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SOCIAL WORKER SECTION,
MARRIAGE AND FAMILY THERAPY, PROFESSIONAL COUNSELING
AND SOCIAL WORK JOINT EXAMINING BOARD
Room 121A, 1400 E. Washington Avenue, Madison
Contact: Dan Williams - 608-266-2112
October 24, 2012

The following agenda describes the issues that the Board plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a description of the actions and deliberations of the Board.

9:00 A.M.

FULL BOARD MEETING

OPEN SESSION – CALL TO ORDER – ROLL CALL

A. Adoption of Agenda (1-4)

B. Approval of Minutes of September 19, 2012 (5-12)

C. Secretary Matters

D. Executive Director Matters

E. 9:10 A.M. APPEARANCE – Dwight Hymans, Association of Social Work Boards (ASWB): (13-88)

1) Presentation from ASWB Relevant to the Resources and Services it Can Provide

F. Review Request for Approval of Ottawa University Human Services Syllabi for Social Worker Training Certificate (SWTC): (89-130)

- HUS 30063: Human Behavior in the Social Environment
- HUS 30253: Social Policy and the Community
- HUS 40553: Skills & Techniques in Human Services I
- HUS 40554: Skills & Techniques in Human Services II

G. Discuss Creation and Prioritization of Goals for 2013 (131-134)

H. Discussion as to the Potential Loss of Institutional Knowledge Upon Section Member Departures:

- Review and Discussion of Possible Updates to the “Social Work Section File Review” Materials Folder
- Discussion and Clarification of Licensed Clinical Social Work (LCSW) Licensing Procedures

I. SWTC Rules – Status of Implementation

J. Discussion on Possible Website Improvements and Review of Frequently Asked Questions Relating to the Scope of Practice for Social Work

K. Review of Scope Statement Regarding MPSW 8, Wis. Admin. Code, Relating to Continuing Education - Tentative

L. Speaking Engagement, Travel, Public Relation Requests

- 1) Presentation by Nicholas Smiar on Wisconsin Council of Social Work Educators, Wisconsin Dells, October 11-12, 2012
- 2) Presentation by Nicholas Smiar on ASWB Board Member Training

M. Items Received After Printing of the Agenda:

- 1) Introductions, Announcements and Recognition
- 2) Division of Legal Services and Compliance Matters
- 3) Presentations of Petition(s) for Summary Suspension
- 4) Presentation of Proposed Stipulation(s), Final Decision(s) and Order(s) (*Upon Request*)
- 5) Presentation of Proposed Final Decision and Order(s)
- 6) Education and Examination Matters
- 7) Credentialing Matters
- 8) Class 1 Hearings
- 9) Practice Questions/Issues
- 10) Legislation/Administrative Rule Matters
- 11) Liaison/Committee Report(s)
- 12) Informational Item(s)
- 13) Speaking Engagement(s), Travel, or Public Relation Request(s)

N. Informational Items

O. New Business

P. Public Comments

CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1) (a), Stats.; consider closing disciplinary investigation with administrative warning (s. 19.85(1)(b), Stats. and 440.205, Stats., to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.; and, to confer with legal counsel (s. 19.85(1)(g), Stats.)

Q. Application Matters:

- 1) **11:00 A.M. APPEARANCE** – Erin Mottinger, Applicant (**135-136**)
- 2) **11:30 A.M. APPEARANCE** – Kristin Sparkman, Applicant (**137-138**)
- 3) **12:00 P.M. APPEARANCE** – Lee Woodward, Applicant (**139-140**)
- 4) **12:30 P.M. APPEARANCE** – Parini Tolat, Applicant (**141-142**)
- 5) **1:00 P.M. APPEARANCE** – William Stewart, Applicant (**143-144**)

R. Review of Administrative Warning:

- 1) 1:30 P.M. APPEARANCE – K.B., Respondent & DLSC Representative (**145-148**)

S. Deliberation of Proposed Final Decisions and Orders including any received after printing of the agenda

- 1) Melissa Napiorkowski- DHA # SPS-12-0017/DLSC 11 SOC 048 **(149-150)**
- 2) James J. Roche – DHA # SPS-12-0030/DLSC 12 SOC 036 **(151-160)**

T. Request for Waiver of the Continuing Education Distance Learning Restriction – E.P. (161-164)

U. Deliberation on Items Received After Printing of the Agenda

- 1) Case Closings
- 2) Case Status Report
- 3) Proposed Decisions
- 4) Summary Suspensions
- 5) Objections and Responses to Objections
- 6) Complaints
- 7) Administrative Warnings
- 8) Matters Relating to Costs
- 9) Monitoring Cases
- 10) Credentialing Matters
- 11) Class 1 Hearings
- 12) Appearances from Requests Received or Renewed
- 13) Examination Matters
- 14) Application Matters
- 15) Professional Assistance Program Cases
- 16) Motions

V. Consult with Legal Counsel

RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

W. Vote on Items Considered or Deliberated Upon in Closed Session, if Voting is Appropriate

X. Other Board Business

ADJOURNMENT

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**SOCIAL WORK SECTION
MEETING MINUTES
SEPTEMBER 19, 2012**

PRESENT: Eric Alvin, Nicholas Smiar, Barbara Viste-Johnson, Daryl Wood (*connected by phone at 4:04 p.m.*)

EXCUSED: None

STAFF: Dan Williams, Executive Director; Colleen Baird, Legal Counsel; Kimberly Wood, Program Assistant Supervisor; Sharon Henes, Paralegal; and other Department staff

CALL TO ORDER

Eric Alvin, Chair, called the meeting to order at 9:11 a.m. A quorum of three (3) members was present.

APPROVAL OF AGENDA

Amendments to the Agenda:

- **Item “M1” (open session)** Under the item titled “M. Board Discussion Items Including Any Received After Printing of Agenda; 1) Division of Enforcement Matters” **ADD:**
 - b. Appointment of Section Member to the Screening Panel
- **Item “M7” (open session)** Under the item titled “M. Board Discussion Items Including Any Received After Printing of Agenda; 7) Speaking Engagement, Travel, Public Relation Requests” **ADD:**
 - a. Consider Designation of Section Member to Speak at the Wisconsin Council on Social Work Education (WCSWE) – Wisconsin Dells – October 11-12, 2012
 - b. Consider Attendance at the Association of Social Work Boards (ASWB) 2012 Annual Meeting – Springfield, Illinois – November 1-3, 2012

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to approve the agenda as amended. Motion carried unanimously.

APPROVAL OF MINUTES OF JULY 18, 2012

Amendments to the Minutes:

- Page 1 of the Minutes: On the top of the page under the listing of guests correct as follows:
 - “...Marc Herstand, MNASW-WI Chapter;..”

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to approve the minutes of July 18, 2012 as amended. Motion carried unanimously.

**SECTION DISCUSSION REGARDING THE PROCESSING OF
DENIALS & LEGAL REPRESENTATION**

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, that Eric Alvin step down as Chair for the purposes of this discussion and that Nicholas Smiar assume the role of Chair during this time. Motion carried unanimously. Motion carried unanimously.

MOTION: Eric Alvin moved, seconded by Barbara Viste-Johnson, that the Department return to scheduling any appeals of denials of educational and experiential credentialing decisions directly before the Section. Motion carried unanimously.

MOTION: Eric Alvin moved, seconded by Barbara-Viste-Johnson, that the Social Work Section grant standing authority to the Chair, with consensus of the Vice Chair, to seek out, consult with, enlist, and authorize actions by outside legal counsel in situations where the Department has refused to provide legal representation or is not providing representation that would reflect the position of the Section. The Chair will first attempt to schedule an emergency meeting before acting. Motion carried unanimously.

MOTION: Barbara Viste-Johnson moved, seconded by Eric Alvin, that Nicholas Smiar return Chair authority to Eric Alvin. Motion carried unanimously. Motion carried unanimously.

SECTION CREATION AND PRIORITIZATION OF GOALS FOR 2012

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to adopt the Social Worker Section 2012 Goals List as outlined herein:

- **Procedural Items or Short Term Goals:**
 1. The ability to coordinate with ASWB regarding use of the DARS system
 2. Discuss and clarify exam issues from ASWB
- **Primary Goals:**
 1. Continuing CE audits into the next biennium and into the future.
 2. Further develop supervisory standards based upon ASWB research pertaining to essentials of clinical supervision. This could include establishing a minimum of CEUs for qualifying supervisors or eventually a supervisor credential.
 3. Update Board Member orientation materials originally compiled by Jennifer Borup
 4. Develop a mechanism for the Section to communicate with credential holders. This could include reinstating the Regulatory Digest or developing an email server to email all credential holders regarding critical information.
 5. Work with the Joint Board to develop a category of certification for those who DHS 3000 hour letter will no longer qualify for practice outside a WI Cert. Clinic.
 6. Monitor and encourage implementation of a system which would allow reimbursement from Medicaid and 3rd Party payers to those with training licenses. This is critical to the private sector as well as access to mental health services for underserved populations, in that it will allow clinics to employ trainees who still need 3000 hours. It is also critical to public protection in that it establishes a clear path for clinical social workers to be compensated while receiving the quality training they need. The current system creates an incentive for employers to claim “clinical” experience for employment that does not provide a trainee with the minimum experience necessary performing DSM-IV diagnosis and treatment without supervision.
 7. Complete rulemaking on already approved changes to MPSW 20.
 8. Update rules for continuing education.

- **Goals for possible future rulemaking, if necessary:**
 1. Whether to pursue rule changes to MPSW 3.09(1), WI Admin. Code, to clarify that the additional 1500 hrs. of supervised practice, which substitutes for clinical field, must be obtained while holding either the CAPSW, if in WI, or appropriate credential in the jurisdiction where the hours were completed.
 2. Whether to pursue rulemaking to address the approval of internships completed as part of degree program, in cases where the internship went beyond the scope of practice of a SWTC.
 3. Whether to pursue rule changes to MPSW 3 to reinforce the ability of the Section to request additional information to determine whether or not an internship, course, degree, or clinical experience meets the established criteria as determined by the Section.
 - **Goals for the back burner:**
 1. Practice protection for CPS workers (Section would like to require at least a CSW for practice as a CPS – Legislative effort).
 - **Goal previously considered by the Section which may be reconsidered in the future, but which does not currently seem to be a critical issue:**
 1. ESL Test takers and whether any concessions may be warranted
- Motion carried unanimously.

**DISCUSSION OF SOCIAL WORK EDUCATORS AND TRAINERS
CHOOSING NOT TO MAINTAIN PROFESSIONAL CREDENTIALS
IN WISCONSIN AND COMMUNICATION METHODS**

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to request that a Department representative draft a scope of practice FAQ relating to whether social work faculty or educators are required to hold current certification or licensure, and to authorize Nicholas Smiar to assist in the drafting this item. Motion carried unanimously.

**SOCIAL WORKER TRAINING CERTIFICATE (SWTC) RULES STATUS OF
IMPLEMENTATION**

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to encourage the Department to prioritize the posting of the last of the updated Social Work Training Certificate application forms to the website. Motion carried unanimously.

**BOARD DISCUSSION ITEMS
INCLUDING ANY RECEIVED AFTER PRINTING OF AGENDA**

Division of Enforcement Matters

Appointment of Section Member to the Screening Panel

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to recognize the appointment of Barbara Viste-Johnson to the screening panel by Eric Alvin, Section Chair. Motion carried unanimously.

Education and Examination Matters

a. Discussion and Action Related to Request Received from Upper Iowa Relative to the SWTC Requirements

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to accept the request of Upper Iowa University for Section acceptance of applications submitted prior to June 30, 2012, by Upper Iowa University students graduating July 1, 2012, for the purpose of obtaining a SWTC under the prior rule requirements. Motion carried unanimously.

Practice Question Matters

a. Review of the Continuing Education FAQ's

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to add to the applicable social work pages of the website, the continuing education document with the following change, under #6, second sentence add the phrase "and the other participants". Motion carried unanimously.

Legislation/Administrative Rule Matters

a. Review and Discuss MPSW 8.03(2)(e)

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to thank Mary Pick for her appearance before the Section today and for her clear presentation regarding an interactive internet ethics course, offered by UW Milwaukee and regarding the components of that course which meet the intent of the rule relating to interactive internet courses. Motion carried unanimously.

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to draft a scope statement to amend MPSW 8, relating to Continuing Education, to update requirements including the definition of interactive internet courses and to designate Nicholas Smiar to provide input to the Department, as needed in the development of this scope statement. Motion carried unanimously.

Speaking Engagement, Travel, Public Relation Requests

a. Consider Designation of Section Member to Speak at the Wisconsin Council on Social Work Education (WCSWE) – Wisconsin Dells – October 11-12, 2012

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to authorize Nicholas Smiar to speak on behalf of the Section at the WCSWE, Wisconsin Dells, October 11-12, 2012 regarding the expectation of the Social Worker Section that Wisconsin social work educators maintain a professional credential in the state and to provide an update of Section activities. Motion carried unanimously.

b. Consider Attendance at the Association of Social Work Boards (ASWB) 2012 Annual Meeting – Springfield, Illinois – November 1-3, 2012

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to designate Nicholas Smiar as the Section's delegate to attend the ASWB 2012 Annual Meeting in Springfield, Illinois on November 1-3, 2012. Motion carried unanimously.

CONVENE TO CLOSED SESSION

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to adjourn to closed session pursuant to Wisconsin Statutes 19.85(1)(a)(b)(f) and (g), to review applications, deliberate on proposed stipulations, deliberate on administrative warnings; deliberate on hearings or appearances for denial of applications; review monitoring cases; review DOE cases, and consult with legal counsel. Roll Call Vote: Eric Alvin-yes; Nicholas Smiar-yes; and Barbara Viste-Johnson-yes. Motion carried unanimously.

The Section convened into Closed Session at 2:52 p.m.

RECONVENE TO OPEN SESSION

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to reconvene into open session. Motion carried unanimously.

The Section reconvened into Open Session at 4:05 p.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION IF VOTING IS APPROPRIATE

DELIBERATION OF PROPOSED STIPULATIONS, FINAL DECISIONS AND ORDERS INCLUDING ANY RECEIVED AFTER PRINTING OF THE AGENDA

10 SOC 006 – Mario W. Einsman

MOTION: Daryl Wood moved, seconded by Barbara Viste-Johnson, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against Mario W. Einsman (10 SOC 006). Motion carried unanimously.

(Daryl Wood was connected by phone at 4:04 p.m. for the purpose of assisting the Section in achieving supermajority.)

10 SOC 043 – Sydney A. VanSplunder

MOTION: Nicholas Smiar moved, seconded by Daryl Wood, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against Sydney A. VanSplunder (10 SOC 043). Motion carried unanimously.

12 SOC 021 – Darlene J. Titus

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against Darlene J. Titus (12 SOC 021). Motion carried unanimously.

12 SOC 022 – James H. Van Haren

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against James H. Van Haren (12 SOC 022). Motion carried unanimously.

12 SOC 025 – Marianne Armaganian

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against Marianne Armaganian (12 SOC 025). Motion carried unanimously.

12 SOC 031 – William Andrews

MOTION: Daryl Wood moved, seconded by Barbara Viste-Johnson, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against William Andrews (12 SOC 031). Motion carried unanimously.

12 SOC 091 – Nicole Prohuska

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to reject the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of the application for credential of Nicole Prohuska (12 SOC 091). Motion carried unanimously.

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to grant Nicole Prohuska a Licensed Clinical Social Work credential once all application requirements are met. Motion carried unanimously.

12 SOC 107 – Erin Buscemi

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to reject the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of the application for credential of Erin Buscemi (12 SOC 107). Motion carried unanimously.

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to grant Erin Buscemi a Licensed Clinical Social Work credential once all application requirements are met. Motion carried unanimously.

Applicant – Shelly Gehrke

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to reject the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of the application for credential of Shelly Gehrke, Applicant. Motion carried unanimously.

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to grant Shelly Gehrke a Licensed Clinical Social Work credential once all application requirements are met. Motion carried unanimously.

Applicant – Sopheya Harris

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to reject the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of the application for credential of Sopheya Harris, Applicant. Motion carried unanimously.

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to grant Sopheya Harris a Social Worker Training Certificate credential once all application requirements are met. Motion carried unanimously.

Applicant – Tracy Hilger

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to reject the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of the application for credential of Tracy Hilger, Applicant. Motion carried unanimously.

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to grant Tracy Hilger a Social Worker Training Certificate credential once all application requirements are met. Motion carried unanimously.

Applicant – Kathleen Stoner

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to reject the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of the application for credential of Kathleen Stoner, Applicant. Motion carried unanimously.

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to grant Kathleen Stoner a Licensed Clinical Social Work credential once all application requirements are met. Motion carried unanimously.

Applicant – Lee Woodward

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to reject the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of the application for credential of Lee Woodward, Applicant. Motion carried unanimously.

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to request that Lee Woodward appear before the Section at the October 2012 meeting regarding her application for Licensed Clinical Social Work credential. Motion carried unanimously.

**DELIBERATION OF OTHER ITEMS
INCLUDING ANY RECEIVED AFTER PRINTING OF AGENDA**

Case Closings

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to defer deliberation of case closings to the October 2012 meeting. Motion carried unanimously.

Administrative Warnings

- *12 SOC 016*
- *12 SOC 017*
- *12 SOC 042*
- *12 SOC 061*

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to issue administrative warnings in the matter of the case numbers 12 SOC 016, 12 SOC 017, 12 SOC 042, and 12 SOC 061. Motion carried unanimously.

OTHER BOARD BUSINESS

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to thank Colleen Baird for the caliber and excellence of her service to the Section. Motion carried unanimously.

ADJOURNMENT

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 4:12 p.m.

**State of Wisconsin
Department of Safety and Professional Services**

AGENDA REQUEST FORM

Name and Title of Person Submitting the Request: Dan Williams		Date When Request Submitted: 10/2/12	
		Items will be considered late if submitted after 5 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before meeting for all other boards 	
Name of Board, Committee, Council: Social Worker Section			
Board Meeting Date: 10/24/12	Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How should the item be titled on the agenda page Appearance: Dwight Hymans - ASWB	
Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	Is an appearance before the Board being scheduled? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Name of Case Advisor(s), if required:	
Describe the issue and action the Board should address: Please note that the Section expressed its desire to receive a presentation from ASWB relevant to the resources and services it can provide.			
If this is a "Late Add" provide a justification utilizing the Agenda Request Policy:			
<u>Directions for including supporting documents:</u> 1. This form should be attached to any documents submitted to the agenda. 2. Documents submitted to the agenda must be single-sided. 3. Only copies of the original document will be accepted. 4. Provide original documents needing Board Chairperson signature to the Bureau Director or Program Assistant prior to the start of a meeting.			
Signature of person making this request		Authorization:	
Supervisor signature (if required)		Date	
Bureau Director signature (indicates approval to add late items to agenda)		Date	



Association of Social Work Boards Examination Program Yearbook, 2011

The success of the Association of Social Work Boards (ASWB) social work licensure examination program depends on the hard work of volunteers, consultants, and contract item writers committed to public protection. Together, this diverse group of social workers sees to it that the ASWB examinations remain valid and reliable.

Examination Committee, 2011: appointed by the ASWB President, this group of subject matter experts meets three to four times a year to review and approve test questions for use on the ASWB examinations. Examination Committee members are appointed from among ASWB item writers.



Carol Boyd, co-chair (MS)

F/African American Advanced Generalist examination
Carol Boyd is the Interim Dean, School of Applied Sciences and professor of social work at the University of Mississippi. A Licensed Clinical Social Worker, she holds an MSW and Ed.D., and has over 31 years of social work practice experience. Her areas of expertise include policy, administration, and health care.



Jane Matheson, co-chair (AB)

F/Caucasian Masters examination
Jane Matheson is an administrator, manager, educator, clinical consultant, and supervisor with expertise in children, youth and families, child welfare, and administration. She has 20 years of post-MSW experience, and an additional 13 years of experience after earning

her PhD. Jane is an RSW and Clinical Social Worker in Alberta, and is a certified clinical supervisor.



Melanie McCoy, co-chair (MD)

F/African American Bachelors examination
Melanie McCoy is supervisor of a child welfare reunification unit and adjunct professor with 10 years of post-MSW experience. She holds an MSW and a Ph.D. in human services, as well as clinical social work licenses in Maryland and District of Columbia. Her areas of expertise include trauma, resiliency, cultural diversity, and substance abuse treatment.



Jay Memmott, co-chair (KS)

M/Caucasian Clinical examination
Jay Memmott is a social work educator at Washburn University, and works part time as a program evaluator/researcher and private clinical practitioner. Jay holds a clinical license in Kansas, and has 25 years of post-PhD practice experience, with expertise in mental health treatment, substance abuse treatment, geriatrics/gerontology, research/evaluation, and ethics. Jay is a member of the Academy of Certified Social Workers, and is a Licensed Clinical Addictions Counselor.



Pamela Abrams (AR)

F/African American Masters examination
Pamela Abrams is an administrator, manager, educator, and clinical consultant with expertise in diversity, ethics, and family assessment. She has 30 years of post-MSW experience and is a Licensed Certified Social Worker with a certificate in Marriage and Family

Therapy.



Matilda Casler (PA)

F/Caucasian Bachelors examination
Matilda Casler holds MSW and Ph.D. degrees from the University of Pittsburgh School of Social Work. She has practiced in the areas of child welfare, developmental disabilities, as well as social work education, having taught at Robert Wesleyan College and Eastern

Nazarene College. Her areas of expertise include social policy, community practice, and adoption.



Elizabeth Collardey (MI)

F/Asian American Clinical examination
Elizabeth Collardey is an educator and clinical social worker who is currently a faculty member of the University of Michigan-Flint Department of Social Work. She holds an MSW and Ph.D in social work. Her areas of expertise include mental health and community development.



Trevor Gates (MI)

M/Caucasian Masters examination
Trevor Gates is a direct service provider and educator with seven years of post-MSW experience. He holds clinical licenses in Michigan and Illinois, and is a Certified Alcohol and Drug Counselor. His areas of expertise include addictions and lesbian, gay, bisexual and transgender issues.



Keeva Hartley (MN)

F/Caribbean Clinical examination
Keeva Hartley is a direct service provider with ten years of practice experience. She holds a clinical license in Minnesota and a certificate in Child Abuse Prevention Studies. Her areas of expertise include trauma, play therapy, attachment disorders, and domestic violence.



Carl Hokanson (MN)

M/Caucasian Bachelors examination
Carl Hokanson is a social work manager and direct service provider with seven years of post-MSW experience. He holds an MSW and is a Licensed Graduate Social Worker in Minnesota. His areas of expertise include geriatric/aging, case management, and medical social work.



Nora Jessome (NS)

F/Caucasian Bachelors examination
Nora Jessome is a social worker administrator with 36 years of post-MSW experience in a rural setting. Her current field of practice is in the promotion of services for children, youth, and families. Her areas of expertise include community development, health early childhood development, parenting programs, health care, and disaster response.



Debby Jones (BC)

F/Caucasian Clinical examination
Debby Jones is a direct service provider with 33 years of practice experience. She holds a BSW and MSW, and is a Registered Social Worker in British Columbia. Her areas of expertise include children, youth, and families, as well as mental health and supervision. Debby is a certified trauma specialist and holds two certificates in ethics.



Leslie McCarl (PA)

F/Caucasian Advanced Generalist examination
Leslie McCarl is a licensed clinical social worker currently employed in an outpatient mental health clinic. She has 12 years of post-MSW experience. Her areas of expertise include community mental health in rural settings.

continued on next page

Examination Committee, *continued*



Brent Meyer (GA)

M/Caucasian

Masters examination

Brent Meyer is an assistant director and direct service provider in a university counseling center with clinical licenses in Georgia and Florida. He has past experiences in private practice and healthcare settings, with areas of expertise that include trauma, chronic mental health issues, anxiety, and substance abuse.



Julie Niven (VA)

F/Caucasian

Clinical examination

Julie Niven is a direct service provider, writer, and researcher with 13 years of post-MSW experience. She holds a clinical license and is a Master Addictions Counselor and DCSW. Her areas of expertise include mental health and substance abuse. Julie is commissioned as a Lieutenant Commander in the US Public Health Service.



Kristi O'Dell (MO)

F/Caucasian

Bachelors examination

Kristi O'Dell is a social work educator with over 13 years of post-MSW experience. She holds a PhD. and is a licensed clinical social worker in Mississippi and Kansas. Her areas of expertise include health care and research.



Linda Openshaw (TX)

F/Caucasian

Advanced Generalist examination

Linda Openshaw is a social work educator and MSW Program Director at Texas A&M University - Commerce. She has an MSW and DSW, and holds a clinical social work license in Texas. Her areas of expertise include school social work and community mental health.



Stacey Pelton (MD)

F/African American

Bachelors examination

Stacey Pelton is a health care social worker with seven years of post-MSW experience. She holds a BSW and MSW, and is certified in health care social work. Her areas of expertise include mental health and work with military veterans.



Monica Roth Day (MN)

F/Caucasian

Masters examination

Monica Roth Day is a social worker educator with 17 years of post-MSW experience. She holds an Ed.D and is a Licensed Graduate Social Worker in Minnesota. Her areas of expertise include program development, community organizing, and generalist practice.



Sandra Starks (KY)

F/African American

Masters examination

Sandra Starks is a social work educator and private practice clinician. She holds an MSW and Ed.D. and is licensed in Kentucky. She has expertise in cultural competency, diversity, women's issues, and generalist practice. Sandra is a member of the Council on Social Work Education's Nominating Committee.



Susanna Sung (MD)

F/Asian American

Advanced Generalist examination

Susanna Sung is an administrator/manager with the National Institute of Mental Health and direct service provider at the National Institute of Health Clinical Center. A licensed clinical social worker with 14 years of post-MSW experience, Susanna's areas of expertise include the research and treatment of adult mood and anxiety disorders, substance abuse/dependence, and the dually diagnosed, as well as human subjects protection, community outreach, and government relations and policy.



Leana Torres (NC)

F/Pacific Islander

Clinical examination

Leana Torres is a clinical social worker in a group private practice. She is a Licensed Clinical Social Worker in North Carolina with six years of post-MSW experience. Her areas of expertise include community mental health, inpatient psychiatric hospital social work, and social work in military mental health settings.



Amanda Duffy Randall (NE)

F/Caucasian

Board of Directors liaison

Amanda Duffy Randall is the MSW Coordinator for the Grace Abbott School of Social Work at the University of Nebraska Omaha. She holds an MSW and Ph.D, and has over 25 years of teaching and practice experience. Her areas of expertise include sexuality and mental health practice for adolescents and adults. Amanda is the current President of ASWB.

Item Development Consultants: the association contracts with experienced social workers who work directly with item writers in the creation of the questions that are presented to the Examination Committee. These consultants also attend Examination Committee meetings to gather feedback from the committee on the work of writers.



David Aiken (FL)

M/Caucasian

Clinical and Advanced Generalist examination

David Aiken holds an MSW from Barry College in North Miami Shores, FL. David has worked as a social worker in the Air Force and for various community mental health centers in Ohio, primarily with children and adolescents. He also has considerable experience working with court-ordered forensic clients, and on crisis intervention teams. David now does volunteer work with the Red Cross.



Ann McAllister (NC)

F/Caucasian

Bachelors and Advanced Generalist examination

Ann McAllister earned her MSW and Ph.D. from Tulane University School of Social Work in New Orleans. Ann has practiced psychiatric social work with adults and adolescents, and served as professor, Chair of the Human Behavior Department, and Director of the Social Work Program at Louisiana College in Pineville, from which she retired in 2005.



Glenda McNeill (MD)

F/African American

Clinical and Advanced Generalist examination

Glenda McNeill earned her Masters in Psychiatric Social Work from the University of Chicago. She also holds certificates in alcohol studies and group psychotherapy/counseling. Glenda is Associate Professor Emerita at Hood College in Frederick, Maryland, and has experience in clinical social work with families, groups and individual adults.



Nancy Sidell (PA)

F/Caucasian

Masters and Advanced Generalist examination

Nancy Sidell earned her Masters degree from Case Western University, and her PhD from Ohio State University. Nancy started her professional life as a social worker in a nursing home, and moved on to hospital settings, both community and teaching facilities. Currently, Nancy is a faculty member at Mansfield University of Pennsylvania. She focuses on areas of expertise that include gerontology, rural issues, social work communication skills, and teaching pedagogy. She is the author of *Social Work Documentation*, published in 2011.



Dan Wheelan (RI)

M/Caucasian

Masters and Advanced Generalist examination

Dan Wheelan holds an MSW from Smith College. Most of Dan's social work career has been focused on various facets of family services within state governments, from DHS family programs in Rhode Island to management positions in the Massachusetts Department of Mental Health's Southeast Area Child / Adolescent Services. Dan also served as administrator to the Rhode Island social work regulatory board, and later, as Chair of the Board. He remains a member of the board in Rhode Island.

Item Writers, class of '11: In 2011, ASWB added 21 social workers to its North American pool of item writers. These writers have joined a diverse writing network responsible for creating the test questions that move from Item Development Consultants to review by the Examination Committee. Each writer is expected to create 30 items per contract that meet ASWB standards.

NAME (JURISDICTION)	RACE/ETHNICITY, GENDER	CURRENT PRACTICE SETTING	SW DEGREES	AREAS OF EXPERTISE
Heather Brame (CA)	African-American, female	Practitioner, academic	MSW	Child and family mental health, trauma, foster care, infant loss
Ken Campbell (BC)	Caucasian, male	Practitioner	MSW	Child and youth mental health
Terry Cluse-Tolar (OH)	Caucasian, female	Academic	BSW, MSW, Ph.D.	Social work administration, cultural competency, practice evaluation, indirect practice
Cynthia Costello (MA)	Hispanic, female	Practitioner	BSW	Geriatric social work
Amy Faben-Wade (NY)	Caucasian, female	Practitioner	BSW, MSW	Chemical dependency, social work ethics and geriatric social work
Theodore Fletcher (CA)	African-American, male	Practitioner	MSW	Mental health, homelessness
Amelia Franck-Meyer (MN)	Caucasian, female	Practitioner	MSW	Supervision, organizational leadership, policy and advocacy
Fran Franklin (DE)	African-American, female	Practitioner, academic	MSW, Ph.D.	Clinical direct practice and ethics
Nancy Grobarek (IL)	Caucasian, female	Practitioner	MSW	School social work, family therapy, supervision
Sharon Issurdat (MD)	Multi-racial, female	Practitioner	BSW, MSW	Individual, family, and group therapy; case management; child development; school social work; mental health; practice evaluation; cultural competency
Steven Johnson (KY)	Caucasian, male	Practitioner, academic	MSW	Mental health, LGBT issues, HBSE, substance/addictions, research
Linda Lipscomb (CA)	Caucasian, female	Practitioner	MSW	Clinical practice, adoptions, mediation, clinical supervision, trauma, military, adolescents
Tracy Mims (MS)	African-American, male	Practitioner, academic	MSW	Child welfare
Christine Neighbors (CA)	Caucasian, female	Practitioner, academic	MSW	Management, policy and program development, community/public relations, medical social work
Roxroy Reid (NM)	African-American, male	Practitioner, academic	MSW	Planning, administration, community organization
Sheila Renaud-Finnegan (NH)	Caucasian, female	Practitioner, academic	BSW, MSW	Life transitions, depression, anxiety, trauma history, grief, women's issues, couples therapy.
Haidy Shenouda (AB)	Middle Eastern, female	Practitioner	BSW	Addictions, counseling, student-funding, immigration and in hospital settings
Greta Slater (IN)	Caucasian, female	Practitioner, academic	MSW, Ph.D.	Assessment, gerontological social work, clinical practice with adolescents & women, abuse and neglect across the lifespan
Bora Sunseri (LA)	Asian, female	Practitioner	MSW	Child welfare, corrections, military, trauma, critical incidents, clinical, social work administration
Chris Walker (AL)	African-American, Female	Practitioner, academic	MSW	Child Welfare
Kimberly White (WV)	Caucasian, female	Practitioner	MSW	Mental health



The 2011 ASWB Item Writer Training class. Seated, from left: Cynthia Costello (MA), Linda Lipscomb (CA), Chris Walker (AL), Haidy Shenouda (AB), Bora Sunseri (LA). Middle row, from left: Terry Cluse-Tolar (OH), Amy Faben-Wade (NY), Sharon Issurdat (MD), Heather Brame (CA), Christine Neighbors (CA), Amelia Franck-Meyers (MN), Fran Franklin (DE), Greta Slater (IN), Sheila Renaud-Finnegan (NH), Tracy Mims (MS). Back row, from left: Theodore Fletcher (CA), Ken Campbell (BC), Roxroy Reid (NM), Kim White (WV), and Steven Johnson (KY). Not pictured: Nancy Grobarek (IL).

Form Reviewers, 2011:

A final review of a complete ASWB examination is conducted before each test form goes online for administration. These form reviews are conducted by subject matter experts, primarily emeritus members of the ASWB Examination Committee.

NAME JURISDICTION	RACE/ETHNICITY, GENDER	CURRENT PRACTICE SETTING	SW DEGREES	AREAS OF EXPERTISE
Carol Albott (KS)	Hispanic, female	Direct practice	MSW	Depression, anxiety, life transitions
Leslie Bonney (ME)	Caucasian, female	Direct practice	MSW	Direct service, program planning
Bruce Buchanan (IA)	Caucasian, male	Direct practice	MSW	Adolescents, attachment disorders, social work ethics
Mark Cederburg (MO)	Caucasian, male	Academia	MSW	Macro social work, policy issues
Vicki Coy (NB)	Caucasian, female	Direct service provider	BSW, MSW	Domestic violence
Debra Kaufman (NJ)	Caucasian, female	Direct practice	MSW	School social work, drug and alcohol issues in children and adolescents
Claire Lenker (AL)	Caucasian, female	Direct practice	BSW, MSW	Children and youth with special healthcare needs
Donna Rewolinski (WI)	Caucasian, female	Direct practice	MSW	Social work with the deaf, mind/body relationships
Brad Sheafor (CO)	Caucasian, male	Academia	MSW, PhD	Social work profession, direct practice research
Richard Shelson (AB)	Caucasian, male	Direct practice	BSW, MSW	Mental health, counseling
Virginia Spielman (NY)	Caucasian, female	Direct practice/administrator	MSW	Child welfare, foster care, adoption
Ruth Weinzettle (LA)	Caucasian, female	Academia	MSW, PhD	Families and children, parenting, couples counseling

Meetings and training, 2011

March 24-27
Examination Committee
Reston, Virginia

June 3-5
Examination Committee
Herndon, Virginia

June 24-26
Item Writer Training
Arlington, Virginia

August 12-14
Examination Committee
Washington, DC

September 30-October 2
Examination Committee
Tucson, Arizona



Subject matter experts with experience in examination development review each form of the examination before it is released. Above, Leslie Bonney (ME) and Mark Cederburg (MO) consider items on a new form in October, 2011.


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CE Review & Approval

Through the ACE program, CE providers can earn the recognition of a social work organization trusted by social workers and regulators across the U.S. and Canada.

The Association of Social Work Boards developed its Approved Continuing Education (ACE) program to help CE providers connect to social workers and regulatory boards. ACE recognizes the importance of high-quality continuing education programs for social workers. Consequently, approved providers must meet high standards in their programs--from development through assessment.

The ACE committee is responsible for developing selection criteria, reviewing applications, and recommending continuing education providers to the ASWB Board of Directors for approval. Current ACE providers include universities, professional associations, non-profit and for-profit organizations offering CE for social workers

The following jurisdictions accept ACE approved providers or courses:

Alabama
Alaska
Alberta
Arizona
Connecticut
Delaware
DC
Florida
Georgia
Illinois
Indiana
Iowa
Kentucky
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
New Jersey
New Mexico
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Texas
Vermont
Virginia
Virgin Islands
Washington
Wisconsin
Wyoming

Types of ACE Approval:

- **Provider approval:** Applicants complete a comprehensive application process reviewed by the ACE committee. ACE provider approval allows unlimited development of new courses within the approval status. Initial approval is for one year, with a three-year renewal cycle.
- **Single course approval:** Approval of a single course covers a three-year period during which the approved course can be offered an unlimited number of times without content changes.

Course Formats:

- **Onsite, face-to-face:** Presenter(s) and attendees are in the same location. The course occurs in “real time” for all participants.
- **Distance learning:** Presenter(s) and attendees are in different locations. The course may be happening in “real time” via technology, or may have different time frames for the course.

Currently, **38 social work regulatory boards use ACE in their CE approval process.** A board may choose to accept all courses offered by an ACE-approved provider; accept ACE-approved providers, but continue to review individual courses; or accept most courses, but have exemptions for specific topics or formats, such as practice marketing courses, online courses, or courses without a significant research base.

ACE offers continuing education providers numerous benefits:

- Recognition by 38 boards of social work in the U.S. and Canada;
- Listings on ASWB’s web site (www.aswb.org), where social workers search for continuing education opportunities;
- Provider and course approval options let you determine the best fit for your programs
- Application assistance throughout the process and updates through an exclusive e-newsletter;
- Access to detailed information on social work continuing education requirements throughout the U.S. and Canada;
- Promotion of the ACE program at social work-related meetings and conferences.

Learn more: www.aswb.org
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800-225-6880, ext. 3027

An Analysis of Supervision for Social Work Licensure

guidelines on supervision for regulators and educators



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Executive Summary

This report summarizes the results of a study conducted to identify the competencies and technical knowledge, skills, and abilities (KSAs) required of individuals who provide supervision to social workers preparing for licensure. Further, the competencies needed to provide appropriate and meaningful supervision to those seeking licensure were linked to the relevant KSAs in order to document best practices in social work supervision. These data can also provide input to the

Association of Social Work Boards' (ASWB) Model Social Work Practice Act.

An ACT Industrial/Organizational Psychologist, the job analyst, met with ASWB's Supervision Task Force comprised of subject matter experts (SMEs) to discuss the supervision requirements pertinent to the licensure process over three days (October 12–14, 2007), with additional follow-up activities completed over the next few months. The analysis included the following steps:

1. identifying the competencies needed to supervise for licensure
2. determining the criticality of the competencies
3. identifying KSAs to demonstrate the competencies
4. linking the competencies to the relevant knowledge, skills, and abilities

The analysis produced:

- the competencies needed to supervise for licensure purposes grouped by domain
- the competencies and their ratings of importance and frequency (i.e., “criticality”)
- the competencies and their ratings of acquisition
- the KSAs required by the competencies
- the association between the competencies and KSAs
- a narrative description of the characteristics embodied by the model supervisor who oversees others for licensure

The Goals for the Analysis

Indications are that the work done by the Supervision Task Force has been needed for some time for use by jurisdictions as they develop supervision requirements in their laws and regulations, and to support curriculum design for supervision.

Such a close look at supervision for social work license, by Subject Matter Experts (SMEs) under the direction of an organizational psychologist, has not been done before. The results should serve as a strong basis for decision-making by regulatory boards as they work to ensure better qualified supervisors and more productive supervision. The report should be equally useful as a foundation for education, training and development programs that support current or future supervisors who guide social workers through the licensure process.

Identification of Competencies

ACT Industrial/Organizational Psychologist Carol D. Ogletree, PhD., met with the ASWB Supervision Task Force to complete the analysis of the requirements of supervising for licensure purposes on October 12–14, 2007, in Culpeper, Virginia. Follow-up activities to rate the competencies for importance, frequency, and acquisition were completed individually over the next several months.

The thirteen task force members (the “SMEs”) had considerable experience in the practice of social work, including roles as academicians, practitioners, and administrators. (See Appendix A for a complete list of the SMEs.) Eleven had performed the activities pertinent to supervising social workers for licensure for an average of 13.6 years (ranging from two years to 28 years), six had supervised other supervisors who oversee those seeking licensure for an average of eight years (ranging from one year to 20 years), and eight had provided instruction to students in clinical social work training programs for an average of 10.6 years (ranging from one year to 30 years).

Two SMEs were academicians whose primary role was to provide education in social work; one SME was an academician whose primary role was administrative; two SMEs were practitioners whose primary role was to provide direct service to clients; three SMEs were practitioners whose primary role was administrative; three SMEs indicated a distribution of administrative and practitioner tasks; and two SMEs selected Other (i.e., retired or private practice). These data are also represented in the following chart.

Job Status of SMEs	Number of SMEs
Academician – primary role is to provide social work education	2
Academician – primary role is administrative	1
Practitioner – primary role is to provide direct service to clients	2
Practitioner – primary role is administrative	3
Academician (providing education)/Practitioner (administrative)	1
Academician (providing education)/Practitioner (providing services to clients)	2
Other – retired/private practice	2

The average age reported by the SMEs was 56.4 years and they ranged in age from 50 to 61. Ten were female and three were male. Ten reported their race as Caucasian; two reported as Black or African American; and one reported as Asian or Pacific Islander. Two of the thirteen task force members were Canadian. A list of the task force members can be found in Appendix A.

The SMEs first established the scope and expected outcomes of the meeting. They determined that the primary objective was to document best practices for the general domain of supervision for licensure, and to document more specific best practices (i.e., for supervision for a specific practice area such as clinical social work), should time permit. Ultimately, the meeting time only allowed for focus on the general domain of supervision for licensure purposes, regardless of the specialty area involved.

The SMEs were provided with a variety of resources prior to and during the meeting for reference including, but not limited to:

- KSA lists for all ASWB examination levels
- Compilation of data from the ASWB jurisdiction comparison study regarding social work supervision for licensure in current regulation
- ASWB Model Social Work Practice Act
- Forms and regulations from various jurisdictions (e.g., North Carolina Supervisor Manual; Texas Supervision Course Minimum Standards; Florida Supervised Experience form; Minnesota Supervision Verification form; Minnesota Social Work Supervision Agreement; Alberta Registration of Supervision Plan)
- ASWB's Clinical Supervision Curriculum Guide
- ASWB Analysis of the Practice of Social Work, 2003, Final Report
- NASW Code of Ethics
- NASW and ASWB standards for technology and social work practice
- Clinical Supervision: A Practice Specialty of Clinical Social Work (a Position statement of the American Board of Examiners in Clinical Social Work [ABECSW])

Using their breadth of social work experience and familiarity with the resources available to them, the SMEs began to draft a list of

competencies required of supervisors who function as an important part of the licensure process. The job analyst took notes electronically. An additional resource for their brainstorming efforts was the ABECSSW position statement, which presented four domains of clinical supervision (clinical supervision of direct practice, treatment-team collaboration, continued learning, and job management). Through further discussion, the SMEs modified and expanded the domain categories from this position statement and aligned them with the objectives of the current task force and its priorities, ultimately yielding six domains:

- Supervisory Relationship and Process
- Supervision of Practice (i.e., the supervisee's practice)
- Professional Relationships
- Work Context
- Evaluation
- Life-long Learning and Professional Responsibility

These domains were generated to conform to the following description:

Domain

- Serves as a title for a cluster of related tasks (usually 6-20 tasks per domain)
- Is a general, not specific, statement of the work that is performed (usually 6-12 domains per job)
- Stands alone (is meaningful without reference to the job)
- Avoids references to worker behaviors, tools, and knowledge needed

As the SMEs generated the competencies, they sorted them into the appropriate domains. The SMEs continued to refine the competencies and regroup them according to the domains they had identified. They further refined the domain names as they discussed the logic used to group competencies into domains. The SMEs reviewed the list several times to ensure that the domain titles accurately reflected the competencies associated with them and that the related competencies had been identified. The list of competencies needed to supervise for licensure, as grouped by domain, can be found in Appendix B.

Identification of KSAs Needed to Provide Supervision for Licensure

In this step of the focus group meeting, the SMEs developed a list indicating the technical knowledge required for performing the competencies needed by those who supervise others for the purpose of licensure. The SMEs were provided with a simplified definition and examples of knowledge from the book *Applied Measurement Methods in Industrial Psychology* (Davies-Black Publishing, 1997) written by Deborah L. Whetzel and George R. Wheaton. The definition and examples provided to the SMEs are shown below:

Knowledge refers to specific types of information people need in order to perform a job. Examples of the types of knowledge identified for performing the job of electrician are:

- Knowledge of National Electrical Code
- Knowledge of building specifications
- Knowledge of blueprint symbols

Using the list of competencies, the SMEs brainstormed to generate a list of KSAs needed for successful performance as a supervisor. Guiding the development of this list were numerous resources, particularly the KSAs that comprise ASWB's current Clinical Examination. As the discussion proceeded, the group retained, edited, added, or deleted text to make sure that the final list would accurately and completely represent the technical KSAs required for performing the competencies of the supervisory role during the licensure process.

As a final review, the SMEs reviewed the competencies to ensure that the required KSAs were included on the list. The final list of KSAs needed to perform the competencies can be found in Appendix C.

Linking Competencies to Relevant KSAs

As a last step, the SMEs reviewed the list of competencies in order to document the KSAs (identified by number) required to effectively perform each competency. To accomplish this task most efficiently, the task force members divided themselves into subgroups so that each subgroup could discuss one or two domain(s) of competencies and generate a preliminary list of KSAs that they could link to individual competencies. Next, the complete task force reassembled in order for the subgroups to present their rationale for the links made between their assigned competency grouping(s) and the KSAs. The complete group further supplemented the linking data by revising some linkings or by adding additional KSAs to make the overall KSA list complete. A listing of competencies and their related KSAs can be found in Appendix D. For each competency, the KSAs required for job performance are listed.

Supervisor Qualifications for Independent Practice Licensure Supervision

To close the meeting, the SMEs reflected on the three-day discussion and outlined general requirements for a supervisor who is responsible for guiding social workers through the licensure process. The qualifications for supervision are:

- A license to practice in the area in which supervision is going to be provided
- Specified coursework in supervision and/or a specified minimum number of continuing education hours
- A minimum of three years of postlicensure experience in a supervisory role
- For ongoing currency, continuing education courses in supervision that are updated every five years, and approved by the licensing board

Determining the Criticality of the Competencies

Over the months following the task force meeting, the task force members completed a process to evaluate the list of competencies based on multiple criteria, i.e., Criticality and Acquisition. The SMEs received

their rating materials (i.e., competency list, instructions, rating scales) via email and then returned their completed rating sheet to ASWB and ACT.

Rating Scale Definitions. Criticality is the extent to which a competency is critical to the performance of the job. To determine Criticality, each SME evaluated each competency in terms of its Importance and Frequency. Importance refers to the competent performance of the competency to effective social work supervision. Frequency refers to how often a supervisor should perform an activity (demonstrate that competency). Ratings on both scales ranged from 1 to 4 (“This task is of low importance/seldom performed” to “This task is of extreme importance/performed daily.”) The mean Importance rating for each task was then multiplied by the mean Frequency rating for each competency to produce the Criticality rating for each competency. These ratings represent aggregate information rather than information reached by the consensus of the SMEs. The criticality values for this analysis ranged from 2.6 (for the least critical competency) to 14.0 (for the competency rated most critical), with a maximum possible Criticality rating of 16. Ten SMEs participated in the rating process. The Criticality ratings and rating materials can be found in Appendix E.

The SMEs also rated the competencies for Acquisition by considering the following questions: How difficult was this task to learn? How much practice was required to become proficient at this task/activity in order to perform this activity independently? The mean Acquisition ratings are also shown in Appendix E.

Summary

The work of the ASWB Supervision Task Force is the first detailed, professionally organized analysis of the work of providing supervision for social workers for purposes of licensure. The results can be used in a number of ways in social work education and regulation. ASWB itself will use it to determine changes in the Model Social Work Practice Act, used as a resource by member jurisdictions as they change and develop their own laws and regulations.

This final report provides a basis for both regulators and educators to use to underpin requirements and curriculum design for current and future supervisors who guide social workers through the licensure process. It can be used to support curriculum design for formal education in colleges and universities, and for continuing education in many forms. For instruction that is already available, it can serve as a measurement comparison. Another use ASWB will have for it is in evaluating course offerings in its Approved Continuing Education (ACE) Program.

Supervision is an important step in the development of future social workers. Now that the analysis has been done, supervision has a foundation aside from custom or anecdotal evidence of what works and does not work. It can also serve as a basis for further research.

Appendix A

Members of the ASWB Supervision Task Force

Members

Dr. Dorinda Noble, Chair
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Appendix B

Supervisory Competencies Grouped by Domain

Supervisory Relationship and Process

1. Conduct self assessment (supervisor)
 - a. Assess supervisory style
 - Interactional
 - Learning
 - Communication
 - Working
 - b. Assess strengths/limits (personal, professional)
 - c. Assess awareness of professional knowledge and competencies
 - d. Assess values and attitudes
2. Establish the supervisory relationship
 - a. Develop contract
 - Clarify purpose of supervision
 - Clarify goals of supervision
 - Clarify respective roles, duties, responsibilities
 - Define structure/method of supervision
 - Determine authority and accountability (for issues such as confidentiality; record keeping; timeliness)
 - Specify terms of shared supervision (if necessary)
 - Establish fee structure (if necessary)
 - Establish length, frequency, and duration of supervision
 - Determine modality of supervision (face-to-face, individual, group, technology-assisted)
 - Maintain documentation for purposes of:
 - credentialing and/or licensing
 - tracking supervision process
 - Specify methods of evaluation
 - Establish terms of termination
 - b. Develop an environment that enhances communication and reflects a growing working alliance between supervisor and supervisee
 - c. Establish and maintain boundaries
 - d. Monitor and address the impact of relational dynamics
 - e. Address parallel process
 - f. Address thoughts, feelings, and behavior
 - g. Manage conflict/disagreement
 - h. Manage power and authority
 - i. Provide constructive feedback
 - Validate effective performance
 - Offer support in areas that need improvement

- j. Solicit/respond appropriately to feedback from supervisee
- k. Manage termination process

Supervision of Supervisee's Practice

1. Integrate into ongoing practice the supervisee's experience using reflection, analysis, and contextual attributes of the case situation
2. Facilitate the acquisition of advanced social work knowledge in assessment, case planning, intervention, and evaluation
3. Follow up on case planning – investigate/reflect on what happened, and revise plans
 - a. Identify what's working
 - b. Determine what's problematic and restructure
 - c. Offer guidance and support for improvement
 - d. Evaluate
4. Guide/direct supervisee to ensure ethical practices within regulations and laws affecting social work practice
5. Resolve professional ethical dilemmas in providing service to clients
6. Assist supervisee in the appropriate use of advocacy with different systems
7. Develop learning plans with supervisee using (elements such as):
 - a. Formal case assessments and/or presentations
 - b. Writing assignments
 - c. Conference attendance
 - d. Current research (articles, books)
 - e. Involvement in professional organizations
 - f. Creative arts (movies, plays, novels, art therapy, music, museum visits)
8. Follow up on and modify learning plans
9. Address issues of personal safety and risk

Professional Relationships (e.g., external providers, managing teams, other professionals, colleagues, supervisors)

1. Supervisees and their colleagues
 - a. Work with supervisee to create collaborative relationships
 - b. Assist supervisees to develop teamwork skills
2. Recognize and respect socio-cultural differences
 - a. Advise supervisee on strategies to manage challenges
3. Relationship with other systems (inside/outside the work setting)
 - a. Clarify/conceptualize the multiple roles and responsibilities of other professions, organizations, entities, and socio-political environments
 - b. Develop strategies to work with other organizations/systems

Work Context

1. Determine whether practice setting policies, procedures, and materials are consistent with social work ethics
2. Educate supervisee in financial practices (on issues such as):
 - a. Insurance reimbursement
 - b. Fee setting and collection
 - c. Financial record keeping
3. Identify impaired professionals and take appropriate action
4. Monitor use of technology with supervisee (online or telephone supervision; fax; e-mail)
5. Educate supervisees regarding socio-cultural sensitivity
6. Assess cultural environment of the practice setting
7. Help supervisees develop strategies to increase wellness, including managing stress

Evaluation

1. Assess supervisee's:
 - a. learning goals
 - b. level of professional development and experience
 - c. level of social work knowledge
 - d. job context (the agency mission, the job description, job history, role within the agency)
 - e. strengths and challenges
 - f. learning style
2. Monitor supervisee's documentation (case plans, treatment plans) for quality, clarity, completeness, content.
3. Perform formative and summative evaluation.
4. Address inappropriate behaviors and take corrective actions.
5. Evaluate supervisee and provide recommendations, as appropriate:
 - a. to the supervisee
 - b. to the agency or practice setting
 - c. to the regulatory board
 - d. as required by law

Life-long Learning and Professional Responsibility

1. Promote continuing education specific to the practice setting
2. Encourage and model:
 - a. self-awareness
 - b. professional development
 - c. professional contributions
 - d. professional engagement
 - e. professional consultation
3. Remain current in knowledge base of changing professional practice, laws, and regulations

Appendix C

KSAs Required to Supervise for Social Work Licensure

Assumption: Knowledge translates to the ability to apply the knowledge in the supervision process

1. Knowledge of theoretical models of supervision
2. Knowledge of theories of human development and behavior
3. Ability to establish and articulate measurable outcomes for learning and performance of supervisees
4. Knowledge of the stages of professional and career development
5. Knowledge of adult learning theories and research
6. Ability to identify learning needs for supervisees
7. Ability to identify learning objectives for supervisees
8. Knowledge of methods for performance appraisal and evaluation
9. Knowledge of techniques to be used in supervision
10. Knowledge of group processes and dynamics
11. Knowledge of accepted social work practices
12. Knowledge of practice theory on which to build assessments and interventions
13. Knowledge of the biopsychosocial perspective
14. Knowledge of the laws and regulations pertinent to supervision and practice
15. Knowledge of the responsibilities and liabilities related to supervision
16. Knowledge of evaluation techniques and processes
17. Knowledge of social work ethics
18. Ability to make ethical decisions
19. Ability to use insight and emotional intelligence
20. Knowledge of communication skills (written, verbal, nonverbal)
21. Knowledge of relationship building skills
22. Knowledge of conflict resolution skills
23. Knowledge of practice safety issues
24. Knowledge of business practices (e.g., funding and financial issues) as applied to the practice setting

25. Knowledge of confidentiality requirements
26. Knowledge of risk management
27. Knowledge of record keeping and documentation
28. Knowledge of standards of culturally competent practice and diversity
29. Knowledge of the job duties of supervisee(s)
30. Knowledge of the agency's mission
31. Knowledge of supervisory functions (e.g.):
 - Administrative
 - Educational
 - Supportive
 - Evaluation
 - Organizational culture
32. Knowledge of the theories of power, influence, and authority
33. Ability to teach the respectful and effective use of power and authority
34. Knowledge of the theoretical underpinnings of transference, counter-transference, boundaries, dual relationships, and parallel process
35. Ability to use critical thinking skills
36. Knowledge of the roles and responsibilities of allied professions
37. Knowledge of interactional skills: collaboration, negotiation, consultation, mediation, networking
38. Knowledge of policy-making, policy analysis, and advocacy
39. Knowledge of how to develop/access resources
40. Knowledge of differences and the effects of oppression, discrimination, and prejudice
41. Knowledge of the ethical, innovative, and effective use of informational and communication technologies
42. Knowledge of the stages of stress, burnout, and compassion fatigue
43. Knowledge of professional social work identity, culture, and community

Appendix D

Competencies and their Related KSAs

DOMAIN: Supervisory relationship and process	
Competency 1.	<p>Conduct self-assessment (supervisor)</p> <ul style="list-style-type: none"> a. Assess supervisory style <ul style="list-style-type: none"> i. Interactional ii. Learning iii. Communication iv. Working b. Assess strengths/limits (personal/professional) c. Assess awareness of professional knowledge and competencies d. Assess values and attitudes
#	KSAs Needed
1	Knowledge of theoretical models of supervision
2	Knowledge of theories of human development and behavior
5	Knowledge of adult learning theories and research
15	Knowledge of the responsibilities and liabilities related to supervision
19	Ability to use insight and emotional intelligence
28	Knowledge of standards of culturally competent practice and diversity
Competency 2.	<p>Establish the supervisory relationship</p> <ul style="list-style-type: none"> a. Develop contract <ul style="list-style-type: none"> i. Clarify purpose of supervision ii. Clarify goals of supervision iii. Clarify respective roles, duties, responsibilities iv. Define structure/method of supervision v. Determine authority and accountability (for issues such as confidentiality, record keeping, timeliness) vi. Specify terms of shared supervision (if necessary) vii. Establish fee structure viii. Establish length, frequency and duration of supervision ix. Determine modality of supervision (face-to-face, individual, group, technology-assisted) x. Maintain documentation for purposes of <ul style="list-style-type: none"> 1. Credentialing and/or licensing 2. Tracking supervision process xi. Specify methods of evaluation xii. Establish terms of termination b. Develop an environment that enhances communication and reflects a growing working alliance between supervisor and supervisee c. Establish and maintain boundaries d. Monitor and address the impact of relational dynamics e. Address parallel process f. Address thoughts, feelings and behavior

	<ul style="list-style-type: none"> g. Manage conflict/disagreement h. Manage power and authority i. Provide constructive feedback <ul style="list-style-type: none"> i. Validate effective performance ii. Offer support in areas that need improvement j. Solicit and respond appropriately to feedback k. Manage termination process
#	KSAs Needed
3	Ability to establish and articulate measurable outcomes for learning and performance of supervisees
7	Ability to identify learning objectives for supervisees
8	Knowledge of methods for performance appraisal and evaluation
14	Knowledge of the laws and regulations pertinent to supervision and practice
20	Knowledge of communication skills (written, verbal, nonverbal)
21	Knowledge of relationship building skills
22	Knowledge of conflict resolution skills
24	Knowledge of business practices (e.g., funding and financial issues) as applied to the practice setting
25	Knowledge of confidentiality requirements
27	Knowledge of record keeping and documentation
29	Knowledge of the job duties of supervisee(s)
30	Knowledge of the agency's mission
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture
32	Knowledge of the theories of power, influence, and authority
33	Ability to teach the respectful and effective use of power and authority
34	Knowledge of the theoretical underpinnings of transference, counter-transference, boundaries, dual relationships, and parallel process
41	Knowledge of the ethical, innovative, and effective use of informational and communication technologies
DOMAIN: Supervision of supervisee's practice	
Competency 1. Integrate into ongoing practice the supervisee's experience using reflection, analysis and contextual attributes of the case situation	
#	KSAs Needed
12	Knowledge of practice theory on which to build assessments and interventions
13	Knowledge of the biopsychosocial perspective
19	Ability to use insight and emotional intelligence
35	Ability to use critical thinking skills
Competency 2. Facilitate the acquisition of advanced social work knowledge in assessment, case planning, intervention and evaluations	
#	KSAs Needed
2	Knowledge of theories of human development and behavior
9	Knowledge of techniques to be used in supervision
11	Knowledge of accepted social work practices
12	Knowledge of practice theory on which to build assessments and interventions

13	Knowledge of the biopsychosocial perspective
16	Knowledge of evaluation techniques and processes
Competency 3. Follow up on case planning—investigate/reflect on what happened and revise plans	
<ul style="list-style-type: none"> a. Identify what’s working b. Determine what’s problematic and restructure c. Offer guidance and support for improvement d. Evaluate 	
#	KSAs Needed
1	Knowledge of theoretical models of supervision
3	Ability to establish and articulate measurable outcomes for learning and performance of supervisees
6	Ability to identify learning needs for supervisees
8	Knowledge of methods for performance appraisal and evaluation
9	Knowledge of techniques to be used in supervision
Competency 4. Guide/direct supervisee to ensure ethical practices within regulations and laws affecting social work practice	
#	KSAs Needed
14	Knowledge of the laws and regulations pertinent to supervision and practice
15	Knowledge of the responsibilities and liabilities related to supervision
17	Knowledge of social work ethics
18	Ability to make ethical decisions
Competency 5. Resolve professional ethical dilemmas in providing service to clients	
#	KSAs Needed
17	Knowledge of social work ethics
18	Ability to make ethical decisions
34	Knowledge of the theoretical underpinnings of transference, counter-transference, boundaries, dual relationships, and parallel process
35	Ability to use critical thinking skills
Competency 6. Assist supervisee in the appropriate use of advocacy with different systems	
#	KSAs Needed
11	Knowledge of accepted social work practices
36	Knowledge of the roles and responsibilities of allied professions
38	Knowledge of policy-making, policy analysis, and advocacy
39	Knowledge of how to develop/access resources
40	Knowledge of differences and the effects of oppression, discrimination, and prejudice
Competency 7. Develop learning plans with supervisee using elements such as:	
<ul style="list-style-type: none"> a. Formal case assessments and/or presentations b. Writing assignments c. Conference attendance d. Current research (articles, books) e. Involvement in professional organizations f. Creative arts (movies, plays, novels, art therapy, music, museum visits) 	

#	KSAs Needed
6	Ability to identify learning needs for supervisees
7	Ability to identify learning objectives for supervisees
8	Knowledge of methods for performance appraisal and evaluation
9	Knowledge of techniques to be used in supervision
20	Knowledge of communication skills (written, verbal, nonverbal)
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture
Competency 8. Follow up on and modify learning plans	
#	KSAs Needed
3	Ability to establish and articulate measurable outcomes for learning and performance of supervisees
4	Knowledge of the stages of professional and career development
7	Ability to identify learning objectives for supervisees
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture
Competency 9. Address issues of personal safety and risk	
#	KSAs Needed
23	Knowledge of practice safety issues
26	Knowledge of risk management
30	Knowledge of the agency's mission
DOMAIN: Professional Relationships	
Competency 1. Supervisees and their colleagues	
<ul style="list-style-type: none"> a. Work with supervisee to create collaborative relationships b. Assist supervisees to develop teamwork skills 	
#	KSAs Needed
10	Knowledge of group processes and dynamics
20	Knowledge of communication skills (written, verbal, nonverbal)
21	Knowledge of relationship building skills
33	Ability to teach the respectful and effective use of power and authority
36	Knowledge of the roles and responsibilities of allied professions
37	Knowledge of interactional skills: collaboration, negotiation, consultation, mediation, networking
Competency 2. Recognize and respect socio-cultural differences	
<ul style="list-style-type: none"> a. Advise supervisees on strategies to manage challenges 	
#	KSAs Needed
28	Knowledge of standards of culturally competent practice and diversity
32	Knowledge of the theories of power, influence, and authority
40	Knowledge of differences and the effects of oppression, discrimination, and prejudice
Competency 3. Relationship with other systems (inside/outside the work setting)	
<ul style="list-style-type: none"> a. Clarify/conceptualize the multiple roles and responsibilities of other professions, organizations, entities, and socio-political environments b. Develop strategies to work with other organizations/systems 	

#	KSAs Needed
24	Knowledge of business practices (e.g., funding and financial issues) as applied to the practice setting
25	Knowledge of confidentiality requirements
30	Knowledge of the agency's mission
36	Knowledge of the roles and responsibilities of allied professions
37	Knowledge of interactional skills: collaboration, negotiation, consultation, mediation, networking
38	Knowledge of policy-making, policy analysis, and advocacy
DOMAIN: Work context	
Competency 1. Determine whether practice setting policies, procedures and materials are consistent with social work ethics	
#	KSAs Needed
14	Knowledge of the laws and regulations pertinent to supervision and practice
17	Knowledge of social work ethics
38	Knowledge of policy-making, policy analysis, and advocacy
Competency 2. Educate supervisee in financial practices (on issues such as):	
<ul style="list-style-type: none"> a. Insurance reimbursement b. Fee setting and collection c. Financial record keeping 	
#	KSAs Needed
5	Knowledge of adult learning theories and research
15	Knowledge of the responsibilities and liabilities related to supervision
24	Knowledge of business practices (e.g., funding and financial issues) as applied to the practice setting
26	Knowledge of risk management
27	Knowledge of record keeping and documentation
Competency 3. Identify impaired professionals and take appropriate actions	
#	KSAs Needed
14	Knowledge of the laws and regulations pertinent to supervision and practice
15	Knowledge of the responsibilities and liabilities related to supervision
18	Ability to make ethical decisions
26	Knowledge of risk management
Competency 4. Monitor use of technology with supervisee (online or telephone supervision; fax; email)	
#	KSAs Needed
14	Knowledge of the laws and regulations pertinent to supervision and practice
41	Knowledge of the ethical, innovative, and effective use of informational and communication technologies
Competency 5. Assist supervisee to understand the complexities and risks of the use of technology	
#	KSAs Needed
26	Knowledge of risk management
41	Knowledge of the ethical, innovative, and effective use of informational and communication technologies

Competency 6. Educate supervisee regarding socio-cultural sensitivity	
#	KSAs Needed
13	Knowledge of the biopsychosocial perspective
28	Knowledge of standards of culturally competent practice and diversity
40	Knowledge of differences and the effects of oppression, discrimination, and prejudice
Competency 7. Assess cultural environment of the practice setting	
#	KSAs Needed
28	Knowledge of standards of culturally competent practice and diversity
Competency 8. Help supervisees develop strategies to increase wellness, including managing stress	
#	KSAs Needed
4	Knowledge of the stages of professional and career development
19	Ability to use insight and emotional intelligence
22	Knowledge of conflict resolution skills
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture
42	Knowledge of the stages of stress, burnout, and compassion fatigue
DOMAIN: Evaluation	
Competency 1. Assess supervisee's:	
	<ul style="list-style-type: none"> a. learning goals b. level of professional development and experience c. level of social work knowledge d. job context (agency mission, job description, job history, role within the agency) e. strengths and challenges f. learning style
#	KSAs Needed
8	Knowledge of methods for performance appraisal and evaluation
16	Knowledge of evaluation techniques and processes
28	Knowledge of standards of culturally competent practice and diversity
29	Knowledge of the job duties of supervisee(s)
30	Knowledge of the agency's mission
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture
Competency 2. Monitor supervisee's documentation for quality, clarity, completeness, content	
#	KSAs Needed
8	Knowledge of methods for performance appraisal and evaluation
16	Knowledge of evaluation techniques and processes
20	Knowledge of communication skills (written, verbal, nonverbal)
27	Knowledge of record keeping and documentation
29	Knowledge of the job duties of supervisee(s)
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture

Competency 3. Perform formative and summative evaluation	
#	KSAs Needed
3	Ability to establish and articulate measurable outcomes for learning and performance of supervisees
6	Ability to identify learning needs for supervisees
8	Knowledge of methods for performance appraisal and evaluation
16	Knowledge of evaluation techniques and processes
20	Knowledge of communication skills (written, verbal, nonverbal)
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture
Competency 4. Address inappropriate behaviors and take corrective actions	
#	KSAs Needed
4	Knowledge of the stages of professional and career development
8	Knowledge of methods for performance appraisal and evaluation
14	Knowledge of the laws and regulations pertinent to supervision and practice
15	Knowledge of the responsibilities and liabilities related to supervision
16	Knowledge of evaluation techniques and processes
22	Knowledge of conflict resolution skills
26	Knowledge of risk management
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture
Competency 5. Evaluate supervisee and provide recommendations, as appropriate:	
	<ul style="list-style-type: none"> a. To the supervisee b. To the agency or practice setting c. To the regulatory board d. As required by law
#	KSAs Needed
3	Ability to establish and articulate measurable outcomes for learning and performance of supervisees
8	Knowledge of methods for performance appraisal and evaluation
15	Knowledge of the responsibilities and liabilities related to supervision
16	Knowledge of evaluation techniques and processes
20	Knowledge of communication skills (written, verbal, nonverbal)
25	Knowledge of confidentiality requirements
26	Knowledge of risk management
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture
DOMAIN: Life-long learning and professional responsibility	
Competency 1. Promote continuing education specific to the practice setting	
#	KSAs Needed
4	Knowledge of the stages of professional and career development
6	Ability to identify learning needs for supervisees
7	Ability to identify learning objectives for supervisees
31	Knowledge of supervisory functions, e.g. administrative, educational, supportive, evaluative and organizational culture

Competency 2. Encourage and model:	
<ul style="list-style-type: none"> a. self-awareness b. professional development c. professional contributions d. professional engagement e. professional consultation 	
#	KSAs Needed
4	Knowledge of the stages of professional and career development
19	Ability to use insight and emotional intelligence
21	Knowledge of relationship building skills
39	Knowledge of how to develop/access resources
43	Knowledge of professional social work identity, culture, and community
Competency 3. Remain current in knowledge base of changing professional practice, laws and regulations	
#	KSAs Needed
11	Knowledge of accepted social work practices
14	Knowledge of the laws and regulations pertinent to supervision and practice
28	Knowledge of standards of culturally competent practice and diversity
39	Knowledge of how to develop/access resources
41	Knowledge of the ethical, innovative, and effective use of informational and communication technologies
43	Knowledge of professional social work identity, culture, and community

Appendix E

Competency Ratings and Rating Materials

	Importance Mean	Frequency Mean	Criticality	Acquisition Mean
DOMAIN: Supervisory Relationship and Process				
1. Conduct self assessment (supervisor)				
a. Assess supervisory style (Interactional, Learning, Communication, Working)	3.20	1.10	3.52	2.10
b. Assess strengths/limits (personal, professional)	3.60	2.60	9.36	2.00
c. Assess awareness of professional knowledge and competencies	3.80	2.70	10.26	1.80
d. Assess values and attitudes	3.40	2.60	8.84	1.60
2. Establish the supervisory relationship				
a. Develop contract				
i. Clarify purpose of supervision	3.40	1.80	6.12	1.70
ii. Clarify goals of supervision	3.70	1.80	6.66	1.70
iii. Clarify respective roles, duties, responsibilities	3.40	1.50	5.10	1.70
iv. Define structure/method of supervision	2.80	1.30	3.64	1.70
v. Determine authority and accountability (for issues such as confidentiality; record keeping; timeliness)	3.50	1.80	6.30	1.80
vi. Specify terms of shared supervision (if necessary)	2.80	1.10	3.08	2.00
vii. Establish fee structure	2.90	1.00	2.90	1.90
viii. Establish length, frequency, and duration of supervision	2.80	1.30	3.64	1.70
ix. Determine modality of supervision (face-to-face, individual, group, technology-assisted)	2.90	1.00	2.90	1.50
x. Maintain documentation for purposes of: <ul style="list-style-type: none"> • credentialing and/or licensing • tracking supervision process 	4.00	3.00	12.00	1.89

		Importance Mean	Frequency Mean	Criticality	Acquisition Mean
xi.	Specify methods of evaluation	3.00	1.70	5.10	1.90
xii.	Establish terms of termination	2.60	1.10	2.86	1.60
b.	Develop an environment that enhances communication and reflects a growing working alliance between supervisor and supervisee	4.00	3.50	14.00	2.50
c.	Establish and maintain boundaries	3.80	3.60	13.68	2.00
d.	Monitor and address the impact of relational dynamics	3.50	3.40	11.90	2.40
e.	Address parallel process	3.20	2.70	8.64	2.80
f.	Address thoughts, feelings, and behavior	3.60	3.40	12.24	1.80
g.	Manage conflict/disagreement	3.70	2.50	9.25	2.10
h.	Manage power and authority	3.60	3.10	11.16	2.60
i.	Provide constructive feedback				
i.	Validate effective performance	3.50	3.20	11.20	2.20
ii.	Offer support in areas that need improvement	3.40	3.00	10.20	2.10
j.	Solicit/respond appropriately to feedback from supervisee	3.30	2.90	9.57	2.20
k.	Manage termination process	2.60	1.00	2.60	1.90
DOMAIN: Supervision of Supervisee's Practice					
1.	Integrate into ongoing practice the supervisee's experience using reflection, analysis, and contextual attributes of the case situation	3.50	3.30	11.55	2.60
2.	Facilitate the acquisition of advanced social work knowledge in assessment, case planning, intervention, and evaluation	3.50	2.80	9.80	2.40
3.	Follow up on case planning – investigate/reflect on what happened, and revise plans	3.80	2.80	10.60	2.20
a.	Identify what's working				
b.	Determine what's problematic and restructure				
c.	Offer guidance and support for improvement				
d.	Evaluate				

	Importance Mean	Frequency Mean	Criticality	Acquisition Mean
4. Guide/direct supervisee to ensure ethical practices within regulations and laws affecting social work practice	4.00	3.20	12.80	2.10
5. Resolve professional ethical dilemmas in providing service to clients	3.70	2.20	8.14	2.00
6. Assist supervisee in the appropriate use of advocacy with different systems	2.80	2.10	5.88	2.10
7. Develop learning plans with supervisee using (elements such as): a. Formal case assessments and/or presentations b. Writing assignments c. Conference attendance d. Current research (articles, books) e. Involvement in professional organizations f. Creative arts (movies, plays, novels, art therapy, music, museum visits)	3.60	2.00	7.20	1.80
8. Follow up on and modify learning plans	3.00	1.90	5.70	1.80
9. Address issues of personal safety and risk	3.50	3.00	10.50	1.75
DOMAIN: Professional Relationships (e.g., external providers, teams, others professionals, colleagues, supervisors)				
1. Supervisees and their colleagues				
a. Work with supervisee to create collaborative relationships	3.00	2.70	8.10	2.30
b. Assist supervisees in developing teamwork skills	2.90	2.60	7.54	2.50
2. Recognize and respect socio- cultural differences				
a. Advise supervisee on strategies to manage challenges	3.40	2.40	8.16	2.40
3. Relationship with other systems (inside/outside the work setting)				
a. Clarify/conceptualize the multiple roles and responsibilities of other professions, organizations, entities, and socio-political environments	2.30	2.00	4.60	2.30

	Importance Mean	Frequency Mean	Criticality	Acquisition Mean
b. Develop strategies to work with other organizations/systems	2.70	2.10	5.67	2.20
DOMAIN: Work Context				
1. Determine whether practice setting policies, procedures, and materials are consistent with social work ethics	3.50	2.00	7.00	2.40
2. Educate supervisee in financial practices (on issues such as): a. Insurance reimbursement b. Fee setting and collection c. Financial record keeping	2.90	1.60	4.64	2.10
3. Identify impaired professionals	3.50	1.70	5.95	2.50
4. Take appropriate action once a determination of impairment is made	3.80	2.00	7.60	2.40
5. Monitor use of technology with supervisee (online or telephone supervision; fax; email)	2.30	1.70	3.91	1.60
6. Educate supervisees regarding socio-cultural sensitivity	3.50	2.40	8.40	1.78
7. Assess cultural environment of the practice setting	3.20	2.00	6.40	2.10
8. Help supervisees develop strategies to increase wellness, including managing stress	3.30	2.20	7.26	2.10
DOMAIN: Evaluation				
1. Assess supervisee's:				
a. learning goals	3.70	2.10	7.77	1.80
b. level of professional development and experience	3.40	2.00	6.80	1.90
c. level of social work knowledge	3.80	2.20	8.36	2.30
d. job context (the agency mission, the job description, job history, role within the agency)	2.70	1.30	3.51	1.70
e. strengths and challenges	3.70	2.50	9.25	2.30
f. learning style	3.00	1.60	4.80	2.00
2. Monitor supervisee's documentation (case plans, treatment plans) for quality, clarity, completeness, content.	3.30	2.30	7.59	1.90
3. Perform formative and summative evaluation.	3.70	1.50	5.55	2.50

	Importance Mean	Frequency Mean	Criticality	Acquisition Mean
4. Address inappropriate behaviors and take corrective actions.	4.00	2.11	8.44	2.33
5. Evaluate supervisee and provide recommendations, as appropriate:				
a. To the supervisee	3.80	2.40	9.12	2.00
b. To the agency or practice setting	3.10	1.40	4.34	1.90
c. To the regulatory board	3.50	1.40	4.90	2.10
d. As required by law	4.00	1.90	7.60	2.00
DOMAIN: Life-long Learning and Professional Responsibility				
1. Promote continuing education to the practice setting	3.00	1.90	5.70	1.60
2. Encourage and model:				
a. Self-awareness	3.80	2.80	10.64	1.80
b. Professional development	3.50	2.30	8.05	1.70
c. Professional contributions	2.50	1.80	4.50	1.80
d. Professional engagement	2.60	1.80	4.68	1.70
e. Professional consultation	2.90	2.10	6.09	2.40
3. Remain current in knowledge base of changing professional practice, laws, and regulations	3.90	2.40	9.36	1.80

Competency Rating Scales and Instructions

Please respond to each competency statement with separate responses: one for Importance and one for Frequency.

Importance and Frequency Rating Scales

There are two scales because importance and the amount of time you spend doing a task are two separate things.

We realize that all of the activities may be important to the role of clinical social work supervisor for licensure. However, some of them are more important than others, so there should be a range of ratings.

Importance Rating Scale: **In evaluating importance, consider what may happen if the task is not performed properly. Please consider the following questions when making your rating.**

How important is the competent performance of this task to effective social work supervision, regardless of how often it is performed? How serious are the consequences if this task is performed incorrectly or not at all?

Importance Levels

- 1 Of low importance
- 2 Of moderate importance
- 3 Very important
- 4 Extremely important

Frequency: How often do you estimate that an average supervisor performs this activity? (Or: Typically, how often does a supervisor for licensure perform this activity?)

Frequency Levels

- 1 **Seldom** (a few times a year)
- 2 **Monthly** (approximately once a month)
- 3 **Weekly** (approximately once or twice a week)
- 4 **Daily** (approximately every day)

When answering the question, please assume that the opportunity to perform the activity exists.

Acquisition of Task/Activity Proficiency

The purpose of this activity is to review the key activities and consider the length of time needed to acquire proficiency in task performance. The outcome of this activity may provide further insight into what can be reasonably expected for social workers who provide supervision for licensure.

Option 1 (i.e., social work education) includes key activities that are learned as a part of classroom training and any required practicum/internship that comprise a degree program.

Option 2 includes key activities that are likely to be learned during the first 3 months in the job of a supervisor for licensure.

Option 3 includes key activities that are likely to be learned by the end of the first 2 years in the job.

Acquisition: How difficult was this task to learn? How much practice was required to become proficient at this task/activity in order to perform this activity independently?

- 1 Social work education prepares a new supervisor to perform this task. Therefore, a new supervisor can be expected to be able to perform this task when they assume the role of supervisor for licensure.)**
- 2 Some experience is needed for a supervisor to learn to perform this task. A new supervisor can be expected to learn to perform this task within the first 3 months on the job.**
- 3 A lot of experience is needed for a supervisor to learn to perform this task. A new supervisor can be expected to learn to perform this task by the conclusion of the first 2 years on the job.**

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Research opportunities

The American Foundation for Research and Consumer Education in Social Work Regulation is the research arm of ASWB. The Foundation offers grant opportunities for individuals pursuing research in topics related to social work regulation in the United States and Canada.

Social work regulators

Find support for the work you do. Learn about ASWB’s programs for new board members, join ASWB for its Annual Meeting and Spring Education Meeting, contact ASWB staff for help in facing the challenges of serving on or staffing a regulatory board.

Join the conversation. Connect with social work regulators throughout North America by joining one or more of ASWB’s communication groups. The association offers private email groups for board members and staff, as well as twitter and facebook opportunities.

Refine your focus on public protection. ASWB’s Public Protection Database (PPD) is a crucial resource in tracking board actions taken in reference to licensees in multiple jurisdictions; the association’s CE audit services, application processing services, and Social Work Registry can help to ease administrative burdens on boards so that you can get the job done. ASWB is always willing to work with boards to build customized services—find out what ASWB can do for you.

The public

Get the picture. Learn about the ways that states and provinces work to ensure that licensed social workers provide you with competent, ethical services.

Protect yourself. Through ASWB, you can connect with your state or provincial licensing board to find out who is licensed, and whether that license is in good standing.

Know your rights. Use the association’s website as a portal to get guidance on how to file a complaint against a social worker.

Our community

Stay connected and keep up with the latest issues. Follow us on Twitter (@ASWB) and Facebook (www.facebook.com/ASWBonline). If you’re a member or staff of a regulatory board, sign up for one of our private email groups.

ASWB Products and Services

The ASWB Examinations

The Association of Social Work Boards owns and maintains the social work licensure examinations used across the United States and in Canada. ASWB offers five levels of examination (Associate, Bachelors, Masters, Advanced Generalist, and Clinical) delivered via computer at test centers throughout North America.

Examination preparation information

Online practice examinations: a fullscale online practice examination is available for the Bachelors, Masters, and Clinical examinations.

Study guides: hardcopy guides designed to help candidates prepare to take the ASWB examinations (Bachelors, Masters, Advanced Generalist and Clinical guides available)

Group practice examination: a limited version of the online practice examination configured for group review, available only to CSWE accredited or in-candidacy schools of social work.

Publications

General interest brochures:

General introduction to ASWB; general brochure on licensure; informational brochures on ACE, Social Work Registry, and Continuing Education.

association news, the online newsletter of ASWB

ASWB/NASW Standards for Technology and Social Work Practice

The ASWB Social Work Examinations:

2009 Practice Analysis full report; 2009 practice analysis summary report; exam “blue book” (booklet explaining exam development and maintenance)

Social Work Regulation:

ASWB Model Social Work Practice Act (a complete model law with regulations, regularly updated)

Sunset book (strategies for responding to legislative sunset reviews)

Online resources, www.aswb.org

Comparison guide – a database containing information on licensing requirements and regulatory board structures in the US and Canada

Board directory – links and contact information for every social work regulatory board in Canada and the United States

Public Protection Database (PPD) - Members-only database of board actions taken in reference to licensed social workers

Communication

Website: www.aswb.org

General email: info@aswb.org

Phone: 1-800-225-6880

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Association of Social Work Boards

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Guidebook for Social Work



Disciplinary Actions

Association of Social Work Boards Guidebook for Social Work Disciplinary Actions

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Introduction

Social work Regulatory boards and councils are created and empowered through the enactment of legislation intended to regulate the profession in the interest of public protection. The duties involved in protecting the public through the enforcement of the practice acts are very complex, highly legalistic, and will involve board members, additional board staff, investigators, attorneys, and others necessary to fulfill this essential mission. For most board members, the regulatory vocabulary is new and the legal protections encompassing the licensure and enforcement processes can be difficult and confusing. But the members of the regulatory board, with proper training, preparation and knowledge, should be equipped to make important decisions regarding the licensure eligibility and the potential to administratively discipline individuals determined to have violated the law. Members of the board will be asked to understand and interpret the value system behind the laws which apply to the regulation of the practice of social work. This guide is intended to provide a road map to the process of regulation, to assist social work regulators in fulfilling their mission within the bounds of the law. Of course, each board has the benefit of legal coun-

sel and is encouraged to seek and follow legal advice rendered.

As part of their responsibilities, but to differing degrees, social work boards and councils have disciplinary responsibilities under the practice Act. These responsibilities generally empower the board to accept and investigate complaints and, where determined appropriate, levy disciplinary actions against individuals who violate the practice act. This publication has been developed by the Association of Social Work Boards (ASWB) as a resource for its member boards and is intended to identify suggested definitions for disciplinary related matters and, with respect to differing jurisdictional language in law, to encourage uniformity in the interpretation and enforcement of board actions.

The guidelines reflect the essentials of a modern Social Work Practice Act and coincide with the ASWB Model Social Work Practice Act (ASWB Model Act) prepared by the ASWB Model Law Task Force and adopted by the Delegate Assembly in November 1997. As one of its ongoing responsibilities, the ASWB Regulations and Standards Committee (formerly the Discipline and Regulatory Standards Committee) is charged with reviewing and, where necessary, recommending amendments to the ASWB Model Act. Suggested amendments are reviewed by the ASWB Board of Directors and eventually voted upon by the Delegates prior to placement in the Act. Member boards are encouraged to refer to these guidelines when assessing relevant portion of applicable laws.

Like all ASWB publications, this booklet is primarily intended to assist social work boards in their fundamental task of protecting the health, safety and welfare of their constituents. References to “board”, “councils”, “committees” “boards” and “social work boards” are inclusive of all regulatory authorities that may be responsible for the regulation of social work practice, including disciplinary actions.

SECTION A

Complaint Process

The complaint process differs from jurisdiction to jurisdiction. Social work boards must take care to ensure that licensees who are subjected to administrative actions against their licenses are provided with certain “due process rights.” While subject to differing interpretations, the provision of due process rights is essential to ensure that board action adverse to the license follows a procedural process that does not offend the constitutional and statutory protections afforded to licensees.

Initially, the administrative actions of a board of social work will commence with a complaint being filed against a particular practitioner. That complaint will generally be received by the board administrator for initial determination as to its validity. Under certain circumstances, a complaint may be discarded at this stage as meritless or not within the purview of the regulatory board.

Complaints that are in need of further attention are assessed to determine whether “probable cause” exists and merits continued action within the regulatory process. It is recommended that a subcommittee of the board be established to assess these complaints and determine whether they

should be subjected to further actions, negotiations and/or investigation. It is this subcommittee that works in conjunction with the Attorney General representative and investigators. At some point in time during this process, the licensee will likely be notified of the complaint.

Should the licensee be notified and negotiations to resolve the matter be unsuccessful, the complaint will eventually proceed to a formal charge. A formal charge is served upon the licensee and includes the specifics of the complaint with citations to the sections of the practice act alleged to have been violated. After notification of the charge, the process continues as discovery is undertaken. Short of a resolution of the matter through a consent order, the matter may proceed to a formal hearing before the board. Although it is not mandatory and individual circumstance should be considered, those individual board members who participated in the subcommittee to determine probable cause and investigated and negotiated the matter should consider recusing themselves from the hearing so as not to violate the licensee's due process rights by being predisposed to determine the case or having access to information prior to the hearing. It is always advisable to seek legal counsel if questions about recusal arise.

Many variations of formal hearings exist within social work regulation including the use of a hearing officer, administrative law judge or other individual to facilitate the administrative process. The procedures to follow are found within the Model Social Work Practice Act or Administrative Procedures Act (APA).

SECTION B

Grounds for Disciplinary Actions

Social work boards are empowered to undertake disciplinary actions against individuals (see Section F, Unlicensed Practice for an explanation of the use of the term “individual”) over whom the board has jurisdiction. It is recommended that the practice act delineate certain grounds which constitute activities subjecting individuals to administrative discipline by the board. The language of the ASWB Model Practice Act, contained in Article IV, Section 401, identifies the grounds for discipline. While this is an encompassing list, boards have the flexibility of using some discretion when determining conduct which merits disciplinary action. For example, “unprofessional conduct as determined by the board” provides a “catch all” and is designed to encompass varying circumstances which merit discipline and will change over time. Regulators should review the laws and regulations in their jurisdiction to determine whether the grounds for discipline are contemporary and provide appropriate mechanisms for public protection.

Specific reference is made to the introductory language of Section 401 of the ASWB Model Act which empowers the social work board to “refuse

to issue or renew, or ...suspend, revoke, censure, reprimand, restrict or limit the license of or fine any person....” This important language provides the social work board with not only the authority to discipline a licensee, but the authority to refuse to issue or renew a license based upon conduct which falls within the delineated grounds for discipline. This added authority is important when a social work board is confronted with an applicant for licensure who may otherwise meet the delineated criteria within the qualifications for licensure section of the practice act.

SECTION C

Disciplinary Procedure

Authority of Social Work Boards

Social work boards generally may initiate proceedings at the administrative level and, in some instances, at the judicial level to enforce their practice act, rules and regulations. Under principles of due process, boards are required to exercise these enforcement proceedings in a non-discriminatory manner and in accord with applicable administrative law, practice act, regulations or by-laws and other applicable laws and constitutional principles.

Protection of Legal Validity

Boards may, on information received from third parties or on their own, initiate investigations to determine whether an individual has violated their practice act. To assure fairness and to legally protect the validity of any disciplinary action taken by the board, board members or their delegates who are actively involved in the investigation of a complaint should not, if the matter is referred for disciplinary action, participate in any of the process employed to adjudicate the matter.

Applicable Administrative Law

The procedures followed by social work boards in adjudicating an administrative matter may be covered by case law, separate legislation or another form of guidance. The form this guidance takes will prescribe the structure of the formal hearing and give direction on key matters like testimony, presentation of evidence, discovery rights, subpoena power, record of the proceedings, appeal and other general hearing procedures.

Informal Conferencing

Many complaints can be resolved short of a formal hearing/adjudication. The committee carrying responsibility for investigation may hold an informal closed meeting with the individual under investigation where alternate dispute resolution methods may be utilized. If an agreement is reached that resolves the matter, the terms of the agreement should be confirmed in writing. In most jurisdictions, only the board can confirm the terms of such a settlement agreement. Board members who serve on informal conferencing committees must be aware of potential conflict of interest issues and may not be able to participate in the ultimate board approval or disapproval of a recommended informal resolution. Recusal by conflicted board members helps preserve the ability of the board to proceed to a hearing when it disagrees with the proposed settlement terms. Concluded and confirmed agreements are not confidential and become a part of the individual's record. Failure to reach an agreement contemplated in an informal conference does not preclude the option of proceeding to a formal hearing of the matter.

Summary Suspension

It is recommended that social work boards be authorized to summarily suspend a license before a formal hearing should extraordinary circumstances exist which require the immediate protection of the health, safety and welfare of the public. Under such authority, the board may summarily suspend the license of a practitioner without a formal adjudication. However, a formal hearing must be held within a short period of time specified by the statute (e.g. thirty days). It is in this formal hearing that the individual will be afforded due process rights.

An example of the statutory language granting to the board summary suspension authority is contained in the ASWB Model Social Work Practice Act. (Article IV, Section 402)

Cease and Desist Orders/Injunctions

It is recommended that social work boards be empowered to issue cease and desist orders against individuals who are unlawfully engaged in the practice of social work. This jurisdictional authority should extend to not only licensees, but to any persons found to have violated the act. Jurisdictional authority of social work boards over unlicensed practitioners is essential to providing public protection. (see Unlicensed Practice Authority, Section F) Where appropriate, boards of social work may obtain a court injunction to restrain individuals from continued violations of the practice act or regulations. Court ordered injunctions are punishable through contempt proceedings and are enforced through the judiciary. The issuance of a cease and desist order or court injunction does not preclude subsequent disciplin-

ary action by the board should continued violations of the statute(s) or regulation(s) occur.

SECTION D

Permissible Sanctions

Social work boards are generally empowered within the practice act to sanction individuals for violating the practice act. While the terminology used from jurisdiction to jurisdiction may be similar as to the sanction(s) that may be imposed by the board, interpretations of such language may be different. It is also important to recognize that available legal actions vary between jurisdictions. For this reason, ASWB provides the following glossary of terms for consideration by social work boards when determining the appropriate sanction available under circumstances where disciplinary action is merited. Readers are encouraged to review the Guidelines for Sanctions (Section F) within these guidelines to assist social work boards in drafting appropriate final orders that will withstand legal scrutiny as well provide enough information to the disciplined individual, future boards and other interested parties for purposes of licensure reinstatement or re-application.

Revocation

Revocation of the license of a social worker terminates the right to practice social work within that jurisdiction. It should be noted that, in spite of licensure revocation, many jurisdictions pro-

vide an opportunity for the disciplined individual to apply for a new license or reinstatement of a previously issued license. Many jurisdictions do not contain any limitation as to the period of time which must expire prior to the application for re-licensure following revocation. Thus, boards may be presented with an application for re-licensure or reinstatement from a revoked individual soon after the board action. Under such circumstances, the board will need to provide a legal basis for approving or denying the reinstatement application. It is imperative that final orders be appropriately drafted.

Suspension

Social work boards are generally empowered to suspend the license of a practitioner, withdrawing the right of the individual to practice social work in that jurisdiction for a specified period of time. Orders appropriately drafted suspending the license of a practitioner should mandate that the individual reapply to the board for permission to practice or for the reinstatement of the license. The original order suspending the license should dictate the circumstances under which the suspension may be lifted. With unlawful activities of a lesser degree, licensure suspensions can be “automatically” lifted based upon the passage of time, providing the individual with the renewed right to practice without board approval.

In jurisdictions where revocations may statutorily provide for the right of an individual to reapply for licensure after a set period of time (e.g. one or two years), social work boards may want to consider using a longer suspension with delineated reinstatement rights. Under such

circumstances, the disciplined individual will be removed from practice as well as bear the burden of establishing the right to reinstatement to the satisfaction of the board. A long-term suspension may be more effective than a revocation where the statutes provide for the right of reinstatement application after the expiration of a shorter period of time than the suspension.

Probation

Social work boards are generally empowered to place the license of a practitioner on probation for a period of time subject to certain specific conditions determined by the board. Under these circumstances, the licensee is permitted to continue practice subject to compliance with the conditions set forth in the order determining the probation status. A violation of the conditions of probation can result in additional disciplinary action taken by the board. Usually, an abbreviated hearing can take place to determine the violations of the probation conditions without the necessity to re-examine the initial wrongdoing which led to the order determining the probationary status.

Limited Licensure

The social work board's authority to sanction may include the power to issue limited licenses, or the power to order that a practitioner's professional activities be restricted to only those areas allowed by the board. In such cases, the practitioner is permitted to practice, albeit within a limited scope. Violations of this limited licensure order can lead to additional disciplinary actions imposed by the board. Again, an abbreviated proceeding can take place to determine the violations of the limited licensure order to revisit the initial violations of the practice act.

Censure

Social work boards are generally empowered to censure those found to have violated the practice act. A censure involves a formal condemnation by the board for wrongdoing. A censure act may require specific actions to be undertaken by the practitioner, such as repayment of fees to a client.

Reprimand

Social work boards are generally empowered to issue reprimands to individuals found to have violated the practice act. A reprimand is a more formal censure or statement of wrongdoing on the part of the practitioner. It is generally used where a board believes that a formal notice of wrongdoing is necessary but without the removal of licensure or removal of the individual from practice.

Fines

Some social work boards may be empowered to issue fines up to certain statutory limits against individuals found to have violated the practice act. These fines are generally penal in nature and subject the individual to payment of a monetary amount to the general funds of the jurisdiction. As a general rule of thumb fines should not be used to support the activities of the board nor should they be included as part of the revenues associated with the operating budget. Although exceptions to this rule may apply it is important for boards and councils to avoid the appearance of incentivizing fines through their disciplinary actions.

The imposition of fines upon an individual in an administrative proceeding may subject the disciplinary action to double jeopardy scrutiny

under constitutional principles should the individual have also been fined as part of a criminal proceeding for the same wrongdoing.

Assessment of Costs

Social work boards should be empowered to assess costs upon individuals for the investigations, prosecutions, and adjudications of administrative matters where individuals are found guilty of violating the practice act. The assessment of these costs should include all costs associated with the administrative prosecution including attorney's fees. The authority to assess costs provides social work boards with an important power in resolving matters short of an expensive formal hearing.

An example of the statutory language granting to the board authority to assess costs is contained in the ASWB Model Social Work Practice Act. (Article II, Section 213 (b)(8)(i)-(v))

Use of Examinations

Social work boards may be empowered to require the successful completion of a particular examination, including the initial licensure examination. As part of the disciplinary process should an individual be removed from practice for an extended period as part of a disciplinary sanction, it may be appropriate to require the applicant to establish minimum competence as part of the reinstatement process. Jurisprudence exams as well as ethics exams are also resources available to boards as a measure of re-licensure eligibility.

Continuing Education

Boards of social work are likely empowered to require the successful completion of certain continuing education courses as part of the disciplin-

ary process. Continuing education courses may be specific to certain subject matter (i.e. ethics) or may be general in scope. Individuals removed from the practice may also be required to substantiate the successful completion of continuing education for the time they have been removed from the practice. For example, an individual removed from the practice for a three (3) year suspension should still be required to complete the continuing education hours imposed upon current licensees.

Other Concerns

Probationary terms can include many points including assessment of mental or physical health or impairments to practice, oversight and continuing supervision, and assignments.

Reporting

It is important for the safety of the public that all actions be reported to the ASWB Public Protection Database (PPD).

SECTION E

Guidelines for Sanctions

After an administrative hearing in which an individual has been found to have violated the practice act, an order will be entered setting forth important aspects of the hearing and findings. It is recommended that final adverse orders be carefully crafted to ensure compliance with applicable federal, provincial and state laws as well as constitutional principles. These orders should contain at least the following elements:

1. burden of proof
2. findings of fact
3. conclusions of law
4. sanction
5. reinstatement rights/conditions
6. publicity
7. right to appeal or appeal rights

It may be argued that due process principles or applicable statutes require consistency in sanctions to be considered by the board as part of the deliberative process. The subject has been the topic of intense legal debate with regard to the extent, if any, to which a board must strive for consistency in sanctions. Because specific “rules”

cannot be referenced, it is likely that this legal debate will continue.

First and foremost, social work boards must only enter sanctions which they are empowered to assess upon individuals. That is, a board can only revoke a license if it is statutorily empowered to provide for such a revocation. Of course, similar authority must be granted to the board to suspend, fine, assess costs or impose other sanctions which may be appropriate within the administrative authority of the board. Boards of social work must be assured of such authority before entering the sanction.

Range of Actions

As outlined above, boards of social work are generally empowered to enter sanctions which have a wide range of implications upon an individual. In order to justify the eventual sanction issued by the board, the circumstances of each situation must be considered. The more egregious the facts surrounding a particular disciplinary matter, the more exacting the sanction may be. Sanctions can range from simple letters of censure or reprimand to long-term suspensions or revocations. It appears that very few jurisdictions provide boards of social work with the authority to permanently revoke a license.

Social work boards are encouraged to assess the circumstances of each particular disciplinary matter and determine the appropriate sanction, taking into consideration their primary purpose of public protection. It may be worthwhile for a board to consider previous circumstances with similar fact patterns and examine the sanction as-

sessed. The more informed a board is with regard to previously issued sanctions, the less likely a legal challenge will be forthcoming on appeal.

If consistency in sanctions is dictated by statute, a legal challenge to the process will cite the particular statute. Additional legal arguments that can be anticipated would include constitutional principles of due process or equal protection under the law. Today, very few cases exist which provide for the successful challenge of board disciplinary actions based upon “inconsistencies” in sanctions.

With this in mind, it is difficult to craft guidelines which recommend certain sanctions based upon specific conduct undertaken by an individual. However, it should be noted that board sanctions can provide for creative ways to ensure individuals are responsive to identified needs. These sanctions can include mandatory continuing education within specific areas of practice, ethics, fraud or other topics. Sanctions may also include mental health evaluations or drug/alcohol treatment requirements, random urine analysis or additional means to ensure the disciplined individuals establish a compliance record to demonstrate fitness to practice. Under the limited licensure authority, boards may also limit the scope of practice of individuals to specific practice settings that are in need of protection. Depending upon the severity of the circumstances, social work boards are likely empowered to assess multiple sanctions to an individual based upon wrongdoing established at the hearing.

Boards of social work should strive for consistency in sanctions to the extent possible,

understanding that each set of circumstances is in need of analysis and deliberations consistent with the public protection mission of the board. Where possible, boards are encouraged to review previously rendered disciplinary actions in similar cases to establish a record of consistencies in the event of a legal challenge. The extent to which the record should be established during deliberations is likely dependent upon whether such deliberations are undertaken as part of an open meeting (as required under certain state laws) or are not subject to disclosure under open meetings laws or Freedom of Information Acts.

SECTION F

Unlicensed Practice

By design, and throughout this publication references to persons subject to the jurisdictions of social work boards use the term “individuals” rather than licensees. With the advent of technological advancements and the ability of individuals to practice social work without physical presence within additional jurisdictions, it is imperative that social work boards be empowered to maintain jurisdiction over all individuals who may violate the practice act. Jurisdictional authority of the board should extend beyond licensees to all individuals. This administrative authority over unlicensed practitioners provides an additional mechanism beyond the criminal sector to protect the public. Underscoring this important responsibility at the administrative level is the fact that criminal prosecution of unlicensed practitioners is often a low priority in the office of the prosecutor. The authority of social work boards to administratively address unlicensed practice and issue cease and desist orders, injunctions, fines, assessment of costs or other sanctions is an important resource in board activities.

It appears that several social work boards are not legislatively empowered to maintain jurisdic-

tion over unlicensed practitioners. The ASWB Model Social Work Practice Act provides for such jurisdiction. (Article III, Section 301(f))

Definitions

APA—Administrative Procedures Act. Legislation in a jurisdiction that is not contained in the social work practice act, but that guides the administrative process.

Board—A regulatory body created by law and empowered for the purpose of protecting the health, safety, and welfare of the public through the regulation of the social work practice. This term is used interchangeably with the term “council.”

Censure—A formal condemnation for wrongdoing.

Consent decree—A legal order entered, that has the agreement of both the board or council and the individual. Language used by boards and councils may vary considerably and include consent order, settlement agreement and others.

Council—A regulatory body created by law and empowered for the purpose of protecting the health, safety, and welfare of the public through the regulation of social work practice. This term is used interchangeably with the term “board.”

Discovery—The disclosure of pertinent facts or documents by one or both parties to a legal action or proceeding.

Due process rights—The right of an accused person to be accorded all legal rights under the laws of the jurisdiction and of the U. S. Constitution.

Licensee—The holder of a license to practice under the laws of a jurisdiction.

Probable cause—A reasonable ground for supposing that a charge is well-founded.

Public Protection Database—A database, maintained by ASWB, of any actions taken by social work regulatory bodies against the license/registration of a social worker.

Recuse—Withdraw, or remove oneself from participation.

Sanction—A disciplinary action taken against an individual.

Summary suspension—The temporary removal of a license to practice without any formal adjudication.



Group Review Practice Exam

ASWB offers an exclusive tool for social work educators: a full-length practice exam designed for group review

ASWB is pleased to offer a special program for social work educators trying to help their students better understand the licensing exams. The new group review practice exams for the bachelors, masters and clinical social work licensing exams are available exclusively to faculty and staff of CSWE-accredited programs.

The group review exam was designed to be one component of an overall exam orientation program. When a social work program purchases access to the group practice exam, ASWB provides a password that is valid for 6 months, beginning on the date it is first used. That password can be shared among social work faculty, career development and continuing education staff of the same program. The password gives you access to 170 questions, answers and rationales over the Internet. Instructors can use an Internet-connected computer and digital projector to review the questions with their students.

Available only to CSWE-accredited schools of social work

The software displays the question, then the answer and rationale with the click of a mouse. You can navigate to any question within the set, so picking up where you left off during the last session is easy, and the questions can be reviewed out of sequence. The group practice exam is not scored, so you can pick and choose individual questions for discussion and review, rather than going over the entire set.

In addition, there are three resource documents available to anyone using this group practice exam:

- an overview of our examination program,
- a user's guide that explains how sample questions are best used in the context of exam preparation, and
- our complete Candidate Handbook.

All three of these documents can be printed and distributed as you see fit.

Access to an single exam (bachelors, masters or clinical) is \$300.00. Access to all three exams is discounted to \$800.00. We can take orders over the phone, and will accept Visa, Mastercard or Discover.

Now for the fine print:

This product is ONLY available to CSWE-accredited or candidacy schools. Access to a single exam costs \$300, which buys access for 6 months (beginning from the first access date). Access to all three exams for 6 months costs \$800. These group review exams contain the same content as our online practice exam (which is intended for individual use and provides users with a score and diagnostic report). The password for the group review practice exam should NOT be distributed to students, and individual students should not be using the group review practice exam for personal study. Accounts that show patterns of use indicating a violation of this rule will be suspended immediately.

Order by email: info@aswb.org
Order by phone: 800-225-6880



Online Social Work Practice Exams

Full-length practice exams for candidates preparing to take the bachelors, masters, or clinical social work licensing exams

If I pay for the online practice test, what do I get?

- Four hours to take a 170-question practice test one time.
- 30 days (total) to review the questions, answers and rationales. The 30 days begins when you enter your email and purchase code to log into the practice test.
- Diagnostic information and a complete review of every question, the correct answer, and rationales. The test is timed to allow the same amount of time you will get on the actual examination—four hours—but you will be able to enter and leave the test as often as you like over a 30-day period. The four-hour clock only runs while you're taking the test.

When does the 30-day access begin?

The 30-day access begins the first time you enter your email address and password to log in.

What software do I need?

The online practice test is Internet-based, and works with Microsoft Internet Explorer and Mozilla Firefox on Windows operating systems and Safari on Macintosh operating systems. There are technical problems for users with Google Chrome and AOL's proprietary browser, so users should try switching to one of the browsers listed above.

Can I take the test multiple times?

No. The \$75 fee only allows you to take the test once. You do not have to take the test in one sitting, however; you can come and go as much as you wish, or you can choose to have a more "realistic" experience by taking the test in one uninterrupted four hour block.

Can I purchase access more than once?

As long as you're registered to take an actual ASWB examination, yes, but it will be the same set of questions. Currently ASWB offers only one version of the Bachelors, Masters, and Clinical practice tests. A second version of all three tests will be available late in 2012. ASWB will announce on our Website (www.aswb.org) when the new content is available.

Can anyone buy access to the practice test?

No. You must be registered to take one of the actual ASWB licensing examinations first, and you can only purchase the exam for which you are registered. Additionally, at the time you purchase practice test access, you will be required to accept an end-user agreement that includes this restriction as well as other requirements regarding the use and sharing of the contents of the practice test.

Can I share the access with friends or a study group?

No. The user agreement limits use of the service to a single customer.

How does the diagnostic and review portion work?

After you finish your practice test, you will receive a score report. This report will list the number of questions you missed in each content area. You may review the questions you missed, all questions, the questions in individual content areas, or any combination of these. There is no timer involved in this part of the program—you can spend as much time with this portion as you want to, until your 30-day access window closes.

Is the online test similar to the actual ASWB licensing examination?

Yes. The testing software functions in ways similar to the software used in actual Pearson VUE test centers. The test itself is composed of actual test questions retired from the ASWB licensing examinations.

Do you offer technical support?

Yes. Technical support is available from ASWB. You can get assistance by sending an email to practicetest@aswb.org. This account is monitored and responses are sent between 8 a.m. and 4:30 p.m., Monday-Friday (eastern time).

Order online: www.aswb.org
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Request for Proposals for Primary Research

Objective

The American Foundation for Research and Consumer Education in Social Work Regulation (“Foundation”) is a 501(c)3 organization that supports efforts to explore the ways in which professional social work regulation affects the profession and the public it serves. The Foundation sponsors a grant program for research on a wide range of topics relevant to social work professional regulation, including consumer protection, professional continuing education, social work supervision, complaints against licensees, and related areas. Social work faculty, students, members and staff of regulatory boards or provincial colleges in the United States and Canada may apply for grants.

To date, the Foundation has sponsored research on complaints and disciplinary actions taken against social workers, knowledge of licensure and regulation among social work faculty and students in New Jersey, and access to clinical supervision in rural areas of Minnesota. Currently, sponsored research is exploring online information about sanctioned social workers, the importance of licensing among aboriginal people, and the efficacy of continuing education. The Foundation is particularly interested in research projects that can serve as a basis or touchstone for additional related efforts, with the goal of creating a body of research in this important area of social work and public policy.

Funding and General Information

- **Funding.** The Foundation may award one \$5,000 grant (reserved for MSW or doctoral social work students only), two \$10,000 grants, and one \$25,000 grant to successful research proposals.
- **Timelines.** The \$5,000 grant requires a nine-month completion deadline; one \$10,000 grant award will carry a 12-month completion deadline; one \$10,000 grant award will require an 18-month deadline; the \$25,000 project must be completed in 24 months.
- **Student grant.** The \$5,000 grant will be awarded to a student currently enrolled in an MSW or doctoral social work program and will require the identification and participation of at least one faculty member in oversight of the project. The student grant will also require additional progress reporting to the Foundation.
- **Eligibility.** Social work faculty, students, members and staff of regulatory boards or provincial colleges in the United States and Canada may apply for grants.
- **Review criteria.** In reviewing grant requests, the following issues will be considered: scope of proposed research (US, Canadian, international); quality of proposed research; likelihood that research can be completed within deadlines; publication potential for research; ability of research to be generalized to one or more facets of social work practice regulation.
- **How to apply.** Contact the Association of Social Work Boards (mryder@aswb.org) for application materials. Application deadline: **May 1, 2013**.
- **Awards decisions.** The Foundation will make grant decisions in July 2013. Research would begin following the announcement of grant decisions.



*400 Southridge Parkway
Suite B
Culpeper, VA 22701
1-800-225-6880
Fax: (540) 829-0562
www.aswb.org
info@aswb.org*

Asking the right questions



Association of Social Work Boards
Item Writer Program

About the Item Writer Program

The ASWB Item Writer Program is the cornerstone of the social work licensing examinations required across the United States and in two Canadian provinces. The test questions produced by this select and diverse group of writers are at the center of the program that determines whether a social worker is ready to become a licensed professional.

Writers are carefully evaluated and selected for racial, ethnic, gender, geographic and practice diversity, as well as performance on a screening instrument. The writers selected come from all levels of practice—BSW, MSW, clinical and advanced non-clinical—and from a wide variety of settings, including academia.

Item writers participate in a training session sponsored by ASWB. Writers who complete a 30-item contract are paid \$1,000. More importantly, however, item writers get an opportunity to contribute to the social work profession and the public it serves in a meaningful way, while reinforcing their own social work knowledge and skills.

What do I do?

Go to www.aswb.org for more information about the program and instructions on how to apply. Along with your application, you will be asked to complete an assessment instrument that includes writing and editing questions.

Because gender, ethnic and geographic balance among item writers is key, these elements will be considered. A long resume is not required; ASWB seeks to include recent graduates and new social workers in addition to more experienced social workers.

What's required:

- Have a degree in social work
- Hold a valid social work license or Canadian registration
- Be currently practicing social work or teaching social work courses
- Complete all application and screening documents
- Be available to attend a weekend training session, typically held during the last week in June (travel, meals and lodging paid by ASWB)
- Sign an agreement to protect the confidentiality of all examination materials, including an agreement that states that, for a period of five years following your departure from the Item Writer Program, you will not provide instruction for or participate in the development of materials for any licensure examination preparatory courses
- Sign an agreement that states that, for a period of one year following your departure from the Item Writer Program, you will not take the exam for any examination category to which you have contributed items

**State of Wisconsin
Department of Safety and Professional Services**

AGENDA REQUEST FORM

Name and Title of Person Submitting the Request: Jill M. Remy, Program Manager		Date When Request Submitted: 10/3/2012	
		Items will be considered late if submitted after 5 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before meeting for all other boards 	
Name of Board, Committee, Council: Social Worker Section			
Board Meeting Date: 10-24-2012	Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How should the item be titled on the agenda page Request for Approval of Ottawa University Human Services Syllabi for Social Worker Training Certificate; HUS 30063, HUS 30253, HUS 40553 and HUS 40554	
Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	Is an appearance before the Board being scheduled? If yes, by whom? <input type="checkbox"/> <input checked="" type="checkbox"/> No	Name of Case Advisor(s), if required:	
Describe the issue and action the Board should address: Review and make motion to approve or deny Ottawa University's request for approval of HUS 30063: Human Behavior in the Social Environment, HUS 30253: Social Policy and the Community, HUS 40553: Skills & Techniques in Human Services I and HUS 40554: Skills & Techniques in Human Services II for the social worker training certificate.			
If this is a "Late Add" provide a justification utilizing the Agenda Request Policy:			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Documents submitted to the agenda must be single-sided. 3. Only copies of the original document will be accepted. 4. Provide original documents needing Board Chairperson signature to the Bureau Director or Program Assistant prior to the start of a meeting.			
Authorization:			
Jill M. Remy		10/3/2012	
Signature of person making this request		Date	
Supervisor signature (if required)		Date	
Bureau Director signature (indicates approval to add late items to agenda)		Date	



HUS 30063: Human Behavior in the Social Environment

January – March 2013

Class day and time:

Instructor: Carin Quinones, MSW, APSW

Phone: 414.550.9541

Instructor's Ottawa email: carin.quinones@ottawa.edu

Ottawa Student E-mail

Ottawa e-mail is the official account to be used for e-mail communication. It is the responsibility of the student to check his or her e-mail account on a regular basis for the duration of the course. Failure to read one's e-mail will not be a valid excuse for lacking information communicated via e-mail. In addition, any campus emergencies will be announced via the Ottawa email system. If you are encountering difficulties with your e-mail, please contact the 24/7 helpdesk at 855-268-4357.

Course Description

This course is a study of human behavior including conduct, actions, and responses and the environment in which this occurs throughout the life span. Social systems examined include individual, family, group, organizational, and communities in which people live. Client assessment and the ways social systems promote or deter people in maintaining or achieving health and well-being are emphasized.

Course Objectives

Upon successful completion of the course, the student will be able to:

1. Identify and discuss theoretical models of biological, sociological, cultural, psychological, and spiritual development across the lifespan.
2. Identify and discuss the range of social systems in which human development occurs, including individual, family, group, organizational, and community systems.
3. Analyze characteristics of particular social systems that deter humans from achieving and maintaining health and well-being.
4. Analyze characteristics of particular social systems that foster and encourage achieving and maintaining health and well-being.
5. Learn to assess the factors that affect a client's behavior, functioning and well-being, the systems involved and the ethical issues or challenges that may be present.

Required Books

It is expected that students have obtained, and bring with them to the first class session, the textbook(s) for the course. The University reserves the right to withdraw the student from the course if the textbook is not obtained in a timely manner.

Required Textbook:

Zastrow, C. (2013). *Understanding Human Behavior in the Social Environment*. (9th ed.). Belmont, CA: Cengage. ISBN: 978-0-8400-2865-5

Required reading: All students are expected to become familiar with the Code of Ethics of the National Association of Social Workers (NASW) and to readily access the NASW Code of Ethics at www.socialworkers.org/pubs/code/default.asp Class discussions of ethical principles and codes will be based on the NASW Code of Ethics.

Required reading: All students are expected to become familiar with the Wisconsin State Statutes and Administrative Codes relevant to the Social Work profession. The Wisconsin Administrative Code can be accessed at http://drl.wi.gov/board_code_detail.asp?boardid=33&locid=0 In particular, Chapter MPSW- 1 through 8, and 20 (conduct and unprofessional conduct) will be studied. Other chapters such as Chapter 457 may also be reviewed.

Required reading: All students must familiarize themselves with the National Association of Social Workers Standards for Cultural Competence in Social Work Practice. <http://www.naswdc.org/practice/standards/naswculturalstandards.pdf>

Readings: Additional readings may be required by the instructor.

Course Requirements

Attendance: All OU-Wisconsin courses base 15 to 30% of the final grade on attendance/participation. For this course, attendance/participation will comprise 25% of the final grade. It is understandable that a student might miss one class due to such things as job requirements, personal or family illness, emergencies, etc. It is expected that students will do the following regardless of the reason for missing class:

- Contact the instructor prior to the absence to discuss what will be missed and what needs to be done to make-up the absence. In the case of an emergency (for example, being in a medical emergency room) the student is expected to

contact the instructor within 24 hours or have a family member or friend contact the instructor.

- Turn in make-up work as stipulated by the instructor. Attendance/participation points may be earned for one or two absences if the make-up work is satisfactory and turned in by the instructor's deadline.
- After two absences, the student must initiate a conversation with the instructor to determine what is required to complete the course successfully. Failure of the student to initiate this conversation will affect the final grade and may result in withdrawal from the course.
- Three absences will result in loss of all attendance/participation points for the term and may result in withdrawal from the course.

Late Arrival: Arriving late to class or departing early may result in loss of attendance/participation points.

Participation: At Ottawa University-Wisconsin (OUWI), classes are kept relatively small so students can actively participate in the interactive learning model that is central to our adult learning philosophy. Students are expected to participate in a meaningful way that demonstrates their ability to think critically and apply concepts from course reading assignments. It is assumed that students will listen respectfully to the instructor and to class members. Students are expected to refrain from engaging in side conversations while the instructor or a classmate is talking. While there will undoubtedly be disagreements about topics of discussion, it is expected that students use critical thinking in expressing opinions, as well as listen to others' with respect and an eagerness to hear others' viewpoints.

Classroom Behavior: Part of Ottawa's mission is to provide an education that is respectful, safe, and caring for all individuals. It is expected that, as Ottawa community members, students contribute to this kind of learning environment. Students whose behavior is disruptive, or who behave disrespectfully toward other students or toward an instructor, may be instructed to leave class or be withdrawn from the course. Depending on the nature of the behavior, the student may be expelled from the University. According to the Ottawa University Student Handbook (www.ottawa.edu):

- **Disruption of the educational process including behavior which inhibits or prevents faculty and staff from carrying out their institutional functions and/or other students from learning;**
- **Use of illegal drugs or alcohol, or under the influence of illegal drugs or alcohol, while on school property. Conduct contrary to responsible behavior may lead to refusal to issue a diploma or transcript or withdrawal from the institution.**

Distractions in the Classroom: Cell phones and pagers, and all other electronic devices are to be silenced during class time. Text messaging will not be allowed during class.

Children are not permitted in classes. Make arrangements for childcare as well as a “first responder” in the event of any emergencies regarding family members. If you would like to bring a guest to class, contact the instructor prior to class.

Reading Assignments: There will be one or more reading assignments each week. Students are expected to read the assignments prior to class and to be ready to discuss the material. All students are expected to have obtained the textbook(s) in time for the first class session.

Writing Assignments: There may be writing assignments due each week. Students are to apply critical thinking in all writing. While content is very important in a writing assignment, students are expected to check the spelling (do not always rely on the spell check on your computer) and to use correct grammar in all assignments. **Please submit all assignments including presentations given in class via Blackboard.**

Late Assignments: All assignments are due by the deadline provided by the instructor. If you know that you will not be able to meet the deadline, contact the instructor well in advance to discuss the possibility of an extension. It is up to the instructor to grant or deny an extension.

Grading: Your final grade will be based on completion of the following class assignments:

Attendance/Participation	25 points
Development Interview or Observations	15 points
Social History Paper	20 points
Personal Development Timeline	25 points
Special Topic/Ethics Presentation	15 points
Total	100 points

The grading scale for undergraduate courses is:

Grade	Percentage
A	92-100%
B	82-91
C	72-81
D	62-71
F	< 62

Final Grades: All student work must be submitted by the last class session of the term. Instructors must turn in final grades by the University’s deadline. If, due to extenuating circumstances (e.g. childbirth, accident, death of a loved one), you are not able to satisfactorily complete a course within the term, contact the instructor **immediately**. Your final grade will be based on the work you have submitted by the end of the term.

If the instructor agrees that your circumstances merit turning in work after the end of the term, you must submit the work by the agreed-upon deadline. If, upon evaluating your work, the instructor determines that your final grade should be changed, he or she will submit a Change of Final Grade form to the University registrar. If the instructor determines that the work you submitted does not warrant a change of the final grade, the original final grade will stand.

UNIVERSITY POLICIES AND PROCEDURES

University Policies and Procedures: Students are to review the Student Handbook for all policies and procedures. Student Handbooks can be found on the Ottawa University website (www.ottawa.edu) under the Wisconsin campus link, in the drop down feature of the Academics “button.”

Academic Dishonesty and Plagiarism: Academic dishonesty includes such actions as cheating on examinations or assignments, turning someone else’s work in as if it were your own, and plagiarism. Plagiarism includes failing to adequately cite sources of information, using someone’s ideas, information, and/or words as if they were your own, etc.

Academic dishonesty also includes turning in work submitted for a grade in another course. For example, it would be considered academic dishonesty to turn in a paper that you wrote for English 101 as if you had written it for Philosophy 202. In addition, turning in a paper that you constructed by simply cutting and pasting sections from a paper you wrote previously, is also considered academic dishonesty. Although the consequences of plagiarism and/or academic dishonesty may vary, depending on the nature of the violation, the Ottawa University Student Handbook states, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred” (p. 35).

Special Accommodations: If you are a student with a disability that may affect your learning, please contact the campus ADA Coordinator (262-879-0200), immediately to evaluate your request and implement any special accommodations required. The following is the procedure for requesting accommodation:

1. Students must declare their disabilities and request related classroom accommodations by: (a) completing an Accommodations Request Form, and (b) submitting reasonably recent documentation of a disability.
2. Requests for accommodation, along with documentation, must be received for evaluation at least one to two weeks prior to implementation of accommodations (that is, 1 – 2 weeks prior to the term start).
3. Additional information is available in the “General Policies” section of the Student Handbook at www.ottawa.edu/wi under “Academics.”

Instructional Variance: Course content and schedule may vary from outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.

Disclaimer: Instructors often use student papers as examples. If you do not wish to have your paper(s) used as an example, or would wish to have your name removed before using your work, please let your instructor know.

Assignments

Developmental Observation/Interview:

Students will be asked to complete an observation and/or interview on specific developmental stages (i.e.: an observation of a toddler at play, an interview with an adolescent, or an interview with a young adult). Instructions for how to complete the observation/interview are given in detail at the end of this syllabus. This assignment should be a minimum of 3 pages in length (not including title page and Reference page) and utilize at least one outside scholarly source in addition to your textbook. This source must be cited in the paper as well as listed on the Reference page in APA format. Student will also discuss their findings in class. Please do not use your own children or family members for this assignment.

Social History:

You will conduct a social history interview with an adult in the middle to late adulthood developmental phase. Please avoid choosing family members or close friends as your “client.” You will follow an outline and be required to obtain specific information as typically required of social workers in practice. This assignment will allow you to reflect on the important aspects of your “client’s” development. There will be no presenting problem for this assignment; instead it is designed to allow you to gather as much information as possible about your client while practicing your interviewing and assessment skills. See additional handout for further instructions and formatting (Zastrow, Kirst-Ashman & Vogel, 2013, p. 18-27).

Personal Development Timeline:

Students will examine their own personal development and the events that shaped their lives. These should include both positive and negative experiences as well both small and big impact events. Students should then choose 10 events from at least 4 different developmental phases and discuss their relevance and effects on your life. In your introduction, please include your personal demographic information. In your conclusion, please reflect on the different events you have discussed and their impact on your practice as a social worker in the near future. Please use APA-style headings to aid in logical organization of this paper. Also, please utilize your textbook as a primary reference. Additional outside research may be helpful but is not required; however, you should still include a reference page with your textbook listed appropriately in APA

format. In-text citations should also be used as necessary. This assignment should be approximately 5-8 pages in length.

Special Topic Presentation:

Each student will choose a special topic related to development and social work practice. Your textbook discusses many special topics related to development and its implications for culturally competent practice and/or ethical issues. Once an issue is identified, the student should do additional research related to the topic and its ethical considerations within social work practice. Special topics could include disabilities, cultural/ethnic issues, gender development/identification, sexuality, parenting, divorce or many others. The student will then develop a presentation discussing the topic and then the primary ethical implications for social work practice based on the various codes of ethics (including but not limited to NASW Code of Ethics) presented in class. The student should end the presentation with an ethical dilemma for discussion with their fellow students related to their chosen topic. At least 3 additional references should be used in addition to the ethical codes provided and the textbook. Presentations should be 10-15 minutes in length not including student discussion. Visual aids such as PowerPoint or other presentation software are required to be used in the development this presentation and please print a handout version for each student as well as the instructor.

Professional Writing Center

The Professional Writing Center is located at the Brookfield site in Room 113 and is available to you as a free service. Writing instructors staff the center to help you develop your writing skills, work on APA format, identify common errors, and address your writing-related questions. The center is open for appointments, walk-in, and email responses during the following hours:

Week 1 of the term	Center is not open Monday-Thursday	
	Saturday	9:00-12:00 noon
Weeks 2-7	Mondays	Closed
	Tuesdays	2:00 – 6:00 p.m.
	Wednesdays	4:00 – 8:00 p.m.
	Thursdays	2:00 – 6:00 p.m.
	Saturdays	9:00 a.m. – 12:00 noon
Week 8	Regular weekday hours as above	
	No Saturday hours week 8 of term	

For appointments call 262-879-0200 or email writingcenter@ottawa.edu. Email assignments to writingcenter@ottawa.edu. Expect a reply during the next open Writing Center hours. In addition to 1) your paper or draft, bring 2) a copy of your

assignment instructions and syllabus and 3) any previous class papers with comments from your instructor.

Ottawa  University
Mission Statement

The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace, which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.

Note for OU-Wisconsin students: If you intend to apply for the Social Work Training Certificate (SWTC) after you graduate from Ottawa, it is highly recommended that you keep your syllabus from this, as well as other human services classes that you have taken, in the event that the Department of Safety and Professional Services requests to see course syllabi.

Course Calendar is located on the following page.

Course Calendar

Dates	Readings	Assignments	Activities	Related Outcomes
Week 1	NASW Code of Ethics NASW Culturally Competent Practice Standards		1. Ice Breaker 2. Syllabus and course overview 3. Discuss assignments for course 4. Review Chapter 1	1-5
Week 2	Read: Chapters 2-4 Review: Chapter 1		Begin Infancy & Childhood discussion/activities	1-5
Week 3	Read: Chapters 6-9 Review: 2-4	Developmental Observation/Interview	1. Complete Infancy & Childhood discussion/activities 2. Begin Adolescence discussion/activities	1-5
Week 4	Review: Chapters 2-9		1. Complete Adolescence discussion/activities	1-5
Week 5	Read: Chapters 10-13	Social History	1. Discussion of Social Histories 2. Begin Young & Middle Adulthood discussion/activities	1-5
Week 6	Review: Chapters 10-13		Finish Young & Middle Adulthood discussion/activities	1-5
Week 7	Read: Chapters 14-16	Personal Development Timeline	1. Later Adulthood discussion/activities 2. Discuss Personal Timelines	1-5
Week 8	Read: Chapter 5 Review: Chapter 9, 13 & other applicable chapters	Special Topic Presentation	Presentations and Ethical Dilemma Discussions	1-5

Developmental Observation/Interview Instructions:

Prior to your observation/interview, please do the following:

1. Select your subject and determine if an observation or interview would be more appropriate based on that person's developmental level. For example, you could interview an adolescent or observe them (with permission) in a social/education situation or setting. If you were selecting a 2 year old child, you would do an observation (again with permission). For an older adult, you would select an interview format. For all observations of minors, please seek permission from their parents prior to conducting your observation. Remember, do not use your own children or family members for this assignment.
2. Identify the stage that applies to your subject and review the chapters on that stage.
3. Choose a section or particular topic within those chapters to focus on and identify at least 6 questions (interview) or behaviors (observation) you would like to discuss/observe. For example, in an observation of a 4 year old child, I may choose to focus on gross motor skills and observe which skills that particular child exhibits.
4. Following the observation or interview, please complete the write-up as indicated below.

Directions for Paper (please use these categories as headings):

1. **Introduction:** Introduce your subject (please change your subjects name for confidentiality and use first names only) indicating their age and other identifying demographic information. Identify which stage of development that applies to your subject and what skills or important pieces of that developmental stage you are choosing to focus on and why. Finally, tell me why that part of this developmental stage interests you.
2. **Observation/Interview Summary:** Tell me about your interview or observation in detail. Include information from your text and additional source(s) about the section or topic you choose to concentrate on within your subject's developmental stage, using proper APA citation. If you choose to do an interview, you may choose to include the interview narrative as a script in addition to summarizing your learning or you may choose to discuss it in paragraph form.
3. **Conclusion:** Conclude this assignment by summarizing your experience and the knowledge gained both through the textbook and the interview/observation itself. Relate this knowledge to future social work practice.
4. **References:** Please include your textbook in a reference page as well as your additional reference(s).

Further guidelines:

- * **Paper should be in APA format and any use of your textbook including direct quotes or paraphrasing must be cited properly**
- * **This paper should be a minimum of 3 pages depending on subject and developmental stage chosen.**
- * **In each of your 3 interviews/observations, please choose a different subject in a different developmental phase.**

References

Zastrow, C. (2013). *Understanding Human Behavior in the Social Environment*. (9th ed.). Belmont, CA: Cengage.

Zastrow, C., Kirst-Ashman, K., & Vogel, V. (2013). *Understanding Human Behavior and the Social Environment: Curriculum Quick Guide*. Belmont, CA: Cengage.



HUS 30253: Social Policy and the Community

TERM:

DAY:

Instructor Name: **Sandy Tellefson, MSW**

Phone:

Email: sandy.tellefson@ottawa.edu

The instructor is available by email or phone. Every effort will be made to respond to emails within 48 hours.

COURSE REQUIREMENTS

Prerequisite: None.

COURSE DESCRIPTION

This course focuses on the effect of social policy on practice, social policy analysis and process of policy formulations as it relates to human services and other social welfare professions.

COURSE OBJECTIVES

The course will help students understand important social policy issues facing the human service professional today. Upon completion of the course, the student will be able to:

1. Discuss the history, mission, and philosophy of the human services and social work professions.
2. Explain the impact of social policy on health and well-being of individuals as well as the impact on human services and social work practice.
3. Differentiate roles, resources, and scope of responsibilities among public and private programs and agencies at the local, state, federal, and global levels.
4. Develop skills in reading, interpreting, and researching social issues, social policy and related legislation and how it relates to service delivery and programs. Analyze a current social issue or problem in the field of human services, discuss its significance at the local, state, federal, and global levels, investigate social programs and policies that have addressed the issue, and evaluate the effectiveness of the programs and policies.
5. Discuss the potential the human services field has for being an agent of social change for individuals, families, communities, and nations in light of the principles of social and economic justice.
6. Demonstrate competency in making ethical decisions when advocating for clients and/or programs or meeting the needs of clients, using the tools of ethical persuasion and acting in accordance with the NASW Code of Ethics, IFSW Statement of Principles, and the Wisconsin State Statutes and Administrative Code.

COURSE MATERIALS (REQUIRED TEXTBOOK)

Smith-Barusch, A. (2011). *Foundations of Social Policy: Social Justice in Human Perspective*. (4th). Belmont, CA: Wadsworth/Thompson Learning. ISBN: 0-8400-3438-5.

Additional Readings:

Golden, T.H. & Barusch, A.S. (2012). Ethical Decision Making in Mental Health Practice. In *Foundations of social policy practice behaviors workbook* (4th ed.). Brooks/Cole. Chapter 7, Exercise 6, p. 57 – 58.

National Association of Social Workers (NASW) Code of Ethics:

<https://www.socialworkers.org/pubs/code/code.asp>

Link to “Duty to Warn” State Laws:

http://www.naswdc.org/ldf/legal_issue/2008/200802.asp?back=yes

Tarasoff v Regents of University of California decision:

<http://www.casebriefs.com/blog/law/torts/torts-keyed-to-dobbs/the-duty-to-protect-from-third-persons/tarasoff-v-regents-of-university-of-california/>

Participation, Quizzes and Attendance: *Due to the nature of this course, you are **strongly encouraged** to attend every class. Class attendance and participation will count toward your overall grade.* Although it is recognized that, due to uncontrollable circumstance, absences are sometimes necessary, attendance and participation is an important component of the course for the student and entire class. If possible, any student who is not able to attend or will be late to class, should contact the instructor, via email or phone, prior to the absence.

Weekly Course Schedule

	Topics/Class Activities	Preparation for Class
1	<p>Introductions</p> <p>Course Overview</p> <p>Writing assignments and expectations</p>	<p>Critical thinking concepts and activity</p> <p>Begin discussing chapters 1 and 2</p>
2	<p>Review chapters 1 & 2</p> <p>Discuss chapter 3: Bring one question, comment or “take away” from the reading</p> <p>Applying the four philosophical approaches</p> <p>Assign Court Cases (chapter 2)</p>	<p>Read chapters 4 – 6</p> <p>Read handouts on Ethical Decision Making in Mental Health Practice, NASW Code of Ethics, and Tarasoff case, duty to warn</p> <p>Discussion of ethical issues</p> <p>You will be assigned to prepare for and participate in one of two debates regarding a major social policy or program.</p>
3	<p>Debates held: Topics – Social Security and Voter ID law</p> <p>Discuss chapters 4 – 5: Bring one question, comment or “take away”</p>	<p>Read chapters 6 and 7</p> <p>Court Case Writing</p>
4	<p>Discuss chapters 6 & 7: Bring one question, comment or “take away”</p> <p>Class presentations and discussions of Supreme Court cases.</p>	<p>Chapters 8 & 9</p> <p>Mental illness and Collective Action Paper</p> <p>Pre-Research Paper assignment</p>

5	<p>Discuss chapters 8 & 9: Bring one question, comment or “take away”</p> <p>Discuss Mental illness and Collective Action issue.</p> <p>Assign debates for Week 6</p>	<p>Read chapters 10 – 11</p> <p>Answer question #6 from Chapter 11, p. 381 on the Right to Parenthood. (two pages)</p> <p>Answer question #2 from chapter 13, p. 441 on Services for Elderly or Children? (two pages).</p>
6	<p>Discuss chapters 10 – 11: bring one question, comment, or “take away”</p> <p>Discuss Right to parenthood; services for elderly or children</p> <p>Debates held: Topic – Housing, benefits for AODA</p>	<p>Read chapters 12 and 13</p> <p>Group activity: Three women—whom to help?</p> <p>Reading and writing related to research paper</p>
7	<p>Discuss chapters 12 – 13: bring one question, comment, or “take away”</p> <p>Class debate on illegal employment of children</p>	<p>DUE: Research paper: Social Policies and Vulnerable Populations</p> <p>Prepare presentation on research paper</p> <p>Read Chapter 14 and Conclusion</p>
8	<p>Presentations and Discussion of Social Policies and Vulnerable Populations</p> <p>Discuss chapter 14 and conclusion</p> <p>Course evaluations</p>	<p>Final Presentations in Class</p>

ASSIGNMENTS

ETHICAL DECISION-MAKING IN MENTAL HEALTH PRACTICE:

FOR THIS ASSIGNMENT, YOU WILL (1) REVIEW BOTH THE NASW CODE OF ETHICS AND THE TARASOFF “DUTY TO WARN” DECISION, AS THEY RELATE TO THE SCENARIO, (2) WRITE YOUR THOUGHTS ABOUT SEVERAL POSSIBLE COURSES OF ACTION AND POTENTIAL OUTCOMES, AND (3) BRING YOUR WRITTEN NOTES TO CLASS AND BE PREPARED TO DISCUSS IN CLASS. THE SCENARIO IS INCLUDED AT THE BACK OF THE SYLLABUS. (10 POINTS)

Debates of Current Social Issues/Policies:

1. Social Security: federal or state control. Prepare a typed outline for your use in an in-class debate during class 3. You will turn in your outline at the conclusion of the debate. In preparation for the in-class debate, list three arguments in favor of having the states, not the federal government, operate Social Security, which is a major government-sponsored social program. Then list three arguments in favor of having the federal government, rather than the states, manage Social Security. What are the Constitutional limits on the federal government? What are the Constitutional limits on the powers of the states?
2. [Wisconsin’s] new Voter ID law: Read the article “Does Wisconsin’s new voter ID law ‘disenfranchise’ voters?” (Class handout). List three arguments in favor of the law and three opposed to the law. (Think about the potential impact of this law on the voters.)
3. AODA: support or no support? Using the social justice perspective presented in the textbook, evaluate a proposal to provide income supports to people with alcohol or drug addiction. Identify three reasons to support the proposal and three reasons to not support the proposal.
4. Housing: a right or a privilege? In the United States, housing is currently not considered an entitlement, but a private commodity to be traded for profit in the real estate market. In preparation for the in-class debate, list three arguments in favor of housing as a right/entitlement of citizenship, and three arguments supporting the current status of housing as a commodity. See Chapter 5, pp. 127-132 and 151-153.

U.S. Supreme Court Case Writing: For the court case you chose, read and research the case syllabus and the court’s opinion. Then describe (a) the facts of the case, (b) the court’s conclusion, and (c) the effect of the case on contemporary U.S. social policy. You will present your court case findings in class.

Mental Illness and Collective Action:

Think critically about whether mental illness meets the criteria for collective action. Would improved public understanding of mental illness change this situation? Why or why not? What do you think the role of human services professionals would be? Write a two-page paper with your responses to the above questions. (10 points).

Social Policies and Vulnerable Populations Research Paper

Select a vulnerable population that is discussed in the textbook (e.g., minority group, disabled group, women, children, LGBT, elderly). Select a social policy/law/legislation that affects this particular population. Research this policy/law/legislation. In your paper, answer the following questions: Describe the policy/law/legislations with a brief history of the foundation of the policy/law/legislation. Why did it come into existence? Is it still used in the same manner as it was originally used? How effective or ineffective is it?

State your opinion about whether you think this policy/law/legislation is positive or negative.
 How could this policy be modified in order to better serve the population?
 Use at least two other professional sources of information in addition to the textbook.

The paper should be between seven (7) and eight (8) pages long, including the title page and the reference page. (40 points)

Format for Written Papers

All written assignments must be typed in 12 point font, double spaced with 1-inch margins and follow the APA writing style guidelines for grammar, spelling, and punctuation.

Presentation on Social Policies and Vulnerable Populations

In addition to writing a paper on a selected vulnerable population and social policy, you will be presenting your research to the class. For the presentation you should:

- Talk from note cards or an outline. Do NOT read your paper.
- Relate to your audience with eye contact and body language
- Limit your presentation to 10 to 15 minutes
- Facilitate a discussion and respond to questions from your classmates

GRADING

Ethical Decision making	10 points
Court Case writing	20 points
AODA Debate	10 points
Mental Illness & Collective Action	10 points
Right to Parenthood	10 points
Services for Elderly or Children	10 points
Social Policies Research paper	40 points
TOTAL POINTS	110 points

A	101 – 110 points
B	90 – 100 points
C	79 – 89 points
D	68 – 78 points
F	67 or below

Note: Since this is a required course in the Human Services Major, a C or higher must be earned; otherwise, the course must be repeated.

BLACKBOARD (if applicable):

When blackboard shell is used, discussion participation may be required: The instructor will clarify the extent to which Blackboard will be used in the course. Each week you will submit (post) a response to a weekly discussion topic(s). Then after reading the postings made by other students, you must reply to a minimum of two of your fellow students. More extensive participation is encouraged.

Initial Substantive Posts: Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (app. ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or example of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the spell-check function.

Required Replies: You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider or add a differing perspective, etc. Rather than responding with, “Good post, “explain why the post is “good” (why is it important, useful, insightful, etc.) Or, if you disagree, respectfully share your alternative perspective.

Posting Guidelines: Overall, posting must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers’ posting. You are encouraged to post more than the required number of replies. Please refer to the Policies section in Blackboard for further Discussion Participation details.

BLACKBOARD TECHNICAL SUPPORT (IF APPLICABLE)

The Resource room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support 24 hours/day for all students, staff and faculty at no cost.

LATE ASSIGNMENT POLICY

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of points will be assessed. The instructor also has the option of increasing the deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without deduction, only at the discretion of the instructor. Discussion board posting will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up the points.

EDITORIAL FORMAT FOR WRITTEN PAPERS

All written assignments are to follow the APA Writing Style Guidelines for Grammar, Spelling & Punctuation. Points will be earned and/or deducted for writing mechanics as well as use of APA Style. Help with both writing and use of APA is available in the Professional Writing Center.

GENERAL POLICIES FOR CLASSES

(Note: Learners should also refer to the Student Handbook for all University regulations.)

OTTAWA UNIVERSITY MISSION STATEMENT

The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.

ACADEMIC INTEGRITY:

Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, *“The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”*

Please refer to **Academic Honesty** in the **Policies** section in **Ottawa University Arizona Student Handbook** for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.. More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate (APA) documentation format.

SENSITIVITY AND CONFIDENTIALITY

It is intended that the professor and all learners will maintain an atmosphere of safety and freedom in order for all to feel comfortable in expressing ideas and reactions. It is imperative that we are all respectful of one another and mindful of difference during discussion periods. If at any time during the course, you feel unable to express yourself or to participate fully, please discuss the situation with your instructor.

At times in the educational process, certain subject matter may be emotionally difficult or offensive to some learners. If a learner believes that a class activity may be personally disturbing, s/he should notify the instructor in advance to obtain a substitute assignment.

SERVICES FOR STUDENTS WITH DISABILITIES

Reasonable accommodation for persons with known disabilities will be made in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No person with a known disability will be intentionally excluded from participation in, be denied the benefit of, or otherwise be subject to discrimination under any University policy, program, and service or in relation to employment because of a disability. University programs and facilities are intended to be accessible to persons with disabilities. Students must declare their accommodations Request Form, as well as necessary documentation, to their campus Disabilities Services Coordinator. The University requires reasonably recent documentation of a disability & reserves the right to request additional information and documentation if needed; confidential medical information will remain confidential to the extent required & allowed by state and federal law.

Requests for accommodations & documentation of a disability must be received for evaluation at least 5 weeks prior to the start of the term. Additional time may be required for some accommodation requests. Ottawa University provides detailed information on the principles and

practices governing disabilities-related accommodations in its ADA 504, Title III Policies & Procedures. This document is available in its entirety through the local Disabilities Services Coordinator, the University ADA Coordinator, and the University website. The University's ADA Coordinator oversees all disabilities-related issues concerning students.

COURSE METHODS, PROCEDURES, AND GRADING

Learners will be evaluated using several assessment measures which may include but limited to, weekly assignments, a research paper, a final presentation and weekly class participation.

WITHDRAWAL

Please note that if you decide to drop this class, you should do so early in the semester. This will appear as a "W" on your transcript, with no negative effect on your GPA. The later you withdrawal the less money you will receive as reimbursement of tuition possible. Please check with Registration and/or the Business Office if you have questions. Failure to continue to attend without formal Withdrawal may result in a grade of "F."

COURSE OUTLINE AND SCHEDULE

NOTE: Course content, assignments, and schedule may vary from this outline to meet the needs of a particular group of learners. The instructor will explain the rationale for any variance as it occurs. Email is the best way to reach a faculty member on days the course does not meet. Please include your name, course, and contact information within the email.

ATTENDANCE

Attendance is STRONGLY RECOMMENDED. Attendance will be taken every section as per university policy, and unexcused absences may lower grade. Two or more unexcused absences will result in failure in this course. Excused absences and make-up assignments are granted at instructor's discretion. Please contact your instructor prior to the missed class if at all possible. Obtaining notes from other students for excused or unexcused absences will be your responsibility.

CLASSROOM ETIQUETTE

Please turn cell phones off or on silent or vibrate while in class. Please DO NOT text message in class. Please be courteous to all classmates as well as the instructor. Some topics may be "hot button" issues, but if we respect each other's ideas we can learn from one another.

STUDENT RESPONSIBILITIES

It is the student's responsibility to come to class having read the required material. This course involves class discussion and students must to contribute in a meaningful way. Active participation in the class allows for an interactive learning process. Students are encouraged to share their own ideas as well as encourage other's ideas on topics relevant to this course.

Important announcements, assignment instructions, and changes to the schedule/syllabus, will be emailed to your Ottawa email address unless an alternate "preferred" email address is provided.

STATEMENT OF TEACHING & LEARNING IN THE ADULT CURRICULUM

Ottawa University's philosophy of teaching & learning supports the theories & principles of the andragogical model, whereby education for students becomes a shared experience amongst the students and facilitators of instruction. Ottawa's learning community fosters a social climate of respect and collaborative modes of learning that draw on the adult students' previous life, work and academic experiences, while encouraging active involvement in what and how the adult learns. Ottawa University believes learning is a cooperative endeavor requiring a shared commitment, positive attitude, strong work ethic and the responsibility of all participants within the community of

learning and classroom. All adult students are expected to actively contribute to the classroom learning environment by introducing and sharing new content related to the course, analysis and reflection from personal and professional experiences.

WITHDRAWAL

Please note that if you decide to drop this class, you should do so early in the semester. This will appear as a “W” on your transcript, with no negative effect on your GPA. The later the withdrawal, the less the amount of reimbursement of tuition possible. Please check with Registration and/or the Business Office if you have questions. Failure to continue to attend without formal Withdrawal may result in a grade of “F.”

DISCLAIMER

Course content and schedule may vary from this outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.

HUS 30253: SOCIAL POLICY AND THE COMMUNITY

DUE WEEK 2

THIS ASSIGNMENT ADDRESSES THE FOLLOWING ETHICAL STANDARDS FROM THE NASW CODE OF ETHICS: 1.01, 1.02, 1.07(D), 6.01, 6.04(A), AND 6.04(B). REVIEW BOTH THE NASW CODE OF ETHICS AND THE TARASOFF "DUTY TO WARN" DECISION, AND THEN WRITE YOUR THOUGHTS ABOUT SEVERAL POSSIBLE COURSES OF ACTION AND POTENTIAL OUTCOMES. BE PREPARED TO DISCUSS THIS IN CLASS, USING YOUR WRITTEN NOTES.

THIS ASSIGNMENT IS ADAPTED FROM GOLDEN, T.H., & BARUSCH, A.S. (2012). *FOUNDATIONS OF SOCIAL POLICY PRACTICE BEHAVIORS WORKBOOK*, (4TH ED.). BROOKS/COLE. CHAPTER 7, EXERCISE 6, P. 57-58: ETHICAL DECISION MAKING IN MENTAL HEALTH PRACTICE.

Scenario:

You are a social work intern at an agency that provides counseling services for adults. The agency has a weekly team meeting where interns and therapists discuss cases of concern. One of your colleagues, Bruce, shares his concerns about one of his clients. Bruce has been counseling Martha for about one year. He is concerned because she has become increasingly belligerent in the past few days. Martha is in a troubled marriage, and has recently discovered that her husband has been having an affair and is planning to ask for a divorce so he can be with the other woman. Martha is 24 years old, and has been in and out of mental health treatment for most of her life. She has been diagnosed at various times with bipolar disorder, borderline personality disorder, and alcohol abuse. Martha occasionally holds down a job for a month or so, but mostly subsists on SSI, Medicaid and Food Stamps. In some ways, the most stable and supportive relationship she has in her life is with Bruce.

Bruce is concerned because Martha has been making vague threats toward her husband in the last couple of days. She's been saying things like, "I'm gonna kill that b___d! I'm gonna make him pay!" "If I can't have him, then nobody can, especially that b__h!" Bruce has heard Martha get angry in the past, but her tone is different these past few days. Bruce also knows that Martha has started drinking again. He can smell alcohol on her breath during sessions, and her most recent urinalysis was positive.

Bruce is seeking consultation from the team because he does not know what to do. He is aware of the Tarasoff "duty to warn," but he doesn't really know if Martha is seriously intending to harm her husband. He fears if he breaches confidentiality and reaches out to her husband, he will be throwing away a year's worth of work with Martha. He is sure she would never come back for counseling, and she has made good progress with him. On the other hand, he wants to act ethically and responsibly, and does not want to get into legal trouble. He is also worried about Martha's husband. He would feel terrible if anything happened to him and he had chosen not to warn him.



Ottawa University-Wisconsin
HUS 40553: Skills & Techniques in Human Services I

Term Dates: June 28, 2012 - August 16, 2012

Day & Time: Thursdays, 6-9:00pm

Instructor: Carin Quinones, MSW, APSW

Phone: 414.550.9541

Phone Hours: 9am – 7pm only or by text message

Ottawa Email: carin.quinones@ottawa.edu

Ottawa Student E-mail

Ottawa e-mail is the official account to be used for e-mail communication. It is the responsibility of the student to check his or her e-mail account on a regular basis for the duration of the course. Failure to read one's e-mail will not be a valid excuse for lacking information communicated via e-mail. In addition, any campus emergencies will be announced via the Ottawa email system. If you are encountering difficulties with your e-mail, please contact the 24/7 helpdesk at 877-717-6998.

Course Description

HUS 40553: Skills & Techniques in Human Services I: This course gives students an opportunity to examine systems framework, skills, analysis of issues and current intervention strategies for working with individual clients and groups in diverse social service settings. Students develop and enhance interviewing and effective communication skills by observing, videotaping, and evaluating their basic interviewing skills.

Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate essential interpersonal skills of expressing empathy, active listening, observing, interviewing, and facilitating intrapersonal and interpersonal process.
2. Demonstrate oral, written, and technological competence in the field of human services, especially as these competencies relates to assessment and practice methods with individual clients.
3. Apply knowledge of, and skills used, in establishing and maintaining professional relationships that are characterized by mutuality, collaboration, and respect for the client. The specific processes involved in working with individual clients are outlined more extensively in the syllabus.
4. Apply and practice assessment which focuses on identification of client strengths that can be used to ameliorate problems between individuals and their environments.

5. Practice and develop skills and approaches for serving diverse at-risk populations, and clients from differing social, cultural, racial, religious, spiritual, and class backgrounds.
6. Analyze personal strengths and limitations in relation to the nature and demands of working with individual clients in the human services profession. This includes demonstrating greater confidence, competence, and ease in interviewing a client. It also includes incorporating feedback provided by a supervisor and one's peers.
7. Identify ethical and decision-making dilemmas relating to client work with individuals including knowledge and use of the NASW code of ethics.
8. Demonstrate commitment to ongoing development of cultural competence, based on the National Association of Social Workers Standards for Cultural Competence in Social Work Practice

Note for OU-Wisconsin students: If you intend to apply for the Social Work Training Certificate after you graduate from Ottawa, it is highly recommended that you keep your syllabus from this, as well as other human services classes that you have taken, in the event that the Department of Safety and Professional Services requests to see course syllabi.

Required Books

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried (2013). *Direct Social Work Practice: Theory and Skills*, (9th Edition). Belmont, CA: Thomson Brooks/Cole. ISBN# 978-0-8400-2864-8

Required reading: All students are expected to become familiar with the Code of Ethics of the National Association of Social Workers (NASW) and to readily access the NASW Code of Ethics at www.socialworkers.org/pubs/code/default.asp Class discussions of ethical principles and codes will be based on the NASW Code of Ethics.

Required reading: All students are expected to become familiar with the Wisconsin State Statutes and Administrative Codes relevant to the Social Work profession and particularly those that relate to work with individuals. The Wisconsin Administrative Code can be accessed at http://drl.wi.gov/board_code_detail.asp?boardid=33&locid=0 Class discussions of state codes related to working with individuals will be based on information provided on this website. In particular, Chapter MPSW- 1 through 8, and 20 (conduct and unprofessional conduct) will be studied. Other chapters such as Chapter 457 may also be reviewed.

Required reading: All students must familiarize themselves with the National Association of Social Workers Standards for Cultural Competence in Social Work Practice. <http://www.naswdc.org/practice/standards/naswculturalstandards.pdf>

Additional readings may be assigned.

Course Requirements

Attendance: All OU-Wisconsin courses base 15 to 30% of the final grade on attendance/participation. **For this course, attendance/participation will comprise 25% of the final grade.** It is understandable that a student might miss one class due to such things as job requirements, personal or family illness, emergencies, etc. It is expected that students will do the following regardless of the reason for missing class:

- Contact the instructor prior to the absence to discuss what will be missed and what needs to be done to make-up the absence. In the case of an emergency (for example, being in a medical emergency room) the student is expected to contact the instructor within 24 hours or have a family member or friend contact the instructor.
- Turn in make-up, if assigned, work as stipulated by the instructor. Attendance/participation points may be earned for one or two absences if the make-up work is satisfactory and turned in by the instructor's deadline.
- After two absences, the student must initiate a conversation with the instructor to determine what is required to complete the course successfully. Failure of the student to initiate this conversation will affect the final grade and may result in withdrawal from the course.

Three absences will result in loss of all attendance/participation points for the term and may result in withdrawal from the course.

Participation: At Ottawa University-Wisconsin (OUWI), classes are kept relatively small so students can actively participate in the interactive learning model that is central to our adult learning philosophy. Students are expected to participate in a meaningful way that demonstrates their ability to think critically and apply concepts from course reading assignments. This includes talking and listening, as well as joining in activities in class. It is assumed that students will listen respectfully to the instructor and class members and not engage in side conversations while the instructor or a classmate is talking.

Distractions in the Classroom: Cell phones and pagers, and all other electronic devices are to be silenced during class time. Text messaging will not be allowed during class. Children are not permitted in classes. Make arrangements for childcare as well as a “first responder” in the event of any emergencies regarding family members. If you would like to bring a guest to class, contact the instructor prior to class.

Reading Assignments: *There will be extensive reading assignments each week.* Students are expected to read the assignments prior to class and to be ready to discuss the material.

Writing Assignments: Students are to apply critical thinking in all writing. While content is very important in a writing assignment, students are expected to check the spelling (do not always rely on the spell check on your computer) and to use correct

grammar in all assignments. Correct grammar & spelling will be part of the grade for all writing assignments. Students are to strive for a logical organization in each assignment, with an introduction, body and conclusion section. The APA format for citations, references, and style **MUST** be used in the written assignments. Points will be earned and/or deducted for writing and use of APA style.

Professional Writing Center

The Professional Writing Center is located at the Brookfield site in Room 113 and is available to you as a free service. Writing instructors staff the center to help you develop your writing skills, work on APA format, identify common errors, and address your writing-related questions. The center is open for appointments, walk-in, and email responses during the following hours:

Week 1 of the term	Center is not open	
Weeks 2-7	Mondays, Wednesdays, Thursdays	4:00 – 8:00 p.m.
	Tuesdays	2:00 – 6:00 p.m.
	Saturdays	9:00 a.m. – 12:00 noon
Week 8	Mondays, Wednesdays, Thursdays	4:00 – 8:00 p.m.
	Tuesdays	2:00 – 6:00 p.m.
	Saturday, week 8	not open

For appointments call 262-879-0200 or email writingcenter@ottawa.edu.

Email assignments to writingcenter@ottawa.edu. Expect a reply during the next open Writing Center hours.

In addition to 1) your paper or draft, bring 2) a copy of your assignment instructions and syllabus and 3) any previous class papers with comments from your instructor.

Grading: Your final grade will be based on completion of the following class assignments:

Participation	25 points
1st interview Paper	10 points
2nd Interview Paper	15 points
Client Ethical Dilemma Paper	10 points
Client Biopsychosocial Assessment	25 points
Client Case Presentation	15 points

Total	100 points
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Final Grade	Percentage
A	92-100%
B	82-91
C	72-81
D	62-71
F	<62

Late assignments will only be accepted if arranged specifically with the instructor prior to the date due and there is a legitimate excuse, which is to be determined by the instructor. A late penalty is subtracted from all late assignments. If there are no prior arrangements made, the assignment will not receive the allotted points.

Final Grades: All student work must be submitted by the last class session of the term. Instructors must turn in final grades by the University's deadline. If, due to extenuating circumstances (e.g. childbirth, accident, death of a loved one), you are not able to satisfactorily complete a course within the term, contact the instructor **immediately**. Your final grade will be based on the work you have submitted by the end of the term. If the instructor agrees that your circumstances merit turning in work after the end of the term, you must submit the work by the agreed-upon deadline. If, upon evaluating your work, the instructor determines that your final grade should be changed, he or she will submit a Change of Final Grade form to the University registrar. If the instructor determines that the work you submitted does not warrant a change of the final grade, the original final grade will stand.

UNIVERSITY POLICIES AND PROCEDURES

Academic Dishonesty and Plagiarism: Academic dishonesty includes such actions as cheating on examinations or assignments, turning someone else's work in as if it were your own, and plagiarism. Plagiarism includes failing to adequately cite sources of information, using someone's ideas, information, and/or words as if they were your own, etc.

Academic dishonesty also includes turning in work submitted for a grade in another course. For example, it would be considered academic dishonesty to turn in a paper that you wrote for English 101 as if you had written it for Philosophy 202. In addition, turning in a paper that you constructed by simply cutting and pasting sections from a paper you wrote previously, is also considered academic dishonesty. Although the consequences of plagiarism and/or academic dishonesty may vary, depending on the nature of the violation, the Ottawa University Student Handbook, "The penalty for plagiarism or any other form of academic dishonest will be failure in the course in which the academic dishonesty occurred" (p. 35).

Special Accommodations: If you are a student with a disability that may affect your learning, please contact the campus ADA Coordinator immediately to evaluate your request and implement any special accommodations required. The following is the procedure for requesting accommodation:

1. Students must declare their disabilities and request related classroom accommodations by: (a) completing an Accommodations Request Form, and (b) submitting reasonably recent documentation of a disability.

2. Requests for accommodation, along with documentation, must be received for evaluation at least one to two weeks prior to implementation of accommodations (that is, 1 – 2 weeks prior to the term start).
3. Additional information is available in the “General Policies” section of the Student Handbook at www.ottawa.edu/wi under “Academics.”

University Policies and Procedures: Students are to review the Student Handbook for all policies and procedures. The Handbook is available at www.ottawa.edu.

Disclaimer: Instructors often use student papers as examples. If you do not wish to have your paper(s) used as an example, or would wish to have your name removed before using your work, please let your instructor know.

***Instructional Variance:** Course content and schedule may vary from this outline. The instructor will explain the rationale for any variance as it occurs.*

Ottawa University Mission Statement

The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace, which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.

Assignments

Throughout this semester, you will be assigned both a client role and a worker role. You will be the client for one of your fellow students and vice versa. Your client scenario will be assigned to you in week one, allowing you time to research their presenting issues and needs and develop a background for your first interview. In week two, you will be assigned a worker role. You will not know in advance who your client is or who your worker will be. You will use the client assigned to you throughout the semester in the following assignments.

1st Interview Paper

In week 2, you will conduct your first interview with your client. The overall purpose should be the exploration of an issue or concern, as well as those aspects of the person and situation that may have relevance. Worker must also gain the proper information to complete a biopsychosocial assessment on the client. Worker should also place emphasis on building a relationship with the client and using empathy. Feedback forms will be completed by the class. Interviews will be taped, allowing you to review the interview and assess your skills. You will then write a 3-page paper assessing your overall interview using the class feedback forms, the textbook and your own self-assessment. Be

sure to include proper APA formatting including title page and reference page (textbook!).

2nd Interview Paper

In week 4, you will conduct a second taped interview with your client. This interview can be any subsequent session with your client. In addition to continuing to build rapport and demonstrate empathy, you can use this interview to develop goals with your client and discuss possible referral services/agencies. Should you need further information to complete your assessment of the client, this interview should also be used to gather that information. Upon completion of this interview, you will write 3-4 page paper assessing your skills using the feedback, textbook and self-assessment as well as comparing your skills to the previous interview. Please use appropriate APA formatting.

Ethical Dilemma Paper

In week 5, you will be given an ethical dilemma that corresponds to your work with your client. You must address that dilemma in this paper using the NASW Code of Ethics as well as the textbook. Additional research may also be helpful in this assignment.

Biopsychosocial Assessment

In your work throughout the semester with your “client,” you will be required to write a biopsychosocial assessment for that client. A template will be provided by the instructor in week 1. The completed Biopsychosocial Assessment is due in week 7.

Client Case Presentation

In week 8, you will present your client to the class as is typically done in professional social work. You will include a brief description of the client, identification of the client’s strengths and areas needing development, an assessment of the systems they are involved with, the goals you have in working with them and at least 3 agencies/services that you would refer them to. As a part of the presentation, a handout for each agency you are referring the client to for services is required (minimum of three).

Essential Skills and Techniques in Human Services and Social Work Practice

As a Human Services major, you will be engaged in ongoing development of the skills and techniques essential to the profession. The Skills and Techniques courses are designed to help you develop the following:

1. Use empathy and other interpersonal skills
2. Develop with the client a mutually agreed upon focus of work and desired outcomes
3. Collect, organize, and interpret client data
4. Develop mutually agreed upon intervention goals and objectives
5. Select appropriate intervention strategies
6. Initiate actions to achieve organizational goals
7. Implement prevention interventions that enhance client capacities
8. Help clients resolve problems

9. Negotiate, mediate, and advocate for clients
10. Facilitate transitions and endings
11. Critically analyze, monitor, and evaluate interventions

Course Calendar can be found on following page

COURSE CALENDAR

Dates	Readings	Assignments	Activities	Related Outcomes
Week 1			<ol style="list-style-type: none"> 1. Ice Breaker 2. Syllabus and course overview 3. Review textbook and assignments 4. Discuss basic interviewing skills & empathy 5. Handout client scenarios 	1 & 3
Week 2	Read chapters 3 & 5 **Class may go beyond 3 hours**	Prep for interview as worker (see chapters 5, 6, & 8 for assistance) and as client.	1st social work interviews are taped	1,2,3,4
Week 3	Read chapter 6 & 7	1st Interview Paper	<ol style="list-style-type: none"> 1. Communication patterns and interview skills 2. Nonverbal communication 	1, 2,3,4,5,8
Week 4	**Class may go beyond 3 hours**		2nd social work interviews are taped	1,2,3,4,5,8
Week 5	Read chapter 4 & 13	2 nd Interview Paper	<ol style="list-style-type: none"> 1. Change Strategies 2. Ethical Dilemmas 	4,5,7,8
Week 6	Read Chapter 8 & 9	Ethical Dilemma Paper	<ol style="list-style-type: none"> 1. Assessments 2. GAF & Diagnosis 	7
Week 7	Read Chapter 18	Biopsychosocial Assessment	<ol style="list-style-type: none"> 1. Barriers to change 2. Transference and Countertransference 	2,4,5,6
Week 8	Read Chapter 19	Client Presentations	<ol style="list-style-type: none"> 1. Client Presentations 2. Termination Exercise 	All



HUS 40554: Skills & Techniques in Human Services II

Term Dates: May 3, 2012 – June 21, 2012

Day of week: Thursday

Time of class: 6:00 – 9:00

Instructor: Carin Quinones, MSW, APSW

Phone: 414-550-9541

Ottawa Email: carin.quinones@ottawa.edu

Ottawa Student E-mail

Ottawa e-mail is the official account to be used for e-mail communication. It is the responsibility of the student to check his or her e-mail account on a regular basis for the duration of the course. Failure to read one's e-mail will not be a valid excuse for lacking information communicated via e-mail. In addition, any campus emergencies will be announced via the Ottawa email system. If you are encountering difficulties with your e-mail, please contact the 24/7 helpdesk at 877-717-6998.

Course Description

HUS 40554: Skills & Techniques in Human Services II: This course focuses on the macro skills within the human services profession. Emphasis is on skill development working with individuals, groups, families, and especially community resources; interviewing and/or counseling clients, in-depth analysis of case management in social service professions.

Course Objectives

Upon completion of this course, the student will be able to:

1. Apply basic interpersonal micro skills in human services and social work practice to the macro environment.
2. Utilize mezzo skills in human services and social work practice within larger groups that constitute mezzo systems.
3. Explain how macro skills in human services and social work practice are used to empower change in neighborhoods, communities, and at-risk populations.
4. Analyze the basic theories, concepts and principles underlying social work practice in the macro environment.

5. Identify and practice resolving ethical dilemmas and decision-making related to work in the macro environment utilizing the NASW Code of Ethics.
6. To promote positive social change for the purpose of achieving greater social and economic justice for at-risk and disadvantaged populations.
7. Demonstrate commitment to ongoing development of cultural competence, based on the National Association of Social Workers Standards for Cultural Competence in Social Work Practice

Note for OU-Wisconsin students: If you intend to apply for the Social Work Training Certificate (SWTC) after you graduate from Ottawa, it is highly recommended that you keep your syllabus from this, as well as other human services classes that you have taken, in the event that the Department of Safety and Professional Services requests to see course syllabi.

Required Books

Kirst-Ashman, K.K. (2011). *Human Behavior in the macro social environment* (3rd ed.). Cengage. ISBN: 9780495813651

It is expected that students have obtained, and bring with them to the first class session, the textbook(s) for the course. Failure to obtain the textbook(s) in a timely manner will negatively impact student progress in the course.

Required reading: All students are expected to become familiar with the Code of Ethics of the National Association of Social Workers (NASW) and to readily access the NASW Code of Ethics at www.socialworkers.org/pubs/code/default.asp Class discussions of ethical principles and codes will be based on the NASW Code of Ethics.

Required reading: All students are expected to become familiar with the Wisconsin State Statutes and Administrative Codes relevant to the Social Work profession and particularly those that relate to work with groups and families. The Wisconsin Administrative Code can be accessed at http://drl.wi.gov/board_code_detail.asp?boardid=33&locid=0 Class discussions of state codes related to working with groups and families will be based on information provided on this website. In particular, Chapter MPSW- 1 through 8, and 20 (conduct and unprofessional conduct) will be studied. Other chapters such as Chapter 457 may also be reviewed.

Required reading: All students must familiarize themselves with the National Association of Social Workers Standards for Cultural Competence in Social Work Practice. <http://www.naswdc.org/practice/standards/naswculturalstandards.pdf>

Other readings as assigned and distributed.

Course Requirements

Attendance: All Ottawa courses base 15 to 30% of the final grade on attendance/participation. For this course, attendance/participation will comprise **30%** of the final grade. It is understandable that a student might miss one class due to such things as job requirements, personal or family illness, emergencies, etc. It is expected that students will do the following regardless of the reason for missing class:

- Contact the instructor prior to the absence to discuss what will be missed and what needs to be done to make-up the absence. In the case of an emergency (for example, being in a medical emergency room) the student is expected to contact the instructor within 24 hours or have a family member or friend contact the instructor.
- Turn in make-up work as stipulated by the instructor. Attendance/participation points may be earned for one or two absences if the make-up work is satisfactory and turned in by the instructor's deadline.
- After two absences, the student must initiate a conversation with the instructor to determine what is required to complete the course successfully. Failure of the student to initiate this conversation will affect the final grade and may result in withdrawal from the course.

Three absences will result in loss of all attendance/participation points for the term and may result in withdrawal from the course.

Participation: At Ottawa University classes are kept relatively small so students can actively participate in the interactive learning model that is central to our adult learning philosophy. Students are expected to participate in a meaningful way that demonstrates their ability to think critically and apply concepts from course reading assignments. This includes talking and listening, as well as joining in activities in class. It is assumed that students will listen respectfully to the instructor and class members and not engage in side conversations while the instructor or a classmate is talking.

Distractions in the Classroom: Cell phones and pagers, and all other electronic devices are to be silenced during class time. Text messaging will not be allowed during class. Children are not permitted in classes. Make arrangements for childcare as well as a

“first responder” in the event of any emergencies regarding family members. If you would like to bring a guest to class, contact the instructor prior to class.

Reading Assignments: There will be extensive reading assignments each week. Students are expected to read the assignments prior to class and to be ready to discuss the material.

Writing Assignments: Students are to apply critical thinking in all writing. While content is very important in a writing assignment, students are expected to check the spelling (do not always rely on the spell check on your computer) and to use correct grammar in all assignments. Correct grammar & spelling will be part of the grade for all writing assignments. Students are to strive for a logical organization in each assignment, with an introduction, body and conclusion section. The APA format for citations, references, and style **MUST** be used in the written assignments.

Late assignments: It is expected that all students will turn in written work by the deadline. Late assignments will only be accepted if arranged specifically with the instructor and there is a legitimate excuse, which is to be determined by the instructor. A late penalty will be assessed for all late work despite arrangement with the instructor.

Professional Writing Center

The Professional Writing Center is located at the Brookfield site in Room 113 and is available to you as a free service. Writing instructors staff the center to help you develop your writing skills, work on APA format, identify common errors, and address your writing-related questions. The center is open for appointments, walk-in, and email responses during the following hours:

Week 1 of the term	Center is not open	
Weeks 2-7	Mondays	4:00 – 8:00 p.m.
	Tuesdays	2:00 – 6:00 p.m.
	Wednesdays	2:00 – 6:00 p.m.
	Thursdays	4:00 – 8:00 p.m.
	Saturdays	9:00 a.m. – 12:00 noon
Week 8	No Saturday hours week 8 of term	

For appointments call 262-879-0200 or email writingcenter@ottawa.edu.
Email assignments to writingcenter@ottawa.edu. Expect a reply during the next open Writing Center hours.

In addition to 1) your paper or draft, bring 2) a copy of your assignment instructions and syllabus and 3) any previous class papers with comments from your instructor.

Major Course Assignments

Contemporary Issues in Social Justice (weeks 2-4; 6 and 7)

In week one, each student will select a week to bring in an item from the media related to an issue of social justice, social welfare or human services. This could be an article from the news, a short video clip, audio clip, or other item discussing and/or demonstrating an issue requiring or receiving macro level change or social action. The **issue must be related to social work practice**. In preparing to lead a short discussion on their item, the student should also prepare a 2-3 page paper discussing the item, **any related ethical concerns** as well as other related concepts from our text **and** one scholarly journal article related to the item. The media item should also be cited, giving the student 3 total references. Students should submit a copy of the paper and, if applicable, a copy of media item. Students will conduct an informal classroom discussion of their item on their designated week.

Client Interview (week 5)

Students should conduct a sensitive, rapport building interview of some length (30 minutes+) with a person from an oppressed group. This might include an ethnic or racial minority, someone living in extreme poverty, an elderly person, a person with some type of disability, or homosexual male or female. Your objective should be to gather the following information:

- What has been their experience living as an oppressed person within the dominant culture?
- What specific strengths have they developed as a result of living as a person in the minority?
- What barriers in various systems have they encountered in trying to get their human services needs met? What systems have NOT worked well for them?
- What specific agency or agencies have they sought services from, if any, and what was their experience?

Please use your introduction to introduce your client (client demographics) and why you chose this client to interview. In the body of your paper, the interview should be transcribed in Q & A format. In your conclusion (in more than one paragraph), please assess what can YOU, as a potential human services worker, learn from what the person you interviewed has told you that might help you and other professionals provide better services to people who are members of oppressed groups? Students should utilize important concepts from their textbook (see chapter 12) as well as discussion from class. At least one additional credible source (such as a journal article) is required.

Students will present their findings from the above paper to the class in a short, informal presentation (5 minutes each).

Macro System Analysis and Plan for Empowerment (week 8)

For your final course project, in groups of 3-4, students will thoroughly research a macro environment and then create an “action” proposal aimed at meeting a need and/or achieving a goal of the macro system. The macro system might be a neighborhood, community, at-risk population, or organization. Your research should at least include the following:

- A description of the macro system
- The mission statement (if applicable)
- The nature of the population involved or served
- The existing structures (both informal and formal) of the system
- The decision-making processes of the system
- Ethics as it relates to the system, the decision-making process and how the clients are being served
- A need and unmet goal of the system
- The existing resources for potentially serving the need/achieving the goal
- Potential resources that have not yet been tapped
- Your “action” proposal
- Your plan for evaluating the success or failure of the proposed plan

Your group will present the Macro System Analysis and Plan during the final class session. Presentations should be approximately 20 minutes long. A handout version of your PowerPoint or other multimedia presentation tool should be provided to the instructor. All slides must include in-text citations and a reference slide(s) must be included at the end of your presentation. Additionally, each student will be required to submit a self-assessment as well as an assessment of their team members (forms to be provided by the instructor).

Class time will be allotted during each class meeting in weeks 1-7 to work with your group in completing this project. Despite the fact that this is a group-based project, I will be giving individual grades for this assignment based on my assessment of the group process and effort as well as the group evaluations by each team member.

Grading: Your final grade will be based on completion of the following class assignments:

Participation/Attendance	30 points
Contemporary Issue Discussion	20 points
Client Interview & Presentation	15 points
Macro System Analysis & Plan	25 points
Group Project Evaluations	10 points
Total	100 points

Grade	Percentage
A	92-100%
B	82-91
C	72-81
D	62-71
F	<62

Since this is a required course in the Human Services major, students must earn a final grade of C or higher. A final grade of D or F will result in having to repeat the course.

Final Grades: All student work must be submitted by the last class session of the term. Instructors must turn in final grades by the University's deadline. If, due to extenuating circumstances (e.g. childbirth, accident, death of a loved one), you are not able to satisfactorily complete a course within the term, contact the instructor **immediately**. Your final grade will be based on the work you have submitted by the end of the term. If the instructor agrees that your circumstances merit turning in work after the end of the term, you must submit the work by the agreed-upon deadline. If, upon evaluating your work, the instructor determines that your final grade should be changed, he or she will submit a Change of Final Grade form to the University registrar. If the instructor determines that the work you submitted does not warrant a change of the final grade, the original final grade will stand.

UNIVERSITY POLICIES AND PROCEDURES

Academic Dishonesty and Plagiarism: Academic dishonesty includes such actions as cheating on examinations or assignments, turning someone else's work in as if it were your own, and plagiarism. Plagiarism includes failing to adequately cite sources of information, using someone's ideas, information, and/or words as if they were your own, etc.

Academic dishonesty also includes turning in work submitted for a grade in another course. For example, it would be considered academic dishonesty to turn in a paper that you wrote for English 101 as if you had written it for Philosophy 202. In addition, turning in a paper that you constructed by simply cutting and pasting sections from a paper you wrote previously, is also considered academic dishonesty. Although the consequences of plagiarism and/or academic dishonesty may vary, depending on the nature of the violation, the Ottawa University Student Handbook, "The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred" (p. 35).

Special Accommodations: If you are a student with a disability that may affect your learning, please contact the campus ADA Coordinator immediately to evaluate your request and implement any special accommodations required. The following is the procedure for requesting accommodation:

1. Students must declare their disabilities and request related classroom accommodations by: (a) completing an Accommodations Request Form, and (b) submitting reasonably recent documentation of a disability.
2. Requests for accommodation, along with documentation, must be received for evaluation at least one to two weeks prior to implementation of accommodations (that is, 1 – 2 weeks prior to the term start).
3. Additional information is available in the "General Policies" section of the Student Handbook at www.ottawa.edu/wi under "Academics."

University Policies and Procedures: Students are to review the Student Handbook for all policies and procedures. The Handbook is available at www.ottawa.edu.

Disclaimer: Instructors often use student papers as examples. If you do not wish to have your paper(s) used as an example, or would wish to have your name removed before using your work, please let your instructor know.

Instructional Variance: *Course content and schedule may vary from this outline. The instructor will explain the rationale for any variance as it occurs.*

Ottawa University Mission Statement

The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace, which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.

Course Calendar appears on following page.

Dates	Readings	Assignments	Activities	Related Outcomes
Week 1	NASW Code of Ethics Wisconsin State Statutes & Administrative Codes		1. Ice Breaker 2. Syllabus and course overview 3. Writing assignments and expectations 4. Discuss chapters 1 and 2 5. Group Time (identifying macro system)	1, 2 & 5
Week 2	Read chapters 3 and 4; Review chapters 1 and 2	Contemporary Issue (if applicable)	1. Group Time (reviewing/assessing gathered information) 2. Contemporary Issue(s) 3. Discuss chapters 3 & 4	1 - 7
Week 3	Read chapters 5 and 6	Contemporary Issue (if applicable)	1. Group Time (reviewing/assessing gathered information) 2. Contemporary Issue(s) 3. Discuss chapters 5 & 6	1 - 7
Week 4	Read chapters 7 & 8	Contemporary Issue (if applicable)	1. Group Time (begin working on action plan) 2. Contemporary Issue(s) 3. Discuss chapters 7 & 8	1 - 7
Week 5	Read chapter 9 & 10	Client Interview Paper	1. Group Time (finalizing action plan) 2. Client Interview Discussions 3. Discuss chapters 9 & 10	1 - 7
Week 6	Read chapter 11	Contemporary Issue (if applicable)	1. Group Time (begin working on presentations) 2. Contemporary Issue(s) 3. Discuss chapter 11	1 - 7
Week 7	Read chapters 12 & 13	Contemporary Issue (if applicable)	1. Group Time (finalizing presentations) 2. Contemporary Issue(s) 3. Discuss chapters 12 & 13	1 - 7
Week 8		Macro System Analysis & Plan Group Evaluations	1. Group Presentations 2. Course Reflection	1 - 7

**State of Wisconsin
Department of Safety and Professional Services**

AGENDA REQUEST FORM

Name and Title of Person Submitting the Request: Dan Williams		Date When Request Submitted: 10/2/12	
		Items will be considered late if submitted after 5 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before meeting for all other boards 	
Name of Board, Committee, Council: Social Worker Section			
Board Meeting Date: 10/24/12	Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How should the item be titled on the agenda page <p style="text-align: center;">SECTION CREATION AND PRIORITIZATION OF GOALS FOR 2013</p>	
Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	Is an appearance before the Board being scheduled? If yes, by whom? <input type="checkbox"/> <input checked="" type="checkbox"/> No	Name of Case Advisor(s), if required:	
Describe the issue and action the Board should address: Same as title.			
If this is a "Late Add" provide a justification utilizing the Agenda Request Policy:			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Documents submitted to the agenda must be single-sided. 3. Only copies of the original document will be accepted. 4. Provide original documents needing Board Chairperson signature to the Bureau Director or Program Assistant prior to the start of a meeting.			
Authorization:			
Signature of person making this request		Date	
Supervisor signature (if required)		Date	
Bureau Director signature (indicates approval to add late items to agenda)		Date	

SECTION GOALS FOR 2013

Procedural Items or Short Term Goals:

1. The ability to coordinate with ASWB regarding use of the DARS system
2. Discuss and clarify exam issues from ASWB

Primary Goals:

1. Continuing CE audits into the next biennium and into the future.
2. Further develop supervisory standards based upon ASWB research pertaining to essentials of clinical supervision. This could include establishing a minimum of CEUs for qualifying supervisors or eventually a supervisor credential.
3. Update Board Member orientation materials originally compiled by Jennifer Borup
4. Develop a mechanism for the Section to communicate with credential holders. This could include reinstating the Regulatory Digest or developing an email server to email all credential holders regarding critical information.
5. Work with the Joint Board to develop a category of certification for those who DHS 3000 hour letter will no longer qualify for practice outside a WI Cert. Clinic.
6. Monitor and encourage implementation of a system which would allow reimbursement from Medicaid and 3rd Party payers to those with training licenses. This is critical to the private sector as well as access to mental health services for underserved populations, in that it will allow clinics to employ trainees who still need 3000 hours. It is also critical to public protection in that it establishes a clear path for clinical social workers to be compensated while receiving the quality training they need. The current system creates an incentive for employers to claim "clinical" experience for employment that does not provide a trainee with the minimum experience necessary performing DSM-IV diagnosis and treatment without supervision.
7. Complete rulemaking on already approved changes to MPSW 20.
8. Update rules for continuing education.

Goals for possible future rulemaking, if necessary

1. Whether to pursue rule changes to MPSW 3.09(1), WI Admin. Code, to clarify that the additional 1500 hrs. supervised practice, which substitutes for clinical field, must be obtained while holding either the CAPSW, if in WI, or appropriate credential in the jurisdiction where the hours were completed.
2. Whether to pursue rulemaking to address the approval of internships completed as part of degree program, in cases where the internship went beyond the scope of practice of a SWTC.
3. Whether to pursue rule changes to MPSW 3 to reinforce the ability of the Section to request additional information to determine whether or not an internship, course, degree, or clinical experience meets the established criteria as determined by the Section.

Goals for the back burner:

1. Practice protection for CPS workers (Section would like to require at least a CSW for practice as a CPS – Legislative effort).

Goal previously considered by the Section which may be reconsidered in the future, but which does not currently seem to be a critical issue:

1. ESL Test takers and whether any concessions may be warranted

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