

FALL 2020

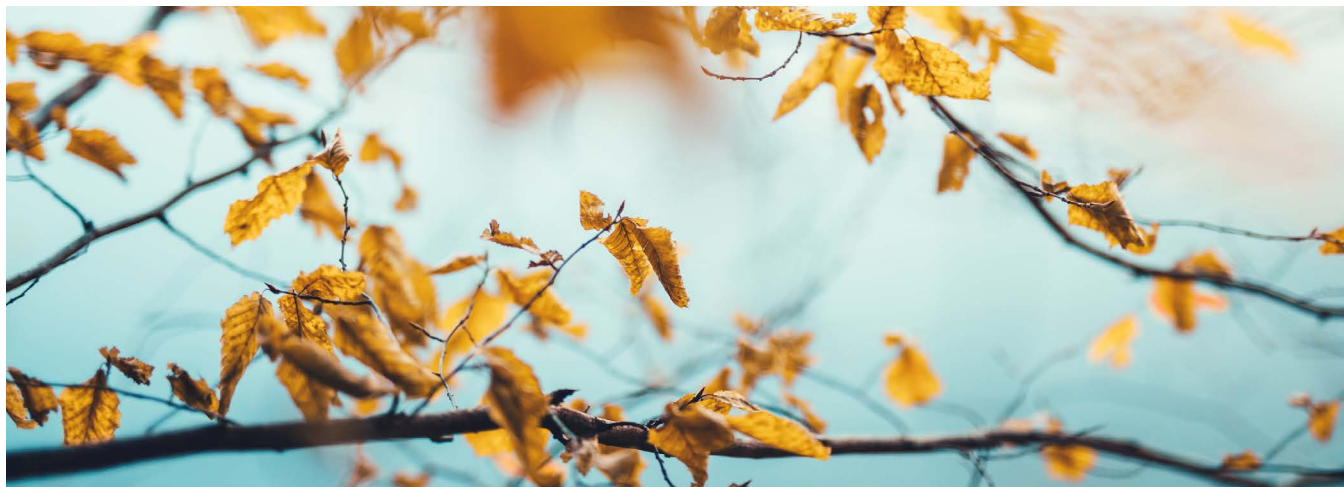
PERSPECTIVE

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



IN THIS ISSUE

MESSAGE FROM THE REGISTRAR AND CEO	3
AT THE ROOT OF THE ISSUE	4
OASW LEARNING CENTRE	6
RENEW YOUR COLLEGE MEMBERSHIP FOR 2021	7
COMPLETE THE 2020 CONTINUING COMPETENCE PROGRAM	8
NEW COUNCIL ROSTER FOR 2020/2021	9
COUNCIL MEETING HIGHLIGHTS	13
PRACTICE NOTES	16
TOP 6 CONSIDERATIONS FOR VIRTUAL SERVICES	22
WHY DOES THE COLLEGE HAVE A SUPPORT PERSON PROGRAM?	24
DISCIPLINE DECISION SUMMARIES	25
BULLETIN BOARD	27



MESSAGE FROM THE REGISTRAR AND CEO



THE WORLD HAS CHANGED AROUND US; TOGETHER WE WILL SEE THIS THROUGH.

Whenever the seasons change, I feel inspired to make changes in my life – some small and contained, others more far-reaching. Change isn't always a good thing, in and of itself. But change keeps us going. It's often important, if not essential. As the leaves change colour, fall to the ground and return to the earth, I find myself reflecting upon the momentous changes that we have all witnessed over this past year.

As the author Roy T. Bennett suggested, "change begins at the end of your comfort zone." In these times of change, we must open our hearts and our minds, and engage in conversations that may be uncomfortable.

During this year's [Annual Meeting and keynote address](#), I took a moment to acknowledge the magnitude of events that have propelled us towards change over the past year – events which have impacted so many in our province and around the world. We are living in the midst of a global pandemic. We have witnessed – and continue to

witness – the worldwide mobilization against anti-Black racism, as well as a historic reckoning on issues related to anti-Indigenous racism and systemic oppression.

As we move towards 2021, I am optimistic about the opportunities and initiatives that lie ahead.

As outlined in our new [Strategic Plan](#), the College and its Council is committed to continuing its work on issues of diversity, equity and inclusion. In the days and years ahead, we will strive to provide more resources to support members in practising ethically and professionally – in the best interests of the individuals, families and communities to whom they provide care and services.

But it's also incumbent upon us, as a regulator, to expand our consideration of these issues beyond supporting members' practice: like other organizations, we need to examine and reflect upon our policies and processes. The ongoing mandate of the Ontario College of Social Workers and Social Service Workers is to protect the public interest. Everything we do comes back to this mandate – the fundamental reason that regulation exists. And as the world changes around us, we need to reflect

very purposefully upon the opportunities within our mandate of public protection. Now, in this season of change.

I look forward, through our various communication initiatives with members and other stakeholders, to continuing to reflect upon and carefully consider these important issues and the changes that are still to come. Together, we will see this through.

Keep well.



Lise Betteridge, MSW, RSW
Registrar and CEO

AT THE ROOT OF THE ISSUE



AN INTERVIEW WITH DR. RAMONA ALAGGIA ON GENDER AND VIOLENCE

Gender-based violence is one of the most pressing subjects of our time. The recent rise of the #MeToo movement, the findings of the National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG), and the ongoing impacts of COVID-19 have put a huge media spotlight on gender-based violence and helped launch a broader discussion about the pervasive systemic issues at its root. More and more Canadians are paying attention.

Ramona Alaggia, MSW, PhD, RSW is a leading researcher on gender and violence. A professor at the University of Toronto Factor-Inwentash Faculty

of Social Work, Ramona's work has led to the development of innovative approaches to prevention, intervention and treatment concerning gender and violence. Currently, she is running a large-scale study on the impact of the #MeToo movement on sexual violence disclosures in Canada.

The College was pleased to have Ramona as the keynote speaker for its 2020 Annual Meeting on September 3, 2020. During her presentation, Ramona explored a number of issues, including how we define gender, the differences between gender equality and equity, and how these are connected to gender-based violence. She also looked at ways that social workers and social service workers can identify and work to redress gender-based violence.

[Watch Ramona's presentation](#)

Prior to the Annual Meeting, the College interviewed Ramona to gather her thoughts on the subject of gender equality and how gender-based violence impacts gender equity.

Q: What led to your interest in the field of gender and violence?

Once you know something you can't unknow it. In over 15 years of working in children's mental health and group homes, I started to see the real crux of the problem. We were assessing these children and youth with behavioural disorders, mood disorders, and personality disorders when many of their issues were rooted in developmental trauma. They often had histories of sexual abuse, physical abuse and exposure to domestic violence. I also wondered why there were so many more girls and women in treatment. I couldn't ignore what I was seeing in services and my own practice, and the very serious consequences of gender oppression.

Q: What do you consider to be the major challenges and obstacles when it comes to addressing gender-based violence?

We still have male-centred laws, policies and legislation that haven't caught up with the latest research. The #MeToo movement, which I am currently studying in my research, might represent a collective movement to redress sexual violence against women in the workplace and in all other aspects of their lives.

What I'm finding out is that more and more survivors are choosing to disclose sexual violence in non-conventional ways, online and through social media, as conventional channels are not seen to be safe avenues. We have all witnessed how survivors are treated in the courts. They experience character assassination in a court system that does not recognize the power differentials and trauma dynamics, and instead paints survivors as complicit and consenting. The courts are not doing justice for sexual violence survivors and it's not surprising that survivors are opting out of these processes.

KEY FACTS ABOUT GENDER, VIOLENCE AND INEQUALITY IN CANADA

- Approximately 4.7 million women reported that they had been a victim of sexual assault at least once since the age of 15 ([2018](#))
- Indigenous women accounted for 21% of female homicide victims and 10% of missing women ([2014, 2015](#))
- Women are twice as likely as men to work part time (26% vs. 13%); nearly half (45%) of women working part time cited childcare as the main reason compared to nearly 1 in 10 male part-timers in the same age group ([2017](#))
- Female business executives earn 68 cents for every dollar their male counterparts make ([2019](#))
- Racialized women earn 87% of non-racialized women's and 59% of non-racialized men's [earnings](#)

Q: Why did you want to become a social worker?

That answer has changed over time. I've always had a desire to help people and work as an ally. I started this work with marginalized children and families in priority areas throughout my high school and university years – in parks and recreation and in community centres for youth programming. I found my work with these communities extremely rewarding.

Having adopted a trauma-informed lens, I also now realize that my family-of-origin issues really impacted my decision to become a helper. Research shows that social workers and social service workers have higher rates of trauma histories that include violence and abuse that may be interpersonal or cultural. In my case, my parents' migration journey was traumatizing; intergenerational trauma has affected my life, along with the familial mental health consequences that come with untreated trauma.

Q: What can social workers and social service workers do to better support individuals affected by gender-based violence?

We need to adopt strategies that go beyond helping one person at a time. Working with clients directly – one-on-one engagement – is a vital aspect of the profession, but our collective efforts are just

as necessary to change the laws and policies that inadvertently discriminate against, re-victimize and re-traumatize survivors.

The College would like to thank Dr. Ramona Alaggia for granting us this interview and for speaking at our 2020 Annual Meeting.

OASW LEARNING CENTRE



FREE PROFESSIONAL DEVELOPMENT AND EDUCATIONAL OPPORTUNITIES FOR COLLEGE MEMBERS

The College is very pleased to share that the Ontario Association of Social Workers (OASW) has recently launched an OASW Learning Centre for registered social workers and registered social service workers. This initiative – part of the Professional Development Skills Fund Project through the Ontario government – provides FREE online professional development and educational opportunities to College members across the province.

The OASW Learning Centre will focus on the following three initial key areas:

- mental health, with special consideration of Indigenous perspectives, developmental disabilities, veterans and seniors;
- gender-based violence, with special consideration of gender diverse experiences; and

- human trafficking, with special consideration of youth and Indigenous perspectives.

Virtual webinars on these topics are being offered until March 31, 2021.

The OASW Learning Centre will help College members – both social workers and social service workers – access professional development opportunities which will assist them in remaining current in their practice and in completing the College's Continuing Competence Program.

FOR MORE INFORMATION

To stay up to date on this initiative, registered social workers and registered social service workers can subscribe to the [OASW Learning Centre](#) mailing list. Please note: Members of the OASW will receive these updates automatically.

For more information on the OASW Learning Centre, visit the OASW's [website](#).

RENEW YOUR COLLEGE MEMBERSHIP FOR 2021



As a member of the Ontario College of Social Workers and Social Service Workers, you must pay your membership fees annually, by December 31.

Keeping your membership current is important. It demonstrates your commitment to professional, ethical, qualified and accountable practice. It also says something important about the professions of social work and social service work as a whole, and about you as an individual practitioner.

The renewal season began November 10th. The deadline to complete your membership renewal and payment for the year 2021 is December 31, 2020.

Members can renew their membership and pay their annual fee through the College's online member services at <https://www.ocswsw.org/members/membership-renewals/>.

New members who were issued a certificate of registration at any time in 2020 are required to complete their 2021 annual renewal of registration and provide confirmation of participation in the Continuing Competence Program (CCP) for the year

2020. For more information about the CCP, please visit the [College website](#).

2021 COLLEGE FEES

At its May 2020 meeting, the College Council decided not to increase registration or membership fees for the year 2021. The College recognizes the significant and ongoing impact – including financial – that COVID-19 has had on members.

For more information on the College's membership fees, please visit [our website](#).

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@ocswsw.org.

COMPLETE THE 2020 CONTINUING COMPETENCE PROGRAM



With the new year just around the corner, the College would like to remind members that they are required to complete the 2020 Continuing Competence Program (CCP).

Participation in the CCP is a condition of registration and one of the ways that College members demonstrate their commitment to professional and ethical practice. All members (with the exception of those in the [retired class of certificate of registration](#)) are required to participate in the CCP; this includes those who are not currently practising, in the [inactive class of certificate of registration](#), on maternity, parental or sick leave, or who registered late in the year.

The CCP is self-directed and a wide variety of learning activities can count towards the fulfillment of members' learning goals, including the following:

- [Review the Practice Notes](#)
- [Review the ETHICS->A: Ethical Decision-Making Tool](#)
- [Watch the "Supervision: The Cornerstone of Competence" webinar](#)

- [Watch the "Preparing for Private Practice" webinar](#)
- [Review the Practice Guidelines](#)
- [Watch Dr. Ramona Alaggia's keynote address](#)
- And much more on the College's [website](#) and [YouTube channel](#)

REQUIRED READINGS

As part of the 2020 CCP, College members are required to review (along with the Standards of Practice) the following resources:

- [Practice Notes, "Cultural Humility: A Commitment to Lifelong Learning"](#)
- [Truth and Reconciliation Commission of Canada: Calls to Action](#)
- [United Nations Declaration on the Rights of Indigenous Peoples](#)

FOR MORE INFORMATION

For more information on the College's Continuing Competence Program, please visit the [College website](#) or contact ccp@ocswssw.org.

COUNCIL ROSTER FOR 2020/2021

The Council is the 21-member governing body and board of directors that manages and administers College affairs.

Durel Allen – Elected Social Worker

Durel Allen is a registered social worker with almost 15 years of experience in social work, having practised in the United States, Jamaica and Canada. Her cross-cultural experience has afforded her a keen sense of cultural sensitivity that comes with working with various populations in a variety of social contexts, including intimate partner violence, adult and youth justice, and adult and youth mental health. Durel obtained her MSW at McMaster University in 2010, where she researched how immigrant women experienced and perceived services for intimate partner violence. She is currently in private practice focusing on areas such as trauma (including racialized trauma), relationships and the self.

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 behavioural therapy, interpersonal mediation 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 the 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.

John Fleming – Public Member

John started his career as a social worker but rapidly rose through the management ranks of local and provincial governments as well as not for profits, achieving senior leadership positions in several organizations, including service as a municipal CAO, Deputy Minister in Ontario and as CEO of a national health charity. After completing his full-time career, he continued his leadership work by achieving the Chartered Director designation and opening his 'occasional' consulting practice. Since 2008, John has focused his work around governance teaching and advice, executive mentoring and coaching, and group facilitation, especially emphasizing his ability to help boards and teams work effectively to identify and achieve common goals. John is the Integrity Commissioner for the Town of Caledon and Chair of the Board of Governors of Sheridan College; has served on numerous boards and committees and is a past Chair of the Board of Directors of Halton Healthcare Services and of Ovarian Cancer Canada. He is currently the Co-Chair of the Ontario Health Team in Hamilton. He is also a past Director of OMERS Sponsors Corporation.

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 him 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 from York University and achieved her master of social work 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.

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.

Pamela Murphy – Public Member

Pamela Murphy is the retired Manager, Housing Service, Community and Human Services, Hastings County. Pam has worked for more than 25 years in the social services field, first as the Executive Director for Prince Edward Child Care Services, then in social housing where she worked on site as the housing administrator for a cooperative housing provider in Belleville. She joined the Hastings County Housing Services Department as the Supervisor of Non Profit Housing in 2004 and became Manager of Housing Services in 2013. During her career in housing, Pam sat on a number of provincial housing committees. She has been actively involved in her community as a member of the Board of Directors for Three Oaks, an organization whose mandate is to end violence against women. She has also served as a Board member for Abigail's Learning Centre, an organization for children and their parents. Pam is a graduate of the Ontario Business College.

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.

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. Lisa was the Professional Practice Leader for Social Work and Social Worker on a community-based mental health team at St. Joseph's Care Group in Thunder Bay for 20 years. In September 2020, she began a new social work position at London Health Sciences Centre.

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, 2020



-
- Shelley Hale, RSSW, President, provided her report to Council.
 - Registrar and CEO Lise Betteridge, MSW, RSW, and Deputy Registrar Laura Sheehan presented their report to Council. The report provided updates on: ongoing impacts related to COVID-19, including the College's remote operations, various

communication efforts, professional practice support, and complaints and discipline processes; digital communications, including website and Online Register metrics; outreach initiatives, including the College's public and employer awareness campaigns; professional practice support; Council elections; registration and the College's ability to adapt its processes due to the

- pandemic; and membership updates.
- Council reviewed the Statement of Financial Position as of February 2020.
- Council reviewed the Statement of Operations as of February 2020.
- Council received the 2019 audited financial statements, as approved by the Executive Committee.
- Debbie Tarshis of WeirFoulds LLP reviewed Bylaw 121 (amending Bylaw No. 1: General Bylaw) and Bylaw 122 (amending Bylaw No. 36: Statutory Committees) which were approved by Council.
- Adam Stiavnicky of RBC presented proposed revisions to the Long-Term Investment Policy – Pooled Investments, which were approved by Council.
- Council approved the recommendation of the Finance Committee that there be no increase to the general registration and membership fees in 2020.
- 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 reviewed and approved the College’s draft Strategic Plan 2020-2023, noting the importance of communicating with stakeholders about the process as well as the final plan.

COUNCIL MEETING HIGHLIGHTS FOR SEPTEMBER 9-10, 2020

SEPTEMBER 9

- The following Council members were elected by Council to the Executive Committee:
 - Toula Kourgiantakis, RSW – President
 - Mukesh Kowlessar, RSSW – Vice-President
 - Déirdre Smith, Public Member – Vice-President
 - Sanjay Govindaraj, RSW – Executive Member
 - Shelley Hale, RSSW – Executive Member
 - Pamela Murphy, Public Member – Executive Member
- Council reviewed the outgoing President’s Report.
- Council received orientation and training from Crowe Soberman LLP regarding financial reports and Council responsibilities.

SEPTEMBER 10

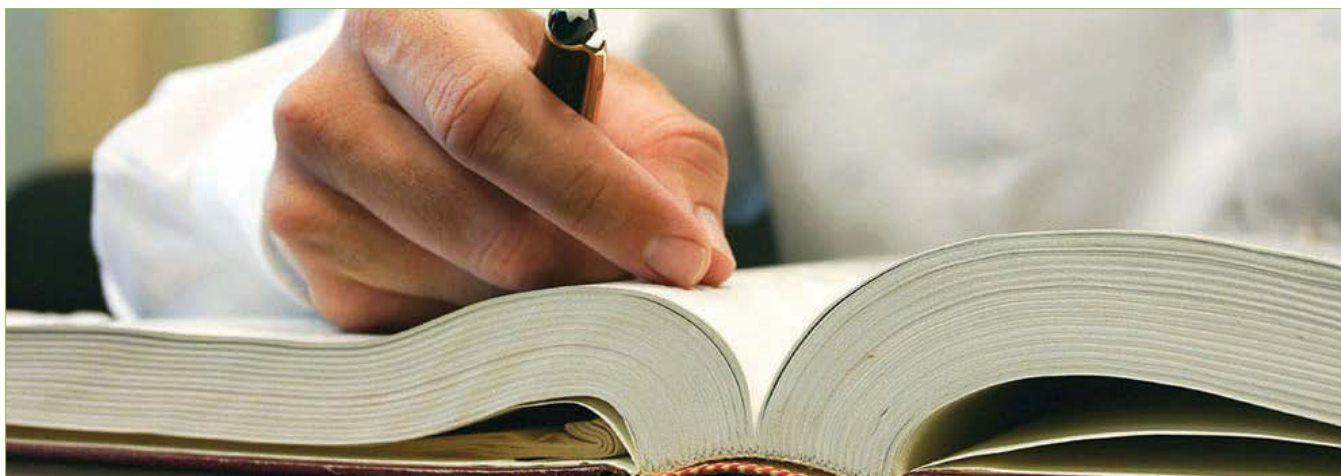
- Council approved the recommendations of the Nominating Committee with respect to the member composition and chairs of statutory and non-statutory committees.
- Lise Betteridge, RSW, Registrar and CEO, and Laura Sheehan, Deputy Registrar, presented their report to Council. The report provided updates under each strategic priority in the College’s new Strategic Plan and included information about the following: the Professional Practice Department and educational resources for students; the College’s ongoing communications initiatives including its social media strategy and public awareness campaign; the upcoming Educational Forums; government relations, as it

relates to the child welfare reform; the College's newly developed diversity, equity and inclusion webpage; Complaints and Discipline; registration and membership updates, including the impact of COVID-19 on operations; and an update on the College's IT strategy.

- Council reviewed the Statement of Financial Position as of June 2020.
- Council reviewed the Statement of Operations as of June 2020.
- Council reviewed and approved in principle the 2021 Budget and Work Plan.
- Reports were received from the following statutory committees: Executive; Complaints; Discipline; Registration Appeals; and Fitness to Practise.
- Jim Dunsdon presented a Council Evaluation Report to Council.
- Council reviewed the College's Risk Register, with guidance from John Risk of WeirFoulds LLP.
- Reports were received from the following non-statutory committees: Standards of Practice; Election; Nominating; Finance; Governance; Corporations; and Titles and Designations.
- Council reviewed and approved revisions made to: Policy B-012 – Communication Policy and Policy B-020 – Governance Model Policy.

PRACTICE NOTES

ETHICAL AND COMPETENT RESPONSES TO ANTI-BLACK RACISM



BY CHRISTINA VAN SICKLE, MSW, RSW,
DIRECTOR, PROFESSIONAL PRACTICE,
AND KEITH ADAMSON, MSW, PHD, RSW,
GUEST CONTRIBUTOR

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 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.

These Practice Notes have been developed in collaboration with Keith Adamson, MSW, PhD, RSW, who is currently an Assistant Professor, Teaching Stream, at the Factor Inwentash Faculty of Social Work, University of Toronto. Prior to that, Keith was the Senior Director, Collaborative Practice at Holland Bloorview Kids Rehabilitation Hospital. Keith has more than 20 years of experience in clinical, senior management and professional practice leadership roles. He is frequently consulted on issues of anti-Black racism and crisis de-escalation. In this article,

Keith has provided practical considerations as to how College members can apply the Standards of Practice when responding to anti-Black racism and other forms of systemic oppression.

Editorial note: content written by Christina Van Sickle, MSW, RSW is preceded by her initials, “CVS”; content written by Keith Adamson, MSW, PhD, RSW is preceded by his initials, “KA”.

CVS: While the world has been gripped by the unprecedented impact of COVID-19, another insidious and long-standing pandemic has penetrated our global consciousness: anti-Black racism and other forms of systemic oppression are the cause of a global movement to acknowledge and address these forms of subjugation. These issues are at the foundation of modern society; they are not only central to our past but continue in the present. It is both essential and long overdue to engage in dialogue, confront the inherent beliefs and biases that underpin these issues, and take action.

As discussed in the Practice Notes, “[Cultural Humility: A Commitment to Life-Long Learning](#),” equity-seeking individuals may view the professions of social work and social service work as being connected to historical and current forms of systemic oppression. This legacy shapes current practice realities, and

ongoing efforts must be made to recognise, undo and repair some of our past practices.

In light of recent events, members have contacted the College's Professional Practice Department to discuss the roles and obligations of professionals in advocating against anti-Black racism and other forms of systemic oppression. This issue of Practice Notes is intended to advance these conversations.

The Code of Ethics and Standards of Practice Handbook sets out the minimum requirements of professional and ethical practice and conduct for all College members. The Standards of Practice are written to be broadly applicable to the breadth and scope of social work and social service work practice.

While many interpretations in the Standards of Practice apply to members' practice with respect to advocacy against anti-Black racism and other forms of systemic oppression, the interpretations highlighted below have particular relevance. Keith Adamson will provide a practical lens as to how members can apply these interpretations within their own practice, while sharing his insights and expertise on anti-Black racism and systemic oppression.

THE CODE OF ETHICS

The Code of Ethics states that a "social worker or social service worker shall carry out her or his professional duties and obligations with integrity and objectivity."¹ There is clear evidence that systemic racism exists, yet members may have questions about how to address this issue in the context of their practice.

KA: As social workers and social service workers in an increasingly diverse society, we must continually learn from and about others' experiences in our care for clients, as we adhere to the Code of Ethics

and Standards of Practice. It is crucially important for College members to be aware of the ways in which people of colour experience racism, and the ways in which race-based oppression and discrimination impact people of colour's ability to participate fully in their lives.

And though a plethora of emerging advocacy initiatives address racism at the societal and organizational levels, it is important to recognize and acknowledge that addressing the topic of racism with Black clients, within the context of a therapeutic relationship, is also a form of anti-oppressive practice. As such, the social worker or social service worker must be a "broker of permission"² who gives voice to the previously silenced topic of racism. College members should always endeavour to initiate conversations about cultural diversity and race. Members must create the space within the therapeutic relationship where clients can "speak the unspeakable"³ and find the safety and comfort necessary to risk saying things that they have been unable to say. Topics such as racism have always been difficult to talk about openly and directly. It is an ethical imperative that social workers and social service workers invite dialogue about race as a more prominent dimension of their work with their Black clients.

CVS: The Code of Ethics also states that a College member "shall advocate for change in the best interest of the client, and for the overall benefit of society, the environment and the global community."⁴ Members may wonder what this looks like in practice: how can they prepare themselves for advocacy in relation to race-based anti-oppressive work?

KA: Scholars suggest that before social workers and social service workers advocate on behalf of,

¹ The Ontario College of Social Workers and Social Service Workers (OCSWSSW), *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Code of Ethics, Interpretation 3.

² Randall Wyatt, "Kenneth V. Hardy on Multiculturalism and Psychotherapy", psychotherapy.net, June 2008, www.psychotherapy.net/interview/kenneth-hardy

³ Kenneth V. Hardy and Toby Bobes, *Culturally Sensitive Supervision and Training: Diverse Perspectives and Practical Applications*, Google Books, Google, 2016, books.google.ca/books?id=Y7pTDAAAQBAJ.

⁴ OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Code of Ethics, Interpretation 11.

or with, people of colour, they need to develop mastery in three interrelated developmental areas of “seeing,” “being” and “doing.”⁵ The process of *seeing* refers to developing a visual acuity to see the nuances and intricacies of race that are embedded in contemporary societal and institutional norms, actions and beliefs. When Canadian social workers and social service workers accept that people of colour experience discrimination in ways white Canadians do not, they improve their cultural competence. This is a change from identifying as someone “who does not see colour,” which research indicates is neither helpful nor realistic. The skill of *seeing* allows the member to engage in acts of self-examination, self-reflection and self-interrogation. In this phase, members may ask themselves, “[A]m I seeing this issue through a comprehensive lens, or through the partial lens of my own experiences as a (non-racialized) social worker?”

The process of *being* is dedicated to the exploration of how one has been racially socialized, and examines the internalized racial messages and implicit biases that one holds. The *being* phase paves the way to ask oneself a series of questions. Members may inquire of themselves:

- How do I explicitly or tacitly contribute to what I am seeing?
- Now that I see what I see and know what I know, what is my responsibility for action?
- What actions am I willing to take on behalf of self and others?

Through the processes of *seeing* and *being*, members can become more aware of their personal biases, allowing them to address the resulting actions and behaviours that cause undue harm to racialized clients. Furthermore, through accepting that race is an organizing principle in society, reflective social workers and social service workers develop

further consciousness of systemic biases, and work to counteract the policies and practices that cause undue harm to racialized clients.

The process of *doing* is the final phase devoted to taking action to support change. The *doing* phase paves the way for members to ask themselves, “[W]hat are the competencies and skills needed to carry out the plan of action, at either the micro or macro intervention levels?” Though not talked about very much, making change with respect to racism is a Herculean task, given the entrenched and pervasive nature of the phenomenon within Canada’s systems, policies and people. Members will require significant emotional and psychological resources to take definitive action to address issues of racism. Members will also require certain skills and knowledge to effect change, including the ability to engage effectively in substantive and progressive conversations about race.

THE STANDARDS OF PRACTICE

CVS: Principle I: Relationship with Clients, Interpretation 1.3 states that “College members respect and facilitate self-determination in a number of ways including acting as resources for clients and encouraging them to decide which problems they want to address as well as how to address them.”⁶

Supporting clients in addressing the problems they themselves identify is always essential, perhaps even more so in the context of anti-Black racism and other forms of systemic oppression. Members may wonder about the role they can play in supporting clients and assisting them in addressing problems that are at least in part the result of much broader, historical and insidious societal structures. When contemplating these issues, members may need to consider how they can:

- support clients in addressing problems which may seem insurmountable, given their origins and scale;

⁵ Shona Simkin, “Acclaimed Relationship Expert Kenneth V. Hardy Leads Workshop Series on Race for BCSSW Faculty, Staff, and Students”, School of Social Work - Boston College, 3 June 2019, www.bc.edu/bc-web/schools/ssw/bcssw-news/2019/kenneth-v-hardy-leads-workshop-series.html

⁶ OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle I: Relationship with Clients, Interpretation 1.3.

- make concrete, actionable plans with their clients in the face of policies, institutions and practices which may be fundamentally oppressive; and
- discuss situations in which they may be viewed by their clients as part of the identified problem.

Principle II: Competence and Integrity, Interpretation 2.2.9 in the Standards of Practice specifically addresses members' role in promoting and advocating for social justice and social change:

College members promote social justice and advocate for social change on behalf of their clients. College members are knowledgeable and sensitive to cultural and ethnic diversity and to forms of social injustice such as poverty, discrimination and imbalances of power that exist in the culture and that affect clients. College members strive to enhance the capacity of clients to address their own needs. College members assist clients to access necessary information, services and resources wherever possible. College members promote and facilitate client participation in decision making.⁷

This interpretation often resonates deeply with many members, speaking to why they chose the professions of social work or social service work. It is not always clear how this interpretation, and this commitment, should be applied in practice.

KA: Within the professions of social work and social service work, the advocacy movement against racism begins with individual members engaging in their own professional development. Given the increasing diversity in Canada, members will at some point in their professional careers interact with clients of colour. Social workers and social service workers should dedicate time to professional development around the issue of racism. Committing to continuous learning is one way to acquire the knowledge and skills necessary to be competent and effective in discussing issues of race and racism with clients.

Social workers and social service workers have always been inclined to assist others and strive for social justice. Schneider and Lester (2001) proposed a definition for social work advocacy, which also applies to social service work advocacy,⁸ stating that "the exclusive and mutual representation of a client(s) or a cause in a forum attempting to systematically influence decision making in an unjust or unresponsive system."⁹ They articulate that social workers act on behalf of others when fairness, equity, lawfulness, justice and righteousness are absent to some degree in an endeavour. As a result, there are injuries to certain persons whose rights may be violated or who may suffer a grievance due to inequity and a lack of justice.

The authors further provide a framework that delineates four different contexts and interconnected types of social work advocacy:

1. **Client advocacy** is built upon a philosophy that seeks to collaborate with clients to protect, enforce and ensure clients rights, entitlements, resources, services and benefits. When the social worker performs as a client advocate, they negotiate, argue and bargain on behalf of the client in order to secure benefits or services that the client is entitled to but for one reason or another unable to obtain.
2. **Cause advocacy** is built on the notion that when human rights violations, injustice or indignity transcend one client, social workers have an opportunity to advocate a remedy needed for several clients. When a social worker performs cause advocacy, they address problems affecting several of their clients who may belong to a particular group and have similar concerns. For example, several Black students referred to a school social worker for behavioural problems may have similar negative interactions with the same teacher.

⁷ OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle II: Competence and Integrity, Interpretation 2.2.9.

⁸ While the authors refer to social work alone, these concepts are equally applicable to social service work practice.

⁹ R. Schneider & L. Lester (2001), *Social Work Advocacy: A New Framework for Action*, Brooks/Cole, Belmont California.

3. **Legislative advocacy** consists of social workers influencing social policy and legislation at the municipal, provincial and federal levels. Social workers who know how to address social problems, seek support and resources for disadvantaged persons, and who raise public awareness about the rights and needs of all citizens, are legislative advocates.

Without the determined and constant involvement of social work advocates representing on behalf of and with clients in legislative arenas, responsive and progressive policies may not be formulated. For example, social workers who support or work with organizations that seek to change policies that authorize the excessive use of force by law enforcement agencies, given the disproportionate number of people of colour who suffer the consequences of such policies.

4. **Administrative advocacy** is built on the notion that social workers will promote change from within their agencies. This is also known as internal advocacy. Social workers perform administrative advocacy when they address agency policies or procedures that may be harmful to certain groups of clients or clients in general, evaluating incidents that affect clients and staff and call attention to violations of their clients' rights. For example, a social service agency may decide to address institutional racism through a review of their programming, hiring, training, supervision and other organizational processes.

CVS: Principle II: Competence and Integrity, footnote 9 makes an important distinction relevant to members' role in advocacy, stating that "[w]here the client is competent and able to give instruction, advocacy should be on direction of the client."¹⁰ While this requirement may seem obvious at first glance, it becomes quite challenging when a client does not have the capacity to give instruction.

One such example is when members are faced with the difficult decision about whether or not to call the police to conduct a wellness check on a client, or to assist a client in a mental health crisis. Members may have differing opinions about the appropriateness and the need to contact the police in these situations, particularly in light of recent public scrutiny and debate. Some members support calling the police, while others do not; some members have made crisis plans with clients identifying who to contact in the event of a crisis, whereas other members report that they have no other option but to contact the police.

There have been tragic consequences when police have responded to mental health crises or performed wellness checks. These consequences are exacerbated for individuals who are Black, Indigenous or people of colour. Understandably, members may feel very conflicted when confronted with these scenarios.

The Standards of Practice neither require nor prohibit members from contacting the police in these situations. Members must use their professional judgment on a case-by-case basis to determine the most appropriate course of action. Ethical grey areas are always difficult to navigate; they are intensified when the stakes are high, disparate opinions abound and quick decisions are required.

KA: Crisis situations in which clients have reduced decision-making capacity are particularly complex. Social workers and social service workers can be proactive and choose to support clients in several ways:

1. Developing safety plans within the context of a risk assessment that helps the client recognize warning signs, employ internal coping strategies, use social contacts as a means of distraction from suicidal thoughts, contact family members or friends who can help resolve the crisis, contact mental health professionals and reduce the potential of lethal means.¹¹

¹⁰ OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle II: Competence and Integrity, footnote 9.

¹¹ B. Stanley & G. Brown (2012), *Safety Planning Intervention: A Brief Intervention to Mitigate Suicide Risk*, *Cognitive Behavioral Practice*, 19 pages 256-264.

2. Helping clients develop “social safety networks” of people who have a strong relationship with the client and who the client sees as particularly helpful during a crisis. These are usually individuals who can attend to the client in times of crisis and help resolve the issue and/or encourage the client to seek emergency mental health services.¹²
3. Being knowledgeable about, and providing a list of, useful distress line resources so that the client or the client’s family or support people can initiate for the client if the client needs someone to talk to.
4. Be knowledgeable about, and providing a list of, mobile crisis response teams within the client’s residential area or region. Some mobile crisis teams respond without police (the Gerstein mobile crisis team in Toronto, for example).
5. The member could also call 911 and insist on having the mobile crisis intervention team (a collaborative partnership between a mental health professional and a trained police officer) respond to situations involving individuals experiencing a mental health- and/or addictions-related crisis. Members should ensure that they are knowledgeable about the existence of this type of service in the client’s residential area.

Members should recognize that first responders who attend to their clients in times of crisis may not necessarily consider culture or cultural identity in their response. For this reason, members are encouraged to consider opportunities to engage in ongoing work with their municipal and provincial decision-makers to ensure that comprehensive changes are initiated with respect to community mental health crisis responses. These changes must consider the views, expectations and contributions of the community in determining culturally sensitive and appropriate responses to mental health emergencies in the future.

It is important that members also consider opportunities within their own organizations: as part of their efforts, they are also encouraged to engage in administrative advocacy both within their own organizations and with other mental health services in order to improve the accessibility and the quality of mental health care and services for people of colour.

^{13,14}

CONCLUSION

CVS: As a society, we are currently facing a moral and ethical imperative to respond to anti-Black racism and other forms of systemic oppression. These complex issues have touched every facet of our daily lives. In their professional roles, social workers and social service workers are well positioned to be at the forefront of developing and delivering solutions to these challenges.

When considering whether and how to advocate against anti-Black racism and other forms of systemic oppression, members should reflect upon their practice, carefully considering how to:

- centre the topic of racism within the context of a therapeutic relationship, giving voice to experiences that may be unexpressed;
- do the work of *seeing, being* and *doing* – recognizing the nuances and intricacies of race that are embedded across societal structures and systems, exploring how they have been racially socialized, and determining they can take action for change;
- commit to ongoing learning and development to ensure that they are knowledgeable about, and competent with respect to, issues of racism and how to discuss these issues with clients;

¹² Sandra Walker, Anne Kennedy et al. (2018), “How do people with long-term mental health problems negotiate relationships with network members at times of crisis?”, *Health Expectations*, 21, 336-346.

¹³ Charmaine C. Williams (2002), “A Rationale for an Anti-Racist Entry Point to Anti-Oppressive Social Work in Mental Health Services”, *Critical Social Work* 3 (1), 26-31.

¹⁴ Tiyondah Fante-Coleman & Fatimah Jackson-Best (2020), “Barriers and Facilitators to Accessing Mental Healthcare in Canada for Black Youth: A Scoping Review”, *Adolescent Research Review*, 5: 115-136.

- reflect upon client, cause, legislative and administrative advocacy, so that they can determine how and where to focus their efforts, and address issues that are prevalent within the context of their own practice.

oppression have highlighted an urgent need for social change. Advocacy is an essential competency within social work and social service work practice; by applying their skills, knowledge and judgment, members are uniquely equipped to contribute to lasting, meaningful and systemic change.

The pandemic and the global movement to address anti-Black racism and other forms of systemic

TOP 6 CONSIDERATIONS FOR VIRTUAL SERVICES



As virtual services become more prevalent in all aspects of our lives, College members are using, or considering the use of, different types of communication technology in their practice. Members frequently ask the College's Professional Practice Department about the type of communication technology and the specific platforms that they should choose when providing virtual services. Communication technology is a broad term which may refer to texting, email, video chat platforms, social media platforms, websites, or other types of online communication.¹

The range of communication technologies may seem daunting at first. Technology options are extensive and may include online platforms such as websites, apps and social media sites. Different communication devices (such as computer, tablet, phone or wearable technologies) may also confound the process, which may be made even more challenging because of the fast pace of change in technology. The College cannot recommend a specific platform or type of virtual service; however, there are six key elements that members may wish to consider when choosing an online platform:

¹ Christina Van Sickle, "Practice Notes: Professional and Ethical: Communication Technology Practices and Policies for a Digital World," *Perspective*, fall 2017. https://www.ocswssw.org/wp-content/uploads/2014/11/PN-Communication_Technology_Practices_Policies_for_Digital_World.pdf.

1. CONFIDENTIALITY

- Do clients understand the confidentiality risks associated with virtual services?
- Are clients aware that confidentiality may be compromised as a result of the use of a specific platform or type of virtual service?
- Does the collection, use and storage of client information when using the relevant platform or virtual service comply with applicable privacy legislation and the Standards of Practice?
- Is there a process for archiving and destroying (not just deleting) information?
- Is information stored in a jurisdiction where the laws are Ontario/Canadian privacy laws or consistent with those laws?

2. SECURITY OF INFORMATION SHARING

- Is information transmitted in a secure manner which facilitates confidentiality?
- Is encryption used? Is the encryption sufficiently strong? Check for bank-level, end-to-end encryption for the most security.
- Are passwords and/or two-step verification required for client confirmation?
- Do members and their clients have a private physical space from which to use virtual technology?
- Will public Wi-Fi be used and if so, is it sufficiently secure?

3. SOFTWARE

- Do different types of software provide a better client experience?
- Does the use of particular software result in other, intentional or unintentional, uses of client information/data?
- Is the software difficult to navigate? Are there costs for the member and/or the client?

- What plans are in place if/when there is an upgrade to the software?

4. HARDWARE

- What is the risk of hardware (including cell phones or wearable technology) being stolen, lost or damaged?
- Does the virtual technology require hardware with additional memory or storage?
- Do clients have access to the internet and to the hardware needed for service?
- When new hardware is purchased, how will the information stored in the old hardware be managed and safely transferred?
- Does relevant hardware involve the use of wireless technology? If so, has the security of the wireless aspect been addressed?

5. TECHNOLOGICAL COMPETENCE

- Is there up-to-date antivirus and anti-malware software?
- Has phishing protection been implemented?
- Are updates to browsers and operating systems implemented regularly?
- Are portable storage devices and other storage locations being used for back-up purposes, and if so, are they encrypted and/or safely stored?
- Can mobile devices be locked and wiped of information if necessary?

6. DO CLIENTS UNDERSTAND THE LIMITS AND RISKS ASSOCIATED WITH A MEMBER'S PROVISION OF VIRTUAL SERVICES?

- How are these limits and risks communicated to the client?
- Does the member have a record reflecting that such limits and risks have been communicated to the client?

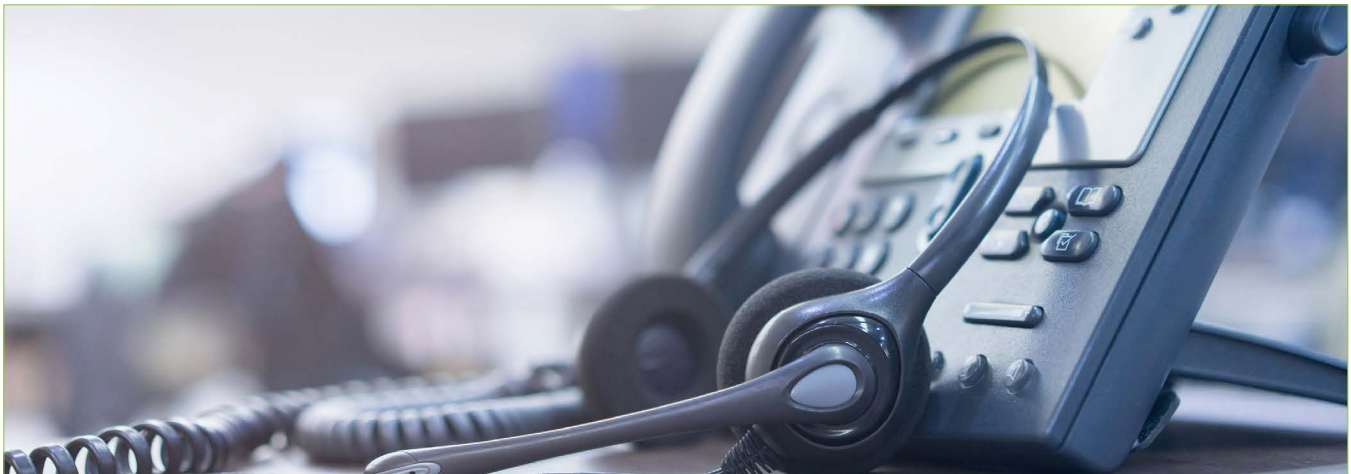
- Does that record reflect that the client accepts the limits and risks associated with virtual services?
- Has that record been stored so that it can be retrieved if ever needed?

Providing virtual services is an approach that is flexible, but not without risk. It can also be unfamiliar territory for both members and clients. **Before members use communication technology in their**

practice, they must ensure that they are competent to provide such services.² By carefully considering the six elements described above, it is anticipated that members will minimize risk involved with the provision of virtual services.

If you have questions about this issue or other practice concerns, please contact the Professional Practice Department at practice@ocswssw.org.

WHY DOES THE COLLEGE HAVE A SUPPORT PERSON PROGRAM?



Why does the Ontario College of Social Workers and Social Service Workers have a Support Person Program?

The College's ongoing mandate is to protect the public from unqualified, incompetent and unfit practitioners. As part of this public protection mandate, the College has a duty to consider and investigate reports and complaints regarding alleged misconduct or incompetence of College members, including [sexual abuse](#) and/or boundary violations of a sexual nature.

Implemented in 2019, the College's [Support Person Program](#) provides the public with arm's-length support in circumstances where allegations of sexual abuse and/or boundary violations of a sexual nature by a social worker or social service worker have been or may be alleged. While the Support Person Program does not provide traditional counselling, it does provide a supportive framework to assist and to support members of the public as they consider, engage in and move through the College's investigations and discipline processes.

² The Ontario College of Social Workers and Social Service Workers, *The Code of Ethics and Standards of Practice Handbook*, Second Edition, 2008, Principle II: Competence and Integrity, Interpretation 2.1.1.

The College has retained the services of a support person, who is also a regulated health professional, to provide arm's-length and confidential support to persons who have experienced sexual abuse by College members. The support person is not only extremely knowledgeable about the impact of sexual abuse but also familiar with the College's investigations and discipline processes.

As regulated professionals, College members are required to maintain professional boundaries at all

times. Sexual contact between College members and clients undermines the public's trust in the professions and is strictly forbidden. Any form of sexual contact between a client and a College member is an extremely serious form of [professional misconduct](#) that can result in penalties up to and including revocation of a member's certificate of registration with the College.

For more information on the Support Person Program, visit the [College website](#).

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.

NOVEMBER 14, 2019

Jessica Kline, #822413

The Discipline Committee of the Ontario College of Social Workers and Social Service Workers found that Jessica Kline is guilty of professional misconduct in that she violated sections 2.29 and 2.36 of O. Reg. 384/00 (Professional Misconduct) to the *Social Work and Social Service Work Act*.

[Jessica Kline, #822413 \(Discipline Decision Summary and Reasons\)](#)

NOVEMBER 4, 2019, JANUARY 20, 21, FEBRUARY 6, 2020

Ho Cheung Yu, #814077

The Discipline Committee of the Ontario College of Social Workers and Social Service Workers found that Ho Cheung Yu is guilty of professional misconduct in that he violated sections 2.2, 2.5, 2.6, 2.10 and 2.36 of O. Reg. 384/00 (Professional Misconduct) and Principles I, II, III, and VIII and Interpretations 1.5, 1.6, 1.7, 2.2, 2.2.1, 2.2.2, 2.2.3, 2.2.8, 3.7, 8.1, 8.2, 8.2.1, 8.2.2, 8.2.3, 8.3, and 8.6 of the College's *Code of Ethics and Standards of Practice Handbook*.

[Ho Cheung Yu, #814077 \(Discipline Decision Summary and Reasons\)](#)

(Penalty order pending)

JUNE 1, 2020

Prapti Giri, #830194

The Discipline Committee of the Ontario College of Social Workers and Social Service Workers found that Prapti Giri is guilty of professional misconduct in that she violated Sections 2.2, 2.9, 2.10 and 2.36 of O. Reg. 384/00 (Professional Misconduct) to the *Social Work and Social Service Work Act* and Interpretations 1.5, 1.6, 2.2.1, 2.2.3, 2.2.8, 3.7, 3.8 and 8.4.1 of Principles I, II, III and VIII of the *Code of Ethics and Standards of Practice Handbook* (Standards of Practice).

[Prapti Giri, #830194 \(Discipline Decision Summary and Reasons\)](#)

*Attachments referenced have not been included.

JUNE 23, 2020

Dee Scott, #778075

The Discipline Committee of the Ontario College of Social Workers and Social Service Workers found that Dee Scott is guilty of professional misconduct in that she violated Sections 2.2, 2.28 and 2.36 of O. Reg. 384/00 (Professional Misconduct) to the *Social Work and Social Service Work Act* and Interpretations 1.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.2.8 and 3.2 of Principles I, II and III of the *Code of Ethics and Standards of Practice Handbook* (Standards of Practice).

[Dee Scott, #778075 \(Discipline Decision Summary and Reasons\)](#)

JULY 31, 2020

Robert Goulard, #808274

The Discipline Committee of the Ontario College of Social Workers and Social Service Workers found that Robert Goulard is guilty of professional misconduct in that he violated sections 2.2, 2.5, 2.9, 2.10, 2.11 and 2.36 of O. Reg. 384/00 (Professional Misconduct) to the *Social Work and Social Service Work Act*, Principles I, II, III and V of the *Code of Ethics and Standards of Practice Handbook* (Standards of Practice), and Interpretations 1.1, 1.3, 1.4, 1.6, 2.1.1, 2.1.4, 2.1.5, 2.2.8, 2.2.9, 3.2, 3.8, 2.2.1, 2.2.4, 3.1, 5.1, 5.3 and 5.4 of the College's Standards of Practice.

[Robert Goulard, #808274 \(Discipline Decision Summary and Reasons\)](#)

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 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 information**, 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. Please visit the College website for the dates and times of upcoming meetings. For more information, please contact Amy Vranchidis at avranchidis@ocswssw.org.

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 member 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

MEMBERSHIP/ ADMINISTRATION
For general membership inquiries, please email: info@ocswssw.org

For renewal inquiries, please email: renewals@ocswssw.org

OFFICE OF THE REGISTRAR

If you wish to contact the Office of the Registrar, or are seeking information related to the College Council, please email Amy Vrachidis, Senior Executive Assistant, at avrachidis@ocswssw.org

PROFESSIONAL PRACTICE

For professional practice inquiries, please email: practice@ocswssw.org

For inquiries related to the Continuing Competence Program (CCP), please email: ccp@ocswssw.org

COMMUNICATIONS

For inquiries regarding the College's website, newsletter, Annual Report and other publications, please email: communications@ocswssw.org

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

