

**SOCIAL WORK SERVICES, MANPOWER AND EDUCATION**

---

**REPORT OF THE  
VIRGINIA ADVISORY LEGISLATIVE COUNCIL  
TO  
THE GOVERNOR  
AND  
THE GENERAL ASSEMBLY OF VIRGINIA**



**Senate Document No. 7**

COMMONWEALTH OF VIRGINIA  
Department of Purchases and Supply  
Richmond  
1972



## MEMBERS OF COUNCIL

---

ROBERT C. FITZGERALD, *Chairman*  
ARTHUR H. RICHARDSON, *Vice-Chairman*  
M. CALDWELL BUTLER  
C. W. CLEATON  
EDWARD E. LANE  
LEWIS A. McMURRAN, JR.  
WILLARD J. MOODY  
GARNETT S. MOORE  
SAM E. POPE  
JAMES M. THOMSON  
JAMES C. TURK  
EDWARD E. WILLEY

---

## STAFF

JOHN B. BOATWRIGHT, JR.  
WILDMAN S. KINCHELOE, JR.

JOHN A. BANKS, JR.	LAURENS SARTORIS
ROBERT B. COUSINS, JR.	SALLY T. WARTHEN
KATHERINE L. GOOLSBY	G. WILLIAM WHITE, JR.
ARTHUR H. HORWITZ	ROGER C. WILEY
L. WILLIS ROBERTSON, JR.	



## INDEX

	<i>Page</i>
I. Summary of Recommendations .....	1
II. Committee Members, Study Directives and Hearings .....	3
III. Introduction .....	6
IV. Recommendations .....	7
A. Social Work Manpower .....	7
B. Social Work Education .....	7
C. Recognition of Professional Education .....	10
D. State Scholarships .....	10
E. Social Work Services .....	11
F. Registration of Social Workers .....	11
V. Conclusion .....	13
 Appendices	
A. Survey of Social Welfare Manpower .....	15
B. Model Social Workers Licensing Act .....	25
C. Recommended Legislation .....	31



SOCIAL WORK SERVICES, MANPOWER AND EDUCATION

Report of the  
Virginia Advisory Legislative Council

Richmond, Virginia  
December 1, 1971

TO: THE HONORABLE LINWOOD HOLTON, *Governor of Virginia*  
and  
THE GENERAL ASSEMBLY OF VIRGINIA

I. SUMMARY OF RECOMMENDATIONS

A. Social Work Manpower

1. *Recommendation:* Our recommendation is that a full-time permanent position be established in the Human Resources Planning Section of the Division of State Planning and Community Affairs. The official should be given the responsibility for leadership in recruiting, educating and utilizing social work manpower. (See also recommendation of the *Governor's Management Study* concerning the Deputy Governor of Human Affairs, pp. 170-71.)

B. Social Work Education

2. *Recommendation:* The existing educational programs in social work should be encouraged and strengthened.

3. *Recommendation:* The State Council of Higher Education should formulate a long-range plan for the development of social work education in the State, including the need for a doctoral program, and provide for continuing evaluation and revision of the plan as needed.

C. Recognition of Professional Education

4. *Recommendation:* The Division of Personnel and other State agencies employing social workers should recognize that educational attainment and experience should be rewarded and parity in salaries reached with other professional positions with comparable educational requirements. The Division of Personnel and such State agencies should adopt pay differentials for social work employees with varying levels of education.

D. State Scholarships

5. *Recommendation:* The Division of Personnel should review the State policy requiring two months' service commitment for each month State scholarship aid is received and consider lowering the time commitment.

E. Social Work Services

6. *Recommendation:* The Governor is urged to formulate an overall State plan

for the development and delivery of social services consonant with the changing needs of Virginia citizens.

#### F. Registration of Social Workers

7. *Recommendation:* The existing laws for the registration of social workers should be amended: (1) by revising the qualifications of Associate Social Workers, (2) by providing for reciprocity, and (3) by adding a privileged communication provision.



## II. STUDY DIRECTIVES, COMMITTEE MEMBERS AND HEARINGS

This study of social work services, manpower and education began in 1968 and was continued in 1970. It was conducted pursuant to the following directives.

### HOUSE JOINT RESOLUTION NO. 58

(1968)

Directing the Virginia Advisory Legislative Council to make a study and report on matters relating to social work services, manpower and education.

Whereas, Virginia is today emerging as a more complex, urbanized and industrialized Commonwealth, and in the process has developed new and greater needs for facilitating social adjustment, prevention of social unrest, and providing opportunities for greater social well-being of its citizens; and

Whereas, it is in the best interest of the Commonwealth that as many of its citizenry as is possible be productive and useful both socially and economically; and

Whereas, the need for social work manpower in Virginia has increased so rapidly in recent years that it has created a serious gap in the State's ability to meet the demand for services in prevention of social unrest, treatment of the mentally ill, rehabilitation of the physically, mentally and emotionally handicapped, and the strengthening of family life as the prime stabilizing factor in our society; and

Whereas, our Commonwealth ranks only forty-third in the nation in its ratio of qualified social workers proportionate to its population and has serious need for training, education and recruiting additional social work personnel; and

Whereas, the number of qualified social workers presently graduated from Richmond Professional Institute, the State's only school of social work, and remaining in the State after graduation, as well as those social workers coming into the State to work, cannot come close to meeting the demand of Virginia's social service agencies now or in the future, and additional facilities and programs for education, training and recruiting of manpower must be planned and implemented; and

Whereas, this demand must be met by strengthening existing educational facilities, expansion of these facilities and creation of new facilities, on both an undergraduate and graduate level; and

Whereas, the report of the Higher Education Study Commission of 1965 pointed out that there is a present crisis in social work, manpower and educational training for this need in Virginia, and recommended that the quality of the School at RPI be fully secured, followed by expansion of the School and establishment of undergraduate and graduate programs throughout the State, particularly in large urban areas; now, therefore, be it

Resolved by the House of Delegates, the Senate concurring, That the Virginia Advisory Legislative Council is directed to make a study and report upon the following matters:

(a) The extent that social impact of Virginia's industrial, economic and population growth has created a need for additional social work services and manpower;

(b) The educational facilities and programs—both on the graduate and undergraduate level—required to meet this need for social work services and manpower;

(c) Specific recommendations for strengthening and expanding existing social work educational facilities and programs in the State;

(d) Specific recommendations to meet local area's manpower gaps through decentralization and localizing of educational facilities throughout the State;

(e) A study of economic and other resources available to develop and improve social work services, manpower and education in Virginia;

(f) Recommendation of specific additional legislation required to accomplish and implement the recommendations of the Council.

All agencies of the State shall assist the Council in its study. The Council shall conclude its study and make its report to the Governor and the General Assembly not later than November one, nineteen hundred sixty-nine.

## SENATE JOINT RESOLUTION NO. 3

(1970)

Directing the Virginia Advisory Legislative Council to continue its study of matters relating to social work services, manpower and education.

Whereas, the Virginia Advisory Legislative Council was directed in 1968 by House Joint Resolution No. 58 to conduct a thorough study of questions relating to social work services, manpower and education; and

Whereas, the illness and untimely death of Charles R. Fenwick, the Council member who served as chairman of the committee conducting the basic investigation for the Council, inevitably occasioned a serious interruption in the committee's work; and

Whereas, the Council has authorized a comprehensive survey of social work service manpower needs, which is being conducted in cooperation with the Virginia Social Welfare Manpower Project, and has conducted background research which together will constitute a sound basis for formulating a complete report and recommendations during the coming interim; now, therefore, be it

Resolved by the Senate, the House of Delegates concurring, That the Virginia Advisory Legislative Council is directed to continue the study of matters relating to social work services, manpower and education initiated by it in 1968 pursuant to House Joint Resolution No. 58 and to conclude its study and report to the Governor and the General Assembly no later than November one, nineteen hundred seventy-one.

Senator James C. Turk of Radford was appointed by the Virginia Advisory Legislative Council in 1970 to chair the Committee which completed the initial study and report to the Council pursuant to Senate Joint Resolution No. 3. Delegate J. Samuel Glasscock of Suffolk was elected Vice-Chairman of the Committee.

Also serving on the Committee were Mrs. Marie K. Arrington, of Harrisonburg; Otis L. Brown of Richmond; Mrs. William C. Calloway of Richmond; Joel B. Cooper of Norfolk; Dana B. Hamel of Richmond; William L. Heartwell, Jr. of Richmond; Richard Lodge of Richmond; Roy E. McTarnaghan of Richmond; Delegate Sam E. Pope of Drewryville; Don W. Russell of Richmond; Delegate John R. Sears, Jr. of Norfolk; Mrs. Virginia Thatcher of Arlington; and Senator Lawrence Douglas Wilder of Richmond.

The Virginia Advisory Legislative Council and the Division of Statutory Research and Drafting made staff and facilities available to carry out this study; they assigned the necessary employees to assist the members and the study group at all times.

The Committee was ably assisted by Mrs. Mary Alice Roberts of the Department of Welfare and Institutions, who volunteered her time and contributed her knowledge and experience.

The Committee held a public hearing in Richmond on May 6, 1971 at which the following persons addressed the Committee: Earl D. Morris, President of the Council of Virginia chapters of the National Association of Social Workers; Mrs. Beulah Wheeler, President of the Hampton Roads Chapter of the National Association of Social Workers; Mrs. Catherine Veasey, Mrs. John F. Rixey and Mrs. Virgil Laws, all of the Health, Welfare and Recreation Planning Council of Norfolk; William Crunk, Chairman of the Advisory Committee of the School of

Social Work of Virginia Commonwealth University; Charles W. Fleming, Co-Chairman of the Subcommittee on Utilization of the Virginia Social Welfare Manpower Project; Dr. L. D. Brooks, President of Norfolk State College; Dr. Ethelyn Strong, of Norfolk State College; Mrs. Grace Harris, Chairman of the Virginia Board for the Registration of Social Workers; Elmer Taylor Sears, of the Richmond Chapter of the National Association of Black Social Workers; and Miss Pauline Wirt, of the Department of Welfare and Institutions.

### III. INTRODUCTION

Virginia and the Nation are experiencing rapidly escalating social problems, reflecting the tensions which inevitably accompany urbanization, industrialization, and mobility. These social problems threaten the stability and quality of community, family, and individual life. One of the professions most intimately involved in working with social problems is social work.

This report is concerned with Virginia's supply, utilization and education of social workers.

Few professions are growing as rapidly as social work. This should occasion no surprise since social workers operate at the front line of individual, family, group, and community problems. The profession is designed to help people in trouble and to help them avoid trouble; trouble in many spheres, including economic, marital, delinquency, interpersonal, health, school, drug abuse and alcoholism, and many more. It also helps modify social conditions which contribute to such problems.

In its method of serving people it seeks to help them become increasingly responsible, disciplined and achieving. The profession also seeks to assure that individuals are not denied certain essential rights or a fair chance to become responsible, disciplined, and achieving.

Social workers need knowledge of human behavior, social policies, research, and ways of helping people as individuals, in families, in small groups, in organizations, and in communities. This knowledge requires specific educational preparation, as well as experience.

Virginia, in common with other states, needs to plan for the recruitment, retention, and education of its present and future social workers.

It is hoped that the following report and recommendations will clarify and highlight some of the issues which need to be addressed.

## IV. RECOMMENDATIONS

### A. Social Work Manpower

1. *Recommendation:* Our recommendation is that a full-time permanent position be established in the Human Resources Planning Section of the Division of State Planning and Community Affairs. The official should be given the responsibility for providing leadership in recruiting, educating and utilizing social work manpower. (See also the recommendation of the *Governor's Management Study* concerning the Deputy Governor of Human Affairs, pp. 170-71.)

The social health of the State and its citizens require recognition of and response to extraordinarily rapid and complex social changes. These changes challenge the State's ability to cope with current and escalating issues such as poverty, aging, crime, drug abuse, neglected and dependent children, mental health, etc. It is obvious that additional problems will emerge in the future. Effective recruitment, education, and use of social work manpower will make a significant contribution in combatting these problems.

The three-year Virginia Social Work Manpower Project demonstrated that there are significant benefits to be derived from having a full-time person giving leadership in coordinating and stimulating programs for effective recruitment, education and utilization of social work manpower. Both prior to and since the expiration of the Project, it is noteworthy that such activities continue to exist on a sporadic, unplanned and sometimes wasteful basis.

It is our recommendation that a full-time permanent position be established in the Human Resources Planning Section of the Division of State Planning and Community Affairs to continue and expand the successful work of the Project. A person in that Division could operate throughout the State and with both public and private agencies rather than just State agencies. Furthermore, such a person would be most intimately concerned with human resources.

Some of the problems with which such an official might deal are effective use of social workers' time and education (which might have beneficial repercussions in the problem areas of job satisfaction and turnover), recruitment of persons into social work courses in institutions of higher education and then into employment in Virginia, surveying educational needs and fostering the development of a pool of manpower with social work education.

### B. Social Work Education

2. *Recommendation:* The existing educational programs in social work should be encouraged and strengthened.

3. *Recommendation:* The State Council of Higher Education should formulate a long-range plan for the development of social work education in the State, including the need for a doctoral program, and provide for continuing evaluation and revision of the plan as needed.

There are presently nine institutions of higher education offering some type of undergraduate program in social work education, such as majors of sequences or concentrations in majors. They are Clinch Valley College, Longwood College, Madison College, Mary Washington College, Norfolk State

College, Virginia Commonwealth University, Eastern Mennonite College, Hampton Institute and Virginia Union University.<sup>1</sup>

A survey of these institutions was taken and reveals the following total enrollment in the programs for the past two years and the projected enrollment for the next year:

Academic Year	Enrollment
1969-70	286
1970-71	689
1971-72	853

The State Community College System has developed a two-year curriculum to train Social Service Technicians and Aides. The first of these programs will be initiated as an experiment at Tidewater Community College in the fall of 1971.

Virginia Commonwealth University is the only institution in the State offering a master's degree in social work. There are approximately seventy Masters of Social Work graduates from this University each year.

No institution in this State offers a doctoral degree in social work.

In 1970, 500 public and private agencies identified as possibly employing social workers were sent a questionnaire in order to determine current and projected manpower needs in 1975. A summary of findings below represents the replies tabulated for 268 responding agencies. Since only this number returned the questionnaire, a complete picture of social welfare personnel needs in the State was not revealed. Further, since there is no central source in the State from which to obtain a listing of social service agencies, it must be assumed that a number of agencies were not reached. Therefore, the statistics should be viewed as a broad sampling. The statistics for the public welfare departments are deemed to be more accurate than many received from private agencies possibly because many such agencies did not consider themselves a "social work agency".

The 1970 survey (see Appendix A, Survey of Social Welfare Manpower) revealed that there were 4300 budgeted social welfare positions. Projecting this data to nonrespondents, it is estimated that there were 5200 social welfare positions in Virginia agencies, including positions requiring varying degrees of education. (This figure does not cover the existing needs for which there may not be budgeted positions.)

Forty-five percent of the budgeted positions were in State and local public welfare agencies. Of the total budgeted positions:

23% had a minimum education requirement of associate degree (2 years of college) or high school diploma

62% had a minimum requirement of the baccalaureate degree

14% had a minimum requirement of a master's degree

68% of positions in public welfare agencies required the baccalaureate degree

57% of the positions in private agencies required a baccalaureate degree

<sup>1</sup> Old Dominion College, George Mason College and Virginia Infermont College are instituting programs in the fall.

There was a 15% expansion in budgeted positions projected between 1970-75 with a total projected increase of 649 positions. If this figure is further projected to the nonresponding agencies, there would be an estimated increase of 750 projected budgeted positions needed in 1975.

The greatest absolute expansion was in public welfare positions at the baccalaureate level, namely, a 21% increase in budgeted positions. Of the 409 absolute number of new budgeted positions in 1975, 278 were found in public welfare agencies. It is interesting to note that 35% of the projected figure were increases in positions requiring the master's degree. Of this number, public welfare showed a projected increase of 15% and the private agencies a projected increase of 44%. There was a 21% or modest expansion in positions which would require the associate degree.

There were 524 vacancies in budgeted positions reported. Distribution of vacancies was fairly evenly divided among positions requiring all different levels of education. There were 324 vacancies in positions with the minimum requirement of a baccalaureate degree. 38% of the vacancies reported had been vacant for three or more months.

It is significant to note that due to the scarcity of master's degree level personnel, a higher percentage of positions at that level were currently filled by individuals who did not have the necessary qualifications. Of the 207 budgeted positions reported as being filled by employees who did not have the education required, 111 or more than one-half were master level positions. Among the vacancies reported in positions requiring the master's degree, 47% were found to be in the executive or supervisory area. Utilization of master's degree persons in supervisory positions is more prevalent in public welfare agencies (82% of all masters positions) than in other agencies according to the survey. In the latter, a large proportion (46%) of masters level jobs are in the casework classifications, thereby reducing in proportion the supervisory positions (35%).

The largest concentration of positions requiring a baccalaureate degree is found in the casework area—71%. However, the baccalaureate proportion in casework jobs is higher in the public welfare agencies (76%) than in the other agencies (66%).

The greatest difference in utilization patterns by levels of education between the public welfare agencies and other agencies is in the jobs requiring an associate degree. In the public welfare agencies, 98% of jobs with the associate degree requirement fall within the casework area. The casework area, however, covers a wide range, including case finder, case aide, as well as case consultant. In other agencies, only 25% of the associate degree jobs fall within the casework area, with a surprisingly high proportion, 22% in "executive" and supervisory positions and the largest proportion, 38% in the group-worker area.

It is imperative that Virginia's colleges, universities and community colleges offer programs in social work at all levels in order to provide the necessary quantity and especially quality of personnel. All programs now in existence should be supported and strengthened. In addition, it is recommended that the State Council of Higher Education make a study of the present and future educational needs in this State in this field and formulate an overall State plan for the development and location of social work education programs at all levels of higher education. Sufficient funds should be appropriated to the Council to enable it to conduct the study.

The need is now apparent for a program culminating in a doctoral degree. This would help to provide the teachers necessary to improve and expand other programs. Furthermore, an additional master's degree program is needed, chiefly to provide more administrative level personnel, but also to enable employees in various parts of the State to further their education. The one

program offered now is located in Richmond. It is noted that the Norfolk community has shown great interest in and undertaken extensive explorations for the development of a master's degree program.

### C. Recognition of Professional Education

4. *Recommendation:* The Division of Personnel and other State agencies employing social workers should recognize that educational attainment and experience should be rewarded and parity in salaries reached with other professional positions with comparable educational requirements. The Division of Personnel and such State agencies should adopt pay differentials for social work employees with varying types and levels of education.

At present, no recognition by increased salary is mandated for persons with social work education. If a person educated in social work is hired, he usually finds that, although he has better educational qualifications, he is given no greater salary than an employee with, for example, a degree in history. Furthermore, an employee who goes back to school to further his education in social work may find upon his return that he is engaged in the same job for the same salary.

A person who majored in history may make an excellent social worker; on the other hand, a person educated in social work is more likely to be better qualified and to need less on-the-job training. Clearly some distinction should be made.

Incentives to study social work in college and to continue one's education after employment should be provided. The result hoped for would be a larger pool of professionally educated personnel and thus a higher quality of manpower.

To accomplish these objectives, it is recommended that the Division of Personnel and State agencies employing social workers adopt pay differentials for employees having or obtaining baccalaureate degrees in social work and that social workers' salaries be commensurate with other professional positions with comparable educational requirements.

### D. State Scholarships

5. *Recommendation:* The Division of Personnel should review the State policy requiring two months' service commitment for each month State scholarship aid is received and consider lowering the time commitment.

State agencies may offer their employees scholarships to further their education in their fields. This practice is potentially a valuable tool for improving the calibre of employees.

The basic State scholarship usually provides for cost of tuition and varying amounts for maintenance, depending on the State agency in which the person is employed. The recipient is required to work for the agency two months for every month for which he received scholarship aid. To many this requirement is onerous and may foster turnover because of the recipient's resentment. Many states do not have such stringent service requirements. Finally, there are scholarships available from other sources which have no such commitment to service for which a recipient may become eligible after he is committed to a State scholarship. These State requirements may diminish incentive to acquire further education, thus mitigating against the purpose for which the scholarship program was established.

These detractions are problems for social workers although they apply to all State personnel. In recognition of the administrative difficulties which might ensue were exceptions created for social workers, it is recommended that



the Division of Personnel review its entire scholarship program and adopt a policy which would be required for all State agencies administering scholarships. Such a policy might require less service commitment for the period for which scholarship aid is received.

#### E. Social Work Services

6. *Recommendation:* The Governor is urged to formulate an overall State plan for the development and delivery of social services consonant with the changing needs of Virginia citizens.

A survey of social work services was conducted in 1970 for this study and the Virginia Social Welfare Manpower Project. The results were completed and analyzed by Eva C. Galambos, Ph.D., a research analyst and submitted to the Committee in a report entitled "More Social Welfare Manpower: Is that the Answer?" The survey revealed several things: Approximately half the agencies surveyed had a backlog of clients awaiting social services; about one-half of those have waiting lists of more than twenty-five clients and the average waiting time is four to five weeks; about one-third of staff members' time is spent in counseling and a large percent in recording and defining the problems of clients, thus leaving little time for activities like follow-up of the clients in communities or homes, or direct intercession on behalf of the clients at the source of help. The survey also revealed a high amount of referrals and duplications of services. On most major problems, a majority of the agencies surveyed indicated that the client was referred for the service. Duplication of services can result from several factors: A client may receive the same service from several agencies; he may receive several services from several agencies; or two or more agencies in an area may be providing the same services to different clients. As a result, a client is shuffled back and forth among agencies, or wasteful duplications or appalling gaps in services occur.

There are various State agencies which render social services to the people of the Commonwealth. Social services should be developed and organized in such a way that would minimize referrals, duplications and gaps, at least among State agencies. Unmet needs should be identified continually and social resources utilized to meet these needs. This would result in better services to the client, thereby strengthening the community of which the client is a part.

The Governor, as chief executive officer, is urged to develop an overall State plan for the delivery of social services by State agencies which would accomplish these objectives.

#### F. Registration of Social Workers

11. *Recommendation:* The existing laws for the registration of social workers should be amended: (1) by revising the qualifications of Associate Social Workers, (2) by providing for reciprocity, and (3) by adding a privileged communication provision.

The restriction of the practice of social work has not been possible because of the inadequate numbers of professionally educated personnel. Thus the present laws providing for the registration of social workers merely permit an applicant who meets certain qualifications to call himself a "Registered Social Worker" or "Associate Social Worker." One who is not registered is not prohibited from practicing social work nor even from calling himself a social worker. Now the expansion of social work education in number and level of programs is providing more professionally educated personnel.

Requiring the licensure of all social workers was considered seriously as a recommendation. Such a step would protect all persons served by social workers. However, it was felt that perhaps such a change would not yet be

generally acceptable. The Model Social Worker Licensing Act is reproduced in Appendix C.

In recognition of the growth of educational programs in undergraduate schools, we recommend that the qualifications for an Associate Social Worker distinguish between a person with a bachelor's degree and a major sequence or concentration in social work and a person with a bachelor's degree with no major sequence or concentration in social work. Two years of employment as a social worker should be required of the latter but not the former.

Provisions for reciprocity and privileged communications are recommended. The reciprocity provision would ensure that the applicant meets the same qualifications of and has passed a similar examination to that of social workers registered in Virginia and might encourage an inflow of manpower into the State, thus helping the manpower situation.

The privileged communication provision would prohibit a social worker from disclosing the confidences of his client except under certain circumstances such as with permission or when a crime is involved. The privileged communication provision is desirable to foster communication with the client. The recommended section does, however, limit the privilege in the instances where it would be advisable to do so.

## V. CONCLUSION

Social work service is an area of increasing importance and rapid expansion. Because of these factors, it is imperative that an effective and qualified pool of manpower be developed. Undergraduate and graduate education in social work is developing and offers one method of improving the caliber and effectiveness of social workers. Proper remuneration and proper utilization of educated personnel in appropriate classifications will both reward and attract more qualified persons. But in addition to improving the education and utilization of social workers, the delivery of services must be reorganized to make the best use of social workers' time, to offer the best and most complete services to the clients, and to minimize inefficiency and waste.

We hope that these recommendations will do much toward realizing these goals.

We desire to thank the members of the Committee for the time and effort given by them in carefully and thoroughly studying this crucial problem. We also express our appreciation to the many individuals, officials and organizations who afforded the Committee the benefit of their experience, research and suggestions.

Bills to carry out the recommendations made herein are attached.

Respectfully submitted,

ROBERT C. FITZGERALD, *Chairman*

ARTHUR H. RICHARDSON, *Vice-Chairman*

M. CALDWELL BUTLER

RUSSELL M. CARNEAL

C. W. CLEATON

HENRY E. HOWELL, JR.

EDWARD E. LANE

LEWIS A. McMURRAN, JR.

WILLARD J. MOODY

GARNETT S. MOORE

SAM E. POPE

JAMES M. THOMSON

JAMES C. TURK

EDWARD E. WILLEY



## APPENDIX A

### VIRGINIA SURVEY OF SOCIAL WELFARE MANPOWER

#### Part I

The Survey on Social Welfare Manpower in Virginia was sent to approximately 500 public and private agencies throughout the State early in 1970. One hundred and thirty-seven surveys were sent to the local welfare agencies and various divisions of the State Department of Welfare Institutions, and 370 surveys were sent to other agencies (e.g., State agencies, public recreation agencies, courts, private family service agencies, child care groups, Boy Scouts, community action groups, etc.).

The response to the 137 Surveys sent to public welfare departments equalled 88% or 121 replies: the response to the other 370 Surveys equalled 78% or 287 replies, of which 140 indicated the Survey was not applicable to the agency (e.g., if the agency were basically a fund raising entity.) Thus, the reported data represents 268 responses to the Survey.

The data from the Survey are reported in two summaries: Summary A covers the 121 responses from welfare departments and will henceforth be identified as "Public Welfare Agencies." Summary B covers the 147 replies from other agencies, and will henceforth be identified as "Other Agencies." The data in all cases refers only to social welfare positions at various educational requirement levels.

#### *Admonitions on Scope and Accuracy of the Survey*

Several points should be kept in mind in reviewing this data. First, the data does not give a complete picture of social work activity in the State. While a serious effort was made to reach all major and as many as possible of the minor social welfare and social service groups, it must be assumed that a number of agencies were not reached. There is no central source to obtain lists of social work and service agencies, and it is extremely difficult to be sure that the survey reached every agency it should. Therefore, the statistics should be viewed as a broad sampling representing replies from many agencies, but not as large a sampling as the 80% response figure represents.

Second, the quality of the replies varied from those carefully and completely prepared to those hastily and partially answered. The quality of the responses was generally better in the Summary A category, reflecting the fact that questionnaires are commonplace and administrative personnel are accustomed to them in the public welfare field. The Summary A statistics give a good picture of the present status and needs in the public welfare departments, but the Summary B statistics should be read with the understanding that they summarize in one report responses which vary from those which appeared to be very accurate and carefully drawn to those which appeared to be more hastily drawn.

Finally, particularly in the case of the Summary B responses, some surveys were returned which did not answer all questions. For example, agencies were asked to project the number of personnel needed by January 1, 1975, in various categories relating to educational requirements and types of work; many agencies could make projections for master's degree holders but not for personnel with a high school diploma or less or could make projections for supervisory personnel but not for group workers. Thus these

statistics—particularly the Summary B projected needs data—should be interpreted with caution.

### *Trends in Social Welfare Manpower Needs*

The 1970 Survey reveals 4300 budgeted social welfare positions in all responding agencies. Projecting this data to nonrespondents, it is estimated that there are 5200 social welfare positions in agencies in Virginia, including all educational levels.

Forty-five percent of the budgeted positions of respondents are found in the State and local Public Welfare Agencies (See Table I). The remainder is found in other agencies. Only 23% of the total budgeted positions have minimum educational requirements of an associate degree or high school diploma; 62% of the positions require a baccalaureate degree, and 14% require a master's degree. Responses show that the Public Welfare Agencies have a higher proportion of all their positions budgeted for the baccalaureate level (68%) than is true in the Other Agencies (57%). This may be a reflection of private agencies continuing to require a master's degree for relatively more job classifications than is true of the Welfare Department.

Both Public Welfare and Other Agencies project a 15% expansion of all budgeted social welfare positions between 1970 and 1975 (See Table II). The total projected increase by respondents in all levels is 649 positions. Further projected to reflect nonrespondents, the estimated increase in 1975 in budgeted positions at all educational levels is 750.

The Public Welfare Agencies project a 20% increase in social welfare positions. The Other Agencies project an 11% overall increase. In absolute numbers, Public Welfare Agencies project 382 new budgeted positions, and the Other Agencies project 267 additional ones. The slower projected expansion in Other Agencies is accounted for by a projected actual decrease in the number of budgeted positions at the high school diploma level. Responses do not clarify why positions at that level should be expected to decline in Other Agencies.

The greatest *absolute* expansion in the Public Welfare Agencies is seen at the baccalaureate level, with a 21% increase in budgeted positions. Other Agencies however, plan a slower expansion at this level (10%). The absolute number of reported new budgeted positions requiring baccalaureate degrees in all agencies in 1975 is 409, with 278 of these reported by the Public Welfare Agencies.

The highest *relative* increase in budgeted positions is for jobs requiring the master's degree—35% increase. Other Agencies project a 44% increase in budgeted positions at this level. The Public Welfare Agencies however, project a more modest 15% at this level. In view of the reported vacancies in jobs at the master's level, it is difficult to see how these 219 new budgeted positions could all be filled.

A fairly modest expansion is seen for the associate degree level. Only 84 new positions (21% increase) are projected by all responding agencies. The higher relative increase of such positions in Other Agencies (39%) as compared to Public Welfare Agencies (16%) may be a reflection of currently low utilization of such personnel by Other Agencies. The 1970 distribution of all budgeted positions shows that only 3% of positions in Other Agencies require the associate degree, while 16% of the Public Welfare Agency jobs are open to that degree.

There is presently a greater utilization of high school level social welfare personnel by Other Agencies than by Public Welfare Agencies. The former respondents show 489 such positions, while the Public Welfare Agencies report only 126 such positions. However, the Public Welfare Agencies project an

increase (19%) while the Other Agencies project a cut (18%) in high school level jobs.

Agencies report 524 vacancies (the difference between 4302 budgeted and 3778 filled positions) (See Table III). The overall vacancy ratio is 12%. These vacancies are distributed fairly evenly between all four educational levels: 11% of master's positions, 12% of baccalaureates, 15% of associates, and 11% of high school. The baccalaureate group of vacant positions, as is to be expected, is the largest, with 324 vacancies reported by all agencies.

Agencies reported that 202 vacancies (or 38% of all their vacancies) are of three or more months in duration (See Table IV). It is more difficult to fill at the master's level position than those with lower educational requirements. Nine percent of all budgeted positions at the master's level have been vacant at least three months, as compared to 4%, 3% and 5% for baccalaureates, associates, and high school levels, respectively.

The greater relative scarcity of master's level personnel is also shown by a high percentage of positions at that level filled by individuals who do not have that qualification (See Table V). Of the total 207 positions reported as filled by individuals not meeting the educational requirements, 111 or more than half, were master's level positions. Twenty percent of all filled positions with the master's requirement were reported to be filled by individuals who do not meet this requirement. Yet only 2%, 7% and 3% of filled jobs requiring baccalaureate, associate or high school diplomas, respectively, are filled by individuals who do not meet the requirements.

#### *Distribution of Positions by Job Classification Areas*

Responses also show the distribution of positions at each educational level among four areas: executive-supervisor, case worker, group worker and community organization and planning. The Survey form contained a listing of social welfare job titles, classified under these four areas, to aid respondents in classifying their job titles under the four broad areas.

Among positions requiring the master's degree, the highest proportion (47%) is found in the executive-supervisory area. Utilization of master's degrees in supervisory positions is more prevalent in the Public Welfare Agencies (82% of all master's positions) than in the Other Agencies. In the latter a large proportion (46%) of master's level jobs are in case work classifications, thereby reducing the proportion in supervisory positions (31%).

The largest concentration of positions requiring a baccalaureate degree is found in the case work area—71%. However, the baccalaureate proportion in case work jobs is higher in the Public Welfare Agencies (76%) than in the Other Agencies (66%).

The greatest difference in utilization patterns by levels of education between the Public Welfare Agencies and Other Agencies is in jobs requiring an associate degree. In the Public Welfare Agencies 98% of jobs with the associate requirement fall in the case work area. The case work area, however, covers a wide range including case finder, case aide, as well as case consultant. In Other Agencies only 25% of associate degree jobs fall in the case work area, with a surprisingly high proportion (22%) in executive and supervisory positions, and the largest proportion (38%) in the group worker area.

More high school level jobs fall in the case work area (82%) in the Public Welfare Agencies than in the Other Agencies (39%). The remainder of the jobs with high school as the minimum educational requirement in Other Agencies is distributed among the group worker and community organization and planning areas.

## Part II

### *Personnel Policies*

Respondents were asked to respond "yes" or "no" to a number of questions dealing with their agencies' personnel practices (See Table VII). Almost all agencies (81%) have a plan for regular salary increases to employees based on years of satisfactory service. However, less than half of the agencies give such salary increases in recognition of outstanding performance. The tendency to grant such recognition is more prevalent in Other Agencies (58%) than among the Public Welfare Agencies (28%). While 94% of all Public Welfare Agency responses indicate salary increases based on years of service, only 28% compensate on the basis of outstanding performance.

Almost all agencies provide orientation for new employees (89%). Almost as many (81%) indicate ongoing in-service training programs. However, only half responded that they provide a career ladder, permitting progression from one level to the next on the basis of experience and/or education.

At least half of the agencies give some form of recognition to employees returning from educational leave at the graduate level. Recognition for undergraduate studies is indicated by somewhat fewer respondents. Non-financial recognition allowing the returning employee more independent functioning or a greater role in policy formulation is more frequently cited than promotions or salary increases for employees returning from graduate and undergraduate educational leaves. There is no significant difference between Public Welfare Agencies and Other Agencies responses on recognition for educational leave.

Sixty percent of the respondents indicate they use the team approach to provide services to families. Public Welfare Agencies are more likely (72%) than Other Agencies (44%) to use the team approach.

Few agencies indicate that their in-service training programs are provided in conjunction with a college social welfare program (27%). Other Agencies show a somewhat higher tendency (37%) to cooperate and utilize colleges for in-service training than the Public Welfare Agencies (15%). There appears to be fairly strong demand on the part of agencies for such cooperation. However, while 58% of the respondents would like assistance from college social welfare programs, only 30% indicate they could provide financing for such help.

Less than half of all agencies report they provide field experience for undergraduate or graduate students. Other agencies are twice as likely as Public Welfare Agencies to offer field experiences. Very few agencies provide paid work experience for students (17%). Where field experience is provided, in most instances (75%) it provides the student with an opportunity for direct contact with clients. Most agencies with field experience (68%) also report that their students also have responsibility for service to clients. The degree of involvement permitted does not appear to vary by whether the programs include undergraduate or graduate students in field experience.

Agencies were asked to report the number of separations in 1969. These totaled over 1100, or 25% of budgeted positions and 29% of filled positions (See Table VIII). The rates were almost equal in Public Welfare Agencies and Other Agencies. These statistics describe a serious turnover problem. Respondents were asked whether in their opinion job related reasons (e.g., salaries, work content and fringes) or non-job related (e.g., pregnancies or spouse transfer) constitute the primary separation reason. Unfortunately this question was not



tabulated. Under major reasons, respondents were also asked to rate which sub-reasons most frequently chosen, in the order chosen, are: salaries, too little chance for advancement and spouse transfer. Generally work content reasons (e.g., dull job) and agency-related reasons (e.g., poor image of agency) were considered less important than salaries and health or family-related reasons.

Reasons for separations as analyzed by agency administrators should be compared to reasons anonymously submitted by departing employees, to determine whether the two parties generally agree on the analysis of turnover. As employees part from governmental service they could be asked to complete an appraisal of their agency and a "reasons-for-separation" survey, to be sent to a third party for analysis, without involving any identification of individual employees. Most data now available on reasons for separations have not been obtained from employees over circumstances that permit true evaluation of their experiences.

T A B L E I

DISTRIBUTION OF BUDGETED SOCIAL WELFARE POSITIONS, 1970, IN PUBLIC WELFARE AND OTHER AGENCIES, BY EDUCATIONAL REQUIREMENTS

Minimum Educational Requirement	Positions in "A" Agencies		"B" Agencies		Positions in "A" & "B" Agencies	
	% of total	No.	% of total	No.	% of total	No.
Masters	10%	188	18%	429	14%	617
Baccalaureate	68%	1312	57%	1359	62%	2671
Associate	16%	311	3%	88	9%	399
High School	6%	126	21%	489	14%	615
TOTAL*		1937		2365		4302

\*Percentages may not add to 100% because of rounding.

T A B L E II

RELATIVE AND ABSOLUTE PROJECTED CHANGE IN BUDGETED SOCIAL WELFARE POSITIONS, 1970-75, IN PUBLIC WELFARE AND OTHER AGENCIES, BY EDUCATIONAL REQUIREMENTS

Minimum Educational Requirements	Increase of Positions—A Agencies		Increase of Positions—B Agencies		Increase of Positions "A" and "B" Agencies	
	No.	%	No.	%	No.	%
Masters	30	+15%	189	+44%	219	+35%
Baccalaureate	278	+21%	131	+10%	409	+15%
Associate	50	+16%	34	+39%	84	+21%
High School	24	+19%	-87	-18%	-63	-10%
TOTAL	382	+20%	267	+11%	649	+15%

T A B L E III

## CURRENT (1970) SOCIAL WELFARE VACANCIES IN PUBLIC WELFARE AND OTHER AGENCIES, BY EDUCATIONAL REQUIREMENTS

<u>Minimum Educational Requirement</u>	<u>Positions Vacant in "A" Agencies</u>		<u>Positions Vacant in "B" Agencies</u>		<u>Positions Vacant in "A" &amp; "B" Agencies</u>	
	No.	% of Budgeted	No.	% of Budgeted	No.	% of Budgeted
Masters	27	14%	43	10%	70	11%
Baccalaureate	99	8%	225	17%	324	12%
Associate	75	24%	-14*	16%	61	15%
High School	27	21%	42	9%	69	11%

\*More positions were reported filled than budgeted.

T A B L E IV

## SOCIAL WELFARE VACANCIES OF 3 OR MORE MONTHS DURATION IN 1970 IN PUBLIC WELFARE AND OTHER AGENCIES, BY EDUCATIONAL REQUIREMENTS

<u>Minimum Educational Requirement</u>	<u>Positions Vacant in "A" Agencies</u>		<u>Positions Vacant in "B" Agencies</u>		<u>Positions Vacant in "A" &amp; "B" Agencies</u>	
	No.	% of Budgeted	No.	% of Budgeted	No.	% of Budgeted
Masters	16	9%	42	10%	58	9%
Baccalaureate	46	4%	54	4%	100	4%
Associate	7	2%	4	5%	11	3%
High School	10	8%	23	5%	33	5%

T A B L E V

## SOCIAL WELFARE POSITIONS FILLED WITH INDIVIDUALS NOT MEETING MINIMUM EDUCATIONAL REQUIREMENTS IN PUBLIC WELFARE AND OTHER AGENCIES, 1970, BY EDUCATIONAL REQUIREMENTS

<u>Minimum Educational Requirements Not Met</u>	<u>Positions in "A" Agencies</u>		<u>Positions in "B" Agencies</u>		<u>Positions in "A" &amp; "B" Agencies</u>	
	No.	% of filled positions	No.	% of filled positions	No.	% of filled positions
Masters	51	32%	60	16%	111	20%
Baccalaureate	8	1%	48	4%	56	2%
Associate	12	5%	12	12%	24	7%
High School	0	0%	16	4%	16	3%

Table VI

*All Surveys*

Education	Executive Supervisory	Case Worker	Group Worker	Community Organization & Planning	Other
<b>A and B</b>					
Master's Degree	47%	36%	14%	2%	1%
College Degree	17%	71%	6%	2%	3%
Associate Degree	5%	82%	10%	3%	-
High School or Less	7%	47%	29%	17%	-
<b>A</b>					
Master's Degree	82%	13%	1%	-	4%
College Degree	18%	76%	-	-	6%
Associate Degree	1%	98%	1%	-	-
High School or Less	8%	82%	9%	1%	-
<b>B</b>					
Master's Degree	31%	46%	19%	2%	1%
College Degree	16%	66%	13%	4%	1%
Associate Degree	22%	25%	38%	15%	-
High School or Less	6%	39%	34%	21%	-

AFFIRMATIVE RESPONSES AS A PERCENTAGE OF  
RESPONSES TO QUESTIONS ON PERSONNEL POLICIES

Items:	<u>"A" Agencies</u> <u>% Positive Responses</u>	<u>"B" Agencies</u> <u>% Positive Responses</u>		<u>"A" &amp; "B" Agencies</u> <u>% Positive Responses</u>			
Team Approach Used to Provide Services to Family	72	44		60			
Regular Salary Increments Provided for:							
Yrs. of Satisfactory Service . . . . .	94	73		81			
Outstanding Performance	28*	58*		46			
Cost of Living, Inc.	38*	53*		47			
Provides Orientation	89	89		89			
Ongoing In-service Training	76	84		81			
Career Ladder in Effect	45	56		51			
Has Formal In-service Training Program	60	57		59			
Works with College in Providing In-service Training Program	15	37		27			
Would Like College Assistance on Training	57	59		58			
Might Finance Such Assistance	33	29*		30			
		Undergraduate	Grad.	Undergr.	Grad.	Undergr.	Grad.
Cooperates with College to Provide Field Exp.	36	21*	63	59	47	41	
Field Exp. Includes:							
Direct Contact with Clients Responsibility for Service to Clients	78*	60*	82*	83*	80	75*	
67*	62*	68*	70*	68	68*		
Work Exp. for Students Is Paid	11	23		17			
When Staff Returns from Educational Leave There Is Plan for:							
Promotion	46*	47*	27*	45*	38*	54	
Salary Increase—Same Job	44*	46*	33*	45*	39*	45	
More Independent Funtion- ing—Same Job	51*	56*	51*	59*	51*	58	
More Policy Formulation	48*	55*	51*	60*	48*	58	

\*Total responses to this item by this group of agencies are less than 100.

Table VIII

SEPARATION REASONS

	<u>"A" Agencies</u>	<u>"B" Agencies</u>	<u>"A" &amp; "B" Agencies</u>
Total Separations Reported in 1969	520	582	1102
Separations as % of Budgeted Positions	26%	25%	26%
Separations as % of Filled Positions	30%	28%	29%
Most Often Cited Primary Reason for Separation	Salaries	Salaries	Salaries
Second Most Often Cited Primary Reason for Separations	Spouse Transfer	Too Little Chance For Advancement	
Third Most Often Cited Primary Reason For Separations	Too Little Chance for Advancement	Too Much Work To Be Done	



## APPENDIX B

### MODEL SOCIAL WORKERS LICENSING ACT

#### I. PURPOSE

Since the profession of social work profoundly affects the lives of the people of this State, it is the purpose of this act to protect the public by setting standards of qualification, training, and experience for those who seek to engage in the practice of social work and by promoting high standards of professional performance for those engaged in the profession of social work.

#### II. DEFINITIONS

A. "Department" means the (Here use existing state regulatory body, e.g., department of education, of social welfare, of public health, whichever is to be charged with the responsibility for the administration of this act.)

B. "Board" means the Board of Social Work Examiners established under this act. (Each state varies in its governmental structure, and it may be necessary to include units in addition to those mentioned in the establishment of the act. The two units listed above, however, are essential.)

#### III. PRACTICE OF SOCIAL WORK

A. After (date), no person may engage in the practice of social work unless he is licensed under this act or is under the supervision of a person who is licensed under this act.

B. For the purposes of this act, social work is defined as the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal. Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends; helping people obtain tangible services; counseling with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in relevant legislative processes. The practice of social work requires knowledge of human development and behavior; of social, economic, and cultural institutions, and of the interaction of all these factors.

C. Nothing in this act shall be construed to prevent qualified physicians, surgeons, psychologists, attorneys, marriage counselors, family counselors, child counselors, or members of the clergy from doing work within the standards and ethics of their respective professions and callings provided they do not hold themselves out to the public by any title or description of services as being engaged in the practice of social work.

D. Violation of the foregoing shall be a misdemeanor punishable by a fine of not less than \$ (amount) nor more than \$ (amount), by imprisonment for not less than (period) nor more than (period), or by both such fine and imprisonment.

#### IV. REPRESENTATION TO THE PUBLIC AS SOCIAL WORKER AND SOCIAL WORK TECHNICIAN

A. After (date), no person may represent himself as a social worker by using the titles "social worker," "certified social worker," "registered social worker," or any other title that includes such words unless licensed under this act.

B. After (date), no person may represent himself as a social work technician by using the titles "social work technician," "certified social work technician," "registered social work technician" or any other title that includes such words unless licensed under this act.

C. After (date), no person may represent himself as a social worker or social work technician by adding the letters "SW," "CSW," "RSW," "SWT," "CSWT," or "RSWT" unless licensed under this act.

D. Violation of the foregoing shall be a misdemeanor punishable by a fine of not less than \$ (amount) nor more than \$ (amount), by imprisonment for not less than (period) nor more than (period), or by both such fine and imprisonment.

## V. LICENSING OF SOCIAL WORKERS AND SOCIAL WORK TECHNICIANS

The Department shall issue a license as social worker and a license as social work technician.

A. The Department shall issue a license as "Social Worker" to an applicant who:

1. Has a baccalaureate degree in a social work program approved by the Department from a college or university approved by the Department; and
2. Has passed an examination prepared by the Board for this purpose; and
3. Has satisfied the Board that he is a person of good moral character.

B. The Department shall issue a license as "Social Work Technician" to any

1. Is at least 18 years of age; and
2. Has passed an examination prepared by the Board for this purpose; and
3. Has satisfied the Board that he is a person of good moral character.

## VI. PRIVATE INDEPENDENT PRACTICE OF SOCIAL WORK

A. After (date), no person may engage in the private independent practice of social work unless he is:

1. Licensed under this act as a social worker;
2. Holds the MSW degree from an accredited graduate school of social work approved by the Department;
3. Has had two years of experience as a licensed social worker subsequent thereto;
4. Has passed the examination prepared by the Board for this purpose.

B. Violation of the foregoing shall be a misdemeanor punishable by a fine of not less than \$ (amount) nor more than \$ (amount), by imprisonment for not less than (period) nor more than (period), or by both such fine and imprisonment.

## VII. EXEMPTION FROM REQUIREMENTS

A. From the effective date of this act to (two years thereafter), an applicant shall be exempted from the requirement for any examination provided for herein if he satisfies the Board that he is and has been actually engaged, for at least three years, in the practice for which the examination would otherwise be required.



B. An applicant shall be exempted from the requirement for any examination provided for herein if:

1. He satisfies the Board that he is licensed or registered under the laws of a state or territory of the United States that imposes substantially the same requirements as this act; and
2. Pursuant to the laws of such state or territory, he has taken and passed an examination similar to that for which exemption is sought.

C. From the effective date of this act to (two years thereafter), an applicant shall be exempted from any academic qualifications required herein if he satisfies the Board that he is and has been actually engaged, for at least three years, in the practice for which the academic qualifications would otherwise be required.

#### VIII. BRIBERY, FRAUD, MISREPRESENTATION, AND FALSE STATEMENTS

The following shall be misdemeanors punishable by a fine of not less than \$ (amount) nor more than \$ (amount), by imprisonment for not less than (period) nor more than (period), or by both such fine and imprisonment:

A. Obtaining or attempting to obtain a license or certificate or renewal thereof by bribery or fraudulent representation;

B. Knowingly making a false statement in connection with any application under this act;

C. Knowingly making a false statement on any form promulgated by the Department in accordance with this act or the rules and regulations promulgated thereunder.

In addition to the duties set forth elsewhere in the act, the Department shall:

A. Annually publish a list of the names and addresses of all persons who are:

1. Licensed social workers under this act;
2. Licensed social work technicians under this act;
3. Eligible to engage in the private, independent practice of social work under this act.

B. Promulgate rules and regulations that set professional standards for social workers and social work technicians and such other rules and regulations as may be reasonably necessary for the administration of this act and to carry out the purposes thereof.

#### X. BOARD OF SOCIAL WORK EXAMINERS

A. The Governor shall appoint a Board of Social Work Examiners consisting of seven members all of whom shall be licensed social workers under the provisions of this act, except that members comprising the Board as first established shall be persons who are eligible for licensing as social workers as provided in this act.

B. The term of office of each member of the Board shall be for three years, provided, however, that of the members first appointed, three shall be appointed for terms of one year, two for terms of two years, and two for terms of three years.

C. Members of the Board can be removed from office for cause in the manner provided by the statutes of (name of state) for public officials who are not subject to impeachment.

D. Compensation for members of the Board shall be (to vary with local requirements and compensation afforded similar boards established for the regulation of other professions).

E. The organization, meetings, and management of the Board shall be established in regulations promulgated by the Department.

F. In addition to the duties set forth elsewhere in this act, the Board shall:

1. Recommend to the Governor modifications and amendments to this act;
2. Recommend to the Department professional standards for social workers and social work technicians;
3. Recommend to the Department modifications and amendments to its rules and regulations;
4. Recommend to the appropriate district attorneys prosecution for violations of this act; and
5. Act in an advisory capacity to the Department in all matters pertaining to the administration and purposes of this act.

#### XI. GROUNDS FOR DISCIPLINARY PROCEEDINGS

The Department may refuse to renew, may suspend, or may revoke any license issued under this act upon proof after a hearing that the person:

- A. Is guilty of any conduct defined as a misdemeanor in this act; or
- B. Has been convicted of a misdemeanor under this act; or

C. Has been convicted in this or any other state of any crime that is a felony in this state; or

D. Has been convicted of a felony in a federal court; or

E. Is unable to perform the functions of his license by reason of:

1. Mental illness; or
2. Physical illness; or
3. Addiction or intoxication; or

F. Has been grossly negligent in the practice of social work; or

G. Has violated one or more of the rules and regulations of the Department.

#### XII. DISCIPLINARY PROCEEDINGS

(NOTE: Because state administrative laws and practices vary considerably as does the nature of regulation of professions within each state, NASW will list only the safeguards to be included in the section that governs revocation and suspension hearings and judicial review.)

Hearings are to be conducted by a three-man panel of the Board with recommended decision to be by majority vote;

B. Reasonable notice (20 days' minimum) of charges to be served personally or by registered mail;

C. Right to counsel;

- D. Right to cross-examination of witnesses;
- E. Stenographic record of proceedings;
- F. Right to call witnesses on own behalf;
- G. Right to subpoena witnesses and documents;
- H. Department to review recommended decision by Board and render decision, but penalties recommended by the Board cannot be increased by the Department;
- I. Judicial review of the refusal to allow an examination, refusal to grant a license, and review of disciplinary hearings to be in accordance with state statutes regulating judicial review of administrative action.

### XIII. RENEWAL OF LICENSES

- A. All licenses shall be effective when issued by the Department.
- B. The license as social worker shall expire on the last day of (month) in the calendar year that is four years from the calendar year in which the license is issued.
- C. The license as social work technician shall expire on the last day of (month) in the calendar year that is two years from the calendar year in which the license was issued.
- D. A license may be renewed by the payment of the renewal fee set forth in Section XIV of this act and by the execution and submission—on a form provided by the Department—of a sworn statement by the applicant that he is currently engaged in the practice of social work and that his license has been neither revoked nor currently suspended.
- E. The application for renewal may be made within one year after the expiration of the license or the termination of the period of suspension.

### XIV. FEES

- A. The following fees shall be paid in connection with this act:
  1. Application for license as social work technician (to be determined on the basis of prevailing practices in the state);
  2. Application for license as social worker (three times the amount of “1” above);
  3. Application for examination or exemption from examination for private, independent practice of social work (three times the amount of “1” above);
  4. Application for examination or exemption from examination for social work technician (one-half the amount of “1” above);
  5. Application for examination or exemption from examination for social worker (one-half of “2” above);
  6. Application for renewal of license as social work technician (one-half of “1” above);
  7. Application for renewal of license as social worker (one-half of “2” above);
- B. All fees under this act are nonrefundable and shall be deposited in the state treasury.

## XV. PRIVILEGED COMMUNICATIONS

No licensed social worker or licensed social work technician may disclose any information he may have acquired from persons consulting him in his professional capacity that was necessary to enable him to render services in his professional capacity to those persons except:

A. With the written consent of the client, or

In the case of death or disability, of his personal representative, other person authorized to sue, or the beneficiary of an insurance policy on his life, health, or physical condition;

B. That a licensed social worker or licensed social work technician shall not be required to treat as confidential a communication that reveals the contemplation of a crime or harmful act;

C. When the person is a child under the age of 16 and the information acquired by the licensed social worker or licensed social work technician indicated that the child was the victim or subject of a crime, the licensed social worker or licensed social work technician may be required to testify fully in relation thereto upon any examination, trial, or other proceeding in which the commission of such crime is a subject of inquiry;

D. When the person waives the privilege by bringing charges against the licensed social worker or licensed social work technician.

## XVI. SEPARABILITY CLAUSE

If any section of this act, or any part thereof, shall be adjudged by any court of competent jurisdiction to be invalid, such judgment shall not affect, impair, or invalidate the remainder or any other section or part thereof.

## APPENDIX C

### RECOMMENDED LEGISLATION

#### A B I L L

Directing the State Council of Higher Education to formulate a plan for social work education and appropriating funds therefor.

Whereas, with the increasing importance of and need for social welfare services, the quality and quantity of social work personnel is becoming a problem of major concern; and

Whereas, there are presently only twelve current or planned undergraduate programs, one master's degree program and not a single doctoral program in the State; and

Whereas, the Commonwealth will need additional educational programs at all levels including doctoral, masters, college and community college; now, therefore,

Be it enacted by the General Assembly of Virginia:

1. § 1. The State Council of Higher Education shall determine where and what level of educational programs in social work are needed in the State, shall formulate a long-range plan for the development of programs and shall designate which shall have priority. The Council shall provide for continuing evaluation and revision of the plan as needed.
2. For the purposes of this act, there is hereby appropriated from the general fund of the State treasury the sum of ten thousand dollars.

#### A B I L L

To amend and reenact § 54-775.5 of the Code of Virginia and to amend the Code of Virginia by adding sections numbered 54-775.10 and 54-775.11, relating to qualifications of applicants for certification as social workers, reciprocity as to social workers and privileged communications.

Be it enacted by the General Assembly of Virginia:

1. That § 54-775.5 of the Code of Virginia be amended and reenacted and that the Code of Virginia be amended by adding sections numbered 54-775.10 and 54-775.11, as follows:

§ 54-775.5. Qualifications of applicants for registration and certification.—Applicants for registration and certification shall have the following qualifications:

(a) Applicants for certification as registered social workers must have received at least a master's degree in social work from a school of social work accredited by the Council on Social Work Education and must be employed in social work.

(b) Applicants for registration as associate social workers must have at least a bachelor's degree from a recognized college or university with a sequence major or concentration in social welfare or social work which meets the requirements for constituent membership in the Council on Social Work Education or a bachelor's degree from a recognized college or university and ~~have been employed in social work for at least two years. two years~~ of employment as a social worker in a social welfare agency.

§ 54-775.10. *An applicant shall be exempted from the requirement for any examination provided for herein if:*

(a) *He satisfies the Board that he is licensed or registered under the laws of a state or territory of the United States that imposes substantially the same requirements as this chapter; and*

(b) *Pursuant to the laws of such state or territory, he has taken and passed an examination similar to that from which exemption is sought.*

§ 54-775.11. *No registered social worker or associate social worker may disclose or be required to testify in civil action, suit or proceeding at law or in equity respecting, any information he may have acquired from any person consulting him in his professional capacity that was necessary to enable him to render services in his professional capacity to such person except:*

(a) *With the written consent of such person, or in case of death or disability, of his personal representative, other person authorized to sue, or the beneficiary of an insurance policy on his life, health, or physical condition;*

(b) *That a registered social worker or associate social worker shall not be required to treat as confidential a communication that reveals the contemplation or commission of a crime or violation of law;*

(c) *Where such person is a child under the age of sixteen and the information acquired by the registered social worker or associate social worker indicated that the child was the victim or subject of a crime, the registered social worker or associate social worker may be required to testify fully in relation thereto upon any examination, trial, or other proceeding in which the commission of such crime is a subject of inquiry;*

(d) *Where such person waives the privilege by bringing charges against the registered social worker or associate social worker;*

(e) *Within the same department, agency or institution;*

(f) *To another department, agency or institution when necessary to render the professional services required by such person; and*

(g) *Except as otherwise provided by law.*



