



**505th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE
on the APC meeting held on May 3rd, 2021**

I. TO BE APPROVED BY SENATE

(A) NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL

Faculty of Arts

• **M.A. & Sc.; Non-Thesis (45 cr.) – appendix A**

At a meeting on May 3rd, 2021, APC reviewed and approved a proposal from the Faculty of Arts and Faculty of Science to create a new M.A. & Sc.; Non-Thesis program. This new program is rooted in the recognition that, in order to solve the most pressing global problems, such as climate change, artificial intelligence or population migration, future leaders must be equipped with skills and knowledge coming from both the humanities and the sciences. Students in this new program will be exposed to a variety of disciplinary approaches and methods of investigation, and will acquire knowledge from both Arts and Science. This program will attract mostly, but not exclusively, candidates who either hold a Bachelor of Arts and have some quantitative background or a Bachelor of Science and some background in the humanities and/or the social sciences. The program will serve both McCall MacBain scholars and direct applicants. Following internal approval, the M.A. & Sc.; Non-Thesis will require, as a new degree program, external approval from both the BCI and MES.

Be it resolved that Senate approve the proposed M.A. & Sc.; Non-Thesis (45 cr.).

• **Certificate in Foundational Social Services Skills and Knowledge (30 cr.) – appendix B**

• **Certificate in Para Social Work and Community Practices (30 cr.) – appendix C**

At a meeting on May 3rd, 2021, APC reviewed and approved a proposal from the Faculty of Arts to create two new programs: a Certificate in Foundational Social Services Skills and Knowledge and a Certificate in Para Social Work and Community Practices. The Nunavik Regional Board of Health and Social Services (NRBHSS) is looking to increase the post-secondary educational opportunities in the health and social services sector, delivered in-person, to build capacity in the communities. These two new Certificates will respond to this demand, and prepare graduates to work in health services and social work where it is needed. The creation of these certificates aligns perfectly with the University's strategic priorities and objectives when it comes to Indigenous Education.

Be it resolved that Senate approve the proposed Certificate in Foundational Social Services Skills and Knowledge (30 cr.) and the Certificate in Para Social Work and Community Practices (30 cr.).

(B) ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS - none

(C) CREATION OF NEW UNITS / NAME CHANGES / REPORTING CHANGES - none

(D) CHANGES IN DEGREE DESIGNATION – none

(E) **INTER-UNIVERSITY PARTNERSHIPS** – *none*

(F) **OTHER** - *none*

II. TO BE ENDORSED BY SENATE / PRESENTED TO SENATE FOR DISCUSSION – *none*

III. APPROVED BY APC IN THE NAME OF SENATE

(A) **DEFINITIONS** – *none*

(B) **STUDENT EXCHANGE PARTNERSHIPS / CONTRACTS / INTERUNIVERSITY PARTNERSHIPS** - *none*

(C) **OTHER** – *none*

IV. FOR THE INFORMATION OF SENATE

A) **ACADEMIC UNIT REVIEWS** - *none*

B) **APPROVAL OF COURSES AND TEACHING PROGRAMS**

1. Programs

a) APC Approvals (new options/concentrations and major revisions to existing programs)

i. New Programs - *none*

b) APC Subcommittee on Courses and Teaching Programs (SCTP) Approvals
(Summary Reports: <http://www.mcgill.ca/sctp/documents/>)

i. Moderate and Minor Program Revisions

Approved by SCTP on April 8th, 2021 and reported to APC on May 3rd, 2021

Faculty of Arts

B.A.; Minor Concentration in World Islamic and Middle East Studies (18 cr.)

School of Continuing Studies

Certificate in Indigenous Business Management (30 cr.)

Certificate in Supply Chain Management and Logistics (30 cr.)

Certificate in Proficiency in English for Professional Communication (30 cr.)

Graduate and Postdoctoral Studies

Faculty of Dentistry

M.Sc. in Dental Science; Non-Thesis (45 cr.)

Ph.D. in Oral Health Sciences (0 cr.)

Faculty of Medicine and Health Sciences

Graduate Diploma in Medical Radiation Physics (30 cr.)

Approved by SCTP on April 22nd, 2021 and reported to APC on May 3rd, 2021

Faculty of Agricultural and Environmental Sciences

B.Sc.(Nutr.Sc.); Freshman Program (30 cr.)

B.Sc.(Ag.Env.Sc.); Specialization in Agribusiness (24 cr.)

Faculty of Arts

B.S.W. (Three Year Program) (90 cr.)

- ii. Program Retirements - *none*

2. Courses

a) New Courses

Reported as having been approved by SCTP on April 8th, 2021: 4

School of Continuing Studies: 2

Faculty of Dentistry: 1

Faculty of Engineering: 1

Reported as having been approved by SCTP on April 22nd, 2021: 4

Faculty of Arts: 1

Faculty of Education: 2

Faculty of Engineering: 1

b) Course Revisions

Reported as having been approved by SCTP on April 8th, 2021: 29

Faculty of Arts: 20

School of Continuing Studies: 2

Faculty of Dentistry: 2

Faculty of Law: 2

Desautels Faculty of Management: 1

Faculty of Science: 2

Reported as having been approved by SCTP on April 22nd, 2021: 4

Faculty of Arts: 2

Faculty of Science: 2

c) Course Retirements

Reported as having been approved by SCTP on April 8th, 2021: 3

Faculty of Arts: 1

Faculty of Law: 1

Faculty of Medicine and Health Sciences: 1



<p>1.0 Degree Title Please specify the two degrees for concurrent degree programs</p> <p>Master of Arts and Science (M.A. & Sc.)</p> <p>1.1 Major (Subject/Discipline) (30-char. max.)</p> <p></p> <p>1.2 Concentration (Option) (30 char. max.)</p> <p>Non-Thesis</p> <p>1.3 Complete Program Title (info from boxes 1.0+1.1+1.2+5.2)</p> <p>M.A. & Sc.; Non-Thesis</p>	<p>2.0 Administering Faculty or GPS</p> <p>Graduate and Postdoctoral Studies</p> <p>Offering Faculty & Department</p> <p>GPS/Interfaculty Studies</p> <p>3.0 Effective Term of Implementation (Ex. Sept. 2019 or 201909) Term</p> <p>202309</p>
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4.0 Rationale and Admission Requirements for New Program/Concentration

The M.A. & Sc.; Non-Thesis aims to prepare students to approach major challenges and problems affecting society today by exposing them to a variety of disciplinary approaches and methods of investigation. The program focuses on cohort building in order to foster synthetic learning outcomes, which are designed to arise from cross-disciplinary interactions and an intensive study of methodological approaches. Students will become conversant in approaches to problem solving across natural, social, humanistic, and abstract forms of expertise. The program is intended for recent graduates of a B.A. or B.Sc. degree program who already have some interdisciplinary experience but seek to enhance their discipline-specific expertise with generalist expertise in problem solving. Minimum CGPS of 3.3 out of 4.0, or equivalent, i.e., B+ (75%). Quantitative bootcamps may be mandated in some cases.

5.0 Program Information
Indicate an "x" as appropriate

<p>5.1 Program Type</p> <p>Bachelor's Program</p> <p>X Master's</p> <p>M.Sc.(Applied) Program</p> <p>Dual Degree/Concurrent Program</p> <p>Certificate</p> <p>Diploma</p> <p>Graduate Certificate</p> <p>Graduate Diploma</p> <p>Professional Development Cert</p> <p>Ph.D. Program</p> <p>Doctorate Program (Other than Ph.D.)</p> <p>Self-Funded/Private Program</p> <p>Off-Campus Program</p> <p>Distance Education Program</p> <p>Other (Please specify)</p>	<p>5.2 Category</p> <p>Faculty Program (FP)</p> <p>Major</p> <p>Joint Major</p> <p>Major Concentration (CON)</p> <p>Minor</p> <p>Minor Concentration (CON)</p> <p>Honours (HON)</p> <p>Joint Honours Component (HC)</p> <p>Internship/Co-op</p> <p>Thesis (T)</p> <p>X Non-Thesis (N)</p> <p>Other</p> <p>Please specify</p>	<p>5.3 Level</p> <p>Undergraduate</p> <p>Dentistry/Law/Medicine</p> <p>Continuing Studies (Non-Credit)</p> <p>Collegial</p> <p>X Masters & Grad Dips & Certs</p> <p>Doctorate</p> <p>Post-Graduate Medicine/Dentistry</p> <p>Graduate Qualifying</p> <p>5.4 Requires Centrally-Funded Resources</p> <p>Yes <u>X</u> No ___</p>
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<p>6.0 Total Credits or CEUs (if latter, indicate "CEUs" in box)</p> <p>45</p>	<p>7.0 Consultation with Related Units</p> <p>Financial Consult X Yes No</p> <p>Attach list of consultations:</p>
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8.0 Program Description (Maximum 150 words)

The M.A. & Sc.; Non-Thesis is a 12-month program that provides training in approaching major global and societal problems by exposure to a variety of disciplinary approaches and methods of investigation. The program begins with comparative methodologies and the fundamentals of data analytics, and culminates in an independent project. Through exposure to a range of analytical methods and foundational knowledge from both the arts and the sciences, focus is on approaches to problem solving across varied forms of expertise. The program focuses on cohort building and cross-disciplinary interactions in order to foster new and innovative solutions to complex problems.

9.0 List of proposed new Program/Concentration

If new concentration (option) of existing program, a program layout (list of all courses) of existing program **must** be attached.

Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit Weight under the headings of: Required Courses, Complementary Courses, Elective Courses)

Master of Arts and Science; Non-Thesis (45 credits)

Required courses (33 credits)

ARSC 601 Proseminar: Interdisciplinary Knowledge and Methods 1 (3 credits)
ARSC 602 Proseminar: Interdisciplinary Knowledge and Methods 2 (3 credits)
ARSC 603 Proseminar: Interpersonal and Leadership Skills (3 credits)
ARSC 604 Data and Analytics for Decision-Making 1 (3 credits)
ARSC 605 Data and Analytics for Decision-Making 2 (3 credits)
ARSC 690 Project: The Social Life of Data (3 credits)
ARSC 691 Project: Research Proposal (3 credits)
ARSC 692 Independent Project (12 credits)

Complementary courses (12 credits)

12 credits from the following; at least 3 credits from each of the following three areas:

Science, Medicine, and Ethics

ANTH 615 Seminar in Medical Anthropology (3 credits)
BIOE 680 Bioethical Theory (3 credits)
ENVR 615 Interdisciplinary Approach Environment and Sustainability (3 credits)
GEOG 503 Advanced Topics in Health Geography (3 credits)
HIST 558 Modern Medicine: Seminar (3 credits)
PHIL 619 Seminar: Epistemology (3 credits)
PHIL 624 Seminar: History & Philosophy of Science (3 credits)
PHIL 634 Seminar: Ethics (3 credits)
PHIL 641 Seminar: Philosophy of Science (3 credits)
PHIL 643 Seminar: Medical Ethics (3 credits)
RELG 571 Ethics, Medicine and Religion (3 credits)
SOC 508 Medical Sociology and Social Psychiatry (3 credits)
SOC 515 Medicine and Society (3 credits)

History, Culture, and Society

ANTH 501 Anthropology Beyond the Human (3 credits)
ANTH 503 Production of the Past (3 credits)
ANTH 555 Advanced Topics in Ethnology (3 credits)
ENGL 587 Theoretical Approaches to Cultural Studies (3 credits)
ENGL 661 Seminar of Special Studies (3 credits)
GEOG 504 Advanced Economic Geography (3 credits)
GEOG 507 Advanced Social Geography (3 credits)
GEOG 511 Advanced Political Geography (3 credits)
GEOG 617 Advanced Urban Geography (3 credits)

(continued)

Complementary courses

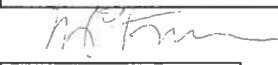
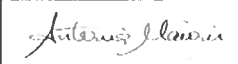
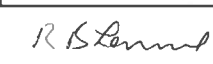
History, Culture, and Society (continued)

- LLCU 614 Cultural Analytics (3 credits)
- SOCI 507 Social Change (3 credits)
- SOCI 545 Sociology of Population (3 credits)

Computation and Digital Technologies

- BIOL 596 Advanced Experimental Design (1 credit)
- BIOL 597 Advanced Biostatistics (2 credits)
- BIOL 598 Advanced Design and Statistics (3 credits)
- COMP 526 Probabilistic Reasoning and AI (3 credits)
- COMP 551 Applied Machine Learning (4 credits)
- COMP 561 Computational Biology Methods and Research (4 credits)
- COMP 610 Information Structures 1 (4 credits)
- COMP 612 Database Programming Principles (4 credits)
- COMP 614 Distributed Data Management (4 credits)
- GEOG 506 Advanced Geographic Information Science (3 credits)
- GEOG 601 Advanced Environmental Systems Modelling (3 credits)
- GLIS 625 Information Architecture (3 credits)
- GLIS 630 Data Mining (3 credits)
- GLIS 657 Database Design & Development (3 credits)
- GLIS 661 Knowledge Management (3 credits)
- GLIS 663 Knowledge Taxonomies (3 credits)
- GLIS 690 Information Policy (3 credits)
- GLIS 691 Special Topics 1 (3 credits)
- GLIS 692 Special Topics 2 (3 credits)
- LLCU 602 The Digital Humanities (3 credits)
- LLCU 612 Literary Text Mining (3 credits)
- PSYC 513 Human Decision-Making (3 credits)
- PSYC 531 Structural Equation Models (3 credits)
- PSYC 536 Correlational Techniques (3 credits)
- PSYC 541 Multilevel Modelling (3 credits)

Other courses at the 500- or 600-level may be chosen in consultation with the academic adviser or supervisor.

10.0 Approvals			
Routing Sequence	Name	Signature	Meeting Date
Department	<input type="text"/>	<input type="text"/>	<input type="text"/>
Curric/Acad Committee	Michael Fronda. Associate Dean (Academic)		October 2, 2020
Faculty 1	Antonia Maioni. Dean (Arts)		October 13, 2020
Faculty 2	R. Bruce Lennox .Dean (Science)		October 27, 2020
Faculty 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
CGPS	<input type="text"/>	CGPS APPROVAL	November 16, 2020
SCTP	<input type="text"/>	Cindy Smith, SCTP	Dec. 3, 2020
APC	<input type="text"/>	APC approved	May 3rd, 2021
Senate	<input type="text"/>	<input type="text"/>	<input type="text"/>
Submitted by			
Name	<input type="text"/>	To be completed by ES:	
Phone	<input type="text"/>	CIP Code	
Email	<input type="text"/>		
Submission Date	<input type="text"/>		

REMINDERS:

*Box 5.4 – Must be completed; see section 6.5.4 within the New Program Guidelines at: <https://www.mcgill.ca/sctp/guidelines>.

**All new program proposals must be accompanied by a 2-3 page support document

Masters of Arts and Science (M.A. & Sc.); Non-Thesis – Support Document

Preface

In spring 2019, the Provost tasked the Faculties of Arts and Science with developing an interdisciplinary, 12-month non-thesis program that would be recognized with a new graduate degree: a Masters of Arts and Science (M.A. & Sc.). The following proposal is the product of extensive work done by Associate Deans from both faculties, as well as consultation with a range of experts and stakeholders across the university.¹

Program description and rationale

The M.A. & Sc.; Non-Thesis program is grounded in the recognition that devising solutions to the most pressing global problems—such as climate change, artificial intelligence, public health, and population migration—requires a synthesis of analytical methods and foundational knowledge from both the humanities and the sciences. It is aimed at preparing students to approach the major challenges and problems that affect society today—such as those related to environment, technology, health, and immigration—by exposing them to a variety of disciplinary approaches and methods of investigation, specifically a constellation of approaches to working with data. Students will engage with subject-based readings in order to gain familiarity with a range of values and the assumptions that inform them. Students will also experiment with a variety of interpretive practices including data analysis, case studies, field work, ethics, and imaginative modelling in order to better conceptualize complex responses to problems that transcend traditional domains of understanding. By becoming acquainted with a range of methodologies from disciplines in the humanities and the sciences, students will become conversant in approaches to problem solving across natural, social, humanistic, and abstract forms of expertise. Thus the program’s interdisciplinarity does not consist in making students experts in multiple disciplines but rather, through its intensive study of methodological approaches, in teaching them how to communicate across disciplinary boundaries and to interact with colleagues whose expertise complements their own. The program focuses on cohort building and cross-disciplinary interactions in order to foster new and innovative solutions to complex problems.

Target audience

The program is intended for excellent recent graduates of a B.A. or B.Sc. degree program who already have some interdisciplinary experience but seek to enhance their discipline-specific expertise with generalist expertise in problem solving. We anticipate that the program would serve both McCall MacBain Scholars and direct applicants, with an annual enrolment target of 45 to 50 students.

¹ For a complete list of consultations, see attached document (‘Consultations’).

Applicants from the Arts should have some quantitative background, while Science students should have some background in the humanities and social sciences (see Appendix 2 for a list of prerequisites). For example, students from McGill's B.A. & Sc. program (or a comparable undergraduate program) would be ideal candidates, as would students who double majored in one arts and one science field. Students who majored in an arts discipline and minored in a science one (or vice versa) would also be good candidates. However, students from the arts with no quantitative training whatsoever (or science students with no humanities background) are not suitable candidates.²

Program structure

The M.A. & Sc.; Non-Thesis is a 12-month, 45-credit non-thesis program. It begins with a common foundation in comparative methodologies and the fundamentals of data science, and culminates in an independent project developed by the student that reflects their personal interests, strengths, and vision. Students will take 33 credits of coursework together. These shared, core courses will offer opportunities for students to exchange ideas and engage with peers from different backgrounds, thus fostering a sense of community and a unique, cross-disciplinary learning environment. The remaining 12 credits will be comprised of complementary courses, which allow the student to pursue a range of program-related topics based on their individual interests.

Description of courses

The foundation of the program consists of three core sets of courses: a Proseminar series, a Data Science sequence, and a multi-term Project course.

- **Proseminar** (9 cr.): This is a reading- and writing-intensive course, spanning three consecutive terms. In the first term (ARSC 601), students will become familiar with different methodological frameworks, ranging from theoretical and ethical to empirical and socio-historical. By examining different approaches to defining and framing problems, students will develop cross-disciplinary knowledge, along with analytical and critical thinking skills. In the second term (ARSC 602), students will consider the evolution of scientific knowledge as it pertains to how we conceive of certainty and uncertainty in our representations of the world. Through engagement with topics in scientific epistemology, students will be able to evaluate the way that knowledge is discovered, generated, and constructed within socio-historical contexts, and thus be better equipped to address challenges related to the way we communicate and act in scientific decision-

² We intend to provide bootcamps in both numerical literacy and textual interpretation to ease the transition for students coming from the sciences and the arts, respectively. This six-week set of workshops and seminars, beginning in mid-July, will be optional for all incoming students, but mandated in certain cases (e.g., if an otherwise exceptional student has certain gaps in their training). Such decisions will be made by the admissions committee, and we expect the number of applicants for whom this will be required to be very small. Bootcamps are not for-credit and will not appear on the transcript.

making. In the third term (ARSC 603), students will focus on developing the professional, interpersonal, and leadership skills that will be essential for successful problem solving upon entering the workforce. We envision this course being co-taught by distinguished McGill faculty members – one from the arts and one from the sciences (each term, for a total of six professors). There is also the potential for a new hire who works at the intersection of the arts and sciences, especially in interdisciplinary methodology.

- **Data Analytics** (6 cr.): This course, offered in two consecutive terms (ARSC 604 & 605), will equip students with the fundamental quantitative skills for working with data in industry, government, and academic sectors. It begins with a unit on statistical and computational methods, followed by a series of modules that address issues in quantitative data-driven analysis as they arise in real-world problems, drawn from different disciplines. We envision each module being taught by a different McGill faculty member who works in [data science](#).
- **Project** (18 cr.): In this course, spanning three consecutive terms, students will work in small, multi-disciplinary groups to develop and execute a project idea of their own. The first term (ARSC 690) will address a topic related to the social life of data, exposing students to a variety of interdisciplinary approaches and thus functioning as a template for them in the development of their projects. In the second term (ARSC 691), students will work in small groups (approx. 4-6 members) to put together their research proposal. In the third term (ARSC 692), they will carry out their proposed project. There is the potential for a new hire in the area of critical data studies, who can teach the first course in this sequence. Supervision for the latter project courses will be provided by M.A. & Sc.; Non-Thesis affiliated faculty.
- **Complementary courses** (12 cr.): Students will complete 12 credits of complementary coursework, allowing for a degree of specialization based on their interests and existing competencies. Students will choose at least one course from each of the following three streams: science, medicine and ethics; history, culture, and society; computation and digital technologies. The list of complementary courses will initially be drawn from the existing course offerings in the Faculties of Arts and Science at McGill, but we envision designing new courses for the program; indeed, in the course of our consultations, a number of units have indicated a willingness to collaborate on this. Other courses at the 500- or 600-level may be chosen in consultation with the academic adviser or supervisor if they are deemed to fall under one of the streams.

Fall	Winter	Summer
ARSC 601 Proseminar: Interdisciplinary Knowledge and Methods 1 (3)	ARSC 602 Proseminar: Interdisciplinary Knowledge and Methods 2 (3)	ARSC 603 Proseminar: Interpersonal and Leadership Skills (3)
ARSC 604 Data and Analytics for Decision-Making 1 (3)	ARSC 605 Data and Analytics for Decision-Making 2 (3)	
ARSC 690 Project: The Social Life of Data (3)	ARSC 691 Project: Research Proposal (3)	ARSC 692 Independent Project (12)
Complementary course (3)	Complementary course (3)	
Complementary course (3)	Complementary course (3)	

Learning outcomes

Graduates of the M.A. & Sc.; Non-Thesis program will emerge with a novel skill set, stemming from its innovative approach to problem solving and interdisciplinary methodologies. Students will be able to recognize the complex and tacit assumptions that inform different fields, and understand how different disciplines confront and define complex problems. They will learn how to bring data analytics to bear on social problems, leading to evidence-based decision making, and, conversely, how cultural contexts and value systems bear on scientific issues. Finally, they will learn how to work with those who come from different disciplinary backgrounds on common projects, and thus envision creative and informed solutions to critical issues affecting contemporary society.

Comparable programs

Interdisciplinary programs have increased dramatically over the past two decades. Several universities offer MA programs in quantitative or computational social sciences. Many others offer MSc degrees in interdisciplinary data science or science and technology studies (STS). However, we have not found an existing program elsewhere that combines elements from both the arts and sciences. Programs focused on problem solving and/or strategic thinking tend to be found in business and management, while programs related to design thinking tend to be found in fine arts. There are also many institutions which offer students the option to specialize across disciplines (NYU's Gallatin School of Individualized Study; Concordia's Individualized Program). However, these options are pursued individually, rather than in a cohort. We believe that a great strength of the proposed program is a structure that enables students with different disciplinary backgrounds to arrive at a shared foundation, even while following their own interests. The following is a list of programs consulted, which are comparable with respect to certain components of our proposed program:

- Columbia University, MA in Quantitative Methods in Social Sciences ([QMSS](#)); [Lede Program in Data Practices](#) (School of Journalism and Department of Computer Science)
- Duke University, Masters in Interdisciplinary Data Science ([MIDS](#))
- London School of Economics, MSc in Media and Communications ([Data and Society](#))
- Paris College of Art, MA in [Design for Social Impact](#)
- University of British Columbia, MA in Measurement, Evaluation, and Research Methodology ([MERM](#)); MA in Science and Technology Studies ([STS](#))
- University of Chicago, MA in Computational Social Science ([MACSS](#))
- University of Edinburgh, MA in Global Studies ([Edinburgh Futures Institute](#))
- University of Warwick, MSc in [Big Data and Digital Futures](#) (Centre for Interdisciplinary Methodologies)
- University of Westminster, MA in [Data, Culture, and Society](#)

Appendix 1: Alternative Titles

Complex Problem Solving
Innovative Problem Solving
Design Thinking
Transformative Research and Practice
Interdisciplinary Methodologies
Interdisciplinary Data Studies
Interdisciplinary Data Studies and Global Problem Solving
Interdisciplinary Data Studies and Global Problems
Interdisciplinary Data Studies and Global Leadership
Data and Social Change
Data and Social Innovation
Data and Social Transformation
Data and Society

Appendix 2: Prerequisites

The specific course codes represent the McGill offerings, and are not meant to be exhaustive. Additionally, comparable courses at a higher level (i.e., 300- or 400-) would count.

B.A. students are expected to have a minimum of four courses from the following:

- Calculus (MATH 222)
- Linear Algebra (MATH 223)
- Logic/Proofs (COMP 230, MATH 318, PHIL 210, PHIL 310)
- Probability (MATH 323)
- Statistics (MATH 324, ECON 227, PSYC 204, or SOCI 350)
- Computation/Programming (COMP 202, COMP 206, COMP 250, COMP 251, COMP 273)

B.Sc. students are expected to have at least four courses from the humanities and social sciences, especially from the following disciplines:

- Anthropology (ANTH 202, ANTH 204, ANTH 222, ANTH 227)
- Communication Studies (COMS 200, COMS 210)
- English (ENGL 275, ENGL 276)
- Philosophy (PHIL 200, PHIL 230, PHIL 237, PHIL 240)
- Political Theory (POLI 231, POLI 232)
- Sociology (SOCI 210, SOCI 219)



McGill

Faculty of Arts | Faculté des arts

Memo

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E: arts.academicaffairs@mcgill.ca

To: Christopher Buddle, Associate Provost (Teaching and Academic Programs)

From: Jim Engle-Warnick, Acting Dean, Faculty of Arts *JW*

cc:

Subject: "Masters of Arts and Science" Title

Date: April 22, 2021

Further to the Faculty of Arts' strong support for the program described in the documents, the Faculty recommends that the title of "Masters of Arts and Science" be used for the program.

JW



Faculty of
Science

Faculté des
sciences

April 15, 2021

From: R. B. Lennox, Dean of Science

A handwritten signature in black ink, appearing to read "R. B. Lennox".

To: Christopher Buddle, Associate Provost

CC: Jim Engle-Warnick, Acting Dean, Faculty of Arts

Further to the Faculty of Science's strong support for the program described in the documents, the Faculty recommends that the title "Masters of Arts and Science" be used for the program.

Office of the Dean

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(2019)

<p>1.0 Degree Title Please specify the two degrees for concurrent degree programs</p> <div style="border: 1px solid black; padding: 2px;">Certificate</div>	<p>2.0 Administering Faculty or GPS</p> <div style="border: 1px solid black; padding: 2px;">Faculty of Arts</div>
<p>1.1 Major (Subject/Discipline) (30-char. max.)</p> <div style="border: 1px solid black; padding: 2px;">Foundational Social Services Skills and Knowledge</div>	<p>Offering Faculty & Department</p> <div style="border: 1px solid black; padding: 2px;">Arts/School of Social Work</div>
<p>1.2 Concentration (Option) (30 char. max.)</p> <div style="border: 1px solid black; height: 20px;"></div>	<p>3.0 Effective Term of Implementation (Ex. Sept. 2019 or 201909) Term</p> <div style="border: 1px solid black; padding: 2px;">Sept 2021</div>
<p>1.3 Complete Program Title (info from boxes 1.0+1.1+1.2+5.2)</p> <div style="border: 1px solid black; padding: 2px;">Certificate in Foundational Social Services Skills and Knowledge</div>	

4.0 Rationale and Admission Requirements for New Program/Concentration

The Nunavik Regional Board of Health and Social Services (NRBHSS) has informed us that they want to increase the educational opportunities available to Inuit in Nunavik by making available more post-secondary education in the health and social services sector, delivered in-person within community. They wish to prepare Inuit for roles in health and social services that exist in Nunavik but not in the rest of province of Quebec. The priorities of offering academic programs within Indigenous Communities were clearly identified through the Provost's Task Force on Indigenous Studies and Indigenous Education Final report (2017) and Commission Viens report (2019), particularly under Call for Action 11: Make implementation of student retention and academic success measures for Indigenous students and young people a priority and allocate the amounts required, guided by the needs identified by the Indigenous peoples themselves and complying with their ancestral traditions. Continued in addendum. Admission requirements are as per the Bachelor of Social Work program.

5.0 Program Information
Indicate an "x" as appropriate

<p>5.1 Program Type</p> <p>Bachelor's Program</p> <p>Master's</p> <p>M.Sc.(Applied) Program</p> <p>Dual Degree/Concurrent Program</p> <p><input checked="" type="checkbox"/> Certificate</p> <p>Diploma</p> <p>Graduate Certificate</p> <p>Graduate Diploma</p> <p>Professional Development Cert</p> <p>Ph.D. Program</p> <p>Doctorate Program (Other than Ph.D.)</p> <p>Self-Funded/Private Program</p> <p><input checked="" type="checkbox"/> Off-Campus Program</p> <p>Distance Education Program</p> <p>Other (Please specify)</p>	<p>5.2 Category</p> <p>Faculty Program (FP)</p> <p>Major</p> <p>Joint Major</p> <p>Major Concentration (CON)</p> <p>Minor</p> <p>Minor Concentration (CON)</p> <p>Honours (HON)</p> <p>Joint Honours Component (HC)</p> <p>Internship/Co-op</p> <p>Thesis (T)</p> <p>Non-Thesis (N)</p> <p>Other</p> <p>Please specify</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>5.3 Level</p> <p><input checked="" type="checkbox"/> Undergraduate</p> <p>Dentistry/Law/Medicine</p> <p>Continuing Studies (Non-Credit)</p> <p>Collegial</p> <p>Masters & Grad Dips & Certs</p> <p>Doctorate</p> <p>Post-Graduate Medicine/Dentistry</p> <p>Graduate Qualifying</p>
---	---	---

5.4 Requires Centrally-Funded Resources
Yes ___ No X

<p>6.0 Total Credits or CEUs (if latter, indicate "CEUs" in box)</p> <div style="border: 1px solid black; padding: 2px;">30 credits</div>	<p>7.0 Consultation with Related Units</p> <p>Financial Consult <input checked="" type="checkbox"/> Yes No</p> <p>Attach list of consultations. Yes <input checked="" type="checkbox"/> No</p>
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Addendum

4.0 Rationale and Admission Requirements for New Program

We are responding to the Truth and Reconciliation Commission of Canada (TRC) several Calls to Action, including improving educational attainment levels and success rates amongst Indigenous Peoples (10ii, TRC). We are also responding to the Viens Commission Call to Action #107 regarding equity for Inuit working in the health and social services sector.

We can address these needs by offering a Certificate in Foundational Social Services Skills and Knowledge in Nunavik. This certificate is aligned with a specific role recognized by the Minister of Health, which exists within the Nunavik health and social services sector and builds capacity in the communities. The competencies of the role are commensurate to courses offered in this certificate. Students will gain the knowledge and experience required for this role.

Finally, offering this certificate in Nunavik is in line with McGill University's Strategic Plan of shaping McGill into the leading university in Eastern Canada for Indigenous education and services.

8.0 Program Description (Maximum 150 words)

The Certificate in Foundational Social Services Skills and Knowledge, offered in Nunavik, focuses on integrated social work knowledge pertaining to history, theory, research, practice modalities, and policies that influence the delivery of health and social services.

9.0 List of proposed new Program/Concentration

If new concentration (option) of existing program, a program layout (list of all courses) of existing program **must** be attached.

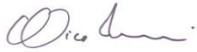


Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit Weight under the headings of: Required Courses, Complementary Courses, Elective Courses)

Certificate in Foundational Social Services Skills and Knowledge (30 credits)

Required Courses (30 credits)

- CCOM 301 Selected Communication Topic 1 (3 credits)
- EDEC 288 Inuktitut for Beginners (3 credits)
- IDFC 500 Indigenous Field Studies (3 credits)
- INDG 202 Topics in Indigenous Studies 1 (3 credits)
- SWRK 219 Anti-Oppression Social Work Practice (3 credits)
- SWRK 220 History and Philosophy of Social Work (3 credits)
- SWRK 221 Public Social Services in Canada (3 credits)
- SWRK 222 Introduction to Practicum (3 credits)
- SWRK 224 Human Development Across the Lifespan (3 credits)
- SWRK 354 Social Work in the Health Field (3 credits)

10.0 Approvals

Routing Sequence	Name	Signature	Meeting Date
Department	Nico Trocmé, Director, School of Social Work		April 7, 2021
Curric/Acad Committee	Michael Fronda, AD Academic		April 12, 2021
Faculty 1	Michael Fronda, Ad Academis		April 27, 2021
Faculty 2			
Faculty 3			
CGPS			
SCTP		Cindy Smith, Secretary to SCTP	April 22, 2021
APC		APC approved	May 3rd, 2021
Senate			

Submitted by		To be completed by ES:
Name	Nicole Ives	
Phone		CIP Code
Email	nicole.ives@mcaill.ca	
Submission Date		

REMINDERS:

*Box 5.4 – Must be completed; see section 6.5.4 within the New Program Guidelines at:

<https://www.mcgill.ca/sctp/guidelines>.

**All new program proposals must be accompanied by a 2-3 page support document.

March 26, 2021

Rationale for categorization of Years 1 and 2 as certificates for in-person BSW program in Nunavik

In 2015, the Truth and Reconciliation Commission of Canada (TRC) published several calls to action for improving education attainment levels and success rates amongst Indigenous Peoples (10ii, TRC).

McGill's Indigenous Partners, such as the Nunavik Regional Board of Health and Social Services, have informed us that they need more educational programs in their communities to prepare Indigenous Peoples for many positions, particularly in the public sector.

We feel that we can address both needs by offering a Bachelor of Social Work (BSW) program in Nunavik that is broken down by year.

- Step 1. Learners are admitted into a certificate that is part of the BSW degree.
Each certificate constitutes one of three segments of existing courses for a 90 credits degree.
- Step 2. Each stage would consist of 10 courses of 3 credits each (30 credits).
- Step 3. Each stage would prepare students to acquire certain competencies and knowledge.
- Step 4. Upon completing 30 credits, a Certificate would be issued to the Indigenous learner.
- Step 5. The learner will then decide whether to continue on to stage 2 and complete another 30 credits and earn a second Certificate.
- Step 6. Finally, the learner can decide to continue onto the third stage and complete the last 30 credits, to earn an undergraduate degree.

The end of each academic year (i.e., Y1, Y2 and Y3) will be seen as milestone stages. After 30 credits, students will be encouraged to continue (without graduating) to the next Y2 courses and once they have reached that milestone they will be encouraged to continue on to Y3 courses. For those learners who do not wish to continue, providing them with a certificate will give them a sense of completion and success rather than having nothing to show for the courses they completed. They will either graduate from 1 or 2 certificates or the BSW based on the number of courses/credits they have completed. This approach will encourage Indigenous learners to continue to degree completion but in manageable chunks with more readily achievable benchmarks along the way.

The integrity of the BSW degree is retained. Each student has to complete the same work and requirements as students taking the degree continuously. We are simply structuring the delivery in a way that is aligned with Inuit Worldview which views time as being connected deeply to the land and focusing on what needs to be taken care of in the present moment, not 3 years in the future. Therefore, breaking the BSW down into sections, that are more manageable, is better aligned with Inuit Worldview and is meant to increase student confidence, retention and success. In addition, offering this pathway to completing the BSW in Nunavik will avoid negatively impacting the reporting statistics on degree completion.

In addition, the two certificates are aligned with specific roles, such as community worker and group facilitator, that only exist in Nunavik in the Health and Social Service's sector and are recognized by the Minister of Health. The courses in the certificates are aligned with the foundational (Year 1) and skills building (Year 2) knowledge groupings from the BSW so that students gain the knowledge and experience that they will need to be employed in these two roles.

Furthermore, McGill has experience and history in the Faculty of Education of offering a degree completion pathway whereby Indigenous Learners complete a Certificate and enter the workplace or continue on to earn a Bachelor of Education degree.

Finally, offering this pathway to the completion of a BSW in Nunavik is in line with McGill University's Strategic Plan of shaping McGill into the leading university in Eastern Canada for Indigenous education and services.



CALL FOR INTEREST

NRBHSS-CFI-2020-01

**DEC-BAC Program in Social Work for Inuit Workers in the
Health and Social Services Network**

Contact Information

McGill University

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Co-Director Indigenous Access McGill

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June 2020



June 8th, 2020

Mrs. Minnie Grey
Executive Director
Nunavik Regional Board of Health and Social Services
PO Box 900 Kuujuaq (Qc) J0M 1C0

Dear Mrs. Grey,

We are happy to present our proposal to fulfill the call for interest for a Bachelor of Social Work to be delivered in Nunavik that is recognized across Inuit Nunangat and Canada. Our proposal will highlight our plan to deliver a BSW degree that is of equivalent quality to the degree offered on campus at McGill in Montreal and is relevant to and grounded in Inuit realities.

With the submission of the *Final Report of the Task Force on Indigenous Studies and Indigenous Education*, McGill University is poised to substantially increase its commitment to all facets of its Indigenous education. As the authors state in the document, "McGill will heed the call of the TRC by engaging and collaborating with Indigenous communities to identify, explore, and advance ideas, initiatives and plans that will embed Indigeneity in the life and activities of the University while seeking to enhance the presence and success of Indigenous students, faculty and staff at McGill."

This proposal has multiple sections. The sections include who we are as an educational institution; our experience in establishing partnerships and tailoring educational programs to meet partners' needs and experience in Nunavik; the team that is committed to delivery of our BSW in Nunavik; our current BSW program offered in Montreal and how it could be tailored to be delivered in an intensive format in Nunavik; the program structure; timeline for full-time and part-time studies; a description of student supports, teaching and learning methods, cultural competencies and cultural knowledge, and demonstrated understanding of Indigenous culture in general; how a Reconnaissance des acquis et competences (RAC) process will be applied through the School of Continuing Studies; and the final sections are mitigation and program budget.

We look forward hearing from the selection committee and please do not hesitate to contact us if you have any questions about the proposal.

Warm regards,

Wanda Gabriel, Nicole Ives, Carmen Sicilia, & Pamela Weightman

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1. McGill University's Profile

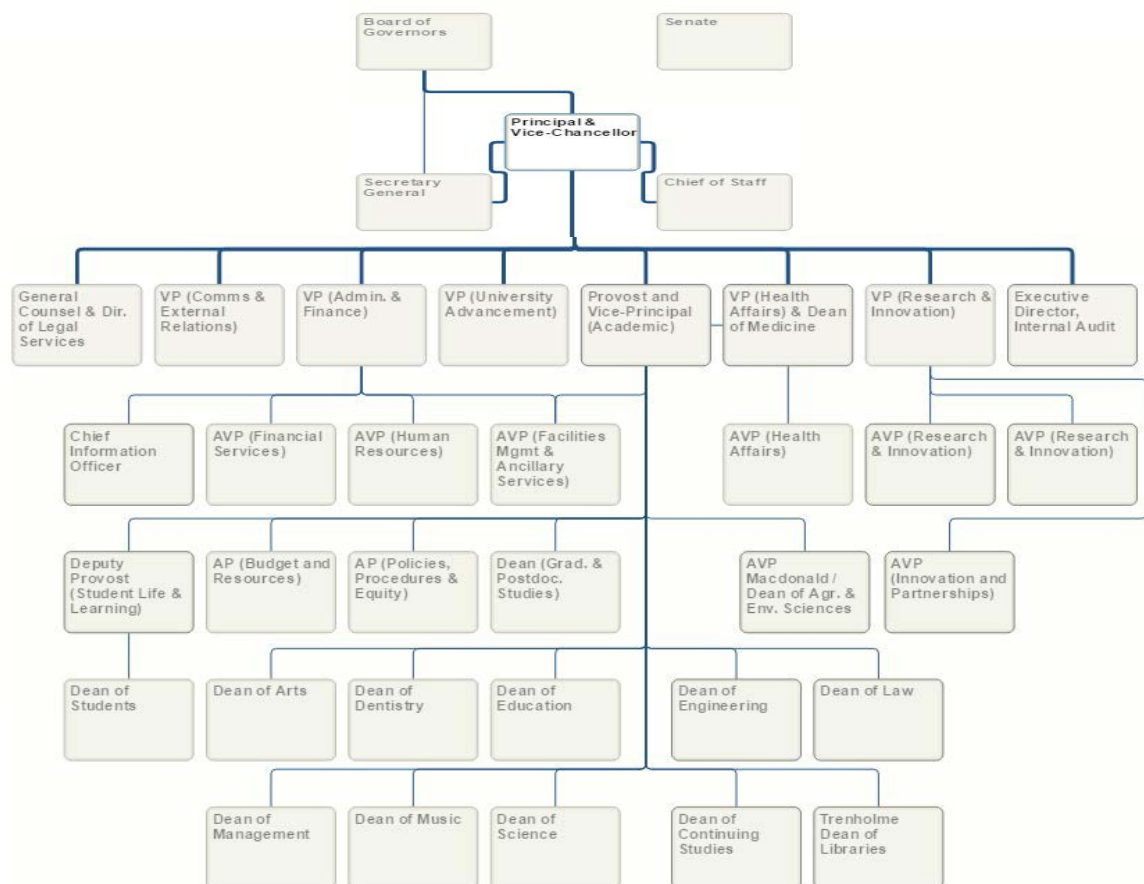
McGill was founded in 1821 on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinaabeg nations. Since that time, McGill has grown from a small college to a bustling university with 2 campuses, 11 faculties, some 300 programs of study, 11,000 full-time employees, 1000+ working on a part-time basis and more than 37,500 students and adult learners studying daytime and evenings.

McGill University is one of Canada's best-known institutions of higher learning and one of the world's leading research-intensive universities, welcoming students from about 150 countries. Our University is defined by the ideals of academic freedom, the open and free exchange of ideas, and by openness to the world.

1.1. Management Structure

The University's administration is comprised of both academic and administrative positions charged with managing the daily operations. The senior administrative officers, including and led by the Principal and Vice-Chancellor, create a vision and direction for the University. The governing bodies provide strategic guidance and oversight, ensuring accountability through a system of formal decision making and reporting. McGill University's governance model includes both a Board of Governors and a Senate.

McGill University's Organizational Chart



1.2. McGill University's Mission

The mission of McGill University is the advancement of learning and the creation and dissemination of knowledge, by offering the best possible education, by carrying out research and scholarly activities judged to be excellent by the highest international standards, and by providing service to society. In fulfilling its mission, McGill University embraces the principles of academic freedom, integrity, responsibility, equity, and inclusiveness.

1.3. Points of Pride

McGill has many milestones and points of pride including the following:

- Ranked first in Canada among medical/doctoral universities for the last 10 years (Maclean's University Rankings 2013).
- Voted, in 2014, among the top 20 universities globally for the tenth consecutive year – the highest ranking of any Canadian university.
- Placed twenty-first in the world (QS World University Rankings 2013).
- Twelve Nobel Prize holders.
- World-renowned reputation for research and community involvement.
- In collaboration with Indigenous educational authorities, delivered teacher education programs for over 45 years in Indigenous communities across Nunavut, Nunavik, and Eeyou Istchee (Cree territory), and in Kawawachikamach, Kahnawà:ke, Kahnnesetake, and Listuguj.
- Leader in innovative online program delivery.
- In 2011, inaugurated a special convocation ceremony and reception for all Indigenous students.
- Home of the First Peoples' House, a 'home away from home' for First Nations, Inuit and Métis students.

2. School of Social Work

The McGill School of Social Work was founded in 1918. Since it opened, with the support of donors and alumni, the School has continued to provide world-class social work education, generate leading research, and strive for social justice in the community, Canada, and internationally.

Advocating for communities and populations is an important mandate of the School of Social Work. Advocacy efforts by faculty, lecturers, staff, and students have included: equal rights for First Peoples communities; policy changes and reviewing the impacts of legislation on Quebec health, education, and social services; improvements to service provisions for victims of sexual abuse; access to basic services for vulnerable groups; and mental health prevention and promotion.

With a diverse and expert team of faculty, lecturers, and staff, the School of Social Work maintains standards of excellence in education. Using classroom and practical experiences, students are

encouraged to develop skills and competencies, think critically about their role as helping professionals, understand the ethics of social work practice, and consider effective policy change and implementation.

The School is a member of the Canadian Association of Schools of Social Work (CASSW) and the International Association of Social Work (IASW). Several programs at the School are accredited by the Canadian Association for Social Work Education (CASWE).

3. School of Continuing Studies

The McGill School of Continuing Studies (SCS) was officially launched in 1968. As part of McGill, the SCS is strongly committed to excellence in teaching and learning for adults. The McGill SCS is approachable, engaging, and forward-thinking, and provides innovative learning opportunities grounded in applied research. With its geographical positioning in downtown Montreal, SCS offers a rich multicultural and cosmopolitan environment.

The McGill SCS offers a wide variety of programs and courses leading to undergraduate and graduate certificates and diplomas, as well as many seminars and workshops geared towards professional development and corporate training.

The McGill University School of Continuing Studies offers diverse adult learners a path of life-long professional and personal transformation through innovative teaching, practical experience, and applied research. We empower learners, strengthen communities and support partner organizations to thrive in a world of fast paced change and technological advances with greater access, mobility and adaptability. Together with our partners and alumni, we help shape the future of work and learning by building bridges across the University and beyond.”

4. University-Wide Cultural Recognition

McGill recognizes that physical, symbolic and spiritual representations play a significant role in cultural recognition and inclusion. Here are a few examples of cultural recognition across the university:

- At a special convocation ceremony held for McGill's Indigenous graduates, each graduating student receives a specially designed scarf as recognition of their achievements. Designed by Mohawk designer Tammy Beauvais, the scarves show a set of symbols that recognize the diversity of the Indigenous student body and honor the traditional Mohawk territory.
- The Hochelaga Rock is an enduring historical marker of Indigenous history and settler-Indigenous people's interaction on the island of Montreal and its surrounding area. The Rock marks the historical ties and use of the land by Indigenous people.
- Indigenous Elders play a prominent role at McGill as knowledge holders and student counsellors, leading ceremonies held throughout the academic year.
- For one week, launched on National Aboriginal Day, the Iroquois "Hiawatha Belt" flag (symbolic of unity among Haudenosaunee) flies from McGill's Arts Building.
- Beginning with a Pow-Wow in its central square, McGill hosts an annual Indigenous Awareness Week dedicated to generating awareness and appreciation of Indigenous culture within the McGill Community.

- Entrance to Wilson Hall, which houses the School of Social Work, has a banner with *Welcome* written on the wall in 3 languages; Kanieke'ha:ke, English and French.
- As part of the Social Work 100 celebration, an art installation was created by artist Ellen Gabriel illustrating the creation story of the Haudenosaunee.

5. Partnership Engagement

McGill University has a longstanding tradition of partnering with various Indigenous communities, educational institutions and governments. Table 1 is a list of some of the partners McGill University has worked with. We are particularly proud to note that we are in our 15th year of partnership with Nunavik Regional Board of Health and Social Services, our 47th year of partnering with the Kativik School Board, and our 15th year partnering with the University of Monterrey Institute of Technology and Higher Education.

Although universities have a reputation of having a rigorous and arduous program approval process, McGill recognizes that time is of an essence when working with partners or responding to a public need. McGill University's structured governance does not hinder the development of a partnership but rather enables it, structuring the process that allows new courses and initiatives to be introduced expediently. For example, a Certificate in Information Technology for an Indigenous partner was approved within a 2-month period; a Graduate Certificate for McGill University Health Center (MUHC) and employees was approved and implemented within a 3-month period. A Graduate Certificate in Health Leadership, in French and English, was developed and implemented in 6 months.

McGill University works closely with its partners across a variety of sectors, government and non-government, to customize material to best meet the needs of its learners. Through targeted interviews, needs assessments and feasibility studies, it seeks to gain a better understanding of the partner's culture and context to build the foundations of a solid relationship.

By working closely with partners, McGill University ensures curricula equips learners with the relevant skills and competencies required. These include, for example, communication, financial acumens, creativity, teamwork, analytical abilities, commercial awareness, teacher education, professional counselling, and much more. Focus is placed on developing practical learning which can be directly applied to the workplace.

5.1. Our Experience

McGill University is proud to have BSW and certificate graduates from the School of Social Work working in Nunavik. Members of the McGill faculty have had multiple experiences in the north (please see Table 1. Partnerships and Engagements with Indigenous Communities and Indigenous and non-Indigenous organizations below for a description of our partnerships and engagements with Indigenous communities over the years and the types of programs that were prepared for these audiences).

Regarding training for Indigenous communities, for example, Prof. Wanda Gabriel has developed six training modules. For one of the trainings, Prof. Gabriel was the lead on creating an information kit for Quebec Native Women Inc. entitled *My Sexuality, it's about respect: Break the silence* (2011) in collaboration with the working committee members who were representative of the different nations of the Quebec region. The information kit was designed to be a campaign to draw awareness to sexual assault and healthy sexuality and what to do when someone discloses a sexual assault. Professor Gabriel also designed a training module that accompanied this project. The training module was offered to 6 communities in Quebec. It was a 2-week training of trainers focused on how to design a prevention project with the material in *My Sexuality, it's about respect: Break the Silence*. Included in this module was a training manual and a PowerPoint presentation. Topics covered included: Spectrum of prevention; Sample activities; Tip sheet; Assessing community readiness; Your role in a sexual assault awareness campaign; Providing a safe environment; Checking your attitudes on sexuality; How to support and when to refer and resources; Using the circle as a tool; Circle teachings; Impacts of colonization on sexuality; Community & Group Norms; the socio-ecological model and circle teachings; Lateral violence and oppression; Overview of prevention strategies; Theoretical foundations for preventing sexual violence; Philosophy of sexual health education; Media-based campaigns and social marketing; Facilitation basics; Generating and sustaining commitment; Responding to opposition and criticism; Dealing with disagreement; Self-care; and Dealing with triggers.

Other training modules developed by Prof. Gabriel include:

- For the **Isuarsivik Recovery Center**, Family Healing Program, (2019-2020); Creating a Trauma informed based approach and practice, (2019); Creating a resilient and culturally safe workplace, (2018).
- For the **Cree Board of Health and Social Services of James Bay**, (Training to all 9 communities), Sexual Violence Response Protocol, (2013-2017).
- For the **National Parole Board of Canada**, Creating cultural safety in justice for the commissioners of the parole board, (2015-2018).
- For **Quebec Native Women Shelters** (11 shelters in Quebec), An Intervention guide dealing with sexual assault, (2012-2013).
- For the **Truth and Reconciliation Commission Health Canada** (Regional Quebec frontline workers), How to be an effective helper? Residential School Health Support Workers, (2010 to 2012).

Table 1. Partnerships and Engagements with Indigenous Communities and Indigenous and non-Indigenous organizations

Partner	ProgrammingType	Date
Nunavik Regional Board of Health and Social Services	On-site, customized Certificate in Health and Social Services Management	2005 - present
Kativik Ilisarniliriniq	In community, tailored Certificate in Northern Social Work Practice	1997 - 2007
	In-community Certificate in Indigenous Leadership	2000 - present
Isuarsivik Regional Recovery Center	Family Healing Program	2019-2020
	Creating a Trauma informed based approach and practice	2019
	Creating a resilient and culturally safe workplace	2018
Quebec Native Women Inc.	My Sexuality, it's about respect: Break the silence (offered in 6 Quebec communities)	2011
Cree Board of Health and Social Services of James Bay	Sexual Violence Response Protocol (Training to all 9 communities)	2013-2017
	Customized, online Certificate in Health and Social Services Management	August 2016 - present
	Customized, online Diploma in Health and Social Services Management	January 2017- present
Cree Human Resources Development	Tailored Certificate in Indigenous Business Management	September 2017 - present
Quebec Native Women Shelters	An Intervention guide dealing with sexual assault (11 shelters in Quebec)	2012-2013
Truth and Reconciliation Commission Health Canada (Regional Quebec frontline workers) National Parole Board of Canada	How to be an effective helper? Residential School Health Support Workers	2010-2012
	Creating cultural safety in justice for the commissioners of the parole board	2015-2018
First Nations of Quebec and Labrador Health and Social Services Commission	Member of Indigenous Access McGill Advisory Committee	2007 - present
Jaanimmarik School	Research partner for Community partnerships for educational success: Exploring Inuit conceptualizations of parent/family involvement in Nunavik	2010-2012

Qarjuit Youth Council	Community partner for the First Peoples' Post-Secondary Storytelling Exchange	2017-present
Kahnawà:ke Education Centre	In-community Certificate in Indigenous Language Literacy	2003 - present
Cree Nation of Waswanipi	Online Certificate in Computer Information technology	April 2015 - present
Cree Nation of Chisasibi	Online Certificate in Indigenous Business Management	April 2014 - present
	On-site customized Professional Writing and Communication Skills	January 2015
Cree School Board	In-community Certificate in Inclusive Education	2003 - present
	In-community Certificate in Indigenous Language Literacy	1993 - present

5.2. McGill's Commitment: Letters of Support

McGill University is committed to working together to deliver the BSW in Nunavik. You will find letters of support demonstrating our commitment to this initiative. In Appendix A, you will find letters of support from the McGill University Leadership team and two Inuit BSW graduates:

- Provost and Vice Principal (Academics)
- Dean of Faculty of Arts
- Dean of Continuing Studies
- Director, School of Social Work
- Director, Centre for Research on Children and Families
- Lolly Annahatak, BSW
- Mary Mesher, BSW

5.3. Partnership to Advance Social Work Training in Nunavik

The McGill team will work to establish new partnerships that will enhance and facilitate delivery of the Bachelor of Social Work program in Nunavik.

On May 5, 2020 a preliminary conversation took place between Cegep Marie-Victorin and McGill University to determine if a collaboration and partnership would be possible. We have come to an agreement that we would establish a collaboration that would be in the best interest of the Inuit learners. For example, we would identify the courses in the DEC and AEC program that are equivalent to McGill University's BSW courses. Students would be exempted from equivalent courses. Please refer to Appendix B for an email from McGill University to Cegep Marie-Victorin confirming our interest in working together.

After communicating with colleagues in McGill's School of Nursing, it is our understanding that they are in the process of developing a Nursing program to be delivered in Nunavik. While this will not be possible until both programs are operational, we agreed that there are some classes which could be relevant and taken for credit as both social work and nursing courses, satisfying requirements for both programs. For example, current social work courses such as Human Development Over the Life Span, Mental Health and Illness, Critical Thought and Ethics in Social Work and Social Work in the Health Field could all be modified to meet the needs of social work and nursing students. Tailoring courses that include both social work and nursing students could potentially increase the number of students in these classes as well as reduce costs by sharing resources.

We will also develop partnerships with Inuit health and social service agencies in Nunavik, such as the Isuarsivik Regional Recovery Centre, which will serve as field placements for students to permit them to exercise the knowledge learned in class and develop the skills required to practise as a social worker.

6. Team on the NRBHSS-BEC-BAC Initiative

Prof. Nicole Ives, Associate Professor, Co-Director Indigenous Access McGill

Prof. Ives is a co-founder of Indigenous Access McGill (IAM) and served as Director of the BSW Program from 2013-2018. Since IAM's founding in 2007, 25 Indigenous students have graduated from the School of Social Work BSW, MSW, and MsCFT programs. IAM is a Faculty of Arts-supported program for First Nations, Inuit and Métis students in Social Work, dedicated to Indigenous student success, from recruitment to support and mentoring during the Social Work program through graduation, and curriculum development (Indigenous Field Studies). Please see these links to videos about IAM (2008: <https://youtu.be/18Wz-CsBxwE>) and Indigenous Field Studies (2010 <https://youtu.be/8nWO76m9PK8>; Building Bridges IDFC 500 2020 <https://youtu.be/s4BD2MKqFdU>). Prof. Ives has engaged in community-based research projects in Nunavik since 2008. She has been involved in education-focused, participatory projects funded by the Social Sciences and Humanities Research Council that have explored strategies to increase high school student retention rates and gathered stories about education from Inuit students, community members, and Elders: Principal Investigator for Community partnerships for educational success: Exploring Inuit conceptualizations of parent/family involvement in Nunavik (2010-2012) based in Kuujjuaq; Co-investigator for A First People's Storytelling Exchange: Intersecting College and Community Circles (2016-2019), in Kuujjuaq and Kangiqsujuaq; and Principal Investigator for Bringing Back the Stories: First Peoples Postsecondary Storytelling Exchange Returns to Community (2020-2021), in Kuujjuaq and Kangiqsujuaq.

Prof. Wanda Gabriel, Assistant Professor, School of Social Work, Co-Director Indigenous Access McGill

Prof. Gabriel has been involved with the academic community for 3 years. Prior to this, Prof. Gabriel was providing consultation, healing sessions, training sessions, program evaluation/development, and clinical supervision to Indigenous communities and families across Canada, as well as extensively in the Nunavik territory. She has worked nationally on several projects such as the Aboriginal Healing Foundation, The Canadian Aboriginal Aids Network, National Parole Board of Canada, and the Truth and Reconciliation Commission. In her University role, she is the Co-Director for the Qualifying Year for Master of Social Work degree. She is also the Co-Director of Indigenous Access McGill. She is presently involved with a research team composed of partners from Concordia University, Quebec Native Women

and Elizabeth Fry Association. The project is to identify the rehabilitation needs of Indigenous women in Quebec's provincial prison and to assess the institutional policies that support and constrain Indigenous women's capacity for rehabilitation. Specifically, the study will examine the multiple layers of oppression experienced by Indigenous women. Prof. Gabriel has 30 years of experience working with Indigenous realities on the healing journey.

Prof. Carmen Sicilia, Associate Professor and Director of Indigenous Relations School of Continuing Studies, McGill

Dr. Carmen Sicilia is a native of Montreal. She graduated from Concordia University where she received two Bachelor of Arts degrees; the first specialized in Psychology, and the other in Applied Social Sciences. She also earned a Master and Doctorate in Education Psychology from McGill University. Her area of expertise is leading change in large complex social organizations. Dr. Sicilia joined McGill University in 2009 as Associate Professor and Director of Career and Professional Development Unit at the School of Continuing Studies. As the second largest unit at McGill University, Career and Professional Development is also a very active and evolving unit, since it is so closely tied with the needs of adult learners. She has led the unit through a major transformation, broadening its scope to include not for credit professional development courses and customized learning solutions to meet the needs of selected clientele. In 2013, she was appointed Associate Dean at the School of Continuing Studies and most recently in January 2020, she has taken on the new role of Director of Indigenous Relations. Over the years she has been working with various Indigenous communities and organizations designing and delivering tailored programs that will build community capacity and/or succession planning, training the next generation of Indigenous professionals, managers and leaders. She also was involved in McGill's Provost's task force on Indigenous Studies and Indigenous Programs and The Indigenous Working Group. Dr. Sicilia is a strong believer in partnership with local and international organizations and regulatory bodies and works to foster joint activities to develop the knowledge and competencies of career-minded individuals. She continuously thrives to bridge the university with the business community.

Prof. Lucyna Lach, Associate Professor, School of Social Work and Associate Dean (Student Affairs), Faculty of Arts

Lucyna Lach is an Associate Professor in the School of Social Work, McGill University and an Associate Member of the Departments of Pediatrics and Neurology/Neurosurgery in the Faculty of Medicine, McGill University. Her program of research focusses on the quality of life of children with neurodisabilities and their caregiver (i.e., caregiver health, and parenting). Dr. Lach's current projects address social determinants of health of children with neurodisabilities. She is co-leading a team of researchers and trainees who are using population-based as well as administrative and clinical databases to document determinants such as income, service use, and educational outcomes. She is part of a recently funded Strategic Patient-Oriented Research (SPOR) Team entitled CHILDBRIGHT, as co-lead of one of three themes that is evaluating five intervention/prevention approaches to supporting children with neurodisabilities and their families. Dr. Lach is currently the Associate Dean (Student Affairs) in the Faculty of Arts. She has taught direct practice, theory and research courses at both undergraduate and graduate levels. Prior to joining the faculty at McGill University in 2001, she spent 17 years as a social worker at the Hospital For Sick Children in Toronto, Ontario where she worked in the Division of Neurology.

Prof. Alicia Boatswain-Kyte, Assistant Professor, School of Social Work, McGill

Dr. Boatswain-Kyte is a social worker with over ten years of clinical experience working with marginalized individuals, families and groups. Alicia advocates for transformative social change within our institutions and social policies to ensure that all individuals and groups are able to participate as full and equal peers within society. Her work seeks to identify innovative solutions to facilitating service accessibility to marginalized populations. She is involved with several community organizations aiming to improve the health and social outcomes for racialized children and families in Montreal. Alicia's teaching considers both historical and contemporary social work practice and how it relates to our interventions with marginalized individuals and families. Her pedagogy draws on the importance of social and relational processes pursuant to social justice, while seeking to develop the critical reflexivity of students within the context of their professional social work practice.

Prof. Jill Hanley, Associate Professor, School of Social Work, McGill

Dr. Jill Hanley is an Associate Professor and Graduate Program Director at the McGill School of Social Work where she teaches core classes at the BSW, MSW and PhD levels. Her research, publications and advocacy are focused on access to social rights (health, housing, income) for vulnerable populations. She has been a member of the teaching team for the Indigenous Field Studies course delivered in Kahnawake for the past five years and taught a course on Community Development for the Certificate in Northern Social Work Practice offered in Nunavik from 1997 to 2007. Since January 2019, she has been the Scientific Director of the Sherpa University Institute on health, migration and diversity, funded by the Ministry of Health and Social Services for applied research and training. In addition, she is co-founder and an active member of the Immigrant Workers Centre since 1999.

Prof. Delphine Collin-Vézina, Associate Professor, School of Social Work, McGill

A clinical psychologist by training, Dr. Delphine Collin-Vézina is the Director of the Centre for Research on Children and Families at McGill University. She is an Associate Professor at the McGill School of Social Work and an associate Member in the Department of Pediatrics where she holds the Nicolas Steinmetz and Gilles Julien Chair in Community Social Pediatrics. Dr. Collin-Vézina has established the research group on Social Responses to Complex Trauma at McGill University and has recently received a SSHRC Partnership grant to establish the Canadian Consortium on Child Trauma and Trauma-Informed Care. She has successfully led and collaborated on more than 30 research-based and/or clinically-oriented projects on family violence, trauma, and service provision with key organizations including youth protection agencies, health and social services centres, social pediatrics centres, community-based organizations, the QC Ministry of Health and Social Services, the NB Ministry of Health, the First Nations of Québec and Labrador Health and Social Services Commission, and school boards in QC and ON.

Pamela Weightman, Project Coordinator

Pamela Weightman is part of the Indigenous Access McGill team, providing support to First Nations, Inuit and Métis students in Social Work. In 2013, she received her Master of Social Work (MSW) degree where her thesis focused on First Nations child welfare in Quebec. As part of her MSW, Ms. Weightman participated in McGill's 4-week intensive Indigenous Field Course, living on the land in Kahnawá:ke, Mohawk Territory, and learning about Indigenous cultures and worldviews. In addition, Ms. Weightman was the project manager for the Social Sciences and Humanities Research Council-funded Building Research Capacity with First Nations and Mainstream Youth Protection Services in Quebec project. She has 7 years of front-line experience in the field of child welfare and mental health service provision in Quebec.

7. Proposed Bachelor of Social Work in Nunavik

7.1. Admission Requirements

Applicants need to have:

1. Completed a DEC
or
2. 23 years of age and over; minimum grade of B in two college or university courses

7.1.1. Documents Required for Admission

1. Inuit students can prove Quebec Residency status in order to pay Quebec tuition rates by providing the following document:
 - A copy of their Quebec Birth Certificate
or
 - a copy their Makivik Corporation Inuit Beneficiary Card.
2. Complete a paper-based or online McGill University application form.





7.2. Program Accreditation

Since the McGill School of Social Work is accredited by the Canadian Association for Social Work Education, a McGill BSW graduate, whether from the program delivered in Nunavik or Montreal, is eligible to join the Order of Social Workers, Family, and Marriage Therapists of Quebec. In addition, students who hold a McGill BSW are also eligible to practice in the rest of Canada, contingent upon joining the local, provincial/territorial order of social workers. Therefore, graduating students will be able to work as social workers in Nunavik, in Quebec, or elsewhere in Canada.

7.3. Program Structure

Through the McGill School of Social Work, the Bachelor of Social Work is awarded upon successful completion of 90 credits of BSW Program-approved courses. These courses would be tailored for Inuit histories, contexts and concepts.

The program is composed of:

-  **63 credits** required BSW Courses
-  **9 credits** selected from non-required social work courses
-  **12 credits** selected from Faculty of Arts courses
-  **6 credits** from outside the Faculty of Arts

63 credits from required social work courses (this includes Field Placement courses)

- Required courses are mandatory courses that must be completed to fulfill BSW program requirements:
 - SWRK 219 Anti-Oppression Social Work Practice
 - SWRK 220 History & Philosophy of Social Work
 - SWRK 221 Public Social Services in Canada
 - SWRK 222 Introduction to Practicum
 - SWRK 224 Human Development Across the Lifespan
 - SWRK 319 Critical Thought and Ethics in Social Work
 - SWRK 320 Practice with Individuals and Families 1
 - SWRK 321 Introduction to Practice with Groups
 - SWRK 322 Field Practice 1
 - SWRK 323 Field Practice 2
 - SWRK 326 Practice with Individuals and Families 2
 - SWRK 327 Approaches to Community Practice
 - SWRK 344 Integrative Seminar 1
 - SWRK 420 Advanced Field Practice 1
 - SWRK 421 Advanced Field Practice 2
 - SWRK 422 Integrative Seminar 2
 - SWRK 423 Social Work Research
 - SWRK 424 Mental Health and Illness
 - SWRK 425 Advanced Practice in Quebec
 - SWRK 428 Social Policy & Administration
 - SWRK 445 First Peoples and Social Work
- **9 credits** selected from non-required social work courses, which currently include:
 - SWRK 354 Social Work in the Health Field
 - SWRK 493 Seminar on Child Protection
 - SWRK 535 Addictions
- **12 credits** selected from Faculty of Arts courses, which currently include:
 - IDFC 500 Indigenous Field Studies
 - INDG 202 Indigenous Studies 1
 - CCOM 301 Selected Communication 1
 - IDFC 300 Lean Operational Practices in Public Services
- **6 credits** selected from outside of the School of Social Work from any faculty or department, which currently include:
 - EDEC 288 Inuktitut for Beginners
 - EDEC 289 Inuktitut Orthography and Grammar

7.4. Scaffolding Degree Pathway

The degree will be structured in three stages referred to a *Scaffolding Degree Pathway*.

How does a Scaffolding Degree Pathway work?




- Step 1. Learners are admitted into a certificate that is part of McGill University's BSW degree. Each certificate constitutes one of three segments of existing courses for a 90-credit degree.
- Step 2. Each stage will consist of 10 courses of 3 credits each (30 credits).
- Step 3. Each stage will prepare students to acquire certain competencies and knowledge.
- Step 4. Upon completing 30 credits, a Certificate would be issued to the Indigenous Learner.
- Step 5. The learner will then decide whether to continue to stage 2 and complete another 30 credits and earn a second Certificate.
- Step 6. Finally, the learner can decide to continue to the third stage and complete the last 30 credits, to earn the Bachelor of Social Work degree.

In Year 1, Inuit learners in the BSW in Nunavik will be enrolled in the Certificate in Foundational Social Services Skills and Knowledge. In Year 2, Inuit Learners in the BSW in Nunavik will be enrolled in the Certificate in Para Social Work and Community Practices. In Year 3, Inuit learners who have completed Certificates 1 and 2 in good standing will be enrolled in the BSW program.

7.5. Timeline For Delivery

The program has been designed to be completed on a full-time or part-time basis. There will be oversight of the Program by the Academic Program Coordinator, in conjunction with an advisory committee (format and name to be developed with Inuit members of the BSW-Nunavik team) and Prof. Wanda Gabriel in her role as Indigenous Access McGill Co-Director. Student supports will be in place as described below on page 39. Collaboration with NRBHSS is essential; thus we would want to meet once a term (virtually or in-person if possible) to review the past term and discuss any challenges, successes and lesson learned, and debrief with students to build our relationships and respond to needs and concerns they may have.

7.6. Full-Time Program Schedule

<u>Proposed Full-Time Course Schedule</u>		
Year 1: 30 credits		
Certificate in Foundational Social Services Skills and Knowledge		
Term 1 2021 1 week	IDFC 500 Indigenous Field Studies - Description in Appendix C  Selected course from Faculty of Arts: 3 credits Land-based introductory course to social work practice in Nunavik	
Term 1 2021 2 weeks	SWRK 220 History and Philosophy of Social Work  Required: 3 credits Historical, theoretical and philosophical base of social work in Inuit contexts. Tailored, students could explore the history, philosophy and guidelines of	CCOM 301 Selected Communication 1: Fundamentals of Professional Writing in the Health & Social Services  Selected course from Faculty of








	<p>social work practice within Inuit and other societal contexts, including a comparison of beliefs, values and ethics. This course can also provide knowledge and understanding of the development of Inuit Qaujimagatuqangit and how it is implemented within the government system, and social work practice.</p>	<p>Arts: 3 credits The general purpose of this course is to enable students whose first language is not English, to communicate more clearly, concisely, and coherently in writing in general, but particularly in academic writing. The course focuses on the development of critical thinking, critical reading, and critical writing skills, identification and use of rhetorical strategies, the stages and component parts of academic research papers, and self-editing skills.</p>
<p>Term 1 2021 2 weeks</p>	<p>SWRK 224 Human Development Across the Lifespan ● Required: 3 credits Physical, cognitive, emotional, behavioural and social development in different stages of the life course with a focus on childhood and adolescence. Human development in different social contexts. Tailored, the concepts of human growth in early childhood, adolescence, and adulthood could be examined through Nunavik perspectives.</p>	
	<p>EDEC 288 Inuktitut for Beginners ● Course outside Faculty of Arts: 3 credits An introduction to the basic structures of Inuktitut, with intensive drill and classroom practice in the use of the language.</p>	
Break		
<p>Term 2 2022 2 weeks</p>	<p>INDG 202 Indigenous Studies ● Selected course from Faculty of Arts: 3 credits Drawing upon and introducing the burgeoning field of Indigenous Studies, this course is designed to be an introduction to selected themes and topics in Indigenous Studies including topics in Inuit health, Inuit culture, Inuit history.</p>	
<p>Term 2 2022 2 weeks</p>	<p>SWRK 221 Public Social Services in Canada ● Required: 3 credits Federal and provincial social welfare programs: intended objectives, program design, eligibility issues and funding. Emphasis on social justice and poverty concepts. Tailored, topics covered will include history of Inuit relations with the Canadian Government, socio-economic well-being of Inuit, and self-determination. Lean principles and methods that can be applied to meet the demands for efficiency and quality in the public sector, encompassing a value-oriented approach to process improvement through waste elimination, flow, demand pull and perfection aiming to achieve operational excellence.</p>	<p>SWRK 354 Social Work in the Health Field ● Additional course in Social Work: 3 credits An introduction to health and health institutions in the context of service delivery. Major themes will include: multidisciplinary teamwork in the hospital; crisis intervention; legal ethical issues; and emerging issues for social workers in health.</p>
<p>Term 2 2022 3 weeks</p>	<p>SWRK 219 Anti-Oppression Social Work Practice ● Required: 3 credits Social work policy and practice,</p>	<p>SWRK 222 Introduction to Practicum ● Required: 3 credits Facilitate links between theories,</p>

	including an examination of discrimination and oppressions, identity and social location, reflexivity, intersectionality, contemporary anti-oppression movements, access and equity in human services and their implications. Tailored this course would focus on the same topics but in the Inuit context.	concepts and empirical findings introduced in coursework to observations and knowledge students garner from the field. This process will help students integrate their knowledge from the classroom and their experiences from the field.
Break		
Year 2: 30 credits Certificate in Para Social Work and Community Practices		
Term 3 2022 3 weeks	SWRK 320 Practice with Individuals and Families 1 ● Required: 3 credits Introduction to theories and techniques informing clinical social work practice with individual and family systems in a social context, including individual, family and grief counselling. Tailored, this course could examine the concept of family dynamics with a focus on how historical influences, experiences and values have impacted family structures and processes over time.	EDEC 289 Inuktitut Orthography and Grammar ● Course outside Faculty of Arts: 3 credits An introduction to the basic structures of Inuktitut, with intensive drill and classroom practice in the use of the language.
Term 3 2022 2 weeks	SWRK 321 Introduction to Practice with Groups ● Required: 3 credits Introduction to theories and techniques informing social work practice with groups. Emphasis on understanding group formation, assessment, and models of group intervention across a range of practice settings and with different populations. Tailored, the course could place an emphasis on the use of groups in Social Work practice in a Northern context.	IDFC 300: Fundamentals of Lean operations in the Public Sector ● Selected course from Faculty of Arts: 3 credits Lean principles and methods that can be applied to meet the demands for efficiency and quality in the public sector, encompassing a value-oriented approach to process improvement through waste elimination, flow, demand pull and perfection aiming to achieve operational excellence.
Term 3 2022 2 weeks	SWRK 319 Critical Thought and Ethics in Social Work ● Required: 3 credits Use of theory and reflexivity to challenge the various ways knowing and practicing within social work. Application of this knowledge to ethical dilemmas that arise in practice. Tailored, this course could also include concepts of cultural inclusivity, multi-disciplinary approach, perspectives of helping and other core competencies. Students can explore personal and professional values, roles and responsibilities through the lens of Inuit societal values (IQ principles).	
Break		
Term 4 2023 3 weeks	SWRK 326 Practice with Individuals and Families 2	SWRK 327 Approaches to Community Practice

	<p>● Required: 3 credits</p> <p>Advanced integration of theories and techniques informing clinical social work practice with individual and family systems in a social context, including individual, family and grief counselling. Sexual orientation, race, class, gender, culture, ability and diverse family forms are integrated. Knowledge and skills required for assessment and treatment across a range of practice settings.</p>	<p>● Required: 3 credits</p> <p>Social work in Nunavik: theory and practice of work with communities. To understand community practice in Indigenous communities is to understand the impact that genocide, colonization, loss and grief have had on the whole community. Since first contact with outsiders, Inuit have experienced colonization: devaluing of the Inuit worldview, loss of land, language, and culture; residential school; and child removal from home and community. This context of historical loss created the backdrop, at different levels and with differing impact, of how people experience loss today.</p>
<p>Term 4 2023</p> <p>Field placement block, 400 hours = 4 days @ 7 hours per day + 1 day @ 4 hours & SWRK 344 (3 hrs) For 12.5 weeks</p>	<p>SWRK 322 /SWRK 323 Field Practice 1 & 2</p> <p>● Required: 6 credits</p> <p>Supervised educational experiences in social work practice designed to integrate practice and theory.</p> <p>SWRK 344 Integrative Seminar 1</p> <p>● Required: 3 credits</p> <p>Facilitate links between theories, concepts and empirical findings introduced in coursework to observations and knowledge students garner from the field. This process will help students integrate their knowledge from the classroom and their experiences from the field into a useful and meaningful whole.</p>	
Break		
Year 3: 30 credits Bachelor of Social Work		
<p>Term 5 2023</p> <p>3 weeks</p>	<p>SWRK 423 Social Work Research</p> <p>● Required: 3 credits</p> <p>Appraising and analyzing social work practice research, including the perspectives of the authors, the literature reviewed, the practice questions, the research methodology and analysis and the implications of the findings for practice. Tailored, topics will include Indigenous methodologies, Inuit perspectives on research ethics and the preponderance of “helicopter research” in Inuit communities.</p>	<p>SWRK 424 Mental Health and Illness</p> <p>● Required: 3 credits</p> <p>Symptoms of mental illness and approaches to the delivery of services and programs within various sites of care. Tailored, this course could provide a historical overview of various influences and conditions that affect mental health. Students can examine public attitudes, stigma and the influences of culture. Current legislations, policies and strategies in Nunavik can be explored.</p>
<p>Term 5 2023</p> <p>3 weeks</p>	<p>SWRK 428 Social Policy & Administration</p> <p>● Required: 3 credits</p> <p>Analysis of administrative structures and dynamics of social service organizations, with special attention to Québec policies and to role of social workers. Tailored, students would</p>	<p>SWRK 445: First Peoples & Social Work</p> <p>● Required: 3 credits</p> <p>An analysis of Canadian policies and legislation, their impact on First Peoples and on social work practice. Historical and contextual overviews of European-Canadian and First Nations, Métis and</p>

	analyze social policy in Nunavik and Canada through historical and current contexts. Students examine current legislation that establishes and/or affects social policy and explore social issues and challenges which impact individuals, families and communities in Nunavik.	Inuit relations. Tailored, this course would focus on impact of Canadian policies and legislation on Inuit, the historical relationship between European-Canadians and Inuit, and the helping relationship in Inuit social work.
Term 5 2023 2 weeks	SWRK 535 Addictions ● Additional Course in Social Work: 3 credits Students will have an opportunity to critically reflect and analyze the multiple approaches and models to treating addictions, including harm reduction. Students will have the opportunity to further understanding of factors and consequences of addiction over a life span as well as the impact on society. Tailored, this course could provide the student with the opportunity to analyze addictive behaviours through an anti-oppressive framework in an Inuit and Northern context. Students can examine the types and history of addictive behaviour, legislation, policies and strategies and their impact on individuals, families and communities in Nunavik.	
Break		
Term 6 2023 2 weeks	SWRK 493 Seminar on Child Protection ● Additional course in Social Work: 3 credits The field of child protection and the problems of physical and sexual abuse and neglect of children are discussed. Included are general characteristics of this vulnerable population and their families as well as models of intervention adapted to Inuit contexts, specifically addressing requirements of PL21.	
Term 6 2024 2 weeks	SWRK 425 Advanced Practice in Quebec ● Required: 3 credits	
Term 6 2024 Field placement block, 400 hrs = 4 days @ 7 hrs/day + 1 day @ 4 hours & SWRK 422 (3 hrs) for 12.5 weeks	SWRK 420/SWRK 421 Advanced Field Practice 1 & 2 ● Required: 6 credits Supervised educational experiences in social work practice at an advanced level. SWRK 422 Integrative Seminar 2 ● Required: 3 credits Analyzing links between theories, concepts and empirical findings introduced in coursework to observations and knowledge students garner from the field. Dimensions of equity will be integrated.	
TOTAL: 90 credits		

7.7. Part-Time Program Schedule

<u>Proposed Part-Time Course Schedule</u>	
Year 1: 15 credits Fall Term: 9 credits Winter Term: 6 credits	
Fall Term 2021 1 week	IDFC 500 Indigenous Field Studies Description in Appendix C  Selected course from Faculty of Arts: 3 credits
Fall Term 2021 2 weeks	SWRK 220 History and Philosophy of Social Work in Inuit Contexts  Required: 3 credits CCOM 301 Selected Communication 1 Selected course from Faculty of Arts: 3 credits 
Winter Break	
Winter Term 2022 2 weeks	SWRK 224 Human Development over the Lifespan  Required: 3 credits EDEC 288 Inuktitut for Beginners  Course outside Faculty of Arts: 3 credits
Summer Break	
Year 2: 15 credits Fall Term: 9 credits Winter Term: 6 credits	
Fall Term 2022 3 weeks	SWRK 223 Poverty and Inequality  Required: 3 credits EDEC 289 Inuktitut Orthography and Grammar  Course outside Faculty of Arts: 3 credits

Fall Term 2022 2 weeks	SWRK 222 Introduction to Practicum ● Required: 3 credits
Winter Break	
Winter Term 2023 2 weeks	SWRK 321 Introduction to Practice with Groups ● Required: 3 credits INDG 202 Indigenous Studies 1 ● Selected course from Faculty of Arts: 3 credits
Summer Break	
Year 3: 15 credits Fall Term: 6 credits Winter Term: 9 credits	
Fall Term 2023 3 weeks	SWRK 320 Practice with Individuals and Families 1 ● Required: 3 credits SWRK 327 Approaches to Community Practice ● Required: 3 credits
Winter Break	
Winter Term 2024 3 weeks	SWRK 326 Practice with Individuals and Families 2 ● Required: 3 credits SWRK 354 Social Work in the Health Field ● Additional course in Social Work: 3 credits)
Winter Term 2024 2 weeks	SWRK 221 Public Social Services in Canada (course content from CPAG 300 Lean Operations in the Social Services is integrated into the course) ● Required: 3 credits
Summer Break	

Year 4: 15 credits Fall Term: 6 credits Winter Term: 9 credits	
Fall Term 2024 3 weeks	SWRK 325 Anti-Oppression Social Work Practice ● Required: 3 credits IDFC 300: Fundamentals of Lean operations in the Public Sector ● Selected course from Faculty of Arts: 3 credits
Winter Break	
Winter Term 2025 Field placement block, 400 hours = 4 days @ 7 hours per day + 1 day @ 4 hours & SWRK 344 (3 hrs) for 12.5 weeks	SWRK 322 /SWRK 323 Field Practice 1 & 2 ● Required: 6 credits SWRK 344 Integrative Seminar 1 ● Required: 3 credits
Summer Break	
Year 5: 15 credits Fall Term: 6 credits Winter Term: 9 credits	
Fall Term 2025 3 weeks	*SWRK 493 Seminar on Child Protection ● Selected course from Faculty of Arts: 3 credits SWRK 424 Mental Health and Illness ● Required: 3 credits
Winter Break	
Winter Term 2025 1 week	SWRK 423 Social Work Research ● Required: 3 credits
Winter Term 2026 2 weeks	SWRK 535 Addictions ● Additional Course in Social Work: 3 credits

Winter Term 2026 1 week	SWRK 428 Social Policy & Administration ● Required: 3 credits
Summer Break	

Year 6: 15 credits Fall Term: 6 credits Winter Term: 9 credits	
Fall Term 2026 3 weeks	SWRK 445: First Peoples and Social Work ● Required: 3 credits SWRK 319 Critical Thought and Ethics in Social Work ● Required: 3 credits
Winter Break	
Winter Term 2027 Field placement block, 400 hours = 4 days @ 7 hours per day + 1 day @ 4 hours & SWRK 422 (3 hrs) for 12.5 weeks	SWRK 420/SWRK 421 Advanced Field Practice 1 and 2 ● Required: 6 credits SWRK 422 Integrative Seminar 2 ● Required: 3 credits
TOTAL: 90 credits	

8. Addressing PL21

* SWRK 493 Seminar on Child Protection

This course, while specifically addressing the requirements of PL21, will also cover topics such as the history of oppression and racial discrimination of Inuit peoples and the over-representation of Inuit children in the child welfare system which has existed for decades; culturally appropriate, prevention-based service delivery; Inuit right to self-determination, connecting Inuit peoples and communities in order to share knowledge and best practices; and the importance of Inuit children in care building meaningful, loving relationships with healthy, supportive Elders, knowledge holders and role models within their communities.

9. Tailored Program Design

All courses will be tailored for a BSW delivered in Nunavik based on Inuit cultural, social, economic, spiritual, and political realities.

Example of Course Tailoring

SWRK 327 Approaches to Community Practice is a required course in the BSW Program. The course title would remain the same, however course content would be tailored to better meet the experiences of Inuit students. This first part below is what exists in McGill's Course Calendar. The second part below is a draft of the tailoring of the same course.

(1) SWRK 327 Approaches to Community Practice (currently offered on campus)

Course Overview

Social Work: theory and practice of work with communities. Emphasis on understanding community organizing processes and development of direct organizing skills. Phases of work in community practice. Examination of power, conflict and diversity issues. This course aims to deepen students' understanding of the community practice component in social work, and to help students develop skills relevant to work in community settings. Students will be introduced to many different models of community practice, and will examine community approaches from historical, ideological and practical perspectives. Participants will also be prepared to apply community approaches within their own social work practice.

Learning Outcomes

By the end of this course students should be able to:

- Review the definitions and structure of community organizations
- Explore theories of community practice and their application to social work
- Accreditation requirements re: skills and competencies
- Explore skills and competencies related to community organizations

(2) SWRK 327 Approaches to Community Practice in Nunavik (Tailored for Nunavik)

Course Overview

Social Work in Nunavik: theory and practice of work with communities. To understand community practice in Indigenous communities is to understand the impact that genocide, colonization, loss and grief have had on the whole community. Since first contact with outsiders, Inuit have experienced colonization: devaluing of the Inuit worldview, loss of land, language, and culture; residential school; and child removal from home and community. This context of historical loss created the backdrop, at different levels and with differing impact, of how people experience loss today.

The impact on cultural and personal identity; healthy family and parenting relationships; self-esteem; and connection to historical practices and protocols all make grieving more challenging.

Students will be introduced to different models of community practice that will address intervention with grief, suicide, and trauma reactions. Furthermore, there will be an emphasis on understanding the community dynamics of internalised oppression.

Learning Outcomes

By the end of this course, students should be able to:

- Identify stages of grief that impact community readiness for community mobilisation
- Develop a greater understanding of the internalised oppression
- Demonstrate understanding of how internalised oppression shapes relationships with non-Inuit professionals from outside Nunavik
- Understand trauma reactions and how they shape community practice
- Acquire skills to assess, develop, adapt, and facilitate community practice
- Acquire skills to create authentic partnerships with non-Inuit professionals from outside Nunavik
- Accreditation requirements regarding skills and competencies

10. Indigenized Teaching and Learning Approaches

10.1. Traditional Ways of Learning

The delivery and design of this program is guided by traditional ways of learning and knowing, involving guidance and teaching from Inuit Elders and members of Nunavik's communities. Non-required additional courses in Social Work would be developed specifically for topics requested by the NRBHSS. Guidance from an advisory committee with majority Inuit representation from the Kativik Regional Government, the Nunavik Regional Board of Health and Social Services, Kativik Ilisarniliriniq, Inuit communities, and students enrolled in the program will ensure that the Inuit-focused BSW equips Inuit social workers with the knowledge and skills appropriate for the northern settings in which they will practice.

An Inuit advisory committee which guides this Bachelor of Social Work will be crucial to the success of the students. The committee will be a new structure through which the Inuit and McGill partners will

develop key processes and procedures together, and will provide guidance to help ensure that the unique realities, interests and perspectives of Inuit are acknowledged, affirmed and implemented throughout the course of the BSW.

The mandate of the committee will be to provide the University with guidance reflecting the interests and concerns of Inuit of Nunavik for the development of this unique Social Work degree. The committee will be asked to advise on approaches for collaboration and engagement with Inuit content for the cultural component and community realities perspective. Once the decision is taken to embark on this journey, the following elements must be decided by Inuit elders and members of the NRBHSS and McGill team:

- Membership considerations
- Invited guests and sub-committees
- Conflicts of interest
- Code of Ethics

Various delivery models will be considered for how best to meet logistical challenges as well as the needs and preferences of Inuit students. Options include: 1-, 2-, and 3-week intensive courses with two “block” field placements. Course length also depends on course content. For example, History & Philosophy of Social Work (SWRK 220 taught first term, first year) is a required survey course that would lend itself to an intensive format. Social Work Practice with Individuals and Families I and II, however, are courses that involve a great deal of reflection work as students learn the components of relationship building and maintenance as well as the processes and products of assessments. Thus, practice-focused courses need to have a longer format.

In order to better meet the needs of Inuit students and reflect Nunavik realities, we will take significant measures towards tailoring course content and delivery. Instruction and curriculum of the Nunavik BSW program will be Indigenized through close consultation with local partners and will include guest talks by elders, opening and closing prayers and intentions, check-ins, and multiple forms of expressing and relaying knowledge. Each course will be co-taught by local knowledge holders who share and bring into the classroom local teaching and learning practices and relevant cultural knowledge that serve as the basis of instruction (except in the case of Inuktitut, which will be taught by an Inuk instructor only). Joining with the School of Continuing Studies, all course lecturers working with Inuit communities will attend a workshop, delivered by the Nunavik Regional Board of Health Service, designed to give non-Inuit instructors a better understanding of Inuit culture, values and history. In addition, McGill lecturers, who will be onsite for the duration of the courses, will travel to the north and complete a period of intensive co-planning alongside their Inuk co-instructor.

We have provided a longer example of how a course could be tailored following the Proposed Course Schedule (full-time and part-time) tables above. Courses listed in the table above include brief tailored descriptions.

10.2. Adopting a Learner-Centered Approach

The learner-centered approach is rooted in the social aspects of learning. A learner-centered approach implies the instructor will do more than simply deliver information to learners; they will design complex activities that engage learners and help them make sense of course content. It also means that learning

is founded on the premise that a person constructs the understanding of what they are taught in class by reflecting on their own experiences.

The learner-centered approach has had a major impact on teaching practices and how an individual learns. It supports the idea that teachers provide varying learning environments. Teachers guide learners, foster collaborative work, create challenging learning environments, and support learners by providing needed expertise, while learners collaborate and negotiate as members of dynamic communities of learners to which they are accountable.

The instructor focuses on making connections between content and real-life situations in order to foster new understandings in learners. They tailor their teaching strategies to learner responses and encourage learners to analyze, interpret and predict information. Instructors also rely heavily on open-ended questions and promote extensive dialogue. In a learner-centered approach, teachers do more than simply deliver information – they design learning activities that facilitate learners' engagement with content. Learners are given opportunities to build on their prior knowledge, beliefs and experiences, and are encouraged to be autonomous and be proactive learners. They are asked to solve authentic and meaningful problems arising from real-life situations by relating concepts to real-life activities and events, and by processing and analyzing information. Thus, knowledge is based more on activities and less on rote memorization.

The learner-centered approach will inform the design of all courses. The principal assumptions that will be considered are:

- Indigenous learners enrolled in the courses will construct their own meanings about what they are learning because of their beliefs, understandings, and cultural practices.
- Meaning is rooted in the learners' experience.
- Because Indigenous learners bring their own unique prior knowledge, experiences, and beliefs to a learning situation, learning is different for everyone since no two people have identical prior knowledge and interpretations. Facilitator will encourage the Indigenous Learners to be autonomous and take initiative.
- Learning is not just about memorizing facts. It is an active and reflective process of integrating new experiences and information with existing concepts. Learners will solve realistic and meaningful problems by processing and analyzing information, in order to relate the social work practices to practical Northern reality.
- Knowledge is constructed in multiple ways, through a variety of tools, resources, experiences, and contexts.
- Social interaction will play a major role in learning. The design of the courses will focus on learning in context and through collaboration.
- Inuktitut language with plays a major role in learning.
- Information will be connected to meaningful problem-solving activities so learners can understand why, when and how new facts and skills are relevant.

10.3. Experiential Learning/ Field Placement

The School of Social Work requires that students undertake experience while studying. Therefore, there is an emphasis placed on experiential learning. Experiential learning requires individuals to be present to

the uniqueness of the experience of the moment and draws on the capacity for imagination. Dialogue, listening, observation and action are essential elements to the process of experiential learning. There are key components of experiential learning that will be applied to the BSW.

10.3.1. Key Components of Experiential Learning Activities

- The student is in a workplace or simulated workplace.
- The student is exposed to authentic demands that improve their employability, interpersonal skills and transition to the workforce.
- The experience is structured with purposeful and meaningful activities.
- The student applies university or college program knowledge and/or essential employability skills.
- The experience includes student self-assessment and evaluation of the student's performance and learning outcomes by the employer and/or university/college.
- The experience counts towards course credit or credential completion OR is formally recognized by the college or university as meeting the five criteria above.

The field placement consists of clinical and community practice skill development; in addition, it is required by the regulatory agency Quebec Order of Social Workers (Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec).

Field placements are required as part of a social work program of study with a scheduled number of unpaid hours in an environment that provides social and health care-related services to clients and/or the public. Field placements are an integral component of the curriculum and necessary for a professional association and accreditation. Placements can take place in primary, secondary, or community health or social care settings.

As part of field learning, students will be required to engage in supervision with a registered or licensed professional in the community agency. Supervision provides an opportunity for students to gain insight to their experiences through feedback on their learning process. Supervision and in-service training and staff development share responsibility for helping students learn professional skills they need to practice effectively.

10.4. Cultural competencies

Ensuring that Inuit cultural and social realities are at the centre is essential to this program. Our current BSW program will be tailored to ensure its relevance for social work practice in Nunavik. All BSW courses (including all 63 required course credits) will be modified to reflect Inuit values and practices; the integration of Inuit Qaujimagatuqangit; Inuit resiliency and strengths; Elders' knowledge; the impact of colonialism and its physiological, social, economic and cultural consequences; and addressing personal, collective and intergenerational trauma. Specific issues of importance to communities will also be included, such as substance abuse in the region, issues around child protection, the importance and role of confidentiality particularly given the sizes of Nunavik's communities and the physical proximities of families, and collaboration across professional silos.

10.4.1. Cultural knowledge

We have an excellent opportunity to build on the strengths of Nunavik Sivunitsavut (NS), which has proven to be a very popular post-secondary program. According to NS student testimonials, they attribute its popularity to gaining valuable knowledge and skills that have been taught from Inuit perspectives. While earning college credits that count toward any CEGEP diploma, the course content strengthens Inuit culture, identity, language, and values. Moreover, all students in the classroom are Inuit. In one recent research study, *First Peoples' Post-Secondary Storytelling Exchange*, one Inuk participant described the advantages of Nunavik Sivunitsavut this way:

“...It was only Inuit. The biggest thing that made a big difference [was] not feeling too alone...I’m going through the same thing altogether, so the system was even bigger and better...It was very easy to get support at NS because we’re all Inuit and we were staying in one classroom.” (October 2018 #2)

Nunavik Sivunitsavut’s success is a testament to the importance of tailoring the BSW program to the Northern context.

McGill’s School of Social Work previously submitted a proposal to create a Bachelor of Social Work program in Nunatsiavut. At the time, the Nunatsiavut Government had concerns about the admission criteria and the instructional delivery model. We have taken this experience to heart and are working with the School of Continuing Studies to address issues regarding admissions. Moreover, we are fully in support of the program being taught entirely in Nunavik. We also received feedback from the Nunatsiavut Government about the vital importance of on-site, live instruction for the BSW students. We agree that this is essential for a successful BSW program for Northern contexts and understand that live instruction is extremely important given the nature of social work studies and the importance of creating strong, positive relationships with instructors and with each other. In-person teaching is critical to building trust with students. On-site instruction ensures that students can seek guidance and support from a trusted professor in a familiar environment in a timely way.

Although Inuit Qaujimagatuqangit (IQ) integrates contemporary values of Inuit communities, IQ principles are grounded in the knowledge and wisdom of past experiences gifted from one generation to another by Elders who hold their communities’ values, traditions, and skills (Arnakak, 2002). *Sivumut/Towards the Future Together: Inuit Women Educational Leaders in Nunavut and Nunavik* (Walton & O’Leary, 2015) provides an excellent overview of IQ principles that are relevant for education. Centering BSW courses around, for example, pilimmaksarniq³, piliraqatigiiniq⁴, tunnganarniq⁵, and inunnguiniq⁶ would reconfigure not only course content but also how and where courses are delivered (e.g., education that incorporates relationships to land and water) and highlight the importance of creating collaborative relationships within the classroom among students and between students and instructors for a respectful, nurturing learning community.

³ Pilimmaksarniq, *skills and knowledge acquisition*

⁴ Piliraqatigiiniq, *collaborative relationships and working together for a common practice*

⁵ Tunnganarniq, *building positive spirit, being approachable, humble, hospitable, respectful*

⁶ Inunnguiniq, *learning through observation and ‘hands-on’ activities*

A significant pedagogical approach in our proposed program is a co-teaching model where Inuit and non- Inuit teachers collaborate on all courses (except Inuktitut language courses). Instructional responsibilities are shared by the co-teachers, who integrate their areas of expertise in order to maximize students' learning. Co-teachers are partners in engaging, supporting and improving the educational outcomes of students. While this does raise instructional costs, we believe it is essential to creating an Inuit-tailored BSW that responds effectively to Inuit community needs and is delivered in a culturally responsive and responsible way.

10.4.2. Demonstrated understanding of Indigenous culture in general

Providing social work students with access to a curriculum which reflects Inuit cultural and social realities will contribute to the decolonizing project of combating the structural oppression of Inuit by using a range of pedagogical approaches, including traditional ways of learning and knowing; involving guidance and teaching from Inuit Elders and members of Nunavik's communities; and being delivered in Nunavik.

In the School of Social Work, as part of the curriculum development portfolio of Indigenous Access McGill, which received initial funding grant from Health Canada, Social Work faculty created Indigenous Field Studies (IDFC 500). This course was created to provide an opportunity for students to learn about Indigenous cultures and worldviews, with particular emphasis on Iroquoian teachings and their connection to the students' areas of practice. During this 4-week intensive course (including one week in Kahnawá:ke, Mohawk Territory), students are introduced to Indigenous customs, values and ways of life through daily activities / workshops led by a Kahnawá:ke Elder and community facilitators representing students' areas of practice. During the last 10 years we have run the course, it has evolved into a space of reconciliation, where Indigenous and non-Indigenous students are engaged in a holistic approach to learning about Indigenous cultures. The course contains experiential physical, emotional, intellectual and spiritual components, with the intent that students be immersed in cultural activities throughout the course. Creating a similar interdisciplinary land-based course for the BSW delivered in Nunavik, such as IDFC 500 Introduction to Social Work Practice in Nunavik described in Appendix C, would be a program priority.

The School of Social Work (SSW) has also included in its required BSW curriculum a First Peoples Issues course in students' final year. The School recognizes that such a course is part of critical and essential preparation for effective future professional practice. Instruction for this course, moreover, is restricted to Indigenous faculty (SSW faculty and sessional lecturers) underscoring the growing Indigenous expertise the School of Social Work possesses. This course would be revised to focus on Inuit historical, social, cultural, economic, and political realities as they relate to social work practice.

McGill's First Peoples' House is McGill's welcoming centre for all Indigenous students at the University. It is the Indigenous cultural centre of the University, bringing students from a variety of Indigenous backgrounds together and providing a space for the expression of student's spiritual and cultural traditions. The Associate Director of the First People's House, Allan Vicaire, a member of the Mi'gmaq community of Listuguj, has several years of experience in community outreach and cultural programming for the McGill community. McGill's First Peoples' House was established in order to support the specific needs of Indigenous students. First People's House strives to provide a sense of community and a voice to Indigenous students pursuing their academic studies at McGill University. First Peoples' House offers a variety of services for First Nations, Inuit, and Métis students, including

social, emotional and spiritual support, tutoring and academic guidance, and a community network stretching far beyond the McGill campus.

Further to the First Peoples' House, McGill provides Indigenous Student Advisors to support Indigenous students to help them effectively navigate the academic support system. The Advisor connects students with faculty members and academic advisers and liaises with students' home communities when appropriate.

11. Supports for Students

One key to success for all learners is supportive relationships. We recognize the importance of relationships between students and instructors as well as between students and faculty and staff at McGill. Indigenous Access McGill (IAM) is a support program for Indigenous students in the School of Social Work and Nursing. Since 2007, IAM has been supporting Indigenous students from recruitment through graduation. Activities include (1) Support for applicants during the admissions process and personalized orientation to their program at McGill; (2) Mentoring and tutoring on all aspects of studies and dedicated study/meeting space within the School of Social Work; (3) Connection to University-level resources (e.g., Indigenous resources, Writing Centre, Office for Students with Disabilities, Health Services, & more); (4) Professional development opportunities (conference participation, workshops); and (5) opportunities for Indigenous students to gather together from across the University (annual retreat, annual IAM student and alumni dinner, social events).

The Nunavik BSW program will provide supports to students that will strengthen the opportunities for success. From the application process to graduation, students will be surrounded and supported to achieve their academic goals. We propose a holistic approach in meeting the students' needs:

1. A place that would be oriented for the student, such as a student center in Nunavik, equipped with computers, internet and all other technological requirements.
2. We recommend having the academic program coordinator act as a liaison between community, students, and academic partners in Nunavik. The coordinator would also assist students in dealing with the administrative side of university matters.
3. Mentors/coaches to walk with students through the academic journey. They would work with students in several areas;
 - Coaches meet with students one-on-one, offering individual help with challenges that university students often experience
 - Managing time and staying organized
 - Making a personal study plan and sticking with it
 - Reading, writing and thinking more critically
 - Managing two worldview overlaps
 - Creating professional identity and reinforcing cultural identity

Additionally, in preparing to develop a BSW in Nunavik, the student population would most likely be adult learners (i.e., mature students). When we consider adult learners, several factors will be considered that will increase student success. Adult learning concepts—combined with an understanding of the training need—suggest the following approach to course design:

- Participants want to have a chance to tailor knowledge to their local situation.

- Participants want to have an opportunity to interact with others during the training session.
 - Participants want to understand why something is important.
 - Participants have a need for training that will demonstrate the benefits of learning.
- <https://www.nhi.fhwa.dot.gov/resources/docs/Adult%20Learning>

Therefore, as demonstrated in the illustration below (Figure 1), a structured and cohesive plan of student support will be most effective for the students in this Nunavik BSW.

Figure 1. Illustration captures the support Indigenous learners enrolled in the BSW in Nunavik will receive

Nunavik Bachelor of Social Work Student Support

Navigate the walk in two worlds of knowledge throughout the journey of the BSW with the support of mentors and instructors



Inuit BSW students will be supported by instructors teaching in the program as well as by local Kativik Ilisarniliriniq offices and the Indigenous Access McGill (IAM) Co-Director Prof. Wanda Gabriel, the BSW-Nunavik Academic Program Coordinator, IAM Co-Director Prof. Nicole Ives, and Elders in each community interested in being involved with program students.

12. Reconnaissance des Acquis et Competences (RAC) and Advanced standings

A learner may request a RAC assessment or receive advance standing for many courses in the BSW curriculum.

12.1. RAC

Reconnaissance des acquis et competences (RAC), or sometimes referred to as Prior Learning Assessment Recognition (PLAR), is offered at McGill University through the School of Continuing Studies (SCS). The RAC process at McGill SCS is a structured process that provides adult learners with the opportunity to receive academic credits or a reduction in course assignments and exams for competencies, skills and knowledge gained through non-formal education, life or work experience or significant experience in a field related to a program of study. An example of life or work experience can be in the form of community work, paid or self-employment, independent study, on-the-job training, volunteering, non-credit Native language courses, travel and leisure.

RAC will be adopted to assist Inuit learners demonstrate their competencies to be eligible to earn academic credits or reduce the course requirements as they navigate themselves from Certificate 1 and 2 and towards to the Bachelor of Social Work degree.

12.2. Advanced Standings

Advanced standing means a student is granted credits towards the McGill BSW program for courses that have been taken at another educational institution (CEGEP or Universities) and the coursework is deemed to be equivalent.

12.3. Bachelor Social Work Core Competencies

Professional competencies represent the core activities of social workers. They incorporate the standard process that takes shape in response to the intervention milieu, the type of problem and the diversity of the clientele.

This tailored BSW is accredited by two regulatory bodies:

1. Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec (OTSTCFQ)
2. The Canadian Association for Social Work Education-Association Canadienne pour la formation en travail social (CASWE-ACFTS)

The core competencies curriculum at the Baccalaureate level (BSW curriculum) provides students with knowledge and skills for generalist practice. The Core Competencies for OTSTCFQ are listed in Appendix D and CASWE's core competencies are listed in Appendix E.

This social work curriculum is organized around specific core competencies for students which link student learning objectives to the promotion of excellence in social work education, and practice with a social justice focus (refer to Appendix F). These learning objectives for students reflect the values, knowledge and skills that social work students are expected to acquire and demonstrate upon completion of the social work program and are applicable to social work practice with individuals, families, groups, organizations, and communities.

12.4. RAC and the Indigenous Learner

The following table indicates which courses students may request for a RAC assessment and/or Advanced Standing. For the course IDFC 500 students may not ask for credits to be transferred from another educational institution or assessed through the RAC process.

12.5. CERTIFICATE 1: Certificate in Foundational Social Services Skills and Knowledge

COURSE NUMBER	COURSE TITLE	RAC	ADVANCED STANDING
IDFC 500	Indigenous Field Studies	n/a	n/a
SWRK 220	History and Philosophy of Social Work	X	X
CCOM 301	Selected Communication 1	X	X
SWRK 224	Human Development across the Lifespan	X	X
EDEC 288	Inuktitut for Beginners	X	X
SWRK 219	Anti-Oppression Social Work Practice		X
SWRK 221	Public Social Services in Canada	X	
SWRK 354	Social Work in the Health Field	X	
INDG 202	Indigenous Studies 1		X
SWRK 222	Introduction to Practicum		X

CERTIFICATE 2: Certificate in Para Social Work and Community Practices

COURSE NUMBER	COURSE TITLE	RAC	ADVANCED STANDING
SWRK 320	Practice with Individuals and Families I	X	
IDFC 300	Lean Operational Practices in Public Services	X	
SWRK 327	Approaches to Community Practices	X	
SWRK 319	Critical Thought and Ethics in Social Work	X	
EDEC 289	Inuktitut Orthography and Grammar	X	X
SWRK 321	Introduction to Practice with Groups	X	X
SWRK 326	Practice with Individual and Families 2	X	
SWRK 322	Field Practice 1		X
SWRK 323	Field Practice 2		X
SWRK 344	Integrated Seminar 1		X

Bachelor of Social Work

COURSE NUMBER	COURSE TITLE	RAC	ADVANCED STANDING
SWRK 423	Social Work Research	X	
SWRK 424	Mental Health and Illness		X
SWRK 428	Social Policy and Administration		X
SWRK 425	Advanced Practice in Quebec		X
SWRK 535	Addictions		X
SWRK 493	Seminar on Child Protection		X
SWRK 445	First Peoples and Social Work	X	X
SWRK 420	Advanced Field 1		X
SWRK 421	Advance Field 2		X
SWRK 422	Integrative Seminar 1		X

12.6. RAC Process

The Indigenous learner will not go through the RAC process alone. They are always accompanied by a Liaison RAC/PLAR Advisor. The School of Continuing Studies Liaison RAC/PLAR Advisor will guide the learner through the process as documents are needed and meetings are scheduled with academic assessors that observe skills and knowledge.

The RAC process involves the following steps:

- 1. Learner completes a form requesting a RAC assessment**
 - The form can be seen in Appendix G.

- 2. Preliminary Information Session**
 - This is a face to face or virtual one on one meeting with a Liaison RAC advisor.
 - The learner will receive information about the RAC program and its requirements.
 - Together the learner and the advisor will review the competencies that are offered for assessment within the Social Work program.
 - During this time the learner and advisor will determine if the program meets the learner's profile and needs.
 - If the learner meets the RAC profile, the Liaison RAC advisor assists the learner in completing the RAC application form and checks off the documents required for the next meeting.
 - Another time is scheduled to identify the competencies that will be assessed, and the documents required to support the competency/knowledge assessment.

- 3. Validation of documents Application and Self-Assessment Interview**
 - Liaison RAC Advisor examines the documents submitted for the RAC application file:
 - ✓ Application file - signed and dated
 - ✓ Admission letter into the Certificate/BSW program
 - ✓ Photo ID (Indian Status Card, driver's license, passport, medical card)
 - ✓ Education transcripts (such as High School, College and/ or University)

- ✓ C.V.
 - ✓ Proof of non-formal educational courses with detailed supporting documentation
 - ✓ Names of contact numbers of two references
 - Collectively the self-assessment form will be completed, identifying the competencies that the learners self-identifies with and recommendation as to how the competencies will be assessed.
 - The assessment method is determined on a course-by-course basis depending on discipline area. Various means of activities are offered to the candidate to demonstrate the competency such as:
 - ✓ Interview
 - ✓ Storytelling
 - ✓ Performance observation
 - ✓ Portfolio review
 - ✓ Individual oral or written assignment
 - ✓ Scenario tasks to be completed
 - ✓ Challenge exams
 - ✓ Review of non-formal training certificates and attestations
 - ✓ Simulation/roleplay
- 4. Competency and Knowledge Assessment Schedule**
- The assessment activities are scheduled for submission or observation by an academic staff or program coordinator.
- 5. Assessment Results**
- The Liaison RAC advisor will inform the learner about the results of the evaluations
 - Assessment of one's file will take 2-4 weeks
- 6. Academic Transcripts**
- At the end of each semester, the candidate receives his/her academic transcripts showing the academic credit received.

13. Planning

For every course, there are at least two faculty members who have the subject matter expertise to teach the course successfully. Thus, if one faculty member is unable to fulfill their contract for a course, there would be another instructor who would have the knowledge and skills to teach the course.

The proposed full-time model is based on completing the BSW program in 3 years. We are open to adapting the program to meet the needs of students. This could include supporting students who are not able to follow the full-time sequence of courses. We will be monitoring the status of every student through student advising; we could adapt course scheduling based on students' status.

We would conduct formative evaluations over the course of the year (e.g., focus groups with students) that would troubleshoot and address issues in timely manner and respond to students' needs and provide guidance to the teaching team. We would also conduct a summative evaluation (e.g., meet at

end of each year with the NRBHSS and advisory committee members) to evaluate students' learning and experiences of the program.

14. Budget

The costs outlined in this section represent the different fees associated with delivery of the BSW in Nunavik. The overall program delivery costs will vary based on the number of full-time and part-time students.

14.1. Table 1.0 Tuition Fees

14.1.1. Full-Time Studies

Type of Charge	2021-2022	2022-2023	2023-2024
Tuition *	\$262.69	\$266.63	\$270.63
Registration Charge*	\$25.26	\$25.64	\$26.02
General Administration Charge per term*	\$52.79	\$53.58	\$54.39
Transcripts & Diploma Charge*	\$4.50	\$4.57	\$4.64
Copyright Fee*	\$2.88	\$2.92	\$2.97
Information Technology Charge*	\$24.89	\$25.26	\$25.64
MACES*/SSMU**	\$12.99	\$13.18	\$120.24
Career Success Development Package Fee*	\$19.80	\$20.10	\$20.40
Total Tuition Fees per 3-credit course*	\$405.80	\$411.88	\$524.93
Number of courses delivered in a year	10 courses	10 courses	10 courses
Total Tuition Fees per Year per student*	\$4,058.00	\$4,118.80	\$5,249.30
Total for 15 full-time Students* per year	\$60,870.00	\$61,782.00	\$78,739.50
TOTAL FEES For 3 YEARS (Full-time)	\$201,391.50		

*Fees per 3-credit course are those of 2019-2020 academic year and are subject to change as per McGill University and Ministère de l'Éducation et de l'Enseignement supérieur (MEES) fee policies, and estimated a 1.5% annual increase. Tuition fees will be billed on an actual fee basis, directly to the NRBHSS by McGill University Student Account Office. **SSMU fees in the third year reflect fees in a degree program.

14.1.2. Part Time Studies

Type of Charge	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Tuition *	\$262.69	\$266.63	\$270.63	\$274.69	\$278.81	\$282.99
Registration Charge*	\$25.26	\$25.64	\$26.02	\$26.41	\$26.81	\$27.21

General Administration Charge per term*	\$52.79	\$53.58	\$54.39	\$55.20	\$56.03	\$56.87
Transcripts & Diploma Charge*	\$4.50	\$4.57	\$4.64	\$4.71	\$4.78	\$4.85
Copyright Fee*	\$2.88	\$2.92	\$2.97	\$3.01	\$3.06	\$3.10
Information Technology Charge*	\$24.89	\$25.26	\$25.64	\$26.03	\$26.42	\$26.81
MACES*/SSMU**	\$12.99	\$13.18	\$13.38	\$13.58	\$125.73	\$127.62
Career Success Development Package Fee*	\$19.80	\$20.10	\$20.40	\$20.70	\$21.01	\$21.33
Total Tuition Fees per 3-credit course*	\$405.80	\$411.88	\$ 418.07	\$424.33	\$542.65	\$550.78
Number of courses delivered in a year	5 courses	5 courses	5 courses	5 courses	5 courses	5 courses
Total Tuition Fees per Year per student*	\$2,029.00	\$2,059.40	\$2,090.35	\$2,121.65	\$2,713.25	\$2,753.90
Total for 15 part-time Students* per year	\$30,435.00	\$30,891.00	\$31,355.25	\$31,824.75	\$40,698.75	\$41,308.50
TOTAL FEES For 6 YEARS						\$206,513.25

*Fees per 3-credit course are those of 2019-2020 academic year and are subject to change as per McGill University and Ministère de l'Éducation et de l'Enseignement supérieur (MEES) fee policies, and estimated a 1.5% annual increase. Tuition fees will be billed on an actual fee basis, directly to the NRBHSS by McGill University Student Account Office. **SSMU fees in the fifth year reflect fees in a degree program.

14.2. Table 2.0 Ancilliary Fees

14.2.1. Full-Time Studies

	2021-2022	2022-2023	2023-2024
Registration per Course (\$62.00)	\$62.00	\$62.00	\$62.00
Materials (Textbook and Printing) - estimated at \$353.07.00/per Student/per Course with increase of 3% /yr	\$353.07	\$363.66	\$374.57
Total Fees per course per student	\$415.07	\$425.66	\$436.57
Number of Courses delivered per year	10 courses	10 courses	10 courses
Total fee per student x 10 courses per year	\$4,150.70	\$4,256.66	\$4,365.70
Total for 15 Students	\$62,260.50	\$63,849.00	\$65,485.50
TOTAL FEE FOR 3 YEARS	\$191,595.00		

14.2.2. Part-Time Studies

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Registration per Course (\$62.00)	\$62.00	\$62.00	\$62.00	\$62.00	\$62.00	\$62.00
Materials (Textbook and Printing) - estimated at \$353.07/per Student/per Course with increase of 3%/yr	\$353.07	\$363.66	\$374.57	\$385.81	397.38	409.30
Total Fees per course per student	\$415.07	\$425.66	\$436.57	\$447.81	\$459.38	\$471.30
Number of Courses delivered per year	5 courses	5 courses	5 courses	5 courses	5 courses	5 courses
Total fee per student x 5 courses per year	\$2,075.35	\$2,128.30	\$2,182.85	\$2,239.05	\$2,296.90	\$2,356.50
Total for 15 Students	\$31,130.25	\$31,924.50	\$32,742.75	\$33,585.75	\$34,453.50	\$35,347.50
TOTAL FEE FOR 6 YEARS	\$199,184.25					

14.3. Table 3.0 Admission Application Fees

14.3.1. Full-Time Studies

Application Fee Per STUDENT Per PROGRAM	Application Fee per Student per program		
	2021-2022	2022-2023	2023-2024
Application Fee*	\$130.00	\$130.00	\$130.00
Total for 15 new students per year	\$1,950.00	\$1,950.00	\$1,950.00
Grand Total Application Fees**	\$5,850.00		

* One-time Application fee per student for each new program they apply to. ** Fees per admission are those of 2020-2021 academic year for Quebec residents and are subject to change as per the McGill University Fee Policy Committee.

14.3.2. Part-Time Studies

Application Fee Per STUDENT Per PROGRAM	Application Fee per Student per program					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Application Fee*	\$130.00		\$130.00		\$130.00	
Total for 15 new students per year	\$1,950		\$1,950		\$1,950	
Grand Total Application Fees**	\$5,850.00					

* One-time Application fee per student for each new program they apply to. ** Fees per admission are those of 2020-2021 academic year for Quebec residents and are subject to change as per the McGill University Fee Policy Committee.

14.4. Table 4.0 Teaching Fees

	Course Tailoring and Delivery Per Academic Year					
	ACADEMIC YEAR					
	Start-Up Costs & 2021- 2022	2022- 2023	2023-2024	2024- 2025	2025- 2026	2026-2027
McGill academic staff consultation for tailoring courses	\$60,000	n/a	n/a	n/a	n/a	n/a
Travel for McGill team of 4 to Nunavik for planning meeting x 2*	\$24,000	n/a	n/a	n/a	n/a	n/a
1 FT McGill academic staff co-teaching + student support @ (\$55K + 25% benefits) + 1% increase/yr **	\$68,750	\$69,438	\$70,132	\$70,833	\$71,542	\$72,257
1 FT Inuit academic staff co-teaching & teaching @ (\$55K + 25% benefits) + 1% increase/yr **	\$68,750	\$69,438	\$70,132	\$70,833	\$71,542	\$72,257
1 FT Inuit academic staff co-teaching & teaching @ (\$55K + 25% benefits) + 1% increase/yr **	\$68,750	\$69,438	\$70,132	n/a	n/a	n/a
McGill academic staff co-teaching of 3 courses/yr @ (\$8220/course + 25% benefits) + 1% increase/yr **	\$30,825	\$31,133	\$31,445	n/a	n/a	n/a
McGill academic staff co-teaching of 1 course/yr @ (\$8220/course + 25% benefits) + 1% increase/yr **	n/a	n/a	n/a	\$10,275	\$10,378	\$10,482
McGill academic staff co-teaching of 1 course/yr @ (\$8220/course + 25% benefits) + 1% increase/yr **	In-kind	In-kind	In-kind	In-kind	In-kind	In-kind
Elder honoraria @ \$500/course (10 courses/yr in first 3 yrs; 5 courses/yr in last 3 yrs)	\$5,000	\$5,000	\$5,000	\$2,500	\$2,500	\$2,500
Total Fee per year	\$326,075	\$244,447	\$246,841	\$154,441	\$155,962	\$157,496
Total Fee for 6 years						\$1,285,262

*Travel

The Nunavik BSW Program Committee (McGill team (4) + persons from partner organisations) would come together twice during the first year of delivery for planning. Other meetings would be held by video conference.

**Personnel

Three full-time (FT) academic staff will be hired for teaching solely in the Nunavik BSW program. These academic staff will have appointments at McGill at the rank of contract academic staff (CAS). Two of these CAS will be Inuit. Included in the job description, all three contract academic staff will be based in Nunavik. In order to follow a co-teaching model and integrate areas of expertise, Inuit teaching staff will teach in partnership with non-Inuit teaching staff. The three CAS will also provide support to students, serve as field liaisons, and serve as external supervisors in field placements if the supervisor does not have a BSW. The course load for CAS is 6 courses per year, although oftentimes the load is reduced to 4-5 courses per year and a service component (student support, field liaison) comprises the remainder of the contract requirements.

Three FT CAS cannot cover all instructional responsibilities in the courses. Therefore, from both pedagogical and logistical standpoints, McGill academic staff are essential to delivery of the program.

For the first 3 years, the full time (FT) and the part time (PT) program overlap, enabling PT students to take classes with FT students. Starting with the 4th year, only the PT program will be running at 5 courses per year. As a result, instruction costs will be lower in years 4, 5 and 6.

14.5. Table 6.0 McGill Annual Coordination Fee

	Academic Year					
McGill Annual Coordination and Administrative Fee (1% increase per year)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Academic Program Coordinator* (5 days/week) @\$65K + 25% benefits	\$81,250.00	\$82,062.50	\$82,883.13	\$83,711.96	\$84,549.08	\$85,394.57
Part time coordinator** (2 days/wk) @\$24K + 25% benefits	\$29,695.00	\$29,991.95	\$30,291.83	\$30,594.75	\$30,900.70	\$31,209.71
Total Fee per year	\$110,945.00	\$112,054.45	\$113,174.96	\$114,306.71	\$115,449.78	\$116,604.28
Total Fee for 6 years	\$682,535.18					

*A full-time program coordinator/advisor post would be based at McGill and work on recruitment, retention and coordination with the instructors. Benefits are included.

**A 2 day/week program assistant would be based at McGill and would support work on registration and admissions, RAC. Benefits are included.

14.6. Table 7.0 RAC Related Fees

\$95.00	is charged for a non-refundable opening up a RAC Assessment file.
\$90.00	is charged to assess the competencies of a general and technical competency within a course.
A maximum fee of \$650 per course.	
\$250.00	Appeals

14.7. Table 8.0 Other Fees Paid in full by NRBHSS

Costs associated with the instructors' logistical needs - Airfare; lodging; per diems; classroom rental and other teaching spaces in community of instruction; snacks during in-classroom sessions
Program Director airfare, accommodations, per diem once per year
Cost of sending course material to Nunavik via courier
Interpreter and/or translation when deemed necessary

14.8. Table 9.0 In-kind Contributions from McGill

	Annual contributions	Total contributions
Faculty of Arts		
1 McGill academic staff per year for the duration of the 6-year project	\$8,220	\$49,320
School of Social Work		
½ day per week Prof. N. Ives & ½ day per week Prof. W. Gabriel for the duration of the 6-year project	\$18,000	\$108,000
School of Continuing Studies		
Prof. C. Sicilia's time dedicated to the program over 6 years		\$18,000
Marketing and communication service over 6 years		\$1,000
Centre for Research on Children and Families		
1 workstation for RAs for the duration of the 6-year project (computer leasing, office supplies, telephone, etc.): \$200/station/month	\$2,400	\$14,400
In-house research dissemination tools for duration of the 6-year project (website, CRCF publications, research seminars)	\$750	\$4,500
	Total contribution	\$195,220

14.9. Table 10.0 Total Fees

14.9.1. Based on Scenario with 15 Full Time Students

FULL-TIME	2021-2022	2022-2023	2023-2024
Total Tuition Fees for 15 full-time students per year*	\$60,870.00	\$61,782.00	\$78,739.50
Total Ancillary Fees for 15 full-time Students per year**	\$62,260.50	\$63,849.00	\$65,485.50
Total Admission Application Fees for 15 new students per year***	\$1,950.00	\$1,950.00	\$1,950.00
TOTAL			\$398,836.50

* from Table 14.1.1., Full-Time Studies, Tuition Fees

** from Table 14.2.1, Full-Time Studies, Ancillary Fees

*** from Table 14.3.1, Full-Time Studies, Admission Application Fees

14.9.2. Based on Scenario with 15 Part Time Students

PART-TIME	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Total Tuition Fees for 15 part-time Students per year*	\$30,435.00	\$30,891.00	\$31,355.25	\$31,824.75	\$40,698.75	\$41,308.50
Total Ancillary Fees for 15 part-time Students per year**	\$31,130.25	\$31,924.50	\$32,742.75	\$33,585.75	\$34,453.50	\$35,347.50
Total Admission Application Fees for 15 new students per year***	\$1,950.00		\$1,950.00		\$1,950.00	
TOTAL						\$411,547.50

* from Table 14.1.2. Part-Time Studies Tuition Fees

** from Table 14.2.2 Part-Time Studies, Ancillary Fees

*** from Table 14.3.2 Part-Time Studies, Admission Application Fees

14.9.3. Teaching and administrative fees

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
McGill Annual Coordination & Administrative Fee*	\$110,945.00	\$112,054.45	\$113,174.96	\$114,306.71	\$115,449.78	\$116,604.28
Total Teaching Fee per year**	\$326,075	\$244,447	\$246,841	\$154,441	\$155,962	\$157,496
TOTAL						\$1,967,797.18

*from Table 14.5 McGill Annual Coordination Fee

**from Table 14.4 Teaching Fees

15. Appendix A Letters of Support



Office of the
Provost and
Vice-Principal (Academic)

Bureau du
vice-principal exécutif et
vice-principal aux études

Christopher P. Manfredi, Ph.D.
Provost and Vice-Principal (Academic)
Professor of Political Science
Vice-principal exécutif et vice-principal aux études
Professeur de sciences politiques

19 May 2020

Mrs. Minnie Grey
Director Executive
Nunavik Regional Board of Health and Social Services
1602, rue Akianut CP 900,
Kuujuuaq (Québec)
J0M 1C0

RE: Letter of Support for the application to NRBHSS-CF 2020-01

Dear Mrs. Grey,

As Provost and Vice-Principal (Academic) (PVPA) of McGill University, it is my pleasure to write this letter of support for the School of Social Work to deliver the Bachelor of Social Work (BSW) in Nunavik. We want to thank you for considering us in your call and inviting our University to submit a proposal.

In my letter of 20 September 2019 to you I wrote that, *McGill University is committed to supporting further capacity building in Nunavik by collaborating on educational programming.*

More specifically with a focus:

- *In the delivery of an educational program that could lead into a degree program recognized by Quebec Minister of Health and Social Services;*
- *Courses focused on issues of particular relevance for the Northern context;*
- *Indigenization of course content;*
- *Delivery of content in person, in the Nunavik region, with active engagement of the local community;*
- *Programs with a flexible delivery format to allow adult learners to continue working while pursuing an education.*

What I wrote then still stands today. We, as a university, are committed to supporting further capacity building in Nunavik by continuing to collaborate with the NRBHSS and communities in the region. I believe McGill's School of Social Work holds the expertise and experience required to deliver an

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McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.

James Administration Building
845 Sherbrooke Street West, Room 504
Montreal, Quebec, Canada H3A 0G4

Pavillon de l'administration James
845, rue Sherbrooke Ouest, bureau 504
Montréal (Québec) Canada H3A 0G4

T: 514 398-4177
F: 514 398-4768
christopher.manfredi@mcgill.ca

exceptional Bachelor of Social Work program in Nunavik. We value the longstanding relationship McGill has with NRBHSS and we want to continue working closely with you in preparing the next generation of professional Social Workers.

McGill University has a long history of partnering with Indigenous communities to respond to the capacity building needs. Specifically designing and delivering programs directly in northern communities as a means of reflecting the context and realities of living and working within the North. For example, our Faculty of Education has been offering a First Nations and Inuit Teacher Education Degree since 1975 in James Bay, Nunavik and Kahnawake; the School of Social Work delivered the Certificate in Northern Social Work Practice in Nunavik from 1997 to 2007; the School of Continuing Studies (SCS) has been offering the Certificate in Health and Social Services Management in Nunavik since 2005; and the SCS has recently begun delivering the Public Administration and Governance program to the Cree Nation Government in James Bay. These are just a few examples of the partnerships and capacity building initiatives we are proud to have been, and continue to be, part of.

As a national and global academic leader, McGill University has taken its role to respond to Indigenous Community needs seriously. In 2017, within the Office of the Provost and Vice-Principal (Academic), we created the Indigenous Initiatives Unit. The team working on this Indigenous portfolio supports the university community on Indigenous related initiatives such as programming, research, community engagement, accessibility, bridging programs and more. It will also be there to support the School of Social Work in delivering the BSW program in Nunavik.

With best regards,



Christopher Manfredi
Provost and Vice-Principal (Academic)



Antonia Maioni
Dean
Faculty of Arts
McGill University

853 Sherbrooke Street West
Montreal, Quebec, Canada H3A 0G5

Doyenne
Faculté des arts
Université McGill

853, rue Sherbrooke ouest
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Tel/Tél : +1 514 398-4212/4815
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Email/Courriel : antonia.maioni@mcgill.ca

June 9, 2020

Mrs. Minnie Grey
Director Executive
Nunavik regional Board of Health and Social Services
1602, rue Akianut CP 900
Kuujuaq (Qu'bec)
J0M 1C0

RE: Letter of Support for the application to NRBHSS-CR 2020-01

Dear Mrs. Grey,

As Dean of the Faculty of Arts of McGill University, it is my distinct pleasure to write this letter of support for the School of Social Work to deliver the Bachelor of Social Work (BSW) in Nunavik. The Faculty of Arts encourages wide-ranging and inclusive conversations and collaboration across many disciplines in the social sciences and humanities. A McGill Arts education allows students to explore the rich diversity of human endeavour and expression. In all programs, you will find students and alumni who are engaged citizens, agile thinkers, and enterprising leaders.

Our teaching and research activities are led by an exceptional professoriate drawn from the world's premier universities. Internationally recognized for their research, they make the Faculty of Arts an exceptional environment for learning, advancing knowledge and understanding across the disciplines. McGill Arts professors confront some of the most pressing issues of our time, and their research shapes discourse in the fields of public policy, civil liberties, social justice, cultural expression and mental health, among others.

The Faculty of Arts is committed to supporting Indigenous success both within and outside of the University. Emerging out of research, teaching, and activism, McGill's Indigenous Studies Program focuses on Indigenous knowledge systems and societies. The program is the University hub for McGill expertise in the historical, social, and cultural dimensions of Indigenous life on Turtle Island. The program is an essential site of Indigenous community engagement, language education, community-building and outreach. In addition, the Faculty has successfully increased recruitment of Indigenous faculty members in departments and schools in the Humanities, Social Sciences and Professional disciplines.

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The program is an essential site of Indigenous community engagement, language education, community-building and outreach. In addition, the Faculty has successfully increased recruitment of Indigenous faculty members in departments and schools in the Humanities, Social Sciences and Professional disciplines.

Located within the Faculty of Arts, the School of Social Work is well situated to deliver a BSW program in Nunavik. The School is accredited by the Canadian Association for Social Work Education. It is one of Canada's leading Social Work programs that is recognized for its strength in using innovative pedagogy to teach foundation-, and advanced-level courses that range from clinical to community practice and social policy. Housed within the School of Social Work, Indigenous Access McGill (IAM) is a Faculty of Arts-supported program for First Nations, Inuit and Métis students in Social Work, dedicated to Indigenous student success, from recruitment to support and mentoring during the Social Work program through graduation, and curriculum development. Since IAM's founding in 2007, 21 Indigenous students have graduated from the School of Social Work.

In addition to the in-kind contribution provided by the School of Social Work, the Faculty of Arts will contribute to the project by funding one course lecturer per year for the duration of the 6-year project (total estimated cost \$49,320). This course lecturer funding will cover costs for a contract academic staff to teach required courses for the program in Nunavik or to cover replacement costs of teaching courses typically taught by professors from the School of Social Work in Montreal, so that they can teach in Nunavik.

It would truly be an honour for our Faculty to collaborate with the NRBHSS on this remarkable endeavour to help in the creation and transmission of knowledge in service of Inuit society.

Sincerely,



Antonia Maioni,
Dean
Faculty of Arts



McGill

School of
Continuing Studies

École
d'éducation permanente

Mrs. Minnie Grey
Director Executive
1602, rue Akianut CP 900
Kuujuuaq (Québec) J0M 1C0

April 30, 2020

Subject: Supporting Social Work Degree in Nunavik

Dear Minnie,

Hopefully you, your family and the community is staying as safe and healthy as possible. I am writing this letter on behalf of McGill's School of Continuing Studies (SCS) to confirm my full support of SCS' collaboration with the School of Social Work in developing and delivering the Bachelor in Social Work (BSW).

As you already know, since 2005, in collaboration with NRBHSS, SCS has designed and delivered the Health and Social Services Management program in Kuujuuaq and Puvirnituk. This program has been instrumental in building capacity in the Territory of Nunavik. As you have shared with me, this program has helped increase the number of Inuit employed in NRBHSS from 9 to 30. Now, in the hope of giving Inuit People the opportunity to pursue a career as a professional social worker we are delighted to support the McGill School of Social Work in submitting a proposal in response to the Call of Interest.

Dr. Carmen Sicilia, whom you know very well, with her team is committed to working closely with the School of Social Work on this initiative. In support of the School of Social Work's program, we will assess competencies a learner has acquired through experience and formal and non-formal education; also known as the Recognition of Prior Learning (La reconnaissance des Acquis et Des Compétences (RAC) in Quebec). SCS will also provide co-curricular courses to benefit Inuit learners, such as the writing courses offered through the McGill Writing Center. And lastly, the School is an active partner in developing a three-certificate pathway leading to the BSW.

McGill University's School of Social Work has the support the School of Continuing Studies in delivering the BSW in Nunavik.

Best Regards,

Carola Weil
Dean, School of Continuing Studies



School of Social Work
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3506 University Street
Montreal, Quebec, Canada
H3A 2A7

École de service social
Université McGill
3506, rue University
Montréal (Québec) Canada
H3A 2A7

Tel: (514) 398-7070
Fax: (514) 398-4760

May 19, 2020

Ms. Minnie Grey, Executive Director
Nunavik Regional Board of Health and Social Services
P.O. Box 900
Kuujuaq, QC J0M 1C0

Subject: Confirmation of in-kind support for the McGill School of Social Work application to NRBHSS-CFI 2020-01

Dear Ms. Grey,

As Director of the McGill University School of Social Work, it is my pleasure to write this letter of support for our application to the Nunavik Regional Board of Health and Social Services call for interest entitled "*DEC-BAC Program in Social Work for Inuit Workers in the Health and Social Services Network*." Thank you for giving us the opportunity to respond to this request.

The McGill School of Social Work is one of Canada's leading social work programs, bringing together a rich tradition of innovative clinical practice, engaged community action and social advocacy. The School's 18 tenured and tenure-track faculty, including two Canada Research Chairs and two endowed chairs, are recognized as leading social work scholars in the areas of child welfare, Indigenous issues, refugees, migrants and international social work, trauma and resilience, parenting children with disabilities, and social gerontology. The School trains over 320 undergraduate, graduate and doctoral students from across Canada and around the world, through a range of programs, including a BSW, an MSW with specializations in Children & Families, Health & Social Care, and International & Community Development, a joint MSW and Bachelors of Law, Canada's first Masters of Science (applied) in Couple and Family Therapy within a School of Social Work; and one of Canada's largest doctoral programs. The School is the home of the Centre for Research on Children and Families (CRCF), the CREGES-McGill Social Gerontology Centre, the International Community Action Network (ICAN), and the Global Child McGill.

The School is committed to Indigenous capacity building demonstrated by the fact that we are home to Indigenous Access McGill (IAM), a support program for Indigenous students in the School of Social Work and Nursing. Since 2007, IAM has been supporting Indigenous students from recruitment through graduation. In addition, the School has been offering an Indigenous Field Studies course for the past 10 years. The School has also included in its required BSW curriculum a First People's Issues course in students' final year. Instruction for this course, moreover, is restricted to Indigenous faculty underscoring the growing Indigenous expertise the School of Social Work possess.



We will support this project by providing in-kind support for the project estimated at \$18,000/year for the duration of the project. This estimated financial contribution is linked to the following anticipated expenses for the project:

- ½ day/week for Dr. Wanda Gabriel and ½ day/week for Dr. Nicole Ives to engage in the management of the program.

Sincerely,

A handwritten signature in black ink, appearing to read "Nico Trocmé".

Nico Trocmé, M.S.W., Ph.D., T.S., FRSC
Director, School of Social Work
Philip Fisher Chair in Social Work



Mrs. Minnie Grey, Executive Director
Nunavik Regional Board of Health and Social Services
P.O. Box 900
Kuujuuaq, QC J0M 1C0

Subject: Letter of support for McGill's School of Social Work application to NRBHSS-CFI 2020-01

April 17, 2020

As Director of the McGill University Centre for Research on Children and Families (CRCF), it is my pleasure to write this letter of support for the School of Social Work's application to the Nunavik Regional Board of Health and Social Services call for interest entitled "*DEC-BAC Program in Social Work for Inuit Workers in the Health and Social Services Network.*"

The CRCF is home to cutting-edge research on effective programs and policies for children and their families. It brings together 25 faculty members who lead 30 different projects, provides training to 40 graduate students yearly, and offers a unique platform to develop local, national and international collaborations with academic and non-academic milieus. We are happy to have this opportunity to collaborate with this important project. We will support this project by providing in-kind support for the project as detailed below:

- 1 workstation for RAs (computer leasing, office supplies, telephone, etc.):
\$200/station/month, \$2,400 per year
Total: \$2,400
- In-house research dissemination tools (website, CRCF publications, research seminars): \$750 per year
Total: \$750

Total in-kind support from CRCF over 6 years: \$18,900

In addition, having developed a strong interest in research and clinical topics related to child maltreatment, child sexual abuse, and trauma, I would also like to support the program by teaching a course related to these topics.

Sincerely,



Dr. Delphine Collin-Vézina
Director, Centre for Research on Children and Families
Nicolas Steinmetz and Gilles Julien Chair in Social Pediatrics in Community
Associate Professor, School of Social Work
McGill University

May 23, 2020

To whom this may concern,

It is my understanding that a proposal to deliver a BSW program in Nunavik is being submitted by McGill University to the NRBHSS. I am thankful that this initiative is finally taking place.

As a graduate of the Northern Inuit Social Work Certificate (30 credits) and the Bachelor of Social Work, which were delivered by McGill University, I am able to speak to the value of the education I received both for myself and the communities I have and continue to serve.

My journey began in 1982. My fellow students and I were already working in the field of social services in our communities and welcomed the opportunity to grow both mentally and emotionally. The program not only respected our Inuit culture but made sure that the content of the subjects was relevant to our northern realities. Although we practiced in different communities, the program promoted a peer support/supervision model which lessened the negative impact of providing services to friends and families. We helped each other.

In 1986, I began to assist in the planning and delivery of the Northern Inuit Social Work Certificate. My expertise as an Inuk Social Worker was valuable to the eventual delivery of the program in Inuktitut beginning in 1997. It was a sad day for Nunavik when the last Northern Inuit Social Work Certificate course was delivered in 2006.

It is important for our people to have the tools and support we need to address the intergenerational trauma which has negatively affected our families and our communities. It must be our people who take the lead and not the people from the south. Let us partner with McGill University and move toward healthier communities.

Thank you,

Lolly Annahatak

May 18, 2020

The purpose of this letter is to express my support of the delivery of the BSW program, by McGill University, in Nunavik.

As a graduate of the Northern Inuit Social Work Certificate program, I developed much needed confidences and social work practice skills. I went on to complete the Bachelors of Social Work from McGill University in 2010. The skills acquired during my studies have made me a leader in the delivery of emotional and mental health services in Nunavik.

In Nunavik, we are in need of professional Inuit Social Workers and I would be happy to be part of the development and delivery of such a program. McGill University has already shown its ability to deliver a university program which is led by our Inuit culture. Inuit Social Workers who were trained under this program were strengthened by their experience and maintained personal wellness.

During my many years of social service delivery in Nunavik, I have encountered many young workers who wanted and would have benefited from professional training grounded in Inuit culture. In my opinion, all Inuit working in the field of wellness would benefit from a McGill BSW program.

When Inuit people have the level of education and support they require to successfully work in their communities, they become stronger in their social and personal lives as well.

I look forward to a partnership between McGill University and the NRBHSS moving forward in the near future.

Thank you,



Mary Mesher, BSW

Kuujuaq, Nunavik

16. Appendix B Email from McGill University to Cégep Marie-Victorin

Tuesday, May 26, 2020 at 9:57:56 PM Eastern Daylight Time

Subject: Call for Interest-DEC BAC Program in Social Work
Date: Thursday, May 21, 2020 at 5:36:33 PM Eastern Daylight Time
From: Carmen Sicilia, Dr.
To: Julie Hautin
CC: Nicole Ives, Dr., Pamela Weightman, Ms., Wanda Gabriel, Prof.
Attachments: image001.png

Dear Ms. Hautin

My apologies for not getting back to you earlier. We have been quite busy moving all of our courses to remote teaching for the fall.

I want to inform you that we had a meeting with the Director of the Bachelor in Social Work to discuss the idea of McGill University collaborating with Cégep Marie-Victorin. I am happy to inform you that there is an interest in forging a collaboration. We are always seeking ways to help students advance their academic studies, and when possible, remove any barriers or save time with their studies.

One of the ways we can collaborate is to examine which courses from the *DEC in Social Work* and the *Attestation in Helping Relations* would be equivalent to the courses in the Bachelor in Social Work. There may be other ways of collaborating and we can hold an exploratory meeting in the near future.

Thank you for reaching out to us and we look forward to our next meeting.

Nia:wen / Miigwetch/ Nakurmik/ Thank you/ Merci,

Carmen

Dr. Carmen Sicilia
Associate Professor
& Director Indigenous Relations

Professeure agrégée et
Directrice, Relations avec les Autochtones

McGill University / Université McGill
School of Continuing Studies
École d'éducation permanente
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McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee* and Anishinabeg* nations. McGill honors, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet today.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. McGill honore, reconnaît et respecte ces nations à titre d'intendant traditionnel des terres et de l'eau sur lesquelles nous nous réunissons aujourd'hui.

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17. Appendix C New Course - Introduction to Social Work Practice in Nunavik

The course outline below is a sample of what the first course of a BSW offered in Nunavik could entail. Completion of this course description would require consultation with the program's Advisory Committee to ensure cultural integrity of Inuit worldviews.



Course Outline – Introduction to Social Work Practice in Nunavik

Inuit Cultural Camp

2020/2021

General Information

Course# IDFCXXX

Number Credits 3

Course Location Nunavik

Instructor(s) & Elder, Cultural support

Course Overview (Please note that the content of this course would be developed in partnership with Elders and healer helpers from Nunavik)

This course provides an opportunity to have an introduction to social work and to learn about traditional Inuit spirituality, values, philosophy, lifestyle and ceremonies in relation to self-knowledge and knowing of others. At its core is a week-long experiential cultural immersion program on the land guided by Elders, social work faculty and cultural support people taking place in a local Inuit community, coupled with seminars to prepare for the educational process in a helping profession and to debrief the experience. With an emphasis on making connections through direct experience and a strong sense of place, participants will participate in a series of traditional activities in and around the Inuit community where the course is being held (e.g., in Kuujuaq one year and in Puvirinituq the following year). The course would be designed as holistic experience aimed at providing authentic connections to the rich culture of Inuit. Students would deepen their commitment to learning about social work practice and Inuit culture through land-based activities and exchanges with Elders, and their own understanding and growth would deepen. As students grow in their own commitment and understanding of their cultural identity, they could further their own journeys towards health and healing, enhancing their abilities to be of help to others.

Learning Outcomes:

The relationship with the Elders and the importance of cultural knowing will continue throughout the program. The learning objectives of the culture camp would be:

- To engage in learning/teaching dialogical relationships with Elders and with Inuit traditions.
- To engage in prayer, reflexive thought, and meditation upon questions such as “Who am I?”, “Where have I come from?”, and “Why am I here preparing to enter into and complete the BSW program?”
- To learn actively about traditional Inuit culture, history, values, philosophy, counselling and spirituality (including cosmology and shamanism) by participating in land-based activities such as food gathering, sharing, hunting, fishing, and dwelling building as well as learning from, listening to and engaging with oral teachings of Elders.
- To learn about Inuit culture and community through the experience of practical participation in the Cultural Camp, including the planning, organizing and implementation of the camp, and the development of a strong and healthy sense of community.
- To learn beginning levels of practice, insights and skills used in cultural support as well as in social work.
- To learn Inuit approaches to healing/helping.

Required Cultural Camp Activities:

Each student is required to participate and be involved in the course activities. This course is structured as an intensive, experiential learning opportunity where the primary focus is daily participation and involvement in traditional cultural teachings and practices as described.

- **Committees:** Cooking, Maintenance/Security & Inventory/Recording.
- **Arts and Crafts:** To be discussed in consultation with Elders.
- **Local Traditional, Practices and Teachings:** To be discussed in consultation with Elders. This could include gathering of traditional medicines and cleansing of the camp grounds, nature walks to the traditional camps, hand drumming, story-telling, Elders’ teachings on spirituality, protocols, moon time protocols, and traditional fishing.

Instructional Method

Approach to Teaching & Learning

This course is structured within an experiential and collaborative pedagogical model that emphasizes participatory learning, with the understanding that active student engagement supports the development of a rich learning environment for all. Since individual and group activities are an integral part of the course, **attendance and group contributions are required.** Self-reflection, the open exchange of ideas, and critical analysis are encouraged throughout the course. Taking a critical perspective on the course material allows space for us to question values, assumptions, and practices that might be taken for granted as well as the influence of social location and power dynamics.

Assignments would include critical reflection questions, journaling, and a cultural activity.

18. Appendix D OTSTCFQ Core Competencies

Référentiel de compétences des travailleuses sociales et des travailleurs sociaux 2012

*Référentiel de compétences
des travailleuses sociales et des travailleurs sociaux :*
DOMAINES, COMPÉTENCES ET SAVOIRS ASSOCIÉS

Description des compétences nécessaires à l'exercice de la profession

DOMAINE 1 : une pratique éthique, critique et réflexive.	
Compétence 1.1	Être capable de comprendre, de questionner, d'intégrer et d'appliquer les fondements éthiques du travail social dans sa pratique.
Composante 1.1.1	Être capable de prendre conscience des différentes valeurs en présence (personnelles, professionnelles, organisationnelles, culturelles, sociales, etc.) pouvant contribuer à l'émergence et la résolution des dilemmes et enjeux éthiques.
Composante 1.1.2	Être capable d'identifier les enjeux éthiques dans la pratique, en tenant compte de la complexité des situations rencontrées.
Composante 1.1.3	Être capable d'interpréter et d'appliquer avec discernement les obligations inscrites au Code de déontologie.
Composante 1.1.4	Être capable d'identifier les lois, les règlements, les mesures et politiques sociales ainsi que les contextes organisationnels et pouvoir prendre en considération leur impact sur la pratique et sur les enjeux éthiques potentiels ou avérés.
Composante 1.1.5	Être capable d'appliquer un processus de délibération éthique individuellement ou collectivement.
Composante 1.1.6	Être capable d'émettre un jugement nuancé sur des dilemmes éthiques complexes.
Compétence 1.2	Être capable d'exercer une pensée critique dans le cadre de sa pratique professionnelle.
Composante 1.2.1	Être capable de démontrer les attitudes et habiletés associées à la pensée critique : interroger les idéologies politiques et les discours dans la construction des problèmes sociaux; prendre conscience de ses propres valeurs, croyances et préjugés; faire preuve d'intégrité intellectuelle; savoir remettre en question ses propres points de vue autant que ceux des autres.
Composante 1.2.2	Être capable de faire appel aux différentes sources de connaissances (données probantes, recherches, théories, savoirs d'expérience professionnelle) en maintenant un questionnement quant à la rigueur de leur processus de production, leur pertinence, leur apport, leurs limites et leur portée.
Composante 1.2.3	Être capable d'intégrer ces différentes sources de connaissances dans la prise de décision professionnelle.
Composante 1.2.4	Être capable d'organiser, de documenter et de communiquer son jugement professionnel basé sur un raisonnement logique et rigoureux.

Référentiel de compétences des travailleuses sociales et des travailleurs sociaux 2012

Compétence 1.3	Être capable d'agir selon une démarche réflexive dans sa pratique.
Composante 1.3.1	Être capable d'identifier les impacts des actions posées et réajuster l'action au besoin.
Composante 1.3.2	Être capable d'utiliser des moyens et des outils dans le but de s'auto-évaluer tout au long de ses interventions et de sa pratique professionnelle.
Composante 1.3.3	Être capable de conjuguer les savoirs théoriques avec ceux issus de la pratique professionnelle et de l'expérience de vie.
Composante 1.3.4	Être capable de porter un regard critique sur sa pratique professionnelle en lien avec les valeurs du travail social.

**DOMAINE 2 : un processus d'intervention sociale
avec les individus, familles, groupes et collectivités.**

Compétence 2.1	Être capable de créer et de maintenir des liens sociaux de collaboration avec les acteurs concernés par les situations-problèmes en fonction des différentes méthodes d'intervention (individu, famille, groupe, communauté)
Composante 2.1.1	Être capable d'établir et de maintenir une relation respectueuse de la diversité et de la singularité de la réalité des acteurs.
Composante 2.1.2	Être capable de favoriser l'autodétermination et concevoir l'acteur comme expert de sa situation.
Composante 2.1.3	Être capable de créer un espace de parole et d'ouverture qui favorise l'expression de la réalité singulière des acteurs, en la situant dans son contexte personnel, communautaire et social.
Composante 2.1.4	Être capable de reconnaître les enjeux reliés au travail en contexte d'intervention volontaire et non-volontaire et leurs impacts au niveau de l'intervention, notamment sur la communication.
Compétence 2.2	Effectuer une évaluation du fonctionnement social, élaborer un plan d'intervention ou une stratégie concertée et déterminer la méthode d'intervention appropriée
Composante 2.2.1	Être capable de recueillir les informations objectives et subjectives pertinentes à la situation-problème.
Composante 2.2.2	Être capable d'analyser les informations relatives à la situation-problème sur la base des connaissances théoriques et pratiques (problèmes sociaux, modèles, approches, etc.). Être capable de tenir compte de l'interaction entre les acteurs et leur environnement social en considérant les législations qui encadrent la pratique. Être capable de transposer cette compétence dans les activités professionnelles ciblées par le PL 21.
Composante 2.2.3	Être capable de formuler une opinion professionnelle cohérente avec l'évaluation de la situation qui précise les recommandations et l'orientation choisie.

Référentiel de compétences des travailleuses sociales et des travailleurs sociaux 2012

Composante 2.2.4	Être capable de planifier une intervention sociale selon la méthode appropriée ou une stratégie adaptée au contexte de pratique et répondant aux exigences professionnelles et déontologiques.
Composante 2.2.5	Être capable de rédiger l'ensemble des documents appropriés à l'évaluation qui répondent aux critères professionnels et organisationnels.
Compétence 2.3	Réaliser l'intervention sociale et évaluer le processus d'intervention.
Composante 2.3.1	Être capable d'agir et de réagir avec pertinence (savoir quoi faire; aller au-delà du prescrit; être capable de choisir dans l'urgence; arbitrer, négocier, trancher; enchaîner des actions selon une finalité; tolérer l'incertitude; savoir gérer la complexité).
Composante 2.3.2	Être capable de reconnaître, de dénoncer et d'agir sur les rapports d'inégalité et de pouvoir, les situations d'injustice, les conditions d'oppression et de discrimination et être en mesure d'en appréhender les effets sur la réalité des acteurs.
Composante 2.3.3	Être capable d'allier des ressources et de les mobiliser dans un contexte de pratique donné.
Composante 2.3.4	Être capable de transposer dans une situation ultérieure, c'est-à-dire : d'utiliser ses connaissances et expériences pour interpréter et modéliser.
Composante 2.3.5	Être capable de rédiger l'ensemble des documents pertinents au suivi de l'intervention qui répondent aux critères professionnels, organisationnels et déontologiques.
Composante 2.3.6	Être capable d'évaluer les effets de l'intervention en sollicitant le point de vue des acteurs concernés, en référence aux objectifs établis au préalable.
Composante 2.3.7	Être capable d'ajuster le plan d'intervention et les stratégies d'intervention, si nécessaire, selon l'évolution de la situation.
Composante 2.3.8	Être capable de formuler des recommandations qui visent l'amélioration des conditions de vie des personnes et les services à la population.

DOMAINE 3 : des collaborations professionnelles, intersectorielles et partenariales.

Compétence 3.1	Être capable d'établir et de maintenir des collaborations professionnelles et intersectorielles.
Composante 3.1.1	Être capable d'établir et de maintenir des liens avec les collaborateurs et les partenaires potentiels.
Composante 3.1.2	Être capable d'expliquer et de faire valoir son rôle et sa contribution en lien avec sa vision disciplinaire spécifique, ses normes de pratique professionnelles et ses obligations déontologiques, dans un esprit de collaboration.
Composante 3.1.3	Être capable de clarifier et d'établir les zones de responsabilités partagées et spécifiques dans un cadre de collaboration professionnelle.

Référentiel de compétences des travailleuses sociales et des travailleurs sociaux 2012

Composante 3.1.4	Être capable de maintenir l'équilibre entre l'autonomie et l'interdépendance dans les rapports de collaboration.
Composante 3.1.5	Être capable de favoriser la concertation avec les collaborateurs et partenaires internes et externes afin de développer le plan d'intervention ou le plan de service le plus approprié possible pour répondre aux besoins des acteurs concernés.
Composante 3.1.6	Être capable d'identifier les obstacles et les enjeux relationnels afin de résoudre des tensions, concilier des visions divergentes et gérer les conflits.
Composante 3.1.7	Être capable d'apporter sa contribution et de faire preuve de leadership au sein d'une équipe de travail.
Composante 3.1.8	Être capable d'analyser de façon critique et de prendre en compte les déterminants organisationnels qui encadrent la pratique.
Composante 3.1.9	Être capable de contribuer aux changements organisationnels requis afin de répondre toujours plus adéquatement aux besoins des personnes, familles, groupes et collectivités.

DOMAINE 4 : une contribution à son développement professionnel et à l'évolution de la profession.

Compétence 4.1	Être capable de développer son identité professionnelle.
Composante 4.1.1	Être capable d'utiliser le rôle, les valeurs et les habiletés spécifiques au travail social en relation avec celles des disciplines connexes.
Composante 4.1.2	Être capable d'utiliser la supervision et de recourir aux pairs pour évaluer et améliorer sa pratique en lien avec les fondements, les valeurs et les connaissances théoriques et expérientielles spécifiques au travail social.
Composante 4.1.3	Être capable d'affirmer et d'actualiser les valeurs et la finalité du travail social tout en portant un regard critique sur la profession.
Compétence 4.2	Être capable d'assurer son développement professionnel.
Composante 4.2.1	Être capable de s'engager dans un processus de développement continu sur les grands enjeux de société et les problèmes sociaux (en suivre l'évolution et connaître leur influence sur les rapports entre les personnes et les contextes de vie).
Composante 4.2.2	Être capable de tenir à jour et d'optimiser sa pratique en s'informant sur les analyses, recherches, nouvelles pratiques, politiques, lois et règlements qui encadrent la profession dans son champ de pratique.
Composante 4.2.3	Être capable de recourir à la formation continue par des activités de perfectionnement favorisant le développement de son identité professionnelle, de même que des formations spécialisées sur une problématique ou une méthode d'intervention liées à son champ de pratique.
Composante 4.2.4	Être capable d'utiliser les nouvelles technologies de communication dans le travail de recherche inhérent à sa pratique du travail social.

Référentiel de compétences des travailleuses sociales et des travailleurs sociaux 2012

Compétence 4.3	Être capable de contribuer au développement de la profession.
Composante 4.3.1	Être capable de contribuer à des activités de formation et d'information en travail social (réalisation de documents audio-visuels, de documentaires, d'entrevues filmées, d'outils de formation, etc.).
Composante 4.3.2	Être capable de collaborer à la formation et au soutien des étudiants et des praticiens en début de carrière (supervision de stages, mentorat, consultations cliniques, conférences, animation d'atelier ou de cours, etc.).
Composante 4.3.3	Être capable de contribuer au développement de la recherche en travail social (recherche-action, analyse des pratiques ou évaluation de programmes, etc.).
Composante 4.3.4	Être capable de démontrer son engagement à maintenir un niveau d'excellence reconnu.

19. Appendix E CASWE Core Learning Objectives

1. Identify as a professional social worker and adopt a value perspective of the social work profession
 - i) Social work students develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
 - ii) Social work students acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities. Students develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
2. Adhere to social work values and ethics in professional practice
 - i) Social work students have knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
 - ii) Social work students acquire skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.
3. Promote human rights and social justice
 - i) Social work students understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
 - ii) Social work students have knowledge of the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
 - 3.1.1 The BSW curriculum equips students with knowledge in the humanities and relevant social sciences, including knowledge related to human development and human behavior in the social environment.
 - 3.1.2 The four-year BSW curriculum reflects a balance of general education (at least 40 percent) and professional education (at least 50 percent) and a field practicum of at least 700 hours. The Quebec three-year programs essentially cover professional social work education and the field practicum, while liberal arts are principally covered at the CEGEP level.
 - 3.1.2.3 The curriculum for a second undergraduate degree program provides professional social work content equivalent to that in a four-year BSW.

3.2.2 BSW programs provide students with a minimum of 700 practice hours, not including time spent in integrative activities. Where academic credit is given for previous work and/or relevant experience in lieu of the practicum, the academic unit has written policy that specifies clear criteria and procedures used to assess skills and knowledge normally obtained through the practicum. Academic credit for previous work and/or relevant experience may be provided for a maximum of one half of the required hours of practicum specified in the program (e.g., 350 hours of 700 required hours).

3.1.5 Credit transfer is a mechanism of the recognition of degrees and accumulation of credits to accommodate for student and worker mobility across Canada and internationally. Social work academic units set up clear and transparent policies with regard to transfer credit between schools, college programs, schools of social work, nationally and internationally, within the context of general university regulations.

3.2 Field Education Curriculum

3.2.1 The curriculum is consistent with the program's mission and goals and reflects the values of the relevant Social Work Codes of Ethics.

3.2.4 The field education curriculum provides opportunities (integrative activities) for students to acquire, apply, and demonstrate knowledge and skills congruent with social work values and with the core learning objectives for students as defined in this document.

- i) The program provides activities for the integration of field and classroom education.
- ii) While simulations and labs may form an acceptable part of direct practice teaching, they are not substitutes for direct responsibilities in real practice situations.
- iii) The academic unit has a written policy on field placements within a student's workplace. In the case of field placements in the student's workplace, there is an educational focus with a clear differentiation between work duties and student learning assignments.
- iv) Appropriate resources are made available to the field education component of the program to ensure that the educational purpose is achieved.

Student

3.2.5 Each program develops practicum objectives, learning objectives for students, procedures, expectations, administrative structures and evaluation processes that are published in a field education manual.

3.2.6 Each program has a clearly outlined policy statement on allegations of harassment in the field placement and a clearly outlined set of procedures for informal and formal resolution of allegations of harassment in the field placement.

3.2.7 The academic unit ensures that students with disabilities are accommodated in field placements and have options for a wide variety of placements.

3.2.8 Social work programs ensure adequate liability coverage for students in the field placement.

3.2.9 In keeping with social work's commitment to the principle of confidentiality, social work programs develop guidelines for confidentiality to be followed by all students in the practicum program by:

1. Clearly outlining guidelines to protect the confidentiality of service users, settings, social workers and students in assignments, process recordings, audio and video tapings, case examples, or any other learning situations, including use of all forms of social media.
2. ii) Requesting the necessary signed letters of consent for any case material used by a student where there is a possibility of identification of service users.
3. iii) Contracting with settings regarding the use of process recordings, audio and videotapes and social media, and clearly identifying ownership of such material.

Field Education Faculty

3.2.10 The program is responsible for providing clearly defined criteria for the selection of field education faculty.

3.2.11 Each social work program designates at least one position, preferably a faculty position, with responsibility for field education development, coordination, administration and monitoring. The field education director or field education coordinator is in a position to carry out the mandate of the role with credibility, authority, influence, and with adequate resources.

3.2.13 The field education coordinator/director facilitates appropriate matches between students, field instructors and field placement/settings.

3.2.14 In determining teaching assignments, workload credit is given for the field education roles and activities of coordination, liaison, and instruction.

3.2.15 Each social work program designates individuals to assume faculty field liaison responsibilities in order to maintain close, reciprocal and ongoing relationships with field instructors; exchange important information; monitor the student's educational experience; and consult and collaborate with the field instructor and student regarding student progress or problems.

Field Placements

3.2.16 Field placements provide multiple opportunities for developing and refining a range of practice skills.

3.2.17 The field placement/setting accepts students without discrimination as defined by the Charter of Rights and Freedoms and provincial human rights legislation; the field placement/setting is free of discriminatory practices both in personnel practices and in delivery of services.

3.2.18 The field placement/setting assures that the field instructor has sufficient time and resources within the work schedule to develop planned learning opportunities and tasks, to prepare for educational supervision with the student, to attend school-sponsored workshops and to prepare reports and evaluations.

3.2.19 The field placement/setting provides adequate facilities, equipment and learning materials appropriate to the student's responsibilities and in keeping with available resources.

3.2.20 The academic unit shows evidence that field instructors are competent to help students to meet the objective of learning to work effectively and appropriately with service users from diverse ethnic, cultural, and racial backgrounds.

4. Support and enhance diversity by addressing structural sources of inequity

i) Social work students recognize diversity and difference as a crucial and valuable part of living in a society.

ii) Social work students have knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.

5. Employ critical thinking in professional practice

i) Social work students develop skills in critical thinking and reasoning, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations and make professional judgments.

ii) Social work students are able to apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.

6. Engage in research

Social work students acquire knowledge and skills to critique, apply, or participate in social work research.

ii) Social work students at both levels of university education are prepared to apply social work knowledge, as well as knowledge from other disciplines, to advance professional practice, policy development, research, and service provision.

7. Participate in policy analysis and development

i) Social work students have knowledge of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.

ii) Social work students have knowledge and skills to identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.

8. Engage in organizational and societal systems' change through professional practice

i) Social work students acquire knowledge of organizational and societal systems and acquire skills to identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions.

ii) Social work students develop ability to critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

9. Engage with individuals, families, groups, and communities through professional practice

i) Social work students are equipped with knowledge and skills to competently perform various interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.

ii) Social work students have relevant knowledge and skills to actively promote empowering and anti-oppressive practice.

iii) Social work students acquire skills to practice at individual, family, group, organization, community and population levels including advocacy and activism.

iv) Social work students are prepared for interprofessional practice, community collaboration and teamwork.

20. Appendix F Competencies Per BSW Course

COURSE: IDFC 500 Introduction to Social Practice in Nunavik

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X	X	X	X	X	X	X	X	X
.2	X	X	X	X	X	X	X	X	X	X
.3										
.4										
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X	X	X	X	X	X	X	X	X
ii	X	X	X	X	X	X	X	X	X
iii									
iv									
v									
vi									

RAC Assessment not applicable

COURSE: SWRK 220 History and Philosophy of Social Work

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	x	x	x					x		
.2	x	x	x					x		
.3	x	x	x					x		
.4	x	x	x							
.5	x									
.6	x									

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X	x	x	x	x		x	x	
ii	X	x	x	x	x		x		
iii									
iv									
v									
vi									

RAC - Competencies that will be assessed

1. Identify key concepts and issues of social work practice in Canada, the concepts and issues of social welfare, social policy, and social work and their relationships to one another.
2. Trace the development of the Canadian welfare state.
3. Explain the historical contributions of Indigenous, French, and English populations to social work philosophy and practice.

- Critically assess the relationship between social policies and the values/assumptions underlying several major ideological approaches to social welfare.

COURSE: CCOM 301 Selected Communication 1

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X								
.2										
.3										
.4										
.5										
.6										

No CASWE competencies apply in this course

	1	2	3	4	5	6	7	8	9
i		X			X				
ii		X							
iii									
iv									
v									
vi									

RAC - Competencies that will be assessed

- Apply storytelling to convey a health and social issue to community
- Demonstrate how to convey news articles, feature articles, web copy, blogs, ads and company communication
- Demonstrate sourcing techniques to find useful, helpful topics that your readers care about
- Demonstrate word choice and language – the importance of knowing that the language you choose has profound consequences
- Apply evidence-based communication and approaches to change behaviour
- Apply storytelling to convey a health and social issue to community
- Demonstrate how to cite references and quotes from interviews

COURSE: SWRK 224 Human Development Over the Lifespan

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X	X	X	X	X	X	X	X	X
.2	X	X	X	X	X	X	X	X	X	X
.3										
.4										
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X	X	X	X	X			X	X
ii	X	X			X		X		X
iii									
iv									
v									

vi									
----	--	--	--	--	--	--	--	--	--

RAC - Competencies that will be assessed

1. Demonstrate how the theoretical models are linked to the practice of social work.
2. Apply the theoretical models to real life situations.
3. Analyze how the physical, affective, social, moral, and cognitive dimensions of human development inform and construct the individual at different stages of the life course.
4. Distinguish age-typical behaviors from those who are atypical at different stages of life, while taking gender and cultural issues into consideration.
5. Appraise the debates that are currently taking place in the field of human development.

COURSE: EDEC 288 Inuktitut Language I

OTSTCFQ competencies not applicable

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	OTSTCFQ competencies not applicable									
.2										
.3										
.4										
.5										
.6										

CASWE competencies apply in this course

	1	2	3	4	5	6	7	8	9
i	CASWE competencies not applicable								
ii									
iii									
iv									
v									
vi									

RAC - Competencies that will be assessed

1. In the Inuktitut language explain how knowing the Inuktitut language has shaped you as a person
2. In the Inuktitut language explain what value can you bring to the social Work profession.

COURSE: EDEC 289 Inuktitut Language II

OTSTCFQ competencies not applicable

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	OTSTCFQ competencies not applicable									
.2										
.3										
.4										
.5										
.6										

CASWE competencies apply in this course

	1	2	3	4	5	6	7	8	9
i	CASWE competencies not applicable								
ii									
iii									
iv									
v									

RAC - Competencies that will be assessed

1. In the Inuktitut language explain the family cultural practices that are meaning to you and
2. In the Inuktitut language explain in detail why these cultural practices are meaningful to you

COURSE: SWRK 223 Poverty and Inequality

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1		X							X	
.2		X							X	
.3										
.4	X									
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i			X	X			X		
ii			X	X	X				
iii									
iv									
v									
vi									

RAC - Competencies that will be assessed:

1. Demonstrate how to assist people who come to you with such questions as: "I have just been cut off welfare, what are my rights? On what grounds can my landlord evict me? I can't pay my credit card bills?"
2. The second objective is that of examining, in some depth, the concepts, of "poverty" and "inequality": notably their different meanings and measurements, their social impacts, as well as the ideologies and policies that may influence their levels in Canada and other rich countries. We will also touch on the question of how to measure or evaluate the "well-being" or "happiness" of individuals and of societies.

SWRK 321 Introduction to Practice with Groups

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X	X	X	X			X	X	
.2	X				X					
.3			X							
.4								X		
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X	X	X	X			X	X	x
ii	X						X	X	
iii					x				
iv									

v									
vi									

RAC - Competencies that will be assessed:

1. Explain the basic principles of social work with groups.
2. Describe your self-reflection across all stages of group development.
3. Describe the use and adaptation of the group work method to various populations, problems/issues, and settings
4. Identify the key concepts of mutual aid and their implications for practice.
5. Promote social justice, tolerance for debate, and appreciation of diversity in establishing group culture, structure and program.
6. Explain your self-awareness of cultural safety in relation to self and group work.
7. Demonstrate leadership and facilitation skills.
8. Explain your self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
9. Explain your understanding of group composition, timing and structure
10. Develop group leadership/co-leadership skills and the differential use of self in problem-solving from a mutual-aid perspective.
11. Demonstrate skills in addressing conflict as a useful dimension of group dynamics.
12. Explain the purposeful use of time in single-session, open-ended and short-term groups with diverse populations.

13. Describe your boundaries and group process in the here-and-now.
14. Demonstrate skills to facilitate group endings and transitions.

COURSE: INDG 202 Indigenous Studies 1

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X		X		X		X	X	X
.2	X	X		X		X		X	X	X
.3										
.4										
.5										
.6										

No CASWE competencies apply in this course

	1	2	3	4	5	6	7	8	9
i	X	X	X	X	X	X	X	X	X
ii	X	X	X	X	X		X	X	X
iii									X
iv									X
v									
vi									

RAC competency assessment not permitted for this course

COURSE: SWRK 222 Introduction to Practicum.

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X	X	X	X			X	X	
.2	X	X	X	X	X					
.3	X	X	X	X						
.4										
.5										
.6										

No CASWE competencies apply in this course

	1	2	3	4	5	6	7	8	9
i	X	X		X	X				X
ii	X								
iii									X
iv									X
v									
vi									

RAC competency assessment not permitted for this course

COURSE: SWRK 320 Practice with Individuals and Families I

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X	X	X	X	X	X	X	X	
.2		X	X		X	X				
.3										
.4										
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X	X		X	X		X	X	
ii	X	X		X	X		X	X	X
iii									X
iv									
v									
vi									

RAC- Competencies that will be assessed

1. Conduct a psychosocial assessment and intervention plan for individuals and their families using an approach rooted in social work theory;
2. Demonstrate beginning intervention skills in social work with individuals and their families;
3. Identify major social work theories and approaches to practice;
4. Recognize the centrality of social location and power embedded in assessment and social work practice;
5. Develop critical and reflexive social work skills to help navigate assessment and intervention.

COURSE: IDFC 300 Lean Operational Practices in Public Service

OTSTCFQ competencies not applicable

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	OTSTCFQ competencies not applicable									
.2										
.3										
.4										
.5										
.6										

CASWE competencies not applicable

	1	2	3	4	5	6	7	8	9
i	CASWE competencies not applicable								
ii									
iii									
iv									
v									
vi									

RAC - Competencies that will be assessed:

1. Create a basic generic project management plan.
2. Organize tasks into project plans using industry accepted concepts and tools.
3. Explain how to adopt and implement a basic level of project management methodology into an organization, to improve how projects are currently being delivered.
4. Demonstrate how to track a project, assessing its status, identifying issues, and implementing corrective action plans.
5. Demonstrate visual thinking techniques in a workplace environment to achieve team results

COURSE: SWRK 327 Approaches to Community Practices

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X		X						
.2				X						
.3			X							
.4										
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X		X					X	
ii	X		X						X
iii									X
iv									X
v									
vi									

RAC - Competencies that will be assessed:

1. Demonstrate how you applied a social change, including different views, theories, and ideologies on social justice, as well as approaches and tactics to bring change.

2. Demonstrate how you engaged, assessed, communicated, mobilized, organized, and advocated to contribute to social change in a community. Ultimately, the class will prepare for community practice by reflecting together on approaches through discussions on and engaging with social justice.
3. Explain what your thoughts are about the social change you applied.

COURSE: SWRK 354 Social Work in the Health Field

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X	X	X	X			X	X	
.2										
.3				X						
.4										
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X	X	X	X	X				
ii	X	X	X	X	X				
iii					X				
iv									
v									
vi									

RAC - Competencies that will be assessed:

1. Explain the diverse theoretical models that are used in healthcare
2. Explain the interdisciplinary collaborative process in healthcare
3. Explain the role of the social worker in various settings and with various populations
4. Demonstrate a sensitivity to how equity, diversity and inclusion are integrated into health
5. Identify ethical dimensions of practice within the health field

COURSE: SWRK 221 Public Social Services in Canada

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1		X	X		X		X	X	X	
.2		X	X		X		X	X	X	
.3										
.4										
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X		X	X		X	X	X	
ii	X		X	X					
iii									
iv									
v									
vi									

RAC - Competencies that will be assessed:

1. Explain the various public health and social services available to the Canadian and Quebec population
2. Explain the difference between private, public, and community services
3. Explain the power relations between citizens, the government and the services
4. Explain your role as a social worker in the area of social rights and social justice

COURSE: SWRK 326 Practice with Individuals and Families 2

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1		X	X	X	X					
.2				X						
.3		X	X		X					
.4		X	X							
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i					X				X
ii									X
iii									
iv									
v									
vi									

RAC - Competencies that will be assessed:

1. Demonstrate beginning skills in assessment and intervention with families in different settings•
2. Explain how you would draw on concepts from major family theory frameworks to formulate an interpretation of family relationships.
3. Assess a case, how a family’s structure or emotional connections may be contributing to or used to address presenting issues; and the complexities involved in social work practice with families

COURSE: SWRK 325 Anti-oppression Social Work Practice

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X	X							
.2	X		X							
.3	X	X	X							
.4	X	X								
.5	X									
.6	X									

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9

i	X	X	X	X	X					
ii	X	X	X	X	X					
iii										
iv										
v										
vi										

RAC - Competencies that will be assessed:

1. Explain how systems of colonialism, capitalism, patriarchy, racism and globalization reproduce structural inequalities around race, gender, class, sexuality, age and ability.
2. Explain resistance and social movements in their approach to oppression
3. Demonstrate a capacity for critical self-reflection of our locations within helping professions .
4. Demonstrate personal agency within the context of oppression
5. Develop strategies for transformative anti-oppressive social work practice at the individual, organisational and structural levels

COURSE: SWRK 322 Field Practice I

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1										
.2	X	X	X	X	X	X	X	X	X	X
.3	X	X	X	X	X	X	X	X	X	X
.4										
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i									
ii	X	X	X	X	X	X	X	X	X
iii	X	X	X	X	X	X	X	X	X
iv									
v									
vi									

RAC competency assessment not permitted for this course

COURSE: SWRK 323 Field Practice I

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1										
.2	X	X	X	X	X	X	X	X	X	X
.3	X	X	X	X	X	X	X	X	X	X
.4										
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9

i									
ii	X	X	X	X	X	X	X	X	X
iii	X	X	X	X	X	X	X	X	X
iv									
v									
vi									

RAC competency assessment not permitted for this course

COURSE: SWRK 344 Integrative Seminar I

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1										
.2										
.3	X	X	X	X	X	X	X	X	X	X
.4	X	X	X	X	X	X	X	X	X	X
.5										
.6										

	1	2	3	4	5	6	7	8	9
i	X	X	X	X	X		X	X	X
ii	X	X	X	X	X		X	X	X
iii									X
iv									X
v									
vi									

RAC competency assessment not permitted for this course

COURSE: SWRK 423 Social Work Research

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1		X							x	
.2		x							x	x
.3		x								x
.4										
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i						X			
ii						X			
iii									
iv									
v									
vi									

RAC- Competencies that will be assessed:

1. Demonstrate a research assignment from:
 - Formulating the question
 - The literature review
 - Operational definition of variables
 - Formulation of hypotheses or themes to be explored
 - Selection of design and sample
 - Collection, analysis and interpretation of data

COURSE: SWRK 424 Mental Health and illness

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1										
.2										
.3										
.4	X	X	X	X	X	X		X	X	X
.5	X	X	X	X	X	X		X	X	X
.6										

	1	2	3	4	5	6	7	8	9
i	X	X	X	X	X		X	X	X
ii	X	X	X	X	X		X	X	X
iii									X
iv									X
v									
vi									

RAC- Competencies that will be assessed:

1. Explain The socio-cultural and political factors that have influenced how mental health problems have been conceptualized and treated throughout history with a particular emphasis on the Quebec context.
2. Explain The fundamental concepts related to contemporary mental health practice
3. Explain the role of the DSM in the assessment, diagnosis and treatment of mental disorders.
4. Explain the role that psychopharmacology plays in the treatment of mental disorders
5. Explain how the role of the social worker fits into the broader social services system and how policy and legislation inform this role.
6. Explain the assessment and treatment modalities of the most prevalent disorders within a bio-psychosocial framework.
7. Demonstrate The integration of the social political perspective into mental health practice
8. Demonstrate the basic and recovery-based assessment skills for mental health disorders

COURSE: SWRK 428 Social Policy and Administration

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X	X	X						
.2										
.3		X	X	X						
.4	X		X							
.5										

.6											
----	--	--	--	--	--	--	--	--	--	--	--

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i									
ii									
iii									
iv	X	X	X	X	X		X		
v	X	X	X	X	X		X		
vi									

RAC competency assessment not permitted for this course

COURSE: SWRK 319 Critical Thought and Ethics in Social

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X	X							
.2	X	X	X							
.3	X	X	X					X		
.4	X	X	X							
.5	X									
.6	X									

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X	X	X	X	X	x	X	X	
ii	X	X	X	X	X		X	X	
iii					X			X	
iv									
v									
vi									

RAC competency assessment not permitted for this course

COURSE: SWRK 535 Addictions

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X	X	X	X	X	X	X	X	X
.2	X	X	X	X	X	X	X	X	X	X
.3										
.4										
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X	X		X	X				X
ii	X	X		X					X
iii					X				X
iv									X

v										X
vi										

RAC competency assessment not permitted for this course due to the importance of this course indicated by NRBHSS however, advance standing assessment is permitted

1. Define drug use, abuse, dependency, and addictions
2. Explain what you understand about the different models of intervention in addiction
3. identify and examine ethical dilemmas in addiction
4. Describe screening and assessment tools in addiction
5. Explain the impact of addictions with specific populations (youth, older adults, Indigenous Peoples)
6. Explain addiction from a mental health perspective
7. Explain the multitude of addiction services in our network

COURSE: SWRK 493 Seminar on Child Protection

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X	X		X					
.2	X					X				
.3	X		X							
.4	X		X	X	X					
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X	X		X	X	X	X		
ii			X	X	X				
iii									
iv									
v									
vi									

RAC competency assessment not permitted for this course due to the importance of this course indicated by NRBHSS however, advance standing assessment is permitted

- Explain the roles and functions of child protection workers; Connect child protection policy with front-line practice;
- Explain what are the complexities of the social/cultural context of child protection and how we think about and respond to the maltreatment of children;
- Explain your stands on the contemporary controversies and debates in the field of child protection;
- Explain your understanding of First Nations, Metis, and Inuit experience of child protection services as a component of continued colonial repression; and explain your understanding of intervening with children and families that promote the development of humane, reparative and informed approaches to practice
- Explain the difference between structural and family risk factors and who these contribute to the over representation of First Nations, Metis and Inuit children in child welfare.
- Synthesize information from multiple perspectives related to mothering, fathering and parenting to child protection;

- Express your own personal and professional values and ethics on the causes, consequences and interventions in child protection

COURSE: SWRK 445 First Peoples and Social Work

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1	X	X								
.2	X	X								
.3										
.4										
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X	X	X	X	X			X	
ii	X	X	X	X	X			X	
iii									
iv									
v									
vi									

RAC competency assessment not permitted for this course

COURSE: SWRK 420 Advanced Field 1

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1										
.2										
.3										
.4	X	X	X	X	X	X	X	X	X	X
.5	X	X	X	X	X	X	X	X	X	X
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i									
ii									
iii	X	X	X	X	X	X	X	X	X
iv	X	X	X	X	X	X	X	X	X
v									
vi									

RAC competency assessment not permitted for this course

COURSE: SWRK 421 Advanced Field 2

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1										
.2										
.3										
.4	X	X	X	X	X	X	X	X	X	X
.5	X	X	X	X	X	X	X	X	X	X
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i									
ii									
iii	X	X	X	X	X	X	X	X	X
iv	X	X	X	X	X	X	X	X	X
v									
vi									

RAC competency assessment not permitted for this course

COURSE: SWRK 422 Integrative Seminar 2

By the end of the course, students are expected to have acquired the following **OTSTCFQ competencies**

Skill Acquisition Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	4.1	4.2	4.3
.1										
.2										
.3	X	X	X	X	X	X	X	X	X	X
.4	X	X	X	X	X	X	X	X	X	X
.5										
.6										

By the end of the course, students are expected to have acquired the following **CASWE competencies**

	1	2	3	4	5	6	7	8	9
i	X	X	X	X	X		X	X	X
ii	X	X	X	X	X		X	X	X
iii									X
iv									X
v									
vi									

RAC competency assessment not permitted for this course

21. Appendix G Advancing and RAC Request Form

21.1. ADVANCED STANDING / RAC: CREDIT/EXEMPTION REQUEST POLICY

Advanced Standing

Advanced standing may be granted to students who have completed equivalent credit course(s) at McGill University or at another recognized university. Advanced Standing may be granted in the following form:

Credit: Students who are given credit for a course do not have to retake that course, nor do they need to replace it.

Exemption: Students who are granted an exemption for a co-requisite, pre-requisite, or external pre-requisite course, are not required to replace it with an authorized substitution. Students who are granted an exemption for a compulsory course will be required to replace it with an authorized substitution as approved by the Department. The academic advisor will inform students of the list of courses that are considered to be acceptable substitutes.

21.2. Reconnaissance des acquis et competences (RAC)

Reconnaissance des acquis et competences (RAC), is a structured process that provides learners with the opportunity to receive academic credits or a reduction in course assignments and exams for competencies, skills and knowledge gained through non-formal education, life or work experience or significant experience in a field related to a program of study. Example of life or work experience can be in in form of community work, paid or self-employment, independent study, on-the-job training, volunteering, non-credit Native language courses, travel and leisure.

21.3. Processing the request

- Students who wish to apply for Advanced Standing must complete this [Advance Standing/RAC Form](#) at the time of application for admission and provide all of the required supporting documents.
- Requests received **after** admission to a program will be evaluated for the following term; the evaluation process takes approximately 6 weeks from the time of submission to the School of Continuing Studies, providing that all required supporting documents are enclosed with the request. Requests will not be accepted if incomplete.
- All decisions are final and may not be appealed.

21.3.1. ADVANCE STANDING / RAC: CREDIT/EXEMPTION REQUEST FORM

McGill ID: _____

Program Applied to: _____

Last Name: _____

First Name: _____

Cell Phone Number: _____

E-mail: _____

Home Phone Number: _____

Work Phone Number: _____

PLEASE PRINT LEGIBLY (use block letters)

THE McGill COURSE TO BE CREDITED/EXEMPTED OR APPROVED FOR RAC		INDICATE THE COURSE COMPLETED FOR WHICH YOU ARE REQUESTING EQUIVALENCY / RAC					FOR SCS USE ONLY			
COURSE #	TITLE:	COURSE #	TITLE:	INSTITUTION:	DATE OF COMPLETION:	GRADE: (APPLICABLE)	NEQ	CREDIT	EX/ASR	EX/NSR

Along with the form:

1. Attach an unofficial copy of your transcript.
2. Attach detailed official course outline(s), indicating textbook used and chapters/topics covered etc. (Note: Summary course descriptions are **not** acceptable).

IMPORTANT: Please submit both the request form and all supporting documentation to Dr. Carmen Sicilia via e-mail to cpdonlinenorth.scs@mcgill.ca

SIGNATURE: _____

DATE: _____

DD-MM-YY



<p>1.0 Degree Title Please specify the two degrees for concurrent degree programs</p> <input type="text" value="Certificate"/>	<p>2.0 Administering Faculty or GPS</p> <input type="text" value="Faculty of Arts"/>
<p>1.1 Major (Subject/Discipline) (30-char. max.)</p> <input type="text" value="Para Social Work and Community Practices"/>	<p>Offering Faculty & Department</p> <input type="text" value="Arts/School of Social Work"/>
<p>1.2 Concentration (Option) (30 char. max.)</p> <input type="text"/>	<p>3.0 Effective Term of Implementation (Ex. Sept. 2019 or 201909) Term</p> <input type="text" value="Sept 2021"/>
<p>1.3 Complete Program Title (info from boxes 1.0+1.1+1.2+5.2)</p> <input type="text" value="Certificate in Para Social Work and Community Practices"/>	

4.0 Rationale and Admission Requirements for New Program/Concentration

The Nunavik Regional Board of Health and Social Services (NRBHSS) has informed us that they want to increase the educational opportunities available to Inuit in Nunavik by making available more post-secondary education in the health and social services sector, delivered in-person within community. They wish to prepare Inuit for roles in health and social services that exist in Nunavik but not in the rest of province of Quebec. The priorities of offering academic programs within Indigenous Communities were clearly identified through the Provost's Task Force on Indigenous Studies and Indigenous Education Final report (2017) and Commission Viens report (2019), particularly under call for action 11: Make implementation of student retention and academic success measures for Indigenous students and young people a priority and allocate the amounts required, guided by the needs identified by the Indigenous peoples themselves and complying with their ancestral traditions. Continued in addendum. Admission requirements are as per the Bachelor of Social Work program.

5.0 Program Information
Indicate an "x" as appropriate

<p>5.1 Program Type</p> <p>Bachelor's Program</p> <p>Master's</p> <p>M.Sc.(Applied) Program</p> <p>Dual Degree/Concurrent Program</p> <p><input checked="" type="checkbox"/> Certificate</p> <p>Diploma</p> <p>Graduate Certificate</p> <p>Graduate Diploma</p> <p>Professional Development Cert</p> <p>Ph.D. Program</p> <p>Doctorate Program (Other than Ph.D.)</p> <p>Self-Funded/Private Program</p> <p><input checked="" type="checkbox"/> Off-Campus Program</p> <p>Distance Education Program</p> <p>Other (Please specify)</p>	<p>5.2 Category</p> <p>Faculty Program (FP)</p> <p>Major</p> <p>Joint Major</p> <p>Major Concentration (CON)</p> <p>Minor</p> <p>Minor Concentration (CON)</p> <p>Honours (HON)</p> <p>Joint Honours Component (HC)</p> <p>Internship/Co-op</p> <p>Thesis (T)</p> <p>Non-Thesis (N)</p> <p>Other</p> <p>Please specify</p> <input type="text"/>	<p>5.3 Level</p> <p><input checked="" type="checkbox"/> Undergraduate</p> <p>Dentistry/Law/Medicine</p> <p>Continuing Studies (Non-Credit)</p> <p>Collegial</p> <p>Masters & Grad Dips & Certs</p> <p>Doctorate</p> <p>Post-Graduate Medicine/Dentistry</p> <p>Graduate Qualifying</p> <p>5.4 Requires Centrally-Funded Resources</p> <p>Yes ___ No <input checked="" type="checkbox"/></p>
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<p>6.0 Total Credits or CEUs (if latter, indicate "CEUs" in box)</p> <input type="text" value="30 credits"/>	<p>7.0 Consultation with Related Units</p> <p>Financial Consult <input checked="" type="checkbox"/> Yes No</p> <p>Attach list of consultations. Yes <input checked="" type="checkbox"/> No</p>
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Addendum

4.0 Rationale and Admission Requirements for New Program

We are responding to the Truth and Reconciliation Commission of Canada (TRC) several Calls to Action, including improving educational attainment levels and success rates amongst Indigenous Peoples (10ii, TRC). We are also responding to the Viens Commission Call to Action #107 regarding equity for Inuit working in the health and social services sector.

We feel that we can address these needs by offering a Certificate in Para Social Work and Community Practices in Nunavik. This certificate is aligned with a specific role, recognized by the Minister of Health, which exists within the Nunavik health and social services sector and builds capacity in the communities. The competencies of the role line up well with the courses offered in this certificate. Students will gain the knowledge and experience that they will need to be employed in this role.

Finally, offering this certificate in Nunavik is in line with McGill University's Strategic Plan of shaping McGill into the leading university in Eastern Canada for Indigenous education and services.

8.0 Program Description (Maximum 150 words)

The Certificate in Para Social Work and Community Practices, offered in Nunavik, focuses on professional skills in well-established methods of practice with individuals, families, and groups in communities and organizations. Also included is essential training through field practice.

9.0 List of proposed new Program/Concentration

If new concentration (option) of existing program, a program layout (list of all courses) of existing program **must** be attached.

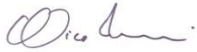


Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit Weight under the headings of: Required Courses, Complementary Courses, Elective Courses)

Certificate in Para Social Work and Community Practices (30 credits)

Required Courses (30 credits)

- EDEC 289 Inuktitut Orthography and Grammar (3 credits)
- IDFC 300 Lean Operational Practices in Public Services (3 credits)
- SWRK 319 Critical Thought and Ethics in Social Work (3 credits)
- SWRK 320 Practice with Individuals and Families 1 (3 credits)
- SWRK 321 Introduction to Practice with Groups (3 credits)
- SWRK 322 Field Practice 1 (3 credits)
- SWRK 323 Field Practice 2 (3 credits)
- SWRK 326 Practice with Individuals and Families 2 (3 credits)
- SWRK 327 Approaches to Community Practice (3 credits)
- SWRK 344 Integrative Seminar 1 (3 credits)

10.0 Approvals

Routing Sequence	Name	Signature	Meeting Date
Department	Nico Trocmé, Director, School of Social Work		April 7, 2021
Curric/Acad Committee	Michael Fronda, AD Academic		April 12, 2021
Faculty 1	Michael Fronda, Ad Academic		April 27, 2021
Faculty 2			
Faculty 3			
CGPS			
SCTP		Cindy Smith, Secretary to SCTP	April 22, 2021
APC		APC approved	May 3rd, 2021
Senate			

Submitted by		To be completed by ES:
Name	Nicole Ives	
Phone		CIP Code
Email	nicole.ives@mcaill.ca	
Submission Date		

REMINDERS:

*Box 5.4 – Must be completed; see section 6.5.4 within the New Program Guidelines at:

<https://www.mcgill.ca/sctp/guidelines>.

**All new program proposals must be accompanied by a 2-3 page support document.