



FACTOR-INWENTASH
FACULTY OF SOCIAL WORK
UNIVERSITY OF TORONTO

PhD Application and Program Information

for September 2017



Launching Our Next Century



**Excellence in Education,
Practice and Research**



FACTOR-INWENTASH
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UNIVERSITY OF TORONTO

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THE 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.

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,



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.

S. Anthony, PhD (Toronto). Dr. Anthony is a Social Worker at the Hospital for Sick Children, Toronto, Canada, with 15 years of clinical experience in the Transplant and Regenerative Medicine Centre. In 2016 Dr. Anthony took on the role of Health Clinician Scientist in Social Work, the first social work role of its kind in Canada. This position is an innovative collaboration between SickKids, Department of Social Work and the FIFSW. Her program of research centers on establishing an evidence-based foundation for successful psychosocial adaptation and enhanced quality of life for individuals with chronic disease.

R. Ashcroft, PhD (Wilfrid Laurier). Dr. Ashcroft has an expertise in health systems research with focus on interprofessional primary health care, mental health care, social work in primary care, and health equity. She completed the Social Aetiology of Mental Illness training program at CAMH, and the Transdisciplinary Understanding and Training on Research - Primary Health Care program through Western University. She has 12 years of social work practice experience in healthcare, and was previously an Assistant Professor of Social Work at Renison University College.

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 focuses primarily on conceptualizing and assessing professional competence, as well as on social work education and clinical social work supervision. 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. In 2014 she was appointed as an Officer of the Order of Canada in recognition of achievements in the field of social work as a scholar and teacher and for advancing the practice in Canada and abroad.

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 teaches and researches primarily in the area of gerontology, specializing on the issue of elder mistreatment in community and long-term care settings. His research focuses on understanding and preventing elder mistreatment, including the development of basic knowledge, problem conceptualization, developing and evaluating evidence-based practices and interventions, and outcome measurement. Current projects focus on identifying the prevalence and risk factors of elder mistreatment in the community, exploring the process of resident-to-resident aggression in long-term care settings, understanding problem severity, implementing goal attainment scaling procedures in elder mistreatment response programs, and developing new ways to operationalize and measure key elder mistreatment outcomes. Dr. Burnes has prior practice experience in areas of child protection and adult counselling/psychotherapy and is currently involved in community-based initiatives to intervene on cases of elder mistreatment.

S. Craig, PhD (Florida). Dr. Craig is the Associate Dean, Academic and an Associate Professor at the Factor-Inwentash Faculty of Social Work. Dr. Craig is Principal Investigator on multiple research initiatives with sexual and gender minority youth (SGMY) including Project #Queery (a SSHRC funded study about media) and interventions such as Strengths-First, a resilience-focused case management program, ASSET, an empowering group model and AFFIRM, a CIHR funded affirmative cognitive-behavioural group intervention. Dr. Craig also has multiple research projects in the area of health social work and social work education. Dr. Craig is a registered and licensed clinical social worker with a particular expertise in leading organizations and creating interventions. She is Co-Chair of the Council of Sexual Orientation and Gender Identity/Expression (CSOGIE) and FiveFourteen, an organization dedicated to LGBTQ youth in foster care. Dr. Craig has been the recipient of numerous awards, most recently as the OASW Inspirational Social Work Leader and the Society for Social Work Research Fellow.

B. Fallon, PhD (Toronto). Dr. Barbara Fallon is an Associate Professor and Associate Dean of Research at the Factor-Inwentash Faculty of Social Work at the University of Toronto. She is currently the Factor-Inwentash Chair in Child Welfare and Director of Knowledge Mobilization for the Fraser Mustard Institute for Human Development. Dr. Fallon's research interests include international comparisons of child protection systems and the contribution of worker and organizational characteristics to child welfare decision-making. Dr. Fallon is Principal Investigator of the Ontario Child Abuse and Neglect Data System. In 2009, she was awarded the Child Welfare League of Canada's Outstanding Research and Evaluation Award.

L. Fang, PhD (Columbia). Dr. Fang is the Director of the PhD Program. Her research and scholarship focus 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 the role of trauma in relation to risk behaviors; 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. She also teaches the quantitative methodology course in the PhD Program.

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 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 and teaching interests include family-centred practices in addictions and mental health, social work education, as well as building competence in social work and family therapy. She has 25 years of clinical experience and she is also a Registered Couple and Family Therapist and Clinical Fellow of the American Association for Marriage and Family Therapy (AAMFT). She coordinates the simulation program at the FIFSW.

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.

J. Middleton-Moz, MA (Saint Michael's College, Vermont). Director of the Middleton-Moz Institute, is an internationally known speaker and author with over thirty-five years of experience in consultation, training and community intervention. Ms. Middleton-Moz has served on the Board of NACOA (National Association of Children of Alcoholics) and the Advisory Board of NANACOA (National Association of Native American Children of Alcoholics) and has been awarded the distinction and title of "Honorary Witness for the Truth and Reconciliation Committee of Canada." She has a Master's degree in Clinical Psychology and has held numerous direct service, management and executive positions in large non-profit corporations and community agencies. She is recognized for her work in the areas of adult children of alcoholics, multi-generational grief and trauma in individuals, families and communities, ethnic and cultural awareness, anger, cultural self-hate, differential diagnosis, values in the workplace and in families, empowering employees and creating positive work place environments.

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/cyberbullying, clinical practice and the implications of cyber technology for 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 is the Factor-Inwentash Chair in Social Work in the Global Community. His scholarship focuses on the development of a knowledge base for human services in a global context, through active integration of theory, practice and research. He is the founder of the SSLD (Strategies and Skills Learning and Development) System, which supports a wide range of human service applications in Canada and internationally. These applications cover personal, family, group, organizational, and community interventions. Recent R&D initiatives include intervention for dementia, social inclusion, and online learning regarding interpersonal relationships.

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-U.S. 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.

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.

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, PhD (*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 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

The Program

The PhD Program is intended for full-time study. Normal Program Length to complete PhD requirements: 4 – 5 years full-time; Time Limit to complete PhD requirements: 6 years full-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

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.

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.

- 1) 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.
- 2) To remain in 'good standing,' PhD candidacy must be completed within 3 years of entry into the program.
- 3) 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.
- 4) 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 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

PhD Funding Commitment

Funding opportunities are committed for up to **five years** for PhD students who are engaged in full-time studies, complete program requirements in a timely manner and remain in good standing.

Eligibility

- 1) Students to be eligible for the funding commitment are required to be engaged in full-time studies for the academic year so that they can pursue their education within the necessary time requirement and commit fully to their education. Full-time is defined as being registered as a full-time student each academic session and not employed over 30 hours weekly.
- 2) Students are required to make satisfactory progress through the program as defined by the School of Graduate Studies (www.sgs.utoronto.ca). A PhD student by the end of August of the third year is expected to have completed all program requirements exclusive of the thesis (i.e., course work, comprehensive paper proposal, comprehensive paper and thesis proposal approved by their committee). The research, writing and oral examination of the thesis should be completed by the end of the fifth year of the program. Students on file with the University Accessibility Services follow a specific plan that is appropriate. Students who are on a leave of absence (health, parental, or other) in Years One through Five are not eligible for funding during the time absent.
- 3) Annual Reports: students and their supervisors are expected to provide annual progress reports (end of May) to the PhD Program Director to be considered in good standing.

Composition of the PhD Funding Package 2016-2017

The Factor-Inwentash Faculty of Social Work provides a minimum funding commitment of \$15,000 for full-time students after students pay off their tuition and fees. The funding package includes a combination of awards received, research and teaching assistantships and other external sources. The academic year fees and incidental fees have been factored into the funding packages for domestic and international students.

a) Full-time domestic students

Year One: Students who do not have a major external award will receive \$15,000 University of Toronto Fellowship (UTF) funding (\$10,000 of the UTF funding will be disbursed to the students at the beginning of the Fall Session and the remaining \$5,000 at the start of January). Students are required to apply for research or teaching positions that are advertised within the Faculty up to a total of \$8,492 (2016-17 basis). Students who are unable to secure up to 8,492 from these latter sources by January 2017 for the academic year will have the opportunity to submit a request to the PhD Program Director in January to locate other sources of funding. Please note that students who choose not to apply for research assistantships, Royal Bank Fellowships and external funding for which they are eligible will receive UTF funding only and forfeit the \$8,492 (2016-17 fee basis).

Years Two through Five: Students who do not have a major external award will receive \$13,000 University of Toronto Fellowship (UTF) funding which will be disbursed at the beginning of the Fall Session. Students are required to apply for research or teaching positions that are advertised within the Faculty up to a total of \$10,492 (2016-17 basis). If a student is unable to secure up to \$10,492 from these latter sources by January for the academic year, students will have the opportunity to submit a request to the PhD Program Director to locate other sources of funding in January. Students will be required to apply for major external awards (OGS, SSHRC or CIHR), if eligible, to be considered for the funding commitment in Years 2-5. Students who choose not to apply for research assistantships, Royal Bank Fellowships and external funding for which that they are eligible will only receive UTF funding and forfeit the \$10,492 (2016-17 fee basis).

PhD students, who are the recipients of an OGS or regular SSHRC awards, will receive three disbursements of the award (September, January, and May). The Faculty will provide a \$5,000 UTF merit complement in September. Students with an OGS are required to seek research or teaching positions to reach the full amount of the University funding commitment of \$23,492 (2016-17 basis). Students who are recipients of a CGS-SSHRC award will not qualify for a \$5,000 top-up from the UTF. Higher valued external awards (CIHR, SSHRC and Vanier) will not receive a UTF complement.

A summary of the current funding structure for **domestic students** who do not have a major award:

Year	UTF	+	Work	-	(Tuition + fees)	=	Total
1	\$15,000	+	\$8,492	-	(\$8,492)	=	\$15,000
2 to 5	\$13,000	+	\$10,492	-	(\$8,492)	=	\$15,000

b) Full-time international (VISA) students

Year One: Students who do not have a major external award will receive \$29,112 UTF grant plus \$8,492 (2016-17 basis) to be made up of RAships and or teaching for a total package of \$37,604 (2016-17 basis). Fee payment is the responsibility of the student. The same principles apply as for domestic full-time students, as above. If a student is unable to secure up to \$8,492 from these latter sources by January 2017 for the academic year, there will be an opportunity to submit a request to the PhD Program Director in January to locate other sources of funding.

Years Two through Five: Full-time eligible international (VISA) students are awarded a University of Toronto Fellowship of \$27,112 (2016-17 basis) that accommodates higher tuition fees and they must pursue the same opportunities as non-International students to secure funding through external awards, teaching and research positions of \$10,492 (2016-17 basis). International students will be required to apply for the Ontario Government Scholarship (OGS), if eligible. Students who do not apply for external awards must provide documentation of ineligibility. Those who are recipients of external awards will receive a UTF merit complement of \$5,000 for awards up to a ceiling of \$20,000.

A summary of the current funding structure for **international students** who do not have a major award:

Year	UTF	+	Work	-	(Tuition + fees)	=	Total
1	\$29,112	+	\$8,492	-	(\$22,604)	=	\$15,000
2 to 5	\$27,112	+	\$10,492	-	(\$22,604)	=	\$15,000

Internal Awards

A number of internal scholarships/bursaries are open to PhD domestic full-time students through an online application system. The application deadline is typically early October. A full list of these scholarships and awards can be found in the faculty website (<http://socialwork.utoronto.ca/current-students/financial-support/#internal>). A typical award value for PhD students ranges from \$1,000 to \$4,000.

In addition, Royal Bank Fellowships valued at \$10,000 (typically 5 awards) are available annually to PhD students as research internships in areas of faculty research. Students apply through the Research Office. Information about application deadlines will be sent out to students through email, in the summer. Note that two-thirds of these fellowship awards are specifically earmarked for financial need. The rest are based on merit. Recipients of these awards will receive disbursements of \$5,000 in September and \$5,000 in January.

We are all on our own path but we need not be alone. These words were settling for me during my PhD studies at the Factor-Inwentash Faculty of Social Work ... Along the way, I was able to forge new connections and renew old acquaintances while engaging with professors, doctoral colleagues and graduate students; many conversations proved stimulating. Each of my professors was gentle in offering guidance and encouraging of my scholarship when I experienced doubt. I had an excellent committee who were patient and insightful, led by a personable and trusted mentor ... Keep on your path but look up now and again, you may be surprised who is with you.

David Delay

Class of 2015, Assistant Professor, Faculty of Social Work, University of Manitoba

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 part of the foundation curriculum for first year PhD students in Social Work. This course is also part of the “Essentials of Qualitative Research” series offered through the Centre for Critical Qualitative Health Research. The course will begin with an overview of the history of qualitative research in social work and the social sciences. We will examine philosophical debates and paradigms that inform qualitative methodology including: positivism and scientific inquiry, the influence of interpretivism, tensions between subjectivity and objectivity, research positionality, reflexivity, ethics, participatory research, and representation of research results. The course will also focus on data collection and analysis techniques that include: defining the research question, selecting the research setting, choosing data collection methods (i.e. in-depth interviews, observation, document analysis, arts-based methods), using software for data management and data coding (i.e. NVivo, HyperResearch), and analysis writing. Each of these techniques will be discussed in relation to theoretical and methodological approaches (e.g. narrative analysis, discourse analysis, ethnography and grounded theory). The lab component will involve hands-on exercises and peer consultation to help students design and conduct original qualitative research. Major assignments will include: 1) developing a research proposal and ethics protocol, 2) preparing a sample of data for analysis (i.e. field notes and transcript of an in-depth interview), and 3) preparing an analysis report of key findings.

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

The Social Work doctoral program at the University of Toronto provided me with exceptional and diverse opportunities to develop, and most importantly practice, my research, teaching, and critical thinking skills. As I progressed through the program, I was able to refine my understanding of social work research methods and pedagogical approaches under the guidance of experts in the fields of domestic violence, children’s mental health, cyber-bullying, and social work education. Most importantly, the training and mentorship I received at the Factor-Inwentash Faculty of Social Work prepared me to contribute to our profession as a social work researcher and educator.

Jennifer Root

Class of 2014, Assistant Professor, Faculty of Social Work, Wilfrid Laurier University

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://www.dlsph.utoronto.ca/program/collaborative-program-in-addiction-studies/>

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: <http://jcb.utoronto.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 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/academics/collaborative/>

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://http://fimihd.utoronto.ca/education/collaborative-program/>

Public Health Policy

The Collaborative Program provides students with exemplary training in public health policy, which fosters synergies and cross-disciplinary learning. It gives students the capacity to engage in current events and contribute to the development, refinement, and evaluation of policies to address society's pressing and emerging public health priorities. The collaborative program is cross-disciplinary, bringing together a broad range of disciplines, substantive foci, and theoretical and methodological underpinnings, to synergistically build an engaged community of practice of students and faculty focused on public health policy. It contributes to the creation of the next generation of public health policy research leaders and creative agents for change, able to address current health issues and challenges. Through the direction of the stellar team of academics and policy-makers associated with the collaborative program, students are provided with real-world skills to address the complex and demanding task of public health policy-making (including insight into a wide array of legislative and regulatory interventions, administrative practices, financing and funding decisions, and various forms of soft law, such as guidelines and informal processes) which operate at the international, federal, provincial, and municipal levels in ways that are both cross-jurisdictional and cross-sectoral.

Website: www.publichealthpolicy.utoronto.ca/collaborativeprogram.html

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>

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

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.

Applicants must arrange for their score to be reported electronically to the University of Toronto, by the testing agency. The institution code for U of T is 0982. There is no need to specify a department.

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 FIFSW 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 supporting documentation, outlined below, 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.

Two Deadline Dates

1) December 1, 2016

Deadline to Submit:

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

2) January 10, 2017

Deadline to Submit Supporting Documentation:

- ◆ PhD Program Application Form
- ◆ Three Reference Forms
- ◆ CV
- ◆ Writing Sample (if applicable)

Plus required documentation of either Option 1 or Option 2.

Option 1

- ◆ Study and Research Proposal
- ◆ 3 page Personal Statement

Option 2

- ◆ GRE General Test Score
- ◆ 5 page Academic & Personal Statement

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.

It is important to communicate with your referees well in advance of submitting your online application for admission to confirm contact information and ensure they are willing and able to provide a reference by the deadline date.

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 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 professors, or else colleagues who know of your research-related work from past or current projects.

Please note: Items 3-5 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) **Writing Sample:** submit a maximum of two writing samples (publications, conference presentations, or agency/government reports), if applicable.

Transcripts of Academic Records

Transcripts 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.

Documentation required under Option 1

The following documentation will be submitted in electronic form (Word or PDF) 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.

1) 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.

2) Personal Statement: Provide a personal statement where you:

a) describe how your personal background and life experiences contributed to your decision to pursue a doctoral degree at the University of Toronto;

b) 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

c) 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, double-spaced.

Documentation required under Option 2

1) Academic and Personal Statement. In the Statement, please cover the following elements:

a) state the research questions or a specific area that interests you and why it needs to be researched;

b) describe how your personal background and life experiences contributed to your research interests and to your decision to pursue a doctoral degree at the University of Toronto;

c) discuss your interest in and preparation for PhD studies in social work

d) 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

e) 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 no more than 5 pages, typed, double-spaced. You will submit the Academic and Personal Statement from the Document Status web page that is accessible after you have confirmed payment of your application.

2) Graduate Record Exam (GRE) General Test Score:

a) Online Unofficial submission: Please upload an unofficial copy of your GRE General Test Score

b) Electronic/Official submission: Please submit your GRE General Test Score to the University of Toronto. The ETS institution code for the University of Toronto is 0982. We will only accept official scores sent directly from the ETS. Please note that your GRE scores are valid for five years from the date you took the test. For more information on the GRE Tests, please visit the GRE website. We do not require a minimum score for GRE General Test. However, this test serves as an important assessment tool for admission.

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.
- ◆ **JOINid:** Every applicant to the University of Toronto is assigned a JOINid. For graduate applicants, the JOINid gives early access to the online resources of the student housing office and the application site for the Ontario Graduate Scholarship program. If you begin studies at UofT, it will become your UTORid, which will allow you to access a number of services such as email, library resources, and Blackboard. When you receive this message from the School of Graduate Studies, at the time of application, be sure to save it as it will contain your personal JOINid.

Application Checklist

- SGS Online Application
- Application Fee
- Official Academic Transcripts
- Scanned Transcripts
- PhD Program Application Form
- Three References
- CV
- Writing Sample (if applicable)

PLUS

Option 1

- Study and Research Proposal
- 3 page Personal Statement

OR

Option 2

- GRE General Test Score
- 5 page Academic & Personal Statement

Our Latest PhD Grads: Examining Critical Issues

Kenta Asakura

Theorizing Pathways to Resilience among LGBTQ Youth: A Grounded Theory Study

Corry Azzopardi

The Discursive Construction of Gendered Attributions of Blame for Child Sexual Abuse: A Feminist Critical Discourse Analysis of Maternal Failure to Protect in Child Welfare Policy and Practice

David Delay

Shame on who: Understanding the effects of shame-proneness, emotion dysregulation, language processing capacity and trauma on Batterer Intervention Program attrition

Joanne Filippelli

Infants and the Child Welfare System: An Exploration of Practice and Policy Responses in Ontario

Barbara Lee

Examining Child Welfare Outcomes for Asian-Canadian Children and Families: A Mixed Methods Study

Ashley Quinn

Coming Full Circle the Lifelong Journey of Becoming: An Exploration of Resilience Processes and Outcomes for Aboriginal Crown Wards of the Ontario Child Welfare System

Steven Solomon

Run Like a Girl? That's So Gay!: Exploring Homophobic and Sexist Language Among Grade 7 and 8 Students in the Toronto District School Board

Anita Vaillancourt

Understanding Social Assistance in Northern Ontario: 1997 to 2010

Melissa Van Wert

The Intersection of Child Maltreatment and Behaviour Problems: Implications for Child Welfare Service Providers

Kyung-Eun Yang

Economic Integration or Segregation? Immigrant Women's Labor Market Entrance and Their Support Service Utilization in South Korea

Samantha Yee

Using an Integrated Decision-Making Framework to Identify Factors Associated with Receipt of a Fertility Consultation by Canadian Female Cancer Patients

Awards

Number of students who received

Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowships: 8

Number of students who received

Ontario Graduate Student (OGS) Scholarship: 13

Natasha Brien

PhD Student, recipient of the Group for the Advancement for Doctoral Education in Social Work (GADE) Leadership and Service Award, 2016.

Gerardo Betancourt

PhD Student, recipient of the Association of Latina and Latino Social Work Educators (ALLSWE) Scholarship, 2015.

Sophia Fantus

PhD candidate, recipient of the Mervis-Simon Family Award in Bioethics from the University of Toronto, Joint Centre on Bioethics, 2016.

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