family therapy, dialectical behavioral therapy, interpersonal medication and health service management and is currently pursuing a degree in health administration at Ryerson University.

Angèle Desormeau – Elected Social Service Worker

Angèle Desormeau was first elected to OCSWSSW Council in 2016. She graduated with a BA in psychology (University of Ottawa) in 1985 and received a diploma in addictions studies from McMaster University in 1993. From 1986 to 1990 she worked in child welfare and with youth. She has had the privilege of being employed with the great team at South Cochrane Addictions Services since 1990 and has been in a leadership role since 2006. Angèle is an active member with many community/district/regional working groups and committees including, but not limited to: Cochrane District Addiction and Mental Health Systems Group, Community Mobilization Timmins, and the North East LHIN Mental Health and Addiction Advisory Council. This year, Angèle was presented with the opportunity to return to her love of teaching adult students at Northern College (Timmins Campus) on a part-time basis.

Karen Fromm – Public Member

Karen Fromm is the owner and operator of Barrhaven and Area Safety Instructional Courses (BASICS), through which she teaches the My Safe Life Course, produced by the SOS 4 Kids Organization, and the Home Alone and Babysitting Course, produced by the Canada Safety Council. She is also employed by the Ottawa Catholic School Board at St Patrick Elementary School as a Supply Teacher, Tutor and PALS Program Organizer. Previously, Karen was employed as a Child, Youth, Family and Community Coordinator at the YM/YWCA in Nepean and Kanata. She has delivered behaviour modification programs for troubled youth and counselling services and conducted seminars and discussion groups pertaining to children's issues. She is a graduate of Niagara College in Welland in the Human Relations Program, and an honour graduate of Algonquin College's Child and Youth Worker Program, where she was awarded the Child and Youth Worker Program Faculty Award for Leadership and Academic/Field Placement Excellence.

Judy Gardner – Elected Social Service Worker

Judy holds a bachelor of arts and also received a social service work diploma with honours in 2013. Her diverse educational background also includes administration, criminology, early childhood and women's studies. She is currently a college instructor specializing in addictions and community service work. Judy has over 10 years of frontline professional experience supporting adults with developmental disabilities and has a passion to advocate for the marginalized. Judy was elected to Council in May 2014.

Sanjay Govindaraj – Elected Social Worker

Sanjay Govindaraj graduated with an MSW from TISS (1994) and a master's in applied environmental studies from UW in 2004. Over the last 25 years, Sanjay has led projects related to poverty, food security, housing, child prostitution and HIV/AIDS prevention. Currently employed with the Region of Waterloo as Service Planning Associate, he is leading the Diversity, Inclusion, Accessibility compliance and Indigenous portfolios. He also provides counselling on a part-time basis at Aligned Health in Waterloo and Frontline Forward in Kitchener. Wilfrid Laurier

University awarded the title Associate Practicum Professor (part-time) for his years of supervising MSW students. Sanjay has been on numerous boards with not-for-profit organizations and is an active mentor for new immigrants/refugees. Sanjay was elected to the Council in 2018.

Shelley Hale – Elected Social Service Worker

Shelley is a registered social service worker and registered social worker with over 20 years of experience in the field of mental health. She graduated from Algonquin College's Intensive Social Service Worker Diploma Program and has been registered with the College since its inception. Shelley previously served on the OCSWSSW Council for the first 10 years and was re-elected to Council in 2016. She is currently the Director of Patient Care Services for the Royal Ottawa Operational Stress Injury Clinic at the Royal Ottawa Mental Health Centre. Shelley's previous clinical work experiences were all community based and her administrative career at The Royal has led her to complete a certificate in program management through the University of British Columbia. She is currently pursuing her masters in leadership at Royal Roads University.

Frances Keogh – Elected Social Worker

Frances has over 16 years' experience of working with employee assistance programs and now is an occasional presenter of workshops for EPA companies, through Family Service Thames Valley, in London. She was born in Ireland and attended university in both Dublin and Edinburgh, Scotland. Her previous clinical experience has been in child welfare, in/out-patient mental health services, family services, and community outreach and development. She has been employed by not-for-profit organizations, hospitals, health and welfare departments, and community agencies. She has had both clinical social work experience and training in five countries and over the past 25 years has been employed in two Canadian provinces. Frances was elected to Council in 2016.

Faiza Khalid-Khan – Public Member

Faiza Khalid-Khan currently serves as the Director of Mental Health & Addictions, William Osler Health System, and formerly served as the Director of

Quality, Recovery & Patient Experience, Ontario Shores Centre for Mental Health Sciences. Her community involvement has included serving as a member of the Quality & Safety Committee at the Scarborough and Rouge Hospital. She has over 17 years of experience in various clinical and leadership roles in a hospital setting. A registered social worker, Faiza graduated with a bachelor of social work (BSW) from York University and achieved her master of social work (MSW) from the University of Toronto.

Lisa Kostakis – Public Member

Lisa Kostakis is the Executive Director of Albion Neighbourhood Services, where she has demonstrated leadership and commitment in carrying out the mission and vision of the agency and the clients that it serves. Lisa holds a degree in psychology from York University and a degree in social work from Ryerson University. She has worked for more than 30 years in the social service sector, beginning in Regent Park, where she worked with high-risk children and youth ages six to 24, and their families. Lisa was also a recipient of the Queen's Diamond Jubilee Medal in 2012.

Toula Kourgiantakis – Elected Social Worker

Toula Kourgiantakis is an Assistant Professor, Teaching Stream in the Factor-Inwentash Faculty of Social Work at the University of Toronto. She teaches courses on social work practice in mental health and her research interests are in social work education and family-centred practices in mental health and addictions. Her research and teaching are informed by more than 25 years of clinical practice across different settings. Toula is a certified couple and family therapist and a clinical fellow of the American Association for Marriage and Family Therapy. She continues to work with families in private practice and she also offers consultation and supervision to professionals and agencies.

Mukesh Kowlessar – Elected Social Service Worker

Mukesh Kowlessar previously served on the OCSWSSW Council from its inception until 2013. During this time he served on the Executive Committee and as College President for four years. Mukesh recently retired as a program manager for the City of London. He has over 30 years of

leadership experience in the municipal and provincial sectors in social services. Mukesh was formerly an adjudicator with the Landlord and Tenant Board and is currently a consultant in strategic planning. Prior to his retirement, Mukesh worked within the Ministry of Community and Social Services (MCSS) on the Social Services Solution Modernization Project in leading change management to Ontario Works and Ontario Disability Support Program offices. He holds certificates in mediation – alternate dispute resolution and executive management from Western University; certification in crisis and critical incident stress management and a social service worker diploma from Fanshawe College.

Andy Kusi-Appiah – Public Member

Andy Kusi-Appiah of Kanata is a demographer by training; and an adjunct professor at Carleton University's Department of Geography and Environmental Studies. Between 2004 and 2006, Andy served as the Senior Advisor on Diversity Issues to then Mayor of Ottawa, Bob Chiarelli. As senior advisor to the Mayor of Ottawa, Andy led many multi-disciplinary teams to solve complex diversity issues in a timely and sensitive manner. He also led multi-disciplinary research in identifying policy initiative opportunities, and strategic policy options including monitoring the development and implementation of City policies with a diversity lens. Over the years Andy has contributed voluntarily to numerous organizations focusing on socio-cultural, educational and integration issues affecting citizens of Ottawa. For example, he served on the City of Ottawa's Equity & Diversity Advisory Committee, Homelessness Task Force, Task Force on Somali Youth, Tsunami Relief Committee, Crime Prevention Board, and Interfaith Ottawa. Andy writes frequently on diversity issues in the online magazine Black Ottawa Scene. In 2007, Andy received Black History Ottawa's award for outstanding service to the community. Andy also received the Ghanaian-Canadian Achievement Award for outstanding service to the community in 2010.

Richard (Rick) Lamb – Public Member

Rick Lamb is a semi-retired principal with the Thames Valley District School Board, where he has been employed for the past 30 years as an administrator

and teacher in a variety of assignments. He is currently working as an Education Consultant for the Children's Aid Society of London Middlesex and sits on the Board of Directors for the Boys and Girls Club of London. Prior to his career in education, he worked as a child and youth worker at Madame Vanier Children's Services in London, providing support and counselling to children and their families in both residential and day school programs. Rick attended the University of Western Ontario and holds a BA in administrative and commercial studies (public administration and public policy) and a BEd from Althouse College. He is also a graduate of the Child and Youth Worker Program at Fanshawe College.

Gerald Mak – Public Member

Gerald Mak is currently Senior Manager, Global Risk Management at Scotiabank. Heavily involved in his community, Gerald has spent over 15 years volunteering on various community boards, steering and advisory committees with St. John Ambulance, City of Toronto, Toronto District School Board, Digital Media Zone, Big Brothers and Sisters, University Health Network and the Toronto Police Service. Gerald is extremely passionate about social issues and the well-being of others. For his community work, he has received several awards including the June Callwood Outstanding Achievement Award for Voluntarism, Ontario Medal for Young Volunteers, and Canada's Volunteer Award. He holds a commerce degree from the Ted Rogers School of Management, Ryerson University, and an executive master's degree in communications from McMaster University.

Sue-Ellen Merritt – Elected Social Service Worker

Sue-Ellen Merritt graduated with honours from Niagara College's Social Service Worker Program in 1996. She has served on the Niagara College Social Service Worker Advisory Board for 15 years, and was Chair of the Board's Legislation Sub-Committee. Currently retired, Sue-Ellen was employed for 20 years by Niagara Health System, Mental Health and Addictions, where she provided direct client support and held the positions of Smoking Cessation Coordinator and Gambling Coordinator. Sue-Ellen was also a small business manager for 15 years for a privately owned natural gas company, and served as an elected official for Township West Lincoln from

2003-14. Prior to 2003, she served as Chair of the Township's Committee of Adjustment for 10 years. Sue-Ellen was an OCSWSSW Council member from 2000-2010, during which she was elected to the Executive Committee for those same years and held a Vice-President position from 2001-2010.

Donald Panton – Elected Social Worker

Donald Panton, RSW, obtained a combined bachelor in gerontology and religious studies, and a bachelor of social work from McMaster University. He has certificates in palliative care, disaster chaplaincy and spiritual care, and recently completed field instructor training at McMaster University. Donald has been working at Hamilton Health Sciences since 1994, most recently in medicine social work. Prior to this position, he worked as a health-care aide at Brantwood Life Care and was a part-time lecturer (fashion/clothing and textiles) at the University of West Indies in Jamaica. Donald currently volunteers as a church elder, adult Sabbath School teacher and treasurer at Hamilton East SDA Church, and as a disaster preparedness chaplain for Ontario Conference SDA Church. Donald has also served in various positions on the Unit Council of the Oncology unit, Grandview Adventist Academy school board, to name a few.

Vinita Puri – Elected Social Worker

Vinita Puri has worked as a professional social worker, clinical therapist and family mediator since 2009. Vinita possesses a specialized honours BA in sociology from York University; a master's in social work from Wilfrid Laurier University; and a master's in criminology, specializing in neurocriminological research from the University of Cambridge (U.K.). In addition, she has acquired certifications in alternative dispute resolution; family mediation; solution-focused therapy; cognitive behavioural therapy; mental health first aid; and crisis intervention stress management (CISM). At the present time, Vinita is the Clinical Director of the Psychotherapy Division of Intelligent Health Group (IHG). IHG is a nationally incorporated health and wellness organization, with its corporate headquarters based in Brampton, Ontario. In 2017, Vinita was elected to serve as a Council member for the Ontario College of Social Workers and Social Service Workers (OCSWSSW).

Lisa Seburn – Elected Social Worker

Lisa Seburn was first elected to the OCSWSSW Council in 2016. She is a graduate of the Honours Bachelor of Social Work Program at the University of Western Ontario, as well as the Master of Social Work Program from Lakehead University. She is employed as a Social Worker and Team Leader at St. Joseph's Care Group in Thunder Bay, working with adults in a community-based mental health program.

Déirdre Smith – Public Member

Déirdre Smith is the Manager of the Standards of Practice and Education unit of the Ontario College of Teachers where she has led the collaborative development of the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession. Déirdre has also coordinated the policy development of over 350 Additional Qualification (AQ) course guidelines and

programs for teacher and leadership education. Déirdre has presented nationally and internationally on many topics including educational leadership, ethical practice, ethical standards and standards of practice. Déirdre has been published in the areas of cases, teacher education, leadership, inclusive education and ethics. Her experience as a professional facilitator, school principal, education consultant, special education administrator, teacher educator, youth counsellor and classroom teacher inform her work in policy development, teacher education, leadership formation, professional learning and organizational development.

COUNCIL MEETING HIGHLIGHTS FOR MAY 8, 2019

- Council participated in an educational session provided by Michael Salvatori, CEO and Registrar of the Ontario College of Teachers (OCT), regarding the OCT's governance review and recent legislative changes.
- President Shelley Hale, RSSW, provided her report to Council.
- Registrar and CEO Lise Betteridge, MSW, RSW and Deputy Registrar Laura Sheehan presented their report to Council, which included updates on:
 - o membership and registration;
 - o College operations;
 - o digital communications;
 - o the public awareness campaign;
 - o recent publications, including *Perspective* and the *Employer Communiqué*;
 - o professional practice support and resources;
 - o Council elections in District Nos. 1, 2 and 5;
 - o complaints and discipline; and
 - o media and government relations.
- Council received the Statement of Financial Position as of March 2019.
- Council received the Statement of Operations as of March 2019.
- Council received the 2018 audited financial statements, as approved by the Executive Committee.
- Reports were received from the following statutory committees: Executive; Complaints; Discipline; Fitness to Practise; and Registration Appeals.

- Council made the following regulatory decisions:
 - To approve the proposed [\\$30 fee increase](#) to the general registration and membership fees in 2020, with corresponding increases in other categories, and to communicate this information in Council Meeting Highlights.
 - To refer the issue of delegation of the administration of naloxone to the Standards of Practice Committee.
- Reports were received from the following non-statutory committees: Standards of Practice; Election; Nominating; Finance; Governance; Corporations; and Titles and Designations.
- Council made the following governance decisions:
 - To approve the Finance Committee's proposed revisions to the College's Long-Term Investment Policy which address ethical investing.
- Council members Vinita Puri, RSW and Lisa Seburn, RSW presented their professional development reports on board member training provided by the Association of Social Work Boards (ASWB).

COUNCIL MEETING HIGHLIGHTS FOR SEPTEMBER 5-6, 2019

SEPTEMBER 5, 2019

- The following Council members were elected by Council to the Executive Committee:
 - Shelley Hale, RSSW – President
 - Lisa Seburn, RSW – Vice-President
 - Déirdre Smith, Public Member – Vice-President
 - Toulia Kourgiantakis, RSW – Executive Member
 - Mukesh Kowlessar, RSSW – Executive Member
 - Rick Lamb, Public Member – Executive Member
- Council reviewed and approved Bylaw 117, amending Fees Bylaw 103.
- Council reviewed and amended Bylaw 118, amending Professional Corporations Bylaw 118.
- Council received orientation and training from Crowe Soberman LLP regarding financial reports and Council responsibilities.
- Council approved the recommendations of the Nominating Committee with respect to the member composition and chairs of statutory and non-statutory committees.
- Lise Betteridge, RSW, Registrar and CEO, and Laura Sheehan, Deputy Registrar, presented their report to Council. The report provided updates on: registration and membership statistics; the College's ongoing communications initiatives, including its public awareness campaign and employer outreach initiative; website, social media and Online Register metrics; stakeholder outreach through the Professional Practice Department; Complaints and Discipline decisions and title protection; legislation and government relations; a security audit of the College's premises; an update on the process of replacing the College's current telephone system; and the College's continued involvement within the regulatory community.

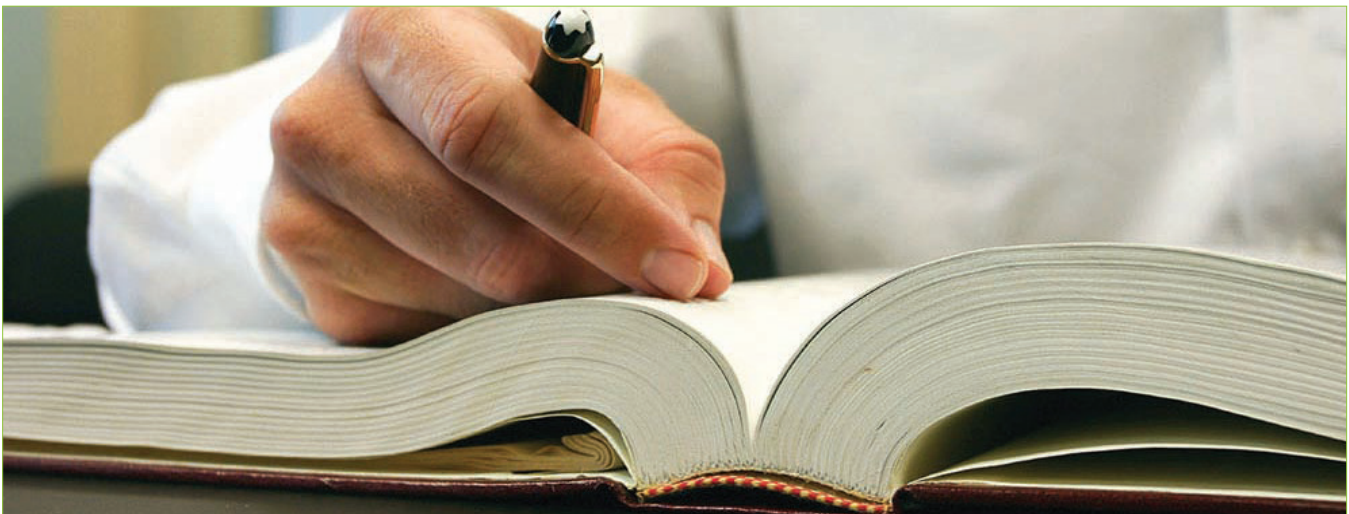
SEPTEMBER 6, 2019

- Council participated in an educational session provided by Lara Kinkartz from WeirFoulds LLP on the Long-Term Care Homes Public Inquiry.
- Council reviewed the Statement of Financial Position as of June 2019.
- Council reviewed the Statement of Operations for June 2019.

- Council reviewed and approved in principle the 2020 Budget Work Plan/Strategic Plan.
- Council reviewed the report from the 2019 Annual Meeting and Education Day.
- Reports were received from the following statutory committees: Executive; Complaints; Discipline; Registration Appeals; and Fitness to Practise.
- Reports were received from the following non-statutory committees: Standards of Practice; Election; Nominating; Finance; Governance; Corporations; and Titles and Designations.
- Council approved a risk management framework and guidance statement following an overview provided by John Risk of WeirFoulds LLP.
- Jim Dunsdon presented a Council Evaluation Report to Council.
- Council received meeting dates for Council and Executive Committee for 2019-2020.

PRACTICE NOTES

ETHICS → A: ETHICAL DECISION-MAKING TOOL



CHRISTINA VAN SICKLE, BSW, MSW, RSW, DIRECTOR, PROFESSIONAL PRACTICE

Practice Notes is an educational tool designed 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 practice notes offer general guidance only and College members with specific practice inquiries should consult the College, since the relevant standards and appropriate course of action will vary depending on the situation.

The Professional Practice Department responds to practice inquiries from members every day. Members often consult with the College when they are dealing with challenging practice scenarios or ethical dilemmas. The two terms can sometimes be used interchangeably, but there is a difference. A challenging practice scenario may evoke uncomfortable feelings for the member; however, there is typically only one course of action the member may choose. For example, if in the course of their practice a member obtains reasonable grounds to believe that another College member has sexually abused a client, they must report this information to the College.

An ethical dilemma, on the other hand, is a situation in which there are different courses of action to choose from and the solution is not straightforward. Some of the hallmarks of an ethical dilemma are when a social worker or social service worker finds themselves trying to figure out the best course of action and/or asking what “should” be done. Oftentimes these scenarios can make members feel uncomfortable and may conflict with their personal beliefs and values.

During practice consultations, a common refrain by staff in the Professional Practice Department is that members “must apply their professional judgment.” This can seem to members like a daunting task or nebulous concept, especially when they are considering situations in which there is no clear path forward. The College created these [Practice Notes](#) to help explain how to operationalize professional judgment. The use of professional judgment and demonstrating a sound and logical decision-making process in ethical dilemmas are crucial.

To further support members in applying their professional judgment, the College developed the [ETHICS→A: Ethical Decision-Making Tool](#). A quick internet search will find numerous ethical decision-making tools and frameworks. It was important, however, for the College to develop a tool that was specific to the social work and social service work experience in Ontario, and was grounded in the Code of Ethics and Standards of Practice.

In reviewing some of the academic literature, Professional Practice staff found a decision-making model that was created by a social work professor and could be used by practitioners, educators and students alike. Dr. Elaine Congress from Fordham University developed the ETHIC Model of Decision-Making,¹ in which a professional code of ethics is central to the ethical decision-making process. This approach was later adapted by Connie Fossen, Jennifer Anderson-Meger and Debra Daehn-Zellmer,

social work professors at Viterbo University,² to become the ETHICS→A model.

The professors at Viterbo University have taught their ethical decision-making model to hundreds of social workers; they also provided training to the Professional Practice Department staff at the College. From these efforts, the ETHICS→A tool was developed for the specific context of social work and social service work practice in Ontario. A video on the different ways in which the ETHICS→A tool can be used is available on the College website.

Use of the ETHICS→A tool is not mandatory. The tool was developed to assist members in navigating ethical dilemmas by creating steps and a process to follow. The following is an example of how a member may use the tool. The details that are recorded will vary depending on the individual member and the specific context. In practice, members may elect to fill out the form in greater detail.

EXAMPLE

A young person requests services from a member in a school setting because of issues at home. The student, who is new to Canada, is struggling with gender identity issues which conflict with their family’s expressed beliefs. As a way to cope with the shame and fear of rejection, the youth has begun to withdraw socially, has become truant, and is experimenting with substances to numb their feelings. Due to fear of reprisal, the youth wants assurance from the member that their personal struggles will remain confidential and not be shared with their parents.

The member is unsure where to begin; they look to the ETHICS→A tool and begin to reflect upon the decision-making process.

Continued on next page

¹ Elaine P. Congress, “What Social Workers Should Know About Ethics: Understanding and Resolving Ethical Dilemmas.” *Advances in Social Work*, no. 1 (2000): 1-25. doi:10.18060/124.

² Connie Fossen, Jennifer Anderson-Meger & Debra Daehn-Zellmer, “Infusing a New Ethical Decision-Making Model Throughout a BSW Curriculum,” *Journal of Social Work Values and Ethics*, 11(1). (2014) 66-81. www.JSWVE.org.

Examine the facts and the values

Think about the Standards of Practice, legislation and policies that apply

Hypothesize possible decisions and answers

Identify consequences of each action

Consult with others about options

Select an action and get support

Advocate if required

EXAMINE

1. **Examine the facts.** Gather all available information and/or evidence. Are there disagreements about the facts?
 - The client is a youth and new immigrant
 - Gender identity issues
 - Substance use
 - Social withdrawal
 - Truancy issues
2. **Examine whether an ethical dilemma actually exists.**
 - There are Standards of Practice, policies and legislation that apply
 - The member is trying to determine what “should” be done
 - There may be values and beliefs in conflict
 - An ethical dilemma may exist
3. **Examine relevant values.** What are the values of the client, society and organization? What are the member’s professional and personal values?
 - The client’s values
 - The family’s values
 - Societal values
 - The school board’s values
 - The member’s personal values³

THINK

1. How does the Code of Ethics and Standards of Practice apply to this situation?
 - Principle I: Relationship with Clients, Interpretations:
 - 1.1, 1.1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
 - Principle II: Competence and Integrity, Interpretation:
 - 2.1.3
 - Principle III: Responsibility to Clients, Interpretations:
 - 3.1, 3.4, 3.5, 3.6, 3.11
 - Principle V: Confidentiality, Interpretations:
 - 5.1, 5.4
2. What is the legislation that applies to the workplace? Is there legislation that applies to this situation?
 - *Child, Youth and Family Services Act, 2017*
 - *Health Care Consent Act, 1996*
 - *Education Act, 1990*
 - Obtain a legal consultation to determine if there is other relevant legislation that could apply to this scenario
3. Are there workplace policies or practices that apply to this situation?
 - Parental consent is required to work with the school social worker/social service worker
 - The responsibilities and obligations of attendance counsellors are laid out in legislation
 - The mandate of the schoolboard is to work collaboratively with parents

HYPOTHESIZE OPTIONS

- Do not place judgment or look for the best options.
- Keep/don’t keep information confidential
 - Don’t work with the client; refer to community resources
 - Work with the client after involving their parents
 - Work with the client without involving their parents, and contract about the limits of confidentiality

³ Members must consider their own values when facing ethical dilemmas. Ignoring personal values can negatively impact the clinical relationship or decision-making process, and can be as problematic as imposing one’s values onto clients.

- Contract about issues in which their parents will/will not be involved

IDENTIFY

Reflect on the inherent risks and benefits of each option, including:

- Potentially not following school board policy
- Considering the risk to the client if services are not provided
- Considering the potential risk that the client won't be able to access services if they are referred to community resources
- Considering the potential risk that the client's confidentiality could be breached if they are seen attending community services

CONSULT

You may choose to consult with colleagues, supervisors, managers, ethicists or privacy officers; obtain a legal consult; or contact the Professional Practice Department.

- Consult with practice lead, liability insurance provider, the College
- Consult anonymously with community resources
- Seek consultation with different community members; for example, members of the student's cultural community and/or members of the LGBTQ+ community

SELECT AND GET SUPPORT

Documentation is important throughout, as it provides evidence of your decision-making process.

- Create a contract for services that outlines in a transparent manner the limits of confidentiality, and the extent, nature and limitations of any services available⁴
- Identify who the student needs to support them
- Consider whether you will need support. If so, from who?
- Recognize that as this process unfolds, the family may require support. Consider where family support could be accessed

ADVOCATE:

Advocacy requires professional judgment, and may take the form of documenting concerns and discussing them with a supervisor.

- Propose management review school board policy, if indicated
- Gather evidence and present to manager an option for crisis referral to social work/social service work services without parental consent or collaboration

The Standards of Practice indicate, in Principle II: Competence and Integrity, that "if there is a conflict between the College standards of practice and a College member's work environment, the College member's obligation is to the [Standards of Practice]."⁵ If a member identifies a workplace situation in which they feel such a conflict exists, they will need to carefully weigh their options. Members will need to "use professional judgment in determining how to advocate. Such advocacy may take the form of documenting concerns and discussing them with a supervisor or manager, or other key person in the organization."⁶

CONCLUSION

Applying professional judgment to an ethical dilemma can be challenging. It can often be hard to know where to start, or how to identify the many elements that can make up a particular scenario. It is therefore imperative to document your decision-making process in situations where there is no clear-cut answer. The **ETHICS**→**A** tool can be a valuable resource for members – both to respond to ethical dilemmas and to document their decision-making process and provide evidence of how they arrived at their chosen intervention.

⁴ Ontario College of Social Workers and Social Service Workers (OCSWSSW), *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle III: Responsibility to Client, Interpretation 3.1.

⁵ Ibid., Principle II: Competence and Integrity, Interpretation 2.2.10.

⁶ Ibid., Principle II: Competence and Integrity, footnote 10.

TOP 10 CONSIDERATIONS FOR USING COMMUNICATION TECHNOLOGY IN PRACTICE



Do you use — or have you ever considered using — communication technology in your social work or social service work practice?

The College’s Professional Practice Department often receives inquiries from members and the public about the use of such technology in practice. Communication technology is a broad field and may refer to texting, email, video chat, social media platforms, websites, or other types of online communication.

Here is our top 10 list of considerations for using communication technology in practice:

1. Are you competent to use a particular communication technology? Do you have the knowledge, capability and confidence required to use the technology, such that you can provide professional and ethical care and services?
2. Have you consulted your professional liability insurance provider to determine if they will cover the use of communication technology in practice?
3. Have you sought further consultation, supervision or education on using communication technology in practice?
4. Are you able to engage meaningfully with your clients using communication technology? Some clients may not be familiar with some communication technologies and/or may feel more comfortable meeting in person.
5. What form of communication technology will you use? Can you use it in compliance with the [Standards of Practice](#), and any applicable privacy and other legislation?
6. Have you developed a communication technology policy that outlines the extent, nature and limitations of service provision?
7. Have you communicated clear boundaries with your clients about how communication technology will be used in practice? For example, are your clients aware of:

- Why communication technology is being used to provide service, and whether it will be used for administrative or clinical purposes, or both?
 - When messages will be checked, and when or whether they will receive a response from you?
 - The fact that messages received through communication technology may become part of their client record?
8. Have you put a crisis management plan in place in the event of an emergency?
9. Have you read the following Practice Notes?
- [“Social Media and Practice: Protecting Privacy and Professionalism in a Virtual World”](#)
 - [“Professional and Ethical: Communication Technology Practices and Policies for a Digital World”](#)
 - [“Communication Technology and Ethical Practice: Evolving Issues in a Changing Landscape”](#)
10. Are you considering using communication technology with clients outside Ontario? If so, have you addressed the various practice considerations, including whether:
- You will be covered by your professional liability insurance?
 - You need to consult with a lawyer (often a service that is provided through your professional liability insurance)?
 - You need to contact the regulatory or licensing body in the province or jurisdiction where your client resides?

If you have questions about this issue or other practice concerns, please contact the Professional Practice Department at 416-972-9882 or 1-877-828-9380, or email practice@ocswssw.org.

PRACTISING ELECTRONICALLY IN ONTARIO

Social workers registered in good standing in another Canadian province or territory who wish to deliver social work services in Ontario, exclusively by electronic means, may now apply for registration with the OCSWSSW at a reduced fee.

In order to be registered to practise electronically in Ontario, an applicant from another province must hold a certificate of registration, licence or permit for social work that has been issued by a Canadian social work regulatory authority, which authorizes them to practise the profession of social work, or to use a title or designation relating to the profession, or both. Applicants must also meet all the requirements of the Agreement on Internal Trade (AIT) application (including academic verification of a social work degree for those registered in Alberta and Saskatchewan).

To find out more about the registration process for electronic practice in Ontario, whether as a member of, or an applicant to, the OCSWSSW, please visit [Practising Electronically in Ontario](#) and [Certificates of Registration](#).

DID YOU KNOW? THE LEGISLATION THAT ESTABLISHED THE COLLEGE

The College was established when the Government of Ontario proclaimed the [*Social Work and Social Service Work Act*](#) (SWSSWA) on August 15, 2000. In accordance with the SWSSWA, the primary duty of the College is to serve and protect the public interest.

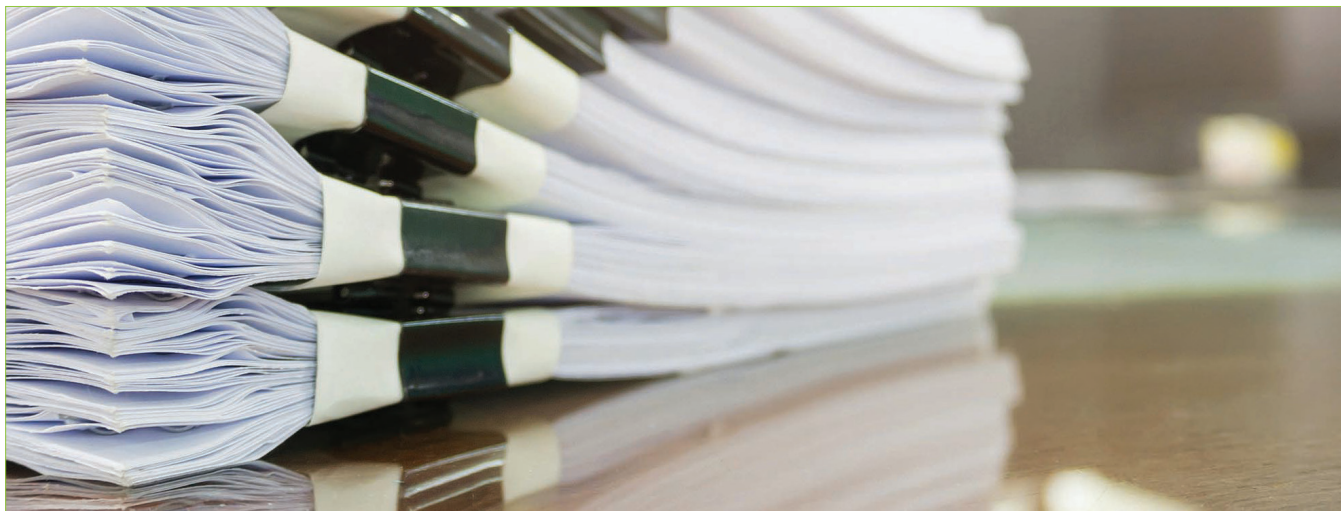
To fulfill its duty, the College must carry out the following objects:

- Regulate the practice of social work and the practice of social service work and to govern its members.
- Develop, establish and maintain qualifications for membership in the College.
- Approve professional education programs offered by educational institutions for the purpose of applications for membership in the College.
- Approve ongoing education programs for the purpose of continuing education for members of the College.
- Provide for the ongoing education of members of the College.
- Issue certificates of registration to members of the College and to renew, amend, suspend, cancel, revoke and reinstate those certificates.
- Establish and enforce professional standards and ethical standards applicable to members of the College.

- Receive and investigate complaints against members of the College and to deal with issues of discipline, professional misconduct, incompetency and incapacity.
- Promote high standards and quality assurance with respect to social work and social service work and to communicate with the public on behalf of the members.
- Perform the additional functions prescribed by the regulations.

In addition to the above objects, the SWSSWA established other functions of the College, including the role of the College Council, the Online Register and use of the protected titles, among others.

Q&A: WHY DOES THE COLLEGE PUBLISH DISCIPLINE DECISIONS?



As the regulator of social workers and social service workers in Ontario, the Ontario College of Social Workers and Social Service Workers publishes Discipline Committee decisions to inform the public about social workers or social service workers who have engaged in professional misconduct or are incompetent.¹

BY PUBLISHING DECISIONS, THE COLLEGE:

- Illustrates for members and the public what does — and does not — constitute professional misconduct.
- Provides members with direction about the College's Standards of Practice and what is expected of members should they find themselves in similar circumstances.

- Provides members and the public with an understanding of the College's discipline process as well as emerging trends in the two professions and issues relevant to the two professions.

The publication of discipline decisions made by the Discipline Committee is not unique to the College but rather is the rule at Ontario regulatory bodies.

SPECIFIC AND GENERAL DETERRENCE

The publication of Discipline Committee decisions protects the public in that it serves as a form of specific and general deterrence. It serves as a form of specific deterrence in that it is expected that it will deter the particular member before the Discipline Committee from, in the future, engaging in acts of professional misconduct or acts that indicate the member is incompetent.² From a general deterrence standpoint, the publication of decisions signals

¹ A member is incompetent if they have displayed in their professional responsibilities a lack of knowledge, skill or judgment or disregard for the welfare of a person(s) of a nature or extent that demonstrates that they are unfit to continue to carry out their professional responsibilities.

² See footnote 1.

to the members of the College what constitutes professional misconduct or incompetence — and the penalties they will face if they commit similar acts of professional misconduct or incompetence — thereby deterring other College members from engaging in such conduct.

THE OPEN COURT PRINCIPLE

Publishing Discipline Committee decisions is consistent with the general principle of openness and transparency in legal proceedings, including the disciplinary proceedings of regulatory bodies — a concept often referred to as the “open court” principle. At the root of the open court principle is the idea that in order to maintain confidence in legal proceedings, including the disciplinary proceedings of regulatory bodies, there should be a way for the public to have a window into the decisions of decision-makers. In addition, publishing decisions

serves as a way of educating the public and members about issues that are relevant to the two professions.

TREATMENT OF PERSONAL INFORMATION

While published Discipline Committee decisions will generally include the name of the particular College member against whom there has been a finding of professional misconduct or incompetence, information that could reveal the identity of any witnesses³ or clients — or information that is subject to a publication ban — is removed as necessary or is modified so that the witness or client cannot be identified.

For more information about the College’s complaints and discipline processes, please visit the [Complaints and Discipline](#) section of our website.

³ It should be noted that the identity of an expert witness and their qualifications are typically included in published Discipline Committee decisions.

DISCIPLINE DECISION SUMMARIES



The College publishes summaries of decisions of the Discipline Committee and/or provides links to full-text, neutralized versions of its decisions. Information that is subject to a publication ban or that could reveal the identity of witnesses or clients, including the name of the facility, has been removed as necessary, or has been anonymized. As of January 2019, decisions are also available via the [Canadian Legal Information Institute](#) (CanLII).

By publishing decisions, 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.
- Provide social workers, social service workers and members of the public with an understanding of the College's discipline process.

The College's Discipline Committee decision summaries can be viewed on the College [website](#).

JANET YORDY, #423946

The Discipline Committee of the Ontario College of Social Workers and Social Service Workers found that Janet Yordy is guilty of professional misconduct in that she violated sections 2.2, 2.11, 2.21 and 2.36 of O. Reg. 384/00 (Professional Misconduct) to the *Social Work and Social Service Work Act*, and Interpretations 1.2, 1.5, 2.1.4, 4.1.2, 4.4.1, 4.4.2 and 5.3 of Principles I, II, IV and V of the *Code of Ethics and Standards of Practice Handbook* (Standards of Practice).

Read the College Discipline Committee's decision summary and reasons on the College [website](#).

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 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.

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 email Amy Vranchidis at avranchidis@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 bylaws 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 email avranchidis@ocswssw.org. Please visit the College's website for the dates and times of upcoming meetings.

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 ethical and professional 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.

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
ocswssw.org

FOLLOW US ON

Facebook: [@OCSWSSW](https://www.facebook.com/OCSWSSW)
Twitter: [@OCSWSSW](https://twitter.com/OCSWSSW)
YouTube: [OCSWSSW / I'OTSTTSO](https://www.youtube.com/OCSWSSW)
LinkedIn: [Ontario College of Social Workers and Social Service Workers](https://www.linkedin.com/company/Ontario-College-of-Social-Workers-and-Social-Service-Workers)

Editor

John Gilson

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

WHO TO CONTACT AT THE COLLEGE

OFFICE OF THE REGISTRAR

Lise Betteridge

Registrar and CEO
Ext. 225 or email:
lbetteridge@ocswssw.org

Laura Sheehan

Deputy Registrar
Ext. 218 or email:
lsheehan@ocswssw.org

Amy Vrachidis

Senior Executive Assistant to the Registrar and CEO
Ext. 224 or email:
avrachidis@ocswssw.org

Pat Lieberman

Manager, Human Resources and Council Relations
Ext. 207 or email:
plieberman@ocswssw.org

Contact Pat for Council information.

MEMBERSHIP/ADMINISTRATION

Paul Cucci

Membership Manager
Ext. 202 or email:
pcucci@ocswssw.org

Anne Vézina

Membership Administrator (bilingual)
Ext. 211 or email:
avezina@ocswssw.org

For general inquiries please email:
info@ocswssw.org

PROFESSIONAL PRACTICE

Christina Van Sickle

Director of Professional Practice
Ext. 226 or email:
cvansickle@ocswssw.org

Aleiya Yusaf

Administrator, Professional Practice
Ext. 419 or email:
ayusaf@ocswssw.org

Contact practice@ocswssw.org if you have professional practice questions.

COMMUNICATIONS

Colin Ellis

Communications Manager
Ext. 431 or email:
cellis@ocswssw.org

John Gilson

Communications Officer
Ext. 420 or email:
jgilson@ocswssw.org

Contact Colin or John regarding the College's website, newsletter, Annual Report and other publications.

REGISTRATION

For general registration inquiries, please email:
registration@ocswssw.org

If you are a graduate of a program not in social work or social service work and have a registration inquiry, please email: equivalency@ocswssw.org

COMPLAINTS AND DISCIPLINE

For information on complaints, discipline and mandatory reporting, please email:
investigations@ocswssw.org

If you are aware of any individual who is illegally using a protected title and/or holding themselves out as a social worker or a social service worker, you may report this information to the College at titleprotection@ocswssw.org

