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# **Consultants' Report on the MSW and PhD Programs in the Faculty of Social Work at the University of Toronto**

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## **OCGS APPRAISAL and AUGMENTED REVIEW of the Factor-Inwentash Faculty of Social Work, University of Toronto**

**October 21, 22 and 23, 2009**

### **1. OUTLINE OF THE VISIT (See appendix for names of persons interviewed)**

#### **Persons Interviewed:**

##### **University Administration**

Vice-President and Provost  
Dean, School of Graduate Studies and Vice-Provost Graduate Education  
Vice-Provost, Academic Programs  
Director, Policy and Programs  
Vice-Dean Programs, School of Graduate Studies

##### **Cognate unit representatives**

Dean, Lawrence S. Bloomberg Faculty of Nursing  
Dean, Faculty of Law

##### **Chief Librarian**

##### **Interim Dean FIFSW**

##### **FIFSW Senior Academic Administrators**

Director of the PHD Program  
MSW Director  
Associate Dean, Academic

##### **FIFSW Senior Administrative Staff**

Faculty Registrar  
Research Coordinator

Assistant Dean, Administration and Finance  
Assistant Dean, Field Education  
Director of Advancement  
Director of Continuing Education

**FIFSW Graduate Faculty Members**

8 senior faculty members  
5 junior (untenured tenure track) faculty members

**Students**

7 PhD students in years 4-5  
8 MSW Students  
2 representatives of the Graduate Student Association  
6 2<sup>nd</sup> year students

**Professional Organization Representatives** (field practicum sites and employers of graduates)

Executive Director, Jewish Family & Child Service  
Director of Community & Ambulatory Programs, Baycrest Centre for Geriatric Care  
Deputy Chief of Professional Services and the Social Worker in Chief, Centre for Addiction and Mental Health  
Chief Executive Officer, Hincks-Dellcrest Treatment Centre

**Field Educators** (agency employees who supervise students in practicum sites or act as liaison between FIFSW and agencies) from:

St. Michael Hospital  
Centre for Addiction and Mental Health  
St Regis Hospital  
Hospital for Sick Children  
Baycrest Centre for Geriatric Care  
The George Hull Centre for Children and Families

**Professional Association Leaders**

Ontario College of Social Workers and Social Service Workers (regulatory agency)  
2 officers of Ontario Association of Social Workers (voluntary membership organization)

**FIFSW Alumni Association** – 3 officers

**Facilities seen**

FIFSW teaching and research facilities at 246 Bloor Street W  
Simcoe Hall (central administration)  
School of Graduate Studies  
Library

## **2. COMPETENCE OF THE FACULTY**

The FIFSW has two graduate degree programs, a Master of Social Work (MSW) that prepares graduates “for ethical, innovative and effective social work practice in a diverse society” (MSW goal 1) and a post-masters PhD program that prepares graduates for “leadership positions in teaching, research, policy and administration”. The differing purposes require different qualifications and skills in the teaching faculty. In the MSW program, faculty must have knowledge of social work practice at an applied level, while for the PhD program they must have more traditional academic skills in research and scholarship. The FIFSW ably covers both sets of competencies. Tenured and tenure-track faculty have practical experience in their areas of specialization and are supplemented by experienced social workers who work in the MSW Field Office or on contract as sessional instructors. Tenured and tenure-track faculty also have an enviable record of scholarship and contribution to knowledge of social welfare and social work. The remainder of this section concerns the tenured and tenure-track faculty (categories 1 and 3).

The 25 tenured and tenure-track faculty include eight full professors, nine associate professors, and eight assistant professors, 16 women and nine men, of whom at least seven are members of visible minority groups. The only Aboriginal faculty member is a non-tenure-track assistant professor whose contract is about to expire. Almost all have earned doctorates in social work or appropriate related disciplines.

Faculty members have the necessary expertise in the areas of curricular specialization (see Brief, p 12-15). To cover the MSW curriculum, 12 faculty members have scholarly interests in health and mental health; 11 in children and their families; three in gerontology; 11 in social justice; and five in social service administration (there is appropriate overlap in many individuals' interests). To cover the PhD curriculum, 15 faculty members are knowledgeable in social work practice, theory and research and six in social policy analysis. Seventeen have full supervisory privileges and most are indeed recognized throughout North America as excellent in preparing advanced practice researchers (an asset for PhD graduates in seeking academic employment). The faculty members' interests and fields cover the major populations and needs of the province and country; their expertise in applied social science and interventions at various levels is appropriate for social work.

The amount and quality of faculty research is outstanding. They use research methods from several epistemologies. Unlike many faculties that feud about epistemology, FIFSW uses the differences to stimulate innovative research and enhance understanding of social problems and interventions. The diversity in epistemology is also an asset in educating doctoral students.

The FIFSW research deals with important social problems and is collaborative both with other units and Centres at the University of Toronto and with community partners who include major provincial social services (especially hospitals and child welfare).

Most individual faculty members have close partnerships with service organizations. These partnerships allow a focus on research that is relevant to the field (what works to improve people's situations, prevent or reduce social problems, improve organizations, make for beneficial social policies etc.). FIFSW is considered a North American leader in this type of research. The intervention research also plays out in the MSW curriculum, where students are educated to be consumers of evidence-based social work (EBP). Again, FIFSW is considered a North American leader in implementing EBP curriculum and in articulating its complexities to other social work educators. It appears that the EBP emphasis has not yet reached the doctoral program, which tends to focus on understanding social work related phenomena.

The faculty members in the FIFSW have publication rates in peer reviewed journals that are impressive, as is the record of their juried presentations. The Faculty provided a comparison of its publication rate to that of the most productive U.S. social work programs (p. 61). According to this data, FIFSW would rank between 2<sup>nd</sup> and 5<sup>th</sup> had it been included in the comparison studies. An independent and as yet unpublished study by the consultant for the augmented review (Bruce Thyer) confirms this high ranking as 5<sup>th</sup> in journal publications among schools of social work in North America.

FIFSW has also done well on securing research grants. Since 2004, the total amount of research grants is over \$2 million per year. Since 2007, at least 2/3rds of applications have been awarded.

This admirable scholarly record has been attained while faculty members maintain a balance between excellence in research and excellence in teaching. Unlike most research universities, all faculty members are expected to teach and are dedicated to doing it well. They are as innovative in teaching as in research, developing collaborative teaching teams and integrating technology into classes.

### **3. ADMISSION STANDARDS AND PROCEDURES**

**The quality of entering students**

**Estimated enrolments (admission standards and procedures should ensure that the students have the capacity and the preparation to meet the challenge of the program effectively)**

#### **PhD:**

Minimum requirements for admission to the PhD program include the MSW or "an equivalent Master's degree with at least B+ standing from an accredited program in a recognized university, competency in basic statistical methods at an introductory level and educational and professional experience that will indicate a capacity to undertake research-oriented post-graduate work". These requirements seem appropriate. We understand that the Faculty receives approximately 50 applications per year and admits 10 students, suggesting that the quality of entering students is very good. Current numbers in terms of enrollment seem appropriate in view of faculty resources.

We see students with an MSW degree as being slightly advantaged if their goal following completion of the PhD is to teach in a social work program. We wonder whether students are always made aware of the significance of the lack of the MSW degree. We would recommend that consideration be given to the development of a joint MSW/PhD degree, which would allow students without the MSW to obtain it during the course of their PhD studies.

#### **MSW:**

Minimum requirements for MSW students are completion of a four-year bachelor's degree with a minimum mid-B average, coursework including social sciences and research methodology, experience and knowledge in social services and critical social issues as well as suitability and proof of English facility. These are appropriate requirements for professional practice in social work. Because applications are high, admission is, in fact, competitive with only the top applicants admitted. The students we met were articulate, thoughtful and engaged. The MSW program especially welcomes applications from visible minority groups, Aboriginal persons, and persons with disabilities; however, the desired diversification and similarity to the population of the Greater Toronto area was not evident among the MSW students with whom we met, who were predominantly young white females.

Although most students enter the two-year MSW program, applicants with a bachelor's degree in social work from a recognized university may be given advanced standing and complete the program in one year of full-time study. Such advanced standing is consistent with social work accreditation, which suggests that students should not repeat content from their BSW program.

The MSW program recently increased its enrollment by 100 students (50 more in the entering class). This placed some strain on classroom space, staff resources, and field practica sites. However, the faculty has done a remarkable job incorporating the additional students, particularly in the field practica where a new system was introduced to match students and practica sites. The Factor-Inwentash donation included scholarships for 50 students and five additional faculty members. The increase in enrollment has allowed the Faculty to balance its budget for the first time.

#### **4. ADEQUACY AND SOURCES OF STUDENT SUPPORT (where appropriate)**

##### **PhD:**

With respect to the PhD program, the guarantee of funding of a minimum of \$15,000 plus tuition and fees for five years is impressive. PhD students told us that in spite of this level of funding, most found it necessary to take part-time employment to support

themselves and their families. Students are strongly encouraged to apply for outside financial support for their dissertation research.

**MSW:**

The Faculty has 137 endowed student scholarships. Over the past seven years, between 48% and 60% of MSW students have received funding and the average amount of funding per MSW student has ranged from \$4,644 to \$6,384. Students told us that one of the reasons they chose the University of Toronto's Faculty of Social Work was that it offered more funding than most of its competitors. Still, funding does not fully cover tuition and living expenses and many students work part-time. MSW students have limited opportunity for external scholarships.

## **5. QUALITY OF STUDENT RESEARCH**

**PhD:**

Students in the PhD program are required to take ten half-credit courses and complete a comprehensive paper. These elements are intended to ensure that students acquire the breadth of knowledge and skills in research and scholarship required to provide leadership in teaching, research, policy and administration. The dissertation requirement ensures that each student has conducted independent original research.

The comprehensive papers we examined met the detailed criteria specified by the Faculty, combining intellectual creativity with practical application to the field and the profession. Similarly, the quality of the dissertations was adequate and demonstrated advanced understanding of the issues involved. Thesis topics reflected a broad range; for example, Aboriginal women's experiences with HIV/AIDS, trauma and distress in the Sri Lankan Diaspora, identity formation in adolescents with learning disabilities, parenting functioning after divorce, and the emergence of bottom-up citizen engagement in China. In general, the theses demonstrated well-developed interpretative and analytic skills on topics that were highly relevant to the field.

**MSW:**

The MSW curriculum meets the standards of accreditation of the CASWE, indicating that the content is appropriate for social work and is comprehensive. As is typical in social work, instruction is divided between classroom instruction that emphasizes intellectual knowledge acquisition, skills development and theory and, on the other hand, the application of interpersonal, counseling and organizational change skills in the field practica. Classroom evaluations include traditional papers, examinations, oral reports, etc. For the field practica, students act as social workers in a social service agency, under the supervision of a qualified agency-based supervisor. Evaluation of students' interpersonal and intervention skills are done by the supervisor. The Faculty has developed a competency-based evaluation tool to evaluate student competencies.



This tool is potentially a very important contribution to social work education and has generated much interest among social work programs.

## **6. NORMAL PROGRESS OF STUDENTS THROUGH THE PROGRAM**

### **Comment on the average times to completion**

#### **Number of withdrawals**

##### **PhD:**

The written guidelines for PhD students indicate clear benchmarks with respect to expectations for progress through the program; all courses and the comprehensive paper are to be completed within three years, and the expected completion of all requirements is five years.

We note that Table 11 in the brief prepared for the appraisal indicates a fairly high withdrawal rate from the PhD program. Out of 55 students admitted between 1999 and 2005, 20 (36%) withdrew within 21 terms following admission. We were told that the reasons for withdrawal usually involve health, parenting or family issues.

The data also indicate that some students are requiring considerably more time to complete requirements than the guidelines suggest. Of the 55 students admitted between 1999 and 2005, three completed within 12 terms, five more within 18 terms, and three more within 21 terms. Three of these students are still in progress.

Lengthy times to completion are not uncommon in Social Work PhD programs, which may be related, at least to some degree, to students' age and life stage. We would recommend that a review of the PhD program be implemented so that strategies to reduce the withdrawal and time to completion rates might become clearer. We note that the Faculty has taken steps to build community among the PhD students, to provide additional support around supervision, to improve the integration of the core courses, and to make electives more accessible. Other initiatives have included expansion of interdisciplinary connections, a writing workshop series and Discussion Seminars involving faculty and students.

##### **MSW:**

The MSW is a structured program that requires two years to complete full-time (one year for advanced standing students). Among the cohorts entering between 2002 and 2007, 92-95% of students graduated within the time period. The large cohort entering in 2007/08 has been somewhat less successful but still respectable with 83 percent graduated within six terms. Part-time students must complete the program within four years, and most have done so, with 72 to 86% of the 2002-2006 cohorts graduating within nine terms. Very few students withdrew, fewer than 2% of full-time and 4% of part-time students. These are very high rates of retention and graduation.

MSW students have an option to complete a thesis. Very few elect to do so; when they do, it often takes them an additional year to complete the MSW. We understand that the Faculty may be planning to discontinue the thesis option and, for those who wish to increase research skills, replace it with opportunities to do research field placements or to work on faculty research projects. This seems a reasonable plan. Because the MSW is intended to prepare students for social work practice, criteria for accreditation do not require the completion of a thesis.

## **7. LIBRARY RESOURCES**

- **The adequacy of on-campus and off-campus library resources, both holdings and services**
- **In making this judgment, the consultant needs to take into consideration any co-operative collection development agreements between libraries and the extent to which such agreements are being executed as intended**

Library resources are extensive and appropriate to social work and the interdisciplinary nature of its study. For monographs, the library has a Dealer Selection Order, which automatically orders one copy of all relevant social work monographs in English. Titles of excluded books are sent to the librarian who may then add titles. The University's collection in books relevant to social work is ranked ninth of 55 libraries. Electronic journal subscriptions and databases are extensive and include all the major databases appropriate to social work. The librarian is careful to extend collections to related disciplines in the social sciences and medicine. Electronic resources are easily available from on or off-campus for faculty and students. FIFSW has its own computer lab for students, which also permits access to library electronic resources.

## **8. ADEQUACY OF PROGRAM'S RESOURCES**

**Office space, laboratories, or other special facilities such as access to computers, e-mail, the internet, on or off the campus**

Access to computers, email and the internet for faculty and students is adequate. The Faculty also has a video and viewing room and video-conference room that contribute well to the objectives of the Faculty.

However, we heard that lack of space and some accessibility issues exist. The addition of 50 MSW students every year has contributed to a shortage of classrooms, and insufficient numbers of classrooms that can accommodate large classes. The Faculty has attempted to cope with these challenges by scheduling required courses in the evening, scheduling more courses in the spring and summer, and piloting some on-line courses. The significant success of the Faculty in obtaining large numbers of research grants has also contributed to insufficient space for research assistants.

We understand that a plan for the Faculty of Social Work to occupy all seven floors of the building at 246 Bloor St. W. was included in the Factor-Inwentash donation

agreement. We would encourage the University to move as quickly as possible to allocate that additional space to the Faculty of Social Work.

## **9. CURRICULUM REQUIREMENTS, EXAMINATIONS AND STUDENT EVALUATION PROCEDURES**

**Including, in the case of certain professional programs, preparation for practice**

### **PhD Program:**

The five required courses in the PhD program provide robust preparation for research and the criteria used to assess the comprehensive paper are clear and adequate. The requirement to take five electives, at least one of which is taken in another graduate department, provides students with ample opportunity to develop in-depth knowledge and expertise in the focused area of their research. The opportunity to take an elective on theory and practice of teaching in social work that includes a teaching internship is also an excellent way to develop future social work educators. The Faculty's formal partnerships in Collaborative Programs provide additional opportunities to participate in interdisciplinary graduate seminars.

Students indicated that they are encouraged to publish in refereed publications, and faculty offer opportunities to co-author articles. They are also encouraged to present at conferences although financial support for this is limited. There are opportunities to do teaching and research assistantships and to teach MSW level courses. Students also value the high quality of scholarship and diversity of perspectives represented in the faculty and the range of expertise embodied in recently hired faculty. Resources are available to do international research.

Selection of dissertation supervisor goes well for the most part, although it was noted that it is easier for some topics to "find a home".

As noted above, a number of initiatives have been implemented to provide more support to PhD students including an Orientation Seminar, a Writing Workshop Series and Discussion Seminars for faculty and PhD students.

### **MSW:**

The MSW curriculum includes a common first year curriculum with required classroom courses (Canadian social policy, beginning practice theory, an intervention skills experiential lab course, social work values, research for evidence-based social work practice, social work practice with groups, with individuals and families, in organizations and communities) and a field practicum in a social work agency. This curriculum is the foundation content for social work. Second year courses build on the foundation content. Students select a second-year specialization (advanced standing students move directly into the specialization). Choices are Children and their Families; Diversity and Social Justice; Mental Health and Health; Gerontology; or the newly

approved Social Administration field. These specializations cover the major areas of social problems and social work practice in Canada. The content in each specialization includes the social and political context, advanced and specialized intervention theory and skills; contemporary issues; electives; and a year-long field practicum in an agency serving that population. These specializations are relatively new and quite popular among students and community agencies that provide field practice and employ new graduates. Agencies report that graduates are better prepared in clinical skills in the specializations than graduates from other regional programs.

Consistent with the FIFSW interdisciplinary focus, students may also select from two combined degree programs (JD/MSW with the Faculty of Law and MHSc.MSW with Health Policy, Management and Evaluation in the Faculty of Medicine) or from seven collaborative programs (Addictions; Aging, Palliative and Supportive Care; Ethnic and Pluralism Studies; Health Services and Policy Research; Sexual Diversity; Women and Gender; and Community Development). These combinations are appropriate for social work and social work practice.

In addition, FIFSW is about to begin an Advanced Diploma under which experienced MSW will receive advanced training in administration of social agencies. This will fill an important need, as many administrators are MSWs who have been promoted within their agencies but without specialized training in organizational management.

In addition, the faculty provides a series of events to stimulate students' development of knowledge and critical thinking, including a week of orientation, a conference on social work theory, and writing workshops.

An important means of evaluating students' preparation for professional practice is the Practice Based Evaluation Tool. Each student's performance is rated on specific competencies in 6 areas: learning and growth, behavior in the organization, conceptualizing practice, clinical relationships, assessment and intervention, and professional communication.

## **10. INNOVATIVE FEATURES**

### **With respect to either content or approach**

We were impressed with several innovative features in the Factor-Inwentash Faculty of Social Work. The decision some years ago to introduce a new MSW curriculum that provides specialized fields (e.g. Children and their Families, Health and Mental Health, Social Justice and Diversity etc.) within which policy, research and practice in each field are taught reflects a move away from more traditional MSW curricula. This approach appears to be working well and is valued by students and representatives from the social work practice community. Related to this feature is the newly approved Social Service Administration field that is a response to a need identified by community leaders, and which was developed in collaboration with community leaders. The plan to

have these community leaders jointly teach students in this specialization is also to be commended.

The specializations are too new for evaluation as yet, but in the future the FIFSW will need to assess whether the specializations prepare graduates for jobs available in the region. Because students select their concentration, there is a possibility of too many graduates in some areas, not enough in others.

We also applaud the decision to introduce the newly approved Advanced Diploma in Social Administration that is intended to address a need for training in social service management beyond the level of training offered in the MSW program.

Another innovative aspect of the Faculty is the focus on evidence-based practice as demonstrated in a required course in the MSW program entitled “Research for Evidence-Based Practice”, and the Research Institute for Evidence-Based Social Work. The Faculty is to be congratulated for its systematic review projects and becoming one of the first Canadian partners with the Campbell Collaborative. We learned that this approach has generated considerable excitement in local community organizations.

We also see the involvement of the Faculty in the advisory and implementation committees to promote Interprofessional Education among health science faculties as an important initiative that should continue to receive support.

The \$15 million Factor-Inwentash donation has permitted the addition of five new endowed faculty positions, four of which have been filled, and also the addition of 50 new MSW student scholarships. These resources will certainly add to the scholarly strength of the Faculty and to the quality of the student experience.

We also see the research infrastructure that the Faculty has developed as an extremely successful innovation that has contributed to the Faculty's impressive record of successful research grant applications and publications. This resource is clearly providing excellent research training for students and is promoting the reputation of the Faculty in the community as it supports research collaborations between faculty and community organizations.

## **11. ADDITIONAL OCGS QUESTIONS SPECIFIC TO THIS REVIEW**

**NOTE: A number of additional questions may have been identified in the letter emailed to you by the OCGS Secretariat upon your acceptance of the invitation to conduct the review. You are requested to address each of these as a line item within this section of your report.**

The OCGS Appraisal Committee requested that we address four issues as part of our appraisal. The first had to do with the funding for Master's level students. The brief prepared by the Faculty indicates that with the 50 new student scholarships, the Faculty has 137 endowed student scholarships. We also note that over the past seven years,

between 48% and 60% of MSW students have received funding and the average amount of funding per MSW student has ranged from \$4,644 to \$6,384. Students told us that one of the reasons they chose the University of Toronto Faculty of Social Work was that it offered more funding than most of its competitors. Our conclusion is that while more funding for MSW students would be desirable, this Faculty seems to be doing relatively well in this regard.

The second question raised the issue of faculty renewal. The oldest faculty member is 67 years and the youngest is 36 years. Of the 30 tenured or tenure-track faculty, three are in their 30's, eight are in their forties, eight are in their 50's, and 11 are in their 60's. This seems a reasonable degree of variability in age, assuming that new hires will continue to be in the younger age categories.

With regard to steps taken to recruit more male students, we understand that a male graduate of the program has been hired to assist in the recruitment of new students. His recruitment strategy has included reaching out to undergraduates in programs where suitable male applicants may be more likely to be found, such as political science and biology. It is too soon to know whether this will result in an increase in male applicants. It should be noted that small numbers of male students in MSW programs is not uncommon at this point in history.

The final question referred to the times to completion and withdrawal rate in the PhD program. As noted above, although lengthy times to completion are not uncommon in Social Work PhD programs, we recommend that the Faculty conduct a thorough review of its program in order to identify ways that both of these issues might be addressed. In addition, PhD students seemed to have different expectations of their careers from those of the program goals. A review would help clarify and perhaps reinforce the mission of the program.

## **12. SUMMARY AND RECOMENDATIONS**

The FIFSW has an excellent faculty with recognized scholarly productivity and teaching excellence. The curriculum is very solid and the faculty, along with support from collaborative agencies, is well equipped to teach it. It makes an important contribution to provincial needs for person power and for innovative social services. It is recognized as a leader in North America for scholarly productivity, and for research and curriculum development that contribute to an important new development in social work, namely, Evidence-Based Practice.

The following are our recommendations:

- 1) that the support and resources necessary to retain and increase this Faculty's prominent position in social work be continued.

- 2) that a review of the PhD program be implemented so that thoughtful strategies to reduce the withdrawal and time to completion rates might emerge, and that the mission and goals of the PhD program might be clearer to students.
- 3) that consideration be given to the development of a joint MSW/PhD degree, which would allow students without the MSW to obtain it during the course of their PhD studies.
- 4) that the University move as quickly as possible to allocate additional space to the Faculty of Social Work.
- 5) that within the next few years, the FIFSW assess whether MSW graduates are securing social work positions for which the current specializations are preparing them. Because students select their specialization there is a possibility of too many graduates in some areas, not enough in others.
- 6) that the Faculty continues to support student and faculty participation in the Interprofessional Education initiative among health science faculties.
- 7) that the Faculty pay careful attention to the age of new hires to ensure faculty renewal.

## **APPENDIX DETAILED OUTLINE OF THE VISIT**

### **Persons Interviewed:**

#### **University Administration**

Cheryl Misak, Vice-President and Provost

Brian Corman, Dean, School of Graduate Studies and Vice-Provost Graduate Education

Cheryl Regehr, Vice-Provost, Academic Programs

Helen Lasthiotakis, Director, Policy and Programs

Elizabeth Smyth, Vice-Dean Programs, School of Graduate Studies

#### **Cognate Unit Representatives**

Sioban Nelson, Dean, Lawrence S. Bloomberg Faculty of Nursing

Mayo Moran, Dean, Faculty of Law

#### **Chief Librarian**

Dan D'Agostino

#### **Interim Dean FIFSW**

Faye Mishna

#### **FIFSW Senior Academic Administrators**

Adrienne Chambon, Director of the PHD Program

Andrea Litvack, MSW Director

Charmaine Williams, Associate Dean, Academic

#### **FIFSW Senior Administrative Staff**

Sharon Bewell, Faculty Registrar

Joanne Daciuk, Research Coordinator

Eva Gladish, Assistant Dean, Administration and Finance

Eileen McKee, Assistant Dean, Field Education

Judy Scheininger, Director of Advancement

#### **FIFSW Graduate Faculty Members – Senior**

Ramona Alaggia

Marion Bogo

Rob MacFadden, Director of Continuing Education

Peter Newman

Izumi Sakamoto

Wes Shera

Aron Shlonsky

Susan Stern

Tat Tsang



**FIFSW Graduate Faculty Members – Junior**

David Brennan  
Rupaleem Bhuyan  
Shelley Craig  
Lin Fang  
Mike Saini

**PhD Students**

Ellen Katz  
Regine King  
Magnus Mfoafo MCarthy  
Siegi Schuler  
Steven Solomon  
Eliana Suarez  
Seonggee Um

**MSW Students**

Laura Dickey  
Elina Diluca  
Kristin Donovan  
Christine Duross  
Alexandra Mandelis (Graduate Student Association)  
Shely Polak  
Alison Rowe (Graduate Student Association)  
Rebecca Detje  
Craig Mackie

**Professional Organization Representatives**

Richard Cummings, Executive Director, Jewish Family & Child Service  
Linda Jackson, D6irector of Community & Ambulatory Programs, Baycrest Centre for Geriatric Care  
Jane Paterson, Deputy Chief of Professional Services and the Social Worker in Chief, Centre for Addiction and Mental Health  
John Spekkens, Chief Executive Officer, Hincks-Dellcrest Treatment Centre

**Field Educators**

Rachael Frankford, St. Michael Hospital  
Coleen Kelly, Chair, Association of Teaching Centres, Centre for Addiction and Mental Health, Discipline Chief – Social Work, Office of Nursing Practice and Professional Services  
Deborah Levine, University of Toronto, Affiliated Faculty  
Barbara Muskat, Hospital for Sick Children. Academic and Clinical Specialist in Social Work  
Peggy Solomon, Baycrest Centre for Geriatric Care, Social Worker - Geriatric Psychology in Community Social Work

Rashaad Vahed, Manager, Community Clinic, The George Hull Centre for Children and Families

**Professional Association Leaders**

Rachel Birnbaum, Ontario College of Social Workers and Social Service Workers

Joan MacKenzie Davies, Ontario Association of Social Workers

Gillian McCloskey, Ontario Association of Social Workers

**FIFSW Alumni Association**

Cheryl Mitri, Seneca College

Michael Sullivan, President

Doreen Winkler, Vice-President

**Facilities Seen**

FIFSW teaching and research facilities at 246 Bloor Street W

Simcoe Hall (central administration)

School of Graduate Studies

Library

## **External Review Report**

**Factor-Inwentash Faculty of Social Work  
University of Toronto  
21 – 23 October 2009**

**Prepared by Bruce A. Thyer, Ph.D., LCSW  
Florida State University**

### **Introduction**

I was asked by Cheryl Regehr, Ph.D., Vice-Provost, Academic Programs, to serve as the External Reviewer of the Factor-Inwentash Faculty of Social Work (FIFSW), and to coordinate my site visit with that of the Ontario Council on Graduate Studies (OCGS) appraisal of this same unit. This combined external/OCGS appraisal or “augmented review” allowed OCGS consultants Professor Anne (Ricky) Fortune<sup>1</sup> and Professor Carol Stalker<sup>2</sup> to focus on OCGS criteria, while I concurrently addressed the University of Toronto’s Terms of Reference. I spent three full days receiving briefings and meeting with various stakeholders. These meetings involved central university administrators, faculty, administrators and staff and students within the FIFSW, Deans of cognate disciplines (law and nursing), professional association representatives, field educators, and alumni. I attended each meeting the OCGS evaluators participated in, and was given every opportunity to ask questions of all parties.

I was specifically asked to address the numbers items listed below:

#### **1. Size, scope, quality and priorities of Faculty’s education activities:**

- **Consistency of the programs with the general objectives of the University’s mission and with the standards, educational goals and learning objectives of the degree.**

I was provided with and reviewed copies of the documents titled *Towards 2030: A long-term planning framework for the University of Toronto*, as well as copies of the September 2008 and May 2009 *Update on Academic Plan 2004-2010* prepared by then-Dean Cheryl Regehr for the FIFSW, a copy of the 2004 *Academic Plan* (Executive Summary), prepared by then-Dean Jim Barber, and the 2009 *Academic Update*, prepared by Interim-Dean Faye Mishna. This aspect of the external review was also addressed throughout my face-to-face interviews with stakeholders throughout the three-day stay.

The overall University of Toronto planning framework sets out an understandably high set of expectations related to maintaining a research-intensive culture, academic rigor, and

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<sup>1</sup> School of Social Welfare, University at Albany, State University of New York

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excellence of faculty, staff and students. All faculty are to be involved in the university's teaching mission, and the university will enhance its global reputation. It wishes to support a wide breadth of disciplines, and to contribute meaningfully to the prosperity of Toronto, Ontario, Canada and the world. It is anticipated that at the St. George campus where the FIFSW is located, undergraduate enrollment will decline somewhat and graduate enrollment be enhanced. Student recruitment will aim at increasing the proportion of students from outside the Toronto region and more students from abroad. The University of Toronto also seeks to become a leader in digital education. It is asserted that "all programs be excellent and that most be nationally pre-eminent and internationally competitive."

Is the FIFSW a unit that is consistent with these standards?

I believe that a compelling case can be made to answer this question with an unambiguous 'yes'.

Documentation was provided to myself and the OCGS team of the successes the FIFSW has had in submitting research contracts and grants, and in getting them funded. Over 70% of eligible faculty are Principal Investigators on Council Grants, arguably the most prestigious award available in Canada. For 2008-2009 the faculty administered 55 projects whose total awards amounted to over \$10m. Additional projects under joint-sponsorship bring the overall total to more than \$13m. Although appropriate faculty buy-outs are provided in return for service on funded research programs, all faculty remain well-engaged in the program's teaching mission through classroom instruction, research supervision, Ph.D. committee service and service as a major professor. Completed doctoral dissertations reflect a global influence, with projects conducted in China, Sri Lanka, Uganda, and Rwanda, among other countries. There are a number of on-going international faculty projects (the China project), and a respectable proportion of students, particularly Ph.D. students, are from abroad. Documentation was provided on the numbers of articles, and citations thereto, of works authored by FIFSW authors, and the program easily ranks within the top 10 in North America. Unpublished data I am preparing found the FIFSW to be the 5<sup>th</sup> most productive faculty in terms of articles appearing during the past five years among six major social work journals. This ranking is a modest improvement over prior analogous data collected by myself and others.

Masters-level enrollment has markedly increased, by 50 students annually, in the past year or two. This has had a salutary influence on tuition revenue, and provides greater value-per-dollar to the taxpayer in terms of the increased numbers of graduate professionals serving the province and nation. Applications greatly outnumber available MSW spaces, so the quality of admitted students remains high. Ph.D. enrollment is stable at about ten new students a year, from a pool of about 50 applicants, making it a very competitive program, nationally.

Is this an 'excellent' program? – yes. Is it 'nationally pre-eminent'? – yes. Is it internationally competitive? – yes. By the above UT institutional benchmarks, which I believe are legitimate indices of academic quality, the FIFSW is proceeding in a manner

expected of programs within your overall university. Are there areas for improvement? Yes, and some of these will be noted below.

- **Quality of teaching, and evidence that research, professional activities and scholarships are brought to bear in teaching.**

The FIFSW emphasizes the integration of research and practice in the classroom and in its practicum education. While not quite the same as adopting evidence-based practice as a unifying curricular theme (as some other social work programs have done), this emphasis is a laudable one and virtually mandates that classroom content be informed by relevant research, where it exists. The establishment of the *Research Institute for Evidence-based Social Work* is a wonderful initiative, and the listing of seminars and workshops (5 – 11 annually) provided by the institute to the entire U of T and local community, including practitioners and field instructors, helps maintain this integration of research into practice. These seminars have also provided graduate students with a venue to present their work, as well as bringing in prominent scholars. A required MSW course is titled “Research for Evidence-based Practice”. In the seven years prior to April 2009 there were 21 publications in refereed journals authored or co-authored by UT MSW students. Of 18 Ph.D. students who recently responded to a survey on publications, about 30 journal articles or book chapters and 13 book reviews have been authored/co-authored by them. The Ph.D. program materials do not explicitly focus on the integration of research into practice and offers no analogous course relating to evidence-based practice. It seems more oriented towards a traditional research doctorate (albeit of exceptionally high quality), and not as directly focused on the integration of research into practice as is the MSW program.

MSW students can fulfill their practicum requirements by completing a research internship through one of the numerous projects supported by the FIFSW, and doctoral students are frequently provided with research positions on funded projects as a part of their overall financial aid package, or as part-time employment. The fact that the individual faculty are themselves productive scholars helps ensure that current research is infused in their teaching. There is a research thesis option, but very few students avail themselves of this opportunity (research theses are in general very rarely completed by MSW students in North America, given that the degree is generally seen as a professional degree, not solely an academic one). The additional demands required of a thesis, combined with limited faculty availability to supervise these projects, tend to discourage students from taking this option. A review of the viability of the thesis option is currently underway, as a new model is being tested. Other research experiences available to MSW students include an independent research/reading course with a faculty member. Longitudinal course evaluation data we were provided indicates extremely high levels of student satisfaction with classroom instruction, levels roughly comparable across the different types of faculty (e.g., full-time vs. contract).

- **The quality of the educational experience provided to students beyond the classroom.**

This is difficult to credibly appraise, not just at the FIFSW but among social work programs across North America. Two year program MSW students complete two separate internships (during their first and second year of study), while advanced standing MSW students (those who had earned the BSW) complete only the second one. The first year internship is usually a fairly generic one, and students have a restricted range of choices about these placements. The second year placement (also completed by the advanced standing students) is focused in one of the program's five areas of concentration (Children and their Families, Diversity and Social Justice, Mental Health and Health, Social Work in Gerontology, and Social Service Administration) and students have more input as to their placement setting. One Professor is undertaking an innovative approach to measuring the quality of the students' practicum experiences (the Practice-based Evaluation Tool), and this will be very useful as the profession has long lacked good measures in this regard. Interviews with MSW students indicated general satisfaction with their placement experiences. Certainly the array of experiences the U of T metropolitan area provides MSW students is without parallel in Canada. The practicum experience available via the FIFSW cyber counseling program is a unique innovative experience.

## **2. Scope, quality and relevance of the Faculty's research activities. Is the level of activity appropriate in terms of comparisons nationally and internationally? Are research activities appropriate for the graduate students in the Faculty?**

The scope of research is very wide-ranging, as indicated by the titles of articles, and Ph.D. theses originating from the FIFSW. The quality is high, as evidenced by the success of the faculty and graduate students in publishing their work in peer-reviewed professional and scientific journals, as well as by their success in obtaining highly competitive council research grants. Both numbers of proposals, and the 'hit rate' are very impressive, with about 71% of the faculty receiving SSHRC/CIHR grants from 2007 – 2009. 2008-2009 saw an all-time high of 46 funded external grants/contracts received by the FIFSW, up for the 4<sup>th</sup> year in succession. I think it would be fair to say that the FIFSW leads Canada with respect to research activities, and all but a handful of programs in the USA. The affiliation with the Campbell Collaboration is a significant positive development, and pending availability of resources, should be promoted. (By way of disclosure, I am a member of the Social Welfare Editorial Board for the Campbell Collaboration, and have a protocol under review with them.) The first C2 systematic reviews to originate in Canada in social work come from the FIFSW, another hallmark of research credibility.

I would encourage the faculty to consider a greater level of investment in what is called intervention research, planned evaluations of the outcomes of existing and newly developing social service programs and policies. In examining the titles of Ph.D. theses completed during 2004 and until the present, I found an almost exclusive focus on the academic study of people with various psychosocial issues, and only one project that

appeared to be an outcome study (Popova, 2006) of whether or not clients who received a particular program benefited from such services. Most Ph.D. thesis projects appeared to be risk assessment, correlational, surveys, or phenomenological in nature. Given the slender evidentiary foundations of many social work programs, policies, and clinical interventions, the FIFSW could take the lead in promoting intervention research studies within Canada, focusing on *solving* psychosocial problems, not just their academic study, often with little direct applications to practice. Or, on a more macro level, doctoral theses could evaluate provincial or federal welfare policies. The titles of funded research Council Grants received by the FIFSW reflect a similar dearth of intervention research projects.

Having made the comments in the above paragraph, I would like to emphasize that the level and scope of research activities afforded graduate students are most certainly appropriate and of high quality.

The FIFSW has a number of tenured or tenure-earning faculty who are citizens of the USA. I believe that these individuals are eligible to be PIs on research grants from various US federal agencies, such as NIMH, NIAAA, NIDA, NSF, etc. Consideration should be given to promoting research grant applications from your USA faculty to USA funding sources, especially federal USA agencies.

As a licensed clinical social worker, I was curious about the existing practice of University of Toronto MSW students being able to complete a *research* practicum in lieu of one that involved direct practice with clients. It appears that a student could potentially graduate with the MSW (traditionally the profession's terminal practice degree), and become a Registered Social Worker in Ontario, and lack any practice experience at all. I would hope that the research practicum opportunity is only made available for MSW students who are aware that such a learning experience will not be the most optimal one for a career in direct practice, and that if they have plans to engage in direct practice, then they should select a practice-based internship.

**3. The scope and nature of the Faculty's relationship with cognate academic departments and units at the University of Toronto. Has the Faculty developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver teaching programs?**

I met with the Deans of Law and Nursing, who had very positive appraisals of the FIFSW. This program offers two combined degrees - JD/MSW (with the Faculty of Law) and MHSc/MSW (with health policy, Management and Evaluation in the Faculty of Medicine). If these existing combined degrees are attracting and graduating a sufficient number of students, consideration could be given to further integrated programs, such as joint MSW/MBA or MSW/MPH programs.

The FIFSW participates in an array of collaborative and interdisciplinary programs in areas such as addiction, aging, bioethics, ethnic and pluralism studies, health care, sexual diversity, woman and gender studies, and community development. Six faculty have

status-only appointments, which promotes intellectual diversity within the FIFSW, and a number of Category 5 faculty have primary appointments in local hospitals, CAMH, community agencies, and other universities. One concrete example of a fruitful partnership has been the cyber-counselling initiative which provides services to students attending St. Michael and Victoria colleges. One contract faculty member is assigned 51% social work and 49% Aboriginal Studies. Other regular faculty have cross-appointments with an array of UT programs, including medicine (psychiatry) and nursing. One faculty member served as the U of T Anti-racism Officer. Outside experts in an array of disciplines are regularly brought to the FIFSW to provide seminars, training, and guest lectures on research and practice topics. Interdisciplinarity seems a strength of the FIFSW.

**4. The scope and nature of the Faculty's relationship with external government, academic and professional organizations. What has been the social impact of the Faculty in terms of outreach and impact locally and nationally?**

Meetings were arranged with representatives from various professional organizations (Jewish Family & Child Service, Baycrest Centre, CAMH, Hinks-Dellcrest Treatment Centre, George Hull Center for Children and Families, Ontario College of Social Work, Ontario Association of Social Work). The FIFSW is a major player with these organizations. Its students perform thousands of hours of internship services within agencies, the individual faculty conduct research in host agencies, and the provincial and federal governments consult with the program. Exact assessment of impact is difficult to reliably ascertain, but the stakeholders we met with provided consistently positive feedback on the role of the FIFSW as a major resource for MSW practitioners, for consultation and technical assistance in dealing with local issues, as a resource for continuing education and professional development, and as responsive to community needs. For example, the new graduate diploma (scheduled to begin enrollment in the fall of 2010) in Social Service Administration emerged at the request of community agency need and will help organizations obtain properly prepared administrators, or permit existing managers and administrators to obtain a further academic qualification.

**5. The appropriateness and effectiveness of the Faculty's organizational and financial structure. How well has the Faculty managed resource allocation, including space and infrastructure support?**

The FIFSW has been well served by a succession of highly competent Deans who have consistently moved the program in the direction of greater quality. The current organization structure seems to be working well. However, as a former Dean, I noted that the organization chart reflects lines of authority that have 9 administrators reporting directly to the Dean, with no buffering role of an Associate Dean. This is a common problem. Every administrator desires direct access to the Dean and resists any strengthening of the Associate Dean's role. However, many successful programs do have some program directors (e.g., MSW, Ph.D., Continuing Education, Field) report initially to an Associate Dean of Academic Affairs, leaving the Dean more time for university-wide issues and fund-raising. As the FIFSW searches for a new Dean, the existing



available former Deans may wish, from their coign of vantage, to indicate to the new Dean their views on the functionality of the current organization, versus one that strengthens the role of the Associate Dean for Academic Affairs.

Given these difficult fiscal times, the FIFSW has admirably managed its resources. Space, as noted in prior OCGS and other evaluations, has been a long term problem. However, the Factor-Inwentash endowment agreement stipulates that the FIFSW be provided more space, and this promise is being fulfilled with some additional space being recently allocated, and longer terms plans in place to occupy additional building space currently occupied by other U of T units. The new Dean should be sure to follow-up on seeing that these promises are fulfilled.

Some social work programs are making greater use of the Blackboard instructional platform to teach entire sections of classes on-line, absent any face-to-face meeting. While it is not yet clear that this is an optimal, or even comparable, method of instruction, consideration may be given to piloting such an initiative on a trial basis, by offering one section of a multi-section didactic course exclusively on-line. See how well its spaces fill with students, and how the on-line students do on examinations and term papers, relative to students receiving live instruction for the same course. This may be a pragmatic way to alleviate some of the scheduling and space pressures.

The planned growth in MSW enrollment has helped with tuition revenue, as has the Factor-Inwentash endowment permitting the creation of five endowed professorships and 50 student scholarships. However this endowment money is all dedicated to these specific purposes. The amount of unrestricted endowment money is unclear, but obviously of great value to the operations of the program.

The FIFSW research operations are currently funded from the program's operating budget and donations. Consideration may be given to building an endowment specifically dedicated to supporting faculty and doctoral student research, perhaps by naming the Research Institute for Evidence-based Social Work, or other readily identifiable aspects of the program.

Information technology/computer resources within the FIFSW seem of high quality. The building has WIFI and the university library is a world-class research resource. Research support (providing information about funding RFAs,, assistance in the preparation of grants, administration of grants once an award has been made, etc.) all seem very well supported.

## **5. The quality of the Faculty's vision and its long-range plan.**

I found the Faculty's vision to be outstanding, perhaps comparable to only one or two other programs with which I am familiar, specifically that of the George Warren Brown School of Social Work at Washington University in St. Louis, and of the Department of Social Policy and Social Work at the University of Oxford, UK. Its focus on the integration of research into practice is a theme consistent with forward-thinking elements

within the profession, and if emulated by other programs, perhaps has the potential to positively affect professional social work education to the same extent that the Flexner report revolutionized medical education in the US and Canada in the early part of the 20<sup>th</sup> century. The link between the FIFSW and the Campbell Collaboration is one to be promoted, as is the general approach known as evidence-based practice. The program seems to me to be a wonderful asset to the University of Toronto, the city, the province, and the country. Some international graduates make significant contributions in their home countries, and the FIFSW service programs (e.g., the China Project) combine pedagogy with social services to an admirable extent.

It has been said that “Man plans and God laughs” Given our recessionary economy and the prospect of a new Dean being hired soon, some flexibility in carrying out current university-wide and FIFSW long terms plans are going to be inevitably required. However the Faculty is well positioned to do this. Morale among the faculty, students and staff seems high. The FI endowment has greatly strengthened the program, as have the new faculty hires augmented the existing impressive cadre of professors. Student applicants remain high, the demand for graduates is also strong, particularly outside the Toronto metropolitan area. Provincially the profession is being strengthened by new legislation legally regulating the practice of psychotherapy and this will make the MSW an ever-more-attractive graduate degree. There is a serious shortage of Ph.D. level social workers to fill the demands of the academy, of government, and the practice sector, and the doctoral program should continue to do well. It is to be hoped that the new Dean will be supportive of existing positive initiatives, as well as bring new insights into the administration of the program. The existing template for the future of social work at the University of Toronto is an excellent one, fully compatible with the long term plans of the university as a whole.

**N. B.** I would like to thank the individuals responsible for coordinating the agenda, my travel and hotel arrangements, and the extensive briefings covering three full days. I was extended every courtesy and was impressed with the competence and professionalism displayed by everyone involved in this visit. I learned a great deal about this excellent faculty and believe I came away with a reasonably informed appraisal of the program and university.

Respectfully Submitted on 16 November 2009

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January 12, 2010

Dr. Donna Woolcott  
Executive Director  
Ontario Council on Graduate Studies  
180 Dundas Street West, Suite 1100  
Toronto, ON M5G 1Z8

Dear Dr. Woolcott:

**Re: OCGS Consultants' Report – MSW/PhD program in Social Work**

I am writing in reference to your letter of November 17, 2009. The following constitutes the University's response to the consultants' report on the MSW/PhD program in Social Work. We appreciate the consultants' thorough and informative observations.

The following provides an update on significant developments at the Factor-Inwentash Faculty of Social Work (FIFSW) since the briefs were written and responds to the concerns the consultants have raised.

The Faculty appreciates the opportunity to share its achievements and challenges as well as to identify ongoing issues and it highly values the consultants' constructive feedback. The review was very encouraging and validating, crediting the Faculty with many achievements, including:

- The faculty members' high level of competence.
- The outstanding faculty research in both quality and quantity.
- Solid curriculum.
- The high quality of PhD student research and the intellectual rigor of the program.
- The development of a competency-based evaluation tool in the MSW program.
- The extremely high retention and graduation rates of full-time and part-time MSW students.
- The extensive and appropriate library resources related to social work and its interdisciplinary nature.
- A number of innovative features within the FIFSW.

**Corrections of Fact**

1. Field Educators: the report omitted a field educator (Dr. Deborah Levine) from the University of Toronto who participated in the review.

## Concerns Identified by Consultants

The Faculty is also grateful to the consultants for identifying several issues that they believe could be addressed to strengthen its programs. The following provides responses to identified issues along with additional contextual information.

### 1. Students entering the PhD program without an MSW degree (p. 4-5)

The Faculty admits one or two students per year who do not have an MSW degree to the PhD Program. These students contribute greatly to the program. They learn about social work in all of their courses, including the methods and epistemology course, both of which are specific to social work. Moreover, the students are required to demonstrate how their thesis contributes to social work knowledge. In practice, the Faculty strongly encourages the students to take a course in social work as an elective from a substantive area. One of the most obvious is a course on theoretical frameworks of knowledge for social work (in the MSW program).

The reviewers suggested that a “joint” MSW/PhD degree might be considered. At the University of Toronto a student may be admitted to the PhD program without a master’s degree, but such students may not get a master’s degree while in the PhD program unless in a recognized combined program. There is only one combined program currently that includes the PhD. Given the complexities of managing a combination that includes a PhD and the length of studies that a combined degree program would entail, it seems unlikely that such a program would be desirable. However, the Faculty will investigate the possibility of a combined MSW/PhD program.

### 2. PhD program fairly high withdrawal rate and data indicating that some students require significantly more time than recommended by the guidelines to complete the program requirements (p. 7).

The University does not require students to fill in any paper work to lapse after six years so the Faculty has no record of why they lapsed.

The consultants note that lengthy times to completion are not uncommon across Social Work PhD programs. The length of time is an issue the Faculty has recognized as one that must be addressed, although there has been a positive change recently with the length of time decreasing. In the summer of 2009 the Faculty revised the Funding Framework for the PhD program. This revised framework ties the ‘time benchmarks’ for progressing through the program to student funding, and to requirements that students apply for fellowships and for opportunities to be Research Assistants on faculty research and/or Course Instructors within the MSW Program under the supervision of a faculty member. Students who do not progress (other than for reasons of health or accessibility related issues or due to unexpected/unusual circumstances) would have their funding interrupted. The framework is posted on the Faculty website:

[http://www.socialwork.utoronto.ca/Assets/Current/Busaries/FIFSW+PhD+Funding.pdf?method=](http://www.socialwork.utoronto.ca/Assets/Current/Busaries/FIFSW+PhD+Funding.pdf?method=1)

1. This reworked framework is intended to clearly create incentives for students to complete their PhD studies in a timely fashion. The Faculty intends to track the students’ progress with respect to completing their studies.

This revised PhD Funding Framework was developed in the summer of 2009, after the initial documentation for the OCGS review was sent to SGS in the spring. The consultants were provided with this new Framework during their site visit. The Faculty plans to track completion rates over the next few years to determine if this revised Framework does indeed address the issue.

The Faculty notes that six PhD students graduated in the fall of 2009 and ten PhD students are planning to defend their thesis in the 2009-2010 academic year.

3. Lack of space (p. 8-9)

As the consultants noted, the agreement between the University of Toronto and donors Lynn Factor and Sheldon Inwentash included provision of additional renovated teaching and research space for the Faculty. The Faculty has secured some additional space including two regular classrooms (holding 25-30 students) and 1 small classroom (holding 12 students), one office and one small meeting room. The Faculty has been working with Elizabeth Sisam, Assistant Vice-President, Campus and Facilities Planning, to address its needs for office and research space.

4. The four questions identified by the OCGS Appraisal Committee to be addressed as part of the Faculty appraisal (p. 11).

- *Funding for Master's level students:* The consultants identified the increased funding available for MSW students and concluded that the Factor-Inwentash Faculty of Social Work is doing quite well with respect to funding. The Faculty's 2009 Academic Plan Update included as a priority obtaining student scholarships to enhance our ability to support students in need and to attract excellence to the Faculty.
- *Faculty renewal:* The consultants suggested that the age range of tenured or tenure-track faculty members is reasonable and recommend that new hires continue to be in the younger age categories to ensure long-term renewal. The Faculty appreciates the need to ensure a reasonable diversity of ages among tenured and tenure-track faculty members and will take this suggestion under consideration with respect to future hires.
- *Steps taken to recruit more male students:* The consultants noted the strategies undertaken by the Faculty to assist in the recruitment of new students, including male applicants specifically, and comment that more time is required to determine the outcome of these activities. The reviewers also noted that at this point small numbers of male students is not uncommon across MSW programs.
- *The times to completion and withdrawal rate in the PhD program; clarification of PhD mission and goals to PhD students:* The issues of time to completion and withdrawal rates issues have been addressed above, in comments 1 and 2. A review of the PhD program was undertaken by the Faculty's PhD Studies Committee in 2005, at the request of the Dean. As a result of this review, several issues were identified and changes initiated.

- a. Integration of the knowledge orientation across the PhD courses
  - In the 2008-2009 academic year an ongoing working group was created comprising professors and student representatives. The professors of the required core courses in Year One together with the PhD student representatives met to discuss the knowledge base of their courses. This is being continued.
- b. Lack of specific social work courses in the PhD program
  - Two PhD elective courses that had been taught in the past were reintroduced in revised formats: a) advanced clinical concepts and b) the history (and “memory”) of social work and social welfare.
- c. Lack of balance in research methods course offerings at the Faculty
  - The Faculty is currently addressing this issue by a) expanding research offerings to include more qualitative as well as quantitative research courses; b) developing formal linkages with a strong research network in Health Science faculties to enhance course availability for our students; and c) developing advanced methods courses to be offered by our own faculty members.
- d. The concept of *Communities of Scholarship* (COS)
  - This notion was developed by the PhD Studies Committee to enhance the scholarly exchange and intellectual climate for PhD students. Further, the presence of Communities of Scholarship as a support and resource should promote scholarly opportunities and student retention. Thus far, the Faculty has put in place the following: first, in year one of the PhD program faculty members share their “journey of scholarship and research” with the incoming doctoral students. This practice has proved quite successful and is ongoing. Second, the Faculty recently created a seminar/debate series in which doctoral students and faculty members present questions stemming from their research for feedback and discussion. This initiative has been very well received and is being continued.
- e. Request by PhD students for additional scholarly enhancement training
  - A working group was formed in the 2008-2009 academic year, including the Director of the Writing Resources. This group developed a series of Advanced Writing Workshops, which was highly subscribed and successful and is now offered in the Winter term to all of our PhD students.
- f. Request by PhD students for opportunities for enhanced training in teaching
  - An elective on teaching for PhD students has been very well received and subscribed. An outcome is a student conference.
  - University of Toronto Administration has developed an excellent series on teaching for Teaching Assistants, which some of the Faculty’s PhD students have attended.

We are monitoring and reviewing these changes to the PhD program. This information will help the new Dean determine next steps with respect to the PhD program.

5. Recommendation to assess the types of positions MSW graduates are securing (p. 13).  
The consultants commented on the strength of the curriculum including the specializations which they note are relatively new and quite popular among both students and community agencies that provide field practica and employ graduates of the program. This curriculum was developed in collaboration with the community agencies that provide practica and with students. Review of the curriculum after a few years will be important to identify any areas to be revised.
  
6. Interprofessional Education (p. 13).  
The Faculty is grateful for the consultants' encouragement to continue to support faculty and student participation in the Interprofessional Education initiative among Health Science faculties in the University of Toronto. This participation by the FIFSW is an important priority for the Faculty. The Director of the MSW Program sits on the Interfaculty Curriculum Committee comprising ten Health Science faculties. She, as well as a number of other faculty and adjunct faculty, also sits on various subcommittees. At this point, year one MSW students participate in a major IPE event entitled "Teamwork: Your future in Interprofessional Care," which is integrated into one of the social work courses (SWK4103). Year two students in health focused practica are involved in a core event that relates to conflict in interprofessional teams. Additionally, students have participated in a variety of IPE case based learning opportunities as an IPE component of their practicum settings. Two social work student representatives sit on the Interprofessional student organization at the university (IPHSA). There is an ongoing effort to integrate IPE content into relevant courses. A challenge is how to effectively integrate the IPE curriculum in a manner that fits with the social work curriculum. The Faculty expects to have a clear protocol in place by June 2010.

In summary, we thank the consultants for their perceptive, thoughtful, and supportive appraisal.

I trust this addresses the major issues raised by the consultants. Please feel free to contact Scott Moore (416 946-3421, s.moore@utoronto.ca) if you need anything further.

Sincerely,



Brian Corman  
Dean of Graduate Studies and  
Vice-Provost, Graduate Education

c.c. J. Alderdice, H.Lasthiotakis, F. Mishna, C. Regehr, E. Smyth

January 25, 2010

Professor Cheryl Misak  
Provost, University of Toronto

Dear Cheryl,

On behalf of the Factor-Inwentash Faculty of Social Work (FIFSW), we are delighted and wish to thank the reviewer for his positive and constructive augmented external-OCGS review of the Faculty in October 2009. The review credited the Faculty with many achievements. In response to your request, I am providing my administrative response to the report, in particular to the identified issues and recommendations.

*Suggestion that consideration be given to examining the structure of the administrative team and possibly strengthening the role of the Associate Dean*

In the next three to six months I plan to conduct a review and restructuring of the administrative structure. I will review the job descriptions, and will consult with U of T human resources, with Deans of similar size faculties at the University and with schools of social work in comparable universities. In this process, I will develop principles for restructuring. For example, the administrative organizational structure should be based on educational programs to ensure that the student experience is consistent and of the highest quality. I will involve the Associate Dean.

*Recommendation to review the thesis and research practicum options at the MSW level as these are not required for accreditation and may undermine opportunities to develop competence in direct practice*

#### The thesis option

The reviewer's recommendation regarding the thesis option corresponds with the Faculty's plans. In the September 2009 Factor-Inwentash Academic Plan Update I identified the thesis option in our MSW program as a continuing challenge and noted that the Faculty would review the thesis in order to make recommendations about whether and how to offer this option effectively. Barriers to students selecting the thesis option include the fact that the program is a professional focused masters program, the limited availability of faculty to supervise the thesis, and the additional demands required for a student to complete the thesis. MSW theses are not typically required in North American social work programs.



The Faculty is currently in the process of reviewing the thesis option. We have examined this option within Canadian schools of social work and comparable schools of social work in the US. Although the MSW thesis is often not offered as an option, we plan to develop and review an alternative to the thesis that will be available in the 2010-2011 academic year and that has two options: 1) a special studies course that will provide students with the competencies they would acquire by completing a thesis; and 2) a thesis option available to a maximum number of students per year if they meet identified criteria and if there is a faculty member available to supervise the thesis. It will be made very clear to students that the thesis option will require demands and time in addition to the requirements to complete the MSW program. The current research offerings, which were noted by the reviewer, such as the independent research/reading course will remain options for students to gain research knowledge and skills.

### The Research Practicum

The research practicum option is intended for year two MSW students who request this as a placement. These students are clearly informed of the implications, which are that this practicum will not prepare them for direct practice and that if they are interested in direct practice this option is not preferred. Year one students however, are typically provided with a practicum that is practice related, most often in direct practice and in significantly fewer cases in policy. In the next six months we plan to review the research practicum to ensure that students graduate with optimal practice experience.

Please let me know if you need anything else.

Sincerely,

A handwritten signature in cursive script that reads "Faye Mishna".

Faye Mishna  
Interim Dean and Professor

**Canadian Association of Social Work Education  
Commission on Accreditation**

**Report of Re-Accreditation Site Visit  
Factor-Inwentash Faculty of Social Work  
University of Toronto  
Master of Social Work**

**Introduction and Overview of the Site Visit**

Dr. Ross Klein and Dr. Patricia MacKenzie conducted the site visit on March 8 and 9, 2012. We appreciate the efforts made at organizing and scheduling meetings during the site visit. As indicated from Table 1, we were able to meet with an excellent cross-section of key stakeholders (N=81), all whom were very willing to engage in open discussion.

The various meetings held during the site visit and the number of individuals who attended these meetings is summarized in Table 1. The individuals from the relevant stakeholder groups who met with us, along with the Self-Study documentation submitted by the Faculty of Social Work, and additional reports and data prior to, during and after visit, enabled us to develop a comprehensive understanding of the current status of the MSW program, including both the opportunities and challenges that lie ahead.

**Table 1: Meetings Held During the Site Visit**

<b>Meetings</b>	<b>Number of Participating Individuals*</b>
• Dean Faye Mishna and Associate Dean Charmaine Williams	2
• Vice Provosts: Academic Programs (C. Regehr), Academic Operations (S. Mabury), Graduate Education (B. Corman)	3
• First Year MSW Students (1 male, 11 female)	12
• Second Year MSW Students (2 male, 8 female)	10
• MSW Committee Representatives (including 3 students and OASW representative)	8
• Director of the Continuing Education Program (Rob McFadden)	1
• Administrative Staff	6
• Teaching Faculty (4 male, 10 female)	14
• Drop in Session with Teaching Faculty	6
• Course Instructors, Teaching Assistants, and Sessionals (9 male, 3 female)	12
• Research Office (Joanne Daciuk, Sheila Neysmith)	2
• Dinner with Dean and Associate Dean	2
• Community Representatives (5 male, 7 female)	12
• Practicum Office Staff and Faculty Field Liaison Representatives	7
• Association of Academic Teaching Centres (ATC) (1 male, 10 female)	11
• Field Instructors not in ATC (2 male, 8 female)	10
• Faculty Equity Advisors and University Equity Officer	3
• Collaborative Programs	4

• Library representatives	2
• OASW and College of Social Workers representatives	4
• FIFSW Alumni Association	4
• Feedback Session	23
<b>Total</b>	<b>158</b>

- More than one meeting occurred with some individuals and in a few cases individuals participated in more than one meeting.

### **Background**

The Factor-Inwentash Faculty of Social Work (FIFSW) at University of Toronto in November 2011 submitted its Self-Study for Re-Accreditation of its Master of Social Work (MSW) program. The program was established in 1914. Initially known as the Department of Social Services, it was renamed the School of Social Work in 1941, the Faculty of Social Work in 1972, and the FIFSW in 2007. The School granted diplomas until 1946, then offered the BSW degree for one year of study post B.A. and the MSW for two year post B.A. The BSW program was discontinued in 1966.

Programs were accredited by the U.S. accrediting bodies from 1919-1978, and since 1978 have been accredited by CASSW/CASWE. In 2005, the Faculty received a full Re-Accreditation of its MSW program. The FIFSW offer three iterations of its MSW program: a full-time one year post-BSW program; a full-time two year program for students without a BSW, and a part-time program for students with a BSW. It also offers two combined degree programs: a JD/MSW and a MHSc./MSW. In addition, the Faculty launched a one-year post-MSW diploma program in 2010.

The last accreditation process took place in Winter/Spring 2005. The Site-Visit Report praised the program, however identified six areas to work on over the next seven years:

1. Developing a plan with respect to diversity training with an emphasis on skill in handling sensitive and sometimes conflictual discussions that arise when teaching this material;
2. Monitor progress on the Faculty's Diversity Initiative with a standing committee of Faculty Council to signal the importance of the initiative;
3. Review the practicum, with particular attention to how students are assigned to practicum in year 1 and involvement of Field Liaisons;
4. Evaluation of the new curriculum and attention to where community practice fits within the curriculum;
5. Encouraging more MSW students to do a thesis and removal of barriers to taking up this option;
6. Finding additional resources to allocate to hiring additional staff.

The Self-Study addressed how the School has dealt with each of these issues and the site-visit was used as a reality check to be sure all concerns have been adequately addressed. This Site-Visit Report is organized around each of the six CASWE Standards for Accreditation.

## Mission and Objectives

The Faculty's mission statement is clear, concise, and appropriate (SM 1.1). The mission statement approved in 2004 was revised in Fall 2011 and is included in "Toward a Better Society," the FIFSW's Academic Plan for 2011-2016. The Mission Statement and companion statement of values reflect the School's dedication to preparing social work students "who have the capacity to engage in and influence our changing world through social work practice, policy and research," and incorporates principles of social justice, equality, respect for diversity, and a commitment to creativity and innovation. The mission statement was approved by Faculty Council, following a multi-stage participatory process involving faculty, students, and stakeholders that participate on the Faculty Council (i.e., administrative staff, the Alumni association, the Ontario Association of Social Workers (OASW), and the Association of Teaching Centers – formerly known as the Association of Field Practicum Educators) (SM 1.2, 1.3).

There is clear consistency between the mission statement and the objectives and goals of programs and initiatives of the school (SM 1.4), the School's environment of inclusiveness (SM 1.5), its support for and accommodation of women's aspirations (SM 1.6), access to students with multiple responsibilities (SM 1.7), its responsiveness to the local community (SM 1.8), its response to the needs of Aboriginal people in the community (SM 1.9), its responsiveness to the needs of persons with disabilities and others needing accommodation (SM 1.10), and the School's advancement of the social work profession and social welfare (SM 1.11).

The Faculty's activities on most of these areas effectively realize the mission statement of the Faculty and exemplify the accreditation standards. It appears the Faculty is doing much in relation to the community, especially with the indigenous community and diverse communities, however there continues to be opportunity for improvement and these efforts should continue. The degree of diversity of the student population was somewhat apparent, however the number and size of the Faculty's internal constituencies were not entirely clear. The site visitors **recommend that the FIFSW more formally collect and maintain data on the makeup of its student population, particularly with regard to target groups such as non-White (cultural/racial diversity), Aboriginal, persons with disabilities, LGBTQ, and other identities that are significantly represented in the area served by the Faculty.** This type of data should also be collected for those applying for admission and those who are accepted. Given the focus of the new accreditation standards, this data will be useful in the School's next Self-Study.

The working environment appears characterized by inclusiveness, mutual respect, and academic freedom; a view expressed equally by faculty, staff, and students. At the same time, the Faculty acknowledges that there are ongoing challenges and some recent "events" around issues around equity and diversity. These are being dealt with head-on, in part through contracting with two equity and diversity counselors who provide orientation sessions to first year students and who are available to students and faculty alike. These counselors have been in place for two years and have facilitated establishment of a Diversity and Equity Committee that will continue the work. The Diversity and Equity Committee is just being formalized. It will develop recommendations for institutional structures and processes that will address current and emerging issues in the areas of diversity and equity, and will facilitate the exchange of information, ideas and issues between the FIFSW and its constituencies in matters of promoting diversity and equity in the Faculty.

### **Structure, Administration, Governance, and Resources**

The standards related to structure administration, governance and resources are met. The Faculty is a distinct unit within the university, offering a distinct degree (SM 2.1, 2.3). In addition to the MSW and Ph.D programs, the School offers a diploma in Social Service Administration. It is worth mentioning that the FIFSW is viewed very favourably by senior administrations who were quick to point out the Faculty's scholarly output and success in attracting funded research. A recent external review ranked FIFSW as in the top five Schools of Social Work in North America and the administration is now encouraging that future hires reflect this stature.

The Faculty is under the direction of a faculty member with competence in social work and in academic administration, Dr. Faye Mishna (SM 2.2). The Faculty has effective control over its programs, initiating, administering and modifying its programs within the usual university procedures (SM 2.4). Guided by the *University of Toronto Guidelines for the Search and Hiring Process for Tenure-Stream/Tenured Faculty and Full-Time Lecturer/Senior Lecturer Appointments*, it has a well laid out process for hiring in which the Faculty has a decisive voice (SM 2.5). A search committee chaired by the Dean of the Faculty with representation from the Provost's office at the university, teaching faculty, field educators, alumni and students shortlists potential candidates and organizes their visits to the Faculty. The committee advises the Dean who makes a final recommendation to the Provost for the appointment, and has the right to recommend another search if a qualified candidate is not identified. In this context the site visitors asked about plans for replacement faculty for a number of upcoming retirements (anticipated to be six in the next couple of years). The Faculty is tuned into this need and it appears to be proactive in the process for attracting and hiring new faculty members.

The FIFSW has adequate resources to achieve its mission (SM 2.6). In addition, the Faculty has an endowment balance in excess of \$28 million, has an active and impressive Continuing Education program that generates profits of \$50,000 per annum (on average), and through budget savings has been able to invest in improvements in the School's physical space and infrastructure. The Faculty has also used interest from one endowment fund to provide support to any organization that commits to four or more practicum opportunities for three consecutive years. There are currently established agreements with 10 hospital settings that have committed 115 site placements; each hospital receiving \$5,000 per year. In addition, the Faculty is generous in providing support to its students: 13 percent of its annual expenses are devoted to MSW student support (the average at the university is 5%) with 188 of its current 340 students receiving scholarships averaging \$3100. This is in addition to 17 students who receive OGS grants and those who receive funding through SSHRC. All tolled, the Faculty spends close to \$1 million on student support.

The Faculty has significant linkages with agencies and networks responding to the needs of diverse populations, and some of these agencies and networks are involved in the program's review and development processes (SM 2.7).

The MSW program is not offered by distance, however three courses are offered through online formats and a fourth is in development. All online courses meet the same expectations and standards as classroom-based education, including educational content, student-instructor ratio, and course requirements to students. They are taught by instructors who teach in the classroom-based courses, and they undergo the same processes of review and evaluation as other courses in the Faculty (SM 2.8).

With that said, there were some difficulties around one of the online courses, acknowledged by the administration, and this is being directly addressed in order to avoid future difficulties.

The Faculty uses the University's policies and procedures for dealing with sexual harassment as well as other forms of discrimination. Information about the policy is made available to faculty and students; students are given details of the policy in the Practicum Manual and through the Student Services section of the website (SM 2.9). In addition, staff members in offices affiliated with the Equity Issue Advisory Group provides consultation and training to staff, faculty and students and respond to complaints about discrimination and exclusion. As well, the University has an Ombudsperson, independent of the administrative structures of the University, who investigates complaints from any member of the University against the University or an authority in the University.

With respect to decision-making processes, the Faculty has a constitution (first approved in June 1975; last amended January 2007) that constitutes Faculty Council and that specifies the decision-making processes of the various committees within the Faculty. Faculty Council follows parliamentary authority and procedures and it meets four times during the academic year and during the summer. A quorum consists of 50% of the total membership of Council; a two-thirds majority of those voting at Council is required to approve a motion (SM 2.10). Since 2007, the chair of Faculty Council has been community-based; currently it is a member and vice chair of the Association of Academic Teaching Centres.

The Faculty has sufficient physical space to realize its mission and implement its programs. It has recently acquired and is now in the process of planning renovations of the seventh floor of the building in which it is housed. They have already constructed two new classrooms and a self-study space. The remaining space is part of the Faculty's strategic plan to build a state-of-the-art webinar room, which will be in addition to the video-conferencing room built on the second floor in 2007-08 (SM 2.11).

Proposals for internal Faculty policy and program changes are brought to the MSW Studies Committee, which serves as a mechanism for stakeholder involvement. The committee includes representation as follows:

- 5 members of full-time teaching staff including the Director of the MSW program, the Dean or Associate Dean, and the Assistant Dean of Field Education;
- 5 MSW students elected by and from among their constituency;
- 1 member representing the Association of Teaching Centers (field instructors);
- 1 member representing the FIFSW alumni association; and
- 1 member of the Ontario Association of Social Workers (SM 2.12).

Students have opportunities to participate in program evaluation through mid-semester and end of semester course evaluation, and through end of year 1 and end of year specialization evaluation in Year 2. Because the end-of-year evaluations are conducted in face-to-face meetings, students expressed hesitation to express views fully and openly. The site visitors **recommend that the Faculty consider an evaluation mechanism that allows students to remain anonymous so that feedback is honest and comprehensive.**

The Faculty participates in a number of University initiatives with Aboriginal communities and agencies, in which the Faculty participates. The Faculty has association with several First Nations

groups, including the First Nations House on campus, and it includes in its support to students and among its per course instructor indigenous people. The Aboriginal voice appears to be included in the planning and on-going evaluation of the MSW program (SM 2.13). We recognize the efforts made by the School we encourage its continuing efforts in this regard.

The Faculty has ongoing relationships with professional social work associations at the provincial, national and international levels (SM 2.14). Further, it consults with a diverse range of agencies, embodying its commitment to multicultural participation, as it undertakes program planning (2.15). As well, gender equity and inclusion are part of the Faculty's governance (SM 2.16). The Faculty fulfills the expectation to respond to the needs of faculty, students, and staff with disabilities through its compliance with the Accessibility of Ontarians with Disabilities Act (SM 2.17); it continues to grapple with requirements of the Act that are coming into force.

### **Faculty and Professional Staff**

Faculty members actively participate in program planning and operation (SM 3.1). Further, there are sufficient numbers of qualified faculty, staff and field instructors and a clear plan in place to fill vacancies created by anticipated retirements. The School has 26 full time and 1 part time faculty members (including the Dean and other administrative appointments) – an additional professor is scheduled to begin in July 2012 with a position that will be shared between the Faculty and the School of Public Policy and Governance and there are two endowed chairs that are presently vacant. The Faculty has 27 instructors who have either an adjunct or status-only position; 12 stipendiary (sessional) instructors; 16 professional and administrative staff (including the Assistant Dean of Field Education, Practicum Coordinator, and Administrative Assistant to Practicum); and 39 Faculty-Field Liaisons. The Faculty has 355 FTE students yielding a faculty to student ratio of 1:13. The regular faculty workload is four courses per year (nontenured faculty have one course release per year); tenured and tenure track faculty teach 45 percent of the courses sections offered in the MSW program, whereas part-time sessional instructors cover 29 percent and course instructors supervised by full-time faculty cover 26 percent (SM 3.2). The use of sessional instructors and teaching assistants appears to work, however student comments suggest there are occasionally problems with consistency across multiple sections, and issues with quality control. The site visitors therefore **recommend that the Faculty pay particular attention to ensuring consistency between multiple sections of the same course and that it work to ensure quality control in courses taught by sessionals and teaching assistants.**

The Faculty provides opportunities for professional development through presentations at faculty meetings, seminars, lunchtime colloquia, and other educational events. In addition, faculty members can access support for formal coursework through the University's Educational Assistance program, and they have funds provided through the professional expense reimbursement allowance (\$1500 for post-tenure faculty members; \$1750 for pre-tenure faculty members) (SM 3.3). The work environment in the FIFSW appears to be particularly functional and supportive.

The procedures for peer review in faculty appointments, tenure, and promotion are in compliance with Accreditation Standards (SM 3.4). The Faculty appears committed to diversity (SM 3.5); this is reflected in those who constitute the faculty and professional staff, however there is still work to be done to ensure the Faculty's teaching and professional staff reflect the diversity of the populations served (SM 3.6).

Faculty members at FIFSW are highly productive in their scholarly pursuits, both in terms of securing funding and in dissemination/publication (SM 3.7). Junior faculty members are provided additional support to get their careers underway. They receive a course release each year prior to tenure, are assigned a mentor from among the senior faculty to provide assistance, can apply for various start-up grants and research fellowships, and receive support from the Research Coordinator at the Faculty and the Associate Dean who assist faculty members in the formulation and preparation of research proposals, often over four or five iterations. This office is a key element in the FIFSW's success in attracting significant external funding (between \$2 and \$3 million per year). In addition, it appears that all senior faculty members are available and freely assist their colleagues in preparation of research proposals and of articles for submission to scholarly journals.

As is the norm elsewhere, faculty member workloads are 40% research, 40% teaching, and 20% service. Service activities include work within the Faculty, the university, the profession, and the community (SM 3.8).

### Students

Student enrolment in the Faculty has increased significantly in the past decade, from 217 students in 2002-03 to 349 in 2011-12. The proportion of males to females has remained somewhat constant (between 86.8% and 91% of students are female) and the number of students on a visa has ranged from 1 to 6 (2.8% of students in 2002-03 vs 1.7% of students in 2011-12; less than 1% from 2007 – 2010). Student retention is generally excellent.

Students may participate in the development and implementation of the Faculty's mission, goals and objectives through membership on Faculty Council, the MSW Studies Committee, and other committees and working groups in the Faculty (SM 4.1). Admission requirements for the MSW program are posted on the Faculty's website and are clearly stated. The admission process does not have an explicit provision for equity, however there is an effort to maximize access to under-represented groups (SM 4.2). This is maximized through the use of scholarships and other financial support. However, it is **acknowledged that there needs to be a continuing effort to increase student diversity**. In this regard, and in view of the new accreditation standards, the site visitors **recommend the School formally maintain data on equity-seeking groups applying for admission and admitted to the MSW program**.

The Faculty measures suitability for the profession at admission via three references and a series of written statements from the student. Both classroom and field-based education emphasizes the CASW Code of Ethics and social work values. Students are also governed by the University's Student Code of Conduct and the Code of Behaviour on Academic Matters. When there is a concern with a student's behaviour or academic performance, intervention is provided by the Faculty informally or through mediation. In situations where an informal within-Faculty resolution is not possible or desired, the matter may be referred to the School of Graduate Studies (especially on academic matters) (SM 4.3)

The Faculty provides each student with a faculty advisor. As well, students can meet with the Dean, Associate Dean Academic, and Director of the MSW Program for advice and support – students indicated the Dean and Associate Dean are accessible and available to them (SM 4.4). The Practicum Office provides another layer of advising – Faculty-Field Liaisons, the Practicum Coordinator, and the



Assistant Dean of Field Education are all available to provide counsel to students seeking consultation about their practicum.

Support for students is provided through several mechanisms. All letters of admission request prospective students to inform the Faculty if they have any accommodation needs; those who say yes are encouraged to register for the University's Accessibility Services. At registration, if the Registrar of Admissions Coordinator becomes aware of students with special needs they are referred to Accessibility Services. Other supports include a Writing Centre, a mentoring program offered through the Faculty's Alumni Association, and a number of centers and services provided by the university (e.g., First Nations House, International Students Association, Counseling and Psychological Services, Family Care Office, etc.) (SM 4.5).

Students participate in the evaluation of the program and of courses through regularly administered instruments (SM 4.6).

While the Faculty's admissions process does not have an explicit equity process, applicants can voluntarily disclose ethnicity, sexual orientation and different abilities. The Self-Study reports between 2005 and 2011 an average 45% of applicants in the two-year program and 47% of applicants in the Advanced Standing program completed this part of the application. In 2011, approximately 35% of registered student body voluntarily disclosed membership in an equity-seeking group based on ethnicity, sexual orientation, religion and/or differential abilities in their Written Statement. The Faculty offers several awards that give preference to students from specific groups including Aboriginal students, LGBTQ or HIV positive students, Black students, Asian students, International students, female students, and rural students; award values range from \$300 to \$5000. In 2010-11, the Faculty distributed \$452,656 in internal scholarships and awards to 167 students, and seven students received an OGS award (\$15,000) (SM 4.7, 4.8, 4.9).

The Faculty facilitates student interaction by reserving every Tuesday lunchtime for student activities. In addition, workshops and other activities are offered during the year (SM 4.10). As already mentioned, the Faculty has policies for the accommodation of students with disabilities (SM 4.11).

## **Curriculum**

The program has clearly articulated goals and objectives that are consistent with the Faculty's mission statement (SM 5.1). The program that follows places high emphasis on the development of capacity for reflective practice and the ability to analyze, synthesize, use, evaluate, and develop theory to address complex practice problems. Courses have reflective assignments that encourage students to explore issues of diversity, social work values and ethics and their effect on the student's own identities in practicing social work and in developing relationships with clients and stakeholder groups (SM 5.2, 5.4). Students entering the MSW program are expected to choose one of five specializations offered: children and families, social justice and diversity, mental health and health, gerontology, and social service administration.

The MSW is offered as a two-year program for those without a BSW and as a one-year program for those with a BSW. Students entering without a BSW take 12 required half-credit courses and a minimum of 2 half-credit course electives over the two-year program (the Gerontology specialization requires 13 half-credit required courses and 2 half-credit elective courses). In addition, they have two

field practicums: one of 462 hours in the first year (January to May – equivalent to one half-credit course) and one of 525 hours in year 2 (September to April – equivalent to two half-credit courses) (SM 5.3.2). Students admitted with a BSW complete nine half-credit courses (ten in gerontology) plus a 525 hour practicum (September to April) that is equivalent to two half-credit courses (SM 5.3.1). A student may choose to complete a thesis – it can take the place of two half-course electives. The thesis option is offered to a limited number of students (a maximum of three per year), based on faculty resources, and requires the student to apply and hold a SSHRC-CGS Masters Scholarship or OGS award or meet the GPA level for an OGS Award (3.70 average for the last 20 courses). Students will be approved for a thesis based on 1) the quality of the applicant's proposed research, and 2) the availability of a supervisor. To apply to complete a thesis, eligible students must submit a 1-page letter explaining why they want to undertake a thesis and a 2 page proposal describing the proposed project. Applications are reviewed by a committee chaired by the Associate Dean of Research. The site visitors were initially concerned that students wanting to pursue a thesis were denied that option, however we heard from no students who wanted to complete a thesis and were denied, and we were reassured in our discussions with the Dean that all students interested in and capable of completing a thesis were accommodated. In addition, the Faculty provides many opportunities for students so interested to work as research assistants and to otherwise be involved in research projects with faculty members.

The FIFSW offers nine collaborative programs with other graduate departments (Addiction Studies; Aging, Palliative and Supportive Care Across the Life Course; Asia-Pacific Studies; Community Development; Ethnic and Pluralism Studies; Health Services and Policy Research; Sexual Diversity Studies; Women and Gender Studies; Women's Health) and two combined degree programs: Combined Law and Social Work (JD/MSW) and Combined Health Administration and Social work (MHSc/MSW). The collaborative programs provide a nice "value-added" opportunity for MSW students – the collaborative program in addiction Studies appears to be the most popular with 20 – 30 social work students participating each year. Student numbers in the other programs are more modest (1 – 5 students per year per program); the two combined degree programs each attract one or two students per year.

The program provides flexibility to students in terms of times courses are offered (days and evenings, summer session courses, online courses); and provides opportunity for independent readings courses, and the five specializations already discussed (SM 5.5). As well, the curriculum reflects social work values and appears to optimize the dignity and potential of all students (SM 5.6).

The Self-Study includes a table showing the curriculum areas covered by the required and elective courses. The program appears to be in compliance with SM 5.7.1, 5.7.2, 5.7.3, 5.7.4, 5.7.5, 5.7.6, 5.7.7, 5.7.10, and 5.7.11. As regards the other curriculum areas:

SM 5.7.8: The only course with a major focus on an analysis of oppressions and healing of Aboriginal peoples is an elective entitled "Aboriginal Perspectives in Social Work." However, a number of other courses include content in this area.

SM 5.7.9: There was no mention anywhere in the Self-Study of the expectation to provide an understanding of the Francophone reality in Quebec and in minority contexts. During the site visit we heard many examples of this content included in courses; students provided confirmation. Regardless, there is room for additional content in this area.

SM 5.7.12: There are two courses that include material on disabilities. One is an elective (4637 – Special Topics in Health Social Work: Children and Families Living with Disabilities) and the other is an optional required course for students in the Mental Health and Health Specialization (4622 – Social Work Practice in Health). It thus appeared from the Self-Study that the majority of MSW graduates have limited to no exposure to understanding of theories relevant to disabilities and their implications for social policy and the practice of social work. But again, discussion during the site visit indicated this content is included in a number of courses and students indicate they are getting this material (although it could be strengthened).

Despite the assurances with regard to content on Aboriginal issues, the Francophone reality, and disabilities, the site visitors strongly **recommend the FIFSW review its curriculum to ensure this content is being adequately covered and that it better demonstrate this fact in its next Self-Study.**

### **Field Education**

Advanced Standing and Year 2 students complete one 525-hour placement that spans two semesters (SM 6.5). It is taken concurrent with the first two semesters of coursework. Following the practicum, students have one additional semester of course work. About 5% of students choose to complete a block placement – a flexible response for students who request to modify their sequence due to personal circumstances or part-time students who complete all their academic courses and then complete a block placement during a leave of absence from their paid employment.

The MSW Field Education component appears to have well developed, explicit and detailed standards, procedures and expectations. There are clearly stated objectives for both the Year 1 practicum and the practicum in Year 2/Advanced Standing (SM 6.1). It also appears that practicum experiences provide opportunities to apply knowledge, values, and skills in practice under the supervision of an agency-based field supervisor (SM 6.2). Field instructors are also expected to work within the objectives of the FIFSW and its mission to promote “social work education that will prepare graduates for ethical, competent, innovative and effective social work practice ... maintaining an academic environment and promoting social work practice grounded in social justice and equal opportunity for all groups in society irrespective of gender, ethnic origin, race, native heritage, language, religious beliefs, class, sexual orientation, disability, age, culture or any other forms of diversity ... [and] its identification of special themes which are responsive to societal needs” (SM 6.3, 6.4). There is a Practicum Manual (SM 6.9)

Integration of classroom and field learning is facilitated by the field practicum being concurrent with course work; the site visitors were skeptical about this at first and confirmed with students, faculty, and Field Instructors that this integration was effectively happening. This integration is further facilitated by some field instructors serving as a sessional instructor. As well, specialization coordinators hold an annual meeting with field instructors to discuss specialization and course content, and field instructors and Educational Coordinators participate in specialization committees (SM 6.6, 6.14.7).

The Faculty is piloting the use of simulations for direct practice teaching in the first semester of the Year 1 program, however these experiences are not counted as practicum hours (SM 6.7). The University’s School of Graduate Studies prohibits academic credit to be given for previous work or life experience (SM 6.8).

In addition to suitability for the profession being a criteria at admission, once enrolled each student is asked to read and sign their understanding of the “Student Professional Conduct Agreement in Practicum,” a document specific to the FIFSW and developed in consultation with representatives of field settings (a copy was not included with the Self-Study). As well, students are expected to read and be informed about the University of Toronto’s Governing Council Standards of Professional Behaviour for All Health Professionals. Throughout the practicum, students are evaluated for suitability and the evaluation tool that is used by the Field Instructor evaluates student behaviour in the organization (the evaluation tool was not included with the Self-Study) (SM6.10).

Student evaluation in field practica is based on student performance in relation to a learning contract completed within weeks of commencing the field practicum. The Field Instructor is required to complete a midterm and final evaluation tool of the student’s performance in the practicum. The tool focuses on six domains and is different for direct practice placements and indirect practice placements (SM 6.11). Field settings are evaluated through an ongoing process of feedback between the practicum office, students, field instructors, educational coordinators and faculty-field liaisons (SM 6.12).

The criteria for selection of field education faculty appears to be a MSW. (SM 6.13.1).

Faculty liaisons are used to provide support to MSW students and Field Instructors in order to promote a positive learning experience for the student (SM 6.13.3). The Faculty Field Liaisons work under the direction of the Assistant Dean, Field Instruction. They are recruited from the FIFSW’s networks of experienced practitioners and include the Faculty’s PhD students, experienced field instructors, experienced practitioners in the field, adjunct faculty, and MSW staff in the Practicum Office. It appears all Faculty Field Liaisons are MSW qualified (6.13.4)

There appear to be adequate resources for students in field practica (SM 6.14.6). Field instructors are MSW-qualified (or similarly qualified, e.g., social policy, adult education and counseling psychology) with two to three years post degree employment (SM 6.13.2). New field instructors must attend field education sessions and all field instructors agree to set weekly field supervision sessions and to obtain regular access to students’ work for feedback. Where a field instructor does not have a MSW, the Practicum Office ensures a social work focus is sustained through the field instructor’s attendance at field instructor training and the instructors are supported by practicum office personnel and/or a faculty member (SM 6.15.1, 6.15.2).

Field placements are available in a large range of agencies and settings (SM 6.14). Agencies are chosen for the educational experience they can provide; the Practicum Office ensures that the placement organization meets the mission of the FIFSW and the learning needs of students (SM 6.14.1). Practicum settings are required to accept students without discrimination (SM 6.14.2). As well, the Practicum Office ensures that the setting and the instructor have a commitment to social work education and training, and adequate resources to support it (SM 6.14.4, 6.14.5, 6.14.6). There is a priority to have placements that are accessible and operating on accordance with the *Accessibility for Ontarians with Disabilities Act* (SM 6.14.10). While this is the goal, we learned of at least one situation where a student with accommodation needs was sent to several field agencies before finding one where her needs could be accommodated.

Students are permitted to request a field practicum in the agency where they work, but the student must not be in the department as when s/he is employed; the student cannot be remunerated for his/her work; the student cannot have the same supervisor as s/he would in the employment position (SM 6.14.9).

Dissatisfaction was expressed by some students and by some Field Instructors and Community Representatives about the process of matching and placing students in field practicums (SM 6.14.3). It is difficult to fully understand the nature and depth of the problem in a brief site-visit, however it is clear that there is something of a problem. The site visitors therefore **recommend that the FIFSW undertake an evaluation of the process used for matching students with field placements and how students are placed.** This evaluation should include feedback from students as well as from field agencies, and it should be in a form that permits respondents to maintain their anonymity so they are free to express their views freely. Some students expressed hesitation to providing oral feedback about their experiences for fear there could be repercussions.

Field Instructors are provided support online, through contact with Faculty Field Liaisons, workshops, and professional development sessions offered for their participation. Field Instructors are also encouraged to become active in the FIFSW. The Faculty also has recognition strategies for field instructors. Those with 10 or more years of service were invited to a morning workshop and luncheon in October 2009; 40 field instructors attended. As well, there are other conferences and activities to which all field instructors are invited (SM 6.15.3 – 6.15.7). The site visitors heard of inconsistencies with how Faculty Field Liaisons took up their role – some more than others were actively engaged with students and the agency. We therefore **recommend the FIFSW institute formal evaluation by students of Faculty Field Liaisons**, much like evaluations done for teaching staff.

The Faculty has a clearly stated policy statement on student allegations of harassment in field placements and a clearly outlined set of procedures for informal and formal resolution of such allegations (SM 6.16). As well, the Faculty abides by the CASW Code of Ethics with regard to confidentiality, a copy of which is provided to students upon commencement in the social work program. In 2011, a workshop on confidentiality, privacy, code of conduct and boundary violations was presented to Year 2 students (SM 6.17). Finally, adequate liability coverage is provided for students in the field placement (SM 6.18).

While the field program meets accreditation standards generally, there is some room for improvement. The site visitors made several recommendations during the feedback meeting. Some of these recommendations have already been mentioned. Two recommendations have not been mentioned:

1. The FIFSW should **conduct formal evaluation by the student of the field agency and of the Field Instructor.** The content of the Field Instructor evaluation should be negotiated with Field Instructors, and there should be discussion about whether these evaluations are forwarded only to the Field Instructor or to the Field Instructor and the FIFSW.
2. The FIFSW should **undertake an evaluation with Field Instructors of the forms and tools used in field instruction**, particularly the Practice Based Evaluation Tool (PBE). Some Field Instructors identified items that were unreliable because they combined multiple characteristics and one was forced to either say yes to a statement that wasn't entirely correct or no to a

statement that was partially correct (the classic problem of double-barreled questions on a questionnaire).

## **Conclusion and Recommendations**

In sum, the site visitors were impressed with the quality of the MSW program at the Factor Inwentash Faculty of Social Work at University of Toronto and found it to be generally in compliance with the CASWE Standards of Accreditation. On that basis, we recommend full Re-Accreditation for seven years. At the same time, we recommend the following items for the Faculty to work on in the interim:

1. The FIFSW more formally collect and maintain data on the makeup of its student population, particularly with regard to target groups such as non-White (cultural/racial diversity), Aboriginal, persons with disabilities, LGBTQ, and other identities and equity seeking groups that are significantly represented in the area served by the Faculty;
2. The Faculty implements an evaluation mechanism that allows students to remain anonymous so that end-of-year 1 and 2 feedback is honest and comprehensive;
3. The Faculty pay particular attention to ensuring consistency between multiple sections of the same course and that it work to ensure quality control in courses taught by sessionals and teaching assistants;
4. The Faculty has acknowledged that there needs to be a continuing effort to increase student diversity. In order to measure progress the School should formally maintain data on equity-seeking groups applying for admission and admitted to the MSW program;
5. The FIFSW review its curriculum to ensure that content on the Francophone reality, Aboriginal people and culture, and disabilities is adequately covered, and that it better demonstrate this fact in its next Self-Study;
6. The FIFSW address the process used for matching students with field placements and how students are placed;
7. The FIFSW institute formal evaluation by students of Faculty Field Liaisons;
8. The FIFSW conduct formal evaluation by the student of the field agency and of the Field Instructor;
9. The FIFSW undertake an evaluation with Field Instructors of the forms and tools used in field instruction.

ACADEMIC PLAN 2011-2016

# TOWARDS

## A BETTER SOCIETY



UNIVERSITY OF  
**TORONTO**

**FACTOR-INWENTASH**  
FACULTY OF SOCIAL WORK





**The challenges facing society today are formidable.  
The facts and figures paint a troubling picture.**

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Nearly one in 10 Canadians was living in poverty in 2009, including 634,000 children

The use of food banks in Canada grew by 28% between 2008 and 2010

Approximately 150,000 Canadians were homeless in 2007; other estimates put the number as high as twice that

The number of confirmed cases of child maltreatment in Ontario nearly tripled between 1993 and 2008

61% of all Canadians say they personally know at least one woman who has been sexually or physically assaulted

20% of Canadians will personally experience a mental illness in their lifetime

The unemployment rate in 2006 for recent immigrants to Canada with bachelor's degrees was 11.4% – four times the rate for Canadian-born workers who were university-educated

By about 2015, for the first time ever, there will be more Canadians over 65 than 15 and younger; almost half of older single people live in poverty and many suffer physical, psychological or financial abuse

The number of people living with HIV in Canada increased by 14% from 2005 to 2008

Every day, social workers tackle society's big issues. At the University of Toronto Factor-Inwentash Faculty of Social Work, we are dedicated to changing lives, communities and the world. Widely known for excellence in education, scholarship and research, we are champions for the most vulnerable in society. This Academic Plan will guide us as we continue to work towards a better society.

Sources: Statistics Canada; Food Banks Canada; Canadian Council on Social Development; Sheldon Chumir Foundation for Ethics in Leadership; Canada Women's Foundation (Decima Study); Canadian Mental Health Association; Health Canada; Public Health Agency of Canada

# Introduction

The year was 1914 and eleven students were working hard to finish up their Certificate of Social Service at the University of Toronto. They were pioneers in the emerging profession of social work. At the time, social problems were largely addressed by the ‘charity organization movement,’ which focused on dispensing relief. Trained social workers were rare. The social work school, known in those days as the Department of Social Service, had only just opened its doors.

Today, nearly a century later, the Factor-Inwentash Faculty of Social Work (FIFSW) is internationally recognized for exemplary teaching, scholarship and research. Every year, the Faculty prepares hundreds of students to make a difference in people’s lives. Whether they choose to focus on direct clinical practice, policy, advocacy, or administration, our graduates have the knowledge and skills needed to take on daunting challenges.

And the challenges are many. There are persistent problems such as family violence, child maltreatment, racism, poverty, homelessness and mental health issues. And then there are disturbing new trends, like cyber bullying. Our rapidly aging population presents another pressing concern: how to care for older people and support their family caregivers.

The research we are doing is highly relevant and accessible. Our studies are generating new knowledge, informing social work practice and influencing government policy. Putting findings into practice is a huge priority. In fact, the Faculty’s integration of practice and research was described as “groundbreaking” in a 2009 external review.

And we don’t work in isolation. Our faculty members are highly engaged with local, national and international networks. The FIFSW thrives on long-standing partnerships with a wide community of agencies and services. Incredibly, we now have strong partnerships with over 300 community agencies.

A special and cherished relationship is helping us in our vital work. In 2007, a landmark gift of \$15 million from Lynn Factor and Sheldon Inwentash created 50 scholarships and five endowed Chairs. The gift – at the time the largest ever made to a social work faculty in North America – helps our Faculty to attract a diverse and talented group of students, and to recruit and retain top scholars. We are also indebted to other friends whose donations have allowed us to establish endowed chairs and student scholarships.

Looking to the future, this Academic Plan lays out a detailed approach to keep the Faculty on the cutting edge of education,

policy, research and practice. The plan is the result of a highly consultative and fruitful process involving professors, staff, sessional instructors, alumni, community partners, field instructors and students, aimed at identifying strategic directions for the next five years.

Here's what they are:

- Leading Knowledge Mobilization in Social Work
- Promoting Wellbeing and Equity across the Life Course
- Building Innovative Learning Environments for Practice
- Connecting Local Challenges with National and Global Issues



Our vision, priorities and implementation plans are consistent with the objectives of *Towards 2030*, the University of Toronto's strategic planning initiative launched by President David Naylor in the spring of 2007.

As a leader in building social work knowledge over almost 100 years, we're excited to move forward with a plan that builds on our accomplishments and helps us make an even greater difference in the lives of individuals, families and communities.

## Who we are

Canada's oldest faculty of social work (1914) & one of North America's oldest

Canada's first and largest social work PhD program

Ranked one of North America's top five social work schools in productivity

Hold ten endowed chairs

One of only two Canadian university schools training students for specialization in the field of gerontology

Students receive specialized practice training in five areas: children and their families; social justice and diversity; mental health and health; gerontology; and social service administration

# Vision

To lead towards a better society, through social work education, research and practice

# Mission

The mission of the Factor-Inwentash Faculty of Social Work at the University of Toronto has an international perspective that is influenced by its position within one of the top universities in North America located in a global metropolis. As such, the Faculty is committed to:

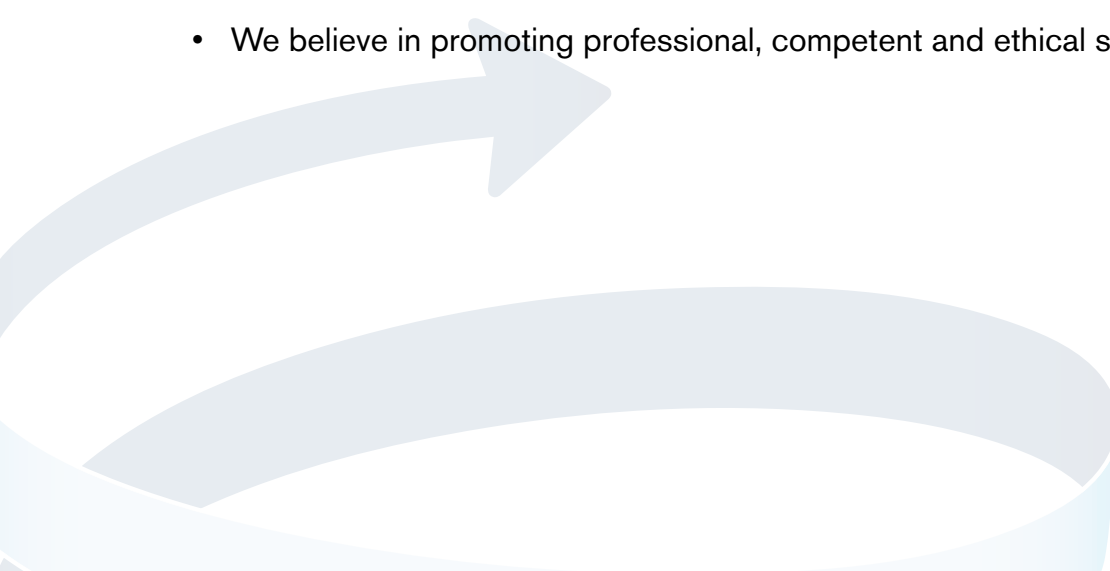
1. Educating and developing professionals who have the capacity to engage in and influence our changing world through social work practice, policy and research
2. Advancing research, practice, and policy that shapes the future of a profession that crosses national boundaries
3. Providing leadership by mobilizing knowledge that incorporates the range of expertise existing within the broader social work communities that exist internationally
4. Collaborating with our diverse partners to address social inequities at local, national and global levels



# Values

The Factor-Inwentash Faculty of Social Work is aligned with social work's commitment to social justice and to the long-standing view of individuals as linked to and influenced by their environment. We draw on the synergies of diverse perspectives that advance systemic approaches and social justice, and encourage dialogue about their applications to the practice of social work. Accordingly, our discussions, teaching and research are informed by a range of theories and perspectives that call attention to the familial, social and political context of experiences of individuals, families, groups, organizations and communities. The diversity of ideas and perspectives informing professional work and social justice in social work is both our strength and our challenge.

- We believe in understanding the individual in the environment; in thinking systemically; and in respecting distinct systems of beliefs and lifestyles of individuals, families, groups, communities and nations, without prejudice
- We believe in working with multiple systems – movement in one affects others; interdependence; interconnection; overlap and intersections
- We believe in promoting social justice
- We believe in creativity and innovation
- We believe in integrating research and practice
- We believe in fostering knowledge mobilization within our community
- We believe in creating a learning environment that is consistent with social work values
- We believe in promoting professional, competent and ethical social work practice





## LEADING KNOWLEDGE MOBILIZATION IN SOCIAL WORK

Type the words 'knowledge mobilization' into Google and more than six million results pop up. It's amazing how this relatively recent concept has such wide buy-in. Whether it's referred to as knowledge mobilization, as research utilization or by another term, it's all about putting knowledge into action so that people can benefit. At the FIFSW, this means identifying innovative ways to deal with societal problems, from developing new and more effective interventions to influencing policy and supporting social workers in the field.

In one way or another, everyone at the Faculty is translating knowledge into action. It can be as specific as creating a tool to guide judges who are making orders for 'supervised access visits' by separated parents. Knowledge mobilization can also address systemic issues – like our groundbreaking collaboration with community agencies to study health-care challenges faced by women of colour (see *A classic example of knowledge mobilization* on page 11). Many faculty members have backgrounds in direct practice or policy, giving us a real understanding of our community and government partners and strong relationships with the wider community.

At the FIFSW, knowledge production often starts with a question from government or the community. In developing research and once studies get underway, community partners will often be involved because they bring wisdom and experience from the front lines. In fact, many studies are conducted at our partners' sites. We believe that research should integrate experiential knowledge. Built into the research process must be strategies to ensure widespread dissemination of findings – and their implementation. We recognize that there is no 'one size fits all' when it comes to mobilizing knowledge into practice. So the process includes adapting knowledge to the local context.

Given the importance the Faculty attaches to knowledge mobilization, we want to create a vital centre for the 'brokering' of knowledge. The FIFSW Knowledge Mobilization Centre will facilitate the exchange of knowledge between faculty members and frontline agencies, policy makers and other groups. It will be a first stop for community and government organizations with research needs. Another feature will be a first-of-its-kind website that will serve as a meeting place for diverse groups, from policy makers to practitioners, professional organizations and parents. As a bridge between many groups, the centre will spark new collaborations and galvanize the sharing of knowledge, best practices, bright ideas and creative approaches.

## **With this academic plan, we are also pressing forward with our commitment to:**

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- Continue to research innovations related to practice, programs and policies
- Facilitate the translation of research into innovative practice through continual community-faculty interactions and collaboration
- Disseminate knowledge and effective practices through multiple platforms of communication and technology in ways that encourage uptake (e.g., practice manuals, knowledge/research digests) and promote community engagement
- Build knowledge of practice issues that inform research and education activities
- Collaborate with our partners – researchers, practitioners, and communities – in advocating on issues that affect social work clients and practitioners
- Leverage available talent and collaborate to build capacity in our partner agencies/organizations in order to create knowledge that increases the impact of social work practice
- Evaluate the process and effectiveness of knowledge mobilization activities in meeting community needs
- Prepare the next generation of social work practitioners and researchers to engage with each other in knowledge mobilization

### **Context**

- **Knowledge mobilization means infusing research with knowledge from practitioners and service users, and respecting professional values and ethics**
- **Social work knowledge and research agendas are shaped by the current political and social climate**
- **There is an emphasis on evidence-informed practice, cost-effective service delivery and translation of knowledge to practice and policy**
- **Barriers to incorporating research into policies and practice must be identified**

**Objective:** Promote Faculty and field interactions on the integration and mobilization of research and practice and disseminate innovative practices

- Create a hub for collaborative knowledge building between FIFSW and the social work settings with which we interact
- Solicit proposals from the field that address questions of interest to the profession or scope of practice
- Provide leadership to help build capacity for agencies and practitioners to engage in research to influence practice and policy by establishing multiple spaces on the Faculty's web page that become centres for knowledge exchange and mobilization
- Use these centres of knowledge mobilization as arenas for collaborating with community members, practitioners and researchers to identify best practices that can be adapted to the community context
- Recognize and work with the various stakeholders presenting disparate and at times competing perspectives

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*“Social workers, because of the scope of their profession, are incredibly well positioned to work at the level of policy change, work broadly across communities, as well as on individual practice levels, to mobilize knowledge and participate in change initiatives. The Faculty is leading the way in this regard. It is reaching out to work collaboratively through partnerships with community groups to generate knowledge that can be used for systemic change. The FIFSW is very committed to looking at needs and issues of disadvantaged communities within Toronto, with its diverse communities and populations. By producing new knowledge and putting it into practice, the Faculty plays an important role in responding to the kinds of changes we are experiencing as a society.”*

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*Objective: Promote mobilization of research into practice and facilitate research that is practice-driven by fostering knowledge exchange between the Faculty and the field*

- Facilitate regular seminars that integrate research and practice in an exchange of information on field and Faculty activities
- Establish a clearinghouse or knowledge exchange network to identify opportunities for collaboration, match faculty interests with field concerns, and help practitioners access faculty expertise and research findings
- Provide accessible tools and evaluation rubrics for researchers, students, and organizations to utilize in order to build community capacity
- Establish research digests to disseminate knowledge directly related to practice and policy in the field
- Prioritize the use of technology and develop innovative methods to exchange knowledge amongst faculty, practitioners and other community stakeholders
- Use a range of media to foster existing knowledge mobilization relationships and opportunities for collaboration (e.g., REACH, e-Reach, Annual Report, U of T Bulletin)
- Promote partnering with agencies in course offerings within the degree programs and Continuing Education

*Objective: Develop the evidence base to support social work advocacy*

- Ensure that social workers in the workforce are prepared to address community needs, by informing and contributing to research that assesses needs and evaluates programs / service outcomes
- Promote links between the FIFSW and social work education, research, practice and advocacy bodies by working with these groups on key social issues
- Inform and contribute to professional directions by supporting the active participation of faculty and students at key provincial, national and international organizations

*Objective:* Strengthen links with other disciplines / professions for collaboration on interdisciplinary concerns

- Build on existing interprofessional education activities to promote practice-based community-engaged research
- Build on existing interdisciplinary research affiliations to promote interdisciplinary research grants and projects
- Seek opportunities to promote research and education partnerships through cross appointments, shared positions and joint degrees (e.g., Juris Doctor and Master of Social Work) and collaborative programs

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*“I feel strongly that knowledge exchange isn’t just information transfer. What is also needed is skill transfer – the process of helping people in the field not just to be informed of new knowledge, but supporting them to learn the skills. What I find inspiring about social work – and I see the Faculty as being a leader – is the interest in not just knowledge about, but actual know-how. This means training professionals so that they are excellent clinicians and so that they can do research. One of the ways in which this is evident is in the Faculty’s openness to innovating and providing different ways for knowledge mobilization.”*

**Wayne Skinner**, Deputy Clinical Director,  
Addictions Program, Centre for Addiction and Mental Health

## A classic example of knowledge mobilization

It started with an urgent phone call to Professor Charmaine Williams, Associate Dean Academic of Social Work and the Factor-Inwentash Chair in Health and Mental Health.

A group of Toronto community agencies was concerned about problems their clients were facing with the health care system. Could Prof. Williams help to document their clients' experiences?

Together, they planned an ambitious research study that would generate the largest research data set of its kind. Their findings would be laid out in the report, *Every Woman Matters*, released in April 2011.

Informed by interviews with 226 Black Women and Women of Colour, the report focused on women with physical disabilities, women who were HIV positive, women who identified as lesbian/bisexual, and women who were homeless or under-housed.

Women described all kinds of barriers to health care access, including the cost of travel, user fees, long distances to health care, wait times for services, competing family responsibilities, work obligations and other demands.

Many spoke of their expectation that they would encounter racism, homophobia, stigma and other types of exclusion in the health system. And there was the issue of language. Women who did not speak English noted a lack of interpreters and language-skilled staff.

"It's amazing what women are living with," says Prof. Williams. "So many are not successfully accessing health care."

Capturing women's adverse experiences was vital, she says. "So was looking at what is working and putting that knowledge into practice."

Based on their research, the team developed and tested a program for homeless and under-housed women. It offered primary health care services on-site at a women's drop-in centre. A person called a "navigator" guided women through the system, even accompanying them to follow-up appointments, when helpful. Each woman received a 'Health Passport' documenting her health history, medications, appointments and other information. (The tool has already been adapted for people living with AIDS.)

Training was given to service providers on homelessness, mental health and anti-oppression.

"Women who came through that model continue, even today, to be accessing health care more effectively," says Prof. Williams. "People are excited about this approach."

For Prof. Williams, the entire research project was a classic example of knowledge mobilization.

"It started in the field. And now, the findings can be used by people in the field to support advocacy. I hope it will transform how we deliver health care to this population."

Project partners were the Women's Health in Women's Hands Community Health Centre and the FIFSW, with collaboration from the agencies, Sistering – a Women's Place, Planned Parenthood of Toronto, Rexdale Community Health Centre, and Parkdale Community Health Centre. Funding was from the Ministry of Health and Long-Term Care.



## PROMOTING WELLBEING AND EQUITY ACROSS THE LIFE COURSE

From the moment we first open our eyes, what we see, who we meet, where we live and work and what we experience will have a lifelong influence. So many things affect who we are. There are factors at the individual and familial level, but also at the social, cultural, economic and societal level. We know, for instance, that social factors have a profound impact on health, and that certain populations, such as people living in poverty, are disproportionately afflicted by poor health. Newcomers to Canada are another vulnerable group; their health often starts to deteriorate several years after arrival. As social workers, we must understand how myriad factors – genetic, biological and environmental – interact and influence people at every phase of life, from infancy through childhood, adolescence, early and middle adulthood, and older adulthood.

Social work is particularly well situated to conduct research that explores and addresses the social determinants of health – the way factors, such as where we live and work and the health services we use, affect our health. With the Faculty's close links to community and connections with fields as diverse as neuroscience, social policy, and public health, we are arriving at a better understanding of the complex interplay of factors that affect people throughout the lifespan. Consider the work being done by Professor Esme Fuller-Thomson, holder of the Sandra Rotman Chair at the Factor-Inwentash Faculty of Social Work. Her research shows that physical abuse of children is strongly linked to many chronic illnesses in adulthood, including heart disease, cancer, osteoarthritis, migraines and peptic ulcers.

Our learnings are shaping policy, education and practice. One of many examples is Professor Barbara Fallon's research with the Canadian Incidence Study (see *Using research to help neglected and abused children* on page 15). The study helped provide dramatic evidence of over-representation of Aboriginal children in the child welfare system. The findings – a stark example of the effects of systemic discrimination on people's lives – were influential in negotiations on the national funding formula for First Nations child welfare agencies.

At the Faculty, we're working hard to turn our findings into practical solutions for people of all ages. Research by Professor Lynn McDonald in the area of work and retirement has recently contributed to a remarkable financial literacy series for older adults. Produced by the National Initiative for the Care of the Elderly, the series provides guidance on everything from preparing taxes to managing debt.

## Context

- ... Complex interactions among genetic, biological and environmental factors affect people throughout the life course, according to neuroscience research
- ... Focusing on social determinants of health means considering both daily living circumstances and structural influences on health, such as education and employment
- ... Cumulative research underscores the importance of early childhood years and the influence of experiences across the life span on future development
- ... Social work has a vital role to play in understanding and responding to the needs of Canada's growing and aging population, and of those who provide care and support
- ... The unique needs of individuals at all ages and stages must be understood and addressed within the context of their own life experiences

## Goal: Develop knowledge that intricately links context with individual development

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*Objective:* Promote the integration of human diversity, historical, political, social and cultural contexts in all discourse about human development, health and wellbeing

- Increase understanding of the intersecting oppressions many individuals face due to facets of their identities, for example Indigenous populations, ethnicity, newcomer status, socioeconomic status, sexual orientation, ability, age, and health status
- Track family trajectories and contextually situate these trajectories
- Inform equitable practice and policy with evidence of the over-representation of children, youth and adults in various populations in service systems; conduct participatory research on community perspectives and needs

*Objective:* Take the lead in research that informs best practices and policies—by developing knowledge of individuals and families across the life course, as they interact with their environment

- Promote and conduct innovative research and develop education that fosters an appreciation of the human narrative and story across the life course
- Provide evidence to address misinformation, myths and stigma about the aging process

- Objective:* Promote holistic assessment and interventions for people and the issues they face

- Objective:* Collaborate with other professions to link individuals to their environments

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**The Honourable Margaret Norrie McCain,**  
champion of early childhood development and co-author of the *Early Years Study*

## Using research to help neglected and abused children

As a mother, Professor Barbara Fallon says some of her research findings on child maltreatment in Canada “are hard to look at.” But as a researcher and an assistant professor at the University of Toronto’s Factor-Inwentash Faculty of Social Work, she knows that studying the problem is the first step toward finding solutions.

“With children, we’re talking about very small windows of opportunity to change the trajectory of their development,” she says.

Prof. Fallon is one of the lead investigators of the Canadian Incidence Study (CIS) of Reported Child Abuse and Neglect. Funded primarily by the Public Health Agency of Canada, three studies – in 1998, 2003 and 2008 – have been conducted to date and plans are underway for another.

Working with a team that includes CIS principal investigator Professor Nico Trocmé of McGill University and Professor Bruce MacLaurin of the University of Calgary, Prof. Fallon has helped to produce dramatic evidence that Aboriginal children are over-represented in the child welfare system. The 2008 study showed that “only 6% of children 15 years of age and under in Canada are Aboriginal yet 22% of children in the child welfare system are Aboriginal,” says Prof. Fallon.

These findings have informed the child welfare policies of provincial, territorial and the federal governments as well as international human rights bodies. They have been featured in reports to the United Nations, the Auditor General of Canada and the Senate Committee on Human Rights.

The findings were also influential in negotiations of a national funding formula for First Nations child welfare agencies. “The study was used to argue equity, and the funding formula did change,” says Prof. Fallon, though she believes it didn’t go far enough.

The CIS shows that most harm suffered by Aboriginal children is caused by neglect and an absence of supervision as opposed to physical abuse. “These children and their families have many, many challenges in their lives and they have been systematically discriminated against with respect to child welfare funding and education,” says Prof. Fallon.

“By dealing with oppression and systemic discrimination, it is possible to positively influence human development.”

Dr. Cindy Blackstock, executive director of the First Nations Child and Family Caring Society and herself a member of the Gitksan First Nation, has described CIS data as invaluable.

“We need it to legitimize our concern about our kids leaving our communities and to better understand our own circumstances,” says Dr. Blackstock, who did her PhD at the Factor-Inwentash Faculty of Social Work.

Prof. Fallon also feels personally invested. “I think about these children and families a lot. They really need advocates. The way I can be the most effective advocate is to use my research skills.”

The Child Welfare League of Canada acknowledged Prof. Fallon’s outstanding investigations into child abuse and neglect by presenting her with its 2009 Research and Evaluation Achievement Award.



## **BUILDING INNOVATIVE LEARNING ENVIRONMENTS FOR PRACTICE**

It's a huge responsibility. When they leave our doors, many of our graduates work with the most vulnerable members of society. Others shape society by changing public policy. The Factor-Inwentash Faculty of Social Work equips students with the knowledge and skills to become leaders in social work agencies, education and health care institutions, governments, corporations and other settings in North America and around the world.

At the heart of it all is a very dynamic learning environment. FIFSW faculty members are highly engaged in teaching and research. Thanks to the enormous generosity of donors Lynn Factor and Sheldon Inwentash, we have been able to hire additional faculty members and create 50 new student scholarships. We're also enriched by our collaborations with other University of Toronto faculties and with the community, and look forward to building on these linkages.

In our teaching, we are constantly applying the latest knowledge about education, and refining our curriculum. As of 2010, Master of Social Work (MSW) students have a wider choice of areas in which to specialize; Social Service Administration is now offered in addition to Children and their Families; Gerontology, Mental Health and Health; and Social Justice and Diversity. We've also broadened our curriculum to include courses such as neuroscience.

Opportunities for hands-on learning (known as the field practicum) are incredibly diverse. In fact, field education is now offered in more than 100 settings across the Toronto area, and involves over 300 practicing social workers and other dedicated community professionals engaged as field instructors for our students. As leaders in field education, we continue to develop innovative models and strategies. Recently, we introduced a 'cyber practicum pilot initiative'. Funded by BELL, it's a chance for social work students to learn e-therapy by counselling University of Toronto students at Victoria College and St. Michael's College who are encountering problems such as relationship and family difficulties.

The Faculty is also well placed to offer highly relevant, ongoing training to established practitioners. We're pleased to offer a new Certificate Program in Settlement Practice, the first of its kind in Ontario. Supported by Buddha's Light International Association of Toronto, this continuing education program trains settlement workers in how to ease the transition of newcomers to Canada, including dealing with mental health issues. Many other communities want to partner with us to provide continuing education that addresses their specific needs.



Our interest is growing in the use of new technologies and teaching approaches. The Faculty is on the leading-edge with our use of highly-trained actors in the teaching of social work (see *Simulation innovation* on page 21). The exciting initiative, led by Professor Marion Bogo with Professor and Vice-Provost Academic Programs Cheryl Regehr, involves actors who interact with students in simulated standardized situations. It's hoped this will lead to the creation of a 'Learning Lab' where scenarios can play out in life-like settings.

In addition to simulation, we plan to increase our use of interactive technology, including webinars. With all our educational approaches and programs, the focus remains squarely on graduating competent social workers who can confidently and effectively work on the front lines and in social service policy.

### Context

- Higher education and social work pedagogy increasingly incorporate theoretical perspectives and empirical findings on education
- Interest in the use of simulation, new technology and interprofessional education is growing rapidly
- Education focuses more on *competence* (how well graduates *do* in practice) to address growing expectations for accountability expressed by government, employers and the public

### Goal: Develop, test, and disseminate innovative educational methods for social work practice

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*Objective:* Develop a Learning Lab for simulation-based learning and assessment of educational outcomes for competency in social work and related professions

- Support development of methods to teach and assess learning through use of simulation in courses in the Masters Program and in Continuing Education

*Objective: Promote and enrich practicum education*

The model of practicum education recognizes the primacy of the field instructor and community setting in providing quality practice learning. Inter-organizational relationships emphasize collaboration in education and research, and we support, develop, and recognize the expertise of our field educators.

- Develop and test a number of community-university teaching/research centres that comprise structured collaborations between the field setting and the Faculty in order to promote practicum education, contributions to teaching in the academic programs, continuing education of staff, and joint research
- Expand research support to and collaboration with organizations contributing to field education
- Promote recognition of professional commitment to field education by aligning performance review, appointments, and promotion and staff development opportunities with academic excellence
- Promote a culture whereby field education of students is considered an organizational and professional priority and source of pride, through profiling exemplary field instructors, students and their organizations (e.g., websites, newsletters, podcasts)
- Mentor graduates to become field instructors
- Strengthen the graduate Alumni Association base from which to recruit field instructors

*Objective: Pursue innovative learning projects that combine interactive technology and learning*

- Expand FIFSW offerings for practitioners
- Increase accessibility of field educator training through technology

*Objective: Promote professional development, research, practice and field instruction among graduates and FIFSW through the Alumni Association*

- Obtain feedback from recent graduates regarding valued engagement activities
- Develop and promote Alumni Association engagement activities to current students as well as to FIFSW graduates

## Goal: Expand educational collaborations

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Social work's knowledge base intersects with many disciplines (e.g., psychology, psychiatry, sociology, political science, education, business). Collaborative programs similar to those existing with law and addictions are based on the recognition that social work expertise enhances the knowledge and practice of other fields.

Implementing a strategy that results in increased cross-Faculty teaching in subjects of Faculty strength has several benefits including: increasing social work's profile; strengthening collaborations with other divisions; and fostering knowledge exchange and capacity building with other Faculties.

Expanding educational collaborations across Faculties within the University of Toronto as well as among local and international partners will be facilitated by increasing our use of interactive technology (IT) that can enhance communication possibilities.

### *Objective: Expand awareness of social work through increased teaching in other divisions across the University*

- Examine course materials in current courses and/or develop courses to teach to undergraduate students at the University of Toronto
- Collaborate with other graduate divisions/Faculties to teach modules/courses requiring skill sets central to social work
- Encourage MSW students to enrol in elective courses outside of the Faculty

### *Objective: Increase teaching collaborations locally and internationally*

- Initiate additional international collaborative studies to identify approaches in order to educate students and practitioners for effective practice, e.g., the China Project, a collaborative multi-year project to improve social work education, policies and practice both in China and within Chinese communities in Canada
- Collaborate with community partners to develop and assess additional innovative educational approaches for effective practice, e.g., Buddha's Light International Association of Toronto initiative
- Collaborate with a diverse range of communities and develop relationships with marginalized communities in order to respond to their needs through customized education programs, e.g., training frontline settlement workers in how to ease the transition of newcomers to Canada



*“I distinctly remember my first week of classes at the Faculty. One of the professors talked about a basic tenet of social work practice: “start where the client is.” That continues to be something that I reflect on today because I am working with families from so many different backgrounds. My experience as a student at the Faculty provided me with valuable training across a number of clinical areas – from direct counselling to family mediation and family counselling – and in academic perspective and analysis. For the practicum, one of my placements was at the Hospital for Sick Children—an experience that led me to want to work at the hospital. I’ve been here for 12 years now! ”*

**David Brownstone**, Academic and Clinical Specialist/Manager,  
Department of Social Work, and Clinical Social Worker, Paediatric Brain Tumour Program,  
Hospital for Sick Children

## Simulation innovation

For decades, airline pilots have used flight simulators for training and assessment. Simulation is also common in medical schools, where students are tested in life-like situations.

Now, simulation is being used for teaching and evaluation with social work students. It's part of an exciting experiment taking place at the Factor-Inwentash Faculty of Social Work at the University of Toronto.

In December 2010, for the first time ever, first-year Master's students were evaluated using 'simulated standardized scenarios' for one of their final assignments. Highly-trained actors helped evoke real-world situations. One scenario involved an elderly woman dealing with loss. In another vignette, students interviewed a young mother who recently arrived in Canada with her baby.

"The benefit of using simulation in teaching is that it's very active," explains Professor Marion Bogo. "Students are using the knowledge, the values and the skills they've learned about in the classroom."

Although simulations have been used before to teach social work competencies, the difference here is the use of trained actors – with their ability to play all kinds of emotions and situations – rather than peers. Also, students are rated on their performance in the scenarios.

"We can see whether, and how, students use what we're teaching. It's not in any way meant to replace the valuable learning students get in the real world, but it's a very useful bridge," says Prof. Bogo.

And it gets around a long-time challenge: how do universities know what students can and can't do in the practicum? "Professors aren't on site to observe," says Prof. Bogo, who developed the new approach based on research with Vice-Provost Academic Programs Cheryl Regehr.

It's modeled on the Objective Structured Clinical Examinations (OSCEs) used in health professions, but there's a twist: students do a written reflection immediately after completing the exercise. This means that they learn not only from doing an interview, but also by reflecting on it. The 'reflection' helps faculty to assess "what students are taking from classroom sessions and using in their practice."

Students are enthusiastic about the whole experience. They report that it reinforces skills learned in class and gives them greater confidence heading into their practicum. "It's exactly what the latest cognitive neuroscience research tells us about the value of learning by doing," Prof. Bogo adds.

Right now, the scenarios are played out in an office setting at the university. As a next step, the Faculty wants to create a lab that simulates settings in which social workers do their jobs, such as a home or hospital room. The 'Learning Lab' would have video equipment so that sessions could be recorded and analyzed by students and instructors.

"It's all about ensuring that students are ready for the complex practice situations in which they will find themselves as social workers," says Prof. Bogo.



## CONNECTING LOCAL CHALLENGES WITH NATIONAL AND GLOBAL ISSUES

Think globally. Act locally. Surely that's exactly what social workers do today. With Canada's increasingly diverse population, social workers must make the link between local challenges and global issues. Consider, for instance, the role of the family in different cultures – and how the presence or absence of extended family affects people in the Canadian context. A sound knowledge of underlying social structures must also inform our thinking. Using skills based on concepts of empowerment, community participation and social action, social workers can advocate for disenfranchised communities to build a more equitable society.

At the Faculty, our commitment to social justice means that we look for creative solutions to social problems at the local, national and international level. Many FIFSW research projects are interdisciplinary and involve universities and communities around the world. At last count, faculty members were involved in approximately 30 international collaborations with countries that include Australia, Belgium, China, France, Germany, Hong Kong, India, Ireland, Israel, Italy, Japan, Thailand, Turkey, the United Kingdom and the United States. One inspiring example is the China Project. Headed by Professor A. Ka Tat Tsang, holder of the Factor-Inwentash Chair in Social Work in the Global Community, it's a remarkable Canada-China collaboration that is promoting social work practice, education and research to address unique challenges faced by China. Significantly, it's also helping Chinese newcomers to Canada. (For more on the China Project, see *Changing lives in China and Canada* on page 25.)

Building new and meaningful connections is an ongoing priority. So is bringing together researchers, students and social service agencies from around the world to exchange ideas and share best practices. It goes without saying that today's information and communication technologies can help us cross geographic borders as never before and collaborate with others, no matter where they live. Today's social workers need to know how to effectively use new technologies to advance social work goals and to create space for marginalized knowledge. We must also remain aware of the strength of knowledge that cannot be digitally packaged, including Indigenous knowledge.

In our teaching and research, we are also cognizant of the impact of globalization on people's lives. With its multi-faceted economic, technological, psychological and cultural dimensions, globalization has profound and interrelated effects on individuals and communities.

## Context

- Globalization is a powerful force that brings both benefits and challenges
- The effect of new technologies (e.g., the Internet) on behaviours must be understood and addressed

## Goal: Promote social work education and research that connects local issues with national and global challenges

*Objective:* Develop international research collaborations that emphasize local-national-global connections in knowledge paradigms

- Build on current research collaborations, expand the scope of research and solidify collaboration and exchange with institutions
- Foster connections across disciplines, and promote joint publications with faculty/students in a spectrum of disciplines
- Build on existing national and international connections, on our strong partnerships and collaborative arrangements with institutions, and on the work of our alumni
- Conduct research informing transnational practice models, programs, and policies
- Develop academic exchange through visiting scholars programs

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*“The FIFSW is an excellent environment for someone like me who plans to work in an international setting. The Faculty members on my dissertation committee have impressive international links and a broad range of experience and expertise. This has enabled me to develop critical global links and a broader view of things. When I return to Ghana, I will be the only PhD holder in that country who was trained at the FIFSW at the University of Toronto. I feel well-prepared for the work I want to do there as a researcher and teacher of the next generation of Ghanaian social workers.”*

**Paul Issahaku**, PhD candidate,  
Factor-Inwentash Faculty of Social Work

*Objective:* Develop scholarship that links regional, national and international social work issues

- Support PhD students engaged in international research
- Expand the number of MSW/PhD international students through designated scholarships
- Foster academic exchange through the promotion of postdoctoral fellowships

*Objective:* Increase partnerships with a range of diverse communities

- Increase partnerships with the diverse global communities in Canada (e.g., Certificate Program in Settlement Practice, partnership with Yee-Hong Centre for Geriatric Care)

*Objective:* Support international schools of social work by establishing both the professional and educational standards

- Collaborate with international social work schools to mobilize knowledge and develop curriculum
- Build international dimensions of education and professional standards into the knowledge mobilization hub on the FIFSW website



*“As an international student, I value the variety and diversity of backgrounds represented by the Faculty, and the different perspectives and ideas to which students are exposed. This is a place that challenges you all the time, and teaches you to question your assumptions. I’ve learned a lot from being around internationally renowned professors who are experts in both national and international social work issues. By supporting my research and teaching me actual skills, the Faculty has provided me with the foundation I’ll need for international social work in my home country of Kazakhstan.”*

**Sofia An**, PhD student,  
Factor-Inwentash Faculty of Social Work



## Changing lives in China and Canada

Professor A. Ka Tat Tsang and his colleagues have experienced “that rare historical moment – to create something out of nothing,” and in doing so, to profoundly affect the lives of millions of people.

In 1997, when Prof. Tsang became director of the China Project – a collaboration of the University of Toronto’s Factor-Inwentash Faculty of Social Work and China – the country had less than two dozen social work education programs for its population of 1.2 billion, who were living through unprecedented economic and social change.

“Today, China has over 300 social work programs and one million practitioners are carrying out functions that would be regarded as social work or social services in the west. Personally and professionally, that is very satisfying,” says Prof. Tsang, an associate professor of social work and the Factor-Inwentash Chair in Social Work in the Global Community at the University of Toronto.

With the communist government’s introduction of a market economy during the 1980s and 1990s – bringing private enterprise and competition to replace previously government-owned and operated farms, banks, manufacturing and other industries – social problems that were “striking and scary for the Chinese authorities” turned many people’s lives upside down. Issues included massive layoffs across state-owned enterprises, huge numbers of migrants moving from the rural areas to the cities, extreme poverty, crime, marriage breakdown, mental health problems, substance abuse and public health concerns.

The China Project was launched to develop social work practice, education and research to address the unique challenges faced by the Chinese people. The project’s first phase focused on developing social work education. The second phase will continue into the future to create high quality service in various areas of social work practice in China.

A Canadian-based arm of the project aims to improve service standards and accessibility for Chinese and other immigrant populations. “Because of language and cultural barriers, many immigrants to Canada are not receiving the basic essential services that they need. There are disadvantages in labour market participation, housing and medical care.”

As the world becomes a global village, an international approach to social work not only makes sense, “it’s a matter of survival,” says Prof. Tsang. “Our University of Toronto social work students will increasingly work with a global population, so it is important that we embrace a truly global vision and perspective. Being global is in our DNA. I am very glad the Factor-Inwentash Faculty of Social Work has chosen this as one of its strategic directions. It’s a meaningful, significant and positive step.”



UNIVERSITY OF  
**TORONTO**

**FACTOR-INWENTASH**  
FACULTY OF SOCIAL WORK

## PARTICIPANTS IN SELF-STUDY CONSULTATIONS

NAME	ROLE	ORGANIZATION	MEETING DATE
INTERNAL STAKEHOLDERS			
Alumni Association			
Ed Shaul	President Alumni Board	FIFSW Alumni Association	Wednesday March 26, 2014
Doreen Winkler	Vice-President Alumni Board		Wednesday March 26, 2014
Eric Massey	Alumni Board Member and M.S.W. Student, Graduated 2014		Wednesday March 26, 2014
Violeta Dubov	Alumni Board Member and M.S.W. Student, Graduated 2012		Wednesday March 26, 2014
Rebecca Bliss	Alumni Board Member		Wednesday March 26, 2014
M.S.W. and PhD Students & Alumni			
Rachel Lefebvre	M.S.W. Student, Graduated 2013	FIFSW	Thursday June 20, 2014
Valerie Groysman	M.S.W. Student, Graduated 2014		Thursday June 20, 2014
Christina Alexander	M.S.W. Student, Graduated 2014		Thursday June 20, 2014
Kate Allan	M.S.W. Student, Graduated 2014, and Incoming Ph.D. Student		Thursday June 20, 2014
Bethany Good	Current Ph.D. Student, and M.S.W. Student Graduated 2014		Thursday June 20, 2014
EXTERNAL AGENCIES/ORGANIZATIONS			
Association of Teaching Centres Representatives			
Rashaad Vahed	Chair	The Hincks Dellcrest Centre	Wednesday February 19, 2014
Colleen Kelly	Social Worker in Chief	Centre for Addiction and Mental Health	Thursday February 20, 2014
Illana Perlman	Education Practice Leader	Sunnybrook	Thursday March 20, 2014
Non- Association of Teaching Centres Representative			
Rochelle McAlister	Program Coordinator, Transitional Housing	Salvation Army Harbour Light Ministries	Thursday February 13, 2014
Mabel Ho	Senior Coordinator	Yee Hong Centre	Thursday February 13, 2014

<b>Managers and Executive Directors of External Agencies and Organizations</b>			
Susan Blacker	Director of Cancer Services Planning and Performance	St. Michael's Hospital	Tuesday January 7, 2014
Marisa Cicero	Social Work Practice Education Leader	St. Michael's Hospital	Tuesday January 7, 2014
Bev Bulmer	Director of Health Disciplines	St. Michael's Hospital	Tuesday January 7, 2014
Laurie DeOlivieria	Education Lead for Social Work	St. Michael's Hospital	Tuesday January 7, 2014
Jane Paterson	Director Interprofessional Practice	Centre for Addiction and Mental Health	Thursday February 20, 2014
Steve Lurie	Executive Director	Canadian Mental Health Association Toronto Branch	Thursday March 13
Barbara Muskat	Director of Social Work	Sick Kids	Wednesday March 19, 2014
Maura O'Keefe	Educational Coordinator	Women's College	Wednesday March 19, 2014
Lina Gagliardi	Professional Leader for Social Work	Sunnybrook	Thursday March 20, 2014
Tracey Das Gupta	Education Practice Leaser	Sunnybrook	Thursday March 20, 2014
Maureen Fair	Executive Director	St. Christopher's House	Thursday February 20, 2014
Patti McGillicuddy	Director of Professional Practice	University Health Network (UHN)	Thursday February 20, 2014
Mary Schulz	Director Information, Support Services and Education	Alzheimer's Society	Thursday February 20, 2014
Angelique Jenney	Director of Family Violence Services	Child Development Institute	Wednesday February 19, 2014
Maria Huijbregts	Director of Research, Evaluation and Planning	Family Service Toronto	Wednesday March 19, 2014
Suzette Arruda	Executive Director	Yorktown Family Services	Wednesday March 19, 2014
Tony Diniz	Chief Development Officer	Child Development Institute	Thursday March 20, 2014
Sheryl Lindsay	Executive Director	Sistering	Thursday March 20, 2014
John Wilhelm	Chief Social Worker	Toronto Catholic District School Board	Tuesday, March 25, 2014
Louise Bellingham	Vice-President of Marketing	United Way Toronto	Monday March 17, 2014
Joan McKenzie Davies	Executive Director	Ontario Association of Social Workers	Tuesday, June 17, 2014

Gillian McCloskey	Associate Executive Director		Tuesday, June 17, 2014
Kate Power	President		Tuesday, June 17, 2014
Glenda McDonald	Registrar	Ontario College of Social Workers and Social Service Workers	Tuesday, June 17, 2014

## EVALUATIONS OF “ENGAGING THE LEARNING EDGE” WORKSHOPS 2011 – 2013

### 1. Introduction

The Diversity & Equity in Social Work: Engaging the Learning Edge workshops were held at the Factor-Inwentash Faculty of Social Work (FIFSW) in 2011, 2012 and 2013. Members of the FIFSW Equity Team Janet Mawhinney (Manager, Diversity & Equity, Centre for Addiction and Mental Health) and Rani Srivastava (Chief of Nursing and Professional Practice, Centre for Addiction and Mental Health) designed and led the three hour workshops.

These interactive workshops explored some of the key issues and strategies to address diversity and equity in social work practice and education. As issues of diversity, equity and inclusion are core to social work practice and require capacities in terms of awareness, knowledge and skills applied in a range of practice settings. These workshops identified some core competencies in each of these areas and a foundational analysis of the impact of systemic and micro level power relations in this work. The complex and dynamic nature of diversity, health equity, and human rights issues requires practitioners to engage in ongoing learning and unlearning regarding specific issues of equity/diversity and an ability to navigate across a spectrum of power/privilege/marginalization issues, while maintaining a producing a positive learning edge and effective professional practice.

In September of 2011, 2012, 2013 six sessions were offered each year to M.S.W. Year 1 students. A pilot workshop was offered to M.S.W. Year 2 students in March 2012 and then again in October 2012. Participation rates were very low in 2012 and as a result in 2013 three sessions were offered to M.S.W. Year 2 students as part of the advanced standing onboarding/orientation. Three of these M.S.W. Advanced Standing Year 2 workshops were held in April 2013 and two in September 2013. In 2012 participation was voluntary and in 2013 participation by incoming students was “expected”.

At the end of each session students completed an evaluation of the workshop. In total **519 evaluations** were completed by students over the three years with an evaluation completion rate of **98%**. Table 1 shows a summary of the number of participants and number of evaluations completed by year and program. Table 2 shows a complete listing of the participants by session.

**Table 1. FIFSW Students Participating in the Diversity and Equity Workshops by Year and Program**

<b>Year</b>	<b>Program and Number of Sessions</b>	<b>Number of Participants</b>	<b>Number of Evaluations</b>
<b>2011</b>	M.S.W.1 (6 sessions)	141	138
<b>2012</b>	M.S.W.1 (6 sessions)	141	139
	M.S.W.2 (3 sessions)	7	7
<b>2013</b>	M.S.W.1 (6 sessions)	134	132
	M.S.W.2 (5 sessions)	105	103
<b>Total</b>		<b>528</b>	<b>519</b>

**Table 2. FIFSW students participating in Diversity and Equity Workshops by Year and Program**

<b>2011 M.S.W.1</b>	<b>Number of Participants</b>	<b>Number of Evaluations</b>
<b>Session 1: Sept 14 2011 am</b>	24	24
<b>Session 2: Sept 14 2011 pm</b>	24	23
<b>Session 3: Sept 15 2011 am</b>	22	22
<b>Session 4: Sept 15 2011 pm</b>	25	25
<b>Session 5: Sept 16 2011 am</b>	24	24
<b>Session 6: Sept 16 2011 pm</b>	22	20
<b>2011 Total</b>	<b>141</b>	<b>138</b>
<b>2012 M.S.W.1</b>		
<b>Session 1: Sept 12 2012 am</b>	26	26
<b>Session 2: Sept 12 2012 pm</b>	24	23
<b>Session 3: Sept 13 2012 am</b>	24	24
<b>Session 4: Sept 13 2012 pm</b>	26	26
<b>Session 5: Sept 14 2012 am</b>	23	23
<b>Session 6: Sept 14 2012 pm</b>	18	17
<b>Total 2012 M.S.W.1</b>	<b>141</b>	<b>139</b>
<b>2012 M.S.W.2 Advanced Standing</b>		
<b>Session 7: Oct 13 &amp; 15 2012</b>	7	7
<b>Total M.S.W.2 2012</b>	7	7
<b>2012 Total</b>	<b>148</b>	<b>146</b>
<b>2013 M.S.W.1</b>		
<b>Session 1: Sept 11 2013 am</b>	24	24
<b>Session 2: Sept 11 2013 pm</b>	23	23
<b>Session 3: Sept 12 2013 am</b>	22	22
<b>Session 4: Sept 12 2013 pm</b>	23	23



Session 5: Sept 13 2013 am	22	22
Session 6: Sept 13 2013 pm	20	18
<b>Total 2013 M.S.W.1</b>	<b>134</b>	<b>132</b>
<b>2013 M.S.W.2 Advanced Standing</b>		
Session 1: April 22 2013 pm	30	30
Session 2: April 23 2013 am	20	20
Session 3: April 23 2013 pm	19	18
Session 4: Sept 3 2013 pm	14	14
Session 5: Sept 4 2013 pm	22	21
<b>Total 2013 M.S.W.2</b>	<b>105</b>	<b>103</b>
<b>2013 Total</b>	<b>239</b>	<b>235</b>
<b>Total Participation Rate 98.30%</b>	<b>528</b>	<b>519</b>

On the evaluation form, participants were first asked to provide ONE WORD that best describes this training. Next, a list of four “Learning Objectives” and three “Format and Facilitation” items were presented and participants were asked whether they “strongly disagree”, “disagree”, “agree” or “strongly agree” (See Table 3).



**Table 3. M.S.W. Year 1 Evaluation Form**

**DIVERSITY & EQUITY IN SOCIAL WORK: ENGAGING THE LEARNING EDGE**  
**FIFSW M.S.W. SEPTEMBER 13-16, 2011**  
 FACILITATOR/TRAINER: JANET MAWHINNEY & RANI SRIVASTAVA

**What ONE WORD best describes this training?** \_\_\_\_\_

<b>DID WE MEET THESE OBJECTIVES?</b>	<b>STRONGLY DISAGREE</b> 	<b>Disagree</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b> 
✓ Provide a framework on diversity equity and power issues				
✓ Engage in critical self-reflection of power and privilege and its relationship social work practice				
✓ Understand the relevance applying an equity framework to social work practice				
✓ Identify personal learning/ action steps				



<b>FORMAT &amp; FACILITATION</b>	<b>STRONGLY DISAGREE</b> 	<b>Disagree</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b> 
The session was well organized and content flowed well.				
The facilitators were knowledgeable.				
The facilitators dealt well with issues that arose				
<b>FURTHER COMMENTS ABOUT THE SESSION:</b>				
<b>WHAT OTHER LEARNING WOULD YOU LIKE TO HAVE ON THESE ISSUES?</b>				



Lastly, participants were given the opportunity to provide further comments about the session and what other learning work they like to have on these issues. In 2013 the “Learning Objectives” were revised for the M.S.W. Year 2 sessions and three items were listed on the evaluation form (See Table 4).



**Table 4. M.S.W. Year 2 Evaluation Form**

**DIVERSITY & EQUITY IN SOCIAL WORK: HAVING POWERFUL & POSITIVE CONVERSATIONS**  
**FIFSW M.S.W.2**

**SEPTEMBER 3 & 4, 2013**      **FACILITATOR/TRAINER: JANET MAWHINNEY & RANI SRIVASTAVA**

**What ONE WORD best describes this forum/workshop?**

<b>DID WE MEET THESE OBJECTIVES?</b>	<b>STRONGLY DISAGREE</b> 	<b>Disagree</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b> 
✓ Introduce a framework on diversity, equity and power issues				
✓ Engage in critical self-reflection of power and privilege and its relationship social work practice				
✓ Contextualize equity/social justice conversations within professional practice and ongoing learning				

FORMAT & FACILITATION	STRONGLY DISAGREE 	Disagree	AGREE	STRONGLY AGREE 
The session was well organized and content flowed well.				
The facilitators were knowledgeable.				
The session was participatory				
The facilitators dealt well with issues that arose				
OTHER COMMENTS?				
WHAT OTHER LEARNING WOULD YOU LIKE TO HAVE ON THESE ISSUES at FIFSW?				

## ONE WORD that Best Describes this Training

Five hundred and nineteen participants gave over one hundred individual words to describe this training. Table 5 shows the top 10 most frequent responses representing over 60% of the words describing the workshop. The term 'Informative' was by far the most frequent response, followed by 'engaging,' 'enlightening' and 'thought-provoking.' Table 6 shows a full listing of the WORDS provided.

**Table 5. ONE WORD that Best Describes this Training**

<b>Rank</b>	<b>What ONE WORD best describes this training</b>	<b>Number of Responses</b>
<b>1</b>	informative	105
<b>2</b>	engaging	52
<b>3</b>	enlightening	23
<b>4</b>	thought-provoking	23
<b>5</b>	interactive	20
<b>6</b>	eye-opening	17
<b>7</b>	insightful	14
<b>8</b>	interesting	13
<b>9</b>	educational	10
<b>10</b>	awareness	8

**Table 6. ONE WORD that Best Describes this Training**

<b>ONE WORD</b>	<b># of Responses</b>	<b>ONE WORD</b>	<b># of Responses</b>	<b>ONE WORD</b>	<b># of Responses</b>
<b>Informative</b>	105	helpful	3	exposure	1
<b>Engaging</b>	52	knowledge	3	fast	1
<b>no response</b>	27	positive	3	framework	1
<b>Enlightening</b>	23	revealing	3	fun	1
<b>thought-provoking</b>	23	self-awareness	3	goal	1
<b>Interactive</b>	20	thoughtful	3	grounding	1
<b>eye-opening</b>	17	valuable	3	humility	1
<b>Insightful</b>	14	comprehensive	2	illuminating	1
<b>Interesting</b>	13	equality	2	interpersonal	1
<b>Educational</b>	10	essential	2	intimidating	1
<b>Awareness</b>	8	fantastic	2	intriguing	1
<b>Reflective</b>	8	multi-faceted	2	long	1
<b>Applicable</b>	6	privileged	2	lovely	1
<b>Awesome</b>	6	overview	2	mind-opening	1
<b>Excellent</b>	6	safe-space	2	moving	1
<b>Great</b>	6	self-reflection	2	personal	1
<b>Inspiring</b>	6	supportive	2	perspective	1
<b>Necessary</b>	6	welcoming	2	proactive	1
<b>Relevant</b>	6	adequate	1	realization	1
<b>Beneficial</b>	6	analytical	1	refresher	1
<b>Empowering</b>	5	animated	1	relative	1
<b>Inclusive</b>	5	awakening	1	relaxed	1
<b>Practical</b>	5	broadening	1	remembering	1
<b>Equity</b>	5	cogent	1	short-and-sweet	1
<b>Humbling</b>	4	condensed	1	significant	1
<b>Important</b>	4	constructive	1	stimulating	1
<b>Motivating</b>	4	crash-course	1	strong	1
<b>Open</b>	4	critical-thinking	1	structured	1
<b>Refreshing</b>	4	diversity	1	teamwork	1
<b>Useful</b>	4	eager	1	temperate	1
<b>Challenging</b>	3	effective	1	thorough	1
<b>Clarifying</b>	3	energizing	1	understanding	1
<b>Crucial</b>	3	enjoyable	1	well-planned	1
<b>Dynamic</b>	3	enriching	1	well-rounded	1
<b>Encouraging</b>	3	exploratory	1		

## 2. Learning Objectives

Participants were asked “Did We Meet These Objectives” for four items:

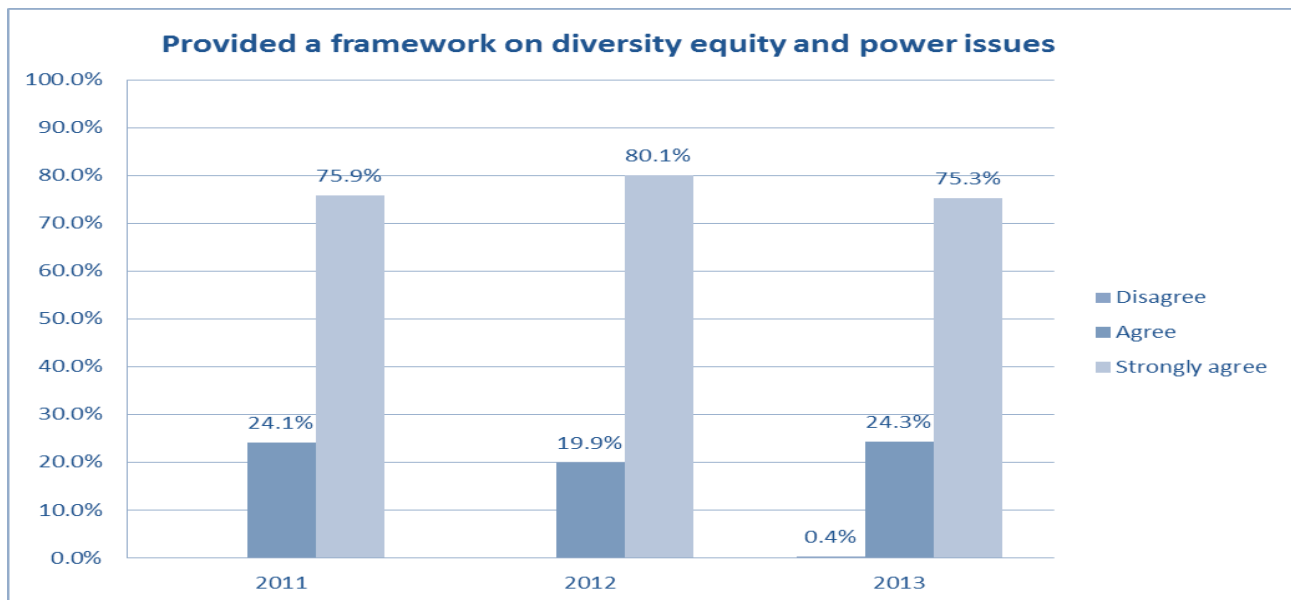
1. Provide a framework on diversity equity and power issues;
2. Engage in critical self-reflection of power and privilege and its relationship social work practice;
3. Understand the relevance of applying an equity framework to social work practice;
4. Identify personal learning/ action steps

For M.S.W. Year 2 students in 2013 the evaluation form was revised and included two of the previous items and one new item.

1. Introduce a framework on diversity, equity and power issues;
2. Engage in critical self-reflection of power and privilege and its relationship to social work practice;
3. Contextualize equity/social justice conversations within professional practice and ongoing learning

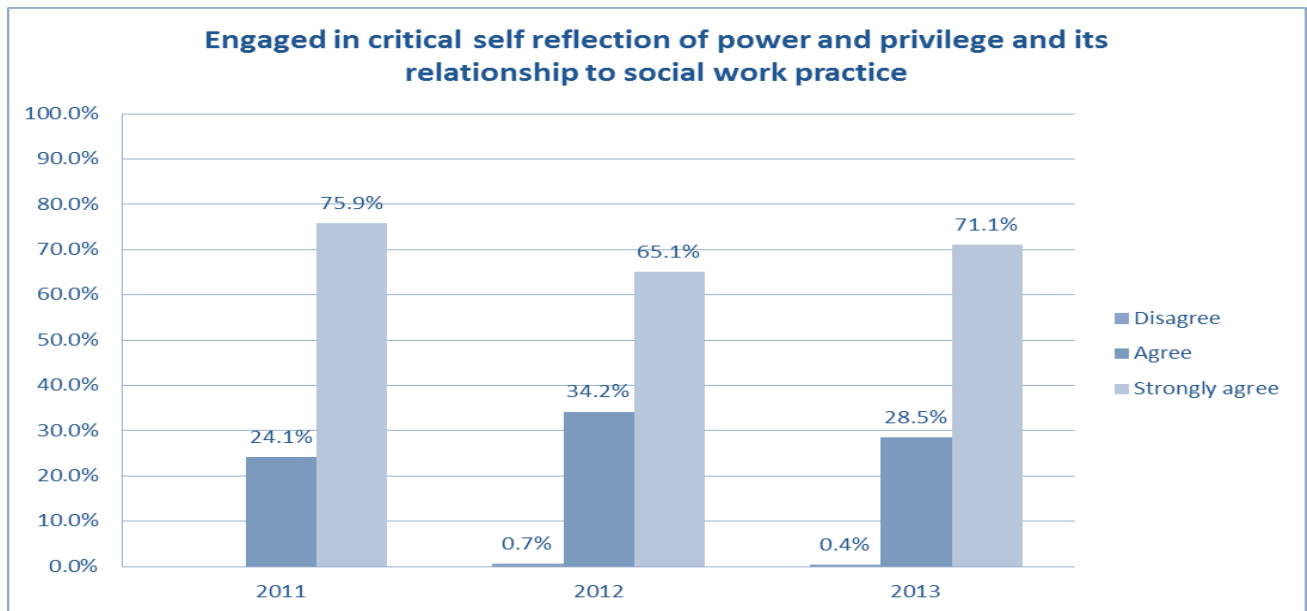
Figure 1 shows that over three quarters of the participants in each year “strong agree” that the workshop “provided a framework on diversity equity and power issues.”

**Figure 1.**



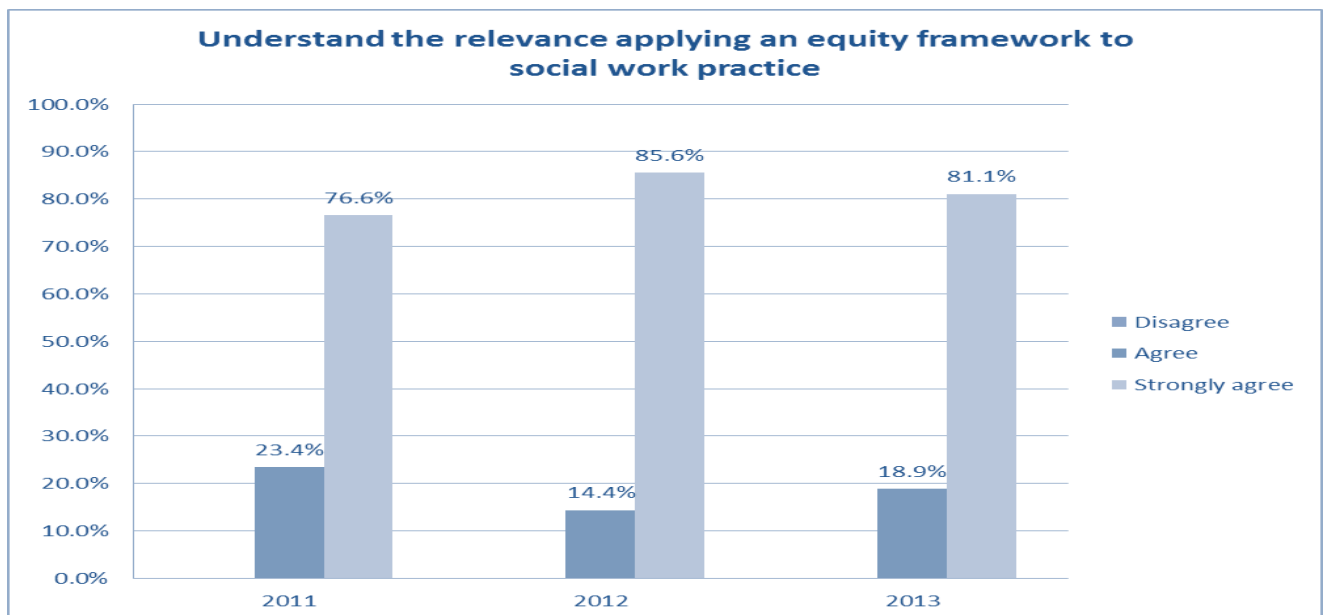
When asked if the training met the objective: “engaged in critical reflection of power and privilege and its relationship to social work practice” over two thirds of participants “strongly agree” (see Figure 2).

**Figure 2.**



The overwhelming majority of participants “strongly agree” that the third objective was met “understanding the relevance applying an equity framework to social work practice” (see Figure 3).

**Figure 3.**



As shown in Figure 4, just over half the participants “strongly agree” that the objective “identify personal learning/action steps” was met. Over 40% “agree” that this objective was met. Three percent of respondents in 2012 “disagree” that the personal learning/action steps objective was met.

**Figure 4.**

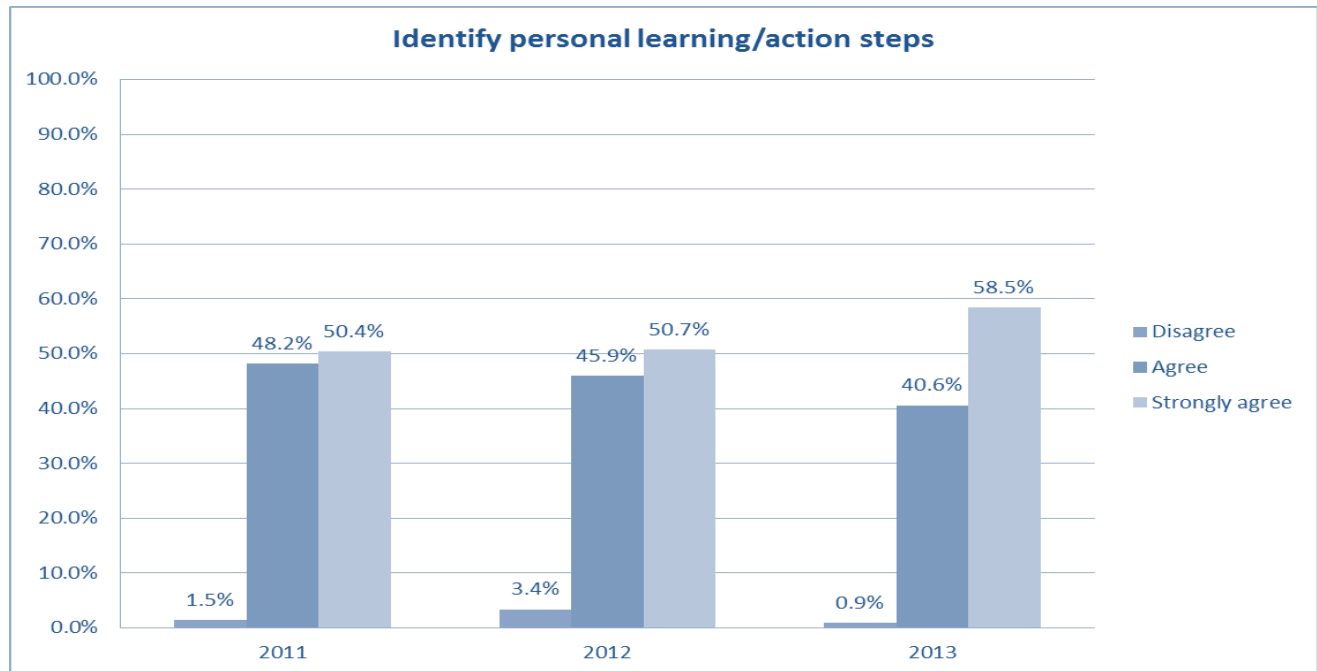


Table 7 shows a breakdown of learning objectives by year in M.S.W. program. M.S.W. Year 1 participants were more likely to “strongly agree” that the training provided a framework on diversity equity and power than M.S.W. Year 2 students (80% M.S.W.1 versus 66% M.S.W.2). For the second objective “engage in critical self-reflection of power and privilege and its relationship to social work practice” M.S.W. Year 1 participants were more likely to “strongly agree” (74% M.S.W.1 versus 60% M.S.W.2). Over 80% of participants “strongly agree” that objective “understanding the relevance applying an equity framework to social work practice” was met. Two-thirds of M.S.W. Year 2 students “strongly agree” the training “contextualized equity/social justice conversations within professional practice and on-going learning was met. Half of the M.S.W. Year 1 participants and two-thirds of M.S.W. Year 2 “strongly agree” that the workshops “identified personal learning/action steps.”

These results show that both M.S.W. Year 1 and Year 2 participants overwhelming felt the learning objectives of the workshops were met.

## **COURSES OF INSTRUCTION**

### **Program of Study: Year One of the Two-Year M.S.W. Full-Time Program**

The first year of the program consists of a generic first year, and all first-year courses are required.

#### **Courses of Instruction: Year One of the Two-Year M.S.W. Full-Time Program**

SWK 4102H - Social Policy and Social Welfare in the Canadian Context  
SWK 4103H - Elements of Social Work Practice  
SWK 4105H - Social Work Practice Laboratory  
SWK 4107H - Foundations of Social Work: Knowledge, Theory and Values that Inform Practice  
SWK 4510H - Research for Evidence-Based Social Work Practice  
SWK 4602H - Social Work Practice with Groups  
SWK 4605H - Social Work Practice with Individuals and Families  
SWK 4654H - Social Work Practice in Organizations and Communities  
SWK 4701H - Social Work Practicum I

To allow students more flexibility in their program of study, students can opt to take SWK 4701H Social Work Practicum I and SWK 4605H Social Work Practice with Individuals and Families in either the Winter or Summer Sessions.

### **Courses of Instruction: Year Two of the Two-Year M.S.W. Full-Time Program and M.S.W. Program with Advanced Standing - Specialization: Children and their Families**

#### **Two-Year M.S.W. Full-Time Program**

SWK 4514H - Research for Practice with Children and their Families  
SWK 4608H - Social Work Practice with Families  
SWK 4620H - Social Work Practice with Children and Adolescents  
SWK 4625H - The Intersection of Policy and Practice with Children and their Families  
SWK 4702Y - Social Work Practicum II (full-credit)  
Two elective half-credit courses

#### **M.S.W. Program with Advanced Standing Complete above courses plus**

SWK 4510H - Research for Evidence-Based Social Work Practice



**Courses of Instruction: Year Two of the Two-Year M.S.W. Full-Time Program and M.S.W. Program with Advanced Standing – Specialization: Social Justice and Diversity**

**Two-Year M.S.W. Full-Time Program**

SWK 4304H - Globalization and Trans-nationalization: Intersections of Policy and Community Practice Locally and Globally

SWK 4306H - Theoretical Approaches to Defining Social Injustice and Engaging in Social Change

SWK 4512H - Research Knowledge for Social Justice

SWK 4606H - Diversity, Access and Equity in Social Work Practice

SWK 4702Y - Social Work Practicum II (full-credit)

Two elective half-credit courses

**M.S.W. Program with Advanced Standing Complete above courses plus**

SWK 4510H - Research for Evidence-Based Social Work Practice

**Courses of Instruction: Year Two of the Two-Year M.S.W. Full-Time Program and M.S.W. Program with Advanced Standing - Specialization: Mental Health and Health**

**Two-Year M.S.W. Full-Time Program**

SWK 4412H - The Context of Mental Health and Health Practice

SWK 4511H - Practice Based Research in Mental Health and Health

Students can then elect to take one of three choices:

- 1) SWK 4622H - Social Work Practice in Health and SWK 4604H - Social Work Practice in Mental Health
- 2) SWK 4622H - Social Work Practice in Health followed by SWK 4632H – Advanced Social Work Practice in Health
- 3) SWK 4604H - Social Work Practice in Mental Health followed by SWK 4631H – Advanced Social Work Practice in Mental Health

SWK 4702Y - Social Work Practicum II (full-credit)

Two elective half-credit courses

**M.S.W. Program with Advanced Standing Complete above courses plus**

SWK 4510H - Research for Evidence-Based Social Work Practice

**Courses of Instruction: Year Two of the Two-Year M.S.W. Full-Time Program and M.S.W. Program with Advanced Standing - Specialization: Gerontology**

**Two-Year M.S.W. Full-Time Program**

AGE 2000H - Principles of Aging

SWK 4513H - Knowledge Building in Social Work

SWK 4612Y - Social Work and Aging: Integrated Policy and Practice (full-course)

SWK 4618H - Special Issues in Gerontological Social Work

SWK 4702Y - Social Work Practicum II (full-credit)

Two elective half-credit courses, of which one must be from the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course listing.

**M.S.W. Program with Advanced Standing Complete above courses plus**

SWK 4510H - Research for Evidence-Based Social Work Practice

**Courses of Instruction: Year Two of the Two-Year M.S.W. Full-Time Program and M.S.W. Program with Advanced Standing – Specialization: Social Service Administration**

**Two-Year M.S.W. Full-Time Program**

SWK 4425H - Leadership Skills in Social Service Organizations

SWK 4426H - Financial Management of Social Service Organizations

SWK 4427H - Human Resource Management in Social Service Organizations

SWK 4515H - Research and Quality Improvement in Human Service Organizations

SWK 4702Y - Social Work Practicum II (full-credit)

Two elective half-credit courses

**M.S.W. Program with Advanced Standing Complete above courses plus**

SWK 4510H - Research for Evidence-Based Social Work Practice

## **AWARDS FOR REGISTERED FIFSW STUDENTS: 2013-2014 ACADEMIC SESSION**

See: (<http://www.socialwork.utoronto.ca/students/finance/bursaries/rsw.htm>) for the conditions of eligibility

### *1. Needs-based awards*

Jack Amos OSOTF II Award  
John G. and Joan Anderson Memorial Bursary  
Eleanor Frances Day Award  
Gene Dufty Odell Memorial bursary Fund  
E.J.U. Award  
Ember Award  
Factor-Inwentash Graduate Scholarship (need-based)  
Graduating Class Award  
Gayle Gilchrist James Scholarship (OTSS)  
The Irene McDonald Bursary  
M.S.W. Scholarship Fund  
Professor Albert Rose Student Emergency Bursary Fund  
The Irene So Scholarship  
The Ward Bursary  
Simon Woo Scholarship

### *2. Awards to attract under-represented students to Social Work*

Svanhuit & Gordon Heley Josie (OTSS) Scholarship  
Beutel, Mulvihill, Rodgers Aboriginal Scholarships  
Chancellor Rose Wolfe Scholarship and Native Student Fund  
The Barbara Greene Award  
Dr. Daniel G. Hill Sr. Scholarship  
Gordon S. Wolfe/Jewish Family and Child Scholarship  
Caroline MacDonald Bursary  
The Beverly & Emerson Mascoll Graduate Scholarship  
Ridgewood Aboriginal Scholarship  
The Jean Avon Shek Scholarship  
Sing Tao Canada Foundation Scholarship  
The Margaret Florence Lockhart Snowden Bursary  
PPEF-Dollars for Global Scholars

*3. Awards specific to an international or rural focus*

Grace Hannah Chellam Scholarship  
The Council of Friendship Fund  
The Edward Johns Urwick Memorial Scholarship  
The Yip Scholarship

*4. Awards for students specializing in the area of Children and their Families/ clinical practice*

Arthur Dalfen Scholarship  
Paul Dodd menorial Bursaries  
Zelda Feldbrill Memorial Award  
Charles Fine Memorial Bursary  
Richard and Bobbie Kunreuther Scholarship  
Marilyn R. Love Scholarship  
The Agnes MacPhail Memorial Bursary  
Dr. Gwen Mulock Award  
Grace Safeer Goldberg Award  
The Samuel Godfrey - Y.M.&Y.W.H.A. Memorial Bursary  
Marion Soloway Scholarship in Social Work Practice  
Sprott Asset Management - Fdns for the Future

*5. Awards based on academic excellence/ community service or volunteerism*

Luba and Icek Muskat Scholarship  
FIFSW Alunmi Scholarship  
Dr. Ann Goldenberg Bergman Scholarship  
Rabbi Brickner Scholarship  
The Carpenters' Union Scholarship in Social Work  
Doris Guyatt Alumni Scholarship  
Mary Elizabeth Hamilton Award  
Eva Eileen MacLeod Scholarship  
Toronto Business and Professional Women's M.V. Simmonds Bursary  
Jean Eleanor Ross Woodsworth Bursary  
Dr. Augustine & Mrs. Belle Chan Family Scholarship  
Tammy & Jerry Balitsky Scholarship  
Sharon and Larry Enkin Community Leadership Award  
The Florence Hutner Bursary  
Harry A. Newman Memorial Scholarship  
Arlene Perly Rae Award  
The Tzu Chi Bursaries in Social Work

Richard "Dick" Weiler Scholarship  
The Lenny Wong Scholarship

6. *Awards for students with an interest in Gerontology*

The Gordon Family Graduate Award in Gerontological Social Work  
Nathan Markus Scholarship  
Stanislaw Seydegart Award in Gerontology and Aging  
Vetter Emergency Fund

7. *Awards specific for students specializing in disabilities and health*

Beverley Antle O.A.S.W Scholarship (OTSS) Award  
Arthur Dickson and George Street and Brian O'Donnell Award  
John Haddad Scholarship  
McPherson-Wells Scholarship in Health and Disability  
Irene Shapiro and David Shapiro Memorial Award  
Susan Sheaffer Scholarship OTSS  
Dorothy Shekter Scholarship  
Marlene Ruth Swirsky Memorial Award

8. *Royal Bank Fellowships* are awarded annually for up to 5 students enrolled in the Ph.D. program on the basis on financial need and merit in research areas relevant to the program themes of the Faculty.
9. *University of Toronto Fellowships* are available to students on the basis of merit and is the specific fund that is drawn upon to help fund our Ph.D. students and meet the University's yearly funding commitment of at least \$15,000, plus tuition from all sources of funding including teaching, research and awards.
10. The *Doctoral Completion Award* is available for Ph.D. students in the sixth year of the program who are completing requirements and expecting to defend by the end of the sixth year of their studies.

# EMERGENCY GRANT APPLICATION FORM

## SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF TORONTO

This form is designed to collect personal financial information relevant to the emergency grant application process. There are several categories of expenses and resources; please see the Expense and Resource sections below for more information. In considering your application, we will take into account the total expenses and resources and any other information regarding your personal circumstances to determine any emergency grant amount awarded.

### DEFINITIONS

The following terms appear in your application form. These definitions will assist you as you complete the form. Some definitions have been taken from the [OSAP](#) website.

- **Ontario Student Assistance Program (OSAP):** When we refer to OSAP, we also refer to all other federal/provincial student aid programs.
- **Partnered:** In accordance with the categories applied by OSAP, you are considered in a partnership if:
  - you are married or,
  - you and your partner have been living together in a conjugal relationship for at least three years, or
  - you and your partner are living in a conjugal relationship and are raising any children of whom you both are the natural or adoptive parents
- **Sole support parent:** You are a sole-support parent if your dependent children reside with you during your period of study and you are single, separated, divorced, or widowed.
- **Dependent children:** Dependent children are pre-school children and children attending elementary or high school who are under 16 years of age ([OSAP definition](#)). Children 16 years of age or older either must be full-time (taking 60% of a full course load) high school or postsecondary students, or must have a disability to be considered dependent. Children who have been out of high school for five or more years are not considered dependent.

### EXPENSES

**Allowable expenses** are fixed and are based on an estimate of what it should cost you to live in Toronto.

**Additional allowable expenses** are dependent on your personal circumstances. Other compelling or extenuating personal circumstances not outlined below may be taken into account; contact the SGS Financial Counsellor for more information.

#### Allowable Expenses

For expenses listed below, documentation is **not** required.

We consider the amounts in the monthly allowance table below to be sufficient for you to spend while at the University of Toronto. Some figures have been increased above [OSAP's living allowance](#) to help offset the higher living costs in Toronto.

**Table 1 – SGS Monthly Allowance Table**

CATEGORY	MONTHLY ALLOWANCE
Single - Living at Parental Home	484
Single - Living Away from Home	1154
Partnered - No Children	2023
Sole Support Parent & 1 Child	1911
Each Additional Child	530

- **Rent and living expenses:** The figures in Table 1 represent the basic living expenses that will be factored into your application. These expenses, based on the academic year, are amounts that we will accept without documentation and include the following: books and incidental supplies, rent/mortgage, hydro, gas, insurance, water/sewer, maintenance fees, property taxes, food, transportation, communication, household supplies, recreation/entertainment, clothing, personal, and health care expenses.

It does not matter whether, for example, a lower amount is spent on rent and a greater amount spent on food. Rather, we consider the total student budget to be sufficient for a student to spend while at the University of Toronto.

- **Tuition & incidental & ancillary fees:** Tuition and incidental and ancillary fees as listed in your invoice for the current academic year will only be considered.

## Additional Allowable Expenses

All expenses below require **documentation to be submitted with your application**. If you do not submit the required documentation, we will delay processing your application for seven days pending its receipt. Your application will be assessed without consideration of your additional expenses if we have not received the required documentation within this timeframe.

- **Debt servicing:** We will allow expense claims of 50% of required minimum monthly payments and/or interest charges on institutional loans and credit card debt to a combined maximum of \$250.00/month. Supporting documentation in the form of the most recent loan statement, lines of credit statements, or credit card statements **must** be submitted with your emergency grant application.
- **Child care expenses:** If you have a child 12 years of age or younger, reasonable child care costs of \$400 per month per child are considered to be an allowable expense. Supporting documentation from your child care provider **must** be submitted with your emergency grant application. For further information on child care, please consult the [Family Care Office](#).
- **Travel due to death in the family:** We will allow a one-time return trip home for the student to attend to family matters due to a death of a family member. Supporting documentation, including a copy of the death certificate and travel information (for example a flight invoice and a boarding pass), **must** be submitted with your emergency grant application.
- **Health care & emergency dental care expenses:** You are automatically covered by the [Graduate Students' Union health and dental plan](#). If you are a teaching assistant, you also have dental coverage through your union, [CUPE 3902](#). Any eligible costs should first be claimed against these plans. We will consider reasonable assistance for any necessary health care costs for professional services recommended by your doctor that are not covered or partially covered by an insurance plan. We will also consider necessary dental expense of an emergency nature only. Receipts and a copy of any health insurance claims **must** accompany your application. If you are claiming a health expense, you should also submit a letter from your doctor supporting the need.

If you are an Ontario resident with a valid Ontario Health Card and you have high prescription drug costs in relation to your net household income, you may be eligible for the Trillium Drug Care Program. To obtain more information please consult with your health care provider or visit the [Trillium Drug Care Program](#) website.

If you have a disability, you may be eligible for additional funding for disability-related expenses. Please see [Accessibility Services](#), located on the 1<sup>st</sup> floor in the Robarts Library at 130 St. George Street (416 978 8060) for more information regarding eligibility.

- **Exceptional expenses:** Because every case is unique, it is impossible to characterize all expenses that might be considered. If you have an expense that is not listed above that you think might reasonably be considered, include it under this category on the application form. Please provide sufficient details. Additional documentation may be requested if appropriate. Check with the SGS Financial Counsellor if you have questions.



## INELIGIBLE EXPENSES

The emergency grant program will **not** provide funding for the following:

- **Debts and obligations:** Obligations such as child support payments or debt payments above the \$250 maximum allowed under debt servicing expenses (see *Debt Servicing* section above) will not be considered.
- **Program related expenses:** The SGS Emergency Grant Program does not cover costs directly related to your program (other than tuition and incidental and ancillary fees) or expenses for continuing and non-degree studies outside your program. For example, we do not cover costs directly related to research, conferences, travel, supplies, etc. You are encouraged to consult with your supervisor or your department about such expenses. (Doctoral students in Division I and II are reminded that the [SGS Research Travel Grant](#) is available.)
- **Support for partner or family expenses:** We will only consider expenses incurred directly by you; we will not cover, for example, expenses due to a partner's lack of employment or expenses incurred by family members.
- **Delays resulting from research complications:** Expenses related to delays because of research complications that might be reasonably funded by research grants and/or departmental/divisional resources will not be covered by the SGS Emergency Grant Program. If you are in this situation you should consult with your supervisor and/or graduate coordinator.

**Note 1:** If you are in the guaranteed funding cohort, your department is responsible for meeting the minimum funding requirements. The SGS Emergency Grant Program will not make up for any shortfall in this funding.

**Note 2:** You should be aware of the [Master's Tuition Fee Bursary](#) and the [Doctoral Completion Award](#).

## RESOURCES

In making our determination, we will factor in the personal resources that you are expected to contribute towards your educational costs.

- **Federal/provincial student aid:** You are expected to rely on OSAP (or other federal/provincial student aid), up to the level of the maximum OSAP loan.
- **UTAPS:** Any assessed need, which remains unmet above the OSAP maximum, is automatically covered by UTAPS. **Students with federal/provincial student aid other than OSAP must apply separately to UTAPS.** If you have not applied an equivalent amount will be factored into the resources section.
- **Bank loan/line of credit:** Students in some programs are expected to have access to line of credit funds in addition to OSAP before being considered for the emergency grant. If you are in one of the following programs, you should include this source of funding in the resource section of the budget:
  - **MSc Dentistry** - with clinical specialty (eligible for UTAPS grant plus an additional subsidy for eligible interest payments on line of credit)
  - **Master in Financial Economics** (eligible for UTAPS grant plus an additional subsidy for eligible interest payments on line of credit)
  - **Master of Health Science** (eligible for UTAPS grant plus an additional subsidy for eligible interest payments on line of credit)
  - **Master of Management and Professional Accounting** (NOT eligible for UTAPS funding)
- **Minimum partner contribution:** Your partner is normally expected to contribute, at a minimum, half of the SGS monthly allowance for their rent and personal living costs. This will be assumed in the resource calculations except in cases where your partner is at home with a child one year and under.



## OSAP INELIGIBILITY

If you are ineligible for government support for reasons such as overawards/overpayments, defaults on previous government loans, the under-reporting of previous income, disqualifying credit histories, or reaching maximum lifetime OSAP limits, you may still be considered for emergency grant assistance. Each application will be assessed on a case-by-case basis to determine the level of support that might be appropriate and feasible for the University to provide. However, if you are within this category, you should have a solid financial plan in place as the emergency grant program cannot replace funds that OSAP otherwise might have provided.

## CONTACT US

If you have questions, you can contact us at:

Graduate Awards Office  
School of Graduate Studies  
Room 202, 63 St. George Street  
Hours: Monday - Friday, 10:00 a.m. - 4:00 p.m.  
Email: [graduate.awards@utoronto.ca](mailto:graduate.awards@utoronto.ca)  
General Phone Line: 416 946 0808  
Fax: 416 971 2864

# EMERGENCY GRANT APPLICATION

## SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF TORONTO

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The intent of the Emergency Grant Program is to assist currently registered, full-time, graduate students beyond their first year of studies who generally are not part of the funded cohort, and who encounter an unanticipated serious financial emergency. It is not considered to be a source of routine or long-term funding.

Emergency grant applications will be processed on an on-going, continual basis throughout each academic session. In order to be considered for assistance before a session ends, however, applications must be received by the end of the following months:

- Fall Session: November
- Winter Session: April
- Summer Session: August

Please submit completed applications to the Graduate Awards Office via email ([graduate.awards@utoronto.ca](mailto:graduate.awards@utoronto.ca)), fax (416-971-2864) or in hardcopy (63 St. George St., 2<sup>nd</sup> floor, Room 202). We are open Monday to Friday from 10 a.m. to 4 p.m.

### IMPORTANT GUIDELINES

For full program details, please visit the [SGS Emergency Grant Program](#).

#### ELIGIBILITY

- You must be a currently registered full-time graduate student.
- You must normally have applied to the Ontario Student Assistance Program (OSAP) or other provincial government assistance and received your Notice of Assessment. In accordance with the University of Toronto's [Policy on Student Financial Support](#), OSAP is the common mechanism used to assess student need. Note that any assessed need, which remains unmet above the OSAP maximum, is automatically covered by UTAPS. **Students with federal/provincial student aid other than OSAP must apply separately to [UTAPS](#).**

#### NOTIFICATION OF RESULTS

We will notify you of the results as soon as possible after your application has been submitted to the Graduate Awards Office with all necessary documentation. This may occur within two weeks. Complex cases will be sent to the SGS Emergency Grant Committee, which normally meets several times per term. You will be notified of the results via the University of Toronto email address that is specified on your [ROSI account](#), unless reasonable alternate arrangements of notification are requested.

#### SGS EMERGENCY GRANT PAYMENT

Normally, emergency grants awarded will first be applied to fees or institutional loans outstanding. Upon request (see Section 2) you may be able to receive payment personally. Please ensure you have your current mailing address updated on ROSI to avoid delays in the event that you are awarded funding.

#### QUESTIONS

If you have questions about the results of your emergency grant application, you can contact us at 416-946-0808 or [graduate.awards@utoronto.ca](mailto:graduate.awards@utoronto.ca)

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**Note for OISE/UT Students:** Apply for bursary assistance to the Student Services Office at OISE/UT.

## SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF TORONTO

<b>FAMILY NAME:</b>	<b>GIVEN NAME:</b>
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<b>LOCAL MAILING ADDRESS:</b>	
<b>TELEPHONE:</b>	<b>E-MAIL – IF YOU WISH FOR CORRESPONDENCE TO GO TO AN E-MAIL ADDRESS OTHER THAN THAT LISTED ON ROSI, PLEASE SPECIFY:</b>

PLEASE SELECT ONE: ☐ CANADIAN ☐ PERMANENT RESIDENT ☐ STUDENT VISA

<b>STUDENT NUMBER:</b>	<b>DEPARTMENT/PROGRAM:</b>
<b>DEGREE:</b>	<b>DATE OF FIRST ENROLMENT IN CURRENT PROGRAM:</b>

<p><b>DO YOU HAVE A GUARANTEED FUNDING PACKAGE?</b>    <input type="checkbox"/> <b>Yes</b>    <input type="checkbox"/> <b>No</b></p>
<p><b>IF YES, PLEASE INDICATE TOTAL AMOUNT OF FUNDING:</b></p>

<b>PLEASE DESCRIBE THE STAGE YOU ARE AT IN YOUR GRADUATE PROGRAM (EG COURSE WORK, RESEARCH, AND COMPREHENSIVE EXAMINATIONS)</b>

<p><b>PLEASE INDICATE A REALISTIC DATE OF COMPLETION (IF A FINAL THESIS IS REQUIRED , YOUR DATE OF COMPLETION IS THE DATE YOU SUBMIT YOUR THESIS TO SGS):</b></p>	
<p><b>MONTH:</b></p>	<p><b>YEAR:</b></p>

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Revised Sept.2013

University of Toronto School of Graduate Studies Emergency Grant Application

Page

HAVE YOU PREVIOUSLY APPLIED FOR AN **SGS EMERGENCY GRANT**? ☐ **Yes** ☐ **No**

IF YES, PLEASE INDICATE THE YEAR(S) IN WHICH YOU APPLIED:

## SECTION 2

**PAYMENTS ARE NORMALLY DEPOSITED TO YOUR ROSI ACCOUNT. PLEASE MARK THE FOLLOWING BOX IF YOU WISH ANY PAYMENT TO BE MADE TO YOU PERSONALLY:** ☐

**IF YOU WOULD LIKE PERSONAL PAYMENT AND YOU HAVE ARREARS, PLEASE GIVE REASONS BELOW:**

## SECTION 3

**PLEASE DESCRIBE FULLY THE CIRCUMSTANCES THAT HAVE PROMPTED YOU TO APPLY FOR EMERGENCY GRANT ASSISTANCE**

**NOTE: THIS SECTION MUST BE COMPLETED IN ORDER FOR THE APPLICATION TO BE CONSIDERED. PLEASE ATTACH TO THIS APPLICATION ANY ADDITIONAL INFORMATION AND/OR SUPPORTING DOCUMENTATION.**

<b>SECTION 4</b>
<b>BUDGET FOR ENTIRE CURRENT ACADEMIC YEAR – TOTAL NUMBER OF MONTHS STUDENT IS REGISTERED</b>

<b>EXPENSES</b>
-----------------

	Monthly Allowance	No. Months Registered	Total
<b>1. Rent &amp; Living</b> - Please select appropriate amount			
<input type="checkbox"/> Single - living at parental home	484 x	=	
<input type="checkbox"/> Single - living away from home	1154 x	=	
<input type="checkbox"/> Partnered - no dependent children	2023 x	=	
<input type="checkbox"/> Sole support parent & one child	1911 x	=	
<input type="checkbox"/> Each additional child	530 x	=	
<div style="display: flex; justify-content: space-between;"> <div>List ages of children:</div> <div>Number of children: <span style="border: 1px solid black; padding: 0 10px;">  </span> x</div> </div>			

<b>2. Tuition &amp; Incidental &amp; Ancillary Fees</b>
---

	Monthly Allowance	No. Months Registered	
<b>3. Additional Allowable Expenses – documentation required</b> (please explain in Section 2 & provide appropriate supporting documentation)			
<input type="checkbox"/> Debt servicing (50% of required minimum monthly payments &/or interest charges on institutional loans & credit card debt, up to \$250 per month)	x	=	
<input type="checkbox"/> Day care (maximum: \$400 per month per child)    Number of children: <span style="border: 1px solid black; padding: 0 10px;">  </span> x	x	=	
<input type="checkbox"/> Travel due to death of family member			
<input type="checkbox"/> Health care & emergency dental care			
<input type="checkbox"/> Exceptional expenses (describe below):			
i)			
ii)			
iii)			

<b>TOTAL EXPENSES</b>	\$ <span style="border: 1px solid black; padding: 0 20px;">  </span>
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<b>RESOURCES</b>
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	Total
<b>1. OSAP or other Federal/Provincial Student Aid</b> - Copy of Notice of Assessment sheet must be attached	
<b>2. UTAPS</b>	

<b>3. Fellowships, scholarships, awards, grants/bursaries</b> - please list on separate lines	
i)	
ii)	
iii)	
iv)	

<b>4. Research assistantships/stipend</b>	
<b>5. Other student employment – gross income</b>	
<b>6. Funds received from parents</b>	
<b>7. Partner's employment – gross income</b>	
<b>8. Child support or assistance</b>	
<b>9. Other support/assistance/resources</b>	

<b>10. Currently held Teaching Assistantships</b> – please list on separate lines							
Course Name	Start Date	End Date	Total # of Hours	Monthly Income	No. Months	Total	
i)				x	=		
ii)				x	=		
iii)				x	=		

<b>11. Line of credit/bank loan</b> - indicate the amount available this academic year (only applicable to students in specific programs, see bank loan/line of credit section under Emergency Grant Program details)	
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<b>TOTAL RESOURCES</b>	\$ <span style="border: 1px solid black; padding: 0 20px;">  </span>
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<b>NEED (TOTAL EXPENSES – TOTAL RESOURCES) =</b>	\$ <span style="border: 1px solid black; padding: 0 20px;">  </span>
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## SECTION 5

### APPLICANTS DECLARATION AND AUTHORIZATION

- I DECLARE THAT THE FOREGOING INFORMATION IS, TO MY KNOWLEDGE, A TRUE, COMPLETE AND ACCURATE STATEMENT OF MY FINANCIAL STATUS, AND I HEREBY REQUEST CONSIDERATION FOR ASSISTANCE FROM THE FUNDS MADE AVAILABLE FOR THIS PURPOSE BY THE UNIVERSITY.
- I AUTHORIZE THE UNIVERSITY OF TORONTO TO RELEASE AMOUNTS OF EMERGENCY GRANT AWARDS TO THE FEDERAL OR PROVINCIAL STUDENT FINANCIAL AID OFFICE.
- I UNDERSTAND THAT **SGS** MAY CONTACT MY UNIVERSITY SOURCES OF FUNDS/EXPENSES TO VERIFY INFORMATION.
- I UNDERSTAND THAT IF AWARDED, ANY MONIES OWING TO THE UNIVERSITY WILL BE DEDUCTED FROM THE EMERGENCY GRANT UNLESS OTHERWISE APPROVED.

NAME OF APPLICANT

SIGNATURE

DATE

SUBMIT TO:

**GRADUATE AWARDS OFFICE**  
**63 ST. GEORGE STREET, ROOM 202**  
**FAX: 416 971 2864**

The University of Toronto respects your privacy. The information on this form is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admission, registration, academic programs, university-related student activities, activities of student societies, financial assistance and awards, graduation and university advancement, and for the purpose of statistical reporting to government agencies. At all times it will be protected in accordance with the *Freedom of Information and Protection of Privacy Act*. If you have questions, please refer to [www.utoronto.ca/privacy](http://www.utoronto.ca/privacy) or contact the University's Freedom of Information and Protection of Privacy Office at 416 946-5385, Room 201, McMurich Bldg., 12 Queen's Park Crescent, Toronto, ON, M5S 1A1

## **STANDARD GENERIC AGREEMENT**

This AGREEMENT made in duplicate this \_\_\_\_ day of \_\_\_\_\_, 201\_\_

BETWEEN

THE GOVERNING COUNCIL OF THE UNIVERSITY OF TORONTO  
hereinafter called the “University”

AND

---

hereinafter called the “Practice Setting”

WHEREAS the University wishes to provide practice experience (“Practicum”) for its students in the M.S.W. (Social Work) program and whereas the Practice Setting has indicated its willingness to provide such experience for students;

The Dean of the Factor-Inwentash Faculty of Social Work; and

The Practice Setting Representatives (see below) on behalf of the Practice Setting hereby agree as follows:

### **RESPONSIBILITIES**

The Practice Setting will accept for practicum, students duly registered in the Master of Social Work program at the University. The number of students attending, the times of their attendance, the nature and objectives of their practicum and the physical and human resources to be provided at the Practice Setting in support of the practicum will be negotiated and agreed upon by representatives of the program at the University and the Practice Setting and will be confirmed in writing by the Dean of the Factor-Inwentash Faculty of Social Work to the Practice Setting Representative (see below) prior to the commencement of the experience.

With the agreement of the Dean of the Factor-Inwentash Faculty of Social Work, the practice setting shall name one of its staff as Practice Setting Representative. The Practice Setting Representative will be confirmed annually by the Dean of the Factor-Inwentash Faculty of Social Work. With the agreement of the Dean of the Factor-Inwentash Faculty of Social Work, the Practice Setting Representative shall designate staff to serve as field instructor(s). Each field instructor shall be responsible for the co-ordination of his/her student’s practicum and shall communicate with an assigned Faculty member, (“the Faculty Field Liaison”), in all matters related to (a) the components of the practicum, and (b) the student while at the Practice Setting.

The Practice Setting will at all times be totally responsible for client service/ patient care and will ensure that the students are under the supervision of the social work staff.

The Practice Setting will abide by the University's policies and procedures governing field practicum education as they exist from time to time. The University will direct students to abide by the policies and procedures of the Practice Setting as they exist from time to time. Each party will keep the other informed at all times of its relevant policies and procedures.

The University recognizes the right of the Practice Setting Representative, after consultation with the Dean of the Factor-Inwentash Faculty of Social Work, to terminate the practicum of individual students, if the student's behaviour is unacceptable and/or client service/patient care is being compromised. In such circumstances, the Practice Setting Representative shall advise the Dean of the Factor-Inwentash Faculty of Social Work in writing of the reasons for this decision and action.

### **INDEMNIFICATION, LEGAL LIABILITY AND INSURANCE**

The University will indemnify and save harmless the Practice Setting, its servants, agents and employees from all claims of every kind in respect to any injury, loss or damage resulting from the performance or non-performance of this Agreement, unless the injury, loss or damage is caused or contributed to by the wilful or negligent act or omission of the Practice Setting, its servants, agents or employees while acting within the scope of their duties.

The Practice Setting will assume legal liability for the provision of all facilities and services related to the subject matter of this Agreement.

The University will maintain in force for the duration of this agreement a policy of comprehensive general liability insurance, in an amount not less than \$1 million per occurrence, on behalf of the University, its servants, agents and employees, including students, against malpractice, bodily injury, personal injury and property damage claims which may arise and which are normally the subject of such coverage. The University will provide satisfactory evidence of such coverage, upon written request of the Practice Setting to the Insurance and Risk Management Department of the University

**TERM:** This agreement is effective the \_\_\_\_day of \_\_\_\_\_, 201\_\_ for a period of five years.

IN WITNESS THEREOF, the parties have duly executed this Agreement.

**FOR THE PRACTICE SETTING**

\_\_\_\_\_  
Practice Setting Representative (please print name)

Date: \_\_\_\_\_

\_\_\_\_\_  
Practice Setting Representative (signature)

Date: \_\_\_\_\_

**FOR THE UNIVERSITY**

\_\_\_\_\_  
Dean of the Factor-Inwentash Faculty of Social Work

Date: \_\_\_\_\_



## PRACTICUM: ADMINISTRATION PROCESSES/TIMELINES; PRACTICUM ADMINISTRATION SYSTEM (PAS)

### Matching Process

In Year 1 students are assigned an interview with a potential field instructor at a practicum setting, based on responses to a questionnaire. If either the field instructor or student does not believe the practicum would be a positive learning experience, the Practicum Office is to be contacted immediately and assigns another interview for the student and field instructor. Year 2/Advanced Standing Students take an active role in practicum selection. An overview for 2014 recruitment and matching is below. The detailed schedule is posted on the FIFSW website:

January through April	Field instructor recruitment. Supporting field instructors to provide detailed description on which students will base their selections.
April	Student information sessions.
May	Students select their interview choices. The Practicum Administrative System (PAS – see detailed description below) is run to determine interview matches.
May and June	Students initiate interviews and both students and field instructors submit their post interview responses on the PAS.
June	The PAS is run to confirm practicum matches. Not all students will be confirmed with a practicum at this stage.
June through August	Students who have not been matched through the PAS work with the Practicum Office to secure a practicum placement.

*Stage 1* (May): Based on the (ideally) timely descriptions field instructors provide on the PAS, students select five practica for potential interviews that comply with their specialization / collaborative program. Using a computer algorithm, the PAS indicates up to two interview locations. After interviewing, the student and field instructor indicate on the PAS whether they wish to move forward with a practicum. At the scheduled date in June, again a computer algorithm results in the practicum matching.

The number of interviews selected for the student has been decreased from three to two, due to the increase in the number of students.

*Stage 2*: Some practica - namely hospital settings - are particularly attractive to students. One reason is the salary of hospital social workers is usually higher than in the community. As a result, there are many disappointed students who are not matched for an interview, or are matched with just one. Prior to the matching, in the information sessions, the Practicum Office

communicates this reality to students, and works with these students to find them two interview opportunities prior to the pre-scheduled running of the computer algorithm for the final match.

*Stage 3:* Students who are not matched (some due to late admissions) are supported throughout the summer to match them with appropriate practica.

The PAS was developed by the Practicum Office in 2006 to meet our unique needs to have a searchable database of field education opportunities. All students and a vast majority of field instructors are comfortable with the PAS and its features. The PAS has three main functions that result in students being matched with more accessibility, equity, objectivity and efficiency:

1. A database of all practicum opportunities offered in each academic year: Field instructors, with their own password, manage their accounts and provide descriptions and other information directly onto the PAS about their specific practicum opportunity
2. A matching program for interview selections and practicum placements: Year 2 / Advanced Standing Students view the practicum listings on the PAS to select their interview choices prior to interview matching. Year 1 students view the profile of the practicum to which they have been assigned for an interview.
3. Midterm and final evaluation tool: The PAS archives this information for the Practicum Office.

The PAS is continually modified to be more responsive to the needs of its multiple users: the Practicum Office, students, field instructors, educational coordinators and faculty-field liaisons.

### **Year 1 Practicum**

- January – first week in April: 21 hours per week
- Second week in April (no classes on Mondays) – last week in May: 28 hours per week
- Student unscheduled sick/emergency allowance = 2 days

### **Year 2 / Advanced standing Practicum**

- September – first week in April: 21 hours per week
- Student unscheduled sick/emergency allowance = 3 days

### **Common Elements of all Practicum Placements**

- Learning Contract due approximately 15th day of practicum
- Interim evaluation(s) due at mid-point or at end of each rotation

Final evaluation due by last day

## PROFESSIONAL DEVELOPMENT EVENTS FOR FIELD INSTRUCTORS 2011-2014

### 2011 Events

Date	Event	Invited
January 19, 2011	Workshop: <i>Power &amp; Authority</i>	- Year 1 - All field instructors, students, and faculty-field liaisons
January 21, 2011	#4 Professional Development for Field Instructors Topic: <i>Conflict and its Resolution</i>	- Year 2 / Advanced Standing - New and experienced field instructors and faculty-field liaisons
February 9, 2011	Professional Development II for New Field Instructors Topic: <i>Conflict and its Resolution</i>	- Year 1 - New and experienced field instructors and faculty-field liaisons
February 24, 2011	#5 Professional Development for Field Instructors Topic: <i>Preparing Students for Professional Autonomy &amp; Ending</i>	- Year 2 / Advanced Standing - New and experienced field instructors and faculty-field liaisons
March 2, 2011	Professional Development III for New Field Instructors Topic: <i>Getting Ready for Midterm Evaluation</i>	- Year 1 - New and experienced field instructors and faculty-field liaisons
March 24, 2011	Professional Development for all Field Instructors and Faculty-Field Liaisons  <i>Providing Competent, Evidence-Based Field Supervision to Support Quality Social Work Education for Lesbian, Gay, Bisexual, Transgender &amp; Queer (LGBTQ) Students</i>	- Year 1 / Year 2 / Advanced Standing - All field instructors and faculty-field liaisons
March 25, 2011	<i>Managing Conflict in Interprofessional Life Workshop</i>	- Year 2 / Advanced Standing - All students in hospital settings
April 20, 2011	Professional Development IV for New Field Instructors	- Year 1 - New and experienced field instructors and faculty-field

	Topic: <i>Endings</i>	liaisons
<b>June 21, 2011</b>	#1 Professional Development for Field Instructors	- Year 2 / Advanced Standing
	Topic: <i>Orientation and Integrating Theory and Practice</i>	- New and experienced field instructors and faculty-field liaisons
<b>June 21, 2011</b>	Specializations: <i>Faculty Specialization Coordinators Will Speak About Their Specializations</i>	- Year 2 / Advanced Standing
		- Field Instructors, Educational Coordinators, and Faculty-Field Liaisons
<b>October 7, 2011</b>	#2 Professional Development for Field Instructors	- Year 2 / Advanced Standing
	Topics: <i>Reviewing Beginnings and Learning Contracts</i>	- New and experienced field instructors and faculty-field liaisons
<b>October 21, 2011</b>	Professional Development for Field Instructors and for Year 2 Students	- Year 2 / Advanced Standing
	Topic: <i>Power and Authority</i>	- New and experienced field instructors, faculty-field liaisons, and students
<b>November 18, 2011</b>	#3 Professional Development for Field Instructors	- Year 2 / Advanced Standing
	Topic: <i>Evaluation in Field Education</i>	- New and experienced field instructors and faculty-field liaisons
<b>December 7, 2011</b>	Professional Development #1 for Field Instructors – <i>Orientation and Integrating Theory and Practice</i>	- Year 1
		- New and experienced field instructors and faculty-field liaisons

## 2012 Events

Date	Event	Invited
<b>January 20, 2012</b>	#4 Professional Development for Field Instructors	- Year 2 / Advanced Standing
	Topic: <i>Conflict and its Resolution</i>	- New and experienced field instructors and faculty-field liaisons
<b>January 25, 2012</b>	Professional Development #2 for Field Instructors and Workshop for Students – <i>Power and Authority</i>	- Year 1
		- New and experienced field

			instructors and students
<b>January 25, 2012</b>	Information Session	-	Year 1
		-	New field instructors
<b>February 29, 2012</b>	Professional Development #3 for Field Instructors – <i>Conflict and its Resolution and Getting Ready for Midterm Evaluation</i>	-	Year 1
		-	New and experienced field instructors and faculty-field liaisons
<b>March 2, 2012</b>	#5 Professional Development for Field Instructors  Topic: <i>Preparing Students for Professional Autonomy &amp; Endings</i>	-	Year 2 / Advanced Standing
		-	New and experienced field instructors and faculty-field liaisons
<b>March 22, 2012</b>	<i>Managing Conflict in Interprofessional Life Workshop</i>	-	Year 2 / Advanced Standing
		-	All students in hospital settings
<b>March 23, 2012</b>	<i>Managing Conflict in Interprofessional Life Workshop</i>	-	Year 2 / Advanced Standing
		-	All students in hospital settings
<b>May 2, 2012</b>	Professional Development #4 for Field Instructors – <i>Endings</i>	-	Year 1
		-	New and experienced field instructors
<b>June 18, 2012</b>	Panel Discussion with Specialization Coordinators	-	Year 2 / Advanced Standing
		-	Field Instructors, Educational Coordinators, and Faculty-Field Liaisons
<b>June 18, 2012</b>	#1 Professional Development  Topic: <i>Orientation and Integrating Theory and Practice</i>	-	Year 2 / Advanced Standing
		-	New and experienced field instructors and faculty-field liaisons
<b>October 5, 2012</b>	#2 Professional Development  Topic: <i>Reviewing Beginnings and Learning Contracts</i>	-	Year 2 / Advanced standing
		-	New and experienced field instructors and faculty-field liaisons
<b>October 19, 2012</b>	Professional Development  Topics: <i>Power and Authority</i>	-	Year 2 / Advanced Standing
		-	New and experienced field instructors, faculty-field liaisons, and students
<b>November 16, 2012</b>	#3 Professional Development	-	Year 2 / Advanced Standing

	Topic: <i>Evaluation in the Field</i>	- New and experienced field instructors and faculty-field liaisons
<b>December 5, 2012</b>	Special Presentation <i>On the Threshold of Practicum: Understanding Students' Emotional and Cognitive States Through an OSCE Adapted for Social Work</i>	- Year 1 - Field Instructors
<b>December 5, 2012</b>	Professional Development #1 for Field Instructors – <i>Orientation and Integrating Theory and Practice</i>	- Year 1 - New and experienced field instructors and faculty-field liaisons

## 2013 Events

Date	Event	Invited
<b>January 23, 2013</b>	Professional Development #2 for Field Instructors – <i>Power and Authority</i>	- Year 1 - New and experienced field instructors, faculty-field liaisons, and students
<b>January 25, 2013</b>	#4 Professional Development Topic: <i>Conflict and its Resolution</i>	- Year 2 / Advanced Standing - New and experienced field instructors and faculty-field liaisons
<b>February 13, 2013</b>	#5 Professional Development Topic: <i>Preparing Students for Professional Autonomy &amp; Endings</i>	- Year 2 / Advanced Standing - New and experienced field instructors and faculty-field liaisons
<b>February 27, 2013</b>	Professional Development #3 for Field Instructors – <i>Conflict and its Resolution and Getting Ready for Midterm Evaluation</i>	- Year 1 - New and experienced field instructors and faculty-field liaisons
<b>May 1, 2013</b>	Professional Development #4 for Field Instructors – <i>Endings</i>	- Year 1 - New and experienced field instructors and faculty-field liaisons
<b>June 17, 2013</b>	Professional Development Workshop #1 – <i>Orientation and Integrating</i>	- Year 2 / Advanced Standing - New and experienced field

	<i>Theory and Practice</i>		instructors and faculty-field liaisons
<b>October 4, 2013</b>	Professional Development Workshop #2 – <i>Reviewing Beginnings and Learning Contracts</i>	-	Year 2 / Advanced Standing - New and experienced field instructors and faculty-field liaisons
<b>October 18, 2013</b>	Practicum Workshop – <i>Power and Authority</i>	-	Year 2 / Advanced Standing - New and experienced field instructors, faculty-field liaisons, and students
<b>October 25, 2013</b>	FIFSW Talk – <i>Infusing Motivational Interviewing (MI) into Social Work Practice: Challenges and New Opportunities</i>	-	Year 2 / Advanced Standing - New and experienced field instructors and faculty-field liaisons
<b>November 15, 2013</b>	Professional Development Workshop #3 – <i>Evaluation in the Field</i>	-	Year 2 / Advanced Standing - New and experienced field instructors and faculty-field liaisons
<b>December 4, 2013</b>	Special Presentation <i>On the Threshold of Practicum: Understanding Students' Emotional and Cognitive State Through an OSCE Adapted for Social Work</i>	-	Year 1 - New and experienced field instructors and faculty-field liaisons

## 2014 Events

Date	Event	Invited	
<b>January 22, 2014</b>	Professional Development Workshop #2 – <i>Reviewing Beginnings and Learning Contracts</i>	-	Year 1 - New and experienced field instructors and faculty-field liaisons
<b>January 24, 2014</b>	Professional Development Workshop #4 – <i>Conflict and its Resolution</i>	-	Year 2 / Advanced Standing - New and experienced field instructors and faculty-field liaisons
<b>February 12, 2014</b>	Practicum Workshop – <i>Power and Authority</i>	-	Year 1 - New and experienced field instructors, faculty-field liaisons,

			and students
<b>February 14, 2014</b>	Professional Development Workshop #5 – <i>Autonomy and Endings</i>	-	Year 2 / Advanced Standing  - New and experienced field instructors and faculty-field liaisons
<b>February 26, 2014</b>	Professional Development Workshop #3 – <i>Getting Ready for Midterm Evaluation</i>	-	Year 1  - New and experienced field instructors and faculty-field liaisons
<b>March 26, 2014</b>	Professional Development Workshop #4 – <i>Conflict and its Resolution</i>	-	Year 1  - New and experienced field instructors and faculty-field liaisons
<b>April 30, 2014</b>	Professional Development Workshop #5 – <i>Autonomy and Endings</i>	-	Year 1  - New and experienced field instructors and faculty-field liaisons
<b>March 21, 2014</b>	FIFSW Talk – <i>Certified on The Adult Attachment Interview</i>	-	Year 2 / Advanced Standing  - New and experienced field instructors and faculty-field liaisons
<b>June 11, 2014</b>	Panel Discussion with FIFSW Specialization Coordinators	-	Year 2 / Advanced Standing  - Field Instructors, Educational Coordinators and Faculty-Field Liaisons
<b>June 11, 2014</b>	Professional Development Workshop #1 – <i>Orientation and Integrating Theory and Practice</i>	-	Year 2 / Advanced Standing  - New and experienced field instructors and faculty-field liaisons
<b>October 3, 2014</b>	Professional Development Workshop #2 – <i>Reviewing Beginnings and Learning Contracts</i>	-	Year 2 / Advanced Standing  - New and experienced field instructors and faculty-field liaisons
<b>October 17, 2014</b>	Practicum Workshop – <i>Power and Authority</i>	-	Year 2 / Advanced Standing  - New and experienced field instructors, faculty-field liaisons, and students



<b>November 7, 2014</b>	Professional Development Workshop #3 – <i>Evaluation in the Field</i>	-	Year 2 / Advanced Standing
		-	New and experienced field instructors and faculty-field liaisons
<b>November 14, 2014</b>	FIFSW Talk – <i>Implications of DSM-5 in Clinical Social Work Education</i>	-	Year 2 / Advanced Standing
		-	New and experienced field instructors and faculty-field liaisons
<b>November 21, 2014</b>	Practicum Workshop – <i>Integration of Mindfulness into Field Education</i>	-	Year 2 / Advanced Standing
		-	New and experienced field instructors, faculty-field liaisons and students
<b>November 28, 2014</b>	FIFSW Talk – <i>Working With Gender Nonconforming Children: Why Does the Debate Continue?</i>	-	Year 2 / Advanced Standing
		-	New and experienced field instructors and faculty-field liaisons

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## **PARTNER ORGANIZATIONS THAT PROVIDED FIFSW M.S.W. PRACTICUM OPPORTUNITIES IN 2013-2014**

Access Counselling & Family Services  
ADHD Clinic  
Agincourt Community Services Association  
Alzheimer Society of Canada  
Alzheimer Society of Ontario  
Barbara Ibbitson & Associates Inc.  
Baycrest Centre  
Bethesda, Twin Lakes Clinical Services  
Black Creek Community Health Centre  
Holland-Bloorview Kids Rehabilitation Centre  
Blue Hills Child & Family Centre  
Bond Child and Family Development  
Bridgepoint Health  
Canadian Centre for the Victims of Torture  
Canadian Mental Health Association  
Canadian Roots Exchange  
Catholic Children's Aid Society  
Catholic Family Services of Durham  
Catholic Family Services of Toronto  
Central Toronto Community Health Centre  
Central Toronto Youth Services  
Centre for Addiction and Mental Health  
Child Development Institute  
Children's Aid Society of London & Middlesex  
Children's Aid Society of Peel  
Children's Aid Society of Toronto  
Cobourg Treatment Foster Care Program  
Community Addiction Services of Niagara (CASON)  
Constituency Office, York South-Weston, MP Mike Sullivan  
Constituency Office, Trinity-Spadina, MPP Rosario Marchese  
COPA - Community Outreach Programs in Addictions  
Costi Immigrant Services  
Covenant House  
Downtown Legal Services, University of Toronto Faculty of Law Community Legal Clinic  
Durham Children's Aid Society  
Durham Rape Crisis Centre  
East Metro Youth Services  
Etobicoke Children's Centre  
Family Counselling & Support Services  
Family Counselling Centre of Brant  
Family Enhancement Centre  
Family Outreach and Response Program  
Family Service Toronto  
Family Services of Peel  
Family Services of York Region  
Flemingdon Health Centre  
Fred Victor Centre  
George Brown College

George Hull Centre for Children & Families  
Good Neighbours' Club  
Guelph General Hospital  
Haldimand-Norfolk REACH  
Halton Healthcare  
Hamilton Child & Adolescent Services  
Hamilton Health Sciences  
Hearth Place Cancer Support Centre  
Hincks-Dellcrest Centre  
Hospice Toronto  
Humber River Hospital  
Integra Foundation  
JACS Jewish Addiction Community Service  
Jean Tweed Centre  
Jewish Family & Child Service  
KAIROS  
Kids Help Phone  
Kinark Child & Family Services  
Kitchener-Waterloo Counselling  
Lakeridge Health  
LOFT Community Services  
London Health Sciences Centre  
Markham Stouffville Hospital  
Ministry of Attorney General, Office of the Children's Lawyer  
Ministry of Attorney General, Supervised Access Program  
Moorelands Community Services  
Mount Sinai Hospital  
Native Child & Family Services of Toronto  
North Simcoe Muskoka Palliative Care Network  
North York Community House  
North York Family Health Team  
North York General Hospital  
Highhland Shores Children's Aid Society  
Northumberland Hills Hospital Community Mental Health Services  
Office of the Fairness Commissioner  
Ontario Justice Education Network (OJEN/ROEJ)  
Ontario Shores Centre for Mental Health Sciences  
Oolagen Community Services  
Oshawa Community Health Centre  
Peel Children's Centre  
Pine River Institute  
Public Interest Strategy and Communications  
Reach Out Centre for Kids (ROCK)  
Reena Foundation  
Rittenhouse  
Riverdale Housing Action Group  
Salvation Army Booth Support Services  
Salvation Army Maxwell Meighen Centre  
Salvation Army Correctional and Justice Services  
Salvation Army Peel Residential Services  
Salvation Army Toronto Harbour Light Ministries  
Salvation Army Homestead Addiction Services  
Scarborough Hospital  
Scarborough Womens' Centre  
Seaton House

Sheena's Place  
Sherbourne Health Centre  
Sick Kids Hospital  
St. Michael's Hospital  
St. Stephen's Community House  
Stonehenge Therapeutic Community  
Street Haven  
Sunnybrook Health Sciences Centre  
Taddle Creek Family Health Team  
Toronto Catholic District School Board  
Toronto District School Board  
Toronto East General Hospital  
Toronto Public Health  
Toronto Rehabilitation Institute  
Trillium Health Partners  
University Health Network, Princess Margaret Hospital  
United Way Toronto  
University Health Network, Toronto General Hospital  
University Health Network, Toronto Western Hospital  
University of Toronto Family Care Office  
University of Toronto - St. Michael's College and Victoria College  
University of Toronto, Factor-Inwentash Faculty of Social Work  
VHA Home HealthCare  
All Saints Church, Community Centre, Providing Resources, Offering Support (PROS)  
Women's College Hospital  
Woodgreen Community Services  
Yee Hong Centre  
York Center for Children, Youth and Families  
York University Counselling & Development Services  
Yorktown Child & Family Centre  
Youthdale

## M.S.W. YEAR 1 COMPLETION SURVEY RESULTS 2012-13 (N=103)

Assess your present knowledge compared with when you first entered the M.S.W. program

Table 1. Knowledge of Canadian social policies

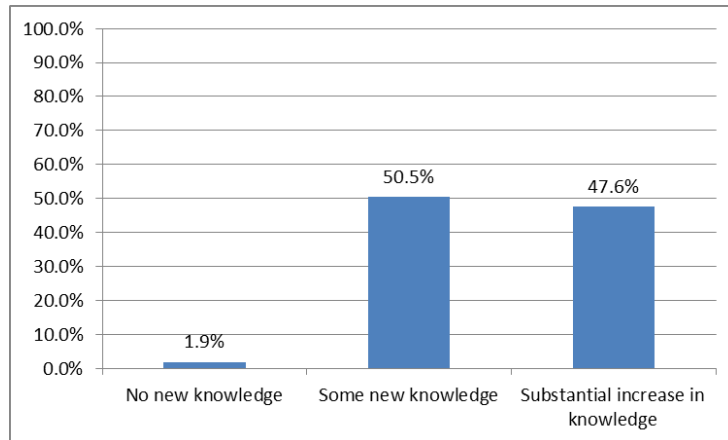


Table 2. Knowledge of social work values and ethics

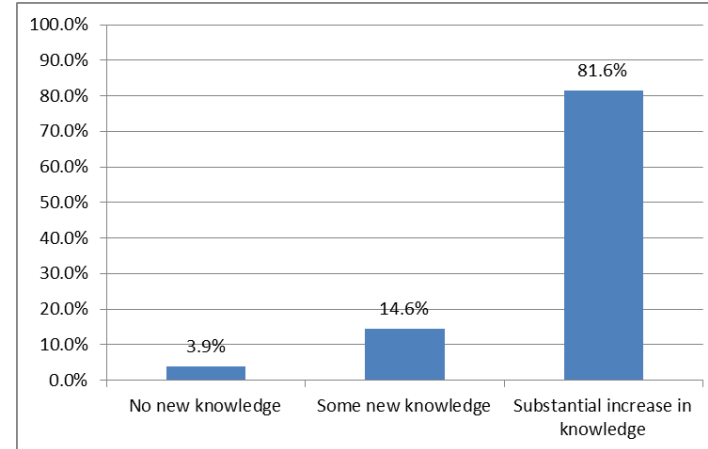


Table 3. Knowledge of social work theories

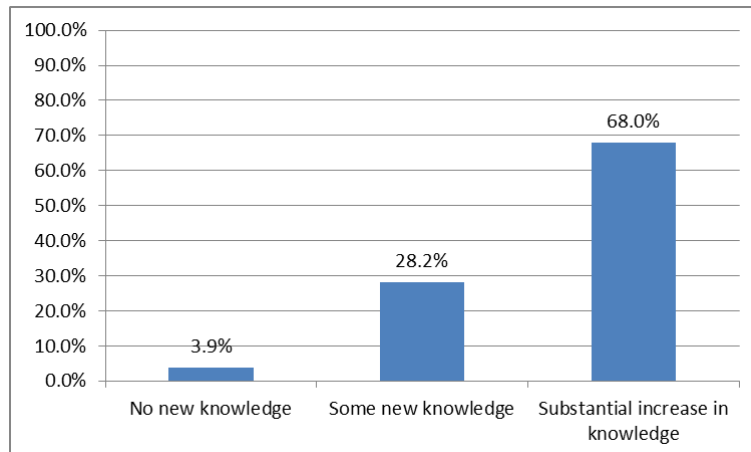


Table 4. Knowledge of qualitative social work research methods

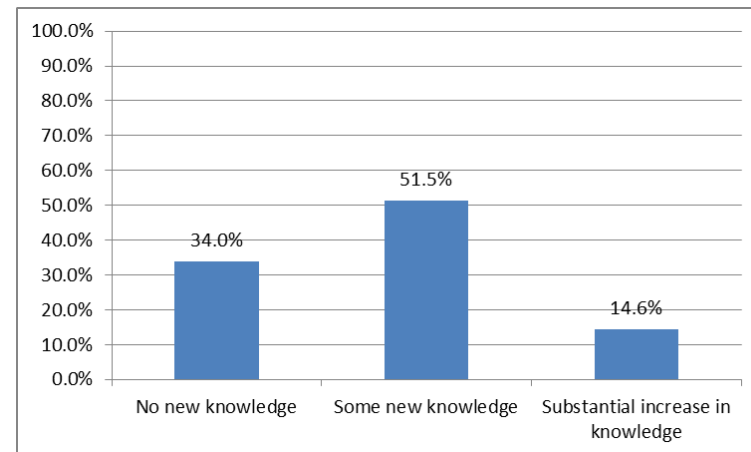


Table 5. Knowledge of quantitative social work research methods

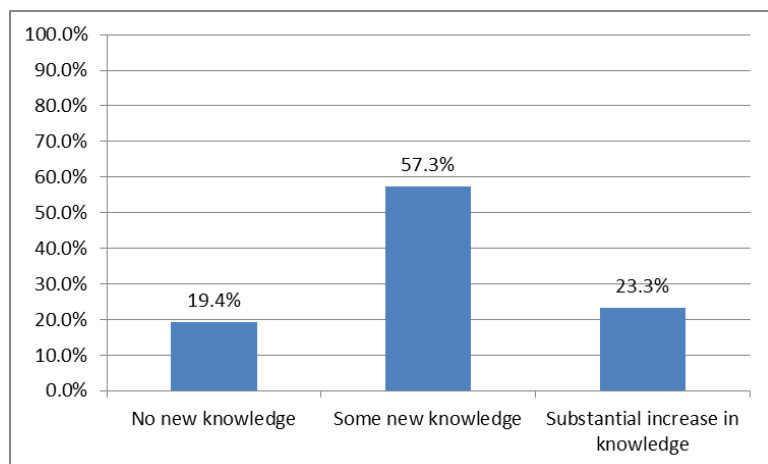


Table 6. Knowledge of the multiple and intersecting bases of oppression, domination, and exploitation in Canada

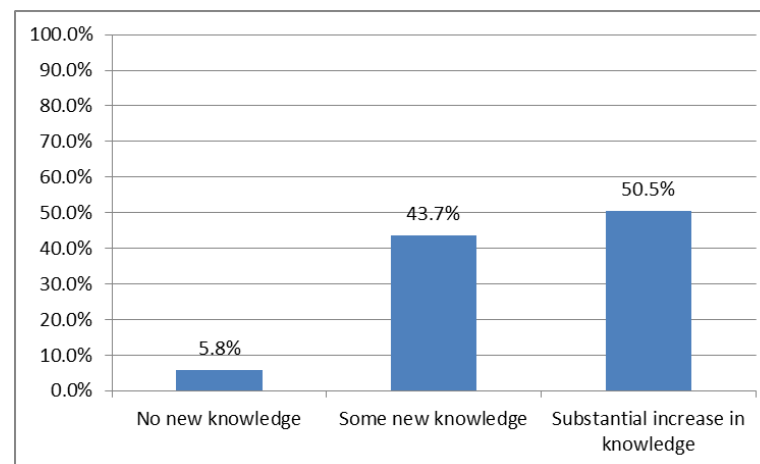
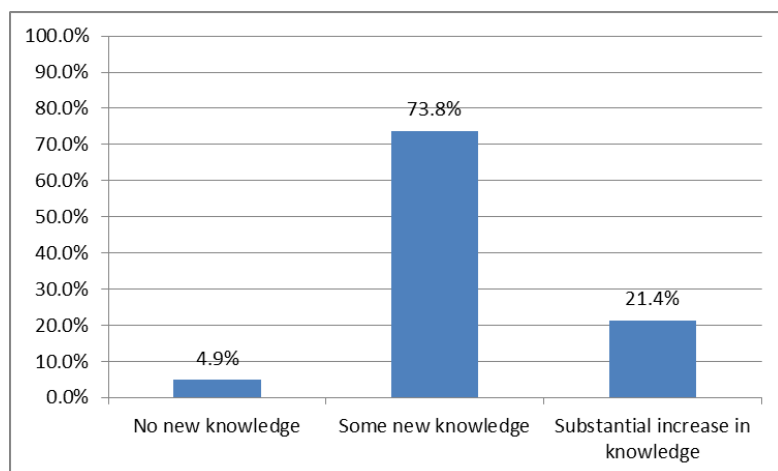


Table 7. Knowledge of social justice and empowerment initiatives used by marginalized groups in Canada



## Assess your present skills compared with when you first entered the M.S.W. program

Table 8. Skills in critical analysis of social policies

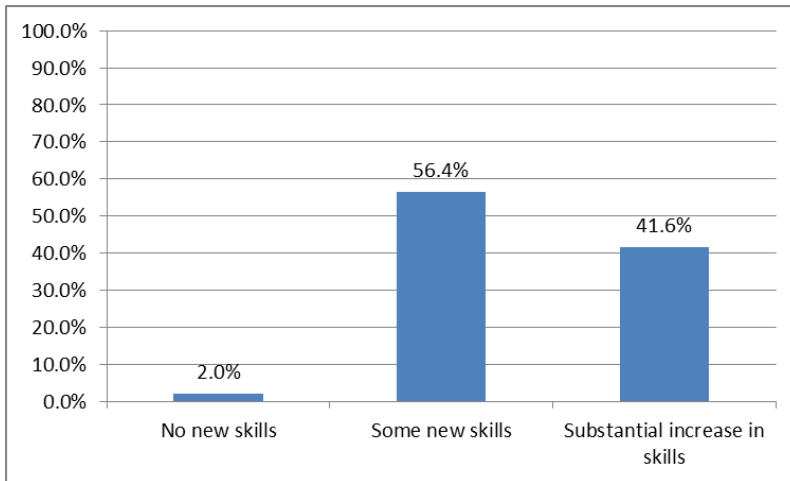


Table 9. Skills in applying social work values and ethics in a variety of practice situations

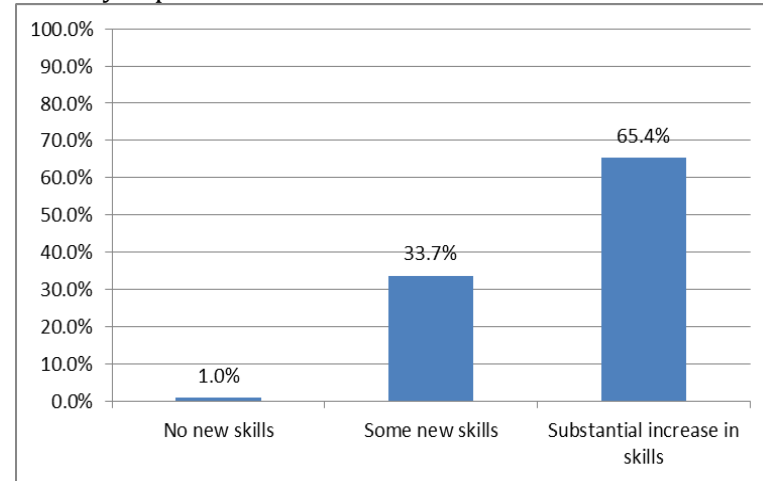


Table 10. Skills in critical appraisal of research to identify best practices

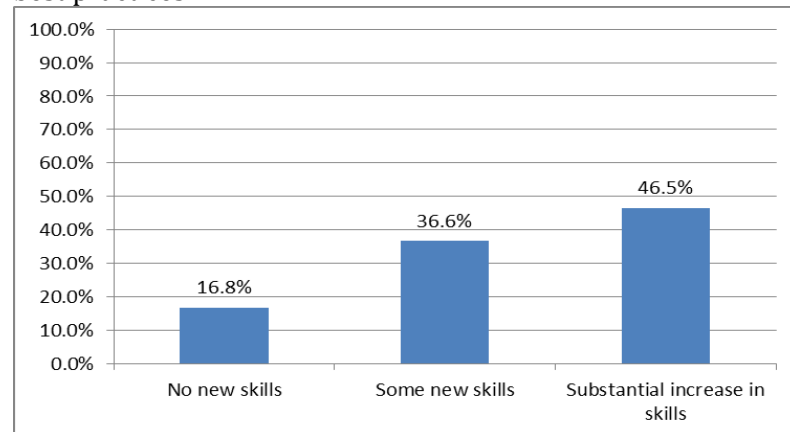


Table 11. Skills in applying social work theories in practice with individuals

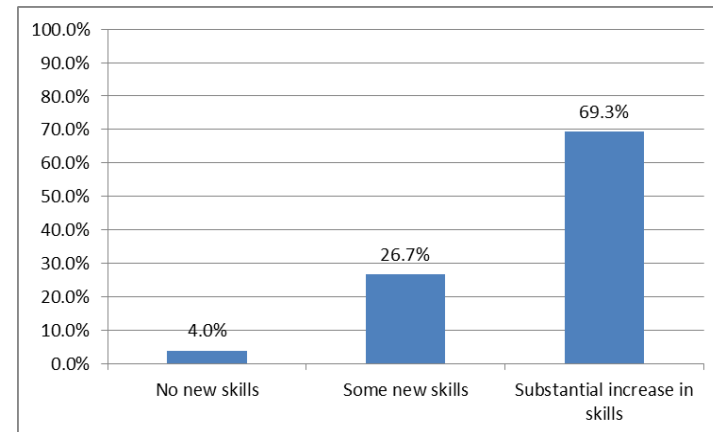


Table 12. Skills in applying social work theories in practice with families

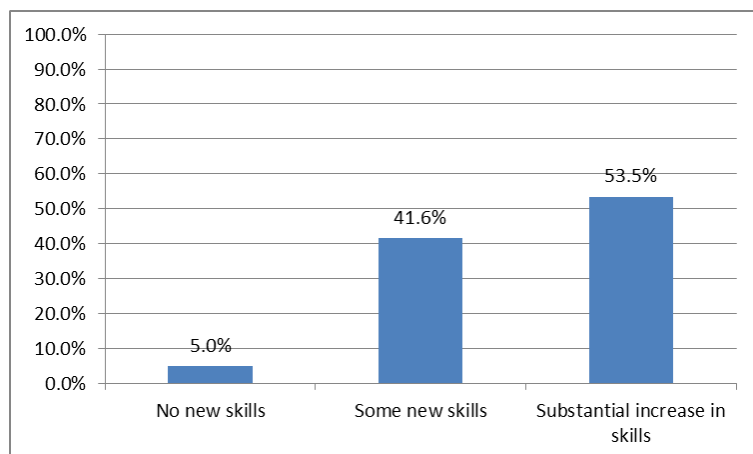


Table 13. Skills in applying social work theories in practice with communities

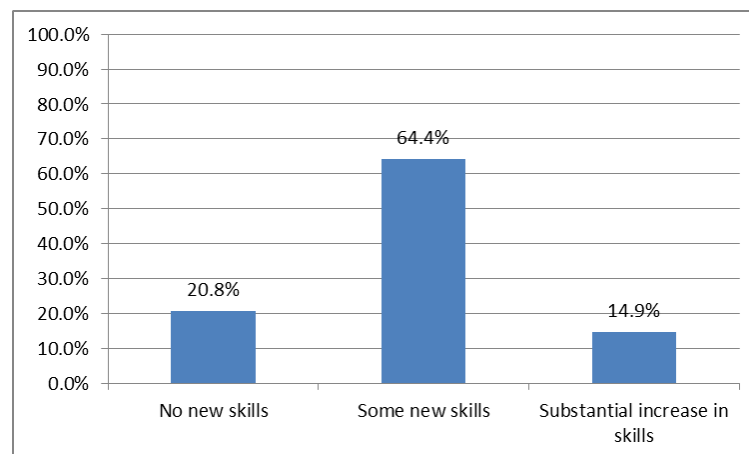
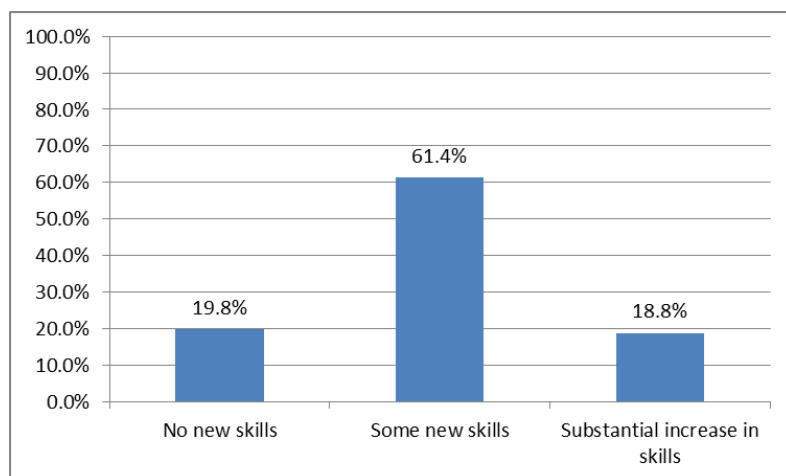


Table 14. Skills in applying social work theories in practice with organizations





## Satisfaction with the following aspects of Year 1 of the M.S.W. program

Table 15. Overall course/work load

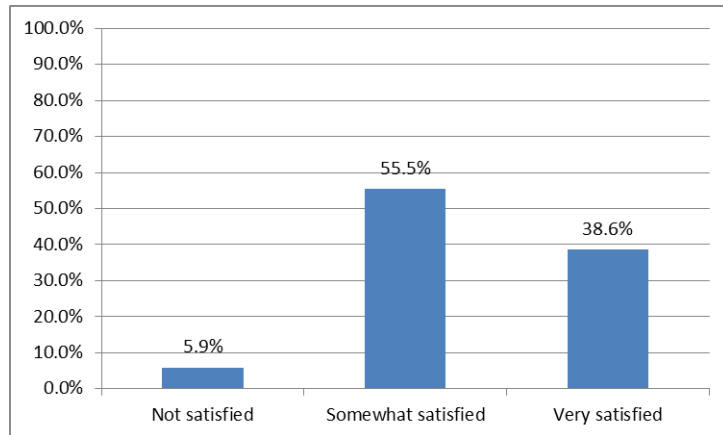


Table 16. Appropriateness of course assignments

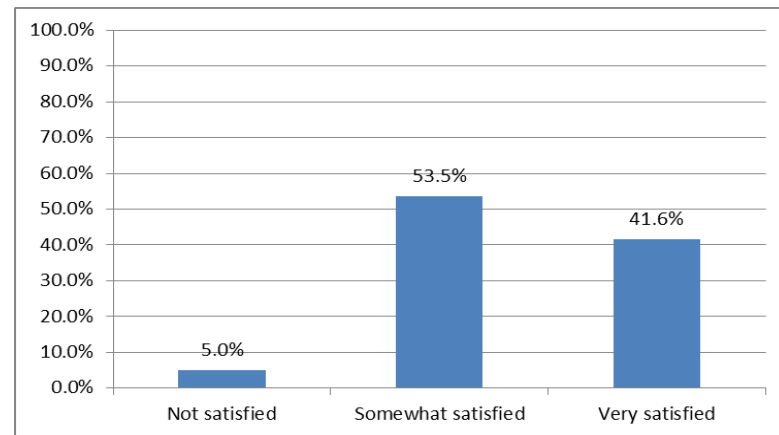


Table 17. Quality of teaching faculty

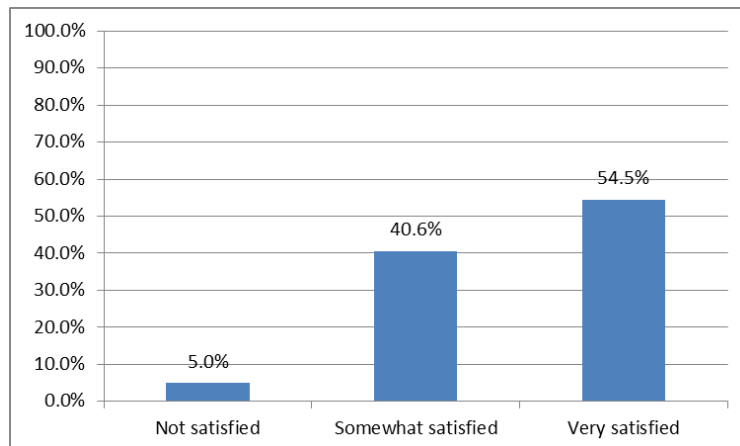


Table 18. Social atmosphere/environment in the faculty

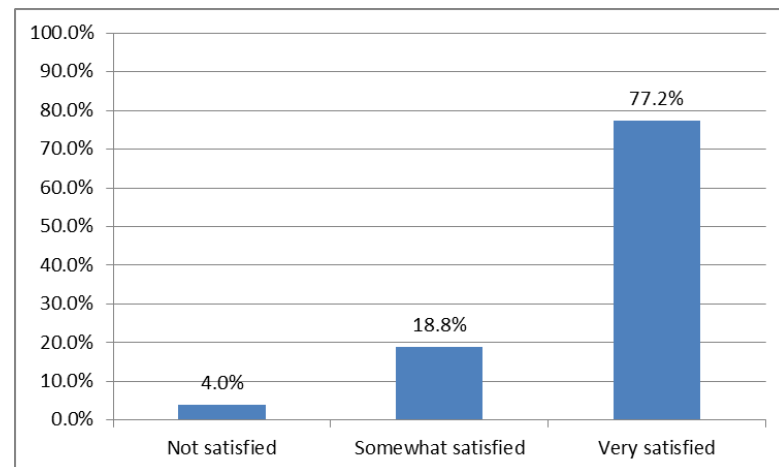


Table 19. Quality of/access to computer facilities

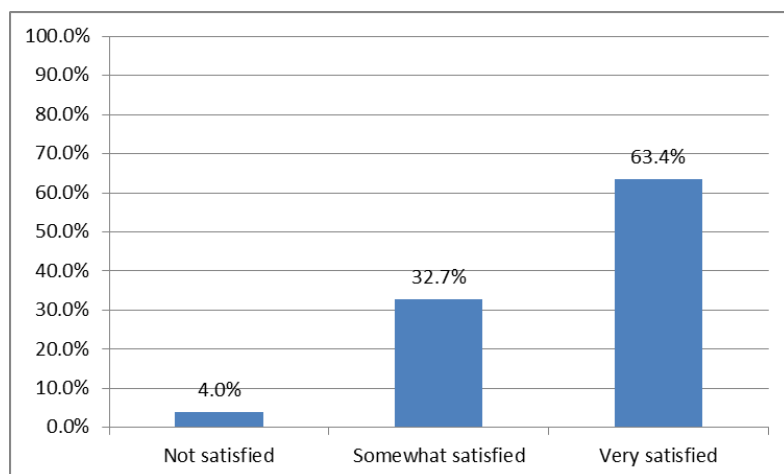


Table 20. Diversity of student body

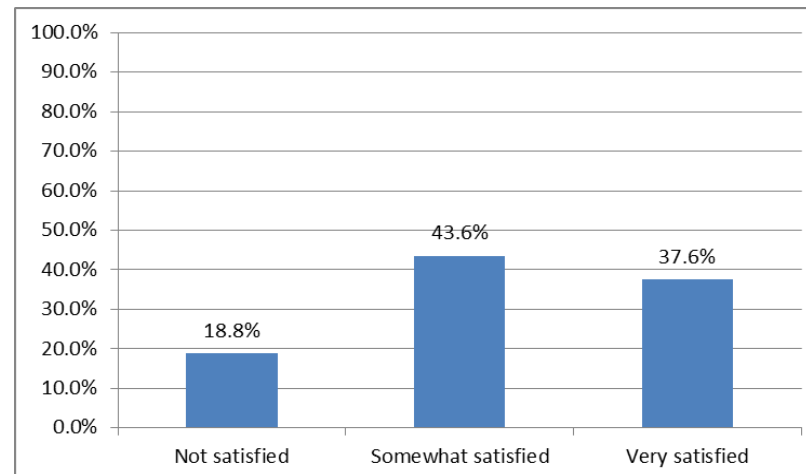


Table 21. Balance of micro/direct practice course content and macro/policy and organization

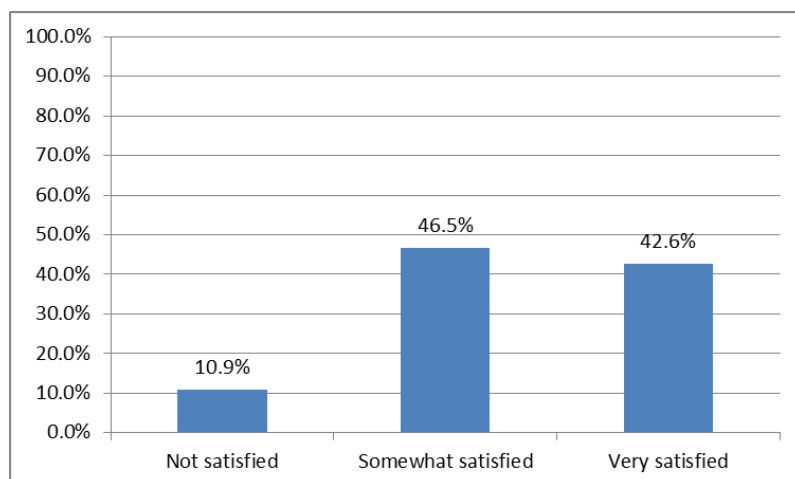


Table 22. Electronic communication among faculty/administration and students

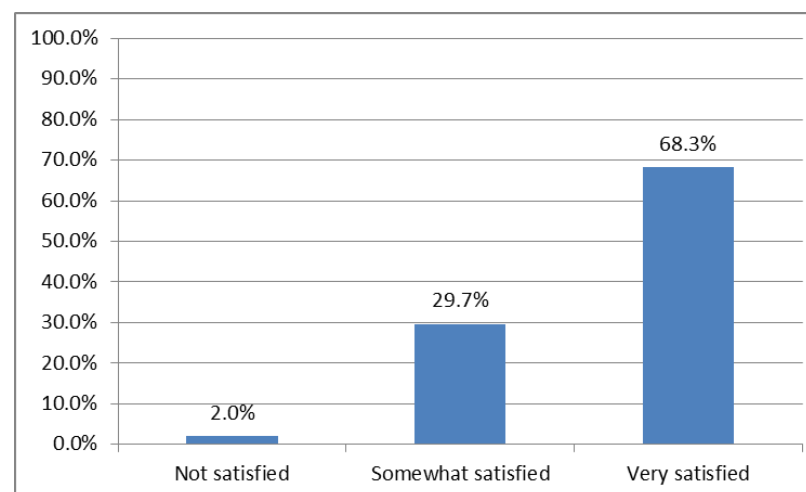


Table 23. Integration of theory, research, and practice in the curriculum education

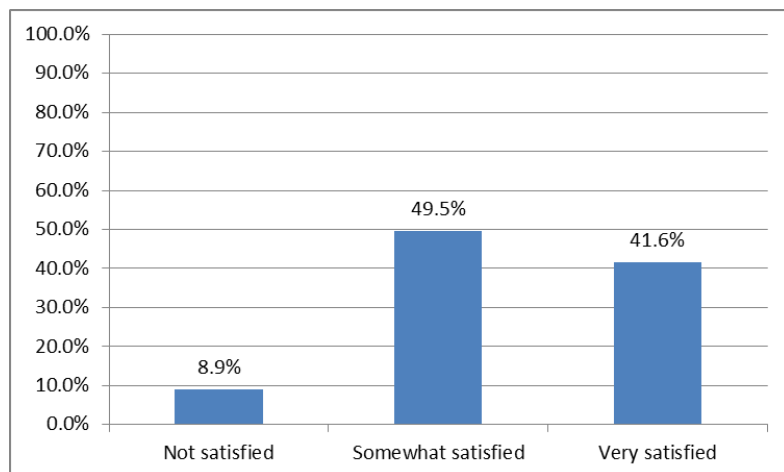


Table 24. Extent of integration between practicum and classroom

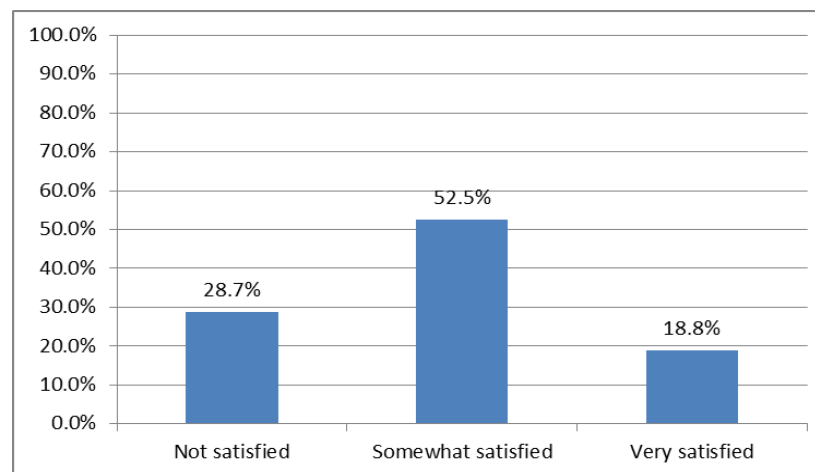


Table 25. Helpfulness of the faculty field liaison

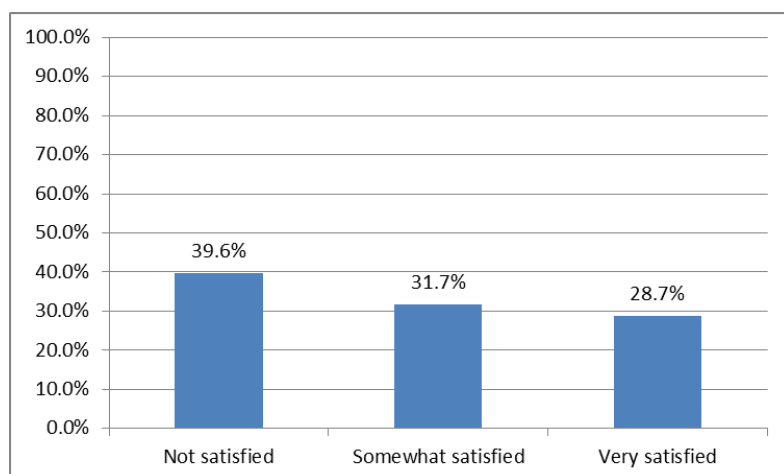


Table 26. Helpfulness of Practicum Office staff

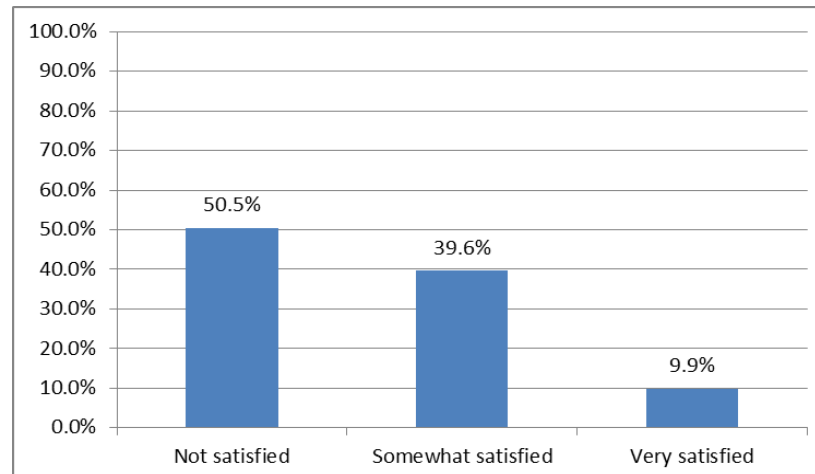


Table 27. Helpfulness of administrative staff

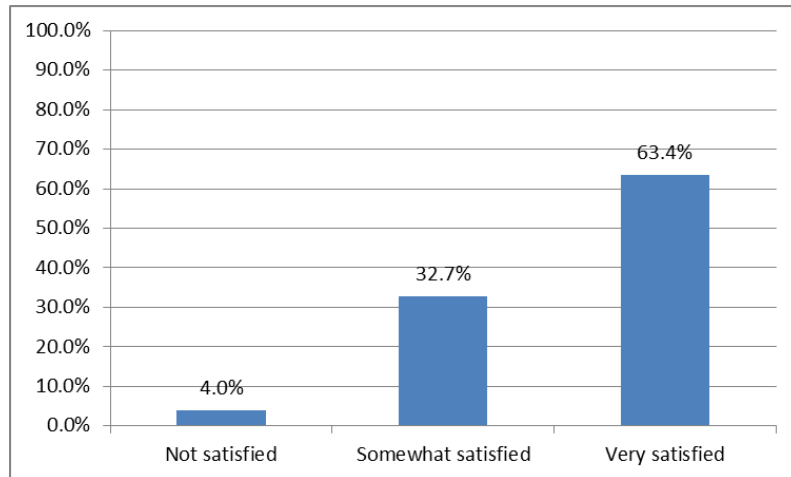
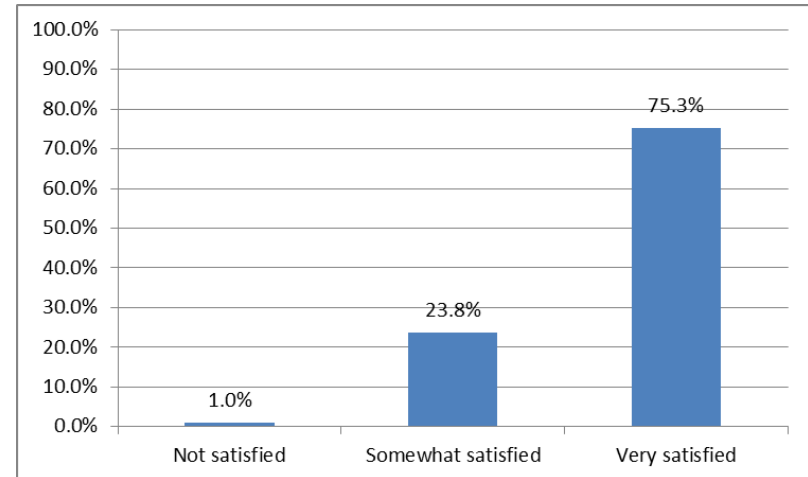


Table 28. Knowledge and experience brought by other students



## M.S.W. SPECIALIZATION SURVEY 2012-2013 RESULTS (N=128)

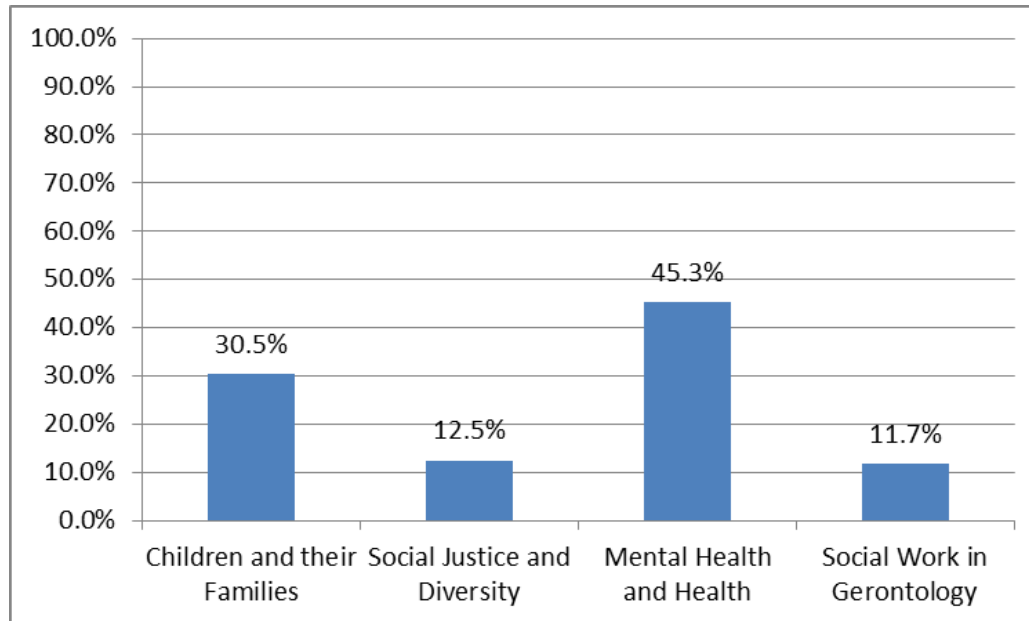


Table 1. What is your specialization?

**Students were asked to rate how the program has contributed to their skill development in various areas. Program refers to both classroom and field education**

### **Values and Ethics**

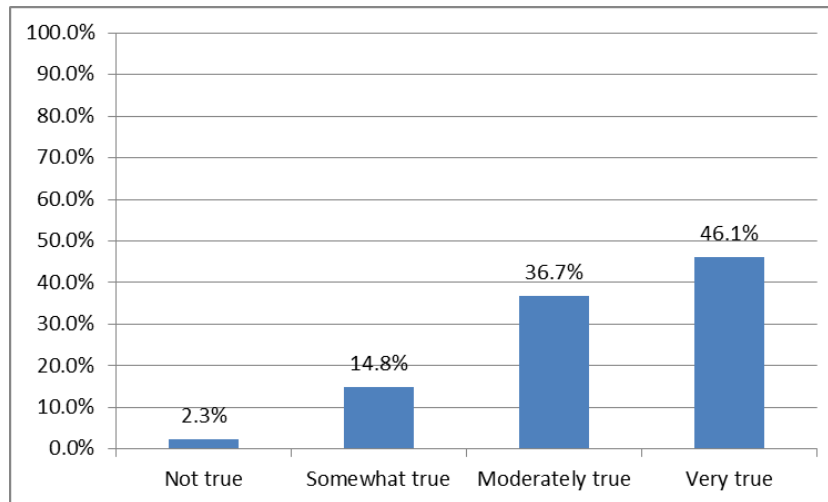


Table 2. The course content increased my knowledge and ability to be sensitive and respectful of diversity among clients, families, professionals and colleagues (e.g., with regard to class, culture, race, ethnicity, gender, religion, sexual orientation, disability, various family forms, and other issues of diversity).

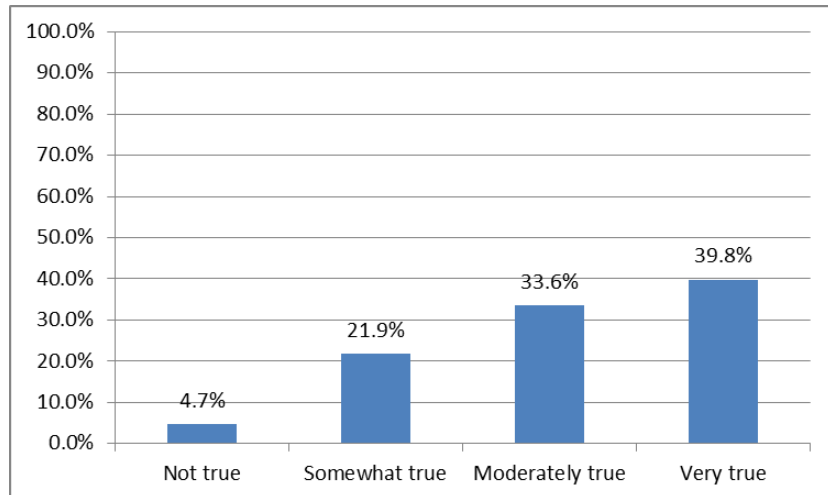


Table 3. The course content encouraged me to assess and address my own values and biases regarding issues such as aging, poverty, unemployment, mental health issues, single parents, divorce and family problems.

## Individuals and Family

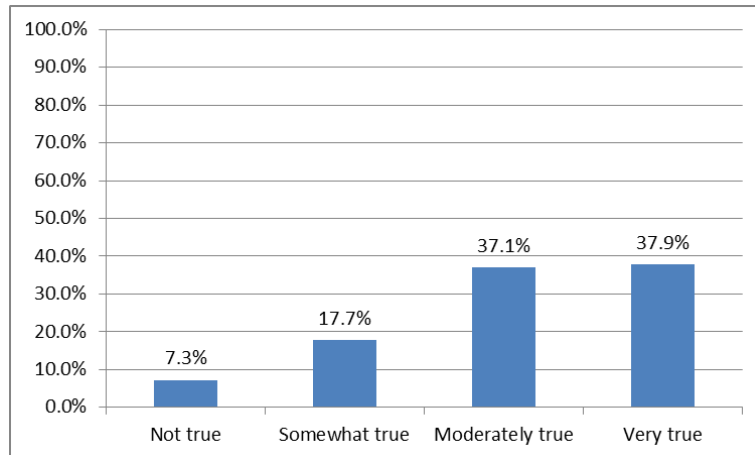


Table 4. I learned how to effectively engage clients in identifying problems by eliciting relevant information from them, their families and other collateral sources

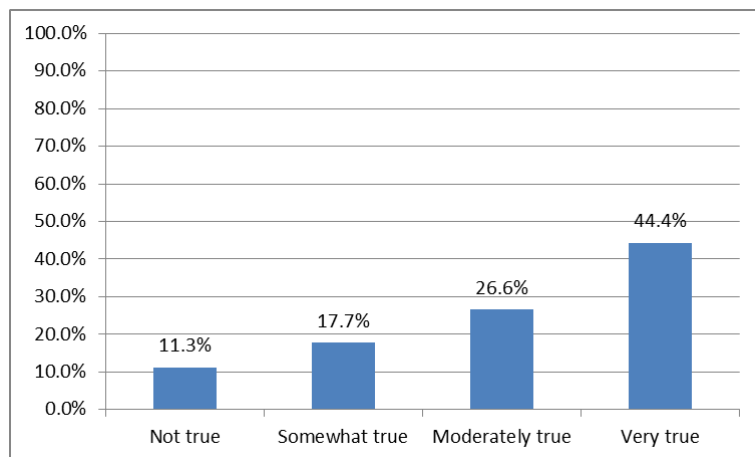


Table 5. I learned how to conduct a comprehensive assessment of individuals in order to identify strengths, needs and risk factors

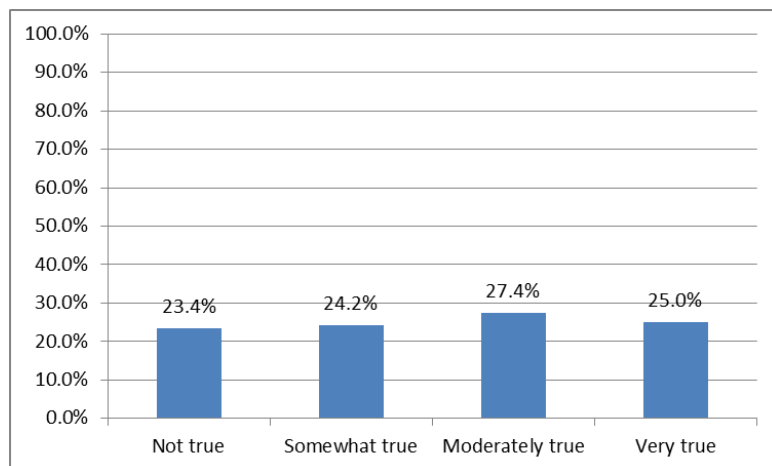


Table 6. I learned how to conduct a comprehensive assessment of families in order to identify strengths, needs and risk factors.



### Service, Programs and Policies

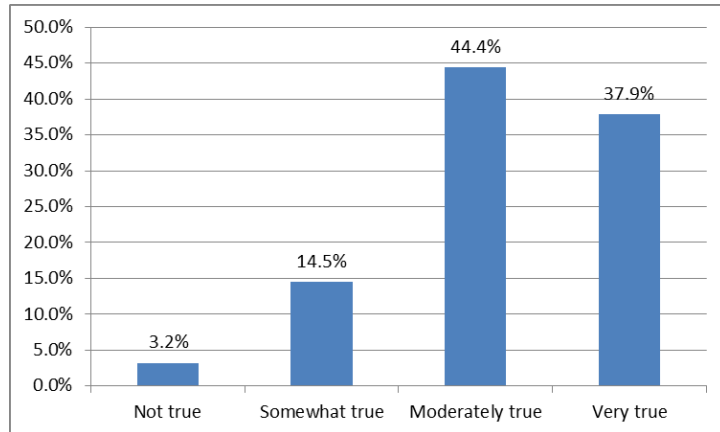


Table 7. - I learned how to identify agency, community and societal factors that contribute to and support the greatest possible well-being of the client.

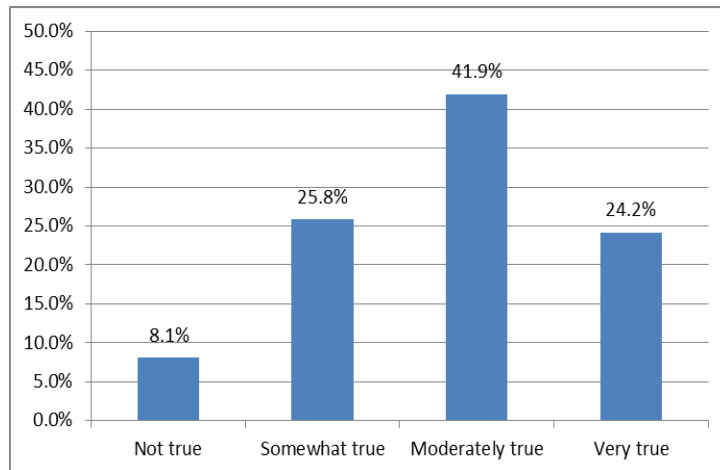


Table 8. I learned how to assess organizational effectiveness in meeting the needs of client.

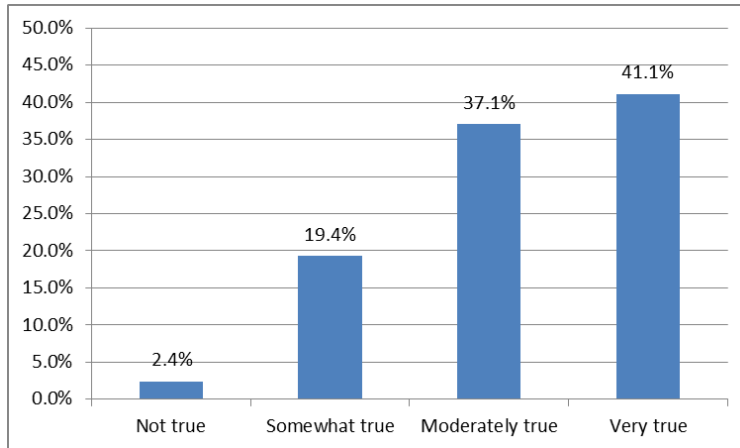


Table 9.- I learned how to identify gaps and barriers in the service delivery system.

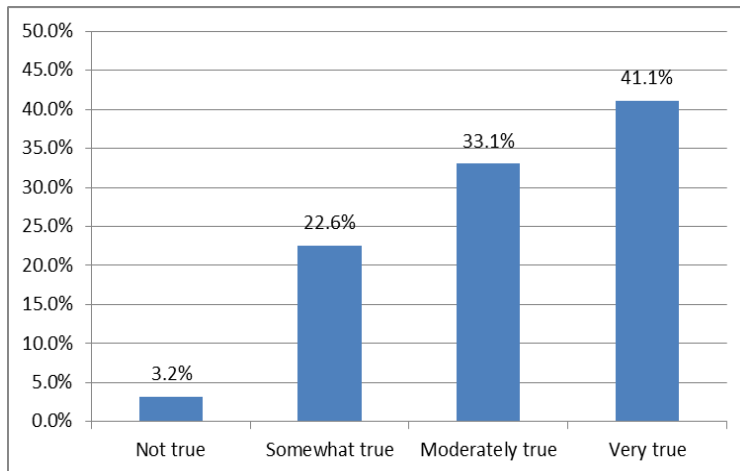


Table 10. I learned how to assess policies that affect service provision to clients in the community (e.g., financial and reimbursement constraints, potential for advocacy).

## Theory and Knowledge in Practice

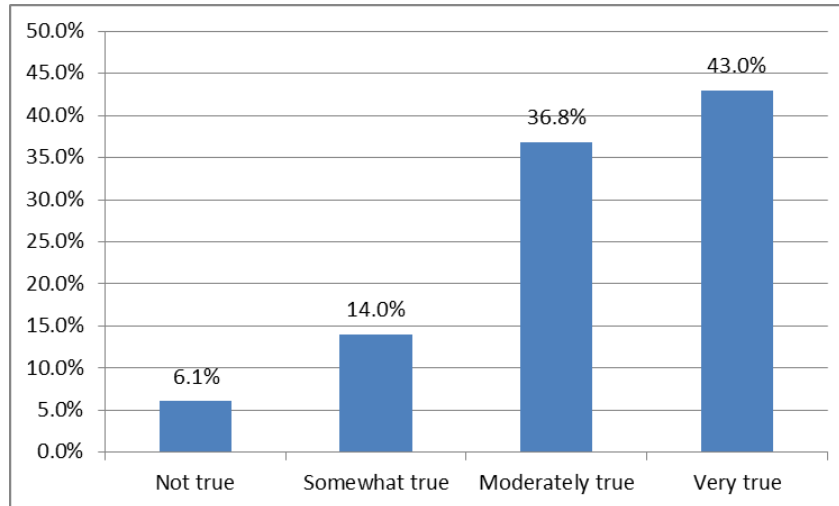


Table 11. I learned how to apply biological, social and psychological theories and knowledge of normal development and life course changes throughout the life cycle to social work practice.

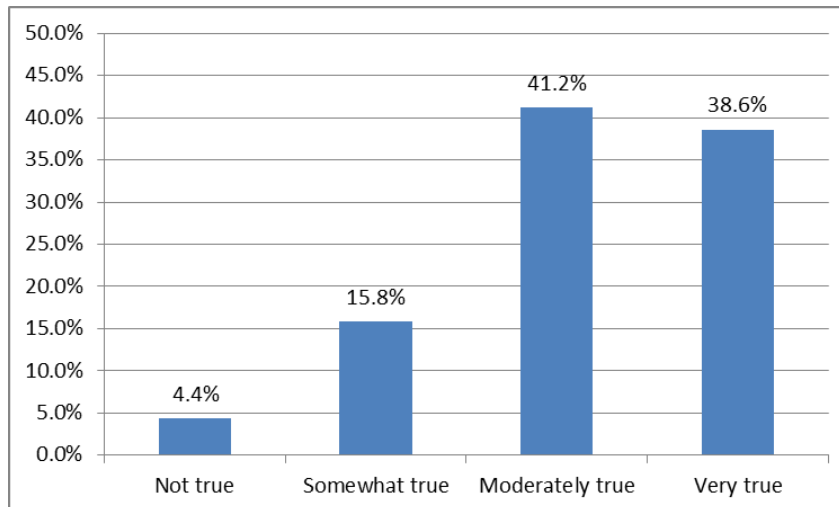


Table 12. I have an understanding of laws and policies related to client populations in my specialization (e.g., client confidentiality, informed consent, rights of children, patient rights, mandatory reporting requirements for abuse/neglect and harm to self and others, procedures to initiate involuntary hospitalization and completion of advanced directives).

## Individual and Family

Table 13. I am able to establish rapport and maintain an effective working relationship with individuals and family members, using as appropriate, sensitivity, warmth, role modeling, assertiveness and authority.

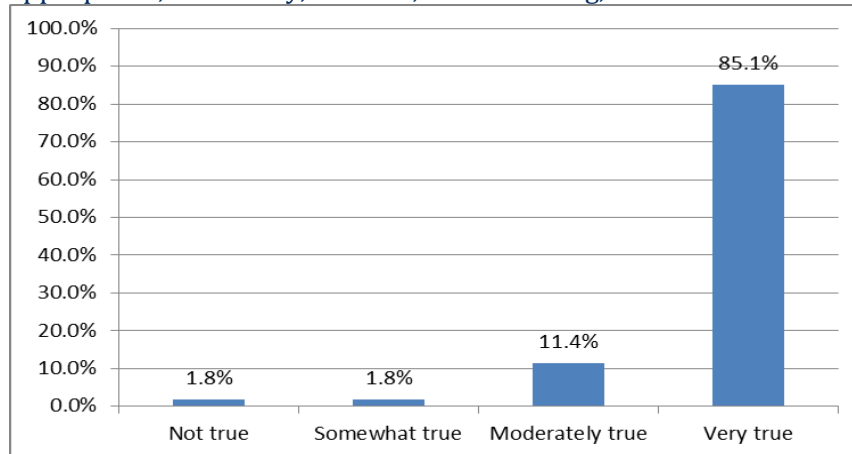


Table 14. I am able to apply individual, family and group interventions, based on assessment, with clients in my area of specialization.

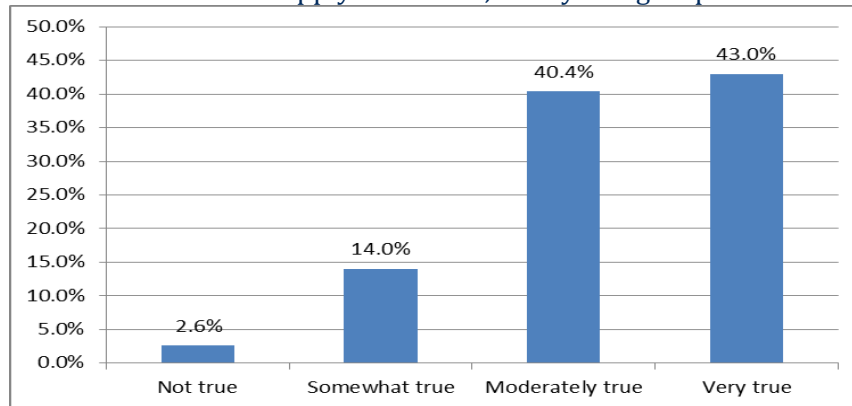


Table 15. I am able to apply effective social work models and interventions on behalf of clients and their families.

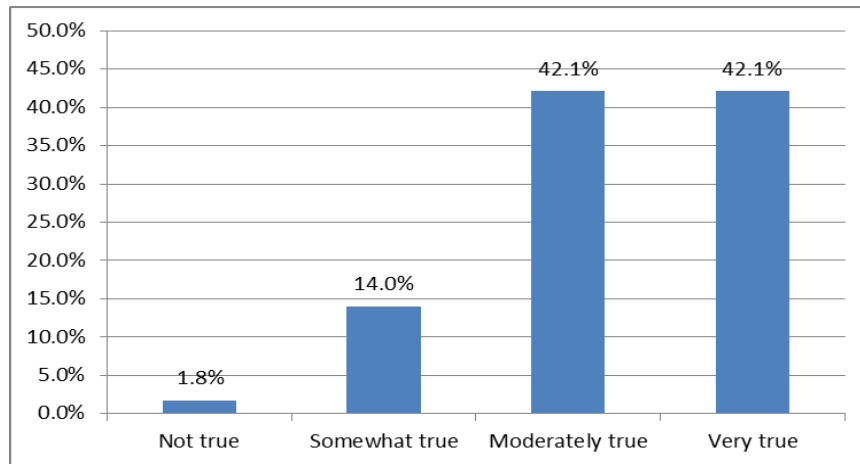


Table 16. I know how to enhance the coping capacities of clients and their families

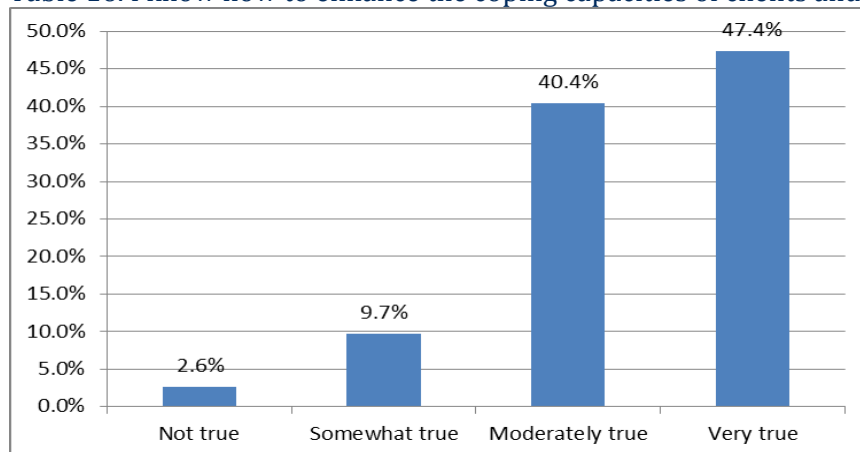
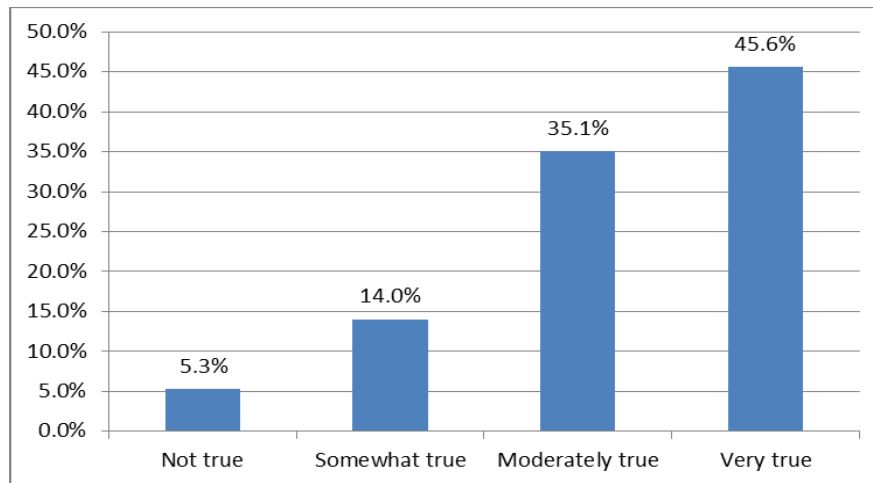


Table 17. As a result of course content I have increased my competence in working with issues of diversity (e.g., class, culture, race, ethnicity, gender, religion, sexual orientation, disability and various family forms).



### Services, Programs and Policies

Table 18. I know how to apply knowledge of the impact of social, mental health and health policies, regulations and programs on clients to develop intervention strategies and service plans for individuals, families and groups.

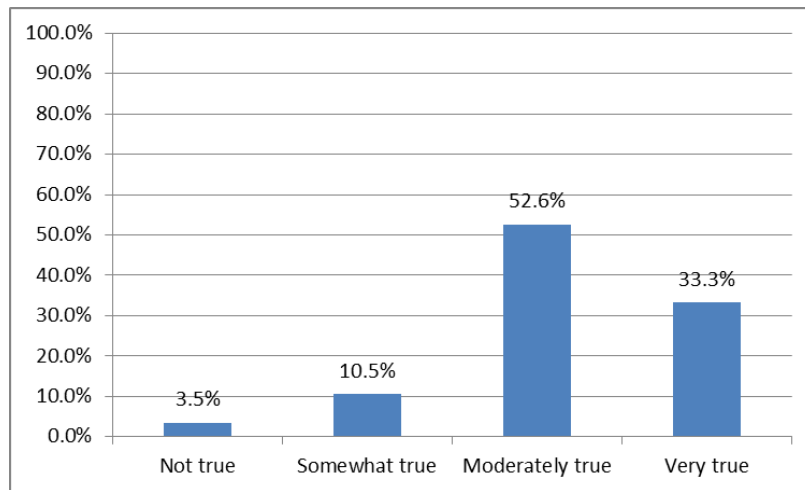
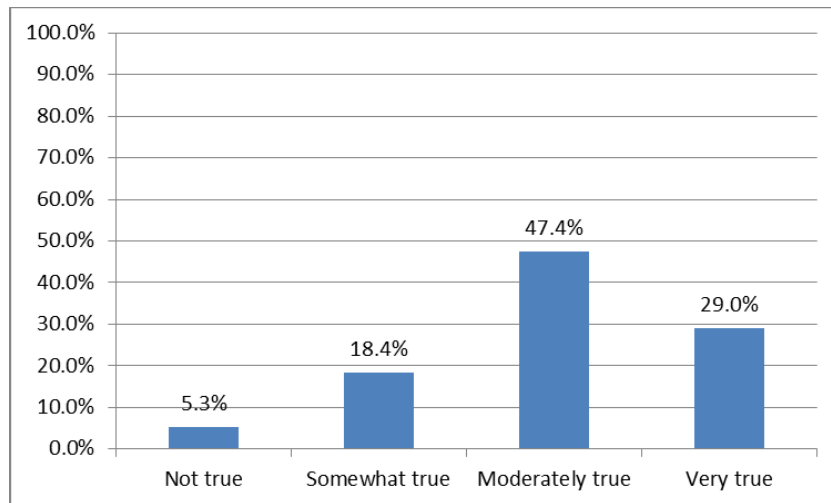


Table 19. I know how to apply advocacy, networking and educational strategies with the public, agencies and professional and legislative staffs to address the needs and issues of a population.





### Interdisciplinary/Interprofessional Collaboration

Table 20.- I know how to identify and incorporate into practice the distinct and overlapping roles of social work and other professions in the care of the client group in my specialization

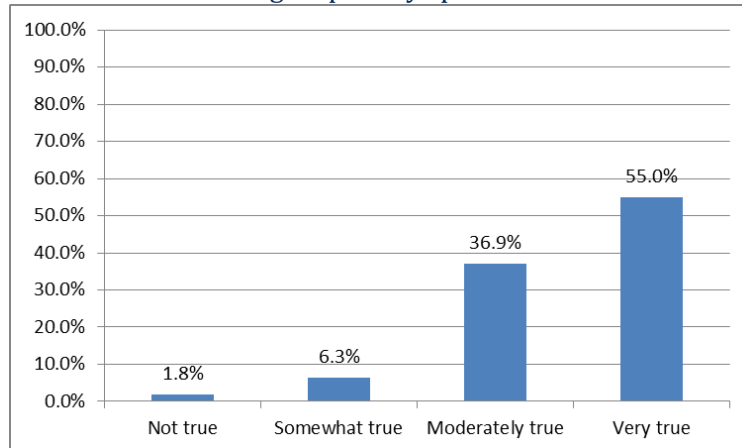


Table 21. I know how to effectively collaborate and communicate with other health, mental health, social services, and allied health professionals in delivering services to clients.

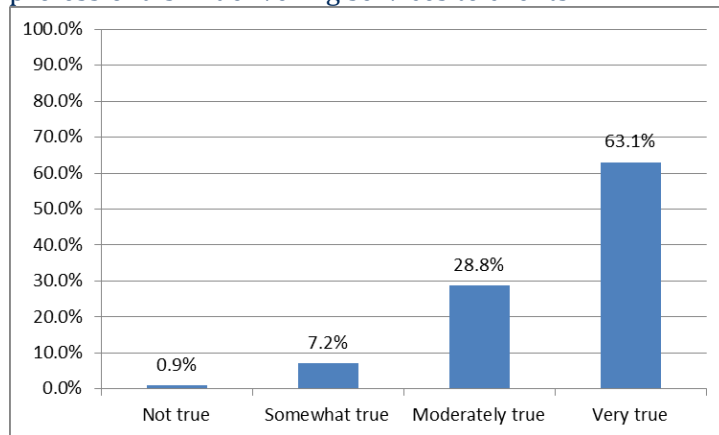
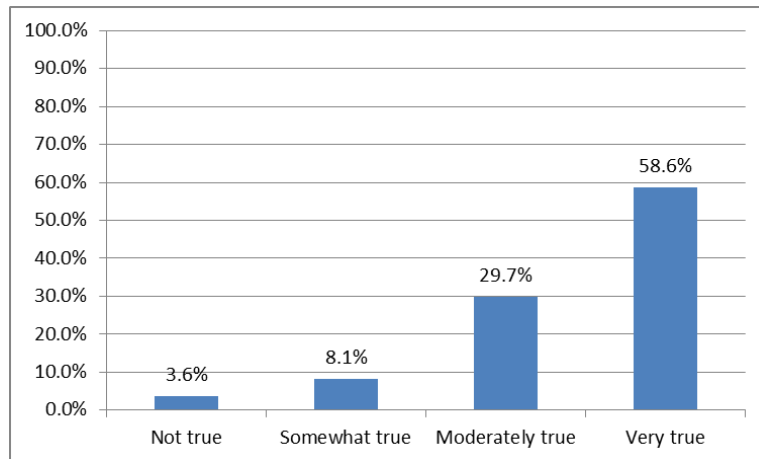


Table 22. I can identify, distinguish between, and perform roles of consultant, core team member, and team leader.



## Practicum

Table 23. How satisfied are you with the extent of integration between practicum and classroom education?

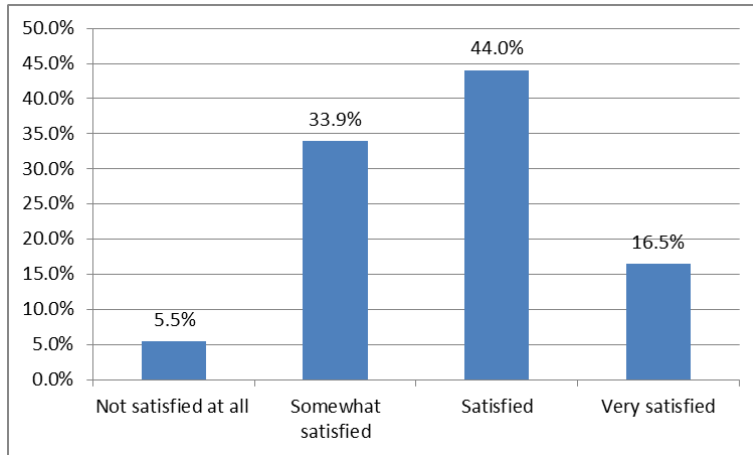


Table 24. How satisfied are you with the helpfulness of the faculty field liaison?

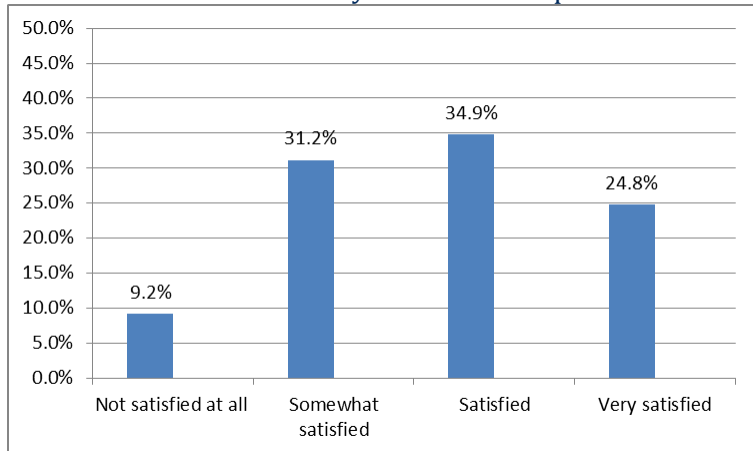
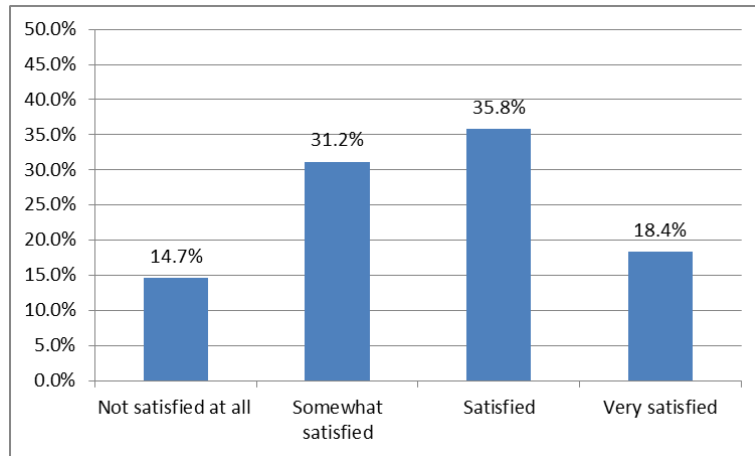


Table 25. How satisfied are you with helpfulness of Practicum Office staff?



## Evaluation and Research

Table 26. I have been able to integrate knowledge of intervention research with practice issues relating to my specialization.

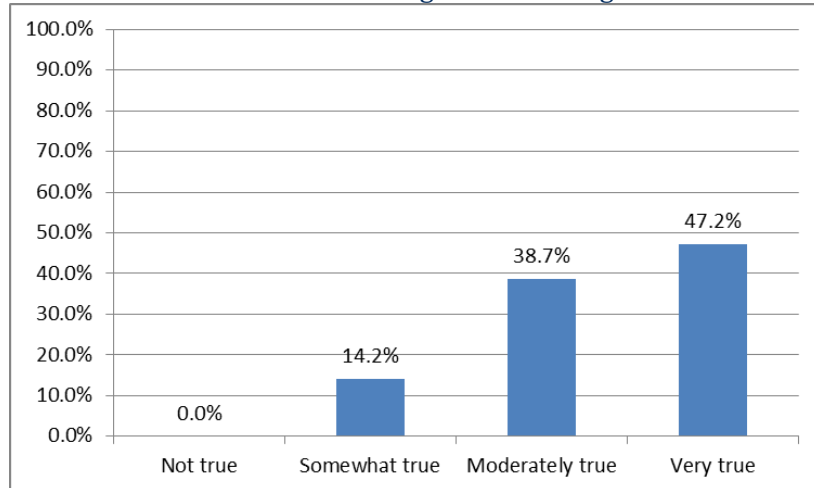
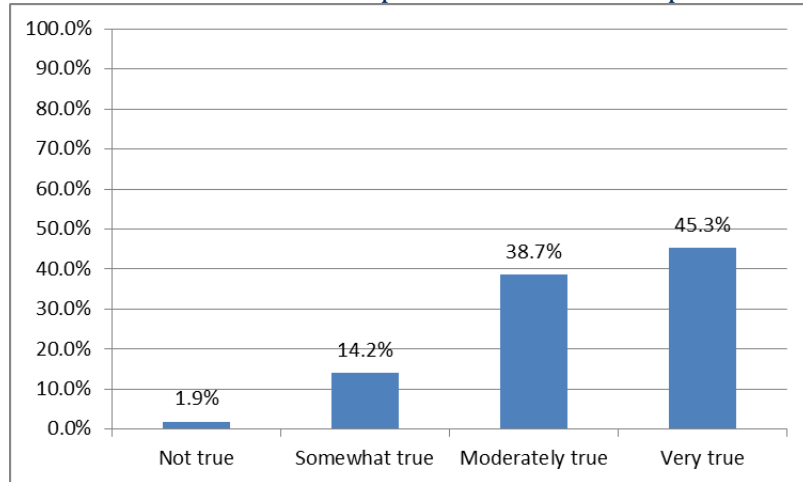


Table 27. I know how to incorporate evidence based practices into practice, program, and policy formulations.



## GRADUATE EMPLOYMENT SURVEY: JUNE AND NOVEMBER 2013 (N=199)

Table 1. Which specialization did you complete?

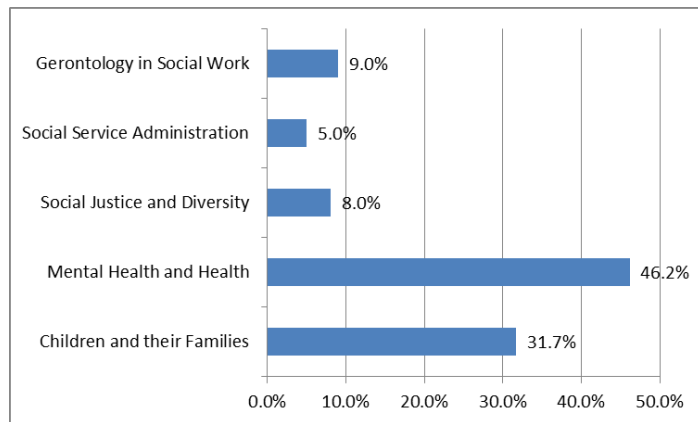


Table 2. Are you employed?

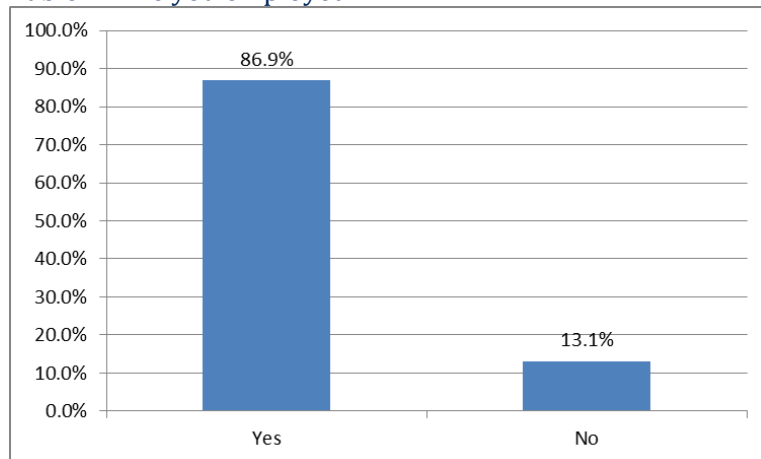


Table 3. Which best describes your current employment situation?

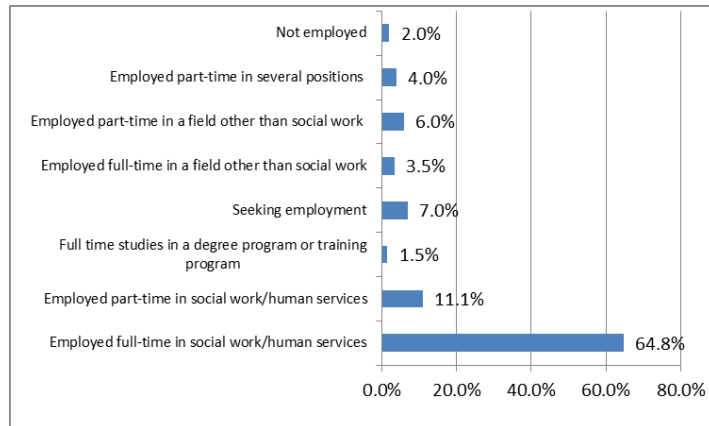


Table 4. Is the total number of your work hours by choice?

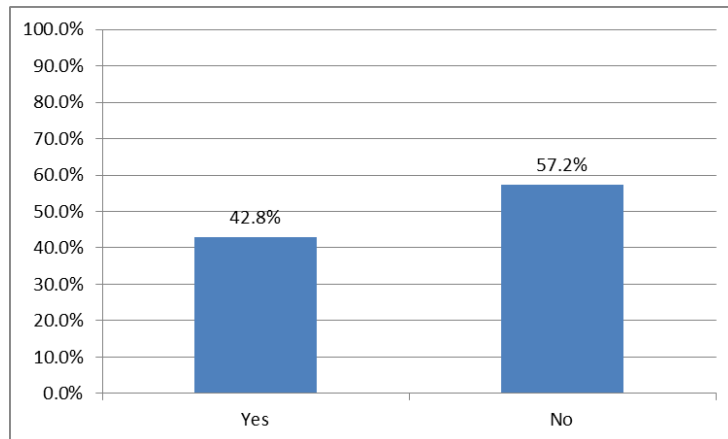




Table 5. Location of your job:

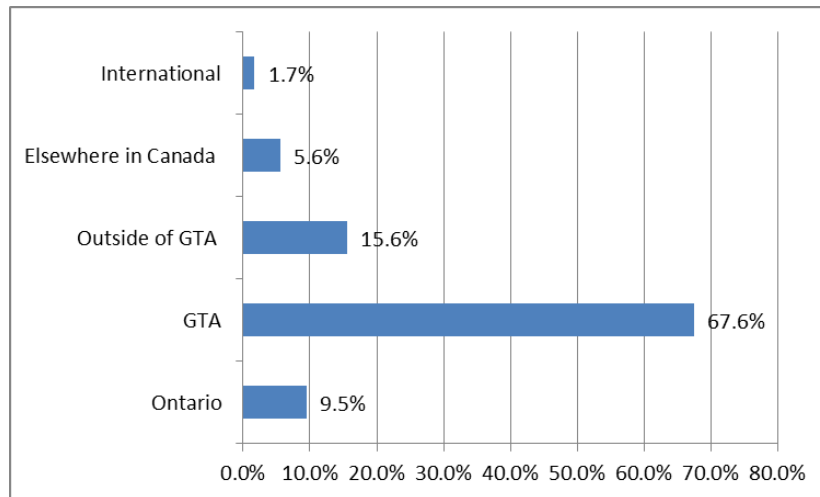


Table 6. What is the minimum credentials that your position or job requires?

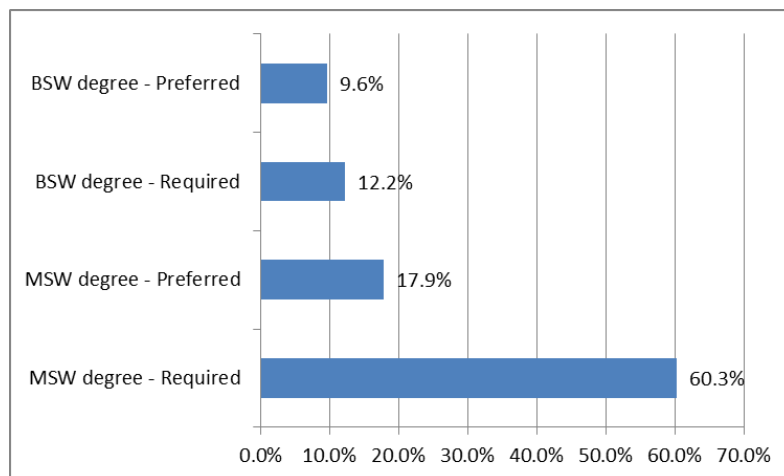


Table 7. What best describes your job's specialization?

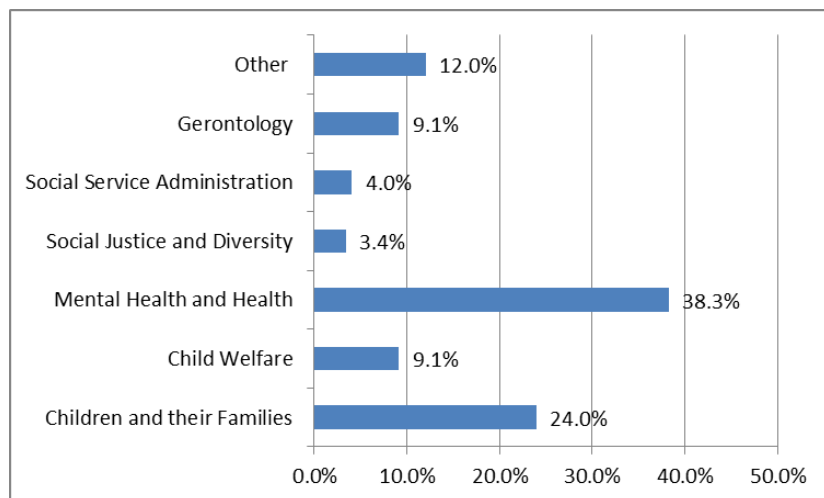


Table 8. What best describes your job setting?

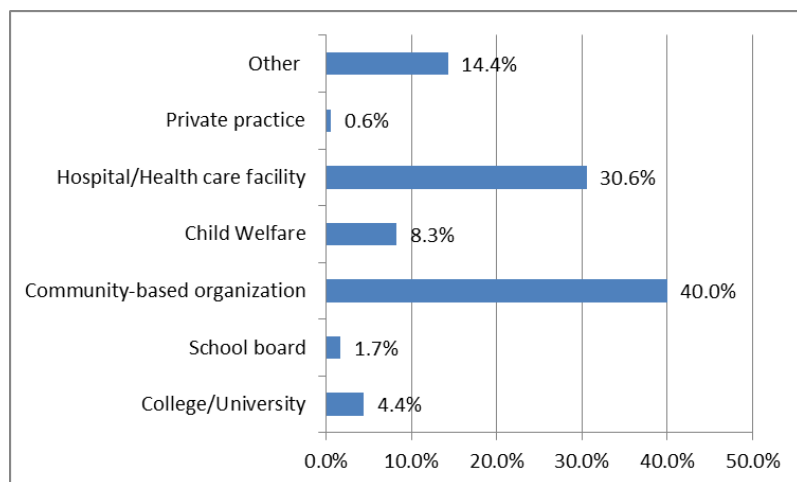


Table 9. What best describes your job's primary function?

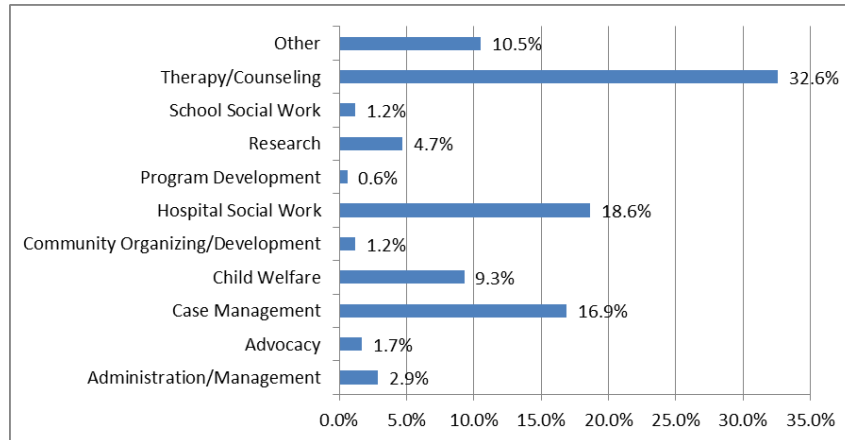


Table 10. At FIFSW, you were enrolled in:

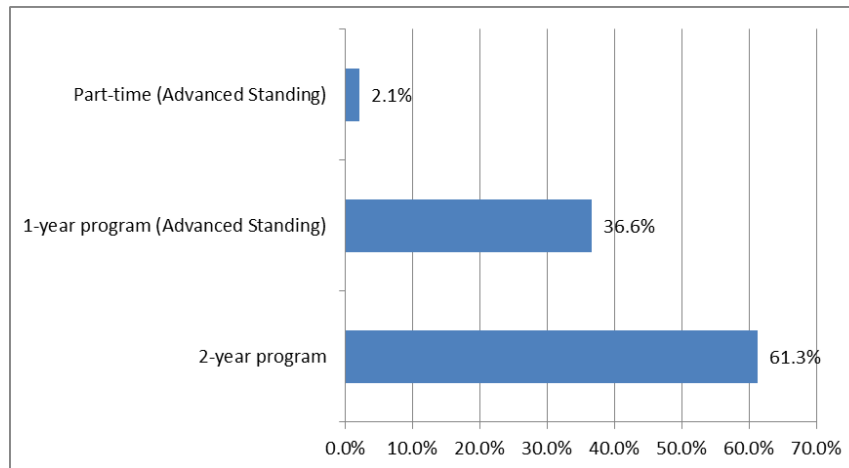


Table 11. If you graduated from the 1-year (Advanced Standing) program, how long did you work post BSW?

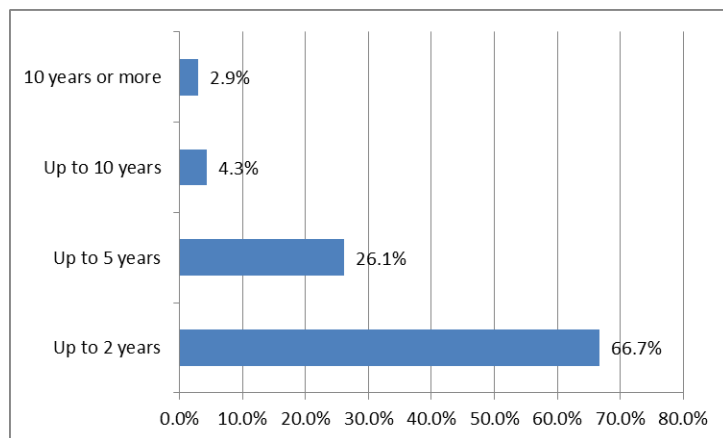


Table 12. Annual income for 2-year program graduates

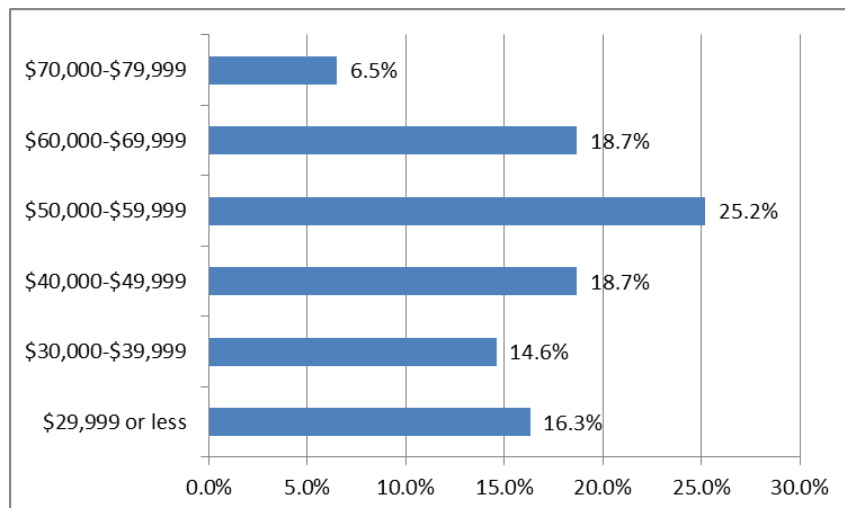


Table 13. Annual income for 1-year program graduates

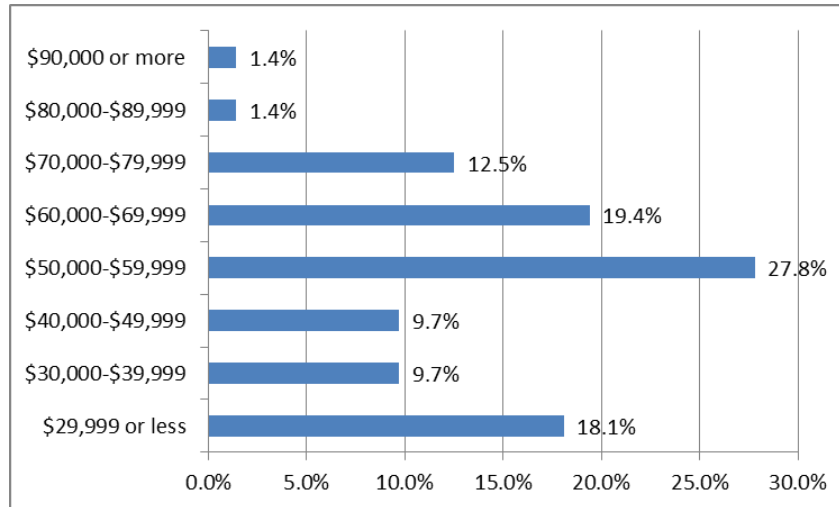


Table 14. How satisfied are you with your job duties?

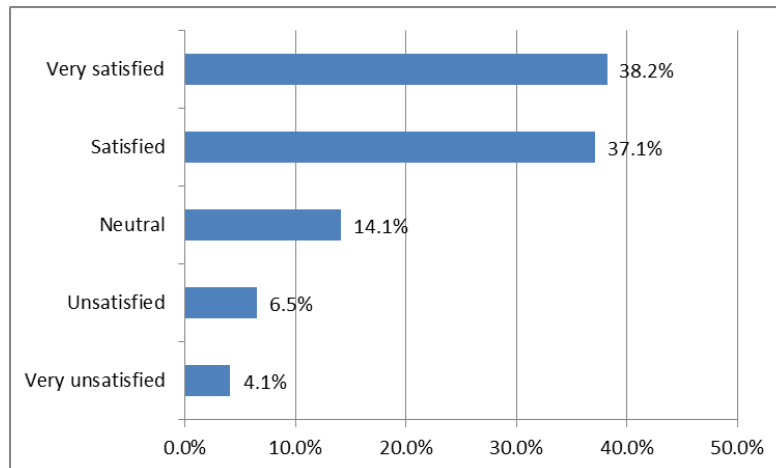


Table 15. How satisfied are you with your compensation?

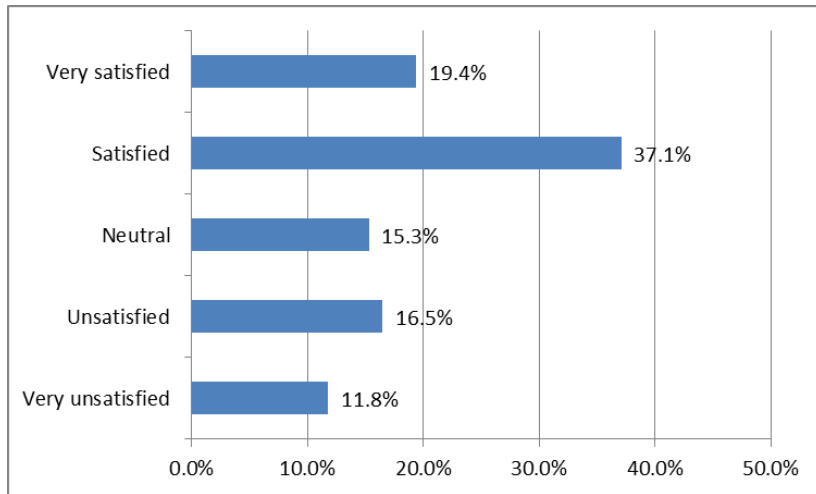
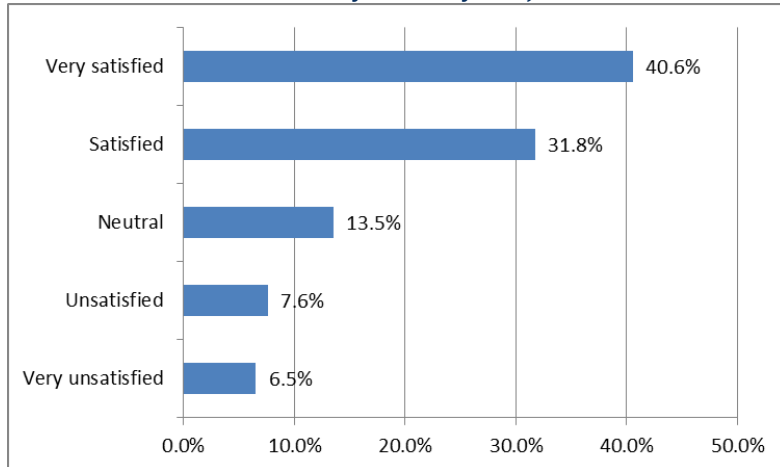


Table 16. How satisfied are you that your job is related to what you want to be doing?



## CGPSS 2013 RESULTS FOR PROFESSIONAL MASTERS' STUDENTS IN THE FACULTY OF SOCIAL WORK

### I. Survey Participants

Professional Master's students	Registered	Responded	%
Social Work	396	214	54.0%
University of Toronto	5,640	2,411	42.7%

### II. Satisfaction with Program, Quality of Interaction, and Coursework

#### 1. Please rate the following dimensions of your program:

	N		Excellent %		Very good %		Good %		Fair %		Poor %	
	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT
1. The intellectual quality of the faculty	213	2,386	46.9	45.7	39.4	40.2	11.7	11.6	1.9	2.1	0.0	0.5
2. The intellectual quality of my fellow students	213	2,379	24.4	25.7	40.8	44.9	26.3	22.1	7.0	6.1	1.4	1.2
3. The relationship between faculty and graduate students	213	2,382	16.9	20.9	36.6	39.0	34.3	28.6	9.4	9.0	2.8	2.5
4. Overall quality of graduate level teaching by faculty	212	2,380	19.8	19.2	43.9	45.2	25.5	24.9	9.0	8.8	1.9	1.9
5. Advice on the availability of financial support	211	2,351	10.4	9.2	23.7	19.9	34.1	32.8	20.4	24.4	11.4	13.7
6. Quality of academic advising and guidance	212	2,357	11.8	11.2	21.7	28.8	39.2	32.2	21.2	19.4	6.1	8.4
7. Helpfulness of staff members in my program	213	2,371	24.4	24.3	31.5	34.4	30.0	26.4	12.2	11.3	1.9	3.7

#### 2. Please rate the following dimensions of your program

	N		Excellent %		Very Good %		Good %		Fair %		Poor %	
	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT
1. Relationship of program content to my research/ professional goals	212	2,374	16.0	21.2	36.8	38.7	26.9	25.9	13.7	10.3	6.6	3.9
2. Opportunities for student collaboration or teamwork	213	2,378	21.6	32.2	42.3	38.6	26.3	22.5	8.5	5.4	1.4	1.3
3. Opportunities to take coursework outside my own department	213	2,360	9.4	12.0	20.2	23.7	44.6	29.9	17.8	19.7	8.0	14.7
4. Opportunities to engage in interdisciplinary work	213	2,357	23.5	16.4	35.2	28.1	24.9	29.9	11.3	17.8	5.2	7.8
5. Availability of area courses I need to complete my program	212	2,370	24.1	24.1	36.3	31.9	26.4	27.3	11.3	12.4	1.9	4.4
6. Amount of coursework	213	2,375	9.9	9.1	30.5	31.8	45.5	42.5	13.6	13.9	0.5	2.7
7. Quality of instruction in my courses	213	2,378	16.9	17.0	46.9	43.7	27.7	28.7	7.0	8.4	1.4	2.1

#### 3. General Satisfaction

	N		Definitely %		Probably %		Maybe %		Probably Not %		Definitely Not %	
	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT
1. If you were to start your graduate/professional career again, would you select this same university?	214	2,411	43.5	41.8	30.4	35.6	15.0	13.8	7.9	6.6	3.3	2.2
2. If you were to start your graduate/professional career again, would you select the same field of study?	214	2,409	63.1	50.2	24.3	32.0	10.3	12.5	2.3	4.2	0.0	1.1
3. Would you recommend this university to someone considering your program?	214	2,406	47.2	46.5	28.0	30.7	15.9	13.9	6.1	6.5	2.8	2.4
4. Would you recommend this university to someone in another field?	214	2,408	34.1	34.0	32.7	34.4	29.0	26.4	2.8	4.2	1.4	0.9

### III. Program/Department Support

1. Research Experience																			
Participation in the following areas:					N		Yes %		No %		N/A %								
					SWK	UT	SWK	UT	SWK	UT	SWK	UT							
1. Conducting independent research since starting your graduate program					211	2,350	40.8	46.7	11.4	15.1	47.9	38.2							
2. Training in research methods before beginning your own research					211	2,347	49.8	52.7	7.1	11.1	43.1	36.1							
3. Faculty guidance in formulating a research topic					211	2,346	45.0	49.9	7.1	11.0	47.9	39.1							
Participation in the following areas if this activity occurs in respondent's department:																			
4. Attended national scholarly meetings					18	470	16.7	23.2	77.8	73.0	5.6	3.8							

### IV. General Assessment

1. Rate the extent to which the following factors are an obstacle to your academic progress.

Respondents who rate the factors "a major obstacle" to their academic progress

	N	%
	SWK	SWK
Work/financial commitments	204	38.7
Family obligations	203	15.8
Program structure or requirements	204	13.7
Course scheduling	201	10.9
Availability of faculty	201	2.5
Immigration law/regulations	203	2.0

2. Overall, how would you rate the quality of														
			N		Excellent %		Very good %		Good %		Fair %		Poor %	
			SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT
1. your academic experience at this university?			203	2,280	26.1	25.8	36.9	40.7	27.6	23.9	6.9	7.1	2.5	2.4
2. your student life experience at this university?			203	2,265	12.3	12.7	30.0	30.5	31.5	32.9	19.2	17.3	6.9	6.6
3. your graduate program at this university?			203	2,279	23.2	25.1	37.9	36.5	23.6	24.6	12.3	9.4	3.0	4.3
4. your overall experience at this university?			203	2,280	17.7	19.9	38.4	38.4	30.0	28.9	11.3	10.2	2.5	2.7



## CGPSS 2013 RESULTS FOR PROFESSIONAL DOCTORAL STUDENTS IN THE FACULTY OF SOCIAL WORK

### I. Survey Participants

Doctoral students	Registered	Responded	%
Social Work	51	25	49.0%
University of Toronto	5,618	2,681	47.7%

### II. Satisfaction with Program, Quality of Interaction, and Coursework

1. Please rate the following dimensions of your program:

	N		Excellent %		Very good %		Good %		Fair %		Poor %	
	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT
1. The intellectual quality of the faculty	25	2,653	28.0	52.2	48.0	35.4	16.0	9.7	8.0	2.3	0.0	0.5
2. The intellectual quality of my fellow students	25	2,641	20.0	30.2	48.0	44.7	20.0	18.4	12.0	5.9	0.0	0.9
3. The relationship between faculty and graduate student	25	2,647	0.0	17.9	36.0	35.5	44.0	28.6	16.0	12.8	4.0	5.1
4. Overall quality of graduate level teaching by faculty	25	2,646	16.0	17.1	40.0	38.1	28.0	28.9	16.0	12.0	0.0	3.9
5. Advice on the availability of financial support	25	2,633	0.0	9.5	32.0	23.4	28.0	31.4	24.0	22.7	16.0	13.0
6. Quality of academic advising and guidance	25	2,640	12.0	18.2	36.0	29.0	40.0	27.9	8.0	17.4	4.0	7.5
7. Helpfulness of staff members in my program	25	2,644	16.0	30.0	48.0	33.2	20.0	22.3	12.0	10.6	4.0	3.9

2. Please rate the following dimensions of your program

	N		Excellent %		Very Good %		Good %		Fair %		Poor %	
	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT
1. Relationship of program content to my research/ professional goals	25	2,644	12.0	15.5	32.0	32.4	20.0	29.4	12.0	16.7	24.0	5.9
2. Opportunities for student collaboration or teamwork	25	2,635	12.0	13.9	28.0	26.4	24.0	28.8	8.0	19.6	28.0	11.3
3. Opportunities to take coursework outside my own department	25	2,635	24.0	19.7	44.0	30.0	20.0	28.0	12.0	15.5	0.0	6.8
4. Opportunities to engage in interdisciplinary work	25	2,619	8.0	17.6	28.0	26.2	32.0	28.9	24.0	18.3	8.0	9.0
5. Availability of area courses I need to complete my program	25	2,633	0.0	9.5	20.0	23.4	40.0	31.4	32.0	22.7	8.0	13.0
6. Amount of coursework	25	2,650	0.0	10.3	36.0	31.1	40.0	41.4	20.0	13.8	4.0	3.4
7. Quality of Instruction in my courses	25	2,648	12.0	15.7	44.0	38.2	28.0	30.9	12.0	12.2	4.0	3.0

3. General Satisfaction														
			N		Definitely %		Probably %		Maybe %		Probably Not %		Definitely Not %	
			SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT
1. If you were to start your graduate/professional career again, would you select this same university?			25	2,680	28.0	37.0	44.0	40.0	24.0	15.3	4.0	5.7	0.0	2.0
2. If you were to start your graduate/professional career again, would you select the same field of study?			24	2,670	29.2	47.2	50.0	30.1	16.7	14.3	4.2	6.6	0.0	1.8
3. Would you recommend this university to someone considering your program?			24	2,672	29.2	45.3	37.5	30.7	25.0	15.9	4.2	5.7	4.2	2.4
4. Would you recommend this university to someone in another field?			24	2,673	16.7	28.9	37.5	36.7	45.8	30.0	0.0	3.6	0.0	0.8

### III. Program/Department Support

1. Research Experience																	
										N		Yes %		No %		N/A %	
Participation in the following areas:										SWK	UT	SWK	UT	SWK	UT	SWK	UT
1. Conducting independent research since starting your graduate program										25	2,588	96.0	95.2	0.0	2.3	4.0	2.5
2. Training in research methods before beginning your own research										25	2,588	96.0	93.1	0.0	3.1	4.0	3.7
3. Faculty guidance in formulating a research topic										25	2,589	96.0	97.5	0.0	1.1	4.0	1.4
4. Research collaboration with one or more faculty members										25	2,595	96.0	83.2	4.0	8.9	0.0	7.9
5. Collaboration with faculty in writing grant proposals										25	2,593	72.0	62.3	16.0	22.6	12.0	15.1
Participation in the following areas if this activity occurs in respondent's department:																	
6. Attended national scholarly meetings										14	1,726	50.0	74.7	42.9	22.5	7.1	2.8
7. Delivered papers or presented a poster at national scholarly meetings*										17	1,881	58.8	79.9	29.4	17.3	11.8	2.8
8. Co-authored in refereed journals with your program faculty*										15	1,288	46.7	69.4	40.0	27.8	13.3	2.8
9. Published as sole or first author in a refereed journal*										13	1,307	61.5	66.0	30.8	31.4	7.7	2.6

\*Long Stream Only

2. For each of the following statements, indicate the extent that it describes the behavior of your dissertation advisor (Doctoral students only)

		N		Strongly agree %		Agree %		Disagree %		Strongly disagree %	
My dissertation advisor:		SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT
1. Was knowledgeable about formal degree requirements		20	2,389	40.0	43.0	60.0	45.5	0.0	9.5	0.0	2.0
2. Served as my advocate when necessary		20	2,369	45.0	52.5	55.0	38.9	0.0	6.6	0.0	2.0
3. Gave me constructive feedback on my work		20	2,381	60.0	54.3	40.0	36.7	0.0	7.0	0.0	1.9
4. Returned my work promptly		20	2,379	55.0	47.9	25.0	37.2	20.0	10.8	0.0	4.2
5. Promoted my professional development		20	2,367	55.0	46.7	35.0	37.4	10.0	12.3	0.0	3.5
6. Overall, performed the role well		20	2,370	60.0	51.8	40.0	36.4	0.0	9.1	0.0	2.8

3. For each of the following statements, indicate the extent that it describes the behavior of your dissertation advisor  
(Doctoral students only)

	N		Strongly agree %		Agree %		Disagree %		Strongly disagree %	
	SW	UT	SW	UT	SW	UT	SW	UT	SW	UT
1. Was very helpful to me in preparing for written qualifying exams	16	2,231	37.5	36.8	62.5	44.1	0.0	15.1	0.0	3.9
2. Was very helpful to me in preparing for the oral qualifying exam	16	2,199	37.5	37.7	56.3	43.2	6.3	15.4	0.0	3.6
3. Was very helpful to me in selecting a dissertation topic	18	2,318	44.4	44.4	50.0	40.5	5.6	12.9	0.0	2.2
4. Was very helpful to me in writing a dissertation prospectus or proposal	17	2,249	58.8	43.2	41.2	41.0	0.0	13.0	0.0	2.8
5. Was very helpful to me in writing the dissertation	16	2,111	43.8	40.0	50.0	43.5	6.3	13.4	0.0	3.1

#### IV. General Assessment

1. Rate the extent to which the following factors are an obstacle to your academic progress.

Respondents who rate the factors "a major obstacle" to their academic progress

	N	%
	SWK	SWK
Work/financial commitments	23	47.8
Program structure or requirements	23	21.7
Course scheduling	23	17.4
Family obligations	23	13.0
Availability of faculty	23	8.7
Immigration law/regulations	23	4.3

2. Overall, how would you rate the quality of

	N		Excellent %		Very good %		Good %		Fair %		Poor %	
	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT	SWK	UT
1. your academic experience at this university?	24	2,484	25.0	31.4	45.8	40.5	8.3	18.6	20.8	7.2	0.0	2.3
2. your student life experience at this university?	24	2,476	4.2	14.3	29.2	31.9	41.7	31.0	16.7	17.3	8.3	6.7
3. your graduate program at this university?	24	2,482	20.8	25.1	41.7	37.2	12.5	23.7	16.7	10.0	8.3	4.0
4. your overall experience at this university?	24	2,483	12.5	21.6	45.8	39.0	25.0	26.4	12.5	10.1	4.2	2.9



## ONGOING RESEARCH PROJECTS 2013-14

TIME FRAME	FSW PRINCIPAL INVESTIGATOR(S)	TITLE OF RESEARCH PROJECT	FUNDING AGENCY	TOTAL FUNDING
<b>COUNCIL GRANTS-SSHRC/CIHR</b>				
<b>April 1'09-Mar 31'15</b>	Fuller-Thomson	What promotes permanency in child welfare kinship placement: A mixed method investigation of the role of service provision to First Nations and non-first nation families	SSHRC Standard Grants	\$155,915
<b>April 1'09-Mar 31'14</b>	Simons	Job satisfaction and organizational commitment among Ontario's social workers in health and aging	SSHRC Standard Grants	\$90,962
<b>April 1'10-Mar 31'13</b>	Lightman	Precarious bodies, precarious work: Episodic disabilities in the global economy	SSHRC Standard Grants	\$234,251
<b>April 1'10-Mar 31'13</b>	Sakamoto	Discourses of skilled immigrants and Canadian experience: An intertextual analysis of English, Chinese and Indian media and critical knowledge mobilization	SSHRC Standard Grants	\$123,775
<b>April 1'11-Mar 31'15</b>	Bhuyan	Negotiating citizenship and social rights from the margins: A study of migrant women seeking violence against women services in Canada	SSHRC Standard Grants	\$94,694
<b>April 1'11-Mar 31'14</b>	Lee	An analysis of public and private discourses of education migration in Canadian schools: A case study of South Korean families	SSHRC Standard Grants	\$96,583
<b>April 1'11-Mar 31'14</b>	Mishna	Motivations for cyber bullying: A longitudinal and multi-perspective inquiry	SSHRC Standard Grants	\$203,630
<b>Mar 1'11-Mar 31'13</b>	Newman	Advancing new prevention technologies for HIV: Rectal microbicide acceptability among men who have sex with men and transgenders in India and Thailand	CIHR-Operating	\$100,000
<b>April 1'11-Mar 31'14</b>	Regehr	The relative influence of training and experience on social workers' professional judgment	SSHRC Standard Grants	\$132,031
<b>April 1'11-Mar 31'16</b>	Saini	Focusing on parenting: Developing a framework for effective parent-child relationships within the context of high conflict separation	SSHRC Standard Grants	\$112,585
<b>Apr 1'11-Mar 31'15</b>	Alaggia	Lost in translation: Child Protection services to ethnic minority clients	SSHRC Sub-grant	\$25,000
<b>Mar 1'12-Mar 31'14</b>	Brennan	Exploring the health and wellness of long-term HIV positive two spirit men in Ontario	CIHR	\$53,663

<b>Jun 1'11-May 31'14</b>	Craig	I will survive? The influence of the media on experiences of resiliency for sexual minority youth	SSHRC Insight Development Grant	\$49,015
<b>Mar 31'12-Mar 30'20</b>	Hulchanski	Neighbourhood inequality, diversity, and change: Trends, processes, consequences, and policy options for Canada's large metropolitan areas	SSHRC Partnership Grant	\$2,500,000
<b>TIME FRAME</b>	<b>FSW PRINCIPAL INVESTIGATOR(S)</b>	<b>TITLE OF RESEARCH PROJECT</b>	<b>FUNDING AGENCY</b>	<b>TOTAL FUNDING</b>
<b>Mar 31'12-Mar 30'19</b>	McDonald	Engaged scholarship: Evaluation of knowledge mobilization for older adults in the community	SSHRC Partnership Grant	\$2,195,095
<b>Dec 1'11-Nov 30'18</b>	Newman	Social, behavioural and ethical challenges of HIV vaccine development	CIHR Emerging Team Grant	\$3,500,239
<b>Mar 1'12-Mar 31'14</b>	Newman	Advancing new prevention technologies for HIV: Rectal microbicide acceptability among men who have sex with men and transgenders in Thailand	CIHR Operating Grant	\$100,000
<b>Jun 1'12-May 31'13</b>	Fang	Navigating Cultural Worlds: Understanding How Mainland Chinese Immigrants Negotiate Cross-Cultural Experiences	SSHRC Insight Development Grant	\$33,829
<b>Mar 1'13-Mar 31'15</b>	Brennan	From hospital to community: A collective case study of the discharge and transition experiences of adults with HIV/AIDS	CIHR Catalyst Grant	\$10,000
<b>Apr 1'13-Mar 31'18</b>	Chambon	Social work and the wished for city: Claiming spaces for women and children in 20th century Toronto	SSHRC Insight Grant	\$218,352
<b>Sep 1'12-Mar 31'14</b>	Craig	Café Scientifique: MySpace to be queer: Youth, new media and health promotion	CIHR Café Scientifique	\$3,000
<b>Sep 1'12-Aug 31'13</b>	Fallon	Building research capacity with First Nations and mainstream youth protection services in Quebec: Student Fellowships	SSHRC:PG Sub-grant	\$32,820
<b>Jul 1'12-Jun 30'17</b>	Zuberi	Reducing health care associated infection in the Vancouver Metropolitan Region	CIHR New Investigator	\$300,000
<b>Apr 1.14-Mar 31'18</b>	Alaggia	Children exposed to intimate partner violence: Expanding our understanding of vulnerabilities and resiliencies	SSHRC Insight Grant	\$137,617
<b>Apr 1.14-Mar 31'19</b>	Bhuyan	Substantive citizenship in an era of crimmigration: Constructing the deportable subject in the shadow of the state	SSHRC Insight Grant	\$205,362
<b>Jan 1'14-Dec 31'14</b>	Bhuyan	Mobilizing Community-based knowledge on recent changes to Canadian Immigration Policy	SSHRC Connections	\$38,891
<b>Mar 1'14-Mar 31'16</b>	Brennan	HIV Prevention, Risk Perceptions, Behaviours, and Health Care Access Among Gay, Bisexual, Two-Spirit, and Other Men Who Have Sex with Men in the Context of Changing Social-Historical, Messaging, and Socio-Sexual Environments	CIHR -- Request for Applications (RFA) Team Grant	\$9,981

Oct 1'13-Mar 31'15	Craig	Affirmative coping skills training to reduce HIV/AIDS risk for sexual minority youth: An open pilot feasibility study	CIHR -Catalyst Grant	\$32,861
<b>TIME FRAME</b>	<b>FSW PRINCIPAL INVESTIGATOR(S)</b>	<b>TITLE OF RESEARCH PROJECT</b>	<b>FUNDING AGENCY</b>	<b>TOTAL FUNDING</b>
Apr 1'14-Mar 31'15	Hulchanski	Framing a research-action agenda on women's homelessness	York University -- SSHRC Strategic Knowledge Cluster sub-grant	\$15,000
Apr 1'13-Mar 31'17	Logie	Towards an understanding of structural drivers of HIV/STI and protective factors	CIHR Operating Grant	\$319,234
Jul 1'13-Mar 14'16	Logie	Exploring performance ethnography as an innovative approach	SSHRC-Partnership Development Grant	\$174,583
<b>Internal SSHRC – SIG</b>				
Apr 1'13-Mar 31'15	Logie	Evaluating the impact of support groups on health and empowerment outcomes among Black, African and Caribbean sexual and gender minorities in Toronto, Ontario	SIG-Research	\$4,201
Apr 1'13-Mar 31'15	Saini	Safety and wellbeing from the perspectives of youth: Experiences of using supervised access services following separation and divorce	SIG-Research	\$4,201
Apr 1'13-Mar 31'15	Lee	Democracy's challenge: The tangled corporatization of citizenship and higher education in Canada	SIG-Conference Travel	\$800
Apr 1'13-Mar 31'15	Logie	Sexual violence, stigma & health outcomes among sexual minority women in Toronto Canada	SIG-Conference Travel	\$800
Apr 1'13-Mar 31'15	Sakamoto	Participatory arts-based research with marginalized populations/Missing context of immigration employment & integration: A tacit knowledge perspective	SIG-Conference Travel	\$800
<b>OTHER GRANTS</b>				
Jan 1'08-Dec 31'17	Newman	Global development, health & prosperity cluster-Chair in social justice, equity and diversity	CRC-Chair	\$500,000
Jan 1'10-Mar'14	Shlonsky	The Canadian child welfare data archive	ORI	\$276,985
Jan 1'10-Mar'14	Shlonsky	The Canadian child welfare data archive	CFI	\$276,985
Jun 1'11-Jun 30'13	Shlonsky	RCN systematic review collaboration	Parenting Research Centre	\$208,620

<b>Apr 1'11-Mar 31'16</b>	Brennan	Resiliencies and risks: Addressing HIV and other health disparities among marginalized gay and bisexual men	OHTN Scholarship Award	\$260,000
<b>Apr 1'11-Mar 31'14</b>	Brennan	Cruising counts: Examining Ontario provider responses to emerging online tools for HIV prevention among MSM	OTHN Targeted Requests for Applications	\$25,000
<b>Apr 1'11-Mar 31'14</b>	Craig	Social Workers in Canadian health care: A national study of roles and positionality within interprofessional teams	Connaught New Researcher Award	\$10,000
<b>TIME FRAME</b>	<b>FSW PRINCIPAL INVESTIGATOR(S)</b>	<b>TITLE OF RESEARCH PROJECT</b>	<b>FUNDING AGENCY</b>	<b>TOTAL FUNDING</b>
<b>Apr 1'11-Mar 31'14</b>	Lee	Understanding the production and practice of education migration in Canada	Connaught New Researcher Award	\$10,000
<b>Jan 1'13-Dec 31'17</b>	Newman	Dr. Newman CRC Scholarship Tier 2 Chair in Health and Social Justice	Canada Research Chair	\$500,000
<b>Dec 3'12-Jan 4'14</b>	Shera	The social determinants of mental health: A Brazilian perspective	Association of University and Colleges of Canada (LACREG)	\$8,000
<b>Jul 1'12-Jun 30'14</b>	Zuberi	Urban poverty, inequity and social policy in Canada	Connaught Global Challenge Fund	\$20,000
<b>Jan 31'13-Mar 31'15</b>	Fallon	Ontario incidence study of reported child abuse and neglect	Ministry of Children and Youth Services (MCYS)	\$420,627
<b>Apr 1'13-Mar 31'15</b>	Brennan	Cruising Counts: Examining Ontario provider responses to emerging online tools of HIV prevention among MSM	OHTN - Operating Grant	\$77,853
<b>Apr 1'14-Mar 31'19</b>	Brennan	OHTN Applied HIV Research Chair - Examining Emerging Technology to Promote Optimal Wellness for Marginalized Gay & Bisexual Men	OHTN - Research Chair	\$656,848
<b>Jan 1'14-Mar 31'14</b>	Brennan	2SHAWLS (The two spirit HIV/AIDS wellness and longevity study)	OHTN Emerging Priorities Grant	\$19,495
<b>Oct 1'11-Apr 30'15</b>	Newman	Mobile computer-assisted survey research laboratory for HIV vaccine implementation science	CFI-CRC	\$33,840
<b>Oct 1'11-Apr 30'15</b>	Newman	Mobile computer-assisted survey research laboratory for HIV vaccine implementation science	Ontario Ministry of Research and Innovation-CRC	\$33,840
<b>Apr 1'13-Mar 31'15</b>	Saini	ARUC: Séparation parentale, recomposition familiale: parents et enfants à soutenir	Universite Laval -- SSHRC CURA sub-grant	\$1,000
<b>Apr 1'10-Apr 30'15</b>	Shlonsky	The Canadian child welfare data archive	CFI - IOF	\$83,095
<b>CONTRACTS</b>				
<b>Mar 19 '08 - Sep 30'13</b>	Fallon	Canadian incidence study of reported child abuse and neglect	Public Health Agency Canada (PHAC)	\$641,698



<b>Jul 1'12-Jun 30'13</b>	Shlonsky	Northern Territory Project	Parenting Research Centre	\$89,395
<b>Jun 1'13-Jun 15'14</b>	Shlonsky	Performance Measurement and Management Project	OACAS (FIFSW Administered)	\$196,018
<b>OTHER/DONATIONS/ENDOWMENTS</b>				
<b>1999---</b>	CASR	Royal Bank of Canada Graduate Fellowships: Endowment	Royal Bank of Canada	\$1,500,000
<b>2008-2018</b>	Dean	China Project Learning Centre	Mr.& Mrs. Li Shun Xing	\$250,000
<b>TOTAL</b>				<b>\$17,409,069</b>

## FACULTY MEMBERS WHO ARE CO-INVESTIGATORS ON OTHER RESEARCH PROJECTS 2013-14

Faculty	Number of grants	Number of Council Grants	SSHRC	CIHR	Other
Alaggia, R.	2	2	2		
Bhuyan, R.	1	1	1		
Black	0	0			
Bogo, M.	1	1	1		
Brennan, D. J.	9	8		8	1
Craig, S. L.	6	4		4	2
Fallon, B.	2	2	2		
Fang, L.	0	0	0		
Fuller-Thomson, E.	1	1	1		
Hulchanski, J. D.	0	0			
Lee, E.	2	2	2		
Logie, C.	7	3		3	4
McDonald, L.	0	0	0		
Mishna, F.	2	1	1		1
Newman, P. A.	5	4	0	4	1
Regehr, C.	0	0			
Saini, M.	3	2	2		1
Sakamoto, I.	1	1	1		
Shera, W.	0	0		0	
Stern, S. B.	0	0			
Tsang, A. K. T.	1	1	1		
Williams, C. C.	6	6	1	5	
Zuberi	2	2	2		
<b>Total</b>	<b>51</b>	<b>41</b>	<b>17</b>	<b>24</b>	<b>10</b>

## FIFSW FACULTY PUBLICATIONS 2013-14 ACADEMIC YEAR

	# Peer-Review Articles 2013- 2014	# Peer-Review Articles 2013- 2014 including in-press	# Books 2013- 2014	# Books 2013- 2014 in press	# Book Chapters 2013-2014	# Book Chapters 2013-2014 in press
Alaggia, R.	5	5	0		0	0
Bhuyan, R.	1	2	0		1	0
Black, T.	0	2	0		0	0
Bogo, M.	7	9	0		2	1
Brennan, D. J.	3	3	0		0	0
Craig, S. L.	10	14	0		1	3
Fallon, B.	3	6	0		0	0
Fang, L.	5	8	0		2	0
Fuller-Thomson, E.	14	14	0		0	1
Hulchanski, J. D.	0	0	0		0	0
Katz, E.	1	2	0		0	0
Lee, E.	6	7	0		0	0
Logie, C.	9	9	0	1	0	1
McDonald, L.	5	5	0	1	1	0
Mishna, F.	6	10	0		0	0
Newman, P. A.	12	13	0		1	0
Regehr, C.	5	5	2		0	0
Saini, M.	4	5	0		0	3
Sakamoto, I.	1	1	0		4	1
Shera, W.	3	3	0		2	0
Stern, S. B.	0	2	0		0	2
Tsang, A. K. T.	1	1	0		0	0
Williams, C. C.	1	1	0		0	0
Zuberi, D.	1	1	1	1	4	0
<b>Total</b>	<b>103</b>	<b>128</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>12</b>
<b>Average</b>	<b>4.29</b>	<b>5.33</b>	<b>0.17</b>	<b>0.13</b>	<b>0.79</b>	<b>0.50</b>

**PARTICIPATION IN TRI-COUNCIL CRC-ELIGIBLE PROGRAMS, 2006-07 TO 2011-12**

<i>By SGS Division</i>							
Percent Participating							
SGS Division	Faculty	06-07	07-08	08-09	09-10	10-11	11-12
Humanities	All Faculties	42%	45%	41%	39%	44%	43%
Life Sci	All Faculties	73%	72%	72%	75%	75%	75%
Physical Sci	All Faculties	93%	94%	93%	93%	92%	92%
Social Sci	All Faculties	49%	53%	55%	50%	56%	55%
↳ Social Work		68%	68%	86%	67%	74%	71%

## FACULTY LIST OF CROSS-APPOINTMENTS

Faculty Member	Type of Appointment	Faculty / Department / Organization
Rupaleem Bhuyan	Cross Appointment	Women and Gender Studies Institute, University of Toronto
Marion Bogo	Cross Appointment	Wilson Centre for Research in Education, Faculty of Medicine, University of Toronto
David Brennan	Adjunct Appointment	School of Social Work, York University
Barbara Fallon	FIFSW Representative (Director of Knowledge Mobilization)	Fraser Mustard Institute for Human Development, University of Toronto
Esme Fuller-Thomson	Cross Appointment	Faculty of Medicine and Nursing
David Hulchanski	Cross Appointment	Graduate Program in Planning, Department of Geography
Ellen Katz	Academic Clinical Educator and RA	The Hincks-Dellcrest Centre, Toronto
Carmen Logie	Adjunct Scientist	Women's College Research Institute, University of Toronto
Lynn McDonald	Director	Institute for Life Course and Aging, University of Toronto
Faye Mishna	Cross Appointment	Department of Psychiatry, University of Toronto
Cheryl Regehr	Cross Appointment	Faculty of Law, University of Toronto
Izumi Sakamoto	Cross Appointment	Asian Institute, Munk School of Global Affairs, University of Toronto
Wes Shera	Cross Appointment	Department of Psychiatry, University of Toronto
Susan Stern	Cross Appointment	Lawrence S. Bloomberg Faculty of Nursing, University of Toronto
Charmaine Williams	Cross Appointment	Women and Gender Studies Institute, Faculty of Arts and Science, University of Toronto
Daniyal Zuberi	Joint Appointment	School of Public Policy and Governance, University of Toronto

**UTQAP FACULTY LIST OF MEMBERSHIPS WITH SOCIAL WORK COLLEGES AND AGENCIES**

Faculty Member	Membership and Role
Ramona Alaggia	Academic Planning Board, Governing Council (SW Rep)
Rupaleem Bhuyan	SSHRC/OGS Internal Award Committee
Marion Bogo	Commission on Educational Policy, Council on Social Work Education 2012-2015
Shelley Craig	*Appointed Member, Council on Sexual Orientation and Gender Expression (CSOGE) of the Council on Social Work Education (CSWE) *Faculty representative/Member Canadian Association of Social Work Education
Barbara Fallon	Member of Board of Directors, Canadian Association for Social Work Education
Carmen Logie	Nominated Member, Council on Sexual Orientation and Gender Expression (CSOGE) of the Council on Social Work Education (CSWE)
Lynn McDonald	Law Commission of Ontario, Frameworks Advisory Group, Older Adults
Faye Mishna	Chair, Ontario Deans & Directors, Canadian Association of Social Work Education
Michael Saini	Child and Youth Task Group: Ontario Association of Social Workers
Ka Tat Tsang	Member, International Affairs Committee, Canadian Association of Schools of Social Work
Charmaine Williams	Member, Mental Health Advisory Task Force, Ontario Association of Social Workers

## EVENTS LIST

EVENT NAME	DATE
<b>FIFSW EVENTS IN 2014</b>	
World Pride Reception 2014 at FIFSW	June-14
Panel Discussion with FIFSW Specialization Coordinators	June-14
Gerald Schames Lecture - Knowing, Not Knowing and Muddling Through	May-14
World Pride 2014 at the FIFSW	May-14
Dr. Dan Siegel Lecture	April-14
Theo Koffler and Michele Chaban Lecture - Mindfulness and Mindfulness Meditation: Contemporary Applications and Integration	April-14
RBC Conference - The Immigrant Experience in Canada: New Policies, New Economy, New Realities	April-14
FIFSW Talk – <i>Certified on The Adult Attachment Interview</i>	March-14
Community Dialogues Forum	March-14
Barbara Ibbitson presentation: Demystifying social work private practice	March-14
Ontario Association of Social Work (OASW) presentation and brown bag discussion with Shelley Craig	March-14
Dr. Shoshana Ringel webinar - Utilizing the Adult Attachment Interview in Research and Practice with Unresolved Loss and Trauma	March-14
Narrative Perspectives	January-14
Dr. Dan Siegel webinar -Brainstorm: The Power and Purpose of the Emerging Adolescent Mind	January-14
Immigrant Children and Families	January-14
Neuberger lunch and learn	January-14
<b>FIFSW EVENTS IN 2013</b>	
Dr. Bruce Thyer Lecture: Developing a Successful Program of Professional Publishing	December-13
Special Presentation <i>On the Threshold of Practicum: Understanding Students' Emotional and Cognitive State Through an OSCE Adapted for Social Work</i>	December-13
Gender Expression and Gender Independent Children	November-13
Prof. Fuller-Thomson Seminar	November-13
Dr. Allen Zweben Lecture: Infusing Motivational Interviewing (MI) into Social Work Practice: Challenges and New Opportunities	October-13
The Dangers of Storytelling	September-13
Dr. Sarah Morton - Research Use and Impact: Meeting the Challenges for Child and Family Services	August-13
Dr. John Fluke & Dr. Donald Bauman Lecture: Steps to a Decision Making Ecology: Adapting Theory to Improve Child Welfare	May-13
Dr. Sue Johnson Lecture: Couple Interventions in the 21st Century: A New Era	May-13
Seminar Series - Clicks and Stones: Cyberbullying, Digital Citizenship and the Challenges on Legal Response	April-13
Dr. Tamara Sussman: Colloquium presentation	April-13
Webinar Workshop for Field Instructors	April-13

RBC Conference 2013 - Global Innovation, Going Abroad, Going Deep	April-13
Prof Tsang Book Launch	April-13
Attachment and Loss on the AAI	March-13
International Day for the Elimination of Racial Discrimination	March-13
Hatsumi film screening	March-13
Carolyn Tuohy - Impact on Public Policy Award	March-13
Dr. Maurice Feldman - " Application of Behavioral Principles in Preventing Child Neglect by At-Risk Parents	March-13
Carmen Logie: Colloquium presentation	March-13
Gender, Activism and the Arts	March-13
Angela Mashford-Pringle: Colloquium presentation	March-13
Towel Talk	February-13
Martine Stonehouse, et al. - Seminar: Adults with Autism Spectrum Conditions Speak Out	February-13
Sarah Brennenstuhl: Colloquium presentation	January-13
Beyond Canadian Experience	January-13
Social Media in the New Workplace	January-13
<b>FIFSW EVENTS IN 2012</b>	
Janice Rubin Seminar: "Social Media in the New Workplace"	December-12
Dr. Karen Mock - Seminar " Multiculturalism and Human Rights"	October-12
Professor Peter Newman - Bioethics Seminar: A Small Dose of HIV? Science, Lay Epidemiology and HIV Vaccine Trials	October-12
FIFSW Community Dialogues	October-12
Professor Ka Tat Tsang, et al. Presents: "Social Work in the 21st Century: Why Should We Care About China?"	October-12
Promoting Social Justice in Field Education—Luncheon for Year 2 Field Instructors	September-12
Multiculturalism and Human Rights -- the increasing challenge of competing rights	August-12
Social Work in the 21st Century: Why Should We Care About China?	July-12
Taiko Stories: Music Activism, Identity	July-12
Panel Discussion with Specialization Coordinators	June-12
RBC Conference "Who Cares? Global Aging Challenges Canadian Social Policy	April-12
<i>Managing Conflict in Interprofessional Life</i> Workshop	March-12
How do you incorporate Anti-racism/AOP in your social work practice	March-12
Neuroscience and Social Work Luncheons: winter 2012	March-12
Doctoral Research at FIFSW: A new series	March-12
Professor Peter Newman and Professor Sheila Neysmith Present: "Knowledge Mobilization vs. Implementation Science"	March-12
Appreciation Breakfast for Field Instructors	February-12
The Complexity of Affect Management and The Impact on New Social Workers	January-12
"Canadian Experience" in the Media and Public Policy	January-12
<b>FIFSW EVENTS IN 2011</b>	
An Introduction to Neurobiology and Clinical Social Work Treatment Implications	November-11
Engaging Arts to Represent Violence Against Women:	November-11
Achieving Equity and Inclusion in the Workplace	November-11



Internationally-educated & Immigrant Students Gathering	November-11
Dr. Izumi Sakamoto Seminar: "Tacit Knowledge, Immigrants and the Issue of "Canadian Experience"	October-11
From Multiculturalism to Anti-Racism to Equity	October-11
Dr. David Moher Seminar: "Knowledge Synthesis in the Health and Social Sciences"	September-11
Tacit Knowledge Immigrants and the Issue of "Canadian Experience"	September-11
Social Work Alumni on the catwalk!	August-11
Professor Guan Xinping Presents: "The New Social Policy Development in China"	July-11
Specializations: <i>Faculty Specialization Coordinators Will Speak About Their Specializations</i>	June-11
Specialization Coordinators' Panel	June-11
FIFSW Alumni Association 2011 AGM Spring Reunion & Book Expo	May-11
The Complexity of Affect Management and the Impact on New Social Workers	May-11
RBC Conference: Civic Engagement and Economic Development in Canadian Cities	April-11
Dr. Dennis Miehl Presents: "Neurobiology and Clinical Social Work: Treatment Implications"	April-11
<i>Managing Conflict in Interprofessional Life Workshop</i>	March-11
International Day for the Elimination of Racism	March-11
A Screening and Discussion of Chantal Akerman's Film: From the Other Side	March-11
Cybercounselling: An Introduction	March-11
Sharing Truth: Implications for Social Work Practice	February-11
Dr. Khadija Khaja Presents: "Reclaiming Our Freedom in a Post 911 Era: Voices of Muslims Living in the West"	February-11
Seminar: Pathways to Resilience	February-11
Providing Competent, Evidence-based Field Supervision to Support Quality Social Work Education for LGBTQ Students	February-11
"REDEFINING": Student Art Wall Installation commemorating the 100th Anniversary of International Women's Day	February-11
Job Candidate Colloquium	February-11
Border Crossings - FIFSW Student Art Wall Exhibit Launch	February-11
Social Work Week	January-11
Workshop: <i>Power &amp; Authority</i>	January-11
Community University Research Partnerships: Who does what, and why?	January-11
Social Justice and Diversity Specialization Speaker Series	January-11
Dr. Mona Khoury-Kassabri Presentation: "Weapons Carrying in Israeli Schools: Implications for Toronto"	January-11
<b>FIFSW EVENTS IN 2010</b>	
Initiative on Indigenous Governance and the Whole Child	December-10
Guest Speaker - Professional Development for all Field Instructors and Faculty Field Liaisons	December-10
Alumni Mentoring Social Work Bingo Night	November-10
World AIDS Day Screening: "Sex in an Epidemic"	November-10
REVERBERATIONS: Community, Healing & Social Activism through Music. A conversation with San Jose Taiko	November-10
Weapons Carrying in Israeli Schools: Implications for Toronto	November-10

Field Education and Best Practices: A Professional Development Session for Field Instructors and Faculty Field Liaisons	November-10
Weapons Carrying in Israeli Schools: Implications for Toronto	November-10
Mental Illness Awareness	October-10
Joan Mackenzie Davis Ontario Association of Social Workers	September-10
D. Philip Burge Presents: "Adoption in Ontario: Which Ontarian Children and How are Adopters Making their Decisions"	September-10
Workshop: Power and Authority	August-10
Understanding Anti-Semitism and Religious Discrimination: A Dialogue About Stereotypes, Silencing and Social Justice	May-10
Differential Response and Wraparound Services: Results from a Randomized Controlled Trial	May-10
Dr. Esme Fuller-Thomson Presents: "Grandparents Raising Grandchildren: Portraits in Resilience"	April-10
International Research: The who, what, why and how	March-10
The Beijing Suicide Research and Prion Centre Hotline: Insights and future directions	March-10
House Calls: Blazing a New Way to Achieve Quality of Life	March-10
Evidence-Based Social Work Conference: From Research to Practice and Policy	March-10
Understanding anti-Semitism	March-10
Civility, Respect and Engagement: What is their role in the fight against racism?	March-10
The Woman I Have Become	March-10
Families & Change: Practicing Evidence Based Family Therapy	March-10
Qualitative Research Involving Marginalized People: Why should we bother with ethics?	February-10
Understanding anti-Semitism & religious discrimination: A dialogue about stereotypes silencing & social justice	February-10
Dr. Darlene Hall, et al: "Pathways to Resilience Using Research, Stories and Dialogue to Strengthen Understanding, Policy and Practice".	February-10
Dr. Adrienne Chambon Lecture - "What can the arts do for social work?"	February-10
FIFSW and The Hospital for Sick Children Present: Child & Youth Victims of Internet Sexual Exploitation	January-10
<b>FIFSW EVENTS IN 2009</b>	
The World Day For The Prevention of Child Abuse: Human Rights Tribunal on First Nations Child Welfare	November-09
Dr. Stanley Kutcher Seminar - "Pathways and Alleys: Working in Adolescent Mental Health"	October-09
Symposium: Research and Practice: Joining Forces to Improve Lives	October-09
Mark Courtney - Presentation "Transitions from Care: Should foster Care be Extended to Age 21? Evidence and Implications"	June-09
Jackson Katz - Seminar "The Macho Paradox: Why Some Men Hurt Women and How All Men Can Help"	May-09
Dr. Joanne Cummings, et al. - Workshop - "Using the Arts & Computer Games as Innovative Bullying Prevention Activities at School"	April-09
FIFSW Conference: "Evidence Based Social Work Conference: From Research to Practice Policy"	March-09
FIFSW Presentation: "The Effects of Poverty and Political Violence on Psychological Distress and Substance Use among Jewish and Arab Israeli Adolescents	February-09

Dr. Deborah Goodman Presents: "How to successfully build a research program that promotes agency based research, improves practice"	January-09
Robyn MacEachern Presentation: : "Enhancing Youth Police Relations"	January-09
Sergeant George Couchie Presents: "First Nations Awareness: The OPP & Communities working together to build positive relationships"	January-09



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**CONSTITUTION**  
**OF**  
**THE FACULTY COUNCIL**





**CONSTITUTION OF THE FACULTY OF SOCIAL WORK**

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## **I. Derivation of Authority from the U of T Act**

The Council of the Factor-Inwentash Faculty of Social Work exercises its powers and duties under the provisions of the *University of Toronto Act, 1971*, as amended. The Council of the Factor-Inwentash Faculty of Social Work is the governing structure that brings together teaching staff, field instructors, students, alumni, social workers, the administration, and the University.

## **II. Definitions – In this Constitution and the accompanying By-laws:**

II-1 “Faculty” means the Factor-Inwentash Faculty of Social Work and “Council” means the properly composed Council of the Factor-Inwentash Faculty of Social Work of the University of Toronto.

II-2 “Teaching Staff” means a member of the Factor-Inwentash Faculty of Social Work who holds an academic appointment of 50% or more in the Factor-Inwentash Faculty of Social Work and who holds the rank of Professor, Associate Professor, Assistant Professor, Assistant Professor (conditional), Senior Lecturer, Lecturer, Senior Tutor, or Tutor.

II-3 “Administrative Staff” means an appointed staff member of the Factor-Inwentash Faculty of Social Work who is not a member of the teaching staff or a student and who holds an appointment of 50% or more.

II-4 “Student” means any student registered in the School of Graduate Studies in a program of study leading to a degree, post-secondary diploma, or certificate in the Factor-Inwentash Faculty of Social Work.

II-5 “Alumni” means anyone who has received a degree, post-secondary diploma, or certificate from the Factor-Inwentash Faculty of Social Work, or who has completed one year of full-time studies while registered in the Faculty, who is no longer registered as a student and who is not a member of the teaching or administrative staff of the University.

II-6 “External Stakeholder” means a Teaching Staff member of a cognate division or department in the University of Toronto, a member of the Association of Teaching Centres, or a member of the Ontario Association of Social Workers.



### **III. Council's General Powers and Duties**

Subject to the provisions of the *University of Toronto Act, 1971*, and the approval, as required or as appropriate, of the Governing Council of the University, Council shall have the following powers and duties.

III-1 Council shall determine its composition, and the number, composition and authority of its committees.

#### *III-2 Academic policies*

Council recommends for approval to the appropriate body of Governing Council amendments to divisional academic policies. Academic policy sets out the principles for, the general directions of, and/or priorities for the teaching and research activities of the Faculty.

#### *III-3 Advisory role*

Council plays an advisory role, tendering advice to the Faculty.

### **IV. Council's Specific Powers and Duties**

The specific powers and duties of Council are the following:

#### *IV-1 Determine its rules and regulations*

Council shall determine the rules and regulations for governing its procedures and its decisions shall be made by resolutions passed at its meetings.

#### *IV-2 By-Laws*

Council shall pass by-laws regulating the exercise of its powers, the calling and conduct of its meetings, and the method of appointment or election of its members.

#### *IV-3 Establish committees*

Council shall have the power to establish, alter, or disband its committees as deemed necessary and to determine their composition, authority, quorum, and method of appointment of their members and chairs. Council has authority over recommendations brought forward by such committees, be that in its decision-making capacity or in its advisory role.

#### *IV-4 Admissions*

Council shall determine the standards of admission of students to the Faculty. New admissions policies and practices or amendments to existing ones which affect the whole Faculty are recommended to the appropriate body of Governing Council for approval.

#### *IV-5 Awards*

Council shall award scholarships, bursaries, prizes and other awards in the gift of the Faculty and may delegate this responsibility to committees or officers of the Faculty. Council shall receive at



its first meeting of the year an annual report summarizing the disbursements of awards, scholarships and bursaries for the previous year.

#### *IV-6 Petitions and appeals*

Procedures for academic appeals by graduate students are determined by the School of Graduate Studies in accordance with the *Policy on Academic Appeals within Divisions*.

#### *IV-7 Academic programs*

Council shall consider the content, quality and requirements of the academic programs and courses of study that lead to degrees, diplomas, certificates, credit and non-credit courses over which the Faculty has authority; it shall consider proposals for the closure of any such programs or courses of study; and it shall monitor the quality and standards of the programs and courses of study.

Council shall recommend for approval to the appropriate body of Governing Council proposals for new academic programs.

Council shall have delegated authority to approve proposals for major and minor modifications to existing academic programs<sup>1</sup>. All major modifications shall be reported annually for information to the appropriate body of Governing Council.

Council shall have delegated authority to approve proposals for the modification of existing diploma and certificate programs, pursuant to the University's *Policy on Diploma and Certificate Programs*. An annual report on such actions as required by the *Policy*, shall be provided for information to the appropriate body of Governing Council.

#### *IV-8 Delegation of authority*

Subject to the provisions of the above, Council may delegate its authority for the approval of minor modifications to academic programs to various committees. All such changes shall be reported for information to Council. The decision of whether a matter is major or minor may be made by the Committee Chair in consultation with the Chair of Council, and/or the Dean or his/her designate, and/or the Vice-President and Provost or his/her designate.

#### *IV-9 Academic and Interdisciplinary units*

Council shall review and approve or recommend for approval to the Governing Council proposals concerning Extra-Departmental Units in the Faculty, pursuant to the *Policy on Interdisciplinary Education and Research Planning*.

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<sup>1</sup> Definitions of major modifications of existing programs, minor modifications, and new academic programs are provided in the *University of Toronto Quality Assurance Process* and are subject to change. Guidance from the Office of the Vice-Provost, Academic Programs, should be sought prior to the development of any such proposal.





*IV-10 Review of academic programs and units*

Council may be one venue in which consideration and discussion of a review report of an academic program and/or unit may occur, consistent with the protocol outlined in the *University of Toronto Quality Assurance Process*.

*IV-11 Transcript notations*

Council shall have delegated authority to approve transcript notations within existing degree programs, in accordance with University policy. An annual report on such actions, as required by policy, shall be provided for information to the appropriate body of Governing Council.

**V. Powers, Duties and Responsibilities of the Dean**

V-1 Council recognizes that the Dean exercises powers under the authority of the "*Policy on Appointment of Academic Administrators*" which states that "the Dean of the Faculty is the chief executive officer of the Faculty and reports directly to the Vice-President and Provost."

V-2 While the Dean may delegate authority to other academic administrators in the Faculty, the Dean retains responsibility for the overall direction of the Faculty and, in particular, for authority over the budget and other financial matters, personnel matters, including appointments and promotions, and extra-Faculty relationships. In this respect, Council recognizes that the Dean has ultimate authority for the allocation and management of the Faculty's resources.

V-3 The Dean shall consult with members of the Faculty on matters of policy and practice but is ultimately responsible for all administrative decisions that are within his/her jurisdiction and authority.

V-4 The Dean shall advise Council of the resource implications of proposed academic policies.

V-5 The Dean may consult with Council on administrative proposals that may have a significant impact on the academic programs of the Faculty.

**VI. Membership of Council**

*VI-1 elected/appointed members*

Elected or appointed members (voting, unless otherwise noted):

- i) All Teaching Staff of the Faculty;
- ii) Two elected Administrative Staff;
- iii) Five elected M.S.W. Students, one of whom must be of a member of the graduate student association executive committee. It is recommended that there be representation from both the Year I and Year II levels of the M.S.W. program;
- iv) Two elected Ph.D. Students;
- v) Two elected members of the Alumni Association of the Faculty;



- vi) Four External Stakeholders, including:
- a) One member of a cognate faculty appointed by the Dean in consultation with the Executive Committee;
  - b) Two members of the Association of Teaching Centres (ATC) whose names are provided by the ATC Chair; and
  - c) One member of the Ontario Association of Social Workers appointed by the OASW President.

**VI-2 *ex-officio members***

Ex-officio members (voting, unless otherwise noted)

The President of the University, or designate  
The Vice-President and Provost, or designate  
The Dean of the School of Graduate Studies, or designate  
The Registrar of the Faculty  
Assistant Deans of the Faculty

**VII. Term and Quorum of Council**

VII-1 The term of office of members of Council and its Committees shall be from July 1 to June 30, with the term of Student members beginning in September.

VII-2 The quorum for a meeting of Council shall be 50 per cent of the total membership of Council, excluding members of teaching faculty on leave. This number will be determined each year. The Secretary of Council will maintain an attendance list for establishing quorum.

**VIII. Officers**

**VIII-1 *Chair***

The Council normally shall elect biennially, at its final meeting of the year, by and from among its members, a Chair for the succeeding two years.

**VIII-2 *Vice-Chair***

The Vice-Chair will be appointed by and from among the student members on Council in September for a period of one year. In the event that no student is prepared to assume this position, another member of Council may be appointed by the student members of Council to serve in this role. When the Chair wishes to speak to an issue, the Vice-Chair assumes the role.

**VIII-3 *Presiding Officer***

The Chair shall preside at all meetings of Council. In the absence of the Chair, the Vice-Chair shall preside. In the absence of both the Chair and the Vice-Chair, any member of the Executive Committee may convene the meeting and a Chair shall be chosen by a majority of the voting members present for the meeting.



**VIII-4 *Term of Chair***

The Chair will serve a two-year term from July 1 to June 30. The Chair shall be a non-voting member of Council.

**VIII-5 *Secretary***

The Secretary of Council shall be appointed by the Dean. The Secretary shall be a non-voting *ex officio* member of Council. The Secretary shall, give notice of, attend, and keep minutes of all meetings of the Faculty Council; prepare and maintain a record of the current membership with mailing addresses furnished by the members; and use such means as Council deems necessary to record the proceedings of the meetings of the Council.

**IX. Meetings**

**IX-1 *Regular meetings***

There shall normally be four regular meetings of Council in each academic year. Notice of each meeting, including a proposed agenda, shall be given to members at least 1 week in advance of the meeting.

**IX-2 *Special Meeting***

A special meeting may be called by the Chair of the Council, the Dean of the Faculty, the President of the University or upon the written request of no fewer than seven members of the Council, and shall be convened within 14 days to consider the matter(s) requiring the meeting. Notice of such a meeting shall be given at least 10 days prior to the meeting.

**IX-3 *Voting***

An individual member of Council may represent only one constituency and may have only one vote.

A two-thirds majority of those voting at Council shall be required to approve a motion.

In the case of a tie vote, the chair may cast a deciding vote or redirect the question for further consideration. Each member of Council, excluding the person who is chairing the Council meeting, is entitled to one vote.

**IX-6**

Meetings of Council shall be open to the public except when matters of a confidential nature may be discussed. The Faculty Council will then move *in camera*.



**X. By-Laws**

**X-1 Procedures**

The procedures of Council will be set forth in the By-Laws of Council.

**X-2 Committees**

The composition, powers, duties, and procedures of Standing and Special Committees shall be set forth in the By-Laws of Council.

**XI. Parliamentary Authority**

The rules contained in the most recent edition of Bourinot's Rules of Order, shall govern the Council in all cases to which they are applicable and in which they are not inconsistent with the By-Laws and any special rules of order the Council may adopt.

**XII. Amendment of the Constitution and By-Laws**

**XII-1 Constitution**

The Constitution of the Council may only be amended with the approval of the Council and the appropriate body of the Governing Council of the University of Toronto. Voting shall take place at a regularly constituted meeting providing that the proposed amendment has been submitted in writing at the previous regular meeting. An affirmative vote to amend the Constitution is required by two-thirds of the members of Council present and voting. Following approval of the recommended amendment by Council, the amendment is forwarded to the appropriate body of the Governing Council for approval.

**XII-2 By-Laws**

The By-Laws of the Council may be amended with the approval of a two-thirds majority of Council members present and voting. Voting shall take place at a regularly constituted meeting providing that the proposed amendment has been submitted in writing at the previous regular meeting.

First approved June, 1975.

Amended April 8, 1997.

Amended and approved by Faculty Council on December 5, 2006 and approved by the Executive Committee of the Governing Council on January 18, 2007.

Amended and approved by Faculty Council on January 31, 2012 and approved by the Executive Committee of the Governing Council on March 29, 2012.



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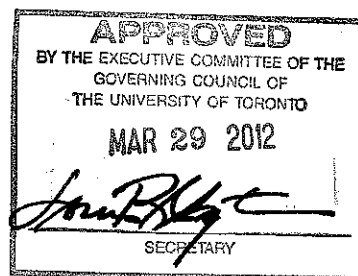
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## **BY-LAWS OF COUNCIL**





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**THE FACTOR-INWENTASH FACULTY OF SOCIAL WORK  
BY-LAWS OF COUNCIL**

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## **I. Rules of Procedure**

### *I.1 Election and Appointment of Members to Council*

Elections and appointments for all constituencies will be completed and reported to the Secretary of Council by the end of September of each year.

I.1.1 Elected and appointed members may serve no more than two consecutive terms on Council. Should any member be unable to complete his or her term, the Executive Committee shall declare the seat vacant and may appoint a temporary representative from that individual's constituency to complete that member's term.

### *I.1.2 Election/Appointment Procedures*

M.S.W. student representatives will be elected by and from among the graduate students for a one-year term. The Faculty's Graduate Student Association is responsible for the selection of graduate student members of the Faculty Council.

Ph.D. student representatives will be elected by and from among the Ph.D. Student Association for a two-year term.

Administrative staff representatives will be elected by and from among the administrative staff for a two-year term, which can be renewed.

Alumni representatives will be appointed by the Faculty Alumni Association for a two-year term.

ATC representatives will be appointed by and from among the Association of Teaching Centres for a two-year term.

OASW representatives will be appointed by and from among the Ontario Association of Social Workers for a two-year term.

All Full-time teaching staff are members of Faculty Council.

### *I.2 Agenda Setting and Record Keeping*

The Executive Committee will have the responsibility for monitoring and coordinating agenda matters. The agenda will be distributed to members of Faculty Council at least 1 week in advance of the meeting. The normal pattern for the consideration of an issue will be that the matter will be given detailed consideration by a Standing Committee or a committee established for that purpose.



The Committee will subsequently report back to Council through the Executive Committee for comment, advice, and/or approval. Following the meeting of Council, action to be taken on the agenda item will be followed up by the appropriate committee chair or academic administrator, such as the Associate Dean or Dean. A report back to Council regarding the action taken on the item should be made within an appropriate time frame.

#### *I.2.1 Agenda Setting*

The agenda for each regular and special meeting of Council shall be prepared by the Executive Committee.

I.2.2 A matter which does not appear on the agenda may only be introduced at a meeting of Council or committee if the introduction is agreed to by two-thirds of Council members present and voting. The mover shall briefly indicate reasons why the matter should be introduced.

I.2.3 Matters may be introduced for consideration in any of the following ways:

By personal or written communication to the Chair of Council. The Chair will include the matter on the agenda of the next meeting of the Executive Committee of Council;

At a meeting of the Council under "New Business". Normally this will be referred to the appropriate committee, the Executive Committee, or the next Council meeting for detailed consideration;

Matters may also be referred among committees and to the Council, and by the Council to any committee.

#### *I.3 Record Keeping*

Official minutes of Council and Council Standing Committees will record motions, resolutions, and decisions, the names of movers and seconders, and the outcome of voting.

I.3.1 The minutes will also include a brief account of the arguments presented for and against substantive issues and copies of Reports presented to Council.

I.3.2 The content of *in camera* meetings of Council or Standing Committees of Council will be recorded separately and kept in a confidential file which will be maintained by the Secretary of Council.





**I.4 Notice of Motion**

A written notice of motion shall be forwarded to the Council Secretary one week before a meeting of the Executive Committee for consideration for inclusion on the agenda of the following Council meeting.

I.4.1 The exception to this rule is a notice of motion to amend the Constitution which must be given at a previous meeting of Council.

**I.5 Orientation of New Members**

New members of the Council will be provided with an orientation package which shall include a copy of the Factor-Inwentash Faculty of Social Work Constitution, the most recent annual reports from the Standing Committees of Council, a copy of the Council handbook, and minutes of Council from the previous academic year.

The Chair of Faculty Council shall ensure that an orientation session is held prior to the first meeting of Faculty Council, in which members are oriented to the history, purpose, and procedures of Council.

When a complete list of the names of all Council members has been compiled, it will be distributed to all Council members.

I.5.1 Members of Standing Committees of Council shall also be given an orientation at their first meeting of the year to review recent history and orient all members to the terms of reference for that committee.

**II. Rules of Order**

The Chair shall conduct the proceedings in conformity with Bourinot's Rules of Order.

**III. Voting**

III. Unless otherwise provided for, all questions that come before Council or a committee shall be decided by a two-thirds majority of members present and voting.

**IV. Committees of Council**

**IV.1 Standing Committees**

The Standing Committees of Council are:

Anti-racism, Multicultural and Native Issues (AMNI) Centre Advisory Committee  
Executive Committee  
M.S.W. Studies Committee  
Ph.D. Studies Committee



#### IV.2 *Special Committees*

From time to time Council may find it useful to establish Special Committees to consider particular issues. Special Committees are normally formed on the recommendation of the Executive Committee, when one or more of the following conditions exist:

- a) An issue cannot be accommodated easily within a Standing Committee's schedule – either intense scrutiny is required in a relatively short time or thorough examination of complex issues is necessary over a relatively long period of time;
- b) An issue does not fall readily under an existing Standing Committee; or
- c) There is need for the participation of experts not represented on the relevant committee.

A recommendation from the Executive Committee to establish a Special Committee shall include terms of reference, an outline of membership, the anticipated reporting date, and the proposed date of disestablishment.

#### IV.3 *General Procedures*

IV.3.1 Rules and regulations that guide Council shall also apply to committees of Council.

IV.3.2 The term of membership of all Standing Committees shall normally be 2 years renewable.

IV.3.3 The Chairs of all Standing Committees who are not otherwise members of Council shall become *ex officio*, voting members of Council.

IV.3.4 The Dean is, *ex officio*, a member of all Standing Committees.

IV.3.5 All members of all committees, including *ex officio* members, have voting privileges.

IV.3.6 All Standing Committees shall report to Council on their deliberations, recommendations, and decisions.

IV.3.7 Records of all Standing Committees shall be maintained by the Faculty Secretary.

IV.3.8 Each Standing Committee shall meet at the call of its Chair.

IV.3.9 Unless otherwise stated, one-third of the members shall constitute a quorum for committees.

IV.3.10 Generally, meetings of Council shall be open to the public, including other members of constituencies who are represented on Council. Members of the public may speak to Council with permission of the Presiding Officer. Council shall have the right to hold meetings in camera or move in camera.



IV.3.11. Meetings of the Council shall be open to the public; but where intimate financial or personal matters of any person may be disclosed at a meeting, the part of the meeting dealing with such matters shall be held in camera unless the person to whom the information relates requests that such part of the meeting be open to the public.

IV.3.12. Members of Council committees who are not also members of the Council shall have the right to address the Council on matters within the jurisdiction of the committee of which he or she is a member and to participate in the discussion of such matters. Under no circumstance shall non-members of Council have the right to vote at Council meetings.

#### **IV.4 Executive Committee**

##### *IV.4.1 Membership*

Council shall approve the membership of the Executive Committee composed of the following:

The Chair of Council

Three Student members nominated by and from among the Student members of Council (one of whom will be the Vice-Chair of Council), including representation from Years 1 and 2 of the M.S.W. program, where possible, and the Ph.D. program

Two Teaching Staff members nominated by and from among the Teaching Staff members of Council

One member of Administrative Staff nominated by and from among the Administrative Staff members of Council

One member of the Alumni Association

One member of the ATC

Ex- officio members:

Secretary of Council

##### *IV.4.2 Function*

To set the agenda for each Faculty Council meeting.

To ensure that adequate documentation is provided for consideration of each agenda item and to refer back to the originating administrator/governance body for further preparation any item deemed not ready for submission to Faculty Council.

To direct specific issues to Faculty Council or committees, or to recommend to Faculty Council the creation of special committees.

To consider notices of motion given to Faculty Council.



During the summer months following the last meeting of Faculty Council of one academic year and until the first meeting in the subsequent academic year to have authority to make decisions on behalf of Faculty Council on matters of urgency which do not permit their deferral until the next regular meeting of Faculty Council.

To review and advise Faculty Council on all proposed Constitution and By-Law changes, whether these be brought to Faculty Council or initiated by Faculty Council.

At periodic intervals of not more than five years, to establish a review of the Constitution and By-Laws and recommend to Faculty Council any changes deemed appropriate.

To monitor the functioning of Faculty Council and its Committees.

To report to Faculty Council on its deliberations, recommendations, and decisions.

#### *IV.4.3. Procedures*

The Committee shall meet in closed session.

### **IV.5 M.S.W. Studies Committee**

#### *IV.5.1. Membership*

Council shall approve the membership of the M.S.W. Studies Committee composed of the following:

Five Full-time Teaching Staff members

The Registrar of the Faculty

Five Student members nominated by and/or from among the Graduate Student Association (one of whom will be the Vice-Chair of the committee), including representation from Years 1 and 2 of the M.S.W. program, where possible

One member representing the Association of Teaching Centres

One member representing the FSW Alumni Association

One member representing the Ontario Association of Social Workers

#### *IV.5.2. Function*

To have responsibility for long-range planning and quality assurance of the M.S.W. program;



To review and recommend to Council for approval, subject to the approval of the appropriate body of Governing Council, proposals for new academic programs, proposals for the closure of any academic programs, and proposals for major modifications to existing academic programs<sup>[1]</sup>.

To identify new educational needs for social workers at the M.S.W. level and to make recommendations to more adequately meet these needs;

To review and approve, on behalf of Council, proposals for minor modifications to academic programs. All such approvals shall be reported for information to Council;

To review and recommend or approve proposals for M.S.W. courses, subject to the approval of Faculty Council;

To review and make recommendations on requests from students and other constituencies related to M.S.W. curricular issues, excluding academic appeals;

To receive on behalf of Council annual reports from the M.S.W. program outlining the extent to which the goals and objectives are being met in the delivery of the courses of study, the program content, the grading and evaluation system, and the requirements for graduation;

To report to Council its deliberations, recommendations, and decisions;

To receive reports on M.S.W. awards and financial assistance within the Faculty from the Internal Awards Committee;

To bring forth recommendations and report its activities to Faculty Council and the SGS Graduate Educational Council as appropriate and to provide Council with an annual report.

To establish an admissions subcommittee to:

- 1) review and recommend policies with respect to the desired qualifications of all applicants seeking admission to the program leading to the Master of Social Work degree, within the regulations of the School of Graduate Studies and subject to the approval of Governing Council; and,
- 2) review and recommend strategies for recruitment and orientation for students;

---

[1] Definitions of major modifications of existing programs, minor modifications, and new academic programs are provided in the University of Toronto Quality Assurance Process and are subject to change. Guidance from the Office of the Vice-Provost, Academic Programs, should be sought prior to the development of any such proposal.



#### **IV.6. PhD Studies Committee**

##### *IV.6.1. Membership*

Council shall approve the membership of the PhD Studies Committee composed of the following:

- Four members of full-time teaching staff
- Four Ph.D. students elected by and from among their constituency
- Two members of the Alumni Association

##### *IV.6.2. Function*

To have responsibility for long range planning and quality assurance of the Ph.D. program;

To review and recommend or approve proposals for Ph.D. courses and programs, subject to the approval of Faculty Council as required;

To identify new educational needs for social workers at the Doctoral level and to make recommendations to more adequately meet those needs;

To review and make recommendations on petitions from students and other constituencies related to Ph.D. curricular issues, excluding academic appeals;

To develop and make recommendations on policies with respect to the desired qualifications of all applicants seeking admission to the program leading to the Doctor of Philosophy degree, within the regulations of the School of Graduate Studies;

To develop strategies and make recommendations for recruitment and orientation for students;

To bring forward recommendations and report its activities to Faculty Council and to provide Council with an annual report.

To review and recommend to Council for approval, subject to the approval of the appropriate body of Governing Council, proposals for new academic programs, proposals for the closure of any academic programs, and proposals for major modifications to existing academic programs<sup>[1]</sup>.

To review and approve, on behalf of Council, proposals for minor modifications to academic programs. All such approvals shall be reported for information to Faculty Council;

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[1] Definitions of major modifications of existing programs, minor modifications, and new academic programs are provided in the University of Toronto Quality Assurance Process and are subject to change. Guidance from the Office of the Vice-Provost, Academic Programs, should be sought prior to the development of any such proposal.



To provide Faculty Council with an annual report outlining the extent to which the goals and objectives are being met in the delivery of the courses of study, the program content, the grading and evaluation system, and the requirements for graduation;

To report to Council its deliberations, recommendations, and decisions.

#### **IV.7. Anti-racism, Multicultural and Native Issues (AMNI) Centre Advisory Committee**

##### **IV.7.1. *Membership***

Council shall approve the membership of the AMNI Centre Advisory Committee composed of the following:

Teaching staff, students, alumni and field instructors of the Factor-Inwentash Faculty of Social Work, and members of community organizations. Membership is for a period of two years, which can be renewed.

##### **IV.7.2. *Function***

To advise the Faculty of Social Work in the development of the AMNI Centre;

To advise and plan, in consultation with the Faculty of Social Work, appropriate activities for the AMNI Centre on an annual basis;

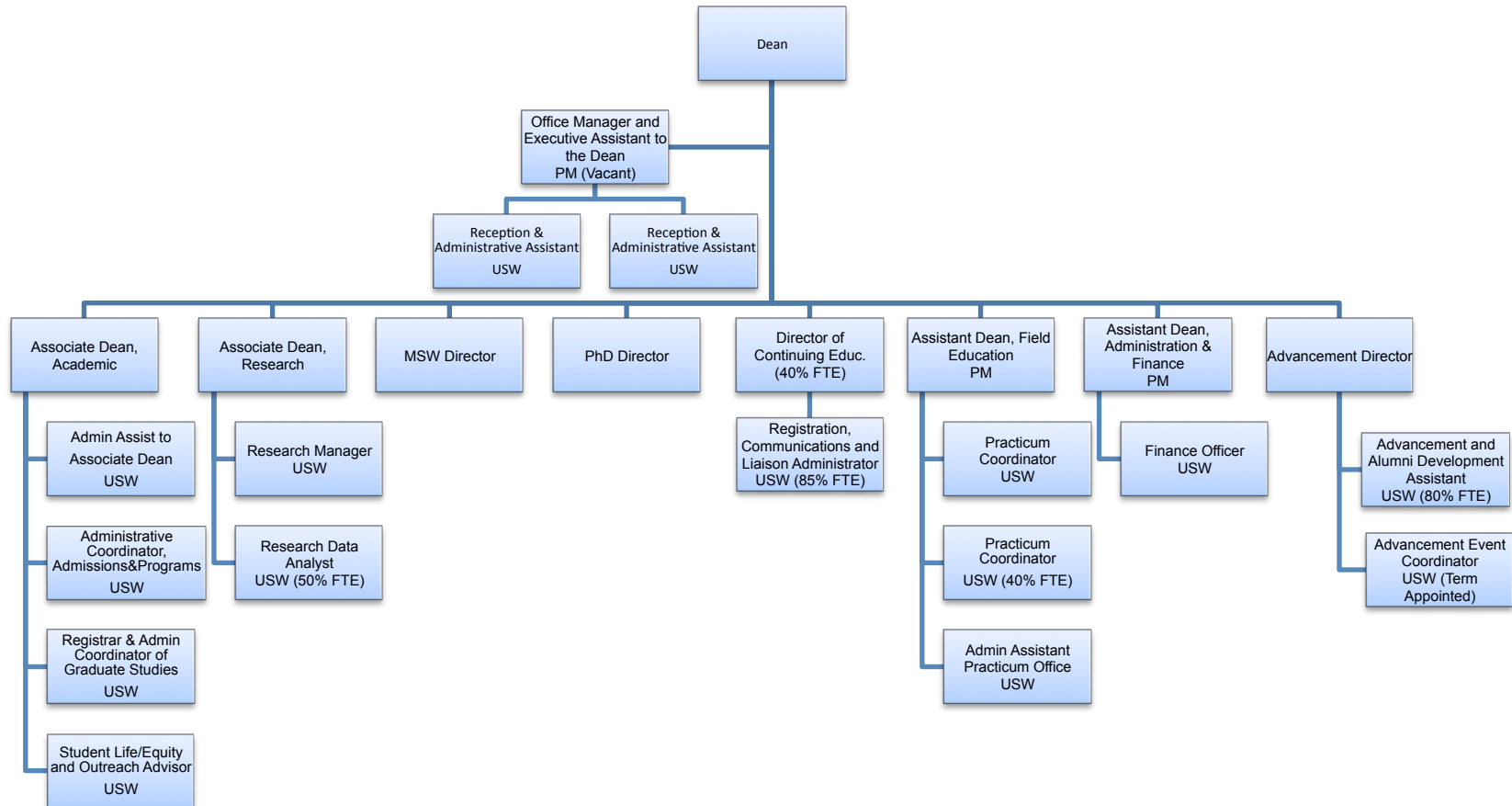
To identify significant issues relating to social work education, research and practice from the perspective of the community;

To refer relevant issues to the Faculty Council for appropriate action and to provide Council with an annual report.

#### **V. Dates of Amendment**

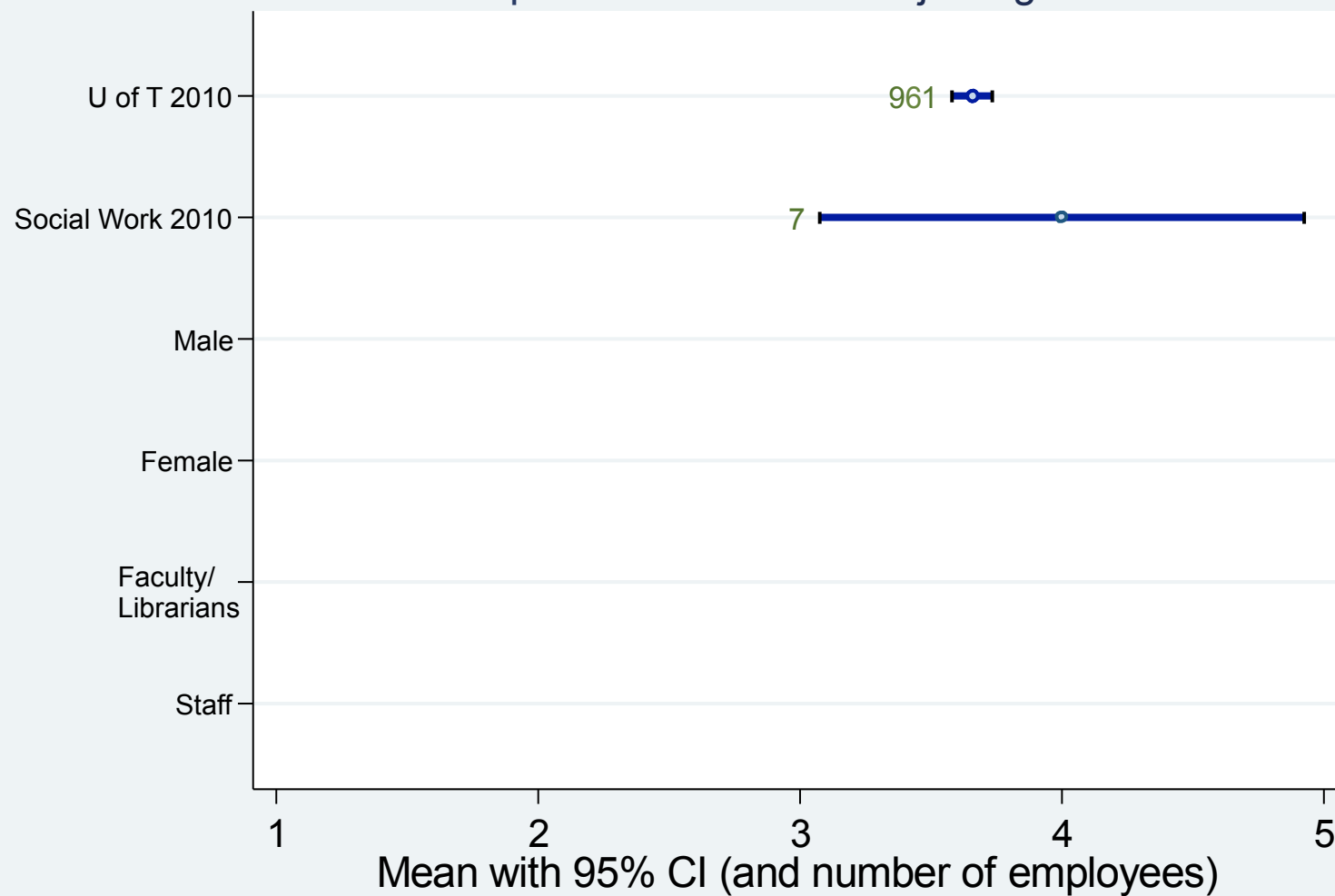
Amendments approved by Faculty Council on January 31, 2012 and approved by the Executive Committee of the Governing Council on March 29, 2012.

## ORGANIZATION CHART



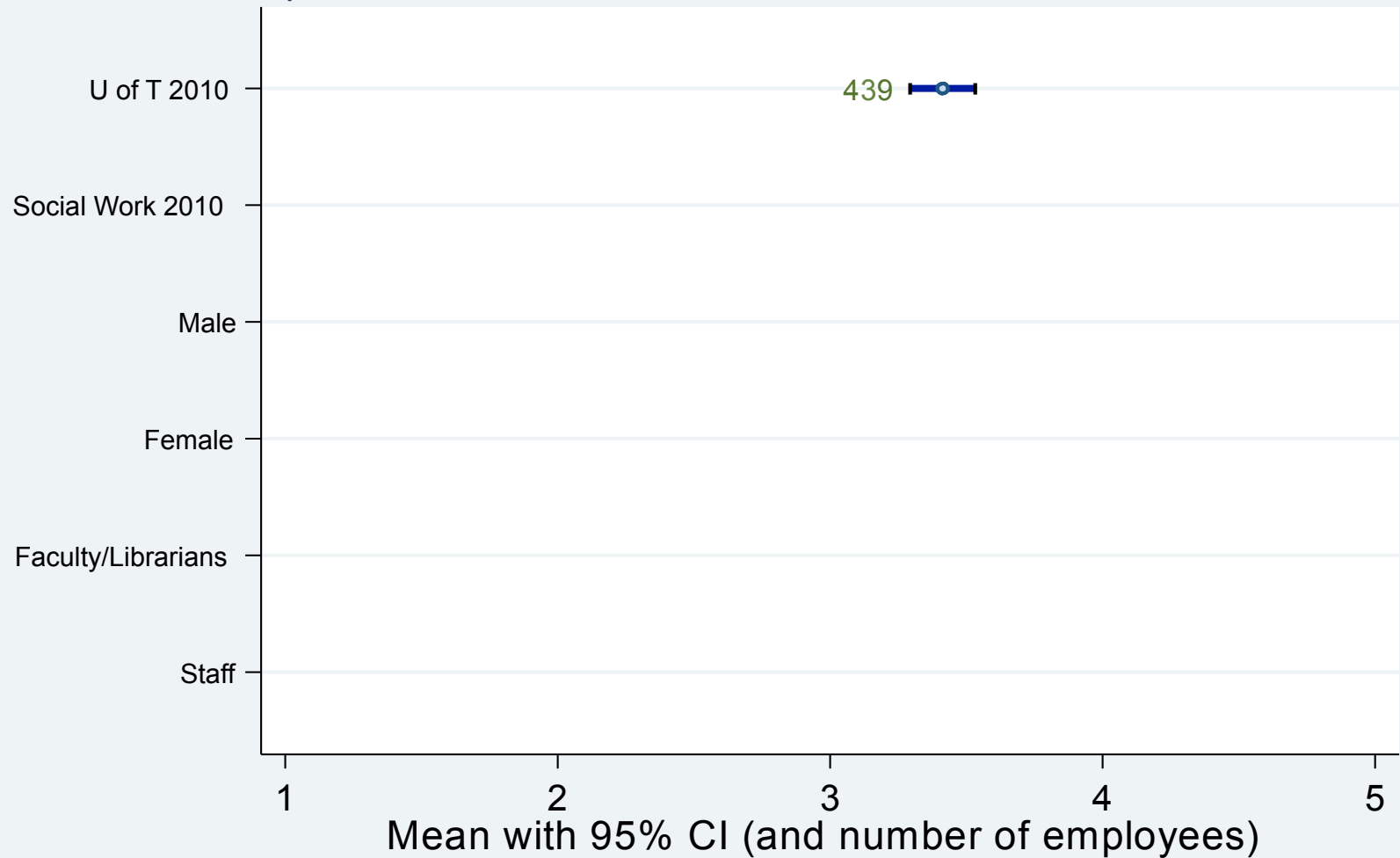


## Average Agreement in Social Work with the Statement, I received adequate orientation when joining



Note: 1=strongly disagree 2=tend to disagree 3=neither agree nor disagree 4=tend to agree 5=strongly agree

# Average Agreement in Social Work with the Statement, I received adequate orientation when I transferred to another work unit



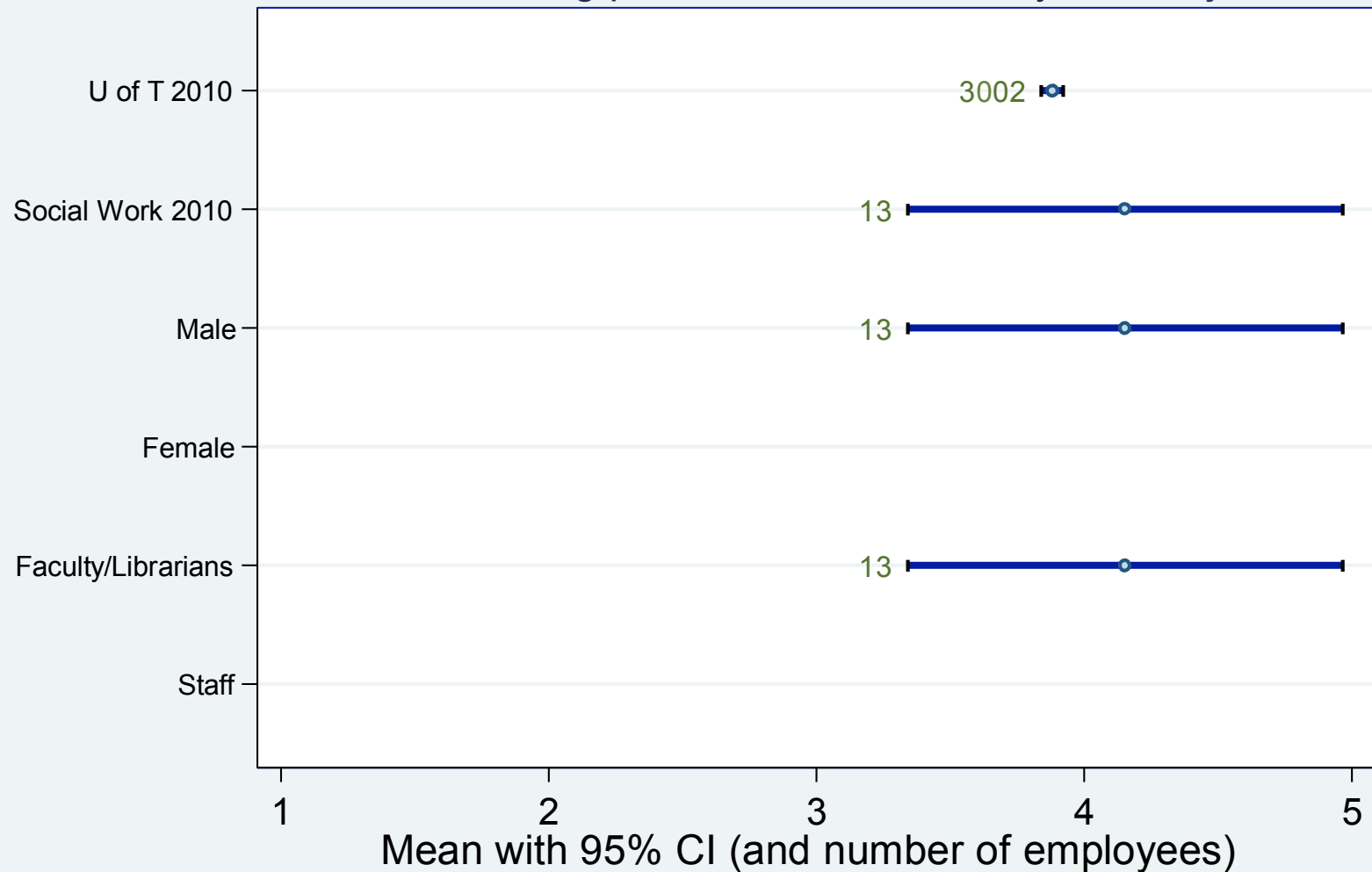
Note: 1=strongly disagree 2=tend to disagree 3=neither agree nor disagree 4=tend to agree 5=strongly agree

## Average Agreement in Social Work with the Statement, Hiring and promotion processes are conducted fairly



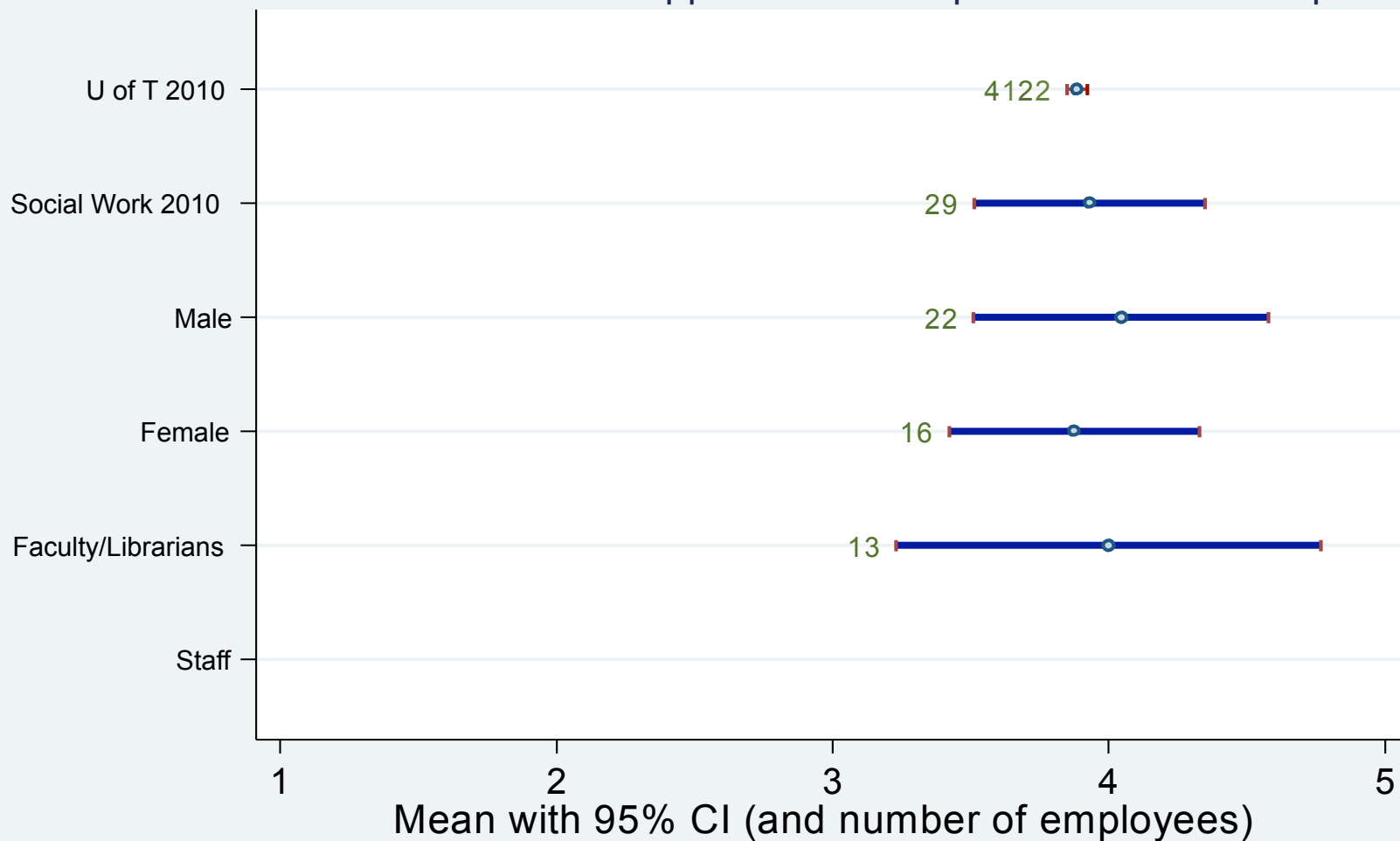
Note: 1=strongly disagree 2=tend to disagree 3=neither agree nor disagree 4=tend to agree 5=strongly agree

## Average Satisfaction in Social Work with the Statement, I am satisfied with the training provided to me to do my current job



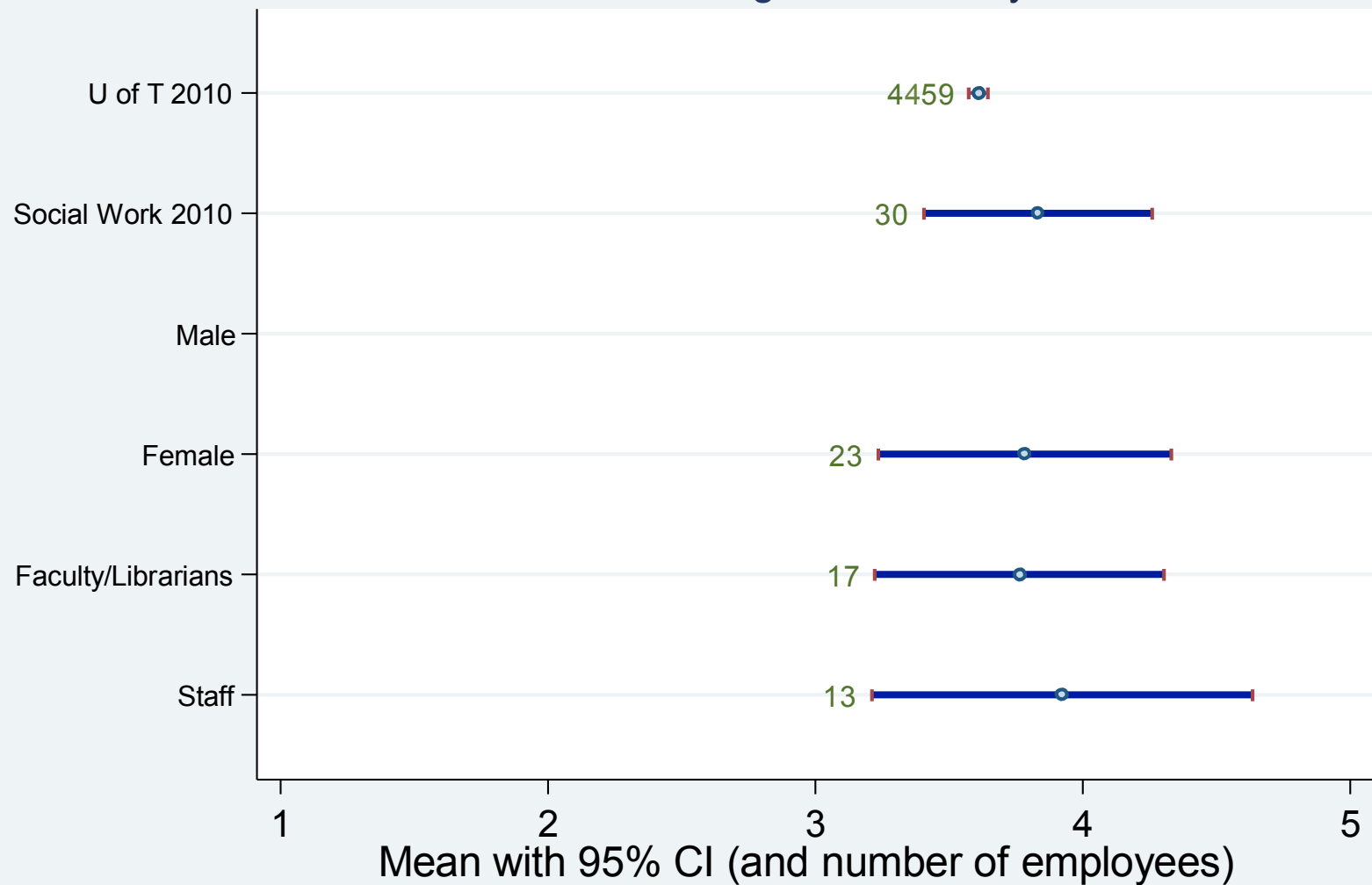
Note: 1=very dissatisfied 2=somewhat dissatisfied 3=neither satisfied nor dissatisfied 4=somewhat satisfied 5=very satisfied

## Average Satisfaction in Social Work with the Statement, I am satisfied with the opportunities for professional development



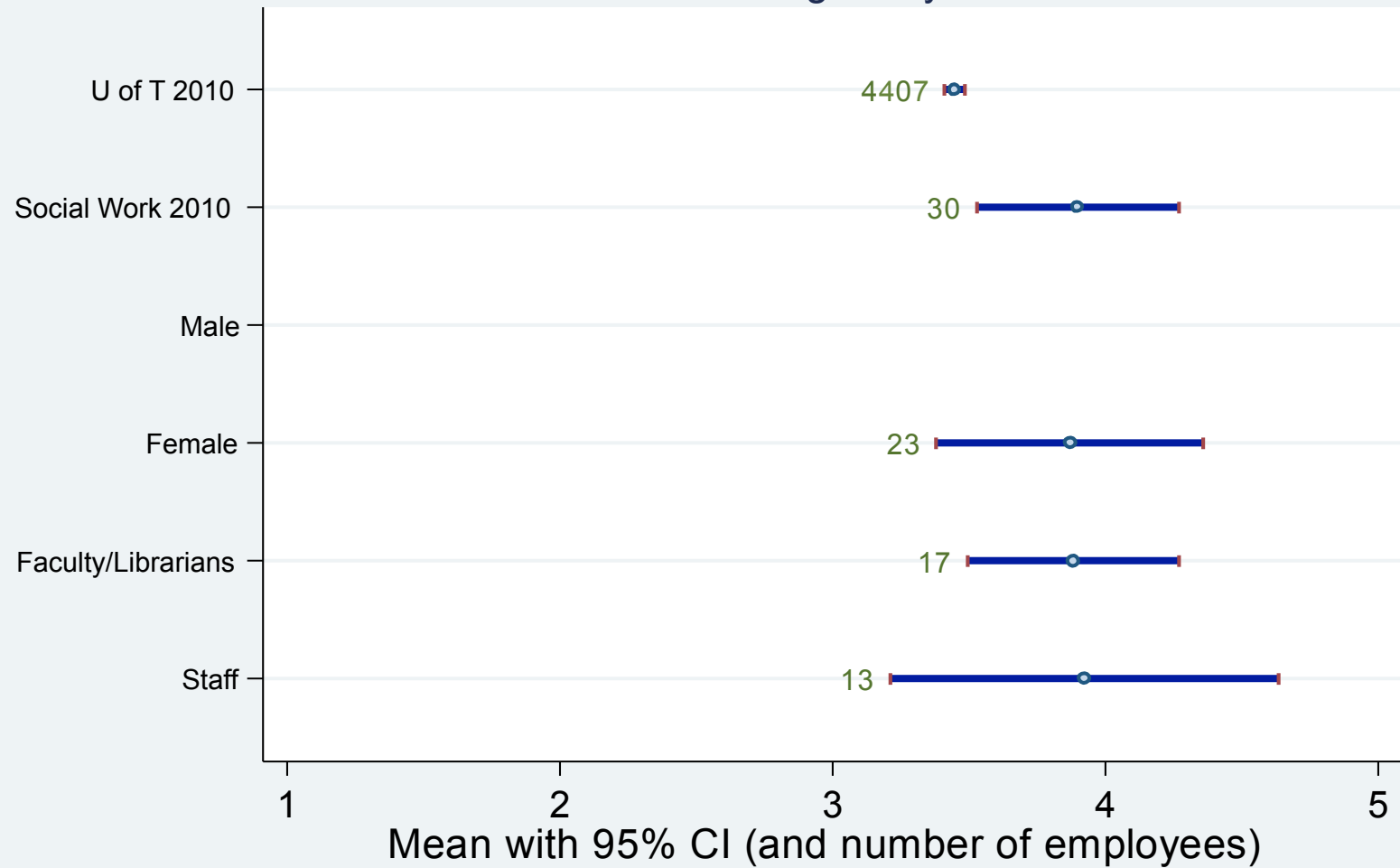
Note: 1=very dissatisfied 2=somewhat dissatisfied 3=neither satisfied nor dissatisfied 4=somewhat satisfied 5=very satisfied

## Average Agreement in Social Work with the Statement, Communication is good within my work unit



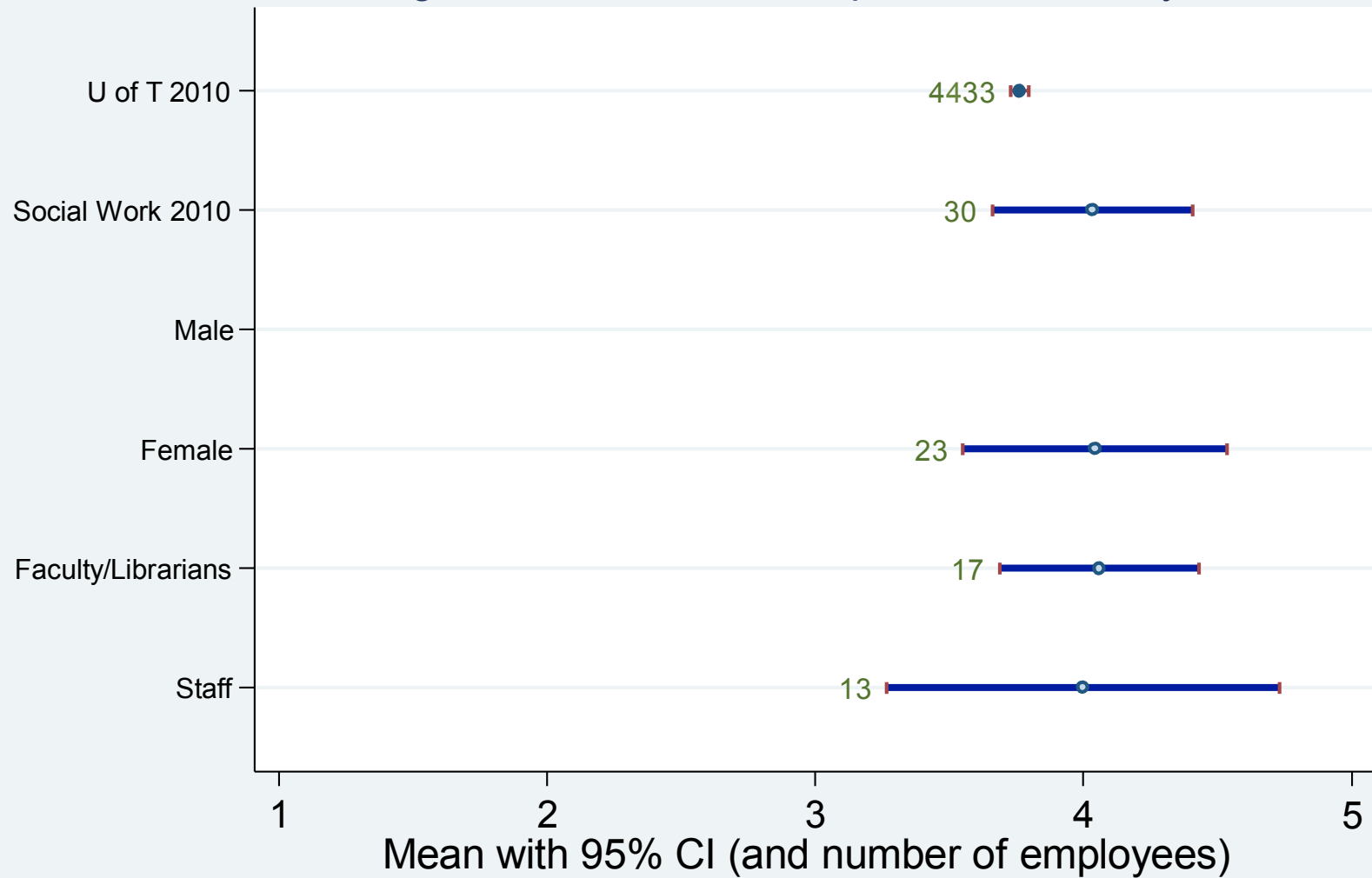
Note: 1=strongly disagree 2=tend to disagree 3=neither agree nor disagree 4=tend to agree 5=strongly agree

## Average Agreement in Social Work with the Statement, Morale is strong in my work unit



Note: 1=strongly disagree 2=tend to disagree 3=neither agree nor disagree 4=tend to agree 5=strongly agree

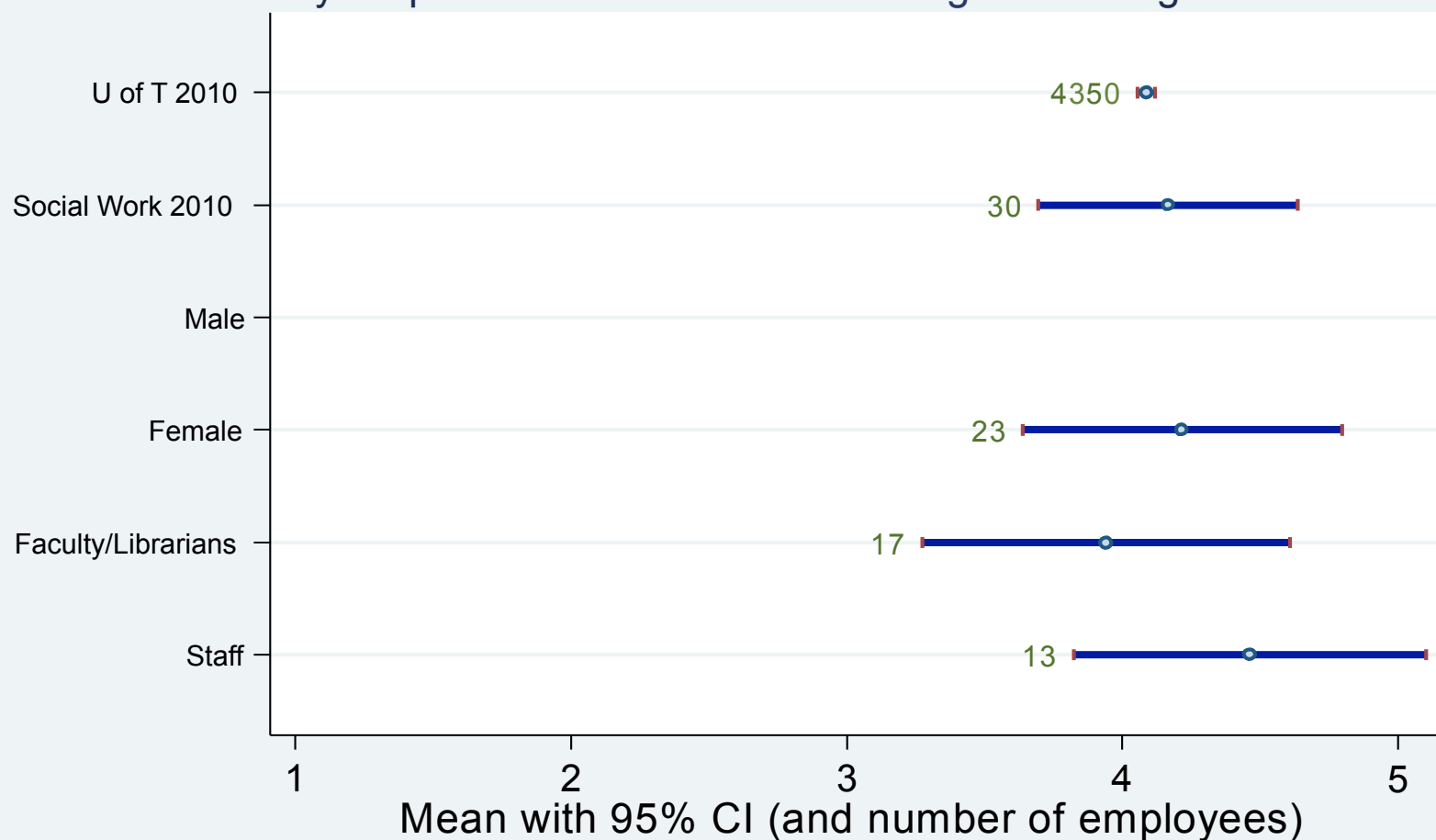
## Average Agreement in Social Work with the Statement, There is good teamwork and cooperation within my work unit



Note: 1=strongly disagree 2=tend to disagree 3=neither agree nor disagree 4=tend to agree 5=strongly agree

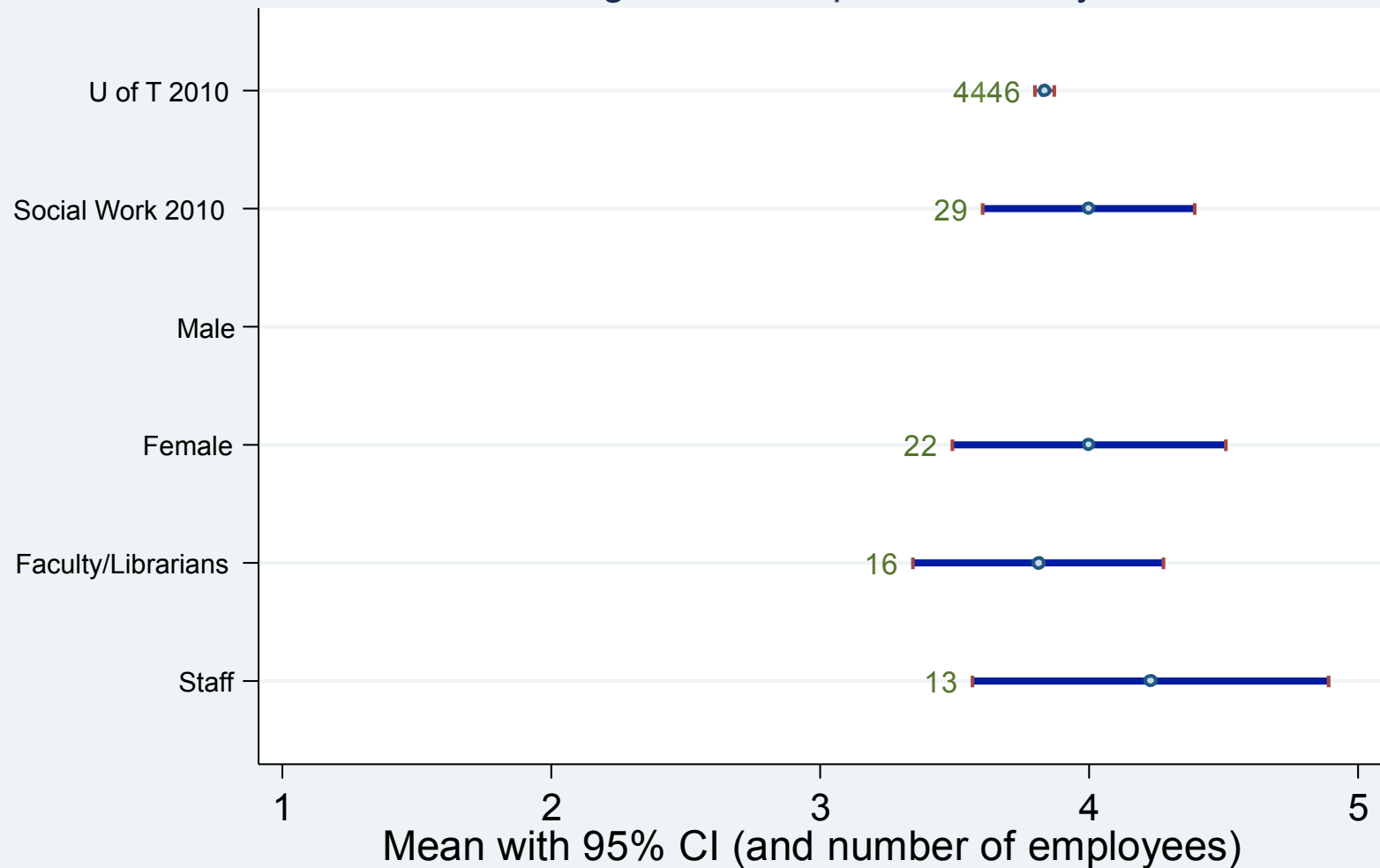


Average Agreement in Social Work with the Statement,  
My work unit is a place where individuals may comfortably raise personal  
and/or family responsibilities when scheduling work obligations



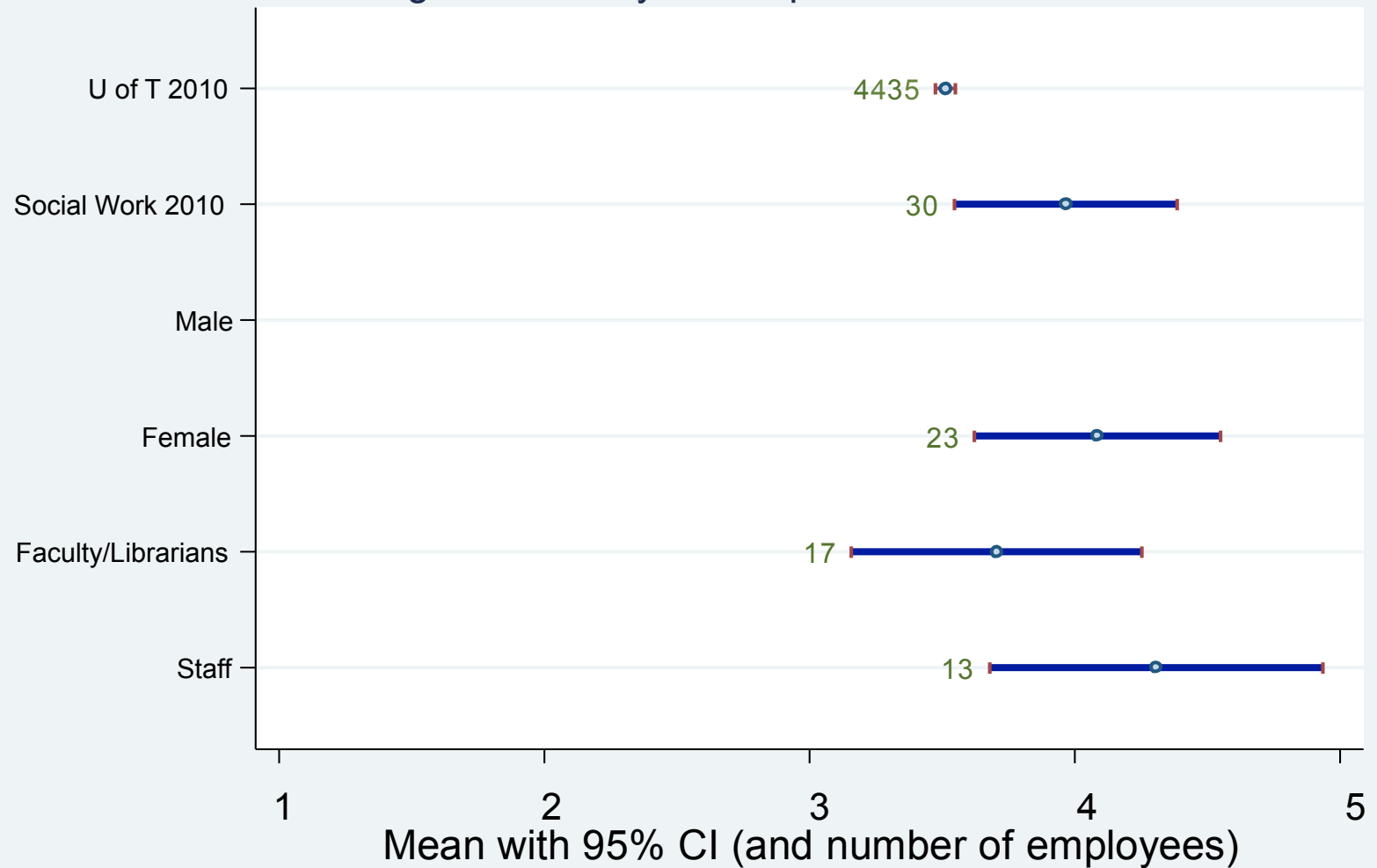
Note: 1=strongly disagree 2=tend to disagree 3=neither agree nor disagree 4=tend to agree 5=strongly agree

## Average Agreement in Social Work with the Statement, There is strong mutual respect within my work unit



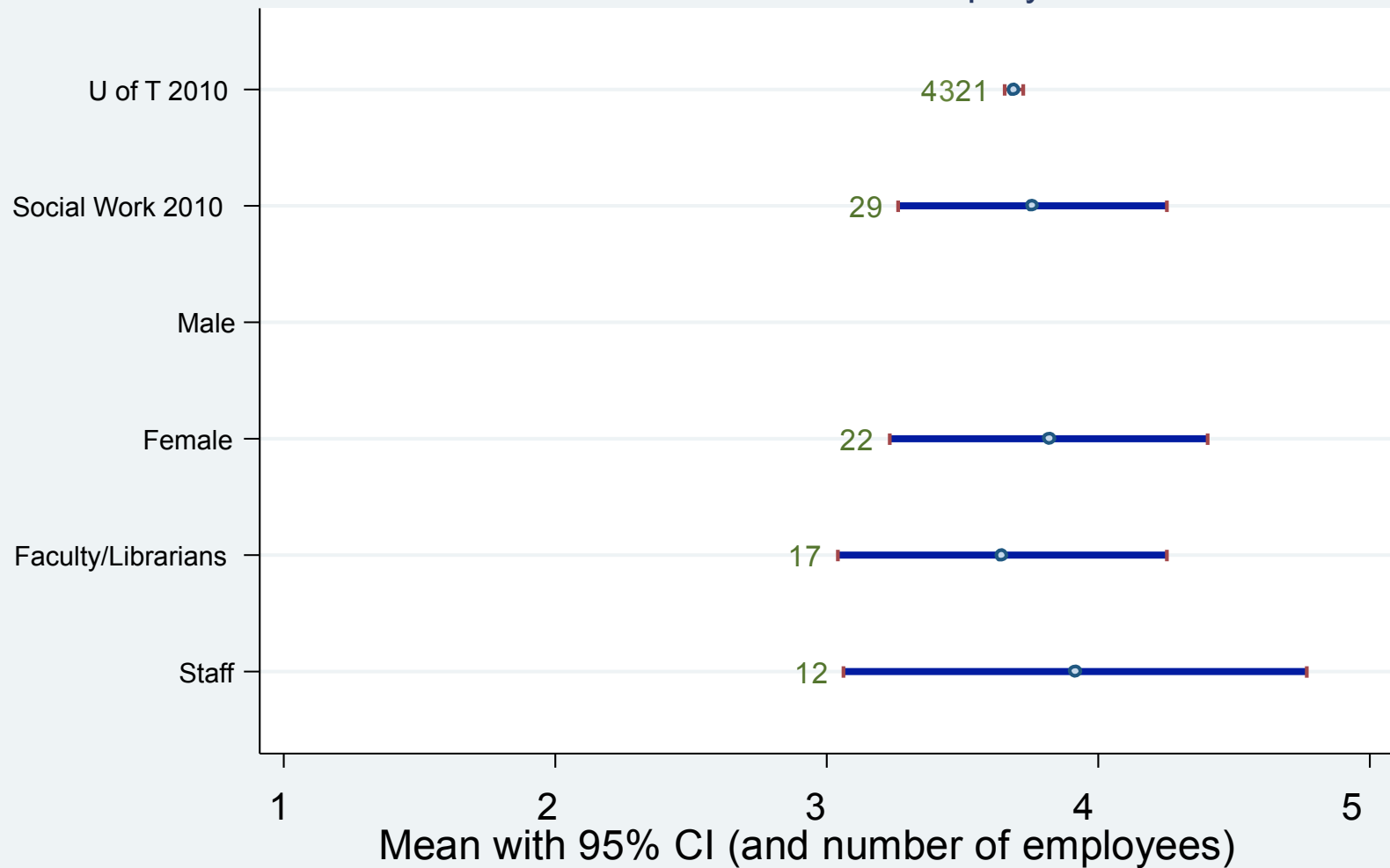
Note: 1=strongly disagree 2=tend to disagree 3=neither agree nor disagree 4=tend to agree 5=strongly agree

## Average Agreement in Social Work with the Statement, I receive recognition for my accomplishments at work



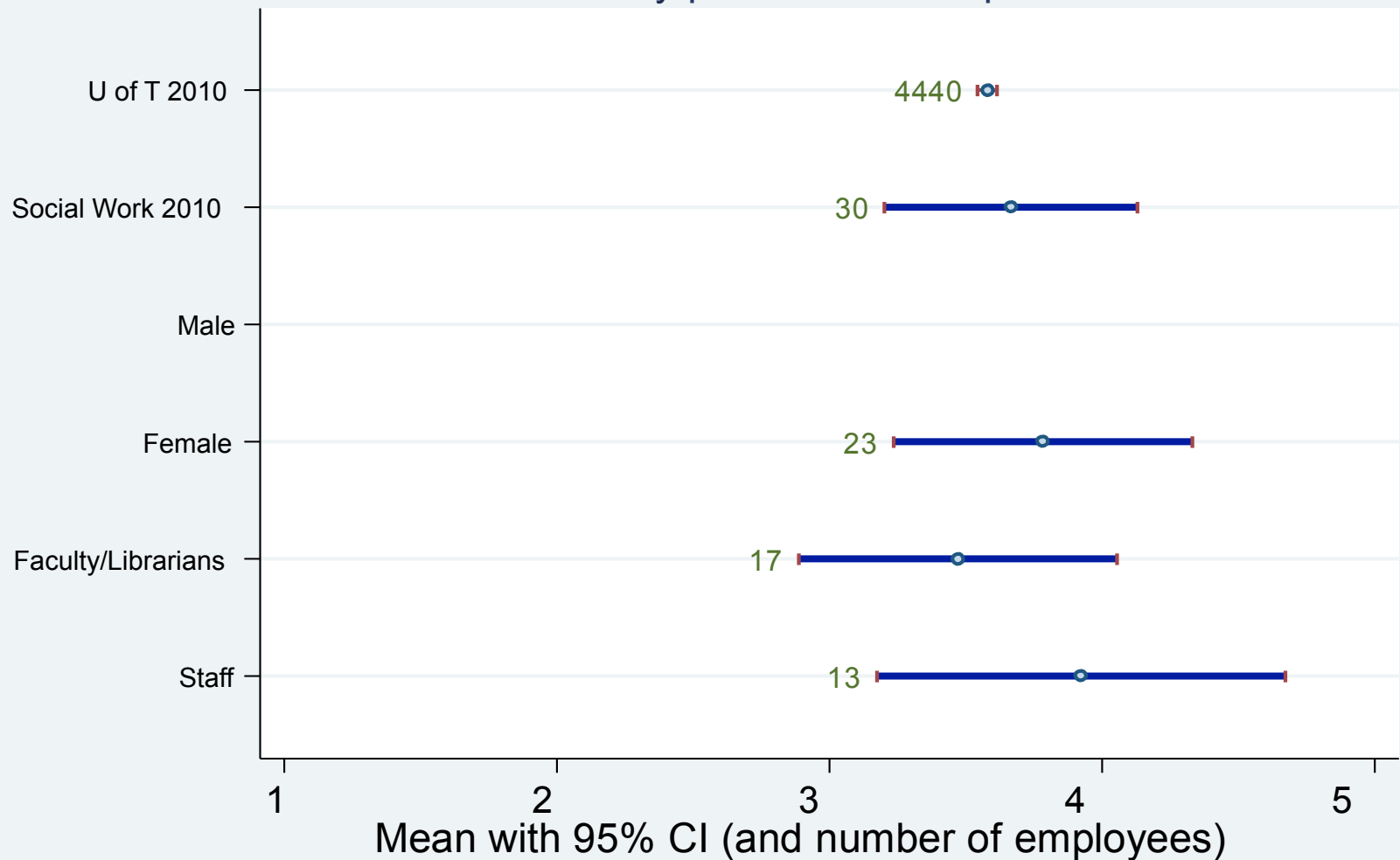
Note: 1=strongly disagree 2=tend to disagree 3=neither agree nor disagree 4=tend to agree 5=strongly agree

## Average Agreement in Social Work with the Statement, I feel valued as an employee



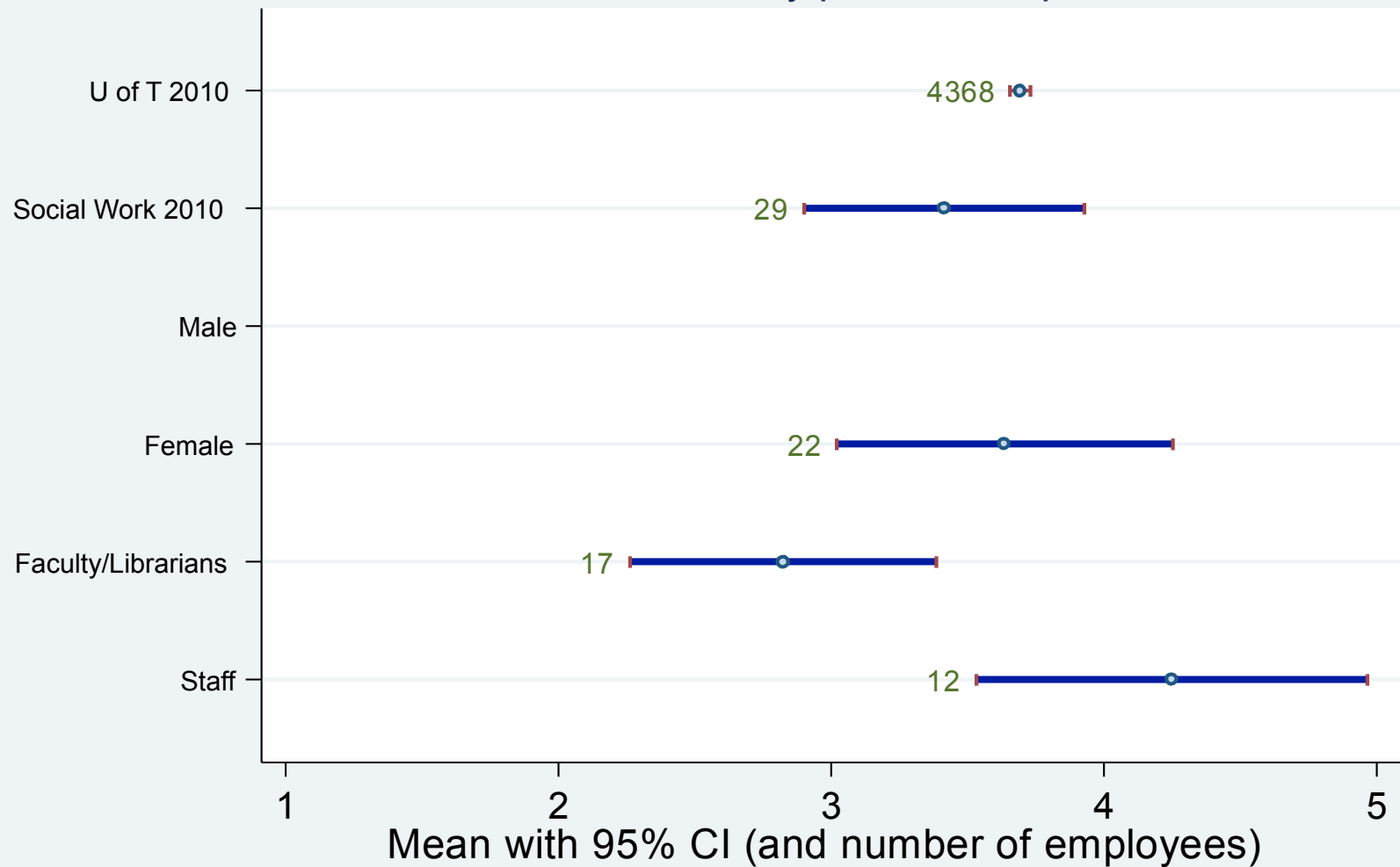
Note: 1=strongly disagree 2=tend to disagree 3=neither agree nor disagree 4=tend to agree 5=strongly agree

## Average Agreement in Social Work with the Statement, My workload allows me to meet my performance expectations



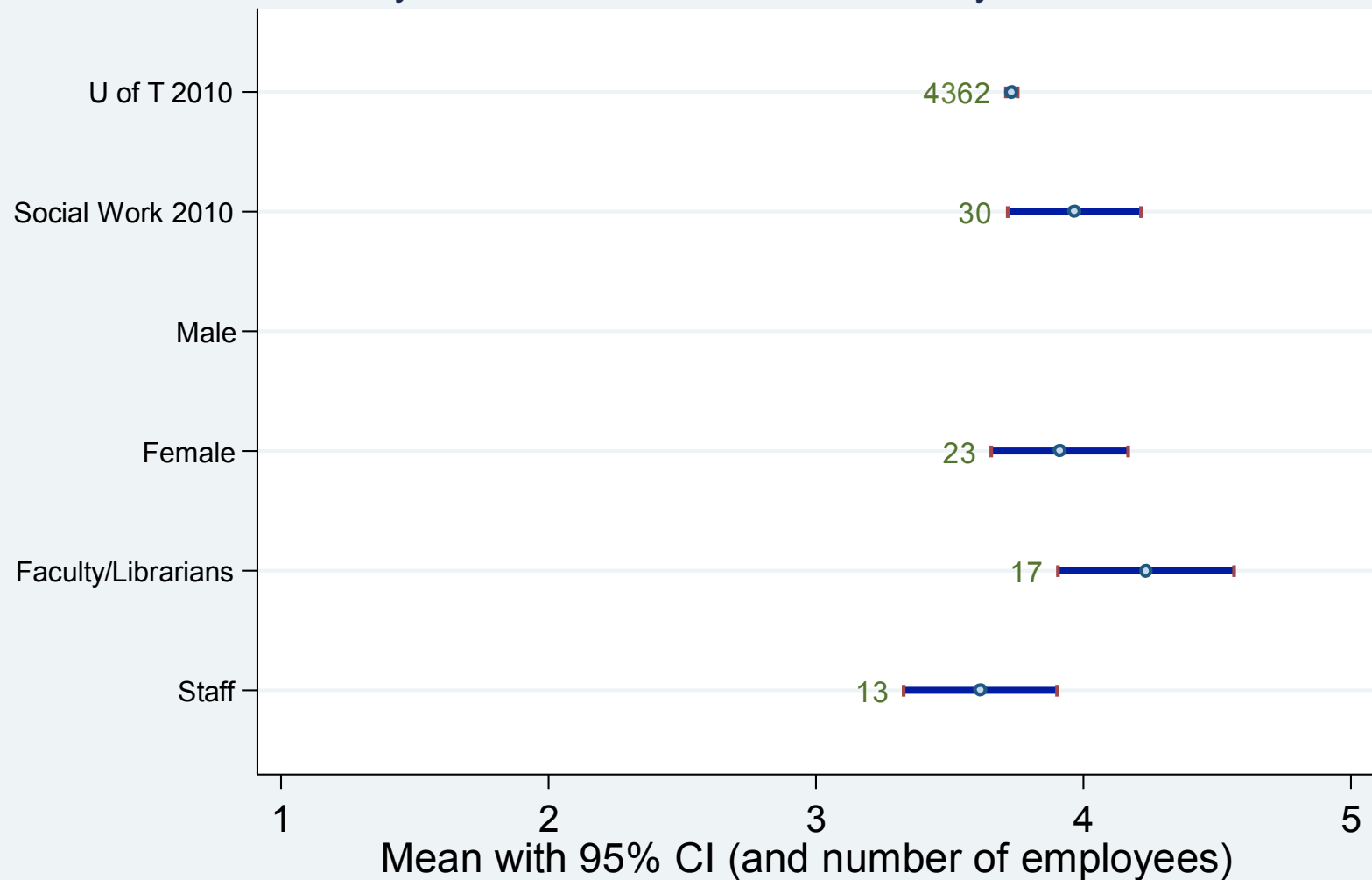
Note: 1=strongly disagree 2=tend to disagree 3=neither agree nor disagree 4=tend to agree 5=strongly agree

## Average Satisfaction in Social Work with the Statement, I am satisfied with the balance between my private and professional life



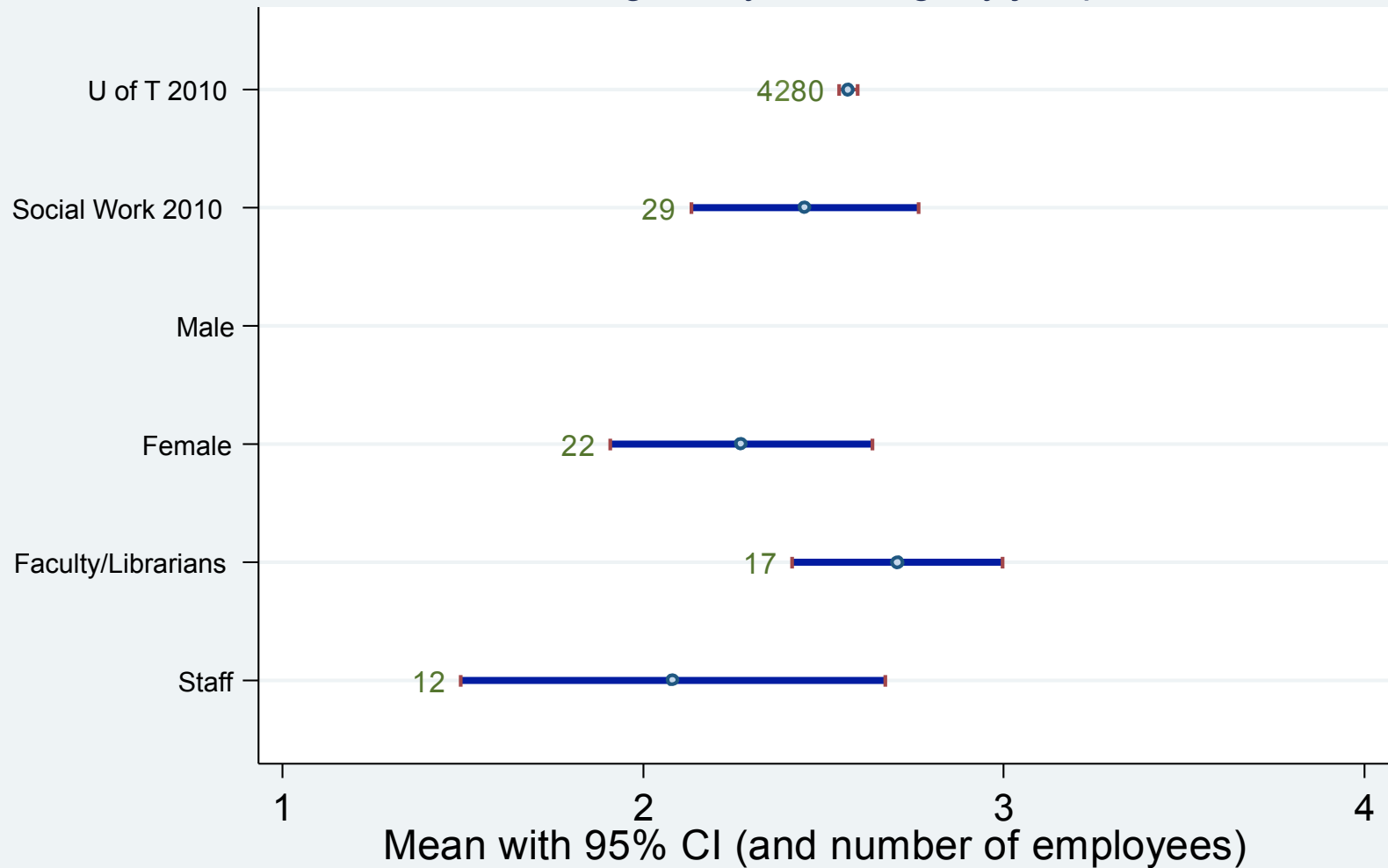
Note: 1=very dissatisfied 2=somewhat dissatisfied 3=neither satisfied nor dissatisfied 4=somewhat satisfied 5=very satisfied

## Average Reasonableness of Workload in Social Work, Overall, how would you rate the reasonableness of your workload?



Note: 1=much too light 2=light 3=about right 4=heavy 5=much too heavy

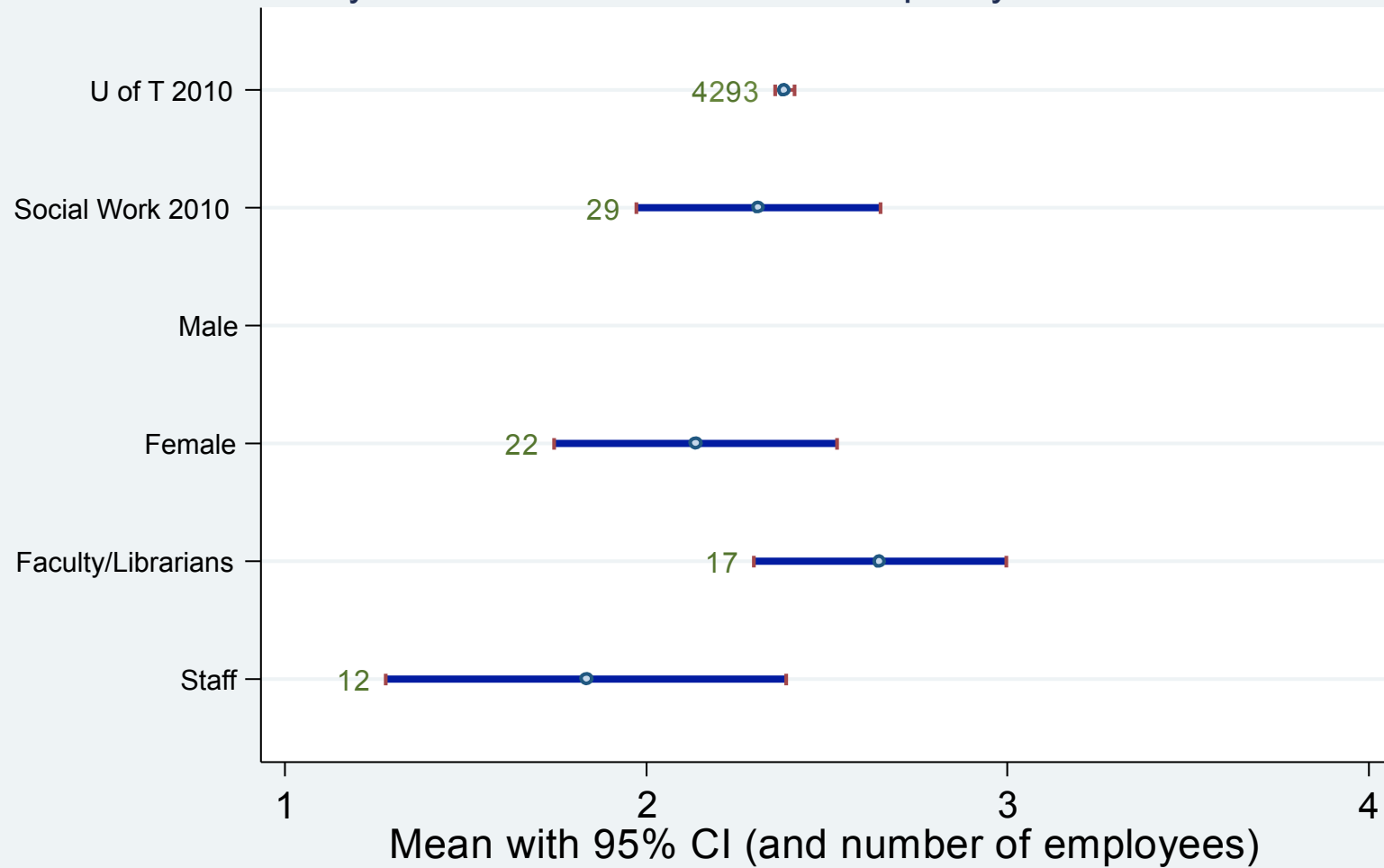
## Average Awareness in Social Work of the View, I feel that the stress of work is negatively affecting my job performance



Note: 1=never 2=rarely 3=sometimes 4=often

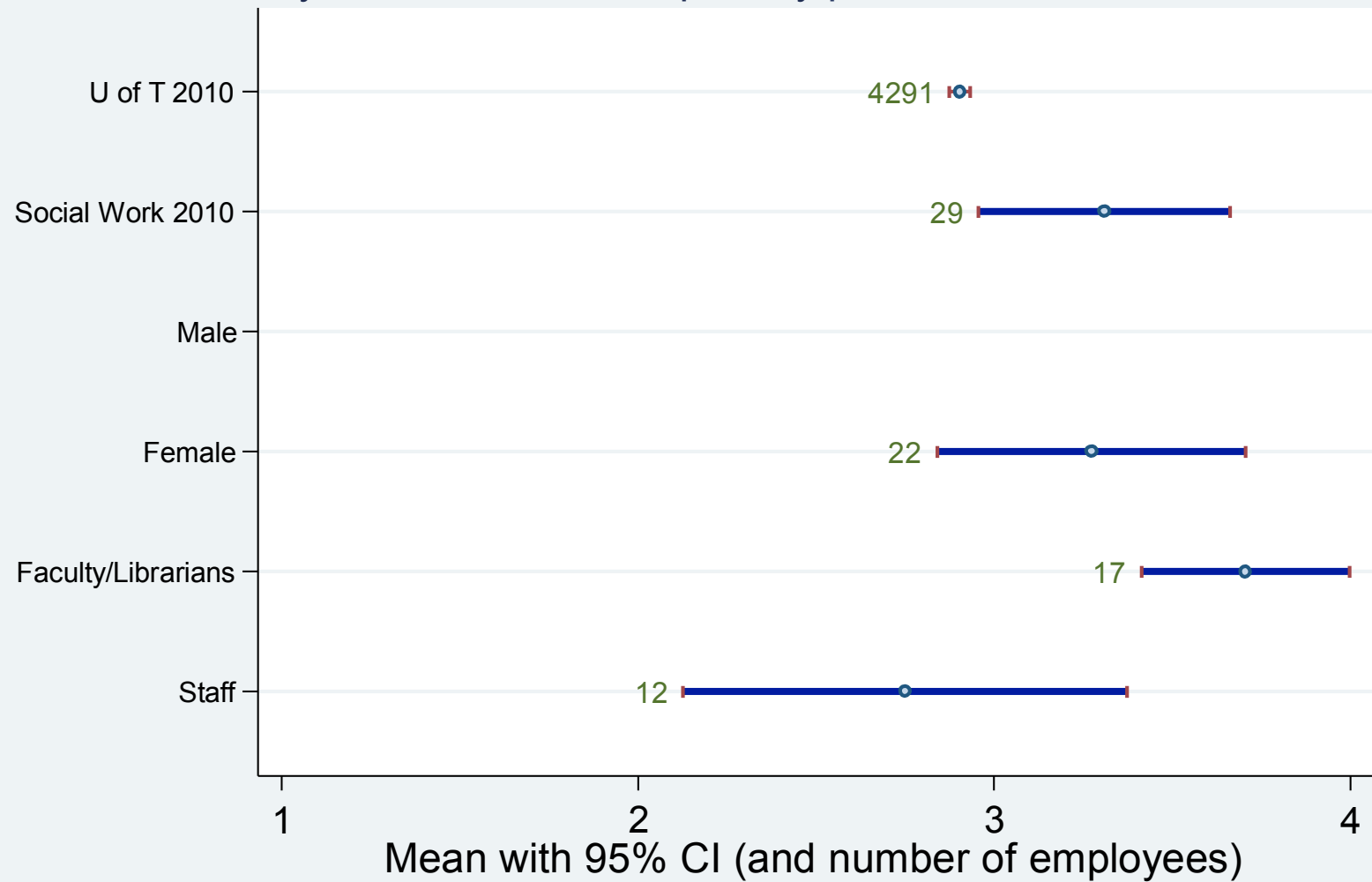


## Average Awareness in Social Work of the View, My workload means I sacrifice quality



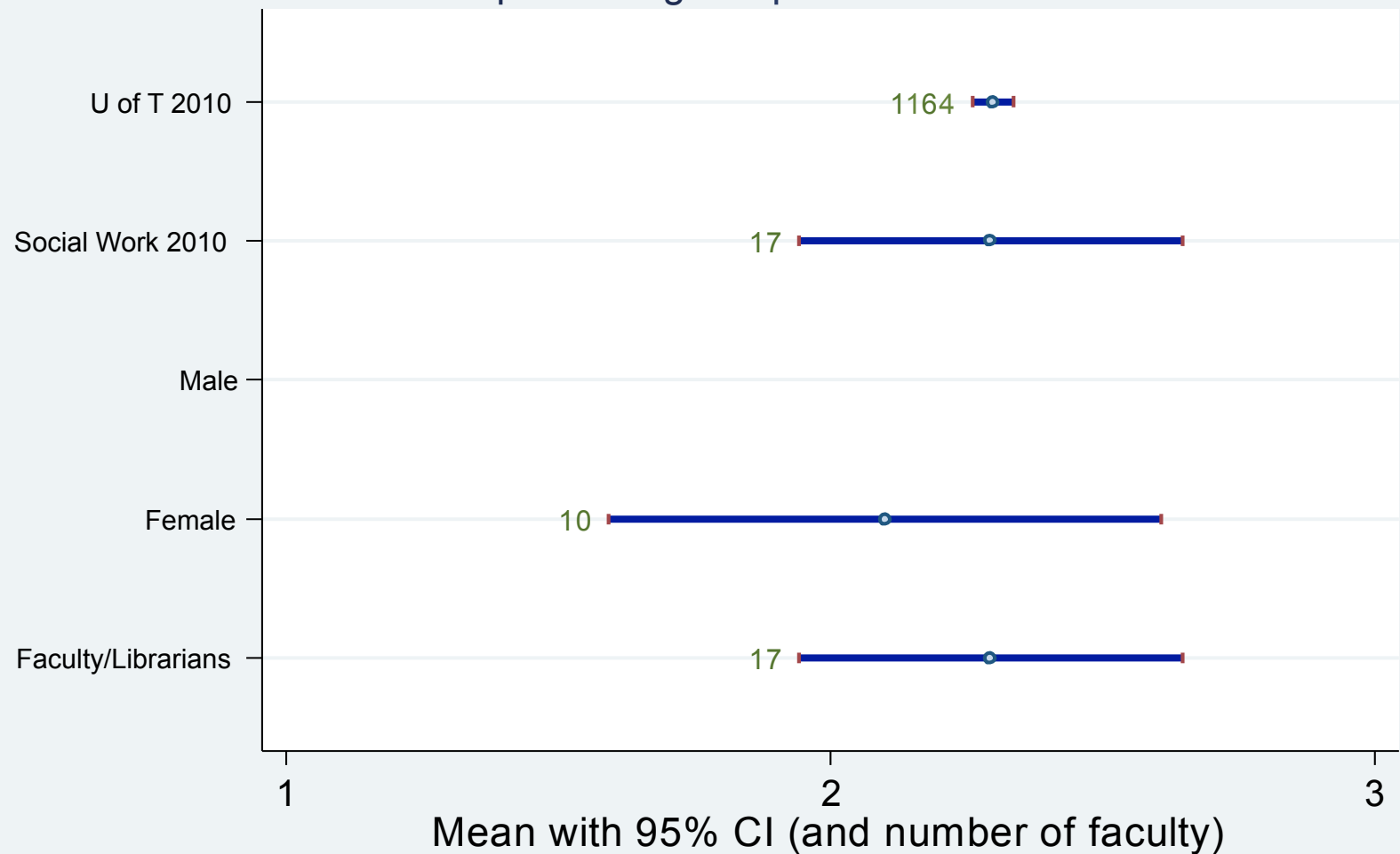
Note: 1=never 2=rarely 3=sometimes 4=often

## Average Awareness in Social Work of the View, My work encroaches upon my private time



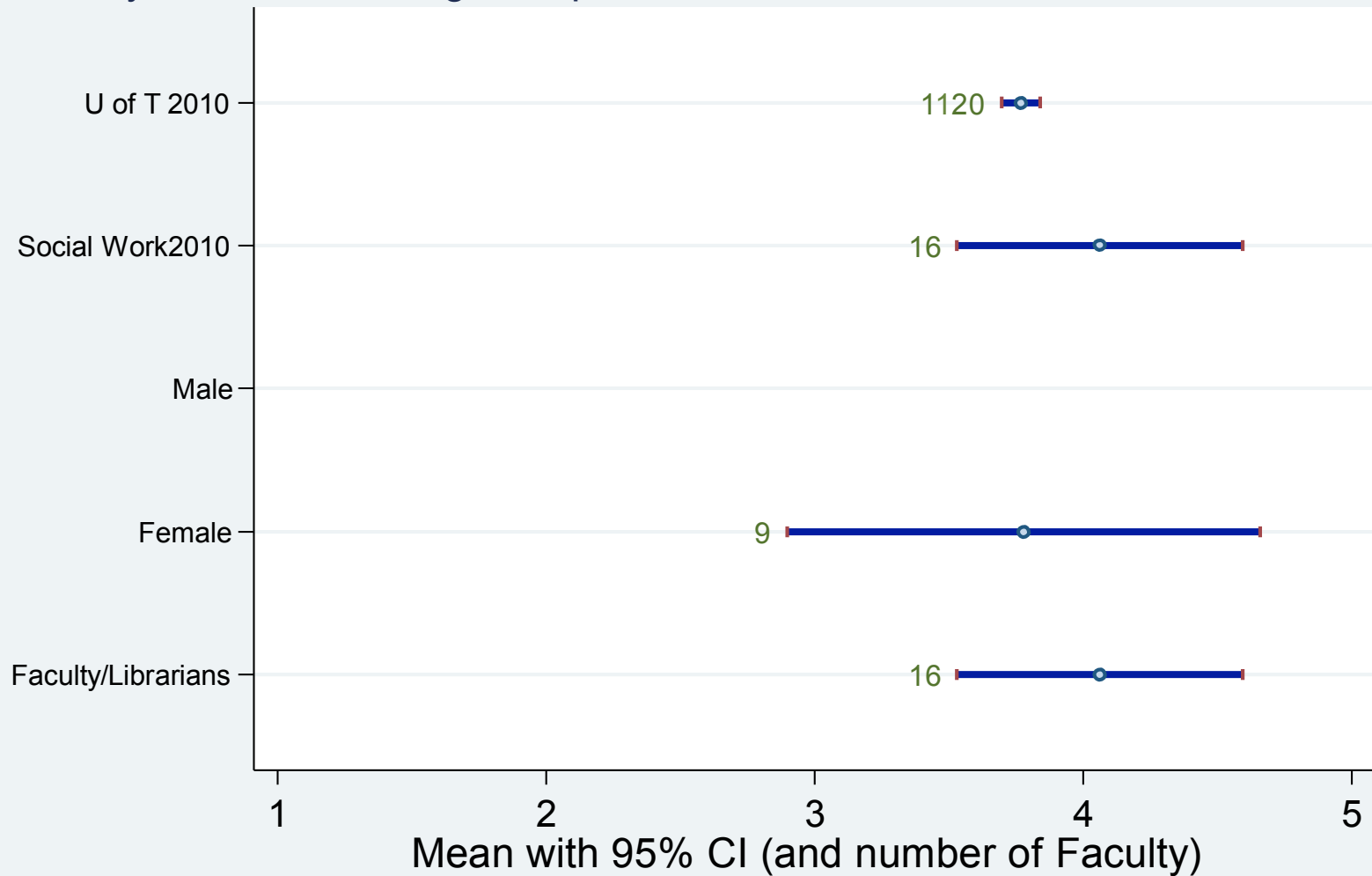
Note: 1=never 2=rarely 3=sometimes 4=often

## Average Academic Stress in Social Work Due to Self-imposed High Expectations



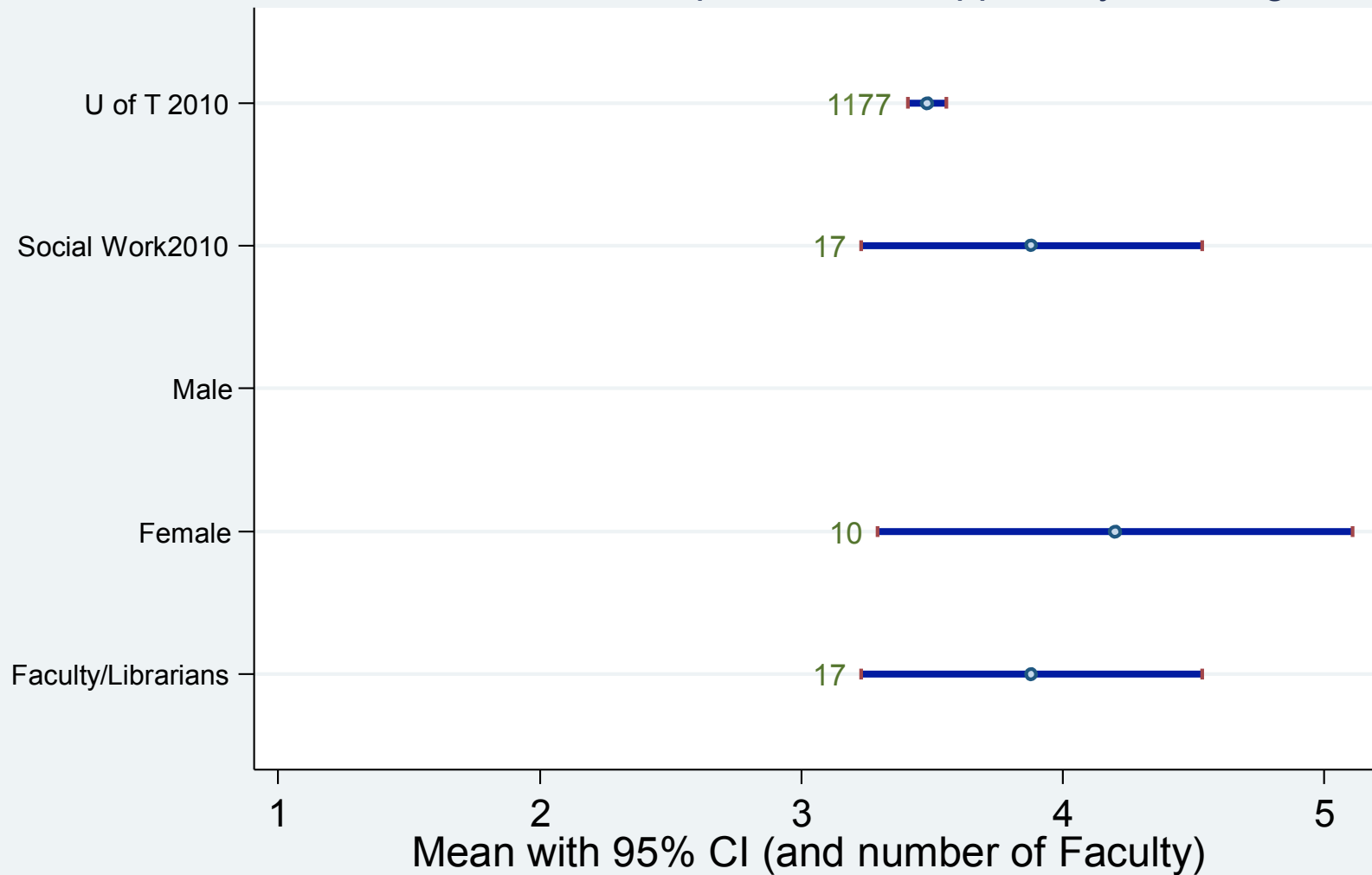
Note: 1=not at all 2=somewhat 3=extensive

## Average Agreement among Faculty in Social Work with the Statement, My unit head/manager helps me obtain the resources I need



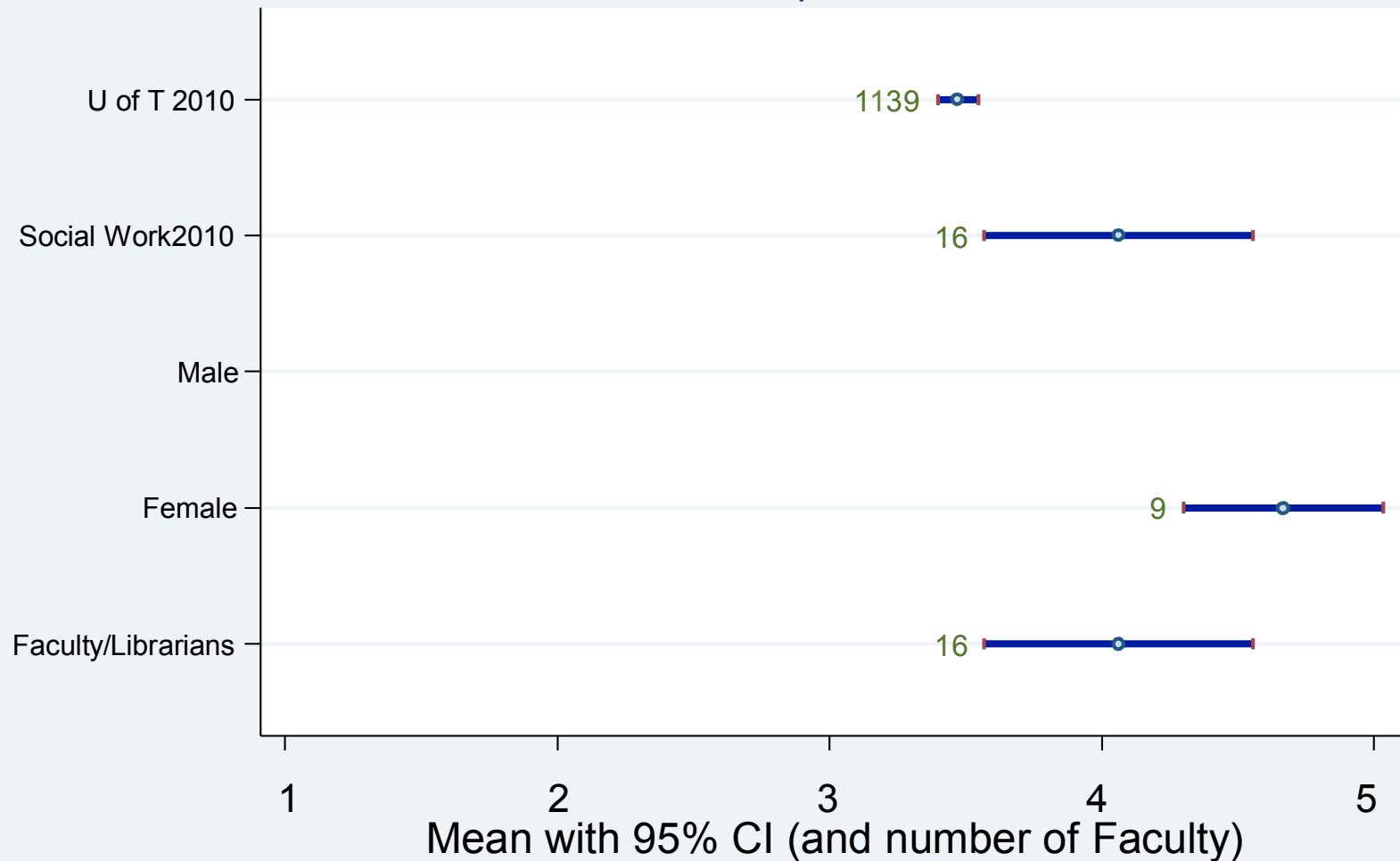
Note: 1=strongly disagree 2=tend to disagree 3=neither agree nor disagree 4=tend to agree 5=strongly agree

## Average Satisfaction among Faculty in Social Work with the Statement, I am satisfied with the resources U of T provides to support my teaching



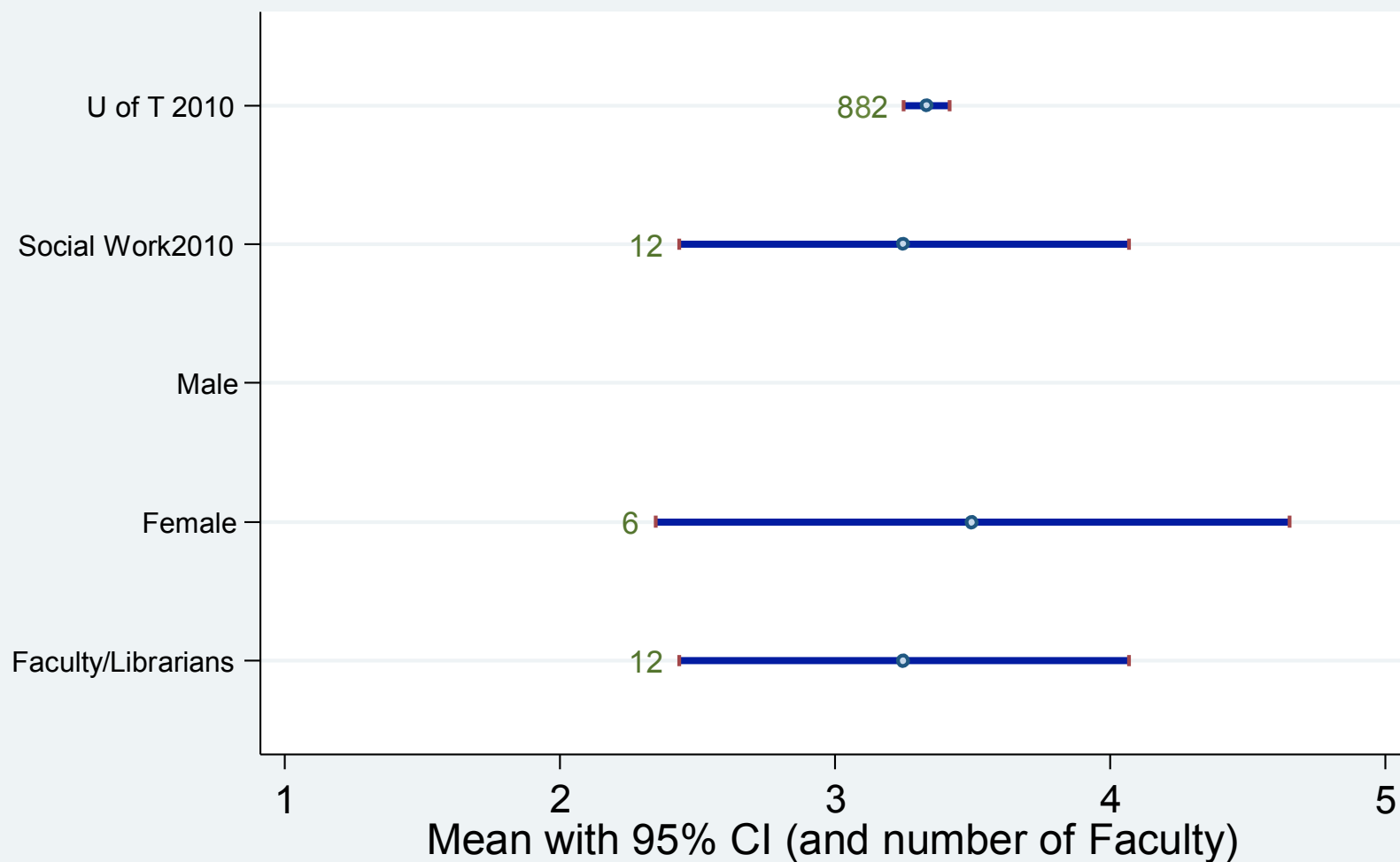
Note: 1=very dissatisfied 2=somewhat dissatisfied 3=neither satisfied nor dissatisfied 4=somewhat satisfied 5=very satisfied

# Average Satisfaction among Faculty in Social Work with the Statement, I am satisfied with the resources U of T provides to support my research and scholarship



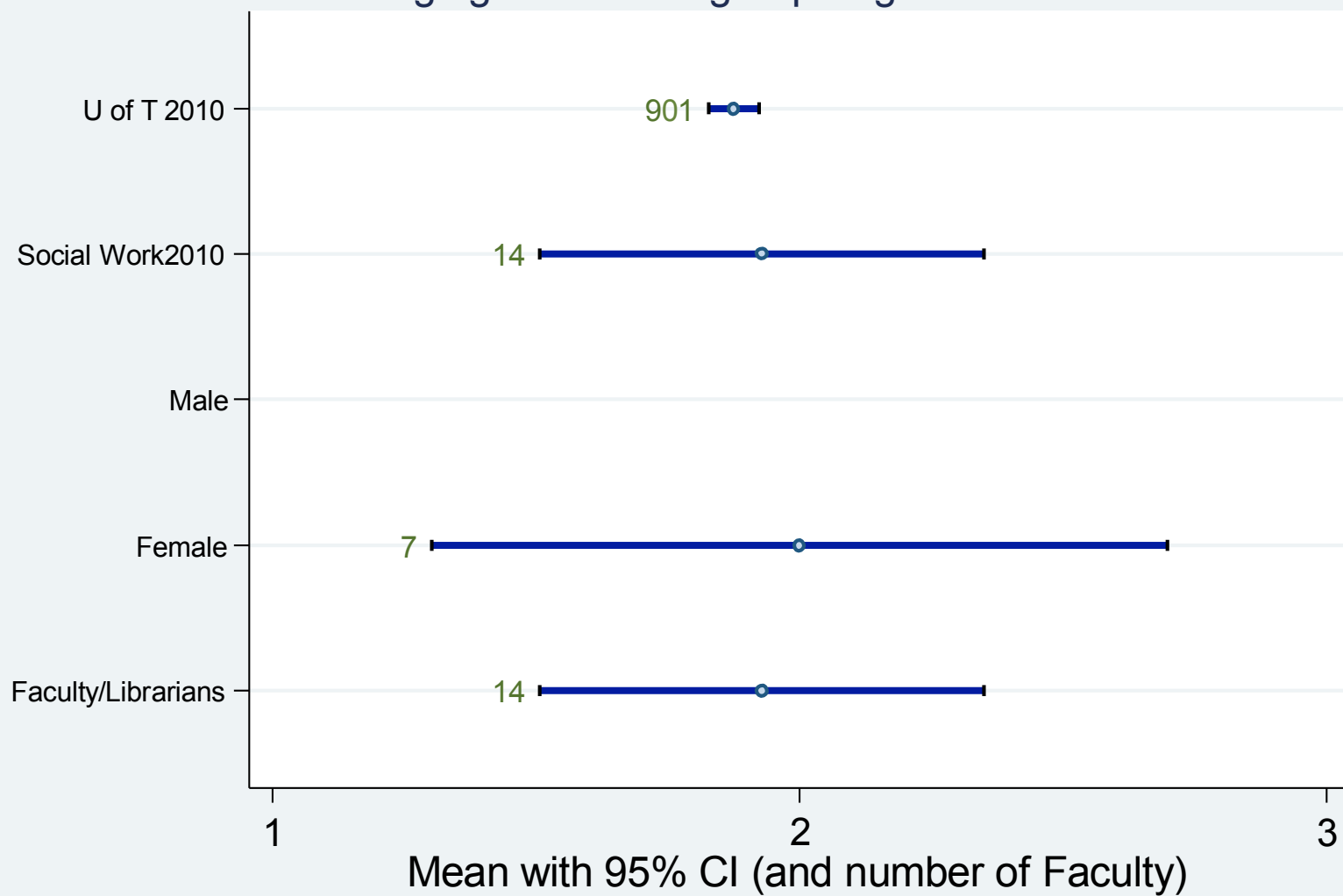
Note: 1=very dissatisfied 2=somewhat dissatisfied 3=neither satisfied nor dissatisfied 4=somewhat satisfied 5=very satisfied

## Average Satisfaction among Faculty in Social Work with the Statement, I am satisfied with the support for my research activities provided by the Office of the Vice-President Research



Note: 1=very dissatisfied 2=somewhat dissatisfied 3=neither satisfied nor dissatisfied 4=somewhat satisfied 5=very satisfied

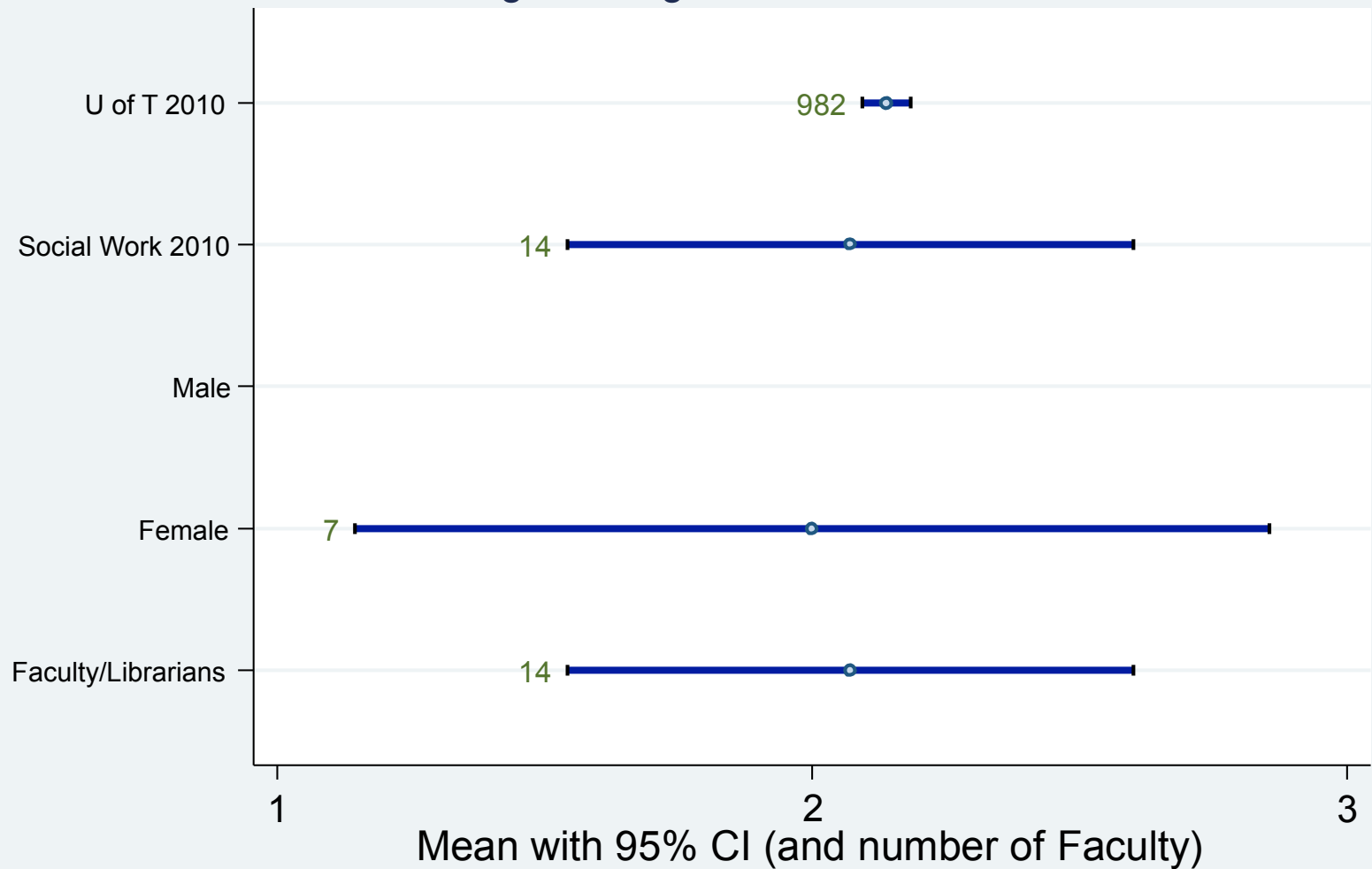
## Average Academic Stress among Faculty in Social Work, Managing a research group or grant



Note: 1=not at all 2=somewhat 3=extensive



## Average Academic Stress among Faculty in Social Work, Securing Funding for Research



Note: 1=not at all 2=somewhat 3=extensive

## Factor-Inwentash Faculty of Social Work

### FACULTY APPOINTMENTS (INCLUDING STATUS-ONLY AND ADJUNCT LECTURER APPOINTMENTS)

NAME	RANK	FTE	ACADEMIC AREA OF INSTRUCTION
<i>Tenure and Tenure Stream Faculty</i>			
<i>Professor</i>			
Bogo, Marion	Professor	1.00	Clinical social work practice and Social work education
Chambon, Adrienne	Professor	0.50	Transnational Social Work, Immigration and Refugees
Fuller-Thomson, Esme	Professor	1.00	Evidence based practice, Research Methods and Gerontology
Hulchanski, David	Professor	1.00	Housing and Community Development
McDonald, Lynn	Professor	0.51	Gerontology
Mishna, Faye	Professor	1.00	Direct Social Work Practice with Individuals and Families; and Children and Adolescents. Advanced Clinical Concepts
Newman, Peter	Professor	1.00	Qualitative and mixed methods research, HIV/AIDS, Structural intervention and sexuality
Shera, Wesley	Professor	1.00	Community organization, social policy, group work, management and social work practice in the field of mental health
Tsang, Ka Tat	Professor	1.00	Diversity and cultural differences, narrative (qualitative) research method, and theoretical foundation
<i>Associate Professor</i>			
Alaggia, Ramona	Assoc. Professor	1.00	Children and Adolescent Mental Health, Family Assessment
Bhuyan, Rupaleem	Assoc. Professor	1.00	Social Justice and Diversity
Brennan, David	Assoc. Professor	1.00	Health and Mental Health, HIV/AIDS, Sexuality
Fang, Lin	Assoc. Professor	1.00	Social Work Practice in Mental Health, and Practice Based Research in Mental Health & Health.
Saini, Michael	Assoc. Professor	1.00	Family Mediation, Intersections of Policy and Practice for Children and Families and Evidence-Based Practice.
Sakamoto, Izumi	Assoc. Professor	1.00	Social Justice and Diversity
Shlonsky, Aron	Assoc. Professor	0.25	Child Welfare and Risk Assessment
Stern, Susan	Assoc. Professor	1.00	Children and their Families, Evidence-Based Practice
Williams, Charmaine	Assoc. Professor	1.00	Direct Practice, Mental Health
Zuberi, Daniyal	Assoc. Professor	0.51	Social Policy
<i>Assistant Professor</i>			
Craig, Shelley	Assistant Professor	1.00	Health and Mental Health, Research and Practice for Health
Fallon, Barbara	Assistant Professor	1.00	Child Welfare, Policy
Lee, Eunjung	Assistant Professor	1.00	Clinical Practice, Psychotherapy Process Research and Clinical Practice

Logie, Carmen	Assistant Professor	1.00	Health Equity
<i>Teaching Stream Faculty</i>			
Litvack, Andrea	Senior Lecturer	1.00	Social Work Practice and Family Mediation
<i>CLTA Appointments Teaching Stream Faculty</i>			
Black, Tara	Assistant Professor	1.00	Risk Assessment in Child Welfare
Katz, Ellen	Lecturer	0.60	Mindfulness in Clinical Practice and Family Therapy
	<b>TOTAL</b>	<b>23.37</b>	
<i>Adjunct and Status Only Appointments</i>			
<i>Adjunct Professor</i>			
Chaban, Michele	Adjunct Professor		Mindfulness, Gerontology
Cullen, James	Adjunct Professor		Direct Practice, Addiction, Concurrent Disorders LGBTTTIQ Communities
Levine, Deborah	Adjunct Professor		Psychoanalysis, Group Psychotherapy, Eating Disorders
Lurie, Stephen William	Adjunct Professor		Mental Health Policy
Macadam, Margaret	Adjunct Professor		Social Policy, Gerontology
<b>NAME</b>	<b>RANK</b>	<b>FTE</b>	<b>ACADEMIC AREA OF INSTRUCTION</b>
McNeil, Ted	Adjunct Professor		Research for Evidence Based Social Work Practice, Social Justice and Diversity
Paterson, Jane	Adjunct Professor		Interprofessional Practice, Clinical Supervision, Health and Mental Health
Rivers, Bruce	Adjunct Professor		Child Welfare and Housing
Stoddart, Kevin	Adjunct Professor		Autism, Youth Mental Health
<i>Adjunct Lecturer</i>			
Blacker, Susan	Adjunct Lecturer		Psychosocial Oncology
Cheng, Terry	Adjunct Lecturer		Marital Family Therapy, Oncology
Cunning, Sandra	Adjunct Lecturer		Development and Implementation of Program Evaluations
McGillicuddy, Patricia	Adjunct Lecturer		Health and Mental Health Research Education
Morrison, Janet	Adjunct Lecturer		Psychoanalysis, Psychotherapy for Children and Adolescents
Murphy, Lawrence	Adjunct Lecturer		Cybercounselling
Neuburger, Sheila	Adjunct Lecturer		Healthcare Management
Savage, Diane	Adjunct Lecturer		Clinical Social Work Service Delivery, Research and Collaborative Practice
Secord, Scott	Adjunct Lecturer		Oncology, Healthcare Management
Sulman, Joanne	Adjunct Lecturer		Social Group Work Practice, Social Work Administration Theory
Williams, Laura	Adjunct Lecturer		Family Centered Practice

<i>Status Only Professor</i>			
Trocmé, Nico	Professor		Child Welfare, Children's Mental Health
<i>Status Only Associate Professor</i>			
Nicholas, David	Associate Professor		Pediatric Health, Knowledge Translation
<i>Status Only Assistant Professor</i>			
Adamson, Keith	Assistant Professor		Health and Mental Health, Collaborative Practice
Cook, Charlene	Assistant Professor		Research and Public Policy
Dill, Katherine	Assistant Professor		Children, Youth and their Families, Evidence Based Practice
Dimitropoulos, Gina	Assistant Professor		Eating Disorders, Health and Mental Health
Fleischer, Les	Assistant Professor		Psychotherapy and Psychoanalysis
Fluke, John	Assistant Professor		Child Welfare and Children Mental Health
Goodman, Deborah	Assistant Professor		Child Welfare and Children Health and Mental Health
Herie, Marilyn	Assistant Professor		Addictions
Jenney, Angelique	Assistant Professor		Family Based Interventions, Children Mental Health and Child Welfare
Leslie, Bruce	Assistant Professor		Addictions, Children and Adolescent Mental Health
Lindsay, Sally	Assistant Professor		Social Justice and Diversity
Muskat, Barbara	Assistant Professor		Direct Clinical Work, Children's Mental Health
Popova, Lana	Assistant Professor		Evidence Based Social Work Practice
Simons, Kelsey	Assistant Professor		Gerontology
Smith-Carrier, Tracy	Assistant Professor		Social Service Administration, Social Welfare
Vahed, Rashaad	Assistant Professor		Clinical Education, Evidence Based Practice and Policy Development
Wesley-Esquimaux, Cynthia	Assistant Professor		Aboriginal Health and Mental Health

## STAFF COMPOSITION CHART

NAME	Title	FTE
<b>Bewell, Sharon</b>	Registrar & Administrative Coordinator of Graduate Studies	1.00
<b>Coplevitch, Mindy</b>	Practicum Coordinator	1.00
<b>Daciuk, Joanne</b>	Research Manager	1.00
<b>Gardiner, Terry</b>	Student Life/Equity and Outreach Advisor	1.00
<b>Gladish, Eva</b>	Assistant Dean, Administration & Finance	1.00
<b>Ing, Denise</b>	Registration, Communications and Liaison Administrator – Continuing Education	0.85
<b>Javier, Julita</b>	Reception & Administrative Assistant	1.00
<b>Lozano, Nora</b>	Executive Assistant to the Dean	1.00
<b>McKee, Eileen</b>	Assistant Dean, Field Education	1.00
<b>Pasternak, Callayna</b>	Advancement Event Coordinator	1.00
<b>Pecket, Rahel-Leigh</b>	Practicum Coordinator	0.40
<b>Ramdass, Kay</b>	Reception & Administrative Assistant	1.00
<b>Russell, Denise</b>	Administrative Assistant Practicum Office	1.00
<b>Scheininger, Judy</b>	Advancement Director	1.00
<b>Schumacher, Christina</b>	Advancement and Alumni Development Assistant	0.80
<b>Umbrello, Angela</b>	Administrative Coordinator Admissions & Program	1.00
<b>Williamson, Karen</b>	Administrative Assistant to the Associate Dean	1.00
<b>Wong, Lily</b>	Finance Officer	1.00

## COMPARISON OF FTE VS ELIGIBLE FTE ENROLMENT (ALL PROGRAMS) 2009-2010 TO 2013-2014

M.S.W. 1-Year Program								
Year	Target Total FTE		Actual Total FTE		Actual Eligible FTE (EFTE)		Variance	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
2009-10	67.6	0.3	87	0	86.7	n/a	-0.3	n/a
2010-11	80.3	0	80.5	0	80.5	n/a	0	n/a
2011-12	78.5	0	85.3	1	85.3	n/a	0	n/a
2012-13	82	1	97.8	1	97.8	n/a	0	n/a
2013-14	95.9	1	104.8	0	104.8	n/a	0	n/a

M.S.W. 1-Year Program						
Year	Actual Total FTE					
	Domestic			International		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
2009-10	81	6	87	0	0	0
2010-11	76	4.5	80.5	0	0	0
2011-12	76	9.3	85.3	1	0	1
2012-13	90	7.8	97.8	1	0	1
2013-14	97	7.8	104.8	0	0	0

M.S.W. 2-Year Program								
Year	Target Total FTE		Actual Total FTE		Actual Eligible FTE (EFTE)		Variance	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
2009-10	245.9	6	240.6	3	237.6	2	-3	-1
2010-11	245.9	2	248.3	3	244.3	1	-4	-2
2011-12	246.9	5	263.9	5	262.9	2	-1	-3
2012-13	264.9	2	280.3	2	275.6	0	-4.7	-2

<b>2013-14</b>	281.9	1	284.3	0	284.3	0	0	0
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#### **M.S.W. 2-Year Program**

<b>Year</b>	<b>Actual Total FTE</b>					
	<b>Domestic</b>			<b>International</b>		
	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>
<b>2009-10</b>	238	2.6	240.6	3	0	3
<b>2010-11</b>	247	1.3	248.3	3	0	3
<b>2011-12</b>	262	1.9	263.9	5	0	5
<b>2012-13</b>	278	2.3	280.3	2	0	2
<b>2013-14</b>	284	0.3	284.3	0	0	0

#### **ADSSA Program**

<b>Year</b>	<b>Target Total FTE</b>		<b>Actual Total FTE</b>		<b>Actual Eligible FTE (EFTE)</b>		<b>Variance</b>	
	<b>Domestic</b>	<b>Int'l</b>	<b>Domestic</b>	<b>Int'l</b>	<b>Domestic</b>	<b>Int'l</b>	<b>Domestic</b>	<b>Int'l</b>
<b>2009-10</b>	20	0	0	0	0	0	0	0
<b>2010-11</b>	11.4	0	7	0	7	0	0	0
<b>2011-12</b>	11.4	0	6.3	0	6.3	0	0	0
<b>2012-13</b>	6.1	0	3.5	0	3.5	0	0	0
<b>2013-14</b>	7.4	0	4.8	0	4.8	0	0	0

#### **ADSSA Program**

<b>Year</b>	<b>Actual Total FTE</b>					
	<b>Domestic</b>			<b>International</b>		
	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>
<b>2009-10</b>	0	0	0	0	0	0
<b>2010-11</b>	4	3	7	0	0	0
<b>2011-12</b>	3	3.3	6.3	0	0	0
<b>2012-13</b>	2	1.5	3.5	0	0	0
<b>2013-14</b>	3	1.8	4.8	0	0	0

PhD Program								
Year	Target Total FTE		Actual Total FTE		Actual Eligible FTE (EFTE)		Variance	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
2009-10	49	5	47	3	42	0	-5	-3
2010-11	53	2	49	4	37	0	-12	-4
2011-12	51	4	48	4	37	0	-11	-4
2012-13	44	4	50	4	37	1	-13	-3
2013-14	49	5	55	4	36	0	-19	-4

PhD Program						
Year	Actual Total FTE					
	Domestic			International		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
2009-10	47	0	47	3	0	3
2010-11	49	0	49	4	0	4
2011-12	48	0	48	4	0	4
2012-13	50	0	50	4	0	4
2013-14	55	0	55	4	0	4