

September 16, 2017

Mr. Thor Borgford  
Vice President Academic and Provost  
Douglas College  
PO Box 2503  
New Westminster, BC V3L 5B2

**Via Email: [borgfordt@douglascollege.ca](mailto:borgfordt@douglascollege.ca)**

Dear Mr. Borgford,

**RE: Douglas College Bachelor of Social Work program request for approval**

I write to you today concerning your request that the Board of the BC College of Social Workers (“BCCSW”) approve Douglas College’s Bachelor of Social Work Program (the “Program”) so that the Program will be recognized as fulfilling the education requirement for registration as a social worker in BC. As you are aware, the Program does not meet the BCCSW’s present policy which states that the current approved educational institutions are those accredited by CASWE and by CSWE in the US. This letter will provide you with the BCCSW’s Board decision regarding this matter and will outline the reasons for this decision.

The Ad Hoc Committee appointed by the Board to review this matter gathered related information and documentation regarding Douglas College’s request for approval of the Program, including responses from the following stakeholders: the Ministry of Advanced Education and the Ministry of Children and Family Development; the Degree Quality Assessment Review Board (“DQAB”); CASWE; the Deans and Directors of Social Work Schools in BC; the Canadian Council of Social Work Regulators; and, the Canadian Association of Social Workers and the BC Association of Social Workers. The Ad Hoc Committee presented all the materials that it gathered to the Board at the Board’s meeting on September 16, 2017.

The circumstances of this matter present a challenge for the Board. The BCCSW does not have expertise in the accreditation of social work education programs. It is for that reason that the Board has looked to CASWE accreditation to inform its approval of social work education programs for the purposes of the *Social Workers Act* and the BCCSW Bylaws. However, the Board recognizes that the Program is precluded from being assessed for accreditation by CASWE for reasons that do not necessarily reflect on the quality of the social work education provided by the Program, specifically the requirement that the educational institution in which a social work program is being offered be a member of Universities Canada. In light of that fact, and taking into account the DQAB’s review of and support for the Program, the Board is of the view that, at the present time, provisionally approving the Program for the purposes of s. 41(1) of the Bylaws would not be contrary to the BCCSW’s public protection mandate.

At the same time, the Board remains concerned that the Program has not been fully evaluated by a qualified accrediting body, and that, going forward, it will be difficult for the BCCSW to determine whether necessary standards are being maintained. With these concerns in mind, the Board is of the view that the public would best be served if the Program were to become accredited.

As such, after considering all of the information presented to it by the Ad Hoc Committee, the Board has decided to provisionally approve the Program effective the date of this letter. While recognizing the current constraints on the Program becoming accredited that are noted above, this provisional approval is provided on the understanding that Douglas College will nonetheless use best efforts to obtain appropriate accreditation for the Program at the earliest opportunity.

It is important that Douglas College understands that the Board's approval of the Program is provisional. The Board reserves the right to reconsider its approval if it becomes aware of an issue with the Program giving rise to a possible public protection concern, or if it appears Douglas College is not using best efforts to obtain accreditation for the Program. In the event the Board deems such reconsideration necessary, it will provide Douglas College with a reasonable opportunity to be heard before making a decision on the further approval of the Program.

Upon the Program obtaining an appropriate accreditation, the Board will grant the Program full approval. Conversely, if, after completing an accrediting process, the Program does not attain accreditation, the Board will withdraw its provisional approval until such time as the Program does become accredited.

Finally, Douglas College should be aware that the Board has asked CASWE about the continued use of the Universities Canada requirement. In reply, CASWE has advised the Board that it is striking a working group to review and make recommendations regarding that requirement.

Sincerely,



Chelsea Cooledge, RSW  
Registrar and CEO  
BCCSW

pc: Dr. Kathy Denton, President  
Douglas College

Mr. Nicholas Rubidge, Chair  
Degree Quality Assessment Board

Mr. Tony Loughran, Acting Assistant Deputy Minister  
Ministry of Advanced Education, Skills and Training

Ms. Christine Massey, Assistant Deputy Minister  
Ministry of Children and Family Development

Ms. Dorothy Rogers, Director  
Ministry of Advanced Education

Ms. Leah Bailey, Director  
Ministry of Children and Family Development



*Sent via email: [Chelsea.Cooledge@bccsw.ca](mailto:Chelsea.Cooledge@bccsw.ca)*

December 5, 2017

Our Ref.: 111339

Deborah Jones, Chair  
British Columbia College of Social Workers  
1430-1200 West 73 Avenue  
Vancouver, BC V6P 6G5

Dear Ms. Jones:

Thank you for including the Ministries of Advanced Education, Skills and Training and Children and Family Development in the attached September 16, 2017 letter from Chelsea Cooledge, Registrar to Dr. Borgford regarding the Douglas College Bachelor of Social Work (BSW) degree program.

We appreciate that the BC College of Social Workers Board has moved to provisionally approve the Douglas' Bachelor of Social Work program for the purposes of s.41(1) of its Bylaws. The letter, however, does not specify what provisional approval means. It would be helpful to understand if there are any limits or restrictions on the Douglas BSW graduates in becoming registered social workers.

The letter also notes that BCCSW's provisional approval was made with the understanding that Douglas College would use its best efforts to obtain appropriate accreditation for the BSW or the College may reconsider its provisional approval.

Your letter does not provide alternative pathways to obtain accreditation that will be recognized by BCCSW besides the Canadian Association of Social Work Education (CASWE). Although CASWE is striking a working committee to review their Universities Canada membership requirement, there is no guarantee that the requirement will be removed. It would be helpful to know which other routes that BCCSW will consider for BSW graduates from colleges and institutes that are not eligible to apply for CASWE accreditation.

As outlined in our September 15, 2017 letter, it continues to be our view that as a public body, the BCCSW should establish an alternate pathway to accredit degrees of government reviewed and approved BSW programs regardless of whether that institution is an institute, college or university.

... /2



Thank you in advance for providing clarification to the points noted above.

Sincerely,



Tony Loughran  
A/Assistant Deputy Minister  
Governance, Legislation, and Strategic Policy  
Ministry of Advanced Education, Skills and  
Training



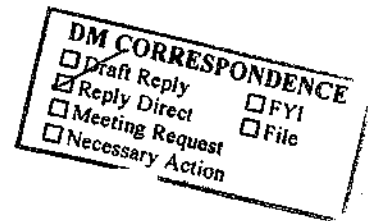
Christine Massey  
Assistant Deputy Minister  
Policy and Provincial Services  
Ministry of Children and Family Development

Attachment: BCCSW September 16, 2017 letter

pc: Dr. Thor Borgford, Vice-President Academic  
Douglas College

Dr. Kathy Denton, President  
Douglas College

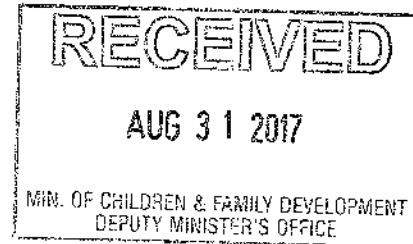
Degree Quality Assessment Board



s.22

28 August 2017

Ms. Allison Bond, Deputy Minister  
Ministry of Children and Family Development  
PO Box 9721 Stn Prov Govt  
Victoria BC V8W 9S2



Dear Ms. Bond, *Allison*

**BSW Program, Douglas College**

Congratulations on your appointment as Deputy Minister.

s.22 and as an  
Honorary Fellow of Douglas College, in order to bring to your attention a matter  
involving the College.

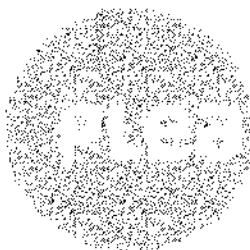
Three years ago I supported the College's proposed BSW Program. It completed the approval process and was moving towards implementation. I recently learned that UBC has changed its view and now opposes the program, and that the College of Social Workers has indicated that it would not allow graduates to access RSW status because Douglas College is not a university.

I enclose a copy of the letter I wrote in 2014; I do not think any element of that submission has changed. We seldom hired social work graduates, without other related work experience, because their degrees did not prepare them for the service environment. Douglas College has a long record of consulting with employers and developing programs that address real needs; the BSW program continues in that tradition.

This BSW was a breath of fresh air: an applied program, tailored to the demands of practitioners, with a metropolitan focus; it fills a gap that the universities have ignored. These new barriers to implementation should be removed.

The services of your Ministry, as well as numerous community agencies, are strongly affected by the ability to recruit personnel with the needed skills and abilities. I hope you can assist to find a solution on behalf of Douglas College.

Best regards,  
s.22



COMMUNITY  
SERVICES

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Vancouver, BC V6N 4G2  
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[www.agg.ca](http://www.agg.ca)

June 06 2014

TO WHOM IT MAY CONCERN

**Re: Proposed BSW Program, Douglas College**

We are pleased to lend our support to the proposed BSW Program at Douglas College.

PIA Community Services Society of BC delivers residential and non-residential programs for youth and adults in Metro Vancouver, with a daily count of about 800 cases. Our residents and participants come from child welfare and aboriginal child welfare, youth justice, mental health and addictions, developmental disabilities, acquired brain injury services and other parts of the health system. Our clients respond well to wrap-around, community-located and strengths-based services.

We hire from a variety of disciplines. It is difficult to find social workers with the theoretical and applied learning that we need. The Douglas College plan fills a gap.

We currently accept numerous practicum placements from the Youth Justice Worker and, to a lesser extent, the Child and Youth Care Worker Programs at Douglas; and we have hired many graduates.

We also participate in a research partnership with the McCreamy Centre Society, Douglas College, North Island College and the John Howard Society of North Island, which could expose some students to research activity that is more often limited to graduate programs.

We have every confidence in Douglas College's ability to design and deliver a strong and effective BSW program. We would be very pleased to have the opportunity to develop an ongoing program of practicum placements for BSW students. There is no doubt that we would hire its graduates.

Timothy Agg  
Executive Director  
PIA Community Services Society of BC

December 7, 2017

*Sent via email*

Mr. Tony Loughran,  
A/Assistant Deputy Minister,  
Governance, Legislation, and Strategic Policy,  
Ministry of Advanced Education, Skills and Training

Ms. Christine Massey,  
Assistant Deputy Minister  
Policy and Provincial Services  
Ministry of Children and Family Development

Dear Mr. Loughran and Ms. Massey -

Thank you for your December 5/17 response to our letter of September 16, 2017, and for the opportunity to clarify points raised in our letter.

The BC College of Social Workers approves programs that have been accredited by CASWE. The BC College of Social Workers has, in good faith, *provisionally* approved the Douglas College BSW program on the condition that Douglas College will use best efforts to obtain appropriate accreditation for the Program at the earliest opportunity. The Board of the BC College of Social Workers unanimously passed a motion at the September 16/17 board meeting "that the Board will require a status update every six months on Douglas College's progress of seeking accreditation on its Bachelor of Social Work Program".

The BC College of Social Workers does not accredit social work programs, and has no plans to do so. The BC College of Social Workers does not have expertise regarding avenues for accreditation, nor does it plan to develop any such expertise. Notwithstanding that point, it is our understanding from the DQAB Program review of the proposed BSW program at Douglas College dated October 2015 that "the President of Douglas has indicated that the college would explore other avenues (such as affiliate agreements) that would allow the BSW program to seek accreditation". Our understanding is that there is currently at least one College in BC which offers a CASWE accredited social work program, through an affiliate agreement with a University.

Thank you for the opportunity to respond to your questions. I am hopeful that this has clarified the points you raised in your letter.

Sincerely,



Deborah Jones MSW RCSW  
Chair of the Board  
BC College of Social Workers

pc: Leah Bailey, Director, MCFD

Dr. Thor Borgford, Vice-President Academic  
Douglas College

Dr. Kathy Denton, President  
Douglas College

Degree Quality Assessment Board

s.22



British Columbia  
College of Social Workers

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info@bccsw.ca  
www.bccollegeofsocialworkers.ca

December 7, 2017

*Sent via email*

Mr. Tony Loughran,  
A/Assistant Deputy Minister,  
Governance, Legislation, and Strategic Policy,  
Ministry of Advanced Education, Skills and Training

Ms. Christine Massey,  
Assistant Deputy Minister  
Policy and Provincial Services  
Ministry of Children and Family Development

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*Need to respond to*

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Sincerely,

Deborah Jones MSW RCSW  
Chair of the Board  
BC College of Social Workers



British Columbia  
College of Social Workers

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pc: Leah Bailey, Director, MCFD

Dr. Thor Borgford, Vice-President Academic  
Douglas College

Dr. Kathy Denton, President  
Douglas College

Degree Quality Assessment Board

Leah Bailey  
[Leah.Bailey@gov.bc.ca](mailto:Leah.Bailey@gov.bc.ca)  
PO Box 9932 Stn Prov Govt  
Victoria, BC V8W 9R2

14 November 2018

Hello Leah –

Thank you for arranging the follow-up meeting of October 15, 2018 to discuss the BC College of Social Workers (BCCSW) provisional approval of Douglas College's new Social Work Program. We appreciated the opportunity to provide clarification about our provisional approval. I am writing as a follow-up to that meeting and to provide an important update.

As you know, the *Social Workers Act* gives BCCSW the authority to set standards for registration for social workers in BC. According to s. 3(2)(c) of the Act, one of the objects for BCCSW is to "establish the qualifications required for registration as a registrant". One standard set by the BCCSW many years ago is that an applicant must have graduated from a social work program accredited by the Canadian Association of Social Work Education (CASWE) in Canada or by the Council on Social Work Education (CSWE) in the USA. The reason for this requirement is that CASWE and CSWE accreditations are the standard widely recognized in the social work field throughout Canada and the USA. It is important that we maintain standards for registration that will ensure public protection. We also want to ensure that we align with the registration requirements in other provinces due to the Canada Free Trade Agreement and social work mobility within Canada and between Canada and the USA.

In May 2017 Douglas College requested that BCCSW approve their new social work program for the purpose of registering their graduates. After careful consideration, we agreed to do so on a provisional basis to provide Douglas College time to obtain accreditation with CASWE. For clarification, this provisional approval means that in the interim, graduates from the Douglas College Social Work Program can apply for registration with BCCSW as if they had graduated from an accredited social work program.

As we explained in our meeting with you, we are willing to continue to extend provisional approval to Douglas College to allow further time to pursue accreditation through CASWE. However, we are not able to change our long-standing requirement that social work programs must be accredited by CASWE or CSWE to be fully recognized by BCCSW.

Our understanding is that at this time, Douglas College has not pursued accreditation, in part because of their unwillingness to seek an affiliate agreement with a university, and in part because the current requirement of CASWE is to accredit social work programs from universities which are members of Universities Canada. Douglas College is not a member of Universities Canada.



During our meeting on October 15, 2018, we reiterated that our understanding from the meeting with yourself, Minister Conroy, and others on July 4, 2018 was that Dorothy Rogers from the Ministry of Advanced Education planned to contact CASWE to discuss the requirement of membership in Universities Canada. We have not heard anything from Dorothy Rogers in that regard. However, subsequent to our meeting with you, we received a letter from CASWE advising us that their Board of Directors struck a working group at their Board meeting on October 15, 2018 to examine the issue of non-accredited programs and specifically whether the eligibility requirement that an institution be a member of Universities Canada in order to be considered for accreditation is necessary. They asked that a representative of BCCSW sit on that working group. We were pleased to receive this invitation and we have agreed to participate. CASWE has advised us that it intends to proceed quickly with this review. A report to the CASWE Board from the working group is expected by May 2019. We will keep you informed of developments. In the interim, we have attached their letter to us, with their permission.

Thank you again for meeting with us. Please do not hesitate to contact me if you have any questions.

Sincerely,



Deborah Jones MSW RCSW  
Chair of the Board  
BC College of Social Workers

cc. Dorothy Rogers, Jamie Edwardson, Doris Darvasi, Jim Campbell, Joan Braun

Attachment: Letter from CASWE to the BCCSW

**DOUGLAS COLLEGE**  
PO Box 2503 New Westminster BC  
Canada V3L 5B2  
New Westminster and Coquitlam  
douglascollege.ca  
604 527 5400



July 31, 2017

Via Email: [Chelsea.Cooledge@bccsw.ca](mailto:Chelsea.Cooledge@bccsw.ca)

Ms. Chelsea Cooledge, RSW  
Registrar & CEO  
BC College of Social Workers  
1430 – 1200 West 73<sup>rd</sup> Avenue  
Vancouver, BC V6P 6G5

Dear Ms. Cooledge,

**Re: Douglas College Bachelor of Social Work program**

I am writing in response to your letter of July 12, 2017. I am concerned that the BCCSW has decided to consider the Douglas College Bachelor of Social Work program in a manner that is inconsistent with the Social Workers Act ("Act"). Section 9 of the Act empowers the BCCSW Board to make bylaws that, in part, "authorize a committee established under section 8 (1) to determine if an academic program meets the requirements of paragraph (h) of this subsection." I note that, the *ad hoc* committee is not a committee established under section 8 (1) and the bylaws of the BCCSW do not contemplate such an *ad hoc* committee.

I also draw your attention to the statutory objects of the BCCSW that include the object "to establish and employ registration, inquiry and discipline practices which are transparent, objective, impartial and fair." Further, the statutory objects also make clear that the BCCSW must perform its duties through the exercise of powers conferred by the Act. In other words, creating a process that is not contemplated by the Act and that has not been approved by the Minister (as all bylaws must be) is a clear violation of the jurisdiction conferred on the BCCSW by the Act.

Further, and equally troubling, is that the manner in which the BCCSW is now proceeding is not "transparent, objective, impartial, and fair." Douglas College does not know the basis on which this *ad hoc* committee was created, who the members of the *ad hoc* committee might be and most troubling of all, what criteria the *ad hoc* committee is using to assess the Douglas College program. It is important to stress that the Act expressly provides that all such criteria must have been approved by the Minister. The fact that an *ad hoc* committee is being formed and is applying criteria that are unknown and certainly not approved by the

Minister is, with respect, an arbitrary exercise of power, which is not authorized by the Act. My hope is that the information provided in this letter in response to your questions will be given to an appropriate decision maker under the Act so that the original decision by the BCCSW (communicated to us on May 26, 2017) to deny our graduates access to the licensure exam may be reconsidered.

My colleagues and I have read your letter carefully. I think it is important to note at the outset of our response that we are at a loss to understand the relevance of many of the questions you pose with respect to the determination of whether the Douglas College program meets the requirements of paragraph (h) of subsection 9 (1) of the Act.

Nevertheless, Douglas College has made all reasonable efforts to respond to your questions in anticipation that our responses will be fairly reviewed by BCCSW in a manner consistent with its statutory powers and obligations under the Act.

### **General comments on Dr. Glen Schmidt's letter**

We were asked to respond to the opinions of Dr. Glen Schmidt (presumably a “stakeholder” by BCCSW’s definition) expressed in a letter to you dated June 30, 2017. We note that Dr. Schmidt has written to you on the letterhead of UNBC where he is Acting Chair in the School of Social Work. We also note that Glen Schmidt is listed on CASWE’s website as a member of its Commission on Accreditation. Dr. Schmidt was apparently responding to a letter provided by Deborah Jones dated June 29, 2017. We have not had the benefit of receiving that letter and so we do not know what Dr. Schmidt was responding to. However, Dr. Schmidt was apparently being asked to make comments about the “proposal to review the current policy regarding the requirement that registrants hold a social work degree from an accredited university program.” If there is such a “current policy,” the policy is not included in the bylaws of the BCCSW and has not received approval by the Minister as required by the Act. Therefore, whatever observations Dr. Schmidt may have as to whether there ought to be such a bylaw is irrelevant to the consideration of the Douglas College program. Further, to the extent BCCSW considers Dr. Schmidt’s comments in relation to the approval of the program, BCCSW would be considering an inappropriate factor, which falls outside of its legislative mandate.

Further, I have grave concerns about the objectivity of Dr. Schmidt’s comments, particularly in relation to the requirement that BCCSW carry out its duties in a manner that is objective, impartial, and fair. As you already know, Douglas College offered to participate fully in a CASWE accreditation process. Our request to be considered for CASWE accreditation, which Dr. Schmidt was in a position to know, was turned down solely because we are not members of Universities Canada. Dr. Schmidt is now being asked by BCCSW to comment on policy decisions that directly affect the Douglas College BSW program because it cannot be accredited by CASWE. Further, Dr. Schmidt gratuitously offers negative opinions of the Douglas College BSW program without having participated in any kind of formal program evaluation process of the program.

Dr. Schmidt’s main concern appears to be that somehow the relationship between what Dr. Schmidt calls the “regulators” (which I assume is BCCSW) and the CASWE will be damaged.

It is unclear why Dr. Schmidt thinks that is true and so it is impossible for Douglas College to meaningfully respond to that bald assertion of fact. It is equally unclear why Dr. Schmidt has chosen to characterize the matter as “provocative and antagonistic,” but the fact that Dr. Schmidt has made this characterization demonstrates Dr. Schmidt’s bias in relation to this matter in favour of whatever operational or institutional interests CASWE might have. Douglas College strongly objects to BCCSW considering the institutional or operational interests of CASWE. It strikes us that the public interest is not well served by considering the interests of CASWE rather than considering direct measures of program quality, which are independent of whether Douglas College is a member in an industry association that seeks to monopolize the field.

Dr. Schmidt goes on to make unfavourable comparisons between the DQAB accreditation process and CASWE’s accreditation process. He points to the assessment of the field placements. In response to this criticism (and question 1 in your letter), please find attached to this document Douglas College’s field placement protocols, which are based on CASWE guidance documents and parallel protocols currently in use at the University of the Fraser Valley.

Dr. Schmidt makes the bald statement that graduates of the Douglas College BSW program will not be accepted into any Canadian MSW degree program. This statement is patently untrue. To illustrate the point, last year a graduate from Douglas College’s Child and Youth Care degree program (i.e., a program not accredited by CASWE, and a program without all the discipline-specific knowledge of a BSW) was accepted into both the MSW program at UBC and the MSW program at the University of Victoria (see also response to question 2). The student chose to pursue MSW studies at the University of Victoria.

Further, there is nothing in the bylaws of the BCCSW that requires students with a Bachelor of Social Work degree to go on to obtain their master’s degree. This consideration is completely irrelevant to the factors the BCCSW must consider under the Act but once again shows the bias of Dr. Schmidt and the institutional interests of CASWE, which are separate and distinct from the statutory considerations of BCCSW under the Act.

Finally, Dr. Schmidt says he is concerned that changes to BCCSW policy will open the door to other non-university BSW’s leading to a deterioration in social work practice. This assertion is made without any factual foundation. Frankly the assertion is arrogant, elitist, and betrays ignorance of the post-secondary system in BC. Further, from the prospective of BCCSW, I am surprised that we are being asked to respond to such an outrageous assertion given the fact BCCSW has itself endorsed the Douglas College program as both innovative and one which offers “a full suite of courses from initial entry at first or second year university, through to the completion of the BSW.” Further, BCCSW has already advised that “graduates from this program [the Douglas College program] are likely to be well prepared for successfully meeting the requirements of the licensure exam”. Frankly, it is entirely inappropriate for BCCSW to now ask Douglas College to respond to Dr. Schmidt’s groundless assertions that are in complete opposition to the findings that have already been made by the BCCSW.

Further, system-wide consultation is an integral part of the DQAB approval process in BC. Consequently, all full program proposals, including the Douglas College BSW, are posted for review and comment on the Post-Secondary Institution Proposal System (PSIPS) of the Ministry of Advanced Education. All post-secondary institutions in the province are simultaneously notified of new postings. Incomplete or inferior proposals, regardless of the institution of origin, are adjusted, withdrawn, or rejected in response to system-wide criticism and feedback. In the absence of comment, institutions assume tacit approval of their proposals, which is reasonable given that a significant amount of consultation has already occurred during the program *development* process. Dr. Schmidt did not make any comments or criticisms about our proposal during any stage of the consultation process, nor did any of his colleagues at UNBC. Moreover, no comments similar to those now expressed by Dr. Schmidt were received from other institutions during the consultation process.

**1) Given that DQAB does not assess the quality of field education placements, we are wondering if Douglas College conducts such assessments and if so, can you please describe how these assessments are conducted.**

A summary document describing the field placement process, titled “Information for Agency Instructors” is attached, along with a second document titled “Summary of Douglas College BSW Practicum Review Process.” The second document shows the Douglas College process in reference to CASWE standards.

**2) It would appear that admission policies require that applicants to MSW degree programs graduate from an accredited degree program. In as much as the ability to access graduate programs is relevant to ongoing education and skills upgrading, can you advise what steps Douglas College may be taking to address this issue? Further, what information has been provided to incoming students concerning the possibility they will not be accepted into MSW programs in Canada due to the lack of accreditation of the Douglas College program?**

We are at a loss to understand the relevance of this question. The question repeats the fallacious assumption that *no* MSW program, anywhere, at any time, would accept a graduate from the Douglas College’s BSW Program. The faulty assumption seems to be based on Dr. Schmidt’s assertion that UNBC would not accept BSW graduates from Douglas College. However, as indicated above, we have every reason to believe that other schools in Canada and elsewhere will accept our BSW graduates whether or not the program is accredited by CASWE.

It is important to note that graduate programs rarely apply arbitrary standards when it comes to applicant selection. Most programs base acceptance decisions on the quality of the student, the quality of the student’s education and quality of the institution, rather than the institution’s affiliation to an industry organization such as Universities Canada. We expect that our BSW graduates will have the opportunities for admission to a range of other graduate programs, as have graduates from other Douglas College degree programs (e.g., Psychology, Child and Youth Care, Sport Science). We will not allow the continuing education of our graduates to be limited by the arbitrary, restrictive and elitist practices of some post-secondary programs. We will advocate on behalf of students whose academic achievements are worthy of advancement, drawing support from BCCAT and Colleges and

Institutes Canada, if necessary. Both groups have successfully challenged discriminatory practices to create pathways to graduate school for college graduates.

**The following set of questions references DQAB's review of Douglas College's BSW program.**

**Page 2 of 3**

**The DQAB report indicates the president of Douglas College would seek other avenues that would allow Douglas College to seek accreditation, such as affiliate agreements.**

**3) To the best of your knowledge, has Douglas College sought any affiliate agreement? If so, please describe the result of the request for an affiliate agreement. If this has not been done, what are the reasons for not seeking an affiliate agreement?**

Again, we do not understand the relevance of this question. Douglas College has not sought an affiliate agreement. The BSW program, for which the BCCSW provided letters of support with other encouragements, was developed independently of other institutions. Up until May 26, 2017, there was no reason to suppose that our students would be ineligible for registration in BC. To develop an affiliated degree program would entail collaborating with another institution to create a program that meets both institutions' needs, then go through another DQAB review only to end up in the same place: requesting the BCCSW to permit our graduates to write the registration exam. The only difference would be that two institutions would have an interest in the outcome instead of just Douglas College.

**4) It is suggested in the DQAB report that Douglas College may seek other avenues for accreditation. If other avenues have been explored, can you please describe these other avenues? What has been the results of those other avenues Douglas College has explored? If no other avenues have been explored, please explain the reasoning for this decision.**

This is a very perplexing question. The Douglas College BSW was approved by the province's Degree Quality Assessment Board (DQAB) and CASWE accreditation was sought soon after we received Ministerial consent. On May 26, 2017, we were informed by the Chair of the BCCSW that there could be no pathway for the registration of our graduates because our program could not be accredited by CASWE. CASWE will not accredit our program because we are not members of Universities Canada. We cannot become members of Universities Canada because we are not a university. If there are other accrediting bodies that the BCCSW would accept in substitution to CASWE we would be very grateful to know what they are and which institutions' graduates were subsequently recognized by the BCCSW.

**5) Is there opportunity for Douglas College to follow-up with CASWE regarding accreditation since their refusal or is there any mechanism for Douglas College to appeal CASWE's decision to refuse to accredit the BSW program? If so, has an appeal been considered or sought?**

In his letter to us on February 27, 2017, the Chair of CASWE stated unequivocally that *"Membership with Universities Canada is the foremost requirement in considering a social work degree program for accreditation."* The Chair's letter offered no avenue for appeal of the CASWE decision and none is indicated on the CASWE web pages. Therefore, no appeal was sought.

**6) In addition to the above questions, it would helpful for the Ad Hoc Committee if you could provide a chronology of the actions taken by Douglas College in an attempt to become accredited by CASWE.**

I wrote to CASWE on December 22, 2016, requesting a variance in order that Douglas College be allowed to seek accreditation. The CASWE Chair replied to me on February 27, 2017, denying my request. If the BCCSW is aware of other actions that would facilitate accreditation we would be grateful to know.

**7) The report suggests the BSW program meets the standards established by CASWE. Can you please describe or provide documentation which demonstrates how the program meets CASWE's standards?**

Douglas College used the CASWE accreditation standards (<https://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE-ACFTS-Standards-11-2014.pdf>) in the development of its BSW proposal. A member of CASWE's Commission on Accreditation was a member of the DQAB expert panel review committee for the Douglas College BSW. During the site visit conducted by the DQAB expert panel there was frequent discussion regarding how responsive our BSW program was to CASWE standards. Evidence of our adherence to these standards of accreditation was provided directly to the BCCSW in the form of our successful full program proposal.

**8) The report states "...under CASWE's current Procedures for Accreditation, the college would not be eligible to seek accreditation" (page 6). Yet it also states "It is also planned to apply for accreditation through CASWE..." (page 16). The Committee appreciates that staff from Douglas College were not members of the DQAB Program Review Panel who authored this report but, given they were likely involved in discussions with the panel members, the Committee is hoping you may be able to clarify what appear to be two contradictory statements. The Committee has also asked this question of the DQAB Chair.**

The DQAB Chair would have to answer that question.

**9) The report states "Douglas College has established procedures for formal internal reviews of all its programs, generally at three year intervals" (page 16). Can you please provide a written copy of these procedures or otherwise describe this internal review process?**

The Douglas College Comprehensive Program Review Guide document is attached.

**10) One of the concerns of the Board is that a quality assurance mechanism that would be in place with CASWE accreditation may be lacking in programs approved by DQAB. What ongoing quality assurance mechanisms are in place for the BSW program? Please describe and provide the policy describing the quality assurance process.**

See response to question 9. Douglas College takes program quality assurance very seriously. We have a comprehensive program review process that involves external experts and that requires the institution to respond to recommendations. Additionally, the College will have a BSW Advisory Committee including social work field supervisors, community and student representatives to provide ongoing input regarding the design and delivery of the degree. That said, we are confused as to why the BCCSW appears to be



delegating responsibility for quality assurance, which is a statutory duty of BCCSW under the Act.

**11) Similarly, in the report, the “Criteria for Assessing Satisfaction of the Program Review and Assessment Standard” requires an assessment be conducted “by a panel consisting of experts external to the institution” (page 17) yet the comments section does not address this criteria.**

**Can you please describe how the panel of external experts will be selected and the process involved in implementing any changes recommended by these external experts?**

This question would have to be answered by the DQAB Chair.

**Page 3 of 3**

**Finally, the Committee has a few general questions that it invites you to consider:**

**12) We understand that graduates from the Douglas College BSW program may not have their degree recognized in other provincial jurisdictions due to the lack of accreditation with CASWE, thereby possibly limiting their professional mobility. Can you advise what steps Douglas College may be taking to address this issue? Further, what information has been provided to students to make them aware of this potential issue?**

Carla Alexander, Instructor in the Douglas BSW program, spoke to John Mayr, the previous registrar of the BCCSW, on October 29, 2015. John Mayr informed Ms. Alexander that there would be no obstacle to graduates of the Douglas BSW program to write the licensure exam administered by the BCCSW. Moreover, Mr. Mayr indicated that, once registered in BC, our graduates would be eligible to apply for registration in other provinces and they would not be limited in their mobility.

**13) Is there a process in place for Douglas College to assess student’s suitability for the BSW program? If so, can you please describe this process?**

In brief our admission requirements are:

- 1 Any 3 credit university-transferable English course
- 2 27 credits of university-transferable courses (non-social work courses)
- 3 100 hours of voluntary or paid work in the field of Human Services
- 4 Two letters of reference, one of which must be from a former supervisor in the Human Services field.
- 5 A current resume.
- 6 A letter of intent describing why the student wishes to enter the program and field of Social Work.
- 7 Interview, including written exercise
- 8 A successful Criminal Record Check (requested when seat offer is made)
- 9 Non-refundable \$350 deposit (requested when seat offer is made)

Applicants verify their volunteer/work experience hours by completing this online form: <http://www.douglascollege.ca/programs-courses/faculties/child-family-community-studies/social-work/volunteer-work-hours-for-bsw-application>.



Also attached are documents used during the selection interviews, including the written exercise that the applicant completes and the forms that the selection committee use for scoring.

**14) The Committee notes the following statement concerning the BSW program on Douglas College's website: "Please note that the BSW program is not currently accredited, and the College has yet to apply to CASWE for accreditation." Has Douglas College had an opportunity to update this statement or provide students with an update on the status of accreditation? Can you advise what information has been provided to students regarding that process? Similarly, if you are providing information to the students about the ongoing dialogue between Douglas College and BCCSW, can you please provide a copy, or a summary of what has been provided to the students? We have received some emails from students and are curious as to what has been conveyed to them.**

We are pleased to hear that our students have contacted you with their concerns. You will find attached the letter that has been sent routinely to students entering the Douglas BSW concerning our 'dialogue' with the BCCSW.

Sincerely,



Dr. Thor Borgford  
Vice President Academic and Provost

Enclosures

cc: **Dr. Kathy Denton, President**  
Douglas College  
dentonk@douglascollege.ca

**Dr. Nicholas Rubidge, Chair**  
Governance and Programs, Universities Canada  
DQABsecretariat@gov.bc.ca

**Ms. Claire Avison, Assistant Deputy Minister**  
Ministry of Advanced Education, Skills and Training  
AVED.ADMGovernanceLegislationandStrategicPolicy@gov.bc.ca

**Ms. Dorothy Rogers, Director**  
Ministry of Advanced Education, Skills and Training  
Dorothy.Rogers@gov.bc.ca

**Ms. Christine Massey, Assistant Deputy Minister**  
Ministry of Children and Family Development  
Christine.Massey@gov.bc.ca

## Comprehensive Program<sup>1</sup> Review Guide

Program/Department:

Faculty:

Dean:

External Reviewer:

Review Team Members (list all):

Date Review Completed:

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<sup>1</sup> The term “program” is used broadly in this document and in the policy that guides this document. It refers to closed enrolment *programs* that provide specific credentials, as well as *departments* in open enrolment areas that contribute course options for a variety of College credentials (e.g., Associate degrees).

## Overview

Comprehensive Program Reviews are described in and guided by Douglas College Policy A18.01.01: Program and Service Review. Comprehensive reviews are broad in scope but also provide in-depth analyses of outcomes concerning program effectiveness and fit with the College's strategic goals. The review process is led by a review team, which is appointed by the Dean in consultation with Chairs, Coordinators, Faculty Education Committees, and the Vice President, Education. The review team, in consultation with the Vice President, Education, sets the timelines for the review and identifies the processes/methodologies to be followed (e.g., reviewing existing data, collecting new data from internal and external stakeholders, and obtaining feedback from an external with expertise in the discipline). The outcomes of the review should include program accomplishments as well as limitations and recommendations for improvement. The results and recommendations of comprehensive reviews inform College planning and decision-making about educational and operational issues involving the program.

## Scope

Comprehensive program reviews will examine all of the following:

1. Program Content/Curriculum
2. Pathways
3. Admissions
4. Enrolments/FTE
5. Program Costs
6. Program Operations
7. Program Delivery
8. Faculty Development
9. Student Outcomes
10. Risks

## Overview of Process

The program review team will gather and evaluate information relevant to each of the program review areas listed above. The team will be guided by specific expectations. Sources of evidence also will be identified. Expectations and evidence for each area of the review are provided below. The review team should produce a report that addresses each of these areas. The review should also include a brief description of the methods/processes at the beginning and a summary of strengths/accomplishments and weakness/limitations followed by recommendations for changes at the end. The review team should use this document as a template and insert text for each area of review (e.g., program content/curriculum, pathways, and so on) and attach appendices as needed.

## **Description of Methods/Processes for Gathering and Evaluating Data**

*Expectation:* Outline the methods the review team used to collect information, as well as the processes used for evaluation the information and drafting the report.

## **Review Content**

### **1. Program Content/Curriculum**

*Expectations:* Program content is current and meets or exceeds learning outcomes specified in curriculum guidelines. The program meets or exceeds the standards for breadth and depth of education and training provided by similar programs in the province. The program includes some opportunities for experiential learning (e.g., in-class activities where students can demonstrate/apply their knowledge, labs, student research projects, practicum placements, co-op experiences, international field schools).

*Evidence:* The review should supply evidence that learning outcomes are met. An example of such evidence might include data demonstrating that students are successful when they make the transition to advance courses/programs, to university, or to employment in the field of study. The review should provide a brief assessment of the relative breadth and depth in the program compared to other similar program, which should include relevant supporting information such as (a) course/program articulation agreements, (b) results of accreditation reviews, or (c) course outcome comparisons with recognized benchmarks or standardized tests, as appropriate. Finally, the review should include brief examples of experiential learning activities.

### **2. Pathways**

*Expectations:* The courses in the program (in part or as a whole) articulate well with other institutions that offer similar courses. There are clear and flexible pathways into the program and multiple entry points. There are clear pathways from the program to more advanced programs in the field/discipline.

*Evidence:* The review should provide an overview of program/course articulation with other public post-secondary institutions (or, in the case of DVST and EASL, secondary and post-secondary institutions). The review should describe all pathways into the program (a) from within the Faculty, (b) from other Faculties in the College, and (c) from other institutions. Pathways from the program to other programs, within and outside the College, also should be identified. University transfer programs should list any courses that receive “no credit” or “unassigned credit” from one or more research universities. Explanations for these transfer problems should be provided, with a plan to remedy them.

### 3. Admissions

*Expectations:* Program admissions are consistent with other similar programs in the province. Higher or lower admission standards are justified on educational grounds. Admissions processes are smooth and efficient (from a student's perspective). Admission rates demonstrate a strong demand for the program.

*Evidence:* The review should describe the admission standards and processes. For closed enrolment programs, the review should provide a four-year overview of the number of applications received for each intake (application rate), the number of eligible applicants (acceptance rate), and the number of applicants who registered (registration rate). The review should also identify any changes in admission standards or practices over the last four years, and provide a justification for those changes and identify whether the changes achieved the intended effect.

### 4. Enrolments/FTE

*Expectations:* The program meets or exceeds enrolment targets. The overall enrolment target for the College is 100%. Unless otherwise specified by the Ministry, programs should strive for 100% enrolment averaged across all course offerings.

*Evidence:* The review should describe the enrolment patterns over four years; provide explanations for enrolments significantly below expectations, and identify measures taken to address low enrolments and attrition. In addition, the review should estimate future demand and provide (or reference) evidence to support the estimate.

### 5. Program Costs

*Expectations:* The program is cost effective (i.e., expenses should not exceed the program revenues).

*Evidence:* The Vice President Academic will be responsible for providing this information.

### 6. Program Operations

*Expectation:* The program's day to day operations function smoothly. Courses schedules meet student demands, grades are submitted on time, book orders are completed on time, and other administrative tasks required to support the program are completed in a timely manner.

*Evidence:* Feedback *about operational matters* may be solicited from students, from service areas (e.g., the Registrar's Office, the Bookstore, International Education), and from faculty in associated areas of study (i.e., areas that provide program electives/requirements, areas that the program ladders into).

The review should include a summary of any quantitative feedback, as well as a comprehensive list of written comments.

## **7. Program Delivery**

*Expectation:* The program delivery method is pedagogically sound. The program delivery method is responsive to students' needs for flexibility in course scheduling for all program requirements, including program electives/requirements from outside the Faculty.

*Evidence:* Program delivery is demonstrated to be consistent with best practices in the area of study. The evidence to support this standard will vary by program and should be determined in consultation with the Vice-President, Education. Evidence that the program delivery method is responsive to student demand may be demonstrated by enrolment data for each delivery method: (a) face-to-face, (b) hybrid, (c) online, and (d) other. Courses/modes with weak enrolment should be evaluated to determine whether they are delivered in an appropriate manner to meet students' needs for flexibility. Feedback *about program delivery methods* also should be solicited from students, from service areas (e.g., the Registrar's Office, the Bookstore, International Education), and from faculty in associated areas of study (i.e., areas that provide program electives/requirements, areas that the program ladders into). The review should include a summary of any quantitative feedback, as well as a comprehensive list of written comments.

## **8. Faculty Development**

*Expectation:* Faculty stay current in their disciplines by being engaged in appropriate activities (e.g., discipline-based research, applied research, professional development workshops).

*Evidence:* The review should describe the type of professional development activities that are typical of faculty in the program. The review should summarize the professional development activities of faculty over the last year or two (e.g., number of Douglas College PD workshops attended by faculty, list of recent faculty publications and conference presentations).

## **9. Student Outcomes**

*Expectation:* Courses/programs should prepare students for further studies (i.e., advanced courses) or job opportunities, as appropriate. Students should express a high level of satisfaction.

*Evidence:* The review should include relevant data to demonstrate student success upon graduation/transfer, or with program advancement. Survey data should demonstrate a high level of student satisfaction and employment rates commensurate with similar programs in the Province.

## 10. Risks

**Expectation:** An informed assessment of risks associated with the current program structure and operations (i.e., any problems to be solved). Risks should be followed by corresponding mitigation strategies (i.e., potential solutions), which should be reasonable (e.g., associated with justifiable increases in cost, consistent with current collective agreements). The risk assessment should also include a evaluation of the potential consequences of failing to invoke mitigating strategies.

**Evidence:** The review should link risks to areas of weakness outlined in previous sections. Weaknesses, risks, and mitigating strategies should be logically connected and evidence based.

## Summary/Recommendations

**Expectation:** Provide a summary of program strengths/accomplishments and weaknesses/limitations. Recommendations for change also should be provided to identify how weaknesses/limitations may be addressed in the future.



**DOUGLAS COLLEGE**

# BSW Practicum

## Information for Agency Instructors

### INFORMATION ABOUT BSW PRACTICUM AT DOUGLAS COLLEGE

**Length of Practicum – 350 hours per academic year and generally runs from the end of September through to end of April. Students are at practicum for two days each week and in class the rest of the week.**

**As well as onsite training, students attend an integrative seminar facilitated by a Faculty Instructor. These seminars and required assignments, provide students the opportunity to discuss practicum experiences with other students and to further demonstrate their knowledge of integrating theory and practice.**

### WHO CAN SUPERVISE A BSW PRACTICUM STUDENT?

**Taken from the CASWE Standards for Accreditation (2012) and endorsed by the BSW Committee, selection of Agency Instructors adheres to the following criteria:**

**SB 3.2.21 Field Instructors at the BSW level normally hold, at a minimum, a BSW degree from an accredited social work program, have two years of social work practice experience after graduation; are interested in social work education and have support from the setting to permit adequate time for assuming field instruction responsibilities (page 15).**

**IF THE AGENCY INSTRUCTOR DOES NOT HAVE A BSW DEGREE, THERE ARE TWO OPTIONS:**

**1. A second Agency Instructor, who meets the above requirement, is secured. With this option there are two instructors who carry distinct responsibilities for supervision and evaluation of the student. The experienced, agency-based, non-social work prepared instructor is responsible for the day-to-day supervision and assignment of work. The non-agency based, BSW social worker is responsible for consulting with the student on a regular basis in person, by telephone and/or by email to ensure a social work perspective. These arrangements must be made prior to confirmation of the placement.**



2. The School-assigned Faculty Instructor can play an enhanced role, taking on the responsibility to have additional contact with the student and facilitate discussion to deepen a social work practice perspective.

## AGENCY INSTRUCTOR RESPONSIBILITIES

1. Arrange and conduct an interview with the perspective student to determine if the placement is a good fit for both agency staff and student. The site needs to be able to meet the students learning goals and the objectives of BSW Field Course.
2. Prepare for the student coming to the agency by providing a thorough orientation:
  - ensuring that work space is available
  - arranging for attendance at relevant meetings
  - planning work assignments
  - arranging for other staff to be involved with the student placement by job shadowing, co-facilitating groups or other joint activities with the student
  - introducing the student to agency staff and clients (where applicable)
  - making relevant policy and program manuals available
  - discussing the organizational structure of the agency, the services provided and the profile of the population served
  - ensure that the student is aware of other agencies with which the field agency interacts on a regular basis
3. Provide an opportunity and encourage the student to visit other agencies and become familiar with community resources.
4. Oversee the completion of the Learning Contract in collaboration with the student and the Faculty Instructor. Assist the student in drafting learning goals and objectives specific to the placement. There will be a meeting to discuss and finalize the Learning Contract with Faculty Instructor and student.
5. Hold regular supervisory sessions with the student as specified in the Learning Contract. Be available as needed to offer consultation and support to the student.

- 6. Have primary responsibility for overseeing the student for the duration of the placement and arranging for another supervisor if absent either temporarily or permanently.**
- 7. Follow the procedure outlined in this manual for Dealing with Difficult Situations.**
- 8. Maintain ongoing liaison with the Faculty Instructor as needed.**
- 9. Contribute to the final evaluation process.**



June 30, 2017

Dear Student/Applicant:

I understand that you were recently offered a place in the Bachelor of Social Work (BSW) program at Douglas College for the Fall of 2017. I am pleased to let you know that Douglas College will open course registration for all students into the BSW program on July 4<sup>th</sup>, 2017.

However, I am also writing to bring you up to date regarding our challenges with the BC College of Social Workers (the background information in this letter was also contained in my letter to applicants dated June 20<sup>th</sup>, 2017). This is important for you to understand before you proceed with your registration.

### **Background**

As you may be aware, Social Work is a regulated profession in British Columbia, subject to the provisions of the Social Workers Act. In order to practice (there are certain exemptions), individuals must apply to the BC College of Social Workers (BCCSW) to become Registered Social Workers (RSW) and write the licensure exam to become registered.

In 2013, Douglas began the development of a Bachelor of Social Work (BSW) degree in response to significant labour market demand for social workers in British Columbia. The College consulted, among others, the BCCSW and developed a unique and robust curriculum designed to balance theoretical and practical aspects of social work education. Our degree proposal received many letters of support and encouragement – including letters from the BCCSW. The Douglas degree proposal received a thorough review by the Degree Quality Assessment Board (DQAB), an independent advisory board that ensures legislated quality assurance requirements are met for post-secondary education in B.C. After completing that review, the DQAB recommended our degree to the Ministry of Advanced Education for approval. In 2016, the Douglas College Bachelor of Social Work program received the Minister's approval and we moved ahead to accept applicants and mount the program starting in the Fall of 2017.

Contrary to all reasonable expectations, we were recently shocked to hear from the Chair of the BCCSW that our graduates may not be eligible to apply for registration in BC as RSWs (i.e., they would not be eligible to write the licensure exam). The reason given was that the Douglas College BSW degree is not accredited by the Canadian Association for Social Work Education (CASWE).

However, our degree is not eligible for CASWE accreditation because as a college, Douglas College cannot become a member of an association known as Universities Canada.

Naturally, this situation has caused significant frustration, as our inability to obtain CASWE accreditation has nothing to do with the quality of our BSW degree program, which has been approved by the DQAB and by the Ministry.

It is Douglas College's firm position that the BCCSW does not have the authority to deny our graduates the opportunity to write the exam to become Registered Social Workers in BC on the basis of our inability to obtain CASWE accreditation.

In June of 2017, we asked the BCCSW to reconsider its position and provide a clear written acknowledgement that our graduates are able to apply for registration. Notably, Douglas College has the support of the Degree Quality Assessment Board, the Ministry of Advanced Education and the Ministry of Child and Family Development, all of whom have written to the BCCSW requesting that the regulator clarify/reconsider its position concerning our graduates.

### **Update**

This week, Douglas College was informed that the BCCSW is now "reconsidering" the eligibility of Douglas College BSW graduates for registration – however the BCCSW has not come to a conclusion one way or another and we have not, as yet, been provided with a timeline to a conclusion. It is important to know that if, following its review, the BCCSW continues to deny our graduates an opportunity to apply for registration to become Registered Social Workers in BC, Douglas College still has the option to apply to the courts for a judicial review of their decision.

Meanwhile, rather than incurring further delays, Douglas College has decided to open the BSW program for Fall 2017 registration with the understanding that we can provide no guarantee to our students that we will be successful in our challenges with the BCCSW, despite a strong moral and legal position.

While the BCCSW is reconsidering its position, it will be very important for you to express your views (advocate) on behalf of the BSW program and your future as a social worker in BC. Therefore I encourage you to write to the Chair and members of the Board of the BC College of Social Work to express your views while copying the (incoming) Ministers of Advanced Education ([AVED.Minister@gov.bc.ca](mailto:AVED.Minister@gov.bc.ca)) and Children and Family Development ([MCF.minister@gov.bc.ca](mailto:MCF.minister@gov.bc.ca)).

Finally, please send Meagan Harris a message indicating that you have read this letter and feel free to contact me directly (604-527-5222) if you have any further questions or concerns.

Sincerely



Dr Thor Borgford  
Vice President Academic and Provost

## Summary of Douglas College BSW Practicum Review Process

For BCCSW

July 31<sup>st</sup>, 2017

- a) Practicums are designed to follow CASWE-specified requirements. Two practicum placements are required for Degree completion. Each placement requires 350 hours (drawn from various agency sites) for a total of 700 hours. Each practicum is held over two semesters, therefore involving 175 hours per semester, typically two days a week in conjunction with regular classes on non-practicum days.

All students entering the BSW degree are expected to complete two practicums consistent with CASWE standard outlined below:

***SB 3.2.2 BSW programs provide students with a minimum of 700 practice hours, not including time spent in integrative activities. Where academic credit is given for previous work and/or relevant experience in lieu of the practicum, the academic unit has written policy that specifies clear criteria and procedures used to assess skills and knowledge normally obtained through the practicum. Academic credit for previous work and/or relevant experience may be provided for a maximum of one half of the required hours of practicum specified in the program (e.g., 350 hours of 700 required hours).***

- b) Students are expected to attend 5 practicum seminars per semester, and to submit 5 written reports of 3-5 pages each based on their practicum experiences. This is in addition to the 700 hours that they spend in the field. Each practicum instructor is responsible for organizing and attending the seminar and marking the reports submitted.
- c) Each practicum instructor will visit the agency site a minimum of 3 times per semester. This involves a live/in-person visit with the supervisor and

student in attendance (i.e., not merely a telephone conversation). This follows the following CASWE standard:

**SB/M 3.2.15** Each social work program designates individuals to assume faculty field liaison responsibilities in order to maintain close, reciprocal and ongoing relationships with field instructors; exchange important information; monitor the student's educational experience; and consult and collaborate with the field instructor and student regarding student progress or problems

- d) Formal documentation is required for each site visit. At the first visit, the student, supervisor, and instructor complete the formal learning contract. At the second visit a formal midterm is completed with the student evaluating his/her progress and the supervisor completing a formal evaluation. Areas of strengths and those needing improvements are identified at this meeting. At the final evaluation a similar process is followed to identify skill competencies and those requiring further work moving forward.
- e) The “Intern Placement Tracker” software has been purchased by the department to assist with the electronic evaluation of students in placement. This software is used by other institutions within the province such as the University of the Fraser Valley.
- f) For students who are struggling, or requiring extra support, more visits by the instructor to any given agency can be arranged.
- g) Practicum Supervisors for placements are required to have at minimum a BSW degree. In very exceptional circumstances some supervisors may not have this credential. In these situations training will be provided by Douglas College for those supervisors who do not have a BSW but offer an invaluable learning opportunity for students. This is in line with CASWE requirements outlined below.

**SB/M 3.2.22** When the field instructor does not have a social work degree, it is expected that the school plays a greater role in the monitoring and supervision of the field experience to ensure that a social work focus is sustained and that the student has access to a qualified social worker. Alternatively, a faculty member may be designated as the field instructor.

- h) Following CASWE accreditation standards, a faculty member is seconded to be the Practicum Coordinator within the department. This person is given the task to facilitate appropriate matches between students, field instructors and field placement/settings as per **SB/M 3.2.13** in the Standards for Accreditation document. This is a salaried position in which section release time has been given to perform said duties:

**SB/M 3.2.11** Each social work program designates at least one position, preferably a faculty position, with responsibility for field education development, coordination, administration and monitoring. The field education director or field education coordinator is in a position to carry out the mandate of the role with credibility, authority, influence, and with adequate resources.



**DOUGLAS COLLEGE  
DEPARTMENT OF SOCIAL WORK  
BSW SELECTION 2017**



**CANDIDATE'S NAME:**  
**(Please print)**

**CANDIDATE'S SIGNATURE:**

**DATE:**

## **INTRODUCTION**

Welcome to the BSW selection process at the Department of Social Work, Douglas College for admission into the program for Fall, 2017. For the next few hours you will be participating in a series of oral and written exercises which includes individual reflection and analysis. **You will be evaluated on the quality of your written and oral communication skills, the quality of your arguments, the quality of information you can display, your social and personal perspective, your ability to think critically, your understanding of diversity, your personal maturity and suitability and your values and ethics.**

**The total time for this written exercise is 1 hour. This exercise is made up of two parts – a professional statement and a scenario with questions. You should give yourself 30 minutes for each part.**

## PART 1. PROFESSIONAL STATEMENT - 30 minutes

*Please answer the following questions and do not go beyond the lines allowed.*

- a) Why do you want to become a social worker?
  - o Why do you want to train now?
  - o What have you done to prepare for training? – eg experience
  - o What knowledge/ skills/ values do you think a SW needs?

[illegible]

**b) How do you anticipate managing the stress of the program, which is both emotionally and mentally challenging?**

Page 39 of 243

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## **PART 2. SCENARIO - 30 minutes**

*Please read the following scenario.*

Margaret is a 55 year old homeless person who lives on the street. She has recently arrived in the Downtown East Side of Vancouver from Alberta. She clearly has mental health issues that appear to be linked to an alcohol problem because when she gets drunk she becomes extremely aggressive as well as paranoid.

Margaret was born in Edmonton, Alberta, one of a large family of six children. Her father drank heavily and was physically abusive towards her mother and also frequently hit the children if they did not keep out of this way when he was drunk.

Margaret was a bright child and left school with a High School Certificate. However, Margaret ran away from home when she was 18 and went to Calgary. She married a man who was 15 years older than herself. He was quite a successful business man but he drank quite heavily.

Margaret had 2 children but they were taken into care because of her mental health problems and his drunkenness. When Margaret was 35 her partner died of cancer and a decision was made that her children should be adopted. That was when she started travelling and living on the street.

Margaret has no family or friendship links although she is sociable and friendly and makes good contact with people she meets as she travels around. However, the relationships are never lasting and she can alienate people when she becomes drunk and hostile.

She says she wants to live in Vancouver for a while to see if she likes it here.

### **INSTRUCTIONS**

*Please note that you will be assessed on your ability to demonstrate knowledge of self, value and ethics of social work and some of the key elements in this situation.*

*Margaret has been referred to your team by the homeless hostel and you are asked to comment on the following:*

- 1. From the perspective of a social worker on this team, what are some of the primary issues in this scenario?**

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**2. As a social worker, how could you help Margaret in this situation?**

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### 3. What are your views on the Downtown Eastside of Vancouver?

Page 43 of 243

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**DOUGLAS COLLEGE  
DEPARTMENT OF SOCIAL WORK  
BSW SELECTION 2017**

## Part 3 – Interview

### a) What do you understand by the term ‘discrimination’?

#### Prompts:

- Can you give an example?
- Can you think of other groups who might be affected by discrimination?
- Why do you think it is important to know about discrimination?
- What do you know about The Truth and Reconciliation Commission of Canada (TRC)?
  - Submitted its final report in December, 2015.
  - There were 94 Calls to Action.
  - Which of these Calls were significant to you as a person who wants to be a social worker?
  - And what, if anything, have you done to date to engage in your own personal response to the Calls to Action?

**This question is to assess the applicant’s values and awareness of diversity issues.**

#### Values

Unacceptable ☐ Acceptable ☐ Good or better ☐

#### Awareness of diversity issues

Unacceptable ☐ Acceptable ☐ Good or better ☐

#### No need for notes except:

If **unacceptable** please write **brief** feedback here:

If applicant is **exceptional**, please tick here

☐

**b) Please tell me about a difficult situation that you had to deal with.**

**Prompts:**

- What did you learn about yourself from this?
- About other people?
- About services?

**This question is to assess the applicant's ability to reflect and learn from experience, their self-awareness and their spoken English.**

**Ability to reflect and learn from experience**

Unacceptable ☐ Acceptable ☐ Good or better ☐

**Self-awareness**

Unacceptable ☐ Acceptable ☐ Good or better ☐

**Spoken English**

Unacceptable ☐ Acceptable ☐ Good or better ☐

**No need for notes except:**

If **unacceptable** please write **brief** feedback here:

If applicant is **exceptional**, please tick here ☐

c) Can you tell me about something that you have heard or read recently which is relevant to social work?

**Prompts:**

- What are the implications for SW practice?
- How do you keep up-to-date with current issues?

This question is to assess that the applicant takes responsibility for her/ his own learning, has intellectual potential/ curiosity and knows something about the importance of skills and knowledge for SW practice.

**Takes responsibility for her/ his own learning**

Unacceptable ☐ Acceptable ☐ Good or better ☐

**Intellectual potential/ curiosity**

Unacceptable ☐ Acceptable ☐ Good or better ☐

**Importance of skills and knowledge for SW practice**

Unacceptable ☐ Acceptable ☐ Good or better ☐

**No need for notes except:**

If **unacceptable** please write **brief** feedback here:

If applicant is **exceptional**, please tick here ☐

**d) Finally, as this program at Douglas College attracts a high number of applicants, why should we pick you?**

**Prompts:**

Enthusiasm about being a social worker

Awareness about of the BSW program at Douglas College

Why you?

**This question is to assess the applicant's enthusiasm, passion and self-awareness for wishing to become a social worker and about studying on the BSW program at Douglas College.**

**Shows enthusiasm/passion about becoming a social worker**

Unacceptable ☐ Acceptable ☐ Good or better ☐

**Demonstrates self-awareness about**

Unacceptable ☐ Acceptable ☐ Good or better ☐

**Has an awareness of the BSW program at Douglas College**

Unacceptable ☐ Acceptable ☐ Good or better ☐

**No need for notes except:**

If unacceptable please write brief feedback here:

If applicant is exceptional, please tick here ☐

**Do you have any questions you would like to ask?**

**DOUGLAS COLLEGE  
DEPARTMENT OF SOCIAL WORK  
BSW SELECTION – Scoring Sheet**

**CANDIDATE’S NAME:**

**ADMISSIONS TEAM MEMBER(s):**

**DATE:**

**TOTAL MARK: /40**

This score sheet has been developed by the Department of Social Work at Douglas College for admission into the program. Applicants are scored against the quality of their written work, oral communication skills, quality of their arguments, social and personal perspectives, ability to think critically, understanding of diversity and personal maturity and suitability.

The scoring works as follows:

- 1) The applicants GPA is marked out of 10 and forms 25% of the overall grade.**
- 2) Letter of intent and personal statement is marked out of 10 and forms 25% of the overall grade.**
- 3) The written scenario is marked out of 10 and forms 25% of the overall grade.**

**Part 1: Applicants are awarded a grade out of 10 based on their GPA.  
This forms 25% of their overall mark.**

**GPA**

**/10**

**1.5 – 2.66 (5)**

☐

**2.67 – 3.66 (7)**

☐

**3.67 – 4.33 (10)**

☐

**Part 2: Letter of intent and professional statement scoring criteria /10**

Please assess the applicant's motivation to study SW and how realistic their plan is.

	0 -2points	3-5 points	6-7 points	8-10 points
<b>Motivation for being a social work</b>	No motivation shown for being a social worker.	Satisfactory motivation provided for being a social worker.	Good motivation shown for being a social worker.	Excellent motivation offered for being a social worker
<b>Realistic plan for being a social worker</b>	No plan offered for being social worker	Satisfactory plan offered for being a social worker	Good plan offered for being a social worker	Excellent plan offered for being a social worker
<b>Writing, Grammar and Spelling</b>	Grammar and spelling were so problematic that intended meaning was lost	Many spelling and grammar problems. (more than eight errors)	Some spelling and grammar problems. (one to eight errors)	Clear well written entry that is grammatically correct and uses proper spelling
<b>Self-knowledge</b>	Did not show any self-knowledge in personal statement	Offered limited self-knowledge in personal statement	Provided good self-knowledge in personal statement	Demonstrated excellent self-knowledge in personal statement

**No need for notes except:**

If unacceptable please write brief feedback here:

If applicant is **exceptional**, please tick here

☐



### Part 3: Written Scenario

/10

This question is to assess the applicant's understanding of the scenario in relation to being a social worker.

	0 -2points	3-5 points	6-7 points	8-10 points
<b>Demonstration of knowledge of some of the key issues in the scenario</b>	No identification and knowledge expressed on key issues. Information presented is inaccurate and/or misunderstood.	Limited identification and knowledge expressed on key issues	Strong identification and knowledge on key issues.	Excellent identification and knowledge on key issues.
<b>Critical and reflective thinking</b>	No demonstration of critical thinking is offered.	Critical thinking is somewhat demonstrated and explained; further explanation would clarify meaning.	Critical thinking is well demonstrated and explained.	Critical thinking is extremely well demonstrated and explained.
<b>Values and ethics fit for social work profession</b>	No evidence of social work values/ethics in appraisal of scenario.	Limited evidence of SW values and ethics applied to scenario	Strong ethics and values applied to appraisal of scenario	Excellent ethics and values are in evidence when applied to the scenario.

**No need for notes except:**

If unacceptable please write brief feedback here:

If applicant is exceptional, please tick here

☐

## Part 4: Interview

/10

	0 -2points	3-5 points	6-7 points	8-10 points
<b>What do you understand by the term ‘discrimination’?</b>	No understanding of discrimination and its relationship to the T & RC.	Limited description of discrimination and its impact - no understanding of T & RC.	Good description of discrimination and its impact with some understanding of T & RC.	Excellent description of discrimination and its impact - strong understanding of T & RC.
<b>Please tell me about a difficult situation that you had to deal with.</b>	Unable to offer a situation demonstrating ability to work with a difficult situation	Offers limited insight of a situation which is somewhat vague and doesn't describe outcome	Good example demonstrating ability to manage situation with outcomes	Detailed example demonstrating very appropriate response and impact
<b>Something that you have heard or read recently which is relevant to social work?</b>	No connection with materials and unable to provide SW connection	Limited understanding of materials and unable to connect with SW,	Strong grasp of materials and ability to connect to social work.	Excellent awareness of materials and very strongly connection to SW
<b>As this program at DC attracts a high number of applicants, why should we pick you?</b>	No enthusiasm about being a SW or awareness of BSW at Douglas College	Some enthusiasm about being a SW and knowledge of BSW at Douglas College	Good enthusiasm about being a SW and knowledge of BSW at DC	Excellent enthusiasm about being a SW worker and attending the BSW at DC
<b>Oral skills</b>	Speaks unclearly (mumbles); uses excessive/improper grammar; fails to elaborate answers.	Speaks somewhat articulately; mispronounces a few words and/or uses improper grammar.	Speaks clearly with very few mistakes; answers all the questions with a few elaborated responses.	Speaks very clearly using appropriate grammar and pronunciation; offers elaborate answers with confidence.

**No need for notes except:**

If **unacceptable** please write **brief** feedback here:

If applicant is **exceptional**, please tick here

☐

June 22, 2017

Ms. Claire Avison  
Assistant Deputy Minister  
Governance, Legislation, and Strategic Policy  
Ministry of Advanced Education

Ms. Christine Massey  
Assistant Deputy Minister  
Policy and Provincial Services  
Ministry of Children and Family Development

Dear Ms. Avison and Ms. Massey:

Thank you for your letter dated June 15, 2017. I write to confirm that the Board of the BC College of Social Workers ("BCCSW") met on June 17, 2017. At this meeting, the Board agreed to further examine the issue of recognizing the Douglas College Bachelor of Social Work Program as an approved academic program for the purposes of assessing any future graduates from this Program who may apply to become Registered Social Workers with the BCCSW. To that end, the Board is considering how best to proceed with this evaluation under its current by-laws and policies and determining what further information it might need from the Degree Quality Assessment Board and Douglas College in order to complete its due diligence and ensure that its decision in respect of this matter serves and protects the public interest.

With a view to moving this issue forward in a timely manner, the Board has constituted an Ad Hoc Committee to provide a recommendation to the Board on whether or not to approve the Douglas College Program. As an initial step, that Committee has been charged with determining what further information might assist the Board in making its decision. I anticipate you will hear from the Committee in that regard shortly. In the interim, I invite you to provide any additional information or documentation that your Ministries feel is relevant to this issue and would assist the Board with its decision.

Sincerely,



Deborah Jones  
Chair of the Board  
BCCSW

pc: Degree Quality Assessment Board

**BOARD MEETING****MEETING MINUTES****Meeting No. 46****Date:** December 3rd, 2016**Place:** BC College of Social Workers Boardroom**Members Present at BCCSW:**

Curtis Magnuson (Chair)	Alisa Gloag	Jackie Stokes
Jim Campbell	Deborah Jones	
Cheney Cloke	Chelsea Minhas	
Emma Gauvin	Jenny Morgan	

**Members Present via Teleconference:**

Susan Barr

**Regrets:**

Doris Darvasi

Colleen Spier

**Newly Elected Board Members in Attendance:**

Andrew Kerr

Sandra Harker

**Registrants in Attendance:**

Kriparaj Kunnath

**Staff in Attendance:**

Chelsea Cooledge

Borna Ansari

**1) Explanation of Meeting Format**

The Chair of the Board explained the format of the meeting for members elect and guests present at the meeting.

**2) Call to Order and Welcome to Members Elect and Guests**

	Chair
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The Chair of the Board called the meeting to order at 9:07 a.m. and welcomed the members, staff and guests to the meeting. The Chair acknowledged that the meeting was being held on the traditional, unceded territory of the Musqueam people.

3) **In-Camera Session**

The Board went in-camera from 9:13 am – 10:25 am to discuss a personnel matter. Board member Barr left the meeting at the end of the in-camera session due to sound issues on the teleconference.

4) **Approval of Agenda**

The Board considered the draft agenda as previously distributed.

The draft Agenda was amended as follows:

- Addition of “9.g. Hiring Committee”.

**Motion:** To accept the agenda as amended.

The Motion was adopted.

5) **Approval of Minutes**

The members of the Board considered the draft minutes of the Board meeting held on October 1, 2016.

The draft minutes were amended as follows:

- “7. Report from the Registrar” to “7. Report from the Acting Registrar”
- 8.c) change “Registrar” to “Acting Registrar”

**Motion:** To accept the draft minutes of the Board meeting held on October 1, 2016 as amended.

The Motion was adopted.

6) **Business Arising**

The Board discussed the Colleges’ policy on displaying the board election results, as well as improving voter turnout. Acting Registrar to develop a discussion paper on publicizing election number results.

**a) Governance Process – Briefing Note**

The Board was presented with a briefing note from the Acting Registrar regarding the College’s governance and board transition process.

**Motion:** To accept briefing note as presented, Acting Registrar to adapt the briefing note into a Governance and Board Transition Process Policy.

	Chair
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The Motion was adopted.

## 7) Report from the Chair

### a) General Report

The Chair reported on the attendance at the Hiring Committee teleconference meetings. As well, the Chair along with the Acting Registrar, attended the BC Health Regulators meeting on October 13<sup>th</sup>, which provided informative educational sessions.

The Chair reported on attending the ASWB AGM along with the Acting Registrar. The Chair attended the 1 day Board exchange meeting, where Board members and Registrars from across North America were able to share and collaborate. The Chair recommended for the BCCSW Board members to participate on the various ASWB committees.

The Chair will be completing the Indigenous Cultural Safety training by the end of December 2016.

#### i. ASWB Delegate Assembly

The Canadian Council of Social Work Regulators has concluded their elections for the executive body. The Board tasked the Acting Registrar with gathering information and providing clarity on the CCSWR voting process and identifying voting delegates from BCCSW.

#### ii. Report from Executive Committee

The Chair reported on two Executive Committee meetings.

## 8) Report from the Acting Registrar

### a) Staffing Updates

The Acting Registrar reported that a candidate has been selected and presented with an offer for the position of Office Coordinator. The candidate has unofficially accepted the offer and will be presented with a contract shortly.

The contract for the College's temporary part-time employee has come to an end.

### b) Public Awareness Update

The College's media campaign is ongoing. Mustel Group's public research survey has concluded and the results will be presented to the College in the near future. The College's digital ads will continue into the New Year.

The Board discussed opportunities for multicultural media outreach.

	Chair
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The Acting Registrar was tasked with obtaining the College's contract with the Communications Management company, if it is in existence.

**c) Speaking Arrangement**

The Acting Registrar reported on speaking arrangements with students from UNBC and UBCO. The purpose of these speaking arrangements is to provide clarity towards the College's application process and examination.

The Acting Registrar has been invited to present at a social work ethics and social media workshop at UBC.

**d) Meeting with BCASW Indigenous Advisory Committee**

The Acting Registrar reported on teleconference meeting held on November 21, 2016 with the BCASW Indigenous Advisory Committee. The meeting consisted of a discussion surrounding an official apology and the future of reconciliation. The next meeting is set for January 31, 2017.

**e) Naloxone and Regulatory Changes**

As of October 2016, the Ministry of Health has approved amendments to the Health Professions Act General Regulation to allow any healthcare professional, first responders or citizen to administer naloxone to persons appearing to be suffering from an opioid overdose outside of the hospital setting. The de-regulation of naloxone from the BC Drug Schedules Regulation also allows for the distribution of the naloxone take-home kits. Registrants have been notified of this change via e-bulletin and practice guidance on the College's website.

**f) Legal Consult Regarding French Language Exam**

Legal counsel has confirmed that French is an official language of the federal government but the provincial jurisdictions may set their own requirements for legislative language requirements. BC has set no such requirement and therefore it does not appear that BCCSW must offer the registration examination in French.

**g) Database Migration**

The data migration to the cloud is now complete and the College's staff have been introduced to the new database system, public registry and registrant online self-service portal. The College will continue to work with Helsby Drake on the online application.

**9) Proposing Meeting Dates 2017**

The Board set the following meeting schedule for the 2017 BCCSW Board meetings:

- January 28, 2017

	Chair
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- March 4, 2017
- April 21, 2017 (AGM)
- June 17, 2017
- September 16, 2017
- December 2, 2017

## 10) Committee Reports

### a) Discipline Committee

The Committee Chair reported that currently there are no files under review by the Committee.

### b) Finance Committee

In the absence of the Chair of the Committee, a member of the Committee presented the activities of the Finance Committee.

#### i. Internal financial Statements – for filing

**Motion:** To accept the Internal Financial Statements from September and October for filing.

The Motion was adopted.

#### ii. Proposed 2017 Budget

**Motion:** To accept the proposed 2017 budget as presented.

The Motion was adopted.

### c) Inquiry Committee

#### i. General report to the Board

The Committee Chair reported that the committee has met 6 times in 2016 and will be meeting once more on December 14, 2016. 4 files have been dismissed by the Registrar. The Committee is currently investigating one file that may result in a citation for a disciplinary hearing.

The Committee has directed staff to draft a policy for registrant with substance use, mental health issues or other issues that may impair practice.

19 matters are currently under review with the Registrar.

	Chair
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**d) Quality Assurance Committee****i. General Report**

No meetings were held since the last board meeting. The upcoming meeting will be held on December 6, 2016.

**ii. Standards of Practice Project**

The Committee Chair reported on the work of the Standards of Practice Reference group. The group examined the initial draft against a mock complaint and a mock practice scenario.

**iii. CPD Cycle Statistics**

The Committee considered a total of 7 waiver requests submitted for the 2015-16 CPD cycle. 2 requests were granted full waiver, 4 matters a partial waiver, and one request was denied a waiver.

**e) Registration Committee****i. Registration and Examination Statistics**

The Committee Chair reported on the College's registration statistics for the year of 2016, up to November.

**ii. Approved Programs Policy**

**Motion:** The Registration Committee recommends that the Board approve CASWE accredited programs be formally adopted on the list of approved academic programs.

The Motion was adopted.

**iii. Provisional Renewal Guidance**

There have been two requests for provisional registration renewals. The Committee has granted one year renewal in both cases. If the provisional registrants do not successfully complete the licensure exam by the end of the one year renewal, they will cease to be registered. In compliance with the bylaw amendments, the provisional registrant will be required to work under supervision and must attempt the examination at least twice within the year.

	Chair
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**f) Registration Appeals Committee**

In the absence of the Committee Chair, a member of the Committee reported that currently there are no files under review by the Committee.

**g) Hiring Committee**

The hiring of the new Registrar will conclude the work of the Hiring Committee. The Board to create a Human Resources Committee in 2017. The Acting Registrar tasked with including the discussion of the Human Resources Committee on the agenda for the January 2017 meeting.

**11) Towards Developing a Respectful Relationship**

In the absence of the Chair of the project, the Acting Registrar reported on the status of the project. The Nashwito Creek and Associates completed TDRR session in West Kelowna in June and Cranbrook in November. There are seven sessions remaining in the work plan.

The contract was extended until March 31, 2017.

**12) Oath of Office Administered to Members Elect**

Members elect Harker and Kerr took the Oath of Office. Their term will begin January 1, 2017.

**13) New Business**

No new business.

**14) Certificate of Election**

The Board was presented with the certificate of election by the Acting Registrar.

**15) Adjournment**

The meeting adjourned at 12:36 p.m.

	Chair
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# CASWE-ACFTS

CANADIAN ASSOCIATION FOR SOCIAL WORK EDUCATION  
ASSOCIATION CANADIENNE POUR LA FORMATION EN TRAVAIL SOCIAL

March 23<sup>th</sup>, 2018

The Honourable Melanie Mark  
Minister of Advanced Education, Skills and Training  
PO Box 9080 Stn Prov Govt  
Victoria, BC V8W 9E2  
[AEST.Minister@gov.bc.ca](mailto:AEST.Minister@gov.bc.ca)

Dear Minister Mark,

RE: The British Columbia College of Social Workers Decision to Approve Graduates of the Douglas College BSW Program

I am writing on behalf of the Board of Directors of the Canadian Association for Social Work Education – Association canadienne pour la formation en travail social (CASWE-ACFTS) to raise concerns regarding the British Columbia College of Social Workers' decision to give provisional approval to the graduates of Douglas College's Bachelor of Social Work. This program is not an accredited program. As the organization that provides accreditation to Canadian social work programs at the university level, I am deeply concerned with the decision taken and will highlight key issues in this letter.

While degree-granting powers come from provincial governments in Canada, professional educational programs, have external bodies that accredit the professional programs to ensure that the degree programs are of sufficient quality. This includes social work and other professional disciplines, including medicine, occupational therapy, law, nursing, physiotherapy, and education.

A key purpose of CASWE-ACFTS accreditation is to ensure a high quality of education in BSW and MSW programs across Canada. Accreditation ensures an ongoing commitment to quality improvement by the program and provides assurance to students, graduates, staff, and faculty, those people in receipt of services, employers and the larger community, that Canadian standards have been met and that graduates of programs are prepared for professional practice. Principal elements that are assessed as part of the accreditation process include: determining whether a program is adequately resourced for a school, that the governance structure of the school is appropriate (including policies and procedures), that the course content of the program and student learning is adequate

and sufficient for the learner, that the educational and practice experience of the faculty members are of sufficient quality (including faculty with PhDs), that there is appropriate research capacity and output of faculty in addition to other scholarly activities (service, teaching and publications), and other such academic elements such as admissions, student supports and the mission of the school. The accreditation process, implemented by the Commission on Accreditation (COA), ensures that strengths are improved upon and that necessary improvements are made to programs, resulting in programs that meet a national standard.

The *Standards for Accreditation* expressly state that one goal is to strengthen the relationship between social work education and the social work profession. Graduates from accredited social work programs move into professional practice working with children and youth, families and communities in a wide variety of settings. Accreditation ensures national standards that provide fundamental expectations of graduates and also allow for social workers to move inter-provincially. Without a national standard for accreditation, graduates of non-accredited programs have much greater difficulty working in different provinces.

All institutions seeking accreditation with CASWE-ACFTS must have membership with Universities Canada. This has been a requirement since 1999 as it reflects a broader university level commitment to transparency, academic freedom, and quality assurance policies and processes, in addition to a strong emphasis on scholarship. Membership to Universities Canada provides CASWE-ACFTS with a level of assurance regarding the institutions housing social work programs. It should be noted that some degree-granting colleges have gained membership in Universities Canada, based on a commitment to meet Universities Canada's eligibility criteria. For example, Vancouver Island University and the University of the Fraser Valley have both transitioned from college status to a member of Universities Canada.

CASWE-ACFTS is recognized nationally and internationally as the expert in social work education in Canada. The organization's early roots date back to 1919, when Canadian and American schools were responsible for the accreditation of social work programs in North America. Since 1970 CASWE-ACFTS has accredited Canadian social work programs autonomously and since 2006 an agreement on mutual degree recognition has been in place with the USA counterpart, the *Council on Social Work Education*. The composition of the Commission on Accreditation (COA) consists of university-level social work faculty and educators from across Canada who bring their diverse expertise, experience, and knowledge together to deliberate on programs' accreditation. As university scholars, these Commissioners engage in social work pedagogy and research. Social work programs undergo an accreditation process at least every eight years to guarantee the quality of the program. These Commissioners conduct site-visits to ensure compliance with standards, share their assessment and recommendations with the other Commissioners and make a decision on the accreditation status of the program. This process allows the COA to identify the standards in need of improvement while highlighting areas of strength. Commissioners also provide support to social work programs across Canada in a collegial manner on an ongoing basis by responding to questions about accreditation. The work of the COA is also supported by staff resources,

as evidenced by a bilingual Accreditation Coordinator in the CASWE-ACFTS office.

I would also like to emphasize that CASWE-ACFTS is committed to social justice imperatives and to undertaking a leadership role and directing significant resources to ensuring that social work education in Canada is responsive to the urgent challenges faced by the social work profession and its future practitioners, including the recent “Calls to Action” issued by the *Truth and Reconciliation Commission* of Canada. This commitment is evident in the CASWE-ACFTS’ “***Statement of Complicity and Commitment to Change***” (<https://caswe-acfts.ca/media-release-board-of-directors-endorses-a-statement-of-complicity-and-commits-to-change/>) and the establishment of a working group to recommend changes to the Board of Directors. Non-accredited social work programs, those with no connection to national standards, may not reflect this level of commitment to social justice change.

The Board of Directors of CASWE-ACFTS is very concerned with the decision of the BCCSW to accept graduates of Douglas College as equivalent to graduates for CASWE-ACFTS accredited programs and the implications of this decision. Not only does the lack of CASWE-ACFTS accreditation status affect the across Canada mobility of these graduates, but it raises questions about the program given that it is not part of a national standard process. I respectfully request that the government/ministry encourage the program to engage in the accreditation process, including completing the necessary requirements for membership to Universities Canada. I would be happy to speak or meet with you to clarify or discuss any issues raised in this letter.

With best wishes,



Dr. Susan Cadell, President  
CASWE-ACFTS

cc. The Honourable Katrine Conroy, Ministry of Children and Family Development  
The Honourable Scott Fraser, Minister of Indigenous Relations and Reconciliation  
Chelsea Cooledge, British Columbia College of Social Workers  
Deborah Jones, British Columbia College of Social Workers  
Nico Trocmé, Chair, Canadian Association of Deans and Directors of Schools of Social Work  
Margaret Coombs, Director University of the Fraser Valley  
John Graham, Director, University of British Columbia Okanagan Campus  
Jacquie Green, Director, University of Victoria  
Dawn Hemingway, Chair, University of Northern British Columbia  
Elaine Herbert, Head, Nicola Valley Institute of Technology  
Jennifer Murphy, Chair, Thompson Rivers University  
Louise Stern, Chair, Vancouver Island University  
Miu Chung Yan, Director, University of British Columbia Vancouver Campus  
Louise Carignan, CASWE-ACFTS Commission on Accreditation Co-Chair  
Peter Gabor, CASWE-ACFTS Commission on Accreditation Co-Chair



# CASWE-ACFTS

CANADIAN ASSOCIATION FOR SOCIAL WORK EDUCATION  
ASSOCIATION CANADIENNE POUR LA FORMATION EN TRAVAIL SOCIAL

March 23<sup>th</sup>, 2018

The Honourable Melanie Mark  
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I would also like to emphasize that CASWE-ACFTS is committed to social justice imperatives and to undertaking a leadership role and directing significant resources to ensuring that social work education in Canada is responsive to the urgent challenges faced by the social work profession and its future practitioners, including the recent “Calls to Action” issued by the *Truth and Reconciliation Commission* of Canada. This commitment is evident in the CASWE-ACFTS’ “***Statement of Complicity and Commitment to Change***” (<https://caswe-acfts.ca/media-release-board-of-directors-endorses-a-statement-of-complicity-and-commits-to-change/>) and the establishment of a working group to recommend changes to the Board of Directors. Non-accredited social work programs, those with no connection to national standards, may not reflect this level of commitment to social justice change.

The Board of Directors of CASWE-ACFTS is very concerned with the decision of the BCCSW to accept graduates of Douglas College as equivalent to graduates for CASWE-ACFTS accredited programs and the implications of this decision. Not only does the lack of CASWE-ACFTS accreditation status affect the across Canada mobility of these graduates, but it raises questions about the program given that it is not part of a national standard process. I respectfully request that the government/ministry encourage the program to engage in the accreditation process, including completing the necessary requirements for membership to Universities Canada. I would be happy to speak or meet with you to clarify or discuss any issues raised in this letter.

With best wishes,



Dr. Susan Cadell, President  
CASWE-ACFTS

cc. The Honourable Katrine Conroy, Ministry of Children and Family Development  
The Honourable Scott Fraser, Minister of Indigenous Relations and Reconciliation  
Chelsea Cooledge, British Columbia College of Social Workers  
Deborah Jones, British Columbia College of Social Workers  
Nico Trocmé, Chair, Canadian Association of Deans and Directors of Schools of Social Work  
Margaret Coombs, Director University of the Fraser Valley  
John Graham, Director, University of British Columbia Okanagan Campus  
Jacquie Green, Director, University of Victoria  
Dawn Hemingway, Chair, University of Northern British Columbia  
Elaine Herbert, Head, Nicola Valley Institute of Technology  
Jennifer Murphy, Chair, Thompson Rivers University  
Louise Stern, Chair, Vancouver Island University  
Miu Chung Yan, Director, University of British Columbia Vancouver Campus  
Louise Carignan, CASWE-ACFTS Commission on Accreditation Co-Chair  
Peter Gabor, CASWE-ACFTS Commission on Accreditation Co-Chair



**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT  
INFORMATION NOTE**

**DATE:** June 29, 2018  
**CLIFF#:** 238581

**DATE OF PREVIOUS NOTE:** June 7, 2018  
**PREVIOUS CLIFF #:** 238009

**PREPARED FOR:** Minister Katrine Conroy

**ISSUE:** Meeting on July 4 with the Board of the BC College of Social Workers (BCCSW) in relation to the Douglas College Bachelor of Social Work degree.

**STAFF:** Cheryl May, Leah Bailey, Alex Scheiber and Tony Loughran (AEST)

**BACKGROUND:**

- The BCCSW is an independent body created to regulate the social work profession in BC under the authority of the *Social Workers Act* (SWA). The SWA is the responsibility of the Minister of Children and Family Development.
- A meeting is set for July 4, at 1:30 pm with the BCCSW to discuss the provisional approval that the Board has given the Bachelor of Social Work (BSW) degree program at Douglas College (see previous note of June 7, 2018).
- Expected to attend from the BCCSW are:
  - Deborah Jones, Chair
  - Jim Campbell, Vice-Chair
  - Sandra Wilson, elected Board member (Minister met Sandra during social work week – Sandra is a Team Leader with Carrier Sekani Family Services, Vanderhoof)
  - Alisa Gloag, Minister appointed Board member
  - Don Lebars, Lawyer
- Minister of Advanced Education, Skills and Training (AEST) Melanie Mark is chairing the national meeting of the Council of Ministers of Education Canada with the Ministers responsible for education across Canada the week of July 3. Tony Loughran, ADM, will be with the Minister. If Minister Mark and ministerial staff are unable to attend, AEST will send Dorothy Rogers, Director Quality Assurance/DBAQ Secretariat.
- s.14

- BCCSW now understands that the Province is wishing to move forward to resolution without delay and that it is the expectation of government that graduates of provincially approved degree programs should be provided with a direct route to registration in their governing professional bodies.

- The BCCSW Board would like to work collaboratively to resolve the issue rather than have the Minister use the SWA to change their bylaws.
- Other matters that the BCCSW Board may mention are:
  - MCFD's Credential Review Project. Following on Grand Chief Ed John's recommendation, MCFD is proposing changes to broaden the education and experience requirements for social work positions that require CFCSA delegation by making:
    - minimal changes to the required degrees;
    - establishing equivalencies to the required degrees based on the combination of related education and experience; and
    - expanding criteria for exceptions to the educational requirements
 The Board would like to set up a joint working group to explore opportunities this presents.  
 The Board would like to harmonize its qualifications with those of MCFD.
  - MCFD/BCCSW Protocol Agreement. The BCCSW and MCFD are negotiating a protocol agreement to outline roles and responsibilities when the BCCSW receives a complaint against a registered social worker who is employed by MCFD.

#### **DISCUSSION:**

- The province is concerned that the delay in resolving the full acceptance of the Douglas College BSW will prejudice students who may transfer to other programs and not get credit towards a degree.
- A collaborative resolution needs clear timelines so that the issue is not allowed to drift.

#### **CONCLUSION:**

It is expected that the BCCSW will work with MCFD and AEST to resolve the Douglas College BSW degree issue and continue to collaborate on other issues.

#### **Contact**

##### **Assistant Deputy Minister:**

*Cheryl May  
Policy and Legislation  
Division  
(778) 698-1701*

#### **Alternate Contact for content:**

*Michael Turanski  
Legislation, Litigation and  
Appeals Branch, Policy and  
Legislation Division  
(778) 698-7724*

#### **Prepared by:**

*Leah Bailey  
Legislation, Litigation and  
Appeals Branch, Policy and  
Legislation Division  
(778) 698-7707*

**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT  
DECISION NOTE**

**DATE:** June 4, 2018

**CLIFF#:** 238009

**PREPARED FOR:** Minister Katrine Conroy

**ISSUE:** BC College of Social Workers approval of the Douglas College Degree in Social Work

**BACKGROUND:**

- The BCCSW is an independent body created to regulate the social work profession in BC under the authority of the *Social Workers Act* (SWA).
- On May 19, 2016, the Minister of Advanced Education, Skills and Training (AEST) approved the BSW program at Douglas College pursuant to the *College and Institute Act*.
- The Degree Quality Assurance Board (DQAB), an independent advisory board of AEST, completed a quality review of the Douglas College BSW program. The degree met the quality standards.
- Douglas College began offering the BSW program in September 2017.
- The BCCSW Board passed a motion stating that the BCCSW will recognize social work programs that have been accredited by the Canadian Association of Social Work Education (CASWE).
- CASWE will only consider programs from schools that are members of Universities Canada.
- Douglas College is not a member of Universities Canada. CASWE will not consider or accredit its BSW program.
- The BCCSW argues that if the Douglas College BSW is not CASWE-approved, then BC registrants may not be recognized by other provinces under trade agreements for registration in that province. The Ministry considers this a low risk. Research suggests that other provinces and professions are moving to loosen requirements somewhat in order to attract students to social work programs.
- Based on CASWE's position, the BCCSW has only provisionally approved Douglas College's BSW program.
- This decision and position is contrary to the mandate of the College which requires the statutorily created Registration Committee to recommend additions to the list of approved programs. Since the spring, 2017, there has been considerable correspondence between the BCCSW, the DQAB, the Ministry of AEST, MCFD, Douglas College and others in an attempt to resolve this matter.
- However, it remains unresolved.

## DISCUSSION:

- It is the expectation of government that graduates of provincially approved degree programs should be provided with a direct route to registration in their governing professional bodies.
- The inability of the Douglas College BSW program to obtain recognition by the BCCSW has negatively affected its students by leaving their path to registration uncertain and potentially causing students to transfer to other programs at greater cost and inconvenience.
- The SWA provides a legislative tool to resolve an impasse with the College. The Minister may request that the board amend or repeal an existing bylaw or make a new bylaw if the minister is satisfied that this is necessary or advisable. The board has 90 days after the request to comply otherwise the Minister may amend or repeal the existing bylaw or make the new bylaw.

## OPTIONS:

**Option 1: The Minister requests the BCCSW Board to amend Bylaw 41 to add the requirement that if a degree program is approved by the Province of BC that meets the degree requirement for full registration at the BCCSW. If the BCCSW Board fails to do so, the Minister will exercise her power under the SWA to amend the Bylaw so that any degree program approved by the Minister, AEST is automatically added to the list of BCCSW approved programs. Draft letter attached as Schedule A.**

*Implications:* Ensures resolution in approximately 3 months in accordance with the SWA  
Will be perceived as intervention by the BCCSW  
Will be welcomed by Douglas College and AEST  
Will be welcomed by the students enrolled in the Douglas College BSW  
Resolves the issue for now and for future  
Ensures future development of new programs.  
Gives existing students at Douglas College a certain path to registration

**Option 2: The Minister requests the BCCSW Board to amend Bylaw 41 to add the requirement that if a degree program is approved by the Province of BC that meets the degree requirement for full registration at the BCCSW.**

*Implications:* The BCCSW Board may choose not to amend the Bylaw  
Will be perceived as interventionist by the BCCSW  
May or may not resolve the issue for Douglas College and AEST  
May or may not lead to certainty for the students enrolled in the Douglas College BSW  
May or may not resolve the issue now and in the future

**RECOMMENDATION:**

s.13

\_\_\_\_\_  
**DECISION and SIGNATURE**  
Minister Katrine Conroy,  
Minister of Children and Family Development

\_\_\_\_\_  
**DATE SIGNED**

**Attachments:**

A. s.13

**Contact**  
**Assistant Deputy Minister:**  
*Cheryl May*  
*Policy and Legislation*  
*Division*  
  
*(778) 698-1701*

**Alternate Contact**  
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*Michael Turanski*  
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*Legislation Division*  
*(778) 698-7724*

**Prepared by:**  
*Leah Bailey*  
*Legislation, Litigation and*  
*Appeals Branch, Policy and*  
*Legislation Division*  
*(778) 698-7707*

**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT  
DECISION NOTE**

**DATE OF PREVIOUS NOTE June 7, 2018**

**DATE:** June 27, 2018

**PREVIOUS CLIFF #: 238009**

**CLIFF#:**

**PREPARED FOR:** Minister Katrine Conroy

**ISSUE:** Meeting on July 4 with representative of the BC College of Social Workers (BCCSW) in relation to the Douglas College Degree in Social Work

**BACKGROUND:**

- The BCCSW is an independent body created to regulate the social work profession in BC under the authority of the *Social Workers Act* (SWA). The SWA is the responsibility of the Ministry of Children and Family Development.
- A meeting is set for July 4, at 1:30 pm with the BCCSW to discuss
- Expected to attend from the BCCSW are:
  - Deborah Jones, Chair
  - Jim Campbell, Vice-Chair
  - Sandra Wilson, elected Board member.
  - Alisa Gloag, appointed Board member
  - Don Lebars, Lawyer
- Minister Melanie Mark is being extended an invitation to attend. Advanced Education, Skills and Training staff also expected to attend: Tony Loughran, ADM, Governance, Legislation and Strategic Policy.
- - On May 19, 2016, the Minister of Advanced Education, Skills and Training (AEST) approved the Bachelor of Social Work (BSW) program at Douglas College pursuant to the *College and Institute Act*.
- The Degree Quality Assurance Board (DQAB), an independent advisory board of AEST, completed a quality review of the Douglas College BSW program. The degree met the quality standards.
- Douglas College began offering the BSW program in September 2017.
- The BCCSW Board passed a motion stating that the BCCSW will recognize social work programs that have been accredited by the Canadian Association of Social Work Education (CASWE).
- CASWE will only consider programs from schools that are members of Universities Canada.
- Douglas College is not a member of Universities Canada. CASWE will not consider or accredit its BSW program.
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that other provinces and professions are moving to loosen requirements somewhat in order to attract students to social work programs.

- Based on CASWE's position, the BCCSW has only provisionally approved Douglas College's BSW program.
- This decision and position is contrary to the mandate of the College which requires the statutorily created Registration Committee to recommend additions to the list of approved programs. Since the spring, 2017, there has been considerable correspondence between the BCCSW, the DQAB, the Ministry of AEST, MCFD, Douglas College and others in an attempt to resolve this matter.
- However, it remains unresolved.

#### **DISCUSSION:**

- It is the expectation of government that graduates of provincially approved degree programs should be provided with a direct route to registration in their governing professional bodies.
- The inability of the Douglas College BSW program to obtain recognition by the BCCSW has negatively affected its students by leaving their path to registration uncertain and potentially causing students to transfer to other programs at greater cost and inconvenience.
- The SWA provides a legislative tool to resolve an impasse with the College. The Minister may request that the board amend or repeal an existing bylaw or make a new bylaw if the minister is satisfied that this is necessary or advisable. The board has 90 days after the request to comply otherwise the Minister may amend or repeal the existing bylaw or make the new bylaw.

---

**DECISION and SIGNATURE**  
Minister Katrine Conroy,  
Minister of Children and Family Development

---

**DATE SIGNED**

**Contact****Assistant Deputy Minister:**

*Cheryl May  
Policy and Legislation  
Division*

*(778) 698-1701*

**Alternate Contact  
for content:**

*Michael Turanski  
Legislation, Litigation and  
Appeals Branch, Policy and  
Legislation Division  
(778) 698-7724*

**Prepared by:**

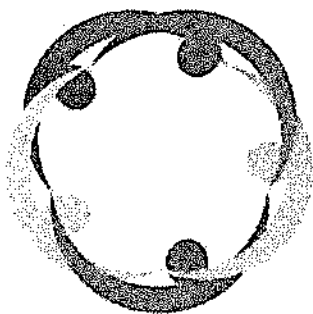
*Leah Bailey  
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Appeals Branch, Policy and  
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(778) 698-7707*



Page 077 to/à Page 082

Withheld pursuant to/removed as

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# CASWE-ACFTS

CANADIAN ASSOCIATION FOR SOCIAL WORK EDUCATION  
ASSOCIATION CANADIENNE POUR LA FORMATION EN TRAVAIL SOCIAL

Ms. Joan Braun  
Executive Director and Registrar  
BC College of Social Workers  
1430-1200 West 73rd Ave  
Vancouver, BC V6P 6G5  
E: [Joan.Braun@bccsw.ca](mailto:Joan.Braun@bccsw.ca)

*No date  
Received by me Nov. 2*

Dear Ms. Braun,

At the October 15<sup>th</sup>, 2018 Board of Directors' meeting, the Board of Directors approved a recommendation to establish a working group with the mandate to examine the issue of non-accredited programs in Canada and to make recommendations to the Board of Directors. Board members on the working group include Anita Vaillancourt, Sébastien Savard, François Luu, and Peter Donahue. The Chair of the working group is to be determined and will be selected by the Board of Directors.

*outside stakeholders?*  
The Board of Directors is inviting a representative from the British Columbia College of Social Workers to sit on this working group as well. Responsibilities include the consideration of background and additional material regarding non-accredited programs; to consult with staff and other relevant individuals as necessary; and to work as a group to develop recommendations concerning non-accredited programs. It is expected that the working group will meet online in order to complete the work.

As part of the working group's deliberations, the working group is being asked to consider the following:

- Whether the eligibility requirement that an institution be a member of universities Canada in order to be considered for accreditation is necessary? Could the requirement be removed and allow for programs to apply for accreditation?
- Whether an additional standard should be created that reflects the Universities Canada criteria to allow for programs that are not members of Universities Canada?
- The issue of non-accredited programs seeking mutual recognition that accepts degrees from an education program as substantially equivalent?

*what does this mean?*

- The implications of non-accredited programs for CASWE-ACFTS. There is a concern that if the Universities Canada requirement remains, CASWE-ACFTS accreditation may be considered unnecessary, given that some provincial regulators are recognizing graduates from non-accredited programs as equivalent to graduates from accredited programs, and these graduates move from province to province, what is the motivation for universities to seek accreditation?

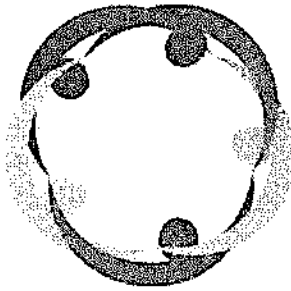
The working group will be provided with administrative support from a CASWE-ACFTS staff person. The working group is expected to report back to the Board of Directors via a Working Group member who is also a Director of the Board, in the form of verbal and a written report no later than May, 2019.

The Board of Directors would like to acknowledge their appreciation for your consideration of this request. Should you require further information about this working group, please contact Alexandra Wright, Executive Director of CASWE-ACFTS (613-792-1953). Can you please confirm your decision at your earliest convenience as we would like to set up an initial meeting of members?

With best wishes,



Dr. Susan Cadell, PhD  
President, CASWE-ACFTS



# CASWE-ACFTS

CANADIAN ASSOCIATION FOR SOCIAL WORK EDUCATION  
ASSOCIATION CANADIENNE POUR LA FORMATION EN TRAVAIL SOCIAL

March 23<sup>th</sup>, 2018

The Honourable Melanie Mark  
Minister of Advanced Education, Skills and Training  
PO Box 9080 Stn Prov Govt  
Victoria, BC V8W 9E2  
[AEST.Minister@gov.bc.ca](mailto:AEST.Minister@gov.bc.ca)

Dear Minister Mark,

RE: The British Columbia College of Social Workers Decision to Approve Graduates of the Douglas College BSW Program

I am writing on behalf of the Board of Directors of the Canadian Association for Social Work Education – Association canadienne pour la formation en travail social (CASWE-ACFTS) to raise concerns regarding the British Columbia College of Social Workers' decision to give provisional approval to the graduates of Douglas College's Bachelor of Social Work. This program is not an accredited program. As the organization that provides accreditation to Canadian social work programs at the university level, I am deeply concerned with the decision taken and will highlight key issues in this letter.

While degree-granting powers come from provincial governments in Canada, professional educational programs, have external bodies that accredit the professional programs to ensure that the degree programs are of sufficient quality. This includes social work and other professional disciplines, including medicine, occupational therapy, law, nursing, physiotherapy, and education.

A key purpose of CASWE-ACFTS accreditation is to ensure a high quality of education in BSW and MSW programs across Canada. Accreditation ensures an ongoing commitment to quality improvement by the program and provides assurance to students, graduates, staff, and faculty, those people in receipt of services, employers and the larger community, that Canadian standards have been met and that graduates of programs are prepared for professional practice. Principal elements that are assessed as part of the accreditation process include: determining whether a program is adequately resourced for a school, that the governance structure of the school is appropriate (including policies and procedures), that the course content of the program and student learning is adequate

accreditation  
plans

and sufficient for the learner, that the educational and practice experience of the faculty members are of sufficient quality (including faculty with PhDs), that there is appropriate research capacity and output of faculty in addition to other scholarly activities (service, teaching and publications), and other such academic elements such as admissions, student supports and the mission of the school. The accreditation process, implemented by the Commission on Accreditation (COA), ensures that strengths are improved upon and that necessary improvements are made to programs, resulting in programs that meet a national standard.

The *Standards for Accreditation* expressly state that one goal is to strengthen the relationship between social work education and the social work profession. Graduates from accredited social work programs move into professional practice working with children and youth, families and communities in a wide variety of settings. Accreditation ensures national standards that provide fundamental expectations of graduates and also allow for social workers to move inter-provincially. Without a national standard for accreditation, graduates of non-accredited programs have much greater difficulty working in different provinces.

(2) All institutions seeking accreditation with CASWE-ACFTS must have membership with Universities Canada. This has been a requirement since 1999 as it reflects a broader university level commitment to transparency, academic freedom, and quality assurance policies and processes, in addition to a strong emphasis on scholarship. Membership to Universities Canada provides CASWE-ACFTS with a level of assurance regarding the institutions housing social work programs. It should be noted that some degree-granting colleges have gained membership in Universities Canada, based on a commitment to meet Universities Canada's eligibility criteria. For example, Vancouver Island University and the University of the Fraser Valley have both transitioned from college status to a member of Universities Canada.

(3) CASWE-ACFTS is recognized nationally and internationally as the expert in social work education in Canada. The organization's early roots date back to 1919, when Canadian and American schools were responsible for the accreditation of social work programs in North America. Since 1970 CASWE-ACFTS has accredited Canadian social work programs autonomously and since 2006 an agreement on mutual degree recognition has been in place with the USA counterpart, the *Council on Social Work Education*. The composition of the Commission on Accreditation (COA) consists of university-level social work faculty and educators from across Canada who bring their diverse expertise, experience, and knowledge together to deliberate on programs' accreditation. As university scholars, these Commissioners engage in social work pedagogy and research. Social work programs undergo an accreditation process at least every eight years to guarantee the quality of the program. These Commissioners conduct site-visits to ensure compliance with standards, share their assessment and recommendations with the other Commissioners and make a decision on the accreditation status of the program. This process allows the COA to identify the standards in need of improvement while highlighting areas of strength. Commissioners also provide support to social work programs across Canada in a collegial manner on an ongoing basis by responding to questions about accreditation. The work of the COA is also supported by staff resources,

as evidenced by a bilingual Accreditation Coordinator in the CASWE-ACFTS office.

I would also like to emphasize that CASWE-ACFTS is committed to social justice imperatives and to undertaking a leadership role and directing significant resources to ensuring that social work education in Canada is responsive to the urgent challenges faced by the social work profession and its future practitioners, including the recent "Calls to Action" issued by the Truth and Reconciliation Commission of Canada. This commitment is evident in the CASWE-ACFTS' "Statement of Complicity and Commitment to Change" (<https://caswe-acfts.ca/media-release-board-of-directors-endorses-a-statement-of-complicity-and-commits-to-change/>) and the establishment of a working group to recommend changes to the Board of Directors. Non-accredited social work programs, those with no connection to national standards, may not reflect this level of commitment to social justice change.

The Board of Directors of CASWE-ACFTS is very concerned with the decision of the BCCSW to accept graduates of Douglas College as equivalent to graduates for CASWE-ACFTS accredited programs and the implications of this decision. Not only does the lack of CASWE-ACFTS accreditation status affect the across Canada mobility of these graduates, but it raises questions about the program given that it is not part of a national standard process. I respectfully request that the government/ministry encourage the program to engage in the accreditation process, including completing the necessary requirements for membership to Universities Canada. I would be happy to speak or meet with you to clarify or discuss any issues raised in this letter.

With best wishes,

Dr. Susan Cadell, President  
CASWE-ACFTS

- cc. The Honourable Katrine Conroy, Ministry of Children and Family Development  
The Honourable Scott Fraser, Minister of Indigenous Relations and Reconciliation  
Chelsea Cooledge, British Columbia College of Social Workers  
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Louise Carignan, CASWE-ACFTS Commission on Accreditation Co-Chair  
Peter Gabor, CASWE-ACFTS Commission on Accreditation Co-Chair



# CASWE-ACFTS

CANADIAN ASSOCIATION FOR SOCIAL WORK EDUCATION  
ASSOCIATION CANADIENNE POUR LA FORMATION EN TRAVAIL SOCIAL

Le 23 mars 2018

L'honorable Melanie Mark

Ministre de l'éducation supérieure, compétences et de la formation professionnelle

BP 9080 Stn Prov Govt

Victoria, CB V8W 9E2

[AEST.Minister@gov.bc.ca](mailto:AEST.Minister@gov.bc.ca)

Objet: Programme de Baccalauréat en travail social du Collège Douglas

Madame la Ministre,

Je vous écris au nom du conseil d'administration de Canadian Association for Social Work Education – Association canadienne pour la formation en travail social (CASWE-ACFTS) afin de présenter nos préoccupations concernant la décision du Collège des travailleurs sociaux de la Colombie Britannique d'avoir accordé l'approbation provisoire des diplômés du Baccalauréat en travail social du Collège Douglas. Ce programme n'est pas un programme agréé. En tant qu'organisme responsable de l'agrément des programmes de formation en travail social au niveau universitaire au Canada, je suis très inquiète de la décision qui a été prise et je vais présenter les points les plus problématiques de cette décision dans la lettre qui suit.

Bien qu'au Canada les pouvoirs reliés à l'octroi des diplômes soient de l'ordre des gouvernements provinciaux, les programmes d'éducation professionnelle ont des instances externes qui agréent ces programmes afin d'assurer la qualité de ceux-ci. Ceci est le cas pour le travail social et d'autres disciplines professionnelles, notamment la médecine, l'ergothérapie, le droit, les soins infirmiers, la physiothérapie et l'éducation.

Une des raisons d'être de l'agrément de CASWE-ACFTS est d'assurer une éducation de haute qualité pour les programmes de Baccalauréat et de Maîtrise en travail social dans tout le Canada. L'agrément permet d'assurer un engagement continu de perfectionnement par le programme et offre l'assurance aux étudiants, diplômés, personnel, et corps professoral, ainsi que les utilisateurs de services, les employeurs et la communauté dans son ensemble que les normes canadiennes ont été atteintes et que les diplômés des programmes sont bien préparés à la pratique professionnelle. Les éléments principaux

qui sont évalués lors du processus d'agrément incluent: déterminer si le programme a les ressources nécessaires pour une école, que la structure de gouvernance de l'école est appropriée (ce qui inclut les politiques et procédures), que le contenu des cours du programme et l'apprentissage des étudiants(es) sont adéquats et suffisants pour ceux-ci, que l'expérience éducative et pratique des membres du corps professoral soient de bonne qualité (y compris les membres du corps professoral possédant un doctorat), qu'il y ait une capacité et production de recherche en plus des autres activités universitaires (services, enseignement et publications), et tout autre élément académique tel que les admissions, le soutien aux étudiants(es) et la mission de l'école. Le processus d'agrément mis en œuvre par la Commission d'agrément (COA) assure que les forces sont perfectionnées et que les améliorations nécessaires soient effectuées par les programmes, ce qui a comme résultat des programmes qui rencontrent un standard national.

Les *Normes d'agrément* identifient clairement qu'un des buts principal est de renforcer la relation entre l'éducation en travail social et la profession de travailleur(euse) social. Les diplômés des programmes de travail social agréés débiteront des carrières professionnelles en travaillant auprès d'enfants et d'adolescents, de familles et de communautés dans une grande variété de milieu. L'agrément permet d'assurer des normes nationales qui stipulent les attentes fondamentales pour les diplômés et permet également aux travailleuses sociales et travailleurs sociaux de se déplacer d'une province à l'autre. Sans ces normes nationales d'agrément, les diplômés de programmes non-agrégés ont une plus grande difficulté à travailler dans d'autres provinces.

Toutes les institutions tentant d'obtenir l'agrément avec CASWE-ACFTS doivent être membres d'Universités Canada. Cette exigence fait partie des normes depuis 1999, car cela reflète un plus grand engagement au niveau universitaire envers la transparence, la liberté académique et l'assurance de la qualité des politiques et des processus, en plus de mettre un fort accent sur le savoir. L'adhésion à Universités Canada donne à CASWE-ACFTS l'assurance nécessaire concernant les institutions où se trouvent les programmes de travail social. Il est à noter que certains collèges ont obtenu leur adhésion à Universités Canada, grâce à leur engagement à atteindre les critères d'admissibilité d'Universités Canada. Par exemple, l'Université de Vancouver Island et l'Université de Fraser Valley ont toutes les deux réussi à faire la transition du statut de collège et sont devenues membres d'Universités Canada.

CASWE-ACFTS est reconnue à la fois au plan national et international en tant qu'expert en matière d'éducation en travail social au Canada. L'origine de l'organisme peut être retracée jusqu'à 1919, quand les écoles canadiennes et américaines étaient responsables d'agréer les programmes de travail social en Amérique du Nord. Depuis 1970 CASWE-ACFTS agréer les programmes de travail social canadiens de manière autonome et depuis 2006, une entente de reconnaissance mutuelle des diplômes est en place avec l'organisme équivalent des États-Unis, soit le *Council on Social Work Education*. La *Commission d'agrément* est composée de professeurs universitaires provenant de tout le Canada. Ces derniers réunissent leurs diverses expertises, expériences et connaissances respectives afin de délibérer entre eux au sujet de l'agrément des programmes. Comme savants universitaires, ceux-ci s'engagent à la recherche et pédagogie. Tour à tour les



programmes doivent compléter le processus d'agrément au moins à tous les huit ans pour garantir la qualité du programme. Ces commissaires effectuent des visites-terrain pour s'assurer du respect des normes, par la suite ils partagent leur évaluation et leurs recommandations avec les autres commissaires pour prendre une décision sur l'agrément du programme. Ce processus permet à la COA de souligner les normes nécessitant une amélioration tout en soulignant les forces du programme concerné. Les commissaires offrent également du soutien aux programmes de travail social de partout au Canada de manière collégiale et continue en répondant à leurs questions au sujet de l'agrément. Le travail de la COA est également soutenu par des ressources humaines, tel que démontré par la présence d'une coordonnatrice à l'agrément bilingue au bureau national de la CASWE-ACFTS.

Je souhaite également souligner que la CASWE-ACFTS s'engage à jouer un rôle de premier plan pour les questions de justice sociale et d'allouer les ressources nécessaires pour assurer que l'éducation en travail social au Canada répond aux défis urgents rencontrés par la profession du travail social et les futurs praticiens et praticiennes, y compris les « Appels à l'action » récemment émis par la *Commission de vérité et de réconciliation* du Canada. Cet engagement se manifeste par l'approbation de la « Déclaration de complicité et d'engagement envers le changement » de CASWE-ACFTS (<https://caswe-acfts.ca/fr/communiqu%C3%A9-de-presse-le-conseil-d'administration-appuie-une-declaration-de-complicit%C3%A9-et-d'engagement-envers-le-changement/>) et l'établissement d'un groupe de travail qui a comme but de proposer des changements à apporter au conseil d'administration. Les programmes de travail social non-agrérés, c'est-à-dire ceux qui ne sont pas engagés envers les normes nationales, ne reflètent possiblement pas le même niveau d'engagement pour le changement et la justice sociale.

Le conseil d'administration de CASWE-ACFTS est très préoccupé par la décision du Collège des travailleurs sociaux de la Colombie Britannique d'accepter les diplômés du Collège Douglas comme étant l'équivalent de diplômés provenant de programmes agréés par la CASWE-ACFTS et des implications de cette décision. Non seulement l'absence d'agrément de la CASWE-ACFTS a un impact sur la mobilité de ces diplômés à l'intérieur du Canada, mais cela soulève également des questions au sujet du programme lui-même, car celui-ci ne prend pas part à un processus national de normalisation. Respectueusement, j'aimerais faire la demande au gouvernement/ministère d'encourager le programme à faire les démarches nécessaires pour participer au processus d'agrément, y compris les démarches pour rencontrer les exigences d'adhésion à Universités Canada. Je serais heureuse de prendre le temps de vous parler ou de vous rencontrer pour clarifier ou discuter plus en profondeur du problème soulevé dans cette lettre.

Je vous prie d'agréer, Madame Mark, l'expression de mes sentiments respectueux,



Dr. Susan Cadell, Présidente  
CASWE-ACFTS

cc. L'Honorable Katrine Conroy, Ministre du développement de l'enfant et de la famille  
L'Honorable Scott Fraser, Ministre des Relations Autochtones et de la Réconciliation  
Chelsea Cooledge, L'ordre des travailleurs sociaux de la Colombie Britannique  
Deborah Jones, L'ordre des travailleurs sociaux de la Colombie Britannique  
Nico Trocmé, Président, l'Association canadienne des doyens et directeurs des écoles de travail social  
Margaret Coombs, Directrice, University of the Fraser Valley  
John Graham, Directeur, University of British Columbia Okanagan Campus  
Jacquie Green, Directrice, University of Victoria  
Dawn Hemingway, Présidente, University of Northern British Columbia  
Elaine Herbert, Chef, Nicola Valley Institute of Technology  
Jennifer Murphy, Présidente, Thompson Rivers University  
Louise Stern, Présidente, Vancouver Island University  
Miu Chung Yan, Directeur, University of British Columbia Vancouver Campus  
Louise Carignan, Coprésidente, CASWE-ACFTS Commission d'agrément  
Peter Gabor, Coprésident, CASWE-ACFTS Commission d'agrément

July 12, 2017

Dr. Thor Borgford  
Douglas College  
1250 Pinetree Way  
Coquitlam, BC  
V3B 7X3

By Email: borgfordt@douglascollege.ca

Dear Mr. Borgford,

**RE: Douglas College BSW Program**

As you are likely already aware, the Board of the BC College of Social Workers ("BCCSW") has established an Ad Hoc Committee to review the Douglas College Bachelor of Social Work ("BSW") Program. I write to you today on behalf of the Ad Hoc Committee with a request for information about the BSW Program.

The Committee has reviewed the documentation it has received to date which includes the Degree Quality Assessment Board ("DQAB") Degree Program Review, Douglas College's Full Program Proposal and the letters from both the Chair of DQAB and the Assistant Deputy Ministers from the Ministry of Advanced Education ("MAE") and the Ministry of Children and Family Development ("MCFD").

The BCCSW has also written to various stakeholders, namely the Canadian Association of Social Work Education ("CASWE"), the Deans and Directors of the Schools of Social Work in BC, the Canadian Council of Social Work Regulators and the Canadian Association of Social Workers. We have requested input from these stakeholders by July 31, 2017. To date, we have received a letter with feedback from the Acting Chair of UNBC, Dr. Glen Schmidt which we attach with his permission.

In addition to providing your general comments on Dr. Glen Schmidt's letter, we invite you to respond to the following questions which reference that letter.

- 1) Given that DQAB does not assess the quality of field education placements, we are wondering if Douglas College conducts such assessments and if so, can you please describe how these assessments are conducted.
- 2) It would appear that admission policies require that applicants to MSW degree programs graduate from an accredited degree program. In as much as the ability to access graduate programs is relevant to ongoing education and skills upgrading, can you advise what steps Douglas College may be taking to address this issue? Further, what information has been provided to incoming students concerning the possibility they will not be accepted into MSW programs in Canada due to the lack of accreditation of the Douglas College program?

The following set of questions references DQAB's review of Douglas College's BSW program.

The DQAB report indicates the president of Douglas College would seek other avenues that would allow Douglas College to seek accreditation, such as affiliate agreements.

- 3) To the best of your knowledge, has Douglas College sought any affiliate agreement? If so, please describe the result of the request for an affiliate agreement. If this has not been done, what are the reasons for not seeking an affiliate agreement?

It is suggested in the DQAB report that Douglas College may seek other avenues for accreditation.

- 4) If other avenues have been explored, can you please describe these other avenues? What has been the results of those other avenues Douglas College has explored? If no other avenues have been explored, please explain the reasoning for this decision.
- 5) Is there opportunity for Douglas College to follow-up with CASWE regarding accreditation since their refusal or is there any mechanism for Douglas College to appeal CASWE's decision to refuse to accredit the BSW program? If so, has an appeal been considered or sought?
- 6) In addition to the above questions, it would helpful for the Ad Hoc Committee if you could provide a chronology of the actions taken by Douglas College in an attempt to become accredited by CASWE.
- 7) The report suggests the BSW program meets the standards established by CASWE. Can you please describe or provide documentation which demonstrates how the program meets CASWE's standards?
- 8) The report states "...under CASWE's current Procedures for Accreditation, the college would not be eligible to seek accreditation" (page 6). Yet it also states "It is also planned to apply for accreditation through CASWE..." (page 16). The Committee appreciates that staff from Douglas College were not members of the DQAB Program Review Panel who authored this report but, given they were likely involved in discussions with the panel members, the Committee is hoping you may be able to clarify what appear to be two contradictory statements. The Committee has also asked this question of the DQAB Chair.
- 9) The report states "Douglas College has established procedures for formal internal reviews of all its programs, generally at three year intervals" (page 16). Can you please provide a written copy of these procedures or otherwise describe this internal review process?
- 10) One of the concerns of the Board is that a quality assurance mechanism that would be in place with CASWE accreditation may be lacking in programs approved by DQAB. What ongoing quality assurance mechanisms are in place for the BSW program? Please describe and provide the policy describing the quality assurance process.
- 11) Similarly, in the report, the "Criteria for Assessing Satisfaction of the Program Review and Assessment Standard" requires an assessment be conducted "by a panel consisting of experts external to the institution" (page 17) yet the comments section does not address this criteria. Can you please describe how the panel of external experts will be selected and the process involved in implementing any changes recommended by these external experts?

Finally, the Committee has a few general questions that it invites you to consider:

- 12) We understand that graduates from the Douglas College BSW program may not have their degree recognized in other provincial jurisdictions due to the lack of accreditation with CASWE, thereby possibly limiting their professional mobility. Can you advise what steps Douglas College may be taking to address this issue? Further, what information has been provided to students to make them aware of this potential issue?
- 13) Is there a process in place for Douglas College to assess student's suitability for the BSW program? If so, can you please describe this process?
- 14) The Committee notes the following statement concerning the BSW program on Douglas College's website: "Please note that the BSW program is not currently accredited, and the College has yet to apply to CASWE for accreditation." Has Douglas College had an opportunity to update this statement or provide students with an update on the status of accreditation? Can you advise what information has been provided to students regarding that process? Similarly, if you are providing information to the students about the ongoing dialogue between Douglas College and BCCSW, can you please provide a copy, or a summary of what has been provided to the students? We have received some emails from students and are curious as to what has been conveyed to them.

The Committee has also written follow up letters to CASWE, MAE and MCFD, and DQAB with specific questions and has requested they submit their responses by July 31, 2017. We look forward to your timely response to these questions as they will assist the BCCSW in making an informed decision regarding the Douglas College BSW program. Please feel free to add any additional information that you and your staff deem to be relevant to the Committee's review.

Sincerely,



Chelsea Cooledge, RSW

Registrar & CEO

Attached (1)



Glen Schmidt PhD RCSW  
Acting Chair  
School of Social Work University of Northern British Columbia  
3333 University Way  
Prince George BC V2N 4Z9

June 30, 2017

Deborah Jones, Chair  
BC College of Social Workers  
1430 – 1200 West 73<sup>rd</sup> Avenue  
Vancouver, BC V6P 6G5

Dear Ms Jones,

Thank you for your letter of June 29, 2017. I would like to make some comments regarding the BCCSW's plan to review the policy on program approval, specifically the requirement that applicants must graduate from an accredited university social work degree program.

I'd like to preface my comments with some personal background. I served two years on the BCCSW Board and was in the first group of democratically elected Board members. I have also worked as an assessor and reviewed social work degree proposals for the Degree Quality Assessment Board (DQAB) in BC; Campus Alberta Quality Council (CAQC) in Alberta; and for the Institutional Quality Assurance Process (IQAP) in Ontario. I served six years on the Canadian Association of Social Work Education (CASWE) Commission on Accreditation (COA) and during that time I reviewed 18 social work degree programs across the country in my role as a commissioner.

I have been a strong supporter of social work regulation even though there has been tension between the regulators and social work educators. During the past two years I witnessed an easing of that tension as genuine attempts were made to meet and try to understand one another's roles. I think this has been a positive development as regulators, professional associations, and educators need to work together to strengthen the profession of social work and the role that social work can play in creating a more just and fair society.

I am pleased that you asked for consultation on this matter. That being said, I must say that I am very concerned about the proposal to review the current policy regarding the requirement that registrants hold a social work degree from an accredited university program. My concern stems from a number of considerations. First, the action is provocative and antagonistic and will set back relationships between the regulators and the CASWE. This serves to undermine the improved atmosphere and good will built up during the past few years. I regard this decision as ill considered.

The second point I'd like to raise is that organizations like DQAB and CAQC do not approach the rigor, thoroughness, and consideration that occurs during an accreditation process conducted by the COA. DQAB and similar organizations are fundamentally concerned about resources and important aspects of a professional social work education are ignored. For example, the Degree Quality Assessment Board does not, nor can it, examine the quality of field education placements. The scope of the assessment of field resources is at best superficial and because DQAB examines proposed programs as opposed to operating programs, DQAB cannot comment on things like the quality of the field education experience in terms of content, qualifications of agency-based field instructors, and the integration of theory and practice. Simply looking at a DQAB Report and assuming that the degree program must have acceptable standards is a mistake. Fundamentally, these types of degree assessments consider the potential for a proposed program to succeed and I say this based on my firsthand experience conducting these types of assessments in three provinces. There is no real comparison between reports from DQAB and reports from the Commission on Accreditation.

The third point I'd like to raise is that graduates of the Douglas College BSW Program will not be accepted into any Canadian MSW degree Program. The Deans and Directors across the country are aware of the issues with the Douglas College Program. Admission policies regarding graduate social work degree programs require that applicants graduate from an accredited degree program. There is a danger that the BCCSW will be complicit in a form of deception should the BCCSW change its current policy regarding the accredited degree program requirement for registration.

Finally, I have a concern that any move to legitimize the Douglas College BSW will open the door to other non-university social work degrees, leading to deterioration in social work education and ultimately to deterioration in social work practice.

This is a very risky road to go down. I strongly urge the BCCSW Board to maintain its present policy requiring registrants to have graduated from an approved educational institution accredited by the CASWE Commission on Accreditation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Glen Schmidt', with a long horizontal flourish extending to the right.

Glen Schmidt PhD RCSW  
Professor UNBC School of Social Work

cc. Sandra Harker  
James Campbell



December 7, 2017

*Sent via email*

Mr. Tony Loughran,  
A/Assistant Deputy Minister,  
Governance, Legislation, and Strategic Policy,  
Ministry of Advanced Education, Skills and Training

Ms. Christine Massey,  
Assistant Deputy Minister  
Policy and Provincial Services  
Ministry of Children and Family Development

Dear Mr. Loughran and Ms. Massey -

Thank you for your December 5/17 response to our letter of September 16, 2017, and for the opportunity to clarify points raised in our letter.

The BC College of Social Workers approves programs that have been accredited by CASWE. The BC College of Social Workers has, in good faith, *provisionally* approved the Douglas College BSW program *on the condition* that Douglas College will use best efforts to obtain appropriate accreditation for the Program at the earliest opportunity. The Board of the BC College of Social Workers unanimously passed a motion at the September 16/17 board meeting "that the Board will require a status update every six months on Douglas College's progress of seeking accreditation on its Bachelor of Social Work Program".

The BC College of Social Workers does not accredit social work programs, and has no plans to do so. The BC College of Social Workers does not have expertise regarding avenues for accreditation, nor does it plan to develop any such expertise. Notwithstanding that point, it is our understanding from the DQAB Program review of the proposed BSW program at Douglas College dated October 2015 that "the President of Douglas has indicated that the college would explore other avenues (such as affiliate agreements) that would allow the BSW program to seek accreditation". Our understanding is that there is currently at least one College in BC which offers a CASWE accredited social work program, through an affiliate agreement with a University.

Thank you for the opportunity to respond to your questions. I am hopeful that this has clarified the points you raised in your letter.

Sincerely,



Deborah Jones MSW RCSW  
Chair of the Board  
BC College of Social Workers

pc: Leah Bailey, Director, MCFD

Dr. Thor Borgford, Vice-President Academic  
Douglas College

Dr. Kathy Denton, President  
Douglas College

Degree Quality Assessment Board



British Columbia  
College of Social Workers

1430-1200 West 73<sup>rd</sup> Ave, Vancouver, British Columbia, Canada, V6P 6G5  
t. 604 737 4916 • f. 604 737 6809

info@bccsw.ca  
www.bccollegeofsocialworkers.ca

Degree Quality Assessment Board Secretariat  
Ministry of Advanced Education  
PO Box 9177 Stn Prov Govt  
Victoria BC V8W 9H8

May 21, 2014

To Whom It May Concern,

**Re: Proposed Douglas College Bachelor of Social Work Program**

We are writing this letter to confirm that as professional staff of the BC College of Social Workers, we were invited in March 2013 to visit the Faculty of Social Work at Douglas College to liaise with Faculty members about their plans for the introduction of a proposed Bachelor of Social Work Program. We also subsequently attended a separate Advisory Committee Meeting in May 2013, where the final program was presented.

The discussions with Faculty were informative and they were receptive to acknowledge the regulatory requirements for registration as a part of their ongoing planning. At the second event, Faculty members presented an innovative and coherent program proposal. A unique feature of the program is the balanced nature of the curriculum between academic knowledge components and professional skills development. This is likely to adequately prepare graduates for entry to the social work profession.

The program learning outcomes and the Faculty's applied skills and metropolitan focus are consistent and congruent with the regulatory requirements for registration with the BC College. Graduates from this program are likely to be well prepared for successfully meeting the requirements of the licensure exam, which is to be introduced in September 2015, as part of the new registration process with the BC College of Social Workers.

Sincerely,

A handwritten signature in black ink, appearing to read "Makhani Shergill".

Makhani Shergill RSW, MSW, DSW (cand.)  
Director of Professional Practice

A handwritten signature in black ink, appearing to read "Chelsea Cooledge".

Chelsea Cooledge RSW, MSW  
Director of Professional Practice

Degree Quality Assessment Board Secretariat  
Ministry of Advanced Education  
PO Box 9177 Stn Prov Govt  
Victoria BC V8W 9H8

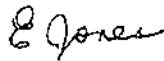
May 21, 2014

To Whom It May Concern,

**Re: Proposed Douglas College Bachelor of Social Work Program**

I am writing this letter to confirm that, as Chair of the BC College of Social Workers, I was consulted several years ago by Bob Shebib, one of the developers of the Douglas College proposed BSW Program, and have been regularly in contact with him as the design phase has evolved. From the College perspective, the design is innovative and offers a full suite of courses from initial entry at first or second year university, through to completion of the BSW.

Sincerely,



Elizabeth Jones, MSW, RSW  
Chair, BC College of Social Workers



## DEGREE QUALITY ASSESSMENT BOARD

June 5, 2017

Ms. Deborah Jones, Chair  
British Columbia College of Social Workers  
1430-1200 West 73 Ave  
Vancouver BC V6P 6G5  
Email: [board.chair@bccsw.ca](mailto:board.chair@bccsw.ca)

File: 1516DGC0026

Dear Ms. Jones:

I am writing regarding the Douglas College Bachelor of Social Work (BSW) degree. I understand that the British Columbia College of Social Workers (BCCSW) will not consider graduates of Douglas College's (the College) BSW program for registration because the College cannot become accredited with the Canadian Association of Social Work Education (CASWE). I am writing to clarify the legislative authority and quality assessment processes in place for degree-granting institutions in British Columbia and to ask the BCCSW to reconsider this decision.

Because post-secondary education falls under provincial jurisdiction, each province has its own quality assurance processes to ensure the legitimacy of degree-granting institutions. Every province assesses degree programs against the pan-Canadian degree level standards established by the Council of Ministers of Education, Canada. The standards are based on learning outcomes and do not differentiate based on the type of institution delivering the program.

Under British Columbia legislation, all public and private universities, colleges, and institutes, are required to apply for and receive approval of the Minister before they can grant a new degree. The application process includes a thorough quality assessment based on a single set of standards that is the same for all institution types. Based on the outcome of the quality assessment, the Degree Quality Assessment Board (DQAB) then makes a recommendation to the Minister on whether to approve a new degree program.

Since 2003, Public Colleges in British Columbia have had the capacity to offer applied baccalaureate degrees under the *College and Institute Act*. Since 2004, Douglas College has successfully completed the quality assessment process and received approval for nine degrees, including the BSW. During that quality assessment process, the BCCSW advised in writing that the program was consistent with the regulatory requirements for registration; only recently has the BCCSW communicated that it will not accept the Douglas degree.

.../2

Douglas College is not able to apply for CASWE accreditation because CASWE requires applicants to be members of Universities Canada. Douglas College cannot become a member of Universities Canada because it does not meet membership criteria unrelated to the quality of Douglas degree programs. In addition, Universities Canada itself acknowledges that it is not an accrediting agency, but a voluntary membership association, and that: "In Canada, degree-granting powers come from government. This means that individual provinces and territories decide which institutions can grant degrees..."

The combined effect of CASWE's refusal to accredit a program on the basis of institution type, and the BCCSW's refusal to consider programs that do not have CASWE accreditation, would be to exclude from the profession students who graduate from a high quality BSW program that has met the same quality standards as the BSW programs at all other BC universities. Ultimately, this exclusion is based solely on the grounds that their degree is conferred by a college rather than a university. In our view, the BCCSW's decision to exclude Douglas graduates from the profession on such arbitrary grounds is unacceptable.

I respectfully request that the BCCSW Board reconsider its decision, and accept the Douglas College BSW based on its successful completion of the DQAB quality assessment process and its approval by the British Columbia Minister of Advanced Education. If the BCCSW maintains its current position, the DQAB will consider recommending that the Ministry of Advanced Education and the Ministry of Children and Family Development discuss other ways to remedy this situation.

If you wish further information or have any questions regarding this letter, please do not hesitate to contact the DQAB Secretariat at [dqabsecretariat@gov.bc.ca](mailto:dqabsecretariat@gov.bc.ca) or by phone at 250-356-9734.

Sincerely,

A handwritten signature in grey ink, appearing to read 'Nicholas Rubidge', with a stylized flourish at the end.

Nicholas Rubidge  
Chair

pc: Distribution List to follow

.../3

pc: Dr. Kathy Denton, President  
Douglas College

Mr. Philip Landon, Vice President  
Governance and Programs  
Universities Canada

Ms. Claire Avison, Assistant Deputy Minister  
Ministry of Advanced Education

Ms. Christine Massey, Assistant Deputy Minister  
Ministry of Children and Family Development

Ms. Dorothy Rogers, Director  
Ministry of Advanced Education

Ms. Leah Bailey, Director  
Ministry of Children and Family Development



## DEGREE QUALITY ASSESSMENT BOARD

July 31, 2017

Ms. Deborah Jones  
Board Chair, BC College of Social Workers  
1430 – 1200 West 73<sup>rd</sup> Avenue  
Vancouver, BC V6P 6G5

Dear Ms. Jones,

I am pleased to respond to the questions you pose in your July 12, 2017 letter. My understanding from your previous June 22 letter, these questions are to assist the Board in making its decision on whether the Douglas College Bachelor of Social Work (BSW) program meets the BC College of Social Workers education requirements so these graduates may apply to become registered social workers.

As indicated in my June 5<sup>th</sup> letter, under British Columbia legislation, all public and private universities, colleges and institutes are required to apply for and receive approval from the Minister of Advanced Education, Skills and Training prior to granting new degrees. The standards and criteria used in assessing new degrees were approved by the Minister upon recommendation of the Degree Quality Assessment Board (DQAB). The standards, criteria and process are publicly available and the same criteria are applied to all institutions. The DQAB oversees this process and makes recommendations to the Minister.

The majority of your questions stem from the October 2015 DQAB external review report. The report is not a public document and all rights, findings or recommendations in the report are the property of the Ministry of Advanced Education, Skills and Training. I would appreciate knowing how you gained a copy of the report.

As you know, the October 2015 report was written by an expert panel providing advice to the DQAB. The overall results of the report were positive, with the Douglas BSW proposal meeting all standards except for Standard 3 *Credential Recognition and Nomenclature* which was assessed as conditional. The condition was related to Douglas receiving Canadian Association of Social Work Education (CASWE) accreditation. It appears that the panel, all of whom are familiar with CASWE accreditation, were not concerned with Douglas not being able to *meet* CASWE standards, but more that Douglas may not be able to *apply* for CASWE accreditation. The panel's final summary of the program ended with the comment: "Notwithstanding, the panel is impressed with the proposal and considers it worthy of approval".

../2



External peer review by experts in the field is a vital component of the degree review process, but it is not the only component. In the DQAB formulating their recommendation to the Minister, other factors are taken into consideration such as the institution's response to the report and other information provided by the applicant institution and other stakeholders.

As social work is a regulated field, it was important to ensure that graduates are able to practice as registered social workers. For that confirmation, the DQAB relied on the two 2014 BCCSW letters that indicated support for the program. Please see Attachment 1 for copies of these letters. Throughout the review period, the DQAB had no indications from BCCSW that CASWE accreditation was required. The DQAB's understanding was that should CASWE accreditation not be available, it would not impact the ability of Douglas College's graduates from applying for registration with the BCCSW.

In your letter, you also requested feedback on Dr. Schmidt's letter. Although I appreciate Dr. Schmidt's commitment to his profession, he makes some very broad conclusions from a relatively narrow perspective.

The DQAB's work is mainly examining proposed programs, but not exclusively so. The DQAB monitors private degree granting institutions including reviews of their degrees every five years. The DQAB also oversees the Quality Assurance Process Audit, an external review process to ensure that public post-secondary institutions periodically conduct their own rigorous, ongoing program and institutional quality assessment.

It is the institutions themselves that have the primary responsibility for the ongoing quality of their existing degree programs. Each institution is expected to have policies and procedures for internal program review and assessment (Standard 10) that include periodic assessments of program quality that are conducted by a panel consisting of experts external to the institution. For certain programs, institutions may use accrediting bodies (such as CASWE) as their external experts, but that does not constitute a replacement for their own internal processes.

Dr. Schmidt's views on colleges granting degrees is concerning. Under the *College and Institute Act*, colleges have been able to apply for the Minister's approval to grant applied bachelor's degrees since 2003. Although some universities were initially resistant to accepting degrees from colleges for graduate studies, generally once a university becomes more familiar with the program, the degrees are often accepted for graduate studies. College degrees in other subjects are currently accepted for graduate studies at Simon Fraser University, University of British Columbia and the University of Victoria.

In addition, BC has a robust transfer system where course credits are recognized across the system. Unlike in other provinces, where students that move between various institutions may have to repeat their learning, students in BC normally receive credit recognition for those courses. For example, the University of Northern British Columbia (UNBC) recognizes some college diplomas for course credit toward their BSW degree.

The transfer system was built, over the last 40 years, through faculty dialogue between the different universities, colleges and institutes. For Dr. Schmidt to claim that by BCCSW recognizing the Douglas College BSW would lead to the “deterioration in social work education and ultimately to deterioration in social work practice” is highly disrespectful to college faculty currently teaching in programs related to social work practice.

I hope you found the information helpful. Please note that the specific answers to your questions can be found in Attachment 2. I look forward to our upcoming discussion.

Sincerely,

A handwritten signature in dark ink, appearing to be 'N. Rubidge', with a large loop at the start and a trailing flourish.

Dr. Nicholas Rubidge, Chair  
Degree Quality Assessment Board

Attachment

pc: Dr. Kathy Denton, President  
Douglas College

Ms. Claire Avison, Assistant Deputy Minister  
Ministry of Advanced Education, Skills and Training

Ms. Christine Massey, Assistant Deputy Minister  
Ministry of Children and Family Development

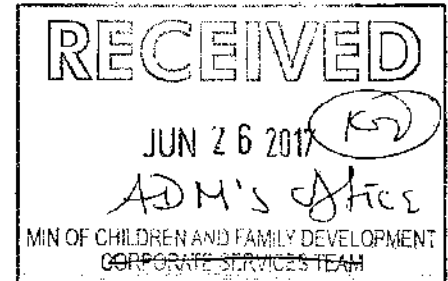
Ms. Dorothy Rogers, Director  
Ministry of Advanced Education, Skills and Training

Ms. Leah Bailey, Director  
Ministry of Children and Family Development

June 22, 2017

Ms. Claire Avison  
Assistant Deputy Minister  
Governance, Legislation, and Strategic Policy  
Ministry of Advanced Education

Ms. Christine Massey  
Assistant Deputy Minister  
Policy and Provincial Services  
Ministry of Children and Family Development



Dear Ms. Avison and Ms. Massey:

Thank you for your letter dated June 15, 2017. I write to confirm that the Board of the BC College of Social Workers ("BCCSW") met on June 17, 2017. At this meeting, the Board agreed to further examine the issue of recognizing the Douglas College Bachelor of Social Work Program as an approved academic program for the purposes of assessing any future graduates from this Program who may apply to become Registered Social Workers with the BCCSW. To that end, the Board is considering how best to proceed with this evaluation under its current by-laws and policies and determining what further information it might need from the Degree Quality Assessment Board and Douglas College in order to complete its due diligence and ensure that its decision in respect of this matter serves and protects the public interest.

With a view to moving this issue forward in a timely manner, the Board has constituted an Ad Hoc Committee to provide a recommendation to the Board on whether or not to approve the Douglas College Program. As an initial step, that Committee has been charged with determining what further information might assist the Board in making its decision. I anticipate you will hear from the Committee in that regard shortly. In the interim, I invite you to provide any additional information or documentation that your Ministries feel is relevant to this issue and would assist the Board with its decision.

Sincerely,

Deborah Jones  
Chair of the Board  
BCCSW

pc: Degree Quality Assessment Board

July 12, 2017

Mr. Nicholas Rubidge, Chair  
Degree Quality Assessment Board  
PO Box 9177 Stn Prov Govt  
Victoria, BC V8W 9 T6

By Email: [dqabsecretariat@gov.bc.ca](mailto:dqabsecretariat@gov.bc.ca)

Dear Mr. Rubidge:

**RE: Douglas College's BSW Program**

Further to my letter to you dated June 22, 2017, this letter is a request for your written response to specific questions of the Ad Hoc Committee of the BCCSW Board which I have listed below. As a reminder, in asking these questions we are attempting to gather sufficient information about Douglas College's BSW program to ensure that our decision in respect of this matter serves and protects the public interest.

- 1) Attached is a copy of a letter from Dr. Glen Schmidt from the University of Northern BC who has given his permission for us to share this letter with you. Dr. Schmidt is one of the stakeholders that BCCSW Ad Hoc Committee consulted during the course of this review. He raises a number of interesting points in his letter. Would you and your Board please comment on the content of his letter?
- 2) In the DQAB Program Review of the proposed Douglas College BSW program, dated October 2015, the reviewers note that "some jurisdictions outside of BC, and graduate schools within and outside BC will not recognize the degree". Could you please elaborate on and explain this statement? Was this identified lack of recognition a concern to the reviewers? If so, were recommendations made to Douglas College as to how it might deal with this issue? Has there been any consideration that prospective students should be made aware of this lack of recognition? If so, when and how are students to be notified?
- 3) In the 2015 DQAB Program Review, the reviewers noted that CASWE will not recognize the program, and furthermore, that the lack of CASWE accreditation will limit the recognition of the program. Could you please elaborate on and explain these statements?
- 4) On page 6 of the DQAB Program Review, it states "...under CASWE's current Procedures for Accreditation, the college would not be eligible to seek accreditation". Yet, on page 16, it then states "It is also planned to apply for accreditation through CASWE...". Can you please explain this apparent discrepancy?

- 5) In the DQAB Program Review, it says that the program will have sufficient recognition to make it a viable option for some, but not all, students. Could you please explain what is meant by this statement?
- 6) In your letter dated June 5, 2017, you state “every province assesses degree programs against the pan-Canadian degree level standards established by the Council of Ministers of Education, Canada. The standards are based on learning outcomes and do not differentiate based on the type of institution delivering the program.” Did the DQAB panel apply any specific social work program standards when conducting their review? If so, what were the defined learning outcomes applied by DQAB?
- 7) You mention in your letter dated June 5, 2017 that BCCSW’s refusal to consider programs that do not have CASWE accreditation, would be to exclude from the profession students who graduate from a high quality BSW program that has met the same quality standards as the BSW programs at all other BC universities. Can you please explain how you determined that Douglas College has met the same quality standards as all university social work programs in BC?
- 8) Does DQAB have a continuous quality assurance mechanism? In other words, after its initial approval, does DQAB review the programs periodically? If so, how often? Is the review specific to social work education standards? Are the reviewers social work educators?
- 9) Can you please explain the process for selecting the panel members of the Degree Program Review?
- 10) Are different assessment criteria used for different educational programs? In other words are the criteria used to assess social work programs different from the criteria used to assess other programs? If so, please describe the differences.

The Committee would really appreciate receiving your written responses no later than July 31, 2017. Please feel free to add any additional information that you and your Board deems relevant to our review. Please note that we have copied all parties you included in your original letter to the BCCSW dated June 5, 2017.

Thank you so much for your help in this matter.

Sincerely,



Deborah Jones  
Board Chair  
BC College of Social Workers

attachment (1)

pc: Dr. Kathy Denton, President  
Douglas College

Mr. Philip Landon, Vice President  
Governance and Programs  
Universities Canada

Ms. Claire Avison, Assistant Deputy Minister  
Ministry of Advanced Education

Ms. Christine Massey, Assistant Deputy Minister  
Ministry of Children and Family Development

Ms. Dorothy Rogers, Director  
Ministry of Advanced Education

Ms. Leah Bailey, Director  
Ministry of Children and Family Development

July 11, 2017

Ms. Susan Cadell  
President  
CASWE-ACFTS  
By Email: [scadell@uwaterloo.ca](mailto:scadell@uwaterloo.ca)

Ms. Alexandra Wright  
Executive Director  
CASWE-ACFTS  
By Email : [awright@caswe-acfts.ca](mailto:awright@caswe-acfts.ca)

Dear Ms. Cadell and Ms. Wright:

**RE : Douglas College BSW Program**

Further to my letter dated June 29, 2017, I am writing to ask for your assistance in helping the BC College of Social Workers (BCCSW) Ad Hoc Committee fairly review the request of Douglas College to register future graduates of their BSW program. Specifically, the Committee has several questions and hopes that your responses will help us better understand the argument against our current policy that both Douglas College and the BC Ministry of Advanced Education have made to us. I attach for your information a copy of a letter from Dr. Glen Schmidt from University of Northern BC which we have circulated, with his permission, to Douglas College; Ministry of Advanced Education; BC Degree Quality Assessment Board (DQAB); and Ministry of Children and Family Development (MCFD).

Our understanding is that Douglas College requested consideration for accreditation by the CASWE sometime in the fall of 2016 and that this request was reviewed in January 2017. We were told that the request was denied because Douglas College is not a member of Universities Canada. We were informed by the BC Ministry of Advanced Education Degree Quality Assessment Board that "Universities Canada itself acknowledges that it is not an accrediting agency, but a voluntary membership association." The authority of CASWE to be an accrediting body was brought into question by DQAB. We were further advised that: "In Canada, degree-granting powers come from government. This means that individual provinces and territories decide which institutions can grant degrees....." Could you please comment on these two points?

- 1) Is CASWE considering expanding its COA accreditation mandate to include social work programs approved by Provincial Governments from educational institutions that are not members of Universities Canada?
- 2) What is the process for accreditation from the time the initial request is received, through to completion? How long does it typically take?

- 3) What is the process for reviewing established accredited programs? How often does it typically occur? What would be the typical reasons for removing or suspending accreditation upon review?
- 4) How does the CASWE accreditation process compare to the Ministry of Advanced Education's DQAB review of the program?
- 5) We have been informed that Douglas College cannot become a member of Universities Canada (UC) because it does not meet membership criterion of being a University. However we have also been informed that some Colleges offering degrees are members of UC. What are the criteria to become a member?

We would be very grateful if you could provide our Committee with a written response to our questions by July 31, 2017. Please feel free to add any additional information that you deem relevant to our review.

Thank you so much for your help in this matter.

Sincerely,



Deborah Jones  
Board Chair  
BC College of Social Workers

attached (1)





September 15, 2017

Our Ref. 104956  
MCFD Ref. 233851

Ms. Deborah Jones, Chair  
British Columbia College of Social Workers  
1430-1200 West 73 Ave  
Vancouver BC V6P 6G5  
*Sent via email:* [Chelsea.Cooledge@bccsw.ca](mailto:Chelsea.Cooledge@bccsw.ca)

Dear Ms. Jones:

Thank you for meeting with us on Wednesday, August 2, 2017 to discuss the Douglas College Bachelor of Social Work (BSW) degree and its registration with the British Columbia College of Social Workers (BCCSW). We are writing to respond to your attached July 12, 2017 letter.

We appreciate and support your role in protecting the public interest by ensuring that well-educated professionals are employed as social workers in British Columbia. We also understand that BCCSW has historically used the Canadian Association of Social Work Education's (CASWE) review as its program review process to approve social work programs under section 41. (1) of its bylaws. However, given that the CASWE accreditation is not open to non-Universities Canada members, we request that BCCSW establish an alternative pathway for institutions like Douglas College. As BC colleges have the legislated mandate to offer degrees, we believe it reasonable for BCCSW, as a public body, to provide a route for government reviewed and approved social work degrees regardless of whether that institution is an institute, college, or university.

We note that [the BCCSW website](#) states it will allow several related degrees to be considered as part of an applicants' process to be registered as having met the substantially equivalent requirements for registration. These degrees at the undergraduate level are:

- Bachelor of Arts in Child and Youth Care
- Bachelor of Arts in Psychology
- Bachelor of Arts in Sociology

These degrees are not accredited through CASWE or other accreditation bodies. We suggest that BSW graduates from non-CASWE member institutions be given the same opportunity provided to graduates of the above degrees.

... /2

With regard to the questions you raise in your letter, below are in response:

**BCCSW Question**

- 1. Attached is a copy of a letter from Dr. Glen Schmidt from the University of Northern BC who has given his permission for us to share this letter with you. Dr. Schmidt is one of the stakeholders that BCCSW consulted during the course of this review. He raises a number of interesting points in his letter. Would you please provide written comments regarding the content of his letter to our Committee?**

Thank you for sharing Dr. Schmidt's letter but we do not find his comments relevant to the issue at hand. We do not dispute that the CASWE process is thorough, but Douglas cannot apply for CASWE accreditation, so our view is that there be an alternate route to recognition for college degrees.

As Acting Chair of the Faculty of Social Work, Dr. Schmidt is also not in a position to represent the overall views of the University of Northern British Columbia (UNBC) or other universities. Each Canadian university is autonomous in academic matters and determines its own standards for admission. Normally, it is the Vice-President Academic that represents the views of the university regarding academic policies.

For your information, when institutions apply for new degree proposals, the proposals are posted publicly and all BC institutions are notified of their opportunity to comment on them. We received no comments about the Douglas BSW from Dr. Schmidt or UNBC.

**BCCSW Question**

- 2. Does the Ministry of Advanced Education or DQAB conduct regular reviews of programs they have previously approved? If so, would you please describe this review process, including the frequency, type and extent of the review?**

Institutions themselves have the primary responsibility for the ongoing quality of their existing degree programs and are expected to have policies and procedures for periodic reviews of programs by external disciplinary experts. For certain programs, institutions may use accrediting bodies (such as CASWE) as their external experts, but that does not constitute a replacement for their own internal processes.

The institution's process starts with an internal self-study of the program undertaken by faculty and administrators that examines strengths/weaknesses of:

- Program structure, admissions requirement, delivery methods, and curriculum;
- Resources – physical, technological, financial, and human;
- Faculty performance – teaching, supervision, and demonstrable currency;

... /3

- Learning outcomes for meeting credential level standard and standards of regulatory, professional, or accrediting bodies;
- Measures of student progress and achievement;
- Graduate/student satisfaction levels and graduation rate; and, if appropriate,
- Employer and advisory board satisfaction levels and graduate employment rate.

The program then undergoes an assessment review conducted by a panel of independent experts external to the institution. The external panel does a site visit and provides a written evaluation. A summary of the panel's conclusions and institution's response is made appropriately available.

The DQAB Quality Assurance Process Audit ensures that all BC public institutions are conducting these internal and external program and institutional quality reviews, normally on a five to eight year cycle.

#### **BCCSW Question**

##### **3. Would you please clarify under what legislated authority of the Degree Quality Assessment Board exists?**

Under BC legislation, the Minister of Advanced Education, Skills and Training must approve all new degrees. Under the *Degree Authorization Act*, the Minister must be satisfied that an applicant has undergone a quality assessment process and has been found to meet the established criteria which must be publicly available. The DQAB was established by the Minister to oversee the quality assessment process and provide advice and recommendations to the Minister on whether the criteria have been met.

#### **BCCSW Question**

##### **4. The *College and Institute Act* allows for the Minister to establish a method by which courses of post-secondary education may be accredited (section 3(g)). Can you please clarify if such a method has been established for social work programs in BC and if so, please describe that method?**

As you may know, the *College and Institute Act* does not define the word accredited. A dictionary definition for "accredit" is: *(an official body) giving authority or sanction to (someone or something) when recognized standards have been met.* The DQAB process fulfills this function for degree-level education at public colleges.

CASWE is an association that accredits the programs of its members. Association membership is normally voluntary for institutions, but by BCCSW exclusively using CASWE accreditation, the effect is to make CASWE membership mandatory.

We have no concerns with the CASWE standards, but if BCCSW would like to continue to use CASWE as an accreditor for social work programs, then CASWE membership requirements should not exclude legitimate institutions from applying. The challenge is, as a private membership group, CASWE can exclude certain institutions from applying for membership. This further supports our recommendation that the College establish an alternative pathway to accredit degrees such as that offered by Douglas College.

**BCCSW Question**

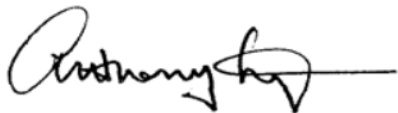
- 5. Would you please provide documentation outlining the role and mandate of DQAB, including their powers and responsibilities, the criteria for membership, their decision-making abilities and expectations?**

The role and mandate of the DQAB is located in their Terms of Reference (attached). Information on the DQAB is also available on the [DQAB website](#).

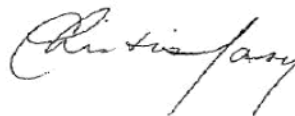
We would be pleased to respond to any further questions you may have about government's expectation that the Board will identify a suitable pathway for the Douglas College Bachelor of Social Work to permit registration with the BCCSW.

Thank you again for meeting with us in August and agreeing to review the Douglas College BSW degree issue in a timely manner.

Sincerely,



Tony Loughran  
Acting Assistant Deputy Minister  
Governance, Legislation, and Strategic Policy  
Ministry of Advanced Education, Skills and  
Training



Christine Massey  
Assistant Deputy Minister  
Policy and Provincial Services  
Ministry of Children and Family Development

Attachment: BCCSW July 12, 2017 letter  
DQAB Terms of Reference

pc: Degree Quality Assessment Board

Page 118 to/à Page 128

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June 15, 2017

AED Ref. 104635  
MCFD Ref. 232910

Deborah Jones, Chair  
British Columbia College of Social Workers  
1430-1200 West 73 Avenue  
Vancouver, BC V6P 6G5

Dear Ms. Jones:

We are writing further to the June 5, 2017 letter from Dr. Nicholas Rubidge, Chair of the Degree Quality Assessment Board, regarding the British Columbia College of Social Workers' (BCCSW) decision not to recognize the Douglas College Bachelor of Social Work degree as an approved program. We are pleased to learn that the Board will be considering this decision at its next Board meeting and that it has invited Douglas College's Vice President Academic to this meeting. To support these discussions, we would like to take this opportunity to confirm provincial government policy.

As you know, in British Columbia education is a provincial responsibility. Pursuant to the *College and Institute Act*, the Minister of Advanced Education has granted Douglas College the authority to confer the Bachelor of Social Work degree, following a thorough and complete program quality review. It is concerning that the BCCSW, by its decision to not recognize the Douglas College Bachelor of Social Work degree, appears to have disregarded the provincial degree quality assessment process and the Ministerial consent granted to Douglas College.


The Ministry of Advanced Education and the Ministry of Children and Family Development support increased educational opportunities for students to become qualified social workers in the province, including the opportunity to become registrants under the *Social Workers Act*. Generally speaking it is the expectation of government that graduates of provincially approved degree programs should be provided with a direct route to registration.

We trust this clarifies the government's view in this matter. Should the Board have any further questions about provincial policy regarding post-secondary degree granting authority, we would be pleased to speak directly to the Board.

Sincerely,



Claire Avison  
Assistant Deputy Minister  
Governance, Legislation, and Strategic Policy  
Ministry of Advanced Education



Christine Massey  
Assistant Deputy Minister  
Policy and Provincial Services  
Ministry of Children and Family Development

pc: Degree Quality Assessment Board



October 16, 2017

Ref: 233953

s.22

Dear s.22 :

Thank you for your letter of August 28, 2017 addressed to Allison Bond, Deputy Minister regarding the Bachelor of Social Work (BSW) program at Douglas College. The Deputy Minister has asked me to respond as I am the Ministry liaison to the BC College of Social Workers (BCCSW).

Ministry staff participated in finding a solution to the issue of the degree acceptance of the Douglas College BSW program by the BCCSW for student registration.

On September 16, 2017, the BCCSW determined to provisionally approve the Douglas College BSW program effective that date. The BCCSW would like Douglas College to find a way to get accredited, and once accredited, the program will move to full approval as an acceptable degree program by the BCCSW.

The BCCSW also confirmed that the Canadian Association for Social Work Education (CASWE) advises it is striking a working group to review and make recommendations regarding the Universities Canada requirement that it has.

I understand that Minister Katrine Conroy's office will be in touch to set up a meeting to discuss this matter further.

I hope this has been helpful. Please let me know if you have any further questions.

Thank you for taking the time to write to the Deputy Minister.

Yours very truly,

Leah M. K. Bailey  
Director, MCFD Legislation and Legal Support



Page 132 to/à Page 142

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# CASWE-ACFTS

CANADIAN ASSOCIATION FOR SOCIAL WORK EDUCATION  
ASSOCIATION CANADIENNE POUR LA FORMATION EN TRAVAIL SOCIAL

Ms. Joan Braun  
Executive Director and Registrar  
BC College of Social Workers  
1430-1200 West 73rd Ave  
Vancouver, BC V6P 6G5  
E: [Joan.Braun@bccsw.ca](mailto:Joan.Braun@bccsw.ca)

Dear Ms. Braun,

At the October 15<sup>th</sup>, 2018 Board of Directors' meeting, the Board of Directors approved a recommendation to establish a working group with the mandate to examine the issue of non-accredited programs in Canada and to make recommendations to the Board of Directors. Board members on the working group include Anita Vaillancourt, Sébastien Savard, François Luu, and Peter Donahue. The Chair of the working group is to be determined and will be selected by the Board of Directors.

The Board of Directors is inviting a representative from the British Columbia College of Social Workers to sit on this working group as well. Responsibilities include the consideration of background and additional material regarding non-accredited programs; to consult with staff and other relevant individuals as necessary; and to work as a group to develop recommendations concerning non-accredited programs. It is expected that the working group will meet online in order to complete the work.

As part of the working group's deliberations, the working group is being asked to consider the following:

- Whether the eligibility requirement that an institution be a member of universities Canada in order to be considered for accreditation is necessary? Could the requirement be removed and allow for programs to apply for accreditation?
- Whether an additional standard should be created that reflects the Universities Canada criteria to allow for programs that are not members of Universities Canada?
- The issue of non-accredited programs seeking mutual recognition that accepts degrees from an education program as substantially equivalent?

- The implications of non-accredited programs for CASWE-ACFTS. There is a concern that if the Universities Canada requirement remains, CASWE-ACFTS accreditation may be considered unnecessary, given that some provincial regulators are recognizing graduates from non-accredited programs as equivalent to graduates from accredited programs, and these graduates move from province to province, what is the motivation for universities to seek accreditation?

The working group will be provided with administrative support from a CASWE-ACFTS staff person. The working group is expected to report back to the Board of Directors via a Working Group member who is also a Director of the Board, in the form of verbal and a written report no later than May, 2019.

The Board of Directors would like to acknowledge their appreciation for your consideration of this request. Should you require further information about this working group, please contact Alexandra Wright, Executive Director of CASWE-ACFTS (613-792-1953). Can you please confirm your decision at your earliest convenience as we would like to set up an initial meeting of members?

With best wishes,

A handwritten signature in black ink, appearing to read 'Cadell', with a stylized, cursive script.

Dr. Susan Cadell, PhD  
President, CASWE-ACFTS

## **Bailey, Leah M MCF:EX**

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**From:** Li, Jessica SDPR:EX  
**Sent:** Thursday, March 29, 2018 3:12 PM  
**To:** LeReverend, Katherine R. JAG:EX  
**Cc:** Bailey, Leah M MCF:EX  
**Subject:** FW: BCCSW Douglas College Legal opinion request, note, and supporting documentation  
**Attachments:** December 7 2017 letter to MAE and MCFD\_FINAL.pdf

Hello Katherine and Leah,

Please find attached the December 7<sup>th</sup> 2017 letter. If you have any questions, please let me know.

Thanks,

Jessica

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**From:** Bailey, Leah M MCF:EX  
**Sent:** Thursday, March 29, 2018 3:07 PM  
**To:** Li, Jessica SDPR:EX  
**Subject:** Fwd: BCCSW Douglas College Legal opinion request, note, and supporting documentation

Hi. Please find the letter Katherine asks for and send it to her with a copy to me. Thanks!

Sent from my iPhone

s.14

Page 146

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Page 147

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Page 148

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Leah Bailey  
[Leah.Bailey@gov.bc.ca](mailto:Leah.Bailey@gov.bc.ca)  
PO Box 9932 Stn Prov Govt  
Victoria, BC V8W 9R2

14 November 2018

Hello Leah –

Thank you for arranging the follow-up meeting of October 15, 2018 to discuss the BC College of Social Workers (BCCSW) provisional approval of Douglas College's new Social Work Program. We appreciated the opportunity to provide clarification about our provisional approval. I am writing as a follow-up to that meeting and to provide an important update.

As you know, the *Social Workers Act* gives BCCSW the authority to set standards for registration for social workers in BC. According to s. 3(2)(c) of the Act, one of the objects for BCCSW is to "establish the qualifications required for registration as a registrant". One standard set by the BCCSW many years ago is that an applicant must have graduated from a social work program accredited by the Canadian Association of Social Work Education (CASWE) in Canada or by the Council on Social Work Education (CSWE) in the USA. The reason for this requirement is that CASWE and CSWE accreditations are the standard widely recognized in the social work field throughout Canada and the USA. It is important that we maintain standards for registration that will ensure public protection. We also want to ensure that we align with the registration requirements in other provinces due to the Canada Free Trade Agreement and social work mobility within Canada and between Canada and the USA.

In May 2017 Douglas College requested that BCCSW approve their new social work program for the purpose of registering their graduates. After careful consideration, we agreed to do so on a provisional basis to provide Douglas College time to obtain accreditation with CASWE. For clarification, this provisional approval means that in the interim, graduates from the Douglas College Social Work Program can apply for registration with BCCSW as if they had graduated from an accredited social work program.

As we explained in our meeting with you, we are willing to continue to extend provisional approval to Douglas College to allow further time to pursue accreditation through CASWE. However, we are not able to change our long-standing requirement that social work programs must be accredited by CASWE or CSWE to be fully recognized by BCCSW.

Our understanding is that at this time, Douglas College has not pursued accreditation, in part because of their unwillingness to seek an affiliate agreement with a university, and in part because the current requirement of CASWE is to accredit social work programs from universities which are members of Universities Canada. Douglas College is not a member of Universities Canada.



During our meeting on October 15, 2018, we reiterated that our understanding from the meeting with yourself, Minister Conroy, and others on July 4, 2018 was that Dorothy Rogers from the Ministry of Advanced Education planned to contact CASWE to discuss the requirement of membership in Universities Canada. We have not heard anything from Dorothy Rogers in that regard. However, subsequent to our meeting with you, we received a letter from CASWE advising us that their Board of Directors struck a working group at their Board meeting on October 15, 2018 to examine the issue of non-accredited programs and specifically whether the eligibility requirement that an institution be a member of Universities Canada in order to be considered for accreditation is necessary. They asked that a representative of BCCSW sit on that working group. We were pleased to receive this invitation and we have agreed to participate. CASWE has advised us that it intends to proceed quickly with this review. A report to the CASWE Board from the working group is expected by May 2019. We will keep you informed of developments. In the interim, we have attached their letter to us, with their permission.

Thank you again for meeting with us. Please do not hesitate to contact me if you have any questions.

Sincerely,



Deborah Jones MSW RCSW  
Chair of the Board  
BC College of Social Workers

cc. Dorothy Rogers, Jamie Edwardson, Doris Darvasi, Jim Campbell, Joan Braun

Attachment: Letter from CASWE to the BCCSW

**BOARD MEETING****MEETING MINUTES****Meeting No. 46****Date:** December 3rd, 2016**Place:** BC College of Social Workers Boardroom**Members Present at BCCSW:**

Curtis Magnuson (Chair)	Alisa Gloag	Jackie Stokes
Jim Campbell	Deborah Jones	
Cheney Cloke	Chelsea Minhas	
Emma Gauvin	Jenny Morgan	

**Members Present via Teleconference:**

Susan Barr

**Regrets:**

Doris Darvasi

Colleen Spier

**Newly Elected Board Members in Attendance:**

Andrew Kerr

Sandra Harker

**Registrants in Attendance:**

Kriparaj Kunnath

**Staff in Attendance:**

Chelsea Cooledge

Borna Ansari

**1) Explanation of Meeting Format**

The Chair of the Board explained the format of the meeting for members elect and guests present at the meeting.

**2) Call to Order and Welcome to Members Elect and Guests**

	Chair
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The Chair of the Board called the meeting to order at 9:07 a.m. and welcomed the members, staff and guests to the meeting. The Chair acknowledged that the meeting was being held on the traditional, unceded territory of the Musqueam people.

3) **In-Camera Session**

The Board went in-camera from 9:13 am – 10:25 am to discuss a personnel matter. Board member Barr left the meeting at the end of the in-camera session due to sound issues on the teleconference.

4) **Approval of Agenda**

The Board considered the draft agenda as previously distributed.

The draft Agenda was amended as follows:

- Addition of "9.g. Hiring Committee".

**Motion:** To accept the agenda as amended.

The Motion was adopted.

5) **Approval of Minutes**

The members of the Board considered the draft minutes of the Board meeting held on October 1, 2016.

The draft minutes were amended as follows:

- "7. Report from the Registrar" to "7. Report from the Acting Registrar"
- 8.c) change "Registrar" to "Acting Registrar"

**Motion:** To accept the draft minutes of the Board meeting held on October 1, 2016 as amended.

The Motion was adopted.

6) **Business Arising**

The Board discussed the Colleges' policy on displaying the board election results, as well as improving voter turnout. Acting Registrar to develop a discussion paper on publicizing election number results.

**a) Governance Process – Briefing Note**

The Board was presented with a briefing note from the Acting Registrar regarding the College's governance and board transition process.

**Motion:** To accept briefing note as presented, Acting Registrar to adapt the briefing note into a Governance and Board Transition Process Policy.

	Chair
--	-------

The Motion was adopted.

## 7) Report from the Chair

### a) General Report

The Chair reported on the attendance at the Hiring Committee teleconference meetings. As well, the Chair along with the Acting Registrar, attended the BC Health Regulators meeting on October 13<sup>th</sup>, which provided informative educational sessions.

The Chair reported on attending the ASWB AGM along with the Acting Registrar. The Chair attended the 1 day Board exchange meeting, where Board members and Registrars from across North America were able to share and collaborate. The Chair recommended for the BCCSW Board members to participate on the various ASWB committees.

The Chair will be completing the Indigenous Cultural Safety training by the end of December 2016.

#### i. ASWB Delegate Assembly

The Canadian Council of Social Work Regulators has concluded their elections for the executive body. The Board tasked the Acting Registrar with gathering information and providing clarity on the CCSWR voting process and identifying voting delegates from BCCSW.

#### ii. Report from Executive Committee

The Chair reported on two Executive Committee meetings.

## 8) Report from the Acting Registrar

### a) Staffing Updates

The Acting Registrar reported that a candidate has been selected and presented with an offer for the position of Office Coordinator. The candidate has unofficially accepted the offer and will be presented with a contract shortly.

The contract for the College's temporary part-time employee has come to an end.

### b) Public Awareness Update

The College's media campaign is ongoing. Mustel Group's public research survey has concluded and the results will be presented to the College in the near future. The College's digital ads will continue into the New Year.

The Board discussed opportunities for multicultural media outreach.

	Chair
--	-------

The Acting Registrar was tasked with obtaining the College's contract with the Communications Management company, if it is in existence.

**c) Speaking Arrangement**

The Acting Registrar reported on speaking arrangements with students from UNBC and UBCO. The purpose of these speaking arrangements is to provide clarity towards the College's application process and examination.

The Acting Registrar has been invited to present at a social work ethics and social media workshop at UBC.

**d) Meeting with BCASW Indigenous Advisory Committee**

The Acting Registrar reported on teleconference meeting held on November 21, 2016 with the BCASW Indigenous Advisory Committee. The meeting consisted of a discussion surrounding an official apology and the future of reconciliation. The next meeting is set for January 31, 2017.

**e) Naloxone and Regulatory Changes**

As of October 2016, the Ministry of Health has approved amendments to the Health Professions Act General Regulation to allow any healthcare professional, first responders or citizen to administer naloxone to persons appearing to be suffering from an opioid overdose outside of the hospital setting. The de-regulation of naloxone from the BC Drug Schedules Regulation also allows for the distribution of the naloxone take-home kits. Registrants have been notified of this change via e-bulletin and practice guidance on the College's website.

**f) Legal Consult Regarding French Language Exam**

Legal counsel has confirmed that French is an official language of the federal government but the provincial jurisdictions may set their own requirements for legislative language requirements. BC has set no such requirement and therefore it does not appear that BCCSW must offer the registration examination in French.

**g) Database Migration**

The data migration to the cloud is now complete and the College's staff have been introduced to the new database system, public registry and registrant online self-service portal. The College will continue to work with Helsby Drake on the online application.

**9) Proposing Meeting Dates 2017**

The Board set the following meeting schedule for the 2017 BCCSW Board meetings:

- January 28, 2017

	Chair
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- March 4, 2017
- April 21, 2017 (AGM)
- June 17, 2017
- September 16, 2017
- December 2, 2017

## 10) Committee Reports

### a) Discipline Committee

The Committee Chair reported that currently there are no files under review by the Committee.

### b) Finance Committee

In the absence of the Chair of the Committee, a member of the Committee presented the activities of the Finance Committee.

#### i. Internal financial Statements – for filing

**Motion:** To accept the Internal Financial Statements from September and October for filing.

The Motion was adopted.

#### ii. Proposed 2017 Budget

**Motion:** To accept the proposed 2017 budget as presented.

The Motion was adopted.

### c) Inquiry Committee

#### i. General report to the Board

The Committee Chair reported that the committee has met 6 times in 2016 and will be meeting once more on December 14, 2016. 4 files have been dismissed by the Registrar. The Committee is currently investigating one file that may result in a citation for a disciplinary hearing.

The Committee has directed staff to draft a policy for registrant with substance use, mental health issues or other issues that may impair practice.

19 matters are currently under review with the Registrar.

	Chair
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**d) Quality Assurance Committee****i. General Report**

No meetings were held since the last board meeting. The upcoming meeting will be held on December 6, 2016.

**ii. Standards of Practice Project**

The Committee Chair reported on the work of the Standards of Practice Reference group. The group examined the initial draft against a mock complaint and a mock practice scenario.

**iii. CPD Cycle Statistics**

The Committee considered a total of 7 waiver requests submitted for the 2015-16 CPD cycle. 2 requests were granted full waiver, 4 matters a partial waiver, and one request was denied a waiver.

**e) Registration Committee****i. Registration and Examination Statistics**

The Committee Chair reported on the College's registration statistics for the year of 2016, up to November.

**ii. Approved Programs Policy**

**Motion:** The Registration Committee recommends that the Board approve CASWE accredited programs be formally adopted on the list of approved academic programs.

The Motion was adopted.

**iii. Provisional Renewal Guidance**

There have been two requests for provisional registration renewals. The Committee has granted one year renewal in both cases. If the provisional registrants do not successfully complete the licensure exam by the end of the one year renewal, they will cease to be registered. In compliance with the bylaw amendments, the provisional registrant will be required to work under supervision and must attempt the examination at least twice within the year.

	Chair
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**f) Registration Appeals Committee**

In the absence of the Committee Chair, a member of the Committee reported that currently there are no files under review by the Committee.

**g) Hiring Committee**

The hiring of the new Registrar will conclude the work of the Hiring Committee. The Board to create a Human Resources Committee in 2017. The Acting Registrar tasked with including the discussion of the Human Resources Committee on the agenda for the January 2017 meeting.

**11) Towards Developing a Respectful Relationship**

In the absence of the Chair of the project, the Acting Registrar reported on the status of the project. The Nashwito Creek and Associates completed TDRR session in West Kelowna in June and Cranbrook in November. There are seven sessions remaining in the work plan.

The contract was extended until March 31, 2017.

**12) Oath of Office Administered to Members Elect**

Members elect Harker and Kerr took the Oath of Office. Their term will begin January 1, 2017.

**13) New Business**

No new business.

**14) Certificate of Election**

The Board was presented with the certificate of election by the Acting Registrar.

**15) Adjournment**

The meeting adjourned at 12:36 p.m.

	Chair
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**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT  
DECISION NOTE**

**DATE OF PREVIOUS NOTE June 7, 2018**

**DATE:** June 27, 2018

**PREVIOUS CLIFF #: 238009**

**CLIFF#:**

**PREPARED FOR:** Minister Katrine Conroy

**ISSUE:** Meeting on July 4 with representative of the BC College of Social Workers (BCCSW) in relation to the Douglas College Degree in Social Work

**BACKGROUND:**

- The BCCSW is an independent body created to regulate the social work profession in BC under the authority of the *Social Workers Act* (SWA). The SWA is the responsibility of the Ministry of Children and Family Development.
- A meeting is set for July 4, at 1:30 pm with the BCCSW to discuss
- Expected to attend from the BCCSW are:
  - Deborah Jones, Chair
  - Jim Campbell, Vice-Chair
  - Sandra Wilson, elected Board member.
  - Alisa Gloag, appointed Board member
  - Don Lebars, Lawyer
- Minister Melanie Mark is being extended an invitation to attend. Advanced Education, Skills and Training staff also expected to attend: Tony Loughran, ADM, Governance, Legislation and Strategic Policy.
- - On May 19, 2016, the Minister of Advanced Education, Skills and Training (AEST) approved the Bachelor of Social Work (BSW) program at Douglas College pursuant to the *College and Institute Act*.
- The Degree Quality Assurance Board (DQAB), an independent advisory board of AEST, completed a quality review of the Douglas College BSW program. The degree met the quality standards.
- Douglas College began offering the BSW program in September 2017.
- The BCCSW Board passed a motion stating that the BCCSW will recognize social work programs that have been accredited by the Canadian Association of Social Work Education (CASWE).
- CASWE will only consider programs from schools that are members of Universities Canada.
- Douglas College is not a member of Universities Canada. CASWE will not consider or accredit its BSW program.
- The BCCSW argues that if the Douglas College BSW is not CASWE-approved, then BC registrants may not be recognized by other provinces under trade agreements for registration in that province. The Ministry considers this a low risk. Research suggests

that other provinces and professions are moving to loosen requirements somewhat in order to attract students to social work programs.

- Based on CASWE's position, the BCCSW has only provisionally approved Douglas College's BSW program.
- This decision and position is contrary to the mandate of the College which requires the statutorily created Registration Committee to recommend additions to the list of approved programs. Since the spring, 2017, there has been considerable correspondence between the BCCSW, the DQAB, the Ministry of AEST, MCFD, Douglas College and others in an attempt to resolve this matter.
- However, it remains unresolved.

#### **DISCUSSION:**

- It is the expectation of government that graduates of provincially approved degree programs should be provided with a direct route to registration in their governing professional bodies.
- The inability of the Douglas College BSW program to obtain recognition by the BCCSW has negatively affected its students by leaving their path to registration uncertain and potentially causing students to transfer to other programs at greater cost and inconvenience.
- The SWA provides a legislative tool to resolve an impasse with the College. The Minister may request that the board amend or repeal an existing bylaw or make a new bylaw if the minister is satisfied that this is necessary or advisable. The board has 90 days after the request to comply otherwise the Minister may amend or repeal the existing bylaw or make the new bylaw.

---

**DECISION and SIGNATURE**  
Minister Katrine Conroy,  
Minister of Children and Family Development

---

**DATE SIGNED**

**Contact****Assistant Deputy Minister:**

*Cheryl May  
Policy and Legislation  
Division*

*(778) 698-1701*

**Alternate Contact  
for content:**

*Michael Turanski  
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**Prepared by:**

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Withheld pursuant to/removed as

s.13

July 12, 2017

Dr. Thor Borgford  
Douglas College  
1250 Pinetree Way  
Coquitlam, BC  
V3B 7X3

By Email: borgfordt@douglascollege.ca

Dear Mr. Borgford,

**RE: Douglas College BSW Program**

As you are likely already aware, the Board of the BC College of Social Workers ("BCCSW") has established an Ad Hoc Committee to review the Douglas College Bachelor of Social Work ("BSW") Program. I write to you today on behalf of the Ad Hoc Committee with a request for information about the BSW Program.

The Committee has reviewed the documentation it has received to date which includes the Degree Quality Assessment Board ("DQAB") Degree Program Review, Douglas College's Full Program Proposal and the letters from both the Chair of DQAB and the Assistant Deputy Ministers from the Ministry of Advanced Education ("MAE") and the Ministry of Children and Family Development ("MCFD").

The BCCSW has also written to various stakeholders, namely the Canadian Association of Social Work Education ("CASWE"), the Deans and Directors of the Schools of Social Work in BC, the Canadian Council of Social Work Regulators and the Canadian Association of Social Workers. We have requested input from these stakeholders by July 31, 2017. To date, we have received a letter with feedback from the Acting Chair of UNBC, Dr. Glen Schmidt which we attach with his permission.

In addition to providing your general comments on Dr. Glen Schmidt's letter, we invite you to respond to the following questions which reference that letter.

- 1) Given that DQAB does not assess the quality of field education placements, we are wondering if Douglas College conducts such assessments and if so, can you please describe how these assessments are conducted.
- 2) It would appear that admission policies require that applicants to MSW degree programs graduate from an accredited degree program. In as much as the ability to access graduate programs is relevant to ongoing education and skills upgrading, can you advise what steps Douglas College may be taking to address this issue? Further, what information has been provided to incoming students concerning the possibility they will not be accepted into MSW programs in Canada due to the lack of accreditation of the Douglas College program?

The following set of questions references DQAB's review of Douglas College's BSW program.

The DQAB report indicates the president of Douglas College would seek other avenues that would allow Douglas College to seek accreditation, such as affiliate agreements.

- 3) To the best of your knowledge, has Douglas College sought any affiliate agreement? If so, please describe the result of the request for an affiliate agreement. If this has not been done, what are the reasons for not seeking an affiliate agreement?

It is suggested in the DQAB report that Douglas College may seek other avenues for accreditation.

- 4) If other avenues have been explored, can you please describe these other avenues? What has been the results of those other avenues Douglas College has explored? If no other avenues have been explored, please explain the reasoning for this decision.
- 5) Is there opportunity for Douglas College to follow-up with CASWE regarding accreditation since their refusal or is there any mechanism for Douglas College to appeal CASWE's decision to refuse to accredit the BSW program? If so, has an appeal been considered or sought?
- 6) In addition to the above questions, it would helpful for the Ad Hoc Committee if you could provide a chronology of the actions taken by Douglas College in an attempt to become accredited by CASWE.
- 7) The report suggests the BSW program meets the standards established by CASWE. Can you please describe or provide documentation which demonstrates how the program meets CASWE's standards?
- 8) The report states "...under CASWE's current Procedures for Accreditation, the college would not be eligible to seek accreditation" (page 6). Yet it also states "It is also planned to apply for accreditation through CASWE..." (page 16). The Committee appreciates that staff from Douglas College were not members of the DQAB Program Review Panel who authored this report but, given they were likely involved in discussions with the panel members, the Committee is hoping you may be able to clarify what appear to be two contradictory statements. The Committee has also asked this question of the DQAB Chair.
- 9) The report states "Douglas College has established procedures for formal internal reviews of all its programs, generally at three year intervals" (page 16). Can you please provide a written copy of these procedures or otherwise describe this internal review process?
- 10) One of the concerns of the Board is that a quality assurance mechanism that would be in place with CASWE accreditation may be lacking in programs approved by DQAB. What ongoing quality assurance mechanisms are in place for the BSW program? Please describe and provide the policy describing the quality assurance process.
- 11) Similarly, in the report, the "Criteria for Assessing Satisfaction of the Program Review and Assessment Standard" requires an assessment be conducted "by a panel consisting of experts external to the institution" (page 17) yet the comments section does not address this criteria. Can you please describe how the panel of external experts will be selected and the process involved in implementing any changes recommended by these external experts?

Finally, the Committee has a few general questions that it invites you to consider:

- 12) We understand that graduates from the Douglas College BSW program may not have their degree recognized in other provincial jurisdictions due to the lack of accreditation with CASWE, thereby possibly limiting their professional mobility. Can you advise what steps Douglas College may be taking to address this issue? Further, what information has been provided to students to make them aware of this potential issue?
- 13) Is there a process in place for Douglas College to assess student's suitability for the BSW program? If so, can you please describe this process?
- 14) The Committee notes the following statement concerning the BSW program on Douglas College's website: "Please note that the BSW program is not currently accredited, and the College has yet to apply to CASWE for accreditation." Has Douglas College had an opportunity to update this statement or provide students with an update on the status of accreditation? Can you advise what information has been provided to students regarding that process? Similarly, if you are providing information to the students about the ongoing dialogue between Douglas College and BCCSW, can you please provide a copy, or a summary of what has been provided to the students? We have received some emails from students and are curious as to what has been conveyed to them.

The Committee has also written follow up letters to CASWE, MAE and MCFD, and DQAB with specific questions and has requested they submit their responses by July 31, 2017. We look forward to your timely response to these questions as they will assist the BCCSW in making an informed decision regarding the Douglas College BSW program. Please feel free to add any additional information that you and your staff deem to be relevant to the Committee's review.

Sincerely,



Chelsea Cooledge, RSW

Registrar & CEO

Attached (1)

## Bailey, Leah M MCF:EX

---

**From:** May, Cheryl MCF:EX  
**Sent:** Friday, June 29, 2018 8:45 AM  
**To:** Bailey, Leah M MCF:EX  
**Subject:** FW: BCCSW briefing

Can you add something into the BN that reflects the conversation below?

-----Original Message-----

**From:** Bond, Allison MCF:EX  
**Sent:** June 29, 2018 7:46 AM  
**To:** Heavener, Cory R MCF:EX <[Cory.Heavener@gov.bc.ca](mailto:Cory.Heavener@gov.bc.ca)>  
**Cc:** May, Cheryl MCF:EX <[Cheryl.May@gov.bc.ca](mailto:Cheryl.May@gov.bc.ca)>  
**Subject:** RE: BCCSW briefing

s.13

-----Original Message-----

**From:** Heavener, Cory R MCF:EX  
**Sent:** Thursday, June 28, 2018 8:24 PM  
**To:** Bond, Allison MCF:EX  
**Cc:** May, Cheryl MCF:EX  
**Subject:** FW: BCCSW briefing

FYI...Chris and Alex briefed the College of Social Workers today. s.13

-----Original Message-----

**From:** Scheiber, Alex MCF:EX  
**Sent:** Thursday, June 28, 2018 4:13 PM  
**To:** Heavener, Cory R MCF:EX <[Cory.Heavener@gov.bc.ca](mailto:Cory.Heavener@gov.bc.ca)>; Welch, Chris MCF:EX <[Chris.Welch@gov.bc.ca](mailto:Chris.Welch@gov.bc.ca)>; Bailey, Leah M MCF:EX <[Leah.Bailey@gov.bc.ca](mailto:Leah.Bailey@gov.bc.ca)>  
**Subject:** BCCSW briefing

s.13



Alex Scheiber, Deputy Director of Child Welfare

This Act is current to February 6, 2019

See the Tables of Legislative Changes for this Act's legislative history, including any changes not in force.

## **SOCIAL WORKERS ACT**

### **[SBC 2008] CHAPTER 31**

*Assented to May 29, 2008*

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## Definitions

### 1 In this Act:

**"board"** means the board of the college constituted under section 4;

**"bylaw"** means a bylaw of the college made under section 8 or 9;

**"college"** means the British Columbia College of Social Workers established under section 2 (1);

**"former Act"** means the *Social Workers Act*, R.S.B.C. 1996, c. 432;

"**inspector**" means an inspector for the college appointed under section 20;

"**registrant**" means a person who is granted registration as a member of the college in accordance with section 13;

"**registrar**" means the person appointed as registrar for the college under section 12 (1);

"**social work**" means the assessment, diagnosis, treatment and evaluation of individual, interpersonal and societal issues through the use of social work knowledge, skills, interventions and strategies, to assist individuals, couples, families, groups, organizations and communities to achieve optimum psychological and social functioning;

"**social worker**" means a person who practises social work.

## **Part 1 — British Columbia College of Social Workers**

### **College established**

- 2 (1) The British Columbia College of Social Workers is established.
- (2) The college is a corporation consisting of
  - (a) the members of the board referred to in section 4, and
  - (b) the persons who are registrants.
- (3) For the purposes of this Act, the college has all the powers and capacity of a natural person.
- (4) The *Business Corporations Act* does not apply to the college unless the Lieutenant Governor in Council, by order, provides that specified provisions of that Act apply to the college, in which case the specified provisions apply.

### **Duty and objects**

- 3 (1) In carrying out its objects, it is the duty of the college at all times
  - (a) to serve and protect the public, and
  - (b) to exercise its powers and discharge its responsibilities under this Act in the public interest.
- (2) The college has the following objects:
  - (a) to superintend the practice of social work;

- to govern registrants according to this Act;
- (b)
- (c) to establish the qualifications required for registration as a registrant;
- (d) to establish and employ registration, inquiry and discipline practices which are transparent, objective, impartial and fair;
- (e) to establish, monitor and enforce standards of practice and establish ethical standards to enhance the quality of practice;
- (f) to establish and maintain a continuing competence program to promote high practice standards amongst registrants;
- (g) to receive and investigate complaints against registrants and to deal with issues of discipline, professional misconduct, incompetence and incapacity;
- (h) to administer the affairs of the college and perform other duties through the exercise of the powers conferred under this Act.

## Board

- 4 (1) The board of registration for social workers under the former Act is continued as the first board under this Act until the time at which
- (a) the board members referred to in subsection (3) (a) are first elected, and
  - (b) the board members referred to in subsection (3) (b) are appointed.
- (2) The minister must specify the date on or before which a first election must be held to elect the board members referred to in subsection (3) (a).
- (3) Following the first election referred to in subsection (1), the board must consist of
- (a) not fewer than 4 registrants elected in accordance with the bylaws, and
  - (b) not fewer than 2 persons appointed by the minister.
- (4) The number of persons appointed under subsection (3) (b) must not be
- (a) less than 1/3 of the total board membership, and

more than the number of persons elected under subsection (b) (3) (a).

(5) Persons appointed under subsection (3) (b) must not be

- (a) registrants, former registrants or persons qualified to be registrants,
- (b) persons who are authorized by section 18 (2) to use the title "social worker", or
- (c) members of the British Columbia Association of Social Workers.

(6) Subject to the board's direction, a member of the board who resigns or whose term of office expires may, even if a successor is elected or appointed, continue to serve as a member of a committee established under section 8 (1) or 2 (g) to complete work of the committee that began before the resignation or expiry.

(7) Despite subsections (3) and (4), a board duly constituted under subsection (3) continues to govern if for any reason the number of persons elected or appointed falls below the minimum requirements of those subsections.

## Election validation

5 (1) Immediately after an election, the registrar must

- (a) certify each person who is elected as a member of the board by issuing a certificate of membership to the person elected, and
- (b) specify in the certificate the dates on which the member's term of office begins and ends.

(2) Subject to this section, a certificate under subsection (1) is conclusive evidence that the person named in the certificate has been elected a member of the board.

(3) A registrant may, within 30 days of the issue of a certificate under subsection (1), question the certificate by petition to the Supreme Court, setting out the grounds on which the registrant questions the certificate.

(4) A petition must be served on the registrar and on the person certified to be elected.

(5) A petition must be heard in a summary way.

- The court may give directions on procedure and on persons to be
- (6) served with the petition.
  - (7) The court may decide that a person was elected or may order a new election and give directions.
  - (8) A decision of the court is not subject to appeal and the college and all other persons must be governed by it.
  - (9) Subsection (1) applies to, and subsection (3) does not apply to, a new election held under subsection (7).

### **Oath of office**

- 6 (1) Before taking office, a person elected or appointed to the board must take and sign, by oath or solemn affirmation, a prescribed oath of office within the following applicable time limit:
- (a) in the case of a person elected by acclamation, within 45 days after the date set for voting day had an election by voting been required;
  - (b) in the case of a person elected by voting, within 45 days after the declaration of the results of the election;
  - (c) in the case of a person appointed to office, within 45 days after the effective date of the appointment.
- (2) The oath must be taken before a judge of the Court of Appeal, Supreme Court or Provincial Court, a justice of the peace or the registrar, and the person taking the oath must obtain the completed oath or a certificate of it from the person administering it.
- (3) A person appointed or elected to the board must present the completed oath required by subsection (1) or a certificate of it to the registrar within the applicable time limit under subsection (1) (a), (b) or (c) and before the person takes office on the board.
- (4) If a person elected or appointed to the board does not take and sign the oath required by subsection (1) or does not comply with subsection (3) within the time limits set by those subsections, the office to which that person was elected or appointed is vacant and the vacancy may be filled under section 4 (3) (a) or (b), as the case may be.

### **Responsibilities of board**

- 7 (1) The board must govern, control and administer the affairs of the college in accordance with this Act.

- (2) The board must submit to the minister an annual report respecting the college, including information that the minister may prescribe, not later than 120 days after the end of the fiscal year for the college.
- (3) The board may do any of the following:
  - (a) establish standards, limits or conditions for the practice of social work by registrants;
  - (b) establish standards of professional ethics for registrants;
  - (c) establish professional standards of conduct for registrants;
  - (d) establish requirements for continuing education and for continuing competence for registrants;
  - (e) establish a quality assurance program.

### **Bylaws — administrative**

- 8 (1) Subject to this Act and the regulations, the board must, by bylaw, establish a registration committee, a registration appeals committee, an inquiry committee and a discipline committee.
- (2) Subject to this Act and the regulations, the board may make bylaws to do any of the following:
  - (a) regulate the time, place, calling and conduct of meetings of the board and general meetings of registrants;
  - (b) establish the quorum for meetings of the board, resolutions of the board, the annual general meeting and other meetings of registrants;
  - (c) establish the terms of office of elected members of the board, the grounds and procedures for removing elected members of the board before their terms of office have expired and the manner by which vacancies on the board may be filled;
  - (d) establish forms for the purpose of giving effect to the bylaws and requiring registrants to use the forms;
  - (e) provide for the appointment, removal, functions and duties of officers of the college;
  - (f) regulate and prohibit advertising or types of advertising by registrants;
  - (g) establish a quality assurance committee and other committees the board determines are necessary or advisable;



- (h) in respect of a committee established under subsection (1) or paragraph (g) of this subsection, provide for the following:
  - (i) subject to the regulations, the composition of the committee, including the appointment of non-board members and the appointment and removal of committee members;
  - (ii) procedures to be followed by the committee, including the quorum for the committee;
  - (iii) the duties and powers of the committee;
  - (iv) the delegation of a duty or power of the board to the committee, other than the power to make bylaws;
  - (v) the delegation of a duty or power of the committee to panels of the committee;
  - (vi) the publication of decisions and other documents of the committee;
- (i) provide for remuneration of the members of the board and of committees established under subsection (1) or paragraph (g) of this subsection;
- (j) establish a tariff of costs to partially indemnify the college for the expenses incurred by the college for investigations under section 27;
- (k) establish a tariff of costs to partially indemnify parties for their expenses incurred in the preparation for and conduct of hearings under section 33, other than for investigations under section 27;
- (l) establish requirements for registrants concerning
  - (i) the collection of personal information from clients,
  - (ii) the creation of client records containing personal information, and
  - (iii) the creation of administrative and accounting records;
- (m) establish rules respecting access to client records;
- (n) establish rules for the protection of client information, including rules respecting the retention, disclosure, storage and destruction by registrants of
  - (i) client records, and
  - (ii) administrative and accounting records;

- (o) provide for the general administration and operation of the college.
- (3) A tariff of costs established under subsection (2) (j) must not provide for recovery of the remuneration paid to inspectors or members of the inquiry committee.
- (4) A tariff of costs established under subsection (2) (k) must not provide for recovery of the remuneration paid to members of the discipline committee.

### **Bylaws — registration**

- 9 (1) Subject to this Act and the regulations, the board may, with the approval of the minister, make bylaws to do any of the following:
- (a) establish the number of members of the board to be elected, and the time, manner and procedure for the election of registrants to the board under section 4 (3) (a);
  - (b) establish classes of registrants and specify if members of a class are eligible to be elected or to vote in an election referred to in section 4 (3) (a);
  - (c) provide that different classes of registrants may be subject to registration for a limited period of time and may be permitted to practise only in limited ways;
  - (d) establish requirements for
    - (i) the registration of a person as a member of the college,
    - (ii) the issue, display, renewal and expiration of registration certificates, and
    - (iii) procedures for an application for review and the practice and procedure for proceedings under sections 14 and 15;
  - (e) provide for the recognition of registrants as specialists in a field of the practice of social work;
  - (f) specify the manner by which registrants may hold themselves out as specialists in a field recognized under a bylaw made under paragraph (e);
  - (g) establish the obligations that must be discharged by a registrant whose registration is suspended;
  - (h) establish the qualifications required for registration as a registrant;

- (i) authorize a committee established under section 8 (1) to determine if an academic program meets the requirements of paragraph (h) of this subsection;
  - (j) delegate to the registrar the power to determine whether an application for registration meets the requirements of the bylaws;
  - (k) establish requirements for maintenance of professional liability insurance coverage by registrants;
  - (l) establish fees payable to the college by applicants for registration, by registrants, or for reinstatement of former registrants;
  - (m) provide for special fees levied under the bylaws to be payable by registrants;
  - (n) establish requirements for renewal, suspension, cancellation and reinstatement of the registration of persons practising social work, including providing for the suspension or cancellation of the registration of a registrant for late payment or non-payment of fees;
  - (o) establish the maximum fine that the discipline committee may impose under section 34 (4) (e);
  - (p) defining, for the purposes of a bylaw, conduct unbecoming a professional and professional misconduct;
  - (q) defining any other terms necessary to give effect to the bylaws.
- (2) The minister must not approve a bylaw made under subsection (1) unless satisfied that appropriate provision has been made respecting
- (a) each of the objects referred to in section 3 (2), and
  - (b) the election of registrants to the board under section 4 (3) (a).
- (3) The board may do the things described in subsection (1) only by bylaw.

### Application of bylaws

- 10 (1) This section applies to sections 8 and 9.
- (2) Provisions in a bylaw made under this Act may be different for different classes of registrants.

- The minister may request the board to amend or repeal an existing
- (3) bylaw for the college or to make a new bylaw for the college if the minister is satisfied that this is necessary or advisable.
  - (4) If the board does not comply with a request under subsection (3) within 90 days after the date of the request, the minister may amend or repeal the existing bylaw for the college or make the new bylaw for the college in accordance with the request.
  - (5) A bylaw may not be made, amended or repealed under subsection (4) unless notice of the proposed bylaw, amendment or repeal is given to the college
    - (a) at least 3 months before the bylaw, amendment or repeal comes into force, or
    - (b) within a period, shorter than that set out in paragraph (a), that the minister specifies as appropriate in the circumstances.
  - (6) The board must
    - (a) maintain a complete and accurate record of the bylaws that are in effect for the college,
    - (b) publish the bylaws electronically on the college website at least 3 months before the bylaws come into force, unless the board specifies a shorter period of notice as appropriate in the circumstances,
    - (c) make the bylaws available for inspection by registrants and the public at the office of the college and electronically on the college website, and
    - (d) notify the minister and the registrants of amendments to the bylaws.

### Interjurisdictional cooperation

- 11 (1) In this section, "**governing body**" means the governing body of a social work profession in another province or a foreign jurisdiction.
- (2) The board may promote cooperation with a governing body by doing one or more of the following:
- (a) entering into agreements with one or more governing bodies concerning the interjurisdictional practice of social work;
  - (b) entering into agreements with one or more governing bodies concerning the interjurisdictional practice of social work,

interjurisdictional credential recognition or competence assessment for registration purposes, or other labour mobility matters;

- (c) entering into information-sharing agreements, as defined in section 69 (1) of the *Freedom of Information and Protection of Privacy Act*, to allow the disclosure of information about a registrant to a governing body, including information about practice restrictions, complaints, competency and discipline.
- (3) The minister may, by order, approve an agreement described in subsection (2) if the minister is satisfied it is in the public interest to do so.
- (4) An agreement described in subsection (2) has no effect until it is approved by the minister.

## Part 2 — Registration

### Registrar and register

- 12 (1) The board must appoint a registrar for the college and may appoint a deputy registrar for the college.
- (2) The registrar must maintain a register setting out, for each registrant, the following:
- (a) the registrant's name, business address and business telephone number;
  - (b) the class of registration, including areas of specialization and related credentials;
  - (c) terms, conditions and limitations imposed by the college on the practice of social work by the registrant;
  - (d) a notation of each cancellation or suspension of registration;
  - (e) any additional prescribed matters.
- (3) The registrar must include in the register a notation of any cancellation or suspension of registration that occurred or was recorded before the coming into force of this section.
- (4) The registrar must cancel the registration of a registrant in the register if
- (a) the registrant requests or gives written consent to the cancellation,

- (b) the registrant has failed to pay a fee for registration or for renewal of registration or another fee within the required time,
  - (c) the registration of the registrant has been cancelled under section 34 (4) (d),
  - (d) the registrant has failed to pay a fine levied under section 34 (4) (e), or
  - (e) notification is received of the registrant's death.
- (5) Subject to this Act, the registrar may, on grounds the registration committee considers sufficient, cause the registration of a former registrant to be restored on the register on payment to the college of
  - (a) any fees or other sums in arrears and owing by the former registrant to the college, and
  - (b) any reinstatement fee required by the bylaws.

## Registration

- 13 (1) The registrar must grant registration in the college and issue a certificate of registration to every person who, in accordance with the requirements of the bylaws,
- (a) applies to the college for registration,
  - (b) satisfies the registrar that he or she is qualified to be a registrant, and
  - (c) pays the required fees, if any.
- (2) Despite subsection (1), the registrar may refuse to grant registration if the registrar determines that
- (a) the person's entitlement to practise social work has been suspended or cancelled at some time in British Columbia or in another jurisdiction,
  - (b) an investigation, review or other proceeding is underway in British Columbia or in another jurisdiction that could result in the person's entitlement to practise social work being limited, suspended or cancelled,
  - (c) the person's entitlement to practise as a registered social worker has been voluntarily relinquished at some time in British Columbia or in another jurisdiction with the effect of preventing the commencement or completion of an investigation, review or other proceeding that could have

resulted in the person's entitlement to practise being suspended or cancelled, or

(d) the person has been convicted of an indictable offence.

- (3) The registrar must provide written reasons to the applicant for refusing to grant registration under subsection (2).
- (4) Before the registrar refuses to grant registration to a person who has been convicted of an indictable offence, the registrar must be satisfied that the nature of the offence or the circumstances under which it was committed give rise to concerns about the person's competence or fitness to practise social work.
- (5) [Repealed 2013-8-54.]
- (6) A person must not apply for registration or continue to be registered as a member of the college if that person knows that he or she is not qualified to be a registrant.
- (7) A registrant may practise social work and, if practising, must do so in accordance with this Act, the regulations and all standards, limits and conditions for the practice of social work established by the board.

#### **Review by registration committee**

- 14 (1) An applicant for registration may apply in writing to the registration committee for a review of the registrar's decision under section 13 (2) to refuse registration.
- (2) An application under subsection (1) must be made within 30 days after the day on which the person received notice of the registrar's decision.
- (3) Despite subsection (2), the registration committee may extend the time to file an application for review under subsection (1) if
  - (a) the time to file has expired, and
  - (b) the registration committee is satisfied that special circumstances exist.
- (4) The registration committee may hold any combination of written, electronic and oral hearings.
- (5) After giving the applicant an opportunity to make submissions, the registration committee may
  - (a) confirm the decision of the registrar to refuse registration,
  - (b) grant registration, or

- (c) grant registration that
  - (i) is for a limited period,
  - (ii) requires the applicant to undergo additional training, education or testing,
  - (iii) attaches terms and conditions to a grant of registration, or
  - (iv) is for a class of registration that is different from the class of registration for which the applicant applied.
- (6) The registration committee must provide written reasons to the applicant for a decision made under subsection (5).

### **Registration appeals committee**

- 15 (1) An applicant for registration who is adversely affected by the registration committee's decision under section 14 (5) (a) or (c) may apply in writing to the registration appeals committee for a review of the decision.
- (2) An application under subsection (1) must be made within 30 days after the day on which the person received notice of the registration committee's decision.
- (3) Despite subsection (2), the registration appeals committee may extend the time to file an application for review under subsection (1) if
- (a) the time to file has expired, and
  - (b) the registration appeals committee is satisfied that special circumstances exist.
- (4) The registration appeals committee may hold any combination of written, electronic and oral hearings.
- (5) After giving the applicant an opportunity to make submissions, the registration appeals committee may
- (a) confirm the decision of the registration committee,
  - (b) substitute a decision that could have been made by the registration committee in the matter, or
  - (c) refer the matter back to the registration committee with directions.
- (6) The registration appeals committee must provide written reasons to the applicant for a decision made under subsection (5).



- For the purpose of this section, members of the registration appeals
- (7) committee hearing an appeal under this section must be different from the members of the registration committee who made the decision being appealed.

### **Inspection of register**

- 16 (1) Subject to subsection (2), the register of the college must be open to inspection by any person free of charge at all reasonable times during regular business hours.
- (2) The registrar may refuse a person access to the register if the registrar reasonably believes that
- (a) the access could threaten the safety of a registrant, or
  - (b) the person seeking access is doing so for commercial purposes.
- (3) If access is refused under subsection (2), the registrar may disclose information from the register that the registrar determines is appropriate in the circumstances.

### **Certificate as evidence**

- 17 A certificate signed by the registrar is proof, in the absence of evidence to the contrary, of the matters stated in the certificate that relate to the records of the college.

### **Title protection**

- 18 (1) Subject to subsection (2), no person other than a registrant may use
- (a) the title "social worker" or "registered social worker", or
  - (b) a title prescribed under this Act.
- (2) Subsection (1) does not prevent a person from using the title "social worker", or an abbreviation of that title, if that person is a social worker who is, or works for, a prescribed person.

## **Part 3 — Inspections, Inquiries and Discipline**

### **Definition**

- 19 In this Part, "registrant" includes a former registrant.

### **Division 1 — Search and Seizure**

## **Inspectors**

- 20 (1) The inquiry committee may appoint persons as inspectors for the college.
- (2) The registrar is an inspector.

## **Powers and duties of inspectors**

- 21 (1) During regular business hours, an inspector may investigate, inquire into, inspect, observe or examine one or more of the following without a court order:
- (a) the premises, the equipment and the materials used by a registrant to practise social work;
  - (b) the records of a registrant relating to the registrant's practice of social work, and may copy those records;
  - (c) the practice of social work performed by or under the supervision of a registrant.
- (2) The inquiry committee may direct an inspector to act under subsection (1) or undertake any aspect of an investigation under section 27.
- (3) If an inspector acts under this section as a consequence of a direction given under subsection (2), the inspector must report the results of those actions in writing to the inquiry committee.

## **Search and seizure under court order**

- 22 (1) A person authorized by the inquiry committee may apply to the Supreme Court for an order that authorizes an inspector for the college
- (a) to enter into the premises or land of a person named in the order at any reasonable time and conduct an inspection, examination or analysis,
  - (b) to require the production of any record, property, assets or things and to inspect, examine or analyze them, and
  - (c) on giving a receipt, to seize and remove any record, property, assets or things inspected, examined or analyzed under paragraph (a) or (b) for further inspection, examination or analysis.
- (2) Unless the court otherwise directs, an application under subsection (1) may be made without notice to any person and may be heard in private.

- (3) On application under subsection (1), the court may make an order under this section if satisfied on oath that there are reasonable grounds for believing that evidence may be found
- (a) that a person who is not a registrant has contravened this Act, or
  - (b) that a person who is a registrant
    - (i) has contravened this Act,
    - (ii) has failed to comply with a limit or condition imposed under this Act,
    - (iii) has acted in a manner that constitutes professional misconduct,
    - (iv) is not competent to practise social work, or
    - (v) is suffering from a physical or mental ailment, an emotional disturbance or an addiction to alcohol or drugs that impairs the person's ability to practise social work.
- (4) In an order under this section, the court
- (a) must identify the premises or land to be entered and must generally describe any thing to be searched for and examined, audited or seized,
  - (b) may include any limitations or conditions the court considers proper, including the time of entry, the disposition of things seized and the access by any person to the things seized, and
  - (c) may direct that section 23 does not apply to a thing specified in the order
    - (i) if all limitations and conditions included under paragraph (b) are met, and
    - (ii) unless, within 21 days of the seizure of the thing, a person who owned or controlled the thing at the time of the seizure requests by registered mail addressed to the inquiry committee that section 23 apply to the thing seized.
- (5) A person who, while conducting or attempting to conduct an entry or search under this section, finds any thing not described in the order that the person believes on reasonable grounds will provide evidence in respect of a contravention of this Act may seize and remove that thing.

### **Detention of things seized**

- 23 (1) For the purposes of subsection (2), the person who makes a seizure under section 22 must report the seizure as soon as practicable to a judge of the Supreme Court, who must be the judge who issued the order under which the seizure was made unless this is not practicable.
- (2) On receiving a report under subsection (1), the judge must
- (a) order the thing that was seized returned to its owner or other person entitled to it unless satisfied that an order under paragraph (b) should be made, or
  - (b) order the thing detained if satisfied that the detention is required for the purposes of this Act.
- (3) An inspector may make one or more copies of any record detained under subsection (2).
- (4) A document purporting to be certified by a representative of the inquiry committee to be a true copy made under the authority of subsection (3) is evidence of the nature and content of the original document.
- (5) Subject to an order under section 22 (4) (b), the person from whom any thing is seized under this section or the owner of the thing, if he or she is a different person, is entitled to inspect that thing at any reasonable time and, in the case of a record, to obtain one copy of the record at the expense of the board.
- (6) A record must not be detained under this section for a period longer than 3 months from the time of its seizure unless, before the expiration of the period, either
- (a) the person from whom it was seized agrees to its continued detention, or
  - (b) the Supreme Court, on application and after being satisfied that its continued detention is justified, orders its continued detention for a specified period of time.

### **Prohibition against obstructing inspection or search**

- 24 (1) A person must not obstruct an inspector in the lawful performance of duties or the lawful exercise of powers under this Act.
- (2) A person must not obstruct a person acting under section 22 or 23 or under an order made under those sections.

## Division 2 — Inquiry Committee

### Criminal records review

- 25 (1) For the purpose of sections 15 (2) (b) and 16 (1) of the *Criminal Records Review Act*, if the college is required under that Act to investigate or review an individual's registration or application for registration, the investigation or review must be conducted by the inquiry committee.
- (2) If the inquiry committee makes a decision arising from a determination under the *Criminal Records Review Act* and the decision adversely affects the registrant, the registrant may appeal the decision to the Supreme Court and, for those purposes, the provisions of section 35 respecting an appeal from a decision of the discipline committee apply to an appeal under this section.

### Complaints to be made to registrar

- 26 (1) A person who wishes to make a complaint against a registrant must deliver a written complaint to the registrar.
- (2) The registrar, if authorized by the board, may dismiss all or part of a complaint without reference to the inquiry committee if the registrar determines that any of the following apply:
- (a) the complaint is trivial, frivolous, vexatious or made in bad faith;
  - (b) the complaint is a matter over which the college does not have jurisdiction;
  - (c) the complaint gives rise to an abuse of process;
  - (d) the complaint is filed for an improper purpose or motive;
  - (e) there is no reasonable prospect the complaint will be substantiated;
  - (f) the substance of the complaint has been appropriately dealt with in another proceeding.
- (3) If a complaint is disposed of under subsection (2), the registrar must
- (a) deliver a written report to the inquiry committee about the circumstances of the disposition,
  - (b) notify the complainant and the registrant, in writing and with reasons, respecting the circumstances of the disposition, and

- (c) advise the complainant that, within 30 days after receipt of the notice under paragraph (b), the complainant may make a further submission to the inquiry committee by delivering additional information to the registrar respecting the complaint.
- (4) A disposition under subsection (2) takes effect 60 days after the delivery of the written report described under subsection (3) (a) unless, within that 60 day period, the inquiry committee decides to investigate the matter.
- (5) Unless the registrar dismisses a complaint under subsection (2), as soon as practicable after receiving the complaint the registrar must deliver to the inquiry committee a copy of the complaint, an assessment of the complaint and any recommendations of the registrar for the disposition of the complaint.

### **Investigations by inquiry committee**

- 27 (1) If a complaint is delivered to the inquiry committee by the registrar under section 26 (5), the inquiry committee must investigate the matter raised by the complainant as soon as practicable.
- (2) The inquiry committee may, on its own motion, investigate a registrant regarding any of the following matters:
- (a) a contravention of this Act;
  - (b) a conviction for an indictable offence;
  - (c) a failure to comply with a standard, limit or condition imposed under this Act;
  - (d) professional misconduct;
  - (e) a finding of misconduct in social work or a similar profession
    - (i) by a licensing body established under another enactment, or
    - (ii) under a law enacted by the government of Canada, another province of Canada or a foreign jurisdiction;
  - (f) conduct unbecoming a professional;
  - (g) competence to practise social work;
  - (h) incapacity or impairment that prevents a registrant from engaging in the practice of social work with reasonable skill, competence and safety to the public.

- The inquiry committee may require the registrant who is the subject of an investigation under this section to provide it with any
- (3) information, documents or records the inquiry committee considers necessary, and the registrant must cooperate with the inquiry committee.
  - (4) After considering any information, documents or records provided by the registrant, and any other information gathered during the investigation, the inquiry committee may
    - (a) take no further action, if the inquiry committee is of the view that the matter or complaint is trivial, frivolous, vexatious or made in bad faith or that the conduct to which the matter or complaint relates is satisfactory,
    - (b) act under section 30, or
    - (c) direct the registrar to issue a citation under section 31.
  - (5) The inquiry committee may only act under subsection (4) (b) or (c) on the basis of subsection (2) (b) if the inquiry committee is satisfied that the nature of the offence or the circumstances under which it was committed give rise to concerns
    - (a) about the registrant's competence or fitness to practise social work, or
    - (b) that the registrant has engaged in professional misconduct or conduct unbecoming a professional.
  - (6) The inquiry committee must notify both the complainant and the registrant of the inquiry committee's decision under subsection (4).

#### **Report to be made if no remedial or disciplinary action taken**

- 28 (1) If the inquiry committee does not direct the registrar to issue a citation regarding a matter investigated under section 27, it must report to the board, in writing, regarding its decision and the results of its investigation.
- (2) The board may, on its own motion after considering the report of the inquiry committee under subsection (1),
- (a) confirm the inquiry committee's decision, or
  - (b) set aside the decision of the inquiry committee and
    - (i) direct that no further action be taken,
    - (ii) direct the inquiry committee to act under section 30,
 or

- (iii) direct the registrar to issue a citation under section 31.

- (3) The board must notify the complainant, if any, and the registrant, in writing and with reasons, of any decision under subsection (2).

### **Extraordinary action to protect public**

- 29 (1) If the inquiry committee considers that action is necessary to protect the public during the investigation of a registrant or pending a hearing of the discipline committee, it may, without providing the registrant an opportunity to make submissions,

- (a) set limits or conditions on the practice of social work by the registrant, or
- (b) suspend the registration of the registrant.

- (2) If the inquiry committee acts under subsection (1), it must notify the registrant and his or her employer in writing of its decision, of the reasons for the decision and of the registrant's right to appeal that decision to the Supreme Court.

- (3) A decision under subsection (1) is not effective until the earlier of

- (a) the time the registrant receives the notice under subsection (2), and
- (b) 3 days after the notice is mailed to the registrant at the last address for the registrant recorded in the register of the college.

- (4) If the inquiry committee determines that action taken under subsection (1) is no longer necessary to protect the public, it must cancel the limits, conditions or suspension and must notify the registrant and his or her employer in writing of the cancellation as soon as possible.

- (5) A registrant against whom action has been taken under subsection (1) may appeal the decision to the Supreme Court and, for those purposes, the provisions of section 35 respecting an appeal from a decision of the discipline committee apply to an appeal under this section.

### **Complaint resolution agreement**

- 30 (1) In relation to a matter investigated under section 27, the inquiry committee may request in writing that the registrant do one or more of the following:



- (a) undertake not to repeat the conduct to which the matter relates;
  - (b) undertake to take educational courses specified by the inquiry committee;
  - (c) agree to a reprimand;
  - (d) undertake or agree to any other action specified by the inquiry committee.
- (2) If an undertaking or agreement given in respect of a request under subsection (1) relates to an investigation under section 27 (1), the inquiry committee must deliver a written summary of the undertaking or agreement to the complainant.
- (3) If a registrant refuses to give an undertaking or agreement requested under subsection (1), or if a registrant fails to comply with an undertaking or agreement given in response to a request under subsection (1), the inquiry committee may direct the registrar to issue a citation under section 31 for a hearing by the discipline committee regarding the matter.

#### **Citation for hearing by discipline committee**

- 31** (1) If directed by the inquiry committee or the board, the registrar must issue a citation that
- (a) names the affected registrant as respondent,
  - (b) describes the nature of the complaint or other matter that is to be the subject of a hearing by the discipline committee,
  - (c) specifies the date, time and place of the hearing, and
  - (d) advises the respondent that the discipline committee is entitled to proceed with the hearing in his or her absence.
- (2) The registrar must have a citation either delivered to the respondent by personal service or by mailing it by registered post to the respondent at the last address for the respondent recorded in the register referred to in section 12 (2) not fewer than 30 days before the date of the hearing.
- (3) If the subject matter of a citation is a complaint, the registrar must notify the complainant in writing of the date, time and place of the hearing not fewer than 14 days before the date of the hearing.
- (4) The inquiry committee or the board may direct the registrar to cancel a citation that has been issued on its direction if the inquiry

committee or board afterwards determines that a hearing by the discipline committee is not required, and the registrar must then cancel the citation and notify the respondent and the complainant, if any, of the cancellation.

### Consent orders

- 32 (1) The registrant may give the inquiry committee a written proposal, at any time before the commencement of a hearing under section 33,
- (a) stating the nature of the complaint or other matter that is to be the subject of the hearing,
  - (b) consenting to the making of an order under section 34 (4) or (8) as set out in the proposal,
  - (c) consenting to indemnify the college for the investigation under section 27 in an amount not to exceed the costs for the inquiry calculated under the tariff of costs established under section 8 (2) (j), and
  - (d) if the registrant gives the proposal to the inquiry committee fewer than 7 days before the hearing is scheduled to commence, consenting to indemnify the college for preparing for the hearing in an amount not to exceed the costs of preparing for the hearing calculated under the tariff of costs established under section 8 (2) (k).
- (2) If the hearing under section 33 has commenced,
- (a) the registrant may give to the discipline committee a written proposal
    - (i) described in subsection (1) (a) to (c), and
    - (ii) consenting to indemnify the college for preparing for and conducting the hearing in an amount not to exceed the costs of preparing for and conducting the hearing calculated under the tariff of costs established under section 8 (2) (k), and
  - (b) the discipline committee may accept or reject the proposal in its discretion.
- (3) The inquiry committee or the discipline committee may accept or reject a proposal received under subsection (1) or (2) based on the investigations described in section 27 respecting the complaint.
- (4) If the inquiry committee or the discipline committee accepts a proposal received under subsection (1) or (2),

- (a) an order under section 34 (4) is deemed to be made as set out in the proposal,
  - (b) section 34 (2) and (3) apply to the order under paragraph (a) as though it had been made by the discipline committee, and
  - (c) a hearing on the citation need not proceed and may end without disposition.
- (5) If the inquiry committee or the discipline committee rejects a proposal received under subsection (1) or (2),
  - (a) a hearing of the citation must proceed as though the proposal had not been made, and
  - (b) the discipline committee must not consider the written proposal described in subsection (1) in determining the matter or in making an order under section 34.

### **Division 3 — Discipline Committee**

#### **Discipline committee hearing**

- 33 (1) Subject to section 32, the discipline committee must hear and determine a matter set for hearing by citation issued under section 31.
- (2) Members of the discipline committee holding a hearing must not
- (a) have taken part before the hearing in any investigation of the subject matter of the hearing, other than as a member of the board acting under section 28, and
  - (b) subject to subsection (3) of this section, communicate directly or indirectly about the subject matter of the hearing with any person or with any party or representative of a party, except on notice to all parties and with the opportunity for all parties to participate.
- (3) The discipline committee may seek legal advice from an adviser independent from the parties.
- (4) The respondent and the college may appear as parties and with counsel at a hearing of the discipline committee.
- (5) A complainant may be represented by legal counsel, at the complainant's cost, at a hearing of the discipline committee.

Subject to subsection (7), a hearing of the discipline committee must be in public.

- (6)  
(7) The discipline committee may make an order excluding the public from a part of the hearing if the committee is satisfied that
- (a) financial, personal or other matters may be disclosed at the hearing that are of such a nature that the principles of confidentiality and privacy outweigh the desirability of adhering to the principle that hearings be open to the public,
  - (b) a person involved in a criminal proceeding or in a civil suit or proceeding may be prejudiced, or
  - (c) the safety of a person may be jeopardized.
- (8) If the respondent does not attend, the discipline committee may
- (a) adjourn or proceed with the hearing in the respondent's absence on proof of service in accordance with section 31 (2), and
  - (b) take any action that it is authorized to take under this Act without further notice to the respondent.
- (9) The discipline committee may order a person to attend at a hearing to give evidence and to produce records in the possession of or under the control of the person.
- (10) On application to the Supreme Court by a person authorized by the discipline committee, a person who fails to attend or to produce records as required by an order under subsection (9) is liable to be committed for contempt as if he or she were in breach of an order or judgment of the Supreme Court.
- (11) If the discipline committee considers that action is necessary to protect the public between the time a hearing is commenced and the time it makes an order under section 34 (4), the discipline committee
- (a) may set limits or conditions on the practice of social work by the registrant or may suspend the registration of the registrant, and
  - (b) must notify the registrant and his or her employer in writing of its decision under paragraph (a), of the reasons for the decision and of the registrant's right to appeal that decision to the Supreme Court.
- (12) A decision under subsection (11) (a) is not effective until the earlier of

- (a) the time the registrant receives the notice under subsection (11) (b), and
  - (b) 3 days after the notice is mailed to the registrant at the last address for the registrant recorded in the register of the college.
- (13) If the discipline committee determines that action taken under subsection (11) (a) is no longer necessary to protect the public, it must cancel the limits, conditions or suspension and must notify the registrant and his or her employer in writing of the cancellation as soon as possible.
- (14) A registrant against whom action has been taken under subsection (11) may appeal the decision to the Supreme Court and, for those purposes, the provisions of section 35 apply to an appeal under this section.

#### **Action by discipline committee**

- 34 (1) On completion of a hearing, the discipline committee may
- (a) dismiss the matter, or
  - (b) determine that the respondent
    - (i) has not complied with this Act,
    - (ii) has not complied with a standard, limit or condition imposed under this Act,
    - (iii) has committed professional misconduct or conduct unbecoming a professional,
    - (iv) has incompetently practised social work, or
    - (v) suffers from an incapacity or impairment that prevents the respondent from engaging in the practice of social work with reasonable skill, competence and safety to the public.
- (2) If the discipline committee dismisses the matter under subsection (1) (a) on the basis that the matter was without merit, it may award costs to the respondent against the college, based on the tariff of costs established under section 8 (2) (k).
- (3) Costs awarded under subsection (2) must not exceed, in total, 50% of the actual costs to the respondent for legal representation for the purposes of the investigation under section 27 and the hearing.
- (4) If a determination is made under subsection (1) (b), the discipline committee may, by order, do one or more of the following:

- (a) reprimand the respondent;
  - (b) impose limits or conditions on the respondent's practice of social work;
  - (c) suspend the respondent's registration;
  - (d) cancel the respondent's registration;
  - (e) fine the respondent in an amount not exceeding the maximum fine established under section 9 (1) (o).
- (5) An order of the discipline committee under subsection (4) must
  - (a) be in writing,
  - (b) include reasons for the order, and
  - (c) be delivered to the respondent and to the complainant, if any.
- (6) If the discipline committee acts under subsection (4), it may award costs to the college against the respondent, based on the tariff of costs established under section 8 (2) (k).
- (7) Costs awarded under subsection (6) must not exceed, in total, 50% of the actual costs to the college for legal representation for the purposes of the hearing.
- (8) If the registration of the respondent is suspended or cancelled under subsection (4), the discipline committee may
  - (a) impose conditions on the lifting of the suspension or on the respondent's eligibility to apply for reinstatement of registration,
  - (b) direct that the suspension be lifted or the respondent become eligible to apply for reinstatement of registration on
    - (i) a date specified in the order, or
    - (ii) the date on which the discipline committee or the board determines that the respondent has complied with the conditions imposed under paragraph (a) of this subsection, and
  - (c) impose conditions on the respondent's practice of social work that apply after the lifting of the suspension or the reinstatement of registration.
- (9) If an order under subsection (4) is appealed under section 35 within 30 days after it is made, the discipline committee, on application of the respondent under this section, may

- (a) stay the order pending the hearing of the appeal, and
  - (b) set terms and conditions on the practice of social work by the respondent during the stay.
- (10) The discipline committee may act under subsection (4) respecting a registrant as though a determination has been made under subsection (1) if, at any time, the registrar advises the disciplinary committee, or the registrant admits, that the registrant has, before or after being granted registration under section 13, done or failed to do any act or thing in another jurisdiction that, in the opinion of the discipline committee, constitutes professional misconduct under this Act.
- (11) The discipline committee may act under subsection (10) without a citation under section 31 or a hearing under section 33.
- (12) The discipline committee must not act under subsection (10) before the registrant has been provided an opportunity to make submissions, which may be limited to an opportunity to make submissions in writing.
- (13) For the purposes of this section, a certified copy of a record of the finding made or actions taken in respect of a registrant by a governing body of social work in another jurisdiction is proof, in the absence of evidence to the contrary, of the findings made or actions taken, without proof of the signature of the person purporting to have signed on behalf of that body.

### **Appeal of discipline committee decision to Supreme Court**

- 35 (1) A respondent aggrieved or adversely affected by an order of the discipline committee under section 34 (4) may appeal to the Supreme Court.
- (2) An appeal under this section must be commenced within 30 days after the date that the respondent bringing the appeal received written notice of the discipline committee's action under section 34 (4).
  - (3) An appeal under this section must be commenced by filing a petition in any registry of the Supreme Court, and the Supreme Court Civil Rules respecting petition proceedings apply to the appeal, but Rule 18 -3 of those rules does not apply.

The petition commencing an appeal under this section must, within 14 days of its filing in the court registry, be served on the college, effected by service on the registrar.

- (4) Within 14 days of being served with the petition under subsection (4), the college must provide notice of the appeal to the complainant if the matter relates to a complaint.
- (6) On request by a party to an appeal, or a party contemplating an appeal, under subsection (1) and on payment by the party of any disbursements and expenses in connection with the request, the registrar must provide that party with copies of part or all, as requested, of the record of the proceeding before the discipline committee.
- (7) An appeal under subsection (1) is a review on the record unless the court is satisfied that a new hearing or the admission of further evidence is necessary in the interests of justice.
- (8) On the hearing of an appeal under this section, the court may
  - (a) confirm, vary or reverse the action of the discipline committee,
  - (b) refer the matter back to the discipline committee, with or without directions, or
  - (c) make any other order it considers appropriate in the circumstances.
- (9) A decision of the Supreme Court on an appeal under subsection (1) may be appealed to the Court of Appeal if leave to appeal is granted by the Court of Appeal.

### Public notification

- 36 (1) If, subject to subsection (2), the discipline committee considers it in the public interest, the registrar must notify the public of
- (a) the name of a registrant who has been disciplined by the discipline committee, and
  - (b) the reasons why the disciplinary action was taken.
- (2) The registrar must withhold notification of some or all of the reasons referred to in subsection (1) (b) if the discipline committee considers that notification of the reasons would cause significant hardship to a person who was harmed, abused or exploited by the registrant.



- The notification required under subsection (1) may be made by posting a notice on the college's website.
- (3)

### Online registry

- 37 (1) The board must establish, and the registrar, using information collected under section 12 (2), must maintain, an online registry for the purpose of providing the public with the following information about each registrant:
- (a) the registrant's name;
  - (b) with the consent of the registrant, the business address and business telephone number of the registrant;
  - (c) the current status of the registrant's certificate of registration;
  - (d) a record of any suspensions or cancellations of the registrant's certificate of registration;
  - (e) a record of disciplinary action taken by the board with regard to the registrant for
    - (i) misconduct that involved
      - (A) physical harm,
      - (B) sexual abuse or sexual exploitation, or
      - (C) significant emotional harm, or
    - (ii) conduct that breached the board's standards of professional conduct or competence.
- (2) Subject to subsection (3), the record in the online registry of the matters referred to in subsection (1) (d) must state the reasons why the disciplinary action was taken.
- (3) The board may withhold or remove from the registry a statement of the reasons referred to in subsection (2) if the board considers that the statement, if included in the registry, would cause significant hardship to a person who was harmed, abused or exploited by the registrant.
- (4) After a record referred to in subsection (1) (e) has been on the registry for at least 5 years, the registrant whose misconduct is recorded may apply to the board to have that record removed from the registry, and the board may remove that record if it is in the public interest to do so.

## Part 4 — General

### Definition

38 In sections 39, 40, 43 and 49 (1), "registrant" includes a former registrant.

### Employer's duty to report

39 (1) An employer who terminates, suspends or disciplines a registrant for misconduct that is committed in the course of practising social work and that involves physical or significant emotional harm to or sexual abuse or exploitation of a client must, promptly after the termination, suspension or discipline, file with the registrar a written report setting out the reasons.

(2) If an employer intended to terminate, suspend or discipline a registrant for misconduct that was committed in the course of practising social work and that involved physical or significant emotional harm to or sexual abuse or exploitation of a client, but the employer did not do so because the registrant resigned, the employer must, promptly after the resignation, file with the registrar a written report setting out the reasons on which the employer intended to act.

(3) If a person

(a) has reason to believe that the continued practice of a registrant might expose a member of the public to physical harm, sexual abuse or exploitation or significant emotional harm, and

(b) for a reason described in paragraph (a), dissolves a partnership or association that the person has with the registrant,

that person must, promptly after dissolving the partnership or association, file with the registrar a written report respecting the matter.

(4) On receiving a report under subsection (1), (2) or (3), the registrar must deliver the report to the inquiry committee which may, under section 27 (2), investigate the matter.

### Registrant's duty to report

40 (1) A registrant who has reason to believe that another registrant, in the course of practising social work, is causing or has caused physical or significant emotional harm to or is or has engaged in sexual abuse or

sexual exploitation of a client, must promptly provide to the registrar a written and signed report on the matter.

- (2) Subsection (1) applies even if the information on which the belief is based is confidential and its disclosure is prohibited under another Act.
- (3) A registrant is not required to file a report under subsection (1) if the registrant does not have information to identify, or that permits the registrar to identify, the registrant who would be the subject of the report.
- (4) If a registrant is required to file a report under subsection (1) because of information obtained from one of the registrant's clients, the registrant must use his or her best efforts to advise the client of the requirement to file the report before doing so.

### **Immunity**

- 41 No proceeding may be instituted against a person for filing a report under section 39 or 40 unless the report is filed in bad faith.

### **Liability protection**

- 42 (1) No action for damages lies or may be brought against a member of the board or a person acting on behalf of or under the direction of the college or board because of anything done:
- (a) in the performance or intended performance of any duty under this Act, or
  - (b) in the exercise or intended exercise of any power under this Act.
- (2) Subsection (1) does not apply to a person referred to in that subsection in relation to anything done or omitted by that person in bad faith.
- (3) Subsection (1) does not absolve the college from vicarious liability for an act or omission by a person referred to in that subsection for which the college would be vicariously liable if this section were not in force.

### **Responsibility of registrants not affected by incorporation**

- 43 (1) The liability of a registrant for professional negligence is not affected by the fact that the registrant practises social work as an employee of a corporation.

- The relationship of a registrant to a corporation, whether as a
- (2) shareholder, director, officer, agent, trustee, contractor or employee of the corporation, does not affect, modify or diminish the application to the registrant of this Act.
  - (3) Nothing in this Act affects, modifies or limits any law that applies to the fiduciary, confidential or ethical relationships between a registrant and a person receiving the professional services of a registrant.
  - (4) The relationship between a corporation and a person receiving services provided by the corporation is to be treated the same as, and is subject to all applicable law relating to, the fiduciary, confidential and ethical relationships that exist between a registrant and the registrant's client.

### Prohibitions regarding practice of social work

- 44 (1) If a regulation made under section 50 (2) (b) limits the services that may be performed in the course of the practice of social work by a registrant, a registrant must limit his or her practice of social work in accordance with the regulation.
- (2) If a regulation made under section 50 (2) (c) prescribes a service that may be performed only by a registrant,
- (a) a person, other than a registrant, must not perform the service, and
  - (b) a person must not recover a fee or remuneration in any court in respect of the performance of the service unless, at the time of performance, he or she was a registrant entitled to perform the service.

### Exception to prohibitions

- 45 Despite section 44, nothing in this Act prohibits a person from practising a profession, discipline or other occupation in accordance with another Act.

### Offences

- 46 (1) A person who contravenes section 13 (6), 18 (1), 24 (1) or (2) or 48 (1) or (2) commits an offence.
- (2) Section 5 of the *Offence Act* does not apply to this Act.
- (3) A prosecution of an offence under this Act must not be commenced after the expiration of 2 years from the date the alleged offence first became known.

- (4) In any prosecution under this Act, it is sufficient to prove that the accused has committed a single act of unauthorized practice or has committed on one occasion any of the acts prohibited by this Act.

### **Injunction to restrain contravention**

- 47 (1) The registrar may apply to the Supreme Court for an interim or permanent injunction to restrain a person from contravening any provision of this Act.
- (2) A contravention may be restrained under subsection (1) whether or not a penalty or other remedy has been provided by this Act.

### **Confidential information**

- 48 (1) Subject to the *Child, Family and Community Service Act*, the *Ombudsperson Act* and the *Representative for Children and Youth Act*, a person must preserve confidentiality with respect to all matters or things that come to the person's knowledge while exercising a power or performing a duty or function under this Act unless the disclosure is
- (a) necessary to exercise the power or to perform the duty or function, or
  - (b) authorized as being in the public interest by the board.
- (2) Insofar as the laws of British Columbia apply, a person must not give, or be compelled to give, evidence in a court or in proceedings of a judicial nature concerning knowledge gained in the exercise of a power or in the performance of a duty or function under Part 3 unless
- (a) the proceedings are under this Act, or
  - (b) disclosure of the knowledge is authorized under subsection (1) (b) or under the bylaws or regulations made under this Act.
- (3) The records relating to the exercise of a power or the performance of a duty or function under Part 3 are not compellable in a court or in proceedings of a judicial nature insofar as the laws of British Columbia apply unless
- (a) the proceedings are under this Act, or
  - (b) disclosure of the knowledge is authorized under subsection (1) (b) or under the bylaws or regulations made under this Act.

### Deemed receipt of documents

- 49 (1) If a notice or other document is required to be delivered to a person under this Act, it is deemed to have been received by the person 7 days after the date on which it was mailed, if it was sent by registered mail,
- (a) in the case of a document to be delivered to a registrant, to the last address for that registrant recorded in the register referred to in section 12 (2), and
  - (b) in any other case, to the last address of that person known to the sender.
- (2) For the purpose of proving deemed receipt of a document referred to in subsection (1), proof of receipt may be made by affidavit as to the date on which the document was sent by registered mail.
- (3) If a notice or document is not served in accordance with this Act, the proceeding is not invalidated if
- (a) the contents of the notice or document were known by the person to be served within the time allowed for service,
  - (b) the person to be served consents, or
  - (c) the failure to serve does not result in prejudice to the person, or any resulting prejudice can be satisfactorily addressed by an adjournment or other means.

### Power to make regulations

- 50 (1) The Lieutenant Governor in Council may make regulations referred to in section 41 of the *Interpretation Act*.
- (2) Without limiting subsection (1), the Lieutenant Governor in Council may make regulations as follows:
- (a) specifying services that may be performed by registrants;
  - (b) specifying limits or conditions on the services that may be performed by registrants;
  - (c) specifying services that may be performed only by registrants;
  - (d) specifying services that may be performed by a registrant despite a limitation or prohibition under another enactment;
  - (e) prescribing the oath of office for the purpose of section 6;
  - (f) specifying information required in an annual report under section 7 (2);

- (g) prescribing a change in the composition of a committee established under section 8 (1) or (2) (g), or of panels of a committee;
  - (h) requiring that the board or a committee established under section 8 (1) or (2) (g) open its meetings, subject to section 48, to attendance by the registrants or members of the public;
  - (i) in respect of a regulation under paragraph (h), specifying the circumstances in which the board or a committee established under section 8 (1) or (2) (g) may exclude registrants or members of the public from meetings of the board or the committee;
  - (j) establishing a deadline for a committee established under section 8 (1) or (2) (g) to complete a stage of its work respecting the registration of applicants to the college or the disposal of matters under Part 3, and establishing that the committee must report to the minister, or a person specified by the minister, if the deadline is missed;
  - (k) specifying information that the registrar must collect and include in the register described in section 12 (2);
  - (l) specifying how the registrar is to establish, maintain, make open to the public and otherwise administer the register described in section 12 (2);
  - (m) prescribing additional titles for the purpose of section 18 (1) (b);
  - (n) prescribing persons for the purpose of section 18 (2);
  - (o) defining any word or expression used but not defined in this Act.
- (3) Subject to subsection (4), notice of a proposal to make, amend or repeal a regulation under this section must be given to the college at least 3 months before the regulation, amendment or repeal comes into force.
- (4) A notice period of less than 3 months applies for the purposes of subsection (3) if the minister specifies this shorter notice period.
- (5) Regulations may provide differently for different classes of registrants.

## Transition

- 51 (1) On the coming into force of this Act,
- (a) the registrar of the board of registration for social workers under the former Act continues as the registrar of the college under this Act for the same term of office unless the term is terminated earlier under this Act, and
  - (b) if, under section 56 of the Rules of the Board of Registration for Social Workers in British Columbia under the former Act, a referral has been made that a hearing should be held, and the hearing has commenced but is not concluded, the members of the hearing panel continue as members of the hearing panel for the purposes of the hearing until it is concluded, as if this Act had not come into force and the former Act had not been repealed.
- (2) The Rules of the Board of Registration for Social Workers in British Columbia under the former Act in effect on the coming into force of this Act, insofar as applicable and not inconsistent with this Act, are the bylaws of the college until amended or repealed.
- (3) On the coming into force of this Act, a person who is registered as a social worker under the former Act is deemed to be a registrant under this Act and is subject to the same conditions as under the former Act until the person's registration expires or is cancelled under this Act.
- (4) On the coming into force of this Act, an application for registration, renewal or reinstatement made under the former Act that has not been concluded must be concluded in accordance with this Act.
- (5) For the purposes of subsection (4), the powers and duties of
- (a) the registrar of the board of registration for social workers under the former Act are vested in and may be exercised by the registrar under this Act, and any reference to the registrar in the former Act is deemed to be a reference to the registrar under this Act,
  - (b) the registration committee of the board of registration for social workers under the former Act may be exercised by the registration committee of the college under this Act, and any reference to the registration committee in the former Act is deemed to be a reference to the registration committee under this Act, and
  - (c) the board of registration for social workers under the former Act are vested in and may be exercised by the board under



this Act, and any reference to the board in the former Act is deemed to be a reference to the board under this Act.

- (6) Any complaint made on or after the coming into force of this Act that relates to conduct occurring all or partly before the coming into force of this Act must be dealt with under this Act.
- (7) On the coming into force of this Act, any proceeding with respect to a complaint made under the former Act that has not been referred to a hearing panel must be referred to the inquiry committee established under this Act, and the complaint must be concluded in accordance with this Act.
- (8) The definitions of "government body" and "government corporation" in section 1 of the *Financial Administration Act* do not apply to the first board of the college described in section 4 (1) of this Act.

### Repeal

*[Note: See Table of Legislative Changes for the status of sections 52 to 57.]*

Section(s)	Affected Act
52	<i>Social Workers Act, R.S.B.C. 1996, c. 432</i>

### Consequential Amendments

53	<i>Adoption Act</i>
54	<i>Attorney General Act</i>
55	<i>Final Agreement Consequential Amendments Act, 2007</i>
56	<i>Freedom of Information and Protection of Privacy Act</i>
57	<i>Medical Practitioners Act</i>

### Commencement

- 58 This Act comes into force by regulation of the Lieutenant Governor in Council.

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Withheld pursuant to/removed as

s.14;s.13

Page 217 to/à Page 220

Withheld pursuant to/removed as

s.14

June 20, 2018

The Honourable Katrine Conroy,  
Minister of Children and Family Development  
Room 134 Parliament Buildings  
Victoria, BC V8V 1X4  
email: [katrine.conroy.MLA@leg.bc.ca](mailto:katrine.conroy.MLA@leg.bc.ca)  
email: [MCF.Minister@gov.bc.ca](mailto:MCF.Minister@gov.bc.ca)

Dear Minister Conroy,

Re: BC College of Social Workers Decision to approve graduates of the Douglas College Bachelor of Social Work (BSW) Program

I am writing on behalf of the Board of the BC College of Social Workers (BCCSW) regarding the decision made by the Board on September 16, 2017 with respect to Douglas College seeking BCCSW approval of their BSW program for the purpose of registering their graduates.

Our understanding is that you, Honourable Minister, are being briefed today on BCCSW's decision in relation to the provisional approval of the Douglas College program, and that arising from the briefing, you may decide to take action.

The Board of the BCCSW urgently requests the opportunity to meet with you, Honourable Minister, prior to any decision being made or action taken. The Board is available to meet on short notice.

Thank you for your consideration of this meeting request.

Sincerely,



Deborah Jones MSW RCSW  
Board Chair  
BC College of Social Workers  
[board.chair@bccsw.ca](mailto:board.chair@bccsw.ca)

Log notes –

From: Brown, Kendra MCF:EX  
Sent: Friday, June 22, 2018 1:34 PM  
To: Mathews, Penny MCF:EX  
Subject: FYI for review (238506)  
Importance: High

Good afternoon Penny,

2018/06/22 CORR-Correspondence

Please see the attached incoming as an FYI for your area's information and review. CLIFF 238506.

Thank you,

Kendra

Last updated on 2018/06/22 13:34:14 by kenbrown  
[CORR-Correspondence]

From: Newburg, Pam A MCF:EX  
Sent: Friday, June 22, 2018 12:27 PM  
To: Brown, Kendra MCF:EX  
Cc: Rioux, Evelyn L MCF:EX; Kuharic, Rhea MCF:EX  
Subject: FW: BC College of Social Workers Decision to approve graduates of the Douglas College Bachelor of Social Work (BSW) Program  
Importance: High

Hi Kendra. Further to the MO notes below, and how I had asked you to HOLD this one for now, Krista has advised the following:

2018/06/22 CORR-Correspondence "There will be a meeting with the Minister and BCCSW to discuss Douglas College BSW. Emily at MO is setting it up with the College and there will also be a pre-brief for MKC. So you can likely FYI this one, as Emily will be contacting them in response to the request."

Please change action from "Draft Min Sig" to "FYI" and forward copy of the incoming to Penny Mathews PDCW as staff will need to take a look prior to the meeting.

Thanks,  
Pam

From: Brown, Edena MCF:EX

Sent: Wednesday, June 20, 2018 2:48 PM  
To: Newburg, Pam A MCF:EX; Gunn, Paula MCF:EX;  
White, Emily MCF:EX  
Cc: Costello, Taylore MCF:EX; Kuharic, Rhea MCF:EX  
Subject: FW: BC College of Social Workers Decision to  
approve graduates of the Douglas College Bachelor of  
Social Work (BSW) Program  
Importance: High

Hi All,

Email sent to the MLA office by mistake from BC College  
of Social Workers. Requesting a meeting as well with some  
urgency.

Pam please cliff and draft min sig I would assume. Paula do  
you agree?

Thanks,

Edena

Last updated on 2018/06/22 13:29:30 by kenbrown  
[CORR-Correspondence]

Speaking Points:

- The Ministry values the work that the BC College of Social Workers (BCCSW) does to serve and protect the public by ensuring well-educated professionals are employed as social workers in BC.
- I can understand that BCCSW has traditionally used Canadian Association of Social Work Education (CASWE) accreditation its program review process to approve social work programs to ensure consistency with other jurisdictions.
- Our concern is not about the quality of the CASWE review, but that CASWE accreditation is closed to institutions that are not members of Universities Canada.
- Post-secondary education is under provincial law. As such, post-secondary systems are slightly different in each jurisdiction. By BCCSW using CASWE as the gate keeper of social work programs, it limits government's authority to determine which institutions offer what type of program.
- BC public colleges have the legislated mandate to offer degrees, and the Douglas BSW degree underwent a government review and is now a provincially recognized degree.
- As such, I ask that the BCCSW find a route for graduates of institutions like Douglas College to seek registration with the BCCSW.
- The BCCSW bylaws already provide a route to registration for graduates of related degrees under section 41(2), but that pathway appears not to be open to Douglas College social work graduates because the degree is in social work rather than a related field.
- Perhaps there are other options the BCCSW could consider for non-CASWE institutions.
- For example, other BC licensing bodies are able to recognize graduates of college degree programs such as the College of Registered Nurses of BC (CNRBC). The CNRBC focuses on whether the program has provincial recognition and whether graduates can demonstrate the requisite knowledge, skills and abilities to enter professional practice and ensure the safety of patients.
- With regard to your July 12th letter to the Ministries, we will be responding in writing shortly so that it can be considered at your September Board meeting.

Page 225 to/à Page 238

Withheld pursuant to/removed as

s.13



## Bailey, Leah M MCF:EX

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**From:** Rogers, Dorothy AEST:EX  
**Sent:** Wednesday, July 4, 2018 12:50 PM  
**To:** Bailey, Leah M MCF:EX  
**Subject:** RE: BCCSW meeting July 4  
**Attachments:** 6. d) BCCSW Letters Supporting Douglas BSW - May 2014.pdf

Sorry, I was in a meeting. Here are a few points:

- 1) Why an affiliate agreement is no longer an option for Douglas College;
  - Under the *College and Institute Act*, Colleges may offer bachelor degrees independently and so there is no reason to affiliate
  - It implies that Colleges don't have the capacity to deliver undergraduate education independently and require a child/parent relationship with a university.
  - A university would have to agree to an affiliation and there is no guarantee of a continuation of that relationship. For example, if Douglas did affiliate, and the university decided they no longer wish to affiliate, then the College would hold all the risk.
- 2) What QA processes are in place with the DQAB
  - Degree Approval
    - i. DQAB bases their initial process on the same structure as all QA Bodies
    - ii. Quality Criteria (set by the Minister)
    - iii. Self Study and proposal based on the criteria (including consultation with the regulatory body (see the attached letters from BC College of Social Workers)
    - iv. External review of proposal by a set of experts in the field (note all the experts are members of CASWE)
    - v. DQAB review of reports and the institutions response
    - vi. Recommendation to the Minister
    - vii. Minister's decision
  - Quality Assurance Process Audit (all public post-secondary institutions including universities)
    - i. Institutions provide a self-study of their internal processes of program or unit review and provide their programs and when they were last reviewed.
    - ii. DQAB does a sample of the programs at the institution
    - iii. External reviewers visit the institution and go through their samples of how the program samples were reviewed.
    - iv. External reviewers write a report and the institution responds
  - Degree Assessment process (currently private institutions only)
    - i. Existing degrees undergo a review every 5 years
    - ii. Consists of the steps above
    - iii. External reviewers also review how the program is delivered and outcomes of students etc. in the program

Also note that as a public college it is an agent of government and has a range of accountabilities to the Ministry as a public body, but as well for the funding it receives. If a quality issue came to light, (which I think is highly unlikely given their track record), it is highly likely that both the Ministry and the DQAB would be involved in solving the issue.

Hopefully this makes sense and helps!

**From:** Bailey, Leah M MCF:EX  
**Sent:** Wednesday, July 4, 2018 11:03 AM  
**To:** Rogers, Dorothy AEST:EX  
**Subject:** RE: BCCSW meeting July 4

Ok – just finishing my preparation and I think there's a possibility of 2 points that AEST may need to speak to today:

- 1) Why an affiliate agreement is no longer an option for Douglas College;
- 2) What QA processes are in place by the DQAB

FYI.  
Thanks.

**From:** Rogers, Dorothy AEST:EX  
**Sent:** Tuesday, July 3, 2018 2:19 PM  
**To:** Bailey, Leah M MCF:EX  
**Subject:** RE: BCCSW meeting July 4

Thanks. I got a calendar invite ☺

**From:** Bailey, Leah M MCF:EX  
**Sent:** Tuesday, July 3, 2018 2:07 PM  
**To:** Rogers, Dorothy AEST:EX  
**Subject:** RE: BCCSW meeting July 4

Ok ! The meeting is the Cedar Room, Room 241.

Thanks,  
L.

**From:** Rogers, Dorothy AEST:EX  
**Sent:** Tuesday, July 3, 2018 12:59 PM  
**To:** Bailey, Leah M MCF:EX  
**Subject:** RE: BCCSW meeting July 4

Thanks Leah! I understand that the Minister Mark and Tony will not be able to get away for a call.

The advantage is that we get to meet in person! See you tomorrow.

Dorothy

**From:** Bailey, Leah M MCF:EX  
**Sent:** Tuesday, July 3, 2018 9:58 AM  
**To:** Rogers, Dorothy AEST:EX  
**Subject:** BCCSW meeting July 4

Hi again – there was one change – a line was added under Issue to name the Ministry staff attending.

This is the DM approved version of the note.

Leah

**From:** Bailey, Leah M MCF:EX  
**Sent:** Tuesday, July 3, 2018 9:33 AM  
**To:** Rogers, Dorothy AEST:EX  
**Subject:** FW: eApproval #8988

Hi, Dorothy – fyi – here's the ADM's approved version of the BN prepared for Minister Conroy's meeting with the BCCSW tomorrow.

The note is with the DMO now for approval. If the DM makes any changes, I will update you.

Thanks!  
Leah

## Bailey, Leah M MCF:EX

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**From:** Bailey, Leah M MCF:EX  
**Sent:** Thursday, June 21, 2018 3:21 PM  
**To:** 'Deborah Jones'; Director Inquiry; Don Lebars<sup>s.22</sup>  
**Subject:** RE: confirmation re BCCSW & Douglas College

Hello!

I went back to the Ministry of Advanced Education, Skills and Training (AEST) today to inquire about the DQAB quality assurance process post-approval. I heard a concern in your comments yesterday that the DQAB process was not comparable to the CASWE quality assurance process.

AEST confirmed the following:

- Douglas College, as a public institution, is subject to a DQAB process audit
- Every institution has its own QA process audit where they bring in experts to provide an external review.
- AEST reviews all universities and colleges
- AEST expects that Douglas College will proceed with its own QA process review on a timely basis.

I hope this is helpful. Please let me know if you have any questions!

Thanks,  
Leah

-----Original Message-----

From: Deborah Jones [<mailto:board.chair@bccsw.ca>]  
Sent: Wednesday, June 20, 2018 2:42 PM  
To: Bailey, Leah M MCF:EX; Director Inquiry; Don Lebars; XT:HLTH Campbell, Jim;<sup>s.22</sup>  
Cc: [s.22](#)  
Subject: RE: confirmation re BCCSW & Douglas College

Thank you Leah. I have just sent a letter to Minister Conroy and copied you.

Deborah

Deborah Jones MSW RCSW  
Board Chair  
BC College of Social Workers

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From: Bailey, Leah M MCF:EX [[Leah.Bailey@gov.bc.ca](mailto:Leah.Bailey@gov.bc.ca)]  
Sent: Wednesday, June 20, 2018 2:24 PM  
To: Director Inquiry; Don Lebars; XT:HLTH Campbell, Jim; Deborah Jones;<sup>s.22</sup>  
Subject: confirmation re BCCSW & Douglas College

Hello.

I confirm that I have linked up Don and our solicitor, Katherine LeReverend.

I have also sent a request to the Minister's Office via our Deputy Minister's office that the College would like an opportunity to meet with the Minister before a decision is made with respect to the College bylaws.

Please let me know if you have any questions.

Thank you.

Leah Bailey  
Director, Legislation & Legal Support  
Ministry of Children & Family Development  
O: 778-698-7707  
C: 250-888-2838