NSCSW Candidacy Mentorship Program - Mentorship Training

Request for Proposals

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Who We Are

The Nova Scotia College of Social Workers exists to serve and protect Nova Scotians by effectively regulating the profession of social work. The NSCSW establishes, maintains, and regulates standards of professional practice. Our role is to ensure that Nova Scotians receive the services of skilled and competent social workers who are knowledgeable, ethical, qualified, and accountable to the people who receive social work services. The NSCSW believes the people of Nova Scotia are entitled to receive the highest caliber of care from their social workers. To ensure this we provide membership services to support Registered Social Workers in maintaining the highest standards of professional competency, enabling participation in a broader provincial social work community.

We engage with members, Government, employers, community groups, and citizens to build a stronger social work community, and to advance the social work profession in Nova Scotia. We believe Social workers provide an essential service to support Nova Scotians lead healthier, happier lives. The NSCSW engages with Nova Scotia's social work community in advocating for Improvement to social policies, programs, and social justice.

We provide responsive, accountable leadership to ensure the highest standards of social work for Nova Scotians. We work in solidarity with Nova Scotians to advocate for policies that improve social conditions, challenge injustice and value diversity.

Our Values
Our work is grounded in integrity and professionalism which calls on us to be:

Respectful
The College is respectful of the inherent dignity of every individual and strives for cultural humility and social change.

Accessible
The NSCSW provides communication and services that are accessible province-wide for members, stakeholders, and the public.

Ethical
The NSCSW follows the established national code of ethics that adheres to the values of the social work profession.

Progressive
The NSCSW is proactive in reflecting the values of social work, and supports innovation through education, research, and transformative community engagement, for the sake of social justice.

Project Guidelines

This Request for Proposals represents the requirements for an open and competitive process. Proposals will be accepted until 5pm AST July 31st, 2018. Any proposals received after this

date and time will be returned to the sender. All proposals must be signed by an official agent or representative or organization submitting the proposal.

If the organization submitting a proposal must outsource or contract any work to meet the requirements contained herein, this must be clearly stated in the proposal. Additionally, all costs included in proposals must be all-inclusive to include any outsourced or contracted work. Any proposals which call for outsourcing or contracting work must include a name and description of the organizations being contracted.

All costs must be itemized to include an explanation of all fees and costs.

Contract terms and conditions will be negotiated upon selection of the winning bidder for this RFP. All contractual terms and conditions will be subject to review by NSCSW Candidacy team.

All proposal should be sent to Sherry Battiste- Regulatory and Candidacy Consultant at Sherry.Battiste@NSCSW.org

Project Purpose

The purpose of this project is to build an online training module to support mentors too understand their roles and responsibilities, develop an understanding of adult learning and to effectively mentor candidates. The training would be integrated into the overall Social Worker Candidacy webpage.

The social worker Candidacy/Mentorship Program is designed to provide graduates of accredited schools of social work with a strategic, supportive, and educational professional development experience rooted in principles of adult learning. By linking new graduates and those re-entering practice (candidates) with experienced practitioners (mentors) the Candidacy/Mentorship Program provides new graduates with educational and supportive mentorship to integrate knowledge, apply skill, and action ethics in their first years of practice. Candidates gain valuable support as new graduates throughout their 2500 hours of practice experience through regular, structured, and documented meetings with their mentor. They are supported as they develop a professional identity, grapple with ethical issues, explore professional concerns related to their practice experience, integrate theory and practice, develop self-awareness, and refine a unique practice framework.

Within the current political, social, and economic environment in Nova Scotia, the social work profession has struggled to hold a clear vision of its professional identity. In this environment, practitioners continually face a complex tension between social work values, ethics, and standards and the demands and structures of the work place. On one side, there is a pull towards the profession's principles and values which are embedded in social change and development, social cohesion, and the empowerment and liberation of people. On the other side, social workers are often pulled towards a maintenance of the status quo by asserting social control. This environment has created a need for social workers in Nova Scotia to support one another in negotiating this tension through the Candidacy/Mentorship Program.

![NSCSW — NOVA SCOTIA COLLEGE OF SOCIAL WORKERS]

The Candidacy/Mentorship Program is part of the NSCSW's mandate to protect the public. The program is designed to ensure that new graduates have the skills, competence, and good character to practice social work in Nova Scotia *(See Appendix 1 for full Candidacy Mentorship Framework)*.

Project Scope

The successful bidder will be responsible for researching relevant learning material and best practices and develop the content to be integrated into the Social Worker Candidacy Webpage through a digital module.

Module 1 - Orientation to Candidacy/Mentorship.

  ➤ Roles and responsibilities of mentoring;
  ➤ Best practices for mentoring;
  ➤ Reflective questions on module content;
  ➤ Self-assessment of mentoring competence.

Module 2 -Preparing Learning Agreements.

  ➤ Writing learning objectives (see appendix 2);
  ➤ Linking objectives to the Standards of Practice and Codes of Ethics;
  ➤ Choosing activities to match objectives and program appendices (see appendix 3);
  ➤ Reflective questions on module content.

Module 3 – Supporting Candidate and Advancing Learning.

  ➤ Principles on adult learning (see appendix 4);
  ➤ Promoting reflective thinking;
  ➤ Reflective questions on module content.

Module 4 – Feedback and Evaluation.

  ➤ Red flags - What happens when a candidate's competence is in question?;
  ➤ How to give constructive feedback;
  ➤ Trouble shooting;
  ➤ Reflective questions on module content.

Request for Proposal and Project Timeline

The initial proposal is due no later than 5 pm AST July 31st, 2018.

Evaluation of proposals will be conducted from August 4th to 7th. If additional information or discussions are needed with any bidders during this window, the bidder(s) will be notified.

The selection decision for this project will be made by August 10th, 2018

Upon notification, the contract negotiation will be completed by August 15th, 2018

Notifications to bidders who were not selected will be completed by August 17h, 2018

Budget

All proposals must include proposed costs to complete the development and delivery requirements for the above scope.

Bidder Qualifications

The Bidder must list their:

- Qualifications
- project experience;
- reference(s);
- provide example(s) of similar projects.

Proposal Evaluation Criteria

The NSCSW Candidacy team will evaluate all proposals based on the following criteria

- Qualifications and project experience;
- knowledge of adult learning;
- examples of relevant work experience;
- competitive pricing.

Appendix # 1 - Candidacy/Mentorship Framework

1. *Purpose of the Social Worker Candidacy/Mentorship Program (CMP)*

The social worker Candidacy/Mentorship Program is designed to provide graduates of accredited schools of social work with a strategic, supportive, and educational professional development experience rooted in principles of adult learning. By linking new graduates and those re-entering practice (candidates) with experienced practitioners (mentors) the Candidacy/Mentorship Program provides new graduates with educational and supportive

mentorship to integrate knowledge, apply skill, and action ethics in their first years of practice.

Candidates gain valuable support as new graduates throughout their 2500 hours of practice experience through regular, structured, and documented meetings with their mentor. They are supported as they develop a professional identity, grapple with ethical issues, explore professional concerns related to their practice experience, integrate theory and practice, develop self-awareness, and refine a unique practice framework.

Within the current political, social, and economic environment in Nova Scotia, the social work profession has struggled to hold a clear vision of its professional identity. In this environment, practitioners continually face a complex tension between social work values, ethics, and standards and the demands and structures of the work place. On one side, there is a pull towards the profession's principles and values which are embedded in social change and development, social cohesion, and the empowerment and liberation of people. On the other side, social workers are often pulled towards a maintenance of the status quo by asserting social control. This environment has created a need for social workers in Nova Scotia to support one another in negotiating this tension through the Candidacy/Mentorship Program.

The Candidacy/Mentorship Program is part of the NSCSW's mandate to protect the public. The program is designed to ensure that new graduates have the skills, competence, and good character to practice social work in Nova Scotia.

2. *Guiding Principles of the Social Work Candidacy/Mentorship Program (CMP)*

   i.   The CMP is grounded in the values, ethics, and principles of the social work profession.

   ii.   The CMP ensures that all registered social workers in Nova Scotia have the knowledge and skill to practice competent ethical social work in order to protect the public.

   iii. The CMP provides mentorship in a supportive environment in order to explore complex ethical issues and to build a commitment to lifelong learning.

   iv.   The CMP recognizes the varied strengths and needs of each candidate and supports multiple paths to reach the learning objectives.

   v.   The CMP builds an understanding of the professional social work identity and the complexity of social work practice.

   vi.   The CMP advances the uniqueness of the social work voice and the role it plays in broader systemic change and social justice.

vii.   The CMP is meant to be available to all practicing social workers in a regular, consistent, and structured fashion.

3. *Objectives of the Social Work Candidacy/Mentorship Program (CMP)*

The profession of social work in Nova Scotia is guided by two key documents:

- The NSCSW Standards of Practice 2017, and the

- Canadian Association of Social Workers Code of Ethics, as amended for the NSCSW, 2008

After completing the social work Candidacy/Mentorship Program (CMP) a candidate will:

5.1   Demonstrate an understanding and application of each of the above documents.

5.2   Integrate the content and spirit of both documents into their day to day social work practice/theory.

To help support candidates and mentors, in reaching the above objectives, additional resources have been created. To access these resources, see the NSCSW website: http://nscsw.org/practice/candidacy/.
Mentorship training is provided through the NSCSW and is available for all mentors. Mentorship training is provided through an online format and is eligible towards the 40 hours of required yearly professional development for social worker registration. A Completion Certificate will be provided to all RSW who complete Mentorship training.

For further information, please contact:

Sherry Battiste - Regulatory and Candidacy Consultant
Telephone: (902) 429-7799 x 222
Email: sherry.battiste@nscsw.org

4. *Understanding the Social Work Candidacy/Mentorship Process*

6.1.   **How to Register:**

i.   Once an applicant has completed all of the requirements of an accredited degree, they can apply for registration with the College. The registration process is outlined here. Once your application is complete it will be presented to the Board of Examiners for approval.

- **As a social worker candidate, you have the same rights and privileges as a registered social worker (unless specifically set by the Board of Examiners).**

- **This entitles social worker candidates to practice within the defined Scope of Practice as articulated in section 5(a) of the act.**

ii.   Notification of the Board's decision is e-mailed to you within a week after the decision. In addition, your name is added to the Register of Social Worker Candidates.

iii. Once an applicant is registered with the NSCSW as a social worker candidate (SWC) they can move forward with the candidacy process.

iv.   Candidacy hours begin upon the candidate acquiring a mentor and beginning to develop the candidate's goals for candidacy. See 'Selecting a Mentor', 'How Often Do We Meet', and 'Reports' sections for further details with regards to beginning and tracking candidacy mentorship and experience hours.

6.2. Who Do I Contact:

i.   For assistance with your registration and Candidacy process please contact:

Alexandra Nelson - Regulatory and Applications Administrator
Telephone: (902) 429-7799 x 221
Email: alex.nelson@nscsw.org

6.3. Selecting a Mentor:

i.   The candidate begins by selecting a mentor.

ii. If a candidate is finding it difficult to find a mentor, please contact the office. The College keeps listings of RSW's who have agreed to be mentors.

When Candidates are selecting Mentors, they must Consider

iii. The mentor must have at least two years of full time experience as a professional social worker acceptable by the Board of Examiners and be registered as a:

   a. Registered Social Worker
   b. Registered Social Worker (Associate)
   c. Registered Social Worker (Retired Associate)

iv.   The mentor should be able to support the candidate in developing a framework for practice that is aligned with the candidate's scope of practice;

v.   The mentor may be mentoring no more than three candidates at any one time; and

vi.   It is strongly recommended that the candidate mentor not be the direct employment supervisor of the Candidate. Exceptions may be permitted with the approval of the Board. (See Regulation, Section 11(1))

Also, see section on Conflict of Interest.

vii. Once the candidate selects a mentor, the name must be provided to the Executive Director/Registrar for verification of eligibility, as detailed above, and for Board of Examiners approval before moving forward with the CMP. (Log into your NSCSW profile to fill out the application for mentor approval).

6.4. **Writing a Learning Agreement:**

The CMP is guided by a learning agreement jointly developed by the candidate and mentor at the beginning of the candidacy process. The learning agreement provides clarity and direction for all parties. It also guides the selection of appropriate learning activities. Learning agreements ensure that the unique learning needs and styles of each candidate are respected while still addressing the overall objectives of the candidacy/mentorship program articulated in Section 5.

When developing a learning agreement remember that:

i.   Learning agreements are not employment driven;

ii.   Learning objectives in each learning agreement should promote overall professional development related to social work values, knowledge, and skills across contexts. Objectives need to link clearly to the Standards of Practice and Code of Ethics documents.

6.5. **How Often Do We Meet?**

i.   Candidates and mentors should engage in one activity per month related to the SWC learning agreement for the duration of the CMP.

ii.   Candidates must gain 2500 hours of social work practice experience to meet the experience requirement of the CMP. 500 hours can be tracked from a volunteer role, if that role falls within the social worker scope of practice. For information on the social worker scope of practice, see the Social Workers Act (5A) located on the NSCSW website: http://nscsw.org/about.

iii. Candidates and mentors are expected to meet for a minimum of one hour per month for candidates working part-time/variable hours and for a minimum of two hours per month for candidates working full time hours. Full-time hours are calculated at 35 hours per week.

iv.   The CMP cannot be fast-tracked. The purpose of the CMP is to support new social workers as they develop their beginning professional identity and practice framework. Regularly structured ongoing meetings best support candidates in achieving this purpose. Therefore, *only* one meeting per month, at a maximum of 2 hours per meeting, can be counted towards the required mentorship hours for the CMP.

v.   Candidates and mentors must meet for a minimum of 32 hours during the CMP.

vi.   Candidates are required to report their hours worked monthly to the NSCSW (Log into your NSCSW profile to track hours).

vii.   Mentors must be prepared to provide objective and constructive assessments based on candidates learning agreement.

viii.   Candidates and mentors are encouraged to be creative and to engage in a variety of activities to support the candidate in achieving the objective of the Candidacy/Mentorship Program (CMP). To help support candidates and mentors, in reaching the above objective, additional resources have been created. To access these resources, see the NSCSW website: http://nscsw.org/practice/candidacy/.

ix.   Professional development, such as attending training or a conference, cannot be counted towards mentorship hours. Discussions and/or activities related to professional development are eligible for mentorship hours. Professional development activities can be tracked under the 40 hours of required yearly professional development for social worker registration.

6.6.   **Are Groups an Option?**

i.   Yes! Group mentoring is an option.

ii.   Group mentoring may utilize multiple mentors and/or multiple candidates in a group setting. There cannot be more than three candidates per one mentor.

iii.   When working in groups due attention must be given to the unique learning objectives of each candidate.

iv.   Reports are still required to be completed individually with candidates.

6.7.   **Candidates: Responsibilities and Rewards:**

Responsibilities

i. Candidates must normally begin their candidacy mentorship process within 6 months of becoming registered as a social worker candidate.

ii. Candidates must seek Board of Examiners approval of their mentor. (Log into your NSCSW profile to fill out the application for Mentorship approval).

iii. Candidates and mentors collaboratively write the learning objectives. Learning objectives must be signed off by your mentor and approved by the Executive Director/Registrar before proceeding with the candidacy process. (Log into your NSCSW profile and fill in the Candidacy Learning Agreement). Once inputted your mentor and the Executive Director/Registrar will provide comments, questions, and/or approval).

iv. Candidates are responsible for tracking their practice hours on a monthly basis. Candidates can count all paid hours that fall within the social worker scope of practice. In addition, 500 hours can be tracked from a volunteer role; if the position falls within the social worker scope of practice (Log into your NSCSW profile to track hours).

v. Candidates must normally complete the 2500 hours within a 5-year period.

Rewards

i. Candidates can count (20) hours of their mentorship meeting hours towards the required 40 hours of annual formal professional development.

ii. Candidates are rewarded by learning from the practice wisdom of experienced social workers and through scheduled opportunity to reflect on one's practice in the midst of often hectic schedules/workplaces.

6.8. **Mentors: Responsibilities and Rewards:**

Responsibilities

i. The mentor will support the candidate to reflect and build on their written learning objectives.

ii. Once the learning objectives are approved the mentor and candidate will determine the best mechanism for assessments (See Appendix for assessment support).

iii. Mentors are encouraged to support candidates to achieve their learning objectives through activities and assessments, as well as by creating space for areas of growth that the candidate has identified (See Appendix for activity support).

iv. If the mentor identifies concerns regarding the candidate's suitability for practice, the mentor is required to review the Complaints and Discipline section of the NSCSW website and to report any concerns to the NSCSW. In keeping with social work's requirement to protect the public under Section 10 of the Standards of Practice.

It is expected that mentor's address their concerns with candidates prior to reporting concerns of suitability to the NSCSW. The NSCSW cannot process anonymous complaints against registered social workers.

v. The mentor will conduct a detailed evaluation of the candidate's progress and submit this half way through the candidacy hours (1250 hours) and upon completion of those hours (2500 hours).

Rewards

The role of candidacy mentor is highly valued. Candidacy mentors are an important link in the model for professional development within the membership of the Nova Scotia College of Social Workers. In recognition of their contribution:

vi. Candidacy mentors can count (20) hours of their combined orientation training and candidate mentorship hours towards the required 40 hours of annual formal professional development.

vii. Candidacy mentors will be acknowledged in writing for their participation at the commencement and completion of the mentorship period, in Connection Magazine.

viii. Candidacy mentors are invited to attend all NSCSW conferences without paying the registration fees.

ix. Candidacy mentors can have a letter of appreciation sent to their employer from NSCSW. Request to be made upon submitting final candidacy report.

6.9. **Nature of The Mentorship Process (Not Supervisory):**

i. The mentorship process focuses on professional concerns and relates to practice experience to support candidates to better understand social work philosophy, become more self-aware, and refine their knowledge and skills. It is a process of critical reflection, in supporting the candidate in developing and refining their framework for practice inclusive of our Standards of Practice and Codes of Ethics guiding documents.

ii. The mentorship process is designed to decrease professional stress and provide the candidate with nurturing conditions that complement their success and encourage self-efficacy. Mentorship is underscored by a climate

of safety and trust, where candidates can develop their sense of professional identity.

iii. The process is distinct from administrative supervision that social workers commonly receive from their employer. Administrative supervision is the implementation of administrative methods that enable social workers to provide effective services to clients. Administrative supervision is oriented toward agency policy or organizational demands and focuses on a supervisee's level of functioning on the job and work assignment.

7. *Procedures for Candidacy/Mentorship Program (CMP)*

7.1. **Reports:**

i. Candidates and mentors are responsible for submitting their learning agreement, plus two additional reports to the Executive Director/Registrar. The first report will be completed after the first 1250 hours, and the final report on completion of the total 2500 hours. Up to four hours can be counted for the development of the candidates learning agreement.

ii. Reports should document the following areas:

- Progress on the candidates approved learning objectives and activities completed;

- How progress of learning objectives has been accessed;

- If any additional objectives have been identified since the previous report?

i. The Executive Director/Registrar will respond with questions, concerns, and/or approval of reports within four weeks of receiving them.

7.2. **Fees:**

i. The Board of Examiners encourages mentors to provide their services at no charge to the candidate as part of their general responsibility to the profession. (See Chapter 9, Code of Ethics). However, there is no policy prohibiting payment of mentors. In cases where mentors are being paid, the Board of Examiners must be informed and the details of the arrangement should be clearly spelled out in a contract between the mentor and the candidate.

7.3. **Trouble Shooting:**

i. If at any point during the candidacy period the mentor, candidate, and/or the Executive Director/Registrar identifies a problem with any aspect of the process, it is expected that immediate efforts will be made to rectify the problem.

ii. All parties have a responsibility to identify and/or resolve problems as they arise. Possible outcomes may include, but are not limited to, an extension of the mentorship period, or a change in the mentor.

iii. The Executive Director/Registrar has the right to require that the mentorship relationship be terminate, if circumstances warrant this action.

iv. In all cases, the Board of Examiners is to be notified should problems of jurisdiction and/or conflict arise in the mentorship of candidates. This is the responsibility of both the mentor and the candidate.

Conflict of Interest

v. To avoid any conflict of interest or perceived conflict of interest, the mentor chosen must not have a significant personal or financial relationship with the candidate (e.g., marital, common-law, "best friends", familial, shared residence, etc.)

Confidentiality

vi. In accordance with the Nova Scotia College of Social Workers - Code of Ethics, social worker candidates and mentors shall protect the privacy of clients and hold in confidence all professionally acquired information concerning them. The candidate's and mentor's "Reports" shall not contain names or other potentially identifying information of clients.

vii. The candidate shall follow the employer's policies and procedures regarding confidentiality as long as they do not contravene the professional Code of Ethics.

viii. The candidate should always consult the NSCSW Executive Director/ Registrar when in doubt about issues of confidentiality.

Insurance

ix. It is recommended that all social workers, inclusive of mentors and candidates, purchase their own social workers' liability insurance.

7.4. **Unsuitability:**

i. Circumstances might arise when the Board of Examiners requires a social worker candidate to withdraw from the process if deemed unsuitable to practice in the profession of social work.

ii. Generally, such a decision would be made as part of a collaborative process involving the mentor, the social worker candidate, and the Executive Director/Registrar. However, the final decision rests with the Board of Examiners.

iii. Situations which might lead to a decision to terminate candidacy include but are not limited to: a breach of the Code of Ethics, a criminal conviction, a medical condition that affects the candidate's ability to perform at an acceptable level of service, and/or persistent substance abuse.

Appendix # 2 - Creating learning objectives.

Learning Objectives:

A learning objective is a statement of the intended general goal a Candidate wishes to complete by the end of program. It is a statement describing a performance capability to be acquired by the Candidate. There are three characteristics essential to insuring clear statements of objectives.

Behaviour - First, an objective must describe the skill to be learned in performance terms. The choice of a verb is all-important here. Such frequently used terms as know, understand, grasp, and appreciate do not meet this requirement. If the verb used in stating an objective identifies an observable behaviour, then the basis for a clear statement is established. In addition, the type or level of learning must be identified.

Criterion - Second, an objective should make clear how well the Candidate must perform to be judged adequate. This can be done with a statement indicating a degree of accuracy, a quantity or proportion of correct responses or the like.

Conditions - Third, an objective should describe the conditions under which the Candidate will be expected to perform in the evaluation situation. What tools, references, or other aids will be provided or denied should be made clear. Sometimes, one or even two of these elements will be easily implied by a simple statement. Other times, however, it may be necessary to clearly specify in detail each element of the objective.
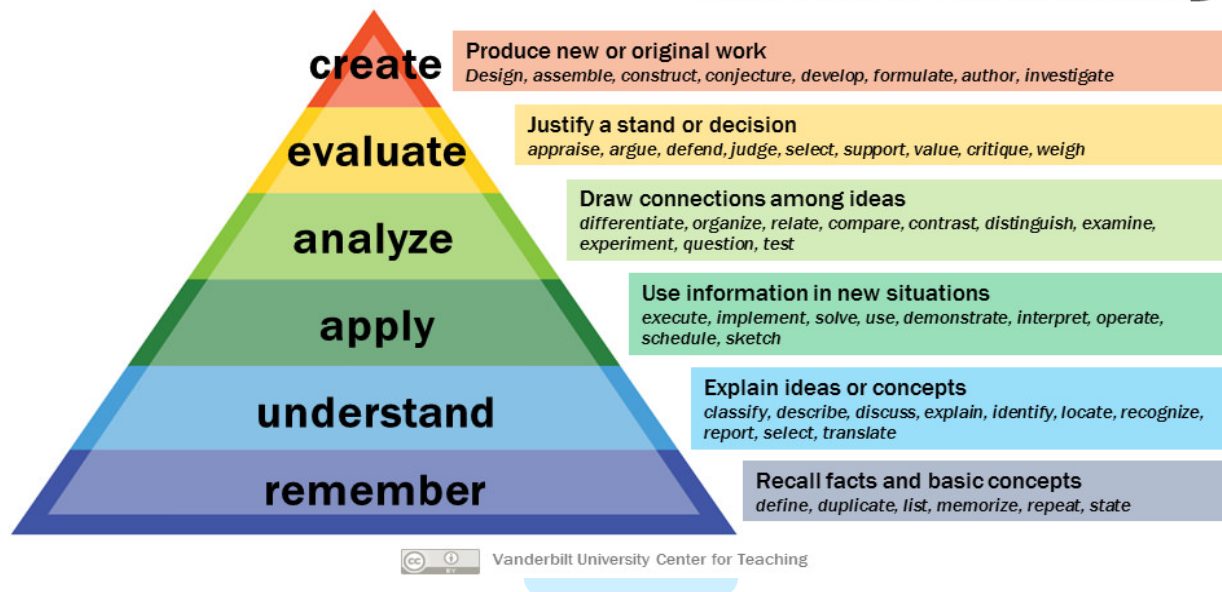
Blooms Taxonomy

Objectives (learning goals) are important to establish in a pedagogical interchange so that Mentors and Candidates alike understand the purpose of that interchange of knowledge.

Candidates can benefit from using frameworks to organize objectives because organizing helps to clarify objectives for themselves and for Learners. Having an organized set of objectives helps Mentors to:

- Plan and deliver appropriate activities;

- Design valid assessment tasks and strategies; and "ensure that instruction and assessment are aligned with the objectives."

Bloom's taxonomy is a useful tool for creating dynamism, within your learning objectives. These "action words" describe the cognitive processes by which thinkers encounter and work with knowledge:

Bloom's Taxonomy

create
Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate
Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze
Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply
Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand
Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember
Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

Developing Learning Objectives;

1. Brainstorm what are the most important things you want to know (cognitive), be able to do (skills), or value (affective) after completing Candidacy Mentorship program?

2. Consult the list of action verbs, which are verbs that result in overt behaviour or products that can be observed and measured. Bloom's Taxonomy of Educational Objectives provides some useful verbs to write objectives for different levels of learning.

    Avoid verbs that are unclear and cannot be observed and measured easily, for example: appreciate, become aware of, become familiar with, know, learn, and understand.

3. Draft a list of possible learning objectives. Be realistic in considering what is possible for you to achieve

Examples of Learning Objectives

*   Identify the roots of the social works professional identity (Understand).

*   Locate the ideologies that inform the values, beliefs, and ethics of social work practice (Understand).

*   Demonstrate how the ideologies that inform the values, beliefs, and ethics of social work relate the dominant ideology (apply).

*   Examine the intersection of oppression and privilege as the foundation of Relational Ethics (Analyze).

*   Develop a self-reflective process that utilizes an Ethical Decision-Making Tool to ethical dilemmas (Create).

Reflection Questions.

1. Is the learning objective measurable?

2. Does the learning objective target a discrete aspect of the expected performance?

3. Is the learning objective learner centered?

4. Does the learning objective utilize an effective action verb that target the desired level of performance?

5. Do learning objectives measure a range of educational objectives?

6. Does the learning objective match instructional activities and assessments?

7. Does the learning objective specify appropriate conditions for performance? Is the learning objective written in terms of observable behavioral outcomes?

Appendix # 3 - Example Appendices for website.
Confidentiality, Self-Determination & Informed Consent

Introduction

Social workers respect the unique worth and inherent dignity of all people and uphold human rights. To do this social worker uphold each person's right to self-determination consistent with that person's capacity and with the rights of others. Social workers respect the diversity among individuals in Canadian society and the right of individuals to their unique beliefs consistent with the rights of others. With this comes the to respect the client's right to make choices based on voluntary, informed consent. Social Workers who have children as clients determine the child's ability to give consent and where appropriate, explain to the child and to the child's parents/guardians, the nature of the social worker's relationship to the child. It is the responsibility of social workers to uphold the right of society to impose limitations on the self-determination of individuals, when such limitations protect individuals from self-harm and from harming others. In addition, social workers uphold the right of every person to be free from violence and the threat of violence (CASW, 2005).

http://nscsw.org/practice/standards-of-practice/standard-one/

Relevant Code of Ethics.
Value 1: Respect for the Inherent Dignity and Worth of Persons

Social work is founded on a long-standing commitment to respect the inherent dignity and individual worth of all persons. When required by law to override a client's wishes social workers take care to use minimum coercion required. Social workers recognize and respect the diversity of Canadian society, taking into account the breadth of differences that exist among individuals, families, groups, and communities. Social workers uphold the human rights of individuals and groups as expressed in The Canadian Charter of Rights and Freedoms (1982) and the United Nations Universal Declaration of Human Rights (1948).

Value 5: Confidentiality in Professional Practice

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities and other professionals by protecting the privacy of client information and respecting the client's right to control when or whether this information will be shared with third parties. Social workers only disclose confidential information to other parties (including family members) with the informed consent of clients, client's legally authorized representatives or when required by law or court order. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable and imminent harm to a client or others. In all instances, social workers disclose the least amount of confidential information necessary to achieve the desired purpose.

Concepts Related to Standard

- Identify the limits to confidentiality with the Candidates area of practice.

- Examine the tension between confidentiality and the rights of society in relation to the Candidates areas of practice.

- Demonstrate cultural humility in relations to the Candidates areas of practice and the populations served

- Examine the meaning of self-determination within the Candidates area of practice and the population served.

- Examine the impact of social media and technology on confidentiality

- Identify the limits of confidentiality and self-determination within the Candidates field of practice in relation the rights of others.

- Demonstrate the role of informed consent in relation to confidentiality and self-determination

- Examine the tension between informed consent, the rights of society and capacity of clients.

Activity Examples

1. Through a Collaborative learning exercise share your connections and experiences with the tensions between confidentiality and self-determination and the rights of society and the prevention of self-harm.

2. Read the Article the Eye on Ethics- The Limits of Confidentiality By Frederic Reimer discuss the balance to respect confidentiality with the need to protect others from harm and the role of social work.

3. Examine the discipline hearing from OCSWSSW through an Active learning exercise reflect on both your Candidates and Mentors experience working with Databases and their strengths in terms of supporting self-determination and informed consent and their risks to confidentiality.

4. Read the Article the Eye on Ethics- the Complexities of Informed Consent. Discuss the role of informed Consent discuss experiences.

5. Journal Entry or Blog on How the Code of Ethics and Standards of Practice Guide Self-determination, Confidentiality and Informed Consent the Candidate is asked to prepare a

Journal or Blog. It should include: Examine the role that the Code of Ethics and Standards of practice play in informing Code of Ethics and Standards of Practice Guide Self-determination, Confidentiality and Informed Consent. Develop a statement on your understanding of how Code of Ethics and Standards, protects the public.

Resources

1. NASW ASWB Standards for Technology Social Work Practice

2. Does Social Work Have the Guts for Social Justice and Reconciliation: Spencer E; Massing, D & Gough, J (2017): Social Work Ethics; Progressive, Practical, and Relational Approaches; Oxford Press.

3. Eye on Ethics -The Limits of Confidentiality By Frederic G. Reamer, PhD Social Work Today -April 14, 2002 2.

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Appendix # 4 - Principles of Adult Learning

Adult learning theory and strategies have developed a series of characteristics that define the difference between adult learners and "traditional" learners (Swartz, 2012). These characteristics determine the teaching methods that will most successfully promote learning in adult learners (Swartz, 2012).

1. Adult learning is selective. This means that adults learn what is meaningful for them. They are "not very inclined to learn something they are not interested in, or in which they cannot see the meaning and importance" (Rubenson, 2011, p. 49).

2. Adult learning is self-directed. Adults take responsibility for their own learning. Malcolm Knowles defined self-directed learning as "a process by which people identify their

learning needs, set goals, choose how to learn, gather materials, and evaluate their progress" (Rubenson, 2011, p. 53).

3. Adult learners also bring years of previous knowledge and experience to the learning environment, as well as an established system of values and beliefs governing their thought (Jarvis, 2004, p. 144). They expect to be treated as adults (Swartz, 2012).

4. Adults often have a problem-centered approach to learning and are interested in content that has a direct application to their lives. They want to see immediately how the program content is relevant to their current problems or situations (Rochester Institute of Technology).

Learning Strategies (adapted from Swartz, 2012)

Using the adult learner characteristics listed above, several learning strategies have been determined to be effective when teaching adult learners. These methods can be divided into five categories: self-directed, active, experiential, collaborative, and narrative.

Self-Directed

A self-directed learner takes responsibility for their own learning, and "the capacity to articulate the norms and limits of learned society, and personal values and beliefs" (Goddu, 2012). In self-directed learning, the facilitator shifts from the leader of the learning experience to the "facilitator of learning," becoming "a source to be tapped, as required by the learner" (Robotham 1995, as cited in Goddu 2012). Self-directed learning provides learners with the opportunity and freedom to choose the means of acquiring knowledge that is best suited to them based on their own self-knowledge (Alex et al., 2007). Self-directed learning can create an environment in which Learners may go beyond content presented by the program to explore, interact with, comment on, modify, and apply the set content and additional content they discover or create through the learning process) (Swartz, 2012).

Active

Active learning provides Learners with opportunities to enhance skills, improve their critical thinking, and "gain knowledge in an efficient way" (Karge et al., 2011). Active learning provides learners and with opportunities to apply their own background knowledge or prior experience, and facilitators with the opportunity to assess existing Learner knowledge. While active learning is universally considered an effective teaching strategy, Karge et al. have provided two examples of specific activities that are effective for adult learners (2011):

2. Problem Based Learning: In PBL, learning is both active and self-directed. Learners are provided with a real-life situation or problem and some guidelines on how to solve the problem. The facilitator and the learners take a lead in developing the solutions, "it is a curricular \approach to learning where Learners are encouraged to take on the responsibility for their learning; even directing that learning process by utilizing their experience, their research, and their collaboration" (Karge et al., 2011).

Experiential

Experiential learning allows adult learners to make practical use of their knowledge and apply it in a context, similar to the way that knowledge would be used in real life (Goddu, 2012). Experiential techniques, such as discussion, simulation, case method, and problem solving, tap into the experiences of the learner, engaging adult learners (Caminotti & Gray, 2012).

Simulation, for example, is a successful method because it encourages experiential, active, and reflective learning. Learners "create knowledge using prior knowledge… it creates an atmosphere where internal and external processes of learning can occur" (Rutherford-Hemming, 2012). Simulations provide Learners with an environment where they can reflect on their choices, "review what was learned… and contemplate what could have been done in other ways" (Rutherford-Hemming, 2012).

Collaborative

Collaborative learning is effective for adult learners because it allows them to use their "shared connections and experiences to explain and build upon concepts from program in ways facilitators cannot" (Davis, 2013). Adult learners have reported their appreciation for the "interactive learning environments" created through collaborative learning (Scherling, 2011). For adult learners who already hold professional positions, "collaborative group work sharpens current skills."

Discussion

Classroom discussion is a collaborative activity that requires learners to actively participate, apply critical thinking to their questions and responses, and "negotiate meaning across texts and in relation to their individual experiences… fulfilling adult learners' need to find relevance in their studies" (Davis, 2013).

When planning to integrate a discussion in an activity, it is important to first determine the "overarching purpose and expectations for the discussion" (Davis, 2013). Built into any plan for classroom discussion should be strategies to ensure that all Learners actively participate.

Before any discussion can occur, the facilitator must generate guidelines, as well as model the specific format and structure for Learners. This modeling should include "asking questions that help the Learners access higher-levels of thinking, and then providing opportunities for learners to craft similar questions of their own" (Davis, 2013). Effective questions to encourage meaningful classroom discussion includes "requests for clarification of Learner statements,

support of claims through disciplinary-supported forms of evidence, and further elaboration of ideas." Responses and feedback should "consistently be directed toward helping Learners construct their own understanding" (Davis, 2013).

Opportunities for Learners to provide "tangible evidence documenting their conversations" should be built into any plan for group discussion. Depending on the learning environment groups can report back to the entire class, or individual Learners can write a short reflection on the discussion at the end of class (Davis, 2013).

Narrative

In narrative learning, adults are given the opportunity to form a link between "lived experience and curricular content. Because adult learning has to do with meaning making, these autobiographical connections are integral to the process" (Clark & Rossiter, 2006). Autobiography encourages learners to identify where their value systems line up or diverge from the new concepts or ideas being presented in the course content (Clark & Rossiter, 2006). learners are encouraged to see how they are situated within the narratives created by family, organizations, cultures, and societies. Personal stories "serve not only to link the concept to learners' life experiences, but also to transcend those experiences and see the larger social and cultural structures that shape their lives and their meaning-making" (Clark & Rossiter, 2006).

Storytelling

One way that narrative learning can be introduced into the classroom is through storytelling. When introducing storytelling into the classroom, keep in mind that the story must always be related to the goals of the class (Caminotti & Gray, 2012). For if "telling one's stories is an act of meaning, an act through which the self is both revealed and created, then the stories we encourage our learners to tell will influence the meaning they make" (Clark & Rossiter, 2006).

Setting ground rules and creating a supportive environment are especially important when asking learners to tell their own stories. Learners must know that their story will not be a target for disagreement, judgment, or argument. Receptive listening and constant vigilance is required on the part of the facilitator. The sharing of personal stories should be "strictly voluntary and not considered in evaluation" (Clark & Rossiter, 2006).

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