

YEAR IN REVIEW

2015-2016

INTRODUCING A
GROUNDBREAKING NEW
MSW SPECIALIZATION

Indigenous Trauma and Resiliency



FACTOR-INWENTASH
FACULTY OF SOCIAL WORK
UNIVERSITY OF TORONTO



It's been a dynamic and exciting year at the Factor-Inwentash Faculty of Social Work. A year in which we continue to push the frontiers of innovation and knowledge. In 2014 we celebrated our 100th anniversary -- an amazing experience that brought us together with alumni and field and community partners. Now, based on a firm foundation of a century of accomplishment, we're moving ahead at an accelerated pace. In the classroom, in research, in working closely with communities, collaborating with the field and disseminating knowledge worldwide, our faculty members are spearheading important initiatives.

As you flip through the pages in this Year in Review, you'll get a sense of the rich diversity of life at our Faculty right now. Read about exciting advancements that are transforming how our students are educated, like our newly launched MSW specialization and the remarkable ways we're using simulation. Learn how Practice Fridays are deepening our all-essential bond with field instructors. Meet students like recent grad Fersia Etemadi, newly hired faculty and staff, and alumni like Patricia Fenton who has found a meaningful way to fund research in an area she cares deeply about.

I believe that all of us -- faculty members, alumni, field and community partners and students -- share a commitment and passion to work together to meet society's crucial challenges. Together, we are moving forward. As always, we'd love to hear from you.

With best wishes,

Faye Mishna

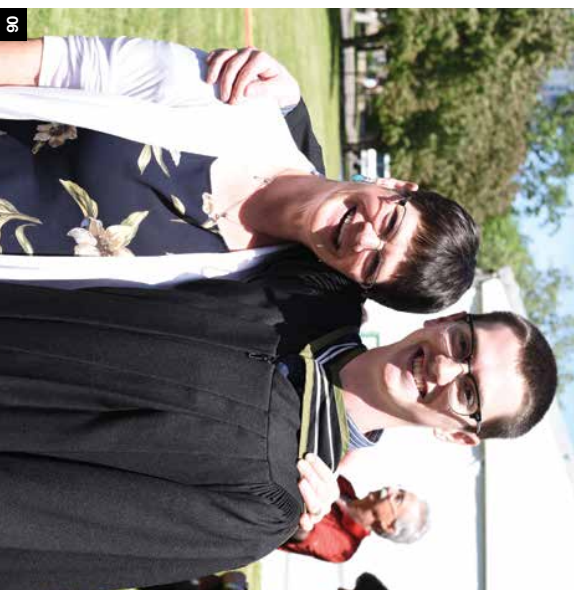
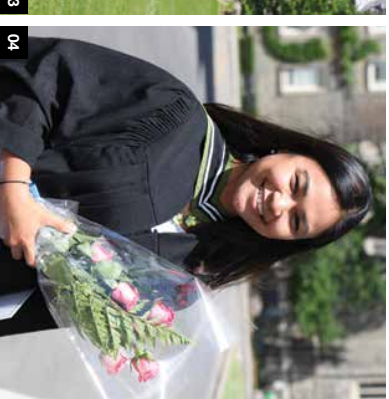
Faye Mishna
Dean, Factor-Inwentash Faculty of Social Work
University of Toronto

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A Celebration of Our Students

SPRING CONVOCATION JUNE 1, 2016



- 01 Nolan R. Fitzgerald and Wilma Marlyse Bergstra
- 02 Paula Vicente
- 03 Natasha Antoinette Tacoma and family
- 04 Charmaine Cansino
- 05 Tasha Shelly Ramcharitar
- 06 Adam John Belair and Lois Belair
- 07 (L-R) Lisa Orr, Sana Imran and Cassandra Hall
- 08 Anisa Mohamed and family

2016 SPRING REUNION WAS ALL

ABOUT CONNECTING

More than 60 alumni from across the generations came together on a lovely May 25 evening at the Faculty to celebrate the 2016 Spring Reunion. The convivial gathering (where recent books by alumni and faculty were raffled off) was a chance to catch up, renew relationships and forge new connections with other alumni and the Faculty itself.



Newly elected Alumni Association President Janet Scotland (middle) with Members of the Board Sara Akura (A) and Christina Abumassar.



6 Books

PUBLISHED THIS PAST YEAR BY FACULTY AND ALUMNI

- 01** EDITORS: ALEAN AL-KRENAWI, JOHN R. GRAHAM AND NAZIM HABIBOV. "DIVERSITY AND SOCIAL WORK IN CANADA." (OXFORD UNIVERSITY PRESS.)
- 02** SHERI VAN DIJK. "HELP TEENS MANAGE EMOTIONS (THE INSTANT HELP SOLUTIONS SERIES)." (INSTANT HELP.)
- 03** SHERI VAN DIJK. "SURVIVING THE EMOTIONAL ROLLER COASTER: DBT SKILLS TO HELP TEENS MANAGE EMOTIONS (THE INSTANT HELP SERIES)." (INSTANT HELP.)
- 04** CATHERINE LOUISE READY. "SHELTER IN A STORM: REVITALIZING FEMINISM IN NEOLIBERAL ONTARIO." (UBC PRESS.)
- 05** EDITORS: MICHAEL SANI, LESLIE DROZD AND NANCY OLESEN. "PARENTING PLAN EVALUATION: APPLIED RESEARCH FOR THE FAMILY COURT." (OXFORD UNIVERSITY PRESS.)
- 06** EDITORS: IMOGEN TAYLOR, MARION BOGO, MICHELLE LEFEVRE AND BARBARA TEATER. "ROUTLEDGE INTERNATIONAL HANDBOOK OF SOCIAL WORK EDUCATION." (ROUTLEDGE.)

One New MSW and 10 New PhD Theses
Examining Critical Issues

MSW

Andrew Eaton explored the role of social work in supporting people affected by HIV-Associated Neurocognitive Disorder (HAND).

PhD

Kenta Asakura examined pathways to resilience among LGBTQ youth.

Cory Azzopardi provided a feminist critical discourse analysis of maternal failure to protect in child welfare policy and practice.

David Delay considered the effects of shame-proneness, emotional dysregulation, language processing capacity and trauma on Batterer Intervention Program attrition.

Joanne Filippelli explored practice and policy responses in Ontario related to the child welfare system and infants.

Barbara Lee looked into child welfare outcomes for Asian-Canadian children and families.

Ashley Quinn focused on resilience processes and outcomes for Aboriginal Crown wards of the Ontario child welfare system.

Steven Solomon examined homophobic and sexist language among Grade 7 and 8 students in the Toronto District School Board.

Melissa Van Wert explored the intersection of child maltreatment and behaviour problems and the implications for child welfare service providers.

Kyung-Eun Yang's focus was the entrance of immigrant women into the South Korean labour market and their use of support services.

Samantha Yee identified factors associated with the receipt of a fertility consultation by Canadian female cancer patients.



Celebrating
PRIDE at the
Faculty on
June 23, 2016.

WE ARE PROUD AND HONOURED TO ANNOUNCE OUR NEW MSW SPECIALIZATION INDIGENOUS TRAUMA AND RESILIENCY



Members of the MSW ITR:
Barbara (CEO), Suzanne Goodrich, ITR-FTSW faculty; Tiffany Hubbard, ITR-FTSW faculty; Rita Smith, OFFC, Shawn Middleton, ITR-FTSW faculty; Charmaine Williams, FRSW Professor; Rebecca Martel, OFFC Governing Council-ITR-FTSW faculty
Seated (L-R): Faye Mishna, FRSW Dean; Jane Middleton-Moz, Director, Middleton-Moz Institute-ITR-FTSW faculty; Sylvia Maracle, Executive Director, Ontario Federation of Indigenous Friendship Centres (OFIFC)-ITR-FTSW faculty
Absent: Kim Anderson, OFFC Governing Council

We have brought together Indigenous knowledge with the latest scientific research on issues such as trauma, resiliency and community-based interventions to create a groundbreaking new MSW specialization stream – **Indigenous Trauma and Resiliency (ITR)**

– dedicated to educating trauma-informed social workers. We are delighted to announce that the first students start this September. The ITR was developed by the **Ontario Federation of Indigenous Friendship Centres (OFIFC)**, the **Middleton-Moz Institute** and our Faculty, OFIFC Executive Director

Sylvia Maracle, Jane Middleton-Moz (see profile on p. 14) and the OFIFC Governing Council worked in close collaboration with Professor Charmaine Williams and Dean Faye Mishna to create the ITR.

"The ITR is founded on the core concept that names collective and intergenerational Indigenous trauma as experiences that affect multiple populations," says Maracle, a prime mover of the initiative. "It will equip students to take that knowledge into health and social services. Students will be educated about community interventions designed to

aid communities experiencing high levels of intergenerational trauma. The purpose of these interventions is to help individuals find their voice and to increase support systems. The ITR's goal is to change the way community services are provided in Indigenous communities and to equip and empower individuals in these communities."

The new specialization's impetus came from the OFIFC's Governing Council who approached the Faculty to collaborate in developing capacity in Indigenous communities to address urgent social issues. It is a response

"The ITR represents what a Native American Elder told me is 'bridging the river.' On one side, there's the science – everything we're learning about issues such as attachment, trauma and resiliency and the latest neuroscience research. On the other, there are traditions such as Indigenous Native American, First Nations, Tibetan, African and Irish among others that have worked for hundreds of years. We are bridging the river between cultures, between youth and adults and between communities. And when you bridge the river, you have a powerful dynamic to create real change."

Jane Middleton-Moz, Executive Director, Middleton-Moz Institute

to the pressing need to provide effective and culturally appropriate services to Indigenous populations. It is built – from structure to curriculum and goals – upon the historical knowledge of the OFIFC and the Middleton-Moz Institute. The OFIFC is an internationally respected non-government agency based in Toronto that serves member Indigenous Friendship Centres across Ontario through advocacy, research and training. Middleton-Moz has conducted interventions in Indigenous communities for over forty years and the Middleton-Moz Institute has developed a unique community-based intervention training system to address the effects of current, cumulative, intergenerational and cultural trauma.

What Makes Our New Specialization Unique?

- It was created in a partnership between the OFIFC, the Middleton-Moz Institute and our Faculty.
- The curriculum is based on both Indigenous knowledge and the latest scientific knowledge on issues related to trauma, resiliency and the brain.
- Its community-based trauma-informed approach is founded on the principle that the effects of unresolved trauma are carried into the next generation. The goal is to equip students with trauma-related skills and sensitivity so they can empower community members to intervene effectively.
- The curriculum addresses all races, age groups, the entire life cycle and all aspects of a person's being: mental, emotional, spiritual and physical.
- The ITR is structured to ensure that students remain in their communities while studying. Placements (in which students learn from community Elders) are either in home communities (which may be Indigenous and remote) or in an Indigenous organization. Education focuses on self-awareness, traditional and experiential learning, critical evaluation and mentorship by Elders. Students participate in online courses as well as five six-day intensive face-to-face seminars in Toronto (the first is in September at our Faculty).
- With assistance by faculty students are required to cultivate wellness plans and develop an awareness of the effects of multigenerational trauma on their own lives.
- The goal is to create community activists. "We want to instill in our students the ability to see the need and create solutions. We want them to see what needs to be done and do it, not to wait for someone else to develop a solution, but instead to act now," says Middleton-Moz.

"On May 30, 2016, Premier Kathleen Wynne and the other party leaders stood up in the Ontario Legislature, with many of us present, and said, 'What we did about residential schools was wrong. What happened was wrong and we are committed to moving forward.' They didn't hedge it and they didn't make excuses. I believe that this new specialization, this collaboration between the Faculty and the OFIFC, is part of the way forward. We've had so many social work courses delivered to the community. This time it is different. This is a way to have a real conversation about how we change the power dynamics and move towards reconciliation in this country."

Sylvia Maracle, OFIFC Executive Director

Honours & Achievements

Associate Dean, Academic and Professor **Shelley Craig** has co-authored the Council of Social Work Education's (CSWE) first Position Statement on Conversion/Reparative Therapy. It is accompanied by a curriculum resource, "How to Talk about Sexual Orientation Change Efforts in Social Work Education" which is designed to help social work educators facilitate conversation about sexual orientation change efforts and teach affirmative practice relating to sexual orientation and gender-identity. A bibliography suggests readings to support in-depth discussion. Available on CSWE's website.

Professor **Lin Fang** received the FIFSW 2016 Teaching Award for making an outstanding contribution as an educator at our Faculty. She was chosen because of her strong commitment to social work education, thoughtful student mentoring, overall educational leadership and the excellent student evaluations she has received.

Alumna **Shirley Hoy** was appointed Chair of the University of Toronto's Governing Council, after serving as Vice Chair since 2013. The 50-member Governing Council oversees U of T's academic, business and student affairs. Hoy, who received her MSW at the Faculty, has built a distinguished career in public service. She also has a long record of volunteer leadership at the University and our Faculty, where she is a member of the Dean's Advisory Circle.

Adjunct Professor **Steve Lurie**, Executive Director of the Canadian Mental Health Association (CMHA), has been appointed to the Order of Canada. Recognized for his more than 40-year contribution as a leading advocate and administrator in the field of mental health care, he was described as "a tireless advocate, fighting to improve the mental health system and being a voice for individuals who are often marginalized because of stigma and discrimination."

Dean and Professor **Faye Mishna** received the 2016 Distinguished Recent Contribution to Social Work Education Award from the US-based Council on Social Work Education (CSWE). In granting the award, the committee said: "Professor Mishna is internationally renowned for her cutting-edge research and scholarship on bullying, cyber bullying and cyber counselling – far ahead of her time in making cyber bullying and cyber counselling a significant focus of her research, curriculum development and leadership agenda. Her work has had a profound impact on the lives of children, adolescents, families, educators and all who confront cyber bullying."

Prowest and FIFSW Professor **Cheryl Regehr** received one of Canada's Most Powerful Women, Top 100 Awards from the Women's Executive Network (WEN). Commenting on what leadership means to her, Regehr said, "It's not about being a leader alone. I think the characteristic that is important to me in terms of leadership is a willingness to share leadership. It's about seeing the incredible strength of people around you and looking for shared solutions to difficult problems, challenges and opportunities."

Professor **Michael L. Shier** received the 2016 Northeastern Association of Graduate Schools Doctoral Dissertation Award. Each year the association recognizes one outstanding PhD dissertation in Social Sciences and Education. His research examined how social service non-profit organizations promote social change. He engages in community-based research initiatives that support the mobilization of social innovation.



Persia Ettemadi and her mother at Convocation.

COMBINING SOCIAL WORK WITH LAW IS GOOD FOR THE SOUL

For Persia Ettemadi, who just graduated with a JD/MSW, doing a combined law and social work degree was good for the soul. "It's refreshing to step outside of the world of law," says Ettemadi, who received the Law School's Dean's Key at the June Convocation. "It was complementary and beneficial to have the social work perspective." Designed for people who want to practise in the areas where law and social work intersect, the JD/MSW enables students to complete both degrees in four years, rather than the five it would take independently.

"I realized during my first year of law school that I needed something to remind me about the people at the law's centre," Ettemadi says. "Social work prompted me to look at broader issues and focus on the ways people are affected by the law and other structures. I loved working with other social workers and getting the chance to emphasize compassion and empathy in my work. I also enjoyed developing clinical skills and a better understanding of social theory and policy. An interdisciplinary degree enables you to think creatively."

The June Convocation was the first time a JD/MSW student received the Dean's Key, which recognizes extra-curricular contributions of an academic nature. Ettemadi was instrumental in drafting a high school curriculum on forced marriage and the legal rights of youth (see the 2014-2015 *Year in Review*); she was co-Editor-in-Chief of U of T's *Journal of Law and Equality* and a legal clinic volunteer. She is bringing that interdisciplinary perspective to a City of Toronto at-taching job she started in July.

2016 GORDON CRESSY STUDENT LEADERSHIP AWARD WINNERS

These FIFSW students were recognized for making outstanding extra-curricular contributions to our Faculty and the University this past year. This cross-university annual award was established in honour of FIFSW alumnus Gordon Cressy, a former vice-president of development and university affairs, to promote leadership and community engagement.

CHRISTINA ABDUMASSAR helped incoming social work students connect with peers and professors, as a leader of the FIFSW Buddy Program.	ADAM JOHN BELAIR developed a feedback process that has improved the student experience, as a co-president of the FIFSW Graduate Students Association.	APRIL DOMINGO organized the Extended Conversations Initiative, a series of discussions about diversity, equity and social justice.	SAMANTHA RAJACHEL led an effort to address diversity and equity issues as a co-president of the FIFSW Graduate Students Association.	VIVIAN F. ZHANG was acting president of the Canadian Asian Student Society and a committed volunteer for a number of organizations on campus.
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we're asking big questions about big issues

What are we learning about HIV and sexually transmitted infections (STI) among diverse young Canadian women?
Addressing social and structural drivers of HIV and STI among diverse young women in Canada: A mixed methods, multi-site cohort study; Carmen Logie, principal investigator.

How can we support the employment advancement of visible minority immigrant and refugee women? Healthcare workers in Canada?
Addressing Employment Barriers and Advancing Gender Equity: Creating Empowering Leaders and Supporting the Advancement of Visible Minority Immigrant and Refugee Women Working in Canada's Healthcare System; Dan Zuberi, principal investigator.

How can we measure a non-profit's civic footprint?
Non-profits and civic engagement: An exploratory model for measuring a non-profit's civic footprint; Michael Shier, principal investigator.

How can we mobilize knowledge for older adults?
Engaged scholarship: Evaluation of knowledge mobilization for older adults in the community; Lynn McDonald, principal investigator.

What are we learning about adolescents in child welfare?
Developmental disruptions: Adolescents involved in child welfare in Ontario; Bryn King, principal investigator.

How are we working to promote global development, health and prosperity?
Global development, health and prosperity cluster: Chair in social justice, equity and diversity; Peter Newman, principal investigator.

What strategies promote effective parent-child relationships in high conflict separations?
Focusing on parenting: Developing a framework for effective parent-child relationships within the context of high conflict separation; Michael Sami, principal investigator.

How can we change the increasing trend of neighbourhood inequality in our cities?
Neighbourhood inequality, diversity, and change: Trends, processes, consequences, and policy options for Canada's large metropolitan areas; David Hultanski, principal investigator.

What are we learning about children exposed to intimate partner violence?
Children exposed to intimate partner violence: Expanding our understanding of vulnerabilities and resiliencies; Ramona Alagna, principal investigator.

What are we learning about HIV prevention, risks, behaviour and access to healthcare?
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; David Brennan, principal investigator.

What are we learning about substantive citizenship?
Substantive citizenship in an era of criminalization: Constructing the deportable subject in the shadow of the state; Rupaleen Bhugan, principal investigator.

What are we discovering about elder financial fraud?
Elder financial fraud and scams: What do we know? David Burnes, principal investigator.

How are we mobilizing knowledge in the child welfare field?
Ontario Incidence Study of Reported Child Abuse and Neglect (OS); Barbara Fallon, principal investigator.

How are we working with higher risk communities in Canada, India and South Africa to advance HIV vaccine acceptance?
Social, behavioural and ethical challenges of HIV vaccine development; Peter Newman, principal investigator.

How do information and communication technologies influence sexual and gender minority youth?
Clicking to Cope? The influence of Information and Communication Technologies on the Resilience, Social Support and School Engagement of Canada's Sexual and Gender Minority Youth; Shelley Craig, principal investigator.

What are we learning about sexual behaviour, social networks and health services engagement?
A Mixed Method Exploration of Sexual Behaviour, Social Networks and Health Services Engagement among Younger Gay, Bisexual, and other Men who use the Internet to Seek Sex with Men (MSM) in Ontario; David Brennan, principal investigator.

What is the experience of Mandarin Chinese immigrants to Canada?
Intra-group dynamics and social exclusion: Experience of Mandarin Chinese immigrants to Canada; A Ka Tai Tsang, principal investigator.

What factors promote well-being for childhood abuse survivors?
From Surviving to Flourishing: Factors Associated with Optimal Well-Being among Childhood Physical and Sexual Abuse Survivors; Esme Fuller-Thomson, principal investigator.

What are we learning about resilience and violence among WWV youth?
Social ecologies of resilience and teen dating violence among Aboriginal and Northern youth in the NWf; Carmen Logie, principal investigator.

What are the sex- and health-seeking online practices of gay and bisexual men?
Exploring the Sex- and Health-Seeking Practices within Evolving Online Environments of Gay and Bisexual Men; David Brennan, principal investigator.

How can we create pathways to family justice?
Pathways to Family Justice; Michael Sami, principal investigator.

How are we promoting rights for children and youth?
Rights for Children and Youth Partnership: Strengthening Collaboration in the Americas; Barbara Fallon, principal investigator.

How can we understand resident-to-resident aggression in long-term care dementia units?
Understanding Resident-to-Resident Aggression in Long-Term Care Dementia Units; David Burnes, principal investigator.

What are the risk factors for early childbearing among adolescents in foster care?
Risk factors for Early Childbearing Among Adolescents in Foster Care; Bryn King, principal investigator.

How can we promote mental health among Aboriginal Canadians?
Mental Health and Flourishing among Aboriginal Canadians; Esme Fuller-Thomson, principal investigator.

How are we developing child welfare tools?
Child Welfare Tool; Barbara Fallon, principal investigator.

How can we support parents and children during separation?
ARLQ: Separation parentale, recomposition familiale, parents et enfants à soulever; Michael Sami, principal investigator.

How can we promote socially innovative initiatives?
Promoting participation in collaborative partnerships for socially innovative initiatives: A pilot study; Michael Shier, principal investigator.

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

How are we connecting child welfare research to policy and practice?
Connecting Child Welfare Research to Policy and Practice; Barbara Fallon, principal investigator.

How can we reduce healthcare-associated infection?
Reducing health care associated infection in the Vancouver Metropolitan Region; Dan Zuberi, principal investigator.

How are we investigating HIV/STI vulnerability among WWV youth?
Understanding Syndemics and HIV/STI vulnerability among Indigenous and Northern youth in the NWf; Carmen Logie, principal investigator.

What are we learning about elder abuse interventions?
Introducing Individualized Measurement to Elder Abuse Interventions; David Burnes, principal investigator.

How can we learn about HIV and bisexual men?
OHN Applied HIV Research Chair - Examining Emerging technology to Promote Optimal Wellness for Marginalized Gay & Bisexual Men; David Brennan, principal investigator.

What are we learning about HIV vaccine implementation?
Mobile computer-assisted survey research laboratory for HIV vaccine implementation science; Peter Newman, principal investigator.

How can we engage patients, families and caregivers in the healthcare system?
Communication technologies for Engaging Patients, Families and Caregivers in the Health Care System: A Scoping Review; Lynn McDonald, principal investigator.

How are we exploring social and structural contexts of health among sexually and gender diverse youth?
Pride, stigma, resilience and community: Exploring social and structural contexts of health among sexually and gender diverse youth in the NWf; Carmen Logie, principal investigator.

How are we working with Highland Shore's Children's Aid Society?
Highland Shore's Children's Aid Society; Barbara Fallon, principal investigator.

What are we learning about cyber bullying?
Cyber bullying; Faye Mishna, principal investigator.

What are we learning about elder mistreatment?
A Client-Centered Measure of Success in Elder Mistreatment Adult Protective Services; David Burnes, principal investigator.

What are we learning about informal ICT use as an adjunct to face-to-face social work practice?
Social Work, Informal ICT Use as Adjunct to Traditional Face-to-Face Practice; Faye Mishna, principal investigator.

How are we evaluating the Salvation Army Harbour Light's programs?
Program evaluation of Salvation Army Harbour Light's Addiction Treatment and Housing Programs; Michael Shier, principal investigator.

How do organizations influence child welfare service delivery?
Understanding the Influence of Organizations on Child Welfare Service Delivery; Barbara Fallon, principal investigator.

How can we measure outcome in elder abuse?
Introducing individualized outcome measurement in elder abuse interventions; David Burnes, principal investigator.

How are we developing cyber-related initiatives?
Cyber-related initiatives; Faye Mishna, principal investigator.

What are we learning by exploring ethnography?
Exploring critical ethnography as a innovative approach to understanding stigma and social resistance among sexual and gender minorities in the NWf; Carmen Logie, principal investigator.

What is the relationship between foster care and early childbearing?
Foster Care and Early Childbearing; Bryn King, principal investigator.

How can we advance the prevention of sexually transmitted infections and HIV among young women?
Advancing Sexually Transmitted Infections and HIV Prevention Among Young Women; Carmen Logie, principal investigator.

What are we learning about social information communication technology (ICT)?
Information Communication Technology (ICT); Faye Mishna, principal investigator.

How are we establishing an effective periodic health monitoring survey?
Establishing an effective periodic health monitoring survey; David Brennan, principal investigator.

What is the impact of offering face-to-face and online counselling by MSW student interns to U of T undergraduates?
Examining the effectiveness of Counselling services; Faye Mishna, principal investigator.

How are we helping families that adopt as well as adoption practitioners?
The Effectiveness of ACT and Pathways 2 in Ontario; Barbara Fallon, principal investigator.

RACHELLE ASHCROFT BRINGS STRONG PRACTICE AND RESEARCH EXPERTISE

Rachelle Ashcroft has been appointed an Assistant Professor at the Factor-Inwentash Faculty of Social Work, effective July 1, 2016. She joins the Faculty from the University of Waterloo, where she has been an Assistant Professor of Social Work at Renison University College since 2013. Ashcroft received her BSW and MSW from the University of Manitoba and her PhD in Social Work from Wilfrid Laurier University in 2013.

Ashcroft brings strong expertise as a health systems researcher. In 2013, she completed the Social Aetiology of Mental Illness (SAMI) Training Program at the Centre for Addiction and Mental Health (CAMH), a strategic training initiative designed to establish an international network of mental health researchers. She also completed the TUTOR-PHC (Transdisciplinary Understanding and Training on Research-Primary Health Care) program through the University of Western Ontario in 2011. This program, which provides specialized training and mentoring, aims to create a critical mass of interdisciplinary primary healthcare researchers and foster a collaborative research network. Ashcroft has recently become a mentor to a new group of fellows.

Ashcroft is committed to exploring how the healthcare system can promote health equity. Her research focuses on three key areas: social work's role in healthcare, interprofessional primary healthcare and ways to improve primary mental healthcare. Her interests grew directly out of the early years she spent working in a variety of



Winnipeg community health settings. Her belief in the importance of interprofessional healthcare teams is grounded in her 10 years in Winnipeg's Health Sciences Centre, particularly her seven years as a social worker with the neurosurgery program. "I was lucky enough to work on a strong interprofessional team which was very interested in what I had to offer as a social worker and very open to thinking about creative ways of addressing health equity. I've seen in practice the impact that social work can have as part of a team," she says.

Currently, she is conducting research with an interprofessional team. She hopes to demonstrate the impact on people's health of interprofessional teams and the contribution that social work can make as part of a team. She is also exploring ways to improve mental healthcare within Family Health Teams and other primary care settings, by talking to a broad range of healthcare providers, service users and policymakers.

"I'm excited to be joining the Faculty," Ashcroft says. "I believe it is a community that will support the growth of healthcare research. And I'm looking forward to working with scholars whose work has inspired my own career."

"I'm excited to be joining the Faculty. I believe it is a community that will support the growth of healthcare research. And I'm looking forward to working with scholars whose work has inspired my own career."

WANDA GABRIEL IS COMMITTED TO PROMOTING ABORIGINAL HEALTH

Wanda Gabriel, who has her BSW and MSW from McGill University, has been appointed the Field Coordinator for the new MSW specialization, Indigenous Trauma and Resiliency (ITR), effective September 1, 2016. The cornerstone of the ITR is that student practitioners take place in the student's home community – many of these are Indigenous and remote – and Gabriel will draw on her extensive knowledge and relationships within those communities in connecting students to their placements. A citizen of Kanehsatake Mohawk nation and a veteran social worker and community organizer, Gabriel has worked in First Nations and Inuit communities for over 20 years. From the Cree of James Bay to the Mohawk of Kahnawake and Tyendinaga, she has been helping people to heal from trauma, recently returning from working with the Innu of Pessamit near Baie-Comeau on intergenerational trauma.

Gabriel and her two daughters comprise Tsi non: we tiotasha: rontek/Back to the Source, a Kanehsatà:ke (Mohawk) family social enterprise dedicated to Aboriginal healing. The name speaks to Gabriel's core philosophy: "To regain balance we need to go back to the source, to reconnect to cultural values and teachings. We aim to be at the forefront of creating a positive and sustainable future," she says. They provide consultation, program and policy development and also work with organizations to improve work relationships within culturally diverse environments. As a social worker, Gabriel is committed to combining mainstream theories with Indigenous approaches to healing and was mentioned by a number of Indigenous elders and leaders. One of her most important mentors was Jane Middleton-Moz (also profiled here), with whom



she worked for seven years – an experience Gabriel calls "an enormous privilege."

"I do community healing work, community mobilization, help people deal with protocols and develop best practices. I also work with Indigenous youth who are in the trades, giving them tools to survive in the workplace and creating cultural buffers, so they can deal with racism, sexism and prejudice in the workplace. It's incredible to see what can happen when you create a safe space. People have the tools within themselves to heal," she says.

Gabriel will draw on her extensive knowledge and relationships within Indigenous communities in connecting students to their placements.

Gabriel believes that the new specialization will have a huge impact. "It's exciting to be a part of this. This is a way to bring about concrete change. Students will learn within the communities to work on issues related to trauma and resiliency. It means that more people will be able to do this work. We are creating a new way of doing things. We are clearing a path."

JANE MIDDELTON-MOZ: COMMITTED TO HELPING COMMUNITIES HEAL FROM TRAUMA



Jane Middleton-Moz has been appointed as Assistant Professor in our Faculty, effective July 1, 2016. The executive director of the Middleton-Moz Institute (an organization dedicated to healing the effects of specific and multigenerational trauma in individuals, families and communities), she has an international reputation as a cutting edge leader on issues related to multigenerational grief and trauma. Middleton-Moz's life's work is to help individuals and communities heal from trauma and since 1989, she has conducted interventions in communities that have experienced trauma (many of which are Indigenous). An Honorary Witness for The Truth and Reconciliation Commission of Canada, a prolific author and well-known commentator, she has deepened our understanding of multigenerational grief and trauma in individuals, families and communities, lateral violence and ethnic and cultural awareness.

Middleton-Moz's expertise and experience were crucial to developing our new MSW specialization, Indigenous Trauma and Resiliency (ITR), where she will teach. The ITR was founded through a partnership of our Faculty with the Ontario Federation of Indigenous Friendship Centres (OFIFC) and the Middleton-Moz Institute. Working in a close collaboration with OFIFC Executive Director Sylvia Maracle, the OFIFC's Governing Council and Professor Charmaine Williams and Dean Faye Mishna, she played a key role in conceptualizing goals, developing the curriculum and sitting on the Admissions Committee.

Middleton-Moz, who has a Masters of Science degree in Clinical Psychology from St. Michael's College in Vermont, has had an extensive career in mental health. In her early years in Vermont, she was the Director of an outpatient department and a Substance Abuse program in a community mental health centre as well as a home-school coordinator. She spent 11 years as Clinical Director of the Seattle Mental Health Institute and Director of the Professional Practice Institute at Seattle Mental Health. She was one of the founders of the

National Association for Children of Alcoholics and the National Association of Native American Children of Alcoholics.

It was in Seattle that Middleton-Moz's thinking about mental health underwent a profound shift. "We were running a comprehensive mental health agency and I realized we were diagnosing people as ill who were having a normal response to an abnormal life. Then as I was doing community interventions, I saw that working one-on-one with individuals, especially in Indigenous communities, wasn't working. We needed to address multigenerational trauma, to deal with family, extended family, then community, in a circle moving outward. I also began to realize that the rise in rage and violence in our world was closely connected to our growing disconnection from one another in families and communities. We need to focus on helping children who are suffering from trauma and/or lack of attachment as early as possible. We need trauma-informed schools, mental health, social services and correctional professionals, which is why this new program is so exciting," she says.

Middleton-Moz once invited children from all over North America to write her letters about what they wanted from adults in the new millennium. "I got thousands of letters and I just sat on my couch and cried," she says. "Many children in kindergarten and first grade said that what they wanted most was someone to say hello to me when I come home from school. Many older children said that they wanted to learn values from a grandparent or Elder in the living room rather than from a TV. It broke my heart. They needed connection. I wrote a 23-page letter to parents in one of my books asking them to unplug and spend time with their children. It's a connection that heals trauma. Connection is the correction."

THE Simulation Explosion

It just keeps getting better – **simulation-wise**. In the classroom, in the field and across the globe, we're finding innovative ways to use simulation to help students, field instructors, professionals and educators.

Practice Fridays is a great new voluntary learning experience introduced this past year that is helping students build confidence and assessment and interviewing skills. Here's an example of how it works: A student and a simulated client played by a trained actor interact in a standardized scenario in which the social worker meets the client and they discuss what has brought her there. They are seated before a group of their peers, field instructors and professors including Simulation Coordinator **Toula Kougiariakakis** (who developed the initiative). Everyone provides feedback. Some students take turns as the social worker; others offer feedback. There's time to stop and discuss what's happening. Students take risks they wouldn't attempt in their placements. And they receive specific and immediate feedback and then apply it. Field instructors are finding it's an exciting way to partner with the Faculty in teaching students. This powerful learning tool is strengthening the essential bond between field instructors and our Faculty.

A June 10 **Simposium** brought over 75 field instructors to the Faculty for a stimulating day focused on building student competence through simulated learning activities. Professor Ramona Aaggie described using simulation in her family therapy class; Professor Shelley Craig discussed using simulation to teach students to practise in the intensity of patients' short-term hospital stays; Field Instructor Lauren Massey, a St. Michael's Hospital social worker, described how simulation accelerates student learning; and Simulation Coordinator Toula Kougiariakakis discussed Practice Fridays. The day of dialogue concluded as a panel of field instructors shared ideas about facilitating student learning.

Mobilizing Knowledge

A C R O S S T H E G L O B E

From Australia to England and the USA, Professor **Marion Bogo** has been presenting her groundbreaking research at conferences and educational institutions. "People are really catching on to how effective simulation is as an enrichment to what happens in the field setting. Our systematic approach is grounded in a well-articulated conceptualization of holistic competence. We've identified various components of competence and then design and use standardized simulations to teach them in a focused way. Simulated scenarios enable students to develop core competencies so they are better prepared to work with real clients," says Bogo.

An **innovative instructional video** (free on our **home page**) is helping field instructors across the globe hone their skills in supervising students. So far there've been over 420 – mostly international – requests and Professor **Andrea Litvack**, who developed "Addressing Challenges in Supervision: The Relational Context of Supervision: Educational Practices to Enhance Learning" (with Professor Marion Bogo and Professor Ellen Katz), is being invited to present at a variety of conferences.

ON THE MOVE

CONTINUING EDUCATION EXPANDS ITS NETWORK BY JOINING SCHOOL OF CONTINUING STUDIES

Continuing Education at our Faculty is changing. You'll still get the great courses you've come to expect but now you'll find them through the University of Toronto's School of Continuing Studies website and catalogue. The Factor-Inwentash Faculty of Social Work has entered into a strategic partnership with the School of Continuing Studies and, as of July 1, 2016, our Faculty's Continuing Education courses are offered through the School of Continuing Studies.

There are strong advantages to this partnership. The School of Continuing Studies is an innovative and globally recognized leader in continuing education with a well-established infrastructure, extensive resources and considerable marketing and communication expertise. Radio, subway and bus ads are just a few examples of the kind of marketing we will now be able to tap into. By joining the School's ecosystem, Faculty courses and programs will be exposed to a much larger audience. And importantly, our Continuing Education learners and instructors will become part of a vibrant community of learners, instructors and practitioners who are passionate about professional adult education and lifelong learning.



At the 11th Annual NICE Knowledge Exchange at U of T's Hart House, May 26, 2016: Professor Lynn McDonald (L) and Professor Esme Fuller-Thomson (R) stand with Mario Senechal, MPP and former Minister Responsible for Senior Affairs.



Congratulations to the first cohort of the Certified Solution-Focused Coaching Program in Malaysia who graduated on April 20, 2016 in Kuala Lumpur. The program - which is geared to managers and professionals - trained the graduates in a practical and innovative approach to coaching.

INSTITUTE FOR LIFE COURSE AND AGING

Professor **Esme Fuller-Thomson** has been appointed the Director of the Institute for Life Course and Aging at the Factor-Inwentash Faculty of Social Work for a five-year term. Fuller-Thomson holds the Sandra Rotman Chair in Social Work at our Faculty. The Institute, which is now housed at our Faculty, has three goals: to conduct interdisciplinary research on aging from a life course perspective; to provide graduate education in aging and the life course through collaborative programs on aging and palliative care; and to facilitate knowledge transfer through the National Initiative for the Care of the Elderly (NICE). NICE is a national centre of excellence and knowledge transfer network. Professor **Lynn McDonald** is the Scientific Director.

GAINING PRACTICUM EXPERIENCE DOWN UNDER

When **Andrew Eaton** (MSW 2016) and **Sylvia Gomes** (MSW 2013) were MSW students, they took advantage of our Faculty's partnership with the University of Melbourne to do their Year 2 placements Aussie-style in Melbourne. For students like Eaton and Gomes – as well as Melbourne students who come here – this international practicum is a chance to launch their careers by gaining international experience and a global perspective.

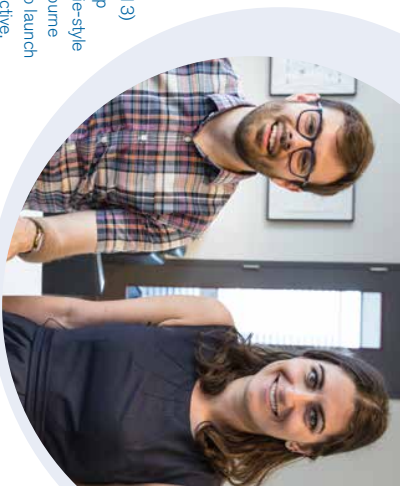
WHERE ARE YOU WORKING NOW?

Andrew Eaton: I just graduated with my MSW, successfully defended my thesis and in September I'm starting my PhD at the Faculty. My research explores the role of social work in supporting adults living with HIV. I am a Group Programming Coordinator at AIDS Committee of Toronto (ACT) where I frequently see adults living independently with HIV and cognitive issues who need more support. I want to discover if social work can have a real impact.

Sylvia Gomes: I'm a Program Coordinator in Transitional Housing at the Salvation Army of Canada. I work with clients in a residential program who are from treatment programs (many are refugees), all with a wide spectrum of needs. We support them as they get ready to live on their own. It's very challenging work but I love it. Before this I was a team leader and additions counselor in the Salvation Army's Homestead Addiction Services treatment program.

WHY DID YOU WANT TO HAVE A PRACTICUM EXPERIENCE IN MELBOURNE?

Andrew Eaton: I'd worked at ACT for a number of years and I wanted a different kind of experience than



if I'd stayed in Toronto. I'd done an undergraduate placement in Swaziland (for my BSW) and I wanted to have another international experience. I was interested in social work in Australia because I knew that they used a similar clinical mental health framework and were recovery-oriented.

Sylvia Gomes: I debated going at first. I worried about networking because many of my friends got jobs through their placements but I'm very glad I did. It was wonderful, both personally and professionally. I was in the Faculty's Collaborative MSW Program in Addiction Studies (which was fantastic) and I had an incredible opportunity in Melbourne to use my expertise and experience with addiction issues.

WHERE DID YOU WORK DURING YOUR PRACTICUM?

Andrew Eaton: I was a member of an interdisciplinary mental health team. I provided evidence-based case management and targeted interventions for clients who I saw in the hospital and at home, providing a bridge from their hospital stay. In addition to my practicum (I needed to work), I was a consultant for an HIV community-based agency, developing a community engagement strategy to support their strategic plan.

Sylvia Gomes: I was a consultant in hospitals, using my expertise on addiction and substance use to build capacity for nurses, residents and other staff. Once a week I'd meet with staff in detox centres and provide my perspective on clients. I also wrote a booklet for the Royal Children's Hospital with information related to addiction and I'm thrilled because they are using it now.

WHAT WAS IT LIKE?

Andrew Eaton: It was a wonderful experience. I learned so much by going to another country about the leading approaches to mental health and prevalent frameworks. It had a significant impact. I made professional contacts, widened my network and expanded my scope of practice. It broadened my thinking.

Sylvia Gomes: It was an incredible experience. I recommend it highly. I'd been hearing for years about similarities in the way we do things so I was extremely curious to see it up close. It was valuable professionally to understand the standards and approaches of another country. You develop a different perspective – a world view – one that you would never get otherwise. You see that we're all working towards the same goal.

THE BUZZ

HERE'S A LOOK AT SOME OF THE EVENTS THAT GENERATED
A BUZZ THIS PAST YEAR.

JANE MIDDLETON-MOZ MOWS THE CROWD

Jane Middleton-Moz gave a powerful speech to an overflow crowd at Innis Town Hall for the second annual **Distinguished Speaker Series** talk on April 18. Executive Director of the Middleton-Moz Institute, the author of numerous books and a well-known speaker (who has discussed trauma with the likes of Oprah Winfrey), Middleton-Moz has had a remarkable career as a staunch advocate for the vulnerable. For over forty years, she has conducted interventions in communities across North America that have experienced multigenerational trauma. (To read more about Middleton-Moz, see her profile on p. 14).

The Distinguished Speaker Series, which was created by the FIFSW Alumni Association, is an opportunity to hear cutting-edge speakers discuss today's major challenges. That is exactly what Middleton-Moz delivered. Her timely speech was a rare and important chance to learn about the groundbreaking techniques she uses in working with individuals and communities. In a clear, forthright and unsentimental tone, she walked the right audience through the steps she takes in conducting interventions.

Listening to her speak was to be a witness to some of what Middleton-Moz herself has witnessed over an extraordinary career of dedicated community activism. It was a privilege to have been there – a privilege to hear her speak with such compassion, integrity and clear-sightedness. An extraordinary evening.

Professor **Joan Berzoff**, Director of the End-of-Life certificate program at Smith College, School for Social Work, provided compassion and insight into issues related to death and dying in an October 23 talk.

Black History Month was celebrated this past February at the Faculty with panel discussions.

Professor **Allen Zweben**, Associate Dean of Academic Affairs and Research at Columbia School of Social Work, led a November 13 workshop introducing the audience to recent evidence-based techniques and procedures in Motivational Interviewing (MI) and an advanced workshop on May 27.

CHILD WELFARE PANEL FOR YEAR 1 MSW STUDENTS

A panel discussion for MSW students, "Strategies to Address the Overrepresentation of Black and Aboriginal Youth in Care," was held on February 13 at the Faculty. The event was organized by Professor **Rupaleen Bhuyan** for the Year 1 MSW course on social work in organizations and communities. Speakers included Renu Mandhane, Chief Commissioner for the Ontario Human Rights Commission (OHRC) – who drew attention to the

guide to collecting data on the OHRC website, "Count me in! Collecting human rights-based data" – and Kike Ojo from "One Vision, One Voice." Developed by the African Canadian community and funded by the Ontario Ministry of Children and Youth Services, "One Vision, One Voice" aims to create a new practice framework to eliminate overrepresentation in care and develop improved relationships between the African Canadian community and child welfare agencies.

ALUMNA PATRICIA FENTON IS HELPING FAMILIES TO MEET THE CHALLENGES OF ADOPTION

Patricia Fenton (MSW 1978) has seen first hand the urgent need for research into services for families that adopt. One of the founders – and a former Executive Director – of the Adoption Council of Ontario and a longtime adoption practitioner, Fenton is now semi-retired, with a private practice helping applicants to navigate the adoption process. A passionate advocate on behalf of adoptive families, she has made a donation to the Faculty to support research in post-adoption services and we are most appreciative.

We know that the adoption experience can be accompanied by numerous challenges for adoptees, adoptive parents and their families – to name just one example, the number of special needs adoptions has increased over the last decade – and that many adoptive parents face an increasingly difficult task in providing for the complex needs of adoptive children. But we don't know enough about the kind of services that work best. As challenges increase, one of the biggest obstacles to providing appropriate post-adoption services in Ontario has been the lack of evidence-based research into which services are most effective. That's why conducting this research is so important. The goal of the **Patricia and Aaron Fenton Adoption and Permanency Research Fund** is to address that need.

"Through my own experience," she says, "both personally (our second child is adopted) and professionally, I've come to believe that we need to learn more about the kinds of post-adoption services that will serve the needs of children, families and

adoption professionals. We need to find the best ways to support children who have had to lose one family and join another."

Fenton has known for years that she wanted to donate to the Faculty to support research in post-adoption services, a subject close to her heart. "My husband and I have always wanted to give back to the University. But it wasn't until we were updating our will's recently, that we looked at each other and said, 'Why wait until we're gone? Why not do it now?' We realized that we wanted a chance to see the impact of our donations," she says.

The Factor-Inwentash Faculty of Social Work is extremely grateful to Patricia Fenton for her vision and generosity in creating the Patricia and Aaron Fenton Adoption and Permanency Research Fund.

A CHANCE TO SAY THANK YOU

Students had the opportunity to meet and thank directly the generous people who have donated to the Faculty – through scholarships, bequests or by funding research – at a March 8 Appreciation Event. Speaking on behalf of her fellow students to a crowd of donors, students, faculty and staff, **Christina Abounassar** (MSW 2016) described how scholarships had enabled her to stay in the MSW program and continue her studies. In a room filled with so many individual tales of gratitude and generosity, her story (her speech is excerpted below) was a moving example of the power of your donations.

"Your donations make an enormous difference, enabling students like me to keep going. Life isn't linear; we can't plan for it to happen and sometimes it's hard to see the finish line when we're dealing with 'life' at the same time as studying.

"My mother had a massive stroke in the middle of my first term and my world turned upside down. Suddenly I was struggling to complete my studies, work and stay engaged on committees like the Graduate Student Association. I needed financial help and I was only able to continue my studies and help my mom during that stressful time because of a scholarship. Then, while commuting to school, I fell victim to a car accident. This has had an enormous impact, physically, emotionally and financially – an impact I still feel. I've needed time to recover, resulting in financial need. I was teetering on the point of taking an extended leave when another scholarship enabled me to stay in the program.

"Thank you for your kind support and for generously creating scholarships. Your contributions help students to learn and grow regardless of circumstances. In turn, your money goes to future social workers committed to making a difference in the world. Your funding will be paid forward many times, ultimately benefiting everyone we serve."

Christina Abounassar (MSW 2016)



If you would like to discuss how you can have an impact by creating a scholarship, please contact the Advancement Office at fund.fsw@utoronto.ca or 416-978-4437.

We want to thank Lynn Factor and Sheldon Inwentash for their continued support, commitment and advice.



NUMBERS THAT COUNT

411

MSW students were enrolled in the Master of Social Work program.

980

PRACTICUM HOURS IN THE 2-YEAR MSW PROGRAM

To graduate, each MSW student in the 2-year program accumulated 462 practicum hours in Year 1 and 518 practicum hours in Year 2.

56

PhD students worked towards their Doctor of Philosophy.

621 FIELD INSTRUCTORS

WORKED WITH MSW STUDENTS IN 2015-2016.

136 views

of The Sophie Lucyk Virtual Library collection, disseminating across the globe, cyber-related research by faculty members.

39 students

authored or co-authored articles published in 2015- 2016.

20

Administrative Staff

26

FACULTY

176

Adjunct Lecturers

9

ADJUNCT PROFESSORS

20

STATUS ONLY PROFESSORS

HERE'S HOW TO CONNECT WITH US

VISIT US

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

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

VISIT US ONLINE

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