

# HB 2441



**OSCA OPPOSITION**  
**MARCH 11, 2019**

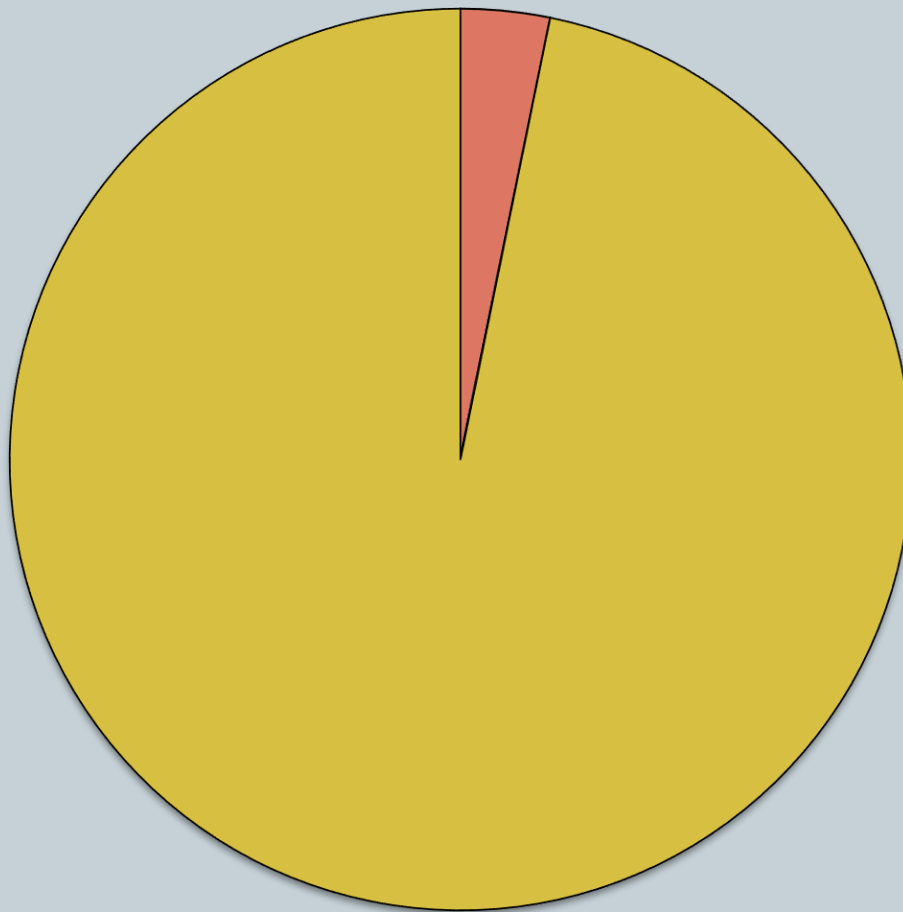
# OSCA Member Survey Results



96 OSCA member responses (voluntary)

- 444 members = 22% response rate
- Sent via email, shared on OSCA Facebook page
- Data collected over the course of four days
  - Due to the short-notice of the public hearing

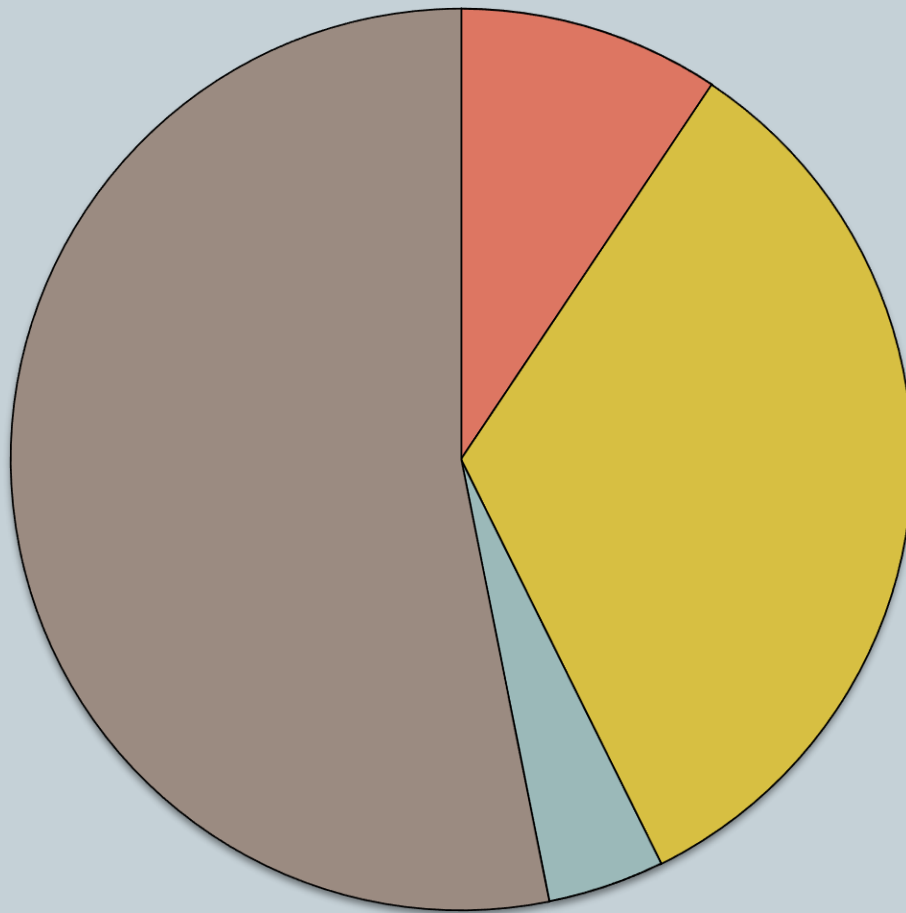
# Do you Support or Oppose this bill?



■ Support  
(3.2%)

■ Oppose  
(96.8%)

# Do you work with a School Social Worker?



■ Yes, in my building  
(9.4%)

■ Yes, in my district  
(33.3%)

■ Yes, in my building  
and in my district  
(4.2%)

■ No, neither (53.1%)

# What Comments/Questions/Concerns do you have regarding this bill?



“My main concern is the gap in education and training. Both use counseling as a tool, but school counselors have extensive training in areas like psychopathology and trauma disorder treatment to directly help students overcome their problems. Our school social worker is wonderful, but his focus is solely on social/emotional issues. For a comprehensive program, you need academic and career focus as well. Social workers are an incredibly helpful and utilized resource in schools. They cannot provide a comprehensive counseling program.”

“Having worked with SSWs in the district, I acknowledge that they have excellent skills with finding resources for students and advocating for students in need. However, SSWs do not understand the intricacies of the educational system. They make requests of School Counselors that are completely impractical at the systems level and rely on School Counselors to build educational plans based on student need. I don’t mean this to be a criticism of SSWs; they simply don’t have the necessary training. All of these skills, not to mention academic planning and college/career readiness skills, are not built into SSW training.”

“My concerns is that SSWs are not educators and have limited training where social/emotional development are concerned, with regard to learning and instruction. SSWs have not received formal training in comprehensive school counseling programs that have been nationally adopted and developed by the American School Counseling Association and the Oregon School Counseling Association. Furthermore, SSWs are not trained in the collection and use of data to inform and drive decision-making and continuous school improvement. SSWs function best as a liaison between school and community health facilities and not as a substitute for Professional School Counselors.”

“The concerns I have are with good intentions. There is a discredit and lack of awareness of the unique skillsets of trained Professional School Counselors. There is a purpose and benefit to other positions as well, but that does not mean that other positions are qualified to implement true school counseling programs and provide true school counseling services.”



“The training, goals, and mission of School Counselors and School Social Workers are very different, and though they may compliment each other and work well on teams, their essential jobs are very different. School Counselors work in four student domains, including social-emotional, academic, career, and community. School Social Workers are not trained in the academic and career student domains and are not trained in developing and implementing a CSCP. Just because both roles work with young people and families around social-emotional issues does not mean the roles are the same and the training is interchangeable. They are not.”

“SSWs are a wonderful addition to the team of professionals who serve students. I am thankful to have one in my building. That said, the gap in training, especially when considering the comprehensive academic and wellness that counselors provide students is too great to ignore. SSWs do not have the expertise needed to work with students and families around academic planning and post-secondary goals. This bill, if passed, would do a great disservice to students. I strongly oppose it.”

# Oregon Framework



## **Oregon's Framework Mission Statement**

The mission of comprehensive school counseling in Oregon is to provide developmental and systematic support to each and every student to ensure the academic, career, social/emotional development and achievement, and support participation in the broader community. Comprehensive School Counseling Programs (CSCPs) are proactive and preventative. CSCPs enhance learning by assisting students to acquire critical skills for lifelong learning and success. CSCPs embrace professional standards and models for best practice in the field.

Comprehensive school counseling programs provide an array of interventions and supports for students. These are delivered collaboratively with school staff, families, and members of the community to provide seamless transitions to each student's next steps. The goal is that each student will leave the pre-kindergarten through twelfth grade system with the skills and knowledge to live, learn, work, and contribute in both local and global communities.

## Beliefs of Comprehensive School Counseling in Oregon

Comprehensive School Counseling Programs are a critical part of the overall educational process. The following beliefs about school counseling underpin the state's framework. Comprehensive school counseling programs:

- Are an integral part of the total educational program of every school district in Oregon.
- Define a delivery system that is comprehensive, systematic, developmental, and collaborative.
- Address the academic, career, social/emotional, and community involvement aspects of student development to assist learning at each grade level.
- Ensure that each and every student in Oregon is provided services needed to achieve success.
- Support student transitions throughout school, academic and career-related knowledge and skills toward individual achievement of diploma requirements, and preparation for next steps after high school.

# School Social Work Licensure



## **Preliminary School Social Worker License Process for**

- **Current MSW Students**
- **Community members working as MSW's in Schools**

## **School Social Work Licensure Forms for MSW Students**

**Intent to Enroll Form**

**Finger Printing Form**

**Field Verification Forms**

**Oregon Educator Licensure Assessments (ORELA)**

**Integrative Synthesis Paper**

**Generalist Personal Assessment Questionnaires**

### **Advanced Year Personal Assessment Questionnaires:**

- **Social Work with Children, Youth, and Families**
- **Clinical Social Work Practice**
- **Practice and Leadership with Communities and Organizations**
- **Health Across the Lifespan**

### **Advanced Concentration Course Checklist:**

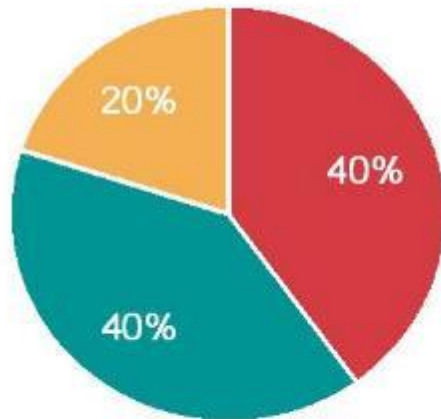
- **Social Work with Children, Youth, and Families**
- **Clinical Social Work Practice & Health Across the Lifespan**
- **Practice and Leadership with Communities and Organizations**

# 40-40-20 by 2025



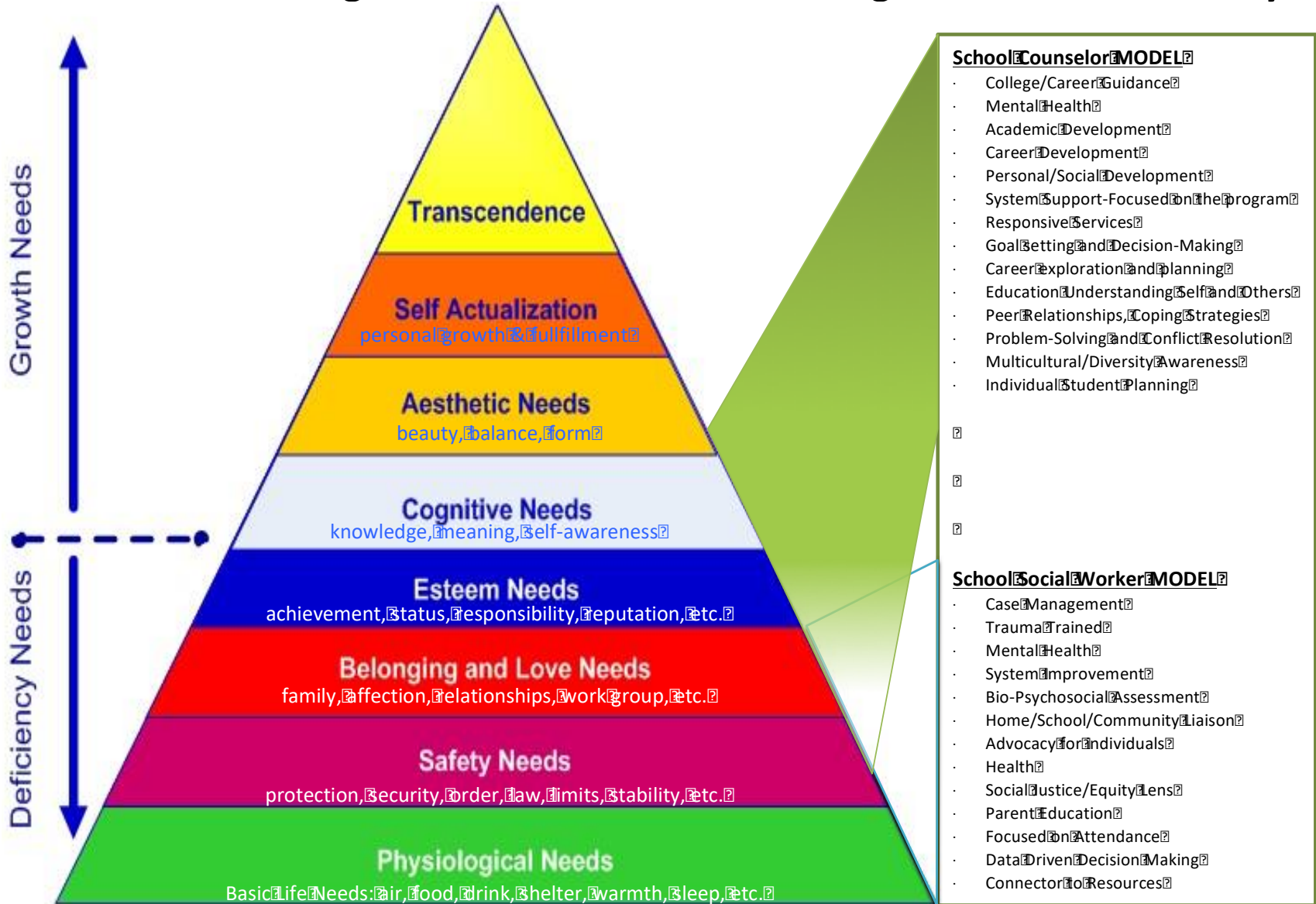
## SB 253 (2011)

“The mission of education ... includes achievement of the following by 2025:”



- **40%** of adult Oregonians will have earned a bachelor's degree or higher (now **30%**)
- **40%** of adult Oregonians will have earned an associate's degree or postsecondary credential (now **18%**)
- **20%** of all adult Oregonians have earned at least a high school diploma, an extended or modified diploma, or the equivalent of a diploma (now **42%**)

# School Counseling & School Social Work through Maslow's Hierarchy



"If you are familiar with Maslow's hierarchy, social workers are trained to focus on the lower levels of the hierarchy, and counselors are trained to focus on the higher end of the hierarchy. However, in practice, many social workers do counseling and help individuals with personal issues even though counselors get much more training in this area." American Counseling Association

# Overlapping and Unique Roles of OH Specialized Pupil Services Personnel\*

Adapted from Sun Prairie Area School District, Wisconsin

\* NOTE: This model is not intended to be comprehensive. It offers examples of some of the overlapping and unique roles of OH SPSP

