

## Appendix # 2 Clients

### *Introduction*

Social workers provide critical services to some of the most vulnerable populations in Nova Scotia. Our values grounded by the Code of Ethics guide the profession to maintain the best interests of clients as the primary professional obligation, to not discriminate against any person on the basis of age, ability, ethnic background, gender, language, marital status, national ancestry, geographical location, political affiliation, race, religion, sexual orientation or socio-economic status. Section 2 of the Standards of Practice is designed to ensure that there are safeguards to ensure that the rights and interests of clients are upheld and that clients who have limited or impaired decision-making capacity or who are receiving involuntary services are maintained. In all cases, where the client's right to self-determination is limited by duty of care (e.g. client intent to self-harm), the law (e.g. child abuse,) or court order, social workers shall assist clients to negotiate and attain as much self-determination as possible.

### *Relevant Code of Ethics.*

#### **Value 1: Respect for the Inherent Dignity and Worth of Persons**

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

#### **Value 3: Service to Humanity**

The social work profession upholds service in the interests of others, consistent with social justice, as a core professional objective. In professional practice, social workers balance individual needs, and rights and freedoms with collective interests in the service of humanity. When acting in a professional capacity, social workers place professional service before personal goals or advantage, and use their power and authority in disciplined and responsible ways that serve society. The social work profession contributes to knowledge and skills that assist in the management of conflicts and the wide-ranging consequences of conflict.

#### **Value 4: Integrity of Professional Practice**

Social workers demonstrate respect for the profession's purpose, values and ethical principles relevant to their field of practice. Social workers maintain a high level of professional conduct by acting honestly and responsibly and promoting the values of the profession. Social workers strive

for impartiality in their professional practice, and refrain from imposing their personal values, views, preferences, stereotypes/assumptions on clients and seek to understand the lived experiences of those whom they serve. It is the responsibility of social workers to establish the tenor of their professional relationship with clients, and others to whom they have a professional duty, and to maintain professional boundaries. As individuals, social workers take care in their actions to not bring the reputation of the profession into disrepute. An essential element of integrity in professional practice is ethical accountability based on the CASW Code of Ethics, as amended for NSASW (1994), the CASW Code of Ethics (2005), the IFSW Ethics in Social Work, Statement of Principles (2004), and other relevant provincial standards and guidelines. Where conflicts or uncertainties exist with respect to these resources of ethical guidance or with respect to the interpretation or application, social workers are encouraged to seek advice, including consultation with their regulatory body.

### *Concepts Related to Standard*

- Demonstrate your understanding of social location and its potential to influence client's self-determination.
- Discuss the rights and interest of clients who have limited or impaired decision-making capacity and the impact this may have on client's self-determination.
- Formulate a framework for the limits of confidentiality when a client intends self-inflicted harm or intends to harm others.
- Identify how you would provide a professional opinion that speaks to the priorities of your clients, what tools would you use, what tools would you avoid?
- Examine the tension between the legal mandate of your organization in relation too involuntary clients and your ethical obligation to the clients your serve.
- Distinguish the tension between self-determination and duty care, the law or court orders.
- Examine how you would involve and/or inform a client if self-determination and duty to care are influencing the delivery of service.
- Distinguish how you would know when termination of service is appropriate and what steps you would take to prepare a client for this transition.

### *Activity Examples*

1. **Read: Unpacking Privilege Chapter 10 Unpacking Our Knapsacks of Invisible Privilege Mullaly, B. (2010). Challenging oppression and confronting privilege. Ontario: Oxford University Press.**

Through a collaborative learning exercise share your connections and experiences of the relationship between privilege and oppression, by discussing the following questions

*(It is recommended that this be a group activity with multiple mentors and Candidates).*

- a. How does privilege also hurt privileged persons or groups in your area of service (draw on a personal experience to explore this question)?
- b. Identify any critical incidents in your life that led to your increased awareness of privilege enjoyed by members of your group?
- c. Discuss how the invisibility of privilege might be made more evident to other social workers who are from privileged backgrounds without making them feel guilty or defensive?

2. **Read: Campbell, C., & Baikie, G. (2012). Beginning at the beginning: An exploration of critical social work. Critical social work, 13(1), 67-81.**

In an active learning exercise, discuss and define what you believe is essential to social work practice. Use the following questions as a guide.

- a. What role does the political play in your practice? Are you given space in your practice to connect the narrative that your clients hold to the dominant discourse?
- b. What role does power and the context in which it is used play in social work? (to aid with this question think back to Activity 2, and the role that power played in the profession of social worker's treatment of Indigenous peoples?)
- c. What role do the voices of those who have been traditionally marginalized played in social work practice?
- d. What practices have you used to become comfortable in the midst of contradiction and uncertainty?

3. **With your mentor discuss how you would provide a professional opinion that speaks to the priorities of your clients.**



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- a. what tools would you use?
  - b. what tools would you avoid?
4. **Select a reading from the *Ethics in Action* section published in Connection Magazine. <http://nscsw.org/news-events/connection/>. With your Mentor Discuss the following questions.**
  - a. What are the Ethical tensions that we face on a day basis;
  - b. What tensions exist between the mandate of your organization in relation to involuntary clients and your ethical obligation to the clients you serve.
  - c. What are ways in which you can negotiate that tension
5. **Mapping your social location involves using a web-like diagram to represent the complex and potentially contradictory contexts in which you may find yourself. Social location applies to the social categories of one's identity: race, class, gender, religion, sexual orientation, ethnicity, and so on. It also applies to social roles (sister, student, and friend) and extends to include one's experiences and relationships.**
  1. Create a map of your own social location to share with your mentor. To do this, consider all the aspects that inform who you are – race, family, gender, religion, ethnicity, education, social class, attitudes, interests, passions, responsibilities, beliefs, concerns and so on. Focus on the present, not the past or the future.
  2. On a blank sheet of paper, put yourself in the middle and visually represent these roles and forces in relation to you. For example, you might make the places and roles that are very important in your life larger than their less-important counterparts.
  3. Ask yourself the following questions?
    - i. Which aspects of your identity, roles, experiences or relationships are most essential to your sense of self?
    - ii. Why are certain aspects more influential than others?
    - iii. What elements do you think may increase and decrease in importance to you over time?
    - iv. How might your social location map change over time?



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- v. Do any of these items conflict with others? (For example, does your role as daughter or son ever come into conflict with your role as sister, brother or friend?)

#### 4. Present your map to your mentor and discuss the following questions

- i. How do you navigate those conflicts and stay true to yourself?
- ii. How does who you are change, depending on the situation?
- iii. How much control do you have over your own identity?
- iv. How can we convey to others our sense of our own identity?

5. In a webpage or in a presentation to your mentor formulate a clear understanding of the role and purpose of social work. The web page or presentation would be a depiction of your understanding of the role of social work. This assessment asks you to identify the role that you believe social work plays in society. It might include:

- Pictures;
- Quotes-that reflect your beliefs and analysis of quotes;
- Representation of challenges or barriers that social work has faced
- Brief videos that demonstrate your understanding of social work
- Written text to address this understanding
- Questions that reflect your thinking; and references to readings that illuminate your critical reflection.

- a. The following would be helpful ideas to consider:

**The Role of Engagement:** interpersonal communication, anticipatory empathy, observation, noticing and bearing witness, body consciousness, listening, dialogue, understanding and respecting resistance, group work, popular education, honouring difference.

**The Role of Teaching and Learning:** co-learning, systematic inquiry, “diagnosis” and analysis, mutual aid, open space technology, collecting and assessing generative themes, community mapping, organizational knowledge, identifying resources and supports, setting a teaching and learning climate, development of critical awareness, assessment.

**The Role of Action and Accompaniment:** challenging oppression and creating contexts of support, planning, supporting, decision making, mobilizing resources, motivating participants, challenging barriers, following through in creating change,



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addressing anger and transforming conflict, critical education, building coalitions, policy analysis, advocacy.

**The Role of Evaluation, Critical Reflection, and Celebration:** participatory evaluation, designing evaluation tools and processes, initiating, sustaining, and enriching critical reflection, recognizing success, appreciating contributions, and relishing learning, honouring ritual and play, finding joy and beauty in the work. *Finn & Jacobson (2008).*

## Resources

1. TEDxMileHigh - Bobby Lefebvre - Social Worker  
<https://www.youtube.com/watch?v=Uw5qLiQERBg>
2. Engaging with vulnerable people: The Client <https://www.youtube.com/watch?v=id7XN2-WhDg>.
3. 5 tips for engaging clients <https://www.youtube.com/watch?v=ByV8SNGf4Es>.
4. Power of vulnerability <https://www.youtube.com/watch?v=iCvmsMzIF7o>.
5. Chapter 10 Unpacking Our Knapsacks of Invisible Privilege : Mullaly, B. (2010). [Challenging oppression and confronting privilege. Ontario: Oxford University Press.](#)
6. [What is your Privilege](#)
7. [5 tips for being an Ally](#)
8. Chapter #8 Does Social Work Have the Guts for Social Justice and Reconciliation: Spencer E; Massing, D & Gough, J (2017): [Social Work Ethics; Progressive, Practical, and Relational Approaches; Oxford Press.](#)
9. Fisher-Borne, M., Cain, J. M., & Martin, S. L. (2015). [From mastery to accountability: Cultural humility as an alternative to cultural competence. Social Work Education, 34\(2\), 165-181.](#)
10. [Thandie Newton: Embracing otherness, embracing myself | TED Talk.](#)
11. [Campbell, C., & Baikie, G. \(2012\). Beginning at the beginning: An exploration of critical social work. Critical social work, 13\(1\), 67-81.](#)