ISSUES 1: 2018



SOUTH AFRICAN COUNCIL FOR SOCIAL SERVICE PROFESSIONS

NEWSLETTER

Official biannual Newsletter of the South African Council for Social Service Professions



ALSO INSIDE

• Behind the scenes with registration • Case management • Specialities in social work • Supervision

AND YOUTH CARE WITH OUR NEW PROFESSIONAL OFFERING!



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YOUR VIEWS

Please let us know what you want to read about in our Newsletter. Send an email to communications@sacssp.co.za

Registration

Enquiries related to registration matters can be emailed to reghelpdesk@sacssp.co.za

If unhappy with the quality of the service, please contact the registrationsmanager@sacssp.co.za

MESSAGE FROM THE PRESIDENT of the South African Council for Social Service Professions



Dr Maria Mabetoa President of the SACSSP

n its 2017 newsletter, Council committed itself to continue delivering on its statutory mandate in collaboration with all stakeholders, especially the social service professions as directed by its mission: 'To serve the best interests of the social service practitioners, professions and service users by regulating, leading and promoting the social service professions in an innovative and responsive manner.' During 2018 significant strides have been made through our communication and outreach mechanisms, which have contributed to the strengthening of the reciprocal relationship between Council and social service professionals. We have noted this through an increase in the number of registrants paying their annual fees in time, as well as the volume of comments, enquiries and suggestions received, this is highly appreciated. We therefore urge you to continue to read our weekly communication, the eBulletins and newsletters to connect and interact more with your Council.

Council has continued to be involved in education, training and development of social service professionals through its Professional Boards' continuous engagement with higher education institutions and the Health and Welfare Sector Education Training Authority (HWSETA) to ensure that the minimum standards of education and training of social service professionals set by Council are implemented. These engagements are also crucial for the introduction of the Bachelors programme for child and youth care work and specialisations that may require further training. In order to promote collaboration between the Professional Boards, joint meetings have been introduced during 2018

so as to strengthen integration and multidisciplinary work at service delivery levels. We envisage further improvement in multidisciplinary work when the Bill for social service professions is passed into law possibly in 2019.

All management level posts in the secretariat have been filled to ensure that Councils' mandate pertaining to registration, education and training and professional conduct is effectively dealt with. The long-awaited improvements in the Continued Professional Development (CPD) programme will be prioritised in 2019 to ensure that most professionals in the sector continue to improve their skills and knowledge in their respective fields. We are also planning to introduce an integrated electronic system to modernize and simplify the processes for registration, payment of annual fees and for other Council's related services.

Council is cognisant of challenges faced by social service professionals especially at the work place and has developed a code of good conduct for employers. This also includes engagements with employers, including the Department of Social Development and other partners in the welfare services sector which employ the majority of social service professions.

It is important to Council that we should ensure that social service professionals are at most times kept informed and supported. However, it is also acknowledged that the achievement of this depends on partnerships with all stakeholders especially professional associations and related forums. We therefore encourage social service professionals to continue taking interest in the activities of both Council and their respective professional associations to strengthen, promote and protect their professions.

Let's all work together towards our vision - Social Service Practitioners United in Excellence.

Let me take this opportunity, on behalf of Council, to wish you a Peaceful and Restful Festive Season and a Happy and Prosperous 2019.

Maria Mabetoa

About Council

The South African Council for Social Service Professions (SACSSP/ Council) is a statutory body established in terms of section 2 of the Social Service Professions Act No. 110 of 1978 (the Act). Council has two professional boards under its auspices: the Professional Board for Social Work and the Professional Board for Child and Youth Care Work.

Council, in conjunction with its two professional boards, guides and regulates the professions of social work and child youth care work in aspects pertaining to registration; education and training; professional conduct and ethical behaviour; ensuring continuing professional development; and fostering compliance with professional standards. It protects the integrity of the social service professions as well as the interest of the public at large.

In order to safeguard the public and indirectly the professions, registration with Council in terms of the Act is a prerequisite before practising social work and child and youth care work. Registration is mandatory for social workers, social auxiliary workers, student social workers, student social auxiliary workers, child and youth care workers, auxiliary child and youth care workers, and student auxiliary child and youth care workers, and student auxiliary child and youth care workers

EDITORIAL

In 2018 there is only one Newsletter. This is due to unforeseen circumstances, but we are sure that the monthly eBulletins and ThisWeek@Council kept you up to date with the information that you need from your Council.

We are honoured to have our first guest feature in this Newsletter, which focusses on ethics and written by *Professor Nick Smiar*. You will find this insightful and practical article on *page 6*.

Communication with the registrants is one of the strategic commitments of the 4th Council and many platforms are used to bring information timely to all. It is important that registrants do not only get the formal communication, but also information that will assist them in understanding how their Council and Professional Boards work.

The biannual Newsletter has been a long standing mode of communication and has been revived since 2017. No different than with the previous issues, this issue provides a mix between feedback from Council and the Professional Boards, information on Committees, other matters that may interest social workers and child and youth care workers, and then off course the featured cartoon. The contributions come mainly from staff, Council and Professional Boards' Members, and sometimes, like in this issue, an external expert. The editorial team wishes to thank all of these contributors for making the time to write (sometimes on short notice). All articles are copy-edited, as we have what is called a "house style" (editorial policy), to make sure that we use terms consistently, the language is engaging and friendly, we avoid too many acronyms, amongst others. This is followed by an in-house proof reading and language edit before it goes for design and layout (also in-house). A big thank you to the staff and Members that assist here as well.

A decision was taken to publish the Newsletter only electronically for three main reasons: (a) it reduces Council's carbon footprint and is one of our contributions to environmental sustainability; (b) it is a very cost-effective way of distribution to registrants and other stakeholders, and (c) it allows us to reach many more people through multiple platforms such as email, Facebook, Twitter, websites and WhatsApp.

Enjoy the read and please send any comments and suggestions to <u>communications@sacssp.co.za</u>

The lighter side of seriousness



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Cover photo: Council's offices

Registrar

MESSAGE FROM THE



Ms Langi Malamba Registrar of the SACSSP

This year, 2018, came and is now gone. We have a lot to smile back on and be appreciative of as a sector.

I want to start by appreciating the team of staff who have worked tirelessly over the past 12 months to ensure that we respond to the queries received from the sector. Backlog is now a thing of the past.

We have a cogent strategy and plan of action in place to ensure that processing new applications does not become an overdrawn process inconveniencing practitioners. Finalising continuing professional development (CPD) applications has been a priority for Council during this year to ensure that all queries are attended to fully. Same commitment was displayed for all cases lodged with the professional conduct division.

As a secretariat, we have listened to feedback and critique from the sector and made significant changes where it matters the most.

Communication has improved significantly and we hope to increase the momentum especially the outreach element where we can physically engage in dialogue and have robust discussions on how to move Council and social service professions sector forward in 2019 and beyond. I am happy to say that the members of the social service professions sector

have been very supportive notwithstanding some frustrations or inconvenience we may have inadvertently caused.

The registration division rose to the challenge of completing all outstanding registration applications which were slowly sliding into the 'backlog' category.

As a team, we have been motivated by your level of satisfaction and positive feedback. The Office of the Registrar, Council and the Professional Boards are committed to keep you, our valued registrants, well informed about issues of national importance and developments within the South African Council for Social Service Professions which impact on your scope of practice as professionals.

I wish to conclude with a message to the newly qualified graduates in social work, social auxiliary work and child and youth care work (professional and auxiliary levels):

- Apply for your registration as a qualified professional with the South African Council for Social Service Professions without delay. Do not leave until the last moment when you are invited for a job interview
- Registration with Council guarantees that you will be considered first for employment (over other candidates) when opportunities arises because you will be deemed a 'fit and proper' to practice.
- Your registration is your license to practise your profession.
- Join the community of the social service professionals that the South African Council for Social Service Professions for your own future and to build a caring and supportive society for all

Blessings for the remainder of 2018 and a prosperous 2019.

Langi Malamba

ACCESSIBLE FORMAT

Accessible version available for persons who are blind or have visual impairment.

This newsletter is available in plain text MsWord format to assist persons who are visually impaired to load it on their assistive devices.

An email can be send to communications@sacssp.co.za for this version or you can phone Council's offices at

012 3568300

012 356 8321

012 356 8302

Reminder from the Registrar

31 March 2019

is the last day for the payment of annual fees to the South African Council for Social Service Professions.

Special contribution

ETHICS FOR SOCIAL SERVICE PROFESSIONS: What the text books do not tell you

We asked Nick Smiar (PhD, ACSW, CISW), Professor Emeritus of Social Work, University of Wisconsin-Eau Claire, USA, and Life Member of the NACCW to share with us some insights on ethics.

In the twenty-four years I have been doing ethics training for social workers and child and youth care workers as part of their continuing education, I have come to realize that they missed certain things in their classroom education and training regarding professional ethics. There are misunderstandings about a Code of Ethics which I have found to be very common among these practicing professionals. I have selected the top five, and I respond to and correct them below.

The Code of Ethics is not a set of rules which has been made up by others and which you must follow or "be reported."

The Code is actually a set of practice standards based on core values of the profession, values which are so central to the profession that, without them, the profession would not exist. The professional "professes" these values to society and agrees to live by them, and society expects the professional to act according to those standards. Professionals promise to use the best practices and to police themselves. So, we follow the standards through voluntary compliance, because we want to and choose to, not because we might be "caught" violating

them. We use the standards, *first of all*, to guide our own behavior and to answer the question "What is the right thing to do here?" and, *second*, to assess the behavior of other professionals.

The Code of Ethics applies to you even if you are not a member of a professional association or are not registered as a social worker or a child and youth care worker. If you put yourself forward as a child and youth care worker or a social worker, even if you are not registered or a member of a professional association, society expects that you will act in accord with the published standards of behavior for the profession. The Code of Ethics, then, is an expression of the reasonable expectations of the public

because the professional has committed to the standards and agrees to hold herself or himself to them simply by entering the profession or putting himself or herself forward as a professional. You cannot fly off on your own and claim exemption from society's expectations. There are child and youth care workers and social workers who think that, because they are professionals, no one can tell them what to do. Actually, they are supposed to be telling themselves what to do...and this is what we call a Code of Ethics.

The Code of Ethics does not and cannot cover every possible situation or provide guidance regarding every thorny issue.

Any Code of Ethics must constantly be updated, to address developments in society and experience in the profession. For example, we encounter new problems posed by the use of computer technology, or we become aware of problems which arise in relationships with clients, such as the dangers inherent



Ms Langi Malamba (Registrar of the SACSSP), Revd Barry Lodge (Member of SACSSP) Prof Nick Smiar and Mr André Viviers (Member of SACSSP) at the seminar on an international perspective on the application of profession specific ethics for social work and child and youth care work on 10 August 2018 where Prof Smiar was guest speaker

in sexual activity with or sexual attraction to clients. Codes of Ethics are repositories of experience but must constantly adjust to a changing society. Consider all of the changes in our South Africa in the past twenty-five years. When an ethical dilemma is not addressed by the Code, the professional must apply core values and principles and employ critical thinking,

being sure to consult with other professionals who are competent in ethical matters. A basic rule should be: Do **NOT** address complex ethical dilemmas alone, and always seek the help of those who understand ethics and who would be likely to say "no" to you, if "no" is the correct answer.

In an ethical dilemma involving professional practice, the worst thing to say is "In my best professional judgment...."

The solution of any ethical dilemma or issue lies in the application of an external standard. The basic question is: "What would a competent professional with similar training in similar circumstances be likely to do?"...NOT "What do I, in my subjective

and probably biased judgment, think should be done?" Objectivity should replace subjectivity. There is such a thing as professional autonomy, but it does not apply here. The professional must maintain objectivity, especially in ethical quandaries which may stir emotions. The most effective professional is the one who recognises the need for objectivity, the dangers of subjective judgment, and the need for outside expertise. This is why the professional is always encouraged to seek outside help when she or he is engaged in ethical decision making, especially in a complicated ethical dilemma: **Do not do this alone**.

Professional boundaries must be maintained in order to do the work and be effective.

Boundaries are the edges or even walls of our professional identity. Inside our professional boundaries we enact our role(s) as professionals. As soon as we begin to take on a new or different role, we cross that boundary and others

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Ethics for Social Service Professions... (continue from page 6)

begin to expect different actions from us. For example, if I am a child and youth care worker or social worker and now I become my client's "friend," more and different actions are expected from me, actions which will conflict with my primary role as a child and youth care worker or social worker. What happens when the expectations of the professional clash with the expectations of a friend? More often than not, it is the professional expectations which give way. Boundary crossings and violations violate the trust our clients have in us and

destroy the professional relationship. Our clients have come to us as professionals, not because they need a friend. A Code of Ethics requires that we act as moral persons and do the right thing, not just do whatever we fell like doing.

I am sure that there are many other points to be made about understanding ethical requirements in a profession. The five above, however, should bring some sharp focus to the professional's understanding of a Code of Ethics. I look forward to an ongoing discussion with you, my colleagues, when I am in South Africa.

BEHIND THE SCE

In this edition we asked Vincent Hlabangana, Council's Registration Manager, to share with us what happens behind the scenes with the registration of social service professionals.

ur registrations division involves preparations, excitement and build up, the many bustles of social service professionals coming and going, stints of queuing, hundreds of queries and invariably feeling like you need a nap by 5 pm" says Vincent. He indicates that one of "perks" of working in the registrations unit is that he and the staff of the unit get to meet so many social service professionals in one day and require people with special skills to work there as every hour is different. The frontline work is quite exciting according to Vincent, but also has significant challenges, especially as the requests and enquiries from the registrants varies and may sometimes include a "huff and puff" due to unintended frustrations that they experience. However, the registrations officers are well able to manage the stress and take pride after a long day in the fact that they have assisted the social service professionals in a helpful and professional manner.

"Registration officers generally find their work exciting dealing with different kinds of people coming in through Council's office door. Many registrants are happy with the assistance that we provide, but there are also some that are angry, swear at us and make threats to lodge complaints against us", says Vincent. "We try to understand where they come from and recognise that many of the frustrations are real and have a history of waiting for certificates and receipts. We try to be supportive and helpful; and have learnt the value of basic counselling skills".

Vincent explained to us the multiple tasks that need to be executed by the registration division, which include the following:

- dealing with all enquiries (personal, telephonic, by post and via email) on registration related matters;
- explaining to registrants, especially during roadshows and events, what the registration requirements are;

Fast FACT

From 2016 to 2018 the registration division successfully dealt with **10,742** new and outstanding registrations

with REGISTRATION

REGISTERED TO

- receiving applications, checking completeness of documents (including proof of payment), acknowledging receipt, verifying qualifications and/or prescribed requirements to substantiate
 - registration. When an application is incomplete then it needs to be returned to the registrant so that the correct information is submitted;
- processing of status reports requires that the request of files from the archive room and also making sure that all received documents are correctly filed;
- scanning of original documents and copies of Registration Certificates to registrants who requested to be emailed;
- sending short message services (sms's) to inform the registrants that their Registration Certificates are ready for collection or will be posted; and
- quality assurance is an important part of the registration division task, where after the Registration Certificate and other related documents are issued and packaged for sending before they are handed over to procurement for dispatching.

Vincent concluded that these tasks also have a range of sub-tasks to make sure that registration runs according to the procedures and indicated that "if one does not keep his/her hand on each task to be executed correctly to completion, a backlog can easily be created or the integrity of our registration process can be compromised".

After Vincent's detailed and enthusiastic explanation of his and the registration officers (Ms. Audrey Lamola, Ms. Nila Padayachy, Ms. Annah Madonsela, Ms. Khuthala Nkebe, Ms Jacobeth Somo and Ms. Queen Letsoho) work in Council's registrations division, we have a renewed appreciation for their daily work with excitements and challenges in all.

Direct your registration related enquiries (new applications, registration certificates, restoration, change of particulars and status report) to registrationsmanager@sacssp.co.za

Supervision can

be a powerful lever

for organisational

change.

PROFESSIONAL SUPERVISION:

A brief overview

The work environment of social service professionals is complex, dynamic, diverse and often challenging. Sharon Follentine (social worker) and Alfred Harris (child and youth care worker) put heads together and reflect on the value and importance of professional supervision,

Supervision is a specialist area of practise within the social services professions. It is one of the few areas of specialisation, which also involves middle management functions. This was perhaps best expressed in the seminal work on supervision by Alfred Kadushin (1976) when he

described a supervisor as someone to whom authority is delegated to direct, coordinate, enhance and evaluate the onthe-job performance of the supervisees for whose work she or he is responsible.

Whilst there are many definitions of supervision, there is general consensus about its three core functions viz:

- Administrative: the focus is on the formal organisation of the work in relation to agency goals as well as adherence to policies, procedures and legislative mandates
- 2. *Educational*: the focus is on knowledge, attitudes and the skilful performance of tasks
- 3. Supportive: the focus is on helping the supervisee to adjust to job related stress, improving morale and enhancing wellbeing

From the above it is clear that the purpose of supervision is essentially to support the professional in the complex, responsible and emotionally challenging work she or he does by:

- · Developing knowledge, skills and attitudes,
- Promoting safe and accountable practise and
- · Promoting and protecting the interests of beneficiaries.

Despite a well-established regulatory and policy mandate for the supervision of social service professionals which is contained in such legal and policy instruments as the Regulations to the Social Services Professions Act 110 of 1978, the Children's Act 35 of 2005, the Codes of Ethics, the

Supervision Framework for Social Work Profession in South Africa (2012) and the Policy for Social Service Practitioners (2017), the practise evidence regrettably suggests many shortcomings and challenges such as lack of supervision, poorly skilled supervisors, direct professional supervision of professionals by non-professionals or persons from unrelated professions.

The absence of quality professional supervision may result in unethical practice, high risk of litigation and low staff morale. This is often reflected in high levels of absenteeism, low

levels of productivity and high staff turn-over. If the lack of professional supervision is not arrested it can undermine organisational culture and cause substantial reputational damage.

Supervision can be a powerful lever for organisational change. The evidence has shown that effective professional supervision i.e. supervision that is regular, contractual

and documented; maintains a balance between procedure and process; is reflective and analytical; is a process where both supervisor and supervisee are prepared and the supervisor listens instead of merely providing a deluge of information and guides the supervisee towards solutions rather than providing them, has many benefits. These include:

- · Positive impacts on worker's attitudes and behaviours
- · Greater job satisfaction and staff retention
- · Improved organisational and beneficiary outcomes

Given the benefits, agencies and government departments must be supported to institutionalise the practise of professional supervision and must then be held accountable for ensuring that they comply with their statutory responsibilities.

References:

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Kadushin, A. 1976. Supervision in Social Work. New York: Colombia University Press.



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JOB SEEKERS

UNEMPLOYED? ADVERTISE for FREE with Council

Free advertisements are available for unemployed social service professionals

Social service professionals registered with Council who are unemployed or not employed in their professional capacity that are registered for may advertise as job-seekers on Council's Facebook page (one week option only) and in one monthly E-Bulletin (text adverts only). This does not apply to job-seekers who are already employed as a social service professional, but who seeks other work opportunities.

Click <u>here</u> to download our Rate Card for more information, specifications and terms and conditions.

CASE MANAGEMENT for Social Service Professionals

Donald Nghonyama, Vice-President of Council and Erika Stutterheim, Member of the Professional Board for Social Work share with us more information on the work that is being done through the Transformation Committee with Department of Social Development and UNICEF on case management

he South African Council for Social Service Professions is working in collaboration with the Department of Social Development, UNICEF (United Nations Children's Fund) and the Government Capacity Building and Support Project (GCBS) to strengthen integrated case management by social service professionals. This project aims to strengthen collaboration between social service professionals and harmonise approaches to case management across social services and various social welfare programs. The project also aims to strengthen referral pathways,

streamline the delivery of multi-sectoral support to vulnerable children and families and collate existing tools and procedures into one standard operating procedure (SOP). The project builds upon and compliments existing policies, procedures, tools and initiatives undertaken by the

manageme Department of Social Development, civil society and academia in the social welfare sector, as well as other relevant sectors such as justice, police, basic education and health. The project is part of the transformative agenda of the South African Council for Social Service Professions to strengthen collaboration between social service professionals and is informed by global tools and good practice in strengthening integrated case management.

The project focuses on strengthening integrated case management, which refers to the effective integration of services to individual children [adults] and families in need across different social services and sectors. In the South African context, there are a wide range of sector, organisation or programme specific case management tools, approaches and procedures. These form strong foundations and building blocks of an integrated case management system and include strong legal and policy frameworks for the social service sector that emphasise the importance of case work and multi-sectoral collaboration; a large regulated workforce; sector specific procedures for managing cases are generally in place and/or in the process of refinement; and good examples of collaboration in specific organisations and/or geographical areas among different social service professionals and with other sectors exist. However, while sector specific procedures are generally in place there is inconsistent collaboration between different social service

professionals and allied professions such as police, teachers and health care practitioners. As a result, children and/ or adults do not systematically receive a multi-sectoral integrated package of services or are required to attempt to navigate between different services as referral pathways are not sufficiently clear and/or consistently implemented. Research and consultations with social service professionals have identified limited or ineffective inter-sectoral collaboration with lack of alignment in goals and strategies across government departments and delivery of services remains largely sector specific, with inconsistent referral to other services. There is also a gap between policies and practices at implementation level, which is compounded by the multiplicity of policies and case management and

> reporting tools which social service professionals are required to be familiar with.

This integrated case management project aims to address some of these gaps by consolidating in one standard operating procedure the roles and responsibilities of different social service

> professionals, particularly child and youth care workers, social workers and community development workers, collating relevant existing procedures and tools in one document, and documenting good practices of how practitioners can effectively work together and with other sectors to provide multi-

sectoral services to beneficiaries. It will clarify how case management procedures for different sectors, professionals and programmatic areas are interlinked, with the aim to ensure effective collaboration, reduce duplication and streamline procedures.

The work related to this project includes a desk review of existing tools, policies and procedures, field documentation of good practices of collaboration and consultation with social service professionals and other sectors. Based on these three components, a draft integrated case management standard operating procedure will be developed and piloted in four sites in four provinces. The project will build the capacity of frontline service provides, particularly social service professionals, police and health care workers on integrated management of cases and how to more effectively work together.

If you are interested in learning more about the project, have a good practice to share, or are interested in being involved in the pilot, please contact Mr Donald Nghonyama (donald@naccw.org.za).



EMPLOYERS NEED TO KNOW THIS

What employers need to know and do when employing social service professionals

Employment of social

service professionals

coincide with certain

explicitly obligations

that employers have

The majority of social service professionals works for an employer, whether in government, private sector or in non-governmental organisations. Employment of social service professionals coincide with certain explicit obligations that employers have. In this edition of the Newsletter we take a closer look at the reasonable expectations from employers of social workers, social auxiliary workers, child and youth care workers (professional level) and child and youth care worker (auxiliary level) - further referred to as "the professions".

The South African Council for Social Service Professions, as a statutory body, is mandated through section 3 of the Social Service Professions Act 110 of 1978 to protect and

promote the interests of the professions, to deal with any matter relating to such interests and to maintain and enhance the prestige, status, integrity and dignity of the professions for which professional boards have been established. This is further expanded by Council's mandate in terms the same Act to regulate the practising of the professions, to determine the standards of professional conduct, and to encourage and promote efficiency

in and responsibility with regards to the practise of these professions.

Employers of social service professionals do not stand as observers to the above and other requirements that are stipulated in the Social Service Professions Act 110 of 1978. Employers have a responsibility to ensure that these requirements are executed by the social service professionals and to create a work environment where social service professionals do not need to compromise any of the principles associated with the standards of quality practise and professional conduct. The latter refers to the ethical standards that bring together (a) the professional; (b) the rights of the clients/communities served; and (c) the employer as the vehicle of service delivery.

In this edition the following important responsibilities are brought to the attention of all employers of social service professionals.

Appropriately qualified professionals for the job

The professions of social work and child and youth care work, as well as persons working at an auxiliary level of these professions, are required in terms of sections 3(f), 17(1), 18(2); 18(3); 18A(2); 18A(3), amongst others, to have the required qualifications as determined by the South African Council for Social Service Professions on recommendation of the relevant Professional Boards. Employers have an *obligation* to ensure that this is reflected on the job-descriptions and requirements when social service professionals are recruited and employed.

Required to register with the South African Council for Social Service Professions

No person may practise as a social worker, social auxiliary worker, child and youth care worker (professional level) and child and youth care worker (auxiliary level) if she or he is not duly registered in terms of sections 17, 18 or 18A of the Act. Section 15 of the Act is clear that unregistered persons may not practise any of these professions and any person who does so "shall be guilty of an offence and on conviction be liable to a fine or imprisonment for a period not exceeding six months". Any employer who wittingly employs a social service professional that is not registered may be held co-responsible for contravening the Social Service Professions Act 110 of

1978.

This places an *obligation* on employers to ensure that all social workers, social auxiliary workers, child and youth care workers (professional level) and child and youth care workers (auxiliary level) are registered with the South African Council for Social Service Professions when employed and that they renew their registration annually before or on 31

March. A person who is employed as a social worker, social auxiliary worker, child and youth care worker (professional level) and child and youth care worker (auxiliary level) who is not registered with the South African Council for Social Service Professions is not allowed by law to practise these professions. If an employer allows such a person to continue practising the employer is equally liable and contravenes the Act.

Advertise correctly

Advertisements of posts need to be clear on certain requirements and all employers are required to ensure that advertisements for social workers, social auxiliary workers, child and youth care worker (professional level) and child and youth care worker (auxiliary level) indicate, as a minimum, the following:

- · Correct description of the position;
- · Required minimum qualification as prescribed;
- Requirement to be registered with the South African Council for Social Service Professions; and
- · Any other legal requirements

Herewith a few examples:

Social worker

Degree in Social Work. Registration with the SACSSP as a social worker. Clearance Certificate in terms of the Child Protection Register (s126 of the Children's Act, 2005) – if working directly with children.

Social auxiliary worker

Further Education and Training Certificate (FETC) in Social Auxiliary Work. Registration with the SACSSP as a social auxiliary worker. Clearance Certificate in terms of the Child Protection Register (s126)

REGISTRATION IS REQUIRED TO PRACTICE

If you are not registered as a social worker or child and youth care worker (at professional and auxiliary level) you are legally not allowed to perform your professional duties. This places clients at risk and may cause for your employer to act against you. Courts may refuse to accept your reports and recommendations.

Register and/or renew your registration by paying your annual fees.

Employers need to know this...

(continue from page 10)

of the Children's Act, 2005) - if working directly with children.

Child and youth care worker (professional level)

Degree / Diploma in Child and Youth Care Work for registration on professional level. Registration with the SACSSP as child and youth care worker at professional level. Clearance Certificate in terms of the Child Protection Register (s126 of the Children's Act, 2005) – if working directly with children.

Child and youth care worker (auxiliary level)

Further Education and Training Certificate (FETC) in Child and Youth Care Work. Registration with the SACSSP as child and youth care worker at auxiliary level. Clearance Certificate in terms of the Child Protection Register (s126 of the Children's Act, 2005) – if working directly with children.

Enquire and verify

Employers can verify with the South African Council for Social Service Professions whether a person is duly registered to practise as per the post requirements. The Registers are open and available online or an enquiry can be send to procurement@sacssp.co.za or registrar@sacssp.co.za.

It remains the responsibility of the employer to ensure that

advertisements for posts contain the correct information and that persons who are employed as social workers, social auxiliary workers, child and youth care worker (professional level) and child and youth care worker (auxiliary level) have the prescribed qualifications and are registered with the South African Council for Social Service Professions.

by Elwin Gallant & Andre Viviers (Members of Council)

For NPOs only FREE ADVERTISING

Not-for-profit organisations can advertise for free (once off) on Council's Facebook page and monthly e-Bulletin for job vacancies.

Click <u>here</u> to download our Rate Card for more information, specifications and terms and conditions.

Council@Work 1

Education, Training and Development Committee

he Education, Training and Development (ETD) Committee of Council was established in terms of section 10 of the Social Service Professions Act 110 of 1978 and is mandated to assist Council and its Professional Boards in the coordination, support and oversight on matters pertaining to education, training and development of the professions. The Committee focuses on the implementation of Council's strategic objectives, including specific delegated matters, in relation to the education, training and professional development of professions falling within the ambit of Council; to advise Council and its Professional Boards regarding matters related to formal and informal liaison with training institutions to strengthen relationships and advance the development of minimum standards of education and training of persons practising the professions falling within the ambit of the professional boards established by Council; and to develop criteria that will promote the standardisation of policies and procedures related to education, training and development of persons practising the professions falling within the ambit of the professional boards established by Council.

While discipline specific to education training and development matters are in the full ambit of the two Professional Boards the ETD Committee of Council serves as a bridge between the various Professional Boards, with a focus on determining the general criteria for education training and development matters aligned with the broader education and training context. With representation by the chairs of the Professional Boards ETD task teams on ETD Committee of Council, the aim is to create a space for the discussion of strategic education training and development matters that are both informed by and informing the Professional Boards.

In addition to working on a charter for the ETD Committee, to avoid overlap and to embed the strategic purpose of advising Council on general education training and development matters, the committee also aligned and expanded on the Guideline for the Establishment of New Professional Boards

and an Induction Manual for New Professional Boards.

Some of the strategic discussions driven through the Committee centred on the



implication of changes to the Higher Education Amendment Bill of 2015 and to the National Qualifications Act 67 of 2008: Higher Education Qualifications Sub-Framework, published in 2014, for the minimum standards for professional registration. This included input into the draft Social Service Practitioners Bill. At the moment the Committee is also looking at a draft standard setting document that was developed to guide the Professional Boards on the quality assurance and accreditation of training institutions. While the Professional Boards remain responsible for ensuring alignment with professional qualification standards, the ETD Committee inputs into the overall standards to protect the integrity of Council and to respond to the impetus of the education sector to increase access to training opportunities and the diversification of articulation pathways.

The Education, Training and Development (ETD) Committee of Council is chaired by Prof Rika Swanzen (Member of Council) with Ms Makau Winnie Morake (Member of Council); Mr Alfred Harris (Member of Council), Dr Saloschini Pillay (Member of the Professional Board for Social Work) and Dr Lesiba Molepo (Member of the Professional Board for Child and Youth Care Work) as permanent members. The Committee is supported by the Registrar as well as Ms Eunice Dintwe, Council's ETD Manager, and Mathilda Chirwa as secretary to ETD.

This is where social activism and

innovations (innovations that can

oblique the innumerable plateaux

of human existence) are needed to

enable social service professionals

to facilitate social change

SOCIAL ACTION WITHIN THE DEVELOPMENTAL PARADIGM

Professor Lulama reflects on social action and social activism.

The developmental approach that was adopted by government at the dawn of democracy in 1994, meant that all social service stakeholders need to review their policies in order to adopt the paradigm shift towards a developmental approach in service delivery. For social service professionals it meant a move from remedial and residual approaches, which were highly paternalistic to a developmental social welfare approach.

Social workers and child and youth care workers found themselves faced with a challenge to rethink their practice mode to focus on human rights and an integrated approach in delivering services to the most vulnerable members of society. This also meant a move towards, amongst others, social investments to meet the material needs of communities and the recognition that social and economic needs of individuals, families and communities are intertwined and should be dealt with holistically in collaboration with the client system. What better way can social service professionals achieve this other than embedding themselves in social activism? Social activism means bringing about social change through fighting for human rights and social justice which

are core to the Constitution of the Republic South Africa, 1996 and developmental social welfare.

With poverty being so rife in the country, social activism by social service professionals can take many forms, such as working directly with individuals, social action groups and communities, with politicians, policy makers,

research organisations, collaborating with different stakeholders, networking locally and internationally to articulate and advocate on behalf of all vulnerable people for addressing their human rights and demand for social change. In the face of growing inequalities, corruption, xenophobia and racism in South Africa, social activism becomes more and more relevant.

In the midst of working towards social activism, there is a need to explore how social workers and child and youth care workers could work together to act as pioneers of new forms of community social action rather than maintaining the status quo. Being a social activist calls for new innovations and approaches. More than any other thing, it calls for a rebirth of new attitudes towards our communities. It is important to bring to surface that social work practice was conceived in an era of colonialism characterised by inequality, racial discrimination, disregard for human rights and social justice, marginalisation and lack of transparency. With changes that

have taken place in our country, newly developed roles of social work and emergence of other social service professions made "old or traditional" practices in social services inefficient at best, and inequitable at worst. This is where social activism and innovations (innovations that can oblique the innumerable plateaux of human existence) are needed to enable social service professionals to facilitate social change through encouraging communities to work together (forming solidarities, Ubuntu) to empower one another and, to foster a spirit of collectiveness and mutual support.

It will be naïve to preach new practice approaches and innovations without revisiting the educational landscape to assess the relevance of social work and child and youth care work education to present social structures. The questions that come up are: 'Are we exposing our social work and child and youth care work students to education that will empower them to become radical social service professionals or social activist? Are we producing social service professionals that can intervene in a culturally-incensed environment? Is social work and child and youth care work education aligned with local conditions, values and experiences? Are we adequately preparing social work and child and youth care work students to work within a multicultural rainbow society with diverse

indigenous cultural communities?'

To answer these questions it is imperative to focus on the current discourse going around in academic circles regarding incorporation of decolonisation, indigenisation and Africanisation in social work and child and youth care work education. Time is opportune for social work and child

and youth care work to rediscover its indigenous roots and disengage itself from the brand of professionalised academic social work and child and youth care work that came from the industrialised West. As these dialogues are espoused, social workers and child and youth care workers have an opportunity to create their own knowledge through writing on (amongst others) the need for critical/radical social work/child and youth care work and social activism. For any meaningful change to take place, active participation of different stakeholders is of utmost importance where lobbying, exchange of ideas and collaborations are encouraged with a view to working towards curriculum change.

Change does not come easy, we need to fight for what is truly right and just for us as social service professionals. In doing this, we will be aspiring towards being social activists.

Lulama Qalinge is a Member of Council and former professor and head of Department of Social Work, University of South Africa (UNISA).

This is YOUR Council

Vice-President of the SACSSP, Mr Donald Nghonyama, gives a short update on the journey of the 4th Council thus far.

The 4th South African Council for Social Service Professions was inaugurated in June 2016 and is now more than two years in office. The work of Council is guided by its five year strategic plan (download it here) and is guided by its vision, mission and core values. The work of the 4th Council builds on an understanding and continuation of the work done by the previous Councils. Council designed its objectives in a manner that provided clear focus on critical areas to be addressed as well as those that are medium and long term. These objectives in particular focus improvements to

ensure an effective, efficient and accountable administration delivery and improving the stature of the institution. In all these, Council remains mindful of its legislative mandate, of:

- being a regulatory, standard determining, guiding and directing authority for the social service professions in South Africa;
- being a protector of the interest of clients of social service professions; and
- being obliged to protect and promote the interests of professions who are required to be registered with Council.

It is on these bases that a number of processes are underway to fulfil the mandate of Council and to ensure that there is a strategic agenda in its work.

One of the several processes that Council, in partnership with the Department of Social Development, is progressing on, is the draft Social Service Practitioners' Bill that is at an advanced stage. The Bill will soon be published for public comments. There are many practitioners who are making time to engage with this important document and that is highly appreciated. Similar to other engagements, are the road shows that have taken place in the first few months of this year, this process as well ensures that the sector is actively involved in its own growth and development.

The social service sector is challenged by the era of technology. While Council continues to explore best mechanisms to be relevant, there are several undertakings in place to communicate and inform the sector of continuous developments such as the monthly eBulletin, weekly updates (ThisWeek@Council) and Facebook page. The sector is encouraged to make use of these various ways of communication to receive information, share and communicate. The effort by many registrants to register and update their personal details on Council's website is appreciated as this ensures that members always keep a link with the Council.

Council has noted concerns from the sector that have been submitted through the various mediums. Communication and improved administrative processes that serve those registered with Council are amongst the several objectives that Council has set itself to address.

The South African Council for Social Service Professions is a part of the global world, the Global Social Service Workforce Alliance which is aimed at developing a workforce for this sector continues to grow. Council would like to thank all who continue to join and participate through webinars. While the sector can learn from the world, as South Africa we have a lot to offer them too. Interested practitioners can join and become members where you can advance your knowledge

through disseminated evidence-based research and tools and, advocating for workforce-supportive policy reforms on www.socialserviceworkforce.org.

This is your Council and your ongoing input, suggestions and critique will help us to make it stronger. You are welcome to communicate with us via email at communications@sacssp.co.za



YOUR COUNCIL

The Registers of Council show the following:

social work Registered:

31,682

social workers

10.803

social auxiliary workers

17.268

student social workers

11.247

student social auxiliary workers

child & youth care work

52

child and youth care workers (professional level)

5,972

child and youth care workers (auxiliary level)

120

student child and youth care workers

1.137

student auxiliary child and youth care workers

A day in the life of a CHILD & YOUTH CARE WORKER

The editor had an interview with Mpumi Luthuli, professional child and youth care worker and Member of the Professional Board for Child and Youth Care Work, to get some insights into a typical day of a child and youth care worker. Mpumi is currently an assistant director: Child and youth care worker at the provincial Department of Social Development in Gauteng and has more than 20 years' experience.



Mpumi Luthuli

What does the work of a child and youth care worker entails?

Child and youth care work is a combination of what we do and who we are. We cannot describe the work that child and youth care workers do (tasks, activities, etc.) without looking at the most important part – the person who is the child and youth care worker. I use my professional knowledge and skills to interact with children and to

influence them in a way that help them to grow and develop positively. It may sound simple, but it is actually a complex process.

What happens in a typical day of a child and youth care worker?

Firstly, I wish there was a typical day in child and youth care work. Every day is different with its own moments, rhythms and challenges. We are part of the team that works with children in a therapeutic manner. Though, our therapeutic work is not necessarily done in an office, but where the children are. That is what we called *life space work*. We play our part together with other professionals such as social workers, psychologists, teachers, nurses and others to help children rebuild and reclaim their lives. Basically, if there is a "typical day", there is something wrong.

Please explain in an easy way what *life space work* means?

As I indicated, we work in what is known as the *life space* of children. Simply put, where children

are. It's important to understand that this does not mean to just be with the children and watch them. Life space work is the professional therapeutic work of a child and youth care worker and it means that I need to know the children well enough to understand where each child is physically, emotionally and

socially at any specific time. That is the core of *life space work*. As a child and youth care worker it is my business to know that and use that whether in a simple conversation with a child or dealing with the complex issues that a child may struggle with.

Life space work also means that we use everyday events such as routines and other opportunities (or challenges) to support, guide and influence the development and growth of the children we work with. A conversation during lunch with a group of children can be as significant in the development of social skills as a one-on-one session with a single child.

Let me give a few practical examples of everyday or "natural" events that we use in child and youth care work. In residential group care we have meals *with* the children as it provides a good opportunity to check-in with children, guide them in developing some skills, build and strengthen our "therapeutic"

relationships, amongst others.

Playing games with children is not just fun (as it may look to the person who does not know). Firstly, it is important for children to play and have fun. That is part of childhood and important in child development. As a child and youth care worker I use this as a tool to teach life skills; build relationships between children and with me; assess what children are struggling with (for example struggle to cope with loosing or get angry quickly if things are not going her or his way) and use this again to support the child to deal with that. The nice thing is that I am able to have "fun" with the children and execute my professional responsibilities at the same time.

While in the here-and-now with children when we are working in their life space, we are qualified and skilled to implement a range of therapeutic and developmental interventions and use behaviour management techniques when children act out. We use this to help children to develop "new" skills or ways of behaviour. We also employ discipline when needed (but is **not** in the business of punishment).

We use routines to assist children to develop hygiene skills, self-care and learn self-discipline. If you there in the mornings you must be able to manage the waking up of a number of children at the same time, "deal" with their issues and help them to start the day. Often in less than an hour! As a child and youth care worker I bring my professional knowledge and skills into the mix of wake-up time as I need to know who struggles a bit more than others in the morning to get going or who are the grumpy ones in the morning that need a bit of extra tender care to get going. Or who might have a "bad" morning because of yesterday's events or own personal struggles that might have disturbed a peaceful sleep.

At the end of any day I have supported a child who was sad; laughed with children about funny things that happened;

played with children; helped children with their homework; employed positive discipline; deflated tense situations; sit with children to plan the next day; helped children to make meaning of what is happening in their lives; engaged with members of the multi-disciplinary team; observed children; write notes on my file

about each child; make contingency plans in the moment when things does not work out as planned, just to mention a few.

When you look back on any day at work, what make you think it was a good day?

You touch on an important point. It is not only about determining whether it was a good day, but to reflect as a professional on the day's work. What happened? What worked? What did not work? I always need to think through how I will deal with what I observed, gathered and learned today about the children, tomorrow and thereafter with the group or an individual child and what I need to share with other team members as part of the plan for each child.

To come back to your question, the small things often make

continue on page 15

If a day in the life of any child

and youth care worker working

with children are "typical" or the

same every day, then there is

something seriously wrong.

A day in the life of a child and youth care worker... (continue from page 14)

a good day. When I see that child X who struggled with impatience really tried hard today to practice being more patient and to celebrate the small improvement that I noticed with him. There are many such small incidents, which are often 'major leaps' in the development and growth of a child. As a child and youth care worker it is my professional responsibility to understand, observe and use this in the development of each child.

Do you ever plan a day?

Days just not simply happen in child and youth care work. As much as there are many aspects of a day that we do not have control over, an integral part of our professional work is to plan days, weeks, quarters and years in advance. We work with the rest of the team on this and the more we know about the children the more "specialised" the planning for a day becomes. As child and youth care workers we plan and organise activities focused on the group as well as the individual child. These include the routines or adjustments thereof; special appointments; visits; and many other things we need to take into account.

How is the day of a child and youth care worker influenced by the rest of the multi-disciplinary team?

The multi-disciplinary team all work towards the therapeutic and developmental needs of each child. Remember, most

often we work with children who have had multiple, very challenging and/or hurtful experiences, which impact on their self-worth, behaviour and mental health. We need to work as a team. Let me give you a practical example of one child. I will call her Sara, as it is not her real name. Sara was placed in a child and youth care centre at the age of 12 after being a victim of severe physical abuse by her parents. When we discussed Sara during a multiple-disciplinary

team meeting and the therapeutic interventions that we plan for her, we compared notes on what we (me, the social worker and the teacher) know about her. One of many areas that needed attention was Sara's issue with trusting people. We agreed as a team that it is something we will include in our profession-specific work with Sara. I then had to plan carefully to make sure that I include Sara in games, routines and chores with other children that will help to teach her to trust. I had to observe her progress and what she struggles with and determine where I needed to intervene with support and where I needed to let her experiment with new behaviour towards trust by herself. All of this while keeping in the back of my mind what my social work and teacher team members are doing with Sara as well.

I had to keep record of all incidents, progress, challenges, interests on Sara (I actually do it for each child as part of my professional duties) and share with the multi-disciplinary team members. Then we note progress and challenges, decide what works, what needs to be adjusted and re-plans.

I think this further answers your question about the planning involved in child and youth care work. We prepare daily and long-term programme activities to develop, support, stimulate and educate the children we work with.

You said in the beginning that one cannot look at a day in the life of a child and youth care worker without looking at the person who does the child and youth care work. How will you describe characteristics associated with a person who is a child and youth care worker?

It is difficult as we all bring our own unique "gifts" as individuals into the profession. Maybe I can highlight four that I observed in my 20 years as child and youth care worker.

Communication skills: You must be able to communicate clearly and in a manner that is understood by children, young people, their parents and caregivers. You also need to be able to provide reports and information about young people to your colleagues.

Decision making skills: You need to be able to make

professional decisions in the moment. Often in very difficult situations, while considering a range of consequences about the situation and the required decision at the same time.

Interpersonal skills are important – not only in working with children, but also with families as well as multi-disciplinary team members.

Patience: Things do not always work as planned. Children do not always respond as we wish. It is a complex environment. You need to be able to



The nice thing is that I am able to have fun with the children and execute my professional responsibilities at the same time.

respond calmly to difficult and overwhelming situations.

Do you have a last thought to share on a day in the life of a child and youth care worker?

Yes. Child and youth care workers do not work by "appointments". Our days are not organised by an "appointment book", though sometimes we do make appointments with children if needed. The "day" is also different at a child and youth care centre from a community-based setting or a hospital or a school or a court.

Maybe to end by saying what I said earlier: If a day in the life of any child and youth care worker working with children are "typical" or the same every day, then there is something seriously wrong.

The Professional Board

continues to advocate

for change in the

professionalisation of the

sector to make sure that the

child and youth care agenda

moves forward.

REPORT BACK

on the work of the Professional Board

It has been a busy year for Professional Board for Child and Youth Care Work since the previous Newsletter that was published in December 2017 and the Professional Board now has an opportunity to review its work to date. The Professional Board has made some headway with operationalising its strategic objectives, however, difficulties have been experienced too!

In line with its mandate as prescribed in the Social Service Professions Act 110 of 1978 the Professional Board has reviewed some of its policies and regulations to enhance the efficacy of child and youth care work in the sector. The Professional Board proposed the following amendments to the 2014 Regulations pertaining to child and youth care work (published in Government Gazette No. 38135 of

31 October 2014):

Regulation 4 "(b) written proof by the accredited training provider confirming that the student is registered with the said training provider as a student child and youth care worker;"

an ;addition'-, Regulations 2A The Registrar may as and when required request an applicant to submit a certified copy of the applicant's

original academic record at the accredited training provider, indicating the subjects, modules and number of years, courses passed in each subject as well as those for which the applicant is enrolled.".

Regulation 6: "a BTech degree in Child and Youth Development at NQF Level 7 or such other level as SAQA may determine" and

Regulation 17: "A person who, on the date of the commencement of these regulations, does not meet the requirements for registration as a child and youth care worker within the auxiliary category of registration as contemplated in section 1(a) and (b), must apply for such registration if he or she provides the following: Documentary proof acceptable to the Council that he or she is practicing or employed as a child and youth care worker".

These amendments to the Regulations were available for public comments until 4 November 2018, after which comments received were integrated, where appropriate, into the final version. The amended regulations will be published in the Government Gazette soon.

Quality assurance is an integral part of the Professional Board's prescribed functions to ensure provision of quality standards of education in child and youth care work. The Professional Board had an opportunity of reviewing the current NQF Level 4 learning material being used by many service providers of the Technical and Vocational Education and Training (TVET) colleges. The Professional Board identified a need for a bridging

course which will assist graduates of the certificate to obtain the new qualification which will be on NQF Level 5

A mechanism for child and youth care workers to have their continuous professional development recognised has been considered by the Professional Board. The draft Continuous Professional Development policy (CPD) was finalised by the Professional Board and is being circulated for public comments on 30 November 2018 until 7 January 2019. Hereby find the link of the Draft Continuing Professional Development Policy and its supporting documents.

Regulations 1, 18(1)(k) and 19(1) in the Regulations for child and youth care workers, auxiliary child and youth care workers and student child and youth care

workers (Government Notice R838 published in Government Gazette Number 38135 of 31 October 2014) determines that child and youth care workers may only be professionally supervised by child and youth care workers. To make sure that there is sufficient, adequately trained supervisors in the child and youth care work sector, the Professional Board has tasked its Education Committee to explore the

development of a specific supervision course in child and youth care work.

The Professional Board continues to advocate for change in the professionalisation of the sector to make sure that the child and youth care agenda moves forward. A partnership has been formed with both the Quality Council for Trades and Occupations (QCTO) and the Health and Welfare Sector Education and Training Authority (HWSETA) in all their processes involving the child and youth care work profession. A meeting was held with the human resource development division of the national Department of Social Development and the Department of Public Service Administration to discuss matters pertaining to staff establishments as to facilitate better understanding of the child and youth care work profession and the need to advance career pathing and utilisation of child and youth care workers at all strata of the public service.

The Professional Board established the Committee for Preliminary Inquiry (CPI) and a Professional Conduct Committee (also known as the disciplinary committee) for child and youth care work in line with the prescripts of the Social Service Professions Act 110 of 1978. These committees will begin to investigate reports of alleged professional misconduct cases when they are brought to the attention of the South African Council for Social Service Professions' Professional Conduct division

The Professional Board has resolved that in lieu of the

Council@Work 2 IT & BUSINESS RE-ENGINEERING COMMITTEE

The Information Technology and Business Re-engineering Committee of Council was established in terms of section 10 the Social Service Professions Act 110 of 1978 to facilitate information technology integration and business reengineering of all aspects of Council's business operations.

The main objectives of the Committee are to:

- ensure that information technology systems of council operate in an integrated and cohesive manner to support business processes;
- ensure that all business processes are conducted efficiently and aligned with one another;
- assess the sufficiency and efficiency of existing information technology platforms and systems to guide the acquisition of resources to address identified gaps;
- create an environment in Council where the information technology infrastructure and systems support all operations of Council;
- promote an administration that is user-friendly, easy accessible and responsive towards the needs of stakeholders; and
- support smarter and more productive work-processes that enable staff to provide a timely and professional service to stakeholders.

The Information Technology and Business Re-engineering Committee is accountable to Council and as such reports to Council. The Committee works in accordance with its strategy to achieve the following:

- a responsive information technology system that supports all business processes of Council;
- business process are automated and paperless where appropriate;
- information technology systems meet the daily demands of Council's operations in a timeous and user-friendly manner;
- development and transfer of information technology skills for Council end users that facilitates a more competent and efficient service delivery;
- an environment conscious workplace that aims to create a "greener" business;
- all technology and equipment of Council are in a functional state of good repair and allowing users to render effective



services: and

• a space assessment process completed to accommodate the business processes of Council.

The Information Technology and Business Re-engineering Committee engaged in the following activities over the past two years:

- a review of its charter and strategy;
- · a review of the existing ICT policies;
- a comprehensive review and assessment of the business and information technology processes of Council to:
 - » identify practices that need to be supported and continued; and
 - » identify practices that are no longer efficient, workable or relevant;

Once the assessment is complete, the committee will engage in a rapid turnaround from existing practices that are no longer adding value or enabling Council to achieve its objectives and focus on a comprehensive and inclusive system wide approach that will be implemented against agreed upon milestones.

The Information Technology and Business Re-engineering Committee is chaired by Ms Elaine Harrison (Member of Council) with Mr André Viviers (Member of Council) Mr Travis Marshall (Member of Council), Adv Smangaliso Vilakazi (Member of the Professional Board for Social Work) and Mr Lucky-Boy Jacobs (Member of the Professional Board for Child and Youth Care Work) as permanent members. The Committee is supported by the Registrar as well as Ms Lungelwa Mbuzo, Council's Communications and Public Relations Practitioner.

Professional Board for Child and Youth Care Work... *(continue from page 16)*

rising administrative costs and the fact that fees have not been raised since 2011 in line with inflation costs, to support the proposal by Council to increase fees with 10% from 2019/20. Social Service Professions Act 110 of 1978: Fees payable by social workers, child and youth care workers, social auxiliary workers, student workers Amendment Regulations was published on 19 October 2018 in Notice 1129 (Government Gazette No 41982) for comments until 18 November 2018. Be on the lookout for the final Regulations pertaining to the 2019/2020 fees that will be published once approved by the Minister of Social Development.

The Professional Board conducted two successful roadshows to increase visibility, connect with child and youth care workers and hold registration drives, in Mpumalanga and in Eastern Cape. More roadshows are planned for 2019. More

details about these roadshows will be shared on Council's communication platforms once dates are confirmed. We encourage practitioners to attend these roadshows where you are also able to check and validate your registration status and receive practice cards and certificates. Read the newsletters and attend stakeholder meetings to keep informed.

The Professional Board is looking forward to continued engagement with its stakeholders.

ADVERTISE

To advertise in this Newsletter or on our other platforms, please contact Council at communications@sacssp.co.za

We are planning a

workshop with all

employers of social

workers and social

auxiliary workers to allude

them to the minimum

standards expected and

the consequences if they

are not adhered to

REPORT BACK

on the work of the Professional Board

During the '80s there was a popular television series called "The A – Team". Their leader, Colonel Hannibal Smith, always had the expression after a successful mission – saying "I love it when a plan comes together". As Chairperson of the Professional Board for Social Work, I would like to echo his sentiment when reporting on the work done since the previous Newsletter.

The shortage of staff and specifically the managerial positions in the different divisions in 2017 – being education, training and development and professional

conduct, had a serious impact on the work of the Professional Board for Social Work in the sense that documentation couldn't be finalised or decisions of the Professional Board be executed timely. We are therefore grateful that these positions have been filled and are already experiencing positive progress.

Continuing Professional
Development (CPD) is one of
the areas that was impacted

and the Professional Board is pleased to report that a full time CPD Administrator was appointed to assist in dealing with the backlog as well as all new applications. The concerns raised by the sector regarding CPD were taken seriously and attended to through the office and the CPD panel that met twice a month dealing with a minimum of 80 applications per session.

All areas of specialisation in social work are in the process of being finalised for approval followed by publishing in the Government Gazette, which will be followed by the opportunity to register in these specialities. The Professional Board for Social Work also reviewed and updated the policies on Continuing Professional Development, International Qualifications and Registration, Quality Assurance, and Fit and Proper Person Requirement in order to implemented them effectively.

The Professional Board is also busy reviewing the Code of Ethics to ensure that it is relevant. It will include addendums dealing with specific ethical challenges such as the use of social media and different forms of counselling. In view of longstanding concerns and reports received from the field regarding working conditions and the role of employers, the Professional Board is excited to indicate that it prepared the final draft of the Code of Good Practice for Employers that will address issues such as working conditions, the responsibilities of employers, etc. We are planning a workshop with all employers of social workers and social auxiliary workers to allude them to the minimum standards expected and the consequences if they are not adhered to.

Engagements with key stakeholders such as the Association of South African Social Work Education Institutions (ASASWEI), Council for Higher Education (CHE), National Coalition for Social Services (NACOSS) and South African Association of Social Workers in Private Practice (SAASWIPP) took place to attend to strategic and practical matters pertaining to the social work and social auxiliary work. The Professional Board for Social Work participates actively as a member of the technical task team working on the draft Social Service Practitioners Bill to ensure that our

profession is held in high regard.

The scope of practice for social work and social auxiliary work that needs to be defined as stipulated in the Social Service Professions Act 110 of 1978 has not been updated since 1994. This raised concern as it did not keep up with new developments for the profession and as a result was not contributing to accurately enhance and protect our profession. The Professional Board for Social Work developed a detailed scope of practice, with input from ASASWEI, during its 38th meeting, which will be published for public

comment soon. This will give effect to the responsibility of the Professional Board for Social Work to promote and protect the interest of the social work profession by giving effect to section 14B(c) and (g) of the Social Service Professions Act 110 of 1978 that requires from the Professional Board to "control and to exercise authority in respect of all matters affecting the manner of the exercise of the practices pursued in connection with" social work and to "maintain and enhance the dignity and integrity" of the profession.

The proposed regulations for social workers to register for a speciality in adoption social work (reviewed), clinical social work (reviewed), forensic social work (reviewed), occupational social work (reviewed), school social work (new), social work supervision (new) and social work in health care (new) were approved by the Professional Board and was referred to Council for final review during its November 2018 meeting. These revised and new Regulations will be published in 2019 for public comment.

All Members of the Professional Board for Social Work are striving to maintain and enhance the prestige, status, integrity and dignity of our profession in the different spheres of the sector and upheld the vision of our South African Council for Social Service Professions: **Social Service Practitioners United in Excellence**. Our plans are definitely coming together!

Dr Marie Kruger Chairperson of the Professional Board for Social Work

MY JOURNEY

A reflection by a veteran in child and youth care work

In this new regular feature we ask veterans in the social service professions to reflect on their professional journey and share some valuable insights and lessons. In this edition Barry Lodge shares his journey.



Barry Lodge

Child and youth care work in 1983, was for me, a paradigm shift from teaching, lecturing, and clinical therapy work. Child and youth care workers were employed, literally "off the street", salaries less than shop-assistants in minor retail outlets. The attraction... accommodation and food. With no formal training, "Love them good, pray them good" and scripturally justified corporal punishment was the central therapeutic approach.

Early shifts toward professionalisation was the introduction of basic training offered non-discriminatorily by the National Association of Child Care Workers (NACCW) and the de Meyer Report (1983) which set out some norms and standards but regarded unfortunately as white privilege. There were substantial discrepancies between per-capita funding for white and other children, R150 per month for white children and R70 per month for black children. The NACCW took up that struggle.

I looked for a position elsewhere when the Board of Management at my place of employment point blank refused to admit black children.

It was a Directorship in a Children's Home for boys in Johannesburg,a dormitory system designed for 300 boys. Essentially it was a preparation ground for compulsory army conscription. Based on military, scouting and private school systems, it used what I called "whip and whistle" interventions. Rules were called "standing orders", meals were called by a bugle. It had its own military corp. A formula for abuse. And so it was.

The introduction of the formal course Basic Qualification in Child Care (BQCC) offered redemption, as did the regulatory ban on corporal punishment. Over time the dormitories became a school. Group homes were purchased. Girls, all races, sibling families, staff training and the Treatment Centre concept were introduced. Pains of systemic change were inevitable - unavoidable. A transformation committee was established. I had telephonic death threats.

In 1996 I retired from residential care, but was approached by the Church to work in an urban slum area in Johannesburg. The need was for community-based services for children in inner-city informal settlements. It was called "outreach" and primarily preventative in line with the transformation policy of the Inter-Ministerial Committee on Young People at Risk of 1996. Community-based child and youth care

work was in its infancy. I "borrowed' staff from my previous organisation in a contracted partnership. On full retirement in 2006 community-based child and youth care had arrived. It seemed natural to initiate and coordinate an Isibindi project in a semirural village in North West.

Practical experience and training was a foundation for election onto various leadership positions within the NACCW and the first (2005),and subsequent Professional Boards for Child and Youth Care Work and currently, the South African Council for Social Service Professions .

The struggle to have child and youth care work recognised as a full profession is best told in that the



The Mayor of East London handing over a cheque to Barry Lodge after the "Bruce Fordyce Fun Run" (1985)

registration regulations had to be written 18 times (!) before submitted for signature by the Minister in October 2014.

Conditions for professionals are not yet all they should be.

My journey has shown child and youth care workers to have special resilience, a voice that will be heard and will continue to be heard. Together we will grow standards of professional service for the children of the nation.

Social work is a

dynamic profession

with an evolving

knowledge base

and social workers

practice in work

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all professionals

SPECIALITIES IN SOCIAL WORK All you want to know on one page

The recognition and registration of specialities in social work with the South African Council for Social Service Professions gained significant interest over the past two decades. In this edition we posed a few questions to gain a better understanding on this.

What is the South African Council for Social Service Professions mandate in terms of specialities in social work?

Council together with its Professional Boards have the legal mandate in accordance with section 17C of the Social Service Professions Act 110 of 1978 to register additional qualifications and specialities in the social service professions. It sets out that Council may "prescribe the degrees, diplomas or certificates which may be registered as additional qualifications

or the proficiencies which may be registered as specialities".

This means that Council upon recommendation of the Professional Board for Social Work may prescribe the requirements to be registered for a speciality in social work.

What do we mean when we refer to a speciality in social work?

A speciality in social work refers to specifically determined proficiencies associated with in-depth knowledge, skills and expertise in a specific field of social work, other than those associated with the generic scope of practice in social work,

based on the criteria and standards as approved by Council, on recommendation of the Professional Board for Social Work.

Why do we need specialities in social work?

Social work is a dynamic profession with an evolving knowledge base and social workers practice in work environments that set high expectations to all professionals. Generally, social workers have the knowledge and skills to deal with diverse matters that are complex and demanding, but certain areas emerged over time that require more indepth knowledge and expertise. The latter is usually the onset of any area of specialisation as it holds benefit for the client-system (defined expert assistance), the profession (depth of knowledge that are generated, practiced and recognised) and the professional (becoming a specialist with defined proficiencies). The opportunity to specialise in a specific field is also a motivation for social workers to better qualify themselves in that field and to be acknowledged for that qualification and expertise.

What are the current specialities in social work?

Social workers may currently, if they meet the criteria prescribed by Council, register for the following specialities in social work:

- Adoption social work (since 1999)
- Occupational social work (since 2010)
- Probation services specialist (since 2013)
- Forensic social work (since 2017)
- Clinical social work (since 2017)

The above specialities are prescribed in Regulations published under the Social Service Professions Act 110 of 1978. All the Regulations regarding the above specialities, other than for probation work, are currently under review.

Are there any new specialities being considered?

The Professional Board for Social Work has worked on Regulations for three new specialities in social work during the past year and submitted these draft Regulations to Council for approval at the end of 2018. These are:

- · Speciality in school social work
- · Speciality in social work in health care
- Speciality in social work supervision

Why are social workers required to register for speciality in social work with South African Council for Social Service Professions?

Firstly, the only body that is allowed by law to recognise and

register a speciality in social work is the South African Council for Social Service Professions. Section 17C(1) and (2) is clear that Council is to prescribe, where applicable, the qualifications that may be registered as additional qualifications or the proficiencies which may be registered as specialities in the social service professions.

Secondly, Council, on recommendation of the Professional Board for Social Work, sets the prescribed criteria based on the standards related to the proficiencies for the specific speciality as contemplated in section 17(2)(a)(i) or (ii) of the Act.

Thirdly, Council promotes and protects the specialities in social work through the

titles associated with a speciality, for example a title affixed to a speciality may only be used by a person who has been registered for that speciality with the South African Council for Social Service Professions. Furthermore, section 17C(5) of the Act states: "No person registered under this Act shall practise as a specialist or shall pretend to be such a specialist, or shall in any other manner profess to be a person in respect of whom a speciality has been registered, unless the speciality in question has been registered in terms of this section in respect of such person".

Fourthly, certain areas of social work require that a speciality is legally required to execute such function, for example registration for a speciality in adoption social work.

What are the benefits and opportunities for social workers registered for a speciality?

The following may be regarded as some of the core benefits when you are registered for a speciality in social work:

- a. You are legally recognised by the South African Council for Social Service Professions in accordance with the Social Service Professions Act 110 of 1978 as a specialist as prescribed in the Regulations pertaining the specific speciality in social work;
- Your peers in your own profession and other professions know that you have met the criteria set out by Council with regards to the proficiencies associated with the speciality that you are registered for;
- Your employability increases in certain settings, which may be linked to better remuneration, that may require a more defined area of social work expertise, for example occupational social work;

continue on page 21

Specialities in social work... (continue from page 20)

- d. In some instances other legislation may require that you are registered for a specific speciality in social work in order to render a service, for example the requirement in the Children's Act 38 of 2005 regarding adoption social work;
- e. You will receive recognition as an expert when providing evidence in courts or tribunals, for example as a forensic

social worker, probation service specialist, amongst others;

- f. You may be called upon by the media or other platforms to provide expert views in the area of your speciality; and
- g. You can affix the title associated with the speciality next to your name that shows to the public and other stakeholders your speciality (area of expertise) in social work.

Am I entitled to an increase in salary when I register for a speciality in social work?

Not necessarily. Matters pertaining to benefits and remuneration rest

with the employers. Some employers may consider a higher remuneration package, whereas others won't. The discretion and decision in this regard is based on the human resource and remuneration policy of an employer

How does one register for speciality in social work with Council? What are the minimum requirements?

You can only register for a speciality in social work once a speciality is approved by Council and published in the Government Gazette as Regulations to the Social Service Professions Act 110 of 1978. The procedures are clearly prescribed in the said Regulations. The following are some of the basic steps:

- a. You must be registered as a social worker;
- b. You must submit proof that you comply with the prescribed requirements. This may include additional qualifications, a portfolio of evidence, confirmation of the years of experience in the area of the speciality,

amongst others;

- c. Completion of the prescribed applications
- d. Payment of the required fees for the registration for the speciality in social
- e. Any other information and documents that may be prescribed.

The minimum requirements for each speciality in social work are prescribed in the specific Regulations.

If a social worker is not registered for a speciality in social work, can he or she practise in the specific field of social work for which a speciality was established?

Yes, a social worker who is not registered for a speciality in social work recognised and regulated by Council is not excluded from practising in that area of social work. The only exception is the speciality in adoption social work, where the Children's Act 38 of 2005 requires from certain groups of

social workers to be registered with Council for this speciality. Thus, a social worker may practice, for example, social work within the scope of clinical social work without being registered for speciality in clinical social work. However, for all specialities regulated by Council:

a. No-one may use the title associated with a speciality without

being registered for the speciality; and

b. No social worker may profess or indicate in any manner that she or he is a specialist in an area of social work where a speciality is registered with Council, if she or he is not registered for that speciality.

Council's Policy Guidelines for Course of Conduct, Code of Ethics and Rules for Social Workers also stipulates that a social worker may only advertise a it is registered with the South African Council for Social Service Professions, further stating "social workers are not allowed to practise under special names or titles".

Professional adoption

Council

field of specific interest or speciality if

Do I get a separate certificate to indicate that I am registered for a speciality in social work?

Yes, all persons registered for a speciality in social work receive an additional certificate indicating the speciality in social work she or he is registered for. The speciality is also indicated on the practice card. It is required that all social workers who have registered a speciality in social work shall display clearly her or his registration certificate as social worker and registration certificate for the speciality she or he is registered for.

Does Council check whether those who are registered for a speciality in social work keep abreast with the specialist knowledge in their field?

Yes, a social worker who is registered for a speciality must adhere to the requirements of Council pertaining to continuing

> professional development and ensures that the accredited professional development she or he participates in includes knowledge and skills development relevant to the proficiencies associated with the specific speciality.

Do I have to pay additional annual fees after I have registered for a speciality in social work?

Yes, after you have registered for speciality, you pay an additional annual fee to maintain your

registration in the speciality of social work. Thus, ensuring that the speciality remains inserted next to your name in the Register.

Written by Dr Marie Kruger (Chairperson: Professional Board for Social Work), Mrs Ida Strydom (Member Professional Board for Social Work) and Mr André Viviers (Member of Council)

Regulations

DRESSING-UP - DRESSING DOWN

Professional impressions in the way we dress

Sharon Follentine, a seasoned social worker and Vice chairperson of the Professional Board for Social Work enlightens us on the importance of dress codes for the professionals.

Whether we like it or not, we live in a world where impressions, especially first impressions, matter. These impressions are generally visual and an estimated 95% of first impressions are made by clothes. How you dress thus affects how people perceive you. So clothes matter, and it certainly matters in the work place.

Dress codes, whether they exist in policy or not, varies from work place to work place. Creative environments tend to have a more relaxed and casual dress code whilst in the world of law and finance the dress code tends to be more formal and professional.

So where do we as social service professionals fit in? More importantly, how do we want to be perceived?

We often complain that we feel devalued; that we are not taken as seriously as our colleagues in other professions. There are many, varied and sometimes complex reasons for how we feel about ourselves and how seriously others take us as professionals.

However, if how we dress conveys perceptions of us, our work ethic and our ability to be successful, then the time has come for us to take more seriously how we dress in the work place. In order to avoid being called in for the 'what not to wear conversation', here are a few pointers/tips:

- · If there is no written dress code and you are unsure, ask
- If your job involves lots of client contact, meetings and consultations with other professionals, dress in a more formal and professional manner
- Stained, torn and creased clothing is likely to convey an impression that you are lazy and could not care less
- Unless it's a special theme day at work, it is just not professional to wear workout clothes, evening dress, pyjamas, anything that sports and offensive slogan or logo, or clothes that gives those you interact with an unobstructed view of your underwear or lack thereof!

Let's then dress in a way that conveys and inspires professionalism, confidence and success.

STUDENTSMUST BE REGISTERED

Student social workers, student child and youth care workers, student auxiliary child and youth care workers and student social auxiliary worker are not allowed to do their service learning (practical) without being registered with the South African Council for Social Service Professions as prescribed. Universities, colleges and other training providers are obliged to inform students accordingly and ensure that students are register before they engage in any practical work. Organisations who accept students for service learning/ practical work as part of their studies must also verify that the students are registered with Council prior to accepting them for practical work.

CONTRIBUTORS

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To view your status with Council's Register

- 1. Visit www.sacssp.co.za
- 2. Click on For The Public
- 3. Click on Search The Register (use your surname to search)

The book addresses social

welfare and social work

from a global, African and

national perspective

BOOK REVIEW

Introduction to Social Work in the South African Context written by written by Rinie Schenk: Paul Mbedzi; Lulama Qalinge: Peter Schultz: Johanna Sekudu and Mimie Sesoko reviewed by Winnie Morake

Introduction to Social Work in the South African Context is an academic book designed to introduce beginner students to the world of social work. It exposes students to indigenous South African conditions and prepares them to be creative and proactive in dealing with such conditions. Qalinge introduces the concepts social work, social worker together with the characteristics, functions, roles of a social worker and social work skills. Schultz describes social auxiliary work fields and

the role of the social auxiliary worker. The book addresses social welfare and social work from a global, African and national perspective. Also the status and position of the social work profession within the South African welfare context, Mbedzi explains the concepts social welfare and social work, development of social welfare globally, Africa and South Africa.

The book exposes students to intersectoral and multi -disciplinary teams and social policies and legislations. Schultz introduces different fields of social practice. He clarifies in each field the role of a social worker, circumstances and needs of the clients, the obstacles and difficulties encountered, other role players and relevant Acts.

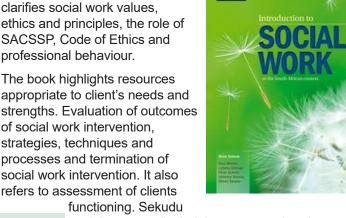
The book refers to the development and maintenance of professional social work values and ethical principles. Sesoko clarifies social work values, ethics and principles, the role of SACSSP, Code of Ethics and professional behaviour.

The book highlights resources appropriate to client's needs and strengths. Evaluation of outcomes of social work intervention, strategies, techniques and processes and termination of social work intervention. It also

> explains generalist helping process, theories, models, approaches, and perspectives used in social work practice. Sekudu also exposes students to case work, the basic skills and techniques and intervention strategies. Group work process and different types of groups. Sesoko explores students to community work and community development.

What I liked most about the book is the description of key concepts, the case studies contextualised to South Africa. The authors' introduction and conclusions are convincing. The authors' style is suitable for the beginner students. The book is recommended as it gives the sense of social work in the South African context.

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