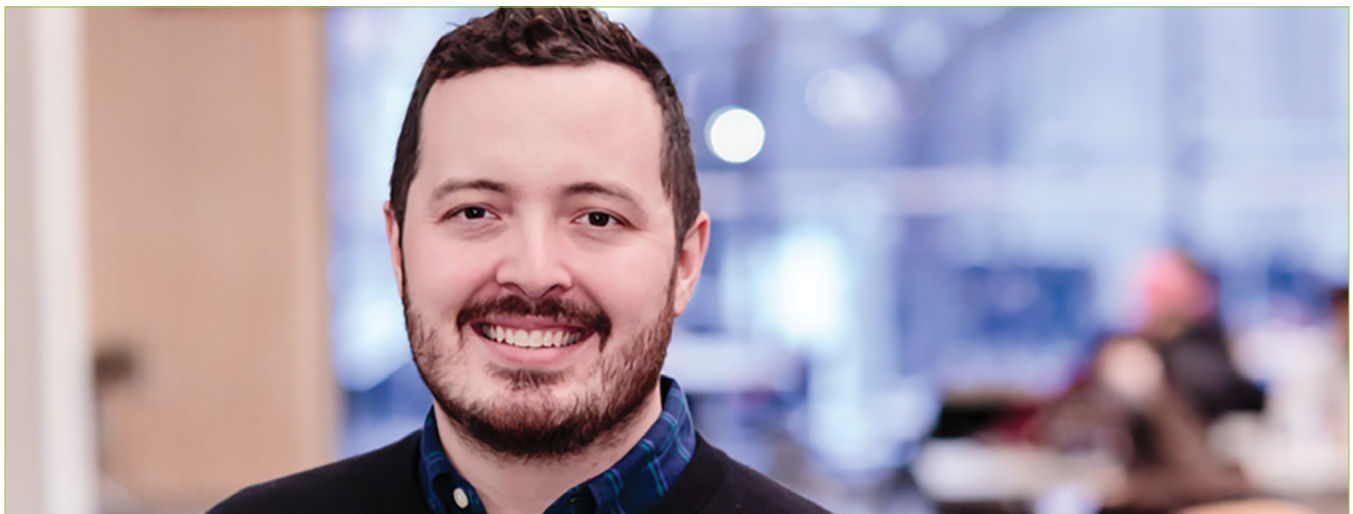


PERSPECTIVE

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

WHY ACTION MATTERS WHEN IT COMES TO RECONCILIATION



Dr. Jeffrey Ansloos, AMED 2019 Keynote Speaker

IN THIS ISSUE

WHY ACTION MATTERS
WHEN IT COMES TO
RECONCILIATION

1

MESSAGE FROM THE
REGISTRAR AND CEO

5

IN CASE YOU
MISSED IT

7

CULTURAL HUMILITY
CONSULTATION AND
STAKEHOLDER ENGAGEMENT

9

AN INTERVIEW WITH INDIGENOUS RIGHTS SCHOLAR DR. JEFFREY ANSLOOS

The work of the Truth and Reconciliation Commission (TRC) helped put a spotlight on the ugly history and legacy of Canada's Indian residential school system. Created out of the Indian residential schools settlement agreement, the TRC published multiple reports on the residential school system that included the harrowing experiences of survivors and their communities. The TRC also provided Canadians with a path towards reconciliation in its 94 calls to action.

For Dr. Jeffrey Ansloos, truth and reconciliation is a very personal matter. Jeffrey is a leading scholar in the areas of Indigenous rights, mental health, and social policy and writes frequently on the subject

IN THIS ISSUE

WHY ACTION MATTERS WHEN IT COMES TO RECONCILIATION	1
MESSAGE FROM THE REGISTRAR AND CEO	5
IN CASE YOU MISSED IT	7
CULTURAL HUMILITY CONSULTATION AND STAKEHOLDER ENGAGEMENT	9
PRACTICE NOTES: CULTURAL HUMILITY	12
Q&A	17
COUNCIL MEETING HIGHLIGHTS FOR DECEMBER 7, 2018	18
COUNCIL MEETING HIGHLIGHTS FOR MARCH 8, 2019	19
DISCIPLINE DECISION SUMMARIES	20
BULLETIN BOARD	22

of truth and reconciliation. He currently serves as an assistant professor at the University of Toronto's Ontario Institute for Studies in Education (OISE).

The College is very pleased to have Jeffrey as the keynote speaker for our 2019 Annual Meeting and Education Day (AMED). We recently interviewed him to gather his thoughts on the TRC, truth and reconciliation, and his upcoming AMED presentation.

Q: WE'RE VERY EAGER TO HEAR YOUR KEYNOTE PRESENTATION. CAN YOU TELL US WHAT YOU HOPE TO ADDRESS IN YOUR KEYNOTE?

The purpose of the presentation is to consider how the Ontario College of Social Workers and Social Service Workers might take up the calls to action for reconciliation from the Truth and Reconciliation Commission, and more specifically to think about how practitioners can integrate and apply their knowledge in those calls to action.

Q: CAN YOU TELL US A BIT ABOUT YOUR BACKGROUND? WHAT LED TO YOUR INTEREST IN THE SUBJECT OF TRUTH AND RECONCILIATION?

It's really personal for me. My grandmother and mother are survivors of the Indian residential school system and the [1960s Scoop](#). I grew up in Winnipeg, Manitoba, an urban centre that has one of the largest and fastest growing Indigenous populations in the world. Growing up, my parents were actively engaged in our community.

I want something better for our young people. I think we need to create spaces for them that are conducive to their thriving and joy, and their possibility and potentiality. In order to get there, we need to continue the work of making a path that's safer for them, kinder to them, championing of them and inspiring for them. That's what got me here and that is what will keep me here.

KEY FACTS ABOUT THE TRUTH AND RECONCILIATION COMMISSION

- Created out of the [Indian residential schools settlement agreement](#), which was the largest class action settlement in Canadian history.
- Conducted research on the history and legacy of the Indian residential school system, which included outreach to thousands of survivors and other individuals.
- Released a list of [94 recommendations](#) or “calls to action” to move Canada on a path towards reconciliation.
- Released its final report in December 2015, which included harrowing [stories](#) of abuse.

Q: WHAT DO YOU CONSIDER THE MAJOR CHALLENGES ASSOCIATED WITH THE TRC AND RECONCILIATION?

The challenges are many. By and large, the public is not well educated on the historical and current experiences of Indigenous peoples, in particular with relation to the colonial systems which have been imposed on Indigenous nations. I think we at times lack the broad social and political will to make the necessary changes that are needed at high levels and also in everyday interactions. Indigenous people continue to be marginalized, especially in ways where change is most needed.

Indigenous communities, I believe, hold much of the knowledge that is needed to heal and champion the changes needed in our society, but if Indigenous peoples aren't at the table shaping policies and practices, there's not going to be substantive change.

Q: WHAT DO YOU SEE AS SOME OF THE PROFESSIONAL RESPONSIBILITIES OF SOCIAL WORKERS AND SOCIAL SERVICE WORKERS WHEN IT COMES TO RESPONDING TO THE TRC'S CALLS TO ACTION?

Social workers and social service workers are so critically important, in part because they are directly implicated in the calls to action in a number of different areas, including child, youth and family

welfare and services. The calls to action should have a very personal and professional relevance for the College.

Social workers and social service workers need to be educated on the history and contemporary function of colonial systems as they impact Indigenous children, families and communities.

I see there being a responsibility for developing an ethically reflective practice, in relationship with Indigenous community partners. I see there being a responsibility to train and create space for new Indigenous leaders within social work and social service work contexts, which will likely lead to new articulations of this field of practice. I see there being a responsibility to repair fractured relationships with Indigenous communities — particularly at the sites of child welfare where social work and social service work have had such a tremendous impact on Indigenous communities — and to think about what it means to rebuild trust and act on it.

I think there's also a responsibility for practitioners to be public advocates for the rights of Indigenous peoples, which are guaranteed both within our constitution and within international law.

Q: WE'RE INTERESTED TO LEARN HOW YOU MOVED FROM COMMUNITY WORK TO SOCIAL POLICY. CAN YOU TELL US ABOUT YOUR CAREER PATH TOWARDS SOCIAL POLICY?

I began my work in mental health as a youth worker. The more I became engaged with mental issues within the Indigenous community, the more apparent it became that some of the barriers and challenges we were facing didn't rest in individual people. They were about the social, political, and environmental contexts that we were finding ourselves in. This made it necessary to meet and build relationships with people who were working in policy and governance. The more I developed those relationships, the more I realized how to make links between what we were seeing in applied practice contexts to informing policies and practices at a larger level and in broader systems.

The work that I've done clinically and in community settings has helped inform my work in social policy. At a certain point, professionals who have direct responsibilities with communities need to advocate in contexts of social policy. Sometimes the doors are open for you, but other times you have to knock really hard, or just walk inside, start talking and make space for the people you serve.

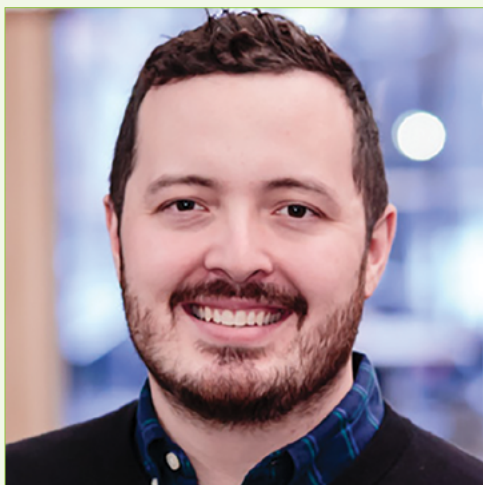
Q: ARE YOU OPTIMISTIC ABOUT THE FUTURE WITH RESPECT TO TRUTH AND RECONCILIATION?

I am at my core both pragmatic and imaginative. I'm pragmatic about the fact that sometimes taking action is hard and will take time, but I'm inspired by the way Indigenous children, youth and families talk about their futures — when they feel cared for, when they feel heard, they utter dreams and hopes that are exciting and speak to their brilliance.

Idealists help get people moving. However, we need action that is sustained and not because it's the flavour of the decade, month or election cycle. We need sustained commitments. All Canadians, regardless of their political perspectives, need to come together and agree that Indigenous peoples' lives matter and we therefore deserve the same basic human rights as every other person in this country.

The College would like to thank Dr. Jeffrey Ansloos for granting us this interview.

Please visit the National Centre for Truth and Reconciliation [website](#) if you wish to view the reports of the Truth and Reconciliation Commission.



**AMED 2019 - KEYNOTE ADDRESS:
RECONCILIATION AND SOCIAL WORK AND
SOCIAL SERVICE WORK PRACTICE
JEFFREY ANSLOOS, PHD**

The Truth and Reconciliation Commission (TRC) of Canada helped put a spotlight on the ugly history and legacy of Canada's residential school system. In his 2019 AMED keynote address, Indigenous rights scholar Jeffrey Ansloos will draw upon his extensive experience in the community, clinical and social policy settings to discuss the work of the TRC and how members of the College can take up the TRC's calls to action for reconciliation. Jeffrey will explore how social workers and social service workers can integrate and apply their knowledge in relation to those calls to action.

MESSAGE FROM THE REGISTRAR & CEO

STAKEHOLDER OUTREACH — A CORE REGULATORY ACTIVITY



A few months ago, the College was invited to speak at the annual Communicators Day Conference of the Federation of Health Regulatory Colleges of Ontario (FHRCO), before a group of communications professionals from 26 regulatory colleges across Ontario. It was a noteworthy request, one which we were honoured to receive. The FHRCO communicators were intrigued by our employer outreach campaign and wanted to know more about its strategy and execution.

We launched the campaign in October 2017 with the overall goal of increasing employer engagement with the College. We wanted to educate employers and potential employers about the regulatory role of the College, routes to registration as a social worker or social service worker, and the benefits that professional regulation offers to employers — including the protection that comes with hiring RSWs and RSSWs.

Our strategy included the creation of an employer communications vehicle called the *Employer Communiqué*, biannual Employer Roundtables, enhancements to our website's [employer section](#),

a direct mail advertising campaign, social media marketing and online advertising. It was the digital component of the campaign that captivated FHRCO communicators as much for its regulatory innovation as for its measurable results.

Have you seen the online ads? Created with the College's branded shades of green and red, they feature the College logo with messages such as "Hiring Registered Has Benefits – Find Out More," "The New Employer Communiqué – Sign Up Today," and "Check The Register." Clicking on the ads takes visitors directly to our employer webpage, the *Employer Communiqué* and the Online Register respectively.

At the end of our presentation, we invited questions from the audience, many of which were focused on the role of stakeholder outreach within the regulatory framework of a college rather than a professional association. The discussion was robust, the questions excellent. Our position is that stakeholder outreach initiatives can support effective regulation, particularly within a title protection framework in which scopes of practice overlap. Engaging and

informing stakeholders such as employers can maximize regulatory reach, maintain standards and sustain membership.

Outreach initiatives are not without their challenges. For a regulatory body, these may include: a wide and disparate range of members across the workforce; a large and diverse group of employers who can be difficult to reach and who may not be aware of the role of regulation or the value of registration; legacies of opposition to regulation within parts of the professions; and the dynamic, always evolving nature of government-stakeholder relationships. That said, such initiatives are essential regulatory activities in the service of public protection, which is the College's mandate.

How have we done with the employer outreach campaign? Simply put, we've surpassed all expectations, in terms of measurable outcomes. Website traffic has doubled in two years, with the Online Register receiving more than 65,000 views alone in 2018. Social media engagement continues to climb on Facebook, LinkedIn and Twitter. The Employer Roundtables are very well-received and the *Employer Communiqué* has amassed roughly 600 subscribers in little more than a year.

We have opened the lines of communication with employers and are engaging with these important stakeholders on a direct and regular basis. That doesn't mean we have fully solved ongoing issues or addressed every concern. It simply means that we are having important conversations and that dialogue is ongoing.

Stakeholder outreach is a core regulatory activity for any college as long as it's informed by the regulatory mandate, aligned with the strategic plan and supported by Council. The invitation to speak at the FHRCO Communicators Day Conference told us that our strategy, effort and innovation have not gone unnoticed by other regulatory colleges.

That was just one of the reasons why we proceeded to launch the College's first-ever online public awareness campaign in March of this year, under the campaign tagline, "[What's in a name?](#)" We look forward to hearing your feedback on both campaigns and reporting to you on their progress.



Lise Betteridge, MSW, RSW
Registrar and CEO

IN CASE YOU MISSED IT

WANT TO KNOW WHAT'S HAPPENING AT THE COLLEGE? HERE'S YOUR ROUND-UP OF COLLEGE NEWS, INITIATIVES AND UPCOMING EVENTS.

SAVE THE DATE FOR AMED 2019!

The College will be hosting its 2019 Annual Meeting and Education Day (AMED) on June 13 at the Metro Toronto Convention Centre. This year's event will feature Indigenous mental health and social policy expert Jeffrey Ansloos as the keynote speaker. The theme for AMED 2019 is *Ethics. Innovation. Insight.*

If you are unable to attend AMED, we encourage you to participate online. The Annual Meeting, keynote presentation, and four of the breakout sessions will be available via livestream on the College's website and Facebook page. We also encourage members to connect with us on Twitter during the event, using the #AMED2019 hashtag.

For more information about the 2019 Annual Meeting and Education Day, please visit the [AMED webpage](#) or contact amed@ocswssw.org.

COLLEGE RECOGNIZED FOR EXEMPLARY PRACTICES BY OFC

The College was recently recognized by the Office of the Fairness Commissioner (OFC) for the following exemplary practices in registration:

- [Enabling new graduates to initiate registration before convocation](#)
- [Explaining requirements for translation of documents](#)

The role of the OFC is to assess the registration practices of certain regulated professions — such as social work and social service work — and to ensure they are transparent, objective, impartial

and fair. The above-mentioned College practices improve accessibility and, according to the OFC, help accommodate the diverse needs of College applicants.

At the College, we believe that every individual deserves to be treated with dignity and respect. We will continue striving to provide services that are accessible to all of our stakeholders.

GET READY TO VOTE! UPCOMING COUNCIL ELECTIONS

On May 1, 2019, the College is holding Council elections in Electoral District Nos. 1, 2 and 5. All College members who practise in District Nos. 1, 2 and 5 are encouraged to participate in this important process.

For further information about Council elections, including the voting process, please visit the [College website](#) or contact Pat Lieberman at plieberman@ocswssw.org.

HAVE YOU REVIEWED THE PHIPA TOOLKIT?

Over the years, the College has developed numerous [practice resources](#) to support its members' professional and ethical practice. The *Privacy Toolkit for Social Workers and Social Service Workers*, better known as the [PHIPA Toolkit](#), is one of these resources. Recently, we refreshed the document to improve its presentation and internal navigation.

If you haven't done so already, we encourage you to review the PHIPA Toolkit. For more information concerning practice-related issues, please contact the College's Professional Practice Department at practice@ocswssw.org.

INTRODUCING ETHICS→A

Earlier this year the College was pleased to introduce ETHICS→A, an ethical decision-making tool that supports members' ethical and professional practice.

View the ETHICS→A YouTube video: <https://www.youtube.com/watch?v=5XvJSw65vCg&t>

Both robust and concise, ETHICS→A reflects the College's governing legislation, regulations, and Code of Ethics and Standards of Practice. The tool can be used in the clinical and non-clinical setting, direct and indirect practice.

For more information on ETHICS→A, please visit the [College website](#) or contact the Professional Practice Department at practice@ocswssw.org.

PRIVATE PRACTICE WEBINAR

Thinking of going into private practice? In February, the Professional Practice Department hosted a webinar, "Preparing for Private Practice," that discussed the principles and practical considerations around private practice.

View the webinar: <https://www.youtube.com/watch?v=WclwxJoj918>

For more information on private practice, please visit the [College website](#) or contact the Professional Practice Department at practice@ocswssw.org.

"WHAT'S IN A NAME?" PUBLIC AWARENESS CAMPAIGN

This year the College was pleased to launch its first-ever public awareness campaign.

The public awareness campaign — which uses the tagline, "What's in a name? Protection for you" — positions the [Online Register](#) as an important form of protection that gives the public peace of mind when engaging a social worker or social service worker. It motivates the public to check the Register to confirm that the practitioner that they are dealing with — someone that they understand to be a social worker or social service worker — is in fact a registered member of the College.

We will provide a review of the campaign, with feedback from stakeholders and performance metrics, in a future issue of *Perspective*.

CULTURAL HUMILITY CONSULTATION AND STAKEHOLDER ENGAGEMENT

Last year the Standards of Practice Committee reflected on existing College resources with respect to the issue of cultural humility, which is defined as — and suggests — a lifelong commitment to self-reflection and redressing of power imbalances. The Committee wished to determine whether the current College resources are sufficient to address this issue in order to assist members in ensuring that they provide services in a sound and ethical way. After a consultation process, the Committee considered the information and made recommendations for next steps.

THE CONSULTATION PROCESS INVOLVED FOUR STEPS:

1. Reviewing the *Code of Ethics and Standards of Practice Handbook* and the experience of the College's Complaints and Discipline Department for relevance to cultural humility.
2. Conducting a review of other Canadian social work regulators' resources on cultural humility.
3. Conducting an environmental scan of Ontario regulators' resources on cultural humility.
4. Gathering information from identified stakeholders including the Association of Social Work Boards (ASWB), the College Council, the Ontario Association of Social Workers (OASW), the Ontario Social Service Workers Association (OSSWA), the deans and directors of Ontario social work programs and coordinators of social service work programs, and a selection of College members who represent different areas of practice, experience and geographical settings.

STEP 1

As a first step in the consultation process, the Standards of Practice were reviewed for their applicability to cultural humility. The Standards of Practice apply to the breadth and scope of social work and social service work practice. They are written to be broad so that they are applicable to the variety of client groups and practice settings in which members practise, as well as to direct, indirect, clinical and non-clinical practice. The Principles and Interpretations contained within the Standards of Practice prescribe the basis on which professional practice is conducted in a sound and ethical manner. The following are relevant to the definition and intention of cultural humility as they speak to factors that underlie oppression and marginalization:

Principle II: Competence and Integrity, Interpretation 2.2.9 states that "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."

Principle III: Responsibility to Clients, Interpretation 3.4 states that "College members do not discriminate against anyone based on race, ethnicity, language, religion, marital status,

gender, sexual orientation, age, disability, economic status, political affiliation or national origin.”

The College’s Complaints and Discipline Department estimated that concerns pertaining to cultural humility have been identified by clients in less than one per cent of all complaints. In these instances, cultural humility was never the sole allegation and was not identified at the outset of the complaint but rather came up throughout the course of the investigation.

STEP 2

Phase two of the process included a review of Canadian social work regulators’ resources on cultural humility. Two provinces have practice guidelines that explore working with Indigenous populations and within a cultural competence framework, respectively. Three provinces have a specific cultural diversity standard within their standards of practice. Five regulators, including Ontario, identified that the theme of cultural humility was embedded in their standards of practice.

STEP 3

The third step of the consultation involved an environmental scan of Ontario regulators’ resources on cultural humility. Twenty-three health and non-health regulatory colleges were contacted. Seven regulators provided a response, however, only three noted that they have a practice guideline or resource that focuses on members/registrants’ knowledge of culture and its impact on service delivery and/or recognizing that clients come from diverse backgrounds, with their own histories which have informed their experiences.

STEP 4

Step four involved gathering information from identified stakeholders. The ASWB has several cultural competence resources on their website, to serve as ongoing educational supports to their members. In the ASWB Regulatory Brief, research was conducted to explore how cultural competence is addressed in social work regulations. The ASWB reviewed information from 62 jurisdictions, including the 10 Canadian provinces, 50 U.S. states, the

District of Columbia and the U.S. Virgin Islands. The ASWB found that 30 jurisdictions addressed cultural competence in one or more areas of their regulatory framework. The research showed that cultural competence was addressed primarily in practice guidelines, continuing education or the standards of practice.

Finally, a survey was sent to 100 stakeholders, and 35 responses were received. It should be noted that a response rate over 30 per cent is widely considered to be significant. The survey was sent to all members of Council, staff at the OASW and the OSSWA, the deans and directors of Ontario social work and social service work programs, as well as a selection of College members who represent different areas of practice, levels of experience and geographical settings.

Participants were asked two questions:

1. Have there been any dilemmas or recurring themes that have emerged for you while working within a culturally diverse context?
2. Were there resources that were helpful to you in doing this work?

In regard to the first question, responses were analyzed in terms of their applicability to, and any potential gaps within, the Standards of Practice. It was determined that all of the dilemmas identified by stakeholders were addressed by interpretations within the Standards of Practice. There were several themes that emerged from the identified dilemmas. Respondents revealed that when working with clients whose culture was different than their own, further understanding was needed with respect to:

- How political context shapes lived reality.
- Differing social norms.
- How mainstream services and policies can fall short in meeting the needs of diverse clients.

In regard to the second question, respondents indicated that the Standards of Practice were helpful

when working with clients who have a different cultural background than their own. Consulting with individuals who have different cultural experiences and engaging in self-study prove to be significant factors in building competency in working with diverse client groups. Respondents indicated that ongoing training was helpful in developing competence.

These emergent themes all speak to the requirement for further education and understanding of the historical, political and structural systems that keep oppression in place. This type of education could be included in an ongoing way as part of the College's Continuing Competence Program (CCP), to aid members in embedding a lens of cultural humility throughout their career.

WHAT'S NEXT?

After considering the information gathered through the consultation, the Standards of Practice Committee concluded that the Standards of Practice are sufficient and effective in working within a

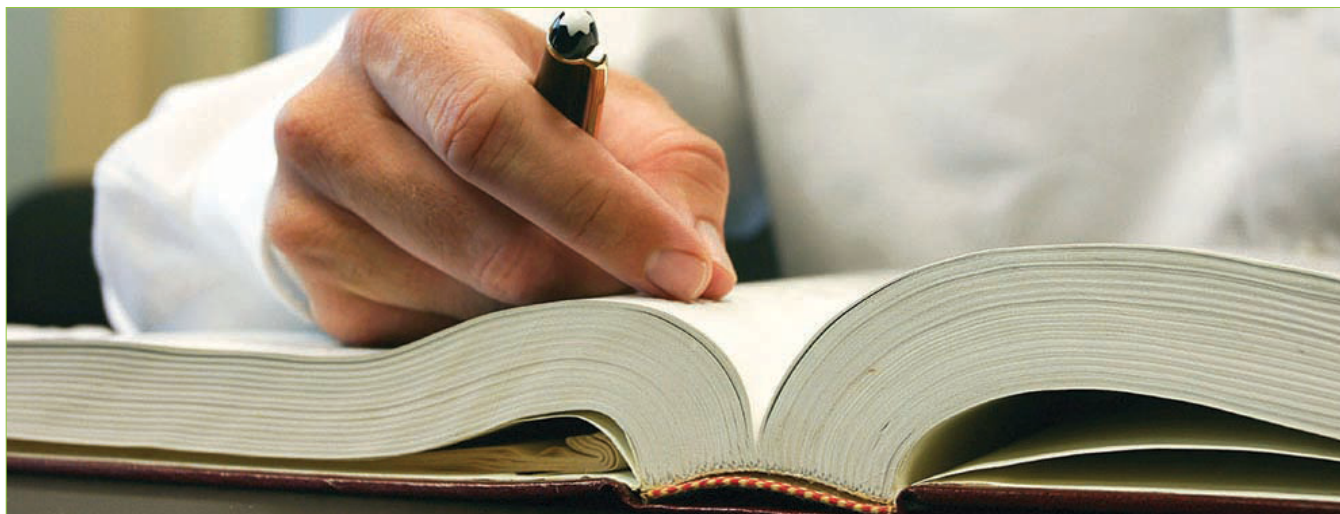
culturally diverse context. They also determined that there is a need for members to develop and deepen a commitment to self-reflection, further education and redressing of power imbalances. Members are strongly encouraged to include goals related to working with culturally diverse clients in the Professional Development Plan of their CCP. Applying the Standards of Practice and engaging in further education is consistent with the approach taken by other regulatory bodies who were surveyed.

Consultation respondents provided examples of how they addressed their practice dilemmas and incorporated cultural humility into their practice. As an educational tool, the Practice Note, "[Cultural Humility: A Commitment to Lifelong Learning](#)" in this issue of *Perspective*, explores these issues and provides considerations for practice.

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@ocswsw.org.

PRACTICE NOTES

CULTURAL HUMILITY: A COMMITMENT TO LIFELONG LEARNING



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 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 College's Code of Ethics sets out the core values of the social work and social service work professions, which include maintaining the best interests of the client, respecting the intrinsic worth of the client, and advocating for change for the overall benefit of society.

Adhering to these values requires self-reflection, continuing education and a desire to continually improve. Members must be aware of the issues which impact their clients, and tailor their approaches and interventions accordingly.

While it is imperative to understand the client's current realities, it is equally important to understand clients' past experiences and their socio-cultural context. When working with clients from Indigenous communities, part of this understanding of context also involves being aware of how the professions of social work and social service work are viewed as being connected to historical and current realities of colonization. In the words of Indigenous scholar Raven Sinclair, "[s]ocial work has negative connotations to many Aboriginal people and is often synonymous with the theft of children, the destruction of families, and the deliberate oppression of Aboriginal communities."¹

Members should be aware of these contexts when working with clients from Indigenous communities. "An approach that includes the perspectives of Indigenous, non-Western people and their worldviews will help transform the field of Social Work co-creating more effective services with Indigenous peoples."² Of course, the approach adopted must be consistent with the College's Code of Ethics and Standards of Practice.

Similarly, members must be aware of issues that impact how clients interact with and experience the world. For example, members must be competent to support refugees and new Canadians who come to this country, often fleeing horrific circumstances. Appreciating the unique context for each client and the communities that they come from is essential. Forward thinking and an intersectional understanding of the many factors which can oppress and marginalize clients is required.

This thought process led the College to conduct a review of its resources and a stakeholder consultation to determine if current College resources are sufficient to assist members in providing services to diverse client groups in a sound and ethical way. A description of the consultation process and the results can be found in the article [“Cultural Humility Consultation and Stakeholder Engagement,”](#) in this issue of *Perspective*.

The consultation was conducted through an approach based in cultural humility, which “suggests that social workers [and social service workers] should not view themselves as experts in other people’s cultures but as learners.”³ The concept of cultural humility includes three factors: a lifelong commitment to self-evaluation and self-critique; a desire to fix power imbalances; and developing partnerships with people and groups who advocate for others.⁴ In contrast, the term “cultural competence” can be critiqued for implying that one might achieve mastery over a finite topic, whereas the term “cultural humility” suggests a lifelong commitment to self-reflection and redressing power imbalances.

Information shared by members through the consultation was very helpful in increasing the College’s understanding of members’ practice dilemmas when working with culturally diverse clients. Participants in the stakeholder consultation were asked if they had ever experienced any dilemmas or recurring themes while working within a culturally diverse context, and if so, to identify the resources that were helpful to them in doing this work. As with other practice dilemmas, many respondents replied that the Standards of Practice provide useful guidance when working with culturally diverse clients. This Practice Note presents composite case scenarios that are based on the responses of members during the consultation process.

SCENARIO 1

A member reported working for an agency that served predominantly Indigenous people. The member had difficulty establishing rapport and building trust with her clients. She found that she was unprepared to understand the enormity of transgenerational trauma, and the relationship between client behaviours and systemic injustices. She acknowledged that she had very limited knowledge of the experience of Indigenous peoples in Canada, and lacked understanding of the complexity of issues that continue to particularly impact Indigenous peoples.

When facing challenging practice dilemmas, members can begin by considering how the Standards of Practice apply. In this scenario, the member reflected on Principle II: Competence and Integrity, which indicates that “College members are responsible for being aware of the extent and parameters of their competence and their professional scope of practice and limit their practice accordingly. When a client’s needs fall outside the

¹ Raven Sinclair, “Aboriginal Social Work Education in Canada: Decolonizing Pedagogy for the Seventh Generation,” *First Peoples Child & Family Review*. vol. 1, no. 1, September 2004, pp. 49-61, journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/10/41.

² Andrea Tamburro, “Including Decolonization in Social Work Education and Practice,” *Journal of Indigenous Social Development*. vol. 2, no. 1, September 2013, pp. 1-16, scholarspace.manoa.hawaii.edu/bitstream/10125/29814/1/v2i1_02tamburro.pdf.

³ Allan Barsky, “Ethics Alive! Cultural Competence, Awareness, Sensitivity, Humility, and Responsiveness: What’s the Difference?” *The New Social Worker*, 2 Oct. 2018, <https://www.socialworker.com/feature-articles/ethics-articles/ethics-alive-cultural-competence-awareness-sensitivity-humility-responsiveness/>.

⁴ Amanda Waters and Lisa Asbill, “Reflections on cultural humility,” American Psychological Association, Aug. 2013, www.apa.org/pi/families/resources/newsletter/2013/08/cultural-humility.

College member's usual area of practice, the member informs the client of the option to be referred to another professional."⁵

In this example, the member worked in a rural environment. She knew that there were few options to refer clients elsewhere. The member understood that she would need to develop skills and knowledge in order to serve the people of that Indigenous community.

The Standards of Practice allow for members to develop their competence while they continue working with clients, so long as the client wishes to continue the professional relationship with the College member and have the member provide them service.⁶ This is permitted so long as the member informs the client of the option to be referred to another professional and "ensures that the services he or she provides are competently provided by seeking additional supervision, consultation and/or education."⁷

The member sought supervision from an Indigenous professional who had been serving in the community for some time. The member also obtained continuing training and education about the experiences and ongoing issues that impact Indigenous peoples in Canada. This included reading the work of Indigenous scholars, and learning about initiatives led by Indigenous people. The member made a concerted effort to attain the knowledge relevant to her area of professional practice.⁸

Reflecting on this experience, the member realized that without understanding her client group and the issues impacting them, she could have unintentionally

contributed to systemic factors that disempower and disenfranchise. This idea was underscored during her review of the Standards of Practice which indicate that "College members do not discriminate against anyone based on race, ethnicity, language, religion, marital status, gender, sexual orientation, age, disability, economic status, political affiliation or national origin."⁹

The member demonstrated a commitment to practise from a lens of cultural humility to better serve her client group, as well as a "commitment to ongoing professional development by engaging in any continuing education and complying with continuing competence measures required by the College."¹⁰

SCENARIO 2

A member from a hospital setting reported working with a client who was Muslim. The client had been given a terminal diagnosis, and a referral to palliative care was offered. The client and their family were not clear on how their faith viewed the philosophy of palliative care. The hospital could not find resources to support the client's decision making. Members of the care team felt that given the specifics of the case, referral to palliative care was indicated; they became impatient waiting for the client to make a treatment decision. The team placed pressure on the member to get the client to come to a decision quickly.

This scenario placed the member in a precarious situation, in between the care team and the needs of their client. The member consulted the Standards of Practice and was able to identify several interpretations that equipped them to have a difficult conversation with their colleagues. The member explained that "College members and clients

⁵ OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle II: Competence and Integrity, Interpretation 2.1.1.

⁶ Ibid.

⁷ OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle II: Competence and Integrity, Interpretation 2.1.1.i.

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

⁹ OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle III: Responsibility to Clients, Interpretation 3.4.

¹⁰ OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle II: Competence and Integrity, Interpretation 2.1.2.

participate together in setting and evaluating goals. A purpose for the relationship between College members and clients is identified.”¹¹

Additionally, “[g]oals for relationships between College members and clients include the enhancement of a client’s functioning and the strengthening of the capacity of clients to adapt and make changes.”¹² The member articulated that their responsibility is to support their client in finding the required information and resources they needed to make an appropriate care decision.

During the team conversation, several staff members stated that they could not understand why the client and their family were having difficulty coming to a decision, and reiterated the need to transition the client elsewhere. The College member outlined that in this situation, their professional obligation was to “distinguish their needs and interests from those of their clients to ensure that, within professional relationships, clients’ needs and interests remain paramount.”¹³

Through this dialogue the member was able to advocate successfully for more time to allow the client and their family to make a care decision that reflected their needs and values. In so doing, the member was able to “respect and facilitate [client] 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.”¹⁴

The member and the client were able to identify collaboratively resources which would help answer the client’s questions about palliative care in a culturally appropriate way. The member secured the

time the client and their family needed to research and consult on their queries, which allowed them to come to a decision that supported their values.

SCENARIO 3

A member worked at a community agency that provided support to refugees and new Canadians. He was providing service to a client who had come to Canada as a refugee in the context of a recent refugee crisis. The crisis was triggered by a violent conflict between two religious and ethnic groups. The member required an interpreter to communicate with the client during the assessment. The member contacted the interpretation services used by his agency, and was assigned an interpreter who spoke the same language as his client. After the interpreter arrived and the assessment began, an argument occurred between the interpreter and the client, and the interpreter abruptly left the appointment. The member had no idea what had happened. After contacting the interpretation services, the member discovered that the client viewed the interpreter as belonging to the group on the opposite side of the conflict that caused the refugee crisis. The member was able to obtain appropriate interpretation services, but as this took time, he came under pressure from his employer for not completing the assessment in the allotted timeframe.

After this scenario, the member experienced many emotions. He engaged in a process of evaluation and review. This included a review of the Standards of Practice, to reflect on the minimum requirements for professional and ethical practice. The member considered that, “College members maintain current knowledge of policies, legislation, programs and issues related to the community, its institutions and services in their areas of practice.”¹⁵

¹¹ OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle I: Relationship with Clients, Interpretation 1.1.

¹² OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle I: Relationship with Clients, Interpretation 1.1.1.

¹³ OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle I: Relationship with Clients, Interpretation 1.6.

¹⁴ OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle I: Relationship with Clients, Interpretation 1.3.

¹⁵ *Regulated Health Professions Act, 1991*, S.O. 1991, c. 18.

The member acknowledged that there were gaps in his knowledge about the issues faced by his client. He determined that he needed to better understand the circumstances that led his client to claim refugee status. The member felt that he could better serve this client group if he understood the context which surrounded the refugee crisis.

Additionally, the member thought about the institutions and services that supported his client group. He thought about the interpretation services, and how a breakdown in communication had a significant negative impact on his client. The member felt that if he had had a better understanding of the interpretation services processes, he may be able to support process improvements.

The member also considered that more time was needed to complete an assessment and offer services to clients who utilize interpretation services. This need for additional time was due to a variety of factors including: the need to provide necessary context to the interpreter; understanding the client's perspective about receiving services; family members asking to serve as interpreters; a variety of interpreters working with the client; and the need to locate culturally appropriate resources, as well as the time required for clients to consider and make decisions about those resources.

The member's agency had a policy which set out the timelines in which assessments were to be completed and services put in place. This policy did not take into consideration the further layer of complexity when using an interpreter. The member felt that this oversight could compromise the quality of service being offered to clients.

In his review of the Standards of Practice, the member also considered Principle II: Competence and Integrity, Interpretation 2.2.9:

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.¹⁶

This interpretation further highlighted the need for the member to be aware of the injustices and power imbalances experienced by his clients. It signaled the need to advocate for change, in order to assist his clients in accessing needed information and services. The member determined that he needed to advocate for change with respect to the referral process and the time allotted for assessment when using interpretation services.

As in the previous example, the member began his advocacy role with his team. He spoke to his manager about the extra time required to complete assessments and provide services to clients who utilize interpreters. He was successful in presenting a case based on client best interest, to extend timelines when working with clients who use interpretation services.

The member and his manager approached the interpretation services to better understand the process of client case assignment. The only information that was provided on the service request form was the language needed for interpretation services. Assignment of clients was done through a simple matching process. It was agreed that the request form would be modified to contain additional space to indicate where the client was from. This information would be included as appropriate, based on individual client circumstance.

This experience taught the member to imbue his practice with the principles of cultural humility.

¹⁶ OCSWSSW, *The Code of Ethics and Standards of Practice Handbook, Second Edition, 2008*, Principle II: Competence and Integrity, Interpretation 2.2.9.

He committed to learning more about the history and context that surrounded his clients, to engage in ongoing self-assessment, and to develop partnerships with people and groups who advocate to deconstruct power inequity.

CONCLUSION

Ongoing self-reflection and redressing of power imbalances require commitment and vigilance. Social workers and social service workers are well positioned for this work. Systemic oppression and political climate influence the needs and presenting issues of clients. Therefore, members must maintain an

awareness of the issues and inequalities that impact the client populations they serve.

Further development of a cultural humility lens can be gained through consultation, self-study, self-reflection and ongoing training. To this end, it is strongly encouraged that members commit to including cultural humility goals in their annual Continuing Competence Program (CCP).

For more information about this or other practice issues, please contact the Professional Practice Department at practice@ocswssw.org.

Q&A

ARE REGISTERED SOCIAL WORKERS ABLE TO COMPLETE SUPPORTING ASSESSMENTS FOR CLIENTS SEEKING GENDER CONFIRMING SURGERY?

Yes, provided that certain requirements are met. The Ministry of Health and Long-Term Care (MOHLTC), states that registered social workers who have “a master’s degree in social work, and hold a current certificate of registration” with the College may complete supporting assessments recommending gender confirming surgery (GCS). The MOHLTC also requires that social workers who complete these assessments have training in the assessment, diagnosis and treatment of gender dysphoria in accordance with the current World Professional Association for Transgender Health (WPATH) [Standards of Care](#).

Social workers must ensure that they are qualified and competent to provide the requested services. Members of the College are required to practise in accordance with the Code of Ethics and Standards of Practice and are reminded of Principle II:

Competence and Integrity, Interpretation 2.1.1, which states that “College members are responsible for being aware of the extent and parameters of their competence and their professional scope of practice and limit their practice accordingly.”

For more information please see the links below:

- [The Ministry of Health and Long-Term Care](#)
- [Rainbow Health Ontario-Trans Health Connection](#) and/or consult their [service directory](#)
- [Centre for Addiction and Mental Health Gender Identity Clinic \(Adult\)](#)
- [The Code of Ethics and Standards of Practice Handbook](#)

For more information about this or other practice issues, please contact the Professional Practice Department at practice@ocswssw.org.

I RECENTLY CHANGED MY NAME. DO I HAVE TO NOTIFY THE COLLEGE?

Yes. If you are changing 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. You may send the information via fax to 416-972-1512, by email to info@ocswssw.org or mail to our address, attention Membership Department.

Please note that name changes cannot be processed online.

If disclosure of your business address(es) and business telephone number(s) may jeopardize your safety, please advise the Registrar in writing. The Registrar will assess whether there is a basis for this information not to be made available to the public.

In addition, if you use a pseudonym in your practice of social work or social service work for personal safety, please advise the Registrar in writing. In both cases, provide written details. **Please do not forget to indicate your registration number on all correspondence with the College.**

Please be aware that the name listed on the Public Register must be the name that you are using in the course of practising the profession. It is an act of professional misconduct to use a name in the course of practising the profession other than the name set out in the Public Register.

For further information, please contact the College's Membership Department at info@ocswssw.org.

COUNCIL MEETING HIGHLIGHTS FOR DECEMBER 7, 2018

- Lise Betteridge, MSW, RSW, Registrar and CEO, and Laura Sheehan, Deputy Registrar, presented their report to Council, including updates on:
 - membership and registration;
 - website traffic and social media engagement;
 - the employer outreach campaign, including the Employer Roundtables and the *Employer Communiqué*;
 - member outreach initiatives, including the Educational Forums and the *Perspective* newsletter;
 - legislation and government relations;
 - practice support, including Professional Practice consultations, and workplace and student presentations;
 - complaints and discipline, including the implementation of a new risk assessment tool to assist the statutory screening committees in their decision-making;
 - and risk management review recommendations
- Council received the Statement of Financial Position as of October 2018.
- Council received the Statement of Operations as of October 2018.
- Council made the following regulatory decisions:
 - To approve the 2019 Budget and Work Plan.
 - To appoint Crowe Soberman as auditors.
 - To approve the Support Person Program Policy.
 - To adapt the approach of the Newfoundland and Labrador Association of Social Workers with respect to electronic practice.
- Reports were received from the following statutory committees: Executive; Complaints; Discipline; Registration Appeals; and Fitness to Practise.
- Council approved Bylaw 112 amending Bylaw 103 – Fees.

- Reports were received from the following non-statutory committees: Standards of Practice; Election; Nominating; Finance; Governance; Corporations; and Titles and Designations.
- Council members Amanda Bettencourt, RSSW and Toula Kourgiantakis, RSW presented their professional development reports on board member training provided by the Association of Social Work Boards (ASWB).

COUNCIL MEETING HIGHLIGHTS FOR MARCH 8, 2019

- Council participated in an educational session provided by The 519, a Toronto organization dedicated to advocacy for the inclusion of LGBTQ communities, entitled "Creating Authentic Spaces."
- 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:
 - membership and registration;
 - digital communications;
 - employer outreach and public awareness campaigns;
 - practice support, including the new ETHICS→A ethical-decision making tool and "Preparing for Private Practice" webinar;
 - workplace and student presentations;
 - the Continuing Competence Program (CCP);
 - upcoming Council elections in District Nos. 1, 2 and 5;
 - complaints and discipline, including the new Support Person Program;
 - legislation and government relations;
 - and College operations.
- Council received the Statement of Financial Position as of December 2018.
- Council received the Statement of Operations as of December 2018.
- Reports were received from the following statutory committees: Executive; Complaints; Discipline; Fitness to Practise; and Registration Appeals.
- 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 proposed revisions to governance policies B-001 (Governance Policy Template); B-009 (Role Description: Council Member); B-010 (Role Description: Committee Chair); B-014 (Council/Registrar Relations); and B-015 (Role Description: Registrar / Chief Executive Officer).
 - Not to approve proposed revisions to the College's policy on per diems and expenses.
 - To approve proposed revisions to the College's long-term investment policy.
 - To approve proposed bylaw revisions related to electronic practice, including Bylaws 114 (amending Bylaw No. 103 - Fees); 115 (amending Bylaw 36 - Elections); and 116 (amending Bylaw 21 - Statutory Committees).
 - To approve proposed revisions to Bylaw 113 amending Bylaw 1 (Schedule 1 – Code of Conduct).

DISCIPLINE DECISION SUMMARIES



The Discipline Committee's Decision and Reason for Decision is published pursuant to the Discipline Committee's penalty order. The College publishes summaries of decisions 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 or has been anonymized.

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.

CONNIE MARANGWANDA, #811318

The Discipline Committee of the Ontario College of Social Workers and Social Service Workers found that Connie Marangwanda is guilty of professional misconduct in that she violated sections 2.2, 2.20 and 2.36 of O. Reg. 384/00 (Professional Misconduct) to the *Social Work and Social Service Work Act*, and Interpretations 2.1.4, 2.1.5, 2.2, 3.1, 3.9, 3.10 and 4.1.1 of Principles II, III, and IV of the *Code of Ethics and Standards of Practice Handbook* (Standards of Practice).

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

LISA BURKART, #328496

The Discipline Committee of the Ontario College of Social Workers and Social Service Workers found that Lisa Burkart is guilty of professional misconduct in that she violated sections 2.2, 2.20, 2.28, 2.29 and 2.36 of O. Reg. 384/00 (Professional Misconduct) to the *Social Work and Social Service Work Act*, and 1.2, 1.5, 1.6, 2.1.3, 2.1.4, 2.2.8, 3.2, 4.1.6 and 5.2 of Principles I, II, III, 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.

RENEE PARSONS, #803508

The Discipline Committee of the Ontario College of Social Workers and Social Service Workers found that Renee Parsons is guilty of professional misconduct in that she violated sections 2.2, 2.5, 2.6, 2.7, 2.10, 2.20, 2.28 and 2.36 of O. Reg. 384/00 (Professional Misconduct) to the *Social Work and Social Service Work Act*, and Interpretations 1.1, 1.5, 1.6, 2.2, 2.2.1, 2.2.2, 2.2.3, 2.2.6, 2.2.8, 3.7, 4.1.3, 8.1, 8.2, 8.2.1, 8.2.2, 8.2.3, 8.3, 8.4, 8.6 and 8.7 of Principles I, II, III, IV and VIII of the *Code of Ethics and Standards of Practice Handbook* (Standards of Practice).

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

JOANN HILL, #806723

The Discipline Committee of the Ontario College of Social Workers and Social Service Workers found that JoAnn Hill, a former social work member, is guilty of professional misconduct in that she violated sections 2.2, 2.15, 2.21, 2.28, 2.29, 2.35 and 2.36 of O. Reg. 384/00 (Professional Misconduct) to the *Social Work and Social Service Work Act*, and Interpretations 2.2.7, 3.1, 4.1.2, and 7.3 of Principles II, III, IV and VII of the *Code of Ethics and Standards of Practice Handbook* (Standards of Practice).

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

DERRICK LAWLOR, #820024

The Discipline Committee of the Ontario College of Social Workers and Social Service Workers found that Derrick Lawlor, a former social work member, is guilty of professional misconduct in that he violated sections 2.29 (ii) and 2.36 of O. Reg. 384/00 (Professional Misconduct) to the *Social Work and Social Service Work Act*.

[Read](#) the College Discipline Committee's 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 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. (Please read "[Q&A: I recently changed my name. Do I have to notify the College?](#)")

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 Vbranchidis at avbranchidis@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 avbranchidis@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

Executive Assistant
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

Jennifer Burt-Yanoff

Professional Practice Associate
Ext. 227 or email:
jburt-yanoff@ocswssw.org

Aleiya Yusaf

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

Contact Christina, Jennifer or Aleiya with 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

