



**Social Worker  
Workforce Model Report  
Newfoundland and Labrador**

**Final  
May 31, 2022**

## **Executive Summary**

Several factors contributed to the need for a social worker (SW) workforce model including but not limited to the need to align educational capacity to demand, and current vacancies and turnover in selected areas of practice. A Social Worker Workforce Model Expert Group was formed by the Department of Health and Community Services to guide the development of a workforce model and this report.

The entire provincial social worker workforce was considered. Deeper analysis was performed for the two largest employers of SW: regional health authorities (RHAs) and the Department of Children, Seniors and Social Development (CSSD).

Detailed data were obtained from the Newfoundland and Labrador College of Social Workers (NLCSW), RHAs, CSSD, and the Canadian Institute for Health Information (CIHI).

There were 1669 SW with a practicing license in registration year 2021-22 in at least 75 unique communities throughout the province. The largest self-reported primary area of responsibility was “Child Protection Services” having 21 per cent of the practicing licenses. This area also had the youngest average age (36.9 years) compared to the provincial average of 42.4 years. At 63 per cent, SW in the area of Child Protection Services has the highest percentage having 10 years or less experience, compared to the provincial average of 41 per cent.

In 2019, Newfoundland and Labrador had 301 SW per 100,000 population, or nearly twice the average of 165 for the available jurisdictions, however several limitations mean these ratios should be viewed with caution.

The two largest employers of SW in the province are RHAs and CSSD who employ 36 and 22 per cent respectively.

### **Regional Health Authorities**

The RHA turnover rate was 6.9 per cent in 2021. At 16.5 per cent, turnover rates in Labrador-Grenfell Health are more than 2.5 times the rates in the other three RHAs. RHAs had seven communities with SW turnover that exceeded 20 per cent in 2021. Turnover is highest in areas with low critical mass of SW and/or rural and remote areas of the province.

Average annual external postings rates was 4.8 per cent in RHAs, with LGH posting at a rate of 7.6 per cent.

### **Children, Seniors and Social Development**

A total of 87 per cent of SW positions in CSSD are SWI. For SWI positions, the turnover rate was 14 per cent in 2021, up from five per cent in 2017. Nine communities out of 22 (41 per cent) had SWI turnover that exceeded 20 per cent in 2021.

SWI had an overall vacancy rate of nine per cent, with 13 communities (59 per cent) reporting a rate exceeding 10 per cent.

## **Demand**

Future demand for SW was considered in two categories: replacement (turnover) and growth. Replacement demand was assumed to be 5.36 per cent for future years (about 90 annually for each of the next five years) with retirements increasing this figure by an average of about two more in each successive year.

The number of practicing licenses has realized a steady growth of about 35 more annually over the past 20 years. Given the diversity of SW roles and responsibilities, and ever-growing social issues that drive demand for SW, it was reasonable to project continued growth for the profession, tempered by limits on public spending. Continued growth was assumed, at 2.13 per cent annually or 35 more practicing licenses each year.

Total demand in 2023 is estimated to be 128, rising to 182 in 2036.

## **Supply**

Future supply for SW was considered in three categories: internal, external, and returning.

Internal supply refers to new graduates retained. Seat capacity in the regular Bachelor of SW (BSW) stream was 45 until 2008, 60 in 2009 to 2021, and will be 80 in 2022 and onwards. Seat capacity in the BSW 2<sup>nd</sup> Degree stream was 15 until 2017, 16 in 2018 to 2020, and 20 in 2021 and onwards.

Analysis was conducted on past student success and retention rates. For the workforce model, it was assumed that future internal supply equals the number of enrollments (seats) x 92.5 per cent success rate x 79.8 per cent retention. Given a total seat capacity of 80, a steady state will be achieved in 2026 of an estimated 93 graduates, translating into 74 retained. In 2023, an estimated 59 will be retained.

External supply is any SW obtaining their first practicing license in our province who is not considered to be internal supply. It is assumed, based on past patterns and conservative assumptions, that an average of 41 SW will obtain practicing licenses as external supply in future years, or 2.50 per cent of the workforce. Four universities outside of our province combined contributed graduates that comprise almost 18 per cent of the current workforce, including, in order of largest contributor first: University of Manitoba (Manitoba), St. Thomas University (New Brunswick), Dalhousie University (Nova Scotia), and University of Victoria (British Columbia).

Returning supply are those SW reactivating a lapsed practicing license. Maintaining a conservative approach, it was assumed that an average of 29 SW will reactivate practicing licenses as returning supply in future years, or 1.80 per cent of the workforce.

In summary, total supply is estimated to be 131 in 2023, rising to 168 in 2036. Recent increases in the BSW programs means good supply and demand balance is projected up to at least 2030.

## Discussion

Provincial balance does not address unmet regional demand and current vacancies. Increasing supply, whether internal or external, beyond provincial demand, does not translate into filled positions where patterns of excessive turnover exist.

Analysis presented in this report shows the majority of turnover issues rest within CSSD although similar trends exist in selected areas of RHA SW practice.

In October 2020, CSSD and NAPE established a Child Welfare Social Work Joint Committee (Joint Committee) to address issues identified by CSSD SW including such matters as safety, stress and workload. Based on recommendations of the Joint Committee, CSSD will issue a Request for Proposals (RFP) to develop a service model and workload review. At the time of drafting this report, the RFP has not yet been issued.

Given the scope of the planned RFP and other actions already underway, the Expert Group limited its recommendation to areas outside of the scope of the Joint Committee, however included resources that may support the work of the Joint Committee:

- A discussion (Section 11)
- Resource links (Section 15 Annex C)
- Summary of recommendations from 24 reports 2002 to present (Section 16 Annex D)

## Recommendations

Recommendation 1. That Memorial University of Newfoundland and Labrador School of Social Work consider partnering with employers to explore a number of opportunities (see Annex E on page 66 for a draft Terms of Reference). Areas to explore include:

- Fieldwork placements** (number needed to support increased seats, clinical placement flow (possibly back-to-back) and timing (possibly in final year), student planning for in year one, student supports, support and training for fieldwork instructors, student assessments, core competencies needed for employer placements, clinical practice education coordination software HSPnet)
- Transition to employment** (optimize student placement experiences and their transition from student to an employee based on qualifications, ability, and personal suitability)
- Indigenous Bachelor of Social Work Program** (consider program offering in addition to the other program streams, either one-time or as a permanent offering)
- Rural and remote social work program** (consider program offering at a satellite site or virtually, in addition to the other program streams)
- Annual review of trends** (review trends in seat capacity, enrollments, and graduates, from all program streams)
- Student recruiting strategy** (review current strategies and efforts to recruit applicants, including high school students, to the program, and those from rural and remote areas, in anticipation of their potential return to their communities upon graduation)
- Certificate diploma** (continue work to develop certificate offerings in (1) Mental Health and Addictions and (2) Child Welfare)

- Recommendation 2. That professional development resources, aligned with specific priority needs of social workers, be developed and offered, potentially by Memorial University of Newfoundland and Labrador School of Social Work or other stakeholders. It is noted that the Department of Children Seniors and Social Development Training Unit has surveyed social workers to determine their priority training needs.
- Recommendation 3. That employers improve the exit interview process to automate the approach, increase participation, anonymize the feedback, and ensure the results are communicated to managers responsible for social work services as well as senior leadership teams.
- Recommendation 4. That the Newfoundland and Labrador College of Social Workers strive to include data in their annual report where possible, on trends in lapsed licenses, workforce growth, new graduate retention (from Memorial University School of Social Work) , external supply, and returning supply.
- Recommendation 5. That the Department of Health and Community Services refresh the Social Work Workforce Model Report in 2026.
- Recommendation 6. That marketing and utilization of current recruitment incentives be improved, and a jurisdictional scan be completed to explore other possible recruitment and retention incentives. Also, government, employers and unions explore flexible and responsive approaches to fill difficult-to-fill positions such as flexible work schedules, additional fly-in, fly-out models, or other approaches.
- Recommendation 7. That employers target recruitment of new graduates of Canadian post-secondary institutions outside of the province, especially from those schools that have historically been contributors to the provincial workforce, for entry-level positions. Also that employers target recruitment of experienced social workers from outside the province to fill difficult-to-fill positions.
- Recommendation 8. That stakeholders collaborate on targeted international recruitment of social workers.

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## **1. Background**

Social workers are regulated by the Newfoundland and Labrador College of Social Workers (NLCSW).

Several factors contributed to the need for a SW model including but not limited to the need to align educational capacity to demand, and current vacancies and turnover in selected areas of practice.

A Social Worker Workforce Model Expert Group was formed by the Department of Health and Community Services to guide the development of the model and report presented here. The Terms of Reference are provided in Annex A on page 43.

## **2. Scope**

The entire provincial social worker workforce was considered in this analysis. Deeper analysis was performed for the two largest employers of SW: regional health authorities (RHAs) and the Department of Children, Seniors and Social Development (CSSD).

## **3. Limitations**

Limitations of workforce modeling include:

- NLCSW data are self-reported and may not be an accurate reflection of location of work, area of practice, age, etc.;
- Social worker data are employee counts and do not reflect job types (i.e. temporary or permanent, part time or full time) or work patterns (i.e. earned hours and incidence of overtime, callback, sick leave, etc.);
- The results presented are not forecasts; they are scenarios based on averages and assumptions. It is impossible to accurately predict all factors that contribute to workforce dynamics;
- Balancing supply and demand at the provincial level does not mean all positions will be filled. Many vacant positions are difficult-to-fill, especially in rural and remote areas, and for certain areas of practice;
- Demand scenarios reflect employer's need for social workers. Employer requirements for social workers do not necessarily reflect population needs in that there are opportunities to improve alignment of services. Such realignment could result in a need for more (or fewer) positions; and
- This model does not account for opportunities for improving social worker utilization. Such an analysis is beyond the scope of this report. Utilization factors include team mix, scope of practice issues, scheduling/deployment, workflow, consideration of illness/injury rates, etc.

## **4. Methodology**

The Expert Group methodology is based on a framework developed to produce provincial models for licensed practical nurses, registered nurses, medical laboratory technologists, and pharmacists in Newfoundland and Labrador, and provides consistent analysis across several health occupations.



Core data were obtained from the NLCSW. Twenty years of registration data provided the opportunity to examine 19 transition years, including determination of who renewed their practicing license, who entered, and who exited. All movement must reconcile in a “balance sheet” approach that accounts for the growth or decline in the workforce. Detailing this movement provides the insight needed to produce future scenarios under the guidance of the Expert Group.

Further detailed data were gathered from RHAs, the Department of Health and Community Services (HCS) Teledata System (financial and statistical RHA reporting system), CSSD and the Canadian Institute for Health Information (CIHI). Sources are noted throughout the report.

Stakeholder involvement was critical for model development. Assumptions and estimates must be reasonable from a variety of standpoints. Expert Group membership is listed in Annex A on page 43. The Expert Group developed this report through several iterations of edit and review.

The workforce model considers demand in two components: replacement and expansion. Replacement demand considers basic turnover and the need to replace exiting staff. Expansion demand refers to workforce growth. All supply is considered, including new graduates and experienced workers, both from within the province and from external sources. All factors were combined in a spreadsheet and trends extended over several years to determine potential gaps. Various scenarios are provided to measure the impact of different strategies.

It is recognized that the province’s post-secondary education system seeks to train students for employment in the province, however students can include residents of the province and others from outside the province, and it is the individual’s choice where to work upon graduation.

Recommendations were developed to reflect short and long-term opportunities to stabilize the social worker workforce in the province.

## 5. Provincial Workforce

More than 26,000 records of de-personalized data were obtained from the NLCSW for registration years 2002-03 to 2021-22. Data obtained from the NLCSW represent the count of individuals registering and holding a practicing license at any time in the licensure year referenced.

The number of SW practicing licenses since 2002-03 are shown in Table 1:

**Table 1. SW Practicing Licenses by Registration Year.**

Registration Year	Practicing Licenses
2002-03	970
2003-04	1001
2004-05	1010
2005-06	1036
2006-07	1069
2007-08	1119
2008-09	1184
2009-10	1268
2010-11	1315
2011-12	1354
2012-13	1387
2013-14	1407
2014-15	1472
2015-16	1491
2016-17	1505
2017-18	1527
2018-19	1552
2019-20	1579
2020-21	1607
2021-22	1632

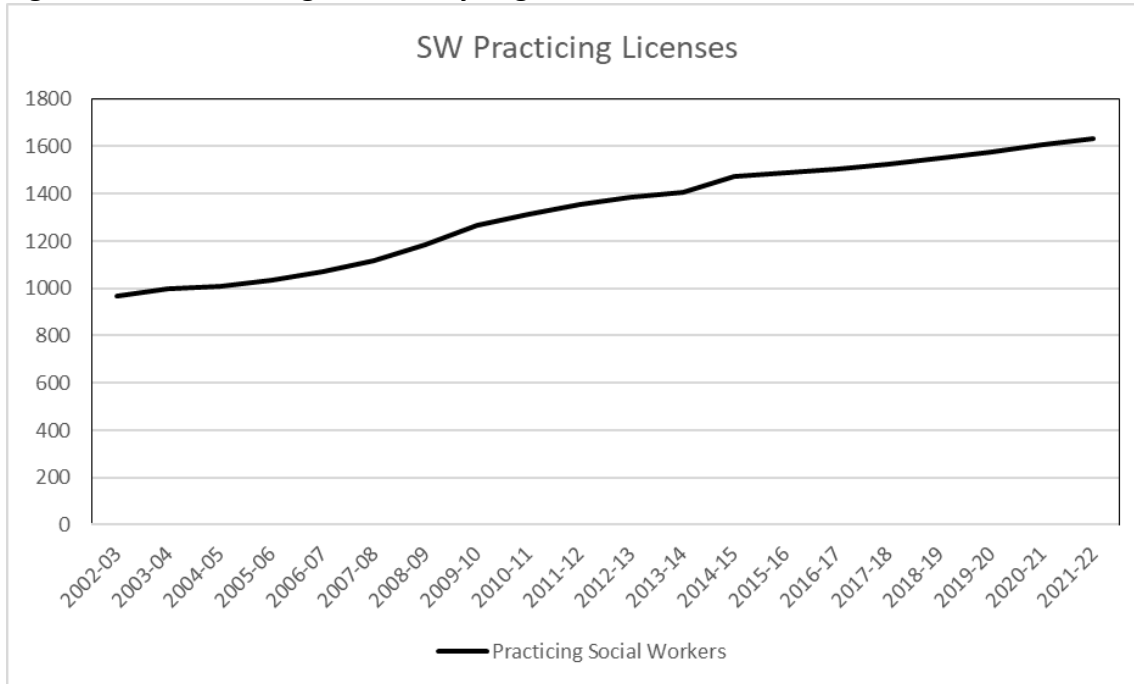
Source: NLCSW Registration Years 2002-03 to 2021-22.

Notes:

1. Data for the 2021-22 registration year was submitted in the Fall of 2021, prior to the end of the 2021-22 year. When the 2021-22 registration year officially ended on February 28, 2022, the final number of active registrants was 1669.

The trend is shown in Figure 1:

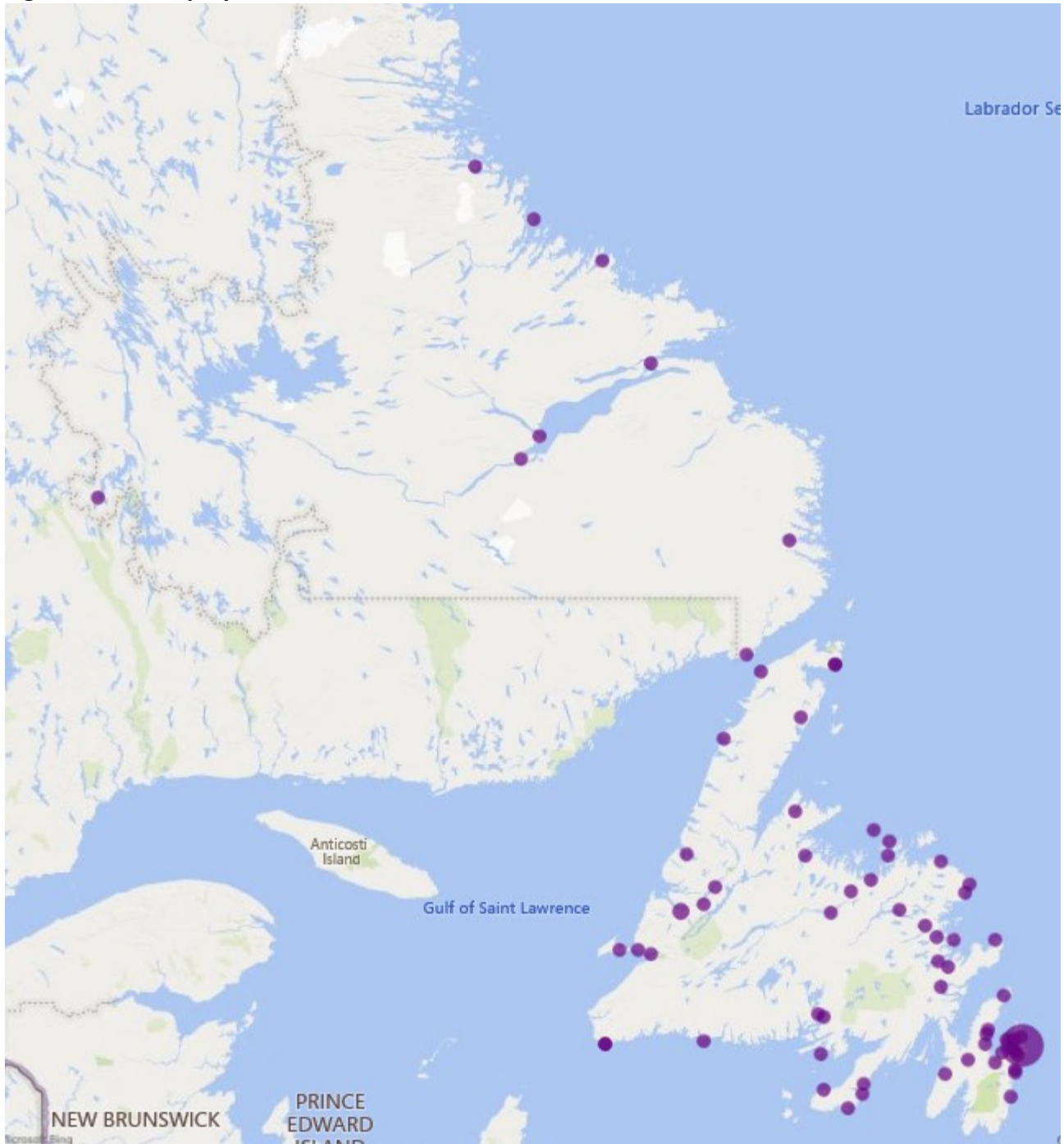
**Figure 1. SW Practicing Licenses by Registration Year.**



Source: NLCSW Registration Year 2002-03 to 2021-22.

NLCSW collects data regarding the employer's community. More than 75 unique locations were reported. Using the employer's postal code, the locations were assigned to a map, shown in Figure 2. A dot usually represents multiple SW.

**Figure 2. SW Employer Communities.**



Source: NLCSW Registration Year 2021-22.

The SW workforce is widely distributed throughout the province.

SW self-reported primary area of responsibility and average ages is shown in Table 2:

**Table 2. SW Primary area of Responsibility and Average Age.**

Primary Area of Responsibility	Count	Average Age
Child Protection Services	347	36.9
Psychiatric / Mental Health	201	42.4
Other	164	43.4
Community Health	117	39.2
(blank)	97	39.5
Program / Service Manager	95	48.5
Services to Seniors	76	44.6
Addictions	67	41.3
Physical / Developmental Disability Services	64	46.2
Medical Services	63	43.2
Clinical Supervision	41	47.0
Community Outreach	36	39.5
Social Planning / Policy Development	30	47.1
Private Clinical Practitioner	30	56.1
Housing Services	30	40.6
Executive Management	27	52.7
Social Work Education / Research	21	53.8
Victim Services	18	45.8
Youth Corrections/Youth Services	18	47.3
Employee Assistance	17	51.8
Child Care/Day Care	14	47.8
Adoptions	13	46.0
Community Development	13	38.2
Mediation	12	45.0
Adult Corrections	11	43.0
Career Development	7	34.7
Alternate Caregiver Services	3	56.3
<b>Grand Total</b>	<b>1632</b>	<b>42.4</b>

Source: NLCSW Registration Year 2021-22.

The largest group, 347 SW in Child Protection Services, has the youngest average age of any area except a small group of seven in Career Development.

Similarly, primary area of responsibility and years employed as a social worker is shown in Table 3:

**Table 3. SW Primary area of Responsibility and Years Employed as a Social Worker.**

Primary Area of Responsibility	0-2	2-5	5-10	10-15	15-20	>20	% < 10	% > 10	Total
Child Protection Services	49	74	96	79	19	30	63%	37%	<b>347</b>
Psychiatric / Mental Health	20	17	38	40	27	59	37%	63%	<b>201</b>
Other	20	17	26	28	24	49	38%	62%	<b>164</b>
Community Health	18	28	21	14	13	23	57%	43%	<b>117</b>
Program / Service Manager	2	4	11	12	18	48	18%	82%	<b>95</b>
Services to Seniors	7	1	9	18	10	31	22%	78%	<b>76</b>
Addictions	2	7	11	18	14	15	30%	70%	<b>67</b>
Physical / Developmental Disability Services		2	11	12	10	29	20%	80%	<b>64</b>
Medical Services	5	6	14	9	9	20	40%	60%	<b>63</b>
Clinical Supervision	2	1	3	7	9	19	15%	85%	<b>41</b>
Community Outreach	8	4	7	6	4	7	53%	47%	<b>36</b>
Social Planning / Policy Development		2	2	5	6	15	13%	87%	<b>30</b>
Private Clinical Practitioner		2	3	1	3	21	17%	83%	<b>30</b>
Housing Services	7	3	8	5	2	5	60%	40%	<b>30</b>
Executive Management			2	2	2	21	7%	93%	<b>27</b>
Social Work Education / Research		1	1	3	2	14	10%	90%	<b>21</b>
Victim Services		1	4	3		10	28%	72%	<b>18</b>
Youth Corrections/Youth Services		3	1	5		9	22%	78%	<b>18</b>
Employee Assistance			1		2	14	6%	94%	<b>17</b>
Child Care/Day Care				4	3	7	0%	100%	<b>14</b>
Adoptions				7	3	3	0%	100%	<b>13</b>
Community Development	2	3	3	2	2	1	62%	38%	<b>13</b>
Mediation		2	2	5	1	2	33%	67%	<b>12</b>
Adult Corrections	2	3	1	2	1	2	55%	45%	<b>11</b>
Career Development	1	2	1	3			57%	43%	<b>7</b>
Alternate Caregiver Services					1	2	0%	100%	<b>3</b>
(blank)	57	7	4	1	3	25	70%	30%	<b>97</b>
<b>Total</b>	<b>202</b>	<b>190</b>	<b>280</b>	<b>291</b>	<b>188</b>	<b>481</b>	<b>41%</b>	<b>59%</b>	<b>1632</b>

Source: NLCSW Registration Year 2021-22.

At 63 per cent, SW in the area of Child Protection Services has the highest percentage having 10 years or less experience.

Of the 1632 practicing licenses, 177 SW or 11 per cent reported working in private practice.

SW per 100,000 population by jurisdiction is shown in Table 4:

**Table 4. SW per 100,000 Population by Jurisdiction.**

Jurisdiction	SW Count	SW per 100,000 Population (2019)
Newfoundland and Labrador	1,580	300.7
Prince Edward Island	332	216.6
Nova Scotia	2,212	230.4
New Brunswick	2,069	268.5
Quebec	14,784	176.2
Ontario	19,726	137.7
Manitoba	2,271	168.0
Saskatchewan	2,089	179.8
Alberta	7,618	176.9
British Columbia	—	—
Yukon	—	—
Northwest Territories	142	318.8
Nunavut	—	—
<b>Total (where data provided)</b>	<b>52,823</b>	<b>165.1</b>

Source: CIHI <https://www.cihi.ca/en/social-workers> Downloaded March 15, 2022.

It is notable that in 2019 Newfoundland and Labrador had 301 SW per 100,000 population, or nearly twice the average of 165 for the jurisdictions shown.

There are several limitations associated with interpreting professional per population ratios. The population (denominator) only reflects gross numbers and not the age/gender distribution of the population. Additionally, population numbers do not reflect health status, population density, or patterns of utilization of health services.

The number of professionals (numerator) does not reflect scope of practice, utilization, skill mix, casualization, distribution of personnel, or the sector to which they belong (i.e. public versus private sector). Provincial social work legislation varies from province to province, and there are varying uses of the title "social worker", meaning figures are not always comparable between jurisdictions.

Core staffing requirements in rural and remote locations are also a significant factor in determining the required number of health professionals.

*Professional per population ratios should be viewed with caution particularly in a sparsely distributed population, as is the case in Newfoundland and Labrador.*

## 6. Regional Health Authorities

### 6.1. Overview

RHAs provided data on their current SW workforce, and detailed information on vacancies, recruitment, and separations for years 2014 to 2021. SW counts in RHAs as of October 2021 are shown in Table 5:

**Table 5. RHA SW Count October 2021.**

RHA	Social Workers
Eastern Health	343
Central Health	86
Western Health	101
Labrador-Grenfell Health	64
<b>Total</b>	<b>594</b>

Source: RHAs 2021.

### 6.2. Vacancies

RHAs posted 198 positions for external hire over the seven-year timeframe. Average annual posting rates are shown in Table 6:

**Table 6. RHA SW Annual External Job Posting Rates.**

RHA	Data Start Date	Data End Date	Years	Postings (External)	Annual Postings	Annual Posting Rate
Eastern Health	28-Nov-14	14-Oct-21	6.9	54	7.8	2.0%
Central Health	9-Apr-15	27-Sep-21	6.5	33	5.1	4.3%
Western Health	13-Jan-15	15-Oct-21	6.8	55	8.1	5.2%
Labrador-Grenfell Health	3-Feb-15	17-Mar-21	6.1	56	9.1	7.6%
<b>Total</b>				<b>198</b>	<b>30.2</b>	<b>4.8%</b>

Source: RHAs 2021.

RHAs also regularly report point-in-time vacancies, shown in Table 7:



**Table 7. RHA SW External Vacancies (Point-in-Time)**

Date of Data Collection	Vacancies
2014 April	7
2014 October	16
2015 April	9
2015 October	10
2016 April	9
2016 October	5
2017 April	10
2017 October	19
2018 April	13
2018 October	13
2019 April	18
2019 October	25
2020 April	18
2020 October	19
2021 April	28
2021 October	27
<b>Average</b>	<b>15.4</b>

Source: RHAs 2021.

For a workforce of 594 the average number of externally posted vacancies of 15.4 gives a vacancy rate of 2.6 per cent.

### 6.3. Turnover

Turnover rates are shown in Table 8:

**Table 8. RHA SW Annual Turnover Rates.**

Separations	Data Start Date	Data End Date	Years	Separations	Annual	Annual Rate
Eastern Health	17-Oct-14	11-Aug-21	6.8	129	18.9	5.5%
Central Health	23-Jan-15	31-Dec-21	6.9	40	5.8	6.7%
Western Health	24-Feb-12	29-Oct-21	9.7	54	5.6	5.5%
Labrador-Grenfell Health	6-Oct-14	11-Dec-21	7.2	76	10.6	16.5%
<b>Total</b>				<b>299</b>	<b>40.8</b>	<b>6.9%</b>

Source: RHAs 2021.

Turnover rates in Labrador-Grenfell Health are more than 2.5 times the rates in the other three RHAs.

Separation reasons are shown in Table 9 and Table 10:

**Table 9. Reason for Separation (Counts).**

<b>RHA</b>	<b>Resign</b>	<b>Retire</b>	<b>Other</b>	<b>Total</b>
Eastern Health	63	45	21	<b>129</b>
Central Health	25	12	3	<b>40</b>
Western Health	35	12	7	<b>54</b>
Labrador-Grenfell Health	62	3	11	<b>76</b>
<b>Total</b>	<b>185</b>	<b>72</b>	<b>42</b>	<b>299</b>

Source: RHAs 2021.

**Table 10. Reason for Separation (Per Cent).**

<b>RHA</b>	<b>Resign</b>	<b>Retire</b>	<b>Other</b>	<b>Total</b>
Eastern Health	49%	35%	16%	<b>100%</b>
Central Health	63%	30%	8%	<b>100%</b>
Western Health	65%	22%	13%	<b>100%</b>
Labrador-Grenfell Health	82%	4%	14%	<b>100%</b>
<b>Total</b>	<b>62%</b>	<b>24%</b>	<b>14%</b>	<b>100%</b>

Source: RHAs 2021.

The rate of resignation in Labrador-Grenfell Health exceeds that of the other three RHAs.

Matching community listed for separation against community listed for employment allows calculation of turnover at that level, shown in Table 11:

**Table 11. SW Turnover Rates by Community.**

<b>Community</b>	<b>Current Employees</b>	<b>Separations (Approx 7 Years)</b>	<b>Annual Turnover</b>
Nain	1	4	59%
Flower's Cove	2	6	44%
Botwood	3	5	25%
Glovertown	2	3	22%
HopeDale	2	3	22%
Goose Bay	24	33	20%
Bay Roberts	3	4	20%
Port aux Basques	7	8	17%
Baie Verte/Springdale	7	7	15%
Burgeo	1	1	15%
Forteau	1	1	15%
Makkovik	1	1	15%
Natuashish	2	2	15%
Norris Point	2	2	15%
Old Perlican	1	1	15%
Picadilly	1	1	15%
Roddickton	3	3	15%
St. Anthony	8	8	15%
St. Lawrence	1	1	15%
Bonavista	5	4	12%
Stephenville	17	11	10%
Labrador City	16	10	9%
Port Hope Simpson	2	1	7%
Whitbourne	4	2	7%
Corner Brook	59	28	7%
Gander	22	10	7%
Clareville	14	6	6%
St. John's	211	88	6%
Grand Falls-Windsor	30	12	6%
New-Wes-Valley	3	1	5%
Stephenville Crossing	6	2	5%
Twillingate	3	1	5%
Harbour Grace	13	4	5%
Conception Bay South	12	3	4%
Deer Lake	4	1	4%
Holyrood	8	2	4%
Paradise	4	1	4%
Placentia	4	1	4%
Mount Pearl	35	8	3%
Marystown	10	2	3%
Lewisporte	8	1	2%
<b>Total</b>	<b>562</b>	<b>293</b>	<b>7%</b>

Source: RHAs 2021.

Turnover is highest in areas with low critical mass of SW and/or rural and remote areas of the province. Rates above 10 per cent challenge the employer's ability to provide stable services.

## 7. Children, Seniors and Social Development

Children, Seniors and Social Development (CSSD) provided detailed data on positions, vacancies, recruitment, and separations for years 2014 to 2021. More than 20,000 records were provided.

### 7.1. Overview

CSSD has almost 1000 positions. Of the 406 SW positions, the majority (365 or 90 per cent) directly provide or support child and youth services.

Key occupations providing or supporting service delivery are shown in Table 12:

**Table 12. CSSD Key Occupations - Service Delivery.**

Occupation	Positions
Social Worker I	316
Administrative Support	71
Social Assistance Worker	57
Clinical Program Supervisor	57
Social Worker II	42
Child Management Specialist	21
Regional Manager (CYFS)	12
Community Services Worker	11
Social Worker III	7
Regional Administrator	4
Regional Director	3
<b>Total</b>	<b>601</b>

Source: CSSD 2021.

This list is not comprehensive but includes the majority of all positions that directly provide or support child and youth services.

Administrative Support includes clerks, accounting clerks, administrative officers, clerk typists, data entry operators, stenographers, and word processing equipment operators.

A summary of positions by location is shown in Table 13:

**Table 13. CSSD Key Occupations - Service Delivery, by Community.**

Town	Administrative Support	Child Mgmt Specialist	Clinical Program Supervisor	Community Services Worker	Regional Administrator	Regional Director	Regional Manager	Social Assistance Worker	Social Worker I	Social Worker II	Social Worker III	Total
Baie Verte									3			3
Bay Roberts	1	1	1					1	6			10
Bell Island	1								2			3
Bonavista	1		1					1	6			9
Botwood									3			3
Cartwright										1		1
Clareville	1	1	1					1	8			12
Conception Bay South	1	1	1					1	9			13
Conne River										1		1
Corner Brook	6	1	3		1	1	1	3	20			36
Deer Lake	1	1	1					1	8			12
Gander	2	1	2				1	3	15			24
Grand Falls - Windsor	5	1	1		1			1	7			16
Happy Valley - Goose Bay	4	2	3			1	2	4	12			28
Harbour Breton			1						1			2
Harbour Grace	2		2					2	14			20
Holyrood	1		1					1	7			10
Hopedale	1	1	1	2				1		4		10
Labrador City - Wabush	2		1		1			1	5			10
Lewisporte	1		1					1	4			7
Makkovik				1						1		2
Marystown	3	1	2				1	2	11		1	21
Musgrave Harbour									1			1
Nain	1		1	2				1		6		11
Natuashish	1		1	1				2		10		15
Placentia									3			3
Port Aux Basques	1		1					1	4			7
Rigolet				1						1		2
Roddickton	1	1	1					2	6			11
Sheshatshiu	2	1	3	4			1	3		18		32
Springdale	1		1					1	3			6
St. Alban's								1	2			3
St. Anthony									3			3
St. John's	25	7	22		1	1	4	16	134		6	216
Stephenville	4	1	2				1	3	13			24
Summerford									1			1
Whitbourne	2		2				1	3	5			13
<b>Total</b>	<b>71</b>	<b>21</b>	<b>57</b>	<b>11</b>	<b>4</b>	<b>3</b>	<b>12</b>	<b>57</b>	<b>316</b>	<b>42</b>	<b>7</b>	<b>601</b>

Source: CSSD 2021.

## 7.2. Vacancies

The status of the positions as of October 1, 2021 is shown in Table 14:

**Table 14. CSSD Key Occupations - Service Delivery, by Status.**

Status	Positions	Per Cent
Active	490	82%
Active Incumbent on Leave	29	5%
No Active Incumbent	13	2%
Vacant	69	11%
<b>Total</b>	<b>601</b>	<b>100%</b>

Source: CSSD 2021.

Definitions are as follows:

- Active: Incumbent currently working/being paid
- Active Incumbent on Leave: Incumbent on paid or unpaid leave
- No Active Incumbent: A person retains rights to the position but is working in another position
- Vacant: Truly vacant. No one holds rights to the position

This means 111 (29 + 13 + 69) positions of 601 actually had no incumbent present (18 per cent) while the rate of positions truly vacant (vacancy rate) was 11 per cent.

Detailed vacancy rates for October 1, 2021, based on 69 vacancies, are shown in Table 15:

**Table 15. CSSD Key Occupations - Service Delivery, Vacancy Rates by Community.**

<b>Community</b>	<b>Administrative Support</b>	<b>Child Management Specialist</b>	<b>Clinical Program Supervisor</b>	<b>Community Services Worker</b>	<b>Regional Administrator</b>	<b>Regional Director</b>	<b>Regional Manager</b>	<b>Social Assistance Worker</b>	<b>Social Worker I</b>	<b>Social Worker II</b>	<b>Social Worker III</b>	<b>Average</b>
Summerford									100%			<b>100%</b>
Hopedale	0%	100%	100%	50%				0%		75%		<b>60%</b>
Nain	0%		0%	50%				0%		83%		<b>55%</b>
Happy Valley - Goose Bay	25%	0%	33%			0%	0%	75%	50%			<b>39%</b>
St. Alban's								0%	50%			<b>33%</b>
Baie Verte									33%			<b>33%</b>
Botwood									33%			<b>33%</b>
St. Anthony									33%			<b>33%</b>
Grand Falls - Windsor	60%	0%	0%		100%			0%	14%			<b>31%</b>
Lewisporte	100%		0%					100%	0%			<b>29%</b>
Deer Lake	0%	0%	0%					0%	38%			<b>25%</b>
Gander	0%	0%	0%				0%	67%	27%			<b>25%</b>
Natuashish	100%		0%	100%				0%		10%		<b>20%</b>
Marystown	33%	0%	0%				0%	0%	27%		0%	<b>19%</b>
Port Aux Basques	0%		0%					0%	25%			<b>14%</b>
Stephenville	25%	0%	0%				0%	33%	8%			<b>13%</b>
Sheshatshiu	0%	0%	0%	0%			0%	33%		17%		<b>13%</b>
Bay Roberts	0%	100%	0%					0%	0%			<b>10%</b>
Roddickton	0%	0%	0%					0%	17%			<b>9%</b>
Clareville	0%	0%	0%					0%	13%			<b>8%</b>
Corner Brook	17%	0%	0%		0%	0%	100%	0%	5%			<b>8%</b>
St. John's	0%	0%	0%		0%	0%	0%	0%	2%		17%	<b>2%</b>
<b>Average</b>	<b>13%</b>	<b>10%</b>	<b>4%</b>	<b>27%</b>	<b>25%</b>	<b>0%</b>	<b>8%</b>	<b>14%</b>	<b>9%</b>	<b>29%</b>	<b>14%</b>	<b>11%</b>

Source: CSSD 2021.

Blank cells means there was no position for that occupation. "0%" means there was one or more positions, but no vacancies. Social Worker I positions, which make up more than half of the service delivery team, had an overall vacancy rate of nine per cent.

While no vacancy rate benchmarks are readily available, there is no question that the rates shown in Table 15 are significant. For comparison:

- Statistics Canada (March 23, 2021): *The job vacancy rate in health care and social assistance grew by 1.7 percentage points year over year to 4.7% in the fourth quarter of 2020, one of the highest rates among all sectors.*  
<https://www150.statcan.gc.ca/n1/daily-quotidien/210323/dq210323b-eng.htm>
- The average number of registered nurse vacancies in RHAs from 16 point-in-time surveys from April 2014 to October 2021 was 266. Given a workforce of about 5000 over the same timeframe, this equates to an average vacancy rate of 5.2 per cent.
- Section 6.2 on page 9 indicated that the vacancy rate for SW in RHAs was 2.6 per cent.

Overall averages mask highs and lows. For example, five of six Social Worker II positions in Nain were vacant on October 1, 2021 giving an 83 per cent vacancy rate.

### 7.3. Turnover

Turnover for selected positions is shown in Table 16:

**Table 16. CSSD Key Occupations - Service Delivery, Turnover Rates.**

Positions	2014 10	2015 10	2016 10	2017 10	2018 10	2019 10	2020 10	2021 10	Total
Administrative Support	92	84	83	77	78	73	71	71	629
Clinical Program Supervisor	63	65	66	58	58	58	57	57	482
Social Assistance Worker	87	66	65	62	62	60	57	57	516
Social Worker I	339	331	322	317	317	316	316	316	2574
Social Worker II	57	60	49	42	42	42	42	42	376
<b>Total</b>	<b>638</b>	<b>606</b>	<b>585</b>	<b>556</b>	<b>557</b>	<b>549</b>	<b>543</b>	<b>543</b>	<b>4577</b>
Separations	2014	2015	2016	2017	2018	2019	2020	2021	Total
Administrative Support	6	5	4	6	5	7	6	3	42
Clinical Program Supervisor	3	2	2	3	5	4	5	4	28
Social Assistance Worker	6	5	10	13	4	8	7	15	68
Social Worker I	21	23	27	17	41	36	35	44	244
Social Worker II	8	9	3	6	3	3	7	5	44
<b>Total</b>	<b>44</b>	<b>44</b>	<b>46</b>	<b>45</b>	<b>58</b>	<b>58</b>	<b>60</b>	<b>71</b>	<b>426</b>
Turnover	2014	2015	2016	2017	2018	2019	2020	2021	Total
Administrative Support	7%	6%	5%	8%	6%	10%	8%	4%	7%
Clinical Program Supervisor	5%	3%	3%	5%	9%	7%	9%	7%	6%
Social Assistance Worker	7%	8%	15%	21%	6%	13%	12%	26%	13%
Social Worker I	6%	7%	8%	5%	13%	11%	11%	14%	9%
Social Worker II	14%	15%	6%	14%	7%	7%	17%	12%	12%
<b>Total</b>	<b>7%</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>10%</b>	<b>11%</b>	<b>11%</b>	<b>13%</b>	<b>9%</b>

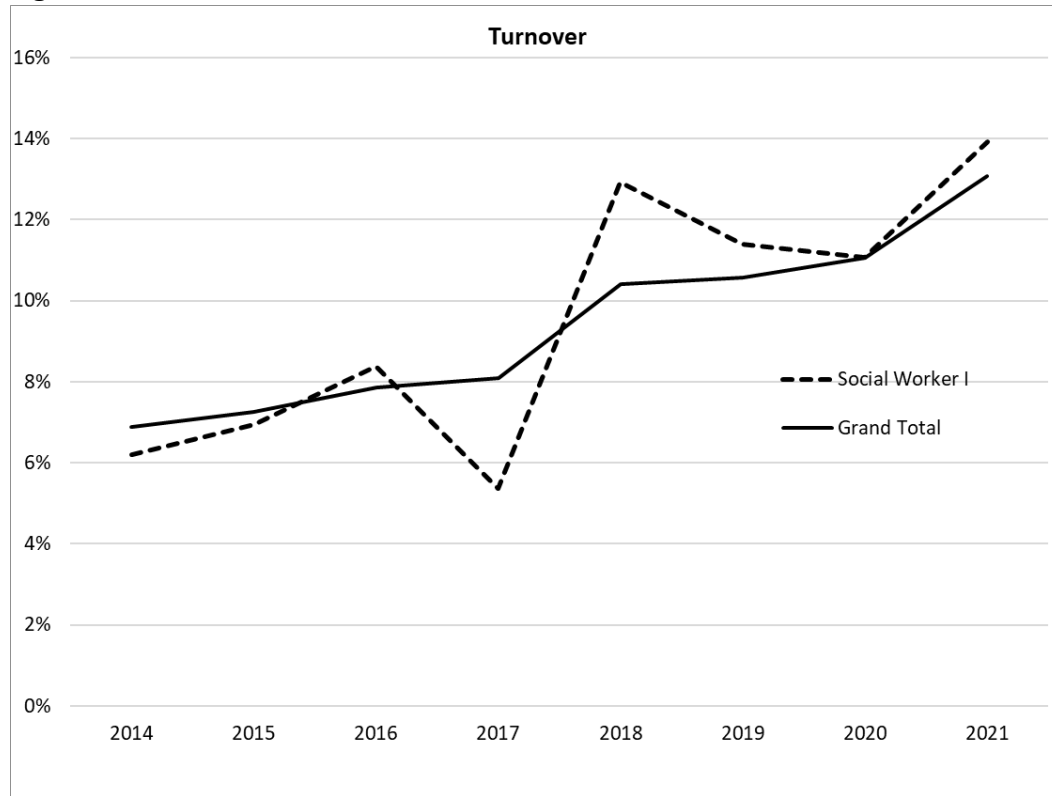
Source: CSSD 2021.

Social Assistance Worker turnover more than tripled from 2014 to 2021.



Trends for Social Worker I, and the total, are shown in Figure 3:

**Figure 3. Social Worker I Turnover.**



Source: CSSD 2021.

Turnover for Social Worker I has more than doubled from 2014 to 2021.

Social Worker I turnover by community 2019 to 2021 is shown in Table 17:

**Table 17. CSSD Social Worker I Turnover Rates by Community.**

<b>Community</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>Total</b>
St. Anthony	33%	67%	33%	<b>44%</b>
Summerford	0%	100%	0%	<b>33%</b>
Happy Valley - Goose Bay	25%	42%	25%	<b>31%</b>
Gander	27%	13%	47%	<b>29%</b>
Holyrood	0%	29%	43%	<b>24%</b>
Grand Falls - Windsor	0%	43%	29%	<b>23%</b>
Deer Lake	0%	25%	38%	<b>21%</b>
Labrador City - Wabush	20%	0%	40%	<b>20%</b>
Roddickton	17%	17%	17%	<b>17%</b>
St. Alban's	50%	0%	0%	<b>17%</b>
Marystown	18%	0%	18%	<b>12%</b>
St. John's	15%	9%	10%	<b>12%</b>
Baie Verte	33%	0%	0%	<b>11%</b>
Botwood	0%	0%	33%	<b>11%</b>
Clareville	0%	14%	13%	<b>9%</b>
Port Aux Basques	0%	0%	25%	<b>8%</b>
Lewisporte	20%	0%	0%	<b>8%</b>
Whitbourne	0%	20%	0%	<b>7%</b>
Corner Brook	5%	0%	15%	<b>6%</b>
Bonavista	0%	17%	0%	<b>6%</b>
Stephenville	0%	8%	0%	<b>3%</b>
Harbour Grace	0%	7%	0%	<b>2%</b>
Bay Roberts	0%	0%	0%	<b>0%</b>
Bell Island	0%	0%	0%	<b>0%</b>
Conception Bay South	0%	0%	0%	<b>0%</b>
Harbour Breton	0%	0%	0%	<b>0%</b>
Musgrave Harbour	0%	0%	0%	<b>0%</b>
Placentia	0%	0%	0%	<b>0%</b>
Springdale	0%	0%	0%	<b>0%</b>
<b>Total</b>	<b>11%</b>	<b>11%</b>	<b>14%</b>	<b>12%</b>

Source: CSSD 2021.

## 8. Demand

For the purpose of this document, demand is defined:

*Demand: Employer requirements for qualified workers.*

Demand is considered in two components:

1. Replacement Demand: Employer requirements for qualified workers to replace those leaving the organization (turnover); and
2. Expansion Demand: Employer requirements for qualified workers stemming from projected growth (or decline) in the workforce size.

### 8.1. Replacement

Replacement demand is simply the number of qualified workers an employer needs to replace those leaving the organization. This is not to be confused with relief staff for day-to-day scheduling issues. If this component of demand is met, the workforce will be sustained, but growth would not be possible. This section examines replacement demand only, which can be equated to turnover.

To determine turnover at the provincial level, record-level data from the NLCSW were analyzed. In each transition from one licensure year to the next, there are three possibilities; individuals may:

- 1) Carry over from year 1 to year 2 (renewal)
- 2) Not carry over from year 1 to year 2 (exit)
- 3) Show up in year 2 and not in year 1 (entry)

Exits include people who do not register in the subsequent year for any number of reasons such as leaving the workforce to raise a family, leaving the workforce to go to another jurisdiction, retirement, death, etc. Entries include those obtaining licensure for the first time, and those who reactivate an existing licensure number. Data for 19 transitions from one licensure year to the next are provided in Table 18:

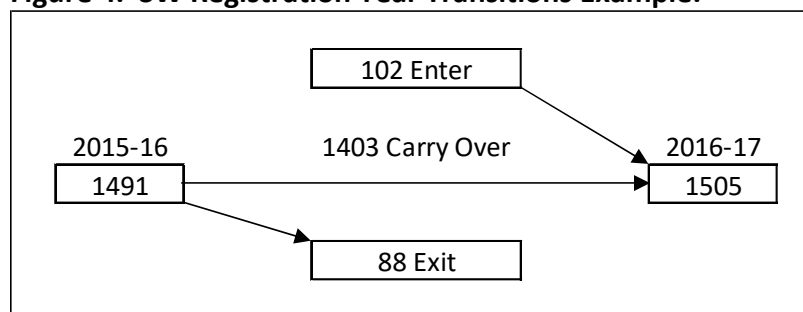
**Table 18. SW Transitions.**

Reg Year	Count	Carry Over	Entries to Y2	Exits from Y1	Reg Year+1	Net Growth	Turnover
A	B	C	D	E	F	G = F - B	H = E/B
2002-03	970	-	-	44	1001	31	4.5%
2003-04	1001	926	75	51	1010	9	5.1%
2004-05	1010	950	60	48	1036	26	4.8%
2005-06	1036	962	74	57	1069	33	5.5%
2006-07	1069	979	90	53	1119	50	5.0%
2007-08	1119	1016	103	45	1184	65	4.0%
2008-09	1184	1074	110	51	1268	84	4.3%
2009-10	1268	1133	135	54	1315	47	4.3%
2010-11	1315	1214	101	56	1354	39	4.3%
2011-12	1354	1259	95	70	1387	33	5.2%
2012-13	1387	1284	103	78	1407	20	5.6%
2013-14	1407	1309	98	78	1472	65	5.5%
2014-15	1472	1329	143	95	1491	19	6.5%
<b>2015-16</b>	<b>1491</b>	1377	114	<b>88</b>	<b>1505</b>	<b>14</b>	<b>5.9%</b>
<b>2016-17</b>	<b>1505</b>	<b>1403</b>	<b>102</b>	91	1527	22	6.0%
2017-18	1527	1414	113	107	1552	25	7.0%
2018-19	1552	1420	132	82	1579	27	5.3%
2019-20	1579	1470	109	92	1607	28	5.8%
2020-21	1607	1487	120	91	1632	25	5.7%
2021-22	1632	1516	116	-	-	-	-
<b>Totals</b>	-	-	<b>1993</b>	<b>1331</b>	-	<b>2.66%</b>	<b>5.36%</b>

Source: NLCSW Registration Years 2002-03 to 2021-22.

An example is provided (see bold figures above) to illustrate the transition from one licensure year to the next (see Figure 4 also):

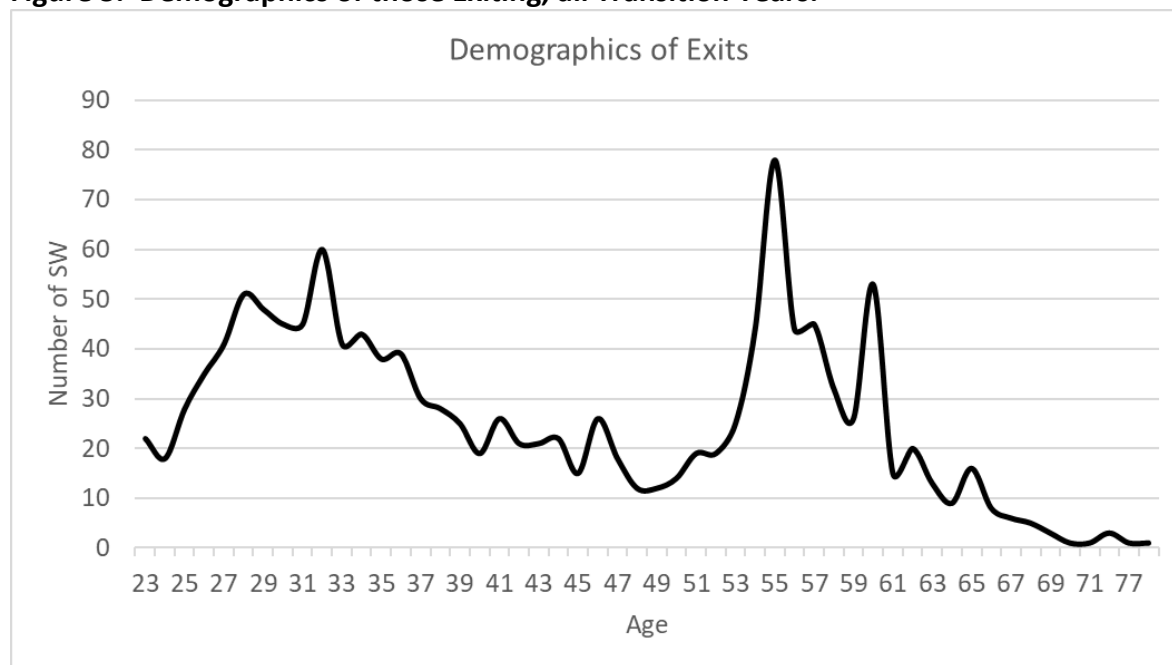
- In licensure year 2015-16, there were 1491 SW
- Of these, 1403 renewed their license in 2016-17 while 88 did not
- A total of 102 registered in 2016-17 that were not registered in 2015-16 (though they may have been in earlier years)
- The net change of 14 brought the total count of social workers to 1505 in 2016-17
- Turnover from 2015-16 is 88 exits from 1491 licenses, or 5.9 per cent

**Figure 4. SW Registration Year Transitions Example.**

Average turnover in practicing licenses for the years shown is 5.36 per cent., varying between 4.0 and 7.0 per cent.

The demographics of those exiting is shown in Figure 5:

**Figure 5. Demographics of those Exiting, all Transition Years.**



Source: NLCSW Registration Years 2002-03 to 2021-22.

There are two large group of SW exits; first, the younger group between 25 and 39 years of age who are generally mobile, and second the older group above 53 years of age who are reaching the end of their careers. Spikes at 55 and 60 reflect public service pension plan eligibility.

We know from demographic information that the workforce is aging and retirements are increasing. A static turnover rates does not account for this change. The changing composition of the SW workforce is shown in Table 19:

**Table 19. SW Distribution Among Age Categories.**

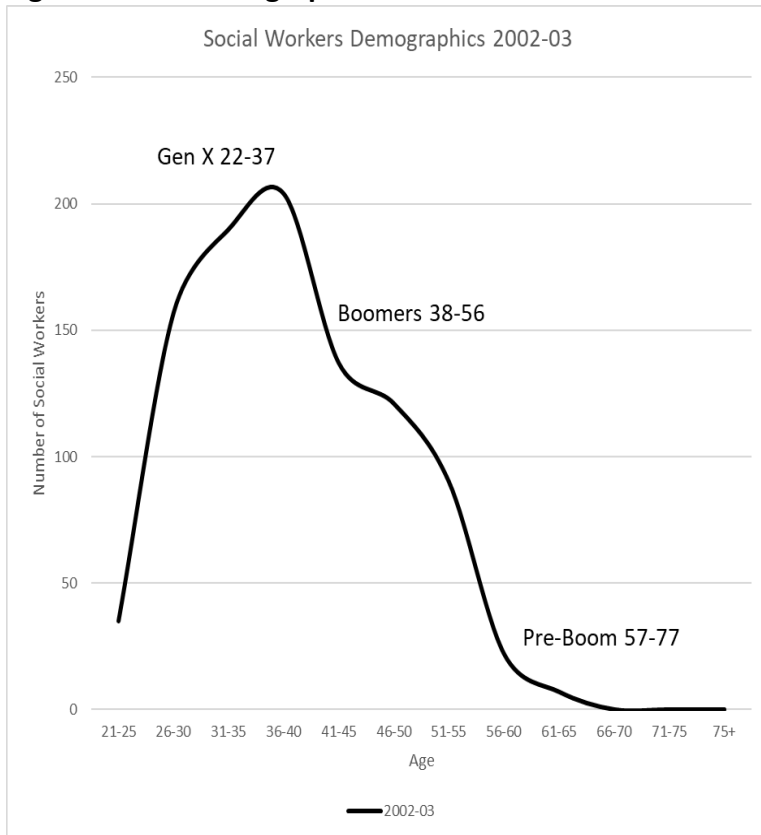
Category	Years of Birth		2002-03	2009-10	2015-16	2020-21
Pre-Boomers	1925	1945	2%	0%	0%	0%
Boomers	1946	1964	50%	37%	21%	13%
Gen X	1965	1980	48%	49%	46%	43%
Gen Y	1981	1996	0%	14%	32%	43%
Gen Z	1997	2012	0%	0%	0%	1%
<b>Totals</b>			<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: NLCSW Registration Years 2002-03 to 2021-22.

Gen Y was not part of the SW workforce in 2002-03 but equaled Gen X in quantity 18 years later. Gen Z just started their SW careers in 2020-21. Generational differences must be considered in recommendations to stabilize the SW workforce.

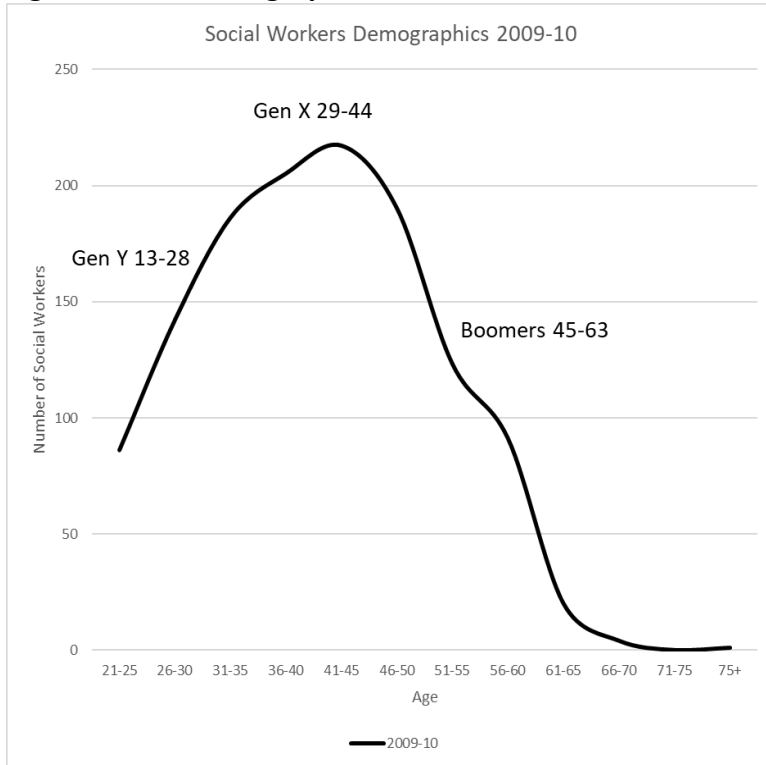
Snapshots of the age distribution of SW for various years illustrate this change (Figure 6 to Figure 9):

**Figure 6. SW Demographics 2002-03.**



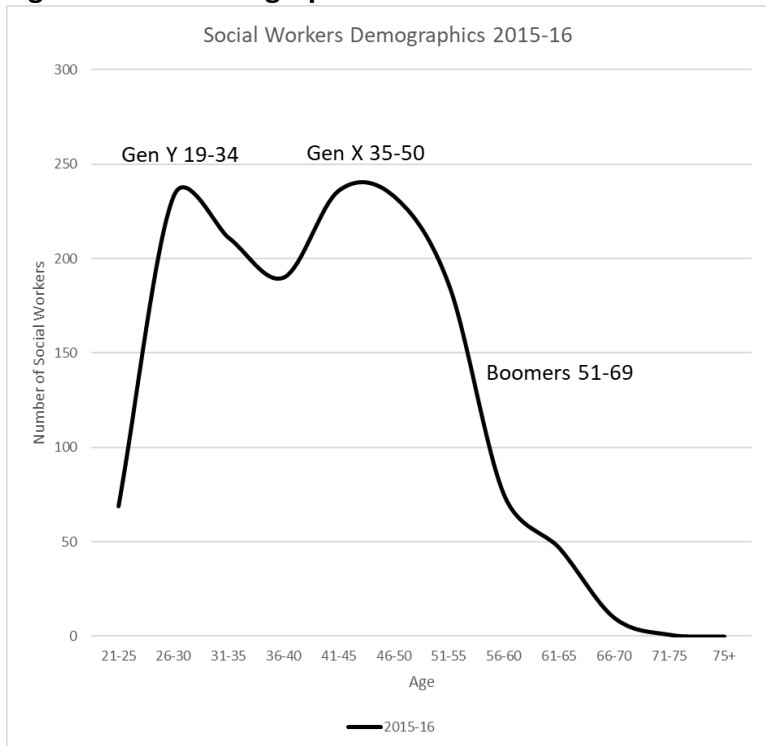
Source: NLCSW Registration Year 2002-03.

**Figure 7. SW Demographics 2009-10.**



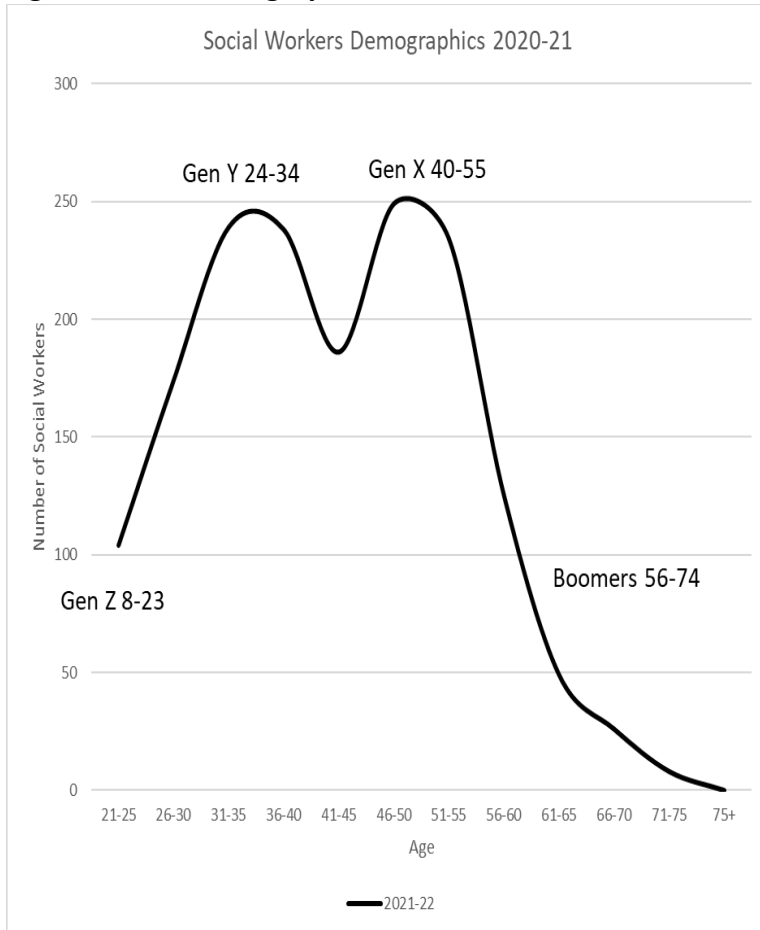
Source: NLCSW Registration Year 2009-10.

**Figure 8. SW Demographics 2015-16.**



Source: NLCSW Registration Year 2015-16.

**Figure 9. SW Demographics 2020-21.**



Source: NLCSW Registration Year 2020-21.

Identifying retirements from other forms of turnover is not possible with the current data. A strategy to determine how retirements will “ramp” turnover figures is to examine the trend of those who turn 60 in the next 15 years, as members of Gen X retire. Data are shown in Table 20:

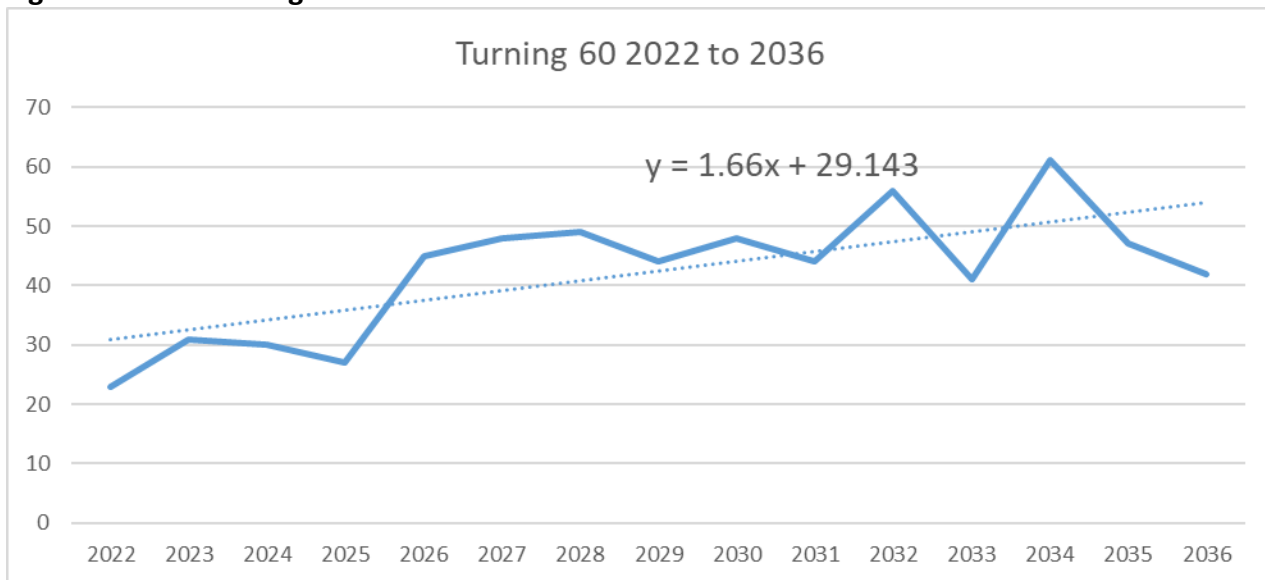


**Table 20. SW Turning 60 from 2022 to 2036.**

Turning 60 in Year	Count
2022	23
2023	31
2024	30
2025	27
2026	45
2027	48
2028	49
2029	44
2030	48
2031	44
2032	56
2033	41
2034	61
2035	47
2036	42

Source: Based on NLCSW Registration Year 2021-22.

The trend is increasing as shown by the slope of the linear trend line in Figure 10:

**Figure 10. SW Turning 60 from 2022 to 2036.**

Source: Based on NLCSW Registration Year 2021-22.

The slope of the line (1.66) represents the annual incremental trend for the number of SW turning 60. Examining the overall trend in turnover from 2002-03 to 2020-21 shows a similar upwards trend, with variation likely stemming from the demographic cohorts passing through their career cycles.

In conclusion, replacement demand is assumed to be 5.36 per cent for future years, with retirements increasing at a rate of 1.66 SW annually.

## 8.2. Expansion

The number of practicing SW licenses grew from 970 in 2002-03 to 1632 in 2021-22. This is an increase of 68 per cent, or 2.79 per cent compounding annually. A net annual increase of 35 practicing licenses was realized over the 19 years, equating to 2.13 per cent of today's SW count.

Net growth figures are shown in Table 21:

**Table 21. SW Growth.**

Reg Year	Reg Year	Reg Year+1	Net Growth	Net Growth
A	B	C	B = C - A	Per Cent
2002-03	970	1001	31	3.2%
2003-04	1001	1010	9	0.9%
2004-05	1010	1036	26	2.6%
2005-06	1036	1069	33	3.2%
2006-07	1069	1119	50	4.7%
2007-08	1119	1184	65	5.8%
2008-09	1184	1268	84	7.1%
2009-10	1268	1315	47	3.7%
2010-11	1315	1354	39	3.0%
2011-12	1354	1387	33	2.4%
2012-13	1387	1407	20	1.4%
2013-14	1407	1472	65	4.6%
2014-15	1472	1491	19	1.3%
2015-16	1491	1505	14	0.9%
2016-17	1505	1527	22	1.5%
2017-18	1527	1552	25	1.6%
2018-19	1552	1579	27	1.7%
2019-20	1579	1607	28	1.8%
2020-21	1607	1632	25	1.6%
2021-22	1632	-	-	-
<b>Avg. annual count/total per cent</b>			<b>34.8</b>	<b>68.2%</b>

Source: Based on NLCSW Registration Years 2002-03 to 2021-22.

An important factor for workforce modelling is the assumed growth for the projection period.

SW works in a wide variety of sectors and positions. The Canadian Association of Social Work Scope of Practice provided in Annex B on page 45 is reflected in the areas of practice shown in Table 2 on page 6.

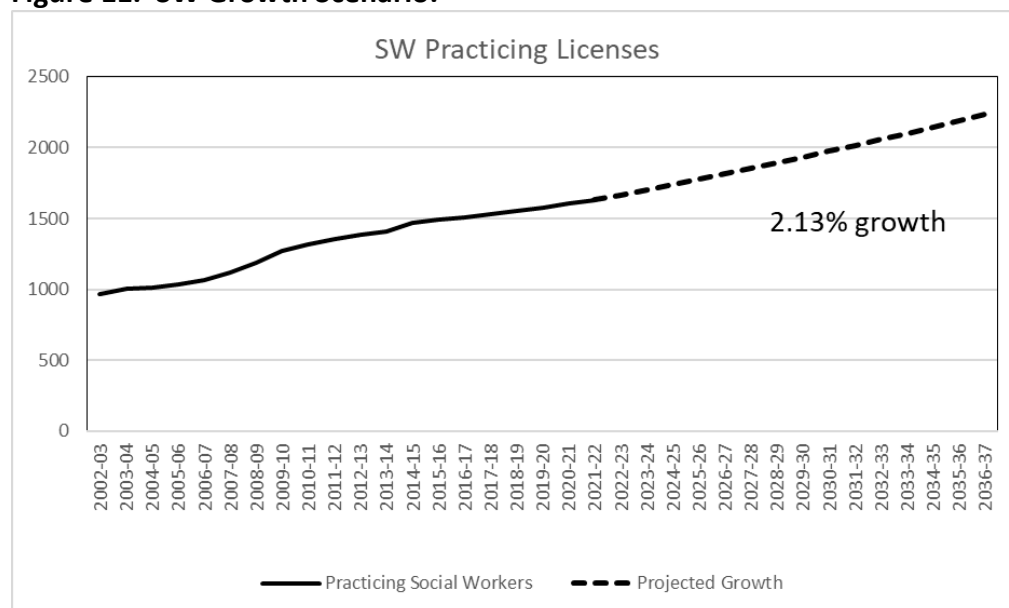
SW labour market conditions for the years 2019 to 2028 are described on the Government of Canada Job Bank website:

*Employment growth is expected to be stronger than the average of the economy, fueled by the public's greater awareness to social issues such as aging population, mental health, violence, etc. However, this strong growth is expected to slow down over the projection period because demand for social workers also depends on the level of public spending, and then be limited by the budget constraints faced by some governments. Positions left vacant because of retirement are expected to account for nearly 41% of job openings, though the retirement rate is anticipated to be similar to the average for all occupations.<sup>1</sup>*

Given the diversity of SW roles and responsibilities, and ever-growing social issues that drive demand for SW, it is reasonable to project continued growth for the profession. It could be argued that future need will outpace past trends, however limits on public spending will probably serve to constrain the number of positions available.

A scenario for continued growth is shown in Figure 11:

**Figure 11. SW Growth Scenario.**



In conclusion, a reasonable annual growth scenario for the SW workforce is 2.13 per cent or approximately 35 more practicing licenses annually.

<sup>1</sup> Downloaded from <https://www.jobbank.gc.ca/marketreport/outlook-occupation/23025/ca> March 18, 2022.

## 9. Supply

For the purpose of this document, supply is defined as:

*Supply: Source of qualified workers.*

Qualified SW recruits can be new graduates or experienced workers. Either can originate from within the province or external to the province. They may have held a practicing license before the transition year being examined, or be a brand new registrant.

For each transition year, supply is considered in three categories:

1. New supply (internal);
2. New Supply (external); and
3. Returning.

### 9.1. Internal

Internal supply is new supply defined as the number of Bachelor of Social Work (BSW) graduates from Memorial University of Newfoundland and Labrador (MUNL) obtaining their first practicing license in their graduation year, or in the year following.

The number of graduates from the Bachelor of Social Work as a first degree (BSW), Inuit Bachelor of Social Work (IBSW), Bachelor of Social Work as a second degree (BSW 2<sup>nd</sup>) and Master of Social Work (MSW) is shown in Table 22:

**Table 22. SW Graduates.**

Year	BSW	IBSW	BSW 2nd	Total	MSW
2002	37		12	49	14
2003	34		10	44	14
2004	31		4	35	16
2005	35		4	39	14
2006	37		7	44	14
2007	43		3	46	13
2008	43		1	44	9
2009	44		0	44	15
2010	42		0	42	18
2011	43		14	57	26
2012	50		11	61	22
2013	57	17	11	85	22
2014	56		15	71	21
2015	57		14	71	20
2016	51		15	66	31
2017	54		16	70	28
2018	47		13	60	26
2019	51		3	54	39
2020	57		16	73	25
2021	51		9	60	28
<b>Total</b>	<b>920</b>	<b>17</b>	<b>178</b>	<b>1115</b>	<b>415</b>

Source: MUNL School of Social Work 2021.

Seat capacity in the regular BSW stream was 45 until 2008, 60 in 2009 to 2021, and will be 80 in 2022 and onwards.

Seat capacity in the BSW 2<sup>nd</sup> stream was 15 until 2017, 16 in 2018 to 2020, and 20 in 2021 and onwards.

The MSW stream was 15 until 2007, changing to 30 in 2008 and will change to 40 in 2022. Graduates from the MSW stream are not considered as a source of supply for the purpose of this report, as they are former BSW graduates, and generally not a “new” source of qualified SW.

Examining the number of enrollments in the first year of each program, noting that BSW and IBSW is four years’ duration while BSW 2<sup>nd</sup> is two-year duration, for years for which data is available, allows a calculation of program success (i.e. number of starters who graduate). Success rates for three programs are shown in Table 23

**Table 23. Social Work Program Success Rates.**

Indicator	Program
	<b>BSW</b>
Admission 2002-17	846
Grads 2006-21	783
Success	92.6%
Attrition	7.4%
	<b>IBSW</b>
Admission 2010	19
Grads 2013	17
Success	89.5%
Attrition	10.5%
	<b>BSW 2nd Deg.</b>
Admission 2010-19	133
Grads 2012-21	123
Success	92.5%
Attrition	7.5%
<b>Total</b>	<b>BSW</b>
Admissions	<b>998</b>
Graduates	<b>923</b>
Success	<b>92.5%</b>
Attrition	<b>7.5%</b>

Source: Memorial University School of Social Work 2021.

The overall success rate is 92.5 per cent, or 7.5 per cent attrition.

The number of new graduates retained in the province is also an important supply consideration. New graduate retention in the year of graduation, or in the year following, assuming obtaining a practicing license means they were retained, is shown in Table 24:

**Table 24. SW Graduate Retention Rates.**

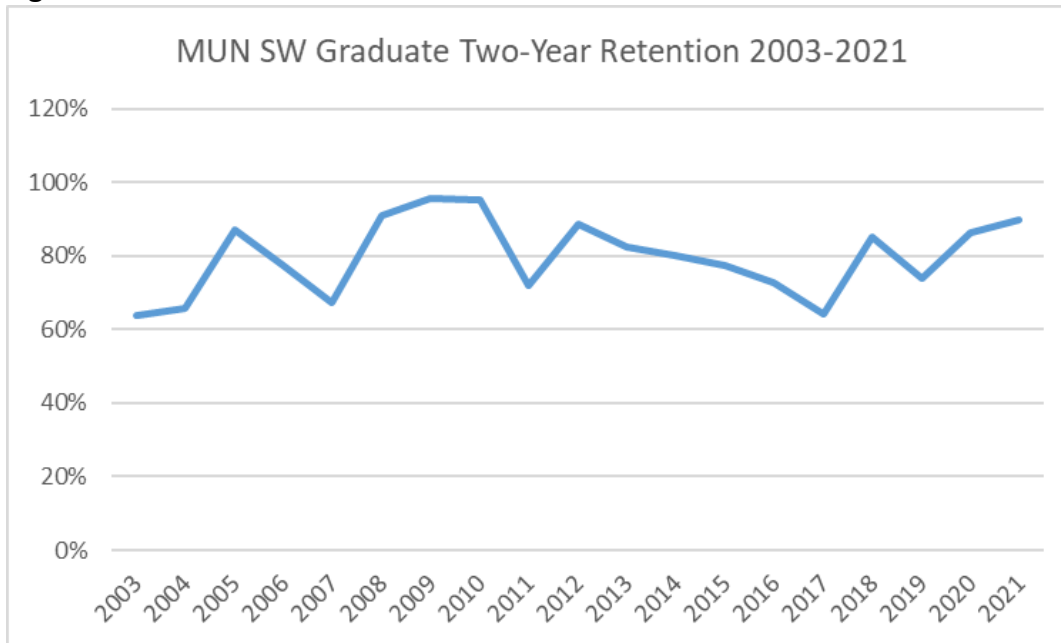
Registration year	Graduation Year																					
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021		
2003-04	4	<u>25</u>																				
2004-05	2	<u>3</u>	<u>19</u>																			
2005-06			<u>4</u>	<u>29</u>																		
2006-07	1		4	5	<u>29</u>								Note 1:									
2007-08			2		5	<u>30</u>							Estimated that 3 will register in 2022-23 from class of 2021									
2008-09			1	1	1	<u>1</u>	<u>38</u>															
2009-10				1			2	<u>40</u>														
2010-11				1		1	2		2	<u>37</u>												
2011-12							1			<u>3</u>	<u>40</u>											
2012-13									2	1	<u>54</u>											
2013-14			1				1			3	0	<u>53</u>										
2014-15										1	1	<u>17</u>	<u>49</u>									
2015-16						2	1						8	<u>49</u>								
2016-17		1	1				1								6	<u>35</u>						
2017-18					1								1	3	1	<u>13</u>	<u>38</u>					
2018-19												1		1		7	<u>7</u>	<u>49</u>				
2019-20															2	2	5	2	<u>37</u>			
2020-21																	3	1	3	<u>60</u>	Totals	
2021-22												1						2	2	3	<u>51</u>	
2022-23																				Note 1 >>	3	
Total Graduates	-	44	35	39	44	46	44	44	42	57	61	85	71	71	66	70	60	54	73	60	1066	
Graduates retained same year		57%	54%	74%	66%	65%	86%	91%	88%	70%	89%	62%	69%	69%	53%	57%	82%	69%	82%	85%	72.0%	
" plus year after graduation		64%	66%	87%	77%	67%	91%	95%	95%	72%	89%	82%	80%	77%	73%	64%	85%	74%	86%	90%	79.8%	

To illustrate, there were 71 graduates in 2014 (taken from Table 22 page 29) of which 49 obtained a practicing license in 2014-15 and a further eight obtained a practicing license in 2015-16. This means 69 per cent were retained in their graduation year, and 80 per cent were retained in the graduation year plus the following year.

Using this two-year definition, overall new graduate retention was 79.8 per cent from 2003 to 2021. Graduates obtaining practicing licenses in years three or more are captured as external supply.

Two-year retention rates are shown in Figure 12:

**Figure 12. SW Graduate Two-Year Retention Rates.**



There are recent increases in two-year retention rates however, this may represent natural variation and it cannot be assumed that increasing trends will be sustained.

In conclusion, it is assumed that future internal supply equals the number of enrollments (seats) x 92.5 per cent success rate x 79.8 per cent retention, or seats x 0.74. For example, the current capacity of 80 enrollments (60 BSW plus 20 BSW 2<sup>nd</sup>) will yield an average of 59 practicing licenses.

Looking forward using these rates, the number practicing licenses expected can be calculated. This is shown in Table 25:

**Table 25. Seats to Practicing Licenses.**

Year	BSW Seats	BSW Graduates	BSW 2nd Seats	BSW 2nd Graduates	Total Seats	Total Graduates	Two-year Retention	Notes
2020	60	57	16	16	76	73	63	Actual
2021	60	51	20	9	80	60	54	Actual
2022	80	56	20	15	100	70	56	Projected
2023	80	56	20	19	100	74	59	
2024	80	56	20	19	100	74	59	
2025	80	56	20	19	100	74	59	
2026	80	74	20	19	100	93	74	
2027	80	74	20	19	100	93	74	
2028	80	74	20	19	100	93	74	
2029	80	74	20	19	100	93	74	
2030	80	74	20	19	100	93	74	
2031	80	74	20	19	100	93	74	
2032	80	74	20	19	100	93	74	
2033	80	74	20	19	100	93	74	
2034	80	74	20	19	100	93	74	
2035	80	74	20	19	100	93	74	
2036	80	74	20	19	100	93	74	

Seat increases to the BSW 2<sup>nd</sup> Degree program in 2021 will not yield additional graduates until 2023.  
 Seats increases in the BSW program in 2022 will not yield additional graduates until 2026.



## 9.2. External

External Supply is new supply defined as anyone obtaining their first NL practicing license who is not considered internal supply. For example, this can be a new graduate from a university in another province, or an experienced SW who graduated from Memorial University five years earlier but is obtaining a practicing license in NL for the first time.

The 2021-22 workforce obtained their BSW from more than 30 universities, primarily in Canada. Detail is shown in Table 26:

**Table 26. SW by University Awarding BSW Degree**

University	Province	Count	Per Cent of Total
Memorial University of NL	NL	1159	71.0%
University of Manitoba	MB	103	6.3%
St. Thomas University	NB	70	4.3%
Dalhousie University	NS	60	3.7%
University of Victoria	BC	56	3.4%
University of Calgary	AB	41	2.5%
(blank)	-	35	2.1%
York University	ON	22	1.3%
Lakehead University	ON	18	1.1%
McMaster University	ON	8	0.5%
Ryerson University	ON	8	0.5%
University of Windsor	ON	7	0.4%
Carleton University	ON	6	0.4%
McGill University	QC	5	0.3%
Other (3 or less each, 21 Universities)	-	34	2.1%
<b>Total</b>	-	<b>1632</b>	<b>100.0%</b>

Source: NLCSW Registration Year 2021-22.

The top four universities after MUNL combined contributed graduates that comprise almost 18 per cent of the current workforce. External supply by registration year is shown in Table 27:

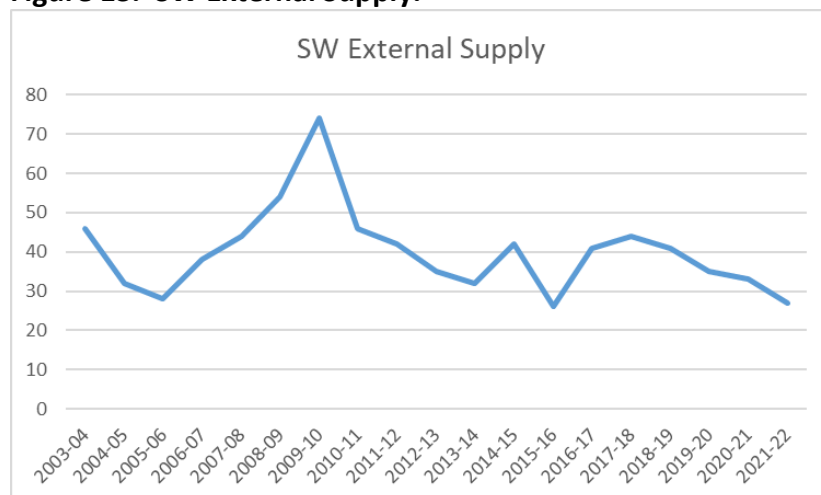
**Table 27. SW External Supply.**

Reg Year	Count	External Supply	External Supply Per cent
A	B	C	D = C / B
2002-03	970	-	-
2003-04	1001	46	4.6%
2004-05	1010	32	3.2%
2005-06	1036	28	2.7%
2006-07	1069	38	3.6%
2007-08	1119	44	3.9%
2008-09	1184	54	4.6%
2009-10	1268	74	5.8%
2010-11	1315	46	3.5%
2011-12	1354	42	3.1%
2012-13	1387	35	2.5%
2013-14	1407	32	2.3%
2014-15	1472	42	2.9%
2015-16	1491	26	1.7%
2016-17	1505	41	2.7%
2017-18	1527	44	2.9%
2018-19	1552	41	2.6%
2019-20	1579	35	2.2%
2020-21	1607	33	2.1%
2021-22	1632	27	1.7%
<b>Average</b>	-	<b>40</b>	<b>2.98%</b>

Source: NLCSW Registration Years 2002-03 to 2021-22.

External supply has contributed an average of 40 SW annually, or 2.98 per cent of the workforce. The annual trend is shown in Figure 13:

**Figure 13. SW External Supply.**



Source: NLCSW Registration Years 2002-03 to 2021-22.

Given the downward trend and the need to remain conservative in estimates, it is assumed that an average of 41 SW will obtain practicing licenses as external supply in future years, or 2.50 per cent of the workforce.

CSSD has requested that Social Workers be added to the list of “in-demand” occupations, making them exempt from labour market testing in relation to the Priority Skills NL initiative based in the Department of Immigration, Population Growth and Skills. This may increase the supply of foreign-trained social workers to the province. The Expert Group notes that immigration provides a source of SW to supplement, not replace, internal supply.

### 9.3. Returning

Returning supply is defined as any SW who is reactivating a practicing license that was inactive in year 1 of the transition years being examined. For example, a SW may lapse their license in NL to practice in another jurisdiction, or to take time to look after a family member. This is a source of turnover that must also be considered as a source of supply, in order to satisfy the “balance sheet” approach of workforce modelling. The annual trend is shown in Table 28:

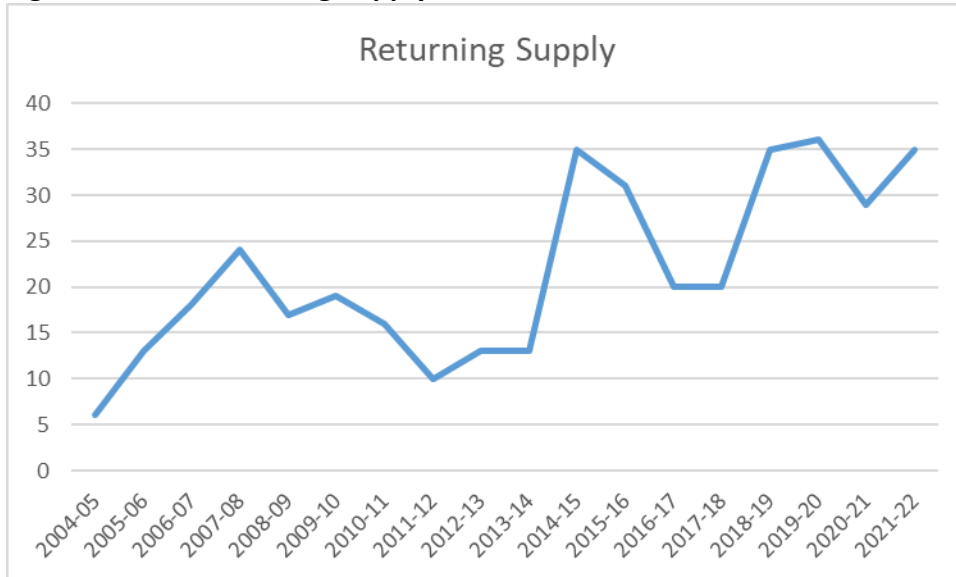
**Table 28. SW Returning Supply.**

Reg Year	Count	Returning Supply	Returning Supply Per cent
A	B	C	D = C / B
2002-03	970	-	-
2003-04	1001	0	0.0%
2004-05	1010	6	0.6%
2005-06	1036	13	1.3%
2006-07	1069	18	1.7%
2007-08	1119	24	2.1%
2008-09	1184	17	1.4%
2009-10	1268	19	1.5%
2010-11	1315	16	1.2%
2011-12	1354	10	0.7%
2012-13	1387	13	0.9%
2013-14	1407	13	0.9%
2014-15	1472	35	2.4%
2015-16	1491	31	2.1%
2016-17	1505	20	1.3%
2017-18	1527	20	1.3%
2018-19	1552	35	2.3%
2019-20	1579	36	2.3%
2020-21	1607	29	1.8%
2021-22	1632	35	2.1%
<b>Totals</b>	-	<b>22</b>	<b>1.53%</b>

Source: NLCSW Registration Years 2002-03 to 2021-22.

Returning supply has contributed an average of 22 SW annually, or 1.53 per cent of the workforce. The annual trend is shown in Figure 14:

**Figure 14. SW Returning Supply.**



Source: NLCSW Registration Years 2002-03 to 2021-22.

Given the upward trend and maintaining a conservative approach, it is assumed that an average of 29 SW will obtain practicing licenses as returning supply in future years, or 1.80 per cent of the workforce.

## 10. Workforce Model

The scenario shown in Table 29 is status quo i.e. the current capacity of 80 seats increasing to 100 seats.

**Table 29. SW Workforce Model Scenario One: Status Quo.**

Year	<u>Demand</u>					<u>Supply</u>				<u>Net</u>
	% Workforce >>	2.13%	5.36%	0.1%	<b>7.59%</b>	3.44%	2.50%	1.80%	<b>7.94%</b>	<b>0.35%</b>
	Count >>	34.8	87.4	1.66	<b>123.9</b>	<b>56.1</b>	<b>40.8</b>	<b>29.4</b>	<b>126.3</b>	<b>2.4</b>
	Workforce	Growth	Replacement	Incremental	Total Demand	Internal	External	Returning	Total Supply	Net
2021	<b>1632</b>									
2022	<b>1667</b>	35	87	2	<b>124</b>	56	41	29	<b>126</b>	<b>2</b>
2023	<b>1702</b>	36	89	3	<b>128</b>	59	42	30	<b>131</b>	<b>3</b>
2024	<b>1739</b>	36	91	5	<b>132</b>	59	43	31	<b>132</b>	<b>0</b>
2025	<b>1776</b>	37	93	7	<b>137</b>	59	43	31	<b>134</b>	<b>-3</b>
2026	<b>1814</b>	38	95	8	<b>141</b>	74	44	32	<b>150</b>	<b>9</b>
2027	<b>1852</b>	39	97	10	<b>146</b>	74	45	33	<b>152</b>	<b>6</b>
2028	<b>1892</b>	39	99	12	<b>150</b>	74	46	33	<b>153</b>	<b>3</b>
2029	<b>1932</b>	40	101	13	<b>155</b>	74	47	34	<b>155</b>	<b>0</b>
2030	<b>1973</b>	41	103	15	<b>160</b>	74	48	35	<b>157</b>	<b>-3</b>
2031	<b>2015</b>	42	106	17	<b>164</b>	74	49	36	<b>159</b>	<b>-6</b>
2032	<b>2058</b>	43	108	18	<b>169</b>	74	50	36	<b>160</b>	<b>-9</b>
2033	<b>2102</b>	44	110	18	<b>172</b>	74	51	37	<b>162</b>	<b>-10</b>
2034	<b>2147</b>	45	113	18	<b>176</b>	74	53	38	<b>164</b>	<b>-11</b>
2035	<b>2193</b>	46	115	18	<b>179</b>	74	54	39	<b>166</b>	<b>-13</b>
2036	<b>2240</b>	47	117	18	<b>182</b>	74	55	39	<b>168</b>	<b>-14</b>

Recent increases in 2021 in the BSW 2nd Degree program, and increases scheduled for the BSW program in 2022, mean there is good supply and demand balance up to 2030.

## 11. Discussion

The objective of the Expert Group was “to develop a comprehensive social work workforce model that incorporates all relevant supply and demand factors and makes recommendations for addressing anticipated trends, to ensure workforce stability” (Expert Group Terms of Reference page 43).

Efforts to establish workforce stability start at the provincial level. The detailed examination of trends in supply and demand suggest there is provincial balance. Recent increases to seat capacity at the MUNL School of Social Work should serve to maintain this balance for the next decade.

Provincial balance does not address unmet regional demand and current vacancies. Increasing supply, whether internal or external, beyond provincial demand, does not translate into filled positions where patterns of excessive turnover exist.

Analysis presented in this report shows the majority of turnover issues rest within CSSD although similar trends exist in selected areas of RHA SW practice.

In October 2020, CSSD and NAPE established a Child Welfare Social Work Joint Committee (Joint Committee) to address issues identified by CSSD SW including such matters as safety, stress and workload. An update was provided on March 18, 2022 describing the work of the Joint Committee to enhance personal safety and support by providing GPS devices and/or cell phones for all SW to use when conducting home visits, and on the development of a risk assessment form and pilot project. Based on recommendations of the Joint Committee, CSSD will issue a Request for Proposals (RFP) to develop a service model and workload review. At the time of drafting this report, the RFP has not yet been issued.

In the absence of the Joint Committee and its proposed work, it would be appropriate for the Expert Group to include recommendations to stabilize positions within CSSD. Given the scope of the planned RFP and other actions already underway, it is appropriate that the Expert Group limits its recommendation to areas outside of the scope of the Joint Committee, and let that work unfold. A discussion is provided below however, that the Expert Group hopes is useful to CSSD.

Retention of SW must be viewed as a “pull” system; it is not possible to “push” people into high-turnover positions, and expect improved retention. Incentivizing SW to stay in positions, without addressing the root causes of turnover, causes further conflict within the incumbent as they try to justify the benefit of the incentive against the pressure of the position.

People will perform difficult work and can have rewarding careers if their own needs are met. Maslow's hierarchy of needs<sup>2</sup> provides a useful framework. While it is a general one, it also applies to the employee and their work:

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<sup>2</sup> Summarized from [https://en.wikipedia.org/wiki/Maslow%27s\\_hierarchy\\_of\\_needs](https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs) March 31, 2022

- Basic needs: Feeling safe and protected, with order and stability, and having freedom from fear;
- Psychological needs: Being part of a group, trust and acceptance, dignity, achievement, mastery, independence, and getting and showing respect; and
- Self-Fulfillment Needs: Realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. A desire “to become everything one is capable of becoming”.

Meeting basic and psychological needs is prerequisite to realizing personal potential.

A search for a more specific framework showed that the issue of SW retention in the area of child protection is well studied. There is a plethora of research, frameworks, templates, and examples of success in addressing SW retention in child welfare positions. Selected links to on-line resources are provided in Annex C on page 46.

One link includes a comprehensive framework that describes 10 essential components of workforce development, related strategies, and dozens of hyperlinks to useful examples and resources<sup>3</sup>.

Finally, there have been numerous reports published over the last two decades with content relevant to the Expert Group’s objective. Reports were reviewed and content related to SW was summarized. The summary is provided in Annex D on page 47. Most of the reports listed pertain to the provision of child, youth and family services, whereas social workers are in place across many sectors and employers in the province.

The list is extensive but not comprehensive. For example, many of the more than two dozen Investigative Reports available from the Office of the Child and Youth Advocate have references to SW in their findings and recommendations. Annex D includes just four of these reports.

Reports flagged with \* may have content that is particularly supportive of the Expert Group’s objective and the on-going work of CSSD.

Finally, collective bargaining issues including compensation and benefits are generally not within the scope of this work, but the issue of equitable compensation is an important one where retention is concerned.

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<sup>3</sup> How does turnover affect outcomes and what can be done to address retention?

[https://casefamilypro-wpengine.netdna-ssl.com/media/HO\\_Turnover-Costs\\_and\\_Retention\\_Strategies-1.pdf](https://casefamilypro-wpengine.netdna-ssl.com/media/HO_Turnover-Costs_and_Retention_Strategies-1.pdf)

## 12. Recommendations

Limiting recommendations to areas outside of the scope of the Joint Committee, the Expert Group recommends:

Recommendation 1. That Memorial University of Newfoundland and Labrador School of Social Work consider partnering with employers to explore a number of opportunities (see Annex E on page 66 for a draft Terms of Reference). Areas to explore include:

- a) **Fieldwork placements** (number needed to support increased seats, clinical placement flow (possibly back-to-back) and timing (possibly in final year), student planning for in year one, student supports, support and training for fieldwork instructors, student assessments, core competencies needed for employer placements, clinical practice education coordination software HSPnet)
- b) **Transition to employment** (optimize student placement experiences and their transition from student to an employee based on qualifications, ability, and personal suitability)
- c) **Indigenous Bachelor of Social Work Program** (consider program offering in addition to the other program streams, either one-time or as a permanent offering)
- d) **Rural and remote social work program** (consider program offering at a satellite site or virtually, in addition to the other program streams)
- e) **Annual review of trends** (review trends in seat capacity, enrollments, and graduates, from all program streams)
- f) **Student recruiting strategy** (review current strategies and efforts to recruit applicants, including high school students, to the program, and those from rural and remote areas, in anticipation of their potential return to their communities upon graduation)
- g) **Certificate diploma** (continue work to develop certificate offerings in (1) Mental Health and Addictions and (2) Child Welfare)

Recommendation 2. That professional development resources, aligned with specific priority needs of social workers, be developed and offered, potentially by Memorial University of Newfoundland and Labrador School of Social Work or other stakeholders. It is noted that the Department of Children Seniors and Social Development Training Unit has surveyed social workers to determine their priority training needs.



- Recommendation 3. That employers improve the exit interview process to automate the approach, increase participation, anonymize the feedback, and ensure the results are communicated to managers responsible for social work services as well as senior leadership teams.
- Recommendation 4. That the Newfoundland and Labrador College of Social Workers strive to include data in their annual report where possible, on trends in lapsed licenses, workforce growth, new graduate retention (from Memorial University School of Social Work) , external supply, and returning supply.
- Recommendation 5. That the Department of Health and Community Services refresh the Social Work Workforce Model Report in 2026.
- Recommendation 6. That marketing and utilization of current recruitment incentives be improved, and a jurisdictional scan be completed to explore other possible recruitment and retention incentives. Also, government, employers and unions explore flexible and responsive approaches to fill difficult-to-fill positions such as flexible work schedules, additional fly-in, fly-out models, or other approaches.
- Recommendation 7. That employers target recruitment of new graduates of Canadian post-secondary institutions outside of the province, especially from those schools that have historically been contributors to the provincial workforce, for entry-level positions. Also that employers target recruitment of experienced social workers from outside the province to fill difficult-to-fill positions.
- Recommendation 8. That stakeholders collaborate on targeted international recruitment of social workers.

## **13. Annex A: Expert Group Terms of Reference**

### **Social Work Workforce Model Expert Group (Expert Group)**

#### **Background**

- Workforce models provide supply and demand projections based on data and assumptions. They also facilitate a deeper understanding of workforce attributes, such as new graduate retention, and workforce turnover. The development of a workforce model under the guidance of an expert group of stakeholders results in comprehensive recommendations that serve to stabilize the workforce.
- A workforce model was developed in 2007 to inform a strategic review of the School of Social Work in Memorial University. As a result, seat capacity was increased to meet projected demand. In 2017 the School of Social Work requested that projections be refreshed to inform their fiscal and academic planning.
- The Department of Children, Seniors and Social Development, as well as other stakeholders, endorsed this need for projections.
- These Terms of Reference serve to guide the completion of this work which had previously not been completed.

#### **Scope**

- All social workers in the province of Newfoundland and Labrador having active registration with Newfoundland and Labrador College of Social Workers are within the scope of this work.
- Collective bargaining issues including compensation and benefits are generally not within the scope of this work.
- A workforce model is not a health services plan or intended to be used to advocate for additional positions or new service delivery models; however it may discuss and incorporate factors that affect the supply/demand balance. For example, the report may incorporate discussion on evolving population health needs, evolving service delivery models, and opportunities to improve productivity.

#### **Objective**

- To develop a comprehensive social work workforce model that incorporates all relevant supply and demand factors and makes recommendations for addressing anticipated trends, to ensure workforce stability.

#### **Limitations**

- Future population health needs and service delivery models are determined by a host of influences including social, economic, political, geographic, and other factors. Precise determination of demand for social workers in this regard is not possible. Discussion on probable directions will be included in the report and factored into the model where possible.

#### **Deliverables**

- A written report that details the methodology, evidence, assumptions, projections, and recommendations of the Expert Group.
- Five examples of completed workforce model reports are available at: <https://www.gov.nl.ca/hcs/publications/#1prov>

### **Membership**

- The Expert Group consists of one representative from:
  - Department of Health and Community Services (HCS) (chair)
  - Department of Children, Seniors and Social Development (CSSD) Assistant Deputy minister (ADM)
  - Treasury Board Secretariat (TBS) Executive Client Lead
  - Public Service Commission (PSC)
  - Memorial University School of Social Work
  - Newfoundland and Labrador College of Social Workers (NLCSW)
  - Department of Education
  - Association of Allied Health Professionals (AAHP)
  - The Newfoundland and Labrador Association of Public and Private Employees (NAPE)
  - Regional Health Authorities (RHAs)
  - Other individuals identified as necessary by the Expert Group

### **Reporting Structure**

- The Expert Group reports to the Deputy Ministers of CSSD and HCS. Final acceptance of the report requires approval of the Ministers of CSSD and HCS.

### **Roles and Responsibilities**

- The chair is responsible for meeting agendas, keeping the discussion focused within the scope of the project, recording decisions, and adherence to timelines. The chair is also responsible for drafting the report and workforce model development under the direction of the Expert Group.
- Members have a responsibility to review all materials, provide constructive feedback, and ensure their respective organizations remain fully informed on the work of the Expert Group.
- NLCSW, CSSD, PSC, TBS, RHAs, and other member representatives will provide the required data and evidence.

### **Schedule and Work Plan**

- The Expert Group meets monthly. The final report is due before the end of March 2022.

### **Revision Date**

- November 24, 2021

## **14. Annex B: Canadian Association of Social Work Scope of Practice.**

Social work is a practice-based profession and academic discipline founded on theories of social work, social science, and humanities. It is advanced through an evidence informed approach and recognizes the importance of Indigenous ways of knowing in practice, the development of knowledge, and education, clinical services, policy, and research. Social work focuses on the person within their environment and recognizes the importance of family, community, culture, legal, social, spiritual, and economic influences that impact the well-being of individuals, families, groups, and communities. Social work applies a strengths-based perspective and views individual, families, and communities as resourceful, resilient, and having capacity. Principles of respect for the inherent dignity and worth of persons, the pursuit of social justice, and culturally responsive practice that applies an anti-oppressive lens to all areas of practice and is grounded in ethics, values, and humility, are central to social work.

Social work practice responds to needs of individuals, families, groups, and communities and addresses barriers and injustices in organizations and society. Social work focuses on improving health and social well-being using the social determinants of health framework when delivering services, navigating systems, and advocating for equitable access to and improvement of the multiple dimensions that impact health and well-being. Social work engages people and communities to address life challenge sand traumatic events, to create change, and build resiliency. Social work also collaborates with other professionals, communities, and organizations to provide services, improve conditions, and create opportunities for growth, recovery, and personal development.

Individual competency is developed through education, training, continuous professional development, supervision, and a self-reflective approach to practice that bolsters learning from experience. Social work practice includes but is not limited to the roles outlined below.

- The delivery of clinical services provided either face-to-face or with electronic means, within the context of a helping relationship including assessment, diagnosis, case management, counselling, therapy, consultation, crisis intervention, treatment, group services, and programs, social support, and referral services.
- Advocacy activities to address barriers and inequities that exist in organizations and society, and to uphold human rights and social justice including support for Indigenous populations based on the Indigenous community's identified needs.
- The delivery of services and interventions that support community development and enrich individual, family, and collective well-being.
- Supervision to a social worker, social work student or other supervisee.
- The development, promotion, management, administration, delivery, and evaluation of services and programs, including those done in collaboration with other professionals.
- The management, leadership and administration of an organization and oversight of services, programs, and interventions provided by social workers or another supervisee.
- The development, promotion, implementation, and evaluation of social policies aimed at improving social conditions and equality for individuals, families, groups, and communities, and social policies that promote social justice.
- Education, training, and professional development regarding the practice of social work.
- Research and evaluation to reflect on social work practice, to develop social policy, and to implement research informed findings into practice, including research that engages those using social work services and research done in collaboration with other professionals.<sup>4</sup>

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<sup>4</sup> Downloaded from <https://www.casw-acts.ca> March 18, 2022

## 15. Annex C: Resource Links.

### Canadian Association of Social Workers

Understanding Social Work and Child Welfare: Canadian Survey and Interviews with Child Welfare Experts:

<https://www.casw-acts.ca/en/social-work-and-child-welfare-new-report>

### National Child Welfare Workforce Institute

<https://ncwwi.org/resource-library/>

Resources addressing turnover issues with staff responsible for child welfare. The Reference List has over 200 references regarding retention:

[https://ncwwi.org/files/NCWWI\\_Retention\\_Reference\\_List.pdf](https://ncwwi.org/files/NCWWI_Retention_Reference_List.pdf)

### Casey Family Programs

<https://www.casey.org/resources/research-reports/>

How does turnover affect outcomes and what can be done to address retention?

[https://caseyfamilypro-wpengine.netdna-ssl.com/media/HO\\_Turnover-Costs\\_and\\_Retention\\_Strategies-1.pdf](https://caseyfamilypro-wpengine.netdna-ssl.com/media/HO_Turnover-Costs_and_Retention_Strategies-1.pdf)

Examples of success in reducing turnover:

How did Texas decrease caseworker turnover and stabilize its workforce?

<https://www.casey.org/texas-turnover-reduction/>

How does New Jersey maintain a stable child welfare workforce?

<https://www.casey.org/new-jersey-staff-turnover/>

## 16. Annex D: Reports Scan.

#	Report Title	Year	SW Content
1	Department of Health & Community Services NL & Newfoundland Association of Public Employees Social Work Workload Review Final Report May 2002	2002	<p>From the Executive Summary:</p> <ul style="list-style-type: none"> <li>• ...the reduction in competency-based training means program-specific training is inadequate;</li> <li>• There appears to be insufficient commitment on the part of HCS Boards to adequate professional development generally;</li> <li>• Social workers receive less supports from their current employer, the HCS Boards, in terms of transferability, of seniority, professional development and supervision.</li> <li>• Provincial government and the boards need to substantially enhance professional development for social workers in the targeted areas. The most acute need in this respect is competency based training and sufficient orientation...;</li> <li>• Clinical supervisor to staff ratios are too high and need to be lowered in keeping with national standards, and clinical supervision itself needs to be protected as a role;</li> <li>• The lack of transferability of seniority across regions poses a significant recruitment challenge for some rural areas, impedes worker mobility, and needs to be examined.</li> </ul>
2	Newfoundland and Labrador Health & Community Services Human Resource Planning Steering Committee Final Report July 2003	2003	<p>Recommendation 7 Health boards and educational institutions work together to develop comprehensive orientation programs to ensure graduates are optimally prepared for the workplace, notably but not limited to social workers and registered nurses.</p>
3*	Final Report of the Operational Review of Health Labrador Deloitte April 2003 <a href="https://www.gov.nl.ca/hcs/files/publications-labhlth.pdf">https://www.gov.nl.ca/hcs/files/publications-labhlth.pdf</a>	2003	<p>Provides comprehensive analysis and recommendations related to services provided through Health Labrador including CYFS. Observations include: [SWers are] A tireless group of professional social workers who go “above and beyond” in assuming higher caseloads while colleagues leave to assist with emergencies in understaffed communities.</p> <p>HR Issues include:</p> <ul style="list-style-type: none"> <li>• Recent graduates in social work who lack experience have been targeted to fill vacancies.</li> <li>• Impediments to recruitment of experienced social workers have been found to be: <ul style="list-style-type: none"> <li>○ Unrealistically high caseloads</li> <li>○ Isolation</li> <li>○ Security and housing issues</li> <li>○ Lack of community resources</li> <li>○ Limited access to quality supervision</li> <li>○ Limited opportunities for professional development</li> <li>○ Low rates of compensation for after hours “call-outs”</li> <li>○ Competition from other Northern employers offering better remuneration packages</li> </ul> </li> <li>• As experienced staff are essential to meet the challenges of providing</li> </ul>

#	Report Title	Year	SW Content
			child welfare services in the region, recruitment and retention strategies offering attractive incentives, such as sabbaticals and professional development opportunities, should be considered.
4*	Canadian Association of Social Workers, Child Welfare Project: Creating Good Conditions for Practice (Book Chapter 2003)	2003	<p>Asked respondents to rate, from a list of factors, those that would encourage good practice. Most frequently identified were the following:</p> <ul style="list-style-type: none"> <li>• acknowledgment of challenges/complexities of child</li> <li>• welfare work by the employing organization;</li> <li>• comprehensive, job-specific training by the employing organization for all new staff;</li> <li>• increased fiscal resources to meet the legislated mandate;</li> <li>• increased services to meet the needs of children and families;</li> <li>• ongoing opportunities for professional development</li> <li>• provided/enabled by the employing organization;</li> <li>• reduced caseload size; and</li> <li>• visible supports for good practice.</li> </ul> <p>See Appendix C</p>
5	Final report of the Minister's Advisory Committee on the Child, Youth and Family Services Act Fall 2005	2005	<p>NLSAW ... advised ... that until conditions within which child protection social workers operate improve, the principles and purpose of the Act will continue to be compromised. Among their concerns were: volume, complexity and increasing liability of child protection work; lack of clinical supervision to effectively support those in the field; lack of training and educational opportunities; and absence of standards for caseload sizes. Further, the Committee heard that the majority of those employed in this critical area are new graduates who have little or no experience. The high turnover rates in child welfare social workers have been well documented in the literature. This lack of stability within the system has resulted in a lack of structure and unpredictability of service delivery for children, youth and families.</p> <p>6. Training for social workers must become a priority for government. Best practice in this area supports the need for specialized skills, knowledge and expertise as outlined in the numerous reports cited in this review. Without this, the retention rate cannot be stabilized and inexperienced social workers will continue to struggle with the complexities of this work.</p>
6	Turner Report, 2006 (OCYA report) <a href="https://www.childandyoungadvocate.nl.ca/files/turner-v1.pdf">https://www.childandyoungadvocate.nl.ca/files/turner-v1.pdf</a> (remaining volumes are in same location. Recommendations are in Vol II)	2006	<p>7.6 THAT the Province develop and deliver mandatory, multidisciplinary education and training (including but not limited to) from police, health care professionals, educators, lawyers and caregivers, the focus of which is investigation and assessment of the need for protective intervention on behalf of the child or children.</p> <p>7.10 THAT Social Work education and in-service training include coverage of the ability to override confidentiality, where a child's safety is at issue.</p> <p>7.16 THAT mandatory in-service training which incorporates skills in caseload management and time management be developed and delivered to supervisory and direct service personnel.</p> <p>7.17 THAT all assessment workers be provided with ongoing and regularly</p>

#	Report Title	Year	SW Content
			<p>scheduled in-service training on the meaning, the importance and the implementation of Policy Reference No. 02-02-03 (Coordinated Response).</p> <p>7.21 THAT a multi-disciplinary committee be struck, including representation from NLASW and the Province, to consult with the Memorial University School of Social Work (within three months of the release of these Findings) to investigate the feasibility of establishing a postgraduate diploma in child welfare and child protection.</p> <p>7.22 THAT the Memorial University School of Social Work give a seat on its Academic Council to the Province.</p> <p>7.23 THAT caseload management and time management be included in course work at the Memorial University School of Social Work.</p> <p>7.25 THAT regular performance evaluations be provided to all personnel using child-centred criteria to fit with the monitoring duties of the Provincial Director under section 5 of the Child, Youth and Family Services Act.</p> <p>7.27 THAT mandatory in-service training be developed in the theory and practice of documentation and record keeping. Recommendation</p> <p>7.28 THAT there be group supervision as well as individual supervision beyond what is already required by law or policy.</p>
7	How Many Social Work Graduates are Required to Meet the Needs of the Newfoundland and Labrador Workforce? October 4, 2007 (HCS Model Report)	2007	<p>There were no recommendations, but the report stated:</p> <p><i>Existing capacity within Memorial University's School of Social Work will not meet the future needs of the province. Unless major increases are realized in program enrollments, significant gaps can be expected in future years which would have certain and direct negative impacts on the continued provision of social work services in this province. Bachelor seats subsequently increased from 45 to 60 and currently stand at 76.</i></p>
8	NLASW Quality of Work Life Survey Final Report November 2007 (Now the NLCSW)	2007	See Appendix D for executive summary
9*	Organization and Operational Review of Child, Youth and Family Services March 2007 (Deloitte Report)	2007	<p>The following were frequently cited by social workers as the single biggest frustration with the job: • Insufficient time to do the job • Too many administrative functions being performed by social workers • Lack of guidance from managers • CRMS • Lack of personal support • Lack of financial and human resources • High caseload • Lack of training • Upper management not understanding the complexity of the role</p> <p>Recommendation 4.1 to 4.8 (People)</p> <p>4.1 Ensure that work is done by the most appropriate resource. Specifically:</p> <ul style="list-style-type: none"> <li>• Introduce additional support roles – social work assistants, community service workers, behaviour management specialists, financial assessment officers (FAOs), and improved legal access. Requirements vary by region; specific regional analyses are required. Roles and responsibilities of the</li> </ul>



#	Report Title	Year	SW Content
			<p>various roles must be clear. (Note: it is important that there are adequate numbers of social workers and managers to direct the work of these support roles.)</p> <ul style="list-style-type: none"> <li>• Allow clerical staff to assist with CRMS (referrals, demographics, risk assessment, case notes). (Note: may require legal opinion.) Allow social workers flexibility in terms of how case notes are entered into CRMS, i.e. type themselves or hand-write/dictate for transcription by clerical staff thus accommodating strengths and weaknesses of individual workers. Train and/or increase the number of clerical staff accordingly.</li> <li>• Enhance delegation of authority for social workers (especially Code 26 in Eastern and Western regions).</li> <li>• Streamline staffing process at all regions to reduce time spent by managers.</li> </ul> <p>4.2 Enhance clinical supervision by managers.</p> <ul style="list-style-type: none"> <li>• Ensure that time of managers that is freed up (per recommendation 4.1) is redirected to clinical supervision.</li> <li>• Invest in managers to ensure they have the skills and competencies to provide adequate clinical supervision. Provide managers with training on clinical supervision (as part of the provincial competency-based training program).</li> <li>• Ensure that this increased focus on clinical supervision does not negatively impact the classification of managers.</li> </ul> <p>4.3 Further invest in orientation, training and professional development. Specifically:</p> <ul style="list-style-type: none"> <li>• CYFS Program orientation should be developed centrally and rolled out consistently across the Province.</li> <li>• Workers should be restricted from handling a caseload or all functions of work until they have completed orientation, including initial training, and have been delegated authority. They should be buddied with/mentored by an experienced worker for several months. Initial client visits should take place with the buddy/mentor.</li> <li>• As is currently planned, competency-based training and professional development should be developed provincially (including clinical supervision, documentation and case notes).</li> <li>• Dedicated training resources should be in place in every region and provincially.</li> <li>• Managers require a significant investment in training: clinical supervision (as per recommendation 4.2), managerial (e.g. performance management / mentoring /coaching, staffing), administrative (e.g. budgeting, time sheets, expense reporting).</li> <li>• Managers should be trained before front line workers receive the same training.</li> <li>• The Department should work with Memorial University to enhance the CYFS curriculum in the School of Social Work.</li> </ul> <p>4.4The scope of responsibilities of the Provincial Director of CYFS should be limited to the programs legislated under the CYFS Act and Adoption Act.</p>

#	Report Title	Year	SW Content
			<p>Dealing with the responsibilities of the Provincial Director beyond this will require a change to the management structure of the Division.</p> <p>4.5 Continue work on workload measurement approach and guidelines.</p> <ul style="list-style-type: none"> <li>• Build on work currently being undertaken by the CRMS documentation and Statistical Reporting Working Groups, which encompasses MIS Standards implementation, including workload measurement.</li> <li>• The Province should participate and actively encourage progress nationally and internationally with respect to workload measurement.</li> <li>• In the interim, a provincial approach and guidelines should be developed to allow for a consistent approach to resourcing throughout the Province.</li> <li>• Additional social workers and managers will be required throughout NL to bring workload to a reasonable level.</li> </ul> <p>4.6 Ensure that on call practices across the Province are consistent (to the extent possible), and that workers are adequately trained to meet on call needs.</p> <p>4.7 Ensure that classification and compensation are fair and equitable across the Province.</p> <p>4.8 Ensure there are formal processes in place in each region to re-assign cases when workers are on leave or absent.</p>
10*	<p>Children in Care in Newfoundland and Labrador: A Review of Issues and Trends with Recommendations for Programs and Services 2008</p> <p><a href="https://www.gov.nl.ca/cssd/files/publications-pdf-childcare-incarereport.pdf">https://www.gov.nl.ca/cssd/files/publications-pdf-childcare-incarereport.pdf</a></p>	2008	<p>Interviews with 90 individuals: ... Among a variety of themes and issues revealed, some of the more salient involved ... 7) human resource issues including social worker caseloads and turnover.</p> <p>Subsequent interviews: social worker issues; e.g., workload, lack of professional support, high turnover, difficulties recruiting/filling vacancies, fear and worry re: child outcomes and professional judgment.</p> <p>See Appendix B for a full section of the report.</p>
11*	<p>CYFS Clinical Services Review Report 2008</p> <p><a href="https://www.gov.nl.ca/cssd/files/publications-pdf-childcare-cyfs-clinical-services-review.pdf">https://www.gov.nl.ca/cssd/files/publications-pdf-childcare-cyfs-clinical-services-review.pdf</a></p>	2008	<p>5.3.2 Human Resources</p> <p>It is recommended that the Department, together with the RHAs, develop a provincial recruitment and retention strategy that will address both the short and long-term staffing needs of the child protection system. This should include and not be limited to:</p> <ol style="list-style-type: none"> <li>1. Recruiting teams of people who can be deployed over a three to six month period to work in areas with critical needs</li> <li>2. Exploring the utilization of staff with areas of specialty training complimentary to social work to provide services differentially and to increase the pool of individuals from which staff are drawn</li> <li>3. Providing financial and other incentives to recruit and retain child protection workers in recognition of the high degree of complexity and liability involved in the work</li> <li>4. Considering structural staffing changes to accommodate areas of service specialization to increase expertise and efficiency in service</li> </ol>

#	Report Title	Year	SW Content
			<p>delivery</p> <ol style="list-style-type: none"> <li>5. Ensuring worker safety when developing a staff recruitment and retention strategy and making structural changes</li> <li>6. Developing a system-wide, emergency after-hours service that does not rely solely on the services of the social workers who provide services during regular office hours. Consideration should be given to the development of a call centre that will respond to and dispatch calls after regular office hours. Follow-up would be done by designated staff in the regions.</li> </ol> <p>5.3.3 Training Plan</p> <p>In order to improve the quality of the clinical services and to support staff at all levels it is recommended that the Department, in collaboration with the RHAs, develop and resource training and development programs that are both mandatory and specialized. Such programs should be focused on core competencies to deliver clinical services. Core training is a key component to increasing knowledge and skills and should include but not limited to:</p> <ul style="list-style-type: none"> <li>• Comprehensive risk investigation and assessment</li> <li>• Understanding of family history and patterns of parenting</li> <li>• Case planning and follow-up</li> <li>• Client engagement, particularly in service planning</li> <li>• Regular assessments and reviews</li> <li>• Documentation and use of the case record as a clinical tool</li> <li>• Clinical supervision</li> </ul> <p>Features of the training and development program should be:</p> <ul style="list-style-type: none"> <li>• Orientation and basic training for all staff new to CYFS.</li> <li>• Review and refresher opportunities for current staff on the basic competencies which have been identified in the Clinical Services Review.</li> <li>• Opportunities on a regular basis to learn and develop knowledge and skills related to best practices, research and developments in the field of child welfare.</li> <li>• Given the geography and population of Newfoundland and Labrador, there currently are a range of models of service delivery from specialized caseloads to generic caseloads. Training should be available that supports these differences. Further, the methodology for any training needs to be adaptable to include both face to face and online.</li> </ul>
12	Department of Health and Community Services Strategy for Children, Youth and Families Focus Groups Report 2008	2009	Provides valuable front-line feedback on social work human resource issues Page 10 and 11 including turnover, continuing education, staffing levels, peer support, opportunities to debrief, need for travel support, need for cultural competence, value of the northern SW Program.
13*	The Power of Partnering: Offering a culturally relevant BSW program	2013	Relevant material for Reference.

#	Report Title	Year	SW Content
	to Inuit students in Labrador. Also see #16 below		
14	Truth and Reconciliation Commission of Canada. Honouring the truth, reconciling for the future. [Ottawa]: Truth and Reconciliation Commission of Canada, 2015 <a href="http://www.trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf">http://www.trc.ca/assets/pdf/Honouring the Truth Reconciling for the Future July 23 2015.pdf</a>	2015	<p>iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.</p> <p>iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing</p> <p>The financial barriers and other difficulties that Aboriginal people face in attending post-secondary institutions deprive the Canadian workforce of the social workers, teachers, health-care workers, tradespeople, legal professionals, and others who can help address the legacy of residential schools. Call to Action 11) We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education</p>
15	Strategic Health Workforce Plan	2015	<p>Provides a framework for a stable health workforce:</p> <ol style="list-style-type: none"> <li>1. Build quality workplaces;</li> <li>2. Establish appropriate workforce supply;</li> <li>3. Strengthen workforce capacity;</li> <li>4. Enhance leadership and management; and</li> <li>5. Maintain robust planning and evidence.</li> </ol>
16	<p>Graham, J. (2015). Inuit Bachelor of Social Work program evaluation report</p> <p><u>Unpublished report</u> prepared for the Nunatsiavut Government and Memorial University</p> <p>This material was copied from: A Long Wait for Change: Independent Review of Child Protection Services to Inuit Children in Newfoundland and Labrador 2019 (OCYA report) see #19 below</p> <p>See evaluation report #23 below</p>	2015	<p>Collaboration with Schools of Social Work has resulted in having Inuit qualified social workers introduced into the workforce. The recent experience between Memorial University of Newfoundland and Nunatsiavut Government partnering to develop and 79 deliver an Inuit Bachelor of Social Work Program provides lessons for such initiatives in the future. Nunatsiavut needed social workers in its communities and engaged with Memorial University to develop a culturally relevant BSW program which was grounded in Inuit-specific principles, beliefs and communication styles. Program modifications included admissions processes, course scheduling, Inuit-based course content, teaching methods and cultural orientation for teaching staff. The experience provided insights into the challenges of geography and the importance of staff continuity and corporate memory. Interestingly, Nunatsiavut did not view the university's lack of expertise in providing a professional social work program to Inuit students as a deterrent. Rather, Nunatsiavut saw this as creating a degree of cultural humility where the university recognized the expertise of Nunatsiavut in cultural matters. (Oliver, et. al., 2013). By 2013-2014, all 15 students graduated from the Inuit Bachelor of Social Work degree program. "The IBSW program has demonstrated that through collaboration, dedication, hard work, appropriate supports and sufficient funding, improving educational outcomes was achievable." (Graham, 2015).</p>
17	A Stolen Life, 2016	2016	<b>Previous Recommendations</b>

#	Report Title	Year	SW Content
	(OCYA report) <a href="https://www.childand youthadvocate.nl.ca/files/ACY-AStolenLifeReport2016.pdf">https://www.childand youthadvocate.nl.ca/files/ACY-AStolenLifeReport2016.pdf</a>		<p>It is incumbent upon the Department of Children, Seniors and Social Development to “ensure that all social workers throughout all regions of the Province have appropriate resources and support to enable them to adhere to the documentation standards” on an ongoing basis</p> <p>and</p> <p>“ensure that all social workers throughout all regions of the Province have appropriate resources and support to enable them to complete comprehensive assessments, interventions and followup in accordance with the Risk Management Decision-Making Model Manual (2013)”</p> <p><b>New Recommendations</b></p> <p>The Department of Children, Seniors and Social Development (formerly the Department of Child, Youth and Family Services), in consultation with Aboriginal governments, organizations and communities: (a) dedicate additional human resources of management and staff to the Labrador region to focus on ensuring that every child and youth throughout the Province receives the same standard of service.</p> <p>Of Note</p> <p>Documentation, there’s still a lag in getting CPRs on the computer. There’s still a lag in case notes. And then workers leave as happened in this particular file, where workers have become ill or whatever, they can’t do the work or, and historically over the years we’ve had a hundred percent turnover (Transcript of ACY Interview, 2016, p. 129).</p> <p>...we’ve had a huge problem with retaining receptionists and community service workers... CYFS is the only provincial government service in [the community and it’s been a very rocky road... We have relied heavily on CSWs but now when we need them most... it is very difficult to recruit for many reasons... We have ten [social workers], I think... We have chronic, chronic vacancies... Chronic turn over, chronic absenteeism issues because it’s a very, very stressful place to work (Transcript of ACY Interview, 2016, pp. 117-120).</p>
18*	UNDERSTANDING SOCIAL WORK AND CHILD WELFARE: CANADIAN SURVEY AND INTERVIEWS WITH CHILD WELFARE EXPERTS: Canadian Association of Social Workers (CASW) 2018 <a href="http://socialserviceworkforce.org/system/files/resource/files/Understanding-Social-Work-and-Child-Welfare.pdf">http://socialserviceworkforce.org/system/files/resource/files/Understanding-Social-Work-and-Child-Welfare.pdf</a>	2018	<ul style="list-style-type: none"> <li>• Improving working conditions for social workers by addressing workload</li> <li>• Support the development of national strategies to improve staff retention and reduce turnover for child welfare/service organizations</li> <li>• Supporting organizations and governments to develop strategies to promote mental health and wellness and address post-traumatic stress experienced by social workers,</li> <li>• Raise the value organizations and all levels government place on social work knowledge and methods and the importance that social workers have adequate time to spend with clients</li> </ul>
19*	A Long Wait for Change:	2019	See <b>Appendix A</b> below the table containing full Human Resources Section

#	Report Title	Year	SW Content
	Independent Review of Child Protection Services to Inuit Children in Newfoundland and Labrador 2019 (OCYA report) <a href="https://www.childandadothadvocate.nl.ca/files/IndependentReview2019.pdf">https://www.childandadothadvocate.nl.ca/files/IndependentReview2019.pdf</a>		from the Report.  19 Department of Children, Seniors and Social Development ensure professionals and caregivers working with traumatized children and families receive mandatory education in caring for traumatized children and youth. 23 Government of Newfoundland and Labrador develop and deliver mandatory Indigenous cultural education to public servants in a tiered approach with Level 1 being required for all public servants, and Level 2 reflecting more advanced content for those directly working with Indigenous communities or making decisions and policies related to Indigenous communities. Indigenous representatives should be engaged in content development and delivery. 24 Department of Children, Seniors and Social Development ensure training plans are in place for all social workers in Indigenous child protection settings and in addition to Recommendation 23, include community-based practical cultural learning experiences with community resources Department of Children, Seniors and Social Development ensure that frontline social workers in Indigenous communities are supported with immediate access to quality clinical supervision and mentoring. 27. Department of Children, Seniors and Social Development work with Nunatsiavut Government to recruit and educate Inuit staff to fill professional and paraprofessional roles with children, families, and communities. 28 Department of Children, Seniors and Social Development develop a recruitment and retention strategy for remote Indigenous communities which includes best practices in innovative approaches to recruitment, with consideration for incentives including continuing education, travel allowance, housing support, remuneration, and staff wellness, and workplace practices reflecting Inuit knowledge and values. 29 Department of Children, Seniors and Social Development actively engage frontline staff in Indigenous communities to develop and inform the recruitment and retention strategy in Recommendation 28, and to also inform the department on policies and practices in Indigenous communities, as well as a plan for employee self-care and well-being.
20	Seen but not Heard <a href="#">SeenButNotHeardInvestigativeReport2019.pdf</a> <a href="#">(childandadothadvocate.nl.ca)</a>	2019	Recommendation 4: The Department of Children, Seniors and Social Development seek and create opportunities to collaborate with Memorial University and other service providers and experts to address the professional education of child protection social workers in the areas of child protection assessment and intervention with parents who have complex mental health diagnoses
21*	NAPE Social Worker Confidential Survey January 2020	2020	Valuable feedback from those providing services. Q6 (What do you consider to be the most stressful aspects of your job?) and Q18 (Please share any other thoughts, concerns, comments here) especially have a vast amount of valuable front-line social worker feedback.
22	Review of the Effectiveness of New Brunswick's Child Protection System	2018	By George Savoury <ul style="list-style-type: none"> <li>• (g) A Child Abuse Register along the lines of Nova Scotia's Child Abuse Register be adopted. Such a Register would have better safeguards and eliminate the work that social workers now have to perform with respect to Prior Records Checks and Exemptions.</li> <li>• Identify specialized training for social workers.</li> </ul>

#	Report Title	Year	SW Content
			<ul style="list-style-type: none"> <li>• (8) All current temporary positions be converted to permanent positions and filled as soon as possible, unless they are temporary for health or parental leave. (9) One administrative assistant be approved for each team of supervisor and social workers in each office so that administrative duties such as photocopying, faxing, requisitions and other administrative duties can be removed from social workers and supervisors. With removal of these tasks, social workers would be better able to focus on direct service tasks.</li> <li>• (17) A child welfare human resources project be initiated to explore the reasons for the delay in filling positions and how these reasons can be addressed. For example, are there regional practices that have been adopted that hinder or enhance the recruitment process? Why are some positions filled as casuals first instead of being filled as temporary or permanent? Why are social workers not being hired as temporary workers instead of casuals?</li> <li>• What are the impediments to granting the authority to the regions for the recruitment of social workers and supervisors? How can these impediments be removed?</li> <li>• (12) The Social Worker 3 (Regional Clinical Specialist) position description should be revised</li> <li>• Specialized training in SDM for the supervisors be conducted as soon as possible. (2) Training on SDM should be provided earlier within the first year of employment for new social workers and no later than within the first 6 months of employment. (3) A refresher workshop on SDM be offered for experienced social workers who have completed SDM training.</li> <li>• Supervisors should schedule regular supervisory sessions with each social worker for a minimum of one hour each week.</li> <li>• All social workers should receive core training as soon as possible after they are recruited. Training on Structured Decision Making (SDM) should be provided within the first 6 months for new social workers. (3) A refresher course should be offered periodically for experienced workers on the latest tools, knowledge and skills in child protection. (4) A directive be issued to all managers making it clear that all new social workers must participate in core training and that there is no discretion to refuse approval for them participating in core training because they are not permanent or due to shortage of staff. (5) An advanced webinar focusing on supervising child neglect cases, with a focus on reflective practice, the invisible child, identification of drift and relationship building, be developed and made available to supervisors on an ongoing basis. (6) An advanced Child Neglect webinar be developed and made available to social workers on an ongoing basis.</li> <li>• Every FES and CP social worker should be provided with their own cell phone with data.</li> <li>• Each laptop should be equipped with speech recognition software such as Dragon NaturallySpeaking</li> </ul>

## Social Work Workforce Model Report

#	Report Title	Year	SW Content
23	Inuit Bachelor of Social Work Program Evaluation Report Graham, J. (2015). Inuit Bachelor of Social Work program evaluation report.	2015	37 recommendations.
24	Report on Child Welfare Services to Indigenous Children, Youth and Families 2019-20 <a href="https://www.assembly.nl.ca/business/electronicdocuments/ReportOnChildWelfareServicesToIndigenousChildrenYouthAndFamilies2019-20.pdf">https://www.assembly.nl.ca/business/electronicdocuments/ReportOnChildWelfareServicesToIndigenousChildrenYouthAndFamilies2019-20.pdf</a>	2021	See Appendix E This report is in response to Recommendation 33 of the Office of the Child and Youth Advocate's report A Long Wait for Change: Independent Review of Child Welfare Services to Inuit Children in Newfoundland and Labrador (2019) #19 in this table.



### Appendix A

A Long Wait for Change: Independent Review of Child Protection Services to Inuit Children in Newfoundland and Labrador 2019 (OCYA report) Section h.

h. Human Resources Human resources was also discussed broadly, and was not solely about provincial government positions. This section on human resources reflects information from a variety of sources. We assessed file information, we heard from current and previous staff of the Department of Children, Seniors and Social Development, we asked specific staffing questions to the department, and we heard the perspectives of young people, community participants, and other professionals. Human Resources data showed that over a four year period from January 1, 2015 to December 31, 2018, the Department of Children, Seniors and Social Development had 12 social work positions in the Happy Valley-Goose Bay office, and four additional positions that were present during part of the period. The vacancy rate for social workers in Goose Bay was 21%. By comparison, there were 10 social work positions in Nunatsiavut communities that existed for all four years (2015-2018). The vacancy rate for these social work positions was 27%. In Nunatsiavut communities, there were six community service worker positions during 40 this period. They had a vacancy rate of 31%. There is no comparable data for Happy Valley-Goose Bay because community service worker positions do not exist in the community. In Nunatsiavut communities, there was one clinical program supervisor position, which was actively staffed 85% of the time during the period. In Happy Valley-Goose Bay, there were three clinical program supervisor positions that were actively staffed between 80% and 100% of the time, and one position that existed for part of the period (34 months), but which was vacant 85% of the time. People acknowledged ongoing difficulty in recruiting and retaining child protection staff and those needed to support a child's well being (social workers, community service workers, mental health and addictions workers) to work in isolated, northern and remote communities. Many emphasized the need for more staff to do this difficult, complicated, and important work of keeping children safe. This will be especially true if there is more prevention and early intervention efforts in the future. Participants also expressed concerns with recruiting and retaining support for foster homes, short term emergency accommodations, respite care, and other family support services. They made it clear that to truly make things better for Inuit children, youth, families and communities, additional funding and on-the-ground support is required. Participants want more people from their Inuit communities to be educated and prepared to work in child protection. The Bachelor of Social Work (BSW) Program between Nunatsiavut Government and Memorial University's School of Social Work was seen as a step in the right direction. However many of these graduates have chosen not to work in the Department of Children, Seniors and Social Development positions. If this, or another such program is repeated in the future, changes to the current child protection system will be required in order for Inuit social workers to feel they can work in a program where their values and culture are reflected and respected. Participants told us that a barrier to working with the Department of Children, Seniors and Social Development is that the system is not trusted. Policies are seen to be rigid, parents are policed, and there is little professional discretion. Work is crisis oriented instead of helping families early. These issues, along with the adversarial process of 41 investigations, make it very difficult for Inuit to do this work while living in their home communities. We heard ideas about hiring more Inuit to work in a supportive role in child protection where they can gain experience while completing a BSW. People expressed interest in distance education and in professional development opportunities that build Inuit knowledge and skill within their communities, and increase much needed staffing positions within child protection. Similar program models have been implemented in other Canadian jurisdictions. Increasing Inuit education and skills in the overall field of children's services will be an important development to improve services now, as well as positioning Nunatsiavut Government to assume responsibility for these services in the future. We are aware that some administrative support positions in offices on the north coast may go unfilled for extended periods of time. People told of their frustrations when they could not have a phone call answered or the office open to the public in some cases. We experienced this as well. When families or caregivers are involved in child protection matters, they must be able to contact a real person and get a response when they reach out for

help, guidance, or information. While vacancies are frustrating to the public, and to professionals attempting to reach social work staff, it is also problematic for social workers. They rely on their administrative support to assist them in their daily work. Without such support, more administrative duties fall to social workers. This is not where their efforts and energies should go. We understand that job competitions have been repeatedly posted for some administrative support positions without results. If a job competition is posted repeatedly When families or caregivers are involved in child protection matters, they must be able to contact a real person and get a response when they reach out for help, guidance, or information.<sup>42</sup> and does not offer possible candidates, this is unlikely to change in a small community. It is clear that another approach must be employed. People talked about multiple social workers being assigned to a child's file over time because of high turnover. The highest number of social workers we saw on a file was eleven. Each time a new social worker is assigned, the child and family has to start over from the beginning with the new worker. This is not a good way to build trust and continuity for the child, and to develop a plan with the family that builds on their assets and strengths. We can say without a doubt that child protection is one of the most difficult professional roles. It is not a perfect science under the best of circumstances, and decisions weigh heavy. It is hard for a social worker to be in an authority role investigating parents and families and at the same time expect families to enter into a trusting relationship. Yet social workers know that relationships bring about change more than rules or contracts. We found staff to be concerned and caring about their work and the children they are entrusted to protect. In professional social work education, students learn that regardless of their field of social work practice, they will be agents of change. For many social workers who work in Indigenous child protection, they likely feel this mission falls short. As public servants, they must follow the laws and policies which govern their work and which often leave them with too few options to intervene. We know that child protection work can take a toll. This is reflected in the stress associated with the nature of the responsibilities, the heavy workloads, lack of resources and organizational supports, the complexity of the cases, the limited experience of many staff, the frequent staff turnover and vacancies, the lack of direct access to mentoring and clinical supervision, the isolation from families and home communities, and the stigma and negativity associated with their work and department. There is fear of liability which creates heightened anxiety. They know many people do not trust them. Enforcing child protection laws can be a lonely place. The cost of caring and the cost of doing this work without the appropriate supports puts the very staff who are responsible for protecting children at risk. Systemic changes are needed for children and families, but also for the staff who are expected to ensure children's safety and protection. The 43 Department of Children, Seniors and Social Development would benefit from regularly engaging its social workers, particularly those serving in Indigenous communities, to discuss how to support their work in order to improve the nature and quality of child protection services, to enhance recruitment and retention, to improve their sense of well-being and job satisfaction.

### Appendix B

Children in Care in Newfoundland and Labrador: A Review of Issues and Trends with Recommendations for Programs and Services 2008. Report section: The Front Line

Social worker workloads: It was a well accepted view that Child Welfare social work can be quite challenging and, at times, be perceived as the least attractive area of social work practice. It was suggested that a notable number of frontline workers have adopted a sense of pessimism. That is, in addition to the challenging nature of the work, they must also deal with “system challenges.” It was revealed that such pessimism might partly be a function of large, often unmanageable work loads, where there is the persistent ordeal of trying to strike a balance between working with clients and performing other duties such as managing financial paperwork and requests for payments, and managing and transporting children for supervised visits with birth parents, something that can be particularly time consuming in rural parts of the province. It was therefore suggested that, due to competing responsibilities, the communication between social 68A Review of the In Care Program worker and client is limited and the children are not receiving or benefiting from the social worker’s skills and training. Social workers and front line managers throughout the province emphasized the importance of having positions like Social Work Assistants and Financial Administration staff to alleviate the work pressures of non-social work related tasks such as managing financial requests. However, it was cautioned that provincial guidelines needed to be established to define the credentials and duties for these positions. High social worker turnover, a limited supply and incentive programs Respondents from all regions discussed challenges associated with high social worker turnover rates. It was widely contended that high staff turnover has resulted in very young and inexperienced frontline staff who might have not realized their full proficiency as professionals. High turnover has also led to a lack of familiarity with children and families resulting in less confidence and comfort in decision-making. From the child’s perspective, it was argued (most notably by foster parents) that high staff turnover tends to reinforce a negative perspective of short-term, failed relationships that many foster children become all too familiar with. In addition to issues associated with high worker turnover, a very salient finding concerned province-wide difficulties in recruiting front line social workers to staff the in care program, a problem that is even more pronounced in remote regions, such as in Coastal Labrador.

## Appendix C

Canadian Association of Social Workers, Child Welfare Project: Creating Good Conditions for Practice (Book Chapter 2003)

The following were the specific themes from the survey data, focus groups, and consultations.

1. Across the country, the most frequently identified impediment to good practice was the inability to form meaningful relationships with clients. This was attributed in part to caseload size and staff turnover, and to the employing organizations' lack of understanding of the relationship-based nature of social work and of the importance of spending time with individual children and families. Some respondents spoke of children on their caseload whom they had not seen for months. Others described taking children into care which might have been avoided if the worker had been able to spend more time with the family.
2. The most important encourager of good practice was for employing organizations to publicly acknowledge the challenges and complexity of child welfare work, and to take more responsibility for interpreting that role to the public. Social workers in child welfare settings felt very vulnerable to public criticism and public misunderstanding.
3. Decisions that affect children's lives were too often driven by fiscal considerations rather than by good practice.
4. Resources were often insufficient, both within mandated organizations, and in the community.
5. Many social workers were concerned about legal liability, and were unsure about their employing organizations' support if a problem arose.
6. The culture of fear could be overcome with competency-based, job specific training, high quality supervision, and mentoring by senior colleagues. Respondents did not describe their social work education as deficient. However, they felt that they require supplementary, on-site job-specific training, which should be mandatory for every social worker new to child welfare work, regardless of educational background. The need for skilled clinical supervision was mentioned repeatedly.
7. Recommendations of existing studies needed to be implemented. Respondents from virtually every province identified studies and reviews that had been commissioned in their jurisdictions (often in response to a tragic event) that were comprehensive, accurate, and included excellent recommendations. However, the recommendations of the studies had rarely been implemented.
8. More meaningful connections needed to be made between schools of social work and the practice community. Front line staff tended to repeat the interventions traditionally used in their agencies, with little knowledge about the efficacy of those interventions. Most were aware that there was good research being done at universities and elsewhere, but the results of that research rarely informed their practice.
9. Community agencies and organizations needed to be seen as part of the solution. Social workers must stop thinking that they can, or should be, working in isolation from the communities where they work. Employing organizations need to make genuine connections with the community and other non-mandated organizations. It is interesting to note that on the survey instrument, the most frequently identified alternate practice model was "community-based practice."
10. Respondents to the survey instrument communicated a pervasive sense of apathy and powerlessness. Many described ethical dilemmas that they faced every day, but felt powerless to change. Some suggested that their employing organizations seemed unaware of the frequent lack of congruence between the ethical stance of social workers and the demands of the workplace.
11. A number of respondents spoke of their own frustration and disappointment at the sad state of morale among their colleagues. These colleagues were described as poor advocates for themselves and their clients, and as being afraid to rock the organizational boat. The respondents perceived that if these colleagues were more confident in their professional identity, and had the tools, they could positively affect the organizational climate.

12. Joining and supporting provincial social work associations was seen as a good advocacy strategy. It was suggested that social workers who are afraid to speak out individually should use their provincial associations as advocacy arms. Both the national and provincial/territorial associations needed to encourage such action, and be active advocates on behalf of members.
13. There are many positive stories to be told. Social workers in child welfare should take every opportunity to positively promote the work they do. They need to “walk taller,” be proud of their profession, and stop giving away practice to other professionals.
14. Provincial and territorial associations need to engage in social action initiatives in relation to the poverty that is commonly experienced by child welfare service recipients.
15. Creating conditions for good practice must be a shared responsibility. Provincial and national social work associations, faculties and schools of social work, organizations that employ social workers, and front-line social workers themselves, must all be part of the solution.

### Appendix D

#### NLASW Quality of Work Life Survey Final Report November 2007 (Now the NLCSW)

- Survey respondents are similar to the general social work population

Respondents of this survey are representative of the Newfoundland and Labrador population of social workers with respect to age, gender, region, and percentage employed in the public sector. The percentage of respondents in the field of child welfare was high and this should be considered when interpreting the results.

- Social workers are busier than ever

The majority of respondents in all fields of practice report an increase in their workload compared to the previous year. Those employed in the general field identified as child/family services were the most likely to report an increase in workload. The field of practice categories in this study are not entirely reflective of the organization of social and health services in Newfoundland and Labrador. They are consistent with the national categorization system and will be utilized to make national comparisons.

Sixty-three percent think that there are not enough social workers employed in their area to complete work at an acceptable standard. More than half report that their employer has had trouble filling vacancies in the past year. Sixty-four percent normally work overtime in a given week; three-in-ten are working more overtime than last year. Social workers are taking extra measures to keep up with their work. Three quarters report that they have skipped meals or breaks in order to stay on top of their work and 92 percent go to work when they are sick.

- Working conditions are taking a toll

Nine-out-of-ten social workers feel rushed at work. The volume of work (74.6%), increased documentation (62.8%), complexity of workload (66%) and fast pace of work (52.1%) are reasons for usually/often feeling rushed. Almost two-thirds (62.6%) agree that their working conditions have negatively impacted their family and/or social life, forty percent get sick more frequently, and a third (33.3%) experience feelings of depression as a result of their working conditions. The negative influence of working conditions appears to impact respondents' personal lives (e.g., negatively impacting family/social lives, getting sick more frequently) more than their work-related responsibilities (e.g., more irritable with clients, making too many mistakes).

- Balancing personal and work life is difficult for members of the profession

More than half of social workers report having care-giving responsibilities (54.4%), primarily for children (84.9%), and most are experiencing difficulties balancing their work and care-giving responsibilities. The average score on a scale from 1 (Very Difficult) to 10 (Not At All Difficult) is 4.9.

Factors rated as very important for alleviating the stress associated with efforts to balance work and care-giving responsibilities include a supportive supervisor/manager, ability to take paid leave, flexible hours of work, and ability to receive personal calls at work.

- Health system restructuring has negatively impacted quality of work life

Comments from respondents indicate that they are experiencing stress and frustration as a result of the changing work environment associated with restructuring. They report loss of supervision or difficulty accessing supervisors, loss of positions, increased workload and challenges associated with interdisciplinary teams.

- Supervision is a significant issue

Supervision was raised as a significant issue either because it is lacking within the organizational structure or because the supervisor is not available when needed. A respondent identified that "the SINGLE MOST important factor (there are definitely others) mitigating the quality of my work life is the presence of...adequate supervision by a QUALIFIED, knowledgeable, motivated individual."

- Technology has been a blessing and a curse

Half of respondents report that technology has had both positive and negative effects on their work. Positive effects include improved ability to communicate and making responding more immediate. Negative effects

are increased volume of work and increased feeling of being rushed. Two-thirds report the feeling of being rushed as a result of technology has increased compared to three years ago.

- Four-in-ten social workers reported having experienced harassment in the workplace and threats to personal safety as a result of their work

Forty-seven percent of respondents claim they have been the recipient of unwanted attention, comments, or behavior in their workplace. Greater than 60 percent of those who report workplace harassment experienced general intimidation.

Forty percent report that they have experienced threats to their person, family or property as a result of their current work. Almost all threats were from a client or the family/friend of a client.

- Training opportunities are available to most social workers but opportunities for advancement are limited
- Opportunities for training or upgrading skills in existing jobs are available to eight-out-of-ten respondents. Only 14 percent do not have such opportunities in the workplace. One or two day workshops, conferences or seminars are the most common types of training available. Nearly three-quarters (73%) report that their opportunities for advancement within their current organization are limited or none.

- All things considered, career satisfaction is relatively high for most social workers

In spite of the challenges experienced, social workers report that they are generally satisfied with their careers. On a scale from 1 to 10, the average score is 6.4. With the exception of the field of identified as child/family services, all fields rated their career satisfaction as 7 or higher.

Only one-third would not recommend social work to a child or friend; the remainder would at least consider recommending it.

### Appendix E

... the Department has expanded the service delivery model implemented in Natuashish in 2013. This fly-in/fly-out social work staffing model brought consistency in staffing, better connections with community and reduced caseloads supporting improved service delivery. The new Innu Service Delivery Team creates one team servicing both Innu communities. This model was implemented last year with 14 social work positions.

Efforts were also made to introduce social work students to working in Labrador, to help new social workers understand Innu and Inuit culture, and improve recruitment in remote Labrador. Through collaboration with partners, such as Memorial University School of Social Work, Nunatsiavut Government, and Mushuau Innu First Nation, two social work student placements in remote Labrador were created for each semester. Six social work student placements were completed in both Hopedale (4) and Natuashish (2). The Department notes that three of these six students accepted positions in Indigenous communities in Labrador upon completion of their Bachelor of Social Work degree.

In addition to the ongoing work to develop and deliver training on Indigenous perspectives by the Government of Newfoundland and Labrador for all employees, CSSD's Training and Development Unit has and will continue to partner with Indigenous Governments and Organizations to strengthen culturally-informed practice among Departmental staff through training and professional development opportunities.

Through Advancing the Practice Together (APT) partnership, CSSD and Memorial University's School of Social Work (MUN SCWK) provided the following sessions to supplement the training available to CSSD social work staff and MUN social work students in the 2019-20 fiscal year:

- Cultural Competence in Child Welfare Practice for Indigenous Communities Training (March 2019): This session was organized with Indigenous partners hosting a panel of Indigenous members to address child welfare practice in Indigenous communities.
- Jordan's Principle and the Inuit Child First Initiatives (October 2019): This session informed social workers about Jordan's principle and the Child First Initiative, why they were created, who can apply, and the application process.

CSSD is committed to providing further Indigenous cultural training, including the history and experience of colonization for Indigenous people, and other educational opportunities for social workers, and will continue to collaborate with Indigenous partners on this priority. Further, the Office of the Child and Youth Advocate has made a recommendation to CSSD for required training related to Indigenous culture which the department is working toward.



## 17. Annex E: Draft School of Social Work Working Group

### Memorial University of Newfoundland School of Social Work Working Group

#### Background

- The Social Work Workforce Model Expert Group provided several recommendations in its final report related to their objective: “To develop a comprehensive social work workforce model that incorporates all relevant supply and demand factors and makes recommendations for addressing anticipated trends, to ensure workforce stability”.
- Many of these recommendations warranted the formation of a Working Group to guide their implementation.

#### Objective

- To improve the “pipeline to practice” by optimizing student preparation, fieldwork placement experience, and transition to the employer upon graduation.

#### Scope

- A. Certificate development (1. Mental Health and Addictions; and 2. Child Welfare)
- B. Fieldwork placements (number needed to support increased seats, adjacency, student planning for in year one, student supports, support and training for fieldwork instructors, student assessments, core competencies needed for employer placements, clinical practice education coordination software HSPnet)
- C. Transition to employment (optimize student placement experiences and their transition from student to employee based on qualifications, ability and personal suitability)

#### Deliverables

- Improvements implemented.

#### Membership

- The Expert Group consists of one representative from:
  - Memorial University School of Social Work (Chair)
  - Department of Children, Seniors and Social Development (CSSD)
  - Regional Health Authorities (RHAs)
  - Newfoundland and Labrador College of Social Workers (NLCSW)
  - Practice Education Coordinator Patti Moores
  - Other organizations and individuals identified as necessary by the Working Group

#### Reporting Structure

- The Working Group reports to the Dean of the School of Social Work.

#### Roles and Responsibilities

- The chair is responsible for meeting agendas, keeping the discussion focused within the scope of the work.
- Members have a responsibility to review all materials, provide constructive feedback, and ensure their respective organizations implement improvements as agreed.

#### Schedule and Work Plan

- The Working Group meets monthly. End date is to be determined.