



FACTOR-INWENTASH
FACULTY OF SOCIAL WORK
UNIVERSITY OF TORONTO

PhD Application and Program Information

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, interdisciplinary, and international reputation. Thriving on longstanding partnerships with a wide community of agencies and services, we now have strong partnerships with over 400 community agencies. We collaborate in our research with many of these organizations and social service agencies on relevant and vital issues, enabling us to provide invaluable opportunities for our students to engage with and learn from social workers and community professionals as part of the PhD program.

The research we are doing is highly relevant and accessible. Our studies are generating new knowledge, informing social work practice

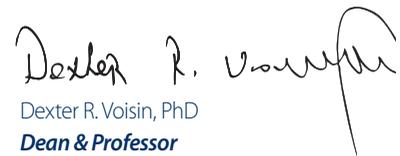
and influencing government policy at both the federal and provincial level. Representing an impressive range of expertise, our faculty is comprised of exemplary academics from diverse backgrounds, many of whom are engaged with local, national and international networks. Our Faculty through teaching, research and service address pressing social priorities ranging from aging, child welfare, HIV, mental health, trauma and structural and neighbourhood violence.

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 continue to 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.

The Faculty prepares hundreds of students to make a difference in people's lives. Doctoral

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

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



Dexter R. Voisin, PhD
Dean & Professor

Sandra Rotman Chair in Social Work
Factor-Inwentash Faculty of Social Work
University of Toronto

Message from the Director, PhD Program

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

Doctoral education is critical to cultivating the scholars of future generations. Our faculty is committed to preparing strong researchers, educators, and leaders for the field of social work. The doctoral program is designed to deepen students' knowledge, broaden their

capacities, sharpen their vision, and enrich their commitment to social work. Engaged in coursework as well as different research and teaching opportunities, doctoral students in our program are intellectually stimulated and challenged in a supportive environment. Beyond the faculty, students can also enjoy the wealth of supports and resources offered by the greater University of Toronto community. Many benefit from taking graduate-level courses at different departments, or participating in one of the collaborative programs, and these opportunities encourage students to develop a comprehensive analytical lens and skillset when approaching their areas of research. We are confident that over the course of the doctoral training, our students will generate important and innovative research that can push forward the state of the social work field.

This booklet provides you with an overview of our faculty and the doctoral program. You will find information about faculty members' research interests, program requirements and related

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

Sincerely,



Lin Fang, PhD
Director, PhD Program

Faculty Members' Research and Teaching Interests

A Distinguished Social Work Faculty

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

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. 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. 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.

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.

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 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.

B. Fallon, PhD (Toronto). Dr. 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.

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.

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.

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.

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 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 LGBTQ 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, LGBTQ-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.

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.

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 scholarships 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.

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.

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. He is currently completing research projects on social policy and poverty, immigrant access to services and settlement experiences, and reducing hospital-acquired infection rates.

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.

R.J. MacFadden, PhD (*Toronto*). His research, scholarship and practice have focused in child welfare, clinical social work practice, information technology in professional social work practice and neuroscience in social work practice.

E. Marzali, 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 the 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.

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.

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 research focuses on operationalizing and testing concepts of empowerment in working with clients, organizations, and communities.

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

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

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

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

Magnus Mfofo-McCarthy

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

The Program

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

Candidates for the degree of Doctor of Philosophy shall:

1) Complete the following half-courses, or their equivalent, approved by the SGS:

a) 5 PhD required courses:

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

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

SWK 6307H Designing and Implementing Qualitative Social Work Research

SWK 6308H Designing and Implementing Quantitative Social Work Research

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

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

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

b) Graduate elective half-courses (or equivalent) at least one of which is taken at the Faculty of Social Work, and at least one of which is taken in another graduate department at the University of Toronto. Elective courses are primarily substantive in nature but can also be methodological.

They are selected by the students based on the focus of their research, with multiple interdisciplinary options.

- 2) a) Students are required to successfully complete a Comprehensive Exam (SWK8000H), which typically corresponds to the original theoretical framework of their thesis.
- b) Subsequently, students develop a Thesis Proposal with guidance from their Supervisor and committee members. Once the proposal is approved by the committee, students move on to the status of PhD Candidates (equivalent to ABD = all but dissertation).
- 3) Students then conduct a Thesis which shall constitute a distinct contribution to knowledge in the field of social work and must be based on research conducted while registered for the PhD Program. A thesis should have a coherent topic with an introduction presenting the general theme of the research and a conclusion summarizing and integrating the major findings. Nonetheless, it may contain a collection of several papers. The collection of papers may be expanded or supplemented by unpublished material, scholarly notes, and necessary appendices. In all theses, pagination should be continuous; there should be a common table of contents and an integrated bibliography for the whole thesis. The student shall successfully defend the thesis at a final oral examination which is administered by SGS.
- 4) Students must have an adequate knowledge of a language other than English if an additional language is deemed essential for satisfactory completion of research for the thesis. The Faculty is responsible for ensuring that an acceptable certificate of language competence is deposited with SGS.

Good Standing Requirement and Progress through the PhD Program.

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

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

THE PROGRAM OBJECTIVES

The objective of the PhD program is to prepare the next generation of Canadian and international scholars for their roles as the academic, practice, and policy leaders of tomorrow. The program is designed to develop students as critical thinkers who are able to employ a wide range of research methods, to pose relevant and timely questions that lead to

the production of interdisciplinary knowledge that can be used to improve individual and social conditions.

A Factor-Inwentash Faculty of Social Work PhD graduate will receive education in conducting qualitative, quantitative, and multi-method research, applying a range of theoretical orientations, and writing for academic, practice,

and policy audiences. Students develop their own content areas, guided by members of the faculty as well as the broader university, and graduate as substantive experts in their respective fields. PhD students will be mentored to develop their teaching skills and are encouraged to become course instructors within the Faculty.

PhD Funding Commitment

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

Eligibility

- 1) Students to be eligible for the funding commitment are required to be engaged in full-time studies for the academic year so that they can pursue their education within the necessary time requirement and commit fully to their education. Full-time is defined as being registered as a full-time student each academic session.
- 2) Students are required to make satisfactory progress through the program as defined by the School of Graduate Studies (www.sgs.utoronto.ca). A PhD student by the end of August of the third year is expected to have completed all program requirements exclusive of the Thesis (i.e., course work, Comprehensive Paper Proposal, Comprehensive Exam and Thesis Proposal approved by their committee). The research, writing and oral examination of the Thesis should be completed by the end of the fifth year of the program. Students on file with the University Accessibility Services follow a specific plan that is appropriate. Students who are on a leave of absence (health, parental, or other) in Years One through Five are not eligible for funding during the time absent. The time to completion clock will stop for students who are on approved leave until they return to full-time study.
- 3) Students demonstrate evidence of applying for major external funding.
- 4) Annual Reports: Starting from the second year, students and their supervisors are expected to provide annual progress reports (end of May) to the PhD Program Director to **be considered in good standing**, which means the student is meeting the milestones (e.g. coursework completion, Comprehensive Exam, Thesis Proposal approval, and Thesis completion) stipulated in the PhD Manual.

Composition of the PhD Funding Package 2019-2020

The Factor-Inwentash Faculty of Social Work provides a minimum funding commitment of \$17,500 for full-time students after students pay off their tuition and fees. The funding package includes a combination of awards received, research and teaching assistantships and other external sources. All students need to pay tuition and fees on their own. The funding commitment of \$17,500 is computed after the tuition and fees are paid. The academic year fees and incidental fees have been factored into the funding packages for students.

a) For students who do not hold a major external award:

The composition between University of Toronto Fellowship (UTF) and employment opportunities (e.g. research assistantships) is specified in the table below:

Year	UTF	+	Work	—	(Tuition+ fees)	=	Total
1 to Cand.	\$16,500	+	\$8,851	—	approx \$7,851	=	\$17,500
Cand. to 5	\$18,500	+	\$6,851	—	approx \$7,851	=	\$17,500

**2019-2020 Tuition/Fees basis*

b) Students who hold an Ontario Graduate Scholarship (OGS) and regular SSHRC awards will receive a top-up funding of \$5,000 or \$6,500 per year until year 5, depending on their candidacy status.

Students who hold a higher valued major external award (e.g. CGS-SSHRC, CIHR doctoral awards, and Vanier award) will not receive top-up funding.

I came to study in Toronto by myself as an international student. The inclusive, vibrant, and progressive climate of the Factor-Inwentash Faculty of Social Work (FIFSW) yet made me feel at home and stay invigorated. The PhD curriculum has expanded my knowledge territories; the mentorship I received from my supervisor and many intelligent faculty members is truly nurturing and transformative. During the time at the FIFSW, I was given numerous opportunities for personal growth, professional development, and lifetime friendships. Going through this uneasy yet enlightening journey, I have gained confidence to carry out research that can have a meaningful impact on the communities I care about.

Yu-Te Huang

Class of 2017, Assistant Professor, Department of Social Work and Social Administration, the University of Hong Kong

Internal Awards

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

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

All internal awards, including Royal Bank Fellowships, are considered part of the Faculty's funding commitment to students.

Faculty Initiatives

The Faculty provides various opportunities for students to strengthen their research and teaching experiences and capacity. Below are some examples.

The First Year Faculty Matching and Additional Funding Program

Introduction

The First Year Faculty Matching and Additional Funding Program will provide research assistantship funding for first-year doctoral students who do not have an internal (e.g. Royal Bank Fellowship) or external major award (e.g. OGS, SSHRC). Faculty members are invited to submit proposed research projects in early Fall. Students will have the opportunity to review faculty research project submissions and indicate/rank which projects best meet their research interests. Faculty members who are matched with a student are expected to pay half of the research assistantship (approximately \$4,500) through a payroll stipend on a monthly basis through their research funding. FIFSW will contribute to the other half of the research assistantship through a UTF. Students who are matched are expected to work approximately 320 hours (based on \$28.00 per hour) from October to August.

Selection Process

A list of submissions from the faculty members will be made available to eligible first-year doctoral students to rank according to their research interests in the Fall. The Selection Committee, typically consisting of the PhD Program Director, Associate Dean, Research, Research Manager, and Faculty Registrar, will identify potential student-faculty matches. Upon potential faculty-student matches are identified, the PhD Program Director will notify both faculty members and students. Faculty members will receive the CV's of the potential match(es), and can set up a face-to-face interview with the student(s). After reviewing the CV and having an interview with the student(s), faculty members will provide their input to the Selection Committee. The committee will finalise the match based on faculty input and student preferences.

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

David Delay

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

Teaching Opportunity Initiative (TOI)

The Teaching Opportunity Initiative (TOI) provides interested PhD students the opportunity to teach one 3-hour class in the MSW program with the support of a faculty member. This opportunity can take place at any point in the PhD program but is intended for students who have not had teaching opportunities at the Faculty. If desired, students will be able to make this request to more than one Faculty.

The goal of this teaching opportunity is to contribute to the student's development as a social work educator through observing and offering educational experiences. The student should have expertise in the subject area of their chosen internship site. TOI provides an experiential component under the direction of a faculty member with professional expertise and teaching experience in the student's area of interest.

Eligibility

All registered PhD students are eligible.

Responsibilities of the Student

The student is expected to:

- ◆ Approach a Faculty member teaching a course in area of interest to the student and propose that he/she teach one, three-hour class during the term that the course is being taught.
- ◆ Review the syllabus and, with the Professor, identify the lecture that would be appropriate.
- ◆ Attend one or two classes of the course prior to the lecture.
- ◆ Present the plan for the lecture at least 1 week prior to the class with all slides and materials.
- ◆ Meet with Professor after the class and discuss the lecture

Responsibilities of the Faculty Member

The faculty member is expected to provide:

- ◆ Time to meet with the student to identify appropriate class.
- ◆ Observation of the student.
- ◆ Feedback upon completion of lecture.

Guidelines

Each student and faculty member will decide together how much preparation meeting time with the faculty member is required. It is suggested that there be 1 session for planning.

NOTE: This opportunity is optional and not-for-credit.

Expected Outcomes

Upon completion of the teaching opportunity, the PhD student should emerge with the following competencies:

- ◆ The awareness of how to prepare an educational activity including materials such as an outline for a class session, teaching notes, handouts, exercises and cases.
- ◆ The awareness of how to deliver an educational activity such as a lecture, workshop, or tutorial in ways that enhance the students' learning and development as a social worker.
- ◆ The ability to interpret and use feedback from participants and observers (faculty members).

Teaching Apprenticeship Initiative (TAI)

The goal of the Teaching Apprenticeship Initiative (TAI) is to contribute to PhD students' development as social work educators through engaging in course preparation as well as observing and offering educational experiences. The apprenticeship provides students with an opportunity to gain valuable hands-on experience and develop competence in teaching a particular subject area in social work.

TAI is intended for doctoral students interested in teaching social work in higher education. It provides an experiential component under the direction of a faculty mentor with professional expertise and teaching experience in the student's area of interest.

Eligibility

Eligible students need to meet all of the following criteria:

- 1) The PhD student must have an approved comprehensive paper. Priorities will be given to those who have achieved candidacy (i.e., the student's thesis proposal has been approved by the supervisory committee).
- 2) The PhD student is registered as a full-time student.
- 3) The PhD student has not been a course instructor (CI).

Guidelines

The PhD teaching apprentice will be matched with a course in the MSW program at the University of Toronto, or an undergraduate course taught by an FIFSW faculty member. The faculty member serves as the mentor for the apprentice. The mentor and apprentice meet prior to the beginning of the course and develop a learning plan. The typical learning plan **may** involve the following:

- ◆ The mentor engages the apprentice in course development.
- ◆ The mentor invites the apprentice to participate in faculty-level teaching-related activities, such as student advising sessions, discussion of course design, or curriculum development meetings.

- ◆ The apprentice observes the classes taught by the mentor. The apprentice learns to complete classroom observation notes designed to identify skills and concepts used in the class. The apprentice analyzes the observation notes with the mentor.
- ◆ The mentor and the apprentice review and discuss literature on teaching in the field of social work.
- ◆ The apprentice attends the workshops and/or the Teaching Fundamentals Certificate programs (<http://tatp.utoronto.ca/certificate-program/>) offered by the Centre for Teaching Support and Innovation (CTSI).
- ◆ The apprentice takes SWK6006H Theory & Practice of Teaching Social Work.
- ◆ The apprentice may prepare a lesson plan in consultation with the mentor and leads 1 to 2 course sessions (in part or in full). The mentor will provide feedback to the apprentice and review session evaluations with the apprentice.
- ◆ Towards the end of the apprenticeship, the teaching apprentice develops a teaching portfolio that includes at minimum a teaching philosophy and an analysis of the apprentice's teaching evaluations. The mentor will review the portfolio and provide feedback.

Application and Matching Processes and Procedures

The application and matching processes and procedures are detailed below:

1) Faculty Mentor Proposal

Invitation for proposals will be announced to faculty members two to three times per academic year, depending on the number of eligible students. Interested faculty members should submit the following to the Director of the PhD Program:

- a)** Name of the proposed course and draft course outline. The course can be offered in Fall, Winter, or Summer semester.
- b)** A preliminary learning and mentoring plan for the teaching apprentice.

2) Teaching Apprentice Application

The Director of the PhD Program will compile faculty mentor applications and distribute to eligible PhD students. Those students who would like to apply will submit the following to the Director of the PhD Program:

- a)** A detailed Curriculum Vitae outlining education, professional experiences, research, publications and other scholarly activities.
- b)** A short statement (no more than one page) describing the areas of the student's teaching interest.
- c)** A ranking of the Apprenticeship opportunities available based on the student's teaching interests.

3) Matching

The Director of the PhD Program will work with the Associate Dean, Academic, and the Administrative Coordinator, Admissions & Programs (ACA) to identify potential mentor-apprentice matches. The potential matches will be notified by the PhD Program Director. Faculty members will receive the applications of the potential match(es), and set up a face-to-face interview with the student(s). After the interview, the faculty members will provide their input to the Director of the PhD Program, who will finalize the matches based on faculty input and student preferences.

4) Finalized Learning and Mentoring Plan

The faculty mentor and teaching apprentice match will meet and finalize the learning and mentoring plan which they will then submit to the Director of the PhD Program. Both the faculty mentor and the teaching apprentice need to sign the plan.

Expected Outcomes

Upon completion of the teaching apprenticeship, the PhD student should emerge with the following competencies:

- ◆ The knowledge and skills required to prepare a course from beginning to end.
- ◆ The ability to prepare a lesson plan about a particular substantive topic or area.
- ◆ The ability to deliver an educational activity such as a lecture, workshop, or tutorial in ways that enhance one's learning and development.
- ◆ The ability to interpret and use feedback from students and the mentor.
- ◆ The capacity to reflect on and develop one's teaching style and pedagogy.

Financial Support

This is a paid apprenticeship but not a course. While the teaching apprentice will not receive a course credit, the apprentice will receive a \$3,500 fellowship from FIFSW. The fellowship is considered as part of the faculty's financial commitment to PhD students.

Program Activities

The Faculty has an active PhD Activity Task Force that consists of PhD students and PhD Program Director. The task force organizes and sponsors a range of activities that aim to enrich student learning and professional development.

Below is a snapshot of the activities offered in the past.

Workshops and Presentations

Pedagogical Approaches to Equity in the Classroom

Ontario Federation of Indigenous Friendship Centres (OFIFC) Cultural Competency Workshop

Career Pathways for PhD Grads

Non-Academic Job Panel Discussion: A Panel Discussion

Faculty Job Search: A Panel Discussion

Getting an Academic Job Workshop

Career Pathways for PhD Grads: Being a New Hire in Academic Jobs

Academic Job Search Workshop

Grant Writing Workshop

Academic Publication Presentation Series: A Panel Discussion

Demystifying the Publishing Process

How to Make Peer-Review Writing & Publishing Efficient and Fun

Publishing Critical Qualitative Research in 3,000 Words or Less

Work-Life Balance: A Group Discussion

Career Education Workshop: LinkedIn Lab and Graduate Professional Skills (GPS) Program

Alumni Webinar Research Presentations

Peer Support Events and Groups

PhD Peer Support Group

Writing Circle

Colloquiums

Basic Income and Social Policy in Canada

The Walls to Bridges Program: Rattling Assumptions about Prisoners, Education and Social Work

Empathy, Guilt and Fear among Israeli-Jews towards Palestinian Arabs

Racial Violence and Social Integration in Fraternities and Sororities in the University of The Free State, in South Africa

Digital Health Technologies to Promote Chronic Disease Self-management in Youth

Cyberbullying and Young People: Behaviours, Experiences and Resolutions

Completing my PhD in Social Work at the Factor-Inwentash Faculty of Social Work has advantaged me in a multitude ways. It expanded my competencies and confidence in conducting studies of high rigor and broad relevance; it fostered connections and life-long partnerships with colleagues in the Faculty and with academics and researchers around the world; it honed my confidence in taking a leadership role in knowledge building and testing; and it instilled in me the importance of assisting future students in their learning journey. Completing the PhD was time well spent and a learning journey well worth taking.

Deborah Goodman

Class 1999, Director, Child Welfare Institute, Children's Aid Society of Toronto; Assistant Professor (status only), Factor-Inwentash Faculty of Social Work, University of Toronto

Course Descriptions of Required Courses

PhD 1st Year Colloquium

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

SWK 6301H Intermediate Statistics and Data Analysis

*Prerequisite: SWK4506
or pass equivalent competency exam.*

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

SWK 6302H Epistemology and Social Work Research

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

SWK 6307H **Designing and Implementing Qualitative Social Work Research**

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

SWK 6308H **Designing and Implementing Quantitative Social Work Research**

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

SWK 7000H **Doctoral Thesis/Comprehensive Seminar**

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

Electives

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

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

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

Comprehensive Exam (SWK 8000H)

The Comprehensive Exam is an essential element of the PhD degree requirements at the Factor-Inwentash Faculty of Social Work, University of Toronto. In completing the Comprehensive Exam requirement, the student will develop and demonstrate a critical capacity in research and writing which is fundamental to scholarship. In selecting a topic, the student chooses an issue, policy, or problem area in the social welfare field which will contribute to the critical assessment of theory and research and which will form the underpinnings of the research question to be addressed in the Thesis. In other words, the literature review conducted for the Comprehensive Exam advances the preliminary work necessary for formulating the Thesis question. PhD students will enroll SWK8000H in the Winter session of the second year.

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

Martha Kumsa

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

Collaborative Specializations

Addiction Studies

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

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

Aging, Palliative and Supportive Care Across the Life Course

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

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

Bioethics

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

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

Ethnic, Immigration and Pluralism Studies

This program aims to serve as a focal point for the study of ethnic and race relations across a range of disciplines and professional fields at the University of Toronto. The university has a wealth of resources related to such issues as: indigenous peoples, immigration, nationalism, cultural and linguistic groups, ethnic communities, and inter-group attitudes and relations. Each of these has impacts across a range of institutions – in employment and the economy, education, health and social services, local communities, politics and government, and in regional and international relations. The result is a comprehensive pool of specialized knowledge and experience doing justice to the complexities involved in considering the “Canadian mosaic,” parallel issues in other countries, and across the globe. An understanding of these issues in the making of policy, and the possibilities for the application of future research are exciting.

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

Health Services and Policy Research

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

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

Public Health Policy

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

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

Sexual Diversity Studies

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

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

Women and Gender Studies

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

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

Women's Health

This program provides interdisciplinary training in women's health research and practice for graduate students at the University of Toronto with the goal of: (i) helping students develop shared understandings of the complex interactions of biology and environment, sex and gender; (ii) providing students with the necessary skill set to undertake and lead interdisciplinary, collaborative health care research projects; (iii) enhancing mutually beneficial relationships among researchers and practitioners of women's health across the university and its affiliated teaching hospitals.

Website: www.dlsph.utoronto.ca/programs/collaborative-specialization-in-womens-health/

Admission Requirements

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

- 1) A Master of Social Work degree or an equivalent Master's degree with a B+ average from an accredited program in a university of recognized standing
- 2) Competency in basic statistical methods at an introductory level (an introductory statistics course is offered in the first term of the program to ensure that students meet this prerequisite).
- 3) Educational and professional experience that will indicate a capacity to undertake research-oriented post-graduate work.
- 4) Must show evidence of facility in the English language. If your primary language is not English and you graduated from a non-Canadian university where the language of instruction and examination was not English, then you must demonstrate your facility in English by completing one of the tests listed below:
 - ◆ TOEFL Paper-Based Test Score of 580 and TWE Score of 5
 - ◆ Internet-based TOEFL Test Score of 22/30 for both the Writing and Speaking Sections, with an overall TOEFL Score of 93/120
 - ◆ IELTS Minimum required score: 7.0 (Academic) with at least 6.5 for each component.
 - ◆ The Certificate of Proficiency in English (COPE) – Required score: 76 (with at least 22 in each component and 32 in the writing component)
 - ◆ International ESL Program, School of Continuing Studies, University of Toronto
Required score: a final grade of B in Level 60

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

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

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

Funding Opportunity: INQYR Doctoral Research Trainee

Professor Shelley Craig at the Factor-Inwentash Faculty of Social Work (FIFSW) at the University of Toronto is seeking applications for a INQYR Doctoral Research Trainee from prospective Social Work PhD students. The successful trainee will receive a multi-year competitive stipend to be a full-time PhD student at the FIFSW supervised by Dr. Craig and to work with the International Partnership for Queer Youth Resilience (INQYR – a multi-year SSHRC

funded partnership). INQYR has a range of exploratory and intervention research studies for the well-being of Sexual and Gender Minority Youth, with a focus on their use of Information and Communication Technologies. The successful Trainee will also participate in INQYR's International Student Training Network, where they will receive specialized mixed-methods training from Dr. Craig and other INQYR team members. Prospective students must be

admitted by both the INQYR project and FIFSW's PhD program. Prospective students should email a CV, statement of interest, and unofficial transcript to Andrew Eaton at andrew.eaton@utoronto.ca before **5:00 pm on November 1, 2019**. Finalists will be interviewed. After the interview, prospective students need to also submit a full application package to FIFSW's PhD program. For more information, visit our website at www.inqyr.org/trainee

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

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

There is one other thing. You need the moral courage to do what you know is right. Now go practice. Your heart and spirit will thank you for it and one day the world will too.

Cindy Blackstock (*Gitksan First Nation*)

*Class of 2009, Executive Director, First Nations Child and Family Caring Society of Canada.
Professor, McGill University*

Application Instructions

Please read and follow all instructions carefully.

About the Application:

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

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

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

How to Apply:

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

Two Deadline Dates

1) December 2, 2019

Deadline to Submit:

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

2) January 10, 2020

Deadline to Submit Supporting Documentation:

- ◆ PhD Program Application Form
- ◆ Three Reference Forms
- ◆ CV
- ◆ Academic and Personal Statement
- ◆ Optional: Writing Sample

Plus required documentation of either Option 1 or Option 2.

Option 1

- ◆ Research Proposal

Option 2

- ◆ GRE General Test Score

My doctoral journey was set in motion by my passion to contribute to the social work profession in meaningful ways. Over the course of my studies at the Factor-Inwentash Faculty of Social Work, I was reminded time and time again that pursuing higher education at a world renowned university in a city rich in culture and diversity was both an honour and privilege. I was incredibly grateful to have been mentored by exemplary scholars and to have formed lasting relationships. The program equipped me with the knowledge, skills, and critical lens necessary to engage in effective clinical education and practice-driven research in pediatric healthcare, ultimately improving service delivery to children and their families.

Corry Azzopardi

Class of 2015, The Hospital for Sick Children, Toronto

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

1) U of T Online Application and Fee.
Please select: **Doctor of Philosophy Program**

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

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

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

If a referee does not maintain a valid email address (and therefore submission of a reference online is not possible), or if your referees cannot submit the reference online they may submit the reference to you in a sealed envelope with their signature on the back of the envelope;

or they may mail the reference directly to the FIFSW, Admissions Office, University of Toronto, 246 Bloor Street West, Toronto, ON, M5S 1V4. **In cases where a referee does not have a valid email address, the applicant is responsible for submitting the reference template directly to their referee. References received in envelopes that are not sealed or appear to have been tampered with will not be considered.**

Three references are required. **Academic references are strongly recommended.**

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

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

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

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

5) **Academic and Personal Statement:** In the Statement, please cover the following elements:

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

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

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

d) outline your career plans and discuss how doctoral education is relevant to your professional goals, and your area of research interest within the social work profession; and

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

Limit the statement to no more than 5 pages, typed, doubled-spaced.

6) **Writing Sample:** submit a maximum of two writing samples (publications, conference presentations, or agency/government reports), if applicable.

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

Jennifer Root

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

Transcripts of Academic Records

Transcripts must be submitted both online (electronic) and paper (official).

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

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

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

a) Arrange to have an official transcript mailed to the FIFSW at the address noted below.

or

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

Mailing Address:

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

Please Note:

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

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

Documentation required under Option 1

The following documentation will be submitted in electronic form (Word or PDF) by saving them to the SGS online admissions application. You will submit these from the Document Status web page that is accessible after you have confirmed payment of your application.

Research Proposal:

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

My time in the program was an invaluable experience which opened career opportunities both inside and outside of academia. The course content was comprehensive and classes were engaging as critical reflection, debate and discussion were encouraged. I gained lifelong colleagues and friends as a result. The faculty in general and my thesis committee in particular were incredibly supportive and encouraging. The program was challenging but the effort and commitment required were both enriching and fondly memorable.

Frank Sirotych,

Class of 2009, Director, Research and Evaluation, Canadian Mental Health Association Toronto Branch

Documentation required under Option 2

Graduate Record Exam (GRE) General Test Score:

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

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

For your information:

- ◆ Ensure your application is complete, as incomplete applications cannot be processed. Document status can be checked in the "My Applications" section of the SGS online admissions application.
- ◆ It is your responsibility to ensure that your application has been received. Advise the Admissions Office in writing of any change in your mailing or email address at: admissions.fsw@utoronto.ca
- ◆ If you are recommended for admission, a non-refundable tuition deposit of \$500.00 will be required to hold your place in the program to which you have been admitted.
- ◆ Each year we receive many more qualified applications than spaces available in the program. The possession of the minimum admission requirements does not in itself guarantee admission. The Faculty reserves the right to select which qualified applicants it will recommend for admission to SGS. All decisions are final.
- ◆ **JOINid:** Every applicant to the University of Toronto is assigned a JOINid. For graduate applicants, the JOINid gives early access to the online resources of the student housing office and the application site for the Ontario Graduate Scholarship program. If you begin studies at UofT, it will become your UTORid, which will allow you to access a number of services such as email, library resources, and Blackboard. When you receive this message from the School of Graduate Studies, at the time of application, be sure to save it as it will contain your personal JOINid.

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

Eliana Suarez

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

Application Checklist

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

PLUS

Option 1

- Research Proposal

OR

Option 2

- GRE General Test Score

Our Latest PhD Grads: Examining Critical Issues

Jonathan Alschech

Predictors of Violence, Traumatic Stress and Burnout in Sex Work

Stephanie Baird

Conceptualizing and Responding to Trauma Among Women Who Have Experienced Intimate Partner Violence (IPV)

Raluca Bejan

Sameness and difference in Canada and the UK: Interrogating whiteness as a categorical marker within interpretative matrices of inclusion and exclusion

Giovanni Iacono

Proposing an Integrated Mindfulness and Affirmative Intervention for LGBTQ+ Youth: The LGBTQ+ Youth Affirmative Mindfulness Project

Ashley Lacombe-Duncan

Understanding access to HIV-related and gender-affirming healthcare for trans women with HIV in Canada: A mixed methods study

Jennifer Ma

A critical analysis of the overrepresentation of First Nations children and families in the Ontario child welfare system and disparities in providing ongoing child welfare services

Leslie McCallum

Understanding the Experiences of Individuals in Midlife Living with Anorexia Nervosa: A Constructivist Grounded Theory Study

Shira Moalem

Using Photo-Elicitation Methods to Explore Spirituality among Persons with Alzheimer's Disease and Related Dementias

Marie-Jolie Rwigema

Fragments, webs and weavings: Rwandan-Canadian perspectives on the 1994 genocide against Tutsi

Deborah Sinclair

A Living History (1973-1993): How the Experiences of Early Activists Shaped the Violence Against Women (VAW) Movement in Ontario: A Case Study

Roustan Souleymanov

Party-n-Play and Gay and Bisexual Men: Critical Discourse Analysis Study

Awards

11	Students received Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowships	1	Student received Connaught International Scholarship
8	Students received Ontario Graduate Student (OGS) Scholarship	1	Student received Canadian Institutes of Health Research (CIHR) Research Grant
1	Student received Ontario HIV Treatment Network		

Our Graduates

70	percent are employed in higher education	91	percent of our graduates are employed full time
94	percent are satisfied with the work that they do	99	percent of graduates state that their work is dependent on research skills

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

t: 416-978-3257

f; 416-978-7072

e: admissions.fsw@utoronto.ca

w: www.socialwork.utoronto.ca



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