



**FACTOR-INWENTASH**  
FACULTY OF SOCIAL WORK  
UNIVERSITY OF TORONTO

# **Field of Study Manual**

# **Master of Social Work in Indigenous Trauma & Resiliency (MSW-ITR)**

**2023 – 2024 Edition**

Updated: Summer 2023

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# Statement on the Acknowledgement of Traditional Land

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*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 University of Toronto delivers academic courses and programs through an in-person learning environment. All students should therefore plan to attend on-campus activities in-person to successfully complete their program and degree unless: (i) students have been approved by the University to participate in off-campus activities (such as study abroad or work terms), or (ii) the calendar entry for a program/degree explicitly states that no in-person activities are required.*

*While the University strives to maintain an in-person learning environment, the University reserves the right to alter the manner in which it delivers its courses and co-curricular opportunities in response to health and safety emergencies and public health guidance.*

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# About the Master of Social Work in Indigenous Trauma and Resiliency (MSW-ITR) Field of Study

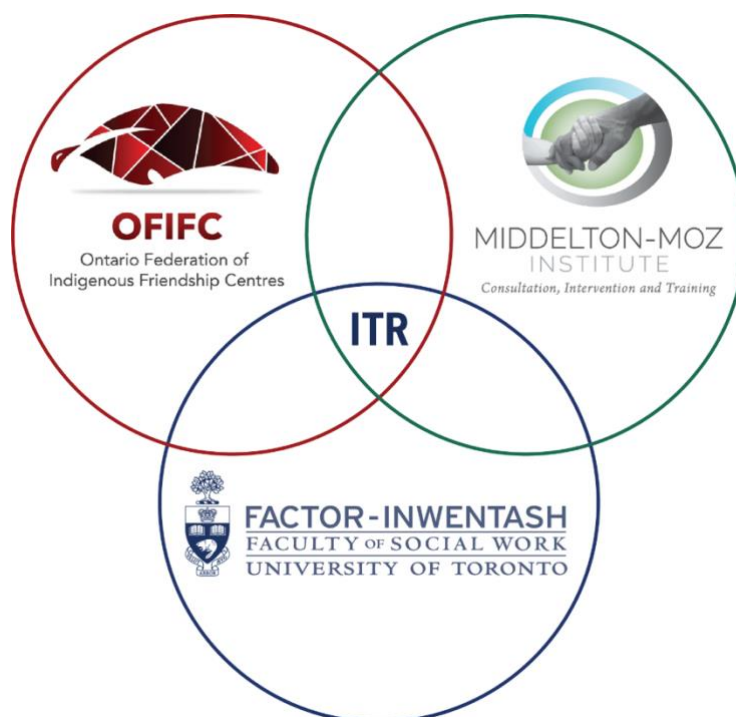
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The foundations for the MSW-ITR field of study are values of respect, honesty, kindness, humility, cooperation and belonging held by the Indigenous people of Turtle Island. The curriculum invites learners of all indigenous origins to identify and explore their ancestry, learning how to build on inherent knowledge and wisdom to inform their social work practice. Each learner will bring their gifts of humanity and healing to the program and learn how to integrate them with the wisdom of an Indigenous worldview, the latest neuroscience, knowledge of trauma and resiliency, and social work practice and ethics to contribute to a collective understanding of how to serve individuals, families and communities in the global context.

The MSW-ITR came from the vision of seven Indigenous women: Jane Middleton-Moz, Rebecca Martell, Sylvia Maracle, Kim Anderson, Suzy Goodleaf, JoAnn Kauffman and Maria Campbell. They had a dream of how community can change if trauma and healing practices were approached from a culture-based and community-driven lens. In the spring of 2011, the OFIFC and the Middleton-Moz Institute invited leaders in the fields of trauma, education, Indigenous spirituality, healing and leadership, and community intervention to form the Governing Council to envision the MSW-ITR Field of Study. The current MSW-ITR Governing Council includes: Jane Middleton-Moz, Sylvia Maracle, Suzy Goodleaf, Rebecca Martell and JoAnn Kauffman.

## The MSW-ITR Partners

This field of study was launched in 2016 in partnership between the Ontario Federation of Indigenous Friendship Centres (OFIFC), the Middleton-Moz Institute, and the Factor-Inwentash Faculty of Social Work (FIFSW), University of Toronto.



## **Ontario Federation of Indigenous Friendship Centres (OFIFC)**

Founded in 1971, the OFIFC works to support, advocate for, and build the capacity of member Friendship Centres across Ontario. Emerging from a nation-wide, grass-roots movement dating back to the 1950's, Friendship Centres are community hubs where Indigenous people living in towns, cities, and urban centres can access culturally based and culturally appropriate programs and services every day. Today, Friendship Centres are dynamic hubs of economic and social convergence that create space for Indigenous communities to thrive. Friendship Centres are idea incubators for young Indigenous people attaining their education and employment goals, they are sites of cultural resurgence for Indigenous families who want to raise their children to be proud of who they are, and they are safe havens for Indigenous community members requiring supports.

In Ontario more than 85 percent of Indigenous people live in urban communities. The OFIFC is the largest urban Indigenous service network in the province supporting this vibrant, diverse, and quickly growing population through programs and initiatives that span justice, health, family support, long-term care, healing and wellness, employment and training, education, research, and more.

Friendship Centres receive their mandate from their communities, and they are inclusive of all Indigenous people – First Nation, Status/Non-Status, Métis, Inuit, and those who self-identify as Indigenous from Turtle Island. Learn more about the work the OFIFC does to support Friendship Centres on their [website](#).

## **Middelton-Moz Institute**

The Middelton-Moz Institute addresses the effects of current, cumulative, generational, and historical cultural trauma with individuals, families, and communities. With 50 years of experience as a clinician and author, Jane Middelton-Moz has turned her focus in recent years to delivering community intervention as it is proving to be the most effective for working with people and communities struggling with tremendous grief and loss, suicides, sexual and physical abuse, abandonment and neglect, lateral violence, cumulative impacts of historical and generational trauma, and high drop-out rates. She focuses on strength-based approaches to trauma-informed work in schools and communities and increasing recognition of resiliency. Learn more [here](#).

## **The Factor-Inwentash Faculty of Social Work (FIFSW)**

FIFSW at the University of Toronto was established in 1914 and is Canada's oldest school of social work. Distinguished by its commitment to academic and practice excellence, FIFSW is the top-ranked school of social work in Canada and one of the top two in the world. It is distinguished by its emphasis on the integration of research, theory and practice in both the classroom and practicum education, providing students with the knowledge and skills to work effectively with others in a complex and ever-changing world. FIFSW offers professional and academic programs of study, with a fully accredited Master of Social Work program and a Doctor of Philosophy program focusing on social work research, education and policy. Learn more [here](#).

## MSW-ITR Contacts

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TBD



# Overview of the MSW-ITR Field of Study

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## Preamble

The MSW-ITR field of study is cohort-based program of study. This means that students entering the program together will take all of the same courses at the same time. The one exception is that students may schedule their practicum courses at different times during the program.

The MSW-ITR curriculum includes in-person course intensives on campus, online courses from home, and a field-work component for your practicum.

## Program Requirements

1. Degree requirements are normally completed within two years. The maximum time limit for completing the MSW-ITR Field of Study degree requirements is three years from the date of first registration in the program. The program length is 6 sessions (two years) full-time. Typical registration sequence: Fall, Winter, Summer.
2. There are a total of five (5) intensive in-person courses held in Toronto; three in the first year, and two in the second year. Each six-day intensive course is six-days long and includes academic learning, experiential learning, and wellness evaluation and activities. Course assessments include self-evaluations and independent study assignments applying course content in the home community context. **Each intensive course builds on previous intensive courses; therefore, in-person attendance at the intensive courses is mandatory. If you miss an intensive course, you will need to wait until it is offered the following year to continue to take the intensive courses in sequence. Students are responsible for travel and accommodation costs during the intensive course weeks.**
3. Each online course involves academic learning of the subject, extensive reading or audio learning of course material, chat room connection with fellow students and faculty, written assignments and/or oral or written tests (to be determined by the instructor). **If an online course is missed or failed in a given year, students will need to wait until the following year to retake the course due to lock-step nature of the program.**
4. The year 1 practicum (SWK 4516H), Indigenous Trauma and Resiliency Practicum is a requirement for all students without a BSW degree. It is a practicum in a community setting that facilitates integration of trauma-informed and evidence-based practice with Indigenous knowledges. The practicum hours must meet the 450-hour minimum.
5. The year 2 practicum (SWK 4703Y), MSW ITR Practicum III is 450 hours. Students will complete 410 hours in a supervised practice setting in their own community (this can include a current work setting, if practicum criteria are met). Students will also complete a community intervention with a supervisor, for which they will receive 40 hours credit upon submission of a successful evaluation. **Students are responsible for travel and accommodation costs during the 40-hour community intervention.**

6. All students complete 7 half-credit courses (3.5 FCEs total) in the first year of the Two-Year Program, and 8 half-credit courses (4.0 FCEs total) in the second year, which includes 450 contact hours in a practicum (1.0 FCEs). **Students without a BSW degree also must complete SWK 4102H Social Policy and Social Welfare in the Canadian Context, and SWK 4516H Indigenous Trauma and Resiliency Practicum (450 hours) in year one (1.0 FCEs).** Students entering the program with a Bachelor of Social Work degree are exempt from SWK 4102H and SWK 4516H.
7. **Registration.** Registration is the process by which a person has established, for an academic period, an active association with a program of study. Because the course of study of the MSW-ITR is program specific and often cannot be described in terms of a specific number of courses, and because graduate education often results from the sum of experience encountered during the program, fees are assessed on a program basis rather than on the number of courses taken. Students are charged fees by Academic Session, not by course, until all program requirements are completed. Degree students and special students who pay the full-time fee for the previous Fall or Winter session do not pay fees for the Summer session.
8. **Course enrolment.** Enrolment is a separate process from registration. It is the approved engagement by a student in a course or other academic activity or component of a program of study. Students must take the courses in sequence as indicated in the course timetable. With approval from the MSW Program Director, courses taken out of sequence may need to be completed the following year, leading to additional tuition costs and delayed completion of the MSW program. Students may contact the ITR Faculty Advisor for academic support. For other inquiries, students may contact the Coordinator, Indigenous Initiatives.

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

# Starting Your Graduate Studies

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This section of the MSW-ITR Manual provides important dates and information on getting started in the MSW-ITR program to help you manage your progress throughout your graduate studies. This information is also available at the School of Graduate Studies [calendar](#).

You can also check out all of the important dates for the Faculty [here](#).

## Important Sessional Dates for 2023-2024

Fall Session 2023		
<b>June 1</b>	First day to add Fall 2023 and Winter 2024 courses, starting at 8:30 am (EST).	Year 1 & 2
<b>July 11</b>	Last day to register for the Virtual Welcome Session, send BioBook info, and dietary information.	Year 1
<b>July 12</b>	Virtual Welcome Session - Mandatory	Year 1
<b>July 14</b>	Registration deadline with Accessibility Services for Fall accommodations, apply <a href="#">here</a> .	Year 1 & 2
<b>July 18</b>	Student invoice for Fall/Winter available and registration begins	Year 1 & 2
<b>August 1</b>	Indspire is an organization that offers financial awards to First Nations (status and non-status), Inuit and Métis students in partnership with FIFSW. There are three different application cycles every year for Indspire award opportunities. The deadlines for each respective application cycle are August 1, November 1, February 1 at 11:59 PM (EST).  Students apply through the Indspire <a href="#">website</a> .	Year 1 & 2
<b>August 21</b>	Submit Code of Ethics and Standards for all Health professionals to GradApp	Year 1
<b>September 4</b>	Labour Day (University Closed)	Year 1 & 2
<b>September 5</b>	<b>SWK 4703Y, Year 2 Practicum (Sept – Apr) begins</b> (This is an optional start for students in the second year of the program).	Year 2
<b>September 1</b>	Fall online classes begin	Year 2
<b>September 15</b>	Sunrise Ceremony & Orientation – mandatory	Year 1

<b>Fall Session 2023</b>		
<b>September 17 - 22</b>	SWK 4101H intensive course week.	Year 1
<b>September 20</b>	Final date to add Fall session courses (through course add/drop form – see <a href="#">Appendix 1</a> ).	Year 1 & 2
<b>September 24 - 29</b>	SWK 4108H intensive course week.	Year 2
<b>September 30</b>	Final payment deadline to avoid service charges on unpaid Fall (September to December) session tuition and non-tuition fees.	Year 1 & 2
<b>October 9</b>	Statutory Holiday. University closed.	Year 1 & 2
<b>October 10-13</b>	<b>Fall Reading Week, no academic classes or practicum.</b>	Year 1 & 2
<b>September (exact dates TBD)</b>	<b>FIFSW Internal Award Application Period.</b> Students will have access to an online application in mid-September.	Year 1 & 2
<b>November 1</b>	Indspire is an organization that offers financial awards to First Nations (status and non-status), Inuit and Métis students in partnership with FIFSW. There are three different application cycles every year for Indspire award opportunities. The deadlines for each respective application cycle are August 1 <sup>st</sup> , November 1 <sup>st</sup> , February 1 <sup>st</sup> at 11:59 PM (EST).  Students apply through the Indspire website <a href="#">here</a> .	Year 1 & 2
<b>November (exact date TBA)</b>	<b>OFIFC Closing for MSW-ITR Graduates</b> – more details to follow. <b>Fall Convocation</b> – check <a href="#">website</a> for more details.	Year 2
<b>November 6</b>	Final date to drop Fall Session courses without academic penalty.	Year 1 & 2
<b>November 6-10</b>	Fall reading week.	Year 1 & 2
<b>November 30</b>	Payment deadline to avoid service charges on unpaid Winter (January to April) session tuition and non-tuition fees for students without an approved deferral based upon OSAP (or other government loans).	Year 1 & 2
<b>December 8</b>	Last day of Fall Session online courses.	Year 1 & 2
<b>December 21- January 1 inclusive</b>	University closed for winter break from December 21 to January 1 inclusive. Offices are closed.	Year 1 & 2
<b>January 2</b>	Presidential Day – University is closed.	Year 1 & 2

<b>Winter Session 2024</b>		
<b>January 3</b>	University re-opens.	<b>Year 1 &amp; 2</b>
<b>January 3</b>	<b>SWK 4703Y, Year 2 Practicum (Jan - Aug) begins.</b> (This is an optional start time for students in the second year of the program).	
<b>January 8</b>	Online Winter 2024 courses begin.	
<b>January 7 - 12</b>	SWK 4902H intensive course week for Year 1 ITR students.	
<b>January 14 - 19</b>	<b>SWK 4111H intensive course week for Year 2 ITR students.</b> As SWK 4111H is the final in-person intensive course for the Year 2 ITR students, students are expected to participate in the class closing ceremony taking place on Friday, January 19 (last day of intensive class).	
<b>January 17</b>	Fall session grades available for viewing by students on ACORN.	
<b>January 22</b>	Final date to add Winter session courses.	
<b>February 1</b>	Indspire is an organization that offers financial awards to First Nations (status and non-status), Inuit and Métis students. There are three different application cycles every year for Indspire award opportunities. The deadlines for each respective application cycle are August 1, November 1, February 1 at 11:59 PM (EST).  Students apply through the Indspire website <a href="#">here</a> .	
<b>February 19</b>	Family Day (University Closed)	
<b>February 19-23</b>	Reading Week	
<b>February 20</b>	Final date to drop full-year and Winter Session courses without academic penalty.	
<b>March</b>	Date to be announced to enroll in Spring/Summer Session courses through ACORN.	
<b>March 29</b>	Good Friday. University closed.	
<b>April 5</b>	Final day of online courses.	

<b>Summer Session 2024 – these dates are tentative and will be confirmed in Summer 2024</b>		
<b>Week of May 1</b>	<b>SWK 4516H, Year 1 Practicum begins for <i>Year 1 ITR students without a BSW degree.</i></b>  Summer courses begin.	
<b>May 5 - 10</b>	<b>SWK 4108H intensive course week for Year 1 ITR students.</b>	

<b>Summer Session 2024 – these dates are tentative and will be confirmed in Summer 2024</b>	
<b>May 13</b>	Final date to enrol in May – June or May – August session courses.
<b>May 15</b>	Winter session grades available for viewing by students on ACORN.
<b>May 20</b>	Statutory Holiday. University closed.
<b>May 26</b>	Deadline to drop May – June session courses without academic penalty.
<b>June 24</b>	Final date to drop May – August session (i.e.: 4516Y or 4703Y) courses without academic penalty.
<b>July 8</b>	Final date to enrol in July – August session courses.
<b>July 17</b>	Grades for May – June courses available for viewing by students on ACORN.
<b>July 29</b>	Deadline to drop July – August session courses without academic penalty.
<b>August 5</b>	<b>Statutory Holiday. University closed.</b>
<b>September 1</b>	<b>Completion deadline for SWK 4703Y, Year 2 Practicum</b>  All Year 2 ITR students must complete the SWK 4703Y practicum requirements (450 hours = 410 hours spent in a field placement + 40 hours community intervention) by this deadline to be considered for Fall Convocation.
<b>Early September</b>	Grades for May – August courses available for viewing by students on ACORN (TBA).
<b>November (Exact date TBD)</b>	<b>Fall Convocation.</b> Exact date and time will be announced.

## **Enabling Your JOINid: For Incoming Year 1 Students**

The JOINid is an identifier that University of Toronto applicants can use to log into certain websites, including ACORN (Accessible Campus Online Resource Network), the University’s online registration system. Applicants receive information about their JOINid approximately 3 to 5 days after submitting the online application for admission through an acknowledgement email from the University.

As an incoming, newly admitted student, you can use your assigned JOINid prior to receiving your TCard to access [ACORN](#), where students go to register and enroll in their courses online before September.

To register and enroll in courses on ACORN, incoming students must enable their JOINid on the UTORid website [here](#).

## Setting Up Your UTORid and University of Toronto Email Account

Students who have accepted their U of T offer of admission must obtain their UTORid and U of T Email.

Your UTORid and password provide access to additional online services like course enrolment, UTMail+, course content on Quercus, webinars, library resources, Microsoft365 applications, network services for international students, on-campus WiFi and more.

Physical TCards are not required if you are studying remotely, but you *must* register online to have access to these services.

**STEP-BY-STEP INSTRUCTIONS TO GET YOUR UTORID & TCARD FOR NEWLY ADMITTED STUDENTS**

Before you start, you must [enable your JOINid](#). Find your JOINid on your Offer of Acceptance letter along with your student number.

[2022 Summer students](#) must be registered to get a TCard.

[2022 Fall students](#) can begin uploading a photo & documentation.

1. CONFIRM WHAT DOCUMENTATION YOU NEED TO SUBMIT. ▾
2. SUBMIT PHOTO + DOCUMENTATION ONLINE. ▲  
**Login Here**  
Photo & Documentation Requirements:
  - Photo and document files must be in **JPEG, PNG or GIF**.
  - Photo must show you from shoulder to above your head, with face looking at camera. It's OK to smile!
  - Photo must be in colour with no other objects or people present.
  - Photo must represent your current appearance (no facial enhancements or pictures of pictures) and resemble image on identity/legal status documentation.
  - Identity/legal status documentation must be unexpired.
  - If you wear a face covering, you will need to remove it for the photo. Individuals who wear a head/face covering for religious beliefs who prefer to be seen by a female staff member can email us at [tcard.office@utoronto.ca](mailto:tcard.office@utoronto.ca) to make this request.
3. CHECK YOUR EMAIL FOR APPROVAL OF YOUR SUBMISSION ▾
4. CONVERT YOUR JOINID TO A UTORID. ACTIVATE YOUR UTORID. ▾
5. IF YOU'RE ON CAMPUS, BOOK AN APPOINTMENT ON CLNX TO PICK UP YOUR TCARD. ▾

Visit the website [here](#) and follow the instructions to ensure you are set-up well in advance of the start of classes.

## **Activating Your University of Toronto Email Account (UTmail+)**

At the same time that you are activating your UTORid, you will also activate your UTmail+ account, the University of Toronto's email service. You will be given an email address in the form of "firstname.lastname@mail.utoronto.ca" for your UTmail+ account. Once your UTmail+ account is activated, you can log in to your account [here](#) using your UTORid and password.

**NOTE:** It is very important that you activate your UTmail+ account to access the official MSW-ITR Listserv Announcements and the FIFSW Internal Award Online Application in September.

## **Policy on Correspondence**

All official communication from the University is sent *only* to your UTmail+ email account. Please ensure that your UTmail+ email is set up and entered into your ACORN/ROSI contact information.

Your account is automatically created when you activate your UTORid, however you do need to [configure your UTmail+ account](#) for your mobile/tablet or computer operating system.

Please note that student responsibilities regarding email as stated in the [Policy on Official Correspondence](#) include: "Students are expected to monitor and retrieve their mail, including electronic messaging account[s] issued to them by the University, on a frequent and consistent basis."

You may forward your UTmail+ messages to your personal email account but be sure to check your university-issued email as well to avoid missing important, possibly time-sensitive information.

## **Policy on Social Media**

Please refer to the FIFSW Social Media Policy [here](#) for information and guidelines on use of social media.

## **FIFSW Computer Lab and Printing Access**

The Faculty's computer lab and student printer is located on the 7<sup>th</sup> floor in Room 724. If you would like to access the Faculty's student printer, you must pay a printing access fee, in cash, at the 2<sup>nd</sup> Floor Main Office.

## **On-Campus WiFi Access**

**Remember to activate your UTORid before you try to access the WiFi network on campus.**

Please follow the below instructions to access the wireless network while on campus.

1. Open your **Network Settings** and choose **View Available Wireless Networks**.



2. Left-click on the wireless network icon and click on **U of T**.
3. Click **Connect**
4. Type your UTORid and Password
5. If you see a warning message that the credentials provided by the server could not be verified, click **Connect**.

For detailed instructions on how to connect to U of T's wireless service when on campus click [here](#).

## **Health and Dental Insurance for Graduate Students**

### **The University of Toronto Graduate Students (UTGSU) Health and Dental Plan**

The UTGSU Health and Dental Plan provides students with unique health benefits. The Plan was designed to provide many important services and cover expenses such as prescription drugs, health practitioners, medical equipment, travel health coverage, which are not covered by a basic health-care plan (i.e. OHIP) or the equivalent (such as UHIP for international students). For more information, click [here](#).

If you have equivalent health coverage, you can click [here](#) for information on opting out.

### **University Health Insurance Plan (UHIP) for International Students**

The University Health Insurance Plan is a mandatory health insurance plan for all international and exchange students enrolled in an Ontario university. UHIP helps to cover the cost of hospital and medical services for international and exchange students while they are in Canada. International and exchange students are automatically enrolled in UHIP, and the coverage charge will be listed on ACORN. Students can visit the UHIP website [here](#) directly for more information.

Detailed enrolment information for UHIP is available on the U of T Centre for International Experience website [here](#).

## **University of Toronto St. George Campus Map**

You may view the University's St. George Campus Map electronically [here](#) to help you navigate key places on campus during your in-person intensive course weeks.

# Curriculum Information

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## Course Enrolment

Students enrol in required online and intensive courses online through ACORN, the University's Accessible Campus Online Resource Network, [here](#). Students log in to ACORN using their UTORid and password. In addition to course registration and enrolment, students can also use ACORN to check fees and finances, academic history and transcript orders, and contact information.

NOTE: Year 2 Practicum *must* be added through a course add/drop form ([Appendix 1](#)). For more information see [Practicum Course info](#).

## Checking and/or Modifying Course Status

Students are responsible for the accuracy of their timetable through ACORN. Students may cancel or withdraw from individual courses by using ACORN, or by completing an Add/Drop Course Form ([see Appendix 1](#)) without academic penalty up to the course withdrawal deadlines (see [Important Sessional Dates for 2023-2024](#)).

Withdrawing from a course without academic penalty means that you can drop the course either through ACORN or an Add/Drop Course Form, and have the course removed from your transcript record.

## Snapshot of Required Curriculum

### The MSW-ITR gradOUTLINE

The following page summarizes the course work and activities for the MSW-ITR field of study in a chart format called the MSW-ITR gradOUTLINE. The gradOUTLINE was developed in summer 2018, in collaboration with the School of Graduate Studies (SGS). The version on the next page includes specific dates for the 2023-2024 school calendar.

The MSW-ITR gradOUTLINE shows all Year 1 and Year 2 ITR course work and activities in chronological order, according to the curriculum sequence for the 2023-2024 academic year. Students may find the gradOUTLINE particularly helpful in identifying MSW-ITR milestones and reflecting on areas where further support may be needed.

**YEAR 1 SCHEDULE – 2023-2024**

FALL 2023			WINTER 2024		SUMMER 2024		
ITR Orientation Activities	Intensive Course	Online Courses	Intensive Course	Online Courses	Intensive Course	Online Course	Practicum Course
<p><b>July 12</b> ITR Virtual Meet and Greet 1:30pm – 3:00pm</p> <p><b>September 15</b> MSW-ITR Orientation – On-Campus</p> <p><b>Students also invited to FIFSW-wide events in Aug &amp; Sept.</b></p>	<p><b>SWK 4101H</b> Understanding Historical and Multigenerational Trauma</p> <p>FIFSW Room 620 Sept 17-22 9 AM – 5 PM</p>	<p><b>SWK 4106H</b> Social Work Ethics and Indigenous Communities</p> <p><b>SWK 4102H*</b> <i>Social Policy and Social Welfare in the Canadian Context</i></p>	<p><b>SWK 4902H</b> Indigenous Perspectives on Grief, Loss and Unattended Sorrow</p> <p>FIFSW Room 620 Jan 7-12 9 AM – 5 PM</p>	<p><b>SWK 4109H</b> Trauma and Human Development</p> <p><b>SWK 4110H</b> Trauma and Addiction</p>	<p><b>SWK 4108H</b> Sexual Abuse, Sexual Assault, and the Family</p> <p>FIFSW Room 620 May 5-10 9 AM – 5 PM</p>	<p><b>SWK 4510H</b> Research for Evidence-Based Social Work Practice</p>	<p><b>SWK 4516H</b> <i>Indigenous Trauma and Resiliency Practicum</i></p> <p><i>Students must complete the <b>minimum of 450 hours*</b> in a community and/or organizational setting.</i></p>

\*Students entering the program with a recognized BSW degree are exempted from taking the online course SWK 4102H and the practicum course SWK 4516H.

**YEAR 2 SCHEDULE – 2023-2024**

FALL 2023			WINTER 2024			SUMMER 2024		NOVEMBER 2024
Intensive Course	Online Course	Practicum Course	Intensive Course	Online Course	Practicum Course	Online Course	Practicum Course	<p><b>Fall Convocation and OFIFC Closing Ceremony for MSW-ITR Graduates</b></p> <ul style="list-style-type: none"> <li>The Office of Convocation will have more updates about the November 2024 convocation in late August. Exact date TBA.</li> </ul> <p><b>Check website for details:</b> <a href="http://www.convocation.utoronto.ca">www.convocation.utoronto.ca</a></p> <ul style="list-style-type: none"> <li>ITR Closing Ceremony hosted by the OFIFC – more details will follow. Exact date TBA.</li> </ul>
<p><b>SWK 4901H</b> Facilitating Training in Indigenous Communities</p> <p>FIFSW Room 620 Sept 24 – 29 9am-5pm</p>	<p><b>SWK 4903H</b> Trauma-Informed Care, Organizations, Supervision and Leadership</p>	<p><b>SWK 4703Y</b> MSW-ITR Practicum III</p> <p><b>Fall Start Time Option (see note below)</b></p>	<p><b>SWK 4111H</b> Trauma-Informed Schools, Community Intervention and the Power of Ceremony</p> <p>FIFSW Room 620 Jan 14 – 19 9 AM – 5 PM</p>	<p><b>SWK 4904H</b> Working with Couples and Families in Indigenous Context</p> <p><b>SWK 4905H</b> Seeing the Need, Creating the Solution</p>	<p><b>SWK 4703Y</b> MSW-ITR Practicum III</p> <p><b>Winter Start Time Option (see note below)</b></p>	<p><b>SWK 4517H</b> Indigenous and Participatory Research Methods</p>	<p><b>SWK 4703Y</b> MSW-ITR Practicum III</p> <p><b>Students must complete the SWK 4703Y 450-hour requirements by September 1 to be eligible for November graduation.</b></p>	

**IMPORTANT : SWK 4703Y Practicum Information**

- To take SWK 4703Y, students must meet the prerequisite of either having a BSW degree, OR completing all Year 1 courses, including SWK 4102H and SWK 4516H.
- Fall and Winter enrolment options are available for SWK 4703Y. Please consult with the ITR Practicum Coordinator to set up your field placement.
- Students must complete the required 450 hours for SWK 4703Y, with either a combination of 410 hours in a field placement and 40 hours in a community intervention, or 450 hours in their practicum setting.
- This course must be added by submitting a Course Add / Drop Form. It cannot be added on ACORN.

## **FIFSW Orientation and OFIFC Opening Ceremony**

FIFSW and the OFIFC are very excited to welcome you on September 16<sup>th</sup> for a sunrise ceremony and ITR orientation. Here is a preview of your schedule:

- **September 15 - Sunrise ceremony, breakfast and FIFSW orientation**
  - Sunrise Ceremony and Breakfast – The Ontario Federation of Indigenous Friendship Centres (OFIFC) will be hosting a sunrise ceremony on Friday September 16<sup>th</sup>. Location is to be determined but you will need to arrive by **6:30am**.
  - The ceremony will be followed by a welcome breakfast hosted by the OFIFC and attended by the ITR teaching team, FIFSW leadership and administrative staff.
  - FIFSW Orientation – Following the breakfast, we will kick-off our orientation at the Faculty. Exact timing to be determined but please plan to be available until the early afternoon. Lunch will be provided.
- **September 16 - No programming** – This is a free day for you to explore, rest or connect with one another in advance of your intensive. Check in with the ITR Coordinator if you want any Toronto tourism ideas!
- **September 17 - September 22** - your first intensive course, Understanding Historical and Multigenerational Trauma, will be held at the Factor-Inwentash Faculty of Social Work in Room 620 from 9:00am -5:00pm each day. We will provide breakfast and lunch during your intensive course days.

**\*\*\*The faculty will be open by 8am if you want to come early, settle in and eat some breakfast. Please arrive by 8:30am on the first day.**

## **Planning for Intensive Course Weeks**

Students are responsible for their own travel and accommodation during intensive course weeks. To offset some of the meal costs, the Faculty provides a light breakfast and lunch during intensive course weeks for MSW-ITR students.

## **Financial Planning for Intensive Course Weeks**

Students are encouraged to apply for the FIFSW Internal Award Opportunities (September of each academic year), Indspire, and other funding opportunities available through the School of Graduate Studies (SGS), and external provincial and federal government awards (OGS and SSHRC CGS-M). For more information on funding opportunities, refer to page 41.

## **Temporary Housing and Accommodations**

Affordable temporary, short-term housing options affiliated with the University of Toronto are available on and nearby campus. For information on housing options around the University, you can visit the Housing website [here](#).

In addition, [Victoria College](#) also offers nearby, on-campus bed and breakfast services via the Burwash residence. This housing option is located on 89 Charles Street West, about an 8-minute walk from the Faculty of Social Work, and also conveniently located next to the TTC, Toronto's public transit system. Please note that the availability of the Burwash Bed & Breakfast at Victoria College is very limited, and students are encouraged to arrange their booking as early as possible. The cost ranges from \$90-\$110/night plus tax. Interested students are required to fill out an application form and either fax or scan it (as indicated on the form). Any questions please email [accom.victoria@utoronto.ca](mailto:accom.victoria@utoronto.ca) directly.

Students can also arrange their accommodations through other services, such as AirBnB and have had great success in doing so.

## Online Courses on Quercus

Quercus is the University's learning management engine. Readings and Additional Resources will be posted on Quercus. Login [here](#) using your UTORid and password. Once instructors post their course materials, they will display in Quercus in alphabetical order by course name. Most course materials, organized week by week, will be accessed within each course. Grades can also be accessed and viewed on Quercus through the Grades Page within each course in which you are enrolled, if the instructor has enabled this feature. Official final grades are posted on ACORN.

Students may access the Student Quercus Guide [here](#) to familiarize themselves with the learning management engine. For further assistance, students may contact the University of Toronto St. George Help Desk at [help.desk@utoronto.ca](mailto:help.desk@utoronto.ca).

A great resource to introduce students to Quercus: Overview of Quercus for Students [video](#) (a four-minute video created by, and therefore branded, of T Mississauga and posted on YouTube).

There is also a mobile app for students called [Canvas Student](#) to access Quercus. The Canvas Student mobile app allows students to conveniently access their courses and groups, review course content, and receive course communications on a mobile device. The app can be downloaded on the App Store for iPhones, or through GooglePlay. Find instructions [here](#).

## Course Evaluations

Student feedback matters. After each online and intensive course, students will be invited to provide feedback for each course. Course evaluations will be completed conveniently through an online system. Students will receive an email invitation at their [mail.utoronto.ca](mailto:mail.utoronto.ca) email address that will direct them to the online course evaluation system. Course evaluations are very important for ensuring the quality of education at the Faculty and informing the development of its curriculum.

## Practicum Courses

### Overview and Purpose of the ITR Practicum

Practicum courses in the ITR field of study provide students with field education in direct and/or indirect social work practice in trauma-informed intervention, treatment, and service delivery, with a

focus on the connection between personal, cultural, professional, and academic development. In their practicum, students discern individual resiliency through values, ceremonies, and teaching of their cultural heritage.

The development of social work competence is the primary objective of the MSW program at FIFSW. Graduates, employers, and educators credit field education as one of the most important elements of social work education programs. An experiential form of teaching and learning, social work competence is achieved through the provision and/or development of services to clients, communities, organizations or the larger society. Social service, education and health organizations voluntarily demonstrate their commitment to social work education by offering practicums where theory is integrated with practice, and social work competence can be developed.

The Practicum Office coordinates and supports the activities of the various stakeholders to ensure that FIFSW students have the opportunity to develop competence in social work.

Students are encouraged to become familiar with the **Practicum Manual** available online on the FIFSW website [here](#).

Students can find MSW-ITR specific practicum information [here](#).

### **Preparing for Practicum**

The ITR Practicum Coordinator will contact each student one semester before their practicum is scheduled to begin.

Students may contact the ITR Practicum Coordinator to learn more about setting up and preparing for practicum at any point during their course of study and are encouraged to think about the geographic area in which they plan to complete their practicum.

### **Practicum Matching Process**

The ITR Coordinator will work with ITR students to find a field placement and field instructor who meets the ITR Field Instruction Standards, check out the field instruction standards [here](#).

When a practicum is approved and the student is matched, a customized schedule indicating major milestones, the Learning/Safety Checklist, and Workplace Safety and Insurance Board (WSIB) form will be emailed to the student, field instructor, and Faculty-Field Liaison (FFL).

For employment-based practicums, students and potential field instructors must submit an Employment-Based Practicum Application Form ([see Appendix 2](#)) to be considered for a practicum in a place of employment.

### **Practicum Course Enrolment Procedure**

- Year 1 students who do not have a BSW degree must enrol in SWK 4516H (Year 1 ITR practicum course) for the summer session of first year, when course registration opens at the end of March. This course can be added online through ACORN.

- Students have the option of starting the year 2 practicum - SWK 4703 - in September (fall session of Year 2) or in January (winter session of Year 2). To register for SWK4703, students are required to submit a course add/drop form (see [Appendix 1 / accessible here](#)). This course cannot be added through ACORN.
- If students require an extension to complete their practicum hours, they **must complete and submit the [Extension to Complete Course Work Form](#)**.
  - **PLEASE NOTE:** Extensions requested by Year 2 students that extend beyond August 31, 2024, may have implications for convocation and student fees.

### ITR Practicum Courses

The following table summarizes important information for the MSW-ITR practicum courses: **SWK 4516H** and **SWK 4703Y**. The table includes information on practicum course requirements, start time, required hours, schedule, and completion deadline.

	<b>SWK 4516H ITR Practicum, Year 1</b>	<b>SWK 4703Y MSW-ITR Practicum III, Year 2</b>
<b>Practicum Course Requirements</b>	Students with a BSW degree are exempted from taking SWK 4516H.	<b>Prerequisite:</b> Students taking SWK 4703Y either must have a BSW degree OR must have completed the Year 1 ITR Practicum SWK 4516H.
<b>Start Time</b>	*Students taking SWK 4516H must start their practicum in the Summer Session of Year 1.	*Students have the option of starting SWK 4703Y in September (Fall session of Year 2), or in January (Winter session of Year 2). Course must be added with a course add/drop form.
<b>Required Practicum Hours to Complete</b>	<b>Minimum of 450 hours*</b> in a field placement.	<b>Combined 410 hours</b> in a field placement and <b>40-Hour</b> Community Intervention OR 450 hours in field placement.  Minimum requirement is <b>450 practicum hours</b> .
<b>Weekly Practicum Schedule</b>	Minimum of 2 days per week at practicum.	Minimum of 2 days per week at practicum.



<b>Completion Deadline</b>	End of Summer Session of Year 1. September 1, 2024. (See above for extension to complete coursework).	End of Summer Session of Year 2. September 1, 2024.
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## Faculty-Field Liaison

Once your practicum has been confirmed, you will be connected to a Faculty-Field Liaison (FFL). The FFL is the link between FIFSW, the student and the Field Instructor, and will offer support throughout the duration of your practicum. The FFL also:

- Receives the students' learning contract, and contributes to its development;
- Reviews the midterm and final evaluations and submits the course credit to the Practicum Office;
- Consults and supports the students and Field Instructor(s) if requested; and
- Selects and makes available educational resources upon request.

### **IMPORTANT PRACTICUM DOCUMENTS**

## Practicum Safety and Learning Checklist

**Submission Due Date:** Day 1 of Practicum

At the FIFSW, safety and learning have the highest priority. The Practicum Safety and Learning Checklist is emailed to the student, field instructor, and FFL after the approval and matching of the practicum placement. The checklist has been developed to assist the student and field instructor with key components to be covered as the practicum commences.

Once initialed and completed by the student and field instructor, the checklist must be returned to the Practicum Office at [practicum.fsw@utoronto.ca](mailto:practicum.fsw@utoronto.ca) on the first day of practicum.

The Practicum Safety and Learning Checklist is also available on the FIFSW website [here](#).

## Learning Contract

**Submission Due Date:** Day 12 of Practicum

A learning contract is a document developed by the student and field instructor to focus and structure the practicum within a competency framework. It specifies what and how a student will learn within a given period of time.

The contract is completed by the student with support and input from the field instructor and then emailed to the FFL. Students and field instructors are encouraged to review the evaluation rubric when developing the learning contract, available online at:

Direct Practice – [here](#)

Indirect Practice – [here](#)

Information on the Learning Contract is available on the FIFSW website [here](#).



## **Learning Contract Templates**

Learning Contract templates are available online. The templates can be downloaded as Word documents directly from the website. Make sure you are working from the correct template based on your specific practicum (i.e: indirect practice of direct/mixed)

## **Practicum Evaluation and Grading**

There are two practicum evaluations for every practicum course: one midterm evaluation and one final evaluation. Both midterm and final evaluations follow the same procedures, with the addition to the final evaluation of a written summary by the field instructor regarding the student's strengths, development during the practicum, continuing education, and employment supervision, etc. The online practicum evaluation tool is integrated on the Practicum Administration System (PAS), the database used by the Practicum Office to monitor all practicums. The midterm and final evaluations are completed and submitted on the PAS. For reference, please see the evaluation rubric [here](#).

Competency ratings are indicative of the student's demonstrated ability in this particular context. The ratings should be supplemented by written comments and an overall summary. The model should be individualized and applied in relation to the nature of practice assignments, the practice approaches in the agency, and the learning contract.

## **Preparation for the Evaluation**

Several weeks before the evaluation is due, the student and field instructor should discuss the procedures, format, and content of the evaluation, clarifying expectations and respective responsibilities.

The field instructor and student each:

1. Review the learning contract, identifying any additional learning needs;
2. Review the social work practice competency behaviors and the rating scale;
3. Review the practice data / evidence which will be used in evaluation; and
4. Independently complete and submit a midterm and final evaluation on the PAS.

## Midterm Evaluation and Final Evaluation Due Dates:

Each ITR practicum schedule is specific to the student. Below is a rough estimate of due dates for your evaluations but exact dates will be provided to each student.

	<b>SWK 4516H 450 hours in a field Placement Year 1 Non-BSW</b>	<b>SWK 4703Y 410 hours in a field placement Year 2</b>
<b>Midterm Evaluation</b>	Day 32*	Day 29**
<b>Final Evaluation</b>	Day 65*	Day 59**
	*Based on an approximate 65-day practicum, with 7 hours per practicum day.	**Based on an approximate 59-day practicum, with 7 hours per practicum day.

## Grading

The practicum is a credit/no credit course. A credit (CR) is given when a student meets the competency expectations of the practicum.

A no credit (NCR) is given when a student does not meet the competency expectations of the practicum. A no credit (NCR) is the equivalent of a failure (FZ) grade in an academic course and is subject to the same regulations.

More information about grading for practicum courses is available in the Practicum Manual [here](#).

## Practicum Guidelines and Procedures

Students may refer to the Practicum Guidelines and Procedures for information on the following:

- Encrypting personal and confidential information
- Guidelines for resolution of problems in the practicum
- Procedures for dropping the practicum course
- FIFSW guidelines for students requesting reference letters

Link to the Practicum Guidelines and Procedures [here](#).

## Making up for Lost Practicum Time

Students are responsible for making up for lost practicum time due to absence, to meet the minimum 450-hour requirement for SWK 4516H and SWK 4703Y. Students are advised to reach out to their field

instructor, FFL, and/or the ITR Practicum Coordinator if assistance is required in scheduling practicum time to make up for lost hours.

If an absence is longer than 3 days, you must complete a [Extension to Complete Course Work Form](#) must be completed by the student and field instructor and must be submitted to the Faculty Registrar. The approval and signature of the Associate Dean, Academic must be obtained before the course work extension request is sent to SGS for final approval.

If there are extenuating and/or disability-related circumstances causing longer-term absence from the practicum, students are advised to register with Accessibility Services for academic accommodations. [See Appendix 5](#) for the [Disability-Related Extension form](#).

## **40-HOUR COMMUNITY INTERVENTION**

The 40-Hour Community Intervention is an opportunity for MSW-ITR students to gain additional experience in trauma-informed approaches. This could occur through information and skills training, supporting a healing process, conducting community-based research or contributing to policy enhancement and/or development.

Some examples of past 40-Hour Community Interventions include:

- Supporting a community healing intervention facilitated by a trauma-informed practitioner;
- Volunteering at a trauma-informed conference or gathering;
- Developing a trauma-informed resource for a community agency; and
- Supporting the facilitation of trauma-informed organizational training.

The ITR Practicum Coordinator will circulate information about opportunities for the 40-Hour Community Intervention as it becomes available.

If you have your own idea for a 40-Hour Community Intervention, get in touch with the ITR Practicum Coordinator to confirm eligibility of the opportunity.

### **Supervision**

Any community intervention *must be completed with the support of a supervisor and be approved by the Practicum Office*. The supervisor does not need to be a social worker but must be an experienced trauma-informed practitioner who can commit to overseeing your work, and providing support, guidance and practical help. They will also be required to submit an evaluation of your community intervention.

### **Timing**

*If you have your BSW, you must attend the first intensive week and then you can complete your 40-hour intervention at any point throughout your two years of study.*

*If you do not have your BSW, you must complete the first year of the two-year program before commencing your 40-hour community intervention.*

## **Evaluation**

The evaluation process for the 40-Hour Community Intervention is separate from the evaluation for your field placement.

The evaluation materials for the 40-hour community intervention can be accessed [here](#).

Your supervisor is to complete the first two pages, and the student completes the [Self-Evaluation and Reflection form](#). Both should be submitted to the ITR Practicum Coordinator.

Once both the student and the supervisor have completed their portion of the evaluation, each section will be made available for review by both supervisor and student.

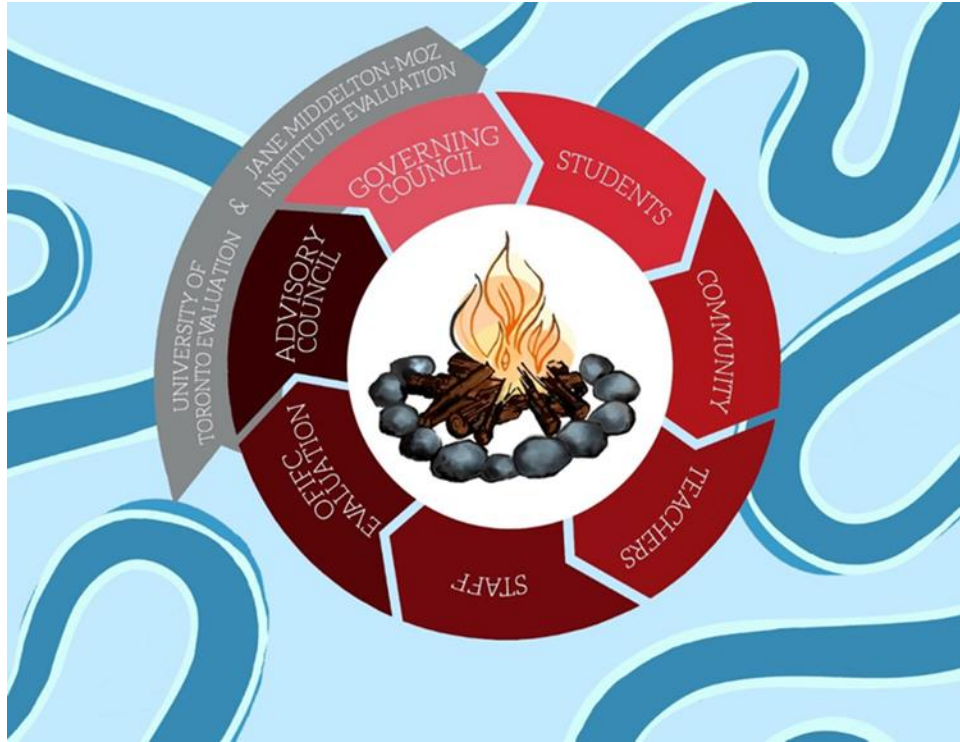
## MSW-ITR Evaluation by the OFIFC

The Ontario Federation of Indigenous Friendship Centres (OFIFC), a partner of the Masters of Social Work – Indigenous Trauma and Resilience (MSW-ITR) program, has been leading the MSW-ITR program evaluation since 2016. The OFIFC’s evaluation of the MSW-ITR program utilizes strong Indigenous evaluation approaches grounded in cultural teachings and decades of relationships with Knowledge Keepers, Elders, and community leaders. These approaches are flexible and responsive to contextual changes, informed by student and community need, and connected to established relationships.

This MSW-ITR program evaluation conducted by the OFIFC is not a quality assessment of courses offered within the program. Rather, this evaluative process is one which engages students, community members, instructors, program Governing and Advisory Council members and others, who are a part of the program’s circle, to address the overarching evaluation question: **to what extent does the MSW-ITR program create meaningful change for students and their communities?** The information from this evaluative process is being used to inform the growth of the program in a way that is aligned with the programs original vision and student and community needs.

Exploring to what extent the MSW-ITR field of study creates meaningful change is crucial to ensure that it is meeting student and community needs, and to ensure the long-term health and success of the MSW-ITR. Stories gathered from evaluation activities has been used to inform the growth of the field of study to ensure alignment with student and community needs.

In 2018, the OFIFC identified an emergent learning model that, going forward, has consistently been used to describe the uniqueness and effectiveness of the MSW-ITR program which houses strong components of Indigenous Knowledge and teachings. The Learning-Within-Relations MSW-ITR program model illustrates and reflects on how MSW-ITR curriculum, program components and community are collectively facilitating the ‘deep learning’ that has been consistently reported in our discussions with students. All involved in the program have a place in the circle and all involved have a role to play in ensuring the fire (i.e. the spirit of the MSW-ITR program) continues to burn steady and well. As the evaluation has progressed, we have welcomed the MSW-ITR program graduates to join the circle around the fire (as depicted in the Learning-Within-Relations image below). The addition of program graduates has enabled us to further evaluate the uniqueness of the program through what they shared about its impacts in their workplaces and communities.



At this stage of the evaluation, the OFIFC is focusing on connecting with program graduates to better understand the impact and ripples of the program in their respective communities. You may be invited to participate in future evaluation opportunities with the OFIFC once you have completed the program.

If you would like to review the published evaluation reports or would like more information about the evaluation, please contact [ofifc@ofifc.org](mailto:ofifc@ofifc.org) who will put you in touch with someone from the research team.

## Curriculum Summary 2023-2024

Year 1 Curriculum 2023-2024	
<b>SWK 4101H</b> Understanding Historical and Multigenerational Trauma	SWK 4101H looks at the transmission of trauma from cultural, communal, familial and individual perspectives. Students critically examine the impact of generational trauma on historical and current risk factors in communities and gain understanding of the importance of resiliency factors in preventing transmission of generational trauma.
<b>SWK 4106H</b> Social Work Ethics and Indigenous Communities	SWK 4106H provides an overview of social work ethics as defined by the Canadian Association for Social Work and their integration/intersection with indigenous ethical principles in the community context. The course will address practice ethics in both historical and contemporary contexts, drawing on examples from Canadian and international social work practice.
<b>SWK 4102H*</b> Social Policy and Social Welfare in the Canadian Context <i>*Students with a BSW degree are exempted from taking this course.</i>	SWK 4102H is a requirement for students without a BSW degree. It emphasizes knowledge of policy development directly related to the colonization of Indigenous peoples in Canada and contemporary policy processes related to the health, education, family life and welfare of Indigenous peoples, families and communities. Students will learn skills needed to analyze social policies and programs and will gain critical awareness within and beyond indigenous communities. Attention will also be directed to experiences of Indigenous peoples worldwide and practices in other jurisdictions.
<b>SWK 4902H</b> Indigenous Perspectives on Grief, Loss and Unattended Sorrow	SWK 4902H summarizes the steps in healthy grief resolution and reviews and dispels common myths, attitudes and values that block the grief process. Specific symptomatology present in individuals, families and communities experiencing grief from sudden and violent death due to recurrent suicides/murders in communities will be presented as well as methods to assist families and communities in grief resolution.
<b>SWK 4109H</b> Trauma and Human Development	SWK 4109H explores the sequential development of the brain and how trauma impacts that development. Learners are provided with an overview of normal development from birth to adulthood as well as development impacted by complex trauma. Learners will be exposed to methods used with children and adults that can assist in trauma integration.
<b>SWK 4110H</b> Trauma and Addiction	SWK 4110H examines the developmental, neurological and familial roots of addictions. Learners explore factors that influence the development of an addicted brain, the biology of addiction and the trauma-addiction cycle. Students critically examine resiliency factors and strategies for prevention, intervention, and healing in individuals, families and communities, particularly in indigenous contexts.
<b>SWK 4108H</b>	SWK 4108H examines the dynamics of sexual abuse in the family and explores why abuse, if not healed, increases in subsequent generations. The

<b>Year 1 Curriculum 2023-2024</b>	
Sexual Abuse, Sexual Assault and the Family	course also examines types and typologies of perpetrators of sexual assault and child sexual abuse as well as the aetiologies of sexually deviant behaviours. Learners explore strategies for assessment and treatment of offenders and victims of sexual violence.
<b>SWK 4510H</b> Research for Evidence-Based Social Work Practice	SWK 4510H provides a critical overview of the history of research conducted on and for indigenous peoples and to be a bridge between evidence-based social work practice (EBSWP) and indigenous research knowledges. The course will explore current and historical research from indigenous perspectives, including ethics, methodologies, protocols, and practices. By starting from well-defined research questions, learners will consider the various methods that may shed light on questions relevant to indigenous communities. While the course is not intended to provide intensive training to carry out research, the goal is to introduce learners to a variety of research strategies and tools to critically appraise research studies so that the learners will be able to contribute to indigenous research knowledge.
<b>SWK 4516H*</b> Indigenous Trauma and Resiliency Practicum (450 hours)  <i>*Students with a BSW degree are exempted from taking this course.</i>	The MSW-ITR Practicum is a requirement for students without a BSW degree. This practicum emphasizes social work practice in a community and/or organizational setting, where global indigenous and/or trauma-informed perspectives can be applied to service provision or community-driven research. Students are assigned to an approved practicum site and field instructor.

<b>Year 2 Curriculum 2023-2024</b>	
<b>SWK 4901H</b> Facilitating Training in Indigenous Communities	SWK 4901H prepares learners for the creation and execution of a three-hour workshop on a trauma-related topic. Learners study “participant driven training skills” and examine tips for creating a successful presentation from beginning through delivery. Learners explore group dynamics and skills for dealing with people with whom it can be difficult to work.
<b>SWK 4903H</b> Trauma-Informed Care, Organizations, Supervision and Leadership	Trauma-Informed Care, Organizations, Supervision and Leadership explores the foundations of trauma-informed care; the critical understanding of building trauma-informed organizations to provide mental, emotional, physical and cultural safety for those seeking counseling and health care; the characteristics of effective trauma-informed leadership; and the necessity of trauma-informed supervision, regular and critical incident debriefing and worker wellness.
<b>SWK 4111H</b> Trauma-Informed Schools, Community Intervention and the Healing Power of Ceremony	Trauma-Informed Schools, Community Intervention and the Healing Power of Ceremony explores the importance of early intervention with children experiencing complex trauma in schools and care giving systems and offers steps for effective trauma-informed and strength-based community intervention from the first phone call to the completion of follow-up action plans with the community. Additionally, learners will explore the elements of



<b>Year 2 Curriculum 2023-2024</b>	
	ritual and ceremony, the moral values and principles embodied in each, as well as the ethical foundation of delivery and the responsibility of those conducting them. Significance will be paid to the importance that ceremony can play in assisting individuals, families and communities to heal from grief and trauma.
<b>SWK 4904H</b> Working with Couples and Families in Indigenous Context	SWK 4904H engages learners in a critical analysis of major theories/methods of family therapy in the context of indigeneity, race, ethnicity, sexual orientation and/or other identities and experiences. Learners use their knowledge and creativity to develop effective and culturally sensitive methods of assessing and treating families in their communities.
<b>SWK 4905H</b> Seeing the Need, Creating the Solution	SWK 4905H prepares learners to identify gaps in mental health service delivery and create solutions for unmet needs in indigenous communities in urban, rural, and international environments. Students learn to identify barriers and strengths in communities and develop skills for leadership and program development of prevention and intervention services. Specific areas of need and intervention addressed include grieving, suicide, family and community violence, addiction and drug use problems, and post-incarceration re-integration.
<b>SWK 4703Y</b> MSW-ITR Practicum III  (450 hours consisting of a 410-hour direct practice placement and 40-hour community intervention)	In the Year Two MSW-ITR Practicum, learners undertake field placement in an area of trauma treatment or service delivery. The learner has the opportunity to apply the knowledge of theories, social work values and ethics and principles of trauma treatment presented in the classroom in working with individuals (children, youth, or adults), groups and families.  <b>Prerequisite:</b>  Having a BSW degree  OR  Completing all Year 1 ITR courses, including SWK 4102H and SWK 4516H.
<b>SWK 4517H</b> Indigenous and Participatory Research Methods	SWK 4517H draws on indigenous, anti-oppressive and critical theories as the context for emerging methodologies for respectful, culturally appropriate and community-relevant research in indigenous and other contexts.

## Viewing Final Grades on ACORN

Official final grades are posted online and accessed through ACORN. Students can refer to the Important Sessional Dates for 2023-2024 on pages 10 to 13 of this manual for information on the dates at which their final grades are available for viewing on ACORN. If a grade is not available,

students can contact their course instructor.

## **Social Work Code of Ethics and Academic Policies**

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### **Social Work Code of Ethics (Canadian Association of Social Workers)**

In professional programs such as social work, professional behaviour and scholastic performance comprise academic standards. All schools of social work in Canada are expected to have policies requiring student compliance with the social work code of ethics. Students are advised in their letter of admission that they are expected to adhere to the Code of Ethics, both in the Faculty and in the field practicum.

To review the Code of Ethics and the Guidelines for Ethical Practice visit the website [here](#).

### **Freedom of Information and Privacy Act (FIPPA)**

The University of Toronto respects the privacy of its students. Personal information that students provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, safety, financial assistance and awards, graduation and university advancement, and reporting to government. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act.

Note that the University cannot identify students or forward students' personal information to others outside the University without the consent of students. For further information, please see [here](#).

### **Code of Behaviour on Academic Matters**

To protect the integrity of the teaching, learning, and evaluation processes of the University, the Code of Behaviour on Academic Matters is concerned with offences which faculty members and students may intentionally commit. See the SGS website for Academic Integrity Resources [here](#).

### **Code of Student Conduct**

The University of Toronto Governing Council website contains the Code of Student Conduct document if students need information and clarification on the Code.

This document can be accessed [here](#).

### **Academic Integrity**

Students in graduate studies are expected to commit to the highest standards of integrity, and to understand the importance of protecting and acknowledging intellectual property. It is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately,

thereby avoiding plagiarism. Common examples of problematic academic practices that lead to consequences for plagiarism include:

- Copying and pasting from a source and providing a citation but forgetting to put quotation marks around the content;
- Using material from a source and making changes in specific words or sentence structure but not citing the original source; and
- Using ideas from a source without citing the original source.

Graduate students are understood to be capable of expressing ideas that are original and distinct from those of the sources to which they refer. The consequences for academic dishonesty are very high at the graduate level; suspected plagiarism is immediately reported to the Associate Dean's Office and referred to the School of Graduate Studies. Please take the time to review your work carefully to avoid these consequences.

Please check out this resource on academic integrity [here](#).

## **Maintaining Good Standing**

Students are required to remain in “good standing” in their graduate program and to make “satisfactory progress” toward the completion of degree requirements. Good standing is when the requirement of minimum grade performance in course work is maintained, and degree requirements are successfully completed. Satisfactory progress refers to the speed and timeliness of progression through degree requirements. Eligibility for funding and registration in the program may be affected if the student does not remain in good standing or if the student does not make satisfactory progress, so it is important for students to meet with advisor(s) regularly and ask for feedback on their progress.

More information on the SGS website [here](#).

## **Graduate Academic Appeals and Procedures**

Graduate students registered in the School of Graduate Studies (SGS) may appeal substantive or procedural academic matters, including grades, evaluation of comprehensive examinations and other program requirements; decisions about the student's continuation in any program; or concerning any other decision with respect to the application of academic regulations and requirements to a student.

For detailed information on procedures around graduate academic appeals, please visit the SGS website [here](#). Students may also refer to [Appendix 10](#) of this manual for Academic Appeals forms.

# Accessibility and Academic Accommodation

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## Academic Accommodations

Accommodation is the process by which suitable arrangements are made for people with disabilities. Academic accommodations are provided when students experience disability-related barriers that impact the demonstration of their knowledge and skills. Accommodations are provided to level the playing field upon which students can establish their success.

An accommodation is any change that enables students with disabilities to participate equally in the environment and activities of classes, practicum placements, or university life in general. This includes making changes to course delivery, assessment methods, the types of resources provided, and physical access to an academic setting. It involves removing barriers of all kinds, including physical or architectural barriers, information or communication barriers, barriers caused by attitudes, and policies or practices that create barriers.

Accommodations are determined based on available information regarding disability-related functional limitations and related impact on academic work, as applied to the academic demands of a student's program. They are informed by:

- The student, in dialogue with their Accessibility Advisor
- Information from a student's healthcare practitioner
- Provincial best practices

For more details about academic accommodations at the University of Toronto, students are encouraged to visit the Student Life, Accessibility Services website [here](#).

## Registration with Accessibility Services

If you have a disability (or believe you may have a disability) and experience difficulties that impact your learning in lectures, labs, tutorials, or practicum placements, we encourage you to register for academic accommodations through Accessibility Services.

To receive accommodations in time for the start of the Fall 2023 term, including practicum accommodations, you should register as soon as possible.

New or returning students need to submit a complete registration package by July 14, 2023, to be eligible to receive coursework-related academic accommodations for the beginning of the Fall term, barring exceptional circumstances.

Learn more about the full range of academic accommodations and how to register by reviewing the attachment or clicking the link [here](#).

Students are encouraged to register with Accessibility Services if they identify with any of the following disability categories and may require academic accommodations during the duration of their program:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder
- Brain Injury or Concussion
- Chronic Health Issues (e.g. Bowel Diseases, Epilepsy, Migraines)
- Deaf / Hard of Hearing
- Learning Disability
- Mental Health (e.g. Anxiety, Depression, Schizophrenia, Eating Disorders, PTSD)
- Mobility / Functional Issues
- Low Vision / Legally Blind
- Temporary Issues (e.g. broken bones)

### **Intake Appointment following Registration**

After submitting their registration package, students will be contacted by Accessibility Services administrative staff to set a date and time for a one-hour intake appointment with an Accessibility Advisor.

Of note, some students may work with an Advisor at the Central office rather than at FIFSW. This will be determined during the intake process and will depend on the needs of the student.

### **Financial Support for Disability-Related Services and Equipment**

Students with permanent disabilities may receive funds through the Canada Student Grant for Persons with Permanent Disabilities as part of their OSAP funding. In addition, students may ask their Accessibility Advisor to help them complete a Bursary for Students with Disabilities (BSWD) to help fund disability-related services and equipment. Students are advised to discuss the BSWD with their Advisor as early in the term as possible.

Students receiving aid from another province or territory may contact their province or territory to learn more about the disability-related funding programs that may be available.

Students with disabilities may also be eligible for the SGS Accessibility Grant [here](#).

Students should book an appointment with their Accessibility Advisor to discuss financial supports for students with disabilities.

### **On Location Accessibility Advisor for Professional Faculties North**

As part of a broader initiative by the University, On Location Accessibility Advisors are placed in academic units throughout the St. George Campus. The goal is to help reduce barriers to accessing services and accommodations. The On Location Accessibility Advisor for Professional Faculties North & Woodsworth College is Hannah W. Jackson. Based in FIFSW, Hannah is the On Location Accessibility Advisor for students in Social Work, OISE, and Woodsworth College.

To make an appointment to see their assigned Advisor, students may contact Accessibility Services in person or via telephone or email. For privacy and confidentiality reasons, students will not be able to make appointments through the front desk within their academic division, and the Advisor's student meeting schedule will not be visible to staff at the academic site.

## **Academic Support Services**

### **Learning Strategist**

Through the Academic Success Centre, students can set a meeting with a Learning Strategist for individualized academic support. In these meetings, students can:

- Learn to manage time and address procrastination issues and stress
- Develop new academic strategies, including active studying, reading and note-taking, and exam preparation
- Improve research, writing, and presentation skills

For more information, students can visit the Academic Success Centre website [here](#) to learn more about learning strategies, available workshops, and peer support.

### **Indigenous Learning Strategist**

For Indigenous students in graduate and professional programs, First Nations House (FNH) at the University of Toronto also offers the following services and supports:

- Meet with the Indigenous Learning Strategist
- Get help with academic planning
- Advocacy for academic issues
- Access the Resource Centre and Computer Lab

More information about First Nations House is provided in this ITR manual (see Community Connections On Campus), and students may also visit the FNH academic support website [here](#).

### **Writing Support**

The Health Sciences Writing Centre (HSWC) offers individual writing instruction and support to MSW and PhD students in Social Work. Students may bring in writing assignments at any stage, and Writing Centre staff will help develop capacity to plan, research, organize, write and revise papers and theses. Visit the HSWC website [here](#) to book an appointment online. You can also reach out directly to [roz.spafford@utoronto.ca](mailto:roz.spafford@utoronto.ca) – she works with ITR students and offers priority appointments.

The HSWC is located in Room 344 at FIFSW. Virtual appointments are available for all MSW-ITR students.

## Library Support

The Liaison Librarian for MSW-ITR students is Yoonhee Lee, [yoonhee.lee@utoronto.ca](mailto:yoonhee.lee@utoronto.ca)

## Graduate Centre for Academic Communication (GCAC)

GCAC offers five types of support designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, writing intensives, and a list of additional resources for academic writing and speaking.

All GCAC programs are free. While the **workshops** function on a drop-in basis, **writing centre consultations** require an appointment, and **courses** and **writing intensives** require registration. Visit the website [here](#).

# Funding Opportunities

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## FIFSW Internal Award Opportunities

### Internal Award Application for all Social Work Students

The Faculty's Internal Award application period opens every Fall Session of each academic year. To be considered, the applicant must be a full-time student enrolled in either the MSW or PhD programs. The Internal Awards system is accessible only during the application period in the Fall session online [here](#). The deadline to apply is typically late September. Applicants are notified near the end of the Fall Session and award recipients receive funding after classes commence for the Winter Session, in January. For more information on the Internal Awards offered by the Faculty, please visit the Faculty website [here](#).

## School of Graduate Studies (SGS) Funding Opportunities

Information on financial aid and advising for graduate students [here](#).

Information on scholarships and awards for graduate students [here](#).

### SGS Indigenous Graduate Travel Award

The purpose of the SGS Indigenous Graduate Travel Award is to provide financial assistance to University of Toronto Indigenous graduate students to participate in educational and experiential learning in Canada or abroad in activities specifically focused on Indigenous student or education issues. Possible activities include Indigenous-focused events, workshops, meetings, field trips, competitions, and other educational-related activities off campus approved by the Supporting Aboriginal Graduate Enhancement Group (SAGE). Up to 10 awards of \$1,000 each will be awarded annually, and applications will be considered in spring and fall. Amounts are based on the recommendation of the SAGE Award committee, in conjunction with the Centre for Indigenous Studies. Visit the website [here](#).

### SGS Emergency Grant

The SGS Emergency Grant program aims to assist currently registered, full-time graduate students who encounter an unanticipated serious financial emergency. The grant is intended to help provide immediate short-term relief of such financial need and is not intended as a source of long-term funding. All graduate students who encounter an unanticipated serious financial emergency are encouraged to meet with the SGS Graduate Student Financial Advisor (call at 416-978-2839 or email at [sgs.financial.assistance@utoronto.ca](mailto:sgs.financial.assistance@utoronto.ca)) to discuss options and determine eligibility. Visit the website [here](#).

### SGS Emergency Loan

The SGS Emergency Loan alleviates temporary cash flow problems for students who are expecting the release of funds in the near future (i.e., 30 to 120 days) from employment, a



major award instalment, OSAP (Ontario Students' Assistance Program), teaching assistantship, or research assistantship payment, etc. Loan applications are processed on an ongoing, continual basis throughout each academic session. Visit the website [here](#).

## **SGS University-Wide Awards**

Through the generous support of numerous donors, a number of endowed awards have been established at the School of Graduate Studies. Approximately 16 awards with individual eligibility criteria and values are available within the SGS University-Wide Awards competition. Please review the individual eligibility criteria, conditions, and application procedures for each award listed within the SGS University-Wide Awards competition. Visit the website [here](#).

## **International Student Awards at SGS**

Information on award opportunities for currently registered international students is available on the SGS website [here](#).

## **First Nations House Funding Opportunities**

The University of Toronto's First Nations House (FNH) also offers award opportunities and other financial assistance to Indigenous graduate students. Students can learn more about these funding opportunities on the FNH website [here](#) or by contacting Julie Ann Shepard, Coordinator of Academic Supports at [julie.shepard@utoronto.ca](mailto:julie.shepard@utoronto.ca).

The following are several internal and external financial assistance opportunities for Indigenous graduate students to consider.

### **Gladys Watson Aboriginal Education Award**

To be awarded to Indigenous students, including Status, Non-Status, Métis and Inuit students, enrolled in graduate programs at the master's or doctoral level, and second-entry professional programs. All Indigenous students in these programs are eligible to apply, full-time and part-time, with preference given to those students who demonstrate financial need. Application deadline is November 1<sup>st</sup>, annually.

### **Indigenous Student Bursary**

Available to all Indigenous students studying full-time and part-time at the graduate or professional level. Bursaries are based on financial need. Applications accepted between November 1 and February 1 (emergency assistance may be considered outside of these dates).

### **Dr. Lillian McGregor Aboriginal Award of Excellence and the Marilyn Van Norman Aboriginal Student Leadership Award**

To be awarded to Indigenous students studying full/part-time at the University of Toronto on the basis of financial need and Ontario residency. Preference will be given to applicants who can demonstrate a contribution to the Indigenous community through volunteerism and

involvement with First Nations House and/or an Indigenous Student Group at U of T (i.e. Native Students Association - NSA, Indigenous Studies Student Union - ISSU, Indigenous Education Network - IEN, Supporting Aboriginal Graduate Enhancement - SAGE and/or Indigenous Law Students Association - ILSA). Students will be considered for both awards. Deadline for submission of completed application and supporting documents is February 1.

### **The President's Award for the Outstanding Indigenous Student of the Year**

The award will be given to Indigenous students (First Nations Status, Non-Status, Métis, Inuit). The recipient will be selected on the basis of academic achievement, and previous and/or intended contribution to the Indigenous community. Student must be studying full-time and involved in course work. Deadline to apply is June 1<sup>st</sup>, annually.

### **Indspire Bursaries, Scholarships and Awards**

Indspire is an organization that offers financial awards to First Nations (status and non-status), Inuit and Métis students. There are three different application cycles every year for Indspire award opportunities. The deadline for each respective application cycle is: August 1<sup>st</sup>, November 1<sup>st</sup>, February 1<sup>st</sup> at 11:59 PM (EST). Students apply through the Indspire website [here](#).

### **Métis Nation of Ontario Bursary**

To be awarded to Métis students registered and enrolled at the University of Toronto who demonstrate financial need. Application deadline is November 30<sup>th</sup>, annually.

Instructions for the 2022-2024 application to be uploaded [here](#).

### **Bennett Scholars**

Awarded to full time undergraduate students with Indigenous backgrounds on the basis of financial need. Recipients must be Canadian citizens or permanent residents. Deadline to Apply November 1st, annually. Completed application form along with supporting documentation must be submitted to:

Scholarships and Awards  
Enrolment Services  
172 St. George St  
Toronto, ON  
M5R 0A3  
Or via email at: [awards.U of T@utoronto.ca](mailto:awards.UofT@utoronto.ca)

Visit the website [here](#).

## **External Government-Funded Award Opportunities**

### **Ontario Graduate Scholarship (OGS)**

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

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

The CGS-M Program recognizes research and academic excellence of eligible Master's students who demonstrate a high standard of achievement in their studies. Interested applicants must demonstrate a significant research component in their graduate studies. The value of the CGS-M award is \$17,500 for one year. Please visit the CGS-M website [here](#) for full details and eligibility criteria.

### **City of Toronto Scholarships for Indigenous Students Studying in Health Professions**

Scholarships will be awarded to Indigenous students studying in any of the health professional programs, undergraduate or graduate, on the basis of financial need, academic merit and demonstrated leadership skills. This program is restricted to Canadian citizens or permanent residents of Canada who are residents of Ontario. Deadline for submission of completed application and supporting documents is the end of October, annually.

City of Toronto Scholarships for Indigenous Students Studying in Health Professions. [2023-2024 information](#) and [form](#) and check [website](#) for details.

# Community Connections on Campus

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## First Nations House: Resources and Community Events

A gateway to the Indigenous community in the University of Toronto St. George campus, First Nations House provides learning spaces, resources, and services for Indigenous and non-Indigenous students.

Location: North Borden Building at 563 Spadina Avenue, 3<sup>rd</sup> Floor

Email: [fnh.info@utoronto.ca](mailto:fnh.info@utoronto.ca)

Phone number: 416-978-1893

Please visit website [here](#)

Services available at FNH include:

### Resource Centre and Computer Lab

The Resource Centre maintains a growing collection of printed materials and audiovisual resources that represent a wide range of Indigenous-related content. The FNH Resource Centre Coordinator is very knowledgeable about Indigenous issues and is available to assist students with research.

The centre carries many of the texts and other course materials required in the Indigenous Studies Program as well as a wide range of books that support students taking courses in other faculties and departments. Students can drop in or make an appointment with Jeff Kiyoshk Ross, Resource Centre Coordinator at [jeffrey.ross@utoronto@utoronto.ca](mailto:jeffrey.ross@utoronto@utoronto.ca).

### Academic Advising

FNH offers culturally supportive academic advising to both undergraduate and graduate students on all three campuses. FNH can help with any of the following:

- Assistance with academic planning
- Advocacy with other U of T departments
- Referrals to all U of T Student Life programs
- Assistance with registration and scheduling
- Pre-admission counselling
- Tutorial accommodation
- Assistance in applying to graduate school
- Personalized one-on-one appointments

### Financial Aid Advising

Students can contact the Coordinator of Academic Supports to learn more about available financial aid and for assistance with Band Funding student loan inquiries. Students may also consider joining the FNH listserv by emailing [fnh.info@utoronto.ca](mailto:fnh.info@utoronto.ca) to find out about upcoming Indigenous awards, scholarships, bursaries, and deadlines.

## **Indigenous Education Network**

The Indigenous Education Network (IEN) is a group of students, faculty and community members who share a common commitment to and passion for Indigenous Education and Research. Founded in 1989 by Indigenous students, the IEN provides an Indigenous presence at OISE (Ontario Institute for Studies in Education) and seeks to establish a forum for ongoing and dynamic discussion, action and change. The Indigenous Education Network:

- Supports students and their study interests in Indigenous education.
- Advances education research on Indigenous issues.
- Actively encourages the development of Indigenous curriculum.
- Collaborates with campus and community groups to strengthen initiatives related to our mission.

The IEN hosts guest speakers, socials, and teachings throughout the year as a way for Indigenous and non-Indigenous students to participate in experiential learning, establish relationships and network.

Please visit Website [here](#)

Email: [ien@utoronto.ca](mailto:ien@utoronto.ca)

Phone number: 416-978-0732

## **Supporting Aboriginal Graduate Enhancement (SAGE)**

SAGE is a graduate student led group operating out of the Centre for Indigenous Studies at the University of Toronto's St. George Campus. SAGE plans workshops, presentations, meetings and other events that focus on promoting the academic and personal development of Indigenous graduate students.

SAGE works toward the recruitment, retention, and completion of specifically First Nations (status/non-status), Inuit, Métis and other Indigenous scholars at U of T. This is carried out by ensuring safe spaces for graduate students to share knowledge and ideas and support one another throughout the graduate student experience. SAGE events promote discussion on a wide range of topics relevant to Indigenous research and related discourses. SAGE consistently works with First Nations House and programs and initiatives at the Ontario Institute for Studies in Education (OISE), organizing relevant learning opportunities, and helping to facilitate access to knowledge holders such as Elders, faculty, and community members.

Location: North Borden Building at 563 Spadina Avenue, 2<sup>nd</sup> Floor

Please visit website [here](#).

Email: [sage@utoronto.ca](mailto:sage@utoronto.ca)

## **Munk School of Global Affairs and Public Policy**

The Munk School of Global Affairs and Public Policy unites people who are passionate to address the problems of a fast-changing world. The School's aspiration is to create a unique, world-leading research, teaching and public engagement site that builds the new field of global affairs from Canada.

The School houses various *centres and programs* for global affairs and peace, conflict and justice studies, please visit website [here](#).

## **International Student Support**

The Centre for International Experience (CIE) is a meeting place for a diverse community of international students coming to U of T and domestic students looking to go abroad.

For more information on immigration, required documents to study in Canada, living in Toronto, health insurance, transition advising, and other services, please visit the **International Students section** of the CIE website [here](#).

## **Health and Wellness for Graduate Students**

For mental health services, resources, academic supports, and peer support, students can access the new Graduate Student Wellness Portal developed by SGS in collaboration with UTGSU. Please visit the website [here](#).

## **Partnership between Health & Wellness and First Nations House**

First Nations House is pleased to announce a new partnership to expand the outreach provided by Health & Wellness to the Indigenous student community. There is now an Indigenous Health and Wellness Counsellor, Bryanna Petrie.

All full-time and part-time students can call Health & Wellness at 416-978-8030 (select option “5”) to book/reschedule an appointment with Bryanna. Appointments can be conducted remotely.

For more information regarding University of Toronto, Health & Wellness services, please visit the website [here](#).

Here is more information about Bryanna:

I am honoured and excited to be working as the on-location counsellor at First Nations House at University of Toronto.

Who I am influences the work that I do. I am a mixed person (Black, Indigenous and Settler), who was born and raised in Tkaronto, Treaty 13 lands of the Mississaugas of the Credit, and traditional lands of the Anishnaabe, the Wendat, and the Haudenosaunee.

I attended my Master of Social Work at the University of Toronto in the Indigenous Trauma and Resiliency program. I have worked in the mental health field in Tkaronto for the past five years.

Specializations include:

- Trauma-informed care & approach
- Holistic treatment
- EMDR (eye movement desensitization reprocessing)
- Indigenous Trauma and Resilience

- Narrative therapy

## Navi

U of T students now have a more streamlined way to discover mental health resources and supports. Navi, short for navigator, is a chat-based service that acts as a virtual assistant for students wanting to learn more about the mental health supports available to them at the University of Toronto.

With a name that also denotes acts of kindness in certain cultures, Navi helps to alleviate the stress a student might feel about finding what's available more easily. Check out Navi [here](#).

Additional Health and Wellness resources available at U of T include:

- [Health & Wellness Centre](#): offers accessible services through phone and video conferencing.
- [GradLife: Activities, Talks, Wellness, Conflict, Leadership](#)
- [Grad Room](#): where students can also learn and practice new skills in Graduate Professional Development.
- [Centre for Graduate Mentorship and Supervision](#): Innovation in Graduate Education – School of Graduate Studies (utoronto.ca)
- [Multi-Faith Centre](#)
- [My Student Support Program \(MySSP\)](#): provides U of T students with immediate and/or ongoing **confidential, 24-hour support for any school, health, or general life concern at no cost**. You can call or chat with a counsellor directly from your phone whenever and wherever you are.
- [The Good2Talk Student Healthline](#): provides professional counseling, information and referrals helpline for mental health, addictions and students well-being. The number for this 24/7 emergency counselling service is 1-866-925-5454.
- [U of T Sport and Rec](#): the division of the Faculty of Kinesiology and Physical Education (KPE) that provides physical activity, sport and recreational programming to the U of T community, is sharing daily workouts that can be done at home without special equipment, mindfulness and meditation videos and other wellness resources via its social media channels on [Instagram](#), [Twitter](#), and [Facebook](#).
- [CRUISElab](#): an interdisciplinary, community-based social work research lab dedicated to addressing the sexual, mental, physical, and emotional health of gay, bisexual, two-spirit, cis- and trans-gender men who have sex with other men (GB2M) — directed by FIFSW Professor David Brennan has compiled a list of resources for queer men.

## Family Care Office

The Family Care Office provides confidential guidance, resources, referrals, educational programming and advocacy for the University of Toronto community and their families. The FCO raises awareness of family care issues central to the achievement of education and employment equity at the University of Toronto. Supporting current University of Toronto students, staff, faculty, post-doctoral fellows and

their families with any family care related issue, the FCO has always emphasized an inclusive definition of family. Please visit website [here](#).

## **Safety on Campus**

### **Community Safety Office**

The Community Safety Office responds to students, staff, and faculty members of the University of Toronto community who have personal safety concerns. The Office responds to all personal safety concerns by:

- Addressing the complaint
- Assessing the personal and community safety risks
- Providing a continuum of intervention options that the complainant can explore to address their personal safety concern(s)
- Presenting information about the issue experienced
- Co-creating a safety plan
- Referring
- Working in partnership with various offices to address the individual's personal safety concerns.

Additionally, the Office provides consultation to those dealing with difficult behavior, facilitates women's self-defence sessions, and organizes Men Against Violence initiatives. The Office offers support and assistance to the members of the university community on a short-term basis. Community Safety Office Main Line: 416-978-1485. Please visit the website [here](#).

### **The Sexual Violence Prevention and Support Centre**

What is the role of the Centre?

- The Centre assists students, staff and faculty members in understanding the University's [Policy on Sexual Violence and Sexual Harassment](#).
- The Centre facilitates access to support, services and accommodations for students, staff and faculty members who have experienced sexual violence.
- The Centre provides training and education on preventing and responding to sexual violence.

Service provided:

- Confidential, transparent, non-judgemental, client-centred services
- Coordination and navigation of University supports, services and accommodations
- Support in making a disclosure
- Explanation and assistance with reporting
- Referrals to on- and off-campus services
- Self-care resources

Please visit website [here](#).



## **University of Toronto Campus Safety Office and Safety App**

The University of Toronto Campus Safety Office is dedicated to creating a safe, secure and equitable environment for students, staff, faculty and visitors. Campus Safety offers services including the TravelSafer program, Special Constables, and Building Patrol. Campus Safety is responsible for policing the St. George Campus and provide services supported by the Toronto Police and provincial and federal police agencies. Learn more by visiting the website [here](#).

Location at St. George Campus: 21 Sussex Avenue

Phone number: 416-978-2323 (non-emergency line) and 416-978-2222 (emergency line)

\*Note that in any emergency situation requiring immediate police, fire, or medical response, call 911.

The UOT Campus Safety App is a personal safety app to access while you are on campus. The Campus Safety App is available for free download at Google Play and the Apple Store. Key features include Live chat with Campus Safety, connecting with U of T safety staff in real-time; TravelSafer, allowing Campus Safety to monitor a user's route while travelling in and around campus; and mobile Bluelight, which sends the user's on-campus location to Campus Safety in a case of crisis. Additional features - such as Friend Walk and Support Services - assist users anywhere in the world. Check out the Safety App [here](#).

## **Equity Offices at the University of Toronto**

- [Anti-Racism and Cultural Diversity Office](#)
- [Sexual and Gender Diversity Office](#)

For a full list of Equity Offices, students can visit the Equity & Diversity website [here](#).

# Preparing to Graduate

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## **Graduation Photos for Year 2 ITR Students**

Graduation photo sessions for Year 2 ITR students are usually available during the Winter Session intensive course week of every academic year. Photo sessions are held by New Paramount Studios, taking place in the 3<sup>rd</sup> Floor Student Lounge (Room 320) at the Faculty. Booking information and details will be provided at this time.

Graduation photos are typically scheduled at this time as Year 2 ITR students will be present in-person at the Faculty, including students who live outside of the city, province, and country. As there may be limited bookings available, booking requests from students residing from a distance will be prioritized.

## **OFIFC Closing Ceremony**

The OFIFC hosts a Closing Ceremony for ITR graduates and their families before the University convocation. Date, time, and event details will be announced and shared with you by the Coordinator, Indigenous Initiatives.

## **Fall Convocation at U of T**

Information regarding convocation in November 2024 will be available in late August. The date and time have not yet been released. Please review all information at this [website](#) to familiarize yourself with what you need to do in advance.

Your diplomas will be mailed to you after the ceremony so make sure your permanent address is up to date in your ACORN account as soon as possible and by October. This will be the shipping address for your diploma.

Please make sure you are still checking your U of T email for messages from the Office of Convocation and from the FIFSW Registrar, as these are typically the communications sources on all things graduation.

# Frequently Asked Questions (FAQs)

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- **How and where do I get my UTORid, TCard, and U of T email address?**  
See [setting up your UTORid, TCard, and UTmail+ account](#).
- **Maintaining Good Standing – What does it mean?**  
See [Maintaining Good Standing](#).
- **What are my options when extenuating circumstances interfere with my studies?**  
See [Accessibility and Academic Accommodations information](#).
- **What steps should I consider when I plan to return from a leave of absence?**  
Contact the [ITR Faculty Advisor](#) for planning your return.  
See [Program Requirements information](#).  
See [Curriculum Information](#).
- **What can I do when I need an extension in my course work?**  
Contact your course instructor at least one week before the due date of your assignment(s) if you require an extension to complete course work. Complete and submit the [Extension to Complete Course Work form](#) (Go to [Appendix 4](#)).
- **When is the final completion date for courses?**  
See [Important Sessional Dates for 2023-2024](#), and [MSW-ITR gradOUTLINE](#).
- **How can I appeal for a grade?**  
See [Graduate Academic Appeals and Procedures information](#).
- **FAQ's for Intensive Course Weeks – Temporary Housing Near Campus and Family Support**  
See [Planning Intensive Course Weeks](#), and [Family Care Office information](#).
- **International Students – How do I get my student visa/temporary resident status?**  
See [International Student Support](#).
- **What are some of the financial supports available at FIFSW and the University?**  
See [Funding Opportunities at FIFSW and the University](#).
- **What are some health and wellness resources/services available to graduate students?**  
See [page s 16 - 17 for Health Coverage](#), and [pages 47 – 49 for Health and Wellness information](#) for graduate students.
- **When is convocation for MSW-ITR graduates?**  
See [page 51 for convocation information](#).
- **Academic-Related Questions** – Contact your Faculty Advisor (TBD)
- **Student Support and Practicum-Related Questions** –Lauren Akbar ([lauren.akbar@utoronto.ca](mailto:lauren.akbar@utoronto.ca))

# Appendices

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Appendix 1: [Add/Drop Course\(s\) Form](#)

Appendix 2: [Employment-Based Practicum Guidelines and Application Form](#)

Appendix 3: [Request for Reading and/or Research Course Form](#)

Appendix 4: [Extension to Complete Course Work Form](#)

Appendix 5: [Disability-Related Extensions Form](#)

Appendix 6: [Program Extension Form](#)

Appendix 7: [Verification of Student Illness or Injury Form](#)

Appendix 8: [SGS Accessibility Grant Application Form](#)

Appendix 9: [Leave of Absence Form](#)

Appendix 10: [Notice of Appeal to the Graduate Department Academic Appeals Committee](#)