



Master of Social Work

Program Description for September 2020



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STATEMENT OF ACKNOWLEDGEMENT OF TRADITIONAL LAND

"I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land."

This statement was developed in consultation with First Nations House and its Elders Circle, some scholars in the field, and senior University officials. The Ceremonials Committee of the Governing Council has approved the Statement on the Acknowledgement of Traditional Land. It is quoted from the website of the Office of the Vice-President and Provost, at the University of Toronto.

www.memos.provost.utoronto.ca/statement-of-acknowledgement-of-traditional-land-pdadc-72/



Message from the Dean

The Factor-Inwentash faculty of Social Work continues to lead the way in social work education, research and practice. We are ranked #1 among faculties of social work in Canada, and #2 among schools of social work globally – a hallmark of our innovation, impact, interdisciplinarity, and international reputation. We have long-standing partnerships with over 400 agencies and organizations, enabling us to provide invaluable opportunities for our students to engage with and learn from social workers and community professionals as part of their Master of Social Work degree.

Our faculty through teaching, research and service address pressing social priorities ranging from aging, child welfare, HIV, mental health, trauma and structural and neighbourhood violence. Our 6 Fields of Study are on the cutting-edge of social work practice, including Children and Their Families, Human Services Management and Leadership, Mental Health and Health, Social Justice and Diversity, Social Work in Gerontology, and the most recent addition to this list – the Indigenous Trauma & Resiliency Field of Study – with its one of a kind

innovative design and critical importance to Canadian and global society.

The FIFSW is located in one of the most diverse cities in the world. Diversity is one of our many strengths and we are proud that we prioritize both accessibility and quality in assessing applicants. We have a less than 30% selectivity rate in our masters program and yet attract one of the most diverse student bodies of any top tier faculty in North America. Our signature simulation pedagogy is the gold standard of social work clinical training worldwide.

Change and impact start here. We welcome you to join us and learn more about the differences we are making, locally, nationally and globally.

In service,

Dexter R. Voisin, PhD

*Dean & Professor
Sandra Rotman Chair in Social Work
Factor-Inwentash Faculty of Social Work
University of Toronto*



Message from the Associate Dean, Academic

Welcome to the Factor-Inwentash Faculty of Social Work (FIFSW). FIFSW is ranked as the top school of social work in Canada and ranked second worldwide. Our MSW programs are highly recognized locally, nationally, and internationally. As an alumni of FIFSW myself, I am extremely proud to be a part of this academic community. Our aim is to graduate students with both foundational social work knowledge and who demonstrate competencies and skills in specialized fields of study to navigate increasingly complex service systems. Students are taught by internationally recognized social work educators and researchers who bring cutting-edge scholarship into the learning experience. Our faculty has developed innovative and applied teaching methods, including simulation-based learning, to help students develop social work practice competence. Students are trained

to understand and appraise research toward developing an evidenced-based practice approach while integrating a critical social justice lens to work with diverse populations in both community and institutional settings. Situated in the heart of Toronto, FIFSW students are exposed to a multitude of practicum settings and have the opportunity to train in one of the most diverse cities in the world. Social work is an incredibly rewarding and challenging profession with a broad range of potential roles, including direct practice, policy-making, and community organizing. We are excited about the responsibility to help students become competent social workers, and we welcome you to consider applying to one of our programs.

David Burnes, PhD

Associate Dean, Academic



Message from the Assistant Dean, Field Education

As a professional program, the FIFSW integrates classroom knowledge with applied experiential learning in the community. Through our partnerships we are able to offer practicums in various professional settings - community based organizations, specialized organizations, education, health care and government - benefiting the most vulnerable in our society. Students who are open to new learning and who can apply their professional written, verbal and presentation skills have the opportunity to develop social work competencies such as

assessment, intervention, case management, treatment planning, evaluation and research skills in their practicum. We welcome you to consider all that the Factor-Inwentash Faculty of Social Work - including its community practicums - has to offer you to become a practicing social worker.

Eileen McKee, MSW, MBA
Assistant Dean, Field Education

Administration

(as of July 1, 2019)

Dean

Dexter R. Voisin

Associate Dean, Academic

David Burnes

Associate Dean, Research

David Brennan

Director, PhD Program

Lin Fang

Chief Administrative Officer

Eva Gladish

Assistant Dean, Field Education

Eileen McKee

Practicum Coordinators

Mindy Coplevitch

Miriam Ben-Dat

Coordinator, Indigenous Initiatives

Melanie LeBlanc

Manager,

Diversity, Equity and Student Experience

Terry Gardiner

Registrar & Administrative Coordinator
of Graduate Programs

Sharon Bewell

Administrative Coordinator,
Admissions and Programs

Angela Umbrello

Student Programs
& Outreach Coordinator

Valerie Groysman

Faculty Members' Research and Teaching Interests

A Distinguished Social Work Faculty

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

K. Adamson, PhD (*Wilfrid Laurier*). Dr. Adamson's teaching interests are in direct clinical social work practice courses in the MSW program. He started his career in direct practice social work roles in mental health for the first 10 years of his career, and has held progressive leadership roles equivalent to the role of Senior Director for Professional Practice within several academic health sciences centers affiliated with the University of Toronto. His research and scholarship focuses on understanding the connection between positive work environments and in particular the impact of empathy on the health and well-being of staff members, quality patient outcomes and organizational performance. He also has an interest in healthcare systems research that demonstrates emerging roles for social work and the value of social work to healthcare system outcomes.

R. Alaggia, PhD (*Toronto*). Dr. Ramona Alaggia uses her considerable clinical experience in trauma and resilience to integrate research into practice with children and families. Her research focusses on gender-based violence; sexual abuse -effects and disclosure processes; intimate partner violence -structural barriers to disclosing and reporting; and developing anti-discriminatory policies and practices. She teaches family assessment and treatment, family violence, multi-disciplinary responses, and policies for practice with children and families. Her theoretical viewpoints include feminism, intersectional theory, social ecological (person-in-environment) and resilience theory. Currently she is running a large national study on the impact of the #MeToo movement on sexual violence disclosures in Canada. Dr. Alaggia practices, teaches and conducts research from a trauma-informed standpoint.

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

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

S. Begun, PhD (Denver). Dr. Begun's scholarship focuses on improving reproductive and sexual health access, education, and outcomes among homeless and other marginalized youth. Her practice-based experiences in family planning policy and community organizing inspired her career in social work research and teaching. She is the PI/Co-PI on several projects investigating ways that prevention science, policy, participatory action research, and technology may work in tandem to facilitate youths' opportunities to make self-determined, safe, and medically accurate decisions regarding their sexual and reproductive health. Dr. Begun teaches social policy, community practice, and research methods, with emphasis placed on community-based participatory research.

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

T. Black, PhD (Toronto). Dr. Black received her PhD and MSW at the University of Toronto, and Bachelor of Science (Honours) degree from Queen's University. She has worked for over fifteen years in various capacities in the child welfare sector including a youth treatment centre, group home, front-line child protection, as well as evaluation, research and teaching positions. Her research and teaching interests include research methods, understanding child maltreatment, and exploring resilience among children and youth involved with the child welfare sector. Dr. Black currently leads the OCANDS (Ontario Child Abuse and Neglect Data System) project at the University of Toronto.

M. Bogo, O.C. LL.D., MSW (McGill), Adv.Dip. S.W. (Toronto). Teaches direct clinical social work practice and the theory and practice of social work education. Her research focuses primarily on conceptualizing and assessing professional competence, as well as on social work education and clinical social work supervision. In 2013 she was awarded the Significant Lifetime Achievement in Social Work Education Award from the Council of Social Work Education (U.S.A.) in recognition of her contributions to social work education and to improving assessment of professional competence in social work. She is the first Canadian to receive this award. In 2014 she was appointed as an Officer of the Order of Canada in recognition of achievements in the field of social work as a scholar and teacher and for advancing the practice in Canada and abroad.

D. Brennan, PhD (Boston College). Professor and Associate Dean Research, serves as an OHTN HIV Endgame Leadership Chair and the founding director of the CRUISElab, an interdisciplinary social work research lab that is centered on community-based research that investigates issues related to the health and well-being of gay, bisexual, two-spirit and other men who have sex with men (GB2M). He has examined how GB2M use online apps and other virtual spaces for socio-sexual connections, as well as for health education and service access. Professor Brennan serves as the lead for the Investigaytors Toronto team, a community-based research training program for young GB2M. He serves on numerous GB2M-related studies and has published numerous peer-reviewed articles and community reports in these areas of interest and research expertise.

D. Burnes, PhD (Columbia). Dr. Burnes is an Associate Professor and the Associate Dean, Academic at FIFSW. He completed a PhD at Columbia University School of Social Work in New York City, concentrating in gerontology and advanced practice. His program of research centers around the issue of elder abuse. Specifically, his research focuses on understanding and preventing elder abuse in the community, including the development of basic science (prevalence, risk factors, severity), developing/evaluating interventions, and developing outcome measures. Dr. Burnes has published many research papers on the topic of elder abuse and has obtained grants from several federal-level sources (e.g., SSHRC, National Institutes of Health, National Institute of Justice) to support his research. He has been invited to advise international organizations on the topic of elder abuse, including the World Health Organization and National Institutes of Health. He also advises government entities, including the government of Ontario and various U.S. states on the development and implementation of elder abuse intervention programs. Dr. Burnes teaches both clinical and gerontology courses at FIFSW.

S. Craig, PhD (Florida). Dr. Craig is a Professor at the FIFSW and the Canada Research Chair in Sexual and Gender Minority Youth (SGMY). Dr. Craig has been federally funded as Principal Investigator on many research initiatives with SGMY including INQYR, an international partnership grant and Project #Queery, a large survey about SGMY and technology (both SSHRC funded studies) and interventions such as Strengths-First, a resilience focused case management program, ASSET, an empowering group model and AFFIRMative cognitive behavioural therapy. Dr. Craig also has multiple research projects in the area of health social work and social work education. Dr. Craig is a registered and licensed clinical social worker with a history of leadership in social service organizations and been the recipient of numerous awards, most recently as the OASW Inspirational Social Work Leader.

B. Fallon, PhD (Toronto). Dr. Barbara Fallon is a Professor and a Canada Research Chair in Child Welfare. Dr. Fallon's research interests include international comparisons of child protection systems and the contribution of worker and organizational characteristics to child welfare decision-making. Dr. Fallon is Principal Investigator of the Ontario Child Abuse and Neglect Data System and the Ontario Incidence Study of Reported Child Abuse and Neglect. In 2009, she was awarded the Child Welfare League of Canada's Outstanding Research and Evaluation Award.

L. Fang, PhD (*Columbia*). Dr. Fang is the Director of the PhD Program. Her research and scholarship focus on mental health and addiction issues among adolescents and racialized groups. She has published extensively in the area of adolescent substance use and family-based prevention interventions. More recently she has been leading research projects concerning the role of trauma in relation to risk behaviors; individual identity development among racialized individuals; culturally-responsive mental health services; and the use of new technologies in promoting mental and behavioral health. Dr. Fang is a seasoned mental health practitioner and teaches research and practice courses in the Mental Health and Health field of study. She also teaches the quantitative methodology course in the PhD Program.

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

A. Grenier, PhD (*McGill*). Dr. Grenier is a Professor and the Norman and Honey Schipper Chair in Gerontological Social Work at the University of Toronto and Baycrest Hospital. Dr. Grenier is an inter-disciplinary scholar focused on aging and the life course. Dr. Grenier's research focuses on the interface of public policies, organizational practices, and older people's lived experience. Her work focuses on conceptual questions in social and critical gerontology, models used to frame and address aging in Western societies, and the subjective interpretations of ageing and late life.

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

E. Katz, PhD (*Toronto*). Dr. Katz's teaching interests are in direct clinical social work practice. She has a direct practice background of over 25 years with individuals, couples, families and groups in hospitals and children's mental health settings, with a particular interest, and with advanced training, in family therapy. Her clinical and research interests focus on mindfulness, family therapy, simulation, and the development of competence in both students and clinicians. Dr. Katz is a Mind and Life Summer Research Institute Francisco J. Varela Research Grant Awardee. The Mind and Life Institute is the Dalai Lama's initiative to bring science and contemplative practice together for the purpose of developing interventions to ease human suffering and increase knowledge of how mindfulness can be used in that process.

B. King, PhD (*Berkeley*). At the broadest level, Dr. King's research focuses on the well-being of older children and youth in the child welfare system, particularly those who spend time in foster care. More specifically, she is interested in utilizing population-level linked administrative data to assess the likelihood, risk factors, and outcomes of adolescent parenting, delinquency and criminal justice involvement, and behavioral health challenges within this population.

T. Kourgiantakis, PhD (*Laval*). Her research and scholarship focus on addictions and mental health, family-centred practices, social work education, and simulation-based learning. Dr. Kourgiantakis has 25 years of experience in social work practice and this informs her teaching and research. She coordinates the simulation program at the FIFSW and teaches courses on social work practice, social work practice in mental health, and family-centred practices in addictions and mental health. In 2019, Dr. Kourgiantakis was the recipient of the University of Toronto Early Career Teaching Award which recognizes exceptional commitment to student learning, pedagogical engagement, and teaching innovation.

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

C. Logie, PhD (*Toronto*). Dr. Logie, Associate Professor, Canada Research Chair in Global Health Equity & Social Justice with Marginalized Populations, and Ontario Ministry of Research & Innovation Early Researcher, has a research program focused on stigma and other social drivers of HIV and sexually transmitted infections (STI). Her current projects funded by the Canadian Institutes of Health Research, Social Sciences & Humanities Research Council of Canada, and Grand Challenges Canada focus on HIV/STI prevention and care in Canada, Uganda and Jamaica with people living with HIV, refugee and displaced youth, LGBT communities, and Indigenous peoples. She teaches Social Justice and Diversity and Health/Mental Health courses.

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

F. Mishna, PhD (*Smith College*). Dr. Mishna is a Professor of the FIFSW and the Margaret and Wallace McCain Family Chair in Child and Family. Her program of research is focused on: bullying, cyber bullying, sexting among youth, and implications of informal cyber technology for social work and counselling. An integral component of her research entails collaboration with community agencies and organizations. Her scholarly publications have focused on bullying/cyberbullying/sexting, clinical practice and the implications of cyber technology for practice. In 2016, Dr. Mishna was awarded the Distinguished Recent Contributions from the Council of Social Work Education (U.S.A.) in recognition of her contributions to social work education. She is an Inaugural Fellow of the Society for Social Work and Research.

P.A. Newman, PhD (*U.Michigan*). Dr. Newman's mixed methods research program addresses HIV, global health, and human rights, focused on social-structural challenges of HIV prevention among marginalized communities, and LGBTIQ resilience and social inclusion. He leads community-based research partnerships in Canada, Bangladesh, Hong Kong, India, South Africa, and Thailand in collaboration with government and intergovernmental organizations, including UNDP and UNAIDS. As UNICEF consultant he promotes evidence-informed, LGBTIQ-affirmative, youth-led interventions for young key populations in Indonesia, Philippines, Thailand, and Vietnam. From 2007-2017 he was Canada Research Chair in Health & Social Justice. He is an Inaugural Fellow of the Society for Social Work and Research.

C. Regehr, PhD (*Toronto*). Dr. Regehr is the Vice-President and Provost of the University of Toronto and former Dean of the Factor-Inwentash Faculty of Social Work. She is a FIFSW Professor with cross-appointments to the Faculty of Law and the Institute of Medical Science at the U of T. Professor Regehr's recent scholarly work focuses on trauma and recovery; competence in professional practice; and stress, trauma and decision-making in high risk professions.

M. Saini, PhD (*Toronto*). Dr. Saini is the Factor-Inwentash Chair in Law and Social Work and the Co-Director of the combined MSW/JD program. His research, scholarship and clinical practice focus on Access to Justice, pathways for children and families involved in family law disputes and alternative dispute resolution approaches. He has published extensively in the areas of parenting, high conflict separation and divorce, child custody disputes within child protection services and court-based interventions. He teaches research for evidence-based social work practice, research for practice with children and their families, intersections of policy and practice for children and families, and family mediation.

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

T. Sharpe, PhD (*Boston College*). Dr. Sharpe joins the Factor-Inwentash Faculty of Social Work as an Associate Professor and Endowed Chair in Social Work in the Global Community after serving as an Associate Professor at the University of Maryland- Baltimore, School of Social Work for 11 years. Her research focuses on examining sociocultural factors that influence the coping strategies of Black family members of homicide victims for the purpose of developing culturally appropriate interventions that can best assist them in their management of traumatic grief and bereavement.

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

S. Stern, PhD (*Chicago*). Dr. Stern's scholarship focuses on parent engagement; child and adolescent mental health and delinquency; community-based implementation of evidence-based parenting and family therapy models; and common elements and change mechanisms in evidence-based practices. Committed to community collaborative and interdisciplinary research, she has been principal investigator of a program of research on parent engagement in children's mental health and evidence-based practice, co-investigator of the IPS-C, the Canadian arm of an international survey on parenting practices and parent preferences for accessing support and is examining treatment fidelity and adaptation in a parenting program implementation study. She coordinates the Children and Their Families field of practice and teaches courses in family-centered practice, child mental health and a problem based learning course on child and adolescent trauma.

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

D. R. Voisin, PhD (*Columbia*). Dr. Voisin joins the Factor-Inwentash Faculty of Social Work as Dean and Professor and the Sandra Rotman Chair in Social Work, after two decades at the University of Chicago School of Social Service Administration as Professor. He has more than 28 years of post-M.S.W. clinical experience. His extensive scholarship examines the intersection of structural and neighborhood violence, adolescent sexual risk, the role of gender in adapting to risks, and the individual and relational dynamics that promote resiliency among racial and sexual minorities. As a frequent commentator for the international media his efforts are focused on reducing the silos between universities and communities and bringing social work perspectives to contemporary social challenges.

C.C. Williams, PhD (*Toronto*). Dr. Williams is the Factor-Inwentash Chair in Social Work in Health and Mental Health. Her research bridges practice and access and equity issues that affect access to primary health care for racial minority women, HIV prevention in the Black communities, discrimination against LGBTQ individuals in the international context, psychosocial interventions in the health care system and individual and family experience of living with serious and persistent mental illnesses. Dr. Williams is serving as the Vice-Dean of Students at the School of Graduate Studies, University of Toronto.

Jia Xue, PhD (*Pennsylvania & Massachusetts*). Dr. Xue is an Assistant Professor in the Factor-Inwentash Faculty of Social Work and the Faculty of Information. Her research focuses on intimate and sexual violence, dating violence in young adulthood, child abuse, and gender-based violence in international and cross-cultural contexts. She applies computational and big data approaches to examine various facets of intimate and sexual assault. Her role will inspire students in both the FIFSW and iSchool to reflect on how big data can be used to promote social justice in innovative ways.

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

Professors Emeriti Research and Teaching Interests

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

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

A. Chambon, PhD. (*Chicago*). Dr. Chambon is dividing her time between Toronto and Paris. She is a member of a transnational social work network of researchers and a member of the editorial board of the *Transnational Review* (*Routledge*). She is part of a research group on the history of social work of the European Association of Social Work Research.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Faculty 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.

What we offer

As the oldest school of social work in Canada, the Factor-Inwentash Faculty of Social Work at the University of Toronto has been on the cutting edge of education, policy, research and practice in social work for over 100 years. The Faculty offers a professional/academic program of study leading to a **Master of Social Work (MSW)** and a **Doctor of Philosophy (PhD)** degree.

The **MSW** Program is distinguished by the integration of research and practice in both the classroom and its practicum education.

The program offers six fields of study:

- Children and their Families
- Gerontology
- Human Services Management and Leadership
- Indigenous Trauma and Resiliency
- Mental Health and Health
- Social Justice and Diversity

It is fully accredited by the Canadian Association for Social Work Education (CASWE).

The **PhD** Program has a tradition of scholarly excellence based on the quality of the research knowledge, competence, and output of its faculty. Doctoral graduates are practice leaders and faculty members throughout the world. Information relating to the PhD Program is available through our website at: www.socialwork.utoronto.ca

We offer a combined Juris Doctor and Master of Social Work Program. **The Combined Degree Program** combines the Faculty of Law's interdisciplinary teaching environment with its commitment to public interest law. The program is designed for students who wish to practice in the areas in which law and social work interact (for example, child welfare, mental health, social policy, human rights).

The Factor-Inwentash Faculty of Social Work participates in the following interdisciplinary collaborative specializations: Addiction Studies; Aging, Palliative and Supportive Care Across the Life Course; Community Development; Contemporary East and Southeast Asian Studies; Ethnic and Pluralism Studies; Public Health Policy; Sexual Diversity Studies; Women and Gender Studies; and Women's Health.

Within its commitment to academic and practice excellence, the Factor-Inwentash Faculty of Social Work seeks to select a student body that is reflective of Canada's racial, religious, class, age, differential ability and gender identity. Candidates are accepted based on an assessment of those most likely to complete the academic and practice requirements of the program. In addition to academic achievement, experience, non-academic achievement, and motivation are considered.

All students are admitted to the Factor-Inwentash Faculty of Social Work under the General Regulations of School of Graduate Studies and in accordance with the requirements listed below. Enrolment in the program entails adherence to the standards of professional behaviour for the Social Work profession set forth in the Social Work Code of Ethics of the Canadian Association of Social Workers.

This material should be used as a complement to the School of Graduate Studies Calendar, <http://www.sgs.utoronto.ca/current/calendar/>

Financial Assistance

Information on financial support for applicants and registered students is available on the School of Graduate Studies (SGS) Website: www.sgs.utoronto.ca/currentstudents/Pages/Financing-Your-Graduate-Education.aspx, and on the Faculty website: www.socialwork.utoronto.ca/current-students/financial-support/.

SGS Admission Awards: Information on Admission Awards opportunities for domestic and international applicants is available on the SGS website. Please refer to www.sgs.utoronto.ca/currentstudents/Pages/Admission-Awards.aspx for further details on award conditions.

FISW Internal Awards: The Faculty's Internal Award application period does not open until the beginning of the Fall Session. Please refer to the Faculty website www.socialwork.utoronto.ca/current-students/financial-support/ for conditions of the award and application procedures.

Government-Funded Awards: When applying for admission, you should consider applying to the following external government-funded award competitions, if you meet the conditions of eligibility.

Social Science and Humanities Research Council, Canada Graduate Scholarship – Master's (CGS-M)

The CGS-M Program recognizes research and academic excellence of eligible Master's students who demonstrate a high standard of achievement in their studies. Interested applicants must demonstrate a significant research component in their graduate studies. The value of the CGS-M award is \$17,500 for one year. Please visit the CGS-M website for full details and eligibility criteria: www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM_eng.asp.

Ontario Graduate Scholarship (OGS): The OGS Program recognizes academic excellence in graduate studies at the master's and doctoral levels in all disciplines of academic study. The value of the OGS is \$5,000 per term for up to 3 terms of full-time registration. Information will be available on the SGS website in November. The OGS application deadline for Social Work students will be posted also on the SGS website (www.sgs.utoronto.ca) at that time.

International Student Awards: Information on award opportunities for currently registered international students is available on the SGS website at: www.sgs.utoronto.ca/currentstudents/Pages/International-Student-Awards.aspx.

Please visit us at: www.socialwork.utoronto.ca

Diversity and Equity

Diversity and equity strategies at the Factor-Inwentash Faculty of Social Work encompass all aspects of the Faculty's operation. These include:

- ◆ **Student admissions, recruitment and retention:** Engaging in recruitment strategies that target under-represented student populations; Creating scholarships for students of under-represented groups including racialized persons/persons of colour and Indigenous people; Retaining relevant academic support such as the Writing Laboratory and embedded Accessibility Advisor; Establishing a Manager, Diversity, Equity & Student Experience in the Faculty to provide student support and promote inclusion and build collaboration with the Equity Offices at the University of Toronto.
- ◆ **Recruitment of faculty:** Developing a more diverse faculty complement by encouraging and engaging with applicants from under-represented communities.
- ◆ **Curriculum and teaching:** Integrating diversity and equity theory and practice into the existing course curriculum; Seeking student evaluation of diversity and equity integration in course content; Organizing regular events/programs to address diversity and equity in social work practice; Collaborating with community organizations to enrich diversity and equity content in the curriculum.

- ◆ **Community collaborations:** Networking and collaborating with diverse communities and organizations working with and in marginalized communities locally, nationally and internationally.

- ◆ **Research:** Initiating collaborative education and participatory action research projects with community partners. For information about the range of community-based collaborative projects at the Faculty, please see our research section at <http://research.socialwork.utoronto.ca/>

FIFSW Diversity and Equity Committee

The Diversity and Equity Committee at the Factor-Inwentash Faculty of Social Work is part of the Faculty's strategy to build equity structures and processes that are sustainable, ensure engagement with key stakeholders, communication and accountability, and provide a breadth of equity related knowledge and expertise to inform FIFSW's ongoing equity and inclusion initiatives. This Committee is not intended to subsume all equity, social justice and human rights work occurring within the Faculty, but it serves to ensure that there are initiatives and strategies for equity which are Faculty wide with formal accountability in the Office of the Dean. The Committee is not responsible for implementation of the equity plan, but rather, for overseeing its overall development. The Committee acts in an advisory capacity and facilitates the exchange of information, ideas and issues between the Factor-Inwentash Faculty of Social Work and its constituencies in matters of promoting diversity and equity in the Faculty, and is aligned with the University of Toronto's commitment to Diversity, Equity and Excellence, which can be found at <http://www.governingcouncil.utoronto.ca/policies/stateequdivexc.htm>.

Equity Advising at FIFSW

The Manager, Diversity, Equity & Student Experience is available to students, faculty and staff to provide a space to confidentially discuss questions, concerns and successes and to assist in building equity structure capacity and sustainability within the Faculty.

For more information on Diversity and Equity at the Factor-Inwentash Faculty of Social Work including examples of Faculty community collaborations please visit our website <http://socialwork.utoronto.ca/about-fifsw/diversity-equity/>

Program Requirements

Two-Year MSW Full-Time Program

(Candidates entering with a BA/BSc or equivalent)

1. Degree requirements are normally completed within two years. The maximum time limit for completing MSW degree requirements is three years from the date of first registration in the program; however, this may lead to additional tuition costs and delayed completion of the MSW program.
2. The program of study consists of the equivalent of 17 half-credit courses, except in the Gerontology field of study where the requirement is 18 half-credit courses. All students enrolled in the Gerontology field of study will automatically be enrolled in the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course.
3. Students take 12 required half-credit courses and a minimum of 2 half-credit course electives over the two-year program. In the Gerontology field of study, students take 13 required half-credit courses and two half-credit course electives.
4. The thesis option is open to a limited number of students, and subject to faculty availability. The thesis requirement is equivalent to two half-credit courses. To apply to do a thesis, a student must currently hold a SSHRC-CGS Master's Scholarship or OGS award or meet the GPA level for an OGS. [Have achieved at least A- (or equivalent) in each of the last two completed years of study (full-time equivalent); or if the student has completed two years of graduate studies at the time of application, the student must only demonstrate an overall average of at least A- or equivalent) on all graduate courses completed]. Students will be approved for a thesis based on meeting the above eligibility criteria, and based on 1) the quality of the applicant's proposed research, and 2) the availability of a supervisor.
5. Students are required to be on campus regularly; that is, reside close enough to participate fully in the university activities associated with the program, including the practicum course and its interview and matching process which may occur during the summer months.
6. The practicum courses, during the two years, are equivalent to one and a half credit courses, and, like other courses, are Toronto-based. The Practicum I course in the Winter Session (January-May) or Summer Session (end of April – August) is equivalent to a half (0.5) credit course. To assist with planning, students are asked to

notify the Practicum Office by October 1st if they are taking the Summer Practicum option; the Practicum II course (September-April) is equivalent to a full (1.0) credit course and must comply with the student's declared field of study. The MSW program is designed with classes scheduled on Mondays and Tuesdays, and practicum on Wednesdays, Thursdays, and Fridays. Modifications to this schedule must be approved by the Assistant Dean, Field Education.

7. The majority of practicums are in non-healthcare organizations. Past years have informed the Practicum Office that a large number of students aspire to undertake their practicum(s) in healthcare organizations (community based or hospitals). The number of available practicums in healthcare settings is limited, thus making available practicums very competitive. Not all students who desire a practicum in a healthcare setting will secure one. The FIFSW has partnerships with many organizations outside of healthcare that offer rich opportunities to achieve social work competencies.
8. Organizations that offer practicums will likely require a police reference check/vulnerable sector screening prior to commencing the practicum. Failure to pass this screening may jeopardize a student's entry to practicum. A delay in obtaining the results can impact the start of a student's practicum. In anticipation of this potential requirement for the practicum, it is strongly recommended that students begin this process early. Cost and time factors may be associated with the police reference check/vulnerable sector screening.
9. Students completing a practicum in a healthcare setting are required to submit the FIFSW Immunization Form, demonstrating immunization compliance. Non-healthcare organizations may require proof of immunizations, tuberculosis testing and influenza vaccinations. A delay in obtaining verification may impact the start time of a student's practicum. Cost and time factors may be associated with these requirements.
10. Students are responsible for costs associated with attending practicum (e.g., transportation to/from practicum, police reference/vulnerable sector screenings, immunizations, mask fit tests, etc.).
11. (a) Every FIFSW student will be assigned a faculty advisor to provide academic support through the learning process.
(b) Every FIFSW student will also be assigned a Faculty-Field Liaison (FFL) to support the student throughout the practicum.

12. In the event that a student does not complete two or more required courses, or receives an FZ (inadequate) after repeating any course, normally steps will be taken by the Faculty to recommend the termination of the student's registration.

Program Requirements for the MSW Program with Advanced Standing

(Candidates entering with a BSW degree)

Students may complete the degree program either full-time or part-time. Part-time students must meet the same degree requirements and complete the same number of credits as full-time students, although the structure and sequencing of their individual programs of study may vary.

Part-time students must attend their practicum a minimum of two days per week and must complete the practicum within one academic year. Please refer to the Practicum Manual, available on the website, which sets out the conditions and requirements for completing the practicum course.

1. Full-time students normally complete the program over three academic sessions (September to June). Part-time students normally complete requirements within six academic sessions.
2. The program of study consists of an equivalent of nine half-credit courses; ten half-credit courses in the Gerontology field of study. All students enrolled in the Gerontology field of study will automatically be enrolled in the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course.
3. The thesis option is open to a limited number of students, and subject to faculty availability. The thesis requirement is equivalent to two half-credit courses. To do a thesis, a student must currently hold a SSHRC-CGS Master's Scholarship or OGS award or meet the GPA level for an OGS. [Have achieved at least A- (or equivalent) in each of the last two completed years of study (full-time equivalent); or if the student has completed two years of graduate studies at the time of application, the student must only demonstrate an overall average of at least A- or equivalent) on all graduate courses completed]. Students will be approved for a thesis based on meeting the above eligibility criteria, and based on 1) the quality of the applicant's proposed research, and 2) the availability of a supervisor.
4. A practicum course, equivalent to one full (1.0) credit course, is required. The student's practicum course must comply with their

declared field of study. As with other FIFSW courses, the practicum is Toronto-based. Students are required to be available for pre-practicum interviews (which may occur during the summer months) as well as the full practicum. Students enrolled in the practicum course are required to complete approximately 75 days of practicum, September to April. The MSW program is designed with classes scheduled on Mondays and Tuesdays, and practicum on Wednesdays, Thursdays, and Fridays. Modifications to this schedule must be approved by the Assistant Dean, Field Education. Requests will be considered on a case-by-case basis.

5. The majority of practicums are in non-healthcare organizations. Past years have informed the Practicum Office that a large number of students aspire to undertake their practicum(s) in healthcare organizations (community based or hospitals). The number of available practicums in healthcare settings is limited, thus making available practicums very competitive. Not all students who desire a practicum in a healthcare setting will secure one. The Factor-Inwentash Faculty of Social Work has partnerships with many organizations outside of healthcare that offer rich opportunities to achieve social work competencies.

6. Organizations that offer practicums will likely require a police reference check/vulnerable sector screening prior to commencing the practicum. Failure to pass this screen may jeopardize a student's entry to practicum. A delay in obtaining the results can impact the start time of a student's practicum. In anticipation of this potential requirement for the practicum, it is strongly recommended that students begin this process early. Cost and time factors may be associated with the police reference check/vulnerable sector screening.

7. Students completing a practicum in a healthcare setting are required to submit the FIFSW Immunization Form, demonstrating immunization compliance. Non-healthcare organizations may require proof of immunizations, tuberculosis testing and influenza vaccinations. A delay in obtaining verification may impact the start time of a student's practicum. Cost and time factors may be associated with these requirements.

8. Students are responsible for costs associated with attending practicum. (e.g., transportation to/from practicum, police reference/vulnerable sector checks, immunizations, mask fit tests).

9. (a) Every FIFSW student will be assigned a faculty advisor to provide academic support through the learning process.

(b) Every FIFSW student will also be assigned a Faculty-Field Liaison (FFL) to support the student throughout the practicum.

10. In the event that a student does not complete two or more required courses, or receives an FZ (inadequate) after repeating any course, normally steps will be taken by the Faculty to recommend the termination of the student's registration.

Program Requirements for the MSW-ITR Field of Study

(Candidates entering with a BA/BSc/BSW or equivalent)

1. Degree requirements are normally completed within two years. The maximum time limit for completing the MSW-ITR Field of Study degree requirements is three years from the date of first registration in the program. The program length is 6 sessions (two years) full-time. Typical registration sequence: Fall, Winter, Spring/Summer.

2. There are a total of 5 six-day intensive face-to-face courses held in Toronto; three in the first year, and two in the second year. Each six-day intensive course includes academic learning, experiential learning, and wellness evaluation and activities. Course assessments include self-evaluations and independent study assignments applying course content in the home community context. **Each intensive course builds on previous courses; therefore, in-person attendance at the intensive courses is mandatory. If you miss an intensive course, you cannot take the next one in sequence and will need to wait until it is offered the following year.**

3. Each online course involves academic learning of the subject, extensive reading or audio learning of course material, chat room connection with fellow students and faculty, written assignments and/or oral or written tests (to be determined by the instructor).

4. The Year 1 practicum (SWK 4516H), Indigenous Trauma and Resiliency Practicum is a requirement for all students without a BSW degree. It is a practicum in a community setting

that facilitates integration of trauma-informed and evidence-based practice with Indigenous knowledges. The practicum hours must meet the 450-hour minimum.

5. The year 2 practicum (SWK 4703Y), MSW ITR Practicum III is 450 hours. (1) Students will complete 410 hours in a supervised practice setting in their own community (this can include a current work setting, if practicum criteria are met). (2) Students will also complete a community intervention with a supervisor, for which they will receive 40 hours credit upon submission of a successful evaluation.

Students are responsible for travel and accommodation costs during the 40-hour community intervention.

6. All students complete 7 half-credit courses (3.5 FCEs) in the first year of the Two-Year Program, and 8 half-credit courses (4.0 FCEs) in the second year, which includes 450 contact hours in a practicum (1.0 FCEs). **Students entering the program without a BSW degree also must complete SWK 4102H Social Policy and Social Welfare in the Canadian Context, and SWK 4516H Indigenous Trauma and Resiliency Practicum (450 hours) in year one of the Two-Year Program (1.0 FCEs).** Students entering the program with a BSW degree will be exempted from SWK 4102H and SWK 4516H.

7. **Registration.** Students are charged fees by Academic Session, not by course, until all program requirements are completed. Students are advised to take the courses in sequence as indicated in the course timetable. Courses taken out of sequence may need to be completed the following year, leading to additional tuition costs and delayed completion of the MSW program.

8. (a) Every FIFSW student will be assigned a faculty advisor to provide academic support through the learning process.

(b) Every FIFSW student will also be assigned a Faculty-Field Liaison (FFL) to support the student throughout the practicum.

9. In the event that a student does not complete two or more required courses, or receives an FZ (inadequate) after repeating any course, normally steps will be taken by the Faculty to recommend the termination of the student's registration.

"The world needs more social workers than ever before"

Stephen Lewis

Curriculum Description

Human services are among the fastest growing sectors of the Canadian economy. Along with the growth is an increasing diversification of the sector, with fields of practice rising up around specific areas of need. The country as a whole will need social workers to staff new, more specialized service agencies of the future. While the notion of generic social work has a role to play in this increasingly complex environment, it is clear that graduates will also require more specific skills if they are to thrive in the new human service sector. In other words, generic social work is a necessary, but no longer sufficient preparation for practice. The overall aim of the program is therefore to produce graduates who are ready to enter the field of their choice after first receiving a thorough grounding in the knowledge, values and skills common to all social workers. The fields of study are built upon the expertise of core teaching faculty and have all been developed with the very active participation of partner agencies in each of the respective fields.

Goals

1. To prepare graduates for ethical, innovative and effective social work practice in a diverse society;
2. To work actively to promote social justice, make professional decisions and perform professional functions that are informed by an understanding of the political context of practice;
3. To prepare graduates for competent practice which integrates theory and research;
4. To prepare graduates capable of integrating practice and policy;
5. To prepare graduates who have a generic foundation of core social work knowledge, values and skills, applicable to all fields and methods of practice; and
6. To prepare graduates for practice in specialized areas, defined by student interest, faculty expertise and demand from the field.

Objectives

- ◆ To prepare students for professional practice according to the accreditation standards of the Canadian Association for Social Work Education (CASWE);
- ◆ To prepare students for social work practice interventions based on research evidence;
- ◆ To prepare students for specialized practice in six identified areas:
 - Children and their Families
 - Gerontology
 - Human Services Management and Leadership
 - Indigenous Trauma and Resiliency
 - Mental Health and Health
 - Social Justice and Diversity
- ◆ To strengthen our partnerships with social work agencies in areas of particular interest to the Faculty for the purposes of enriching our curriculum and of producing graduates with the requisite skills to function in those agencies;
- ◆ To encourage interdisciplinary linkages.

Program of Study: Year One of the Two-Year MSW 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 MSW Full-Time Program

- ◆ **SWK 4102H**
Social Policy and Social Welfare in the Canadian Context
- ◆ **SWK 4103H**
Elements of Social Work Practice (Fall)
- ◆ **SWK 4105H**
Social Work Practice Laboratory (Fall)
- ◆ **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 (Winter or Summer)
- ◆ **SWK 4654H**
Social Work Practice in Organizations and Communities
- ◆ **SWK 4701H**
Social Work Practicum I
Winter (January – May 31st) or Summer (end of April – August).

Total Course Load:

9 Half-Credit Courses (H= .5 credit)

NOTE: 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 concurrently in either the Winter or Summer Sessions.

Description of Required Courses, Year One:

SWK 4102H

Social Policy and Social Welfare in the Canadian Context

This course emphasizes the acquisition of knowledge about the development of the Canadian welfare state – its rise and decline – and the skills needed to analyze the social policies and programs – essential tools for all aspiring social work practitioners. Its goals are to gain critical awareness of (1) public social policies as the outcomes of competing social, political and economic forces and priorities, and (2) the implications of social policy choices for social work practice. The focus is on Canada – and particularly, Ontario – though comparisons will be made to other jurisdictions when appropriate. Social policy responses to the diverse needs of particular groups will be examined within the context of power, conflict and human rights. Special attention will be directed to distinctive social policy approaches in Quebec, and to the social policy dimensions of tax and social assistance policy.

SWK 4103H and SWK 4105H

SWK 4103H Elements of Social Work Practice and SWK 4105H Social Work Practice Laboratory are required courses in the first term of our two-year MSW Full-Time Program. These companion courses provide students with basic preparation for professional social work practice and are specifically designed to support students' transition to their field practicum. Students will be in the same section, with the same instructor for both SWK 4103H and SWK 4105H.

SWK 4103H

Elements of Social Work Practice

The goal of this course is to provide students with core concepts used in direct social work practice with client systems. An ecological/ systems perspective of person-in-environment is used to anchor generic concepts for a range of practice situations. The course will provide the opportunity to integrate social work theory and practice informed by research. The course will also provide students with the opportunity to be exposed to social work practice with diverse populations across the life cycle. This will occur through readings, class discussion, lecture, experiential activities and presentations by community colleagues. There is a particular focus on beginning work with clients, including the key components of developing a relationship and assessment.

SWK 4105H

Social Work Practice Laboratory (CR/NCR)

Students are required to successfully complete SWK 4105H before being permitted to attend SWK 4701H Practicum

The Practice Laboratory is a companion course to the Elements of Social Work Practice and concepts studied in that course will be applied through practice simulations. This course aims to link and apply theory and research to social work practice as students master generic interviewing and communication competencies with a focus on relationship building and assessment with a diverse range of clients. SWK 4105 is also designed to develop professional competencies including the ability to critically self-reflect and work productively in a collegial group. This course is preparatory to the field practicum in second term of year one. Emphasis is given to developing a positive learning environment based on mutual support and respect.

SWK 4107H

Foundations of Social Work: Knowledge, Theory and Values that Inform Practice

This course critically engages with the knowledge, theories and values that constitute the foundation of the social work profession and inform its practice. This foundation has incorporated elements drawn from different disciplines and diverse knowledge bases. The process of integration and subsequent transformation is ongoing and ultimately contributes to developing a theoretical and value base needed to conduct professional, ethical, competent, evidence-based social work. We believe that social work is informed by multiple intersecting theories. A range of theories and approaches will be considered and students will learn to examine the various kinds of knowledge use in social work. The frameworks covered will span: intra-personal, interpersonal, environmental and social/ structural theories. Analyses of the strengths, limitations and relevancy of these frameworks will be conducted and contextualized with regard to the intersecting diversities found in Canadian society.

SWK 4510H

Research for Evidence-Based Social Work Practice

SWK 4510H is a prerequisite for all second year required courses

Evidenced Based Social Work Practice is a systematic approach to making decisions that emphasize (1) formulating questions; (2) locating, evaluating and interpreting the relevant research evidence; (3) applying best available evidence to the initial context; and (4) evaluating the implementation of the decision. Using a problem-based learning model, students evaluate and interpret the best evidence available relative to a number of social work policy and practice questions. Supported by a series of research methods tutorials, students develop an understanding of some of the basic quantitative and qualitative research designs and methods appropriate for answering policy and practice questions.

SWK 4602H

Social Work Practice with Groups

Social workers participate in groups throughout all aspects of their work. Including when engaged with individual service users and their families, through work related processes in organizations to fulfill our work roles, when engaged in advocacy efforts to address inequitable public policy; and through efforts that promote community engagement and effective human services management and leadership. This course focuses on the processes, theories, and methods of various groups, such as treatment, psycho-educational, support, inter-professional, social action, and work related groups that social workers might participate in while engaged in direct practice. With a focus on skill development and competencies, students develop an applied knowledge base for assessing group dynamics, interpreting and understanding human behaviour in groups, understanding phases of group development, developing leadership and facilitation skills, identifying common issues in group work, and engaging in evaluation and research using groups.

**“Those who are enamoured with practice
without science
are like a captain who goes into a ship
without a rudder or compass
and never has any certainty where he (or she) is going”**

Leonardo da Vinci

SWK 4605H Social Work Practice with Individuals and Families

This course provides fundamental preparation for students to understand clinical social work practice with individuals and families. Building on the engagement, alliance development and assessment skills students have mastered in the first term, this course introduces students to basic intervention strategies and procedures commonly utilized in clinical social work practice with individuals and families. The course begins with an emphasis on foundational practice knowledge related to the development of the therapeutic alliance and approaching emotion regulation, and ways that neuroscience intersects these common clinical processes. Beyond this foundational knowledge, the course provides an introduction to individual-level practice models, including contemporary psychodynamic theory, cognitive behavioural therapy, and narrative therapy, as well as practice models for work with couples and families, such as emotion focused therapy, attachment focused family therapy, and structural family therapy. Each practice model is examined from the perspectives of problem definition, assessment and intervention strategies, and critiques of biases. Assignments in this course have been developed to help students integrate knowledge and apply theory/concepts to simulated practice scenarios. Since this course is offered concurrently with the practicum, emphasis will be placed on the integration of classroom learning with students' practicum experiences. Students undertaking their practicum (SWK4701H) in Summer are required to take SWK4605H in the summer term.

SWK 4654H Social Work Practice in Organizations and Communities

This foundation course addresses social work practice with communities and in nonprofit organizations, often referred to as mezzo or macro practice. A wide range of knowledge and skills inform the roles and tasks undertaken by social workers in community and organizational settings including: program coordinator, manager, advocate, leader, trainer, planner and researcher, facilitator, case manager, social innovator and social entrepreneur. We will examine the social and political context of social work in a range of human service organizations with particular attention to theories and approaches that advance social work's mission to respect diversity and self-determination, to enhance well-being and social functioning, and to alleviate social and economic injustice.

SWK 4701H Social Work Practicum I (CR/NCR)

Like other courses, the practicum is Toronto-based. Students must be available for the practicum course and the preliminary practicum interview. The Practicum Office is responsible for securing all practicums. Students are assigned to a practicum, using an objective algorithm.

Practicum I is a generalist practicum. The practicum course provides learning opportunities for students to integrate and apply theory to practice and develop competence in performing social work roles congruent with social work values. In order to achieve a sufficient and broad knowledge base in the Year I practicum, the student must demonstrate core social work knowledge and beginning practice competence with a client system and on behalf of such a client system, in the context of programs and organizations delivering social services. The competency model is the framework for the practicum. The

student is expected to achieve the first level of competence as defined in the practicum manual - that is: (a) to develop and demonstrate her/his professional identity as a social worker in respect to commitment to and the provision of service to people; (b) to develop and demonstrate the ability to function within an organizational context; (c) to develop and demonstrate the ability to function within a community context; (d) to develop and demonstrate the ability to identify, assess, formulate, implement and evaluate strategy on behalf of the user system; e) to demonstrate professionalism and effectiveness in communication skills.

Time Requirements:

Winter Practicum: 21 hours per week, three days per week (Wednesday, Thursday, and Friday), from January to April, 28 hours per week, four days per week from mid-April to the end of May (Tuesday, Wednesday, Thursday, and Friday). Total Number of days is approx. 67. Students are exempt from practicum during regular University holidays and statutory holidays. Religious holidays that fall on practicum days may be observed. Students must submit a plan to the field instructor in advance to compensate for the time.

Summer Practicum: Four or five days per week from the end of April until August. Total number of days is approx. 67. Students are exempt from practicum on statutory holidays. Religious holidays that fall on practicum days may be observed. Students must submit a plan to the field instructor in advance to compensate for the time.

Program of Study: Year Two of the Two-Year MSW Full-Time Program and MSW Program with Advanced Standing

(Students Entering with a BSW Degree):

Students choose one of five Fields of Study. Two-year stream students must declare their field of study by mid-February of the first year. Advanced standing students will declare their field of study on the MSW Application Form.

Children and their Families

Gerontology

Human Services Management and Leadership

Mental Health and Health

Social Justice and Diversity

All fields of study have a minimum of four required half credit-courses, two elective half-credit courses, and a full-year practicum. The Gerontology field of study has five required half-credit courses, two elective half-credit courses, and a full-year practicum. Candidates completing the MSW Program with Advanced Standing must also complete SWK4510 -Research for Evidence-Based Social Work Practice within their year of study.

Program Notes:

Some sections of Year One courses, including SWK 4701H Social Work Practicum I and SWK 4605H Social Work Practice with Individuals and Families, will be offered in the summer session to allow students to flex their program of study.

Students are permitted to take their electives from anywhere in the university or from other universities at the graduate level (with the permission of the Associate Dean, Academic) in addition to the ones offered at the Faculty.

Social Work Course Electives are not offered every year. Please view the academic course timetable on our website for current offerings.

FIELDS OF STUDY AND REQUIRED COURSES

Children and their Families

This field of study is designed to prepare students for social work practice with children and their families at various levels of intervention, from individual to systems work with children and families to community practice, and program and policy development. The “Children and their Families” field of study is informed by a social ecological/developmental model that considers children as dynamic individuals interacting with their environment. Given that families play a central role in child socialization and dealing with other systems that impact children and adolescents, building on family strengths is key to achieving positive child and youth outcomes. The developmental perspective adds an understanding of child functioning, critical stressors and protective factors, and sites of resilience in children, youth and their families. A trauma informed lens highlights the prevalence and impact of adverse childhood events and experiences of trauma on children and their families. Approaches taught are informed by current research evidence and empirically supported interventions within culturally responsive contexts. It is recognized that social work practice with children and their families intersects with important policies, and that knowledge of these policies and their impact is crucial to informing competent, culturally based, ethical practice.

Description of Required Courses:
SWK 4510H
Research for Evidence-Based
Social Work Practice

Prerequisite (SWK4510H must be completed before taking any of the research courses in the field of study).

Evidenced Based Social Work Practice is a systematic approach to making decisions that emphasize (1) formulating questions; (2) locating, evaluating and interpreting the relevant research evidence; (3) applying best available evidence to the initial context; and (4) evaluating the implementation of the decision. Using a problem-based learning model, students evaluate and interpret the best evidence available relative to a number of social work policy and practice questions. Supported by a series of research methods tutorials, students develop an understanding of some of the basic quantitative and qualitative research designs and methods appropriate for answering policy and practice questions.

SWK 4514H
Research for Practice with Children
and their Families

This course focuses on the application of research methods to understand and to evaluate practice with Children and their Families (CTF). It builds on the first-year course, SWK4510H Research for Evidence-Based Practice through utilizing an evidence-based approach to explore issues relevant to CTF and to identify best practices. Emphasis will be placed on research and evaluation approaches that are commonly applied in child and family settings. These include exploring program logic and program evaluation models, identifying, constructing, critiquing and utilizing outcomes in CTF practice. Single system evaluation of practice, quality assurance and improvement models will be also explored. Students will be expected to demonstrate how one or more of these approaches help them to identify effective interventions within CTF practice.

SWK 4608H
Social Work Practice with Families

This course is designed to familiarize students with the core concepts and skills necessary for social work practice with families. An integrated family systems and ecological developmental model provides the guiding framework for viewing children and adolescents within the context of their families and extra-familial relationships that affect their development and functioning. Emphasis is on the development of clinical case conceptualization and practice skills in engagement, assessment, and intervention with families that are grounded in current research on treatment effectiveness and empirically supported theories on parenting and family processes, child functioning, and therapeutic change. We will examine the theoretical and practice roots, therapeutic processes, and specific treatment strategies both within and across selected parenting and family therapy models. Attention will be paid to the diverse nature of families within the context of their unique needs and the multiple systems in which family life is embedded.

SWK 4620H
Social Work Practice with Children
and Adolescents

This course prepares students for social work practice with children and adolescents within this ecological developmental context. The course will incorporate content on: 1) therapeutic skills and strategies required for assessment and intervention with children and adolescents; 2) developmental perspectives within an ecological context; 3) selected practice theories (e.g., feminist, psychodynamic, cognitive-behavioural); 4) knowledge of evidence-informed practice in working with children and adolescents; and 5) examination of the interactions between the social worker and the child or adolescent and their family and the impact of these interactions on the therapeutic work. Attention will be paid to diversity and oppressions that may impact children and adolescents.

FIELDS OF STUDY AND REQUIRED COURSES

SWK 4625H

The Intersection of Policy and Practice with Children and their Families

This course will familiarize students with current public policies, legislations and laws that affect children, adolescents and their families within diverse communities. The course is guided by the Children and their Families field of study's ecological developmental approach and provides a policy-informed framework for social work practice. The course will review and critically analyze the evolution and current status of policies and services in terms of their responsiveness to the needs of children and families. Special attention will be given to policies that impact vulnerable, high risk children, adolescents and their families involved in: child welfare, mental health, youth justice, immigration, education, health, and social welfare. The course will help students to evaluate policies based on principles of equity, fairness and cultural diversity. The course also provides a framework for using the best available evidence to influence policy development and implementation to make effective changes for children and their families. A key component of this course is to provide students with the strategies to translate policies, integrate evidence and communicate key findings, and to consider the impact of this knowledge for diverse populations and communities.

SWK 4702Y

Social Work Practicum II (CR/NCR)

Like other courses, the practicum is Toronto based. Students must be available for the practicum course and the preliminary interviews and matching process.

The practicum course provides learning opportunities for students to integrate and apply their theory to practice and to develop competence in performing social work roles congruent with social work values. The competency model is the framework for the practicum. The student is expected to achieve the second level of competence as defined, that is: a) to develop and demonstrate their professional identity as a social worker in respect to commitment to and the provision of service to people; b) to develop and demonstrate the ability to function within an organizational context; c) to develop and demonstrate the ability to identify and assess issues; d) to plan and carry out interventions; e) to evaluate intervention and utilize feedback; and f) to employ effective professional communication skills.

The Practicum Office is responsible for securing and approves all practicums. This is a full-year course of three days per week throughout the academic year. Time Requirements: 21 hours per week, Wednesday to Friday, from September to early April. Exceptions require written approval from the Assistant Dean, Field Education.

Total Number of days in the practicum is approximately 75. Students are exempt from practicum regular University holidays and statutory holidays. Religious holidays that fall on practicum days may be observed. Students must submit a plan to the field instructor in advance to compensate for the time. The majority of practicum settings will require a recent completed police reference check/vulnerable sector screen, and many will require proof of updated vaccinations.

Courses of Instruction:

Year Two of the Two-Year MSW Full-Time Program and MSW Program with Advanced Standing

Children and their Families

Field of Study:

Two-Year MSW 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

◆ Two elective half-credit courses

MSW Program with Advanced Standing Complete above courses plus

◆ SWK 4510H

Research for Evidence-Based Social Work Practice

Total Course Load Equivalent to:

8 Half-Credit Courses:

Year Two of the Two-Year MSW Full-Time Program

9 Half-Credit Courses:

MSW Program with Advanced Standing

(H=.5 credit; Y=1 full credit course)

**“Families are the central microsystem,
the headquarters of human development.”**

James Garbarino

FIELDS OF STUDY AND REQUIRED COURSES

Gerontology

Social workers are important agents in assisting older people and their families to meet the challenges of an aging society. In this capacity, social workers provide a wide variety of services and programs both in the community and in institutions that are aimed at enhancing the quality of life of older people and assisting families to adjust to the aging of their family member. Social workers also play a vital role in the development and implementation of social and economic policies at the provincial and national levels through research on aging, consultation with government and through social advocacy.

Description of Required Courses:**AGE 2000H****Principles of Aging**

The course aims to familiarize students with the major theoretical ideas and significant facts about the social and social psychological aspects of aging. The former include the socioeconomic status of the aged in Canada, their family relationships, work and retirement patterns, and needs for social and health services. The objective is to provide general analytic tools for understanding the social context of the aging individual and the implications for society of population aging. The social psychological aspects of aging examined in the course focus on age-related changes in the individual's reaction to and interaction with others, as related to self-concept and other psychological and social variables. The emphasis is on the development of critical and comprehensive knowledge of theory in social gerontology and the life course.

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

Description noted under Children and their Families Field of study.

SWK 4513H**Knowledge Building in Social Work**

With the growing emphasis on evidence-based social work practice, gerontological social work practitioners need reliable and unbiased summaries of the effectiveness of a wide range of therapeutic and policy interventions. In contrast to more traditional literature reviews, systematic reviews follow a rigorous scientific methodology to minimize bias in article selection and in the interpretation of findings. The major purpose of this course is

to provide students with the skills to develop a systematic literature review of the effectiveness of a social work intervention with an older population. This class builds on the skills learned in SWK 4510H. The systematic reviews will be conducted in groups.

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

This course will provide students with the knowledge and skills for application to a wide range of gerontological practice situations, using an evidence-based practice approach to understanding older adults and their families. Attention will be given to cultural diversity, gender issues and social justice/ethical dilemmas. The course integrates both practice and policy and will start with individual issues arising in the student's practicum and conclude with an understanding of the social policies influencing these issues.

SWK 4618H**Special Issues in Gerontological Social Work**

This course will examine selected areas in social gerontology that reflect the current challenges facing social work practitioners who work with older adults and their families. The issues chosen will change from year to year and will be determined by current concerns that impact the lives of the elderly. The course will be taught by those who are engaged in practice, policy and/or research concerning the selected topic. The topics for the current academic year include: legal, ethical and competency issues; elder abuse: physical, psychological and financial. The goal of the course is to ensure that practitioners are up to date in their knowledge and skills about the latest developments in gerontological social work.

SWK 4702Y**Social Work Practicum II (CR/NCR)**

Description noted under Children and their Families Field of study.

Courses of Instruction:**Year Two of the Two-Year MSW Full-Time Program and MSW Program with Advanced Standing****Gerontology Field of Study: Two-Year MSW 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

◆ 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.

MSW Program with Advanced**Standing Complete above courses plus**◆ **SWK 4510H**

Research for Evidence-Based Social Work Practice

Total Course Load Equivalent to:

9 Half-Credit Courses:

Year Two of the Two-Year MSW Full-Time Program

10 Half-Credit Courses:

MSW Program with Advanced Standing

(H=.5 credit; Y=1 full credit course)

**"This may be the wisdom of ageing,
the ability to experience everyday life as uplifting."**

Bill von Hippel

Human Services Management and Leadership

The not-for-profit sector is primarily responsible for the delivery of social services in Canada. Discussions with community leaders in the social service sector have identified a critical need for people who are able to assume leadership roles in the field. Those with training in social work generally have inadequate knowledge of management theory and practice, those with training in management generally have inadequate knowledge of social service delivery and relations with clients and communities. This program was jointly developed and is jointly taught with community leaders to facilitate the development of senior managers and administrators with strong knowledge and skills in the management of these social service agencies.

The goal of this program is to provide students with a rigorous, comprehensive grounding in the key values, skills and knowledge required by administrators of social service organizations. Students in this field of study will:

- ◆ Develop skills in leadership, governance, stakeholder relations and strategic planning
- ◆ Gain a thorough understanding of financial management including accounting, budgeting and forecasting
- ◆ Develop knowledge and skills in human resource management and labour relations: hiring, training, managing performance and working with unions
- ◆ Learn to manage service delivery including: developing appropriate organizational structures, annual planning, program development and evaluation, selecting and maintaining management information systems and contracting on behalf of the organization

Description of Required Courses:

SWK 4510H Research for Evidence-Based Social Work Practice

Description noted under Children and their Families Field of Study

SWK 4425H Human Services Management and Leadership

This course focuses on the skills needed by senior managers and administrators to enact effective leadership within the organization and outside the organization. It is designed to develop leaders with vision, values and strong skills in stakeholder relations. Key areas covered will include: understanding leadership; ethics and leadership; working with Boards of Directors/governance; stakeholder relations including relations with funders; transparency/public accountability; public engagement; strategic planning/social entrepreneurship; fundraising strategies for marginalized populations; developing alliances/collaboration; core values that determine the shape and function of organizations; processes of social exclusion and marginalization; achieving diversity among staff and management reflective of the diversity of the agency's clients; creating a physical environment that is accessible to diverse community members; culturally competent service delivery.

SWK 4426H Financial Management and Leadership in Human Service Organizations

Leaders of organizations of any size need to be able to understand and manage the finances of the agency. This course is designed to provide students the opportunity to develop comprehensive skills in the acquisition and the management of financial resources and apply those skills toward the financial health of their agency. Topics will include: ethical considerations in financial decisions; prospecting for potential grantors; preparing budgets and workplans in grant applications; the purposes of financial statements; financial risk management and; guidelines to protect charitable status.

SWK 4427H Human Resource Management in Human Service Organizations

The greatest asset of a social service organization is its staff, and the greatest potential liability for such organizations relates to difficulties in management of staff. Administrators need to know how to attract and keep the best people, and how to protect their organization from liability relating to employment matters. This course will cover key areas in human resource management such as: comparison of unionized and non-unionized environments; hiring: writing job descriptions, attracting diverse candidates, best practices for candidate selection; orientation, training and development; performance management; termination; volunteer recruitment and management.

"It always takes a group of people working together with a common purpose in an atmosphere of trust and collaboration to get extraordinary things done".

Manes Kouzes and Barry Posner

FIELDS OF STUDY AND REQUIRED COURSES

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

Senior managers need to know how to structure their organizations to meet organizational goals, how to identify and measure these goals, and how to track process and refine service delivery to meet these goals including responding to changing needs. This course will cover topics such as: developing organizational mission and vision statements; identifying and refining organizational goals through consensus building; quality assurance and improvement; annual planning; change management; engaging stakeholders; developing programs through logic models & balanced score cards; monitoring processes, analysis of data and reporting; program evaluation and service refinement; management information systems and outcome reporting.

SWK 4702Y**Social Work Practicum II (CR/NCR)**

Description noted under Children and their Families Field of Study.

Courses of Instruction:**Year Two of the Two-Year MSW
Full-Time Program and MSW
Program with Advanced Standing****Human Services Management and
Leadership Field of Study:
Two-Year MSW Full-Time Program**◆ **SWK 4425H**

Human Services Management and Leadership

◆ **SWK 4426H**

Financial Management and Leadership
in Human Service Organizations

◆ **SWK 4427H**

Human Resource Management
in Human 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

**MSW Program
with Advanced Standing**

Complete above courses plus

◆ **SWK 4510H**

Research for Evidence-Based Social Work Practice

Total Course Load Equivalent to:

8 Half-Credit Courses:

Year Two of the Two-Year MSW Full-Time
Program

9 Half-Credit Courses:

MSW Program with Advanced Standing

(H= .5 credit; Y=1 full credit course)

Note: Applicants for this field of study will follow admission requirements stipulated by the University of Toronto, School of Graduate Studies and the Factor-Inwentash Faculty of Social Work. If admitted to the program, they can elect to take this field of study provided they have a minimum of two years experience.

FIELDS OF STUDY AND REQUIRED COURSES

Mental Health and Health

Social workers have key roles to play in assisting individuals and their diverse family systems to adapt to and overcome challenges associated with physical and mental illness. As members of inter-professional health teams, social workers seek to assist others in understanding the social and community context in which physical and mental illness occur and in the way in which these larger systems contribute to the development of illness and exacerbate or ameliorate the challenges in adapting to illness. Social workers work to alter the social environment in order to enhance its effectiveness in supporting individuals with varying needs and abilities in meeting their full potential.

Description of Required Courses:
SWK 4412H
The Context of Mental Health and Health Practice

This course examines Canadian mental health and health policy and services with a particular emphasis on Ontario. It also reviews cross-national comparisons to identify similarities and differences in the development of mental health and health policy and services. The course is based on the assumption that social workers in mental health and health settings should be able to participate in the assessment and modification of conditions that affect mental health and health by intervening with individuals and families, and assisting in the development of relevant and effective programs and service systems for mental and physical illness.

SWK 4510H
Research for Evidence-Based Social Work Practice

Description noted under Children and their Families Field of Study.

SWK 4511H
Practice Based Research in Mental Health and Health

The course builds on the foundation research course by facilitating the application of research knowledge and skills to the design of a social work research project in health and mental health. It builds on practice and policy courses and practicum experience in enabling the application of field experience and knowledge to the design and evaluation of social work research. A central component of the course is integration of research, theory and practice. The goal is to give students the opportunity to integrate the knowledge and skills gained from previous courses and their practicum experiences to produce an original social work research proposal in the area of health and mental health.

SWK 4604H**Social Work Practice in Mental Health**

(prerequisite for SWK4631H)

Social workers are one of the key mental health professionals in the workforce and they have a unique contribution to mental health with a social justice focus and an understanding of the social determinants of health, and how oppression, racism, and inequity impact mental health for individuals, families, and communities. No matter where they practise, social workers will work with individuals experiencing mental health concerns. As important service providers, social workers need to demonstrate core competencies in terms of knowledge, skills, and values of social work practice in mental health. This course prepares students to develop these competencies and focuses on how to assess mental health, addictions, and suicide risk in clients. We use the term addictions to encompass substance use and behavioural addictions. This is a social work practice in mental health course in which students will engage in practice activities aimed at enhancing knowledge, skills, values, and self-awareness. The course focuses on the following frameworks to guide social work assessments in mental health and addictions: recovery-oriented practice, harm reduction, and trauma-informed care. Students will also learn about the spirit of Motivational Interviewing (MI) and how to use MI skills when conducting a mental health, addictions, and suicide risk assessment.

“Social advance depends as much upon the process through which it is secured as upon the result itself.”

Jane Addams

FIELDS OF STUDY AND REQUIRED COURSES

SWK 4622H**Social Work Practice in Health***(prerequisite for SWK4632H)*

This course will address the practice of social work in health care reflecting a broad range of health care needs found in Canadian populations. The primary focus of this course will be the integration of social work skills and approaches into work with patients and families in increasingly complex health care environments. The course content will identify unique population needs, practice settings, social work interventions and policy issues in the context of health social work in primary care. Practice models that highlight student competence and strengths based approaches to psychosocial issues will be incorporated. In this time of change, social workers have an important role to play in health care by articulating and illuminating: the impact of the social determinants of health on patient care, socio-cultural factors on health; the significance of family relationships and resources in the management of chronic and complex health conditions; and interventions that support individual & family capacity to adapt to acute health crises or chronic health conditions.

Advanced Social Work Practice in Mental Health*(Prerequisite: SWK4604H –**Social Work Practice in Mental Health)*

This course builds on SWK 4604 to examine and develop, at an advanced level, the practice knowledge and skills required to be a social worker within a continuum of mental health care contexts. This course allows students to explore a range of effective clinical interventions for individuals and families living with mental illness. Course content will include examinations of psychosocial assessment and interventions across various clinical modalities (i.e., individual, family, group and community). All interventions will be further explored in terms of their theoretical foundations, especially psychodynamic and cognitive behavioral approaches as well as specific procedures, evaluation, evidence base, ethics, cultural competence, interdisciplinary issues and use of the therapeutic alliance.

SWK 4632H**Advanced Social Work Practice in Health***(Prerequisite: SWK4622H –**Social Work Practice in Health)*

This course will build on SWK 4622 to examine and develop, at an advanced level, the practice knowledge and skills required to be a social worker within a continuum of health care contexts. Course content will include: Collaborative work with interprofessional teams, development of professional social work identity and role in health care, specialized interventions to work with patients and their families coping with chronic and acute health conditions, assessment, counselling, negotiation, advocacy and co-ordination skills to assist individuals and their extended network to successfully adapt to the challenges presented by treatment and/or longer term health and functional changes. Student will evaluate programs in health settings and the “fit” with patient needs, social determinants of health, community and organizational context.

SWK 4702Y**Social Work Practicum II (CR/NCR)**

Description noted under Children and their Families Field of Study.

Courses of Instruction:**Year Two of the Two-Year MSW Full-Time Program and MSW Program with Advanced Standing****Mental Health and Health Field of Study: Two-Year MSW 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

◆ Two elective half-credit courses

MSW Program with Advanced Standing Complete above courses plus◆ **SWK 4510H**

Research for Evidence-Based Social Work Practice

Total Course Load Equivalent to:

8 Half-Credit Courses:

Year Two of the Two-Year MSW Full-Time Program

9 Half-Credit Courses:

MSW Program with Advanced Standing

(H=.5 credit; Y=1 full credit course)

FIELDS OF STUDY AND REQUIRED COURSES

Social Justice and Diversity

The Social Justice and Diversity field of study is designed to foster critical thinking and critical practice skills to address growing inequality, exclusion and marginalization within Canada's diverse population. Courses in this field of study draw from a range of knowledge to inform social work practice including: structural, feminist, anti-racist, indigenous, and anti-oppressive theories and approaches. This field of study focuses on addressing oppression and social exclusion through: understanding historic, contemporary, and transnational dimensions of oppression and articulating ways to work towards social change.

Some core skills that are addressed in the SJ&D field of study include: anti-oppressive practice skills for working with individuals, families and groups; popular education and community mobilization; policy analysis and policy advocacy; and research proposal writing. Working from a social justice and anti-oppressive lens, we also explore in what ways practice skills are inextricably linked to understanding how our values and knowledge-base guides our work. Critical reflexivity and social work praxis, thus, are key elements in this field of study. Through paying attention to the relationship between theory, research and practice we aim to better understand how theory informs our practices, and how our practices help us reconsider our theoretical and empirical understandings of social inequality, exclusion and marginalization.

Description of Required Courses:

SWK 4304H

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

Students will critically analyze the contradictions of globalization and transnationalism as experienced locally, and explore ways in which social workers and other service providers can respond effectively to these forces using different policy tools and strategies. The course encourages students to consider policy as a negotiated practice where social workers, clients, communities and other stakeholders take up a range of practices to create, resist, influence and enact social policies. Students will investigate different approaches to policy practice including activism, community building, ally work, in addition to more conventional approaches like policy brief writing and lobbying. We will address key concepts related to globalization, transnationalism, local/global sites, and legacies of colonialism. Students will investigate examples and possibilities of local, international and transnational policy practice and community mobilization to work against/with/around globalization. Labour systems (including gendered, racialised nature of care work), human rights struggles, indigenous rights, and immigration and citizenship serve as investigative sites for developing this critical policy practice. The course will employ activities that foster reflexive analysis of students' subjective positions while identifying strategies to address complex issues facing social work policy practice in today's globalized world.

SWK 4306H

Theoretical Approaches to Defining Social Injustice and Engaging in Social Change

As a core value in social work, this course examines epistemological and theoretical approaches to understanding social justice as they relate to social exclusion, marginalization, inequity, and oppression. Through a framework of intersectionality, we will address interconnected social processes and conditions associated with: imperialism and colonization; poverty and classism; racism and whiteness; citizenship and statelessness; multiculturalism and nationalism; anti-Semitism and Islamophobia; sexism, heterosexism and homophobia; and ableism and disability. This course will link personal knowledge with collective historical and institutional knowledges towards informing anti-oppression and decolonizing social work. Students will also explore how strategies for redressing various processes of injustice vary across socio-political contexts. Attention will be paid to how concepts can be engaged with, re-imagined, and inform/incite the work of resistance and activism in social work.

SWK 4510H

Research for Evidence-Based Social Work Practice

*Description noted under
Children and their Families Field of Study.*

**"Diversity makes for a rich tapestry.
We must understand that all the threads of the tapestry
are equal in value, no matter their colour;
equal in importance no matter their texture."**

Maya Angelou

FIELDS OF STUDY AND REQUIRED COURSES

SWK 4512H Research Knowledge for Social Justice

This course explores the role of the researcher in promoting social justice and diversity in social work practice and explores models of research with, rather than on communities. Learners will become familiar with methodologies that are developed to challenge the social inequalities underlying the production and dissemination of knowledge. The course is based upon critical theory premises, which deconstruct notions of a unitary truth that can be known by one method. While critical theory is diverse and comes with many debates within, for the purposes of this course, the goal of research is ultimately positioned to be a means of challenging and changing the inequities around them through understanding human conditions. The course will draw on insights from disciplines such as Women's Studies, Ethnic Studies, Aboriginal Studies, Critical Race Theory, Disability Studies, and LGBT Studies in examining the dynamics of race, gender, power, social change and their intersectionalities in the research process. Central to this course are methodologies that seek to redress power dynamics between researcher and those being "researched". We will examine the strengths and challenges of Participatory Action Research, Community-Based Research, Feminist Research, and Anti-Oppressive Research. We will also explore questions that arise when we utilize interviews, focus groups, participant observation and arts-based methods in the context of community-based, anti-oppressive research. During the course, learners will have the opportunity to design their own research project that reflects perspectives from anti-oppressive perspectives.

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

This course provides an opportunity to "reflect-on-practice" through critical and anti-oppression lens. Students are invited to critically examine what constitutes effective, justice infused professional practice through an interconnected set of course activities including, group process, assigned readings, consideration of historical precedents, engagement with guest speakers speaking about their own approaches to anti-oppressive practice, study-led presentations, and student's own professional experiences in social work practice as case material for class discussion and personal reflection.

The goal of the course is to identify a professional skill set necessary to effect social change at different scales – personal, interpersonal, family/community, organizational/institutional, and macro (community, policy and legislation). Careful consideration will be given to assessing – in a theoretically and methodologically rigorous, reflexive way – how social work practice tools and strategies can replicate inequalities, or work towards developing more accessible and equitable opportunities for diverse communities.

SWK 4702Y Social Work Practicum II (CR/NCR)

*Description noted under
Children and their Families Field of Study.*

Courses of Instruction: Year Two of the Two-Year MSW Full-Time Program and MSW Program with Advanced Standing

Social Justice and Diversity Field of Study: Two-Year MSW 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

◆ Two elective half-credit courses

MSW Program with Advanced Standing Complete above courses plus

◆ SWK 4510H

Research for Evidence-Based Social Work Practice

Total Course Load Equivalent to:

8 Half-Credit Courses:

Year Two of the Two-Year MSW Full-Time
Program

9 Half-Credit Courses:

MSW Program with Advanced Standing

(H=.5 credit; Y=1 full credit course)

Indigenous Trauma and Resiliency (ITR)

Curriculum description

The Master in Social Work, Indigenous Trauma and Resiliency program provides students with a course of study in trauma relevant to the complex needs and demands of practitioners working with individuals, families, schools and communities affected by generational and historical violence and suffering. This field is a two-year course of study that focuses on theoretical knowledge, personal development and skill building through face-to-face seminars, on-line distance learning and mentoring through field placements. In all learning, students will focus on the mental, spiritual, emotional, and physical effects of trauma on self, family, community and culture.

The curriculum supports students to explore values, resiliency, strengths and effects of trauma within their own cultural backgrounds, and to increase their understanding by interfacing with others from differing cultural backgrounds and experiences. Each of the five six-day intensives is built on a foundation of Indigenous values and a focus on the learner's personal wellness. Students will develop skills in counselling individuals, couples, and families experiencing the effects of current and historical trauma, always while attending to organizational and community contexts. They will also be equipped with the sensitivity and skills to identify the effects of current and historical trauma, cultural, political and religious abuse, war, bullying and lateral violence on communities and empower community members to intervene effectively, promoting strength and wellness. The initiative to develop a program of study in Indigenous trauma, resiliency and community-based intervention was made possible through collaboration with the Middleton-Moz Institute and the Ontario Federation of Indigenous Friendship Centres (OFIFC).

In many communities there are little to no resources, few individuals trained in couples, family and community intervention; and a lack of knowledge and the skills necessary to assist in the creation of trauma-informed schools and organizations, early intervention and prevention. In turn, there is a need to learn methods that draw on the resiliency and resources situated within and informed by distinct cultural communities. When the Ontario Federation of Indigenous Friendship Centres and the Middleton-Moz Institute extended an invitation to work together to develop a social work field of study at the University of Toronto focused on Indigenous Trauma and Resiliency, the Faculty enthusiastically joined the work toward offering this exciting new field within the MSW program.

For more information about the ITR field and the history of its development, please see <http://socialwork.utoronto.ca/admissions/msw-itr/>.

FIELDS OF STUDY AND REQUIRED COURSES

Description of Required Courses:

SWK 4101H**Understanding Historical and Multigenerational Trauma**

This course looks at the transmission of trauma from cultural, communal, familial and individual perspectives. Students critically examine the impact of generational trauma on historical and current risk factors in communities and gain understanding of the importance of resiliency factors in preventing the transmission of generational trauma.

SWK 4102H**Social Policy and Social Welfare in the Canadian Context**

This course is a requirement for students entering the program without a BSW degree. It emphasizes knowledge of policy development directly related to the colonization of Indigenous peoples in Canada and contemporary policy processes related to the health, education, family life and welfare of Indigenous peoples, families and communities. Students will learn skills needed to analyze social policies and programs, and will gain critical awareness of their link to social, political and economic priorities within and beyond Indigenous communities. Attention will also be directed to experiences of Indigenous peoples worldwide and practices in other jurisdictions.

SWK 4106H**Social Work Ethics and Indigenous Communities**

This course provides an overview of social work ethics as defined by the Canadian Association for Social Work and their integration/intersection with indigenous ethical principles in the community context. The course will address practice ethics in both historical and contemporary context, drawing on examples from Canadian and international social work practice.

SWK 4108H**Sexual Abuse, Sexual Assault and the Family**

This course examines the dynamics of sexual abuse in the family and explores why abuse, if not healed, increases in subsequent generations. The course also examines types and typologies of perpetrators of sexual assault and child sexual abuse as well as the aetiologies of sexually deviant behaviours. Learners explore strategies for assessment and treatment of offenders and victims of sexual violence.

SWK 4109H**Trauma and Human Development**

This course explores the sequential development of the brain and how trauma impacts that development. Learners are provided with an overview of normal development from birth to adulthood as well as development impacted by complex trauma. Learners will be exposed to methods used with children and adults that can assist in trauma integration.

SWK 4110H**Trauma and Addiction**

This course examines the developmental, neurological and familial roots of addictions. Learners explore factors that influence the development of an addicted brain, the biology of addiction and the trauma-addiction cycle. Students critically examine resiliency factors and strategies for prevention, intervention, and healing in individuals, families and communities, particularly in indigenous contexts.

SWK 4111H**Trauma informed Organizational and Community Intervention**

This course examines the foundations of trauma-informed care; the importance, in schools and care giving systems, of early intervention with children experiencing complex trauma. The steps for effective trauma informed and strength based organizational and community intervention are examined, from the first phone call to the completion of follow-up action plans with the community.

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

This course provides a critical overview of the history of research conducted on and for indigenous Peoples and to be a bridge between evidence based social work practice (EBSWP) and indigenous research knowledges. The course will explore current and historical research from indigenous perspectives, including ethics, methodologies, protocols, and practices. By starting from well-defined research questions, learners will consider the various methods that may shed light on questions relevant to indigenous Communities. While the course is not intended to provide intensive training in order to carry out research, the goal is to introduce learners to a variety of research strategies and tools to critically appraise research studies so that the learners will be able to contribute to Indigenous research knowledge.

“Before healing others, heal yourself”

Nigerian proverb

FIELDS OF STUDY AND REQUIRED COURSES

SWK 4516H

Indigenous Trauma and Resiliency Practicum

The MSW-ITR Practicum is a requirement for students without a BSW degree. Building on the direct practicum skills that students have developed through previous experience, this practicum emphasizes social work practice in a community and/or organizational setting where global indigenous and/or trauma-informed perspectives can be applied to service provision or community-driven research. Students are assigned to an approved practicum site and field instructor, and undertake a process of evaluating community needs, selecting a focus for the practicum in collaboration with the field instructor, and implementing a project. The project should include engagement with one or more of the following stakeholder groups: clients, service providers, traditional healers, knowledge holders, researchers, and health, social, or community organizations. Participation and outcomes in the practicum are evaluated in terms of their adherence to both social work and Indigenous principles students have learned in the first year of study. Potential activities for the practicum could include: community or program needs assessment;

collaboration in established knowledge-building activities; community outreach; community activism; original research; archiving; etc.

SWK 4517H

Indigenous and Participatory Research Methods

This course draws on indigenous, anti-oppressive and critical theories as the context for emerging methodologies for respectful, culturally-appropriate and community-relevant research in indigenous and other contexts.

SWK 4703Y

MSW ITR Practicum III

In this course learners undertake field placement in an area of trauma treatment or service delivery. The learner has the opportunity to apply the knowledge of theories, social work values and ethics and principles of trauma treatment presented in the classroom in working with individuals (children, youth, or adults), groups and families.

SWK 4901H

Facilitating Training in Indigenous Communities

This course prepares learners for the creation and execution of a three-hour workshop on a trauma related topic. Learners study “participant driven training skills” and examine tips for creating a successful presentation from beginning through delivery. Learners explore group dynamics and skills for dealing with people with whom it can be difficult to work.

SWK 4902H

Indigenous Perspectives on Grief, Loss and Unattended Sorrow

This course summarizes the steps in healthy grief resolution and reviews and dispels common myths, attitudes and values that block the grief process. Specific symptomatology present in individuals, families and communities experiencing grief from sudden and violent death due to recurrent suicides/murders in communities will be presented as well as methods to assist families and communities in grief resolution.

SWK 4903H

Program Development and Healthy Leadership –The Importance of Ceremony and Ritual

This course describes the necessary steps in developing dynamic programs that meet the needs of the population served. The course explores the qualities and actions of effective informal and formal leadership, timing and methods of advocating for change, and the significance of ritual and ceremony.

SWK 4904H

Working with Couples and Families in Indigenous Context

The course engages learners in a critical analysis of major theories/methods of family therapy in the context of indigeneity, race, ethnicity, sexual orientation and/or other identities and experiences. Learners use their knowledge and creativity to develop effective and culturally sensitive methods of assessing and treating families in their communities.

SWK 4905H

Seeing the Need, Creating the Solution

This course prepares learners to identify gaps in mental health service delivery and create solutions for unmet needs in indigenous communities in urban, rural and international environments. Students learn to identify barriers and strengths in communities and develop skills for leadership and program development of prevention and intervention services. Specific areas of need and intervention addressed include: grieving, suicide, family and community violence, addiction and drug use problems, and post-incarceration re-integration.

FIELDS OF STUDY AND REQUIRED COURSES

Courses of Instruction:**Year One of the Two-Year MSW-ITR****Field of Study**

- ◆ **SWK 4101H**
Understanding Historical and Multigenerational Trauma
- ◆ **SWK 4102H ****
Social Policy and Social Welfare in the Canadian Context
- ◆ **SWK 4106H**
Social Work Ethics and Indigenous Communities
- ◆ **SWK 4108H**
Sexual Abuse, Sexual Assault and the Family
- ◆ **SWK 4109H**
Trauma and Human Development
- ◆ **SWK 4110H**
Trauma and Addiction
- ◆ **SWK 4510H**
Research for Evidence-Based Social Work Practice
- ◆ **SWK 4516H ****
Indigenous Trauma and Resiliency Practicum
Practicum hours must meet the 450 hour minimum.
- ◆ **SWK 4902H**
Indigenous Perspectives on Grief, Loss and Unattended Sorrow

***Students entering the program with a recognized BSW degree are exempted from these courses.*

Courses of Instruction:**Year Two of the Two-Year MSW-ITR****Field of Study**

- ◆ **SWK 4111H**
Trauma informed Organizational and Community Intervention
- ◆ **SWK 4517H**
Indigenous and Participatory Research Methods
- ◆ **SWK 4703Y**
MSW ITR Practicum III
Practicum III is 450 hours, divided into a 410-hour direct practice placement and a 40-hour community intervention placement.
- ◆ **SWK 4901H**
Facilitating Training in Indigenous Communities
- ◆ **SWK 4903H**
Program Development and Healthy Leadership
–The Importance of Ceremony and Ritual
- ◆ **SWK 4904H**
Working with Couples and Families in Indigenous Context
- ◆ **SWK 4905H**
Seeing the Need, Creating the Solution

**“Even in its darkest passages, the heart is unconquerable.
It is important that the body survives,
but it is more meaningful that the human spirit prevails.”**

Dave Pelzer, Author of A Child Called It

Two-Year MSW Program; MSW Program with Advanced Standing

(Note: for Admission Information on the **Indigenous Trauma and Resiliency (ITR) Field of Study** see page 33)

The Factor-Inwentash Faculty of Social Work welcomes your interest in the programs offered at the University of Toronto. Applications are invited from highly qualified individuals who are interested in joining our faculty for a dynamic and challenging learning experience.

The University of Toronto is strongly committed to diversity within its community. The University especially welcomes applications from racialized persons/persons of colour and Indigenous people, persons with disabilities, LGBTQ persons, and others who may contribute to the further diversification of ideas. Within its commitment to academic and practice excellence, the Factor-Inwentash Faculty of Social Work seeks to select a student body that is inclusive and reflective of the diversity found within Canadian communities including but not limited to racialized persons/persons of colour and Indigenous people, LGBTQ persons, persons with differing abilities, mature students, and students from varying faith/spiritual communities.

Each year the Factor-Inwentash Faculty of Social Work receives many more qualified applications than spaces available in the program. Having the minimum admission requirements does not in itself guarantee admission to the Factor-Inwentash Faculty of Social Work. The Faculty reserves the right to select the most qualified applicants. All decisions are final. Before completing the application, please read the admission requirements and application instructions outlined below.

Admission Requirements

1. Candidates for admission to the Two-Year MSW Full-Time Program require an appropriate bachelor's degree from a recognized university, and shall have achieved at least a mid-B or better in the final year of full-time study or equivalent, in senior level courses (300 or 400 level).

Note: According to the School of Graduate Studies Calendar, "an appropriate bachelor's degree that has appropriate breadth, depth and, where appropriate, an affinity to the graduate program to which the applicant is seeking admission as determined by the School of Graduate Studies".

2. Candidates for admission to the MSW Program with Advanced Standing require a Bachelor of Social Work degree from a recognized university, and shall have achieved at least a mid-B or better in the final year of full-time study (or equivalent).

3. All applicants must have completed satisfactorily at least three full courses, or their equivalent, in the social sciences, to include a half-credit course in research methodology, preferably in the social sciences. A grade less than mid-B in the required half-credit course in research methodology will lessen the applicant's probability of admission.

4. Experience (voluntary or paid) in the social services or related field, and knowledge of critical social issues are recommended. Suitability for professional practice in social work will also be considered.

5. Candidates for the **MSW Program with Advanced Standing** (students entering with a BSW degree) must indicate on the MSW Program Application Form: (1) field of study; and (2) indicate a preference for full-time or part-time studies.

6. All applicants must show evidence of facility in the English language. If your primary language is not English and you graduated from a non-Canadian university where the language of instruction and examination was not English, then you must demonstrate your facility in English by completing one of the tests listed below:

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

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

For more information on the English language facility requirement please see the School of Graduate Studies Regulations or visit their website at www.sgs.utoronto.ca

Note re: part-time studies:

Enrollment is limited for part-time studies. Each year, the number of applicants admitted for part-time studies will vary depending on our enrollment. If you indicate part-time studies as your first choice and full-time studies as your second choice, your application for the full-time program will only be considered if there is space.

Two-Year MSW Program; MSW Program with Advanced Standing

(Note: for Application Instructions on the **Indigenous Trauma and Resiliency (ITR) Field of Study** see page 34)

IMPORTANT: Three Deadline Dates

1) November 1, 2019

Online Application and Application Fee

To avoid disappointment, applicants are strongly encouraged to submit the online application, fee, scanned and official transcripts by November 1, 2019, to allow sufficient time for referees to send in their electronic references.

2) November 28, 2019:

Final date to submit online application for September 2020 consideration.

3) December 10, 2019:

Final date for receipt of references and other supporting documents (Items 3-6 described below).

Once you confirm your application by proceeding to payment, the system will send an email to your referees inviting them to submit the completed form directly to the application database using a secure interface.

Your referees will be provided with a template of the electronic form.

The reference will be due on December 10, 2019.

How to Apply

1. Log in to the online application.
2. Provide the biographical and education information requested.
3. Be prepared to submit contact information for your referees. Be sure to inform your referees that you are doing this and that the University of Toronto, School of Graduate Studies will be contacting them by email.
4. Submit your payment.
5. Arrange to submit scanned and official transcripts from each university and college that you have attended.
6. Be aware of deadline dates.

Please read and follow all instructions carefully.

About the Application:

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

Applications are considered complete and can be reviewed only after all documentation is received by the Factor-Inwentash Faculty of Social Work (this includes reference letters submitted online by referees and official transcripts sent by mail). All documentation must be received at the Factor-Inwentash Faculty of Social Work by the documentation deadline date of December 10, 2019.

Part 1:

Documentation Required for Submission through the SGS web based Admission Application:

1. U of T Online Application and Application Fee. Please pay careful attention when making your selection to the Program of Study (POST CODE) on the on-line system. There are two options:

- a) Advanced Standing MSW Program**
- b) Two Year MSW Program**

In addition, applicants selecting the Advanced Standing MSW Program must also select one of the following Fields of Study:

- ◆ Children and their Families
- ◆ Gerontology
- ◆ Human Services Management and Leadership
- ◆ Mental Health and Health
- ◆ Social Justice and Diversity

2. The University of Toronto School of Graduate Studies online application system facilitates the online submission of reference letters. Detailed instructions are provided within the system. Three references are required and the reference template is available from our website. You will be asked to provide contact information for

your referees, including a valid institutional/ organizational email address, if available. Email addresses from generic email providers (e.g., hotmail, yahoo, gmail) will be rejected by the system.

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

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

If a referee does not maintain a valid email address (and therefore submission of a letter of reference online is not possible), or if your referees cannot submit the reference online they may submit the reference to you in a sealed envelope with their signature on the back of the envelope; or they may mail the reference directly to the FIFSW, Admissions Office, University of Toronto, 246 Bloor Street West, Toronto, ON, M5S 1V4.

In cases where a referee does not have a valid email address, the applicant is responsible for submitting the reference template directly to their referee. References received in envelopes that are not sealed or appear to have been tampered with will not be considered.

Reference Instructions:

The Admissions Committee will only review three references. Personal references are not appropriate (e.g. relatives, friends).

References must be from the following

TWO-YEAR MSW APPLICANTS:

1. One Academic from a University course instructor**
2. One from a Work or Volunteer Setting
3. One can be from either of the above sources.

ADVANCED STANDING APPLICANTS:

1. One Academic from a University course instructor**
2. One from a Work or Volunteer Setting
3. One from your practicum instructor/supervisor if you are currently completing your BSW degree or have received your degree within the past two years. If you graduated over two years ago, the reference should be from a work or volunteer setting***.

** If you have been out of school for more than 3 years, you may substitute the academic reference with another work or volunteer related reference.

*** If you are currently enrolled in a one-year BSW program and completing the practicum in Winter or Summer, you may substitute the practicum instructor/supervisor reference with one of the sources noted above. Include a brief cover letter with your Resume to explain your choice of references.

PLEASE NOTE: Items 3-6 below should be submitted in electronic form (Word, PDF, if available) by saving them to the SGS online admissions application. You will submit these from the Document Status web page that is accessible after you have confirmed payment of your application.

3. MSW Program Application Form.

For your convenience, this form is available on our website.

4. Résumé: Please carefully consider the following guidelines for your Résumé.

- (i) Your Résumé must clearly differentiate whether your experience has been paid, voluntary or through practica. Please list volunteer experience separately from paid employment. Include all experience, both Canadian and international.
- (ii) Use the following headings – use only those that are applicable to you and add/include any relevant headings, as needed.

- ◆ Education
- ◆ Employment
- ◆ Volunteer Work
- ◆ Practica and Internships
- ◆ Research Experience (i.e. Research Assistant Jobs; Title of Thesis or Research Project)
- ◆ Publications/Conference Presentations

- (iii) For each experience, you must include **both the month and year, and total number of hours.** For example:

Position Title Organization Dates (i.e.) May 2015–Aug 2016, (600 hrs) Description of your role

Please be as thorough as possible in stating the month and year, and total number of hours. Omission of this information will lessen the applicant's probability of admission.

- (iv) **There is no page limit to the Résumé.**

5. Field Practicum Experience: The Field Practicum Experience is only required for candidates applying for the MSW Program with Advanced Standing. Describe all of your BSW field practicum experiences. Include your name and Applicant Number, and use the following headings to organize your response:

- ◆ Name of Organization
- ◆ Dates in Placement
- ◆ Practicum Instructor's Name, Work Title/ Position and Degree Held
- ◆ Briefly outline your assignments in this Practicum

6. Written Statement: The general objective of the MSW Program is to educate students for professional practice* within a framework of social work and social welfare principles, critical professional judgement, systematic inquiry, and ethical responsibility.

The following essays form a critical part of the application, and will be a determining factor in the selection process. While answers should

be fully developed, please limit the length of responses to **500 words per question.**

Please type in a standard 12-pitch font.

Use separate pages (page break) for each question and include your name on each page. When you have completed the Written Statement please submit it in electronic form (Word, PDF) by saving it to the SGS Online Admissions Application. You will submit the Written Statement from the Document Status web page that is accessible after you have confirmed payment of your application.

As a general rule, in responding to these questions you want to provide clear, concise, and sufficient information of a superior quality that will enable the Admissions Committee to assess your motivation, appropriateness and suitability for **this** MSW Program.

* Professional practice is broadly defined and can include interventions at various levels (e.g., policy development, administration, community, individual, family and group work).

- (i) What experiences motivate you to (a) become a social worker; or (b) continue your social work education?
- (ii) Describe your skills (e.g.: volunteer/work) that you believe are relevant to social work (with examples). In particular, please describe your experiences working with diverse and marginalized populations.
- (iii) Describe your most substantial accomplishment and explain why you view it as such.
- (iv) Discuss how you believe a social worker could work with a contemporary social problem of interest to you.
- (v) How do you think that the Factor-Inwentash Faculty of Social Work MSW program can specifically benefit you and how do you think that you can contribute to the program? Please provide specific examples of how you will use your education in the future.

These factors will be considered in evaluating your written statement:

- ◆ Ability to respond to the questions clearly and succinctly.
- ◆ Ability to demonstrate analytical skills.
- ◆ Experience (voluntary or paid) in the social services or related fields, and knowledge of critical social issues.
- ◆ Strengths and suitability for professional practice.
- ◆ Complementary fit between the teaching faculty/field education resources and your learning interests/objectives.

Transcripts of Academic Records:

The following instructions apply to all applicants submitting an application for the MSW Program (two-year; advanced standing; MSW-ITR Field of Study).

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

1) Online Submission:

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

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

2) Paper Submission:

The University of Toronto requires one official transcript from each university and college that you have attended. If you attended the University of Toronto from 1995 onwards, you do not have to submit official transcripts, they will be downloaded via ROSI. All other official transcripts are required and can be submitted in one of two ways:

- a) Arrange to have an official transcript mailed to the Factor-Inwentash Faculty of Social Work at the address noted below.

or

- b) Arrange to have an official transcript issued to you, that you then submit directly (unopened and in the originally sealed envelope) to the Factor-Inwentash Faculty of Social Work at the address provided below.

Mailing Address:

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

- ◆ Academic records must be enclosed in an envelope provided by the institution(s) concerned and sealed and signed across the back of the envelope.
- ◆ Applicants who have attended universities outside North America should note that notarized English translations must accompany all documentation not written in English.
- ◆ Transcripts that are received in envelopes that are not sealed or appear to have been tampered with will have to be resubmitted, delaying the processing of your application.
- ◆ If transcripts are interim, pending completion of studies in progress, official final transcripts must be submitted when available to the Factor-Inwentash Faculty of Social Work, Admissions Office.
- ◆ Transfer Credit Statement: If you received transfer credits towards your undergraduate degree for courses completed at the College level, and if the number of transfer credits awarded do not appear on the official transcript, we will require an official statement from the university confirming the number of transfer credits awarded. The official statement should be mailed to the address noted above.

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

For your information:

It is critical to ensure that your application is complete, as incomplete applications cannot be processed. Document status can be checked in the "My Applications" section of the SGS online admissions application. The criteria for admission is based on academic standing, work or volunteer experience in the human services, written statement, and references.

Admission decisions will be communicated from mid-February to mid-April. As decisions are made, your status on the online application will be changed to Decision Made. All decisions will be communicated by mid-April.

It is your responsibility to ensure your application has been received. Advise the Admissions Office in writing of any change in your mailing or email address at: admissions.fsw@utoronto.ca

Applicants who have a bachelor's degree, but do not have required prerequisites must complete all program requirements by August 15, 2020. List all courses you will be taking during 2019-2020 on the online application form.

If you are recommended for admission, a non-refundable tuition deposit of \$500.00 will be required to hold your place in the program to which you have been admitted.

Each year we receive many more qualified applications than spaces available in the program. The possession of the minimum admission requirements does not in itself guarantee admission. The Faculty reserves the right to select which qualified applicants it will recommend for admission to SGS. All decisions are final.

Candidates applying for the MSW Program with Advanced Standing must declare a Field of Study. Students cannot change their field of study after having been admitted to the program.

Candidates admitted into the MSW Program with Advanced Standing are required to participate in practicum planning activities in late April 2020. Further details will be provided in the Admission Offer Letter.

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

MSW-Indigenous Trauma and Resiliency (ITR) Field of Study

The Factor-Inwentash Faculty of Social Work welcomes your interest in the programs offered at the University of Toronto. Applications are invited from highly qualified individuals who are interested in joining our faculty for a dynamic and challenging learning experience.

The University of Toronto is strongly committed to diversity within its community. The University especially welcomes applications from racialized persons/persons of colour and Indigenous people, persons with disabilities, LGBTQ persons, and others who may contribute to the further diversification of ideas. Within its commitment to academic and practice excellence, the Factor-Inwentash Faculty of Social Work seeks to select a student body that is inclusive and reflective of the diversity found within Canadian communities including but not limited to racialized persons/persons of colour and Indigenous people, LGBTQ persons, persons with differing abilities, mature students, and students from varying faith/spiritual communities.

Each year the Factor-Inwentash Faculty of Social Work receives many more qualified applications than spaces available in the program. Having the minimum admission requirements does not in itself guarantee admission to the Factor-Inwentash Faculty of Social Work. The Faculty reserves the right to select the most qualified applicants. All decisions are final. Before completing the application, please read the admission requirements and application instructions outlined below.

Admission Requirements

1. Candidates for admission to the ITR Field of Study require an appropriate bachelor's degree from a recognized university, and shall have achieved at least a mid-B or better in the final year of full-time study or equivalent, in senior level courses (300 or 400 level).

Note: According to the School of Graduate Studies Calendar, "an appropriate bachelor's degree that has appropriate breadth, depth and, where appropriate, an affinity to the graduate program to which the applicant is seeking admission as determined by the School of Graduate Studies".

2. All applicants must have completed satisfactorily at least three full courses, or their equivalent, in the social sciences, to include a half-credit course in research methodology, preferably in the social sciences. A grade less than mid-B in the required half-credit course in research methodology will lessen the applicant's probability of admission.

3. Candidates must have at least three years of work experience in the social service/Indigenous services sector.

4. As part of the application process, applicants may be asked to participate in an in-person or Skype interview.

5. Candidates must show evidence of facility in the English language. If your primary language is not English and you graduated from a non-Canadian university where the language of instruction and examination was not English, then you must demonstrate your facility in English by completing one of the tests listed below:

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

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

For more information on the English language facility requirement please see the School of Graduate Studies website: www.sgs.utoronto.ca

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

MSW-Indigenous Trauma and Resiliency (ITR) Field of Study

IMPORTANT: Three Deadline Dates

1) October 17, 2019

Online Application and Application Fee

To avoid disappointment, applicants are strongly encouraged to submit the online application, fee, scanned and official transcripts by October 17, 2019, to allow sufficient time for referees to send in their electronic references.

2) November 1, 2019:

Final date to submit online application for September 2020 consideration.

3) November 15, 2019:

Final date for receipt of references and other supporting documents (Items 3-5 described below).

Once you confirm your application by proceeding to payment, the system will send an email to your referees inviting them to submit the completed form directly to the application database using a secure interface. Your referees will be provided with a template of the electronic form.

The reference will be due on November 15, 2019.

How to Apply

1. Log in to the online application.
2. Provide the biographical and education information requested.
3. Be prepared to submit contact information for your referees. Be sure to inform your referees that you are doing this and that the University of Toronto, SGS will be contacting them by email.
4. Submit your payment.
5. Arrange to submit official and scanned transcripts from each university and college that you have attended.
6. Be aware of deadline dates.

Please read and follow all instructions carefully.

About the Application:

Applications to the FIFSW must be submitted to the School of Graduate Studies (SGS) using an online application which is housed on a secure server at the University of Toronto. The online application allows applicants to manage and submit biographical and educational information, as well as specific documents (MSW-ITR Written Statement, Resume, etc.) immediately to the University of Toronto. Applicants can edit an in-progress application and check the status of all documents submitted using a secure password and Userid. An email account is needed to complete the online application, as the University of Toronto will correspond with applicants using email.

Applications are considered complete and can be reviewed only after all documentation is received by the FIFSW (this includes reference letters submitted online by referees and official transcripts sent by mail). All documentation must be received at the FIFSW by the documentation deadline date of November 15, 2019.

Special Criteria

In order to be considered for enrolment in this program, applicants must have work experience in any of the fields of social work, psychology, addictions, community intervention, nursing or traditional healing and medicines.

While this work may resonate with many people, preference will be given to individuals who have both addressed their personal trauma and have done work in the community in a capacity as noted above.

The application process will consist of two stages:

1. Review of the application form;
2. Interview for those applicants who pass through the application review stage.

Commitment to community healing is a key factor in developing this program and potential learners will be considered based on their ability to identify a personal willingness to learn about themselves, a commitment to community wellness and readiness to take on pertinent projects.

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

1. U of T Online Application and Application Fee. Please pay careful attention when making your selection to the Program of

Study (POST CODE) on the on-line system. Select: **SWITRMSW 2**

2. **Reference Forms:** The University of Toronto, SGS online application system facilitates the online submission of reference letters. Detailed instructions are provided within the system. Two references are required and the reference template is available from our website. You will be asked to provide contact information for your referees, including a valid institutional/organizational email address, if available. Email addresses from generic email providers (e.g., hotmail, yahoo, gmail) will be rejected by the system. Once you confirm your application by proceeding to payment, the system will send an email to each of your referees, who have a valid email address, inviting them to submit the completed form directly to the application database using a secure interface. The email will include reference instructions and the reference form.

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

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

The Admissions Committee will only review two references. Personal references are not appropriate (e.g. relatives, friends). References are acceptable from the following:

- ◆ Academic from a University course instructor
- ◆ Work, Volunteer Setting, or from a Practicum instructor/supervisor
- ◆ Traditional Teacher, mentor, or professional colleague.

PLEASE NOTE: Items 3-5 should be submitted in electronic form (Word, PDF, if available) by saving them to the SGS online admissions application. You will submit these from the Document Status web page that is accessible after you have confirmed payment of your application.

3. MSW-ITR Program Application Form. For your convenience, this form is available on our website.

4. Résumé: Please include the following headings for the Résumé:

- ◆ Education: all post-secondary experiences, including degrees/diplomas not completed or in progress.
- ◆ Employment; Volunteer Work; Practica and Internships: It is important that you include the duration (number of months/ years) and hours per month for each work and volunteer experience. Your Resume must clearly differentiate if your experience has been paid, voluntary or through practica. Please list volunteer experience separately from paid employment.
- ◆ Please emphasize your work in any of the areas of social work, psychology, addictions, community intervention, nursing or traditional healing and medicines.
- ◆ Research Experience: list projects, publications, and skills.

◆ Please indicate any experience you may have practicing with traditional healing and medicines.

◆ Please indicate any other training/ workshops/education you have received, including information about the training topic and the length of training.

◆ Please indicate any social/cultural training/ practices/disciplines that you have received including information about the training topic and the length of training.

4a Field Practicum Experience (to be included on the Résumé):

The Field Practicum Experience is only required if you have a BSW degree. Describe all of your BSW field practicum experiences. Include your name and Applicant Number, and use the following headings to organize your response.

- ◆ Name of Organization
- ◆ Dates in Placement
- ◆ Practicum Instructor's Name, Work Title/ Position and Degree Held
- ◆ Briefly outline your assignments in this Practicum

5. MSW – ITR Written Statement questions.

The following essay questions form a critical part of the application, and will be a determining factor in the selection process. While answers should be fully developed, please limit the length of responses to 500 words per question. Please type in a standard 12-pitch font. Use separate pages for each question and include your name on each page:

- (i) What experiences motivated you to seek entry to this program?
- (ii) What knowledge and experience do you currently have that are relevant to this program?
- (iii) Describe how you believe an MSW in Indigenous Trauma and Resiliency will assist you in meeting the existing needs in your community.
- (iv) Describe your personal coping strategies in dealing with personal or professional stress.
- (v) Identify one thing you are most excited about learning.

Transcripts of academic records:

Please refer to instructions noted on page 32 of this booklet

For your information:

- ◆ It is critical to ensure that your application is complete, as incomplete applications cannot be processed. Document status can be checked in the "My Applications" section of the SGS online admissions application. The criteria for admission is based on academic standing, work or volunteer experience in the human services, written statement, and references.
- ◆ It is your responsibility to ensure that your application has been received. Advise the Admissions Office in writing of any change in your mailing or email address at: admissions.fsw@utoronto.ca
- ◆ Applicants who have a bachelor's degree, but do not have the prerequisites must complete all the program requirements by August 15, 2020. List all courses you will be taking during 2019-2020 on the on-line application form.
- ◆ If you are recommended for admission, a non-refundable tuition deposit of \$500.00 will be required to hold your place in the program to which you have been admitted.

INFORMATION SESSIONS:

The FIFSW hosts Information Sessions. Details are posted on our website at:
www.socialwork.utoronto.ca/admissions/information-sessions/



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UNIVERSITY OF TORONTO

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