



PhD Application and Program Information

for September 2016



Launching Our Next Century



**Excellence in Education,
Practice and Research**



FACTOR-INWENTASH
FACULTY OF SOCIAL WORK
UNIVERSITY OF TORONTO

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Message from the Dean

At the Factor-Inwentash Faculty of Social Work we are dedicated to changing lives, communities and the world. We are champions for the most vulnerable in society. As a leader in building social work knowledge for 100 years, we're excited to move forward with a plan that builds on our accomplishments and that will help us make an even greater, positive difference in the lives of individuals, families and communities.

Since our founding in 1914, we have evolved into a distinguished Faculty that is now renowned around the world for the outstanding quality of our teaching, scholarship and research. Canada's first school of social work, the Faculty is distinguished by its emphasis on the integration of research and practice in both the classroom and its practicum education. Thriving on long-standing partnerships with a wide community of agencies and services, we now have strong partnerships with over 300 community agencies. We collaborate in our research with many of these organizations and social service agencies on relevant and vital issues. Today the Factor-Inwentash Faculty of Social Work stands poised as an innovative leader in social work education, and we are ready to launch ourselves into the next 100 years.

We are known not only for excellence in traditional scholarship and teaching, but also for innovation in research dissemination and international collaboration. New research initiatives are resulting in increasing recognition on national and international levels. Today the Factor-Inwentash Faculty of Social Work ranks first among schools of social work in Canada and fifth in North America, recognized for its research productivity. The research we are doing is highly relevant and accessible. Our studies are generating new knowledge, informing social work practice and influencing government policy at both the federal and provincial level.

Representing an impressive range of expertise, our faculty is comprised of exemplary academics from diverse backgrounds, many of whom are engaged with local, national and international networks.

Every year, the Faculty prepares hundreds of students to make a difference in people's lives. Doctoral graduates from the Factor-Inwentash Faculty of Social Work become leaders in social work education throughout Canada, North America and the world, preparing the next generation of practitioners for the changing environment and demands. Our graduates also become leaders in research knowledge leading to the development of policies and practices that best serve and assist vulnerable members of our communities and society as a whole.

I encourage you to consider doctoral education as the next step in your social work career at the Factor-Inwentash Faculty of Social Work as the place where you learn to make your mark.

Sincerely,

A handwritten signature in blue ink that reads "Faye Mishna". The signature is fluid and cursive, with the first name "Faye" and last name "Mishna" clearly legible.

Faye Mishna, PhD
Dean

Message from the Director, PhD Program

I proudly present to you the PhD program at the Factor-Inwentash Faculty of Social Work, University of Toronto. As one of the distinguished social work graduate programs in North America, we strive to make positive changes to the communities we care about, challenge inequality and injustice, and ultimately advance the welfare of people, both individually and collectively. As you will see in this booklet, we have a diverse group of faculty members with various research and teaching expertise. The scholarship produced by our faculty reaches a wide range of audiences and has a significant impact at the local, national and international levels.

Doctoral education is critical to cultivating the scholars of future generations. Our faculty is committed to preparing strong researchers, educators, and leaders for the field of social work. The doctoral program is designed to deepen students' knowledge, broaden their capacities, sharpen their vision, and enrich their commitment to social work. Engaged in coursework as well as different research and teaching opportunities, doctoral students in our program are intellectually stimulated and challenged in a supportive environment. Beyond the faculty, students can also enjoy the wealth of supports and resources offered by the greater University of Toronto community. Many benefit from taking graduate-level courses at different departments, or participating in one of the collaborative programs, and these opportunities encourage students to develop a comprehensive analytical lens and skillset when approaching their areas of research. We are confident that over the course of the doctoral training, our students will generate important and innovative research that can push forward the state of the social work field.

This booklet provides you with an overview of our faculty and the doctoral program. You will find information about faculty members' research interests, program requirements and related coursework, the funding support available to doctoral students, and our admissions procedure. I hope you will find the material presented in the booklet informative to your decision to apply for our program. In the fall we also host several 1- to 1.5-hour long info sessions at the faculty and they serve as great opportunities for you to learn about our program, the admission requirements and application process. The schedules of these information sessions are available on the Faculty website: <http://socialwork.utoronto.ca/>. I welcome you to utilize these resources to get to know our program more. Should you have any questions, please feel free to contact us.

Sincerely,



Lin Fang, PhD
Director, PhD Program

Faculty Members' Research and Teaching Interests

A Distinguished Social Work Faculty

The strength of any graduate program is its faculty. Our faculty is in the forefront of Social Work research and contributes regularly to leading international journals and conferences. Internationally recognized for their outstanding research and scholarship, faculty members in the Factor-Inwentash Faculty of Social Work have an extensive range of expertise in areas that are of critical importance to the lives of people throughout the globe and to the communities in which they live.

R. Alaggia, PhD (*Toronto*). Dr. Alaggia uses her considerable experience in the field of children's mental health to advance the work of the Factor-Inwentash Chair in Children's Mental Health in increasing awareness and knowledge of child and adolescent mental health issues. She centres her teaching and research on family assessment and treatment, child sexual abuse disclosure and effects, intimate partner violence, children exposed to domestic violence, and resilience factors in children and youth. Her practice is focussed on individual psychotherapy, and family assessment and intervention with older adolescents.

R. Bhuyan, PhD (*Washington*). Dr. Bhuyan's research integrates interpretive policy analysis and community-based participatory action research to address social inequalities produced through immigration policies and how migrants "practice" different components of citizenship—identity, belonging, membership and social rights. Her current research explores how migrant women who have precarious immigration status in Canada (i.e. they do not have Canadian citizenship or permanent residence) support themselves and their children; particularly when responding to different forms of gender based violence.

T. Black, PhD (*Toronto*). Dr. Black received her PhD and MSW at the University of Toronto, and Bachelor of Science (Honours) degree from Queen's University. She has worked for over fifteen years in various capacities in the child welfare sector including a youth treatment centre, group home, and front-line child protection. Her research and teaching interests include child maltreatment, resilience, and research methods. Dr. Black is currently part of the OCANDS (Ontario Child Abuse and Neglect Data Systems) team at the University of Toronto. The OCANDS team is responsible for the production and analysis of child

welfare service performance indicators.

M. Bogo, MSW (*McGill*), **Adv.Dip. S.W.** (*Toronto*). Teaches direct clinical social work practice and the theory and practice of social work education. Her research interests focus primarily on competency for professional practice including social work education and clinical social work supervision. In her research she has developed and tested field education models and innovative approaches to assessment of student and practitioner competence. In 2013 she was awarded the Significant Lifetime Achievement in Social Work Education Award from the Council of Social Work Education (U.S.A.) in recognition of her contributions to social work education and to improving assessment of professional competence in social work. She is the first Canadian to receive this award. Appointed as Officer of the Order of Canada, 2014.

D. Brennan, PhD (*Boston College*). Dr. Brennan has been a social worker in the HIV/AIDS field since 1983. As an Ontario HIV Treatment Network Applied HIV Research Chair in Gay and Bisexual Men's Health and Director of the CRUISElab, a research lab focused on gay and bisexual men's health, Dr. Brennan's research has been focused on the health and social service needs of marginalized sexual minority populations, including HIV risk and resiliencies for gay, bisexual, two spirit and other men who have sex with men. His studies have examined the intersection of racism and body image among sexual minority men, the psychosocial factors affecting people living with HIV as they age, the discharge process from in-patient hospital to community for those living with HIV, understanding resilience among Two-spirit gay and bisexual men who have been living long term with HIV, and, finally, examining how gay and bi men use web apps and online spaces for sexual health.

D. Burnes, PhD (*Columbia*). Dr. Burnes' research focuses on the problem of elder abuse among our growing aging population. He is building basic knowledge around elder abuse risk factors, problem severity and victim help-seeking patterns, as well as developing community, evidence-based interventions and evaluation tools within the elder protective service system. Dr. Burnes has several years of social work practice experience, including work in the child protection system and providing psychotherapy to adults affected by trauma and post-traumatic stress disorder.

S. Craig, PhD (Florida). Dr. Craig's scholarship focuses on the impact of the service delivery system on vulnerable populations. She teaches in the Mental Health and Health Specialization, primarily focusing on the social determinants of health and practice-based research in healthcare. Dr. Craig publishes widely on community-based research and practice with sexual minority youth and social work competencies for working with LGBTQ populations and is actively involved in many local and national organizations.

B. Fallon, PhD (Toronto). Dr. Fallon is the Associate Dean of Research and an Associate Professor at the Factor Inwentash Faculty of Social Work. Dr Fallon is also the Factor Inwentash Chair in Child Welfare. She is the Principal Investigator of the Ontario Incidence Study of Reported Child Abuse and Neglect (OIS) 2013, the Principal Investigator of the Ontario Child Abuse and Neglect Data System (OCANDS) and the Director of Knowledge Mobilization at FMIHD. She was the Director of the Canadian Incidence Study of Reported Child Abuse and Neglect 2008 (CIS-2008) and managed two previous cycles of the study. Findings from Dr. Fallon's studies have contributed to the implementation of key policy initiatives in child welfare including differential response models and specialized intimate partner violence teams. Her research has also informed both front-line child welfare workers and policymakers in understanding the use of risk assessments in child protection investigations and opportunities for early intervention and prevention for children at risk of maltreatment. In 2009 she was awarded the Child Welfare League of Canada's Outstanding Research and Evaluation Award. Dr. Fallon's research interests include international comparisons of child protection systems and the contribution of worker and organizational characteristics to effective child welfare decision-making.

L. Fang, PhD (Columbia). Dr. Fang has focused her research and scholarship on mental health and addiction issues among adolescents and racialized groups. She has published extensively in the area of adolescent substance use and family-based prevention interventions. More recently she has been leading research projects concerning individual identity development among racialized individuals; culturally-responsive mental health services; and the use of new technologies in promoting mental and behavioral health. Dr. Fang is a seasoned mental

health practitioner and teaches research and practice courses in the Mental Health and Health specialization.

E. Fuller-Thomson, PhD (Berkeley). Dr. Fuller-Thomson's three major areas of research are the impact of early childhood trauma on adult health outcomes, grandparents raising grandchildren, and depression among those with chronic illness. She primarily teaches courses in the area of evidence based practice, research methods and gerontology. She is the Interim Director of the Institute for the Life Course and Aging at the University of Toronto and holds the Sandra Rotman Endowed Chair.

D. Hulchanski, PhD (Toronto). Dr. Hulchanski's scholarship focuses on local and global trends in housing, neighbourhoods, community development, social policy, and human rights. His research is focused on urban inequality and social polarization trends, homelessness, and social and rental housing problems. He is the principle investigator of the Neighbourhood Change Research Partnership, focused on socio-economic and ethno-cultural change in six Canadian cities with international comparisons.

E. Katz, PhD (Toronto). Dr. Katz's teaching interests are in direct clinical social work practice courses in the MSW program and in continuing education. She has a direct practice background of over 20 years with individuals, couples, families and groups in hospitals and children's mental health settings, with a particular interest, and with advanced training, in family therapy. Her clinical and research interests focus on mindfulness, family therapy, simulation, and the development of competence in both students and clinicians. Dr. Katz is a Mind and Life Summer Research Institute Francisco J. Varela Research Grant Awardee. The Mind and Life Institute is the Dalai Lama's initiative to bring science and contemplative practice together for the purpose of developing interventions to ease human suffering and increase knowledge of how mindfulness can be used in that process.

B. King, PhD (Berkeley). At the broadest level, Dr. King's research focuses on the well-being of older children and youth in the child welfare system, particularly those who spend time in foster care. More specifically, she is interested in utilizing population-level linked administrative data to assess the

Faculty Members' Research and Teaching Interests (continued)

likelihood, risk factors, and outcomes of adolescent parenting, delinquency and criminal justice involvement, and behavioral health challenges within this population.

T. Kourgiantakis, PhD(c) (*Laval*). Her research interests include family-centred practices in addictions and mental health, as well as best practices and competency building in social work and family therapy. She has 25 years of clinical experience in different settings including child welfare, schools, private practice, and mental health agencies. She completed a post-graduate clinical training certificate in couple and family therapy and she is a Registered Couple and Family Therapist. She is a Clinical Fellow of the American Association for Marriage and Family Therapy (AAMFT) and a co-rep for the Toronto division of the Ontario Association for Marriage and Family Therapy (OAMFT).

E. Lee, PhD (*Smith College*). Dr. Lee's scholarship centers on cross-cultural clinical practice, integrated practice-based process research, and immigrant children and families. Her publication has focused on clarifying clinical practice processes and identifying training issues to find intersections between clinical and structural issues in work with racialized and disadvantaged populations. Currently she teaches various clinical courses in the MSW program at FIFSW.

A. Litvack, MSW (*McGill*). Professor Litvack is interested in all aspects of social work education. She has developed numerous workshops and presentations relating to the enhancement of student learning both in the classroom and in the field, and has presented on this topic nationally and internationally. Her clinical work has focused on issues relating to separation and divorce, particularly the impact of high conflict on children.

C. Logie, PhD (*Toronto*). Dr. Logie's program of research addresses social and structural drivers of HIV and sexually transmitted infections (STI). Her research enhances understanding of HIV/STI vulnerability among diverse marginalized populations, and informs the development, implementation and evaluation of multi-level HIV and STI prevention interventions. She has active programs of research in Jamaica, Southern Africa and Canada (Ontario, Northwest Territories, Nunavut) with LGBTQ communities, African and Caribbean people, Indigenous youth, and persons at the intersections

of these identities. Her publications span social work, public health, global health and human rights, and health services research. She teaches in the Diversity and Social Justice Specialization.

L. McDonald, PhD (*Calgary*). Dr. McDonald is a professor at the Factor-Inwentash Faculty of Social Work and previous Director of the Institute for the Life Course and Aging at the University of Toronto. She is the Scientific Director of an International Centre of Excellence dedicated to the inter-professional care of older adults. Her research interests include work and retirement, gender and poverty, elder abuse and the older homeless.

F. Mishna, PhD (*Smith College*). Dr. Mishna is Dean and Professor of the Factor-Inwentash Faculty of Social Work and the Margaret and Wallace McCain Family Chair in Child and Family. Her program of research is focused on: bullying, cyber bullying/risk and implications of cyber technology for counselling. An integral component of her research entails collaboration with community agencies and organizations. Her scholarly publications have focused on bullying, social work education and clinical practice.

P.A. Newman, PhD (*Michigan*). Dr. Newman's research addresses HIV and global health, with a focus on social and structural challenges of HIV prevention among marginalized communities. He is engaged in field research in Canada, India, South Africa, and Thailand in collaboration with women of color, men who have sex with men, transgender women, male and female sex workers, and injecting drug users. Prof. Newman's work also addresses LGBTQ challenges in social work research and education. His teaching interests include research methods, HIV/AIDS, structural intervention and sexuality.

C. Regehr, PhD (*Toronto*). Dr. Regehr is the Vice-President and Provost of the University of Toronto and former Dean of the Factor-Inwentash Faculty of Social Work. She is a FIFSW Professor with cross-appointments to the Faculty of Law and the Institute of Medical Science at the U of T. Dr. Regehr's practice background includes over 20 years of direct service in forensic social work and emergency mental health and in the administration of mental health programs, specializing in civil litigation and criminal court assessments of trauma victims and violent offenders, and organizationally based trauma interventions.

M. Saini, PhD (*Toronto*). Dr. Saini is the Factor-Inwentash Chair of Law and Social Work and the Co-Director of the combined MSW/JD program. His research interests include exploring the pathways for children and families involved in family law disputes and examining non-adversarial approaches that are differentiated to resolve levels of interparental conflicts following separation and divorce. He teaches evidence-based practice, intersections of policy and practice for children and families, and family mediation.

I. Sakamoto, PhD (*Michigan*). Dr. Sakamoto's research focuses on the areas of immigration, homelessness, empowerment, and anti-oppression. Her recent research projects have examined "Canadian experience" and employment challenges for skilled immigrants. She is interested in inclusive research methodologies such as community-based participatory research, arts-based research, and indigenous methodologies, and is using drama, visual arts, and social media for research dissemination. She brings in her practice experiences and interdisciplinary training from Japan and the US.

W. Shera, PhD (*Penn State*). His areas of teaching include community organization, social policy, groupwork, management and social work practice in the field of mental health. His research focuses on operationalizing and testing concepts of empowerment in working with clients, organizations, and communities. He has also been involved for many years as a consultant on several international projects in Sri Lanka, China, Ireland, Mexico, Cuba and Britain.

M.L. Shier, PhD (*Pennsylvania*). Dr. Shier's research areas include the study of nonprofit organizations and the voluntary sector in contemporary social welfare, the sociology of organizations (including aspects of leadership, organizational culture and management), occupational health outcomes among social workers, and the lived experiences of vulnerable populations attaching to the contemporary labour market.

S. Stern, PhD (*Chicago*). Dr. Stern's scholarship focuses on child and adolescent mental health and delinquency; parent engagement; community-based implementation of evidence-based parenting and family therapy models; and common elements and change mechanisms in evidence-based practices. Committed to community collaborative

and interdisciplinary research, she currently directs a program of research on parent engagement in children's mental health and evidence-based practice, is a co-investigator of the IPS-C, the Canadian arm of an international survey on parenting practices and parent preferences for accessing support, and is partnered on research examining treatment fidelity and the role of peer supervision across multiple EBPs in an agency-wide implementation study.

K.T. Tsang, PhD (*Toronto*). Dr. Tsang's research and scholarship is the development of a knowledge base for social work practice in a globalized environment, through active integration of theory, practice and research. Diversity is a major theme in the development of his scholarship and research. His recent focus is on research and development of direct practice models, such as the SSLD (Strategies and Skills Learning and Development) System and the ICCP (Integrative Cross-Cultural Psychotherapy) Model.

C.C. Williams, PhD (*Toronto*). Dr. Williams is the Factor-Inwentash Chair in Social Work in Health and Mental Health. Her research bridges practice and access and equity issues that affect access to primary health care for racial minority women, HIV prevention in the Black communities, discrimination against LGBTQ individuals in the international context, psychosocial interventions in the health care system and individual and family experience of living with serious and persistent mental illnesses. The majority of her practice experience has been in the mental health care system where she worked in inpatient and outpatient services with individuals, families and groups.

D. Zuberi, PhD (*Harvard*). Dr. Zuberi is Associate Professor of Social Policy at the Factor-Inwentash Faculty of Social Work and School of Public Policy & Governance at the University of Toronto. His research interests include inequality, poverty, social policy, health care, urban studies, work & labour, education, housing, immigration, and Canada-US comparative research. Prior to his appointment at the University of Toronto, he was the William Lyon Mackenzie King Research Fellow at Harvard University and a faculty member in the Department of Sociology at the University of British Columbia, Vancouver. He is currently completing research projects on social policy and poverty, immigrant access to services and settlement experiences, and reducing hospital-acquired infection rates.

Professors Emeriti Research and Teaching Interests

D.F. Bellamy, D.S.W. (*Columbia*). Comparative social welfare systems.

M. Breton, MSW (*McGill*). Homeless women, child abuse, theory development in social work with groups, competence promoting practice, empowerment, practice with “hard-to-reach” population.

A. Chambon, PhD. (*Chicago*). Dr. Chambon is dividing her time between Toronto and Paris. She is a member of a transnational social work network of researchers and a member of the editorial board of the *Transnational Review* (*Routledge*). She is part of a research group on the history of social work of the European Association of Social Work Research. She gave the keynote address on this topic at its 2013 meeting in Finland.

T.M. Gadalla, PhD. (*Toronto*). Dr. Gadalla teaches research methods, quantitative data analysis, statistics and evidence-based practice. Her research interests include mental health issues as they relate to women.

R. Garber, D.S.W. (*Pennsylvania*). Voluntary systems of help under government sanctions; child welfare; national and international voluntary organizations.

U. George, PhD (*Nigeria*). Research in the area of social work with diverse communities within an anti-racist and anti-oppressive framework.

H.H. Irving, PhD (*Toronto*). Family mediation, joint custody, family therapy and direct practice intervention.

E. Lightman, PhD (*Berkeley*). Research interests have ranged widely over the years, though the common underlying theme has been the need to address poverty, precarious employment and inequality, typically viewed through a lens of class. With a PhD in economics, was a one-person commission of inquiry for the Ontario government (1991-2) investigating boarding homes and retirement homes/assisted living, leading to protective legislation for residents.

R.J. MacFadden, PhD (*Toronto*). His research, scholarship and practice have focused in four areas: child welfare, clinical social work practice, information technology in professional social work practice and most recently neuroscience in social work practice. In child welfare, he has contributed to the development of Ontario’s Risk Assessment package, particularly the Eligibility Spectrum component. Dr. MacFadden has helped to introduce neuroscience into the required MSW curriculum and has taught his elective course on neuroscience and social work practice for the last four years.

E. Marziali, PhD (*Smith College*). Engaged in intervention-outcome studies. Currently conducting studies of brief group treatment of persons with severe personality disorders.

D. Meeks, PhD (*Smith College*). Family therapy in the field of alcohol/drug dependence. Background in alcohol/drug field nationally and internationally; and Anti-Racism, Multiculturalism and Native Issues.

Thrilling, challenging, and remarkable are words that describe my doctoral journey at the Factor-Inwentash Faculty of Social Work (FIFSW). The FIFSW staff and faculty were extremely generous with their help and time and challenged me to be rigorous in my thinking and audacious in all my academic endeavors. I was overwhelmed first with the idea of starting and finalizing my dissertation in five years, I now realize that no one can accomplish such a task alone, and would like to express my deepest gratitude to the FIFSW community for their guidance and support during this journey.

Eliana Suarez

Class of 2011 / Assistant Professor / Wilfrid Laurier University, Lyle S. Hallman Faculty of Social Work

S.M. Neysmith, D.S.W. (*Columbia*). Dr. Neysmith's scholarship focuses on feminist theory and praxis. She is interested in how knowledge is constructed and used in policies, programs and praxis. The substantive area of her research for many years has been the paid and unpaid caring labour done by women. Related to these questions is her ongoing engagement with policy issues that affect women as they age. Her current research and writing examines how ageism impacts the quality of women's lives.

S. Olyan, PhD (*Pittsburgh*). Administration in human service agencies; interprofessional teams; supervision.

R. Power, MSW (*Memorial*). Issues in field instruction with focus on learning-teaching styles; and power paradigms; communication skills; groupwork.

B. Schlesinger, PhD (*Cornell*). Delayed childbearing couples, one-parent families, Canadian family, remarriage, lasting marriages and research related to seniors. Dr. Schlesinger is the first social work professor in Canada to have been elected as a member of the Royal Society of Canada.

B.Z. Shapiro, D.S.W. (*Case Western Reserve*). Social and personal meanings of help and their impact on helping networks, including "natural helping" relationships, "self-help" groups, and formal/professional helping focus.

R. Todres, Ph.D. (*Pittsburgh*). He has considerable experience with all levels of government, non-profit and trade associations and has published in the fields of child abuse, self-help groups and evaluation of human service programs.

L.M. Wells, MSW (*Manitoba*), **Adv.Dip. S.W.** (*Toronto*). Empowerment models of social work to enhance quality of life of older people, organizational change, long term care, HIV/AIDS, family relationships and social support networks.

The doctoral program was such a rewarding experience. Professors and staff at U of T Factor-Inwentash Faculty of Social Work believed in me and in my potential, and I continue to maintain these relationships to this day.

Tara Black

Class of 2009 / Factor-Inwentash Faculty of Social Work

The PhD Program

Program Objectives

The objective of the PhD program is to prepare the next generation of Canadian and international scholars for their roles as the academic, practice, and policy leaders of tomorrow. The program is designed to develop students as critical thinkers who are able to employ a wide range of research methods, to pose relevant and timely questions that lead to the production of interdisciplinary knowledge that can be used to improve individual and social conditions. A Factor-Inwentash Faculty of Social Work PhD graduate will receive education in conducting qualitative, quantitative, and multi-method research, applying a range of theoretical orientations, and writing for academic, practice, and policy audiences. Students develop their own content areas, guided by members of the faculty as well as the broader university, and graduate as substantive experts in their respective fields. PhD students will be mentored to develop their teaching skills and are encouraged to become course instructors within the Faculty.

Information on Financial Support

The university offers a funding package for full-time eligible students for five years. The funding package is a combination of a University of Toronto Fellowship and other sources of funding which the student is expected to pursue during the program. In the first year, the funding package for full-time eligible students is made up of a University of Toronto Fellowship of \$15,000 with the remainder of the amount (tuition & fees) from other sources of funding including: internal awards; external awards; research assistantships; and teaching assistantships. In years 2 through 5, students are eligible to have a University of Toronto Fellowship of \$10,000 (if student does not have a SSHRC, OGS, CIHR, or other external award), with the balance of the funding again provided through internal awards; research assistantships; and teaching assistantships. Full-time eligible international (VISA) students are also awarded a University of Toronto Fellowship that accommodates higher tuition fees and must pursue the same opportunities as non-International students (with the exception of SSHRC and CIHR funding). Funding is not available to flex-time PhD students. Visit our website for more details.

At the same time you apply for admission, you should consider applying also for the following external award competitions, if you meet the conditions of eligibility: Social Science and Humanities Research Council (SSHRC) Doctoral Fellowships and Canada Graduate Scholarships www.SSHRC.ca (\$20,000 to \$35,000), and the Ontario Graduate Scholarship (OGS) www.sgs.utoronto.ca (\$15,000.00). The OGS deadline to apply is mid-January for Social Work.

Full-Time PhD Program

Normal Program Length to complete PhD requirements: 4 years full-time; 6 year flexible-time
Time Limit to complete PhD requirements: 6 years full-time; 8 years flexible-time
Extension of Time for Completion of Degree Requirements: In exceptional circumstances, a doctoral student who has not completed all the requirements for the degree within the time limit for doctoral degree is eligible to apply for four one-year extensions. The first two extension requests require Social Work approvals; the second two require Social Work and School of Graduate Studies approvals. To qualify for an extension, the student must complete the Program Extension Form and present to the PhD Director the causes for the delay and evidence that the remaining degree requirements may be completed within the period of the extension request. No registration beyond the four-year extension period will be permitted. For information on tuition fees, see Fees for Students on Extension in the Fees and Financial Support section of the School of Graduate Studies calendar www.sgs.utoronto.ca

The doctoral program holds out both opportunities and challenges. Savor every moment of little success; it fires you up for the next challenge. When daunted, remember all the hurdles you overcame to get this far. You can do it! The key lies in the connections you make. Build your nest twig by twig. Seek out supportive faculty; they are the twigs framing your nest. Make friends with the wonderful staff; they are the feathers of your warmth and comfort. Seek out supportive peers. They are your nurturing links. Believe in yourself and in your ability to connect with others. Remember; no one can do it alone.

Martha Kumsa

Class of 2004 / Associate Professor / Wilfrid Laurier University, Lyle S. Hallman Faculty of Social Work

Candidates for the degree of Doctor of Philosophy shall:

1) Complete at least ten half-courses, or their equivalent, approved by the SGS:

a) 5 PhD required courses:

SWK 6301H Intermediate Statistics and Data Analysis (half-course)

SWK 6302H Epistemology and Social Work Research (half-course)

SWK 6307H Designing and Implementing Qualitative Social Work Research

SWK 6308H Designing and Implementing Quantitative Social Work Research

SWK 7000H Doctoral Thesis/Comprehensive Seminar (half-course - CR/NCR).

Note: SWK4506H is a prerequisite for SWK6301H. Students must either take SWK4506H or pass an equivalent competency exam with a grade of at least A. SWK4506H does not count as one of the required courses.

Students who demonstrate competency in any of the required courses can be exempted and will substitute alternate courses. Course instructor will determine competency.

b) 5 graduate elective half-courses (or equivalent) at least one of which is taken at the Faculty of Social Work, and at least one of which is taken in another graduate department at the University of Toronto. Elective courses are primarily substantive in nature but can also be methodological. They are selected by the students based on the focus of their research, with multiple interdisciplinary options.

PLEASE NOTE: Non social work degree PhD students admitted into the program are encouraged to take a social work theory course.

- 2) a) Following completion of the course work, students are required to satisfactorily complete a Comprehensive Paper, which typically corresponds to the original theoretical framework of their thesis.
- b) Subsequently, students develop a Thesis Proposal with guidance from their Supervisor and committee members. Once the proposal is approved by the committee, students move on to the status of PhD Candidates (equivalent to ABD = all but dissertation).
- 3) Students then conduct a Thesis which shall constitute a distinct contribution to knowledge in the field of social work and must be based on research conducted while registered for the PhD Program. A thesis should have a coherent topic with an introduction presenting the general theme of the research and a conclusion summarizing and integrating the major findings. Nonetheless, it may contain a collection of several papers. The collection of papers may be expanded or supplemented by unpublished material, scholarly notes, and necessary appendices. In all theses, pagination should be continuous; there should be a common table of contents and an integrated bibliography for the whole thesis. The student shall successfully defend the thesis at a final oral examination which is administered by SGS.
- 4) Students must have an adequate knowledge of a language other than English if an additional language is deemed essential for satisfactory completion of research for the thesis. The Faculty is responsible for ensuring that an acceptable certificate of language competence is deposited with SGS.

Good Standing Requirement and Progress through the PhD Program.

- a) Students are expected to be available on a full-time basis during the course of their PhD Studies. Students are required to register for each successive fall session on a full-time basis following their first session of registration unless granted a leave of absence. The minimum period of registration in each academic year is three consecutive sessions.
- b) To remain in 'good standing', PhD candidacy must be completed within 3 years of entry into the program.
- c) Full-time students must complete the requirements for the degree within six years following admission to the program. Please note guaranteed funding covers 5 years only.
- d) PhD students may apply to their Graduate Coordinator for a one-session to three-session leave during their program of study for (i) serious health or personal problems which temporarily make it impossible to continue in the program, or (ii) parental leave by either parent at the time of pregnancy, birth or adoption, and/or to provide full-time care during the child's first year. The guaranteed funding time-frame is then adjusted accordingly.

If at the end of six years, a full-time student has not completed writing the thesis, the student may apply for an extension of up to one year during which time the thesis must be completed and defended. Beyond six years a PhD candidate goes into lapsed status, but may apply at any time for reinstatement for the purpose of presenting and defending the thesis (final oral examination).

In exceptional circumstances, a degree candidate who has failed to complete all the requirements for the degree within the period specified in the degree regulations may be considered for extensions (a maximum of four one-year extensions for doctoral students) provided that the graduate unit concerned so approves. To apply for an extension, the candidate must present to the graduate unit concerned the causes for the delay and evidence that the remaining degree requirements may be completed within the period of the extension request.

For additional information on procedures and policies refer to the PhD Manual available from our website at: www.socialwork.utoronto.ca.

The doctoral program at the University of Toronto, School of Social Work provided more than a comprehensive and rigorous program that fostered scholarship through relevant theory and methodology; it encouraged and challenged us to develop and extend our capacity as independent and innovative researchers.

Robin Gearing

Class of 2006 / Associate Professor / Columbia University School of Social Work

Course Descriptions of Required Courses

PhD 1st Year Colloquium

This seminar provides an opportunity for incoming students to orient themselves to the PhD program. The seminar is organized as a series of informal presentations and discussions, where participants have an opportunity to ask other doctoral students and faculty about their research, available resources, networks, and procedures.

SWK 6301H

Intermediate Statistics and Data Analysis

*Prerequisite: SWK4506
or pass equivalent competency exam.*

This course is designed to provide students with the opportunity to understand, interpret and apply methods of quantitative analysis to social work research topics. Several major multivariate statistical techniques will be presented including two-way ANOVAs (analysis of variance), multiple regression and logistic regression. This course has two major goals: that students be able to critically examine the contextual appropriateness of statistical techniques used in the literature; and that students can correctly identify for further study the most suitable statistical technique for their own research. Students will become competent users of multivariate techniques in the SPSS computer software program through weekly hands-on assignments applying the major statistical techniques to a secondary data set. Please note that further, more traditional, statistics course will be necessary for those using complex multivariate techniques in their dissertation analysis. Students will be required to have passed a competency exam or SWK 4506 as a prerequisite for this course.

SWK 6302H

Epistemology and Social Work Research

This course explores fundamental issues related to epistemology and social work. Students will critically examine the role of knowledge in social work theory, research, and practice. Knowledge production, mobilization, transfer and utilization will be examined with regard to globalization and diversity. This examination will include the conditions of possibility for knowledge, how knowledge is constructed and legitimated, the articulation of knowledge claims, and how knowledge is managed and used, including how it is marketed and distributed. Students will critically interrogate established epistemological positions, including positivist, interpretive, and critical theories, and assess their validity and relevance within the context of social work. Contribution from a variety of disciplines, including philosophy, political science, women studies, (post)colonial studies, psychology, sociology, information science, discourse analysis and literary theory will be integrated with academic and professional discussions in social work.

SWK 6307H

Designing and Implementing Qualitative Social Work Research

This introductory course to qualitative research is mandatory for first year PhD students in Social Work. The course will introduce some core issues in conducting qualitative research, with a focus on grounded theory approaches, while other qualitative research methodologies are briefly reviewed. Elements of community-based, participatory action research (CBR/CBPR), arts-based research and indigenous research approaches will also be introduced into the curriculum. Pros and cons of each methodology are considered, and basic techniques of data collection and analysis introduced, including interviews, observation, and coding. Selected other topics may include epistemological issues, researcher positionality, ethics, trustworthiness, use of computer programs (NVivo), and working with community members/advisory boards. The course

is constructed to ensure a cohesive progression across theoretical and methodological approaches. The first assignment is a hands-on experience on conducting and analyzing a research interview, and the final assignment is to develop a methodologically and ethically sound qualitative proposal. The course has two required components; the morning session mainly has lectures, discussions, and activities, and the afternoon session (led by a graduate student instructor) has hands-on experiential exercises. This course builds on and supports the social work PhD level courses on epistemology (SWK 6302), quantitative methods (SWK 6308), and theory (SWK 6005).

SWK 6308H

Designing and Implementing Quantitative Social Work Research

This course will introduce students to quantitative research methods, including an overview of philosophical issues, study design, sampling methods, using and creating standardized measures, questionnaire design, ethics review, secondary data analysis, and meta-analysis. The course will also link current trends in evidence-based practice to the research enterprise.

SWK 7000H

Doctoral Thesis/Comprehensive Seminar

The Doctoral Thesis Seminar is a required credit/non-credit seminar designed to provide doctoral students in the second year of their program with an opportunity to refine their thesis topic and develop their comprehensive proposal. Meetings are every week during the fall term.

Electives

The PhD Program is interdisciplinary in character. Most students take several courses outside of the Factor-Inwentash Faculty of Social Work. The University of Toronto provides a rich array of resources which the students are encouraged to explore. Most Thesis Committees are interdisciplinary. The students, in consultation with their supervisors, are responsible for selecting courses and instructors that are most relevant to their educational objectives.

PhD elective courses offered within the Faculty of Social Work have included:

- ◆ SWK6005H Theoretical Foundations of Social Work (*History and Memory of Social Work and Social Welfare*)
- ◆ SWK 6006H Theory and Practice of Teaching Social Work
- ◆ SWK 6007H Advanced Qualitative Research Methods in Social Work
- ◆ SWK 6101H Critical Evaluation of Social Work Practice Theories

Collaborative Programs

Addiction Studies

The goal of this program is to develop and integrate graduate training in the multidisciplinary field of addictions. This field encompasses the use and abuse of alcohol, tobacco and other psychoactive substances, as well as gambling and other addictive behaviours.

Website: <http://munkschool.utoronto.ca/ethnicstudies/>

Aging, Palliative and Supportive Care Across the Life Course

The program prepares students for specialization in the field of aging, and/or the field of palliative and supportive care, with an emphasis on viewing aging and palliative and supportive care issues within the perspective of the life course.

Website: <http://www.aging.utoronto.ca/>

Bioethics (CPB)

The CPB prepares students who will specialize in bioethics with an emphasis on innovative interdisciplinary research and scholarship in bioethics, and trains scholars whose primary goal is to contribute original research in bioethics. Students are expected to conduct innovative research in relation to the discipline of their home departments and to have a working knowledge of selected bioethical issues from the current viewpoint of each of the other relevant disciplines.

Website: www.jointcentreforbioethics.ca

Ethnic, Immigration and Pluralism Studies

The program offers students the opportunity to take courses outside of their department or faculty as they work towards an interdisciplinary specialization at either the Master's or the Doctoral level.

Website: <http://munkschool.utoronto.ca/ethnicstudies/>

Health Care, Technology and Place (HCTP)

This Collaborative Program prepares doctoral students to understand, explain, and improve geographically-dispersed and technologically-mediated health care. It provides mentorship in transdisciplinary research to doctoral students in the life sciences, physical/applied sciences, social sciences, and humanities. It bridges knowledge gaps among doctoral students who are concerned with the interconnectedness of bodies, technologies, places, and work in contemporary health care.

Website: <http://www.hctp.utoronto.ca/>

The doctoral program at the Factor-Inwentash Faculty of Social Work was invigorating, challenging and exciting. We had the opportunity to be supported and mentored by some of the best minds in the field.

Magnus Mfofo-MCarthy

Class of 2010 / Assistant Professor / Wilfrid Laurier University, Lyle S. Hallman Faculty of Social Work

Health Services and Policy Research

Program objectives include: 1) to provide training in health services research for graduate students, 2) to enhance the quality and breadth of trans-disciplinary training in health services research, and 3) to include decision makers as active partners in teaching, program and curriculum planning, and the provision of field placements for students. Competency based program focusing on the following five areas: 1) understanding the Canadian health care system, 2) ability to carry out health services research, 3) understanding theories regarding how the health of populations is produced, 4) understanding theories of health and health services knowledge production, and 5) knowledge exchange and development of research partnerships.

Website: <http://ihpme.utoronto.ca/>

Human Development

Adverse exposures early in a child's life can "get under the skin" to affect life-long health, learning and social functioning. These developmental trajectories involve complex interplay between genes and the environment. The long-term success of our children and society, socially and economically, will depend on our ability to disentangle the dynamic relationship between genes and environment in the context of human development, as well as our ability to successfully implement this knowledge to benefit children.

Website: <http://www.oise.utoronto.ca/humandevlopment/>

Sexual Diversity Studies

This program is a rigorously interdisciplinary program recognizing sexual diversity studies as an interdisciplinary field of inquiry. While it has emerged as an autonomous scholarly area, many of those who work within it engage questions of gender, ethnicity, race, Aboriginal status, (dis)ability, and class, to highlight the importance of exploring their interaction with sexual differences.

Website: <http://www.uc.utoronto.ca/sexualdiversity>

Women and Gender Studies (CWGS)

This program provides students with an opportunity for advanced feminist studies in concert with a MA or PhD degree in another discipline. The program offers a rich interdisciplinary environment in which to grapple with how gender and sexuality is tangled with questions of race, citizenship, embodiment, colonialism, nation, global capitalism, violence, aesthetics, and other pressing concerns.

Website: <http://www.wgsi.utoronto.ca/graduate/collaborative-program>

Women's Health

The Collaborative Program in Women's Health is a new collaborative graduate program at the University of Toronto that is the first of its kind in Canada. Given the breadth of its disciplinary representation it is also likely the first of its kind internationally. The purpose of the program is to provide graduate students across the University the opportunity to interact and be mentored by more senior researchers engaged in women's health research and to gain experience in the multidisciplinary approaches necessary to do women's health research.

Website: <http://www.womensresearch.ca/learning-centre/graduate-programs/collaborative-graduate-program>

Admission Requirements

To be considered for admission applicants must meet the following requirements:

- 1) A Master of Social Work degree or an equivalent Master's degree with a B+ average from an accredited program in a university of recognized standing
- 2) Competency in basic statistical methods at an introductory level (an introductory statistics course is offered in the first term of the program to ensure that students meet this prerequisite).
- 3) Educational and professional experience that will indicate a capacity to undertake research-oriented post-graduate work.
- 4) Must show evidence of facility in the English language. If your primary language is not English and you graduated from a non-Canadian university where the language of instruction and examination was not English, then you must demonstrate your facility in English by completing one of the tests listed below:

- ◆ TOEFL Paper-Based Test Score of 580 and TWE Score of 5
- ◆ Internet-based TOEFL Test Score of 22/30 for both the Writing and Speaking Sections, with an overall TOEFL Score of 93/120
- ◆ IELTS Minimum required score: 7.0 (Academic) with at least 6.5 for each component.
- ◆ MELAB Score of 85
- ◆ The Certificate of Proficiency in English (COPE) – Required score: 76 (with at least 22 in each component and 32 in the writing component)
- ◆ International ESL Program, School of Continuing Studies, University of Toronto
Required score: a final grade of B in Level 60

For more information please see the School of Graduate Studies website at www.sgs.utoronto.ca

Candidates are accepted for admission based on an assessment of their ability to complete the academic requirements of the program. Experience and professional achievements are considered, although greatest weight is placed on demonstrated academic performance.

An Elder once told me that you need four things to change the world:

- ◆ *knowledge, and a lot of people have that;*
- ◆ *persistence, and some people have that;*
- ◆ *passion, and only a few people have that;*
- ◆ *and spirit, and you need to remember that.*

There is one other thing. You need the moral courage to do what you know is right.

Now go practice. Your heart and spirit will thank you for it and one day the world will too.

Cindy Blackstock (*Gitksan First Nation*)

Class of 2009. / Executive Director, First Nations Child and Family Caring Society of Canada.
Associate Professor, University of Alberta.

Application Instructions

Please read and follow all instructions carefully.

About the Application:

Applications to the Factor-Inwentash Faculty of Social Work must be submitted to the School of Graduate Studies (SGS) using an online application which is housed on a secure server at the University of Toronto. The online application allows applicants to manage and submit biographical and educational information, as well as specific documents (Study & Research Proposal, Personal Statement, CV, etc.) immediately to the University of Toronto. Applicants can edit an in-progress application and check the status of all documents submitted using a secure password and Userid. An email account is needed to complete the online application, as the University of Toronto will correspond with applicants using eMail.

Applications are considered complete and are reviewed only after all documentation is received.

The admission committee may request an interview with the applicant before the admission decisions are made.

How to Apply:

- 1) Log in to the online application and complete the SGS On-line Application.
- 2) Provide the biographical and education information requested.
- 3) Be prepared to submit contact information for your referees. Be sure to inform your referees that you are doing this and that the University of Toronto, School of Graduate Studies will be contacting them by eMail.
- 4) Submit your payment.
- 5) Submit official and scanned transcripts from each university and college that you have attended.

Three Key Submission Dates:

January 15, 2016: *

Initial on-line Application:

- ◆ SGS Online Application
- ◆ Application Fee
- ◆ Official Academic Transcripts
- ◆ Scanned Transcripts

February 1, 2016:

Final date to submit Online Application for September consideration

February 16, 2016:

Supporting Documentation:

- ◆ PhD Program Application Form
- ◆ CV
- ◆ PhD Study and Research Proposal
- ◆ Personal Statement
- ◆ Three References
- ◆ PhD Application Checklist
- ◆ Sample of Writing/Publications

** Applicants are strongly encouraged to submit the online application, fee, scanned and official transcripts by January 15, 2016, to allow sufficient time for referees to send in their electronic references. Once you confirm your application by proceeding to payment, the system will send an email to your referees inviting them to submit the completed form directly to the application database using a secure interface. Your referees will be provided with a template of the electronic form.*

Application Instructions *(continued)*

Documentation required for submission through the electronic SGS web based admission application:

1) U of T Online Application and Fee.

Please select: **Doctor of Philosophy Program**

2) **Reference Forms:** U of T, SGS online application system facilitates the online submission of reference letters. Detailed instructions are provided within the system. The reference template is available from our website. You will be asked to provide contact information for your referees, including a valid institutional/organizational email address, if available. Email addresses from generic email providers (e.g., hotmail, yahoo, gmail) will be rejected by the system.

Once you confirm your application by proceeding to payment, the system will send an email to each of your referees, who have a valid email address, inviting them to submit the completed form directly to the application database using a secure interface. The email will include reference instructions and the reference form.

If a referee does not maintain a valid email address (and therefore submission of a letter of reference online is not possible), or if your referees cannot submit the reference online they may submit the reference to you in a sealed envelope with their signature on the back of the envelope; or they may mail the reference directly to the FIFSW, Admissions Office, University of Toronto, 246 Bloor Street West, Toronto, ON, M5S 1V4. **In cases where a referee does not have a valid email address, the applicant is responsible for submitting the reference template directly to their referee. References received in envelopes that are not sealed or appear to have been tampered with will not be considered.**

Three references are required. **Academic references are strongly recommended. Rationale:** Persons who have a research degree (PhD or equivalent) are in the best position to provide the most useful recommendation about your experience and/or potential for doing research. Sources of references can be your former teachers, or else colleagues who know of your research-related work from past or current projects.

Please note: Items 3-7 should be submitted in electronic form (Word, PDF, if available) by saving them to the SGS online admissions application. You will submit these from the Document Status web page that is accessible after you have confirmed payment of your application.

3) **PhD Program Application Form:** For your convenience, the form is available on our website.

4) **Curriculum Vitae (CV):** A detailed CV in which you outline your education, employment, professional activities, research experience, presentations at professional and/or scholarly conferences and publications (specify if professional and/or academic).

5) **Study and Research Proposal:** Provide a document that demonstrates your academic abilities and potential in the form of a research proposal. The statement needs to be research oriented. It will include the following: a statement of an issue that would benefit from being researched (i.e. its significance); the focus of your proposed study and research questions; existing literature including empirical research and the specificity of your study; your theoretical framework; a methods strategy (design, sample, data collection and analysis); nature of anticipated findings and the overall contribution of your proposed study to social work knowledge and policy/practice, and a bibliography. This document is a central component in the evaluation of your application. It should be written in a scholarly fashion with adequate reference to the relevant research and theoretical literature within your area of study. Limit your statement to 10 pages, typed, double-spaced, not including references.

6) **Personal Statement:** Provide a personal statement where you:

- 1) describe how your personal background and life experiences contributed to your decision to pursue a doctoral degree at the University of Toronto;
- 2) outline your career plans and discuss how doctoral education is relevant to your professional goals, and your area of research interest within the social work profession; and

- 3) discuss why you think the program at the University of Toronto is a good fit for you given your interests and plans.

Limit the statement to 3 pages, typed, doubled-spaced.

7) PhD Application Checklist: For your convenience, the form is available on our website

Transcripts of Academic Records

Transcripts are the only supporting documents that must be submitted both online (electronic) and paper (official).

1. Online Submission:

U of T, SGS online application system facilitates the online submission of your academic record(s). Detailed instructions are provided within the system. Once you have confirmed your application by moving to the payment stage the system permits you to upload your documents. You are required to upload one electronic or scanned transcript from each post-secondary institution attended. Scanned copies of transcripts must be up to date and should include the transcript legend which is usually printed on the back of the paper transcript.

For Canadian Institutions Only: Applicants may upload a PDF file of their academic history from their home university's student web service Instead of a scanned copy of a paper transcript.

2. Paper Submission:

U of T requires one official transcript from each university and college that you have attended. Paper transcripts can be submitted in one of two ways:

- a) Arrange to have an official transcript mailed to the FIFSW at the address noted below.
or
- b) Arrange to have an official transcript issued to you, that you then submit directly (unopened and in the originally sealed envelope) to the FIFSW at the address provided below.

Mailing Address:

**Factor-Inwentash Faculty of Social Work
Admissions Office
University of Toronto
246 Bloor Street West, Room 250
Toronto, ON M5S 1V4**

Please Note:

- ◆ Academic records must be enclosed in an envelope provided by the institution(s) concerned and sealed and signed across the back of the envelope. Transcripts that are received in envelopes that are not sealed or appear to have been tampered with will have to be resubmitted, and will delay the processing of your application.
- ◆ Applicants who have attended universities outside North America should note that notarized English translations must accompany all documentation not written in English.

All official paper transcripts are required at the time of application; please ensure that these are received before the document deadline. Your application will not be considered complete and will not be reviewed by the admissions committee until your official transcripts have been received and the information on the scanned transcript verified.

Sample of Writing/Publications:

Please mail to the FIFSW (address noted above) copies of publications, conference presentations, or agency/government reports.

For your information:

- ◆ Ensure your application is complete, as incomplete applications cannot be processed. Document status can be checked in the "My Applications" section of the SGS online admissions application.
- ◆ It is your responsibility to ensure that your application has been received. Advise the Admissions Office in writing of any change in your mailing or email address at: admissions.fsw@utoronto.ca
- ◆ If you are recommended for admission, a non-refundable tuition deposit of \$500.00 will be required to hold your place in the program to which you have been admitted.
- ◆ Each year we receive many more qualified applications than spaces available in the program. The possession of the minimum admission requirements does not in itself guarantee admission. The Faculty reserves the right to select which qualified applicants it will recommend for admission to SGS. All decisions are final.

Factor-Inwentash Faculty of Social Work
Admissions Office
University of Toronto
246 Bloor Street West
Toronto, Ontario, Canada M5S 1V4

t: 416-978-3257
f: 416-978-7072
e: admissions.fsw@utoronto.ca
w: www.socialwork.utoronto.ca



FACTOR-INWENTASH
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UNIVERSITY OF TORONTO

