



CURRICULAR GUIDE *for*

LICENSING and REGULATION

2015 EPAS Curricular Guide Resource Series

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REGULATION**

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**2015 EPAS Curricular Guide
Resource Series**

Council on Social Work Education
Alexandria, Virginia

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Preface

COMPETENCY-BASED EDUCATION

In 2008 CSWE adopted a competency-based education framework for its EPAS. Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment regarding unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning (CSWE, 2015, p. 6).

Competency-based education is an outcome-oriented approach to curriculum design. The goal of the outcome approach is to ensure that students can demonstrate the integration and application of the competencies in practice. In the EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that consist of knowledge, values, skills, and cognitive and affective processes. Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies (CSWE, 2015, p. 6).

SOCIAL WORK COMPETENCIES

The 2015 EPAS stipulates nine competencies for the social work profession. These competencies apply to both generalist and specialized practice. The nine social work competencies are listed in the 2015 EPAS on pp. 7–9. Each of the nine social work competencies is followed by a paragraph that describes the dimensions (knowledge, values, skills, and cognitive and affective processes) that make up the competency at the generalist level of practice. This paragraph informs the content that should be reflected in the generalist social work curriculum and represents the underlying content and processes that inform the behaviors.

The bullet points under the paragraph descriptions in the EPAS are a set of behaviors that integrate the dimensions of the competency and represent observable components of each competency. The dimensions of the competency inform the behaviors.

SPECIALIZED PRACTICE

The 2015 EPAS stipulates nine competencies for the social work profession. These competencies apply to both generalist and specialized practice. The nine social work competencies are listed in the 2015 EPAS on pp. 7–9. Each of the nine social work competencies is followed by a paragraph that describes the dimensions (*knowledge, values, skills, and cognitive and affective processes*) that make up the competency at the generalist level of practice. This paragraph describes the content that should be reflected in the generalist social work curriculum and represents the underlying content and processes that inform the behaviors. The bullet points under the paragraph descriptions in the EPAS are a set of behaviors that integrate the dimensions of the competency and represent observable components of each competency. The dimensions of the competency inform the behaviors.

FRAMEWORK FOR THE GUIDE

The CSWE Commission on Educational Policy (COEP) developed a framework for the development of curricular guides for areas of specialized practice. The taskforce followed the guidelines for creating licensing and regulation competencies and curricular resources listed here:

- 1) Identification of an area of specialized practice for a specific population, problem area, method of intervention, perspective, or approach to practice in social work (Educational Policy [EP] M2.1).
- 2) Discussion of how the area of specialized practice builds on generalist practice as described in EP 2.0 (Accreditation Standard [AS] M2.1.1).
- 3) Identification of the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine social work competencies and prepare students for practice in the area of specialization identified (EP M2.1 and AS M2.1.3).
- 4) Suggested curriculum content and resources (e.g., readings, multimedia and online resources, modules, assignments, experiential exercises, class and field activities) for each of the nine social work competencies and any additional competencies identified. The curriculum content and resources identified in this guide are not required by accreditation standards and are meant to serve as an optional guide to programs on how to conceptualize trauma-informed social work practice with the nine social work competencies identified in the 2015 EPAS.
- 5) Identification of the competency dimensions (knowledge, values, skills, and cognitive and affective processes) associated with the course content for each competency.

This guide highlights licensing and regulation content for social work curricula and can be used with generalist or specialized practice curricula. The guide provides resources for educators desiring to expand this content within their baccalaureate and master's programs and courses.

Introduction

In 2014 the Association of Social Work Boards (ASWB) developed the Path to Licensure program as a resource to aid social work educators in preparing students for their careers as licensed professional social workers. The Path program offers resources to social work educators designed to strengthen the faculty and student knowledge of professional regulation including an online laws and regulations database, an online group practice test to use as a teaching tool, and periodic newsletters. The program offers consultation at no charge to social work education programs to help them customize a plan for educating students about professional licensure and regulation.

When CSWE began to produce the curricular guides, it occurred to ASWB that this resource could be an opportunity to help educators better understand the relationship between the EPAS competencies and social work regulation. ASWB began a conversation with CSWE about this possibility. After observing the development process of one of the other guides, ASWB volunteered to sponsor a Licensing and Regulation Guide and invited NASW Insurance Risk Retention Group (RRG) to join in that sponsorship. RRG specializes in helping licensed social workers evaluate and manage risk in their professional practice which is a good match for this project.

In the fall of 2017, CSWE issued an invitation to all accredited schools of social work asking for volunteers to create a task force to work on the Licensing and Regulation Curricular Guide. The sponsors and CSWE also selected a steering committee of two co-chairs, Deana Morrow, Ph.D. and Nancy Sidell, Ph.D. and nine members to lead this project. Each of the nine steering committee

members chaired a committee of task force volunteers in developing the EPAS competency descriptions, behaviors, and resources.

A total of 63 volunteers were engaged in this project. This includes 52 task force members and 11 steering committee members who were able to complete the project. Of the 63 volunteers, 58 are licensed social workers, 2 are licensed attorneys, and 3 are not licensed. Twelve volunteers have served on licensing boards.

The work started January 3, 2018 with a virtual meeting to orient steering committee members and organize assignments. On January 25, 2018 a webinar with the task force was held with 38 members who were able to attend. The committees began to meet right away to draft competency descriptions and behaviors that reflected how professional licensing and regulation related to each standard.

April 17-18, 2018 CSWE hosted an in-person meeting of the task force and steering committee in Alexandria, Virginia. Thirty-nine volunteers plus ASWB and CSWE staff were able to attend. This meeting represented 624 hours of work by volunteers on the project. After the in-person meeting in April, the volunteers had a greater appreciation of the importance of this task, the need for licensure and regulation knowledge for both colleagues and students, and common regulatory language.

The task force committees used a variety of ways to work on their chapters. More than 40 videoconference meetings and conference calls took place representing more than 217 hours of time by volunteers. In addition, a rough estimate of hours of work between meetings by volunteers exceeded 264 hours. The committees used a variety of document sharing methods to gather ideas and edit drafts including the use of Google Docs and Dropbox. The steering committee co-chairs reviewed all chapter drafts and researched and wrote the introduction representing another 80-plus hours of work. In sum, more than 1,225 hours were spent on completing this project.

ASWB through the Path to Licensure Program is committed to assisting in the implementation of the ideas and activities presented in this Licensure and Regulation Curricular Guide. Students need to understand the three basic requirements to become professional licensed social workers: the “3 E’s” of education, experience, and exam. This interconnectedness of social work

education, practice and regulation supports students in the development of professional identity and commitment to life-long prudent practice. CSWE, ASWB and NASW Risk Retention Group are committed to supporting safe, competent, and ethical social work practice and we believe this curricular guide is an essential tool for guiding the education of students who are aspiring social workers.

PURPOSE OF THE GUIDE

The purpose of this guide is to provide social work educators content information and strategies for educating students about social work licensure and regulation. The guide is designed to facilitate the integration of licensure and regulation education throughout social work curricula and programming. It can also be used a resource to build student knowledge and reduce apprehension about the licensing process and social work regulation.

This guide is not intended as a licensure exam preparation tool. Educators seeking to help students understand the exam process are referred to the Association of Social Work Boards (ASWB) website at www.aswb.org for the most current information about the various exams.

Most importantly, this guide is designed to encourage social work educators, students, and practitioners to join together to ensure the protection of public consumers of social work services through licensed and regulated practice.

HISTORY OF SOCIAL WORK LICENSURE AND REGULATION

In 1915 Abraham Flexner asserted that an academic degree in itself did not designate social work as a profession; something more was needed (Flexner, 1915/2001). In professions such as medicine, law, teaching, nursing, psychology, and now social work, that something is a license to practice.

Regulation of the social work profession has been slower to emerge than that of other professions. For example, physicians were regulated in all states by 1900, teachers by 1930, and attorneys and dentists by 1940 (Law & Kim, 2005). The first legislative action toward social work licensure action occurred in 1934 when Puerto Rico began regulating social work practice (Bibus & Boutté-Queen, 2011). California became the first U.S. jurisdiction to pursue

licensure when its legislature established social work practice regulation in 1945 (Bibus & Boutté-Queen, 2011). Social work regulation legislation progressed slowly in the 1950s under a presumption by some that, because the public received services primarily through public agencies, protections were afforded through agency oversight, supervision, and professional commitment to the National Association of Social Workers (NASW) Code of Ethics (Bibus & Boutté-Queen, 2011). Gradually, it became clear that these protections were not sufficient. NASW (1974) called for the regulation of social work practice in the 1970s. Responding to the growing call for regulation of practice, the American Association of State Social Work Boards, now known as ASWB, was founded in 1978 by 23 people representing 12 states. As a nonprofit association dedicated to social work regulation, ASWB offered the first licensing examination in 1983 to 464 social workers practicing in New York, Virginia, and Oklahoma (ASWB, 2018c). From these modest beginnings, social work regulation has evolved into its modern-day status.

CONTEMPORARY LICENSURE AND REGULATION

Licensure in social work represents an externally validated level of competence achieved by attaining a degree, passing an examination, obtaining supervised experience depending on category of licensure, and being held accountable to the public for ethical and competent practice. Licensure is an earned privilege and has become the hallmark of social work as a profession where protection of the public from harm and unscrupulous practice is warranted.

Social work practice regulation in North America is instituted by state jurisdiction in the United States and by provincial jurisdiction in Canada, rather than at the federal level. These jurisdictions hold the authority to regulate practice within their boundaries (Bibus & Boutté-Queen, 2011). Because of jurisdiction variations in regulation standards, social work licensure has been described as a “patchwork quilt of terminology and requirements” (Collins, Coleman, & Miller, 2002, p. 205) and a “many-splendored thing,” with each jurisdiction going “its own way” (Seidl, 2000, p. 194). ASWB currently reports 56 varieties of licensing titles across jurisdictions (ASWB, 2018e). Despite the variation in requirements and license titles, all jurisdictions share a common purpose: “To

establish in statute a set of legally enforceable minimum standards to which social work licensees are held accountable” (Seidl, 2000, p. 1).

ASWB administers more than 50,000 exams annually across five examination categories (ASWB, 2018f). There are more than 530,000 licensed social workers across the ASWB member jurisdictions: all 50 U.S. states, the District of Columbia, the U.S. Virgin Islands, Guam, the Northern Mariana Islands, and all 10 Canadian provinces (ASWB, 2018a).

Gaining and maintaining licensure is, to a large degree, a professional expectation. Even if employers do not require social work employees to be licensed, the regulatory board in nearly all jurisdictions compels it. Bibus and Boutté-Queen (2011) assert that licensing reinforces professional identity and signals the beginning of an enduring, career-long relationship between the graduate pursuing licensure and the jurisdictional regulatory board overseeing practice.

The ASWB Model Social Work Practice Act (ASWB, 2015b) is a resource guide established to assist jurisdictions in developing practice regulations. The act delineates the purpose of regulation as protecting the health, safety, and welfare of the public through effective regulation of social work practice. It also recommends categories of licensure, requirements for licensure, standards of practice, and composition of licensure boards that oversee the licensing process for each jurisdiction.

Regulation is an example of policy practice within the social work profession. Viewing regulation from a policy framework is germane to understanding, and influencing, regulatory requirements. Regulatory policy guides the practice of licensed social work. Just as it is the obligation of a social worker to understand policies affecting the client system being served, it is also the responsibility of the social worker to understand regulatory laws in jurisdictions where services are delivered.

FEATURES OF LICENSING AND REGULATION

There are a number of signature features of licensing and regulation. For example, licensure is a practice regulation process that mandates compliance with professional standards. The primary purpose of regulation to protect the public. Regulation promotes social justice by ensuring that the public has access to competent services and formal recourse in the event of improper

service. Regulatory bodies support title and practice protection. Regulation includes identifying and responding to risk management in practice. Finally, an emerging issue in social work regulation is the capacity for practice mobility. Each of these topics will be addressed in this section.

Practice Regulation

Like other professions, licensed social work practice is guided by practice regulation. That is, social work standards of practice are established legally and monitored by jurisdictional boards to ensure licensed, competent, and ethical practice. In drawing the distinction between voluntary self-regulation and legal practice regulation, Monahan (2018a) points out that the NASW Code of Ethics (NASW, 2017) is a form of voluntary and aspirational self-regulation of practice. Social workers voluntarily agree to abide by the Code of Ethics as part of their membership in NASW, yet adherence to the code has no legal mandate in the absence of practice regulation. Practice regulation goes beyond voluntary self-regulation by legally mandating standards of practice, protection of the public, and recourse for violation of practice standards. Monahan further asserts, “Through professional regulation, the aspirational goals of the Code of Ethics become a legal obligation with enforceable accountability for public protection” (para. 3). Accordingly, practice regulation creates a legal mandate for ethical practice and accountability to clients, the profession, and the public.

The laws that regulate social work practice are developed at each jurisdictional level (e.g., at the state level in the United States or at the province level in Canada). The ASWB Model Social Work Practice Act (ASWB, 2015b) guides states, provinces, and international jurisdictions in establishing standards of practice. Regulatory standards codify license categories, requirements for licensure, ethical standards for practice, disciplinary actions for violation of standards, and requirements for jurisdictional boards that carry out licensing, monitoring of practice, and disciplinary actions. Legal regulation is vital to ensuring that licensed social workers are held accountable to standards of competent and ethical practice.

Protection of the Public

The central purpose of legally regulating social work practice is to protect the public, the consumers of social work services. The ASWB Model Social Work

Practice Act (ASWB, 2015b) affirms that social work is “a professional practice affecting the public health, safety, and welfare and is subject to regulation and control in the public interest” (p. 3). The act further asserts that, in order to ensure public trust, only qualified people should be allowed to practice social work. Regulatory bodies establish the qualifications for practice, issue licenses, and monitor the safe and competent practice of social work to protect consumers of services from unethical and unlawful practice.

Social Justice

Closely related to protecting the public is the concept of social justice in regulating practice (Monahan, 2018b). Social justice, a core value of the social work profession, pertains to pursuing social change “with and on behalf of vulnerable and oppressed individuals and groups of people” (NASW, 2017, p. 5). Social justice includes ensuring equal access to competent and ethical social work services. It also includes ensuring that the public has a mechanism for recourse in the event of unscrupulous or incompetent practice.

Licensed social workers are held accountable by their jurisdictional boards for upholding standards of competent and ethical practice. In keeping with principles of social justice, consumers of social work services have the right to file complaints if a licensed social worker violates practice standards. Complaints are formally investigated and adjudicated by the relevant jurisdictional board. Practice in violation of regulations can result in disciplinary actions such as formal reprimand, probation, suspension, and revocation of a license to practice social work (ASWB, 2011). Sanctions are public records and are maintained at both the local and national levels to ensure transparency and protection of the public.

Title and Practice Protection

Title protection and practice protection are two important concepts in social work regulation. Title protection refers to ensuring that the social worker job title is used only by people who are properly qualified through attainment of a Council on Social Work Education (CSWE) accredited social work degree and, when legally mandated, are licensed (ASWB, 2015b). Practice protection limits the practice of social work (i.e., the performance of social work job duties) to those who have attained a social work degree and, when legally mandated, are licensed (ASWB, 2015b). These protections benefit licensed social

workers, the social work profession, and the public. When unqualified people are allowed to use the social worker job title and when they are allowed to perform the professional duties of social work without meeting qualifications of the profession, both the profession and consumers of social work services are at risk. Moreover, employing unqualified people to occupy social work roles and perform social work duties dilutes salaries and misrepresents the profession to the public.

Risk Management

Licensed social workers should be familiar with the concept of risk management, defined as “the ways in which their decisions and actions can expose them to lawsuits and licensing board complaints, in addition to exposing clients and others to harm” (Reamer, 2015, p. 2). Carroll (2011) describes risk management as intentionality in protecting clients, practitioners, and employers. Risk management can also be framed as the avoidance of actions constituting malpractice. Reamer (2015) describes malpractice in social work as the result of the worker’s violation of a client’s rights or the worker’s failure to perform duties properly. Reamer further asserts that malpractice occurs when there is evidence of the following:

- The practitioner had a legal duty to the client.
- The practitioner was derelict in that duty, either through an omission or through an action taken by the practitioner.
- The client suffered some harm or injury.
- The professional’s dereliction of duty was the direct and proximate cause of the harm or injury (Reamer, 2015, p. 3).

Malpractice can occur through misfeasance or malfeasance. Misfeasance is the “commission of a proper act in a wrongful or injurious manner or the improper performance of an act that might have been performed lawfully” (Reamer, 2015, p. 4). Examples could include inappropriate disclosure of confidential information or inappropriate application of a therapeutic intervention. Malfeasance is “the commission of a wrongful or unlawful act” (Reamer, 2015, p. 4). Examples of malfeasance could include engaging in improper relationships with clients or participating in insurance fraud.

Licensed social workers regularly must make decisions within complex case situations. Protecting clients, the employing agency, and one's own licensed integrity is vital. The following recommendations by Reamer (2015, pp. 14–16) are useful for making complex decisions and maximizing risk management:

- Consult colleagues who have specialized knowledge or expertise related to the issue at hand.
- Obtain appropriate supervision.
- Review relevant ethical standards
- Review relevant regulations, laws, and policies.
- Review relevant professional literature.
- Obtain legal consultation when necessary.
- Document decision-making steps.

Social workers are also encouraged to maintain timely documentation of relevant case notes and related prudent actions taken to ensure ethical actions and competence of professional services.

Practice Mobility

In the journey toward the professionalization of social work, a variety of licensure categories and titles have emerged over the years. For example, the clinical practice license is identified as a Licensed Clinical Social Worker (LCSW) in North Carolina, a Licensed Independent Social Worker (LISW) in Ohio, a Licensed Specialist Clinical Social Worker in Kansas, and a Licensed Independent Clinical Social Worker (LICSW) in West Virginia. Such an array of differing licensure titles can reduce public understanding of the social work profession. To standardize licensure titles and categories across jurisdictions, ASWB (2018b) has proposed the profession move toward the following three categories of licensure:

- Licensed Baccalaureate Social Worker (LBSW),
- Licensed Master Social Worker (LMSW), and
- Licensed Clinical Social Worker (LCSW).

Licensure by specific jurisdictions can create challenges for social workers seeking job mobility. According to Parkinson (2017), U.S. workers are likely to change jobs, particularly in the early years of their careers. In addition, the proliferation of digital and electronic technology has expanded the landscape of service delivery (ASWB, 2015a; NASW, ASWB, CSWE, & CSWA, 2017). Social workers who are licensed in one jurisdiction and then, for whatever reason, relocate to another jurisdiction, and workers who want to practice across multiple jurisdictions have to navigate the task of licensure in each jurisdiction in which they and their clients reside. With the alphabet soup of license categories and variation in licensure requirements across jurisdictions, securing licensure from one jurisdiction to another can be onerous.

Practice mobility is the ability to obtain an equivalent license to practice social work in another jurisdiction (ASWB, 2018e). License portability is an arrangement between jurisdictions to grant a licensed applicant the privilege to practice provided the licensee holds a license in good standing by another specific jurisdiction (ASWB, 2018e). Considering the growing mobility within both society and the profession and the expansion of electronic social work services across jurisdictional lines, ASWB (2017b) promulgated an ambitious strategy for improving practice mobility. This strategy calls for jurisdictions to incorporate the previously noted three standardized categories of licensure, establish more uniform criteria for licensure eligibility, and develop a centralized databank to store primary source documentation (e.g., official transcripts, official exam scores, disciplinary records) in support of licensure requirements.

SOCIAL WORK EDUCATION AND REGULATION

Although regulation is fundamental to the social work profession, it is fitting to acknowledge that differences of opinion exist—both within the profession and between social work educators—about social work licensure and regulation. These differences date back to the beginnings of regulatory discussions (Bibus & Boutté-Queen, 2011). Whereas some professions, such as medicine and law, tend to accept licensing as a professional fact of life, “social work tends to debate the efficacy and effects of licensing” (Grise-Owens, Owens, & Miller, 2016, p. 127). The benefits of, and concerns about, licensure and regulation of practice have been explicated over the years (Bibus &

Boutté-Queen, 2011). Garcia (1990) identified the benefits of licensed practice to include providing the profession legal definition, protecting client rights, raising competency levels, providing accountability to the public, and keeping comparability to other professions in status and vendor eligibility. As previously noted, protection of the public is often cited as a key reason in support of regulation and appears prominently in ASWB's mission statement: "To strengthen protection of the public by providing support and services to the social work regulatory community to advance safe, competent and ethical practices" (ASWB, 2018b).

Opposing viewpoints assert that regulation of social work is elitist, exclusionary, discriminatory in requirements, restrictive to the available workforce, cumbersome, expensive, and duplicative (Bibus & Boutté-Queen, 2011; Garcia, 1990). Macro practitioners have criticized licensure and regulation as favoring clinical practice over macro practice (Donaldson, Fogel, Hill, Erickson, & Ferguson, 2016; Donaldson, Hill, Ferguson, Fogel, & Erickson, 2014; Hill, Fogel, Donaldson, & Erickson, 2017). Some researchers have called for clearer and more focused licensure designations for macro practice and greater macro practitioner representation on jurisdictional boards (Donaldson et al., 2016; Hill et al., 2017).

Despite these differing opinions, it remains clear that licensure and regulation are professional facts of social work life in all North American jurisdictions. In addition, the profession's continuing capacity to thoughtfully research and debate such issues should be viewed as an enduring strength. Continued discourse on licensure and regulation is prudent, as is continued research on the impact of regulated practice on both the public and the profession.

Social work education has been somewhat slow to integrate licensure and regulation into social work education despite strong student interest in learning about this topic (Donaldson et al., 2017; Miller, Deck, Grise-Owens, & Borders, 2015). The issue of whether social work educators who teach practice courses should become licensed has been well debated (Seidl, 2000; Thyer, 2000). For example, CSWE released a position statement in 2001 conceptually supporting licensure within the practice community but opposing "efforts to utilize the licensing process in the arena of social work education" (CSWE, 2001, p. 8). Grise-Owens et al., (2016) noted there is "disconnect and dissonance

between licensing as a professional credential and social work education as the preparatory process for the profession” (p. 129). This disconnect continues even though CSWE educational standards now require that students understand “relevant laws and regulations” that affect practice (CSWE, 2015, p. 7). Moreover, the sparse attention to licensure and regulation in social work curricula, textbooks, and research highlights the gap between the widely regulated professional practice arena and social work education (Bibus & Boutté-Queen, 2011; Grise-Owens et al., 2016).

Social work education must bridge this divide, guided by the primary focus of the profession to promote human and community well-being and by social work education’s movement to competency-based education. According to CSWE (2015, p. 5), “Social work education at the baccalaureate, master’s, and doctoral levels shapes the profession’s future through the education of competent professionals.” Thus, “social work education programs and curricula play a pivotal role in determining the conceptualization and construction” of the profession (Grise-Owens et al., 2016, p. 131). The focus on producing competent professionals is shared by the regulatory community and must be fundamental to social work education.

CSWE’s adoption of a competency framework is consistent with regulation of practice (Grise-Owens et al., 2016). “A competency-based approach refers to identifying and assessing what students demonstrate in practice” (CSWE, 2015, p. 6). This competency framework provides an opportunity and a road map for achieving congruence between social work education and regulation. This curricular guide, categorized by each of the CSWE competencies (CSWE, 2015), will aid social work educators in preparing students for licensed practice.

Social work education performs a gatekeeping function of protecting the public from unethical, incompetent practice. As gatekeepers, social work education programs are mandated to prevent students who do not meet competency requirements from continuing their progress toward a social work degree (CSWE, 2015; Hylton, Manit, & Messick-Svare, 2017). Regulation can be viewed from a gatekeeping perspective as well, in that licensed workers who are unethical or incompetent are disciplined and, in some cases, removed from practice.

INCLUDING LICENSURE AND REGULATION IN SOCIAL WORK EDUCATION

There are several strategies for integrating licensure and regulation content into the social work curriculum, including the Path to Licensure program (ASWB, 2018d), integration of content across courses, separate licensure and regulation courses, guest presenters, field education, and risk management education. Each of these is discussed in this section.

Path to Licensure

ASWB developed the Path to Licensure program (ASWB, 2018d) as a resource to aid social work educators and students in bridging the gap between social work education and regulation. The program offers consultation at no charge to social work education programs in helping them customize a plan for educating students about licensure and regulation. The intent is to strengthen faculty and student knowledge of licensure and education.

Integration Approach

Integrating licensure and regulation content means including relevant material into a variety of courses across the curriculum. For example, social welfare policy courses can address the history of regulatory policy and its impact on social welfare and public benefit programs. Practice courses can explore ethics and practice competence associated with licensure and regulation. Human behavior and social environment courses can focus on licensure and regulation from a social justice perspective.

Integrating licensure and regulation content across selected existing social work courses provides an opportunity for all students to have access to this important content. This approach also provides several content lenses for reflecting on licensure and regulation. Moreover, an integration approach can broaden depth and breadth of licensure and regulation content coverage. An integration approach also more fully institutionalizes licensure and regulation across the curriculum, thus reinforcing its importance in the profession (Warde, 2014).

Determining the different aspects of licensure and regulation that will best fit across various courses requires effective curricular coordination. Programs

that seek integration across the curriculum must also ensure that multiple faculty members are prepared to teach licensure and regulation content.

Separate Course Approach

A separate course on licensure and regulation (e.g. an elective course) is another option for addressing licensure and regulation content in social work education. An entire course on licensure and regulation allows for in-depth coverage of regulation content such as ethics, practice competence, pursuing licensure, maintaining licensure, addressing complaints, and licensure board functions. The course could also be an avenue for encouraging students to pursue professional service in licensure and regulation at some future point in their career. Such courses could be taught by a faculty member with a strong interest in licensure and regulation. A potential challenge to this approach could be the possibility that fewer students overall would be exposed to licensure and regulation content as well as reduced breadth of coverage across the curriculum. Delivering licensure and regulation content through separate courses could also result in the unintended consequence of compartmentalizing licensure and regulation content when it is increasingly central to social work practice.

Guest Speakers

Jurisdictional board members are often delighted to offer guest presentations about licensure and regulation (Bibus and Boutte-Queen, 2011). Students can benefit from direct engagement with board members about professional responsibilities, legal requirements, and processes involved. In addition to inviting board members to campus, student attendance at a regulatory board meeting is an excellent means for educating students about licensure and regulation processes. Providing boards with notice prior to bringing students to a meeting is beneficial so that the board can be prepared to host student guests.

Other guest speakers can include recently licensed social workers who, individually or on a panel, can discuss their experiences with pursuing licensure. In addition, experienced licensed social workers could be invited to share their expertise with ensuring continued licensed practice competency over time.

Regulatory attorneys are also a rich source for discussing legal issues related to practice, disciplinary actions, and ethics.

Field Education

There are many opportunities in which programs can incorporate licensure and regulation education into field education. Field seminars are wonderful opportunities for discussion of licensure and regulation. Another option is incorporating a field assignment where students are asked to interview licensed social workers in agency settings about their experience with licensed practice and their efforts in maintaining licensure over time. Programs can encourage field instructors to directly engage discussions with students about licensure and regulatory topics. In addition, programs could host a panel discussion populated by licensed field instructors who can offer personal insights about licensure and regulation. Engagement with licensed social workers in the field provides valuable opportunities for students to learn more about licensed practice.

Risk Management Education

Students should be taught concepts throughout the curriculum related to minimizing exposure to risk as it relates to licensed practice (Sidell, 2015). Areas of risk management content include professional documentation, managing ethical issues, legal testimony, and legal reporting to the courts. Developing professional documentation skills can assist licensed social workers with minimizing risk for themselves and clients. Reamer (2005) offers a useful teaching framework for evaluating legal risk relative to four categories of documentation: content, terminology, credibility, and access.

Risk management with regard to ethical practice is also an important content area in preparing students for licensed practice. Ethics-based case scenarios and case studies can be used to help students understand ethical responsibilities and practice expectations. Teaching concepts on establishing and maintaining appropriate ethical boundaries with clients is also central to ethical practice and sound risk management.

Education about providing legal testimony and developing legal reports is recommended to prepare students for risk management issues (Barsky, 2012).

Educators can also invite social workers as guest speakers or as panel presenters who are experienced in providing courtroom testimony.

SUMMARY

Social work licensure and regulation, in part, define social work as a profession. Social work practice is regulated throughout North America. The purpose of licensure is to ensure protection of public consumers of social work services through competent and ethical practice. From a social justice perspective, regulation provides consumers legal recourse in the event of incompetent or unethical practice. Through title and practice protection, regulation promotes the integrity of the social work profession and reduces the unqualified practice of social work. Given the omnipresence of licensure laws, social work education has an obligation to prepare students for licensed practice. This guide is intended to advance the fulfillment of this vital task.

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Competency 1

Demonstrate Ethical and Professional Behavior

COMPETENCY DESCRIPTION

Licensed social workers understand the value base of the profession and its ethical standards as well as relevant laws and regulations that guide regulated practice. Licensed social workers understand that protecting the public and the integrity of the profession are the most compelling reasons for regulating the practice of social work. Licensed social workers understand that ethical practice requires self-regulation, consultation, supervision, and continuing education. Licensed social workers represent their credentials and expertise accurately and within the scope of practice as defined in jurisdictional regulations.

COMPETENCY BEHAVIORS

Licensed social workers

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant models of decision making, and the codes of conduct found in pertinent laws and regulations;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- engage in social work practice within the parameters of licensure category and jurisdictional regulations;
- accurately represent their licensing credentials and professional expertise in verbal, written, and electronic communications;

- address unprofessional or impaired conduct of a colleague and, if necessary, take action through appropriate channels such as state licensing boards or professional organizations.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension
Anderson, S. C., & Guyton, M. R. (2013). Ethics in an age of information seekers: A survey of licensed health care providers about on-line social networking. <i>Journal of Technology in the Human Services, 31</i> , 112–128.	Knowledge Values Skills
Association of Social Work Boards. (2015). <i>Model social work practice act</i> . Culpepper, VA: Author.	Knowledge Values Skills
Association of Social Work Boards. (2015). <i>Model regulatory standards for technology and social work practice</i> . Culpepper, VA: Author. The document provides guidelines for state social work regulatory boards on the use of technology in social work practice. Sections cover definitions related to technology and practice, practice competence and compliance with ethical standards, informed consent, privacy and confidentiality, boundaries, dual relationships and conflicts of interest, documentation, collegial relationships, and practice across jurisdictional boundaries.	Knowledge Values Skills
Boland-Prom, K. W. (2009). Results from a national study of social workers sanctioned by state licensing boards. <i>Social Work, 54</i> , 351–360. Boland-Prom summarize state regulatory complaints from 27 states against 874 social workers over a 5-year period. The most frequent categories of violations in order of frequency were dual relationships and boundary violations, licensing violations (e.g., lapsed license, continuing education requirements), criminal activity (theft, driving under the influence, sex crimes), and practice below standard of care. Violations were also categorized by areas of practice, with the most frequent areas being mental health practice, medical social work, and child protection. Of the 874 violations deemed serious, 21% received reprimands, 12% resulted in license revocation, 11.6% were placed on probation, and 11.6% were required to participate in supervised practice.	Knowledge Values Skills

(continued)

Readings (continued)

Resource	Competency Dimension
<p>Boland-Prom, K., & Alvarez, M. E. (2014). School social workers sanctioned by state departments of education and licensing boards. <i>Children and Schools, 36</i>, 135-144.</p> <p>Boland-Prom and Alvarez examined the records from 14 states and the District of Columbia and found 23 violations, concluding that school social workers are rarely sanctioned by either their state department of education or state licensing boards. The most frequent violations were child pornography, dual relationships, and practicing with a lapsed license. The most common sanctions included revocation or surrender of the license and supervision or probation.</p>	Knowledge Values Skills
<p>Boland-Prom, K., Johnson, J., & Gunaganti, G. S. (2015). Sanctioning patterns of social work licensing boards, 2000–2009. <i>Journal of Human Behavior in the Social Environment, 25</i>, 126-136.</p> <p>The authors summarize 2,607 sanctions administered by 49 social work regulatory boards from 2000 to 2009. Categories of violations, beginning with the most frequent, include continuing education and licensing requirements, dual relationships, basic practice (confidentiality, records, informed consent), practicing while impaired, and services not meeting standards of care. Differences based on the age of the social worker indicated that younger social workers were more likely to be sanctioned for practice issue violations, dual relationship and boundary violations were more frequent among workers in their 40s, and continuing education and lapsed license violations occurred more frequently in social workers over the age of 50.</p>	Knowledge Values Skills
<p>Brown, T. M. (2018, Spring). Case in point: How social work regulation advocates for client protection. <i>The New Social Worker</i>. Retrieved from http://www.socialworker.com/extras/social-work-month-2018/case-in-point-how-social-work-regulation-advocates-client-protection/</p> <p>The author links the regulation of social work practice to the protection of clients and conceptualizes protection as a form of advocacy. Licensure provides accountability to both the public and the profession in work with vulnerable populations. The author provides a case example that included unethical billing practices as well as practicing outside the guidelines of the treatment method.</p>	Knowledge Values Skills
<p>Daley, M. R., & Doughty, M. O. (2007). Unethical social work: Comparing licensing and NASW perspective. <i>Arete, 30</i>, 35-50.</p> <p>The article compares 594 complaints composed of 2,139 alleged violations of the Texas Practice Act, with a summary of 737 violations within NASW-sanctioned cases from published articles in 2000. Categories of complaints include poor practice, boundary violations, honesty, conflict of interest, confidentiality, competence, informed consent, records, and billing. Both studies had the highest numbers of cases in the categories of poor practice and boundary violations.</p>	Knowledge Values Skills

(continued)

Readings (continued)

Resource	Competency Dimension
<p>DeAngelis, D., & Monahan, M. J. (2008). Professional credentials and professional regulations: Social work professional development. In B. W. White, K. M. Sowers, & C. N. Dulmus (Eds.), <i>Comprehensive handbook of social work and social welfare</i>, Volume 1: <i>The profession of social work</i> (pp. 65–74). Hoboken, NJ: Wiley. doi:10.1002/9780470373705.chsw001008</p> <p>DeAngelis and Monahan present a historical discussion of the development of social work values and ethics, applying the four periods set forth by Reamer (2005): the Morality Period, the Values Period, the Ethical Theory and Decision-Making Period, and the Ethical Standards and Risk Management Period. They discuss the first social work certification, the Academy of Certified Social Workers (ACSW), and the definition of licensing terms (certification, credentialing, licensure, and registration). The model law developed by the NASW established a three-tiered licensure model that included BSW students upon graduation, MSW students upon graduation, and advanced licensure that could be earned by MSW social workers who have 2 years of supervised experience. The American Association of State Social Work Boards (AASSWB) first met in 1978; all states that required a licensing exam were using the AASSWB exams by 1991. Currently, the licensing structure includes up to four sections: BSW, which is usually upon graduation; MSW, usually upon graduation; independent after 2 years of “general” experience; and clinical after 2 years of supervised clinical experience. Protection of the public is seen as the primary purpose of social work regulation.</p>	<p>Knowledge Values Skills</p>
<p>Hoffman, K. (2002). The basics of social work licensing. <i>New Social Worker</i>, 9(2), 28–30.</p> <p>Hoffman provides a historical discussion of social work licensing that includes the history of the ASWB and the development of state licensing. Descriptions and definitions of social work licensing are given, specifically differences between the baccalaureate level, the master’s level, and the clinical level. Hoffman argues that because social work is a profession with a “broad base of social work knowledge, skills, and shared values and ethics,” social work practice is found in many settings and therefore is difficult to define. The trend, Hoffman found, was for licensure categories to correspond to the national examinations as seen in the model law.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>

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Readings (continued)

Resource	Competency Dimension
<p>Kent, H. (2006). Protecting clients from harm: The role of continuing professional education. <i>Australian Social Work</i>, 59(4), 435–448. doi:10.1080/03124070600986002</p> <p>Kent focuses on the importance of social work continuing education in Australia. She discusses that the goal of the Australian Association of Social Workers (AASW) is to protect vulnerable clients and that continuing education for social workers needs to address the ideological environment and its effects on social work and clients. These include economic rationalism, managerialism, and globalized economic and political directives. Kent points out that standards may help to protect vulnerable clients “from potential unethical, inappropriate, and harmful practice” (p. 443).</p>	<p>Knowledge Values Skills</p>
<p>McAuliffe, D. (2005). Putting ethics on the organizational agenda: The social work ethics audit on trial. <i>Australian Social Work</i>, 357–369.</p> <p>McAuliffe conducted an action research model study on ethics audits with 11 Australian human service agencies. The research included a workshop on conducting an ethics audit, followed by ethics audits of the participating agencies, collection and analysis of the data on the results of the audits, and the effects of the audits on agencies. Findings indicated that the staff and management believed the audits were useful in refining policies and procedures, they increased staff and agency accountability by providing opportunity for discussion of ethical issues, and they identified gaps in knowledge and skills with regard to ethical practices and standards. They also educated the staff in areas in which there were knowledge gaps or a lack of understanding of ethical and legal issues.</p>	<p>Knowledge Values Skills</p>
<p>Miller, J. J., Deck, S., Conley, C., & Bode, M. (2017). Field practicum supervisor perspectives about social work licensing: An exploratory study. <i>Field Educator</i>, 7(1), 1–18.</p> <p>This article provides a historical perspective on social work licensure that includes the debate about whether social workers should be licensed and the role of licensing in social work education. Social work education programs are becoming more aware of licensing processes, including students’ pass rates. Miller et al. researched field practicum supervisors’ knowledge and perceptions of social work licensing and saw their students as needing guidance regarding social work licensing.</p>	<p>Knowledge Values Skills</p>

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Readings (continued)

Resource	Competency Dimension
<p>Miller, J., Grise-Owens, E., & Escobar-Ratliff, L. (2015). Preparing MSW students for social work licensure: A curricular case example. <i>Journal of Teaching in Social Work, 35</i>, 296–316.</p> <p>The authors present a historical background to social work licensing and discuss the functions of social work licensing: professional accountability and consumer protection. They explain the importance of using curriculum to prepare students to take the social work licensing exam, using the Licensing Preparation Initiative (LPI) as a curriculum example. The LPI was designed to assist students in preparing to sit for licensing exams by emphasizing the importance of licensure, integrating licensing preparation throughout the 2-year curriculum, and providing incentives for completing the exam.</p>	<p>Knowledge Values Skills</p>
<p>Quinn, G., & Straussner, S. (2010). Licensure and continuing education requirements for substance abuse training in social work. <i>Journal of Social Work Practice in the Addictions, 10</i>(4), 433–437. doi:10.1080/1533256X.2010.521084</p> <p>Quinn and Straussner focus on the importance of substance abuse training in working with substance users. They found a lack of training for social workers regarding substance abuse disorders; therefore, they state that this lack may need to be addressed through social work licensing. They did not locate any published data on required substance abuse training for beginning social work licensure or social work continuing education.</p>	<p>Knowledge Values Skills</p>
<p>Reamer, F. G. (2000). The social work ethics audit: A risk-management strategy. <i>Social Work, 45</i>, 355–366.</p> <p>Reamer presents strategies for conducting a formal agency ethics audit to assist social workers in evaluating the efficacy of ethical practices, design necessary changes, and monitor the implementation of the changes. Similar to other types of business audits, an ethics audit provides an opportunity for examination, verification, and reflection of ethical practices in an agency. According to the author, ethics audits should focus on staff familiarity with ethical practices, risks, and evidenced-based practices and on examination of current agency practices including procedures, protocols, and outcomes. The results of the audit should be used to educate staff and modify practices and procedures. Ethical categories include client rights, confidentiality, informed consent, service delivery, boundaries, documentation, defamation of character, supervision, training, consultation, referrals, fraud, termination of services, and practitioner impairment.</p>	<p>Knowledge Values Skills</p>
<p>Reamer, F. G. (2008). Social work management of error: Ethical and risk management issues. <i>Journal of Contemporary Social Services, 89</i>, 61–68.</p>	<p>Knowledge Values</p>

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Readings (continued)

Resource	Competency Dimension
<p>Reamer, F. G. (2013). Social work in the digital age: Ethical risks and management challenges. <i>Social Work, 58</i>, 163-172.</p> <p>The author identifies the range of digital and technological modalities that can be used in social work practice and discusses a variety of ethical areas in which problems, dilemmas, and violations can occur, including competence, privacy and confidentiality, informed consent, boundaries, conflicts of interest, consultation, documentation, referral, and termination. Pitfalls in the use of digital technology include misrepresenting credentials, dual relationships through social media, extending services beyond what is needed, and billing for services that were not performed. The author provides additional resources for further exploration of the topic.</p>	Knowledge Values Skills
<p>Strom-Gottfried, K. (2003). Understanding adjudication: Origins, targets, and outcomes of ethics complaints. <i>Social Work, 48</i>, 85-94.</p>	Knowledge Values Skills
<p>Warren, J., & Douglas, K. I. (2012). Falling from grace: Understanding an ethical sanctioning experience. <i>Counseling and Values, 57</i>, 131-146.</p>	Knowledge Values Skills Cognitive and Affective Processes

In-Class Exercises

Resource	Competency Dimension
<p>Possible activities related to ethics and licensing. These questions could be used in micro practice class. (Eleanor Downey)</p> <p>See Appendix 1A.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p>Licensure discussion questions (Sky Westerlund). Use after discussion on licensure.</p> <p>See Appendix 1B.</p>	Knowledge Values Skills Cognitive and Affective Processes

(continued)

In-Class Exercises (continued)

Resource	Competency Dimension
<p>Scenario: Success—Morgan Gets Licensed</p> <p>This is a case example written by an experienced licensing board member and represents a composite of real situations. It could be used for discussion in class around the issues of criminal records and licensing requirements, as well as the ethics of a licensed social worker advocating successfully for a rehabilitated client.</p> <p>See Appendix 1C.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Possible activities related to ethics and licensing. These questions could be used in micro practice class. (Eleanor Downey)</p> <p>See Appendix 1A.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Licensure discussion questions (Sky Westerlund). Use after discussion on licensure.</p> <p>See Appendix 1B.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Scenario: Success—Morgan Gets Licensed</p> <p>This is a case example written by an experienced licensing board member and represents a composite of real situations. It could be used for discussion in class around the issues of criminal records and licensing requirements, as well as the ethics of a licensed social worker advocating successfully for a rehabilitated client.</p> <p>See Appendix 1C.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Possible activities related to ethics and licensing. These questions could be used in micro practice class. (Eleanor Downey)</p> <p>See Appendix 1A.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>

(continued)

In-Class Exercises (continued)

Resource	Competency Dimension
Licensure discussion questions (Sky Westerlund). Use after discussion on licensure. See Appendix 1B .	Knowledge Values Skills Cognitive and Affective Processes
Scenario: Success—Morgan Gets Licensed This is a case example written by an experienced licensing board member and represents a composite of real situations. It could be used for discussion in class around the issues of criminal records and licensing requirements, as well as the ethics of a licensed social worker advocating successfully for a rehabilitated client. See Appendix 1C .	Knowledge Values Skills Cognitive and Affective Processes

Media

Resource (Compiled by Dorothy Greene)	Competency Dimension
<i>ASWB Mission</i> (video): https://www.youtube.com/watch?v=89K6ydqZd4o	Knowledge Values
Self-care is frequently identified as a prevention and intervention strategy for social workers and other professional helpers in response to occupational risks of the profession such as impairment, compassion fatigue, secondary traumatization, vicarious traumatization, and burnout. <ul style="list-style-type: none"> University of Buffalo School of Social Work. <i>Self-care starter kit</i>. Retrieved from https://socialwork.buffalo.edu/resources/self-care-starter-kit.html Washburn University Department of Social Work. <i>Self-care center</i>. Retrieved from http://www.washburn.edu/academics/college-schools/applied-studies/departments/social-work/self-care-center/index.html NASW-NC. <i>Professional WELLNESS</i>. Retrieved from http://www.naswnc.org/?358 Green Cross Academy of Traumatology. <i>Standards of self-care guidelines</i>. Retrieved from http://greencross.org/wp-content/uploads/2017/11/Standards-of-Self-Care-Guidelines.pdf Palouse Mindfulness. Free online MBSR program. Retrieved from https://palousemindfulness.com/ <i>Professional quality of life</i>. Retrieved from https://proqol.org 	Knowledge Values Skills Cognitive and Affective Processes

(continued)

Media (continued)

Resource	Competency Dimension
<ul style="list-style-type: none"> • <i>Good boundaries free you.</i> TED Talk. Retrieved from https://www.youtube.com/watch?v=rtsHUeKnkC8 • White Hat Communications. <i>Burnout and self care: A process in helping.</i> Retrieved from http://www.socialworker.com/api/search.html?q=burnout <p>This book has won numerous awards.</p>	
<p>Instruments to Help Self-monitor and Increase Self-awareness</p> <p>Burnout Measure</p> <p>Malach-Pines, A. (2005). The Burnout Measure, short version. <i>International Journal of Stress Management</i>, 12(1), 78–88. http://dx.doi.org/10.1037/1072-5245.12.1.78</p> <p>Perceived Stress Scale</p> <p>Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. <i>Journal of Health and Social Behavior</i>, 24, 386–396.</p> <p>ACE quiz https://acestoohigh.com/got-your-ace-score/</p> <p>The Holmes-Rahe Stress Inventory https://www.stress.org/holmes-rahe-stress-inventory/</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

Assignments

Resource	Competency Dimension
<p>Scavenger Hunt Assignment</p> <p>Students use their jurisdiction’s social work licensing board, ASWB, and NASW webpages (and other legitimate sources) to answer questions focused on licensing and regulation. (Dorothy Greene)</p> <p>See Appendix 1D.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Application of Ethical Decision-Making Model</p> <p>Students use an ethical decision-making model to figure out how to handle an ethical dilemma. (Katie McCarthy)</p> <p>See Appendix 1E.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Code of Conduct Separate From NASW Code of Ethics</p> <p>Students compare the aspirational Code of Ethics and obligatory codes of conduct found in licensing laws.</p> <p>See Appendix 1F.</p>	

Field Activities

Resource	Competency Dimension
<p>Intro to Practicum: Pre-Test on Social Work Licensure (Sky Westerlund)</p> <p>See Appendix 1G.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Professional Quality of Life measure</p> <p>http://proqol.org/ProQoL_Test.html</p>	<p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Boundary Issues With Supervisors</p> <p>Case scenario to use with field seminar illustrating boundary violations by a field supervisor and the burden it puts on the supervisee.</p> <p>See Appendix 1H.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

APPENDIX 1A: ACTIVITIES RELATED TO ETHICS AND LICENSING USED IN MICRO PRACTICE CLASS

Question 1: For Group Activity and In-class Discussion

Compare the NASW Code of Ethics with a state's licensing law and regulations.

- a. What are the similarities?

- b. What are the differences?
- c. Why do you think these differences exist?
- d. How will the differences affect your ethical decision making?

Question 2: Quiz Question or Class Discussion

Resolving Ethical Dilemmas

Any ethical dilemma can be used for the exercise that includes the application of state licensing laws and regulations in addition to the NASW Code of Ethics. The following is an example.

Mary is working in a mental health agency providing case management and support services for people with mental illness. She recently began seeing Tina, who has been diagnosed with bipolar disorder. Tina has been managing her symptoms very well with medication and support from both her family and Mary. She has been successfully employed as a teacher's aide in the local school system for 4 years. At Mary's last meeting, Tina confides in Mary that she had intimate relationships with her previous social worker at another agency and is feeling guilty about the experience. She begs Mary not to report the social worker because she fears no one will believe her.

- 1) 1. What are the ethical principles involved in this dilemma?
- 2) 2. What sections of the NASW Code of Ethics apply to this dilemma?
- 3) 3. What sections of the state licensing statutes and regulations apply to this dilemma?
- 4) 4. Using both the Code of Ethics and the licensing statutes and regulations, discuss the action you would take in this situation.

APPENDIX 1B: LICENSURE DISCUSSION QUESTIONS

Use after discussion on licensure.

- 1) Competence is the ability to practice in a safe and capable manner with reasonable skill and knowledge.

- a. What is the demonstration of competence of someone who is newly licensed to practice (any profession)?
 - b. What compels a person to maintain competence throughout a 30- or 40-year career (any profession)?
- 2) A person who is a newly licensed LBSW is hired by an agency as a youth management supervisor. The position does not require a license. Is this person practicing social work? Should the person inform clients that he or she is a licensed social worker? Why or why not?
- 3) A person is licensed as a clinical social worker. This person dreams of becoming the number one nationally recognized expert on the diagnosis of cyclothymic disorder.
- a. What steps must this person take to be considered an expert on the subject?
 - b. Is someone who is newly licensed by the jurisdiction an expert? Why or why not?
- 4) Can a licensed professional in one discipline accurately determine whether a licensed professional in another discipline is in violation of their profession's standards of practice? Why or why not? (This could happen in a state with a composite licensing board comprising more than one related occupation such as social work, marriage and family therapists, or professional counselors.)
- 5) Which is a higher standard of conduct: the NASW Code of Ethics or the social work license act code of conduct in a specific jurisdiction? Justify your answer. (Note: The Code of Ethics is aspirational, codes of conduct are obligatory.)
- 6) "Licensed Marriage and Family Therapist" (LMFT) is a protected title. A licensed social worker (such as an LCSW or other abbreviation specific to a jurisdiction) advertises that he offers marital counseling and family therapy. Is that permissible? Why or why not?

**APPENDIX 1C:
BRAIN-TEASER CASE: MORGAN TURNS HER LIFE AROUND**

Morgan, age 34, was an outstanding student in high school, both scholastically and socially. Consequently, she was admitted to Sainly Saints University (SSU), an elite and expensive small private university, where she wanted to major in architecture.

Morgan did very well during her first year at SSU. At the beginning of her sophomore year, however, Morgan attended a fraternity party off campus. Although she hardly ever used alcohol, on this evening she drank to excess. Feeling sick and dizzy, Morgan got in her car to drive home. Five blocks from the party and one block from her home, Morgan had an accident in which two people in the other vehicle were killed.

Morgan was arrested and jailed, charged with manslaughter and driving under the influence. Ultimately, she was sent to the state penitentiary under a sentence of 15–25 years. Morgan was beside herself with remorse for what had happened. She could hardly function because of being overwhelmed by sorrow at what she had done. When she attempted suicide, prison officials sent her to see the prison social worker.

The social worker, Priscilla, found her job to be very difficult. As an LCSW, she was proud to be a social worker, and she maintained continuing education, which often gave her new insights. She was in frequent contact with other professionals and even participated in a periodic peer consultation group. But working with inmates, many of whom presented exceptionally difficult problems, wore Priscilla down. She wanted to make a difference at the prison but got discouraged and thought about taking another job.

As Priscilla got to know Morgan, however, she saw that Morgan had great potential but was stymied by one horrible mistake. Priscilla met with Morgan often, helping her develop a plan for overcoming the past and looking forward. Morgan began volunteering to teach reading and writing to illiterate inmates. Under Priscilla's mentoring, Morgan became skilled at negotiating peace during volatile situations. She joined the prison Alcoholics Anonymous (AA) program, vowing never to drink again. Prison officials increasingly saw that Morgan was turning her guilt into a positive thing. For once, they saw an inmate in rehabilitation mode.

When Morgan became eligible for early release, prison officials and Priscilla argued that Morgan was ready to be a responsible citizen, and she was released. One of her first goals was to get back into college. SSU was impressed and readmitted her. Morgan applied to the BSW program of SSU, with Priscilla's encouragement. During her application procedures, the program faculty clearly told Morgan that she might have trouble becoming licensed because she was a convicted felon and that she would be limited in the jobs available to her after graduation. Certainly, she could never work with children, the disabled, or older adults in any capacity, by state law. Priscilla served as a field agency supervisor for SSU. The faculty voted to admit her to the program.

Morgan did quite well in the BSW program, doing her field placement in the Victim's Assistance Program of the district attorney. She kept in touch with Priscilla, considering Priscilla to be her role model. After graduation, Morgan appealed to the licensing board to allow her to take the bachelor's license test. Priscilla wrote a moving letter in support of Morgan's plea. Morgan presented herself as a humble but confident person who had learned terribly hard lessons from her mistake and her incarceration. She also stated that she had taken responsibility for becoming the best social worker and human being she could become. To that end, she had continued to meet weekly with AA, and she was determined never to drink again. She realized her job opportunities were circumscribed because of her situation, but she hoped to work with victims or perpetrators in the future.

The licensing board agreed to allow her to take the bachelor's test, which she passed. The district attorney hired her full time to the Victim's Assistance Program, and she prospered there.

From the desk of Dorinda N. Noble, PhD, LCSW, 2017

APPENDIX 1D: SCAVENGER HUNT ASSIGNMENT

Use your jurisdiction's social work licensing board, ASWB and NASW web-pages, and other legitimate sources to answer the following questions:

- 1) What is the mission of the ASWB?
- 2) What is the mission of the NASW?

- 3) What do you see as the primary similarities and difference?
- 4) When and where is the next licensing board meeting in your jurisdiction, and is it open to visitors?
- 5) What is the difference between certification and licensure?
- 6) Locate and review the different state certification and licensure categories and describe each. (Resource: <https://www.aswb.org/licensees/about-licensing-and-regulation/>)
- 7) What is the difference between state statute and administrative rules?
- 8) How is supervision defined by the licensing board for social workers?
- 9) What are the supervision requirements for each category of certification and licensure?
- 10) What are the continuing education requirements for each category of certification and licensure?
- 11) Locate your state's statute regarding the licensing board for social workers and cite it.
- 12) Support at least three NASW standards found in the Code of Ethics with state statutes.
- 13) What are the necessary qualifications for providing supervision?
- 14) Go to the NASW Code of Ethics and describe the standard that describes the actions you should take if concerned about a colleague's ability to safely practice social work. Locate the first step you should take according to the Code and cite it.
- 15) Define the difference between social work title protection and social work practice protection legislation. Does your jurisdiction have one or both of these protections?
- 16) What are the differences between social work values, ethical principles, and ethical standards?
- 17) What is the purpose of the NASW Code of Ethics?

- 18) Locate at least three ethical decision-making models and briefly describe each. Which one makes the most sense to you and why?
- 19) What is the importance of using an ethical decision-making model when confronted with an ethical dilemma?
- 20) What does it mean to live licensed?

APPENDIX 1E:

APPLICATION OF AN ETHICAL DECISION-MAKING MODEL

Use an ethical decision-making model to figure out how to handle one of the following ethical dilemmas.

- 1) You are a social worker at an alternative high school. One day in the classroom, two students get into a fight after one of them calls the other a nasty name. While trying to verbally intervene, you get shoved violently into a desk by one of the students, resulting in a broken arm and collarbone. Your family doesn't like you working there and wants you to press charges against the student or agency, someone. Your co-workers offer some support but also act like "it's all part of the job." You know the student is currently on probation, and if you press charges he might go to jail. You also know this student has a history of not taking responsibility for his actions. You also know that you have a lot of anger and physical pain.
- 2) You work at a shelter run as part of a social work agency that serves runaway teenagers, many of whom have endured painful pasts and suffered various forms of abuse. One day as you are walking into your home late at night, a teenage client you have been working with walks up to you. She says that she was just kicked out of the house where she had been staying, by her friend's mother, and she is hoping that you will let her crash on your couch. You don't know how she discovered your home address, and she appears slightly ill or high. You know that most of the shelters have closed for the evening, you have a massive headache, and you can hear your dog barking, needing to get outside.

Define the dilemma, identify each step you would take according to the decision-making model, and then clearly state your ultimate decision about how to address the dilemma.

Recommended ethical social work decision-making models:

Congress, E. P. (1996). *Social work values and ethics*. Chicago, IL: Nelson-Hall.

Dolgoft, R., Loewenberg, R., & Harington, D. (2012). *Ethical decisions for social work practice* (9th Ed.). Belmont, CA: Brooks/Cole.

APPENDIX 1F:

ASSIGNMENT: COMPARE ASPIRATIONAL CODES OF ETHICS AND OBLIGATORY CODES OF CONDUCT FOUND IN LICENSING LAWS

Most regulatory boards establish a code of conduct separate from the NASW Code of Ethics. Why? First, regulatory boards should avoid anything that would be construed as improper delegation of authority. Citing the NASW Code in law essentially leaves a private professional association as the arbiter of what constitutes legal practice.

Second, the NASW Code of Ethics addresses many issues that are beyond the reach of legal regulation (such as the social worker's responsibility to colleagues and the rest of society). The code of conduct suggested in the Model Social Work Practice Act is less extensive than the NASW Code of Ethics.

The purpose of social work licensing is to assure consumers that the people providing services are competent and that if this level of competency is not met, there are avenues of recourse.

Obviously, the social work profession benefits from government recognition of its importance, but the value that must guide regulation every step of the way is a concern for the public welfare, not promotion of the profession. Professional promotion is an appropriate activity for professional associations such as NASW, and individual social workers.

Assignment

Compare the NASW Code of Ethics with a code of conduct in a state's licensing laws and regulations. Explain why both the aspirational code of ethics and obligatory code of conduct are necessary and contribute to the professional practice of social work.

APPENDIX 1G: INTRO TO PRACTICUM: PRETEST ON SOCIAL WORK LICENSURE

- 1) What is the purpose of licensure?
- 2) What agency is responsible for licensing social workers?
- 3) What are the prerequisites for licensure?
- 4) What is the difference between licensure and certification?
- 5) What do *title protection* and *practice protection* mean?
- 6) What are the categories of social work licensure?
- 7) What examination is used for social work licensure?
- 8) Is a psychologist the same as a social worker? If they are not the same, what is the difference?
- 9) Is there a difference between a violation of ethics and unprofessional conduct? If so, what is the difference?
- 10) Is licensure a private or government responsibility?
- 11) Who serves on the regulatory board, and how do they become members of the board?
- 12) Who owns the social worker license? How long is a license valid?
- 13) What are a few reasons that a license could be revoked?
- 14) Are disciplinary actions confidential or open to the public?
- 15) Who are the NASW, CSWE, ASWB, and state licensing board, and what is their role in the profession of social work?

APPENDIX 1H: FIELD ASSIGNMENT: CASE SCENARIO ETHICAL DILEMMA

Daphne Gets In a Bind

Daphne is a mental health professional working in a church-related multiservice agency. Her supervisor, Butch, meets with Daphne weekly to supervise

her activities in the agency. Butch always starts these supervisory sessions with prayer. Daphne is okay with that, because she believes in prayer. However, over the weeks, Butch's prayers get longer and longer, and Daphne is aware that her "supervision" time to discuss cases is getting shorter and shorter. One day, as Daphne is discussing the case of a couple considering divorce, Butch starts talking about his problems with his wife. Over the next few supervisory sessions, Daphne feels as if she is Butch's sounding board for his family problems. Finally, Daphne tells Butch that she is uncomfortable with the long prayers and with Butch's discussion of his marital problems. He responds that he is trying to set a proper spiritual tone with the prayers and that he is helping Daphne explore and develop her therapeutic skills by dealing with his home difficulties.

What are the ethical issues here? What should Daphne do?

Submitted by

Dorinda Noble, PhD, LCSW

Former Director of the School of Social Work

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Competency 2:

Engage Diversity and Difference in Practice

COMPETENCY DESCRIPTION

Licensed social workers integrate education and licensing regulations to protect the public from unscrupulous practice that undermines diversity and difference. Licensed social workers promote diversity and difference in practice by mediating discord between organizational policies and practices that conflict with standards of licensed professional practice. Licensed social workers advocate for inclusive licensing regulation standards that promote diversity and difference. Licensed social workers understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create privilege and power.

COMPETENCY BEHAVIORS

Licensed social workers

- advocate for licensing regulations that promote diversity and difference,
- promote diversity and difference in the composition of regulatory boards,
- incorporate knowledge and understanding of diversity and difference for engaging in regulated practice,
- participate in continuing education that enhances licensed social workers' knowledge of diversity and difference.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension
<p>Note: When you read regulation and licensure requirements, the following resources provide knowledge of basic cultural competence. They could be used in classroom discussion or assignments for further discovery of expectations as licensed social workers.</p>	
Alleyne, A. (2005). Invisible injuries and silent witnesses: The shadow of racial oppressions in workplace contexts. <i>Psychodynamic Practice, 11</i> (3), 283–299.	Values Cognitive and Affective Processes
Delphin-Rittmon, M. E., Andres-Hyman, R., Flanagan, E. H., & Davidson, L. (2013). Seven essential strategies for promoting and sustaining systemic cultural competence. <i>Psychiatric Quarterly, 84</i> , 53–64.	Skills Values
Offermann, L. R., Basford, T. E., Graebner, R., Jaffer, S., De Graaf, S., & Kaminsky, S. E. (2014). See no evil: Color blindness and perceptions of subtle racial discrimination in the workplace. <i>Cultural Diversity and Ethnic Minority Psychology, 20</i> (4), 499.	Values Knowledge Cognitive and Affective Processes
Shih, M., Young, M. J., & Bucher, A. (2013). Working to reduce the effects of discrimination: Identity management strategies in organizations. <i>American Psychologist, 68</i> (3), 145–157.	Knowledge Skills Values
Sue, D., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. <i>American Psychologist, 62</i> (4), 271–286.	Knowledge Cognitive and Affective Processes

In-Class Exercises

Resource	Competency Dimension
<p>Accessing public records, students can review disciplinary actions administered by state-level social work boards to explore the ethical dilemmas social work licensing boards encounter. For example, in Alaska, the Social Work Board requires all licensed social workers to participate in specific continuing education programs designed to increase competency in Alaskan culture and the diverse populations unique to that state.</p>	Knowledge Values

(continued)

In-Class Exercises (continued)

Resource	Competency Dimension
<p>In an effort to create experiences and broaden exposure for students, social work educators can facilitate role play exercises or simulation experiences with students. This will create standardized experiences for students who otherwise may not get the knowledge and skills to practice with specific populations. For example, at one time in Nebraska, Catholic Charities did not allow their social workers to work with sexually diverse populations. However, this was a violation of Nebraska state statute prohibiting discrimination and constituted abandonment of the client if the social worker failed to treat or refer.</p>	<p>Knowledge Values Skills</p>
<p>Antioppression Resources and Exercises http://organizingforpower.org/anti-oppression-resources-exercises/</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Greenwald, T., Banaji, M., & Nosek, B. (2011). <i>Project Implicit</i>. Retrieved from https://implicit.harvard.edu/implicit/takeatest.html</p>	<p>Knowledge Values</p>
<p>Role play to demonstrate “-isms” and “-ists.” Have students act out people who have displayed racism, sexism, or ageism toward an oppressed or marginalized population. Ask the other students whether they recognize the actions and discuss the scenarios. Then ask students to explore and identify any personal biases that could make them sexist, racist, or ageist. Other “-isms” or “-ists” can be used; these are only examples.</p> <p>Written Assignment After In-class Role Play: Review your performance according to the licensing standards of your state and evaluate the behaviors in the role play that would violate licensing standards.</p>	<p>Knowledge Values Skills</p>
<p>Macro Assignment: Have students research demographics (e.g., gender, race, zip code, area of practice) of current State Licensing Board-approved supervisors to identify gaps. Then, have the students identify resource development strategies and recruitment plans to address deficient areas.</p>	<p>Knowledge Values Skills</p>

<i>Media</i>	
Resource	Competency Dimension
<p>Note: The following resources can be used for in-class activities to explore licensure and regulation requirements dealing with basic cultural competency in social work practice.</p>	
<p>Association of Social Work Boards. (2012). <i>ACE resource cultural competence and diversity in social work continuing education</i>. Retrieved from https://www.aswb.org/wp-content/uploads/2013/12/ASWB_ACE_Cult_Comp_Diversity.pdf</p>	Knowledge Values
<p>Dahlhoff, J. (2016, November 27). <i>Cultivate inclusion</i>. Retrieved from https://www.youtube.com/watch?v=H2vzTkP5cU4&feature=youtu.be (4:01)</p>	Knowledge Values
<p>Hobson, M. (2014, May 5). <i>Color blind or color brave?</i> Retrieved from https://www.youtube.com/watch?v=oKtALHe3Y9Q (14:15)</p>	Knowledge Values
<p>Peterson, A. (2014, November 4). "What I am learning from my white grandchildren: Truths about race." <i>TEDx Antioch</i>. Retrieved from https://www.youtube.com/watch?v=u5GCetbP7Fg (18:56)</p>	Knowledge Values
<p>"Being multiracial in America." <i>The New York Times</i>: https://www.youtube.com/watch?v=2IH9IA6MLHM&feature=youtu.be (4:27)</p>	Knowledge Values
<p>"A conversation with Latinos on race." <i>Op-Docs</i>: https://www.youtube.com/watch?v=tLLChbCgJbM&feature=youtu.be (6:41)</p>	Knowledge Values
<p><i>ASWB cultural competence brief</i>. Retrieved September 2018 from https://www.aswb.org/wp-content/uploads/2014/05/Cultural-Competence-Overview-5-7-14.pdf</p> <p>This is a brief from the ASWB May 2014 Education Conference.</p>	

Assignments

Resource	Competency Dimension
<p>Exercise: Understanding Cultural Competence Regulation for States or Other Jurisdictions</p> <p>The ASWB prepared a Regulatory Brief on Cultural Competence requirement, exploring how cultural competence is addressed in social regulations for 62 jurisdictions (50 states, the District of Columbia, 10 Canadian provinces, and the Virgin Islands. (The link to the document is listed below.)</p> <p>Instructions: Review the ASWB Brief and respond to the following questions:</p> <ol style="list-style-type: none"> 1. What are the continuing education requirements for cultural competence for the state or jurisdiction where you plan to practice? 2. Does the state or jurisdiction where you plan to practice have cultural competence practice standards? If so, what are the standards? 3. Does the state or jurisdiction where you plan to practice have professional conduct standards related to cultural competence? If so, what are the conduct standards? 4. Does the state or jurisdiction where you plan to practice have license education requirements as it relates to cultural competence? If so, what are the education requirements for licensure? 5. If the state or jurisdiction where you plan to practice does not address cultural competence according to the ASWB Brief, visit your state regulatory body and review how they approach the issue of cultural competence. 	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Exercise: Exploring the Complaint Process</p> <p>How would the state or jurisdiction where you plan to practice handle a complaint related to cultural competence against a social work professional? Have there been any complaints filed for cultural competence issues this year? If so, how many?</p> <p>Different states have different processes. For example, in the state of New York complaints would be handled by the Department of Education Office of Professions. This is the department that licenses social workers in New York.</p> <p>To ensure public protection in New York State, the New York State Education Department’s Office of the Professions (OP) investigates and prosecutes professional misconduct in all professions except medicine. Professional misconduct is the failure of a licensed professional to meet expected standards of practice. The Board of Regents, which licenses people in more than 50 professions defined in Education Law, is responsible for the final disposition of all disciplinary matters. Retrieved June 2018 from www.op.nysed.gov/opd/</p> <p>For the period between January and May 2018, there have been no complaints against social workers related to cultural competence and only three complaints filed against social workers for other reasons.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Exercise: How Licensed Social Workers Maintain Cultural Competency</p> <p>Students interview three licensed social workers about how they maintain cultural competence according to jurisdictional requirements. Ask them to describe their views of the effectiveness of licensure in helping them maintain cultural currency.</p> <p>Alternatively, three licensed non-social workers in their jurisdiction could be interviewed for a comparison to social work on this topic.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

<i>Field Activities</i>	
Resource	Competency Dimension
<p>Field Exercise: Students will research their state licensing board's continuing education (CE) requirements related to engaging diversity and difference in practice.</p> <ul style="list-style-type: none"> ● If the state board has continuing education requirements related to engaging diversity and difference in practice, the student will critically evaluate and discuss findings with the field instructor. ● If the state board does not have continuing education requirements related to engaging diversity and difference in practice, students identify needs relevant to their state and advocate for relevant continuing education requirements. <p>For example, the Oklahoma State Board of Licensed Social Workers requires 16 hours of CE, of which 3 hours must be in ethics. There are no CE requirements related to diversity. Field students could be assigned to research the regulations, compare them with other states that do have specific language to address this area, develop policy language that could be used to add a minimum CE expectation for this competency, present findings in supervision or to a larger group of stakeholders, and advocate for CE devoted to engaging diversity and difference in practice.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>



Competency 3:

Advance Human Rights and Social, Economic, and Environmental Justice

COMPETENCY DESCRIPTION

Licensed social workers understand that regulation of practice is fundamental to protecting human rights and social, economic, and environmental justice. Licensed social workers understand the global interconnections of oppression and human rights violations that create structural and systemic barriers. Licensed social workers engage at multiple systemic levels to protect vulnerable populations. Licensed social workers seek to eliminate structural and systemic barriers in licensing and regulation.

COMPETENCY BEHAVIORS

Licensed social workers

- advance human rights and social, economic, and environmental justice through advocacy and regulated practice at the individual and system levels;
- identify and seek to eradicate structural and systemic barriers to ensure equity and justice in licensing and regulation; and
- engage in regulated practice that advances social, economic, and environmental justice.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension
<p>Agyeman, J. (2013). <i>Introducing just sustainabilities: Policy, planning and practice</i>. London, UK: Zed Books.</p> <p>This text offers policy suggestions and solutions for creating a sustainable society through various practices; topics include food justice, culturally inclusive spaces, and policies.</p>	<p>Knowledge Values</p>
<p>Association of Social Work Boards. (2015). <i>Model Social Work Practice Act</i>. Retrieved from https://www.aswb.org/wp-content/uploads/2013/10/Model_law.pdf</p> <p>A model for policymakers on how to regulate social work practice.</p>	<p>Knowledge</p>
<p>Bent-Goodley, T. B. (2018). Empowerment in action: #SWLeadAdvocateChampion. <i>Social Work</i>, 63(2), 101-103.</p> <p>An essay that sharpens awareness of the role of licensed social workers in supporting and mobilizing with those who are most vulnerable, such as those being harmed by unjust regulations, policies, and practices.</p>	<p>Knowledge Values</p>
<p>Berger, R., & Kelly, J. (1993). Social work in the ecological crisis. <i>Social Work</i>, 38(5), 521-526.</p> <p>This article suggests that social workers can assist the populace in addressing changing ecological crises.</p>	<p>Knowledge Values</p>
<p>Bibus, A. A. (2015). Supererogation in social work: Deciding whether to go beyond the call of duty. <i>Journal of Social Work Values and Ethics</i>, 12(2), 27-40.</p> <p>This article provides guidance on how social work licensees can use perspectives from moral philosophy, such as virtue ethics, when facing ethical dilemmas or issues.</p>	<p>Knowledge Values</p>
<p>Bibus, T. (2018, April). A response to "Race!" <i>Association News</i>, 28(2). Retrieved from https://www.aswb.org/wp-content/uploads/2018/04/ResponseRaceApril2018.pdf</p> <p>This essay points out the value of cultural humility in social work licensing and regulation and in particular the role that public members of regulatory bodies can play in modeling this virtue.</p>	<p>Knowledge Values</p>

(continued)

Readings (continued)

Resource	Competency Dimension
<p>Bibus, A. A., & Boutté-Queen, N. (2011). <i>Regulating social work: A primer on licensing practice</i>. Chicago, IL: Lyceum Books.</p> <p>This is a basic resource for understanding the purpose of social work licensing, analyzing licensing policies and procedures, comparing social work regulations worldwide, exploring controversies involved with social work licensing, and considering the role of licensing in one's vocation as a social worker using the person-in-environment perspective.</p>	<p>Knowledge Values Skills</p>
<p>Boland-Prom, K., Kractovich, M. A. II, Wagner, S. H., & Gilbert, M. C. (2019). Social work educators' evaluations of regulatory boards. <i>Journal of Social Work Values and Ethics</i>, 15(1).</p> <p>This article explores the perceptions of social work educators regarding the efficacy of licensing boards in their jurisdictions and their boards' efforts to fulfill the public protection purpose of social work licensing.</p>	<p>Knowledge Values</p>
<p>Cooper-Bolinsky, D. (2017). <i>Identifying problems and solutions in changing state legislation regarding licensed clinical social workers providing private independent mental health services</i> (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global (order number 10693691).</p> <p>The literature review in this dissertation offers a readable and up-to-date account of the history and current policy landscape of social work licensing in the United States; it also could serve as an example of research on which to base efforts in advocating for improving licensing regulations so that the most vulnerable clients served by licensed social workers have access to competent practitioners and have legal recourse if their social worker's practice did not meet minimum standards.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Donaldson, L. P., Fogel S. J., Hill, K., Erickson, C., & Ferguson, S. (2016). Attitudes toward advanced licensing for macro social work practice. <i>Journal of Community Practice</i>, 24(1), 77-93. doi:10.1080/10705422.2015.1127864</p> <p>This article offers an analysis that suggests that some ambivalence exists regarding licensing of advanced-level practice of social workers not engaged in clinical practice. This article can serve as a tool to compare opinions on the topic of licensing and regulations.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>Donaldson, L. P., Hill, K., Ferguson, S., Fogel, S., & Erickson, C. (2014). Contemporary social work licensure: Implications for macro social work practice and education. <i>National Association of Social Workers</i>, 59(1), 52-61. doi:10.1093/sw/swt045</p> <p>This article offers a perspective on the implications of social work licensing through a lens of regulatory standards at the time of publication.</p>	<p>Knowledge Skills</p>

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Readings (continued)

Resource	Competency Dimension
<p>Duffy Randall, A., & DeAngelis, D. (2013). Licensing. In <i>Encyclopedia of social work</i>. Washington, DC: National Association of Social Workers Press and Oxford University Press. doi:10.1093/acrefore/9780199975839.013.225</p> <p>This resource offers background on licensing and regulations, noting that their purpose is to protect the public.</p>	<p>Knowledge Values Skills</p>
<p>Erickson, C. L. (2018). <i>Environmental justice as social work practice</i>. New York, NY: Oxford University Press.</p> <p>This text offers an integrated approach to environmental justice within social work education.</p>	<p>Knowledge Values</p>
<p>George Washington University Health Workforce Institute. (2017). <i>Profile of the social work workforce: Report to the Council on Social Work Education and National Workforce Initiative Steering Committee</i>. Washington, DC: Author.</p> <p>This resource offers a demographic profile of the social work profession.</p>	<p>Knowledge</p>
<p>Gray, M., & Coates, J. (2012). Environmental ethics for social work: Social work's responsibility to the non-human world. <i>International Journal of Social Welfare, 21</i>, 239-247. doi:10.1111/j.1468-2397.2011.00852.x</p> <p>This article describes the moral imperative of the social work profession to support and work toward environmental justice.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Harkness, D. (2011). The diagnosis of mental disorders in clinical social work: A review of standards of care. <i>Clinical Social Work Journal, 39</i>(3), 223-231.</p> <p>This article explores standards of care in diagnosing mental health disorders and can be a resource for understanding the role of licensing regulations in clinical social work.</p>	<p>Knowledge</p>
<p>Hill, K., Fogel, S., Donaldson, L. P., & Erickson, C. (2017). State definitions of social work practice: Implications for our professional identity. <i>Journal of Evidence-Informed Social Work</i>. Retrieved from www.tandfonlin.com/loi/webs21</p> <p>This article offers a comparative analysis of the definitions of social work within various jurisdictional statutes, synthesizing commonalities and offering a critique of this varied understanding of the profession.</p>	<p>Knowledge</p>

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Readings (continued)

Resource	Competency Dimension
<p>International Federation of Social Workers. (2016). <i>The role of social work in social protection systems: The universal right to social protection</i>. Retrieved from http://ifsw.org/policies/the-role-of-social-work-in-social-protection-systems-the-universal-right-to-social-protection</p> <p>This two-part policy statement highlights the need for a social protection system, and the role social workers ought to play within this system.</p>	Knowledge
<p>Kurzman, P. A. (2016). Social work continuing education: Current issues and future direction. <i>Journal of Teaching in Social Work, 36</i>(4), 332–341. Retrieved from http://dx.doi.org/10.1080/08841233.2016.1214041</p> <p>This article outlines the trends in social work continuing education.</p>	Knowledge
<p>Lightfoot, E., Nienow, M., Moua, K. N. L., Colburn, G., & Petri, A. (2016). Insights on professional identification and licensure from community social workers. <i>Journal of Community Practice, 24</i>(2), 123–146.</p> <p>This article looks at the perspectives of MSW-level community practitioners on their role as community social workers and social work licensing.</p>	Knowledge Values Cognitive and Affective Processes
<p>Luinenburg, P., Zacher-Pate, K., Holcomb, R., Bibus, A. A., et al. (2002, September). <i>Choices and responsibilities for social workers: Licensure and professional associations</i>. Minneapolis, MN: Board of Social Work.</p> <p>This report clarifies and distinguishes the purpose of social work licensing compared with the purpose and role of professional associations.</p>	Knowledge Values
<p>Miller, J. J., Deck, S. M., Grise-Owens, E., & Borders, K. (2015). Undergraduate student perceptions of social work licensure: An exploratory study. <i>Journal of Baccalaureate Social Work, 20</i>, 43–61.</p> <p>This resource reviews undergraduate social work students' confidence in taking a licensing examination in addition to understanding and navigating the process of attaining a social work license.</p>	Values Cognitive and Affective Processes
<p>Monahan, M. J. (2018, April). Professional regulation and licensure: A foundation for client advocacy. <i>The New Social Worker</i>. Retrieved from http://www.socialworker.com/extras/social-work-month-2018/professional-regulation-licensure-foundation-for-client-advocacy/</p> <p>This article emphasizes the need for licensure as a foundational component of client advocacy.</p>	Knowledge
<p>National Association of Social Workers (NASW). (2105). <i>Standards and indicators for cultural competence in social work practice</i>. Washington, DC: Author.</p> <p>Guided by NASW <i>Code of Ethics</i>, this work offers an expanded conceptualization of cultural competency and cultural humility in social work practice.</p>	Knowledge Values Skills

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Readings (continued)

Resource	Competency Dimension
<p>Pullen-Sansfacon, A. (2010). Virtue ethics for social work: A new pedagogy for practical reasoning. <i>Social Work Education, 29</i>(4), 402-415.</p> <p>This article offers approaches for social work educators to consider in guiding students' moral development.</p>	<p>Knowledge Values</p>
<p>Reichert, E. (2003). <i>Social work and human rights: A foundation for policy and practice</i>. New York, NY: Columbia University Press.</p> <p>This text emphasizes the role of the social work profession in protecting and promoting human rights through system advocacy.</p>	<p>Knowledge</p>
<p>Rushing, S. (2013). What is Confucian humility? In S. C. Angle & M. Slote (Eds.), <i>Virtue ethics and Confucianism</i> (pp. 173-181). New York, NY: Routledge.</p> <p>This is a compilation of essays from various perspectives discussing whether and how Western virtue ethics and Confucianism may be integrated; it is a resource for developing competencies in moral reasoning.</p>	<p>Knowledge Values</p>
<p>Schneider, R. L., & Lester, L. (2001). <i>Social work advocacy</i>. Belmont, CA: Brooks/Cole.</p> <p>This text offers an advocacy framework that social educators can embed in their curriculum, promoting advocacy within the profession in a systematic manner.</p>	<p>Knowledge Skills</p>
<p>Steen, J. A. (2018). Reconceptualizing social work behaviors from a human rights perspective. <i>Journal of Social Work Education, 54</i>(2), 212-226.</p> <p>This resource offers ideas to reconceptualize course material to incorporate a human rights perspective.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Strom-Gottfried, K. (2015). <i>Straight talk about professional ethics</i> (2nd ed.). Chicago, IL: Lyceum Books.</p> <p>This text offers a framework for ethical decision-making processes that maintain professional integrity.</p>	<p>Knowledge Values</p>
<p>Stuart, P. H. (2013). Social work profession: History. In <i>Encyclopedia of social work</i>. Washington, DC: National Association of Social Workers Press & Oxford University Press. doi:10.1093/acrefore/9780199975839.013.623</p> <p>This resource provides a review of the genesis of the social work profession, specifically as it relates to responding to social justice issues.</p>	<p>Knowledge Values</p>

<i>In-Class Exercises</i>	
Resource	Competency Dimension
<p>Improving the Licensing Laws</p> <p>Students can work in pairs or triads to generate advocacy activities aimed at improving licensing regulations to foster human rights and justice. Each of the steps in Schneider and Lester's (2001, p. 59) "Dimensions of Advocacy" can be exemplified through this activity.</p>	Skills
<p>Invite Members of Licensing Boards</p> <p>Guest speakers can address the relationship of human rights and justice to licensing regulations. For example, the instructor can invite public or professional members of the local licensing board to meet with students or take the class to a board meeting, with discussion following.</p>	Knowledge Cognitive and Affective Processes
<p>Examine the ASWB Model Social Work Practice Act</p> <p>Students can compare provisions in ASWB's <i>Model Social Work Practice Act</i> with the International Federation of Social Workers/International Association of Schools of Social Work <i>Statement of Ethical Principles</i>.</p> <p>International Federation of Social Workers. (2014). <i>Statement of ethical principles</i>. Retrieved from http://ifsw.org/policies/statement-of-ethical-principles/</p>	Knowledge
<p>Learning Activities Focused on Human Rights and Social Justice Issues</p> <p>From Bibus and Boutté-Queen (2011, pp. 88–89), citing Luinburg et al. (2002): "Students are asked to imagine an individual social worker focusing appropriately and intently on his or her work with the client system. However, as much as the social worker might prefer to be free to act in the best interests of the client [and to advocate for human rights and justice], practice decisions are in fact constrained and to a major extent directed (or even controlled) by regulations and regulatory bodies that loom in the background." Bibus and Boutté-Queen's primer also has an appendix listing suggested learning activities and discussion questions related to social work licensing and regulation (pp. 159–160) that can be focused on human rights and justice issues.</p>	Cognitive and Affective Processes
<p>Environmental Privilege Activity</p> <p>Erickson, C. L. (2018). <i>Environmental justice as social work practice</i>. New York, NY: Oxford University Press.</p> <p>This is a useful source for tools and exercises such as Berger and Kelly's (1993) ecological credo, "study tours" of communities, and recognizing environmental privilege, all of which students could be asked to connect with issues related to licensing and regulation.</p>	Knowledge Skills

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In-Class Exercises (continued)

Resource	Competency Dimension
<p>Exercise Focused on Persistent Poverty and Impacts on Licensing and Regulation</p> <p>Inside the classroom (or in field practicums) students use geographic information systems (GIS), along with established and collected data from the American Community Survey through the U.S. Department of Agriculture, to shed light on the established and prolonged effects of persistent poverty in historically underserved minority rural communities, with the goal of critically developing thought-out, community-focused objectives to address poverty. In their presentations students should be able to address the potential pros and cons they themselves experienced and expound on possible challenges community members could face using GIS. Studies using GIS have demonstrated to regulators and boards of social work where there are gaps in access to licensed social workers and thus have influenced regulatory actions that encourage broader or more equitable access to qualified practitioners.</p>	<p>Knowledge Cognitive and Affective Processes</p>

<i>Media</i>	
Resource	Competency Dimension
<p>Lefebvre, B. (2011). "Social worker" https://www.youtube.com/watch?v=Uw5qLiQERBg&feature=youtu.be</p> <p>A 4-minute reflection on social workers' vocation. The video invites discussion of licensed practice as a human rights profession.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>

Assignments	
Resource	Competency Dimension
<p>Examination of the Practice Analysis</p> <p>Students examine the ASWB <i>Practice Analysis</i>, especially content areas that feature justice such as Human Behavior in the Social Environment (HBSE); Diversity, Social/Economic Justice and Oppression; and Professional Values and Ethical Issues.</p> <p>Association of Social Work Boards. (2017). <i>2017 analysis of the practice of social work: Final report</i>. Retrieved from https://www.aswb.org/wp-content/uploads/2017/04/2017-Tech-Report.pdf</p> <p>Students could work in small groups to answer questions:</p> <ol style="list-style-type: none"> 1. Why is this content in the practice analysis? 2. How is it important to the current practice of social work? 3. Is any content missing that you would like to see added? 4. What content do you envision will need to be added in the future? 5. Why is this area especially important to assess on a regulation basis? <p>Small groups then share with the larger class for a discussion of justice issues.</p>	<p>Knowledge</p>
Field Activities	
Resource	Competency Dimension
<p>Incorporate involvement with annual “Social Work Lobby Days” and similar advocacy events at the United Nations, Congress, and state capitals into field seminars and practicums. Include a list of local professional social work associations and contact information in course materials. Explicitly identify the relevance of these activities to the importance of licensing regulations in fostering human rights and social justice.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Interview Field Instructors</p> <p>Students ask their field instructor the following:</p> <ol style="list-style-type: none"> 1. How would they describe the practice analysis process, and did they participate in the survey? 2. What justice issues do they encounter in their jobs? 3. What issues do they anticipate in the next 5–10 years? 	

APPENDIX 3A: ASSIGNMENT AND FIELD EDUCATION LEARNING

As students develop competencies in advocacy for human rights and justice related to licensing regulations, class assignments and field education learning agendas should focus on the following:

- advocacy to promote justice and rights in licensing procedures and regulation;
- advocacy to eliminate structural barriers to justice and rights (barriers that licensing and regulation may reinforce or help surmount);
- advocacy to ensure equitable distribution of goods, rights, and responsibilities as affected by licensing procedures and regulations; and
- advocacy to protect civil, political, environmental, economic, social, and cultural rights.

For example, in teaching competencies involved in advocacy for civil, political, environmental, economic, social, and cultural rights, social work faculty and field instructors can point out the following implications for each of these rights as they are affected by licensing regulations:

Civil Rights: Social workers should advocate for strong statutory support to include public members on licensing boards so that the voices and perspectives of people using social work services are fully enfranchised; public members should have voting privileges, be eligible to hold executive officer positions on the board, and be able to serve on any committees (including compliance and disciplinary committees) or other regulatory taskforces in their capacity as board members.

Political Rights: Social workers should be active members of professional associations and coalitions that mobilize, collaborate, lobby, protest when appropriate, and campaign for candidates and policies congruent with social work's mission. In some jurisdictions there are efforts to dismantle licensing and regulatory bodies because they are judged to infringe on trade and private enterprise or employment opportunities (e.g., see Dale Atkinson's "A look at current regulatory climate" in ASWB's *Association*

News, 2018, Vol. 28, #1). Composite or umbrella board structures might supplant social work boards in some jurisdictions. Social workers should take the lead in opposing such threats to regulations intended to maintain minimum standards of social work practice and protect social work clients when practices fall below those social work standards. Likewise, there are jurisdictions whose regulations define social work practice too narrowly as only clinical treatment of a person's mental illness or cover only MSW practitioners (Hill et al., 2017). Social workers should take the lead in keeping the definition of social work broad and deep enough to incorporate our dual focus on persons-in-environment at the macro and micro levels, both MSW- and BSW-educated social workers.

Environmental Rights: Social workers should recognize the barriers that jurisdictional and geographic lines can present to people's access to competent social work services. There should be more portability for licensees to practice across state or tribal boundaries, especially in response to emergencies and disasters.

Economic Rights: Financial and infrastructure supports for licensing regulations and procedures need to be drawn from society at large, not just dependent on fees paid by licensees. Relying exclusively on licensees' fees will limit the capacity of licensing boards to carry out their mission of public protection. So social workers need to be ready to advocate for licensing fees that are fair and proportionally administered and for an equitable contribution to public safety from the public purse. Unions and collective bargaining agreements can be venues for social work advocacy on behalf of economic rights; partnering with unions can be more effective than adversarial posturing about the pros and cons of licensing. Social workers should promote the licensing of paraprofessional practice as well when it promises wider and more affordable access to qualified help. Conflicts of interest might emerge as the profession's positions drift into self-serving instead of client-serving, so social workers need to know how to recognize such conflicts of interest and respond ethically. Another tool for shoring up and expanding economic rights that also can present some ethical dilemmas and regulatory challenges is technology, particularly advances in use of the Internet and social media. Social workers should support licensing boards

as they make access to the board (e.g., capacity to receive and follow up on complaints) amenable to electronic communication. However, challenges to protecting privacy abound, and social workers can help regulators keep on top of confidentiality issues. In this regard, licensing regulations should be updated in accordance with the latest iteration of NASW's Code of Ethics (2017).

Social Rights: What could be more germane to social work than social rights? Many of these rights require equitable opportunity in order to be exercised. Licensing regulations should make room for social work students to learn how to practice competently and not be charged with practicing without a license. On a wider scale, social workers should advocate for expansion of social protections so that the "safety net" becomes a more sturdy and reliable "safety floor" (IASSW, 2018, "Notes From the Field," February Newsletter). Licensing regulations can be among the planks of that floor rather than warped boards to trip over.

Cultural Rights: Social work licensees can join in the process of ensuring that examinations are not biased by supporting a diverse cadre of item writers and conducting research on outcomes and barriers to passing the examinations. Social workers can offer training, mentoring, coaching, and supervision to colleagues who struggle with standardized examinations.

When following current licensing regulations might prohibit social workers from protecting any of these rights, social workers should know how to decide ethically whether or not to engage in civil disobedience. Similarly, they should be able to think through whether whistleblowing or going beyond the call of duty is called for. See Bibus (2015).



Competency 4:

Engage in Practice-informed Research and Research-informed Practice

COMPETENCY DESCRIPTION

Licensed social workers ensure the safety and protection of the public by engaging in ethical and competent research and practice. Licensed social workers comply with jurisdictional licensing and regulation laws when engaged in practice-informed research and research-informed practice. Licensed social workers know and apply interventions that fall along a continuum from evidence-informed to evidence-based interventions. Licensed social workers engage in research, including participatory and action research with diverse populations, as well as research about the effectiveness of licensure and regulatory practices. Licensed social workers understand that practice-informed research and research-informed practice advance social work knowledge.

COMPETENCY BEHAVIORS

Licensed social workers

- implement evidence-informed interventions in accordance with their licensure category and within the parameters of jurisdictional regulation,
- complete practice-informed research in accordance with their licensure category and within the parameters of jurisdictional regulation,
- protect client interests and adhere to ethical standards when engaging in practice-informed research and research-informed practice, and

- identify and evaluate potential underlying biases in one's own and existing research and practice in order to comply with jurisdictional requirements of research-informed and evidence-informed practice.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
Bronson, D., & Davis, T. (2011). <i>Finding and evaluating evidence: Systemic reviews and evidence based practice</i> . New York, NY: Oxford University Press.	Knowledge
Brun, C. (2014). <i>A practical guide to evaluation</i> (2nd ed.). Chicago, IL: Lyceum Books.	Knowledge Values Skills
Danso, R. (2015). An integrated framework of critical cultural competence and anti-oppressive practice for social justice social work research. <i>Qualitative Social Work</i> , 4(4), 572-588. (provided as an example of culturally competent research)	Knowledge Skills Cognitive and Affective Processes
Gullion, J., & Ellis, E. (2014). A pedagogical approach to action research. <i>Journal of Applied Social Science</i> , 8(1), 61-72. (provided as an example of action research)	Knowledge Skills
Holden, G., & Barker, K. (2018). Should social workers be engaged in these practices? <i>Journal of Evidence-Informed Social Work</i> , 15(1), 1-13. https://doi.org/10.1080/23761407.2017.1422075	Knowledge Values
<i>Journal of Evidence-Informed Social Work</i> . https://www.tandfonline.com/loi/webs20	Knowledge Skills
Loue, S. (2018). Liability issues for social workers in the clinical context: An overview. Treatment selection and standard of care. In S. Loue (ed.), <i>Legal issues in social work practice and research</i> (chapter 4, pp. 59-61). Cleveland, OH: Springer. Retrieved from https://link.springer.com/content/pdf/10.1007/978-3-319-77414-5.pdf	Knowledge Values Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Wilkes, T., Bledsoe, S., Manuel, J., Despard, M., Johnson, L., Bellamy, J., & Killian-Farrell, C. (2014). Evidence-based practice in social work: Challenges and opportunities for clinicians and organizations. <i>Clinical Social Work Journal</i> , 42(2), 161-170.	Knowledge Cognitive and Affective Processes

In-Class Exercises

Resource	Competency Dimension
Identify and Reflect on Underlying Biases in Research and What It Means for Social Work Licensure and Protection of the Public This activity is designed to raise awareness of how diversity intertwines with traditional and culturally competent research and the impact of research on practice with clients. Licensed social workers using research have an obligation to scrutinize bias in research before applying it in practice. The full exercise is outlined in Appendix 4A.	Knowledge Skills Cognitive and Affective Processes

Media and Web-Based Resources

Resource	Competency Dimension
Agency for Healthcare Research and Quality (health and medical social work). https://www.ahrq.gov/research/findings/evidence-based-reports/search.html	Knowledge
American Evaluation Association. www.eval.org	Knowledge Skills
Bureau of Justice. The What Works in Reentry Clearinghouse. http://whatworks.csgjusticecenter.org	Knowledge
Campbell Collaboration. https://campbellcollaboration.org/	Knowledge
Canadian Evaluation Society. www.evaluationcanada.ca	Knowledge Skills
Coalition for Evidence Based Policy. http://toptierevidence.org/	Knowledge Values
Cochrane Collaboration. www.cochrane.org	Knowledge

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Media (continued)

Resource	Competency Dimension
The Evaluation Center, Western Michigan University. www.wmich.edu/evaluation	Knowledge Skills
Mathematica. www.mathematica-mpr.com/	Knowledge
National Institute on Aging (e.g., Alzheimer’s disease, behavioral and social science). https://www.nia.nih.gov/research/resources	Knowledge
National Institute of Justice Crimes Programs & practices. http://www.crimesolutions.gov/Programs.aspx Directory to other sources. http://www.crimesolutions.gov/resources.aspx	Knowledge Cognitive and Affective Processes
RAND (macro practice, policy). www.rand.org	Knowledge
Social Work Research Network. www.bu.edu/ssw/research/swrnet	Knowledge
Substance Abuse and Mental Health Services Administration’s National Registry of Evidence-based Programs and Practices. https://nrepp.samhsa.gov/landing.aspx	Knowledge Skills Cognitive and Affective Processes
What Works Clearinghouse (education). http://ies.ed.gov/ncee/wwc/	Knowledge

Assignments

Resource	Competency Dimension
<p>Regulatory Social Work Practice Related to Research</p> <p>Go to the website for your jurisdiction’s social work licensure laws and rules. Conduct a search and copy every excerpt in the law or rules that pertains to research, assessment, evaluation, or evidence. Choose three of those excerpts. For each excerpt chosen, discuss how the excerpt guides social workers to:</p> <ol style="list-style-type: none"> 1. implement evidence-informed interventions, 2. complete practice-informed research, 3. protect client interests, 4. evaluate for inherent bias when conducting research, assessment, or evaluation. 	Skills Cognitive and Affective Processes

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Evidence-informed Practice Exercise I</p> <p>Many social work licensure laws require social workers to use interventions that are grounded in theory, have empirical evidence to support positive client outcomes, and do no harm to clients.</p> <p>Option 1: Read the NASW 2015 position statement about Sexual Orientation Change Efforts (SOCE), also known as conversion or reparative therapy: https://www.socialworkers.org/LinkClick.aspx?fileticket=IQYALknHU6s%3d&portalid=0.</p> <p>Would a social worker implementing Sexual Orientation Change Efforts be violating social work licensure laws? What evidence-based resources support your position?</p> <p>Option 2: Select an intervention from Table 1 in the article by Holden & Barker (2018): https://doi.org/10.1080/23761407.2017.1422075.</p> <p>Would a social worker implementing the intervention you selected be violating social work licensure laws? What evidence-based resources support your position?</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Evidence-informed Practice Exercise II</p> <p>Select and describe a social work intervention that is known to be evidence informed.</p> <ul style="list-style-type: none"> ● What are the sources supporting the intervention as evidence informed? Are these sources sufficient to meet the licensure requirement of social workers to implement evidence-informed practice? ● How much training is expected before a social worker can implement the intervention? Is the training sufficient to meet the licensure requirement of social workers to implement evidence-informed practice? ● What is the research evidence to support this intervention being used with diverse groups? Is the evidence sufficient to meet the licensure requirement of social workers to implement evidence-informed practice? ● According to some licensure laws, if a social worker wanted to implement the intervention before being fully trained, she would need to inform the client of the potential risks. Develop a consent form that would inform the client of those potential risks. 	<p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Evidence-based Intervention Reviewed by a Regulatory Board</p> <p>Read the following case: https://hrlb.oregon.gov/BLSW/LicenseeLookup/detail.asp?num=10979.</p> <p>After reading the case, respond to the following questions and be prepared to discuss in class:</p> <ol style="list-style-type: none"> 1. Did the social worker protect the client's interests? If so, how? If not, why not? 2. How did the social worker <i>not</i> implement an evidence-based intervention? What intervention did the social worker implement? 3. If you were assigned to be the social worker's supervisor, what would you do? Your response must be more than a discussion of the violations. <p>The full case record is available in Appendix 4B.</p>	<p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Understanding Regulatory Board Case Decisions</p> <p>Attend a social work regulatory board meeting when the board will be hearing or reviewing a case, or use the ASWB website (www.aswb.org) to find a regulatory board that has posted proceedings and results of a case that has been finalized (the proceedings and the disposition are available online). In either case, find empirical evidence (articles, books, other statutes, other case outcomes) to support or challenge the outcome of the chosen case.</p>	<p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Portfolio of Empirical Articles of Evidence-based Practice</p> <p>Students will compile and summarize a portfolio of empirical articles relevant to their field placement. This assignment supports the licensure requirement that social workers implement evidence-informed practice.</p> <p>Tasks: Research a topic that is both relevant to the clients served by your agency and pertinent to improving services to these clients. Select a minimum of five empirical articles from scholarly and professional sources to be included in the portfolio. Prepare a 2- to 3-page paper that summarizes what you learned about your topic and how this influenced, informed, or guided your activities in your field placement.</p> <p><i>Students are expected to respect client and agency confidentiality by refraining from the use of actual names and identifying information in discussions and assignments.</i></p> <p>Evaluation: Students are evaluated on their ability to</p> <ul style="list-style-type: none"> ● identify empirical research articles relevant to their placement/ clients: 45% ● provide concrete application of each research article to their field placement activities: 45% ● contribute three meaningful comments based on review or critique of a classmate's portfolio: 10%. 	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Board Disciplinary and Corrective Actions</p> <p>Tasks: Students will review the disciplinary and corrective measures issued by the Pennsylvania Professional Licensing Board of Social Workers, Marriage & Family Therapists, and Professional Counselors for the most recent 3-month period from the following state website: http://www.dos.pa.gov/ProfessionalLicensing/VerifyaProfessional/DisciplinaryActions/Pages/default.aspx#.VBG8xvldUQ0</p> <p>(Other states' information could also be used for this exercise.)</p> <p>Evaluation: Students are evaluated on their ability to</p> <ul style="list-style-type: none"> ● list three common reasons for disciplinary corrective actions in this time period; ● identify the consequences to the professional being disciplined, both explicit and implicit. 	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Jurisdiction Requirements Comparison</p> <p>The ASWB maintains a depository of information about social work regulations and licensure requirements for multiple jurisdictions (see https://www.aswb.org/licensees/about-licensing-and-regulation/social-work-regulation/). Review the social work regulation and licensing requirements in three jurisdictions of interest to you for future professional pursuits.</p> <p>Tasks</p> <ol style="list-style-type: none"> 1. Compare the hours of supervision required for licensure at the entry level and the clinical professional level in each of the three jurisdictions. 2. Compare the continuing education policies in two jurisdictions. <p>The purpose of this assignment is to demonstrate that implementing evidence-informed practice includes using supervision and lifelong learning.</p>	<p>Skills</p> <p>Cognitive and Affective Processes</p>

Field Activities

Resource	Competency Dimension
<p>Preparing Students to Use Research in Regulated Social Work Practice</p> <p>Choose a client with multiple and complex needs who is seeking services from the agency. Search for three scholarly, peer-reviewed articles addressing aspects of the problems or interventions being considered. Prepare a thorough and articulate summary of the case and the relevant contents from the articles. Propose a recommendation for intervention based on the content learned from the articles. Discuss the case and proposed interventions during supervision, including the licensure implications of implementing non-evidence-informed interventions.</p>	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

**APPENDIX 4A:
CLASS ACTIVITY**

Identify and reflect on underlying biases in research and what that means for social work licensure and the protection of the public.

In Class Before the Activity

The instructor introduces the concept of implicit bias to the class, including why it matters for research and in regulated practice.

Unconscious (or implicit) biases are learned stereotypes that are unintentional, automatic, deeply ingrained, universal, and able to influence behavior (Noon, 2018). Published research has demonstrated the impact of unconscious bias in a wide range of domains.

To Prepare for the In-class Activity

Students read an article (Papadopoulos & Lees, 2002) and collect two research articles on a topic chosen by the instructor to analyze. The instructor brings in one example of culturally competent research on the chosen topic and one example of traditional research that ignores the discussion of cultural influences in the research.

For the In-class Activity

Working in small groups, discuss the degree of cultural competence evident in each article, using the framework proposed for culturally competent research by Papadopoulos and Lees (2002).

Each group presents key findings of their analysis, including potential biases in the research sample, methods, analyses, results, and discussion to the class. Key points from the discussion of both types of research are documented or outlined on the board by type of research (traditional vs culturally competent research).

Once the outline is created, the instructor leads a discussion about ways to mediate the identified biases in each type of research, so it is more beneficial when serving clients. Close the activity with discussion of what awareness of bias in research means for providing the evidence-based practices required by licensing bodies.

References

- McLaughlin, H. (2007). *Understanding social work research*. London, UK: Sage.
- Noon, M. (2018). Pointless diversity training: Unconscious bias, new racism and agency. *Work, Employment and Society*, 32, 198–209. doi:10.1177/0950017017719841
- Papadopoulos, I., & Lees, S. (2002). Developing culturally competent researchers. *Journal of Advanced Nursing*, 37(3), 258–264.
- Rubin, A., & Babbie, E. (2013). *Research methods for social work* (8th ed.). Boston, MA: Brooks/Cole Cengage Learning.

APPENDIX 4B: BEFORE THE BOARD OF CLINICAL SOCIAL WORKERS

In the Matter of Respondent.

Stipulated Final Order of Probation and Assessing Civil Penalties

1. The Board of Clinical Social Workers (Board) is the agency responsible for licensing, regulating, and disciplining Licensed Clinical Social Workers (LCSW).
2. At all times material herein, Respondent was an LCSW and subject to the jurisdiction of the Board.
3. Beginning in October, 1995 and ending in June, 2003, Respondent conducted about 248 clinical sessions with clients who were members of the same family (mother, father, and three sons) and with two adolescent acquaintances of the family. The majority of these sessions were with the mother and father (143 individual sessions with the mother, 19 individual and 84 group sessions with the father, and 31 couples sessions with the mother & father). In connection with these clients, Respondent committed the following violations:
 - (a) Engaged in conduct that compromised the fulfillment of professional responsibilities by not appropriately separating his private life from his professional work, in violation of XXX 877-030-0040(1). Examples of Respondent's conduct include: attending the mother's birthday party; bartering with the father for services in Respondent's home; sharing personal poetry with the mother; and disclosing personal information about Respondent, his family members, and an acquaintance.
 - (b) Entered into dual relationships with these clients that: (i) violated Respondent's position of power, trust, and dependence with the client(s), in violation of XXX 877-030-0070(1)(a); (ii) conflicted with the ability of the client(s) to benefit from social work practice, in violation of XXX 877-030-0070(1)(b); (iii) impaired Respondent's professional judgment or increased the risk of exploitation of the client(s), in violation of XXX 877-030-0070(1)(c); and (iv) increased the risk of exploitation for the client(s) for Respondent's advantage,

in violation of XXX 877-030-0070(1)(d). At various times over the nearly eight year period of providing clinical treatment to these clients, Respondent failed to maintain proper boundaries including, but not limited to, as follows: attending the mother's birthday party; bartering with the father for services in Respondent's home; sharing personal poetry with the mother; and disclosing personal information about Respondent, his family members, and an acquaintance.

- (c) Provided inappropriate or unnecessary treatment or therapy to clients, in violation of XXX 877-030-0070(3). Respondent entered into a clinical relationship that lasted about eight years without having a clear, explicit treatment plan or biopsychosocial assessment (including relevant diagnostic information) that is consistent with this unusually long period of treatment and with prevailing standards of care in clinical social work. In addition, Respondent continued treatment of these clients for this extended period of time despite significant boundary issues and the clear and persistent concerns raised by the clients about the relationship.
- (d) Failed to provide the clients with explicit information regarding the extent and nature of the services being provided, or about the risks, rights, opportunities, and obligations associated with the provision of these professional services, in violation of XXX 877-030-0070(4). Respondent did not provide the clients with explicit information regarding the extent and nature of the services he provided, or about the risks, rights, opportunities, and obligations associated with those professional services; in particular, with regard to the nontraditional interventions and therapeutic techniques used by Respondent including psychodrama, the provision of clinical services to multiple members of the same family and their acquaintances and the potential for conflicts of interest arising therefrom, and the diverse manner of providing these clinical services (i.e. individual, couple's, family, and group).
- (e) Failed to seek consultation or make referral when it might have improved the provision of professional services and was in the

best interests of the clients, in violation of XXX 877-030-0070(5). Respondent did not timely seek supervision or peer consultation in an effort to respond appropriately and in a manner consistent with the clients' best interest despite the persistent pattern of very significant boundary issues, confusion, and challenges that existed over a period of years.

- (f) Failed to terminate services when the services were no longer serving the clients' needs or in the clients' best interests, in violation of XXX 877-030-0070(7). Respondent decided to continue treatment with these clients for a period of nearly eight years despite the clear and persistent anguish, doubts, and concerns about the relationship.
4. Respondent acknowledges having engaged in the above conduct and agrees to the sanctions imposed below, but neither admits nor denies having committed the above violations.
 5. Respondent and the Board desire to resolve this matter by entry of this Stipulated Final Order of Probation and Assessing Civil Penalties (Stipulated Order), pursuant to XXX 183.417(3).
 6. Respondent is placed on **PROBATION** for a period of three years from the date of issuance of this Stipulated Order with the following terms and conditions of probation:
 - a. Respondent must promptly enter into supervision with a Licensed Clinical Social Worker (LCSW) (hereafter referred to as the "Supervisor") from a list of Board approved LCSW supervisors. The Board in its sole discretion determines who is on the list of Board approved LCSW supervisors. Respondent must notify the Board in writing within twenty (20) days of being provided with a list of Board approved supervisors with the name and contact information for the Supervisor and provide the Board with any necessary releases for the Board to communicate directly with the Supervisor.
 - b. Respondent must meet with the Supervisor at least twice each month for at least one (1) hour each meeting during the period of Probation. Those supervision meetings shall be used by Licensee to discuss

current cases and review issues related to the violations committed by Respondent herein, as described in paragraph (3) above, and to comply with the other terms of probation herein.

- c. Respondent must work with the Supervisor to develop appropriate constructs for Respondent's private practice that include information and documentation concerning therapeutic goals, confidentiality, boundaries, and other aspects of clinical practice to share with clients. Respondent shall instruct and have the Supervisor report to the Board in writing by the end of the first quarter of supervision that this overview and restructuring of Respondent's practice has been completed and describe in detail what has been done and implemented by Respondent.
- d. Respondent must work with the Supervisor during the period of probation to gain additional knowledge of and skills for relating to borderline personality disorder clients.
- e. Respondent must work with the Supervisor on the form and legibility of Respondent's case notes.
- f. Respondent authorizes the Board to communicate directly with the Supervisor and shall provide any necessary releases for the Board to communicate directly with the Supervisor.
- g. Respondent shall instruct and have the Supervisor provide quarterly reports to the Board detailing compliance with each and every term of probation herein, issues dealt with in supervision, and any other information the Supervisor believes the Board needs to have related to Respondent's ability to safely practice. Respondent shall ensure that these reports are received by the Board within fourteen (14) days of the end of each quarter. In addition, Respondent shall instruct and have the Supervisor provide a final report to the Board within fourteen (14) days of the end of the Probation period that includes an overall assessment of the supervision provided to Respondent, Respondent's compliance with the terms of Probation in this Stipulated Order, and

the Supervisor's assessment of Respondent's ability to safely practice without continued supervision.

- h. Respondent shall complete during the period of Probation twelve (12) hours of Continuing Education Units that focus on Borderline Personality Disorder. These specific Continuing Education hours are in addition to the normal Continuing Education requirements for Respondent to maintain his clinical social worker license. Respondent shall provide a report on the completion of this Continuing Education requirement to the Board within fourteen (14) days of the end of the Probation period.
 - i. The supervision required by this Stipulated Order and all costs, fees, and expenses required for Respondent to comply with this Stipulated Order shall be paid by Respondent.
7. In addition to placing Respondent on probation, the Board imposes a civil penalty in the sum of four hundred and fifty dollars and no cents (\$450) for each of the nine violations committed by Respondent described above, pursuant to XXX 675.540(2)(c), 675.595(10), and 183.745. The total civil penalties assessed in this Stipulated Order are four thousand fifty dollars and no cents (\$4,050).
- a. Respondent shall pay the civil penalties assessed in this Stipulated Order in installments of two hundred dollars and no cents (\$200) per month beginning the month after this Stipulated Order is issued. Each monthly payment shall be due on the first of each month and must be *received* by the Board by the tenth of each month for Respondent not to be in violation of the terms of this Stipulated Order. The payments shall be sent to: State Board of Clinical Social Workers; unless Respondent is otherwise notified in writing by the Board.
 - b. If Respondent does not fully and completely comply with each and every term of this Stipulated Order, including but not limited to the each term and condition of probation and the timely payment of the civil penalty installments, or engages in any activity that violates XXX 675.510 to 675.600 or XXX Chapter 877, then the total

amount in civil penalties assessed in this Stipulated Order minus the amounts paid by Respondent *plus* interest owed at the legal rate of interest, pursuant to XXX 82.010, will become immediately due, payable, and collectable.

8. Respondent understands, acknowledges, and agrees to the following:
 - 8.1. This Stipulated Order will be submitted to the Board for approval and is subject to and conditioned upon approval by the full Board. This Stipulated Order, once issued by the Board, is a final order.
 - 8.2. This Stipulated Order is a public document and a matter of public discipline. This document must be disclosed, published, and reported in accordance with XXX 676.175(5)(a)(D), XXX 877-040-0050(2), and Jurisdiction Public Records Law;
 - 8.3. This Stipulated Order in no way limits or prevents further remedies, sanctions, or actions which may be available to the Board under jurisdiction law for conduct or actions of Respondent not covered by this Stipulated Order, or against a party not covered by the Stipulated Order, or for Respondent's failure to comply with the terms of this Stipulated Order;
 - 8.4. Respondent has been fully advised of Respondent's rights to notice and a contested case hearing under the Jurisdiction Administrative Procedures Act (XXX Chapter 183) and Civil Penalty Procedures of XXX 183.745, and fully and finally waives any and all such rights and any rights to appeal or otherwise challenge this Stipulated Order; and
 - 8.5. Respondent has fully read this Stipulated Order and understands it completely. Respondent voluntarily, without any force or duress, consents to issuance and entry of this Stipulated Order. Respondent states that no promises or representation has been made to induce Licensee to sign this Stipulated Order. Respondent has consulted with an attorney regarding this Stipulated Order and has been fully advised in regards thereto or waives any and all rights to consult with an attorney prior to issuance and entry of this Stipulated Order.

IT IS SO STIPULATED AND AGREED TO this 31st day of March, 2008.

Signature on File in the Board Office

IT IS SO ORDERED this 8th day of April, 2008.

BOARD OF CLINICAL SOCIAL WORKERS

By: Signature on File in the Board Office



Competency 5:

Engage in Policy Practice

COMPETENCY DESCRIPTION

Licensed social workers recognize that regulation of practice is policy and have specialized knowledge related to title protection, exceptions to social work regulations, and the role that licensure plays in protecting and informing the public. Licensed social workers understand that regulation is essential to ethical practice at the micro, mezzo, and macro levels. Licensed social workers are knowledgeable about social work regulation in their jurisdiction of practice. Through policy practice, licensed social workers promote social and economic justice and human rights for all people, particularly individuals, families, groups, organizations, and communities who experience systemic oppression, poverty, marginalization, and alienation. Licensed social workers promote regulatory policies that are equitable and just.

COMPETENCY BEHAVIORS

Licensed social workers

- assess social and economic policies at the local, state, and federal levels and promote policy practice consistent with social work ethics and jurisdictional regulations;
- interact with local, state, national, and international entities that regulate social work practice;
- advocate for the formulation of regulatory policies and standards that are equitable and just;

- formulate, analyze, implement, and evaluate jurisdictional regulations for impact on service delivery with vulnerable populations.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension
<p>Association of Social Work Boards: Social Work Regulation. https://www.aswb.org/licensees/about-licensing-and-regulation/social-work-regulation/</p> <p>Contains information on jurisdiction licensing requirements, jurisdiction reports, supervision requirements, CE requirements, and CE policies.</p>	Knowledge
<p>Cooper-Bolinsky, D. (2017). <i>Identifying problems and solutions in changing state legislation regarding licensed clinical social workers providing private independent mental health services</i> (Order No. 10683691). Available from ProQuest Dissertations & Theses Global. (2013975500).</p> <p>This publication draws from the expertise of seasoned social work professionals to offer strategies for use in changing jurisdictional legislation governing clinical social work practice.</p>	Knowledge Values Skills
<p>Groshong, L. W. (2009). <i>Clinical social work practice and regulation: An overview</i>. Lanham, MD: University Press of America.</p> <p>Policy analysis focused on social work licensing and regulations. It showcases the confusing array of social work licensing laws and regulations in the United States. It also could be fruitful as a stimulation for students' critical thinking and policy practice competencies as they grapple with the author's contention that clinical social work is a profession with a set of values and competencies distinct from social work and therefore needing a separate license distinct from other social workers. In some states this is where policies are heading, whether intended or not.</p>	Knowledge Values Cognitive and Affective Processes
<p>Hill, K. M., Ferguson, S. M., & Erickson, C. (2010). Sustaining and strengthening a macro identity: The association of macro practice social work. <i>Journal of Community Practice</i>, 18(4), 513–527. doi:https://doi.org/10.1080/10705422.2010.519684</p> <p>This article focuses on the shifting identity of macro social work practice, which may include policy practice and advocacy. Authors provide an overview of licensure levels and the impact that state legislation has had on macro social work practice with a recent change in policy.</p>	Knowledge Values

(continued)

Readings (continued)

Resource	Competency Dimension
<p>Hoffman, K. (2002). The basics of social work licensing. <i>New Social Worker</i>, 9(2), 28–30.</p> <p>Hoffman provides a historical discussion of social work licensing that includes the history of the ASWB and the development of state licensing. Descriptions and definitions of social work licensing categories are given, specifically differences between baccalaureate licensure, master’s licensure, and clinical licensure. Hoffman argues that because social work is a profession with a “broad base of social work knowledge, skills, and shared values and ethics,” social work practice is found in many settings and therefore is difficult to define. The trend, Hoffman found, was for licensure categories to correspond to the national examinations as seen in the model law.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Jansson, B. S. (2016). <i>Social welfare policy and advocacy: Advancing social justice through 8 policy sectors</i>. Thousand Oaks, CA: Sage.</p> <p>Bruce Jansson coined the term <i>policy practice</i>. This book is a fundamental resource for conceptualizing and applying policy practice competencies. Social work licensing and regulations are policies that students should be prepared to understand and influence. This resource is complex and might best be used with upper-level students.</p>	<p>Knowledge Skill</p>
<p>Monahan, M. J. (2016). The challenges and benefits of becoming a licensed social worker. <i>The New Social Worker</i>. Retrieved from http://www.socialworker.com/extras/social-work-month-project-2016/the-challenges-and-benefits-of-becoming-a-licensed-social-worker/</p> <p>Contains a brief commentary outlining the benefits and challenges of becoming a licensed social worker, including ethical considerations regarding protection of the public achieved through policy legislation. It also covers important challenges social workers face regarding licensure when moving across jurisdictions.</p>	<p>Knowledge Cognitive and Affective Processes</p>
<p>Monahan, M. J. (2018, May/June). Get licensed, live licensed: Next steps for new social work graduates. <i>Social Work Today</i>, 18(3), 18. Retrieved from http://www.socialworktoday.com/archive/MJ18p18.shtml</p> <p>Helpful information for social workers on reasons to become licensed and how to become licensed.</p>	<p>Knowledge</p>
<p>Popple, P. R., & Leighninger, L. (2014). <i>The policy-based profession: An introduction to social welfare policy analysis for social workers</i>. Upper Saddle River, NJ: Pearson.</p>	<p>Knowledge Skill Cognitive and Affective Processes</p>

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Readings (continued)

Resource	Competency Dimension
<p>Van Wormer, K., & Link, R. J. (2018). <i>A human rights foundation</i>. New York, NY: Oxford University Press.</p> <p>Their Appendix 5B “Guidelines” could be the framework for a comparative policy analysis assignment focused on jurisdictions’ social work licensing regulations.</p>	Knowledge

In-Class Exercises

Resource	Competency Dimension
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See Appendices for longer descriptions.

<p>Case Scenario for Licensed Practice in a Community Agency</p> <p>The case scenario presents students with a case example, and questions to consider, of an ethical dilemma for an MSW student engaged in macro and policy practice at her field placement.</p> <p>See Appendix 5A for full description.</p>	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
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<p>Comparing Licensing and Regulation in Social Work Across Jurisdictions: How Does Policy Differ?</p> <p>Students will choose two to three states, or jurisdictions, to review legislation on social work licensure and regulation. http://aswbsocialworkregulations.org/jurisdictionLevelsReportBuilder.jsp</p> <p>They will compare similarities and differences across the levels of licensure and regulation and report back to the class on the following:</p> <ol style="list-style-type: none"> 1. What are the main licensure categories, and what qualifications do you need to obtain each category? 2. How might practice and licensure in one state look different from those in another? 3. Are there ways of changing policy in a particular state or jurisdiction that might benefit social workers and the profession? 	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
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In-Class Exercises (continued)

Resource	Competency Dimension
<p>Licensure and Regulation Policy Debate</p> <p>Students will prepare and engage in a formal in-class debate about common arguments within social work practice regarding the necessity of licensure and regulation. Students will prepare arguments, based on the use of research and credible sources and integrating critical thinking, to defend their assigned position regarding the role of regulation and licensure in the social work profession.</p> <p><i>Licensure and regulation policy protects the public, clients, and the profession of social work. It is the legal and ethical responsibility of professional social workers at all levels of practice (micro, mezzo, and macro) to follow the laws of their jurisdictions and scope of practice.</i></p> <p>One group will research and support this position. Another group will research and oppose this position. This exercise could also be done with a guest faculty and regulatory board panel.</p>	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective</p> <p>Processes</p>
<p>Policy Presentation</p> <p>Analyze a regulatory policy and give a 20-minute presentation with handouts for the class.</p> <p>Details of this assignment are in Appendix 5B.</p>	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective</p> <p>Processes</p>
<p>Designing the Practice Analysis</p> <p>ASWB does an extensive Practice Analysis every 5 to 7 years. The 2017 Analysis of the Practice of Social Work can be found at https://www.aswb.org/wp-content/uploads/2017/04/2017-Tech-Report.pdf.</p> <p>Working in small groups, imagine that ASWB has asked for help designing the next practice analysis process. Have the groups address what they would do the same and what they would structure differently.</p> <p>The class might then consider all ideas and form recommendations that could be sent to ASWB for consideration.</p>	

Media

Resource	Competency Dimension
<p>Influencing Social Policy</p> <p>http://www.influencingsocialpolicy.org</p> <p>Has videos and other resources for policy, including activities and assignments. These could be used to generate tips for testifying about licensing and regulation legislation.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective</p> <p>Processes</p>

Assignments	
Resource	Competency Dimension
<p>See Appendices for longer descriptions.</p>	
<p>Reflection Paper on the Role of Licensure and Regulation Policy</p> <p>Students will research their jurisdiction’s or state’s licensure and regulation laws and reflect on how the policy influences the role of social work practice. How does the current law serve to protect social workers in practice? How does it protect the title of social worker and the profession? How does it protect the public and vulnerable populations that social workers engage with in their practice? Within the law, are there any exceptions made for social workers not to become licensed? If so, what are the specific guidelines for those exceptions?</p>	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Understanding Issues With Jurisdictional Legislation</p> <p>Meet with either the NASW executive director, NASW’s Political Action Committee, or other voluntary or paid legislative advocates who work to influence social work–related legislation in your jurisdiction, or one of your choice. Ask whether any items are being proposed that address licensure and regulation, their position on the issues, and their strategy for moving the issues forward. Write a paper about the discussions, including your own perspective of the issues and critique of the process. Do you have any ideas that might help the committee prepare for the agenda? Find out what the jurisdiction board’s position on the proposed legislative change is. Compare with the position of consumer advocacy or professional advocacy groups.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Complete a Comparative Analysis Using a Systematic Framework to Differentiate Licensing Regulation and Regulatory Boards Between Jurisdictions</p> <p>Using a systematic framework of analysis, students compare a particular aspect of their jurisdiction’s social work practice act or licensing regulations with those of a neighboring jurisdiction or another country. This assignment or learning exercise lends itself well to study tours or international exchanges. For example, students could compare how social work practice is defined, what exemptions to licensing exist, who sits on the regulatory body, or what is entailed in the complaint and discipline processes. See Hill et al. (2017) for an example of comparative analysis. Also, for an example of a systematic framework of comparative analysis tailored to social work licensing, see chapters 2 and 3 of Bibus and Boutté-Queen (2011).</p> <p>Bibus, A. A., & Boutté-Queen, N. (2011). <i>Regulating social work: A primer on licensing practice</i>. Chicago, IL: Lyceum Books.</p> <p>Hill, K., Fogel, S., Donaldson, L. P., & Erickson, C. (2017). State definitions of social work practice: Implications for our professional identity. <i>Journal of Evidence-Informed Social Work, 14</i>(4), 266–279. doi:10.1080/23761407.2017.1319775</p>	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Case Study Reflection Paper</p> <p>Students are given a case study of a newly graduated social work student. The case study will include a specific jurisdiction and licensing category. The reflection paper will involve analyzing and evaluating current regulations and comparing them with past regulations or policies governing social work licensing. The goal of this paper is to determine whether the change in licensing regulations achieved the policymakers' goals.</p>	Knowledge
<p>Primary Social Work License Violations in Your Jurisdiction</p> <p>Either go to the jurisdiction's regulatory board website to learn from agendas, meeting minutes, or dispositional documents from hearings or meet with a member of the jurisdiction's licensure board to learn about the primary licensure violations experienced in the jurisdiction. Are these findings in alignment with the violations by licensed social workers nationally? Are the jurisdictional regulations adequate in informing licensed social workers of the expectations and consequences for violations? Do you agree with the legislation? Why or why not? Should new legislation be proposed regarding the issues? If so, what might be the key points to consider? Create a paper outlining your findings using the instructor's guidelines.</p>	Knowledge Skills Cognitive and Affective Processes
<p>Model Social Work Practice Act Activity</p> <p>Review the legislative code for social work practice in a jurisdiction of your choice and choose three interesting areas of the code for further exploration. Compare these areas with the Model Social Work Practice Act. Choose one area of the jurisdictional code that does not align with the Model Act. Make notes about the details of the differences. Which version do you support and why? Consult with one practicing social worker in the jurisdiction and one legislator or legislative advocate. Discuss with each their perspectives on the difference, which version they support, and why. Write a summary of this process using the instructor's assignment guidelines and rubric.</p>	Knowledge Skills Cognitive and Affective Processes

Field Activities

Resource	Competency Dimension
<p>Interview Agency Social Workers on Licensure and Regulation Policy</p> <p>Interview colleagues and supervisors at your field agency and find out what levels of licensure they hold. What are their views on how their state policy influences regulation of the social work profession in their particular area of practice? What role do they think licensure and regulation play in protecting the public and the profession?</p>	Knowledge Skills Cognitive and Affective Processes

(continued)

Field Activities (continued)

Resource	Competency Dimension
<p>Rally, Lobbying, or Mobilizing Events</p> <p>Examples include “social work day at the capitol” or a similar rallying or lobbying or mobilizing event that involves students, their field instructors, and their policy practice faculty in meeting with legislators or licensing board members, community advocates, or people who have been clients of social workers. Every year there is likely to be some issue related to licensing regulations that could be the focus of students’ efforts as they build competencies in influencing improvements in licensing policies, regulations, and procedures. Competency 5 makes clear that advocating for such improvements would aim to improve social justice and human rights for those most disenfranchised or vulnerable.</p>	<p>Knowledge</p> <p>Skills</p>
<p>Attend One Regulatory Meeting in Current Students’ Jurisdiction, Read Article on Becoming a Regulator, and Complete Reflection Paper</p> <p>Monahan, M. J. (2017, March 6). Broaden your social work practice to include becoming a social work regulator [Blog post]. Retrieved from http://www.socialworker.com/extras/social-work-month-2017/becoming-social-work-regulator-unique-area-of-practice/</p> <p>Student is to determine the time and place of social work regulatory meetings and attend one meeting. Student is to complete a two- to three-page reflection paper. The paper should include a copy of the agenda, specific regulations discussed in the meeting, overall personal reactions to attending meeting, and current understanding of the purpose of regulatory boards. Also, reflect on the steps necessary to be appointed as a regulatory board member in that jurisdiction.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Policy Scavenger Hunt</p> <p>Over the course of one or two semesters, students are expected to identify agency policies and local, state, and national policies that affect service delivery to clients performed by licensed social workers. They are asked who speaks for the agency, both orally and in writing, how the agency collaborates with advocates and lobbyists on behalf of clients, and how the agency collaborates with clients and stakeholders on behalf of clients. This exercise helps students better understand agency operations, how to look at service delivery by licensed social workers, and the agency’s role from a macro perspective. This activity was developed by Dr. Fredi Geisler, MSW program director, Department of Sociology, Social Work and Criminology, Idaho State University.</p>	<p>Knowledge</p> <p>Skills</p>

(continued)

Field Activities (continued)

Resource	Competency Dimension
<p>Understanding Jurisdictional Board Creation and Functions</p> <p>Go to the jurisdictional licensure board website. Read the history of the creation of the board. When was jurisdictional legislation passed to create the licensure board? Has any additional legislation passed since board creation? If so, what was changed?</p> <p>Read the minutes of at least three board meetings. What are the important policy issues discussed in those minutes?</p> <p>Pick two policies. What are the implications for the protection of the public? What are the implications for the profession of social work? How were the two policy issues resolved? Do you agree with the resolutions? Why or why not?</p> <p>Create a written report of these findings using the instructor’s guidelines and rubrics.</p>	

APPENDIX 5A: CASE SCENARIO FOR ETHICAL PRACTICE IN A COMMUNITY AGENCY

Tonya is a concentration-level MSW student in her second field placement at an agency whose primary focus is macro community work and policy advocacy at the local and state level. Recently, Tonya overheard two social workers employed by the agency talking about the recent change in policy at the state level, which now requires all social workers engaged in any practice to be licensed. The two social workers do not agree with the state policy and stated they will not be obtaining licensure because they don’t believe macro and policy advocacy require a license because it isn’t “direct practice.” Tonya asked her supervisor about the conversation she heard and learned that her supervisor is also not licensed and doesn’t plan to be. Tonya hopes to work in the agency once she finishes her MSW program but is unsure whether she needs to be licensed.

Questions to consider:

- 1) What are the main issues in this scenario?
- 2) Are the social workers and supervisor engaged in ethical practice? Why or why not?

- 3) Do you think the social workers engaged in macro and policy advocacy practice should be licensed? Why or why not?
- 4) If you were Tonya, what would you do?

APPENDIX 5B: POLICY PRESENTATION

Presentation

The presentation should last no more than 20 minutes. Provide classmates with a one-page handout relevant to the policy, analysis, and alternatives (including references).

The presentation has three parts, and each section should demonstrate depth of thought, ability to think critically, and use of relevant evidence to support important points.

- 1) Identify and briefly explain a social policy that affects clients (or client systems) that is defined in social work regulation. Give a brief historical overview of the policy. Explain how this social policy affects individuals as well as society as a whole, and how social work practice is regulated in providing services. Who authored the legislation? Do you have information about support or opposition to the legislation and any negotiations used in passing it?
- 2) Analyze the policy based on its stated intent, whom it is supposed to serve, and how it protects the public. Provide a visual interpretation of key points of the policy. Does the policy do what it intended to and serve those whom it is intended to benefit? Explain.
- 3) Consider alternative approaches that might better embrace a social justice perspective or affirm that the policy is working as designed. What approaches or solutions might better embody a social justice perspective? If the policy is working, discuss how and why. In this section you should pay particular attention to how this policy is working (or not) to advance high-quality care to individuals and society. Are there possible unintended consequences of this policy?



Competency 6:

Engage With Individuals, Families, Groups, Organizations, and Communities

SPECIALIZED PRACTICE COMPETENCY DESCRIPTION

Licensed social workers understand that engagement with individuals, families, groups, organizations, and communities is central to competent social work practice. Licensed social workers engage with individuals, families, groups, organizations, and communities consistent with their licensure category and within the parameters of jurisdictional regulations. Licensed social workers incorporate ethical guidelines in engagement with individuals, families, groups, organizations, and communities. Licensed social workers value principles of relationship building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

COMPETENCY BEHAVIORS

Licensed social workers:

- engage individuals, families, groups, organizations, and communities consistent with their licensure category and within the parameters of jurisdictional regulatory standards;
- implement strategies to meet the standards of competence when engaging with client systems;
- inform client systems of jurisdictional laws and regulations as they pertain to engagement.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension
Association of Social Work Boards. (2015). <i>Model regulatory standards for technology and social work practice: ASWB International Technology Task Force, 2013–2014</i> . Culpeper, VA: Author. Retrieved from https://www.aswb.org/wp-content/uploads/2015/03/ASWB-Model-Regulatory-Standards-for-Technology-and-Social-Work-Practice.pdf	Knowledge Skills Values Cognitive and Affective Processes
Boddy, J., & Dominelli, L. (2017). Social media and social work: The challenges of a new ethical space. <i>Australian Social Work, 70</i> (2), 172–184.	Knowledge
Boland-Prom, K., Johnson, J., & Gunaganti, G. S. (2015). Sanctioning patterns of social work licensing boards 2000–2009. <i>Journal of Human Behavior in the Social Environment, 25</i> (2), 126–136.	Knowledge Values
Daley, M., & Doughty, M. (2006). Unethical social work: Comparing licensing and NASW perspectives. <i>Arete, 30</i> (2), 35–50. Note: This article may not be copied or e-mailed to multiple sites or posted to a listserv without express permission from the authors. Users may print, download, or e-mail the article for individual use.	Knowledge Values
Garcia, A. (1990). An examination of the social work profession's efforts to achieve legal regulation. <i>Journal of Counseling and Development, 68</i> (5), 491–497. Note: This article was written in 1990, rendering it out of date for identifying contemporary licensing issues. An update on current issues can be obtained by checking with the ASWB website: www.aswb.org . Still, the article is very useful in this competency area because it focuses, in part, on collaboration and mutual respect between health professionals as practice tools of engagement with clients.	Knowledge Values
Groshong, L., & Phillips, D. (2015). The impact of electronic communication on confidentiality in clinical social work practice. <i>Clinical Social Work Journal, 43</i> , 142–150.	Knowledge Skills

(continued)

Readings (continued)

Resource	Competency Dimension
Kagle, J., & Giebelhausen, P. (1994). Dual relationships and professional boundaries. <i>Social Work, 39</i> (2), 213-220.	Knowledge Values Cognitive and Affective Processes
Reamer, F. G. (2018). Evolving standards of care in the age of cybertechnology. <i>Behavioral Sciences & the Law, 36</i> (2), 257-269.	Knowledge Values Skills

In-Class Exercises

Resource	Competency Dimension
<p>In-Class Review of the ASWB Group Practice Review Test With Specific Attention on Questions Related to Engagement</p> <p>Review the Association of Social Work Boards (ASWB) website, https://www.aswb.org/ or http://members.aswb.org/services/, to obtain information about the licensing process at the BSW category and specific information about the student's jurisdiction. The students will review the two brief videos for an overview of the licensing process.</p> <p>Also, the students will use the link http://aswbsocialworkregulations.org/jurisdictionLevelsReportBuilder.jsp to identify licenses in the BSW category for his or her jurisdiction and compare them with at least three other jurisdictions.</p>	Knowledge Cognitive and Affective Processes
<p>Statutes versus Standards Exercise</p> <p>Materials needed: Your jurisdiction's statutes and rules on licensure and the NASW Code of Ethics, revised 2018</p> <p>Assignment (can be written paper or in class):</p> <p>Compare state statutes and NASW Code standards on the following key components of engagement:</p> <ul style="list-style-type: none"> ● Confidentiality ● Informed consent ● Professional relationships (to include dual relationships) ● Recordkeeping 	Knowledge Values

(continued)

In-Class Exercises (continued)

Resource	Competency Dimension
<p>Ethics and Engagement Case Scenarios</p> <p>Full activity and scenarios are outlined in Appendix 6B.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Friend and Follow Request</p> <p>This learning resource is designed to give students a greater perspective and understanding of the risks of using social media in social work practice. Additionally, students will gain an understanding of regulations in various jurisdictions related to electronic media and social work practice.</p> <p>Full activity is outlined in Appendix 6C.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Review of Jurisdiction Disciplinary Actions</p> <p>Materials Needed: Website for your state's licensure, rules, and forms.</p> <p>Assignment (in class, small group)</p> <p>Students review 5–10 disciplinary actions as publicly posted to identify the key statutes and ethical and moral conduct that was violated to further understand professional and ethical conduct and how fellow social workers have had a consumer or public complaint that has resulted in a disciplinary process and outcome.</p>	<p>Knowledge</p>
<p>Social Media and Social Work Debate</p> <p>This activity has students explore appropriate behavior regarding engagement using technology and social media.</p> <p>Full activity is outlined in Appendix 6D.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

<i>Media</i>	
Resource	Competency Dimension
Association of Social Work Boards, <i>Path to licensure</i> https://www.aswb.org/educators/path/interest-form/	Knowledge Values Skills
Association of Social Work Boards, <i>Guidebook for social work disciplinary actions</i> https://www.aswb.org/wp-content/uploads/2013/10/ASWBDisciplinaryGuidebook.pdf	
<i>Social worker's guide to social media: Maintain galactic boundaries</i> https://www.youtube.com/watch?v=u6wMs96Gl8w This provides a brief overview of establishing appropriate boundaries at the beginning of relationships.	
Episode 110: Dr. Kathryn Chernack, "Social Media use and social work practice: Boundary and ethical considerations" (2013, January 7). <i>inSocialWork® Podcast Series</i> . [Audio podcast] Retrieved from http://www.insocialwork.org/episode.asp?ep=110	

<i>Assignments</i>	
Resource	Competency Dimension
NASW Code of Ethics Compared to Licensing Laws and Rules This assignment is designed to help the social work student become familiar with the licensing and regulation laws and rules that apply to the process of client engagement. Full assignment is outlined in Appendix 6E .	

<i>Field Activities</i>	
Resource	Competency Dimension
Field Agency Review of Licensing Laws and Rules Review the licensing laws and rules in the jurisdiction where students' field placements are located, based on various issues related to engagement. Full activity is in Appendix 6F .	

(continued)

Field Activities (continued)

Resource	Competency Dimension
<p>Social Media and Engagement in the Field</p> <p>Curington, A. M., & Hitchcock, L. I. (2017). <i>Social media toolkit for social work field educators</i>. Retrieved from http://www.laureliversonhitchcock.org/2017/07/28/social-media-toolkit-for-social-work-field-educators-get-your-free-copy/</p> <p>The following low-stakes activities related to engagement can be assigned after a review of the jurisdiction's laws and regulations.</p> <ol style="list-style-type: none"> 1. Develop a list of questions for clients at your agency about their digital communication preferences, such as e-mail, texting, and video calls, which can be used on a referral questionnaire form or during the first session with a client. 2. Create a digital list of articles, videos, or blog posts about how social workers at your practicum agency can best use social media to engage with clients or communities served by your practicum agency. 	<p>Knowledge</p> <p>Skills</p>

APPENDIX 6A:**IN-CLASS ACTIVITY: ENGAGING CLIENTS AND SOCIAL WORK LICENSURE JEOPARDY**

PowerPoint has a Jeopardy format that can be used for this exercise.

Suggested 5 topic areas for questions:

- 1) Social work interviewing skills
- 2) Confidentiality
- 3) Professional relationships
- 4) Cultural awareness
- 5) Ethical standards

Questions can be in the format of the following examples (and can reflect individuals, families, groups, couples, organizations, and communities).

Social Work Interviewing Skills: “How would you introduce your professional credentials to a new client?” (Explain social work degrees and licenses held, explain what is required to acquire the license.)

Confidentiality: “What are the best practices in protecting confidentiality while documenting using a laptop?” (Promote security through passwords; use a work-only laptop and do not co-mingle with personal or family use; if lost, notify clients of potential breach; use security screen so clients in office do not see another client’s information.)

Professional Relationships: “Describe a dual relationship.” (Licensed social workers should avoid any multiple or dual relationships such as having a social, sexual, employment, or business relationship in addition to a professional relationship. Include references to specifics about dual relationships in licensure statutes.)

Cultural Awareness: “A client arrives and states, ‘No English.’ What would be the first action of the social worker in order to communicate?” (Secure an appropriate interpreter.)

Ethical Standards: “In an initial meeting with a client, the social worker often reviews the scope of services, the fee schedule, when confidentiality is maintained and when not honored, and what would constitute a termination. A form is often used for the client to sign. What is this process and form called?” (Informed consent.) “How is confidentiality addressed in state licensure?” (Have students consult more than one jurisdiction.)

APPENDIX 6B:

IN-CLASS ACTIVITY: ETHICS AND ENGAGEMENT CASE SCENARIOS

Frederic Reamer is known for his expertise on social work ethics. Reamer (2013) writes about an ethical dilemma in which a social worker is providing marriage counseling to Peter and Doris. Doris is thinking about divorce because of Peter’s gambling problem. As the counseling proceeds, Peter reports that he has been able to stop gambling with the help of Gamblers Anonymous. Peter called the social worker one day to say that he needed to talk privately. He wanted to report that he was not telling the truth about his gambling, and in fact the problem was getting worse. Peter asked the social worker not to tell his wife about the worsening gambling problem and about the dishonesty.

Do the licensing laws and rules in the jurisdiction where you are likely to practice (or in the jurisdiction where your field placement is located) address how communication should be set up during the engagement process that would help a social worker know what to do in such a situation when more than one client is directly involved?

What does the law or rule say? How would adhering to that law or rule help in this situation? What are your recommendations for social work practice in such cases?

If there is no law or rule, refer to the NASW Code of Ethics for guidance. What does the NASW Code of Ethics say that would help this social worker know what to do if such a situation occurs? What are your recommendations for social work practice in such cases?

Reference

Reamer, F. G. (2013). *Social work values and ethics* (4th ed.). New York, NY: Columbia University Press.

Additional Scenarios

Jorge and Melissa Find Love

Jorge, LCSW, treated Melissa's children, ages 5 and 6, after their father was murdered. On the day that Jorge terminated treatment with the children, he approached Melissa about going to dinner with him. After all, he reasoned, the children were his clients, and he had terminated with them. So it was no conflict to date their mother.

After a whirlwind romance, Jorge and Melissa married and soon had a baby boy. Jorge was crazy about his baby and lavished care and attention on him. As for Melissa's older children, who were his former clients, Jorge kept his distance, not talking to or engaging with them much. It felt weird to live in the house with former clients.

Melissa's older children exhibited hostility toward the new baby and toward Jorge. Melissa became increasingly unhappy in the marriage and blamed Jorge for ignoring her older children. Ultimately, she decided that the relationship was insupportable, and she asked Jorge to leave but kept the baby.

She also reported Jorge to the Licensing Board of the State of Misery, saying that he violated the rules by having a relationship with a former client.

The board considered these elements:

Subchapter B. Code of Conduct and Professional Standards of Practice

§781.201. Code of Conduct.

- (a)** A social worker must observe and comply with the code of conduct and standards of practice set forth in this subchapter. Any violation of the code of conduct or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action. . . .
- (8)** A social worker shall be responsible for setting and maintaining professional boundaries.
- (9)** A social worker shall not have sexual contact with a client or a person who has been a client.

§781.203. General Standards of Practice. This section establishes standards of professional conduct required of a social worker. The licensee, following applicable statutes: . . .

- (9)** shall ensure that the client or a legally authorized person representing the client has signed a consent for services, when appropriate. Prior to commencement of social work services with a minor client who is named in a Suit Affecting Parent Child Relationship (SAPCR), the licensee shall ensure that all legally authorized persons representing the client have signed a consent for services, if applicable. A licensee shall maintain these documents in the client's record.

§781.204. Relationships With Clients. . . .

- (d)** A social worker shall not engage in activities that seek to primarily meet the social worker's personal needs or personal gain instead of the needs of the client.
- (e)** A social worker shall be responsible for setting and maintaining professional boundaries. . . .

- (l) The licensee shall not provide social work services or intervention to previous or current family members; personal friends; educational or business associates; or individuals whose welfare might be jeopardized by a dual or multiple relationship. . . .
- (q) A licensee shall set and maintain professional boundaries, avoiding dual or multiple relationships with clients. If a dual or multiple relationship develops, the social worker is responsible for ensuring the client is safe.

§781.205. Sexual Misconduct. . . .

- (b) A licensee shall not engage in sexual contact or sexual exploitation with a client or former client; a supervisee of the licensee; or a student at an educational institution at which the licensee provides professional or educational services. . . .
 - (d) It is not a defense to a disciplinary action under subsections (a)–(c) of this section if the person was no longer emotionally dependent on the licensee when the sexual exploitation began, the sexual contact occurred, or the therapeutic deception occurred. It is also not a defense that the licensee terminated services with the person before the date the sexual exploitation began, the sexual contact occurred, or the therapeutic deception occurred.
 - (e) It is not a defense to a disciplinary action under subsections (a)–(c) of this section if the sexual contact, sexual exploitation, or therapeutic deception with the person occurred with the client’s consent; outside appointments with the client; or off the premises the licensee used for appointments with the client. . . .
 - (h) The following may constitute sexual exploitation if done for sexual arousal, sexual gratification, or sexual abuse of either the social worker or a person who is receiving or has received the licensee’s professional services as a social worker: . . .
- (5) making a request to date.

Jorge maintained to the board that the older children were his clients, not Melissa. The board asked who had signed the consent for services. It was, of course, the mother, Melissa. Therefore, the board reasoned that Melissa was a client. The board sanctioned him by placing him on 2 years of probated suspension and under mandated supervision for 2 years.

From the desk of Dorinda N. Noble, PhD, LCSW, 2017

This scenario is taken from an actual case and is on the public record.

Bertha and the Happy Times Home

Bertha, LMSW, served as the executive director of the Happy Times Home, a small nongovernment agency serving children. The agency staff consisted of six cottage parents, two office staff, another social worker, and Bertha. The agency contracted out services as needed.

Bertha, who had been with the agency for 7 years in various capacities, was promoted to executive director because of her skills in managing the finances of the agency. In many ways, the agency board thought she was not very good executive material (she lacked vision and wasn't so great at helping staff achieve potential), but in their rural area, it was hard to find a licensed social worker.

However, Bertha's husband was diagnosed with cancer and could no longer work. Their medical bills piled up. Bertha was anxious about these emergencies and about her future. These problems began to bleed through to her work. Staff and cottage parents found her to be absent-minded at times. She was very sharp and angry at times. Bertha also yelled at the children and once started to slap a child before she pulled back her hand. The staff social worker met with a board member to express her concerns and to explain that she was looking for another job.

So the board confronted Bertha about what appeared to be a contentious atmosphere in the home. Bertha explained her personal issues to the board. (One of the board members had observed her respond in an angry tone to children as well.) The board was very sympathetic and offered to help her in any way.

Reassuring herself that the board had “offered to help,” Bertha began to “borrow” from the agency funds. She was desperate for money, and because she was in charge of the agency finances, it seemed reasonable to take just a little out of the funds for her needs. A little bit was not enough, though, and Bertha continued to take out varying amounts. Sometimes it was \$100, sometimes \$1,000, sometimes \$5,000.

A board member became suspicious and called for an audit. The audit revealed that Bertha had taken \$42,000 over 2 years without authorization. When the board called on Bertha to explain, she stated that she fully intended to restore the funds as she could; she never meant to steal it. However, the board called the district attorney and reported it as a theft. They also reported the incident to the state licensing board. Most of the home’s staff left or were actively seeking other jobs, the census of the home went down, and the board began to consider financial exigency measures.

- What do you think about the ethical and moral issues in this case?
- What impact did Bertha’s license have on this situation? Was Bertha’s behavior potentially harmful to clients and the community? Did the community, the public, benefit from the fact that Bertha was accountable because of her license?

The Social Work Licensing Board of the Great State of Confusion examined this matter. They examined the following:

Subchapter B. Code of Conduct and Professional Standards of Practice.

§781.201. Code of Conduct. . . .

- (11)** A social worker shall not exploit his or her position of trust with a client or former client.

§781.102. Definitions. The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise. . . .

- (28)** Exploitation—Using a pattern, practice or scheme of conduct that can reasonably be construed as primarily meeting the licensee’s

needs or benefitting the licensee rather than being in the best interest of the client. Exploitation involves the professional taking advantage of the inherently unequal power differential between client and professional. Exploitation also includes behavior at the expense of another practitioner. Exploitation may involve financial, business, emotional, sexual, verbal, religious and/or relational forms. . . .

- (31)** Fraud—A social worker’s misrepresentation or omission about qualifications, services, finances, or related activities or information, or as defined by the Texas Penal Code or by other state or federal law.

§781.204. Relationships With Clients. . . .

- (d)** A social worker shall not engage in activities that seek to primarily meet the social worker’s personal needs or personal gain instead of the needs of the client.
- (e)** A social worker shall be responsible for setting and maintaining professional boundaries. . . .
- (n)** The licensee may not borrow or lend money or items of value to clients or relatives of clients.

What Do You Think? Did Bertha Violate Any of These Rules?

The board ultimately found that Bertha violated rules regarding exploitation and fraud. They imposed a sanction of 2 years’ probation while under mandated supervision. Before the sanction took place, however, Bertha was convicted under criminal law of theft (board law and rules fall under Administrative Law) and was sent to jail for 2 years. Because she was in prison, she lost her license; the state removes a license from anyone who goes to prison.

From the desk of Dorinda N. Noble, PhD, LCSW, 2017

This scenario is adapted from an actual case and is on the public record.

Rural Field Case Scenario

You are completing your field placement at a hospital in a rural area. You are not from the local area. It is the first day on the job and you are sitting in the morning meeting, which consists of the medical staff, nurses, doctors, social workers, discharge planners, a dietician, and you. You are introduced as the new intern of one of the social workers, and the meeting begins. The charge nurse is briefly going over each patient and providing an update to the team. The first two patients appear to be simple discharges to local rehabilitation facilities. Each member of the team is jotting down notes on the patients they must see or assist with. As you are taking notes, you hear the next patient's name and recognize it as one of your previous social work faculty members, Dr. Doe. You hear them mention that she is currently in the intensive care unit and "not improving." You are aware that she is still employed at your university, although you are not currently taking any of her classes and she is not assigned to you as a faculty liaison this semester. This hospital is a very small hospital in a rural setting where all social workers are assigned to all areas of the hospital, including the emergency department, the intensive care unit, obstetrics, and the medical-surgical unit.

Based on your states licensing board rules and regulations and the NASW Code of Ethics, how do you proceed?

APPENDIX 6C: FRIEND AND FOLLOW REQUEST

This learning resource is designed to give students a greater perspective and understanding of the risks of using social media in social work practice. Additionally, students will gain an understanding of regulations in various jurisdictions related to electronic media and social work practice.

In-Class Exercises

Resource	Competency Dimension
<p>Student Instruction</p> <p>Scenario: Steven has been providing therapy to adults and adolescents at his first agency job since he graduated. One of Steven's clients sent him a friend request on Facebook.</p> <p>Read the scenario above and follow instructions below to prepare for class discussion.</p> <ol style="list-style-type: none"> 1. Links to various social work regulatory boards http://aswbsocialworkregulations.org/licensingWebsitesReportBuilder.jsp 2. Model Social Work Practice Act with amendments, 2013–2015 https://www.aswb.org/wp-content/uploads/2013/10/Model_law.pdf 3. In the document <i>Model Regulatory Standards for Technology and Social Work Practice</i> (found at https://www.aswb.org/wp-content/uploads/2015/03/ASWB-Model-Regulatory-Standards-for-Technology-and-Social-Work-Practice.pdf), locate the standards related to the scenario. 4. Identify the issues for Steven related to the friend request, requirements for practice based on rules and regulations of a jurisdiction, and the consequences of violating the rules and regulations. <p>Instructor Guide</p> <p>Lead a class discussion about specific issues or concerns raised by the scenario related to risks to the client.</p> <p>ASWB Model Social Work Practice Act:</p> <ul style="list-style-type: none"> ● page 18, 213 (b) (3) Powers and Responsibilities ● page 43, Discipline, Section 401 Grounds, Penalties and Reinstatement ● page 44, Discipline (3) Conduct Which Violates Rules or Standards of Practice ● page 51, 501 (a) Privileged Communication ● pages 53–58, Client Confidentiality ● pages 54–55, Informed Consent ● page 56, Personal Relationships With clients, Standards of Practice, Part 5 	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

(continued)

In-Class Exercises (continued)

Resource	Competency Dimension
<p>Questions for Discussion</p> <p>1. What risks (to client, to social worker) related to the use of electronic communication, social media, and social work practice must Steven be aware of before responding to his client's request?</p> <p>ASWB Model Social Work Practice Act, Page 56</p> <p>Part 5. Relationships With Clients and Former Clients. Subpart 1. Personal Relationships With Clients. <i>A social worker shall not engage in dual relationships with clients that compromise the well-being of the client, impair the objectivity and professional judgment of the social worker or increase the risk of client exploitation. When a social worker may not avoid a personal relationship with a client, the social worker shall take appropriate precautions, such as informed consent, consultation, or supervision to ensure that the social worker's objectivity and professional judgment are not impaired.</i></p> <p>2. Discuss how following the practice rules maximizes client protection and minimizes risk for Steven.</p> <p>3. Discuss the consequences of violating the practice rules.</p> <p>ASWB Model Social Work Practice Act, Pages 43–44 (a) <i>The Board may refuse to issue or renew, or may suspend, revoke, censure, reprimand, restrict or limit the license of, or fine any person pursuant to the Administrative Procedures Act or the procedures set forth in Section 402 herein below, upon one or more of the following grounds as determined by the Board:</i></p> <p>(1) <i>Unprofessional conduct as determined by the Board;</i></p> <p>(3) <i>Conduct which violates any of the provisions of this Act or rules adopted pursuant to this Act, including the Standards of Practice</i></p> <p>4. Where can Steven find additional practice support?</p> <p>ASWB Model Social Work Practice Act, Page 54, Supervision or Consultation. <i>A social worker shall obtain supervision or engage in consultation when necessary to serve the best interests of a client.</i></p> <p>ASWB Model Social Work Practice Act, Page 18, Section 213(b)(3). Board Powers and Responsibilities. <i>This provision allows for the creation of a client Bill of Rights. A Bill of Rights establishes what a client may expect when obtaining social work services. Customarily, the Bill of Rights contains a set of client expectations that would be translated into standards of professional practice, and/or codes of conduct for the social worker.</i></p> <p><i>If a Board chooses to establish a Bill of Rights, the Bill must be consistent with standards of practice codes of ethics, and regulations that the Board has adopted under the Social Work Practice Act. Boards need to be careful to avoid inadvertently expanding the role and responsibilities of the social worker through a Bill of Rights.</i></p>	

(continued)

In-Class Exercises (continued)

Resource	Competency Dimension
<p>Sources Cited</p> <p>ASWB Model Social Work Practice Act With Amendments, 2013–2015: https://www.aswb.org/wp-content/uploads/2013/10/Model_law.pdf</p> <p>Model Regulatory Standards for Technology and Social Work Practice: https://www.aswb.org/wp-content/uploads/2015/03/ASWB-Model-Regulatory-Standards-for-Technology-and-Social-Work-Practice.pdf</p> <p>Links to various social work regulatory boards: http://aswbsocialworkregulations.org/licensingWebsitesReportBuilder.jsp</p> <p>National Association of Social Workers and Association of Social Work Boards Standards for Technology and Social Work Practice: https://www.aswb.org/wp-content/uploads/2013/10/TechnologySWPractice.pdf</p> <p>ASWB Path to Licensure</p>	

APPENDIX 6D:**IN-CLASS ACTIVITY: SOCIAL MEDIA AND SOCIAL WORK DEBATE**

Before coming to class students will do the following:

- 1) Read the article “Social media and social work: The challenges of a new ethical space,” by Jennifer Boddy and Lena Dominelli (found at <https://www.tandfonline.com/doi/full/10.1080/0312407X.2016.1224907?scroll=top&needAccess=true>).
- 2) Research what your state licensing board has to say about the use of social media in social work practice.
- 3) Review the NASW Code of Ethics as it relates to the use of technology in social work practice.

Students should come to class prepared to participate in a debate on the pros and cons of using technology to provide social work services and how to handle issues faced by social workers when it comes to use of social media. Students will be divided into two groups at random. One will be in favor of the use of social media, the other will oppose the use of social media. Once divided, students will have 10 minutes to discuss the information they brought

to class in the form of notes taken. The following questions will then be asked of each side:

Should social workers use social media to “investigate” or “search for” their clients?

- 1) Should social workers use technology to provide social work services?
- 2) Is it ethical to be “friends” or to “follow” a current client on social media?
- 3) Is it ethical to be “friends” or to “follow” a previous client on social media?
- 4) Allow the opposite group of students to offer a counterargument to each question.
- 5) Feel free to add questions to promote critical thinking and to deepen the discussion.

APPENDIX 6E: IN-CLASS ACTIVITY: NASW CODE OF ETHICS COMPARED WITH LICENSING LAWS AND RULES

This assignment is designed to help the social work student become familiar with the licensing and regulation laws and rules that apply to the process of client engagement. Compare the NASW Code of Ethics (2017) with the licensing laws and rules in the jurisdiction where you are likely to practice (or in the jurisdiction where your field placement is located) on the subjects listed below. Write a brief statement that notes the similarities in the NASW Code of Ethics and the jurisdiction’s laws and rules and also notes any differences you observe. If the jurisdiction’s laws and rules do not address one of these subjects, note that as well.

- Informed consent (including advice for working with involuntary clients)
- Conflict of interest
- Dual relationships
- Cultural awareness and social diversity

- Scope and standards for practice (competence)
- Privacy and confidentiality, including
 - how to manage confidentiality when there are multiple clients involved, such as couples, family, or group therapy;
 - mandatory reporting, such as child or elder abuse reporting;
 - informing clients about the limits of confidentiality; and
 - any confidentiality issues related to electronic service delivery or electronic communication (e.g., social media, e-mail, and text messaging).
- Physical contact
- How “client” is defined

APPENDIX 6F:

FIELD ACTIVITY: FIELD AGENCY REVIEW OF LICENSING LAWS AND RULES

Review the licensing laws and rules in the jurisdiction where students’ field placements are located on the various topics related to engagement.

Part I: Learn about your field placement site’s policies related to the following topics. For each topic, write a brief note about the practice at the field site and how that practice relates to the jurisdiction’s laws and rules. If there are no clearly stated practices or policies connected to a specific subject area, note that too. (Perhaps a field assignment could be to develop a draft of a policy statement that the field placement site could share with clients.)

Part II: With the permission of your field instructor, bring materials to the seminar class that show how clients are informed about these subjects. Materials such as the agreements clients sign that spell out clients’ rights, how information is shared, and the limits of confidentiality would be useful to share with the seminar students.

- Informed consent (including advice for working with involuntary clients)
- Dual relationships (including social media policies)

- Privacy and confidentiality, including
 - how to manage confidentiality when there are multiple clients involved, such as couples, family, or group therapy;
 - mandatory reporting, such as child or elder abuse reporting;
 - informing clients about the limits of confidentiality; and
 - any confidentiality issues related to electronic service delivery or electronic communication (e.g., social media, e-mail, and text messaging).
- Physical contact
- How “client” is defined



Competency 7:

Assess Individuals, Families, Groups, Organizations, and Communities

COMPETENCY DESCRIPTION

Licensed social workers understand that assessment with individuals, families, groups, organizations, and communities is central to competent social work practice. Licensed social workers assess individuals, families, groups, organizations, and communities consistent with their licensure category and within the parameters of jurisdictional regulatory standards. Licensed social workers adhere to regulatory standards in assessment with individuals, families, groups, organizations, and communities. Licensed social workers recognize the implications of the larger practice context in the assessment process and value inter-professional collaboration to facilitate assessment with individuals, families, groups, organizations, and communities as defined by licensure and regulations.

COMPETENCY BEHAVIORS

Licensed social workers

- assess individuals, families, groups, organizations, and communities consistent with their licensure category and within the parameters of jurisdictional regulatory standards;
- accurately and consistently represent to clients and constituencies their social work credentials in accordance with their license and jurisdictional regulatory standards;
- assess individuals, families, groups, organizations, and communities in the context of a professional relationship in accordance with regulatory standards.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
<p>Miller, J., Deck, S., Conley, C., & Bode, M. (2017, Spring). Field practicum supervisor perspectives about social work licensing: An exploratory study. <i>Field Educator</i>, 7(1).</p> <p>This study explored the knowledge and attitudes of field supervisors regarding social work licensure.</p>	<p>Knowledge Values</p>
<p>Cooper-Bolinsky, D. (2017). <i>Identifying problems and solutions in changing state legislation regarding licensed clinical social workers providing private independent mental health services</i>. Indiana State University, ProQuest Dissertations Publishing. 10683691.</p>	<p>Knowledge Values</p>
<p>Thongpibul, K. (2011). <i>Doctoring the future: A comparative study of scopes of practice and licensing requirements of professional psychologist, marriage and family therapist, clinical social worker, and professional clinical counselor</i>. The Wright Institute, ProQuest Dissertations Publishing. 3475510.</p> <p>This research compares the regulatory frameworks and regulations for multiple mental health professions.</p>	<p>Knowledge Values Skills</p>
<p>MacDonald, A. B. (2010). <i>Globalization and the regulation of social work practice in Canada</i>. University of Calgary (Canada), ProQuest Dissertations Publishing. NR69463. (288 references)</p> <p>This research concerns the labor regulation of mobility across provinces for licensed and registered social workers in Canada.</p>	<p>Knowledge Values</p>
<p>Nienow, M. C. (2017). <i>The professional socialization of macro practice social workers: A narrative inquiry</i>. University of Minnesota, ProQuest Dissertations Publishing. 10690103. (155 references)</p> <p>The focus of this research is an exploration of the process of entering the profession for social workers outside a clinical arena.</p>	<p>Knowledge Values Skills</p>

<i>In-Class Exercises</i>	
Resource	Competency Dimension
<p>Cooper-Bolinskey, D. (2017). <i>Identifying problems and solutions in changing state legislation regarding licensed clinical social workers providing private independent mental health services</i>. Indiana State University, ProQuest Dissertations Publishing. 10683691.</p> <p>The instructor provides content drawing from the research mentioned above regarding implications of licensing differences state to state, as well as changes over time.</p> <p>Students will journal about their worries, concerns, and thoughts pertaining to licensure scope of practice parameters and changes they predict during their tenure as social workers.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Students will explore differences pertaining to licensure among professions in the fields of social work, marriage and family, and psychology. Timeliness of renewals will also be considered.</p>	<p>Knowledge</p> <p>Skills</p>
<p>Students will be asked to write about their understanding of community work in a setting differing from their own community or community of origin.</p>	<p>Cognitive and Affective Processes</p>
<i>Assignments</i>	
Resource	Competency Dimension
<p>Research the jurisdiction requirements for supervision of social work practice. Certain states specify qualifications and a curriculum for supervision, whereas others do not. Identify the components of the regulations related to supervision and assessment.</p>	<p>Knowledge</p> <p>Skills</p>
<p>Have the students research three jurisdictions of interest and determine how their names and credentials would be written at the BSW, the new graduate, generalist, and clinical level. What are the similarities and differences? Why is it important to accurately represent one's credentials?</p>	

Assignments or In-Class Activities

Resource	Competency Dimension
<p>Regulatory Social Work Practice Related to Assessment: Compare Licensure Jurisdictions in Different States</p> <p>Review the websites for your jurisdictional social work licensure laws and rules. Compare your current jurisdiction with another state's jurisdiction. Determine the guidelines required to complete diagnostic assessments of individuals and families. Conduct a search and identify every excerpt in the law or rules that pertains to licensure requirements for assessments. Choose three of those excerpts. For each excerpt chosen, discuss how the excerpt guides social workers to</p> <ul style="list-style-type: none"> ● compare each level of licensure required to conduct assessments; ● compare licensure credentials to identify in the context of a professional relationship; ● evaluate for inherent bias when conducting research, assessment, or evaluation; ● identify inherent values for each jurisdiction; ● identify potential implementations for breaches in regulatory law when conducting assessments; ● compare each state's laws or rules regarding the completion of diagnostic assessments. 	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Military: Intersection of Assessment and Ethics</p> <p>Military installations may have their own category of licensure regulations related to qualifications for assessments that are inconsistent with the licensed social worker's state regulatory jurisdiction. For example, the installation may support diagnostic assessments not reflected in the social worker's state jurisdiction.</p> <ul style="list-style-type: none"> ● Review the federal mandate for assessment for military social workers. ● Review your current state's licensure and compare with the military mandate for social workers. ● Identify potential ethical and legal liabilities. ● Identify three potential consultation options for the identified jurisdiction to resolve conflicts in regulations. 	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Assignments or In-Class Activities (continued)

Resource	Competency Dimension
<p>Use of Technology in the Assessment Process</p> <p>Use of technology in social work has expanded and influenced the way we practice with client systems.</p> <ul style="list-style-type: none"> ● Identify three specific excerpts within your jurisdiction's laws and rules regarding use of technology in the assessment process. ● Compare technology assessment practice with another state's jurisdiction laws and rules. ● Identify potential implications, if any, for nonadherence to a jurisdiction's technology laws and rules. 	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

Field Activities

Resource	Competency Dimension
<p>Evidence-informed Assessment</p> <ul style="list-style-type: none"> ● Select and describe a social work assessment method and tool that is known to be evidence informed. ● Identify evidenced-informed assessment methods and tools applicable to the following client systems: individual, family, group, couples, community, and organization. ● Identify assessment methods across the lifespan: child, adolescent, young adult, older adult, elderly. ● What are the sources supporting the assessments as evidence informed? Are these sources sufficient or necessary to meet the licensure requirement of social workers to facilitate or conduct the evidence-informed assessment? ● How much training is expected before a social worker can conduct or use the assessment method or tool? Is the training sufficient to meet the licensure requirement of social workers to implement evidence-informed practice? ● What is the research evidence to support this assessment being used with diverse groups? Is the evidence sufficient to meet the licensure requirement of social workers to implement evidence-informed practice? ● Determine whether your current jurisdiction requires a social worker to be fully trained before conducting the assessment. Subsequently, if a social worker is required to inform the client of potential risks, develop a consent form that would inform the client of those potential risks. 	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>



Competency 8:

Intervene With Individuals, Families, Groups, Organizations, and Communities

COMPETENCY DESCRIPTION

Licensed social workers understand that intervention with individuals, families, groups, organizations, and communities is central to competent social work practice. They adhere to current, culturally relevant, ethical, and evidence-informed interventions; use a routine outcome measurement of effectiveness to achieve client or client system goals; and tailor treatment based on client feedback. Licensed social workers intervene with individuals, families, groups, organizations, and communities consistent with their licensure category and within the parameters of jurisdictional regulatory standards. Licensed social workers recognize the implications of the larger practice context in the intervention process and value interprofessional collaboration to facilitate intervention with individuals, families, groups, organizations, and communities.

COMPETENCY BEHAVIORS

Licensed social workers

- provide evidence-informed interventions for individuals, families, groups, organizations, and communities consistent with their licensure category and within the parameters of jurisdictional regulatory standards;
- promote the importance of social workers' responsibility to negotiate, mediate, and advocate with and on behalf of diverse client systems and constituencies in multidisciplinary settings;

- intervene with individuals, families, groups, organizations, and communities in the context of a professional relationship in accordance with regulatory standards.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
<p>Bibus, A., & Boutté-Queen, N. (2011). <i>Regulating social work: A primer on licensing practice</i>. Chicago, IL: Lyceum.</p>	<p>Knowledge</p>
<p>Collins, D., Coleman, H., & Miller, P. (2002). Regulation of social work: A confusing landscape. <i>Canadian Social Work Review</i>, 19(2), 205-225.</p> <p>Authors discuss viewpoints in support of and against licensure. Regulations and education and experience requirements are examined; Canadian provinces and U.S. comparisons are made showing inconsistencies, which create confusion for students, consumers, and professionals at many levels (e.g., social workers, regulators, researchers), including the labor market, public perception of the profession, and portability of licensure across provincial or state lines, and bring into question the true level of public protection licensure provides. This article recommends further research into the benefits and harms of social work licensure.</p>	<p>Knowledge Values</p>
<p>Donaldson, L. P., Hill, K., Ferguson, S., Fogel, S., & Erickson, C. (2014). Contemporary social work licensure: Implications for macro social work practice and education. <i>Social Work</i>, 59(1), 52-61. doi:https://doi.org/10.1093/sw/swt045</p> <p>Authors discuss the impact licensure has had on clinical practice and implications for macro practice and education. Suggest that the profession's emphasis on licensure and the licensure process' emphasis on clinical practice (i.e., required clinical curriculum) may have created negative perceptions of macro practice, and that social work is primarily clinical, and poor employment opportunities exist for macro professionals. Argue that obstacles to licensure and the constrained clinical environment they may have created are likely to result in fewer students choosing macro practice, thus fewer macro mentors. Inconsistencies in regulation of clinical and macro education and practice have also fueled competition between graduate social work, management, and public policy programs. This article recommends further research into the benefits of licensure and motivations for choosing macro practice.</p>	<p>Knowledge Values</p>

(continued)

Readings (continued)

Resource	Competency Dimension
<p>Dyeson, T. B. (2004). Social work licensure: A brief history and description. <i>Home Health Care Management & Practice</i>, 16(5), 408–411. doi:https://doi.org/10.1177/1084822304264657</p> <p>Article looks at long social work history in the United States and growth through the years in the number of professionals and scope of practice, which demanded formalized curricula and standards as well as laws to govern practice. Out of this came social work licensure and the NASW Code of Ethics. Although licensure and certification can differ between states, the Code of Ethics applies to all professional social workers. Depending on the state, social work has up to four tiers of professional licensure and numerous opportunities for advanced or specialty credentials and certifications.</p>	<p>Knowledge Values</p>
<p>Miller, J. J., Grise-Owens, E., & Escobar-Ratliff, L. (2015). Preparing MSW students for social work licensure: A curricular case example. <i>Journal of Teaching in Social Work</i>, 35(3), 296–316. doi:https://doi.org/10.1080/08841233.2015.1039160</p> <p>Social work programs are using licensing factors such as pass rates as measures for their program's success. However, a gap exists between schools that use licensing factors as indicators of programmatic success and published papers that examine ways to prepare students. Authors review one MSW program that implemented a Licensing Preparation Initiative (LPI) and concludes with strategies and resources for social work programs to design a LPI. Data on LPIs suggest that participating students are more knowledgeable about applying for the exam and the content areas of the exam, and they feel more prepared and confident in their abilities to pass upon graduation.</p>	<p>Knowledge Values</p>
<p>Randall, A., & DeAngelis, D. (2008). Licensing. In T. Mizrahi & L. Davis (Eds.), <i>Encyclopedia of social work</i> (Vol. 3, 20th ed., pp. 87–91). New York, NY: Oxford University Press.</p> <p>The social work profession is regulated in all 50 states and the District of Columbia, Puerto Rico, the Virgin Islands, 10 Canadian provinces, and other countries around the world. Two types of regulatory legislation exist in social work to protect the public and professionals: practice acts and title protections. The current regulatory trend across the United States and Canada is to move from title protections to practice acts that include title protections. In the United States, professional licensure is a state's right; social work has four types of license, although not all states offer all, and some states issue more than one per professional. As social work evolves, regulatory boards struggle to keep up. Examples of this trend include the emergence of electronic practice, lack of license reciprocity between states, and defining what is required from supervision to be adequate for each level of licensure.</p>	<p>Knowledge Values</p>

(continued)

Readings (continued)

Resource	Competency Dimension
Saltzman, A., Furman, D., & Ohman, K. (2016). Regulation of practice. In <i>Laws in social work practice</i> (3rd ed., chapter 6, pp. 131-144). Boston, MA: Cengage Learning.	Knowledge Values

In-Class Exercises

Resource	Competency Dimension
Have a member of the state licensing board speak to the graduating class about licensure. Include the following content in discussion: <ul style="list-style-type: none"> ● importance of social work intervention and safe practice ● title protection as a measure to ensure safe intervention and transparency of credentials for social work practitioners 	Knowledge Values

Student will attend and observe a licensing board meeting and give reflection focused on practice intervention.	Knowledge Values
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Class Discussion Students will review their jurisdiction laws or rules and identify where the Code of Ethics/Professional Ethics is mentioned or incorporated and how this affects intervention with client systems.	Knowledge
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Group assignment <ul style="list-style-type: none"> ● Each group will serve as a disciplinary subcommittee and review case vignettes focused on a complaint of an alleged breach of the Jurisdiction Code of Professional Conduct or of NASW's Code of Ethics. ● Group members will prepare recommendations to respond to the vignette/complaint. <p>See Appendix 8A for example case vignettes.</p>	Knowledge Values Skills Cognitive and Affective Processes
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Media

Resource	Competency Dimension
Student will review regulation of various jurisdictions. Use the links from ASWB website as the source: https://www.aswb.org/licensees/about-licensing-and-regulation/social-work-regulation	Knowledge Values Cognitive and Affective Processes
Assess and compare regulation within various jurisdictions and identify differences and similarities.	

Assignments	
Resource	Competency Dimension
<p>Arrange for students to observe an interdisciplinary team meeting (in field placement or other setting) and review the scope of practice for each professional license. Write a reflection paper on the distinct roles and disciplines.</p> <ul style="list-style-type: none"> ● Discuss the similarities and differences. ● Compare it with social work practice and discuss social work's perspective (i.e., what can social workers do to help this interagency community collaborative and/or interdisciplinary team?). ● Please follow this outline: <ul style="list-style-type: none"> ● Introduction (state the meeting your attended and the purpose of the meeting) ● Meeting (state who was present-their roles and their approach in the meeting) ● Look up the State licensing guidelines and scope of practice for the various professionals in attendance at the interdisciplinary meeting ● Social work perspective (discuss what social work can offer this team) ● Conclusion (what you learned from attending this meeting) 	Knowledge Values Skills
<p>To get licensed the individual social worker demonstrates minimal competency. To keep a license, the individual must demonstrate continued competency.</p> <p>Students will conduct a review on specific continuing education license requirements for their jurisdiction and compare with two other jurisdictions in a paper with different CE requirements. Please include the following:</p> <ul style="list-style-type: none"> ● How do the specific CE areas assist the social worker when intervening with individuals, families, groups, organizations, and communities? ● Link the policy decisions to have specific CE requirements with direct practice needs within the jurisdictions (e.g., Michigan CE requirement for human trafficking; Connecticut CE requirement for veterans' issues). 	Knowledge Values Skills Cognitive and Affective Processes

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Developing an Intervention Plan With a Multidisciplinary Setting Scenario</p> <p>The student is a member of an interdisciplinary health care team with other licensed professionals (e.g., a doctor, nurse, speech pathologist). The task is to develop an intervention plan for a homeless older adult who has no resources. Research the roles and responsibilities given the regulated practice of each team member and describe how, given the social worker's license, to advocate on the patient's behalf.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p>Semester Project for Macro Class (could be a group project)</p> <p>Identify a need that the university community has and investigate how that need could be met. As an example, the group may believe that the university community would benefit from an on-campus food pantry to help food-insufficient students. As part of their assessment, planning, and intervention process, the group could determine what role and requirements would have to be considered when developing such a program (e.g., food safety requirements, equity). If this project were operated by licensed social workers, what regulatory requirements would dictate the scope of this project?</p>	Knowledge Values Skills

Field Activities

Resource	Competency Dimension
<p>In conjunction with the field practicum and in line with regulatory rules, students will</p> <ul style="list-style-type: none"> ● conduct an assessment, ● develop a treatment plan or community intervention plan, ● conduct the intervention, ● seek and receive feedback from the client or client system, ● collaboratively adjust the intervention and upon completion of goals, ● appropriately terminate, ● explain how their intervention was influenced by the scope of practice as defined in regulation. 	Knowledge Values Skills Cognitive and Affective Processes

APPENDIX 8A: EXAMPLE CASE VIGNETTES FOR GROUP ASSIGNMENT

The Case of Linda

Linda is an LMSW who works for an agency via contract. She completed a medical needs form for a client, knowing that this form may be filled out only by a physician. She diagnosed the client with psychological and physical health conditions. Linda indicated the client was ineligible for work indefinitely. Linda signed the medical needs form with a physician's name without the physician's permission and failed to place a copy of the form in the client's file. Subsequently, the client submitted the form to the state office. Linda admitted a week later that she printed and signed a physician's name on the client's form without the physician's permission. Her contract with her employer was terminated. During the investigation, Linda admitted that she had previously signed medical documents with her own name and without a physician's countersignature and that she had previously signed a physician's name for medical documents for the same client.

QUESTIONS FOR DISCUSSION

- Is there a violation?
- What type of violation (using jurisdictional law or mandates)?
- Why is it a violation?
- Was there damage or the potential for damage?
- Should sanctions be placed on this license?
- If so, what sanctions would you place?
- What ethical practice intervention strategies could have averted this violation?

The Case of Jane

Jane is an LMSW and has a private practice. In addition to her social work private practice, Jane also has a "spiritual psychic" practice where she "reads

cards” and other psychic readings for clients who seek her out via website where she features this practice, separate from her social work private practice. While treating a patient for depression and adjustment disorder as part of her social work practice, she discussed and offered services as a psychic and did a “reading” while she continued to see the patient in her office as an LMSW. She later met with this patient at his home in her role as psychic, where he invited other people to participate. The patient refused to pay Jane for “psychic” services after the session at his home and subsequently stopped seeing Jane for social work services. He then filed a complaint with the licensing board complaining about her services, both social work and psychic reading.

QUESTIONS FOR DISCUSSION

- Is there a violation?
- What type of violation (using jurisdictional law or mandates)?
- Why is it a violation?
- Was there damage or the potential for damage?
- Should sanctions be placed on this license?
- If so, identify what sanctions you would place?
- What ethical practice intervention strategies could have averted this violation?



Competency 9:

Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities

COMPETENCY DESCRIPTION

Licensed social workers understand that evaluation with individuals, families, groups, organizations, and communities is central to competent social work practice. Licensed social workers evaluate practice with individuals, families, groups, organizations, and communities consistent with their licensure category and within the parameters of jurisdictional regulatory standards. Licensed social workers adhere to regulatory standards in evaluation with individuals, families, groups, organizations, and communities. Licensed social workers recognize the importance of evaluation to advance practice, policy, and service delivery effectiveness.

COMPETENCY BEHAVIORS

Licensed social workers

- evaluate practice with individuals, families, groups, organizations, and communities consistent with the scope of practice for their licensure category and within the parameters of jurisdictional regulatory standards;
- apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities within the context of a professional relationship in accordance with regulatory standards for competent practice;
- ensure informed consent prior to gathering evaluative data and protect client privacy in accordance with regulatory standards.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
<p>Bellamy, J. L., Bledsoe, S. E., & Traube, D. E. (2005). The current state of evidence-based practice in social work: A review of the literature and qualitative analysis of expert interviews. <i>Journal of Evidence-Based Social Work, 3</i>, 23–48.</p> <p>Use this reading as the basis for discussing the licensure requirement (or lack thereof) for using evidence-based practice to adequately demonstrate competent practice.</p>	<p>Knowledge</p>
<p>Bloom, M., Fischer, J., & Orme, J. G. (2009). <i>Evaluating practice: Guidelines for the accountable professional</i> (6th ed.). Boston, MA: Pearson.</p> <p>Use this reading for discussion on the expectation of licensed social workers to be accountable for the protection of the public as a social work value and how that might be codified in regulation.</p>	<p>Knowledge Values Skills</p>
<p>Briggs, H. E., Feyerherm, W., & Gingerich, W. (2004). Evaluating science-based practice with single systems. In H. E. Briggs & T. L. Rzepnicki (Eds.), <i>Using evidence in social work practice: Behavioral perspectives</i> (pp. 323–342). Chicago, IL: Lyceum.</p>	<p>Knowledge Skills</p>
<p>Davis, T. D. (2007). Why do MSW students evaluate practice the way they do? An evidence-based theory for clinical supervisors. <i>The Clinical Supervisor, 26</i>, 159–175.</p>	<p>Knowledge Values Skills</p>
<p>Davis, T. D., Dennis, C. B., & Culbertson, S. E. (2015). Practice evaluation strategies among clinical social workers: New directions in practice research. <i>Research on Social Work Practice, 25</i>, 654–669. doi:10.1177/1049731515592955</p>	<p>Knowledge Skills</p>
<p>Dudley, J. R. (2016). <i>Social work evaluation: Enhancing what we do</i> (2nd ed.). New York, NY: Oxford University Press.</p> <p>See assignment related to use of this reading, which adapts a vignette from the reading for the assignment.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>

(continued)

Readings (continued)

Resource	Competency Dimension
Epstein, I., Fisher, M., Julkunen, I., Uggerhoj, L., Austin, M. J., & Sim, T. (2015). The New York statement on the evolving definition of practice research designed for continuing dialogue: A bulletin from the 3rd International Conference on Practice Research (2014). <i>Research on Social Work Practice</i> , 1–4.	Knowledge Skills
Fischer, J. (1973, January). Is casework effective? A review. <i>Social Work</i> , pp. 5–20. Reprinted by Cleveland State University, <i>Reflections: Narratives of professional helping</i> (2005), pp. 59–74. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.922.4166&rep=rep1&type=pdf See in-class exercise related to this reading.	Knowledge Values
Gambrell, E. (2012). <i>Critical thinking in clinical practice: Improving the quality of judgments and decisions</i> (3rd ed.). Hoboken, NJ: Wiley.	Knowledge Values Skills
Gervin, D. W., Davis, S. K., Jones, J. L., Counts-Spriggs, M. S., & Farris, K. D. (2010). Evaluation development and use in social work practice. <i>Journal of Multi-Disciplinary Evaluation</i> , 6(14), 85–101. Retrieved from http://journals.sfu.ca/jmde/index.php/jmde_1/article/view/277/289	Knowledge Values Cognitive and Affective Processes
Grinell, R. M., Gabor, P. A., & Unrau, Y. A. (2016). <i>Program evaluation for social workers: Foundations of evidence-based programs</i> (7th ed.). Oxford, England: Oxford University Press.	Knowledge Skills
Kiefer, L. (2014). How social work practitioners evaluate their practice. <i>Master of Social Work Clinical Research Papers</i> , 550. Retrieved from http://sophia.stkate.edu/msw_papers/550	Knowledge Values Skills
Mullen, E. J., & Bacon, W. (2004). Implementation of practice guidelines and evidence-based treatment: A survey of psychiatrists, psychologists, and social workers. In A. R. Roberts & K. R. Yeager (Eds.), <i>Evidence-based practice manual: Research and outcome measures in health and human services</i> (pp. 210–218). Oxford, England: Oxford University Press. This article could be used to examine scope of practice boundaries when practicing social work on an interprofessional team.	Knowledge Skills Cognitive and Affective Processes

(continued)

Readings (continued)

Resource	Competency Dimension
<p>Okpych, N. J., & Yu, J. L.-H. (2014). A historical analysis of evidence-based practice in social work: The unfinished journey toward an empirically grounded profession. <i>Social Service Review, 88</i>, 3–58.</p> <p>This article could be helpful to the students examining how to meet the licensure requirements to practice competently within regulatory standards and how they have evolved with licensure of the profession.</p>	<p>Knowledge Skills</p>
<p>Parrish, D. E., & Oxhandler, H. K. (2015). Social work field instructors' views and implementation of evidence-based practice. <i>Journal of Social Work Education, 51</i>, 270–286.</p> <p>Supervision is required to become licensed in some categories. This reading could be used in a field assignment to examine the importance of competency to practice.</p>	<p>Knowledge Values Skills</p>
<p>Rubin, A. (2008). <i>Practitioner's guide to using research for evidence-based practice</i>. Hoboken, NJ: Wiley.</p>	<p>Knowledge</p>

In-Class Exercises

Resource	Competency Dimension
<p>Evaluation of Social Work Regulation</p> <p>The purpose of these activities is to teach students about social work regulation in their state. Upon completion of these activities, students should be able to learn practical information about their licensing board and how it will affect their professional practice. The activities can be completed discretely, completed by the entire class, or done as a semester of learning about regulation. The activities are broken down into individual areas that can be selected from a menu determined by a student's interest or can be done by all students in the class.</p> <p>See Appendix 9A.</p>	<p>Knowledge Values Skills</p>

(continued)

In-Class Exercises (continued)

Resource	Competency Dimension
<p>Fischer, J. (1973, January). Is casework effective? A review. <i>Social Work</i>, pp. 5–20. Reprinted by Cleveland State University, <i>Reflections: Narratives of professional helping</i> (2005), pp. 59–74. Available at http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.922.4166&rep=rep1&type=pdf</p> <p>Read the article “Is casework effective? A review,” published in 1973 by Joel Fischer.</p> <p>Discuss the following (e.g., as online homework, in a small group discussion):</p> <ul style="list-style-type: none"> • Why was this historic publication important in the development of social work? • How do you think it influenced the establishment of evaluation as a primary competency? • How do you think it influenced evaluation’s relevance as part of ethical practice? • How do you think it influenced the intersection of social work licensing and the regulated expectation to evaluate practice? 	<p>Knowledge</p> <p>Values</p>

Media

Resource	Competency Dimension
<p>ASWB, Model Law</p> <p>https://www.aswb.org/wp-content/uploads/2013/10/Model_law.pdf</p> <p>Knowledge, skills, and abilities (KSAs) that are requirements for competent practice.</p>	<p>Knowledge</p> <p>Skills</p>

Assignments

Resource	Competency Dimension
<p>Competency Application With Licensing Integration</p> <p>Group or individual learning activity in a practice or program evaluation course.</p> <p>See Appendix 9B.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Vignette</p> <p>Adapted from Dudley, J. R. (2016). <i>Social work evaluation: Enhancing what we do</i> (2nd ed.). New York, NY: Oxford University Press.</p> <p>You conducted a program evaluation study 3 months ago in which you asked a group of clients to complete a questionnaire that measured their progress in improving communication skills since they had first received services from the agency. They were told the findings would be kept strictly confidential, and their names would not be included with any responses.</p> <p>Now your agency administrators are asking for the data. They want to use the findings to evaluate the individual progress of each client. You have the original data and information on who filled out each questionnaire.</p> <ul style="list-style-type: none"> • What ethical issues are involved in this situation? • Identify and discuss potential licensing and regulation implications related to using evaluation data in a way clients have not been informed of or provided consent for. • Is it possible to use the data for individual client practice evaluations? If so, how? 	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Case Scenario 1: Evaluation of the State Social Work Licensing Board</p> <p>This is an exercise on evaluating composite boards and social work-specific boards and responding to a governor’s request for evaluation that will help determine the future structure of the licensing board.</p> <p>See Appendix 9C.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>
<p>Case Scenario 2: Lobbying to Require Licensed Social Workers to Be Employed by the State as a State Child Welfare Agency</p> <p>This is a hot topic licensing issue for many states, sometimes driven by the kind of incident in this case scenario.</p> <p>See Appendix 9D.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>
<p>Competency Application With Licensing Integration</p> <p>Group or individual learning activity in a practice or program evaluation course. Individual, in-class, and online options are presented.</p> <p>See Appendix 9E.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

<i>Field Activities</i>	
Resource	Competency Dimension
<p>Comprehensive Assessment of Field Agency Practice of Program Evaluation</p> <p>The purpose of this assignment is for students to become familiar with how practice and program evaluations are implemented and how licensing and regulation are addressed within their field agencies. Each student will create a two-page presentation handout consisting of the following information:</p> <ul style="list-style-type: none"> ● An administrative chart of the agency structure. ● A description of where you fit in the structure, including your role in the context of the agency. ● A description of your agency, including <ol style="list-style-type: none"> a. purpose of the agency; b. services provided; c. procedures for obtaining services; d. the agency's overarching practice model, approach, or philosophy; e. how agency administrators and staff view and implement evaluation; f. types of evaluations that are conducted; g. aspects of the agency's program and professional practice that need to be evaluated; h. key funding and regulatory agencies, professional associations, consumer groups, and other organizations that the agency is accountable to; i. how agency administrators and staff view and facilitate licensing and regulation education and practice for their staff; j. how your agency addresses confidentiality and protects private health information (HIPAA laws); k. aspects of licensing and regulation education and practice in your field agency that need to be evaluated and improved. <p>Deliverable Options</p> <ul style="list-style-type: none"> ● Share and discuss handouts in 5- to 10-minute class presentations. ● Online discussion, including responses to peers' postings. 	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

APPENDIX 9A: PURPOSE OF THESE CLASSROOM ACTIVITIES

The purpose of these activities is to teach students about social work regulation in your state.

Background

Social work regulation is the foundation of social work practice. At its core, regulation protects the public, contributes to the standard of care for professionals, legitimizes the profession, and assists practitioners in staying current with changes in the law and in the profession.

Regulation affects all areas of professional social work practice. Regulators are given the responsibility to enforce licensing regulations, make new administrative rules, and investigate and adjudicate complaints that are made about licensed professionals. Regulators are also responsible for making certain that people do not hold themselves out as social workers when they are not properly licensed.

Activities

- A. Statutory and regulatory authority exercises
 1. Identify all of the statutes that affect social work regulation in your state.
 2. Identify all regulations that implement the social work statute.
 3. Read the statute and regulations with an eye toward answering the following questions:
 - i. What is the scope of the social work licensing board in your state? Does it include other professionals or just social workers? List all professionals who are regulated by the state under the jurisdiction of the board.
 - ii. How many categories of licensure are there in your jurisdiction? How does the law identify professionals in your jurisdiction (e.g., LSW, LCSW, or other categories of licensure)?

- iii. Identify other forms of licensure for other professionals who are licensed. For example, are there separate licenses in categories or certifications for school social workers, social workers employed by state child welfare agencies, or social workers employed by state-operated mental health hospitals or clinics? Are there separate categories of licensure or certifications for domestic violence professionals or for professionals who engage in substance abuse, domestic violence, or any other areas of practice?
- B. What are the basic requirements for becoming licensed in your state?
1. Educated at an accredited school of social work by the accreditation on social work education?
 2. Number of supervised practice hours required?
 3. Number of hours of experience in field work before graduation?
 4. What examination is required for each category of licensure?
 5. What are the fees for the license and for the exam?
- C. Identify the mechanics of the board operation.
1. How many are on the board?
 2. How are they appointed?
 3. How many years of service are necessary in order to be appointed to the board?
 4. Are there term limits?
 5. How is one removed from the board?
 6. Is the position paid or unpaid?
 7. How often does the board meet?
 8. Where does the board meet?
 9. Are there meetings subject to the Open Meetings Act?
 10. Are state employees assigned to the board?

11. Does the board have jurisdiction over a complaint filed by someone who is not a client of the social worker (i.e., a spouse, parent, or partner)?
- D. Adjudication
1. Explain the process of filing a complaint against a licensed professional.
 2. Who investigates the complaint initially?
 3. At what point is a complaint considered formally filed? When is the finding of the report subject to reporting of an adverse decision?
 4. If there is an adverse finding by the board, can it be appealed? To whom is it appealed? Is that appeal appealable?
- E. Evaluation of the board
1. Who evaluates the board? Is there a state agency that looks at outcomes to determine whether the board is effectively protecting the public? Is that a valuation available to the press?
 2. Has there been any criticism of the board in the past 5 years, and if so, what was the outcome of that criticism?
 3. Do a review of rulings in the last year, 3 years, and 5 years. Do you see any patterns?
 4. Identify by category the types of cases that go to hearings with the board.
 5. What types of discipline does the board have at its disposal?
 6. What percentage of the complaints filed lead to discipline?
 7. How does the board manage informed consent and protect client privacy?
 8. Based on your research about the board,
 - i. Is the board effectively protecting the public?
 - ii. Is the board effectively regulating the profession?

**APPENDIX 9B:
COMPETENCY APPLICATION WITH LICENSING INTEGRATION:
GROUP OR INDIVIDUAL LEARNING ACTIVITY IN A PRACTICE OR
PROGRAM EVALUATION COURSE**

In response to clients' challenges and needs, a licensed social worker in a rural area develops a program to provide a sexual education and counseling intervention to clients who struggle with decision making and cognitive challenges. She is unable to find any other professionals in her agency or any other known agency who offer these services. Her agency administrator is very happy that she is developing this relevant and needed element of the program, and because he has no expectation that the social worker will evaluate the program, he has provided no funding for an evaluation.

Concerned about client well-being, along with her own accountability and potential licensing and regulation implications for herself and the agency, this social worker approaches you with the following concerns:

- 1) What potential risks does implementing an intervention that has not been tried and tested pose to her clients, to her as a professional (including from a licensing standpoint), and to her agency?
- 2) Should she continue providing these newly developed services without any evaluation plan?
- 3) Should she design her own evaluation?
- 4) What informed consent and client privacy issues need to be considered?
- 5) What specific suggestions would you have for her in conducting and documenting an ethical, effective evaluation with regard to:
 - identifying guiding ethical principles and licensing and regulation rules related to her scope of practice;
 - selecting and using appropriate methods to evaluate outcomes;
 - applying her knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

- critically analyzing, monitoring, and evaluating her intervention and program processes and outcomes;
- applying her evaluation findings to improve her practice effectiveness with this population at the micro, mezzo, and macro levels.

Assignment Deliverable Options

- a group or individual presentation or paper
- an online discussion
- an in-class process in which dyads or small groups of students are each given one assignment element to focus on and then the entire class creates a cohesive, comprehensive response

APPENDIX 9C: CASE SCENARIO 1: EVALUATION OF THE STATE SOCIAL WORK LICENSING BOARD

The governor of your state has come to your school of social work and asked you to evaluate the effectiveness of the social work licensing board in your state. Currently, the social work board is a composite board of social workers, marriage and family therapists, and professional counselors. The question posed is whether it would be more effective to have an individual board for each profession.

- 1) What type of research questions would you want to ask in order to advise the governor to have an individual board versus a composite board?
- 2) Using data from the state licensing board, make an argument that would convince the governor to maintain the composite board.
- 3) Using data from the current state board, prepare an argument to convince the governor that an individual professional board would be better than a composite board. List the strengths and weaknesses of each approach.

APPENDIX 9D:
CASE SCENARIO 2: LOBBYING TO REQUIRE LICENSED SOCIAL WORKERS TO BE EMPLOYED BY THE STATE AS A STATE CHILD WELFARE AGENCY

The child welfare agency in your state has had a series of tragic child deaths recently. A group of social workers has lobbied the governor, insisting that those who are hired to work for the state child welfare agency be trained and licensed as social workers. The efforts are being rebuked by state policymakers for financial reasons. State officials and policymakers have indicated that it is too expensive to hire people who are licensed as social workers to work in the child welfare department.

- Design a research project to evaluate this problem by showing what data you would need to support arguments to the governor that would lead to the conclusion that all state workers in the child welfare department should be licensed.

Some state policymakers now agree that child welfare workers should be licensed. However, they believe that there should be a special child welfare license that is used to license people involved in the state child welfare system. They argue that different skills and training are needed to be a state child welfare worker, and therefore the license should be specifically designed for those employed by the state child welfare system.

- 1) Do you agree? Evaluate the pros and cons of a special child welfare license.
- 2) How do you evaluate which licensing system would be better for your state? What is more likely to protect the public?
- 3) What factors would go into your deliberation?
- 4) Would the same policy apply to domestic violence counselors? Should there be a separate domestic violence counselor statute?
- 5) Should there be a separate substance abuse counselor statute?
- 6) Should there be a separate school social worker statute?

**APPENDIX 9E:
COMPETENCY APPLICATION WITH LICENSING INTEGRATION:
GROUP OR INDIVIDUAL LEARNING ACTIVITY IN A PRACTICE OR
PROGRAM EVALUATION COURSE**

In order to apply a planned intervention within a nonprofit agency, the director of the agency and its board of directors expect that a social work director for clinical services will justify the value of the planned intervention and develop reasonable practice (individual client-based) and program (group-based) evaluation strategies before an approval is given for the intervention services to be applied by clinical social workers within the agency.

The intervention includes components of educational counseling and skill training for improving the parenting practices of families or caregivers and specific therapy activities for children or adolescents to improve behavioral functioning.

The intervention program and practices have been described in a professional journal in allied social sciences by non-social work authors who developed the intervention and tested its application with one population of children or adolescents and their families who differ from the current intended population in their demographic makeup or needs.

In accordance with regulatory standards for competent practice and along with professional accountability and potential licensing and regulation implications for social work clinical practices in micro, mezzo, or macro settings:

- 1) *Consider evaluation context A:* You are a clinical social worker in this agency, and you are tasked to develop an outcome evaluation that would be applied with a small number of targeted individual clients and that could document or demonstrate how the planned intervention benefits targeted clients in relation to their identified needs. In this context, apply single-subject or qualitative research evaluation strategies.
- 2) *Consider evaluation context B:* You are a clinical social worker in this agency, and you are tasked to develop an outcome evaluation that could be applied with all program-served clients and that could document or demonstrate how the planned intervention benefits targeted clients participating in the program services as a whole in relation to

client population needs. In this context, apply group-based quantitative research evaluation strategies.

In the development of the methodologically different evaluation, address the following concerns:

- Identify guiding ethical principles and licensing and regulation rules related to the scope of social work practice in applying evaluations of practice and program effectiveness.
- On what basis would you select and design ethical evaluation that would meet targeted client needs?
- When designing an evaluation of intervention effectiveness in context A or B, what factors and steps would an ethical, basic-level outcome evaluation strategy include, and why?
- What are the benefits of developing and applying logic models and theoretical frameworks for conducting an evaluation of social work practices?
- When critically analyzing, monitoring, and evaluating any practice or program intervention or individual client outcomes, what factors need to be documented and why?
- When a social worker is developing or applying an evaluation of some intervention, service, or practice strategy, what factors should the social worker consider in accordance with regulatory standards for competent practice, and why?
- When a social worker is developing or applying an evaluation of some intervention, service, or practice strategy, in what ways is the social worker expected to protect and ensure client privacy and confidentiality in accordance with regulatory standards of a given jurisdiction?

Assignment Deliverable Options

- An individual presentation or paper that develops an outcome evaluation with a selected targeted population in evaluation context A or B, that illustrates and addresses at least five of the seven bulleted concerns.

- An online discussion of the bulleted concerns with specific illustrations for responses with different client populations.
- An in-class team process in which teams of students are provided with a specific micro, or mezzo, or macro evaluation context and are assigned different elements of the evaluation process to develop an outline of an outcome evaluation. Then, the entire class creates a cohesive, comprehensive outcome evaluation strategy for a targeted population with an identified set of problems that impair human functioning.