

EVERY DAY,
WE TACKLE
SOCIETY'S
MOST CRUCIAL
ISSUES.



UNIVERSITY OF
TORONTO

FACTOR-INWENTASH
FACULTY OF SOCIAL WORK



The Factor-Inwentash Faculty of Social Work is at an extraordinarily vibrant moment in its nearly 100 year history. It is a moment infused both with the knowledge of where we have come from as a Faculty and where we want to go. A moment in which we honour our past, while moving ahead in new directions that will allow us to develop in unprecedented ways. This past year, we launched a highly ambitious Academic Plan. That plan – and the directions and initiatives it lays out – will drive the priorities of the upcoming fundraising campaign for the Factor-Inwentash Faculty of Social Work, as we strengthen our commitment to help society’s most vulnerable.

You can tell by the stories in the 2011-2012 Year in Review what a truly dynamic time it is right now for the Factor-Inwentash Faculty of Social Work. Over the following pages, you will read about some of the new initiatives that we are pursuing, initiatives that are enabling us to forge strong connections across the University, the community and the world. Our Faculty has many vital connections. The friends, alumni and supporters of the Factor-Inwentash Faculty of Social Work are its backbone – each one of you is an integral part of this Faculty. As we approach the occasion of our 100th anniversary, we invite all the friends, alumni and supporters of the Factor-Inwentash Faculty of Social Work to become involved in planning our centenary celebration.

With best wishes,

Faye Mishna
Dean, Factor-Inwentash Faculty of Social Work
University of Toronto

CONTENTS

- | | | |
|--|---|--|
| 02 A PROUD DAY FOR SOCIAL WORK | 12 THIS OPEN ACCESS COURSE IS BRINGING SOCIAL ISSUES TO STUDENTS ACROSS THE GLOBE | 18 THE BUDDY PROGRAM: A GREAT IDEA THAT IS HELPING 1ST YEAR MSW STUDENTS |
| 04 THE YEAR THAT WAS | 13 THE POWER OF SIMULATION | 19 DIRECTIONS ON HOW TO MAKE A GOOD INTERVIEWER: JUST ADD A LITTLE SOCIAL WORK |
| 06 A PHENOMENAL YEAR FOR RESEARCH | 14 SOMETHING’S HAPPENING IN CONTINUING ED | 20 THANK YOU TO ALL THE FRIENDS AND SUPPORTERS OF THE FIFSW FOR THEIR THOUGHTFULNESS AND GENEROSITY |
| 07 THE VANISHING MIDDLE CLASS | 16 COUNSELINE: MSW STUDENTS COUNSELLING UNDERGRADUATE STUDENTS | 21 NUMBERS THAT COUNT |
| 08 HOW CAN WE HELP PEOPLE AS THEY AGE? | 17 WHY TEACHING UNDERGRADS IS A WIN/WIN/WIN SITUATION FOR SOCIAL WORK, STUDENTS AND THE UNIVERSITY | |
| 09 ENDING THE AIDS EPIDEMIC: A GLOBAL HEALTH PRIORITY | | |
| 10 WE’RE ASKING BIG QUESTIONS ABOUT BIG ISSUES | | |

ACCREDITORS PRAISE FACULTY'S HIGH QUALITY CURRICULUM AND OUTSTANDING ACADEMICS

The Factor-Inwentash Faculty of Social Work received high praise this past year when the Canadian Association for Social Work Education (CASWE) confirmed the Re-Accreditation of our MSW Program for the maximum 8-year period, from July 1, 2012 to June 30, 2020. The Faculty underwent an accreditation site review of the MSW program in March, in which the CASWE accreditors met with representatives of all Faculty stakeholders.

In a letter to President David Naylor, the CASWE accreditors summarized their findings:



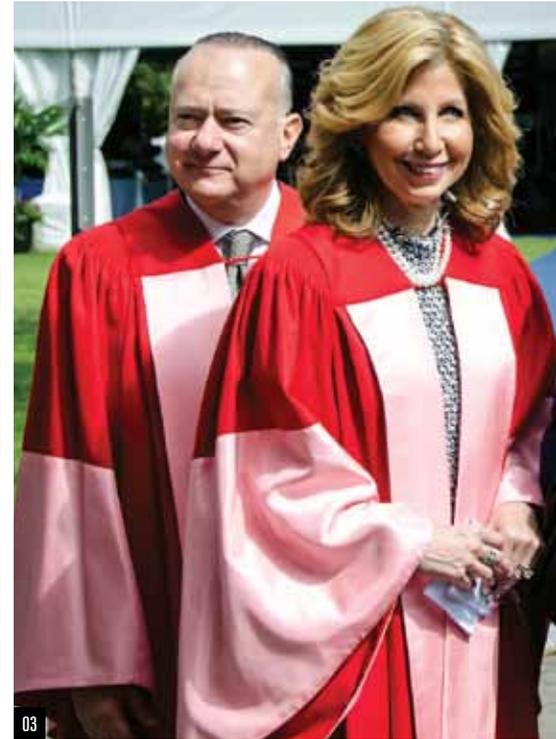
The Faculty is comprised of outstanding academics, many of whom are leaders in their field, and they have been extremely productive in their research and scholarship. The Faculty has developed a high quality curriculum, and faculty members have a strong commitment to providing students with high levels of support and are exceptionally responsive to community-identified needs. The MSW program at University of Toronto has much to be proud of and I extend my best wishes for continued success in providing social work education to students in Toronto and its surrounding catchment areas.



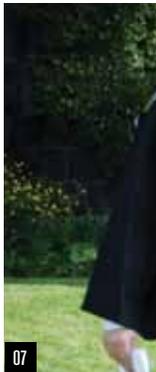
A PROUD DAY FOR

In the words of Sheldon Inwentash:

“Be open to new ideas and opportunities and you can know more and do more to make a difference.”



It was a day in which the pursuit of social justice rang out across Convocation Hall. An exultant day worth celebrating both for the MSW graduates and their families and friends and for the Faculty as another group of successful graduates once again strode across the stage at Convocation Hall in cap and gown to receive their hard-won degrees.



In addition to the usual day of celebration, our Faculty's June 6th Convocation was also an occasion of extraordinary pride as Honorary Degrees were awarded to both Lynn Factor and Sheldon Inwentash, whose generosity has made such a tremendous impact on this Faculty. The University's highest honour, Honorary Degrees recognize extraordinary achievement by individuals who provide, through example, inspiration and leadership to the graduates.

Before an assembled crowd of 2,000, the degree of Doctor of Laws was conferred upon Lynn Factor and Sheldon Inwentash, in recognition of their deep commitment to social justice, their outstanding contributions to education, public service and community, as exemplified by the commitment and passion they have demonstrated to this Faculty.

SOCIAL WORK

In the words of Lynn Factor:

“Give back. Not just because it will create a world that is fairer and more just, but because it is the one way that I know to build a meaningful and truly fulfilled life.”



04



05



08



09



10

A social worker, Lynn Factor has devoted 25 years of service to the protection of children, determined to improving their services and programs. Highly accomplished and widely respected in the corporate world, Sheldon Inwentash holds a distinguished position in Canadian business circles. He is Chief Executive Officer and Chairman of Pinetree Capital Ltd. Their passion and compassion are further demonstrated by the inspirational words they provided to the new graduates.

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- 01. Amy Dolick with her father, Andy Dolick
 - 02. Hila Zlotnick
 - 03. Sheldon Inwentash and Lynn Factor
 - 04. Nisha Damani (right) with her mother, Yasmin Damani
 - 05. From left: John Hunter, Katie Hunter and Kim Menezes
 - 06. From left: Danielle Dupuis, Sari Shawn, Nicole Pacheco and Andrea Kwan
 - 07. Rusty Souleymanov
 - 08. From left: Christine Mitchell, Jenna Le Breton-Holmes, Erika Macneil and Caroline Lufty
 - 09. From left: Nisha Damani, Julia Perron and Fari Syed
 - 10. From left: Caroline Lufty, Melanie Le Blanc, Jenny Starke and Kasia Pytlik

THE YEAR THAT WAS

Professor Emerita Norma C. Lang

28 May 1927 – 26 June 2012

Professor Emerita Norma C. Lang (BA, BSW, MSW & PhD) will be greatly missed at the Factor-Inwentash Faculty of Social Work where she has made an important contribution over many years. Norma was a lecturer at our Faculty from 1963-1967 and then a professor from 1973 until she retired in 1992. Even after her retirement, she remained active in the Faculty, making an invaluable contribution as an admissions reader.

An esteemed international scholar, Norma was a landmark theorist in group work. She specialized in theory development for social work with groups; knowledge-building processes; non-deliberative forms of help in social work practice; and qualitative research. In her 2010 book, "Group Work Practice to Advance Social Competence: A Specialized Methodology for Social Work," she gave much-

needed guidance to practitioners struggling to help individuals become part of group life.

In 1992, Norma was honoured at the 14th Symposium on the Advancement of Social Work with Groups "for a lifetime of distinguished service and contribution to knowledge and practice of social work with groups within the community of social workers." Norma's family has indicated that should anyone want to make a contribution in her memory, donations may be made to The Dr. Norma C. Lang Award at the FIFSW, which is given to PhD students whose dissertations focus on group work in social work. A celebration of Norma's life will be published in a future issue of "Social Work with Groups."

9 NEW THESES EXAMINING CRUCIAL ISSUES

This past year, one MSW student and eight PhD students successfully defended their theses and then graduated in the Fall 2011 and Spring 2012 Convocations.

MSW

Sarah James-Abra examined access to assisted home reproduction (AHR) for transgendered people in Ontario.

PhD

Seong gee Um's thesis focused on migrant workers in the South Korean long-term care market.

Paul Issahaku examined the dimensions and health policy implications of male partner violence against women in northern Ghana.

Ellen Katz conducted a phenomenological study exploring the structure of clinical attention and its relationship with holistic competence.

Tanya Morton's thesis explored neighbourhood correlates of childhood injury in a case study of Toronto.

Katherine Schumaker's thesis explored the relationship between poverty and child neglect in Canadian Child Welfare.

Heather Spielvogle's thesis focused on understanding and addressing barriers in engaging adolescents in mental health services.

Eliana Suarez's thesis focused on the resilience of Quechua women in the aftermath of the Peruvian armed conflict.

Regine Uwibereyeho-King's thesis delved into healing psychosocial suffering in post-genocide Rwanda.

KA TAT TSANG APPOINTED FULL PROFESSOR

Congratulations to Professor Ka Tat Tsang, the Factor-Inwentash Chair in Social Work in the Global Community and the Director of the China Project, who has been appointed Full Professor, effective July 1, 2012. Tsang's research and scholarship focus on the development of a knowledge base for social work practice in the globalized community.



ALUMNI ASSOCIATION'S ANNUAL AGM & SPRING REUNION ONCE AGAIN **A SMASHING SUCCESS**

It was a stimulating and entertaining evening – a chance to network, catch up with faculty and fellow alumni, listen to presentations and discuss recent research in social work. The FIFSW Alumni Association's 2012 Spring Reunion & Knowledge Expo on May 30th was another smashing success, with over 60 alumni attending. A Book Expo featured a panel discussion and research presentations by faculty, alumni and emerti. Many alumni present said how much it means to them to remain actively involved in the Faculty. Events like this provide an important way to deepen that bond. A strong momentum continues to build in the FIFSW Alumni Association and we hope to have an even bigger turnout next year.

10 BOOKS

PUBLISHED THIS PAST YEAR BY FACULTY, EMERTI AND ALUMNI

- 01 EDITORS: ADRIENNE CHAMBON, WOLFGANG SCHRÖER AND CORNELIA SCHWEPPE, **"TRANSNATIONAL SOCIAL SUPPORT:"** (ROUTLEDGE).
- 02 KATHARINE DILL AND WES SHERA, **"IMPLEMENTING EVIDENCE-INFORMED PRACTICE:"** (CANADIAN SCHOLARS' PRESS).
- 03 EDITORS: KATHARINE DILL AND RHONDA HALLBERG, **"BROADENING HORIZONS: LINKING EVIDENCE-INFORMED PRACTICE TO CHILD WELFARE"** (PART ONTARIO).
- 04 EDITORS: LYNN McDONALD AND K.L. SHARMA, **"AGEISM AND ELDER ABUSE:"** (RAWAT).
- 05 FAYE MISHNA, **"BULLYING: A GUIDE TO RESEARCH, INTERVENTION, AND PREVENTION:"** (OXFORD UNIVERSITY PRESS).
- 06 KEN MOFFATT, **"TROUBLED MASCULINITIES: REIMAGINING URBAN MEN:"** (UNIVERSITY OF TORONTO PRESS).
- 07 SHEILA NEYSMITH WITH CO-AUTHORS MARGE REITSMA-STREET, STEPHANIE BAKER-COLLINS AND ELAINE PORTER, **"BEYOND CARING LABOUR TO PROVISIONING WORK:"** (UNIVERSITY OF TORONTO PRESS).
- 08 CHERYL REGEHR WITH CO-AUTHORS ANN WOLBERT BURGESS AND ALBERT R. ROBERTS, **"VICTIMOLOGY: THEORIES AND APPLICATIONS, 2ND ED:"** (JONES AND BARTLETT).
- 09 MICHAEL SAINI AND ARON SHLONSKY, **"SYSTEMATIC SYNTHESIS OF QUALITATIVE RESEARCH: POCKET GUIDES TO SOCIAL WORK RESEARCH METHODS:"** (OXFORD UNIVERSITY PRESS).
- 10 KEVIN STODDART WITH CO-AUTHORS LILLIAN BURKE AND ROBERT KING, **"ASPERGER SYNDROME IN ADULTHOOD: A COMPREHENSIVE GUIDE FOR CLINICIANS:"** (W.W. NORTON & COMPANY).



IN A PHENOMENAL YEAR FOR RESEARCH,

our Faculty received three multi-million dollar tri-council grants totalling nearly \$ 8 million. These grants are funding research into some of the most pressing issues of our time: the growing socio-economic disparities in our cities, aging and HIV.

Professor David Hulchanski received \$2.5 million from the Social Sciences and Humanities Research Council (SSHRC), professor Lynn McDonald received nearly \$2 million from SSHRC and professor Peter A. Newman received \$3.5 million from a CIHR-CHVI grant (Canadian Institutes for Health Research-Canadian HIV Vaccine Initiative). Each of these grants also received support through the Provost's Management Fund and this support was matched by the Faculty.

THE VANISHING MIDDLE CLASS

Our cities are undergoing a profound shift – middle class neighbourhoods are disappearing and there is increasing polarization between have and have-not areas. Professor David Hulchanski's research focuses on the trend of growing neighbourhood inequality in our cities. For years, Hulchanski, the FIFSW Dr. Chow Yei Ching Chair in Housing, has been sounding the alarm on the vanishing middle class and the changes to neighbourhoods that are occurring in our metropolitan areas, their consequences and what we can do to reverse this trend.

In 2010, he released The Three Cities Within Toronto report, which detailed the

growing income polarization among Toronto's neighbourhoods. That report showed dramatically – in vivid maps that made the statistics come alive – that Toronto is moving towards becoming a city that is sharply divided between wealthy neighbourhoods and poor ones, with no middle class.

Now he's leading a partnership team with Faculty co-investigators Sheila Neysmith and Rupaleem Bhuyan and a host of researchers and partners

(social agencies, government and foundations) from across Canada. They will identify and analyse 35-year trends in Canada's six largest cities and develop policy options.

This project will identify potential interventions in order to create a more inclusive society. For Hulchanski, the ultimate goal of this research is to better understand and offer specific advice to help change the trajectory of urban Canada – a trajectory in

which wealth and poverty are increasingly concentrated in separate neighbourhoods, inevitably leading to unequal access to urban opportunities and amenities.



HOW CAN WE HELP PEOPLE AS THEY AGE?

Our population is aging rapidly and yet our institutions and businesses are not prepared to meet the coming challenges. Professor Lynn McDonald, who is a leading expert on aging at our Faculty and the Director of the Institute for Life Course and Aging, believes that people will need to take responsibility for themselves. “The system we have now is inadequate which means that people will need to become better informed,” says McDonald. “They will need to learn how to manage critical diseases; they will need to develop financial literacy and educate themselves about investments. People will need to be educated and informed.”

McDonald is the Scientific Director of the National Initiative for the Care of the Elderly (NICE), an interdisciplinary coalition of colleagues from universities, governments and businesses dedicated to expanding knowledge about aging. Since 2005, NICE has created over 200 pocket tools

– small pamphlets in digital and paper format – on issues concerned with aging.

Now McDonald is leading a team that will evaluate these tools, to find out if – and how – people are using them. The goal is to make sure that knowledge about aging is reaching those who need it in the most effective ways possible.

NICE has received over 700,000 requests – from all over the world – for these evidence-based tools on subjects ranging from retirement issues, ethnicity and aging to palliative care and communicating effectively with your doctor. Interdisciplinary in approach, they are designed to be picked up and used by anyone. The requests come from professionals like doctors, nurses, social workers and police officers who work with older people; from caregivers; and from older people themselves.

“ Our goal is to put power into the hands of the aging population. We are trying to get people to care for themselves, ”

says McDonald.





ENDING THE AIDS EPIDEMIC: A GLOBAL HEALTH PRIORITY

For the past ten years, professor Peter A. Newman, Canada Research Chair in Health and Social Justice, has worked in some of the world's most vulnerable communities to ensure that clinical trials for HIV meaningfully engage potential trial participants and local communities. Now he is leading an international team that is part of a global collaboration of researchers and community-based organizations working together to accelerate the development of safe, effective and accessible HIV vaccines.

The CHVI Team in Social and Behavioral Research on HIV Vaccines, which is based in Canada, India and South Africa, is working in communities where people are suffering the greatest burden of the disease. The primary goal of this research is to address the challenges that arise in ensuring that consent to participate in HIV clinical trials is fully informed and voluntary. Informed consent is an integral part of any ethical research activity. That consent is particularly important when it comes to testing new forms of HIV prevention since HIV clinical trials take place in some of the world's most vulnerable communities.

The aim is to develop interventions grounded in local sociocultural contexts that will help communities and individuals make informed choices about participating in clinical trials. The team will also develop evidence to support best practices in community engagement. The team's Canadian arm includes assistant professor Shelley Craig of the Factor-Inwentash Faculty of Social Work, assistant professor Carmen Logie of the University of Calgary and FIFSW doctoral student Sophia Fantus who will contribute expertise on youth, sexual minorities and research ethics.

This international, collaborative project, also funded by the Government of Canada and the Bill and Melinda Gates Foundation to address one of today's most urgent global issues, is a major step forward in the international research now being conducted at the Faculty. An HIV vaccine is a global health priority, among the United Nations Millennium Development Goals: in 2010 alone, 2.7 million people were newly infected with HIV (7,400 each day) and 1.8 million died.

WE'RE ASKING BIG QUESTIONS ABOUT **BIG ISSUES**



How can we help older adults learn about aging?

Engaged scholarship: Evaluation of knowledge mobilization for older adults in the community; Lynn McDonald, principal investigator

What can we do to change the increasing trend in our cities of neighbourhood inequality?

Neighbourhood inequality, diversity and change: Trends, processes, consequences and policy options for Canada's large metropolitan areas; David Hulchanski, principal investigator

How are we working with higher risk communities in Canada, India and South Africa to advance HIV vaccine acceptance?

Social, behavioural and ethical challenges of HIV vaccine development; Peter Newman, principal investigator

How can we advance new HIV protection technologies?

Advancing new protection technologies for HIV: Rectal microbicide acceptability among men who have sex with men and transgenders in Thailand; Peter Newman, principal investigator

What are we learning about the next generation of women's health research?

Ain't I a woman too? Looking at intersectionality's relevance to the next generation of women's health research; Charmaine Williams, principal investigator

What can be done to create good jobs?

Creating good jobs: Mobilizing cross-sectoral coalitions to create living wage, family sustaining employment; Dan Zuberi, principal investigator

What are we learning about health, wellness and HIV?

Exploring the health and wellness of long-term HIV positive two spirit men in Ontario; David Brennan, principal investigator

What is the experience of migrant women seeking services in Toronto?

Citizenship and social rights for families with mixed-immigration status in Canada: A study of migrant women seeking services for themselves and their children in Toronto; Rupaleem Bhuyan, principal investigator

What are we learning about multi-ethnic lesbian and bi-sexual youth?

Self-efficacy and health risk: A mixed method study of multi-ethnic lesbian and bi-sexual youth; Shelley Craig, principal investigator

What are we learning about Chinese immigrant families?

Hybridity process in Chinese immigrant families: A preliminary study; Lin Fang, principal investigator

How are we providing child protection services to ethnic minority clients?

Lost in translation: Child protection services to ethnic minority clients; Ramona Alaggia, principal investigator

How does the media influence sexual minority youth?

I will survive? The influence of the media on experiences of resiliency for sexual minority youth; Shelley Craig, principal investigator

What are we learning about systematic review collaborations?

RCN systematic review collaboration; Aron Shlonsky, principal investigator

How can we mobilize knowledge across Canada about provincial/territorial and Aboriginal child welfare systems?

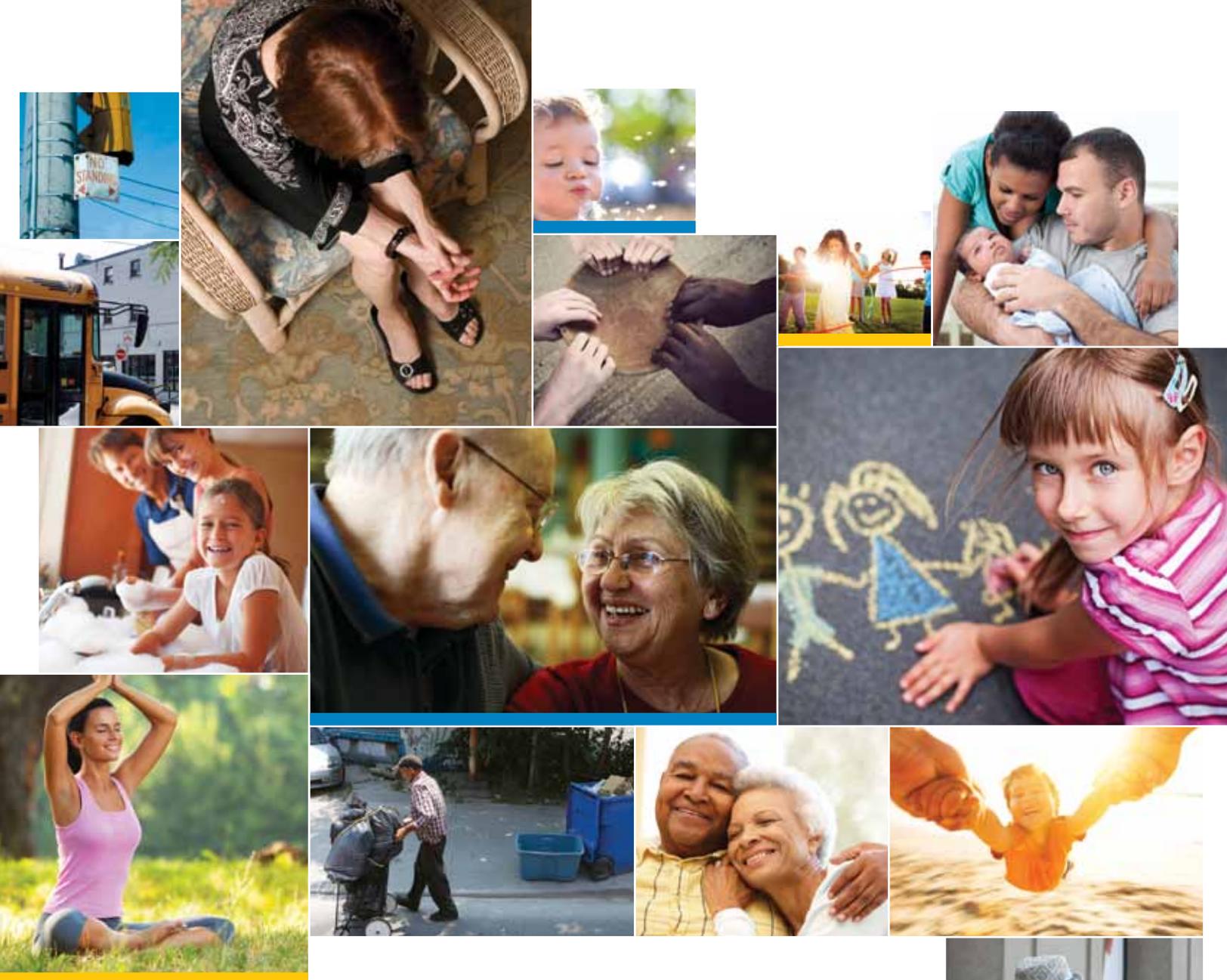
The Canadian Incidence Study of Reported Child Abuse and Neglect 2008 Provincial/First Nations research network workshop; Barbara Fallon, principal investigator

What are the HIV and other health disparities among marginalized gay and bisexual men?

Resiliencies and risks: Addressing HIV and other health disparities among marginalized gay and bisexual men; David Brennan, principal investigator

How can we mobilize knowledge in the Ontario child welfare field?

Knowledge mobilization in the Ontario child welfare field regarding findings of The Ontario Incidence Study of Reported Child Abuse and Neglect 2008; Barbara Fallon, principal investigator



What happens when women with precarious immigration status seek help after experiencing domestic violence?

Negotiating citizenship and social rights from the margins: A study of migrant women seeking violence against women services in Canada; Rupaleem Bhuyan, principal investigator

What are we learning about the increasing trend of education migration and the experience of South Korean education migrant children in our school system?

An analysis of public and private discourses of education migration in Canadian schools: A case study of South Korean families; Eunjung Lee, principal investigator

What do we know about cyber bullying among youths in grades 4, 7 and 10?

Motivations for cyber bullying: A longitudinal and multi-perspective inquiry; Faye Mishna, principal investigator

How do training and experience influence the professional judgement of social workers?

The relative influence of training and experience on social workers' professional judgement; Cheryl Regehr, principal investigator

What strategies promote effective parent-child relationships in high conflict separations?

Focusing on parenting: Developing a framework for effective parent-child relationships within the context of high conflict separation; Michael Saini, principal investigator

What are we learning about social workers who work in health and aging?

Job satisfaction and organizational commitment among Ontario's social workers in health and aging; Kelsey Simons, principal investigator





THIS OPEN ACCESS COURSE IS BRINGING SOCIAL ISSUES TO STUDENTS ACROSS THE GLOBE

Associate Dean Academic Charmaine Williams who holds the Factor-Inwentash Chair in Health and Mental Health, will be talking about social issues and mental health this coming academic year to a whole new group of students through a free open access course that is reaching out to people around the world.

Williams believes that the online platform offers a rare chance to talk about social issues in a wider forum. Her course will examine the ways in which the social environment both promotes and undermines mental health and how people are able to live with mental illness. "I see it as a great opportunity," she says, "to address stigma against mental illness and put mental health and social work on people's agendas. We're all affected by mental health, and the more we understand it, the better we're able to promote our own mental health and help support the mental health of people around us."

"The Social Context of Mental Health & Illness" is one of five open access courses that will be offered by U of T this coming academic year, through a partnership with a US-based company called Coursera. Developed by professors at Stanford University, Coursera offers free online courses

that are not for credit called "massive open online courses (MOOC)." Courses are taught by professors who are leaders in their field and the content of courses is intended to be accessible to people all over the world. Massive open online courses are a growing trend – Williams's course already has 3,000 students enrolled, just two weeks after it was first advertised – and U of T is the first Canadian university to join Coursera, partnering with other global universities like the University of California, Berkeley and Edinburgh University.

“ This is a chance to reach out to the community, to be of service to our international community, to de-mystify the university experience for people who might not otherwise consider it and specifically to be out there talking about a topic that is my passion – mental health and mental illness – and how this should be part of what every community is thinking about, ” says Williams.



THE POWER OF SIMULATION

The Factor-Inwentash Faculty of Social Work is on the leading edge of innovation in social work education, using simulation-based approaches to teach and evaluate students.

Simulation involves highly trained actors who interact with students in simulated standardized scenarios that are typically encountered by social workers in their practice. Life-like situations are created and students have the opportunity to apply the knowledge and skills they learn in the classroom, receive feedback on their performance and use that feedback to develop and refine practice skills. This method of training social work students enables them to build skills in a safe, realistic setting prior to using them in real-life situations.

For the past two years, simulated standardized scenarios (Objective Structured Clinical Examinations – or OSCEs – Adapted for Social Work) have been used in the December final exam to assess 1st year MSW students. This cutting edge evaluation method was developed and tested through a research program on assessing competence in social work led by Professor Marion Bogo and Professor and Vice-Provost Academic Programs Cheryl Regehr.

Response from the students to this groundbreaking pilot – the first of its kind in social work worldwide – has been overwhelmingly positive. “Students reported back to us,” says Bogo, “that the OSCE experience increased their confidence going into the practicum. And research shows that confidence has an enormous effect on how students learn. We’re finding that these simulated standardized scenarios provide a wonderful bridge between the preparation in the school and the practicum. Students bring their evaluations to their field instructors to help them develop and focus their learning in the field.”

A generous donation has been provided by Larry Enkin to fund our Faculty’s simulation-based teaching and evaluation

program. Larry Enkin’s commitment to social work values, which he shared with his late wife, Sharon, is further evidenced by this donation, made in her honour. Sharon Enkin ran Hamilton’s Golden Horseshoe Players, a non-profit professional theatre company presenting issues-related performances in Ontario schools. It is a fitting tribute to fund this program in honour of her memory because the FIFSW simulation program uses trained actors.

Simulation is used by many professions. Airline pilots, for example, learn how to fly a plane by spending countless hours on a simulator learning basic flying skills and surgeons use simulation before they operate on people. Many healthcare professionals are increasingly adopting simulation in teaching. Recognizing the integral role of simulation in advancing client safety, social work has begun to incorporate this innovative method of teaching and evaluating students.

“The real value of simulation,” says Bogo, “is that it allows students to practise again and again, which is necessary when learning any new skill, such as playing an instrument or performing in a sport. It is absolutely clear that in order to learn how to do something well, you need opportunities to practise.”

Larry Enkin believes that the Faculty’s simulation program has tremendous potential. “Once it is disseminated across various universities, the benefits will be enormous. It is in its nascent stage and just starting to take off,” he says.

The Factor-Inwentash Faculty of Social Work is enormously grateful to Larry Enkin for his vision and continued generosity. His investment in this program will enable our Faculty to further develop and provide this innovative method to train future generations of social workers.

New courses in professional supervision, workshops for children, working with trauma, setting up a private practice, assessing parenting capacity, foundations of custody, cybercounselling, settlement practice and our collaboration on the Advanced Diploma in Social Service Administration.

SOMETHING'S HAPPENING IN CONTINUING ED

WORKSHOPS

ONLINE COURSES

CERTIFICATE PROGRAMS

COLLABORATIVE PROGRAMS

Call it a renaissance. That's how professor Robert MacFadden, director of Continuing Education at the Factor-Inwentash Faculty of Social Work, describes the unprecedented demand the program is experiencing as its cutting edge offerings attract people from a wide range of professions.

"Over the last few years," says MacFadden, "we've discovered that we are getting students from across the spectrum for all kinds of reasons. In this uncertain economic climate, as organizations cut their training budgets, people are continuing to knock at the door because they can't find the kind of speciality courses we are offering elsewhere. The interest has been like a rocket – they are coming because the courses are

stimulating, entertaining, informative and helpful."

Students are attending to improve their skills and knowledge, to be stimulated by new approaches and ideas, to enjoy themselves and to meet and socialize with kindred spirits who share their interests. "The students themselves are an important part of the educational experience," says MacFadden. "It's their excitement, their own experience and what they bring that really adds to the whole mix. The common denominator we are seeing is that the students are interested in learning about and working with people."

The calendar for 2012-2013 – which is all of 88 pages – offers an extraordinary breadth and

depth of courses. The popular interprofessional certificate program in Applied Mindfulness Meditation – now expanded to incorporate three streams – Clinical Mindfulness and Psychotherapy, Mindfulness in Education and The Mind at Work – offers courses like Mindfulness and Listening, Resilient Children and Parenting and Mindfulness. The Solution Focused program now offers Solution-Focused Coaching to supplement its very successful Solution Focused Counselling certificate. Returning courses – on subjects as diverse as neuroscience, assessing parenting capacity and cybercounselling – are being deepened and broadened, while new courses in subjects like crisis work with families and children, working with trauma and setting up a private

s in strategic planning, crisis work with families and
tice, compliment our returning courses: neuroscience,
y evaluation, hypnosis, bereavement, grief & trauma,
porative programs in brief and narrative therapy and
ion.

“ Neuroscience is really explaining what we have always been doing in social work: That we are relationship-focused and consensus-based. Now we have hard evidence from neuroscience that connection with others is the most important thing we can do. Quantum physics points to everything in the universe being connected. Our brains and minds are wired to be connected to others.

“It makes good sense that social work starts to speak about what we’ve always done – about connection rather than correction, about relationship and reflection and about community and collectiveness.

practice are now being offered, as well as the Diploma in Social Service Administration.

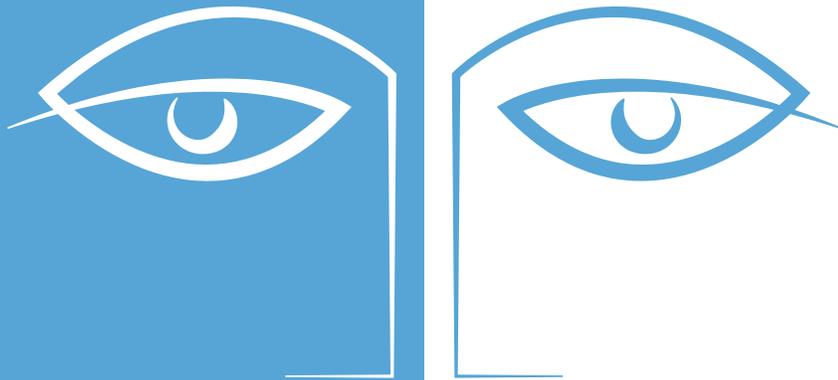
“What we’re seeing,” says MacFadden, “is a kind of synergy – where the energy is going back to the community and then coming back to us so that students who have gone through courses may come back as instructors. It’s little ripples, going out concentrically. For example, in the Mindfulness program, we are receiving requests from the community: social agencies getting excited about the program who need assistance in establishing something themselves. We’ve also worked for the last three years with McMaster University’s Faculties of Health Sciences helping them to establish their own program.”

“In the future, I think most of social work will embrace the neuroscience of its work and practice. Mindfulness Meditation – whether it comes from Buddhism, science or whatever – can have a significant impact on how we do things and the change we seek with others in society. ”

Michele Chaban (MSW, RSW, PhD), Director of the FIFSW Applied Mindfulness Meditation Certificate Program at Continuing Education



Onsite and Online Counselling



COUNSELINE:

MSW STUDENTS COUNSELLING UNDERGRADUATE STUDENTS

Counseline. The name says it all. This promising new program has MSW student interns providing counselling to undergraduate students as part of their practicum for their MSW degree.

The cyber world is exploding and so is our reliance on it. People – particularly young people – are increasingly living online and communication by information technology is rapidly becoming the preferred method of connecting and interacting for many. Individuals of all ages are seeking counselling services online and demand for cyber counselling is expected to rise dramatically in the coming years. It is therefore crucial to prepare social work students to use technology competently in their practice.

For the last four years the Factor-Inwentash Faculty of Social Work has partnered with St. Michael's College and Victoria College at the University of Toronto to conduct a pilot study funded by Bell Canada examining cyber counselling. MSW students have provided supervised counselling services (both online and face-to-face) as part of their practicum to undergraduate students at St. Michael's College and Victoria College. Over those four years,

the number of students who took advantage of the service increased and students themselves reported that they found the service of value. That study ended this year but the project itself will be continuing.

Starting this fall, the FIFSW is partnering with the Faculty of Arts & Science Undergraduate Colleges and Health & Wellness to continue the cyber counselling initiative for a further three year period (2012-2015). Through Counseline, the FIFSW will provide students who will offer counselling to the Faculty of Arts & Science Colleges undergraduate students as part of their practicum for the MSW degree.

Cyber counselling is expanding rapidly and the more our students learn about using technology competently in their practice, then the better equipped they will be to face today's global challenges.

Counseline. Now that's a good idea.



WHY TEACHING UNDERGRADS IS A WIN/WIN/WIN SITUATION FOR SOCIAL WORK, STUDENTS AND THE UNIVERSITY

Three Faculty professors are participating in a promising new initiative just launched this past year by the Provost's Office. Associate professor Ramona Alaggia, assistant professor David Brennan and professor David Hulchanski are each teaching an undergraduate course in their area of research speciality, thus introducing a new generation of like-minded students to social work values.

Alaggia is teaching an already established course, which she has revised extensively, on gender and violence at the Women & Gender Institute (a course she taught for the first time last year and will teach again in January 2013), while Hulchanski and Brennan each developed courses that have never been taught before. All of these courses are bringing the social work perspective to students.

Hulchanski, whose research focuses on the growing neighbourhood inequality

in our cities, will teach "Geography and Cities" in the Geography department. Brennan is teaching a course which will examine the impact HIV is having on the delivery of healthcare and social services, called "Sex and The Epidemic: Social Work, Sexuality and HIV" in collaboration with Sexual Diversity Studies. He plans to bring in people who work in fields like youth outreach or in racialized communities to discuss how they deal with HIV.

Alaggia calls the arrangement a win, win, win situation – for the students, for the Faculty and for the University. "My practice research," says Alaggia, "focuses on gender and violence so my students get the benefit of the research I do. This is a great way to foster interdisciplinary connections. Many of my students work at places like rape-crisis centres, shelters or suicide helplines, and yet they might not otherwise consider our graduate program."

“**Undergraduates,**” says Brennan, **“who are not familiar with social work will get the chance to not only see the different places social workers work, but also the multitude of roles they play. I hope that as these students experience social work, they will consider pursuing it.”**



THE BUDDY PROGRAM:

A GREAT IDEA THAT IS HELPING 1ST YEAR MSW STUDENTS

We all need a buddy and so do incoming 1st year MSW students. The Buddy Program, a wonderful new program that partners 2nd year students as buddies with 1st years, just completed its first highly successful year with 103 participants.

How does it work? An incoming MSW student is matched with a 2nd year student who will answer questions and share their personal experience in the program. They communicate by e-mail, phone or meet in person.

Just what is a buddy? Many different things, it turns out. For some, it was a source of support and guidance and a chance to lessen their worries. One student said she was glad she'd been matched early in the summer because the minute she was accepted into the program, she immediately had lots of questions and felt stressed. As

September approached, having a buddy helped to ease her mounting anxiety.

Students also used the Buddy Program as an opportunity to ask about courses, instructors and work loads. Others borrowed textbooks, found out what to expect from placements and learned how to navigate the campus. There was even a Facebook group that sprang up of MSW students who are also parents who shared the challenges of juggling schoolwork and family life. Most of all, it was a great way for students to share common experiences and connect.

"I'm getting more than I'm giving. The Buddy Program has been fantastic and very reciprocal. I did my undergrad as a mature student so I totally understand all of the anxiety and nervousness with going back to school. Sometimes when I send an e-mail to Lara, I can see that I've abated her fears and calmed her down and that's a good feeling, because I remember how nervous I felt when I first started the MSW program."

Christine Mitchell graduated at the June Convocation with a MSW.

"I was really anxious when I first got accepted and having Christine – who is also a mother – as my Buddy has made a huge difference to me. She's my sounding board."

Lara Awoleye will be starting 2nd year in the MSW program this fall.

Christine Mitchell and Lara Awoleye were MSW Buddies this past year.

DIRECTIONS ON HOW TO MAKE A GOOD INTERVIEWER: JUST ADD A LITTLE SOCIAL WORK

When Robert Steiner, Director of the Fellowship in Global Journalism at U of T's Munk School of Global Affairs, was putting together his innovative post-graduate journalism program – which gets off and running September 2012 – he knew he wanted to offer a course in interviewing, so he came to our Faculty.

The program Steiner has founded is unlike any other program for training journalists. The Fellowship in Global Journalism trains individuals who have specialized knowledge

in their field to become international journalists covering their disciplines on a freelance basis. Those journalists will need to learn how to become good interviewers.

“It struck me that we shouldn't re-invent the wheel,” says Steiner. “I knew that there are certain skills that are taught in the Faculty's clinical interviewing course. Skills like the ability to sit down and not ram a questionnaire down someone's throat, to just listen and let the conversation go where it's going, within the parameters that you

need it to go. And do it in a way that respects the honour and dignity of the individual you're interviewing and their story. I wanted to find a way to bring that to journalism.”

Starting January 2013, MSW Program Director Andrea Litvack – who has been teaching interviewing skills to MSW students since 1990 – will be bringing those valuable skills to the next generation of global journalists through this unique program.



THANK YOU TO ALL THE FRIENDS AND SUPPORTERS OF THE FACTOR-INWENTASH FACULTY OF SOCIAL WORK FOR THEIR THOUGHTFULNESS AND GENEROSITY



“My friends and family can attest to the joy I’m experiencing in my master’s program, thanks to this assistance.”
DANIEL HINCH, MSW Candidate, 2012

LEAVE A GIFT IN YOUR WILL AND HELP CHANGE A STUDENT’S LIFE.
 Join the campaign for U of T by including a gift in your will to the Factor-Inwentash Faculty of Social Work. It’s one way to help nurture the boundless potential of future social workers like Daniel.

To find out more, contact michelle.osborne@utoronto.ca
 416-978-3846 or give.utoronto.ca

UNIVERSITY OF TORONTO

BOUNDLESS LEGACY



Graduating students from Continuing Education's Certificate Program in Settlement Practice.

The Buddha's Light International Association of Toronto (BLIA) is an important and much-valued partner to the Factor-Inwentash Faculty of Social Work. Together, we are working to further our common goal of easing the transition of all newcomers to Canada. We are therefore delighted to announce that BLIA has recently made an additional investment in support of Phase II of The Chinese Newcomers to Canada Initiative. A critical part of this much-needed initiative, Phase II is designed to develop long-term solutions to make the lives of all newcomers to Canada easier by reducing the levels of their stress and increasing the levels of their support. It will provide instructional material and resources for settlement workers, strengthen web-based instruction and offer

advanced training for settlement workers.

BLIA has generously funded for the past few years Continuing Education's Certificate Program in Settlement Practice (as seen in the above photo). The first of its kind in Ontario, this far reaching program serves a huge need by training frontline workers in settlement houses who come in direct contact with newcomers to Canada. The Factor-Inwentash Faculty of Social Work is enormously grateful to The Buddha's Light International Association of Toronto. Their continued generosity reflects our many mutual interests and demonstrates a staunch commitment to bettering our community by helping all newcomers to Canada.



Lynn Factor and Sheldon Inwentash surrounded by the Factor-Inwentash Faculty of Social Work scholarship recipients.

TO LYNN FACTOR AND SHELDON INWENTASH, FOR YOUR GENEROSITY, COMMITMENT AND ADVICE, WE THANK YOU. WE APPRECIATE THE EXTRAORDINARY COMMITMENT THAT YOU CONTINUE TO DEMONSTRATE TO THIS FACULTY.

98 Years

and counting since U of T opened Canada's FIRST social work school in 1914.

40 FACULTY AND STAFF MEMBERS

In the 2011-2012 academic session, there were 25 faculty members and 15 administrative staff.

10 Endowed Chairs

These chairs help the Faculty to attract and retain internationally renowned scholars. In 2007, Lynn Factor and Sheldon Inwentash endowed five chairs in key academic areas.

512

field instructors were working with MSW students over 2011-2012.

382 MSW STUDENTS

In the 2011-2012 school year, 382 MSW students were enrolled in the Master of Social Work program.

53 PHD STUDENTS

Fifty-three students were working towards their Doctor of Philosophy at the Factor-Inwentash Faculty of Social Work.

13 students were enrolled in the Advanced Diploma in Social Service Administration.

994 PRACTICUM HOURS

To graduate, each MSW student must accumulate at least 469 hours of practical experience in the first year and 525 hours in the second year.

30 EPISODES RELEASED SINCE 2010

IN PROFILES IN SOCIAL WORK, THE PODCAST SERIES PROFILING FIFSW GRADUATES AND THEIR EXTRAORDINARY CAREERS.

HERE'S HOW TO CONNECT WITH US

VISIT US

246 Bloor St. W.
Toronto, ON
Canada M5S 1V4

The Factor-Inwentash Faculty of Social Work is at the intersection of Bloor Street West and Bedford Road, just west of the Royal Ontario Museum and across from Varsity Stadium. The front door is a few steps from the St. George subway station's Bedford Road exit.

VISIT US ONLINE

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We want to keep you informed about all the activities that are taking place at the Faculty. Please be sure to update your alumni profile on the Faculty website by going to "Alumni + Friends" and clicking on "FIFSW Alumni Information Update Form." If you would like to receive e-Reach or Reach magazine or if you have any comments on any of the stories you have read here, please e-mail us at fund.fsw@utoronto.ca or phone 416 978-4437.

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