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



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, student child and youth care workers, and student auxiliary child and youth care workers.

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YOUR VIEWS

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EDITORIAL

very Newsletter starts with a careful consideration of what the readers would like to read about, but also what Council and the Professional Boards need to share with the registrants. The editorial team puts together the ideas and identify possible authors, while also ensuring a balance between the interests of social workers and child and youth care workers. This is followed by requests for contributions, deadlines, follow-up of deadlines, copy-editing and language checks (and despite several language checks, we always find some grammar errors after the publication date), and then the design and layout process starts, including the search for photos and sometimes something short to fill a white space on a page. The result is what you are reading now. And we do it because we know that communication and information sharing are important commitments of the 4th Council, inaugurated in June 2016.

May I take this opportunity to express our most sincere appreciation to the authors of the articles that form part of this Newsletter. We recognise the enormous efforts that went into each article.

The business of social service practitioners is human relationships and at the heart of human relationships lies positive and constructive communication. We build human relationships in the manner in which we communicate to our colleagues, our managers, our communities and the public. The manner in which we communicate does not only contribute to the quality of human relationships, but also reflect on the individual professional. Remember, every social media message that you send, every email that you transmit, every letter you sign, every conversation you have, tells a story about you as a person and as a professional. It carries the 'brand' of who you are. Protect your brand!

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

André

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The lighter side of seriousness



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Message from the **PRESIDENT**

of the South African Council for Social Service Professions



Dr Maria MabetoaPresident of the SACSSP

want to reflect in this Newsletter on the role of social service professions in South Africa today.

Close your eyes for a moment and imagine South Africa (urban and rural) without social service professionals: What else do you see? An inhuman or uncaring society?

You will agree with me that the picture is scary and confirms that no country can be said to be successful if the needs of its most vulnerable and distressed citizens are neglected. This is where social service professionals come into the picture, to provide services and implement social developmental policies, legislation and programmes and resources that have been made available mainly by government and civil society organisations.

This also confirms that our professions stand out because of our accredited qualifications, ethical practice and registration with the South African Council for Social Services Professions. We are also driven by dedication and passion to make a difference in the lives of individuals, families and communities. The career routes and specialisations that we take within our respective professions are so important and complementary that one cannot be fully sustained without the other; for example, practitioners, supervisors, managers, policy makers, academics, researchers are interdependent. Most of us are also striving for continuous personal development in different ways to improve our knowledge and skills.

The delivery of our services is not done in a haphazard manner it is duly informed by evidence-based policies, legislation and programmes. We have guidelines, procedures and monitoring and evaluation systems built in our work. All these mean that no one can decide to practise as a social service practitioner without these credentials.

It is encouraging, that despite all the current career choices available to young people today, some still prefer to take social work or child and youth care as a career of choice. This is an indication that they have been inspired by social service professionals as change agents in communities. The recent Council's communication drive during World Social Work Day and International Child and Youth Care Workers Week, generated huge interest in the country in terms of understanding the role played by these professions. Therefore, the more we positively communicate what we do especially at service delivery level, the more this will in return attract attention and appreciation from communities and government and lead to advocacy for resources that will enable us to address the challenges we face.

One major concern that affects the strength that we should jointly possess as social service professionals is multidisciplinary approach, remember 'the power of the collective is stronger than that of an individual'. We need to improve our appreciation for the different professional competencies and skills we possess and use this to our advantage to strengthen service delivery and increase the relevance, impact, effectiveness, coverage and reach of our services. With the advancement of technology, multidisciplinary work should require less effort as compared to the past, what we require is to respect and acknowledge one another.

The social service professionals contribution and role in South Africa resonates with President Cyril Ramaphosa's '*Thuma Mina*' campaign which requires us to work together - '*Not for ourselves*'.

Message from the Registrar

of the South African Council for Social Service Professions



Langi MalambaRegistrar of the SACSSP

This year commenced with the proverbial bang as we received the title deed to the new office block at number 33 Annie Botha Street, which is adjacent to the existing office block. The acquisition is a culmination of both internal and external push factors as the office space was increasingly becoming smaller as the sector grew.

The 3rd Council laid the foundation by ring-fencing R3 million towards expanding the office space or acquiring a new building. The 4th Council listened to the outcries from the sector, for example, the

24,000 person march of September 2016 highlighted the disappointing image projected by the 'look and feel' of the office, a sentiment shared by most registrants who even proposed that they would be willing to pay more to ensure that Council can effect a proper face lift and improve the offices so that it instils pride in the practitioners. I am glad to announce that the new office block is being prepared for full scale use to relieve pressure of overcrowding in the current office block. The full details of official opening of the offices will be unveiled and a special function will be organised. We have started making use of the board rooms and meeting rooms which results in cost-saving on venue hire for meetings so that we can invest in a total overhaul of the IT system. We envision that by 2021 we shall have a full automated system to enable online registration and CPD functionality.

I must say the journey to turnaround Council and respond to all your concerns and the gaps in our service delivery has been an onerous task, however, due to your ongoing support and understanding, and the caring leadership of the 4th Council, 4th Professional Board for Social Work and 3rd Professional Board for Child and Youth Care Work, there is remarkable progress and improved visibility of Council and its work.

In February, a fee increment was published in the Government Gazette which created a small shift in the revenue that Council can generate to ensure efficient operations and fulfilling of Council's statutory mandate. Registrants must remember the notices of resolution of Council that there would be annual increments to cushion expenses and ensure that Council can continue to deliver on its mandate. The new fee increments for 2020/21 financial year will be announced soon.

Very soon we will be announcing scheduled election drive outreach in respective provinces because the tenure of Council and its Boards is looming. By mid-2020 we will initialise the nominations process so as to ensure the 5th Council and the respective Professional Boards are inaugurated before the current Council's term ends in June 2021. We have learnt this year with the election process for one vacancy that there are two notable problems - disinterest in the election process and that people do not update their postal addresses and other contact details.

As indicated in the message from the Vice-President (see page 5), the draft *Social Service Practitioners Bill* is progressing towards its finalisation where after it will follow the required consultation and subsequent Parliamentary processes. Social service practitioners need to get ready to engage in the continued consultations to ensure that the Bill that will be approved by Parliament is sound, relevant and responsive to what the sector needs. It is important that social service practitioners also read the *Social Service Practitioners Policy* that was approved by Cabinet in 2017 (obtainable from the Department of Social Development).

I am urging all bona fide social service practitioners to reconnect with the passion of being a catalytic change agent and stand up to be counted, so that you are not a passive bystander, but an active participant who is bold to step out into the playing field and offer leadership. Council is all of us put together – there are no special people outside of our sector who can make decisions for us without us. When you blame Council for failing, you are blaming yourself too for not offering leadership and contributing to the improvement of Council.

I thank every practitioner who is committed to strengthening the business of Council to make sure we grow the sector together for ourselves and future generations.

YOUR COUNCIL

The Registers of the South African Council for Social Service Professions showed **100,704** persons were registered on 1 April 2019

social work

44,270

social workers

16,008

social auxiliary workers

19,410

student social workers

12,870

student social auxiliary workers

child & youth care work

60

child and youth care workers (professional level)

6531

child and youth care workers (auxiliary level)

1421

student child and youth care workers

134

student auxiliary child and youth care workers

this is YOUR Council

three years 4th COUNCIL on with the

Donald Nghonyama, Vice-President of the South African Council for Social Service Professions, gives a short update on the journay of 4th Council thus far

The 4th Council entered its fourth year. Council started its journey of five years when it was inaugurated June 2016 by developing a strategic plan for its term of office which was divided into short, medium and long term priorities. It is pleasing to look back and track the progress made over the past three years.

While the progress made is appreciated Council is aware that there is still a significant amount of matters that need to be addressed. The latter is evident from the feedback by practitioners through various platforms about their satisfactions and areas of concern that still need attention. Council is taking the sector's recommendations seriously. While many areas of concern receive immediate attention, others take longer to be addressed due to complexity, need for policy changes to effect change, or lack of resources. This, however, does not mean that it is not given priority or will not be

Council noted an increase in the number of social service professionals following up on their registration status, which show not only assist the staff to update the professional's information on the Registers, but also contribute to improved communication between Council and professionals.

addressed.

Communication is a key strategic objective of the 4th Council and practitioners are encouraged to take advantage of the multiple platforms provided to ensure that they stay informed and are contributing to the development of this important institution. It has been noted that the sector needs access to the correct and timely information, which led to more consistent information communication linked to the age of technology we live in through platforms such as Facebook and Twitter, but also the effective use of email communication. Practitioners will have noticed that the Council's website is being revamped to provide a more organised and easy access to the information and also to enable practitioners registered with Council to be able to update their contact details with ease. Furthermore, since the inauguration of the 4th Council, social service professionals enjoy the weekly issue of ThisWeek@Council, and since 2017 the monthly eBulletins and biannual Newsletters. Council is pleased to see that many professionals appreciates the aforementioned and, above all, have access to information about the work of Council and are able to 'stay in touch' with what is happening every week.

The two Professional Boards, i.e. the Professional Board

for Child and Youth Care Work and Professional Board for Social Work, have been working hard to attend to profession specific matters. The Professional Board for Child and Youth Care Work has been responding to the long awaited issue of the code of conduct policy and continuing professional development policy (CPD) for child and youth care workers which has been circulated for comments. The Professional Board for Social Work has been looking into more specialities

as well as the issue of adoption social work. (see page 16). Council is aware of critical work and importance of these activities to the sector and that a speedy finalisation is critical.

The draft Social Service Practitioners Bill is in its final stages and will soon be published for public comment as per the procedures of the Ministry of Social Development. Council urges all social services professionals to participate when there is a call for inputs and comments.

Council noted with excitement the new process and system that will be established for payment of annual fees for practitioners employed by government departments. Council is pleased to note that the communication between government as an employer and the employees represented by the Public Health and Social Development

Sectoral Bargaining Council is underway and has been well received. This will help to address the issue of late payments and other complexities associated with it.

Council congratulates the *National Association of Child and Youth Care Workers* (NACCW) who held their 22nd biennial conference in Durban during July 2019. Once again, the Association brought professionals together to exchange knowledge and experiences about working with children. It is through collaborative efforts that our country can be moved forward in a united way.

All social service professionals are driven by a commitment to add value in addressing the challenges that every human being faces in our country. This commitment comes to life through our collective efforts and being accountable for the decisions and actions that go into our work. This is at the heart of our professions – our work with human beings – contributing to the development of our country's human capital.

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





Special contribution



ENVIRONMENTAL JUSTICE

The basics for social service professionals

We asked Antoinette Lombard, Professor in Social Work and Head of the Department of Social Work and Criminology at the University of Pretoria and IASSW's chair of the IASSW's Global Agenda for Social Work and Social Development, and coordinator of the Global Agenda in the Africa region, to reflect on environmental justice and the responsibilities of social service professionals.

nvironmental justice can best be understood in the context of natural and human-made disasters. Natural disasters such as floods and droughts have devastating impacts on all ecosystems, that is, humans, animals and plants. On the other hand, humans contribute to climate change and environmental degradation through, among other, air, land and water pollution; land degradation; deforesting; sewerage spill; human consumption, and construction. A recent picture of this reality is the tons of plastic that washed ashore after the floods in Durban and Mozambique. The horrifying death of whales with tons of plastic in their stomachs¹ (see here for one of many examples) and dying fish in the Vaal River² (see here), pose a serious wake up call to humanity to save the planet. If humans do not take care of the environment, the environment will not be able to sustain human life. Humans and the planet are interdependent and need one another for survival.

Environmental justice is a human rights issue which is enshrined in the Constitution of the Republic of South Africa, 1996. Section 24 in the Bill of Rights states that every person has the right to an environment that (a) 'is not harmful to their health or well-being', and (b) 'to have the environment protected for the benefit of present and future generations'³. To ensure this, measures such as legislation and policies

should be in place to prevent pollution and land degradation, promote conservation and the use of natural resources for economic and social development in a way that will secure environmentally sustainable development. Protection is clearly not only the right of humans, but also applies to the natural environment so that it can provide a clean, safe, and healthy environment to all living organisms.

What has environmental justice to do with social service professions? Everything. Firstly, all people, including social service professionals, want to live in a clean, safe, and healthy environment. However, it is the world's poorest, vulnerable, and oppressed people who often live in the most degraded environments and who lack resources and social and political power when disaster strikes⁴⁸⁵. Service users are thus more likely than others to be disproportionately affected by environmental degradation⁶. There is thus a vicious circle between natural and human-made disasters such as poverty, which impact aggravates all types of disasters7. Poor people are not only on the receiving end of environmental injustice, but contribute to environmental degradation for survival. Forests are chopped for firewood to cook food, and animals that may be distinct, are killed when people are hungry. They live in areas where they most likely do not have access to sanitation facilities, clean water and municipal services to remove dumped trash. Children play on or next to dumping

environmental justice... continue from page 6

sites. These conditions contribute to poor health and are exacerbated by other social ills such as high crime levels and substance abuse which further marginalise and exclude people from mainstream society⁸.

For too long social service professionals have focused on the person in the environment in relation to only the social environment, while ignoring the physical environment. Environmental risks in communities

such as contaminated water, polluted play grounds, and sewerage overflow threatens the health of the planet and inevitably also the health and well-being of humans9. Therefore, social service professionals have to consider the impact of degraded environments as they have social and economic consequences which, in turn, influence human development¹⁰. There is thus a direct link between social justice and environmental justice, which means that social service professionals cannot advocate for social justice while ignoring environmental justice11. Embracing both social and environmental justice implies a commitment to ecological justice and sustainable development. For social service professionals, a shift to an ecological approach implies that both humans and the planet (including fauna/animals and flora/plants), are mutually respected and protected¹² in fighting poverty and inequality. An ecological approach also commits social service professionals to the action plan of the 2030 Agenda for Sustainable Development and its Sustainable Development Goals to promote sustainable communities by recognising that both people and the planet matter13.

In alignment with the focus of the 2030 Agenda for Sustainable Development, the Global Agenda for Social Work and Social Development (2012)¹⁴ see people and the planet as equally important in promoting social justice¹⁵. Lombard and Twikirize present case study examples on promoting environmental and community sustainability from South Africa, Malawi and Uganda in the African report of the third Global Report of the Global Agenda for Social Work and Social Development¹⁶. Advocacy practice, community participation, development of human agency, restoring of human dignity and environmental protection are relevant factors in looking for solutions that can be sustainable for both the earth and people.

The basics for social service professions in relation to environmental justice are simple. They first have to recognise



the interdependence between humans and the natural world¹¹, and secondly, based on the interrelatedness between the social, economic and environmental dimensions of sustainable development¹³, acknowledge that there cannot be social justice without environmental justice. In simple terms, if humans do not look after the planet, the planet will not be able to sustain human life⁸. Therefore, for human progress, social and

economic developments have to consider the environment.

Environmental justice starts with a heart-felt commitment to protect the environment, and therefore requires personal commitment to protect the environment as a way of living¹⁶. Recycling at their own homes is a good start for social service professionals to shift to an ecological approach in practice where interventions embrace both social and environmental justice.

- ¹ Borunda, A. 2019. A pregnant sperm whale washed up dead on a beach in Sardina, Italy. Its stomach was full of plastic. *National Geographic*. Available at: https://www.nationalgeographic.com/environment/2019/04/dead-pregnant-whale-plastic-italy/ (Accessed: 2019/05/24).
- ² Daff: Water and sanitation on dead fish in the Vaal River. Issued by the Department of Agriculture, Forestry and Fisheries. *Polity*. 7 August 2018. Available at: https://www.polity.org.za/print-version/daffwater-and-sanitation-on-dead-fish-in-the-vaal-river-2018-08-07 (Accessed: 2019/05/24).
- ³ Republic of South Africa. [RSA]. *Constitution of the Republic of South Africa, 1996.* Pretoria: Government Printers.
- ⁴ Hawkins, C.A. 2010. Sustainability, Human Rights, and Environmental Justice: Critical Connections for Contemporary Social Work. *Critical Social Work*, 11(3):68-81.
- ⁵ Zakour, M.J. 2012. Natural and Human-Caused Disasters. In Healy, L.M & Link, R.J. (eds.). Handbook of International Social Work, Human Rights, Development, and the Global Profession. Oxford: Oxford University Press.
- ⁶ Healy, K. 2014. Social Work theories in context. Creating frameworks for practice. 2nd ed. Hampshire: Palgrave MacMillan.
- ⁷ Dominelli, L. 2014. Environmental justice at the heart of social work practice: Greening the profession. In Hessle, S. (Ed.). *Environmental change and sustainable social development: Social work social development volume II.* Surrey: Ashgate.
- International Association of Schools of Social Work [IASSW]. 2016. Global Agenda for Social Work and Social Development: IASSW Statement Theme 3: Promoting Environmental and Community Sustainability. Available at: https://hww.iassw-aiels.org/wp-content/uploads/2015/10/IASSW-Theme-3Statement-24-August-2016.pdf (Accessed: 2018/02/04).
- ⁹ Erickson, C.L. 2012. Environmental Degradation and Preservation. In Healy, L.M & Link, R.J. (eds.). Handbook of International Social Work, Human Rights, Development, and the Global Profession. Oxford: Oxford University Press.
- ¹⁰ International Federation of Social Workers [IFSW]. 2015. *IFSW's Policies 2015*. Berne: IFSW.
- ¹¹ McKinnon, J. 2008. Exploring the nexus between social work and the environment. *Australian Social Work*, 61(3):256-268. DOI: 10.1080/03124070802178275.
- ¹² Besthorn, F.H. 2013. Radical equalitarian ecological justice. In Gray, M., Coates, J. & Hetherington, T. (Eds.). Environmental social work. New York: Routledge.
- ¹³ United Nations [UN]. 2015. Transforming our World: the 2030 Agenda for Sustainable Development. New York: United Nations.
- Global Agenda for Social Work and Social Development. 2012. Collaboration between IASSW, IFSW and ICSW. [Online] Rev. 10 August 2015. Available: http://www.globalsocialagenda.org
- ¹⁵ Lombard, A. 2015. Global Agenda for Social Work and Social Development: A Path toward Sustainable Social Work. Social Work/Maatskaplike Werk, 2015:51(4): 480-499.
- 16 Lombard, A. & Twikirize, J. 2018. Chapter 2. Africa: Promoting Community & Environmental Sustainability. In Jones, D.N. (Ed). IASSW, IFSW, ICSW. Global Agenda for Social Work and Social Development: Third Report. Promoting Community and Environmental Sustainability. Rheinfelden: IFSW (np. 51-79)



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Why are our PROFESSSIONS regulated?

If you read this Newsletter you are most likely practising a profession that is regulated by law. And you may have wondered why your chosen profession is a regulated profession. **André Viviers**, Member of Council, takes a closer look at the reasons why some professions are regulated.

When a profession is regulated, it means that a specific occupational group is regulated. SAQA's Policy and Criteria for the Registration of Qualifications and Part Qualifications on the National Qualifications Framework defines an occupation a set of jobs or occupational specialisations where the main tasks and duties are characterised by a high degree of similarity (skill specialisation) and are grouped together on the Organising Framework for Occupations as an occupation; and occupations include trades and professions. In this article reference is made to professions¹⁸².

In South Africa the professions of social work and child and youth care work are two of many professions that are regulated through the Social Service Professions Act 110 of 1978. Some of the other professions that are also regulated are medical doctors, occupational therapists, psychologist (through the Health Professions Act 56 of 1974), nurses (through the Nursing Act 33 of 2005), educators (South African Council for Educators Act 31 of 2000), pharmacists (through the Pharmacy Act 53 of 1974), engineers (through Engineering Profession Act 46 of 2000), amongst others. It is not only in South Africa where certain professions are regulated. Many other countries in the world do the same.

When a profession is regulated there is a statutory (*legal*) requirement that the person who practises or intends to practise a specific profession must be registered (*licenced*) with a competent authority prior to practising that profession. For example, a person may only practise as a social worker or child and youth care worker (whether in the professional or auxiliary categories) if he or she is registered (*legal requirement*) with the South African Council for Social Service Professions (*competent regulatory authority*) as prescribed in the Social Service Professions Act 110 of 1978 (*statute or law*).

WHY ARE SOME PROFESSIONS REGULATED?

When one takes a closer look, it is interesting to note that one common principle often determines the requirement to regulate a profession – *the protection of the public*. Regulated professions have a scope of practice that has a direct impact on the public (persons and communities who receive the services), and where poor quality service will impact on the well-being, safety and health (physical and mental health) of individuals and groups^{3&4}. Differently put, regulation helps to assure the public that the person practising a specific profession has the qualifications, requisite skills and competencies to provide a quality service, without any doubts ^{5&6}.

regulated professions... continue from page 8

Another benefit of having such a regulation is that it ensures that the person practising that profession will be held accountable if he or she does not subscribe to the prescribed minimum requirements for that specific profession⁷.

WHAT IS A REGULATORY AUTHORITY?

A regulatory authority is established by law with the primary goal to protect the public and has certain regulatory responsibilities as prescribe by law. Generally, the mandate allocated to a regulatory authority are in the same law through which it is established. However, in some instances

GOOD TO KNOW

A professional registered with a statutory Council is not a member neither does he or she pay membership fees. You are a professional because of the requirement to be registered with a specific statutory Council and persons registered are referred to as *registrants* – and not members. The membership organisations are professional associations where membership is voluntarily, e.g. a person is a member of the **NACCW** or Medical Association of South Africa.

responsibilities are also extended through other laws.

A second important aspect to understand is that a regulatory authority is not a membership organisation as the interest of the regulatory authority is the profession and not the person. It may sound like a contradiction or, maybe, theoretical, but one should remember that the regulatory authority is responsible to protect integrity and interest

of the profession first8 . "Protecting the public and guiding the professions" - the slogan on the HPCSA website explains this principle well.

Thirdly, an important principle in the regulation of professions and the establishment of professional bodies is that such regulation should primarily be done by the specific profession themselves. Thus, an important value is that subject matter experts (those who have knowledge and proficiency within a specific profession) are best placed to develop and set minimum standards in terms of the knowledge and competence required to practice that profession. Can you imagine the chaos that could ensue if engineers were to set practice standards for doctors, or social workers set the standards for pharmacists?

In South Africa, statutory Councils are the competent regulatory authorities for the regulations of specific professions. The South African Council for Social Service Professions (SACSSP), Health Professions Council of South Africa (HPCSA), South African Nursing Council (SANC), South African Council of Educators (SACE), South African Pharmacy Council (SAPC), Engineering Council of South Africa (ECSA), amongst many others, are some examples of these type of authorities.

A regulatory body may regulate a single profession, like the South African Nursing Council, or multiple professional groups, like the Health Professions Council of South Africa and the South African Council for Social Service Professions. In the case of the latter Professional Boards are established under the auspices of the regulatory body to apply the principle as explained above that each profession has the right and obligation to self-regulation⁸. The HPCSA registers through its 12 Professional Boards the professions of medical doctors, dentists, oral hygienists, dietitians, nutritionists, environmental health practitioners, paramedics, biomedical engineers, medical technicians, arts therapists, biokineticists, podiatrists, psychologists, psychometrists, registered counsellors, audiologists, occupational therapists, physiotherapists, radiographer, optometrist, among others. The South African Council for Social Service Professions registers social workers and child and youth care workers through its two Professional Boards.

WHAT ARE THE RESPONSIBILITIES OF A REGULATORY AUTHORITY?

Every regulatory authority has its own procedures and requirements, but all have the same basic mandate, i.e. to enforce who may or may not practise a specific profession. This is done through a twofold process

- setting of minimum standards for education and training, scopes of practice; professional conduct and registration requirements; and
- ii. ensuring compliance to the above.

This will be explained in more detail later in this article.

WHAT DOES THE REGULATION OF PROFESSION MEAN?

Regulation is not one thing, but a package of different components that works together³. These components are best understood by looking at one individually (but remember all these components form a whole)⁹.

#1: Qualifications

Qualifications form an integral part of the regulation of a profession and it is not as simple as just getting the right degree, diploma or certificate. The regulatory authority has an obligation to ensure that a practitioner is suitably qualified to practise the specific profession^{10&11}.

Firstly, the regulatory authority (Council) needs to set standards that the prescribed qualification for a specific profession needs to meet. The prescribed qualification is the minimum or basic qualification that is needed to practice at a professional or auxiliary level. This includes the nature, content and duration of the curricula and practical training for the acquisition of a prescribed qualification¹².

Secondly, the regulatory authority has the responsibility to quality assure these programmes that leads to the prescribed qualification^{13,14,15 & 16}.

This component of regulation is important to ensure that, no matter where a person has obtained the prescribed qualification related to a profession, that such a person will have the same requisite knowledge and skills to practice that profession. For example, whether a doctor, nurse, social worker, child and youth care worker, occupational therapist or psychologist obtained a qualification at a university in Gauteng, Western Cape or Limpopo, it will be based on the same standards and they will have the same proficiency. However, when a person obtained a qualification that was not approved by a regulatory authority (Council), that person may not be able to practise after completion of his or her studies

as he or she will not be able to register (as the qualification is not recognised as meeting the minimum standards) with the professional Council.

IMPORTANT: If you want to study social work, child and youth care work, social auxiliary work or auxiliary child and youth care work, at a training institution, contact ETD division of Council to verify that the qualification you intend enrolling for is approved as a prescribed qualification that is recognised by the South African Council for Social Service Professions.

Thirdly, regulatory authority (Council) needs to set the minimum standards and requirements for the person who may teach the academic discipline (of the profession) at a training institution. Essentially ensuring that only persons who have subject matter knowledge and experience pertaining the profession and are registered with the specific professional body can teach the subject.

A regulatory body may also recognise and register additional qualifications related to a profession. These are qualifications other than the prescribed qualification needed to practise a profession. For a statutory Council to recognise these additional qualifications (advanced diplomas, honours, masters and doctoral degrees) the same processes as with a prescribed qualification will be applicable. Registrants may then also register their additional qualifications with a statutory Council so that it can be inserted on the Register as part of his or her professional repertoire. Often additional qualifications relate to certain specialities in a profession, where a regulatory body may also set the standards for such qualifications, for example when a medical doctor needs to study to become an oncologist.

The regulatory authority must also assess and, if applicable, recognise qualifications that were obtained outside the country as to ascertain whether such qualification meets the minimum requirements for a suitable prescribed qualification to allow the bearer to be registered as a professional in South Africa.

#2: Determining and maintaining the standards of professional practice

Regulation also requires that the scope of practice of a specific profession must be clearly defined by the regulatory authority. This also includes the restrictions and conditions associated with the acts that a person practising a profession may perform¹⁷. This is done through a combination of the profession's theoretical basis, experiences and context. The latter refers to the dynamic interaction between supply and demand; socio-economic factors; political environment and societal needs.

Firstly, the regulatory body determine the minimum standards required for the execution of a specific profession's scope of practice. These includes:

- i. unique tasks that only a specific profession may execute;
- ii. the generic task that a specific profession may execute that do not infringe on the unique tasks of another profession (as there are many tasks that may be similar across different occupations but executed differently based on a profession's specific knowledge and practice setting, for example assessment.
- iii. tasks that may be executed through differentiation within a specific profession, for example tasks that may only be executed by a person registered in a professional category

and tasks that may be executed by a person registered in an assistant or auxiliary category.

These are important as they also guide professional and ethical conduct (see component #5).

Secondly, following on the above, the regulatory authority determines and sets standards for professional differentiation. This involves determining which tasks, as well as restrictions, that may be executed by a person:

- · at a professional level
- · at an auxiliary level
- at a professional level with a registered speciality.

Thirdly, the regulatory authority determines the requirements and restrictions that pertain to overseeing the practice of persons who are practising a specific profession. This includes amongst others areas such as professional supervision; supervision and training of students and interns in the profession; supervision of assistant or auxiliary categories in a profession.

Fourthly, setting the minimum standards and requirements for specialities for a specific profession. This includes determining the need for and scope of practice of a speciality, the proficiencies required for a speciality; the licensing of specialities, and restrictions that relate to specialities.

Fifthly, in some instances regulating persons who practice the profession through a private practice so as to ensure the protection of the public, as well as the integrity of the profession. This may include minimum standards that a person must meet before he or she may conduct a private practice, the registration of a person conducting private practice, the professional practices that may or may not be conducted in a private practice, the continuing professional development requirements for a person conducting private practice, amongst others.

WILL YOU?

Will you go to a doctor that has not kept up to date with the latest development in the medical field since she finished her studies 15 years ago? Or ask an engineer who has not kept abreast with the latest technology in his or her field to build a bridge that you need to drive over every day? **NO**.

We expect other professionals to be at the cutting edge of the knowledge and competencies in their field. Similarly, the people that social service professionals serve, whether as individuals, families, groups or communities, expect social workers and child and youth care workers to keep abreast with the knowledge and competencies required to serve them in the in a competent manner. Thus, the South African Council for Social Service Professions sets minimum standards for CPD and requires that all social services professionals adhere to such standards.

regulated professions... continue from page 10

#3: Proficiency and responsibility to the professional practice

Regulation requires that the regulatory authority ensures that the practitioner practising a profession takes responsibility to maintain the minimum level of proficiency related to scope of practice for a profession.

The regulatory authority has an obligation to ensure that all practitioners practising a profession are aware and motivated to take responsibility for their ongoing proficiency.

Secondly, the regulatory authority establishes and enforces minimum standards and requirements for continuing professional development of all practitioners practising a profession, whether at auxiliary, professional or specialist level, thereby ensuring that practitioners practising the profession are up to date with the most recent knowledge, techniques and practices of their profession¹⁸.

Thirdly, the regulatory authority needs to put in place accessible mechanisms that allows for the accountability of practitioners and the reporting of practices that do not adhere to the minimum standards of professional practice (see component #4).

Fourthly, the regulatory authority is required to keep up to date with new and emerging evidence related to the scope of practice of a profession so as to ensure that standards and requirements are adjusted through regular reviews.

#4: Licensing

Licensing is the more popular term that is used to refer to the requirement to register with a regulatory authority before a practitioner may practise his or her profession. Licensing of practitioners has strong public support for professions where incompetent execution would be a health or safety threat to the public¹⁹. In a regulated profession, you need a license or certificate from the regulatory body (that regulates that profession) to practise and/ or be employed in that regulated field. Individuals practicing a regulated profession need to be able to show evidence of registration (which include payment of annual fees, which is required for continued registration) with the appropriate regulatory body⁴.

#5: Interest and integrity of the profession

As was indicated earlier, a regulatory authority's main purpose is to protect the integrity, dignity and interest of a specific profession to ensure that the public can trust the practitioners practising the profession and can feel protected.

Firstly, a profession's interest and integrity are protected through a code of conduct and ethics that apply to a specific profession, which are determined by the persons practicing a profession over time based on the accepted standards and values that guide a profession. Often these codes are benchmarked against that of other regulated professions in a country, which is particularly helpful in multi-disciplinary teams, as well as international codes of a specific profession, which allows for international comparability.

Regulatory authorities establish, maintain and enforce codes of conduct, which also require adherence to codes of ethics, through statutory requirements that involves adherence and sanctions against practitioners that brings the integrity and dignity of a profession into disrepute. Thus, regulatory authorities can hold a professional accountable through a complaints' procedure as well as a just and fair disciplinary

inquiry process. The essence of a code of conduct is to indicate how a profession needs to be practised with integrity and a disciplinary inquiry has the primary aim to weigh the facts of a complaint and impose sanctions that will protect the integrity of a profession.

Secondly, the interest and integrity of a profession are protected through the regulation and restriction on the use of an occupational title Thus, only persons who are registered (have a license) to practice a profession may use the title associated with that profession. This include general titles as well as titles associated with a speciality²⁰ (see article on titles on page 16). These titles are protected by law and if anyone who is not registered uses such a title, whether at auxiliary, professional or as a speciality, he or she is contravening the law and is guilty of a criminal offence as prescribed by the relevant legislation.

The best way to understand the value of being part of a regulated profession such as social work and child and youth care work is to look from the outside in. Members of the public (including clients and other professionals), know that you are suitably qualified to practise the specific profession, that you are required to practice your profession in line with certain minimum standards; that you are up to date with the latest developments in your profession through continuing professional development; that your license to practice your profession is issued by a credible regulatory authority; and that you are being held accountable through adherence to a code of conduct. All of this culminates to 'trust' by the public, because the title that you are allowed to use is regulated.

- ¹ South African Qualifications Authority (SAQA). 2013. *Policy and Criteria for the Registration of Qualifications and Part Qualifications on the National Qualifications Framework*. Pretoria: SAQA.
- ² Department of Higher Education and Training. 2013. Guidelines: Organising framework for occupations (OFO) 2013. Pretoria: Department of Higher Education and Training.
- ³ Project Management South Africa (PMSA). Available at: http://www.projectmanagement.org.za/?page=FAQ (Accessed 29 May 2019)
- ⁴ Kleiner, M. M. 2006. Licensing Occupations: Ensuring Quality or Restricting Competition? Kalamazoo, MI: W.E. Upjohn Institute for Employment Research. https://doi.org/10.17848/9781429454865
- ⁵ Centre for Professional Qualifications. Nd. *Professions Regulated by Law or Public Authority*. Available at: https://www.naric.org.uk/cpq/eu%20citizens/coming%20into%20the%20uk/Regulated%20 Professions/Professions%20Regulated%20by%20Law%20or%20Public%20Authority.aspx (Accessed: 27 May 2010)
- ⁶ Care Inspectorate & the Scottish Social Services Council (SSSC). 2017. Frequently Asked Questions About SSSC Registration. Dundee: SSSC.
- ⁷ United Kingdom. 2016. Regulation and Inspection of Social Care (Wales) Act 2016 (s.111).
- ⁸ Verhoef, G. 2011. The state and the profession: Initiatives and responses to the organisation of the accounting profession in South Africa, 1904–1951. *Historia*,56(2), November 2011:19-42
- ⁹ Kortese, L. 2016. Exploring professional recognition in the EU: a legal perspective. *Journal of International Mobility*, 2016/1 (4): 43-58.
- ¹⁰ Government Gazette of the Republic of Namibia No. 3795, Notice 34 of 22 February 2007: Regulations relating to the minimum requirements of study for registration as a social worker.
- ¹¹ European Union. 2005. Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications. *Official Journal of the European Union*, L 255: 22-255.
- $^{\rm 12}$ Social Care Wales. 2019. The framework for the degree in social work in Wales. Cardif: SCW.
- ¹³ Nursing Act 33 of 2005: Regulations relating to the accreditation of institutions as nursing education institutions (Government Notice No. R. 173 of 8 March 2013
- ¹⁴ Pharmacy Act 53 of 1974: Regulations relating to pharmacy education and training (Government Notice No. 1156 of 20 November 2000).
- ¹⁵ South African Nursing Council. 2019. Circular 5/2019. Available at: https://www.sanc.co.za/archive/archive2019/newsc1905.htm (Accessed: 1 July 2019).
- ¹⁶ Health Professions Act 56 of 1974. Rules relating to the payment of fees for accreditation of education and training offered by education and training institutions under the Health Professions Act, 1974 (Board Notice 43 in Government Gazette 32043 of 27 March 2009).
- ¹⁷ Government Gazette of the Republic of Namibia No. 4656, Notice 14 of 23 February 2011: Regulations relating to scope of practice of social workers, social auxiliary workers and students
- ¹⁸ Government Gazette of the Republic of Namibia No. 4482, Notice 91 of 11 May 2010: Regulations relating to continuing professional development applicable to registered persons: The Social Work and Psychology Council of Namibia: Section 34(2) of the Social Work and Psychology Act, 2004.
- ¹⁹ Department of the Treasury Office of Economic Policy, the Council of Economic Advisers & the Department of Labor. 2015. Occupational licensing: A framework for policymakers. Washington, DC: The White House.
- ²⁰ United Kingdom, 2016, Regulation and Inspection of Social Care (Wales) Act 2016 (s.111).

The Professional Board keenly

recognises its mandate to advocate for

change in the professionalisation of

the sector, and make sure that the child

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moves forward.

REPORT BACK FROM THE Professional Board for Child and Youth Care Work

Since the last Newsletter was published, the Professional Board for Child and Youth Care Work has had a busy and productive time. The Professional Board keenly recognises its mandate to advocate for change since the professionalisation of the sector in October 2014, and make sure that the child and youth care work profession agenda moves forward. With the multiple pressing demands from the sector, the Professional Board has focussed on a variety of matters related to its core mandate and a programme of action for the 2019/20 year was developed with clear deliverables.

A key concern has been the quality of the available generic learning material for the NQF Level 4 qualification, that has been accredited through the *Health and Welfare Sector*

Education and Training
Authority (HWSETA). The
Professional Board's concern is
that the material is generally of
poor quality and so provides a
weak foundation for those child
and youth care workers who
are trained by training providers
using this material. The
HWSETA has been engaged
in this regard, especially since

it is noted that the Further Education and Training Certificate (FETC) Level 4 qualification will continue to be offered with enrolments accepted until June 2023. We trust that in the coming period a review of this material will take place, and are rigorously engaged with the HWSETA in this regard. The Professional Board Members have also applied their minds to the process of ensuring that the new child and youth care qualification accredited by the Quality Council for Trades and Occupations (QCTO), offered at NQF Level 5 will be of high quality. The Professional Board has welcomed the positive partnership formed with both the QCTO and HWSETA in this regard and has engaged with the latter body extensively in relation to new generic learning material that is being developed through the HWSETA for this new qualification. There is significant interest from training providers who want to offer this Level 5 qualification. An understanding between all three bodies, the QCTO, HWSETA and the Professional Board for Child and Youth Care Work has meant that the Professional Board has the responsibility to review and approve the minimum requirements for the education and training, and the nature, content and duration of the curricula and practical training, as contemplated in sections 3(f) and 18A of the Social Service Professions Act 110 of 1978, prior to training providers being allowed to offer this as a prescribed qualification. A clear and accountable assessment tool has been developed by the Professional Board for purposes of assessing nature and content of prescribed qualifications before it is approved as a

prescribed qualification.

The Professional Board for Child and Youth Care Work has made some headway in supporting the introduction of degree-level qualifications in Child and Youth Care Work at university level, and discussions are ongoing with the University of Western Cape to develop a Level 8-degree curriculum in Child and Youth Care Work. The establishment of the Child and Youth Care degree is currently going through the internal processes at the University of the Western Cape, and it is hoped that this degree will be ready to be offered in 2021. The Professional Board for Child and Youth Care Work has also embraced the developments championed by the national Department of Social Development for universities to offer post-graduate diploma in supervision for social

services professionals as to ensure that it adequately covers professional supervision in child and youth care work in line with the regulations.

The Continuing Professional Development (CPD) Policy for Child and Youth Care Workers was finalised and has been submitted to Council for

approval and once it has been approved the sector will be notified. This will mean the child and youth care workers will be recognised for the investment that they make in their continuous professional development – as is the case for all other professionals. (also see article on page 14 regarding CPD).

Significant progress has been made by the professional conduct division whose mandate is to promote and guide the standard of professional conduct for social service professionals. The *Policy Guidelines and Code of Ethics for Child and Youth Care Workers* have been developed and will shortly be shared with the sector for comments.

The Professional Board for Child and Youth Care Work attended a 3-day meeting conducted by National Department of Social Development to deliberate on issues that affect child and youth care workers in the sector. This consultation session was motivated by the Resolutions of the 21st NACCW Biennial Conference that was held in Kimberley in 2017. The Professional Board noted that the sector had provided a clear sense of the improvements that are necessary for the development of the field and unpacked and identified strategies for working towards these requirements. The Professional Board used the opportunity provided by this platform to articulate the importance of addressing, amongst other things, the impact of the 'glass ceiling' on opportunities in the field.

There were extensive activities championed by the

professional board for child and youth care work... continue from page 12

Professional Board for Child and Youth Care Work and Council Members as part of celebrating the *International Child and Youth Care Workers Week*, with the theme "*Ubuntu! I am because you are*". Messages of support were widely circulated to celebrate child and youth care workers and their work.

Registration of child and youth care workers in the sector remains a challenge. A number of child and youth care workers have paid to be registered but their payments do not have the relevant information (reference number) to allocate this to the correct professional, thus delaying the issuing of the registration certificates. There are others that are not registering or renewing their registration on an annual basis through the payment of annual fees.

The President of Council, Chairperson of the Professional Board for Child and Youth Care Work and the Registrar attended the NACCW Conference that was held in Durban from the 2 to 4 July 2019. This provided an excellent opportunity to update the sector about the work of Council and the Professional Board for Child and Youth Care Work.

The Professional Board for Child and Youth Care Work takes pride with the progress thus far and salute every child and youth care worker that takes their professional and ethical responsibility seriously by registering and paying their annual fees as required by law. Our collective effort and commitment are essential for the growth of a professional child and youth care work workforce.

Aziwe Magida Chairperson

WHEN LAST

did you verify your details?

It is important to verify and update your details with Council on a regular basis

- 1. Visit www.sacssp.co.za
- 2. Click on "**Login**" at the bottom right corner of the website page.
- 3. Insert your registration/Council number as your "username".
- 4. Insert you SA ID/passport for "ID Number"
- 5. Insert your **password** (if you've forgotten your password, request for new one by following the instructions it will be send to your the email address registered with Council).

To view your status with Council's Register

- 1. Visit www.sacssp.co.za
- 2. Click on Search The Register
- 3. Then use your surname or registration number to search

CHANGE OF BANK ACCOUNT TO NEDBANK

The South African Council for Social Service Professions has changed its bank account to NEDBANK with immediate effect. Council has reviewed several options and resolved at its 55th meeting that Nedbank provides the most cost-effective banking options, including lower bank charges. All social service practitioners registered with the South African Council for Social Service Professions are requested to use the new NEDBANK bank account for all payments such as registration fees, annual fees, restoration fees, fees for status reports and duplicate registration certificates, continuing professional development (CPD) application fees, among others. The new banking details are as follows:

Bank: **NEDBANK**Account No: **1190739410**Branch Name: *Menlyn Maine*Branch code: **198765**

ALWAYS include a reference number when you make a payment.

Persons already registered with the South African Council for Social Service Professions must quote their registration number as a reference when making a payment starting with 10- (for social work); 50- (for social auxiliary work); 70- (for child and youth care work); 90- (for auxiliary child and youth care work). Please note that the NEDBANK account will only accept your registration number as reference number and not ID numbers

Persons who apply for the first time register as a social worker with the South African Council for Social Service Professions must use the following reference number when a payment is made: **60** –plus the <u>first 5 numbers</u> of Identity Number (ID). For example, if your ID number is <u>98050</u>5 5482 082, the reference number will be **60**98050.

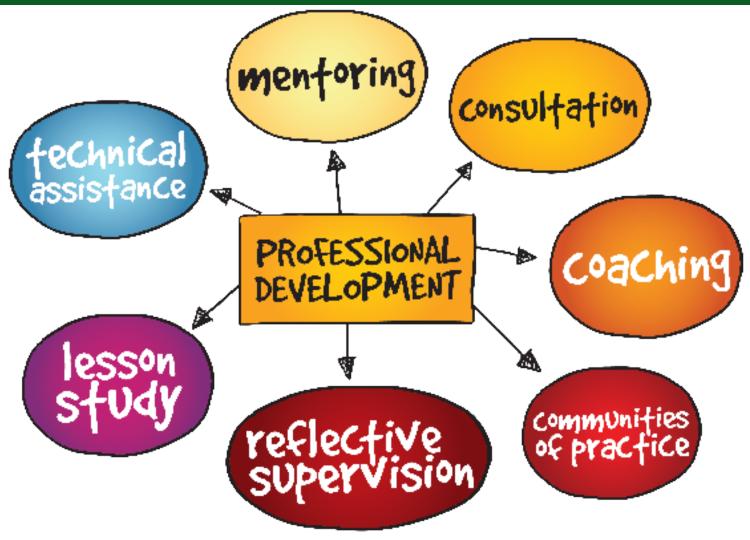
Persons who apply for the first time register as a child and youth care worker with the South African Council for Social Service Professions must use the following reference number when a payment is made: 18 – plus the first 5 numbers of Identity Number (ID). For example, if your ID number is 980505 5482 082, the reference number will be 18 98050

Students who are currently studying social work and child and youth care work who already have a registration number (from their second year of study) should use their student registration number as reference when making payment for when the apply to register after completion of their studies as social worker, social auxiliary worker, child and youth care worker or child and youth care worker at auxiliary level

Continuing professional development (CPD): Social service practitioners who are applying for accreditation of CPD programmes with Council must use the following reference number: 13 – The last 5 numbers of your registration number with the SACSSP. For example, if you are social worker (with registration number 10-45231) or child and youth care work (with

IMPORTANT:
The ABSA
account will
no longer be
active from 1
November
2019.

registration number 70-<u>45231</u>), the reference number will be **13**<u>45231</u>



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CONTINUING PROFESSIONAL DEVELOPMENT and the child and youth care work professional

Lesiba Molepo, Deputy Director and former lecturer in the Child and Youth Care Programme at UNISA and Member of the Professional Board for Child and Youth Care Work looks in this article on the importance and value of continuing professional development for the child and youth care work professional.

When the Regulations for child and youth care workers, auxiliary child and youth care workers and student child and youth care workers published under the Social Service Professions Act 110 of 1978 came into effect in 2014, many child and youth care workers were excited that their dream of becoming registered as professionals was finally realised. The purpose of registration is to ensure that all those who are registered conduct their professions in a responsible, proficient and accountable manner.

CPD is an abbreviation for *continuing professional development* whose purpose is to ensure that professionals continue to acquire knowledge and skills on an ongoing basis over and above their formal qualifications. This development will result from attending conferences, seminars, workshops and other individual trainings.

Many regulated professions such as medicine, psychology, financial accounting to mention just a few, require their professionals to register and obtain a minimum number of required CPD points to maintain their registration status. CPD points seek to ensure that professionals be kept updated with the developments taking place in their fields.

Would you feel comfortable to be operated on by a doctor who last attended training in 1940? Your answer is probably no because you would know and fear that such a doctor's methods as well as equipment might be outdated, posing a serious health risk to you as the patient. From this example, you will not question the need for medical professionals to keep on attending training courses for the benefits of their patients.

Even those professions that are regulated by South African Council for Social Service Professions (SACSSP) such as social work and child and youth care work are required to continue learning to remain relevant and provide quality services to those that they serve. As the needs of children and youth in our care evolve, so must our knowledge and skills to address those needs. There are many benefits to the professionals who commit to continuing professional development. One such benefit is that one gets to learn from the professionals in specific areas such as how to deal with stress levels and burnout. The other benefit is that one gets to interact with other professionals and get to share how they deal with similar behaviours displayed by children and youth in care. Think about the use of technology today. Some years

continuing professional development... continue from page 14

back, not many children and youth owned mobile phones, but today, many children and youth, including those in care might be having access to technologies which allow them access to internet. We know how technologies connect different people, including strangers, around the world. In this era where child trafficking is rife, how do we ensure that children and youth in our care remain connected but at the same time are protected from those who might be targeting them due to their vulnerabilities? There are many evolving issues that require child and youth care workers to update their knowledge and skills, especially in the 21st century. An accumulation of CPD points will drive child and youth care workers towards seeking information and knowledge on different topics.

It is a statutory requirement for child and youth care workers to accumulate a stipulated number of CPD points per annum to keep their registration status active. In other words, over and above annual membership fees, CPD points are equally important for child and youth care workers to keep their registration. Once the CPD policy has been approved for implementation, the South African Council for Social Service Professions reserves the right to randomly request from any registered child and youth care worker evidence of courses attended. Failure to produce such evidence may lead to deregistration, especially after some guidance and reminders to comply with this legislative requirement would have been provided.

Training providers offering any CPD training for child and youth care workers will equally need to apply for accreditation of their CPD courses with Council after which the number of CPD points, based on specific criteria, will be allocated. This is a mechanism to protect child and youth care workers from being taken advantage of by dodgy service providers whose main purpose might be that of benefitting financially. As child and youth care workers practise within multidisciplinary teams, there might be a need for them to attend training offered by other professionals. In other words, not all CPD training to be attended will be specifically child and youth care related. Instead, some trainings might be covering other areas outside of child and youth care work field but that can benefit child and youth care workers in one way or another. What is important is for such training to be accredited for the purposes of CPD with Council and that the conditions stipulated in the policy be adhered to. The South African Council for Social Service Professions, through the



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Professional Board for Child and Youth Care Work, is not going to prescribe to child and youth care workers which CPD training courses to attend, but accredit courses. We hope that as time goes, there will be a variety of accredited CPD training courses that will allow child and youth care workers a choice in line with their personal and professional interests.

It will therefore become the responsibility of each individual child and youth care worker to (a) identify training that carries Council's CPD accreditation; (b) ascertain the number of CPD points that are linked to each accredited course and (c) keep a record of all trainings, conferences and workshops attended as evidence for CPD points purposes. There is no need to worry as we will travel this CPD journey together to ensure that we will help you comply for the ultimate benefit of those that we serve.

INVITATION TO CONTRIBUTE

to the South African Council for Social Service Professions' NEWSLETTER

Research: If you have completed your Masters or PhD studies, why not share with with your colleagues in the field. Send us the following:

- 1. Title of study
- 2. Your name
- 3. Name of study supervisor
- 4. Date completed
- 5. Summary of study in 200 words
- 6. Three (3) key words
- 7. Weblink where your dissertation or thesis can be downloaded

We can also publish the following in the Newsletter

Published articles:

- 1. Abstract (as published in the journal)
- 2. Reference (full citation of the article)
- 3. Weblink where the article is available

Conference reports:

- 1. Full name of Conference
- 2. Organisers
- 3. Summary of Conference (maximum 100 words)
- 4. Suggested citation of report
- 5. Weblink where the conference report is available

Other publications¹

- 1. Full name of publication
- 2. Author(s)
- 3. Summary (maximum 200 words)
- 4. Suggested citation of publication
- 5. Weblink where the full publication is available

Terms and conditions

- 1. Submissions may only be done by the author(s) or with the written permission of the author(s).
- All submission will be subjected to an editorial review and Council retain the right not to publish a submission.
- 3. Submissions will be published subject to the availability of space.
- All submission must be in MSWord format.
- Submission must reach us by 25 May for the June edition and 15 November for the December edition.
- 6. Submit your submission to communications@sacssp.co.za
- ¹This excludes books or other publications that are for sale

ADVERTISE

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

REPORT BACK FROM THE ProfessionalBoardforSocialWork

Serving on the

Professional

Board for

Social Work is a

privilege, but it is

also a privilege

which tests

every ounce of

our ingenuity

and capacity

to respond to

environmental

and institutional

challenges

It is with some trepidation that I step into the very capable shoes of the Chairperson, Dr Marie Kruger, who is on sabbatical, to deliver this report which focuses on work done since the publication of the last Newsletter.

While some institutional challenges have been addressed since our last report, others, such as budgetary constraints, remain. It can and has to some extent affected what we can achieve and how quickly we can do it. However, within this context we believe that the well-known saying *necessity is the mother of invention* best describes the response of the Professional Board for Social Work to the challenges it confronts. Instead of dwelling on the negative and allowing it to immobilise us, the Professional Board's Members have

responded with skill, commitment, resilience and creativity (as well as a great deal of humour) to manage the situation. To this end we have improved our management practises, we have streamlined some of our processes, we have eliminated unnecessary time-wasting duplication and we increasingly use alternative mechanisms of communication to finalise tasks. We have also started to look differently at how we can best engage our registrants and key stakeholders by, amongst others, capitalising on opportunities provided by existing local and provincial structures and platforms.

The Professional Board has worked hard on revising regulations for specialities in social work in order to:

- standardise where necessary and appropriate; and
- recognise and make provision for unique differences e.g. adoption social work.

In this regard the revised regulations for specialities in clinical social work, forensic social work, occupational social and adoption social work, and new regulations social work in health care, school social work and supervision in social work, have been approved by Council and were submitted to the Minister for Social Development for publication in the Government Gazette for public comments

The Assessment of international qualifications and registration policy for social workers and social auxiliary workers has also been approved by Council so that the waiting list of qualifying persons wanting to register can now be addressed.

We continue to have ongoing liaison and engagements with strategic partners on the level of education, training and development as well as policy, the common goal being to improve the quality of service. In this regard we are working closely with the *Health and Welfare Sector Education and Training Authority* (HWSETA) to address the poor quality of

learning material for social auxiliary workers at level 5. The Professional Board for Social Work explored and established a strategic partnership with the Association of South African Social Work Education Institutions (ASASWEI), during the ASASWEI Conference in August.

Following a fruitful meeting with the national Department of Social Development and the standard setting panel for qualifications, significant progress has been made on developing norms and standards as well as a quality assurance tool for social work and social auxiliary work qualifications.

Whilst registrants have been responding very well to the call to pay registration fees so that they are licenced to

practise, the challenge of the finance division to allocate unidentified payments remains a source of great concern as it has major implications for practise. The Professional Board has committed to support the finance division by lobbying through their networks and structure in their respective provinces.

Policy on continuing professional development policy (CPD) for social workers and social auxiliary workers and the Norms and standards relating to the continuing professional development (CPD) for social workers and social auxiliary workers (inclusive of guidelines) were made available for public comments where after both documents were finalised by the Professional Board for Social Work. These were approved by Council on 10 September 2019.

Serving on the Professional Board for Social Work is a privilege, but it is also a privilege which tests every ounce of our ingenuity and capacity to respond to environmental and

institutional challenges. I believe that we are managing to do this, and I thank every Member of the Professional Board for Social Work for the valuable role they play in helping to do so in the interests of those we serve.

Sharon Follentine
Deputy Chairperson

NOTE: Since the writing of this insert, Dr Marie Kruger resigned as chairperson due to other pressing commitments and will remain an ordinary member of the board. Ms Sharon Follentine was elected as the Chairperson of the Professional Board and Ms Ida Strydom as the Deputy Chairperson.

Council@Work

Protecting and promoting the interests of the professions

ection 3(a) of the Social Service Professions Act 110 of 1978 obliges Council "to protect and promote the interests of the professions in respect of which professional boards have been ...and to deal with any matter relating to such interests". In 2018 the draft Regulations Defining the Scope of the Profession of Psychology was published under Government Notice No. R. 101 in Government Gazette No. 41900 of 12 September 2018 and put forward the scope of psychology in a manner that created a restrictive determination with regards to certain acts, which excludes other professions, such as social work, from areas of practice. Council and the Professional Board for Social Work submitted comments to the HPCSA, Minister of Health and the Competition Commission indicating the we are not agreeing with certain provisions proposed in the draft regulations to be the sole preserve of the psychology profession. These included areas such as counselling and psychotherapeutic activities; the promotion of psychological well-being; bio-psycho-social health care, amongst others.

As a result of the above submission an invitation to meet with the *Competition Commission* was received for 10 July 2019 and the Registrar, together with the Professional Board for Social Work's secretary, Ms Mathilda Chirwa, Mr André Viviers (Member of Council) and Prof Adrian van Breda (Member of Professional Board for Social Work) attended The concerns of Council and the Professional Board for Social Work were raised and discussed during this meeting as well as the importance of professional collaboration with clear understanding of each other's scope of practice.

Following the abovementioned meeting, the *Competition* Commission also engaged with the Professional Board for Psychology of HPCSA in order to understand the status of the 2018 regulations on the scope of the profession of psychology. The Commission communicated back to the Registrar indicating that the Professional Board for Psychology of HPCSA had received comments from Council and other stakeholders pertaining to the 2018 draft regulations and that the majority of the comments indicated that the proposed regulations are too restrictive. The Professional Board for Psychology of the HPCSA, based on the comments received, decided not to proceed with promulgating the regulations and recommended to the Minister of Health to withdraw the 2018 proposed regulations. In September the Minister of Health announced through Government Notice 1169 published in Government Gazette 42702 of 13 September 2019 not to proceed with the proposed regulations defining the scope of the profession of psychology and that the Regulations defining the scope of the profession of psychology published under Government Notice No R. 993 in the Government Gazette of 16 September 2008 remain in force.

Council appreciated the effort and willingness of the HPCSA and Professional Board for Psychology to engage on this matter.

This is your Council and Professional Board at work.

BOOK REVIEW

The political economy of social welfare in Africa: Transforming policy through practice edited by Viviene Taylor & Jean D. Triegaardt, with contributions from Ndangwa Noyo, Rinie Schenk and Mimie Sesoko (published Oxford University Press, Cape Town) was reviewed by **André Viviers** for this Newsletter.

There is usually a standard way in which a book review needs to be done, but this book *The political economy of social welfare in Africa: Transforming policy through practice* does not allow for such a review. This



book captures the reader from page one in the intriguing net of social welfare policy and keeps you there with interest to the end. It is scholarly sound, while it is also practical.

Other than many books in the social policy arena, this book takes the reader on a journey through time (*I am tempted to say a magic carpet ride, but that may not sound serious enough for the value of this book*) starting in precolonial times to modern days in Southern Africa. It brings the painful history of the country and the region alive through a social welfare policy lens, while it recognises the resilience of the peoples on the continent during colonial times. It also maps out a road of hope and transformation that were brought about and still will be addressed through the implementation of sound social welfare policies in addressing the modernday challenges of inequality, poverty, vulnerabilities and injustices.

The emphasis on the importance of evidence and consultation to shape social welfare policies, while embedded in a developmental social welfare approach brings the mix of economy, politics, human rights, social justice and context into the centre of the policy development and implementation processes. It takes you from 16 June 1976 to Marikana; from Shaka Zulu, through two world wars, to recent policy changes as a result of the treatment action campaign.

This book does not allow for a chapter-by-chapter review in the traditional way, but one needs to observe the innovative way of ending with a final chapter called 'Lessons of experience in transforming social welfare policy in Africa'. Chapter 11 on the role of the social worker as policy implementer and advocate in South Africa is definitely a personal treasure that I had read several times (out of pure joy and pride).

If I have to lift out one critique about the book, it would be a recommendation to expand the role of social welfare policy in a constantly changing world that is characteristic of the 21st century. It is covered, but I was left wanting more on this particular area of focus.

Finally, it is an interesting 'lekker lees' (nice to read) book that everyone working in social welfare – practitioners, administrators, academia and politicians – will benefit from. The editors and contributors did well with an excellent scholarly work that is practical as well as inspirational.

(André Viviers is education manager for early childhood development at the UNICEF South Africa, Member of the South African Council for Social Service Professions and also a scholar in social policy).

^{*} This book review was done independently without any prior knowledge by the authors or publisher.

ecometrics

Improving the quality and rigour of social work assessments

Adrian van Breda, Professor in Social Work at the University of Johannesburg and Member of the Professional Board for Social Work, explains in this article the concept, value and use of ecometrics in social work.

Social workers measure things all the time, even if we are not aware of it. We say things like, 'That family has a lot of issues to deal with', or 'This community has no community spirit', or 'My client is very resistant'. Each time we use words like 'a lot', 'no', or 'very', we're measuring. We're saying this

person has more or less of something than other people. We may not have used a formal assessment tool, but we are in fact measuring things. Ecometrics is the term we use for the measurement of things that social workers are interested in. It is the social work cousin to psychology's psychometrics. Psychometrics is interested in measuring psychological constructs that psychologists are interested in, such as personality, intelligence or mental illness. Ecometrics is interested in measuring ecological constructs that social workers are interested in, such as relationships, well-being, injustice or social functioning.

The word 'ecometrics' has two parts. The first part – 'eco' – refers to ecological. This is similar to the use of eco- in the word 'ecomap' (which is a map of a person's ecology). Ecological equates to the term person-in-environment, which dates back to the earliest social work theorists. It means that we cannot understand a person except by considering

them within their social environment, that is, within the world around them. Social work is interested in the goodness of fit between people and their social environment, so ecometrics is similarly interested in this goodness of fit, as well as in people and in social environments.

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The second part of the word – 'metrics' – refers to measurement. Measurement implies a number and so we may think that ecometrics is all about quantifying people's experiences. For example, we might say that the quality of a parent-child relationship is 80% suggesting that it is excellent, while for another family it might be 25%, suggesting the relationship is not so good. Indeed, ecometrics does often quantify people's experiences, using summated rating scales. These are questionnaires with multiple items, the answers to which are added together (i.e. summated) to get a scale score, which can then be interpreted.

But measurement in ecometrics can also be qualitative, involving no numbers. For example, drawings, behaviour, stories and speech can be analysed to generate insight into person-in-environment psychosocial functioning, without quantifying anything. Such an ecometric assessment might, for example, tell us that the key challenge that a family faces

is hostile and indirect communication and generate examples of this.

Ecometrics, then, is about assessment. It is a set of formalised procedures or tools for assessing what social workers already assess. It can take quite different forms. Most commonly, it could be a questionnaire or summated rating scale. For example, I have recently developed, validated and published the Youth Ecological Resilience Scale, designed for adolescents and young adults and available in four South African languages. It has 117 items that measure 21 resilience constructs within an ecological framework¹.

An ecometric tool can also be a procedure or protocol. This is a kind of step-by-step approach to assessment. By standardising the procedure for assessment, one increases the likelihood that different social workers would come up with the same or similar conclusion about what they are assessing, increasing the rigour or trustworthiness of their conclusion. This is important



Image: Shutterstock purchased under licence

in all good practice, but particularly in court work and other high-stakes situations (such as the workplace). Several years ago, I published a collection of family resilience assessment tools, including a clinical assessment interview protocol. This protocol guides social workers through a set of interview questions to assess a family's resilience and then some standard steps to reach a decision that would impact a family member's employment prospects².

Why use ecometric tools and procedures? Most centrally, we use ecometrics to improve the quality of our assessments. When we use standardised tools and procedures, we reduce the chances of bias and blind spots in our assessments. Ecometric tools may be able to assess something more comprehensively than we could on our own. Assessments

that include ecometric tools have greater trustworthiness, so stand up more strongly in court and other high-stakes contexts. Ecometrics can also be used to evaluate improvements over time or between groups. Importantly, ecometric tools should always be used within the context of a solid social work assessment interview or community assessment process. We never simply ask people to complete a scale and decide based on the score. But conversely, we should also never rely solely on an interview to make decisions about people's lives

¹Van Breda, A. D. (2017). The Youth Ecological-Resilience Scale: A partial validation. Research on Social Work Practice, 27(2), 248-257.

Van Breda, A. D. (2011). Resilience assessments in social work: The case of the SA Department of

Defence. Social Work / Maatskaplike Werk, 47(1), 1-14.

A SALUTE TO VETERANS IN SOCIAL WORK

n 12 March 2019, in recognizing the Contributions and legacy of pioneering social workers in the Western Cape, the Social Work Department at UWC, in partnership with the Howard School of Social Work, USA, and the Western Cape Association for Social Work, saw it fit to honour some of the stalwarts

and pioneers in the profession as part of their celebration of World Social Work Day 2019 at a special function at UWC. As a profession we will forever be indebted to the pioneering social workers who fought so valiantly for justice and change. The acknowledgement and celebration of their contribution

Koleka Lubelwana, George Gibbs, Fouzia Ryklief, Lionel Woldson, Amelia Jones, Raouf Isaacs, Miriam Fredericks, Dr Stanley de Smidt, Hettie Ellis & Dr Frans Kotze, Hester Bosman-Sadie. Seated: Dr Nomvula Mtetwa & Latiefa Erasmus

is a small token of appreciation to a cadre who richly deserve to have their contributions acknowledged. They are my struggle heroes. Their struggles were closely associated with the struggles of poor communities, struggling to make ends meet, struggling to put food on the table, and struggling to fight the scourge of poverty, crime, drugs and violence that continue to wreak havoc in our communities.

Imagine the challenges of social work professionals in the 1960s and '70s. In the grips of Apartheid and forced removals. Pioneering social workers of the time had to think on their feet to come up with strategies and intervention that could address the social challenges associated with forced removals. Social workers like George Gibbs and Lionel Woldson became instrumental in setting up the Kupugani Shop at the Early Learning Centre in Kewtown, Athlone, where people could come and buy basic food supplies at reduced prices.

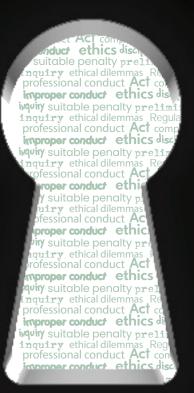
George Gibbs went on to start the Build a Better Society (BABS) in Silvertown where they piloted a self-help housing scheme that was funded by Mobil and later Anglo American. Other social workers such as Fouzia Ryklief, Amelia Jones, Oufie Isaacs and Mariam Abrahams all worked at NICRO with Anne Templeton during the 1970s where they started a much-needed bus service for families to visit loved ones

> at local prisons. They were also involved in establishing the first night shelter for homeless people as well as a half-way house to reintegrate parolees back into society. Madeline Foster was also part of the committee that started the night shelter in Harrington street as an initiative of the Catholic Church. Many other social workers were responsible for anchoring welfare organisations across the Cape Flats – Patrick Smith at Shawco in Manenberg and Bakaar Taliep at

Shawco in Elsies River, Asma Samodien and Jessica Fortuin were the stalwarts at Cafda in Retreat, and for many years Amelia Jones was the face of Community Chest.

Many of these social work pioneers such as Celeste van der Merwe and Fouzia Ryklief became instrumental in setting up institutions such as the Parent Centre in Wynberg, Dr Lionel Louw, a known anti-apartheid cleric was also head of the social work department at UCT, and also played a key role in the Foundation for Community Work in Kewtown where he and other social workers such as the late Prof Adam Small and Prof Edna van Harte started pioneering work in early childhood development, and giving direction to the organization. Social workers saw the need on the ground and played key roles in setting up the Avalon Treatment Centre and the Saartjie Baartman Centre for Women. Facilities that despite funding challenges are still benefiting the local community. Dr Nomvula Mtewa, who despite her advanced age still make time to do voluntary work with the women from her community in Langa.

This article is a shortened version of an original article written by Riedewhaan Allie, Director of the Western Cape Foundation for Community



SCENES SEHIND THE

in the

Professional Conduct Division

In this edition we asked **Hitler Sekhitla**, Council's Professional Conduct Manager, to share with us what happens behind the scenes in the Professional Conduct Division.

itler, who manages this division since 2018, explains that the Professional Conduct Division "assists Council and the Professional Boards in the execution of its mandate and legal obligations in terms of the Social Service Professions Act 110 of 1978 with regard to professional conduct". His role is to manage and coordinate the work of the Professional Conduct Division, which include the investigation of complaints related to alleged unprofessional/improper conduct against registered social service professionals; provide advice to social service professionals on matters pertaining to ethics and professional conduct; promote and develop standards for professional conduct; and also supporting the office of the Registrar, Council, Professional Boards, section 9 and 10 Committees and Professional Boards Committees. Another component of the work done by the Division is the development and promotion of standards for professional conduct.

Hitler indicated that they receive a variety of complaints from professionals as well as the public regarding the conduct of social service professionals. He shared a part of their work in the Division that people are not always aware of such as the investigating cases against bogus social service professionals (where person pretend that they are social workers, social auxiliary workers or child and youth care worker, but has neither the qualifications nor are they registered with the SACSSP). "It is worrying that people pretend to be registered social service professionals when they do have the qualifications nor the licence to practise, which not only places clients at risk, but also impacts on the integrity of the professions", says Hitler.

The team in the Professional Conduct Division currently exist of Hitler, the Professional Conduct Manager (who also act as a supervisor), Annah Madonsela, Professional Conduct Officer (investigator) and Fikile Mabena, Professional

Conduct Secretary (providing secretariat and administrative support).

We asked Hitler whether there are certain trends that he observed with regards to complaints received and he firstly highlighted the 'risks' faced by social workers in private practice. "They are often caught up between parties who are involved in custody matters and it seems easy to accuse them of unprofessional conduct for example where a court's decision or finding goes the other way", explains Hitler. He indicated that Council receives on average 10 complaints a month, of which half is against social workers in private practice (and the remainder is spread between social workers in the NPO and government sector).

Another trend that Hitler and the professional conduct team observes regularly are cases where social service professionals perform their duties in a negligent manner and failing to keep records of the professional work performed. "Basically, being too casual when performing their duties", says Hitler.

Hitler indicates that every complaint received is thoroughly reviewed and that of the ten complaints (average) that are received during a month an average of six will be closed due to the fact that they do not constitute unprofessional/improper conduct. Out of the remaining four, on average two are handled and concluded through the Committee of Preliminary Inquiry and the rest (on average another two) get referred to a disciplinary inquiry.

Hitler indicated that in 90% of the cases referred for disciplinary inquiry, the respondents pleaded guilty on the charges, after which a suitable penalty is imposed. All cases that were referred for a disciplinary inquiry are being processed or have been finalised.

behind the scenes... continue from page 20

We ask Hitler, being at the receiving end of all complaints, what his advice and guidance to social service professionals is and he aptly responded with the following important pointers for all to consider:

- · Always seek advice when faced with ethical dilemmas.
- · Always respect clients
- Always keep sound and professional records of the duties performed.
- Be able to identify difficult clients and not persist to render services where the professional working relationship has broken down, unless such is in the best interest of the child/ ren. Rather refer the client if necessary.
- To appreciate the fact that a social work or child and youth care work degree is a minimum qualification and there is a need to keep up with the developments in the form of CPD activities in the area of one's daily work.
- Social service professionals must familiarise themselves with the Social Service Professions Act 110 of 1978 and Regulations thereto, as well as Rules and policies of Council (we still receive negative comments where social service professionals out of frustration still ask questions like: 'why must I register with SACSSP). For a social service professional to say, 'I did not know', is a failure on their part to take professional responsibility.
- To strive for excellent as and when they perform their professional duties.
- · Be proud of their professions.

As we concluded our discussion with Hitler, he said, "Notwithstanding the number of complaints we receive every month, we are pleased by the fact that majority of social service professionals still render quality social services to our communities".

This informal discussion with Hitler reaffirmed that Council takes professional conduct seriously – both in the interest of protecting the public and also to protect prestige, status, integrity and dignity of the professions. We noticed with great pride that Hitler and the team is first and foremost there to promote the importance of professional conduct, but, when required, to manage a due and just process to investigate unprofessional conduct.

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 jobseekers 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.



Professional titles are PROTECTED

Only persons who are registered with the South African Council

for Social Service Professions may use the following titles in accordance with the Social Service Professions Act 110 of 1978:

- · social worker
- · social auxiliary worker
- · child and youth care worker
- · auxiliary child and youth care worker

And for persons studying:

- student social worker or student social auxiliary worker
- student child and youth care worker and student auxiliary child and youth care worker

Section 15 of the Act is explicit in prohibiting any person that is not registered with Council to practise these professions or perform any act which especially pertains to a profession for which a professional board is established or give instruction on any subject with connection to the aforementioned professions; or pretend to be a person registered for the professions mentioned above. Section 16 of the Act states that any person who use any of the aforementioned titles without being registered is guilty of an offence.

Titles related to specialities

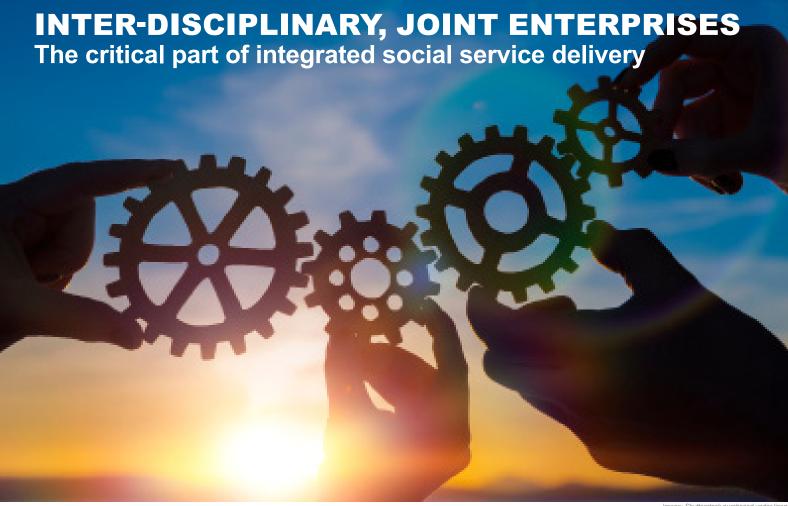
Section 17C of the Social Service Professions Act 110 of 1978 provides that Council may prescribe the proficiencies which may be registered as specialities. Thus, persons may register for a speciality once such as speciality is established by Council and the person meets the prescribed requirements. Only then, when the person is registered for a speciality, such a person may use the title associated with such speciality, for example *clinical social worker*.

No person may use a title that is associated with a speciality if he or she is not registered for that speciality. Section 17C(5) 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".

Thus, if you are not registered for a speciality either in social work or child and youth care work, you may not affix a specialist title to your name or professional practice. Currently, the following titles related to a speciality in social work are protected and may only be used by persons who are registered with Council for this speciality:

- · 'adoption social worker' or 'specialist in adoption work'
- 'probation services specialist'
- 'specialist in occupational social work' or 'occupational social worker'
- 'specialist in clinical social work' or 'clinical social worker'
- · 'specialist in forensic social work' or 'forensic social worker'

The use of these titles is restricted and protected by law.



Rika Swanzen, Acting Dean at the Faculty of Social and Health Sciences and Coordinator of the Bachelor of Child and Youth Care, IIE-MSA and Member of Council reflects on the interface between social work and child and youth care work in multi-disciplinary teams.

The critical necessity for integrated service delivery to ensure the holistic care and wrap around services to vulnerable populations, is not a 21st century concept. This call echo to us from the previous century. What further creates an emphasis on our ability to work together is the emergence of new social service professions. We cannot think any more about one of our own being less able to contribute to client assessments and plans.

Even the concept of multi-disciplinary teams has evolved.

Beyond the concept of multi, there was an expansion to inter- and then transdisciplinary. Within higher education the consideration of preparing professionals to work in teams received consideration and multi-

Inter-disciplinary teams are characterised by a definable membership, group consciousness, shared vision, corporate sense of purpose, clear interdependence and interaction, and coordinated action

disciplinary courses are described as "the collection of disciplinary subjects that are offered as part of a degree programme without explicit interconnections". On the other hand, interdisciplinary courses are seen as work that "scholars do together in two or more disciplines, subdisciplines, or professions, by bringing together and to some extent synthesising their perspectives". Fawcett² indicates that transdisciplinary refers to "an integration of the natural, social and health sciences in a humanities context, and in so doing transcends each of their traditional boundaries".

In practical terms the above means that one can either acknowledge the existence of different disciplines in a setting, but without integration among them (multidisciplinary); have two or more similar disciplines combining their perspectives for more advanced outcomes in client care (inter- disciplinary); or purposefully and meaningfully integrate the inputs of all related cross-disciplinary approaches, like including medical professions in social service case discussions (trans-disciplinary). The integration of understanding across disciplines starts on the level of

professional training already, but of critical importance is that practitioners are willing to critically evaluate to what extend our practice considers multi-, inter- and trans-disciplinary teamwork.

Frost and Lloyd³ state that the implementation of *multi-disciplinary* team work requires supporting practice involving six key themes: (1) joint procedural work and inclusive planning systems; (2) clear lines of accountability; (3) employment conditions and individual career / role needs; (4) leadership vision; (5) role clarity and a sense of purpose; and (6) addressing barriers related to status/hierarchies. The latter include the development of coordination in terms of goal setting and collaborative decision-making, and communication⁴. Studies have found that jargon (professional terminology) could be used to exclude staff in team meetings

continue on page 23

inter-disciplinary...
continue from page 22

and attention should therefore be given to the importance of language. Nancarrow, Booth, Ariss, Smith, Enderby and Roots⁵ share that *inter-disciplinary* teams are characterised by a definable membership, group consciousness, shared vision, corporate sense of purpose, clear interdependence and interaction, and co-ordinated action.

In the addressing of barriers related to status or hierarchies and to value professional diversity, Frost and Lloyd³ highlight Wagner's *Joint Enterprise*. This entails a collective process of negotiation that is defined by the participants and not just a stated goal with core shared aims, but one that creates mutual accountability among participants, which become an integral part of the practice. In all the key words shared so far, the emphasis is on mutual, inclusive and clear goals, procedures, communication, decision-making, and coordination of services. At the very core of competencies in social sciences are these intra-personal skills, and social service professionals should therefore lead the way in best practice in inter-disciplinary team work.

Nancarrow, et al⁵ propose ten principles of good interdisciplinary team work that can be captured in these competency statements:

- Identifies a leader who establishes a clear direction and vision for the team, while listening and providing support and supervision to the team members.
- Incorporates a set of values that clearly provide direction for the team's service provision; these values should be visible and consistently portrayed.
- Demonstrates a team culture and interdisciplinary atmosphere of trust where contributions are valued and consensus is fostered.
- 4. Ensures appropriate processes and infrastructures are in place to uphold the vision of the service (for example, referral criteria, communications infrastructure).
- Provides quality patient-focused services with documented outcomes; utilizes feedback to improve the quality of care
- Utilizes communication strategies that promote intra-team communication, collaborative decision-making and effective team processes.
- Provides sufficient team staffing to integrate an appropriate mix of skills, competencies, and personalities to meet the needs of patients and enhance smooth functioning.
- Facilitates recruitment of staff
 who demonstrate interdisciplinary
 competencies including team
 functioning, collaborative
 leadership, communication, and
 sufficient professional knowledge
 and experience.
- Promotes role interdependence while respecting individual roles and autonomy.

 Facilitates personal development through appropriate training, rewards, recognition, and opportunities for career development.

According to these authors the entrenchment of these competencies requires regular investment of time and in the process of team development and the maintenance of team functioning⁵. How much time is invested in the development of inter-disciplinary teams in the organisations delivering social services to vulnerable populations? Is the investment consistent across provinces and jurisdictions?

While we have been busy with fully incorporating the second profession into the South African Council for Social Service Professions, and with the third one looming on the horizon, the author wants to end with the words of James Anglin, commenting on the possibilities that exist in South Africa: "I would venture the opinion that a conscious acceptance and celebration of this difference and the diversity of approaches would be most in harmony with the vision and mission taking shape within the country as a whole. Heaven knows there will be more than enough for both professions to do in the years and generations ahead. It really doesn't make sense, to my mind, for one approach to try to control or dominate the other, and the real losers of such a struggle would always be the children and families we are supposedly there to serve".

¹ Bajada, C. & Trayler, R. 2013. Interdisciplinary business education: curriculum through collaboration. *Education and Training*, 55(4/5):385 – 402. DOI: 10.1108/00400911311326027.

² Fawcett, J. 2013. Thoughts about Multidisciplinary, Interdisciplinary, and Transdisciplinary Research. *Nursing Science Quarterly*, 26(4): 376–379, DOI: 10.1177/0894318413500408.

³ Frost, N. & Lloyd, A. 2006. Implementing Multi-Disciplinary Teamwork in the New Child Welfare Policy Environment. *Journal of Integrated Care*, 14(2): 11 – 17. DOI: 10.1108/14769018200600013.

⁴Lowe, F. & O'Hara. S. 2000. Multi-disciplinary team working in practice: managing the transition. *Journal of Interprofessional Care*, 14(3): 269-279. DOI: 10.1080/jic.14.3.269.279

⁵ Nancarrow, S.A., Booth, A., Ariss, S., Smith, T., Enderby, P. & Roots, A. 2013. Ten principles of good interdisciplinary team work. *Human Resources for Health*, 11(19). DOI: 10.1186/1478-4491-11-19.



"When 'Hey Diddle Diddle' came along, we jumped at the chance to work together."

CartoonStock.com



Mollie Kemp, social worker and convener of the National Committee for School Social Work Education and Practice, was asked to provide some insights on school social work in South Africa.

The need for social workers to be appointed within the education system goes back as far as 1914, however, research done by Dr H W Rocher from 1971 to 1977, and subsequent recommendations to the education sector, resulted in the approval for school social work posts within the education sector in 1978. Since 1994 various policies within the Department of Basic Education acknowledge the significant role of school social work as an important part of the multi-disciplinary psychosocial support team in the Department of Basic Education.

School social work is practised within the school setting. School social work services address social, emotional and behavioural barriers to learning experienced by learners at an educational institution from an ecological systems theory and strengths-based perspective. These services are aimed at supporting learners, parents, educators and the school as a community. One of the core functions of the school social worker is to ensure that learning and development take place through early identification of psychosocial barriers and appropriate interventions. Through preventative and developmental service delivery, care and support for teaching

and learning are enhanced by providing all learners the opportunity to access appropriate resources to reach their full potential.

School social work forms an integral part of the education context and contributes towards the academic performance and overall wellbeing of learners within a healthy, safe and secure school environment. One of the unique contributions of the school social worker is to bring the family (home), the school and the community perspectives to the multidisciplinary team process to facilitate better understanding of the social context of the child¹.

School social work forms an integral part of the education context and contributes towards the academic performance and overall wellbeing of learners within a healthy, safe and secure school environment.

School social work as a speciality in social work had been universally acknowledged since 1995, however, the process in South Africa was slower. The National Social Work Conference (25-27 September 2013) adopted a resolution that 'school social work be acknowledged as specialisation field in contributing towards the mission of the education system in order to achieve the goals of education' and recommended that a working committee on school social work be established, which resulted in the establishment of the National Committee for School Social Work Education and Practice (NACOSSWEP) on 12 June 2015. The formal application to establish school social work as a speciality in social work was submitted to the South African Council for Social Service Professions (SACSSP) December 2015. The application was approved by the Professional Board for Social Work in 2017 where after the Professional Board initiated the drafting of Regulations. The latter was approved by Council in April 2019 to be submitted to the Minister of Social Development for consideration and publication in the

Government Gazette for public comments

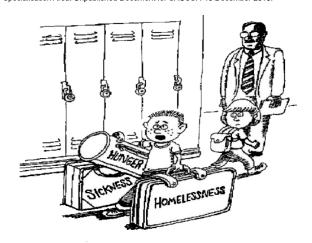
There are various career opportunities for school social workers, i.e. The Department of Basic Education who has posts for school social workers at national, provincial, and district levels; posts are available in all provinces except Limpopo. School Governing Bodies at some schools throughout the country also employ social workers in a specific school. The Department of Social Development in Gauteng provides for the secondment of social workers to the Department of Basic Education.

School social work as a speciality in social work focuses on the following:

- addressing social, emotional and behavioural barriers to learning, experienced by learners taking into cognisance cultural diversity by applying the *Policy on Screening*, *Identification*, *Assessment and Support* (SIAS) of the Department of Basic Education;
- utilising direct and indirect social work methods of intervention to support parents, families and learners to overcome barriers to learning;
- providing guidance and support to educators, parents and families to best meet the learning, physical, social and emotional needs of a learner;
- advocate for quality, equitable, just, inclusive and supportive education environments for learners to enable them to realize their full potential through learning;
- functioning within a multi-disciplinary team within the education context, addressing psycho-social barriers to learning experienced by learners in educational institutions; and/or
- · providing expert evidence and opinion.

NACOSSWEP is a member of the *International Network for School Social Work* consisting of 53 countries, South Africa will be the first country on the African continent where social workers will be able to register for a speciality in school social work. NACOSSWEP has been requested to write an article on our process in order to encourage other countries to advocate for school social work as speciality.

¹Avenant J., Kemp R., Kemp R.J. & Pretorius E : Application for School Social Work as a Specialisation Area. Unpublished Document for SACSSP. 15 December 2015.



"Could someone help me with these?
I'm late for math class." scott

Scott Spencer

PROFESSIONAL CONDUCT NOTICE OF FINDINGSJune 2018 to July 2019

Publication in terms of section 22(2)(c) of the Social Service Professions Act 110 of 1978 and in regulation 22(10)(b) of the *Regulations regarding the conducting of inquiries into alleged unprofessional conduct* (Government Notice R 917 in Government Gazette Number 25109 of 27 June 2003) of the finding and sanction imposed by a Professional Conduct Committee at a disciplinary inquiry that was constituted in terms of section 21 of the Act, into the alleged improper conduct of a person registered with the South African Council for Social Service Professions.

The table below indicates outcomes of disciplinary hearings conducted during the period July 2018 to June 2019.

The respondents were duly informed of the finding and penalty as contemplated in regulation 22(10)(b) of the said Regulations and the Registrar has updated the Register for all professions registered with Council, as required in terms of section 19 of Act with the details in relation to the offence and the penalties imposed.

	Practitioner (respondent)	Reg No	Province	Sector	Charge(s)	Date of disciplinary hearing and pleadings	Penalty
1	Nomkhosi Amanda MBATHA	10-12808	Kwazulu Natal	Private Practice	THAT you contravened Rule 3(2), 3(3) and (3)4 of Rules made in terms of the Social Service Professions Act 110 of 1978, in that during or around 2012, while performing your professional duties as a social worker at your private practice known as ICAS - practice number 391484 - situated at in	10 July 2018. Plea: <i>Guilty to all</i> the charges.	Cancellation of registration in terms of section 22(1)(c) of the Social Service Professions Act 110 of 1978.
2	Merissa Lee WITTER	10 - 31302	Western Cape	NPO	THAT you have contravened Rule 3(1), 3(2) and 3(3) of the Rules made in terms of the Social Service Professions Act 110 of 1978, in that during the period April 2014 to June 2015, while you, as a social worker, were working at the Cape Town Child Welfare Society and were designated/assigned a matter of a two year old girl child by the name of Service Servi		Six (6) months suspension in terms of section 22(1)(b) of the Social Service Professions Act 110 of 1978. Condition: You must receive professional supervision for a period of two (2) years, upon re-entry to the profession and provide evidence of such supervision to the South African Council for Social Service Professions.
3	Esmerelda Lynette RAMKLASS	10 -22151	Western Cape	NPO	THAT you have contravened Rule 3(1), 3(2) and 3(3) of the Rules made in terms the Social Service Professions Act 110 of 1978, in that during the period April 2014 to June 2015 while you, as a social worker, were working at the Cape Town Child Welfare Society and were the supervisor of the social worker Merissa Lee Witter, you failed to adequately supervise and guide her in a matter designated to her of a two year old girl child by the name of April 2015 in that after becoming aware that the child was exposed and subjected to maltreatment, physical and psychological abuse, harmful behavior and was therefore in clear and imminent danger when in the care of her father, you allowed the negligent return of the child to live with the father and mother and failed to ensure and supervise the rendering of follow-up services on the child's safety by the designated social worker until the child was killed by her father six months after the designated social worker's contact with the child.		Six (6) months suspension in terms of section 22(1)(b) of the Social Service Professions Act 110 of 1978. Condition: That upon your re-entry into the profession you are not allowed to provide supervision to any social worker, social auxiliary worker or a student social worker, until you complete, at your own cost, an accredited short course in supervision for social work and provide evidence thereof to your employer, as well as to the South African Council for Social Service Professions.
4	Nozibusiso Qamukile MLAMBO	10-28709	Kwazulu Natal	DSD	THAT you contravened Rule 3(1), 3(2), 3(6), 3(8), 3(10) and 4(6) of the Rules made in terms of the Social Service Professions Act 110 of 1978, in that during or about 2014 you failed and or refused to discharge your duties as required by the Social Service Professions Act 110 of 1978 after being briefed about the dire situation of the two children namely and and social states by not responding and or following upon the complaint lodged by Ms by not responding and or following upon the complaint lodged by Ms by the states of sibani Community Center regarding their mom's conduct and or behavior, thereby refusing them the necessary help they are entitled to in terms of the Children's Act 38 of 2005.		Twelve (12) months suspension in terms of section 22(1)(b) of the Social Service Professions Act 110 of 1978. Conditions: 1. You must attend child protection and case management courses at your own costs prior to re-entry to the profession. 2. You must receive professional supervision for a period of two (2) years upon re-entry and provide evidence of such supervision to the South African Council for Social Service Professions.
5	Loyt Molatelo RAMOKGOPA	10-30128	Limpopo	DSD	Charge 1: THAT you contravened Rule 3(3) of the Rules made in terms of the Social Service Professions Act 110 of 1978 by engaging in behaviour which, with due regard to the prestige, status and dignity of the profession, is detrimental to your position as a social worker or to the profession as such in that, on or about the 22 nd September 2016 you posted a message on WhatsApp group called SASSPU Limpopo stating that: "That lady wadelea 2muuuuuch we must attack her physical we are tired of ppl who think they own DSD. We will use student's attitude". Charge 2: THAT you contravention of Rule 7(1) by engaging in a behaviour that would justify your summary dismissal at common law in that, on or about the 22 nd September 2016 you indicated and or directed a threat of physical violence against your colleague in the profession, Marie 1918 and 1918 and 1919 an	17 October 2018 Plea: Guilty to all the charges.	Three (3) months suspension in terms of section 22(1)(b) of the Social Service Professions Act 110 of 1978. Note: Respondent has lodged an appeal against the penalty imposed by Council. The appeal has been referred to the Minister of Social Development for consideration

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prof conduct notice continue from page 26	Practitioner (respondent)	Reg No	Province	Sector	Charge(s)	Date of disciplinary hearing and pleadings	Penalty
prof cor continue 0	Alda SMIT	10-07625	Gauteng	Private Practice	THAT you contravened Rule 3(1), 3(2) and 3(3) of the Rules made in terms of the Social Service Professions Act 110 of 1978, in that, on the 2 nd December 2015 you compiled a report for the Children's Court in Boksburg regarding re-introduction of Mr with his three children. In the said report you made diagnostic statements about the personality of Mr without having properly investigated the alleged personality function and psychological disorders before committing them into your report. During the period of your investigation for the re-introduction of Mr with his three children, namely with his three children, namely with his three children in the property investigated by the biological father of with his three children in the property investigate the allegation.	23 October 2018 Plea: <i>Guilty</i>	Fine of R5,000 (five thousand rand) in terms of section 22(1)(d) of the Social Service Professions Act 110 of 1978.
	Kagiso MOTLHANKANA	50-07276	North West	DSD	THAT you have contravened Rule 3(2), 3(3) and 3(4) of the Rules made in terms of the Social Service Professions Act 110 of 1978, in that during the period March 2013 to February 2015 while you, as a social auxiliary worker, were working for the Department of Social Development at North West Provincial Government, you executed your professional duties in a manner which did not comply with general accepted standards of practicing the profession by participating in or associating yourself with dishonesty in that you misused your position by giving false information to the client with a clear intention to deceive and proceeded to receive and collect foster care grant amounting to R17,820.00 from the foster care family of the prestige, status and dignity of the profession, is detrimental to your position as a social auxiliary worker or to the profession as such.	07 February 2019 Plea: <i>Guilty</i>	Cancellation of registration in terms of section 22(1)(c) of the Social Service Professions Act 110 of 1978.
	Ngoako Merriam MATHEDIMOSA	10-30128	Limpopo	DSD	Charge 1: THAT you contravened Rule 3(3) of the Rules made in terms of the Social Service Professions Act 110 of 1978 by engaging in behaviour which, with due regard to the prestige, status and dignity of the profession, is detrimental to your position as a social worker or to the profession as such in that: On the 22 nd September 2016 you posted a message on WhatsApp group called SASSPU LIMPOPO stating the following "Comrades there is an artificial code of ethics	21 February 2019 Plea: <i>Guilty</i>	Three (3) months suspension in terms of section 22(1)(b) of the Social Service Professions Act 110 of 1978. Condition: You must apologise to Ms
9	Kanyane Joyce MATSEMELA	10-31956	Limpopo	DSD	THAT you contravened Rule 3(1), 3(2) and 3(3) of the Rules made in terms of the Social Service Professions Act 110 of 1978, in that during the period during 2016 to2017 while you as a social worker were working at Limpopo Department of Social Development, Makhuduthamaga sub-district under Sekhukhune district, you performed your duties in a negligent manner by compiling a report recommending the discharge of the child by the name of from the foster care of his maternal grandmother, Mrs. Act 38 of 2005 and declaring him not to be a child in need of care and protection, because the child concerned was no longer staying with his foster mother and a result the Head of Limpopo Department of Social Development issued an order discharging the child concerned from foster care.	17 April 2019 Plea: <i>Not guilty</i> Finding: <i>Guilty</i>	A reprimand in terms section 22(1)(a) of the Social Service Professions Act 110 of 1978.
10	Anneke MYBURGH	10-23026	Gauteng	NPO	THAT you contravened Rule 3(1), 3(2), 3(3) and 3(4) of the Rules made in terms of the Social Service Professions Act 110 of 1978, in that, during the period when you were a social worker in the employ of Johannesburg Children's Home, a child and youth care centre as defined in section 1 of the Children's Act 38 of 2005 read with section 191 (1) of the Children's Act 38 of 2005, you misrepresented to Johannesburg Children's Home (herein after referred to as "the organisation") that child who was placed in alternative care of the organisation, as defined in section 1 of the Children's Act 38 of 2005 read with section 167 of the Children's Act 38 of 2005, will take leave of absence from the organisation to go and live with her friend's family whereas in fact and in truth, you knew that the said child will be living with you for that period of leave of absence.	21 April 2019 Plea: <i>Guilty</i>	Fine of R5,000 (five thousand rand) in terms of section 22(1)(d) of the Social Service Professions Act 110 of 1978.
	Nosipho Patience MKHIZE	10-34245	Kwazulu Natal	DSD	Charge 1: THAT you contravened Rule 3(2), 3(3) and/or Rule 4(6) of the Rules made in terms of the Social Service Professions Act 110 of 1978, in that during or around 2014 to 2016, you failed and/or refused to assist the client, who lodged a complaint or needed help regarding his estranged son thereby denying his son access to a drug rehabilitation process. Charge 2: THAT you contravened Rule3(2), 3(3), 3(8), 3(10) and 4(6) of the Rules made in terms of the Social Service Professions Act 110 of 1978, in that during or around 2014 to 2016 you displayed an unprofessional conduct during the meeting held at your employer's offices situated at the sum of the following: 1. Displaying an unprofessional conduct towards client by shouting and pointing a finger towards him thereby by making him to feel disrespected and intimidated; and/or 2. By walking out of a meeting in which client was attending to obtain progress in this matter before the meeting was finalised thereby disrespecting client as well as the processes that was meant to assist clients.	21 May 2019 Plea: Not guilty Finding: Guilty	Twenty-four (24) months suspension of registration in terms of section 22(11/b) of the Social Service Professions Act 110 of 1978. The penalty is postponed for a period of twelve months in terms of section 22(1A)(a)(ii) of the Social Service Professions Act 110 of 1978 on the following conditions: 1. You work under supervision with immediate effect for a period of twelve (12) months. 2. You must submit quarterly supervision reports, co-signed by your supervisor to the attention of the Registrar. 3. You undertake continuous professional development (CPD) in the following arears: (a) counselling process in social work practice; (b) substance abuse; (c) intervention methodologies including behaviour modification and working with families within an ecosystematic epistemology; (d) professional record keeping; (e) ethical practice (Code of Ethics); (f) self-awareness and (g) emotional intelligence. 4. You submit a continuous professional development plan on the areas in paragraph 3 above within thirty (30) days of this penalty.

South African Council for Social Service Professions

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