



McGill

School of
Social Work

2019-20 Annual Report

**School of Social Work
McGill University**

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OVERVIEW

The 2019-20 academic year was a period of change -- marked by fabulous new hires, the departure and retirement of valued faculty and staff, and the introduction of a new governance structure -- and the beginning of a period of upheaval with the explosion of COVID-19 in March 2020. Four new staff joined the School over the last academic year: Professors Alicia Boatswain-Kyte (July 2019), Régine Debrosse (January 2020) and Charles Gyan (August 2020), and a new Academic Associate (field coordinator), Nicole Mitchell (February 2020). Sadly, the School also saw five people leave or retire: Professors Sydney Duder, Vandna Sinha and Sarilee Kahn, and Academic Associate (field coordinator) Marilyn Rowell and Faculty Lecturer Marion Van Horn.

In the fall of 2019, the School shifted from an informal governance model (based on monthly faculty meetings) to a deliberation and policy-setting model governed by formal Bylaws and Guiding Principles, and an inclusive School Council composed of all faculty and field coordinators, and representatives from students, staff, course lecturers, and field instructors. The momentum set by these changes was dramatically modified in March 2020 as a result of the COVID-19 pandemic: along with universities across Quebec, and schools of social work across Canada, the School pivoted to remote teaching and modified field placements to ensure that all students were able to complete their Winter term.

Over the 2019-20 academic year the School also completed a review of its BSW and MSW programs and in May 2020 submitted a self-study report to the Canadian Association for Social Work Education ("CASWE") as part of its reaccreditation review. After several years of delay, plans to start a full renovation of Wilson Hall were finally approved, and a temporary location for the School was secured at 550 Sherbrooke. The School should be moving to the temporary location at the end of 2020, and renovations to Wilson Hall are planned to be completed by 2024 or 2025. The Sherbrooke Street location will include a clinic space which will serve as a new simulation learning centre as well as a space for the School's couple and family therapy and domestic violence clinics.

During 2019 (calendar year), faculty published 4 books, 16 book chapters and 63 peer-reviewed articles; 13 new research grants were successfully obtained by faculty as Principle Investigators, 15 more as co-investigators, in addition to 87 ongoing research grants/contracts and over close to two million dollars in new funds awarded to faculty as principal investigators. Through its centres and faculty programs of research, the School continues to maintain active research partnerships with local, national and international communities focusing on a range of critical social issues.

1. FACULTY & STAFF

Faculty

In September 2019 the School included 20.5¹ professors, including 12.5 tenured faculty at the rank of Associate to Full Professor (including one with 50% appointment to the Faculty of Medicine), 4 tenure stream Assistant Professors, and 4 ranked Contract Academic Staff (“CAS”) at the rank of Assistant to Associate Professors. These include 2 Canada Research Chairs (Denov and MacKenzie) and 2 endowed chairs (Trocmé as the Philip Fisher Chair in Social Work & Collin-Vézina as the Nicolas Steinmetz & Gilles Julien Chair in Social Pediatrics). Teaching was further supported through 37.5 sessional lecturer contracts and 2 field coordinators (see Appendix I).

Administrative Staff

During the 2019-20 academic year, the School has been well supported by an experienced and dedicated team comprised of 8 permanent administrative staff roles. There are 3 full-time Administrative Student Affairs Coordinators, one dedicated to the BSW Program, one for the MSW/Joint MSW-Law/PhD/Qualifying Year Entry to MSW, and one for the MScA in Couple & Family Therapy Program (“CFT”). The MScA CFT Program and its fieldwork component are further supported by a management-level employee in the role of Administrative Assistant while the BSW & MSW Programs are supported by a part-time Fieldwork Secretary for the significant fieldwork curriculum. The School's Director is supported by 2 full-time management-level employees, one in the role of Assistant to Director and one in the role of Administrative Officer (a position who acts as the Manager of the Administrative Staff team). In addition to this, the School's general non-student affairs administrative and communications functions are supported by a full-time Administrative Coordinator. The Indigenous Access McGill (“IAM”) Program group employed a management employee on a short-term contract in the role of Project Coordinator until July 15, 2020.

Leadership Renewal

After serving a first five-year term as Director (2014-2019), Professor Trocmé was re-appointed for a second four-year term. New appointments were also made for most of the School's programs: Professors Krane for BSW program, Professor Denov as interim for MSW and MSW-QY program, Professor MacIntosh for the MScA CFT program, and Professor Orzeck for the Field Education program. Professor Hanley continued to serve as Director for PhD program and Gabriel as Co-Director for MSW-QY program.

Recruitment & Departures

Three (3) new professors were recruited to the School in 2019-20. In July 2019 Professor Alicia Boatswain-Kyte was appointed to the School as an Assistant Professor (professional) in *Practice*

¹ By August 2020, factoring in new hires, departures and retirements, the total faculty count was 21.5.

with Individuals, Families and Groups. In January 2020 Professor Régine Debrosse followed by Professor Charles Gyan in August 2020 were both appointed as Assistant Professors in the area of *Social Welfare Policy*. In February 2020, Nicole Mitchell joined the Field Education team as the MSW Field Coordinator.

During the same period, several valued members of the School retired or left. Professors Vandna Sinha and Sarilee Kahn left McGill to return to the United States. Professor Duder retired at the age of 98, after 45 years of teaching at McGill. Marion Van Horn retired as a faculty lecturer and Marilyn Rowell retired in December 2019 from her position as the MSW Field Coordinator².

Honours, Awards & Prizes

Professor **Blackstock**'s championship for the rights of Canadian children and youth, especially Indigenous children and youth was recognized with **3 honorary degrees in Doctor of Laws** from University of Lethbridge, Trent University and Laurentian University. Additional **honours and awards** included the Periodical Marketers of Canada Indigenous Literature Award (Children's Category, for her book *Spirit Bear: Fishing for Knowledge, Catching Dreams*), Human Concern International's Canadian Women Making a Difference Award, and Canadian Public Health Association's National Public Health Hero Award and Order of Canada, Investiture.

Lillian Iannone, Administrative and Student Affairs Coordinator, was the recipient of the 2019 Arts Award of Excellence for Administrative and Support Staff. **Marilena Orsini**, Administrative Coordinator, and **Patty Tarica**, Administrative Assistant to the MScA CFT program, both received the recognition pins for 25 years of service at McGill.

Professor **Tamara Sussman** was the recipient of the Northeastern Association of Graduate Schools Graduate Teaching Award, an International teaching award for graduate level teaching, as well as being nominated for the Canadian Association of Graduate Schools Graduate Teaching Award by the Graduate Studies Office at McGill.

Professor **Marjorie Rabiau** was the recipient of the 2019-2020 H. Noel Fieldhouse Award. An exceptional pedagogue, she joins the prestigious groups of professors at the School of Social Work who have received this award.

² Ms. Nicole Mitchell joined the School in February 2020 as the new MSW field coordinator to replace Ms. Rowell.

2. PROGRAMS & CURRICULUM

The School runs one undergraduate and four graduate programs: the Bachelor in Social Work (BSW); Masters in Social Work (MSW) including both Thesis and Non-thesis options and a Qualifying Year for entry into the MSW Non-Thesis Program (MSW-QY); Masters of Science (Applied) in Couple & Family Therapy Program (MScA CFT); and a PhD in Social Work/Social Policy Program. Through the Field Education program, the School also provides field placement opportunities to its BSW, MSW, MSW-QY and MScA CFT students to allow them to put theory into practice through internship experiences at agencies and organizations on and off campus.

Student Enrollment

A total of 353 students were enrolled in the School's programs in the 2019-20 academic year (see *Table 1*), including 187 BSWs; 24 MSW-QY students; 83 MSWs (including 5 in the MSW International Partnership Program and 6 in the joint SW-Law Program); 34 doctoral students; and 20 MScA CFT students. This represents one of the largest levels of enrollment in the School since the closure of the 2-year BSW program in 2011-12.

Table 1: Student enrolment by program, 2012-2020

	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
BSW	173	171	157	167	180	188	190	187
<i>MSW-QY</i>	30	30	22	23	22	18	20	24
MSW								
<i>Thesis</i>	<i>11</i>	<i>10</i>	<i>7</i>	<i>4</i>	<i>4</i>	<i>4</i>	<i>3</i>	<i>0</i>
<i>Non Thesis</i>	<i>85</i>	<i>83</i>	<i>73</i>	<i>54</i>	<i>50</i>	<i>49</i>	<i>72</i>	<i>77</i>
<i>MSW/LLB</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>2</i>	<i>4</i>	<i>3</i>	<i>-</i>	<i>6</i>
<i>MSW/IPP</i>	<i>--</i>	<i>--</i>	<i>9</i>	<i>9</i>	<i>-</i>	<i>-</i>	<i>6</i>	<i>5</i>
MSW Total	97	94	90	69	58	56	81	83
MScA CFT	--	--	14	24	26	29	27	20
PhD	38	44	41	34	37	35	37	34
TOTAL	338	339	324	317	323	326	355	353

Accreditation Self-Study

Over the 2019-20 academic year the School completed the Canadian Association for Social Work Education ("CASWE") self-study for the re-accreditation of its BSW and MSW programs. The self-study process involved consultation with multiple stakeholders and syntheses of information from a range of previous evaluation and consultation procedures. The self-study report was submitted to the CASWE Commission on Accreditation (COA) in May 2020. As a result of the COVID-19 pandemic, the site visit by COA commissioners planned for the fall of 2020 has been postponed to 2021.

Program Updates

BSW Program

Changes made to the School's BSW program during the 2019-20 academic year included:

- **Improvement of application and advising materials:** a detailed "[BSW Advising PowerPoint](#)" document was produced by the BSW Program Director to bring together all program-specific requirements and all relevant university rules and regulations. Other specific advising tools include the rules and procedures for securing transfer credits ("Transfer Equivalency Form"), for pursuing a BSW/Minor Concentration ("BSW/Minor Concentration Form") and for the selection of non-SWRK courses ("BSW Approved Social Sciences, Humanities, Literature & Civilization Complementary Courses and/or Electives"). All forms were updated and provided to all BSW students and cohort advisors annually and are readily available on the School's website.
- **Strategies to increase admissions from under-represented communities:** The committee has been developing more explicit language encouraging applications from Indigenous people, racialized people, people with disabilities, gender non-conforming and LGBTQ+ people, and others who may face systemic barriers that impact their access to education. Revisions will ask applicants to share self-identifying and contextualizing information in their admissions applications.
- **French language requirements:** The committee has continued to explore the best way to manage French language requirements given the paucity of English-only field placements.
- **More flexible course options:** The list of social science courses that BSW students can choose from [was expanded](#), and more flexibility has been given to students who have taken equivalent courses from other programs. Exemptions are now permitted for students who have taken CEGEP or university level courses equivalent to our required Human Development across Lifespan (SWRK 224) or Research (SWRK 423) courses. Furthermore, students admitted to the BSW program as transfer students from other programs at McGill or other universities are eligible to receive a maximum of 18 transfer credits from previously completed courses.
- **Planning ahead:** the BSW Program Committee has been working on streamlining access to the BSW for students from CEGEP social service programs; the School is also in the planning stage of adapting its BSW program for distance delivery to social service workers in Nunavik. The program would be mapped onto the existing BSW curriculum divided into three cumulative modules. The costs of adapting course content, managing the program, and delivering the classes in Nunavik will be included in the proposal under development.

MSW & MSW-QY Program

There were no major changes made to the MSW in 2019-20. In contrast, the School decided to

put the Qualifying Year to the MSW program on hold as of September 2020. Despite several modifications made in previous years to better support MSW-QY students, the MSW-QY continued to face challenges, including a) the lack of preparedness for students entering their field placements, b) the heavy work-load, c) incorporating OTSTCFQ requirements, and d) limited teaching and field placement resources. The qualifying year was therefore put on hold to allow the School to examine alternatives, such as a modified structure to the MSW-QY, a shift to a two-year MSW with advanced standing for students with BSWs, or the re-development of an accelerated BSW for students with another undergraduate degree.

MScA CFT Program

Represented by Professor MacIntosh, the MScA CFT program has been collaborating with external university partners to support initiative by Canadian Association for Marriage and Family Therapy (“CAMFT”) to work towards accrediting Canadian programs and creating Canadian norms. The criteria will be developed so that it will not contradict any regional or provincial licensing. Further to its 1st meeting in September 2018, a Memorandum of Agreement between the CAMFT and McGill University was signed and came into effect January 1st 2019.

The MScA CFT received accreditation and recognized as a Participating Program to provide representation on the working group to develop CAMFT accreditation standards. As a Participating Program, the MSc CFT agrees to comply with the developed accreditation by the end of a five-year period (until December 31 2024).

The CAMFT and the Participating Programs (including MScA CFT) will cooperate to develop and implement accreditation standards including, but not limited to minimum course requirements, direct client contact, practicum hours, supervision hours, and ratio of individual to relational direct client hours of program students.

PhD Program

In 2019-20 academic year, the PhD Program Committee has worked on developing guidelines to make the procedure and expectations for PhD studies more transparent which included: a) clarify expectations for 3-article theses. Written guidelines were developed following a review of the expectations at other universities such as University of British Columbia, Columbia University, and University of Toronto; and b) providing written feedback for comprehensive exams. The PhD Program Committee has proposed that PhD thesis committee members provide written feedback to the student, compiled and communicated by the supervisor, at the time of announcing whether the written exam is a pass or fail.

Field Education Program

The Field Education component provides field placements for BSW, MSW, MSW-QY and MScA CFT students. Approximately 200 students per year are placed in a wide range of settings, including community organizations, public health and social services sector agencies, non-government organizations, University clinics, etc. Changes and improvement made to the Field Education program in 2019 included:

- A new external field liaison pilot project was initiated to hire social workers from

community and health care settings to act as field liaisons to provide monthly check-ins for BSW students in field placement. This new model strengthened the liaison role and provided ongoing and consistent support for students and field instructors. This project was successful and will continue in the next academic year.

- During the 2019-2020 academic year, the MSW-QY cohort were offered weekly 1-hour drop-in sessions to discuss field placement experiences, clinical challenges and concerns. As well, 4-hour monthly workshops (6 in total) were introduced in 2019 and were offered to MSW-QY and MSW students. Themes covered included psychosocial assessment skills, communication skills, inter-disciplinary case presentations, as well as the development of a community of practice for students to discuss cases.
- Several initiatives were undertaken to improve upon the Field Education program's feedback in 2019 which included: a) A joint Social Work Student Association ("SWSA") and Field Education survey was completed in the winter of 2020 to gather feedback from students on their field experiences; b) Additional questions about the field experience were included in the School's course evaluations; c) Consultations and focus groups were held with field instructors and agencies in 2019 to gather information and feedback regarding their field experiences; and d) regular discussions and conversations with field instructors took place all year long.

Moving to Remote Instruction

In March 2020, as a response to the COVID-19 pandemic, the University cancelled classes for two weeks and then transitioned all classes to remote teaching. Course syllabi and assignments were revised and adapted to ensure that all students could complete their courses as scheduled. Working closely with other schools across Quebec, CASWE, the professional orders, and field placement agencies, arrangements were made to also ensure that all students could complete their field internships. Exceptional guidelines developed by CASWE and the professional orders provided more flexibility with respect to remote contact and hours of contact required for field internships.

Over the summer of 2020, instructors have been adapting their courses to support a full-term of remote instruction for the fall of 2020. Field placements are also being adapted to allow for a combination of remote and in-person field education learning experiences.

3. STUDENTS

Student Associations

Students are represented through the undergraduate Social Work Student Association (“SWSA”) and the Social Work Association of Graduate Students (“SWAGS”). SWSA and SWAGS are represented on the School Council, the program committees, and faculty hiring committees. In addition to the funding provided directly through student fees, the School supports the associations by subsidizing student representative travel to the CASWE Annual General meeting and providing office, meeting and study spaces for students. These spaces have also been included in the plans for the School’s temporary move to 550 Sherbrooke. Association activities are also supported by two faculty liaisons: Professor Alicia Boatswain-Kyte for SWSA and Professor Wanda Gabriel for SWAGS.

Student protest activities for paid internships, organized in 2018-19, led to the introduction of a \$2,700 [internship scholarship](#) for students in the final year of their BSW or MSW program. This scholarship program is a first in Canada, and a credit to the effectiveness of advocacy efforts of student organizations across Quebec. It is also noteworthy that SWSA and SWAGS advocacy during the previous year for gender-inclusive washrooms helped the School persuade the University to include the cost of two accessible gender-inclusive washrooms in the renovation of the temporary offices that the School will be moving to at 550 Sherbrooke. While the explosion of the COVID-19 pandemic in March 2020 limited the extent to which new initiatives were translated into more specific policy or program changes, a number of items that were emerging at School Council and in meetings with students and faculty are likely to continue to develop over the next year, in particular with respect to developing more formal supports for racialized students.

Student Honours, Awards & Prizes

Student Awards

- **Melanie Doucet**, PhD candidate, was selected as one of the six 2019 finalists of the Lynn Factor Stand Up for Kids National Award (see: <https://www.cafdn.org/stand-up-for-kids/stand-up-for-kids-national-award/>) as well as named one of the 2019 Top 25 SSHRC Storytellers finalists sharing how SSHRC-funded research is making a difference in the lives of Canadians (see: <https://www.facebook.com/events/2255846971410535/>).

Recipients of Federal / Provincial Funding in 2019-20 Academic Year

- **Maya Fennig**, Vanier Canada Graduate Scholarship SSHRC – Doctoral; May 1, 2019-April 30, 2022
- **Maya Fennig**, CGS Michael Smith Foreign Study Supplement – Doctoral; Nov. 1, 2019 to April 30, 2020
- **Karen Paul**, SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship – Doctoral, May 1, 2019-April 30 2022

- **Katrina Cherney**, SSHRC Doctoral Fellowship, May 1, 2019-April 30, 2020
- **Kharoll-Ann Souffrant**, SSHRC Doctoral Fellowship, Sept 1, 2019-August 31, 2023
- **Yanina Chukhovich**, SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2019-Aug 31, 2020
- **Fredrique MacDougall**, SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), May 1, 2019-Aug 31, 2019
- **Meghan Miller**, SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2019-Aug 31, 2020
- **Salima Punjani**, SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2019-Aug 31, 2020
- **Hamida Shahid**, SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2019-Aug 31, 2020
- **Zoe Silverberg**, SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2019-Aug 31, 2020
- **Linda Vila-Cha**, SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2019-Aug 31, 2020
- **Nicole Withers**, SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2019-Aug 31, 2020

- **Adnan Al Mhamied**, FRQSC (Fonds de recherche du Québec - Société et culture) - bourse de doctorat en recherche, May 1, 2019-April 30, 2023
- **Ashley Lowenthal**, FRQSC (Fonds de recherche du Québec - Société et culture) - bourse de doctorat en recherche, May 1, 2019-April 30, 2023
- **Jilefack Amin Ngami**, FRQSC (Fonds de recherche du Québec - Société et culture) - bourse de doctorat en recherche, May 1, 2019-April 30, 2023
- **Anick Desrosiers**, FRQSC (Fonds de recherche du Québec - Société et culture) - bourse de doctorat en recherche, Fall 2019-Spring 2023
- **Hanna Kim**, FRQSC (Fonds de recherche du Québec - Société et culture) - bourse de doctorat en recherche, May 1, 2019-April 30, 2023
- **Eunyoung Lee**, FRQSC (Fonds de recherche du Québec - Société et culture) - bourse de doctorat en recherche, May 1, 2019-April 30, 2023

Graduation Awards

Spring 2019 Convocation

- **Katherine Forrest**, BSW, McGill Alumnae Society Prize
- **Adam Pearson**, BSW, School of Social Work Alumni Award
- **Michael Mercer**, BSW, Gladys Fulford Prize
- **Kasia Whitelaw**, BSW, & **Vincent Yagayandi**, BSW, Sadie Aronoff Award
- **Nicolas Faubert Dufort**, MScA CFT, Special Initiative Project or Leadership Development Award
- **Alison Pollock**, MScA CFT, Clinical Excellence in Couple and Family Therapy Award

Fall 2019 Convocation

- **Emily Roussos**, MSW, Alumni Award for Excellence in Clinical Practice
- **Jessica Whitehead**, MSW, Alumni Prize for the Outstanding MSW Independent Study Project
- **Phoebe Johnston**, MSW (June 2019 Graduate), Alumni Prize for the Outstanding MSW Thesis
- **Frédérique MacDougall**, MSW, Zelda Ruth Harris Award
- **Gabrielle Steeves**, MSW, Lotte Marcus Sheldon Prize
- **Kharoll-Ann Souffrant**, MSW, Sadie Aronoff Award
- **Hagit Sinai Glazer**, PhD (June 2019 graduate), Director's Prize for Outstanding Doctoral Research in Social Work

4. TEACHING, RESEARCH & SCHOLARSHIP

Supported by six affiliated research centres and clinics, faculty scholarship and advocacy provide a dynamic environment for students at the School's multiple programs.

Centres & Clinics

Centre for Research on Children and Families ("CRCF")

The CRCF (<https://www.mcgill.ca/crcf/>), led by Professor Collin-Vézina, is home to cutting-edge research on effective programs and policies concerning youth and family services. The CRCF offers a unique platform for developing local, national, and international collaboration in academic and non-academic milieus. The Centre also acts as a hub that brings together passionate and committed researchers and students. In 2019, the Centre brought together a thriving academic community with 35 faculty members and provided training to 7 postdoctoral fellows, 42 graduate and non-graduate students and 17 associate members.

The CRCF's activities range from assisting agencies with program development and program evaluation activities, to conducting clinical studies, providing governments with policy advice, and leading provincial and national epidemiological studies. The Centre houses the most important collection of child welfare research datasets in Canada, including the three national cycles of the Canadian Incidence Study of Reported Child Abuse and Neglect, and a Quebec-wide administrative data base tracking over 400,000 children who have received Youth Protection services over the last twenty years. Research activities have had program and policy impact at all levels, from local agencies, to departments of social services in several provinces, to federal agencies and NGOs.

The Centre's dissemination and knowledge mobilization activities include a monthly research seminar series, two monthly journal clubs and an indigenous child welfare research group as well as research training workshops. The Centre's research across Canada and internationally is supported by the Canadian Child Welfare Research Portal (cwrp.ca), Canada's most extensive child welfare research and policy clearinghouse. Centre members published 87 articles in peer reviewed journals, 2 books, 32 book chapters and 40 reports and other publications from May 2018 to April 2019.

The Centre also provided research training through a variety of programs including external graduate scholarships, research assistantships, journal clubs, thesis research support, and statistical consultation.

Global Child McGill ("GCM")

Global Child McGill (<https://www.mcgill.ca/globalchild>), led by Professor Myriam Denov, is dedicated to the study of children and families affected by war and migration in Québec, Canada, and internationally. Through three research axes - participatory, arts-based, and socio-ecological – our team has joined forces to advance theory, create innovative methods, and develop effective practice models. The *Participatory Axis* has explored how youth can be actively involved in

research as co-researchers. The *Arts-based Axis* has examined how research methods using art can yield powerful data, in contexts of reduced stress. The *Socio-ecological Axis* has incorporated family and community in research on war-affected children. Representing 7 disciplines – social work, law, psychiatry, education, communications, psychology, and applied human sciences – the research group’s multidisciplinary has contributed to important growth and innovation. Global Child McGill has been awarded three consecutive rounds of funding from the FRQSC (2012-2024). Members of Global Child McGill have been awarded 10 joint grants totalling \$4.3 million dollars and have co-published 6 books/edited works, and co-authored over 40 articles, and book chapters. With scholars from McGill, Concordia, Université de Montréal, and UQAM, the research group is establishing Montreal universities as sites of excellence, placing Québec and Canada at the forefront of innovative research and practice on war-affected children and families.

McGill Domestic Violence Clinic (“MDVC”)

The McGill Domestic Violence Clinic (<https://mcgill.ca/dvc/>) offers advanced practice skills development for MSW students interested in intimate partner abuse. Drawing from multiple understandings of the development and consequences of intimate partner abuse, the MDVC offers individual and group-based interventions for men who perpetrate intimate partner abuse, and group and individual counselling for women who have experienced intimate partner abuse. Three MSW students completed their field placement at MDVC during 2019-2020 academic year.

Centre de recherche et d’expertise en gérontologie sociale (“CREGÉS”) McGill Satellite Office:

CREGÉS is a research centre facilitating a sharing of knowledge between the academic community and practice settings in health and social services. Its mission is to encourage, promote and disseminate research in social gerontology, and to support the development of leading-practices at the CIUSSS³ West-Central Montreal.

The year 2019 proved to be an active year of engagement for the GREGÉS McGill Satellite Office (<https://mcgill.ca/soc-gerontology/>) co-led by Professors Shari Brotman and Tamara Sussman. The Centre supported three research-based field placements supervised by Professor Sussman. These placements offer research support and mentorship to BSW and MSW students with substantial practice experience. With the aim of building research capacity amongst practitioners in aging, all student trainees are expected to lead a small research project and to present their work at a peer reviewed conference of their choice. Many continue to contribute to knowledge development and practice leadership in the field of aging following this experience.

In 2019 Professors Brotman and Orzeck also organized through the Satellite office: a) a panel discussion aimed at exposing the student cohort to the innovations and opportunities available for social work practice with older persons. This program was offered to over 50 first year social work students, recognizing that targeting first year students is a critical step in raising awareness

³ Centres intégrés universitaires de santé et de services sociaux (CIUSSS).

and addressing uncertainties regarding work with older persons; and b) the participation in a city-wide initiative called Projection Week with the aim of dismantling taboos and silence around issues of death and dying (see <https://projectionweek.ca/en>).

International Community Action Network (“ICAN”)

The International Community Action Network has, for the last twenty five years, worked to advance the rights of the most marginal and disadvantaged groups of the Middle East through a successful network of nine universities and civil society organizations in Israel, Jordan and Palestine, eleven front-line rights-based community action centres and hundreds of committed professionals and volunteers (<https://www.mcgill.ca/ican/>). The professional capacity to develop and manage these centres takes place through its flagship MSW - International Partner Program (“IPP”) at the School.

After completing their academic courses at McGill on rights-based community practice, international social work, and community organizing in 2018, ICAN’s 7th cohort of MSW IPP fellows returned to their home communities in Palestine and Israel in 2019 to complete the second year of the Fellowship program. They have been working on their independent study projects and implementing their year-long field placements in ICAN-affiliated community centers focused on diverse issues, including gender-based violence, justice in the fields of public housing and public transportation, access to health services, early education and childcare services, family reunification of Palestinians and their spouses who are citizens of Israel, among others. To complement their theoretical knowledge, the Fellows benefited from ongoing professional training provided by ICAN in community organizing, fundraising strategies, resource development, and non-profit management.

McGill Couple and Family Therapy Clinics (“CFTC”)

The McGill Couple and Family Therapy Clinics include: a) an on-site clinic which provides specialized training to students in the MScA CFT Program in working with couples dealing with complex developmental trauma as of January 2016; and b) a clinic which is located within the Institute of Community and Family Psychiatry at the Jewish General Hospital. The clinic at the JGH offers training in child and family psychotherapy as well as in couple therapy. The two clinics provide students with opportunities to observe and participate in family and couple therapy research as well as providing external internship sites for graduate student training from the School’s MScA CFT program.

Teaching

The School is developing a new Simulation Centre to be built as part of the renovations for the temporary space that the School is moving to at the end of 2020. The Simulation Centre will include rooms with built-in video recording equipment and two one-way mirror viewing rooms. The Simulation Centre builds on an innovative teaching initiative piloted by Professor MacIntosh in the MScA CFT program, integrating clinical simulations of drama students from the Theatre Program in the English Department.

The School is also home to innovative and recognized teachers. Professor Sussman was awarded the 2019 Northeastern Association of Graduate Schools (NAGS) Graduate Faculty Teaching Award (Master's Level), an International teaching award for graduate level teaching, as well as being nominated for the Canadian Association of Graduate Schools Graduate Teaching Award by the Graduate Studies Office at McGill. Professor Rabiau as the 2019-20 recipient of the H. Noel Fieldhouse Award for Distinguished Teaching in the Faculty of Arts. Professor Rabiau has also been consulting by McGill Teaching and Learning Services, and was invited as a speaker at their Course Development workshops.

Research Grants & Contracts (for calendar year 2019)

The research and scholarship of faculty span a broad array of topics from evaluating trauma-informed practices, to working with child-soldiers, from supporting family caregivers to addressing the structural factors underlying the over-representation of Indigenous children in child welfare. The national and international contributions of the faculty are recognized through numerous prizes and awards, including the Order of Canada (Blackstock), two tier I Canada Research Chairs (Denov, MacKenzie), Trudeau Fellowship (Denov & Blackstock), and Royal Society of Canada memberships (Blackstock, Fellow; Trocmé, Fellow; & Denov, College of New Scholars).

The School faculty are engaged in a wide range of social work-related research and scholarship. As summarized in Table 2, faculty have maintained a high level of research funding, averaging over 2 million dollars per year in new funds awarded to School faculty in the role of principal investigator, and another 5 million dollars in funds as co-investigators and collaborators.

Table 2: Research funding

Source of Funding	2013	2014	2015	2016	2017	2018	2019
Tri-Council & FRSC							
PI	\$320,600	\$1,067,747	\$1,170,268	\$1,789,627	\$2,095,633	\$1,912,670	\$1,816,719
CI/Collab/Other	\$1,117,448	\$7,194,946	\$708,740	\$5,325,341	\$6,541,705	\$6,003,957	\$10,778,545
Foundations/ Contracts & Internal Awards							
PI	\$159,006	\$264,000	\$854,659	\$66,000	\$883,557	\$1,646,008	\$81,000
CI/Collab/Other	\$42,612	\$360,323	\$28,000	\$437,508	\$629,786	\$5,004,090	\$890,837
Total	\$1,639,666	\$8,887,016	\$2,761,667	\$7,618,476	\$10,150,681	\$14,566,725	\$13,567,101

Faculty Publications (for calendar year 2019)

As shown in *Table 3* the rate of publications during the same period has more than doubled, with 4 books, 16 chapters and 63 journal articles in peer reviewed publications in 2019.

Table 3: Publications

	2013	2014	2015	2016	2017	2018	2019
Book	1	0	1	1	2	3	4
Chapter	9	7	8	9	14	29	16
Refereed Journal Article	41	30	43	48	56	53	63
Total	51	37	52	58	72	85	83

5. SCHOOL GOVERNANCE & COMMUNITY BUILDING

School governance and community building activities over the 2019-20 academic year were marked by the introduction of a new inclusive governance structure in the fall of 2019 and the explosion of COVID-19 in March 2020.

New School Council Bylaws

On September 9 2019, the School approved the [Bylaws](#) for a School Council designed to serve as the primary decision-making body for the School. The new Council includes all faculty and field coordinators and representatives from the four major school constituencies: administrative staff, students, field instructors and course lecturers.

The Bylaws delineate the responsibilities of the School Director, the Program Directors, the Program Committees, the School Council and the School Faculty, and outline procedures for meeting, sharing information and making decisions. The School Council makes decisions and establishes policies and guidelines that relate to the academic programs of the School as well as the learning environment of the School and the role of the School in the broader social work community. The School Faculty establish policies and guidelines that relate to hiring, promotion, tenure, workload and merit that affect faculty. The Bylaws also include guiding principles, including the School's Mission Statement, Professional Statement, Indigenous Land Acknowledgment, and a commitment to Equity, Diversity & Inclusion.

The School Council met three times during the 2019-20 academic year (see <https://www.mcgill.ca/socialwork/governance> for the School's Bylaws, Council minutes and agendas). A fourth meeting planned for April 15th 2020 was cancelled as a result of the COVID-19 pandemic.

Improved Communications

In the fall of 2019, further enhancement was made to the School's website with a new [centralized calendar](#) function and streaming more announcements through the website. In the spring of 2019, in order to improve communications for the school community, a display screen was installed in the main lobby of Wilson Hall to announce all student and faculty events and activities as well as any student or faculty announcements. As well, the screen displays the weekly and monthly calendars and any academic and field education announcements.

As a result of the closure of all McGill buildings in response to the COVID-19 pandemic, the School has been further streamlining communications. At the beginning of the crisis the School shifted to sending to all staff, faculty, students and instructors a "Daily Update" that synthesized the relevant McGill, Arts and School messages into a single email. This progressively shifted to weekly updates and eventually to the School Bulletin which is sent out every two weeks. Under the leadership of Professors Pam Orzeck and Shari Brotman, the Communications Committee and a newly hired part-time communications coordinator have been working on integrating the Bulletin, the School's Events, Calendar and News web-pages, and its Facebook and Instagram accounts. This year, the communications team produced two [convocation](#) / [graduation videos](#) for the graduating classes of 2020.

Promotion of Equity, Diversity & Inclusion

The School has continued with its efforts to address the issues identified in the 2016 equity survey in which two-hundred and twelve students participated, and the series of consultations followed after, with the support from an equity advisor from the University's Social Equity and Diversity Education Office ("SEDE") from 2017 to 2019.

Some of the teaching issues identified during various consultations gave rise to a group of faculty creating a Faculty Equity, Inclusion and Diversity study group that met monthly over the 2018-2019 academic year. This study group was open to all interested faculty and included sharing of resources, discussions of curriculum development and pedagogy as well as providing a venue for exploring challenging classroom experiences in relation to issues of equity, inclusion and diversity. During the 2019-2020 academic year, an Integrative Pedagogy Group was developed to provide a forum for faculty to explore pedagogical methods for addressing equity issues that arise in classroom settings. Faculty members are engaging with one another as well as with valuable resources within and outside of the School of Social Work to build capacity in these areas of teaching and engaging with students.

Building of Social Work Community

The SW Community Incubator, which is in its 4th year and co-led by Professors Maurer, Gabriel, and Boatswain-Kyte, intends to create a respectful and inclusive space for faculty, students and staff to foster community, support each other, and develop ideas for advocacy, activism, and community involvement at and beyond Wilson Hall. In 2019-20 academic year, the SW Community Incubator continued to make efforts to foster the social work community through series of collaborative student-staff-faculty social work social activities, which included: a) a free screening of a 2019 Kenyan drama film *Rafiki* advocating for LGBT rights followed by an interactive panel discussion in October 2019, hosted in collaboration with Queer History Month McGill and OSVERSE; b) hosting a Black History Month interactive panel discussion with four Black social workers sharing how they navigate their identity within the profession in February 2020; and c) as of April 2020, organizing a structured 12 week cycle of 1.5 hour sessions for PhD students on skills and techniques to increase writing productivity at any stage of the dissertation process, as well as discussion on strategies to address challenges of working from home during the COVID-19 pandemic.

The Social Work Pandemic School & Community Well-Being Working Group also organized weekly virtual drop-in sessions for students in April 2020 to discuss resources, self-care, social support for students during the stay at home directive of the COVID-19 pandemic. Four drop-in sessions were held. As well, Field Fridays, an optional, informal drop-in space was held at lunchtime on Zoom every Friday all summer to help address any student concerns re: field placements during the Covid 19 pandemic.

Support of Under-represented Community

Recruitment of students from under-represented and vulnerable communities continues to be a priority for the School. The Indigenous Access McGill ("IAM") program includes both recruitment and ongoing support for Indigenous social work students. Given the relatively small urban Indigenous population in Montreal, the program has been very successful: there are

currently 11 Indigenous students at the School, 7 in the BSW program and 1 MSW-QY, 1 MSW, 1 MScA CFT and 1 PhD. The School is planning to expand the current IAM model to recruit potential applicants from Black communities and provide support for black students applying for the social work program and for those who are already in the programs. A more comprehensive strategy is under development.

Efforts of IAM to support the Indigenous community in 2019-2020 academic year included: a) participating in the Indigenous Mentorship and Paid Research for Summer Students program (IMPRESS). This program's mission was to give Indigenous CEGEP / High school students research experience at McGill. Due to the outbreak of COVID-19 pandemic, the IMPRESS program was adapted to be a new online program called Pick Your Path! and b) collaborating with McGill Indigenous Initiatives Unit ("MIIU") in building its web site. An important section of the web site will be the progress status with regards to the Calls to Action from the Provost's Task Force on Indigenous Studies and Indigenous Education. IAM was also part of MIIU's focus groups through June 2020 to discuss Indigenous realities as well as developing the Indigenous Faculty Caucus and Bicentennial celebrations.

Through the International Community Action Network ("ICAN"), the special cohorts of students from the Middle East spend a year at the School as part of a special 2-year MSW International Partner Program. In 2018-19 the School hosted 6 students from Palestine, Jordan, Israel and Syria (details see *Section 4, Centres & Clinics*).

As of the beginning of fall 2019, the BSW Program Committee has been working to develop a statement to be added to the admissions application forms encouraging students from equity groups to apply and self-identify. As well, the committee is working on a more proactive admissions and support strategy.

Inclusion of Community Partners

A Field Education Advisory Committee, including students, field supervisors, field liaisons, instructors of integrative seminars, has been added to the School's governance structure, as specified in [School Council Bylaw](#) (section 3.2). Community representatives are included in all the hiring committees in the School. In addition, the Field Education team has been proactive in engaging the local partners and field supervisors through its various consultations and feedback mechanisms (details see *Section 2, Field Education Program*).

SW100 Timeline

In 2018-19 academic year, in celebrating the School's 100th anniversary, a SW100 timeline was developed with a historical examination of the School's reaction to the major social justice issues across time to illuminate a continuum of the School's community engagement and advocacy in the past century. This will be used as a teaching and learning tool for students and the greater social work community as we enter into the next 100 years. The installation of the SW 100 timeline was postponed until the School is relocated to its new temporary location by the end of 2020. It is planned to include an interactive piece to the timeline where people can add to the history/artwork and ultimately, to digitize the timeline to allow for online additions and edits over time.

Celebrating 10th Anniversary of the Indigenous Field Course

The year 2019 witnessed the celebration of the 10th anniversary of the School's Indigenous Field Course (IDFC 500) and the 12th anniversary of the Indigenous Access McGill ("IAM").

On September 25, 2019, an 11-minute film titled *Five Discipline Dialog: Rahskwahseron:nis (Building Bridges)* was produced recording the development and growing impact of the IDFC 500 course on the students and local community. A film screening was held with a panel discussion and reception to follow.

6. COMMUNITY ENGAGEMENT & ADVOCACY

Student Mobilizations Leading to New Internship Subsidy

After three years of mobilization and protests, students and student associations across the province of Quebec have obtained new funding for 17,000 students in 16 programs, including the social work program. The School's student associations played an active role in the student mobilization in Quebec organized by the Comités unitaires sur le travail étudiant (CUTE). The student mobilization and protests led to a new "intern perseverance and success scholarship" from the Quebec Ministry of Education, for various programs in education, health, and social services. Students completing their final BSW or MSW field placement are eligible for the \$2,700 grant (details see: <http://www.afe.gouv.qc.ca/en/intern-perseverance-and-success-scholarship/>). To date students in the MScA CFT are not eligible for the grant, although the School has been lobbying for their inclusion.

Recommendations on Children's Right & Youth Protection

Professors Collin-Vézina, Boatswain-Kyte and Trocmé each presented expert testimony before the Commission spéciale sur les droits des enfants et la protection de la jeunesse. Professor Collin-Vézina's testimony emphasized the specialized treatment needs of children who have experienced complex traumas. Her presentation was extensively covered by a number of Quebec media outlets.

Professor Trocmé's presentation emphasized the importance of developing community-based alternatives to respond more effectively to the large proportion of situations where child and family well-being, rather than child safety, is the primary concern. He also showed how this misalignment of resources accounts for the overrepresentation of First Nations children in Quebec's child protection system.

Professor Boatswain-Kyte presented her research on the overrepresentation of Black Anglophone children within the child protection system in Montreal and the need for effective inter-organizational collaborations to ensure cultural adaptation and provision of support services for the Black community. Her memoire was produced in collaboration with the Côte des Neiges Black Community Association (CDNBCA) and African Canadian and Development and Prevention Network (ACDPN).

Support for Children with Neurodisabilities & their Families

Professor Lucy Lach is the co-principal investigator for the Kids Brain Health Network (a National Centre of Excellence). This is a participatory action research project based in three jurisdictions with multiple community partnerships, all of which are working to improve how families experience navigating systems of care and support. Using a collective community impact approach, each jurisdiction has embarked on projects that reflect the needs of their jurisdiction given structural idiosyncrasies associated with their provincial/territorial service systems. Professor Lach worked with each of these jurisdictions to develop and implement local projects and held national meetings to ensure cross-jurisdictional exchanges. These projects are still under way and the network has been refunded for another 3 years. The Navigation project remains a cornerstone of KBHN and was included in the submission for funding.

Social Rights for Migrants

Professor Jill Hanley's expertise on access to social rights (health, housing, labour) for migrants has led to her appointment as the Scientific Director at the SHERPA Research Institute, based at the CIUSSS Centre-Ouest de L'Ile de Montreal. SHERPA is a key player in enhancing frontline health and social services to diverse ethno-cultural communities and helping to bridge the gap between policy and practice. To this end, SHERPA combines the knowledge of practitioners, researchers, and students from multiple disciplines in the area of migration and cultural diversity. Members work in tandem to conduct applicable research informed by the lived experiences and the needs of vulnerable migrant individuals, families and communities including youth, as well as to evaluate interventions and facilitate knowledge exchange between professionals in the field. Being involved as a member of SHERPA for the past 10 years, Professor Hanley will continue and expand her efforts to support individual, family and collective strategies to defend and promote access to these basic human rights and to work in solidarity with those who experience exclusion in their passage into Quebec society - a vision that can best be achieved with our collective expertise and collaboration with the diverse communities we strive to serve (see: <http://sherpa-recherche.com>).

Palliative Model of Care

Professor Tamara Sussman has been leading a number of projects aimed at strengthening a palliative approach to care for older persons living in Long Term Care ("LTC"), and for the families that support them. More specifically, her projects in this area of scholarship centre on developing, implementing and evaluating a multi-component palliative model of care (SPA-LTC) which provides tools, mechanisms and protocols to help staff identify when older persons may be transitioning from restorative care to end-of-life care, support staff-resident-family communication about end-of-life care at different stages of the LTC trajectory, and normalize and de-stigmatize death and dying as a part of, rather than, in opposition to life and living. In 2019, Professor Sussman was active in disseminating key findings from this work to the general public through the publication of opinion editorials and public lectures. It is noteworthy that her article published in the Conversation (Sussman, T. , 2019, October 24, *To die well we must talk about death before the end of life*) - Opinion Editorial had more than 180,000 reads and was ranked the 9th most read article in 2019. As a testament to her leadership in the broad area of palliative care, and the more specific area of advance care planning, in 2019 Professor Sussman was also asked to serve as an expert reviewer on a federally endorsed report exploring the inclusion of persons with dementia in the newly legislated Medical Aid in Dying.

Promoting Brain Health & Resilience in Social Work

The JoyPop™ app was developed as part of a Canadian Institutes of Health Research Team Grant-Advancing Boys' and Men's Health Research led by Dr. Christine Wekerle of McMaster University. Professor Katherine Maurer received a sub-grant from this project as well as additional grant from the McGill University Healthy Brains for Healthy Lives Knowledge Mobilization funding to pilot the app at McGill. The JoyPop™ app is an intervention informed by neuroscience research on brain plasticity and stress responsivity designed to promote the development of healthy stress management skills. The app includes targeted activities to rate and enhance mood, attention, self-reflection, and social engagement. Participants complete measures of past and current stress,

affect regulation, wellbeing, and social support before, during, and after using the app twice daily for 28 days. The research team is conducting the study with undergraduate and graduate social work students. Development of healthy stress management skills can enhance resilience, wellbeing, quality of life, and workforce longevity for social workers. Ideally, social workers can share healthy stress management skills with service users to enhance resilience. The team is currently recruiting participants for a comparison group of app users during the COVID-19 pandemic. In future research, it will implement the app as a direct intervention with vulnerable at-risk youth to reduce stress reactivity, increase affect regulation, cognitive function, and social support, resilience factors associated with healthy brains and healthy lives.

APPENDICES

Appendix 1: List of Social Work Faculty for 2019-20 Academic Year

Tenure & Tenure-Track (16.5)

1. Cindy Blackstock (Professor)
2. Shari Brotman (Associate Professor)
3. Delphine Collin-Vézina (Associate Professor, Nicolas Steinmetz & Gilles Julien Chair in Social Pediatrics; 50% joint appointment with Faculty of Medicine)
4. Myriam Denov (Professor, James McGill Professor, Canada Research Chair in Youth, Gender & Armed Conflict -Tier I)
5. Jill Hanley (Associate Professor)
6. Nicole Ives (Associate Professor)
7. Sarilee Khan (Associate Professor; * resigned, October 2019)
8. Julia Krane (Associate Professor)
9. Lucy Lach (Associate Professor)
10. Heather MacIntosh (Associate Professor)
11. Michael MacKenzie (Professor & Canada Research Chair in Child Well-Being, Tier I)
12. Zack Marshall (Assistant Professor)
13. Kate Maurer (Assistant Professor)
14. Marjorie Rabiau (Assistant Professor)
15. Tamara Sussman (Associate Professor)
16. James Torczyner (Professor)
17. Nico Trocmé (Professor, Philip Fisher Chair in Social Work)

Ranked Contract Academic Staff (CAS, 4)

1. Alicia Boatswain-Kyte (Assistant Professor, full-time)
2. Sharon Bond (Associate Professor, full-time)
3. Wanda Gabriel (Assistant Professor, full-time)
4. Pam Orzeck (Assistant Professor, full-time)

Field Coordinators (2)

1. Francine Granner (BSW Field Coordinator; unranked CAS)
2. Marilyn Rowell (MSW Field Coordinator; unranked CAS; * retired in December 2019 and replaced by Nicole Mitchell in February 2020)

Appendix 2: New Research Grants/Contracts 2019

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Blackstock, Cincy	PI		First Nations Children's Action Research and Education Centre	Alberta Education & McGill	\$55,000	2019-20
Brotman, Shari	CI	PI: Gahagan, J. CI: Sussman, T	LGBI2S+ Older Adults and Housing Stage 1 Collaborative Housing Research Network Initiative	CMHC-SSHRC	\$80,000	2019-20
Collin-Vézina, Delphine	PI	CI: MacKenzie, M. & Maurer, K. Collab.: Gabriel, W	Canadian Consortium on Child Trauma and Trauma-Informed Care: Developing cohesive intersectoral practices and policies to support trauma-impacted children and youth (Letter of Intent)	SSHRC-Partnership	\$20,000	2019
	PI		One-year series of outreach activities on childhood complex trauma: Developing a cohesive intersectoral approach to trauma-informed child & youth services	SSHRC-Connections	\$50,000	2019-20
	CI	PI: Alaggia, R.	Ripple effects: Examining the impact of the #MeToo movement on sexual violence disclosures in Canada	SSHRC-Insight	\$252,228	2019-22
	CI	PI: Tarabulsy, G.	Évaluation d'une approche d'intervention fondée sur les principes de l'attachement parent-enfant: Efficacité au niveau des parents et des enfants	INESSS ⁴ & Fondation Chagnon	\$200,908	2019-22
	CI	PI : Hélie, S. CI : Trocmé, N.	Étude d'incidence Québécoise sur les situations évaluées en protection de la jeunesse en 2019 (ÉIQ 2019)	MSSS & PHAC ⁵	\$579,837	2019-22
	CI	PI : Talwar, V.	Interviewing Children: Best Practices for eliciting children's truthful disclosures and assessing credibility of their reports	SSHRC-Partnership Engage Grants	\$24,645	2019-20

⁴ Institut national d'excellence en santé et services sociaux

⁵ Ministère de la santé et des services sociaux & Public Health Agency of Canada

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Hanley, Jill	PI		Santé, intervention sociale et immigration: des transformations globales aux adaptations locales, subvention, infrastructures.	FQRSC	\$332,000	2019-21
	CI	PI : Drolet, J.; CI: Sussman, T.; Collab.: Orzeck, P.	Transforming the field education landscape; intersection of research and practice in Canadian social work field education.	SSHRC	\$1,980,640	2019-24
	CI	PI: Papazian-Zohrabian	Programmation de recherche interdisciplinaire basée sur une approche systémique visant une meilleure compréhension des réalités complexes des familles réfugiées et demandeuses d'asile et la promotion des pratiques favorisant leur bien-être psychosocial et leur intégration.	FQRSC	\$85,266	2019-21
	CI	PI: Cleveland, J.,	Accès aux services médicaux et médicaments d'ordonnance pour les demandeurs d'asile sur l'île de Montréal.	CIUSSS ⁶ du Centre-Ouest de l'Île-de-Montréal	\$11,000	2019-20
	Collaborator	PI: Bradley	Refugee protection, losses and struggles for justice: from local to global contexts.	FQRSC	\$78,000	2019-21
Ives, Nicole	PI		Bringing Back the Stories: First Peoples Postsecondary Story-telling Exchange Returns to Community	SSHRC-Connections	\$62,232	2019-21
Lach, Lucy	PI		Li Ka Shing Fellowship	Li Ka Shing Foundation	\$10,000	2019-20
MacKenzie, Michael	PI		The Accumulation of Adverse Childhood Experiences and Epigenetic Aging	CFREF Tri-Council: Healthy Brains for Healthy Lives	\$349,255	2019-21
	PI		Development and Delivery of Workshop on Children's Brain Health at the Annual Sandbox Summit	CFREF Tri-Council - Healthy Brains for Healthy Lives	\$19,640	2019

⁶ Centre intégré universitaire de santé et de services sociaux

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Marshall, Zack	CI	PI: Miller, L.	Families in TRANSition	PHAC-Health Promotion Innovation Fund	\$300,000	2019-21
	CI	PI: Rourke, S.	A National Canadian Research and Knowledge Mobilization Network to Connect People to Testing & Care and Reduce Stigma for HIV, HCV & other Sexually and Bloodborne Infections (STBBI)	CIHR Centres for HIV/AIDS, Hepatitis C, and other STBBIs Research	\$5,000,000	2019-24
	CI	PI : Otis, J.	Analyse d'implantation d'une Innovation: Le Dépistage Rapide du VIH Offert par des Pairs Intervenants Communautaires Auprès des Hommes Gais, Bisexuels et Autres Hommes Ayant des Relations Sexuelles avec des Hommes de Montréal	CIHR-Operating Grant	\$450,000	2019-22
	PI		Shift: Surveying Funded Participatory Research Employment Practices in Canada	McGill-Seed Grant	\$6,000	2019
	CI	PI: Cox, J.	Antiretroviral-Based HIV Prevention and its Impact on Sexual Risk Behaviours and HIV/STIs Among Gay, Bisexual and Other Men Who Have Sex With Men: Engage Cohort Study	CIHR Operating Grant	2,673,676	2019-22
Maurer, Kate	PI		Promoting brain health and resilience in social work	CIHR-Team Grant	\$15,000	2019-20
	PI		University-community collaboration on homelessness research with Old Brewery Mission	McGill CRCF Leverage Fund	\$5,000	2019-20
Maurer, Kate	PI	CI: Collin-Vézina, MacKenzie, M.; Rabiau, M.	Promoting brain health and resilience in social work students: Implementation and evaluation of a smartphone application	CFREF Tri-Council - Healthy Brains for Healthy Lives	\$19,992	2019-21
Rabiau, Marjorie	PI		Transgender Youth and Families	McGill Internal SSHRC	\$5,000	2018-19

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Sussman, Tamara	Co-PI		Scaling up the Family Carer Decision Support Intervention: A transnational effectiveness-implementation evaluation.	CIHR Joint Programme on Neurodegenerative Disease (JPND)	\$135,376	2019-22
	Co-PI		Implementing, Evaluating, and Scaling Up of the Strengthening a Palliative Approach in Long Term Care (SPA-LTC) Program	CIHR Project Grant	\$948,600	2019-24
	CI	PI: Burns, V.	Aging in the Right Place: Building capacity to improve supportive housing for older adults experiencing homelessness in Montreal, Vancouver, and Calgary.	CMHC-SSHRC Partnership Development Grant	\$79,090	2019-20
	CI	PI: Cahagan, J.	Addressing the knowledge gaps in meeting the housing needs of older LGBT Canadians: From research to policy to practice	CMHC-SSHRC Partnership Development Grant	\$75,000	2019-20
	CI	PI: Nugus, P.	Understanding organizational culture to improve admission-discharge processes: A systems approach to healthcare performance, evaluation and education.	CIHR Project Grant	\$170,00	2019-21

Appendix 3: On-Going Research Grants/Contracts

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Blackstock, Cindy	PI		Just because we are small doesn't mean we can't stand tall	SSHRC-Insight Grant	\$230,800	2018-21
	PI		First Peoples Child and Family Review	SSHRC-Journal Grant	\$79,500	2018-21
	CI	PI: Fallon, B.; CI: Trocmé, N.	Understanding the Influence of Organizations on Child Welfare Service Delivery	SSHRC-Insight Grant	\$102,724	2016-19
	CI	PI: Sinclair, R. CI: Trocmé, N.	A genealogical study of Indigenous Adoption in Canada: A multi-faceted examination of events in the removal of Indigenous children with a concentration on child welfare policy shifts between 1950 & 1985	SSHRC-Insight Grant	\$394,480	2016-20
Bond, Sharon	Collaborator	PI: McLuckie, A. Collaborator: Rabiau, M.	Best Practices in Field Supervision for Multidisciplinary Training in Family Therapy: A Pan- Canadian Family Therapy Training Collaborative	Taylor Institute - Teaching & Learning Grant	\$20,000	2017-19
	CI	PI: Cyr, M.; CI: Collin-Vézina, D. & MacIntosh, H.	Centre de recherche interdisciplinaire sur les problèmes conjugaux et les agressions sexuelles (CRIPCAS)	FRQSC – Regroupements Stratégiques	\$ 1,290,450	2014-19
Brotman, Shari	CI	PI: Koehn, S. & Lalji, K.	Learning from the lived experiences of aging immigrants	MSFHR	\$10,000	2017-19
	PI	Collaborator: Orzeck, P.	Learning from the lived experiences of aging immigrants.	SSHRC-Connections grant	\$44,685	2018-20
	CI	PI : Chamberland, L.	Savoirs sur l'inclusion et l'exclusion des personnes LGBTQ (SAVIE-LGBTQ)	SSHRC-Partnership Grant	\$2,500,000	2016-23
	CI	PI : Silverman, M	Caring across generations: The lived experiences and life course impacts of young adults caring for parents and grandparents	SSHRC	\$48,137	2016-19

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Brotman, Shari	CI	PI : Marier, P.; CI : Sussman, T., Orzeck, P.	Regards sur la vieillesse et le vieillissement-de l'expérience singulière aux enjeux collectifs	FRQSC	\$866,957	2014-19
Collin-Vézina, Delphine	CI	PI : Desbiens, N.	Trajectoire de développement des troubles émotionnels et comportementaux chez des enfants d'âge scolaire exposés à un traumatisme relationnel lié à la maltraitance	SSHRC-Insight Grants	\$299,781	2017-22
	PI		Preparing the foundation for a trauma-sensitive approach to student and staff wellness	SSHRC-Partnership Engage Grant	\$24,890	2018-19
	Co-PI		HEARTS: A trauma-sensitive approach to student and staff wellness	Quebec Ministry of Education	\$80,000	2018-20
	CI	PI: Essadek, A.	Étude sur la représentation des travailleurs sociaux accompagnants des mineurs en situation de prostitution-Analyse Franco Canadienne	Mission de Jeunesse, Mutualité de Bretagne, et al.	\$35,400	2018-19
	CI	PI : Lanctôt, N.	L'application d'un outil d'intervention fondé sur le Good Lives Model : sa validité selon le point de vue d'adolescentes et de jeunes femmes en difficulté et de leurs intervenants	Institut Universitaire – Jeunes en Difficulté	\$50,000	2018-19
	CI	PI: Joyal, C.	Agressions sexuelles commises envers les personnes handicapées : ce qu'en disent les données probantes, les intervenants et les victimes	Office des Personnes Handicapées du Québec	\$98,000	2018-20
	PI	CI: Trocmé, N.	Valeur sociale et économique de centres d'intervention communautaires visant des clientèles vulnérables d'enfants, de jeunes et de leurs familles	SSHRC – Insight Development Grants	\$64,890	2017-19

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Collin-Vézina, Delphine	CI	PI : Desbiens, N.	Trajectoire de développement des troubles émotionnels et comportementaux chez des enfants d'âge scolaire exposés à un traumatisme relationnel lié à la maltraitance	SSHRC – Insight Grants	\$299,781	2017-22
	CI	PI : Alain, M	Quinze années d'application de l'Entente multisectorielle relative aux enfants victimes d'agression physique, d'agression sexuelle ou de négligence grave: évaluation, pistes d'action transfert des connaissances acquises à travers le Québec	(FRQSC)- Concerted Actions	\$379,917	2017-20
	CI	PI: Wekerle, C.	Understanding health risks and promoting resilience in male youth with sexual violence experience	CIHR- IGH & PHAC	\$1,197,833	2014- 19
	CI	PI: Carnevale, F.	Advancing interdisciplinary research in childhood ethics: An ethnographic examination of best interests and moral agency	SSHRC – Insight Grants	\$ 439,231	2014-19
	Collaborator	PI: Clément, M-E; Collab: Trocmé, N.	Laboratoire de recherche en Épidémiologie de la Maltraitance (LaREM)	CFI – Leaders opportunity Fund	\$346,320	2014-19
	CI	PI: Bégin, C, Di Meglio, G., Gingras, N., Pesant, C., Taddeo, D.	Examen de profils chez les patientes présentant une anorexie mentale et réponses aux interventions : étude multicentrique	CIHR-Operating Grant	\$326,628	2014-19
Denov, Myriam	PI	CI: Bond, S.	Children and Families Affected By War: A Tri-Pillared Approach	FRQSC-Soutien aux Équipes de Recherche	\$313,820	2016-20
	PI	CI: Kahn, S.	Born of War: The Perspectives, Rights and Needs of Children Born of Wartime Sexual Violence	SSHRC-Insight Grant	\$340,000	2015-20
	PI		Children and Families Affected by War	CRC (Tier 1) Funds	\$140,000	2014-20

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Denov, Myriam	CI	PI: Mitchell, C. & Moletsane, R.; Collab.: Collin-Vézina, D.	Networks for change and well-being: Girl-led 'from the ground up' policy-making to address sexual violence against girls	SSHRC/IDRC-International Partnership Grant	\$2,500,000	2014-20
Gabriel, Wanda	CI	PI : Yuen, F.	Supporting Indigenous Women: Indigenous Women's Rehabilitation needs in Quebec's Provincial Prison	SSHRC-Partnership Grant	\$160,500	2018-21
Hanley, Jill	PI	CI : Ives, N.	S'installer : Comprendre les enjeux du parcours et de l'intégration des demandeurs d'asile au Québec.	FRQSC-Actions concertés	\$149,606	2018-20
	CI	PI: Preston	Building Migrant Resilience in urban Canada (BMRC)	SSHRC-Partnership Grant	\$1,000,000	2018-23
	CI	PI: Merry, L.	Migrant Families with Children and Transnational Family Support	SSHRC-Insight Development Grant	\$60,625	2018-20
	CI	PI: Neis, B.	On the Move: Employment-Related Geographical Mobility in the Canadian Context	SSHRC-Partnership Grant	\$2,500,000	2012-19
	Site leader	PI: Hynie, M.; CI: Ives, N.	Refugee Integration and Long-Term Health Outcomes in Canada	CIHR	\$1,340,000	2017- 19
Ives, Nicole	PI	CI: Martin, S., Rabiau, M.	Exploring belonging: Experiences of refugee children and families in a Montreal recreational setting	Child & Youth Refugee Research Coalition (CYRRC)	\$10,000	2017- 19
	CI	PI: Ungar, M.	Child & Youth Refugee Research Coalition (CYRRC): Using Research to Inform Best Practices for Language, Literacy, Learning, Social Integration, Partnership and Child & Family Wellbeing	SSHRC Partnership Grant	\$2,500,000	2017-20
	CI	PI: Briscoe, S.; Smith, M. E,	A First People's Storytelling Exchange: Intersecting College and Community Circles	SSHRC Partnership Grant	\$240,000	2016-19

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Kahn, Sara	CI	PI: Craig, S. L.	'Queery'ing resilience: Leveraging information and communication technologies to negotiate gender and sexual minority youth identity and wellbeing within diverse global contexts	SSHRC-Partnership Grant	\$2,500,000	2018-23
	PI		Toward a model of sexual/gender identity acculturation for sexual and gender minority migrants	SSHRC-Insight Development Grant	\$65,000	2017-19
Lach, Lucy	CI	PI: Zwicker, J	Who Benefits From Government Disability Financial Support? An Assessment of How Disability Benefits Support Caregivers of Children With Severe Disabilities In Canada at Different Incomes	SSHRC-Insight Grant	\$74,675	2018-20
	Co-PI	Co-PI: McGrath, P.	CHILD- BRIGHT: Child Health Initiatives Limiting Disability – Brain Research Improving Growth and Health Trajectories	CIHR-Strategic Patient Oriented Research	\$1,395,046	2016-21
	Collaborator	PI: Elsabbagh, M.	The Family Navigator: A Global Partnership to Expand Access to Care for Autism & Related Conditions	CIHR-Patient & Health Systems Improvement Grant	\$635,000	2016-19
MacIntosh, Heather	PI	CI: Gabriel, W. & Fletcher, K.	Reducing the Harms of Parental Substance Abuse: Approaches that including the family	Government of Nunatsiavut	\$94,500	2018-19
	PI		Mental health and substance abuse treatment in a Saskatchewan context: Who accesses and benefits from treatment? Who is missing?	Govern. of Saskatchewan-SHRF Establishment Grant	\$50,000	2018-20
MacKenzie, Mike	PI		Canada Research Chair in Child Well-Being	SSHRC CRC	\$1,400,000	2018-25
Marshall, Zack	PI		Patient Engagement in Research: Exploring Participatory Research Labour and Employment Roles, Motivations, and Outcomes	SSHRC Insight Development Grant	\$57,980	2018-20

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Marshall, Zack	CI	PI: Burns, L.	Trans* Terminology: Using Archival Text Analysis to Determine Historical Use and Misuse	Grand Valley State University, Centre for Scholarly & Creative Excellence	\$12,600 ⁷	2018-19
	CI	PI: Welch, V.	Reducing Gender Inequalities in Ageing	CIHR-Project Grant	\$76,500	2018-19
	CI	PI: Woodford, M.	Understanding and Promoting the Wellbeing and Academic Development of LGBT University Students in Canada	SSHRC-Partnership Engagement Grant	\$24,994	2018-19
	CI	PI: Kendall, C.	Patient-Informed Health System Change: Engaging People Living with HIV Across Canada in Evidence-Informed Deliberations about HIV Care Delivery	CIHR-Patient-Oriented Research Collaboration Grant	\$40,000	2018-19
	Collaborator	PI: Thain, A.	Alive and Kicking: The Arts of Trans, Gender Diverse, and Two-Spirit Lives	SSHRC Connections Grant	\$25,000	2018-19
	PI		Introducing the Global Trans Research Evidence Map	CIHR-Gender & Health	\$25,000	2017-19
	PI		REACH CBR Collaborative Centre in HIV/AIDS 2.0: Building a National CBR Centre to Have Impact at the Front Lines	CIHR-Collab. Centres of HIV/AIDS Community-Based Research	\$1,500,000	2017-22
	CI	PI: Dryden, O. (PI)	ACB and MSM – It's Not an Oxymoron: A Research Project that Explores the Importance of African, Caribbean, and Black (ACB) People in Men who have Sex with Men (MSM) Blood Donation	Canadian Blood Services-MSM Research Grant Program	\$400,000	2017-19
	CI	PI: Masching, R.	Aboriginal HIV and AIDS Community-based Research Collaborative Centre	CIHR- Collab. Centres of HIV/AIDS Community-Based Research	\$1,500,000	2017 – 22

⁷ USD \$9,650; exchange rate on Jul 8, 2019 was used for the conversion.

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Marshall, Zack	CI	PI: Woodford, M.	LGBTQ Student Academic Development and Wellbeing: A Multi-Phase Ontario-Based Study	SSHRC-Insight Grants	\$238,061	2017-21
	CI	PI: Roberts, S.	Fantasy, (Trans) Identity, and Stigma: A Cross-Cultural Examination of the Functionality of Fantasy for Identity Formation in Furry, Anime, and Soccer	SSHRC-Insight Grants	\$259,685	2017-20
	CI	PI: Rourke, S.	Evaluation of Ontario's Integrated Supervised Injection Service: Examining Uptake and Impacts in Different Community Settings	CIHR-Project Grant	\$646,424	2017-20
	CI	PI: Ibanez-Carrasco, F.	The Canadian HIV Stigma Index CBR Project: Examining the Social and Structural Drivers of Stigma to Shape the Actionable Solution(s) to Support People Living with HIV and their Affected Communities	CIHR - Operating Grant, HIV/AIDS Community-Based Research	\$450,000	2017-20
	CI	PI: Pottie, K.	Canadian Evidence Based Guidelines to Improve the Health of Homeless and Vulnerably Housed People	Inner City Health Associates	\$199,786	2017-19
	CI	PI: Hart, T.	HIV Prevention for Gay and Bisexual Men: A Multisite Cohort and Development of New HIV Prevention Interventions	CIHR-Boys' and Men's Health Team Grant	\$1,500,000	2014-19
	CI	PI: Rourke, S.	Centre for REACH in HIV/AIDS (REACH 2.0)	CIHR-Centres for HIV/AIDS Research	\$4,773,240	2014-19
	CI	PI: Pullen-Sanfaçon, A.	Digging Beneath the Surface: An Intersectional Investigation of the Diversity of Trans Youth Experience	SSHRC-Insight Grants	\$156,575	2016-19
Maurer, Katherine	PI		Moving in or moving on? An evaluation of programs to end homelessness comparing a Housing First approach to traditional shelter-based services	SSHRC – McGill Internal, CRCF	\$8,000	2017-19

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Maurer, Kate	Collaborator	PI: Esposito, T.	The Influence of Neighbourhood Socioeconomic Disparities on Child Maltreatment.	SSHRC	\$319,222	2018-23
	PI	CI: Collin-Vézina, D.; Lach, L.; MacIntosh, H.	Intergenerational Family Violence Perpetration Mechanism of Transmission: The Phenomenology of Affect Regulation	SSHRC-Insight Development Research Grant	\$68,389	2016-20
	PI		Evaluation, Research and Improvement Project for Transition Services	Old Brewery Mission	\$57,197	2015- 20
Orzeck, Pam	PI		Social Isolation of Seniors	Employment & Social Dev. Canada & McConnell Foundation	\$1,300,000	2016-19
Sinha, Vandna	PI	CI: Collin-Vezina, D. & Trocmé, N.	First Nations Incidence Study of Reported Child Abuse and Neglect	Assembly of First Nations	\$761,616	2018-22
	CI	PI: Fallon, B. ; CI: Collin-Vezina, D. & Trocmé, N.	Canadian Incidence Study of Reported Child Abuse and Neglect	Assembly of First Nations	\$1,500,000	2018-22
	CI	PI: Grenier, S.	Facteurs familiaux entourant le phénomène de l'itinérance autochtone : des services de protection de la jeunesse à la rue	SSHRC-Insight Grant	\$222,000	2018-23
	CI	PI: FNQLHSSC	First Nations Trajectories of Care	Quebec Ministry of Health & Social Services	\$375,000	2018-21
	PI	CI: Trocmé, N. ; Blackstock, C.	La composante Premières Nations de l'Étude canadienne sur l'incidence des signalements de cas de violence et de négligence envers les enfants (ECI-PN)	Public Health Agency of Canada	\$654,892	2018-20
	Co-PI		First Nations Health Consortium Data Support Project	First Nations Health Consortium	\$100,000	2017-19
Sussman, Tamara	CI	PI : Marier, P. ; Collaborator: Brotman, S.	L'inclusion sociale des personnes âgées : enjeux spatio-temporels	FRQSC	\$527,454	2018-2022

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Sussman, Tamara	CI	PI: Bourgeois-Guérin, V.	La souffrance psychologique des hommes âgés atteints d'un cancer incurable	SSHRC-Concours Développement Savoir	\$67,556	2018-20
	Co-PI	Kaasalainen, S. (PI-McMaster)	Improving advance care planning for frail elderly Canadians in long-term-care.	Canadian Frailty Network-Transformative Grant	\$572,500	2017-21
	PI		Advance care planning for persons with dementia. Challenges, opportunities and solutions	Alzheimer Society of Canada-Regular Grant Program	\$120,000	2017-19
	CI	PI: Nugus, P.	Mobilizing knowledge for older empowerment (M-KEE) Forum: Transferring lessons on coordination of health and social services for older people	SSHRC-Meeting Planning and Dissemination Grant	\$24,859	2018-20
Trocmé, Nico	CI	PI: Poirier, M.A. Collab.: Collin-Vézina, D	Trajectoire des enfants et parentalité dans le domaine du placement et de l'adoption en contexte de protection de la jeunesse	FRQSC – Soutien aux équipes de recherche	\$522,618	2017-21
	CI	PI: Goyette, M.;	Le devenir des jeunes placés : Amélioration des interventions de transition à la vie adulte et reconnaissance d'enjeux identitaires spécifiques	FQRSC - Soutien aux équipes de recherche	\$415,000	2019-22
	CI	PI: Goyette, M.	Chaire-réseau Jeunes et Société : Les parcours vers l'autonomie et l'épanouissement des jeunes dans une société en transformation	FQRSC - Soutien aux équipes de recherche (volet santé et bien être)	\$1,113,663	2018-25
	CI	PI: Esposito, T. Collaborator: Sinha, V.; Maurer, K.	The influence of neighbourhood socioeconomic disparities on child maltreatment	SSHRC-Insight Grant	\$319,222	2018-23
	CI	PI: Hélie, S. CI: Collin-Vézina, D.	l'Étude d'incidence québécoise sur les situations évaluées en protection de la jeunesse en 2019	Ministère de la santé et des services sociaux	\$414,371	2018-22
	CI	PI: Fallon, B. CI : Sinha, V.; Collin-Vezina, D.	Ontario Incidence Study of Reported Child Abuse and Neglect 2018 (OIS 2018)	Ministry of Children and Youth Services	\$462,000	2018-21

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Trocmé, Nico	CI	PI: Esposito, T., & Hélie, S.;	Décrire les services rendus et leurs effets en tenant compte des caractéristiques de la clientèle : Un jumelage de données d'enquêtes aux données administratives des services de protection	Institut universitaire jeunes en difficulté	\$80,000	2018-20
	CI	PI: Gray, R.; CI: Sinha, V.	Trajectoire des jeunes des Premières Nations dans le système de la protection de la jeunesse Volet 4 : la négligence	Ministère de la santé et des services sociaux	\$375,000	2018-21
	CI	PI: Fallon, B.; CI: Sinha, V., Collin-Vézina, D.	Canadian Incidence Study of Reported Child Abuse and Neglect (CIS-2018)	Public Health Agency of Canada	\$1,601,719	2018-20
	CI	PI: Esposito, T.	Implantation de nouvelles cliniques de pédiatrie sociale au Québec: Identification des communautés à risque	La Fondation du Dr Julien	\$77,510	2016-20
	PI	CI: Collin-Vézina, D., Lach, L., MacIntosh, H., & Sinha, V.	Building Research Capacity with First Nations and Mainstream Youth Protection Services in Quebec	SSHRC - Partnership Grant, McGill VP Research & Arts	\$1,560,352 \$100,000 (McGill) \$7,000 (Arts)	2012-19
	CI	PI: Goyette, M.	Étude longitudinale sur le devenir des jeunes placés au Québec et en France	SSHRC - Partnership Grant	\$2,496,960	2014-19
	CI	PI: Esposito, T.	Gestion fondée sur les indicateurs de suivi clinique en protection de la jeunesse	Association des centres jeunesse du Québec	\$172,000	2014-19

Appendix 4: Faculty Publications 2019

Books (4)

MacIntosh, H. B. (2019). *Developmental Couple Therapy for Complex Trauma: A Manual for Therapists*. Routledge Press, New York, New York.

MacKenzie, M, et al. for Consensus Committee on Developing Indicators of Educational Equity, National Academies of Sciences, Engineering, and Medicine (2019). *Monitoring Educational Equity*. Washington, DC: The National Academies Press.

<https://doi.org/10.17226/25389>.

Denov, M. & Shevell, M. (eds.) (2019) *Social Work Practice with War-Affected Children*. London: Routledge.

Denov, M. & Shevell, M. (eds.) (2019) Special Issue on “Children of War and their Families: Perspectives on Social Work Practice & Education”. *Journal of Family Social Work*.

Articles in Refereed Journals (63)

Blackstock, C. (2019). Revisiting the breath of life theory. *British Journal of Social Work*, 2019 (49), 854-859.

Blackstock, C. (2019). Indigenous child welfare legislation: A historical change or another paper tiger? *First Peoples Child and Family Review*, 14(1). Retrieved May 5, 2019 at <http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/367/299>

Blackstock, C. (2019). Learning to babble: Why children are essential to social justice and reconciliation. *Every Child Australia*, 25 (1), 4-7.

Brotman, S., Ferrer, I., & Koehn, S. (2019). Situating the life story narratives of aging immigrants within a structural context: The intersectional life course perspective as research praxis. *Qualitative Research*, p.1-20 . Prepublished October 14, 2019. [doi:10.1177/1468794119880746](https://doi.org/10.1177/1468794119880746)

Wallach, I. & **Brotman, S.** (2019). Gaps in health and social care services to older people living with HIV: A Qualitative study on the perspectives of older adults and their service providers. *Nurse Care Open Access* 6(1), 28-33. <https://medcraveonline.com/NCOAJ/NCOAJ-06-00179.pdf>

Brotman, S., Koehn, S., Ferrer, I., & Delgado, P. (2019). L'isolement social chez les immigrant-e-s âgés au Canada : une question de droits de la personne. *Revue de la ligue des droits et libertés*, 38(1), 37-40,

Alaggia, R., **Collin-Vézina, D., & Lateef, R.** (2019). Facilitators and barriers to child sexual abuse (CSA) disclosures: A research update (2000-2016). *Trauma, Violence & Abuse*, 20(2) 260-283. [doi:10.1177/1524838017697312](https://doi.org/10.1177/1524838017697312).

Collin-Vézina, D., McNamee, S., Brazeau, C., & Laurier, C. (2019). Initial implementation of the ARC framework in juvenile justice settings. *Journal on Aggression, Maltreatment and Trauma*, 28, 1-631-654. [doi:10.1080/10926771.2019.1583709](https://doi.org/10.1080/10926771.2019.1583709)

Gilbert, A., Boulianne-Simard, C., Dion, J., **Collin-Vézina, D.** & Daigneault, I. (2019).

- Exploration de l'expérience d'adultes victimes d'agression sexuelle qui ont reçu des services dans les centres désignés. *Revue Québécoise de Psychologie*, 40, 111-128. [doi:10.7202/1064924ar](https://doi.org/10.7202/1064924ar)
- Manay, N. & **Collin-Vézina**, D. (2019 advance publication). Recipients of children's and adolescents' disclosures of childhood sexual abuse: a systematic review. *Child Abuse & Neglect*. [doi:10.1016/j.chiabu.2019.104192](https://doi.org/10.1016/j.chiabu.2019.104192)
- Mathews, B., & **Collin-Vézina**, D. (2019). Child sexual abuse: Toward a conceptual model and definition. *Trauma, Violence, & Abuse*, 20(2), 131-148. <https://doi.org/10.1177/1524838017738726>
- Matte-Landry, A. & **Collin-Vézina**, D. (2019 advance publication). *Cognitive and academic outcomes of children who have experienced complex trauma: a protocol for a systematic review of longitudinal studies*. JBI Database of Systematic Reviews and Implementation Reports. [doi:10.11124/JBISRIR-D-19-00036](https://doi.org/10.11124/JBISRIR-D-19-00036)
- Savage, L.-E., Tarabulsky, G.M., Pearson, J., **Collin-Vézina**, D., & Gagné, L.-M. (2019). Maternal antecedents of childhood maltreatment and later parenting outcome: A meta-analysis. *Development & Psychopathology*, 31, 9–21. [doi:10.1017/S0954579418001542](https://doi.org/10.1017/S0954579418001542)
- Segal, A. & **Collin-Vézina**, D. (advance publication 2019). Impact of adverse childhood experiences on language skills and promising school interventions. *Canadian Journal of School Psychology*. [doi:10.1177/0829573519856818](https://doi.org/10.1177/0829573519856818)
- Denov, M.**, Fennig, M., **Rabiau, M.** & Shevell, M.C. (2019). Intergenerational resilience in families affected by war, displacement, and migration: “It runs in the family”, *Journal of Family Social Work*, 22:1, 17-45, DOI: [10.1080/10522158.2019.1546810](https://doi.org/10.1080/10522158.2019.1546810)
- Denov, M.** & **Piolanti, A.** (2019) Mothers of Children Born of Genocidal Rape in Rwanda: Implications for Mental Health, Well-Being and Psycho-Social Support Interventions. *Health Care for Women International*. <https://doi.org/10.1080/07399332.2019.1571593>
- Green, A. & **Denov, M.** (2019) Mask-Making and Drawing as Method: An Arts-based Approach to Data Collection with War-affected Children. *International Journal of Qualitative Research*, 18:1-13.
- Denov, M.**, & **Kahn, S.** (2019) “They Should See Us as a Symbol of Reconciliation”: Youth Born of Genocidal Rape in Rwanda and the Implications for Transitional Justice. *Journal of Human Rights Practice*, 11, 1: 1-20.
- Denov, M.**, Cadieux Van Vliet, A., Lakor, A., & Arach, J. (2019) Complex Perpetrators: Forced Marriage, Family, and Fatherhood in the Lord’s Resistance Army. *Revista de Historia Jerónimo Zurita*, 94: 139-160.
- Denov, M.** & Shevell, M. (2019) Social Work Practice with War-affected Children and Families: The Importance of Family, Arts-based, and Participatory Approaches. *Journal of Family Social Work*, 22, 1. [doi:10.1080/10522158.2019.1546809](https://doi.org/10.1080/10522158.2019.1546809)
- Kahn, S. & **Denov, M.** (2019) “We are Children Like Others”: Pathways to Mental Health and Healing for Children Born of Genocidal Rape in Rwanda. *Transcultural Psychiatry*, 1-19. <https://doi.org/10.1177/1363461519825683>.
- Mitchell, C., Linds, W., **Denov, M.**, D’Amico, & Cleary, B. (2019) Beginning at the

- Beginning in Social Work Education: A Case for Incorporating Arts-based Approaches to Working with War Affected Children and Their Families. *Journal of Family Social Work*, 22, 1.
- Buccitelli, A. & Denov, M.** (2019) Addressing Marginality and Exclusion: The Resettlement Experiences of War-affected Refugee Young People in Quebec, Canada. *Children*, 6, 18, doi:10.3390/children6020018. Special Issue: “*Children on the Move: The Health for Refugee, Immigrant and Displaced Children*”
- Blanchet-Cohen, N., **Denov, M.**, Bah, A., Uwababyeyi, L., & Kagame, J. (2019) Rethinking the meaning of ‘family’ for war-affected young people: Implications for social work education and practice. *Journal of Family Social Work*, 22, 1.
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- Gal, S. & **Hanley, J.** (2019). The long-term impact of political activism on mental wellbeing in the context of adult immigrants who experienced childhood political trauma. *Journal of Immigrant and Minority Health*. Online first: 1-6. <https://doi.org/10.1007/s10903-019-00962-x>
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- Merry, L., **Hanley, J.**, Ruiz-Casares, M., et al. (2019). Migrant families with children in Montreal, Canada and transnational family support: a protocol for a focused ethnography. *BMJ Open* 9(9): e029074. <https://bmjopen.bmj.com/content/bmjopen/9/9/e029074.full.pdf>
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