



**McGill**

School of  
Social Work

# **2020-21 Annual Report**

**School of Social Work  
McGill University**

October, 2021

## TABLE OF CONTENTS

<b>OVERVIEW</b>	<b>3</b>
<b>1. FACULTY &amp; STAFF</b>	<b>4</b>
Faculty	4
Administrative Staff	4
Honours, Awards & Prizes	4
<b>2. PROGRAMS &amp; CURRICULUM</b>	<b>5</b>
Student Enrollment	5
Accreditation	6
Program Updates	6
Student Support Team	9
Remote Instruction	9
<b>3. STUDENTS</b>	<b>10</b>
Student Associations	10
Student Honours, Awards & Prizes	11
Convocation	12
<b>4. FACULTY RESEARCH &amp; SCHOLARSHIP</b>	<b>12</b>
Centres, Research Groups & Clinics	12
Research Grants & Contracts (for calendar year 2020)	17
Faculty Publications (for calendar year 2020)	17
<b>5. SCHOOL GOVERNANCE &amp; PLANNING</b>	<b>18</b>
School Council	18
Faculty Meetings and Retreats	20
Communications	20
Move to 550 Sherbrooke & Renovation of Wilson Hall	20
<b>6. ENGAGEMENT &amp; ADVOCACY</b>	<b>21</b>
Public Lectures & Special Events	21
Support for Children & Youth Impacted by Sexual & Physical Abuse	21
Recommendations to Mitigate Health risks facing Migrant Agricultural Workers	22
Understanding Ageism and Caring for Seniors	22
Communities of Practice as Social Responses to Complex Trauma	23
Fostering Resiliency and Engagement among Black Community	23
Supporting Refugees during COVID-19	24
Families Parent Training for Children affected by Neuro-developmental Disorders	24
Campaign to Increase Youth Connectivity	24
First Nations Child Welfare	24
<b>APPENDICES</b>	<b>26</b>
Appendix 1: List of Social Work Faculty for 2020-21 Academic Year	26
Appendix 2: New Research Grants/Contracts 2020	27
Appendix 3: On-Going Research Grants/Contracts	31
Appendix 4: Faculty Publications 2020	42

## OVERVIEW

The 2020-21 academic year was a “virtual” year for the School. Not only were all classes and meetings conducted virtually on Zoom, but the temporary move from Wilson Hall to 550 Sherbrooke meant that all our offices were in boxes for over a year! In the midst of this virtual year the School successfully recruited two new tenure track staff: Professor Charles Gyan joined the School as a tenure-track Assistant Professor in Social Policy on August 1<sup>st</sup> 2020 and Professor Alicia Boatswain-Kyte was promoted to a tenure-track Assistant Professor position as part of the university’s special Action Plan to Address Anti-Black Racism.

A number of significant changes to the design of the BSW were initiated in 2020-21. The Anti-Oppressive Practice and Critical Thought and Ethics courses were moved from U2 and U3 respectively, to U1 and U2 to ensure they play a more foundational role in the program, and a new Advanced Practice in Quebec course was added to the U3 curriculum. To increase accessibility to the program for students from a range of backgrounds, an advanced standing entry for graduates with a social services DEC was initiated and a proposal for the delivery of the BSW in Nunavik was approved.

Following the completion of renovations to the School’s temporary location at 550 Sherbrooke, the School moved to its new location in the Spring of 2021. The Sherbrooke Street location brings together in one large space all faculty and staff offices, research groups, student workspaces, seminar rooms and a dedicated clinic space which will also serve as a simulation learning centre. The School should be moving back to a fully renovated Wilson Hall by 2024 or 2025.

During 2020 faculty published 4 books, 24 book chapters and 68 peer-reviewed articles; 18 new research grants were successfully obtained by faculty as Principal Investigators, 14 more as co-investigators, in addition to 90 ongoing research grants/contracts and over to five 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 August 2021 the School included 21.5<sup>1</sup> professors, including 13.5 tenured faculty at the rank of Associate to Full Professor (including one with 50% appointment to the Faculty of Medicine), 5 tenure track Assistant Professors, and 3 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 in 2020-21 academic year was further supported through 36.5 course lecturer contracts (4.5 for Summer 2020; 11 for Fall 2020, and 21 for Winter 2021) and 2 field coordinators (see [Appendix I](#)).

- **Recruitment:** Professor Charles Gyan joined the School as a tenure-track Assistant Professor in *Social Policy* on August 1<sup>st</sup> 2020.
- **Promotion:** a) Professors Collin-Vézina and Hanley were promoted to the rank of Full Professor; b) Professor Rabiau obtained tenure and was promoted to the rank of Associate Professor (June 2021); and c) Professor Boatswain-Kyte, who joined the School on July 1<sup>st</sup> 2019 as an Assistant Professor (professional) was promoted to tenure-track position at the rank of Assistant Professor as part of the university’s special Action Plan to Address Anti-Black Racism.

## Administrative Staff

During the 2020-21 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, 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 Field Education Administrator.

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 who also manages the administrative staff team. The School's general non-student affairs administrative and communications functions are supported by a full-time Administrative Coordinator.

## Honours, Awards & Prizes

- Professor **Blackstock’s** decades’ championship for the rights of Indigenous kids and their families has ranked her No. 27 on the 2021 Maclean’s Power List (a ranking of 50 influential Canadians, details see [here](#) ) along with other honours including Honorary

---

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

Life Membership of Canadian Paediatric Society, Champion for Native Children by National Indian Child Welfare Association of the USA, COVID-caring recognition by Child Welfare League of Canada, and Honouring Star Blanket by Federation of Saskatchewan Indigenous Nations.

- Professor **Collin-Vézina** was awarded the Canadian Psychological Association Traumatic Stress Section Award for Excellence in Psychology in recognition of her achievement within the science and practice of the psychology of traumatic stress (details see [here](#)).
- **Professor Denov's** research on children and families affected by war was recognized through the Social Sciences and Humanities Research Council of Canada (SSHRC) - Impact Insight Award (details see [here](#)). She is also the first social worker who has been awarded the Canada Council for the Arts' Killam Research Fellowship in 2020 (details see [here](#)).
- **Professors Ives & Gabriel** were the 2021 recipients of McGill's Award for Equity and Community Building in recognition of their pioneering work with Indigenous Access McGill, the Field Studies course, Indigenous initiatives at McGill, and most recently the BSW program to be delivered in Nunavik (details see [here](#)).

**Professor Torczyner** was one of the recipients of the UC Berkeley School of Social Welfare 2021 Distinguished Alumni Award. In his nomination letter, professor Neil Gilbert stated "Torczyner is one of that exceedingly rare breed of social scientists who unites academic research with an outstanding record of constructive social activism." (Details see [here](#).)

## 2. PROGRAMS & CURRICULUM

In 2020-21 academic year, the School runs one undergraduate and three graduate programs: the Bachelor in Social Work (BSW); Masters in Social Work (MSW) including both Thesis and Non-thesis options, Masters of Science (Applied) in Couple & Family Therapy Program (MScA CFT); and a PhD in Social Work/Social Policy Program. The Qualifying Year for entry into the MSW Non-Thesis Program (MSW-QY) was suspended for further evaluations in 2020-21 academic year. Through the Field Education program, the School also provides field placement opportunities to its BSW, MSW, 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 303 students were enrolled in the School's programs in the 2020-21 academic year (see *Table 1*), including 175 BSWs; 75 MSWs (including 3 in the joint MSW/LLB Program); 35 doctoral students; and 18 MScA CFT students. The lower enrolment is a result of several factors, including the temporary closing of the MSW-QY program, a decrease in MScA CFT enrollments, and no recruitment for the MSW International Partnership Program.

**Table 1: Student enrolment by program, 2020-2021**

	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
<b>BSW</b>	<b>173</b>	<b>171</b>	<b>157</b>	<b>167</b>	<b>180</b>	<b>188</b>	<b>190</b>	<b>187</b>	<b>175</b>
<b>MSW-QY</b>	<b>30</b>	<b>30</b>	<b>22</b>	<b>23</b>	<b>22</b>	<b>18</b>	<b>20</b>	<b>24</b>	<b>-</b>
<b>MSW</b>									
<i>Thesis</i>	11	10	7	4	4	4	3	0	5
<i>Non Thesis</i>	85	83	73	54	50	49	72	77	67
<i>MSW/LLB<sup>2</sup></i>	1	1	1	2	4	3	-	6	3
<i>MSW IPP<sup>3</sup></i>	--	--	9	9	-	-	6	5	
<b>MSW Total</b>	<b>97</b>	<b>94</b>	<b>90</b>	<b>69</b>	<b>58</b>	<b>56</b>	<b>81</b>	<b>83</b>	<b>75</b>
<b>MScA CFT</b>	<b>--</b>	<b>--</b>	<b>14</b>	<b>24</b>	<b>26</b>	<b>29</b>	<b>27</b>	<b>20</b>	<b>18</b>
<b>PhD</b>	<b>38</b>	<b>44</b>	<b>41</b>	<b>34</b>	<b>37</b>	<b>35</b>	<b>37</b>	<b>34</b>	<b>35</b>
<b>TOTAL</b>	<b>338</b>	<b>339</b>	<b>324</b>	<b>317</b>	<b>323</b>	<b>326</b>	<b>355</b>	<b>353</b>	<b>303</b>

## Accreditation

The School submitted its Self-Study report to the Canadian Association of Social Work Education (CASWE) Commission of Accreditation (COA) on May 1<sup>st</sup> 2020<sup>4</sup>. The report was approved by the COA and was to be followed up by a site visit in the fall of 2020. As a result of COVID-19 travel restrictions, the site visit has been postponed. A revised date for a site visit has not yet been set, in the interim the School's accreditation has been extended from February 1<sup>st</sup> 2021 to January 31<sup>st</sup> 2023.

Once the CASWE accreditation process is completed, the School will submit a detailed description of the BSW and MSW curricula to the Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec (OTSTCFQ). OTSTCFQ's recognition of the School's BSW and MSW programs confers eligibility to students to practice as social workers in Quebec.

## Program Updates

### *BSW Program*

Changes made to the School's BSW program during the 2020-21 academic year included:

---

<sup>2</sup> The MSW with integrated Bachelor of Civil Law/Bachelor of Laws (MSW/BCL/JD)

<sup>3</sup> The MSW International Partnership Program

<sup>4</sup> Due to the Covid-19 pandemic, an extension from April 1<sup>st</sup> to May 1<sup>st</sup> 2020 for the submission of the Self-Study was granted by CASWE COA.

- Significant changes were made to the BSW program: a) *Poverty & Inequality* (SWRK 223) was retired as a required course, b) *Anti-oppression Practice* (SWRK 325) was moved into U1, c) *Critical Thought & Ethics* (SWRK 525) was moved to U2, c) non-SWRK complementary courses were reduced from 15 to 12 credits and SWRK complementary courses were increased from 6 to 9 credits; d) U1 social work students participated in interprofessional education training along with students in medicine, nursing, OT/PT and other disciplines as a pilot project; and e) a new U3 course on Quebec's Reserved Acts was developed and will be piloted in the 2021-22, and made a required course in 2022-23 (details see [School Council Minutes](#), Nov 2020).
- Led by the Indigenous Access McGill, a proposal for the delivery of the BSW in Nunavik was approved in the spring of 2021. The BSW delivered in Nunavik will be the first post-secondary education in the region, using a land-based and co-teaching model including School faculty, Inuit instructors and elders.
- An advanced standing entry for graduates with a social services DEC (up to 30 credits) was developed by the BSW Committee and approved by the School Council (details see [School Council Minutes](#), Nov 2020). It was approved by the University in the winter of 2021. The aim is to implement the advanced standing for 2022-23 admissions cycle.

### ***MSW & MSW-QY Program***

Changes made to the School's MSW and MSW-QY program during the 2020-21 academic year included:

- Changes to the MSW curricula: a) an Anti-Racist Social Work practice course was developed and planned to be launched in Fall 2021 upon approval by the University (details see [School Council Minutes](#), Nov 2020); and b) there is now one required research course (Research Methods I, SWRK 653); other research courses are offered as electives.
- Continued work on options to entry to the MSW program for those holding a degree other than a BSW. Alternatives include a modified structure to the MSW-QY, a shift to a 2-year MSW with advanced standing for students with BSWs, or the re-development of an accelerated BSW for students with another undergraduate degree. The Qualifying Year to the MSW program (MSW-QY) continues to be on hold while the School examines alternatives.

### ***MScA CFT Program***

The Office des professions du Québec formally recognized the Couple & Family Therapist profession and included T.C.F. to the list of recognized and regulated professions in Quebec. The regulation ("règlement" went into effect on April 30<sup>th</sup> 2020 (details see: [Règlements](#) and LES PROFESSIONS RÉGLEMENTÉES [Professions réglementées](#)). This facilitates a simplified permit application process for graduates of the MScA CFT program.

Changes made to the MScA CFT program during the 2020-21 academic year included:

- Summer 2020 term courses were postponed by one term due to the pandemic. Timetabling and program sequencing were adjusted accordingly to support students for

- successful completion of their studies.
- Internships starting in Spring 2020 were also postponed. Meetings were arranged with students to communicate delayed start and updates regarding new measures and training requirements during pandemic and with supervisors to review feasibility of in-person & remote internship. Social Work Safety & Protective Guidelines was adapted for the program.
  - A new group interview format for MScA CFT admissions interview was implemented for Fall 2020 admissions. The new format facilitated a more in-depth review of the candidates' skills and suitability for the program and provided a greater opportunity for the candidates to demonstrate their capacities in a more relaxed setting.

### ***PhD Program***

In 2020-21 academic year, the change of McGill's funding structure will enable the PhD students to receive funding up to 5 years (previously it was 3 years). The updates on the PhD Program included:

- finalizing guidelines for three article dissertation;
- adjusting timelines for the comprehensive exam and seminars flexible to support PhD students facing situations complicated by the pandemic;
- organizing a series of student research symposium.

### ***Field Education Program***

The Field Education component provides field placements for BSW, MSW, 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. The 2020-21 academic year was a challenging one with many changes and adaptations within field placement sites and student internships due to the Covid-19 pandemic. The updates on the Field Education program included:

- changes to field placements: a) new opportunities for student field placements in remote learning sites, including Kids Help Phone, Tele-Health, etc. and b) increased number of students completing research-based field placements with the School faculty;
- enhanced field support: a) weekly drop-in Zoom sessions for students to discuss any issues or concerns related to field placements and the ongoing public health impacts of Covid-19; b) field education remediation which took place in the form of supplemental supervision for students having difficulty in their field placements; and c) weekly group supervision and support for students working on crisis text and phone lines;
- strengthened communications within the social work community: a) organizing Field Instructor Guest Speaker Series as opportunities for our partners to describe their work and roles as social workers; b) developing an MSW Professional Learning Community to discuss cases and experiences in field education; c) making new links with partners and stakeholders, as we navigated the pandemic and public health issues; and d) a field placement feedback survey was distributed and collected, with over 50 responses. This offered students the opportunity to hear peer feedback about field placement sites and experiences.



- A new student award was announced, offering a \$250 cash prize for the graduating student who demonstrates excellence in their field placement. The first recipient was Nassim Nouzad. For 2021-2022, the award name will be changed to the Marion Bogo Field Education Award.

### ***Inter-Professional Education program (IPEA)***

- Over the 2020-21 academic year, 55 social work students participated in the Inter-Professional Education program. A collaborative and interactive program geared to promote communication and teamwork, this program brings together applied health professions (medicine, nursing, occupational therapy, physiotherapy, speech pathology, and social work). Each half-day IPEA course gives students a unique opportunity to learn from, with, and about each other's profession. Students build on their prior knowledge of role clarification, communication, team functioning and client-centred perspectives. Small group debriefing sessions to promote reflection on learning are facilitated by trained clinicians and faculty members. Co-facilitation by two different healthcare professionals is implemented to model and foster interprofessional communication and collaboration.

### **Student Support Team**

Recognizing the need for an easier access to student support, a Student Support Team was established to offer support and links for students across all programs. This team is headed by the two student support coordinators, Nicole Mitchell and Matthew Coutu-Moya (IAM), who call upon, consult with, or report to the support team. The student support coordinators' roles are to provide support for Social Work students, act as the designate/central contact for referrals to the local wellness advisors, the peer mentorship program, the wellness hub services, the Office of the Dean of Students, and other resources within and external to McGill. The student support team is composed of a) BSW, MSW and Field Education Program Directors, b) BSW and MSW Field Coordinators, and c) IAM Student Support and Outreach Coordinator

### **Remote Instruction**

In March 2020, in response to the COVID-19 pandemic, the University transitioned all winter 2020 classes to remote teaching. During the 2020-21 academic year, classes continued to be taught remotely through a combination of Zoom class meetings and pre-recorded lectures. 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. Guidelines developed by CASWE and the professional orders provided more flexibility with respect to remote contact and hours of contact required for field internships.

Feedback from students indicated that the combination of synchronous and asynchronous class materials and attempts to distribute workload with many small assignments had had the opposite intended effect and had led to a significant increase in workload. In response, a) syllabi were adapted to ensure that the workload and assignments take into consideration students' experience on remote learning; b) a series of drop-in Zoom meetings and listening circles were organized by program and cohort to discuss resources, self-care, and social support for students, check on students' experience with online-learning, and allow students to ask questions and voice their

concerns; c) a structured 12 week cycle of 1.5 hour sessions was organized for PhD students in order to increase writing productivity, as well as discussion on strategies to address challenges of working from home during the COVID-19 pandemic; d) the field education team worked closely with Faculty of Medicine, Dean of Students' Office, and regulatory bodies to adapt policy and guidelines for field placement and to explore remote learning plans, and students were supported through series of regular drop-in Zoom meetings; and e) a series of video-conferencing information/drop-in sessions and 4 summer Zoom talks were organized to create a sense of community for incoming students.

With the return to in-person teaching planned for the Fall of 2021, a faculty-student working group was struck to explore opportunities for more flexible teaching models that could combine some of the teaching methods developed as a result of the pandemic.

### **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 and the program committees. In addition to the funding provided directly through student fees, the School supports the associations by a) providing office, meeting and study spaces for students. These spaces have also been included in the plans for the School’s temporary relocation to 550 Sherbrooke; and b) appointing faculty liaisons who serve as resources for the student associations, support efforts of each of the associations with respect to student engagement and community building, and enhance student and faculty interactions.

#### ***Social Work Race Caucus***

The Social Work Race Caucus was formed in 2020 with an aim to create a space for its members to critically explore how race, racialization, and racism operates in social work education, pedagogy, and research, and in turn, advocates for the development and implementation of responsive, needs-based interventions within the School. This caucus builds on past and ongoing organizing efforts by racialized students, staff, and faculty members at the School, including the Racialized Students Network.

The purpose of the Race Caucus is to provide a forum for all BIPOC (Black, Indigenous, and People of Color) members, including faculty, students, staff, and alumni, to help engage with BIPOC members and ensure that their needs are met within the School of Social Work community, and, where needed, to advocate for reforms to issues in the School.

## Student Honours, Awards & Prizes

### *Student Awards*

- **Susan Mintzberg** (PhD candidate): graduate Student winner of the Principal's Prize for Public Engagement for 2021 (details see [here](#))
- **Monica Batac** (PhD candidate): recipient of McGill Scarlet Key Award (details see [here](#))
- **Katja Terxeira** (recent MSW graduate and social worker at the Jewish general Hospital): recipient of the Caring Beyond Award (details see [here](#))
- **Andrew Seinet-Spaulding** (BSW student): nominee for McGill athlete of the year for his athletic achievements in football.
- **Annabelle Berthiaume** (PhD candidate): winner of the Governor General's Gold Medal for her research work on the enactment of the social investment perspective in child and family policies in Québec.

### *Recipients of Federal / Provincial Funding in 2020-21 Academic Year*

- **Jeffrey McCrossin**, SSHRC<sup>5</sup> Joseph-Armand Bombardier Canada Graduate Scholarship – Doctoral, May 1, 2020-April 30, 2023
- **Rusan Lateef**: SSHRC Doctoral Fellowship, Sept 1, 2020-Aug 31, 2024
- **Lian Currie**: SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2020-Aug 31, 2021
- **Bianca David**, SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2020-Aug 31, 2021
- **Maybel Gelly**: SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2020-Aug 31, 2021
- **Eden Haber**: SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2020-Aug 31, 2021
- **Jennifer Hassard**, SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 2020-April 2021; Sept 2021-Dec 2021
- **Charleigh McGuire**: SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 2020-April 2021, Sept 2021-Dec 2021
- **Angeline Rivard**: SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2020-Aug 31, 2021
- **Sarah Tremblett**: SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2020-Aug 31, 2021
- **Sylvie Williams**: SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2020-Aug 31, 2021
- **Andrea Wolfson**: SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), Sept 1, 2020-Aug 31, 2021
- **Tamar Wolofsky**: SSHRC Joseph Armand Bombardier Canada Graduate Scholarship-Master's (CGS M), May 1, 2020-Aug 31, 2020
- **Gabriel Enxuga**: CIHR (Canada Institutes Health Research), Canada Graduate

---

<sup>5</sup> The Social Sciences and Humanities Research Council.

Scholarship-Master's (CGS M), Sept 1, 2020-Aug 31, 2021

- **Anthony Musiwa:** FRQSC (Fonds de recherche du Québec - Société et culture) - bourse de doctorat en recherche, Sept 1, 2020-Dec 31, 2023
- **Gabriel Enxuga:** FRQSC (Fonds de recherche du Québec - Société et culture) - bourse de maîtrise en recherche, Sept 1, 2021-August 31, 2022

### ***Graduation Awards***

#### **Spring 2020 Convocation**

- **Erin Sanders**, BSW, McGill Alumnae Society Prize
- **Jennifer Hassard**, BSW, and **Mary Sarah Hebert-Blanchet**, BSW, School of Social Work Alumni Award
- **Matthew Coutu-Moya**, BSW, Gladys Fulford Prize
- **Natasha Sniatowsky**, MScA CFT, and Clinical Excellence in Couple and Family Therapy
- **Sèdami Tossa**, MScA CFT, Clinical Excellence in Couple and Family Therapy

#### **Fall 2020 Convocation**

- **Eric Charles**, MSW, Alumni Award for Excellence in Clinical Practice
- **Emmanuelle Glidden**, MSW, Alumni Prize for the Outstanding MSW ISP
- **Zoe Silverberg**, MSW, Lotte Marcus Sheldon Prize
- **Gabrielle Jacobs**, MSW, and **Tamar Wolofsky**, MSW, Sydney Duder Excellence Prize
- **Sonia Ben Soltane**, Director's Prize for Outstanding Doctoral Research in Social Work

### **Convocation**

Graduation videos were made to virtually celebrate the social work graduates who have missed the traditional in-person convocations during the 2020-21 academic year due to the pandemic. Student photos and congratulatory messages by staff, instructors, supervisors and the School Director were included in the videos shared through the School's social media for students to download and share with their beloved ones (video links see: [social work fall 2020 graduation](#); & [MScA CFT June 2020](#)).

## **4. FACULTY RESEARCH & SCHOLARSHIP**

### **Centres, Research Groups & Clinics**

Supported by five affiliated research centres and clinics and a new simulation and interactive learning center, the School is a leading hub for social work research and scholarship across Canada.

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

The [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 2020, the Centre brought together a thriving academic community with 37 faculty members and provided training to 6 postdoctoral fellows, 37 graduate and non-graduate students and 19 associate members.

In 2020, while the physical space was no longer accessible due to COVID-19, the CRCF continued supporting members remotely, maintaining the Centre's collegial spirit and sense of community. In addition, the CRCF's response to the global pandemic has been rapid and broad in scope. By exploring the social dimension of the crisis, CRCF members are providing evidence and solutions to inform decision-making and address pressing challenges resulting from the rapid spread of COVID-19.

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 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.

A significant accomplishment during 2020 was the SSHRC decision to award Professor Collin-Vézina a \$2.5 million SSHRC Partnership grant to set up and run the *Canadian Consortium on Child Trauma and Trauma-Informed Care*. This Partnership unites 39 co-applicants, 18 collaborators, and 43 partner organizations from across Canada. The consortium aims to improve the quality of life and trajectories of trauma-impacted children and youth by expanding social responses to child trauma across provinces, linguistic and service sectors, disciplines, and mandates.

The Centre's dissemination and knowledge mobilization activities include a monthly research seminar series, two monthly journal clubs and research training workshops. The Centre's research across Canada and internationally is supported by the Canadian Child Welfare Research Portal ([cwrp.ca](http://cwrp.ca)), Canada's most extensive child welfare research and policy clearinghouse. The Centre also provided research training through a variety of programs including CRCF awards, external graduate scholarships, research assistantships, journal clubs, research groups and thesis research support.

### ***Indigenous Access McGill ("IAM")***

The [Indigenous Access McGill](#) ("IAM") program, led by Professor **Gabriel**, 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.

Given the relatively small urban Indigenous population in Montreal, the program has been very successful: since IAM's founding in 2007, 25 Indigenous students have graduated from the

School of Social Work BSW, MSW, and MSc CFT programs. In 2020-21 academic year, there are 11 Indigenous students at the School, 7 in the BSW program, 2 in the MSW program, 1 in the MScA CFT program and 1 in the joint PhD program.

In addition, IAM has provided 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 through its Indigenous Field Studies (IDFC 500) course. During this 4-week intensive course (including one field week in Kahnawá:ke, Mohawk Territory), students are introduced to Indigenous customs, values, and ways of life through daily activities and workshops led by a Kahnawá:ke Elder and community facilitators representing students' areas of practice. During the last 13 years IAM has offered the course, it has engaged over 200 students from Social Work, Medicine, Anthropology, Law, Education, Indigenous Studies Minor, Canadian Studies, Sociology, Psychology, History, and Environmental Studies as well as two participants from the Chaplaincy Division of the Canadian Armed Forces, and evolved into a space of reconciliation, where Indigenous and non-Indigenous students are engaged in a holistic approach to learning about Indigenous cultures (details see [Building Bridges-Indigenous Field Course](#)).

Efforts of IAM to support the Indigenous community in 2020-2021 academic year included: a) adding 2 new staff members to the team which included an administrative person taking care of the financial requirements supporting IAM and a student support coordinator; b) active engagement through sitting on and providing input to various McGill committees related to Indigenous issues on campus, including the Indigenous Admissions Work Group (IAWG), Indigenous Health Professions Program (IHPP), the First Peoples' House (FPH) Advisory Board, and the School's Equity, Diversity, Decolonization, Indigenization Initiative (EDDII); c) developing a proposal for the Nunavik Health & Social Service Board to deliver a Bachelor of social work for the Nunavik territory in partnership with the McGill School of Continuing Education; d) sponsoring several virtual events, reflective sessions on lessons learned from teaching and learning on Zoom, and 3 support circles for students; and e) continuing support to the SSHRC-funded research project, *First Peoples' Post-Secondary Storytelling Exchange* (FPPSE). From 2016 to 2020, more than 100 individuals from 20 First Nations, Métis and Inuit communities shared stories of education and learning at post-secondary school, in family and on the land through talking circles, individual and family testimonials, and narrative films (details see [here](#)).

### ***Global Child McGill (“GCM”)***

[Global Child McGill](#), led by **Professor 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 (2012-2025). 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 50 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.

In 2020, an important achievement of *Global Child McGill* has been the merging of the three approaches into one commanding framework. Our *Tri-Pillared Approach* unifies the strengths of participatory, arts-based, and socio-ecological approaches, advancing new theory. The Tri-Pillared Approach will soon appear in an upcoming book that has been co-edited with faculty and student members of *Global Child McGill*. The book - *Global Child: Children and Families Affected by War, Displacement and Migration* - will be published by Rutgers University Press and shows how converging family, community, participation and art improves the quality of research and interventions for war-affected children.

### ***McGill Domestic Violence Clinic (“MDVC”)***

The [McGill Domestic Violence Clinic](#) 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 CIUSSS<sup>6</sup> West-Central Montreal.

The year 2020 proved to be an active year of engagement for the [GREGÉS McGill Satellite Office](#) co-led by **Professors Brotman, Orzeck and Sussman**. Initiatives and activities organized through the Satellite office included: a) support for four research-based field placements with the aim of building research capacity amongst practitioners in aging and strengthening the knowledge base of gerontological social work thesis students; b) production of a short video to introduce the Centre. The video was launched at MSW orientation in 2020 and will be used to attract current students to social gerontology and to recruit new students to McGill; c) knowledge dissemination and advocacy on issues related to aging and COVID-19. To this end, members of the Centre participated in ten podcasts/radio interviews wrote eighteen opinion editorials /commentaries, offered five public lectures, and contributed to three policy briefs on topics related to ageism, caregiving, exclusion and COVID-19; d) co-organization of a

---

<sup>6</sup> Centres intégrés universitaires de santé et de services sociaux (CIUSSS).

book-launch for Professor Brotman's newly released coauthored book on Anti-Opressive Practice in Aging in March 2020, and two lunch-and-learn presentations; and e) enhanced support for 24 aging related field placements at the undergraduate and graduate levels. This was a critical contribution to gerontological social work training in the context of the pandemic.

### ***McGill Couple and Family Therapy Clinic (“CFTC”)***

The [McGill Couple and Family Therapy Clinic](#) includes: 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 public-funded clinic which is located within the Institute of Community and Family Psychiatry at the JGH (Jewish General Hospital). The Couple and Family Therapy Section provides couple and family therapy for families presenting with a wide range of couple and family problems including family members with acute and chronic psychiatric illness. 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.

The efforts and achievements of the on-site clinic in the time of COVID-19 included: a) providing low cost couple and family therapy services to community members in distress; b) training students in the MScA CFT program who choose to do advanced training in Developmental Couple Therapy for Complex Trauma, the approach to couple therapy developed by the Director of the MScA, Professor MacIntosh; and c) partnering with experts in the field with an emphasis on supervising students and providing care to BIPOC couples and families.

### ***Simulation and Interactive Learning Centre***

The School has been developing a new Simulation and Interactive Learning Centre to be built as part of the renovations for the temporary space that the School is moving to in the spring of 2021. Built on an innovative and collaborative initiative piloted by Professor MacIntosh in the MScA CFT program in conjunction with the English Department for over six years, the Simulation Centre includes rooms with one-way viewing mirrors and audio-visual equipment to support expanded use of skills training simulation and live supervision. It is. Currently, the simulated learning involves actors simulating scenarios with couples and families, based on composite cases provided by professors. These simulations comprise of long and short form improvisation sessions with MScA students. These simulations form the basis for both early and advanced learning in assessment, intervention, and processes in Couple and Family Therapy. It also serves as a co-curricular space where BSW and MSW students can practice clinical skills linked to the practice courses in their respective programs.

### ***International Community Action Network (“ICAN”)***

Under the leadership of **Professor Torczyner**, the [International Community Action Network](#) works to advance the rights of the most marginal and disadvantaged groups of the Middle East through a 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. Many of the professionals who develop and manage these centres are trained at the McGill School of Social Work through a special two-year MSW - International



Partner Program (“MSW-IPP”). As a result of the COVID-19 pandemic the MSW IPP program is on hold.

## Research Grants & Contracts (for calendar year 2020)

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 (Blackstock & Denov), and Royal Society of Canada memberships (Blackstock, Denov, & Trocmé).

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. In 2020, faculty obtained 18 new research grants as Principal Investigators, bringing in close to 5 million dollars in new funding. Faculty also obtained 14 more grants as co-investigators, in addition to being involved in 90 ongoing research grants/contracts.

**Table 2: Research funding**

Source of Funding	2014	2015	2016	2017	2018	2019	2020
Tri-Council & FRSC							
PI	\$1,067,747	\$1,170,268	\$1,789,627	\$2,095,633	\$1,912,670	\$1,816,719	\$4,598,046
CI/Collab/Other	\$7,194,946	\$708,740	\$5,325,341	\$6,541,705	\$6,003,957	\$10,778,545	\$4,820,604
Foundations/ Contracts & Internal Awards							
PI	\$264,000	\$854,659	\$66,000	\$883,557	\$1,646,008	\$81,000	\$594,815
CI/Collab/Other	\$360,323	\$28,000	\$437,508	\$629,786	\$5,004,090	\$890,837	\$646,205
<b>Total</b>	<b>\$8,887,016</b>	<b>\$2,761,667</b>	<b>\$7,618,476</b>	<b>\$10,150,681</b>	<b>\$14,566,725</b>	<b>\$13,567,101</b>	<b>\$10,659,670</b>

## Faculty Publications (for calendar year 2020)

As shown in *Table 3* faculty have maintained a high level of scholarly productivity. Since 2014 the total number of publications has more than doubled, with 4 books, 24 chapters and 68 journal articles in peer reviewed publications in 2020.

**Table 3: Publications**

	2014	2015	2016	2017	2018	2019	2020
Book	0	1	1	2	3	4	4
Chapter	7	8	9	14	29	16	24
Refereed Journal Article	30	43	48	56	53	63	68
Total	37	52	58	72	85	83	96

## 5. SCHOOL GOVERNANCE & PLANNING

### School Council

In the Fall of 2019, the School implemented a new governance model, with a School Council serving as the primary policy making structure for the School. Composed of all faculty and representatives from the student associations, staff, field instructors and course lecturers, the “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.” (see [SW School Council Bylaws](#), 1.3.4)

The first School Council meeting was held on October 23, 2019. Since then, six School Council meetings have been held (Nov. 12, 2019, Feb. 12, 2020, Oct. 28, 2020, Nov. 25, 2020, Feb. 24, 2021 and April 14, 2021; April 2020 meeting was cancelled due to Covid-19 pandemic). To facilitate access and promote transparency the Council agendas and minutes have been added to the [School’s website](#).

### Code of Conduct

A [Code of Professional Conduct and Appropriate Use of Social Media Policy](#) was developed in Winter of 2020 and approved by the School Council in November 2020. The policy outlines expectations for student conduct that aligns with the School’s mission and guiding principles and with CASWE Standards of Accreditation with respect to Codes of Ethics, professional Suitability, and Use of Social Media. In addition to setting standards for professional conduct and use of social media, the policy also: a) specifies the School’s procedures for addressing breaches of these standards and appeal options for students; b) provides guidance to all members

of the School community (i.e. professors, sessional lecturers, field coordinators and field supervisors, students, research staff and administrative staff)”; and c) provides links to key McGill policies including the Student’s Charter of Rights and the Policy on Harassment and Discrimination, to the CASWE Code of Ethics, as well as links to services available for students who may be having difficulties and may be in need of help.

### ***Equity, Diversity, Decolonization, Indigenization (“EDDI”)***

Building on the work of the School’s Equity Committee, an Equity Diversity Decolonization Indigenization (EDDI) initiative emerged from a series of consultations with students, faculty, staff and broader community through series of meetings and two Town Halls (Sept. 30 & Oct. 1, 2020). The EDDI initiative seeks to embed EDDI in all aspects of the School’s curriculum, student recruitment and support, governance, research and advocacy. Shifting from a simple committee structure to a cross-School initiative, the EDDI initiative developed a 2020-2024 EDDII Strategic Plan (details see [here](#)) to achieve transformative social change within the School and beyond. To this end, the strategic plan includes clearly stated objectives, actions to achieve those objectives, and indicators to measure progress in achieving the objectives. The plan was presented to the School Council on October 24, 2020 and approved with amendments from the faculty and students. Rather than limit the EDDI to a single committee, progress in meeting the strategic plan’s objectives will be reported to Council.

EDDI activities in 2020 included a) conducting a review of EDDI content in all course outlines across all program; b) co-planning and participation in multiple community event including the Queer History Month, Orientation Week, Social Work Social, etc. (details see [here](#)) ; c) drafting statements on external events, including Anti-Black Racism, tragic death of Joyce Echaquan, Indigenous Land Sovereignty, etc. (details see [here](#)); and d) co-planning three faculty meetings/retreats focusing on EDDI issues.

Council also approved to prioritize and develop an “Action Plan to Address Anti-Black Racism within the McGill School of Social Work” (details see [School Council Minutes](#), Nov 2020, 6.6). Building on several elements from the EDDI Strategic Plan, the ABR Action Plan focuses on three objectives: a) increase Black student representation and retention in all programs; b) revise the curriculum of all programs to cultivate socially just education that includes specific focus on increased visibility of Black voices; and c) increased access to support and awarding of funding for Black students. Discussions have also been had with respect to the potential to develop and fund a more permanent Black Access McGill infrastructure, modelled on Indigenous Access McGill.

### ***Endowments, Gifts, Awards and Bursaries (“EGAB”) Committee***

As a School Council Committee, the EGAB committee oversees the use of endowed funds, gifts, bursaries and awards and sets guidelines and policies for their use is under development. Throughout the 2020-21 academic year, the EGAB committee met regularly to review and rank student fellowships, research scholarships for MSW and Ph.D. students (including competitions for SSHRC, Vanier, CGS, Trudeau scholarships), travel and mobility awards for students, School of Social Work Projects awards and Convocation Awards for the BSW, MSW, and Ph.D.

The committee has also developed new guidelines and forms to ensure and communicate transparency of the process and reflect on accessibility and equity for awards and scholarships. In the context of the pandemic, the administration of the Travel Awards in particular has required a lot of adaptation and familiarizing with the evolving guidelines and rules. With respect to endowments and gifts, the committee has developed guidelines and policies for their use with an aim to increase visibility of and access to the School's endowed funds and donations and support a strategic and transparent use of such funds. To this end, a new form for applying to the endowed funds was developed.

## **Faculty Meetings and Retreats**

School Faculty Meetings are the governing body for policies and guidelines that relate to hiring, promotion, tenure, workload and merit. During the 2020-21 academic year the faculty merit grid was revised to give more weight to service, the guidelines for promotion to Full Professorship were revised, and a policy on teaching releases was developed and approved.

Faculty Meetings also provide an opportunity for faculty to discuss shared interests, such as approaches to pedagogy. Retreats provide an opportunity for more focused and in-depth discussions. Over the Winter and Spring of 2021, the faculty met during a series of small group Zoom meetings facilitated by an external consultant, Rod Jeffries. The meetings were designed to initiate a community building and change process to develop "trust, collaboration, inclusivity, diversity and acceptance". This change process recognizes that for the School to truly embark in an Equity Diversity Decolonization and Indigenization process, the teaching faculty as a group need to build enough trust amongst themselves to be able to examine how racism, antisemitism, sexism, and colonization have shaped our curricula, our approaches to teaching and our scholarship.

## **Communications**

The School's Communications Committee (Brotman, Orzeck, & Orsini), with the support of a project coordinator, improved the communications between the School and its key stakeholders through the active use of social media, i.e. the School's Facebook and Instagram accounts, especially in the wake of the Covid-19 pandemic. School-wide events, conferences, and updates on the pandemic situations were posted on Facebook and Instagram, allowing more timely updates and space for interaction.

## **Move to 550 Sherbrooke & Renovation of Wilson Hall**

In 2020, one of the School's priorities was to plan and implement the School's move from Wilson Hall to a temporary space on 550 Sherbrooke to allow for a 40-million dollar renovation of Wilson Hall planned to be completed in 2024 or 2025. The temporary space at 550 Sherbrooke was re-designed to provide the School with the space it requires to meet its teaching and research missions. The 23,000 square foot space includes 45 offices, 105 workstations, 5 seminar/meeting rooms, and a five-room Community Clinics and Simulation and Interactive Learning Centre.

Planning for the design of the renovated Wilson Hall is underway. The School will share the building with the Centre for Research on Children and Families, the Arts Multimedia Language

Facility and the French Language Centre. In addition to faculty and administration offices, research spaces, and classrooms adapted to the needs of the School, the renovated building will include a dedicated area for a street-level clinic and a large lounge / food service area and open study spaces for students. Staff from McGill Campus Planning and Development office were invited to the School Council in early 2020 to provide initial information on Wilson Hall planning. Updated plans will be presented to Council in 2021.

## 6. ENGAGEMENT & ADVOCACY

### Public Lectures & Special Events

As part of the McGill University Black History Month activities, the School organized an interactive panel discussion in February 2020 which was moderated by Professor Boatswain-Kyte and joined by four Black social workers discussing how they navigate their identity within the profession (details see [here](#)). In October 2020, in partnership with McGill's Queer History Month, the School organized a special film screening of *Transgender Parents* (2014). The screening was followed by a roundtable discussion moderated by Professor Rabiau and joined by the film Director Huberdeau, Professor Pyne from York University, and Collins (MSW) (details see [here](#)).

The 2020-21 Kagedan Lectures on Social Work and Human Rights were framed within and follow the themes of the Anti-Oppression Social Work Practice class (details see: [Syrus Marcus Ware on Anti Black Racism in Canada](#); [Ravyn Wngz on Social Justice and Art-Activism](#); [Sean Saifa Wall lecture](#); & [Sandy Ho on Disability Justice and Social Work Practice](#)); the School has also responded to various topics ranging from police brutality, racialized structural violence (details see [here](#)).

### Support for Children & Youth Impacted by Sexual & Physical Abuse

**Professor Collin-Vézina's** 20 years' research on childhood trauma and support for children and youth impacted by sexual and physical abuse has led to a \$2.5-million Partnership Grant from the Social Sciences and Humanities Research Council (SSHRC) to build cohesive policies and practices across the country. The Canadian Consortium on Child Trauma and Trauma-Informed Care will bring together researchers across 17 universities with stakeholders from 38 organizations, along with colleagues at five U.S. universities. Along with academic researchers, the collaborators include colleagues in government departments, Indigenous communities, mental health agencies, social services, and youth criminal justice.

With a seven-year mandate, the Canadian Consortium on Child Trauma and Trauma-Informed Care will work to ensure that consistent policies, procedures, and practices are adopted across provincial, linguistic, and service sectors. Collin-Vézina and her collaborators will develop and deliver undergraduate-level and continuing education programs for practitioners (such as teachers, social workers, and physicians) who work with children and youth. As well, the

consortium will hold a national symposium each year, with the objective of maintaining the event beyond the initial seven years. A new web portal will also be created to provide reliable, accessible information on the topic of complex trauma, as well as best practices for trauma-informed care (details see [here](#)).

## Recommendations to Mitigate Health risks facing Migrant Agricultural Workers

Beyond the context of the pandemic, migrant agricultural workers (MAWs) in Canada face several challenges both in maintaining their health and accessing health care services. During the current COVID-19 pandemic, employment and housing conditions predispose this workforce to heightened risks and challenges. Outbreaks that have occurred on farms and in other areas of food production reveal elevated levels of risk that must be mitigated to keep MAWs safe and healthy going forward. The Migrant Worker Health Expert Working Group (MWHEWG), of which **Professor Hanley** is a member, has outlined key health care gaps and challenges as well as respective solutions that can be taken both to prevent COVID-19 spread and mitigate the various consequences that may occur if/when a future outbreak were to occur on a farm, in a greenhouse or any kind of food production facility where MAWs are predominantly employed. The purpose of the report is to propel necessary conversations for actions that federal agencies, in partnership with provincial and regional authorities, can take to both prevent and mitigate the health risks that can lead to outbreaks among MAWs (details of the report see [here](#)).

## Understanding Ageism and Caring for Seniors

Professors **Sussman and Brotman** used their collective expertise in critical gerontology to illuminate how policy and practice responses to the pandemic were perpetuating ageism and exacerbating longstanding inequities amongst divergent groups of older people. In 2020 they collectively wrote a series of opinion editorials/journal commentaries and participated in podcasts on the topics of ageism, community caregiving, LTC (Long Term Care), and dementia (Details see Sussman, T. & Brotman, S., 2020, June 7, Stop the ageism pandemic, *The Montreal Gazette*; Mintzberg, S., Sussman, T., & Brotman, S., 2020, June 2, Covid-19 Q&A, McGill experts on seniors and family caregivers during the pandemic, *The McGill Reporter*, and Sussman, T. & Brotman, S., 2020, May 19, Seniors caring for seniors are pandemic's invisible victims, *Opinion Editorial*, *The Montreal Gazette* for examples of their active engagement with the media).

**Professor Brotman** has been leading a SSHRC funded project for a number of years aimed at exploring the lived experiences of immigrant older adults. This participatory photovoice project highlights the impact of structural oppression on the everyday experiences of immigrant older adults using an intersectional life course approach. In 2020 Professor Brotman was active in disseminating key findings from this work to practitioners, policy makers and the general public (see [here](#) for a myriad of outputs). In 2020, in recognition of her extensive expertise in this area, Professor Brotman was invited to produce a webinar on the impact of COVID-19 on Immigrant Older Adults and their families produced by the Centre for Research and Expertise in Social Gerontology.

**Professor Sussman** has been leading a number of projects aimed at improving the circumstances of older adults who are living and dying in LTC (Long Term Care), a topic that gained global

recognition this year. It is noteworthy that her article on LGBT aging in LTC, entitled *Supporting lesbian, gay, bisexual & transgender (LGBT) inclusivity in long-term care (LTC) homes: A Canadian perspective*, written in collaboration with Professors Brotman and MacIntosh, was selected as article of the month in 2020 by the *Canadian Journal on Aging* (details see [here](#)). As a testament to her leadership in this area, Professor Sussman was invited to participate in a special podcast series in June 2020 for *Canadaland*, a national podcast network that receives over 100,000 downloads per week (details see [here](#)).

## Communities of Practice as Social Responses to Complex Trauma

As elaborated by Harvard Business School scholars Wenger and colleagues, communities of practice are designed to stimulate innovation by ‘*creating groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly*’. Since 2015, in the province of Quebec, communities of practice linked to the implementation of the ARC (attachment, Regulation and competency) model have been set up with youth protection services. They are currently taking place in 9 administrative regions, holding four meetings a year. Each of these communities of practice bring together about twenty or so participants per meeting, representing different areas of service. Thus, many professions are represented, such as specialized educators, psychoeducators, social workers, psychologists, managers, clinical coordinators, etc. **Professor Collin-Vézina** initiated and actively led half-day communities of practice in child protection agencies across Quebec province (details see [here](#)).

## Fostering Resiliency and Engagement among Black Community

**Professor Boatswain-Kyte** is the principal investigator for a SSHRC funded partnership engagement grant for her research project entitled “*Advocating for resiliency through understanding the differential impacts of COVID-19 for Black Montrealers*”. This project extends an existing partnership between the McGill School of Social Work and the Côte-des-Neiges Black Community Association (CDNBCA). The CDNBCA, in operation for 49 years, has serviced the English-speaking Black community (ESBC) of Montreal by offering programs and services primarily for youth, families, and seniors. Joining this partnership as collaborators are the African Canadian Development and Prevention Network (ACDPN) and Influence Orbis. The project uses an emancipatory action research framework in its collection of race-based data through both quantitative and qualitative research methods. Findings from the project will enable advocacy and policy changes to ensure an equitable and just post-pandemic recovery response for Black Montrealers.

In collaboration with community partners and schools, **Dr Régine Debrosse** has been developing programs to support BIPOC (Black, Indigenous, and People of Color) youths in meeting their personal and collective goals. One of her most recent project was developed in collaboration with Hoodstock, known for serving the East Side of Montreal Black Community. As part of this collaboration, she is adapting programming for Black adolescents and young adults who will take part in a community-led initiative as an alternative to imprisonment. SSHRC has awarded Professor Debrosse’s research team a partnership engagement grant to support them in this important research work entitled “*Fostering resilience, perseverance and engagement through restorative justice programs for young Black people*”.

## Supporting Refugees during COVID-19

**Professor Ives** is part of a four-province research team led by York University's Centre for Refugee Studies and funded by Canadian Institutes of Health Research. The project, entitled *Promising Practices in Accessing Virtual Mental Health: Supporting Refugees during COVID-19*, examines the realities of refugees' ability to access virtual mental health care during the COVID-19 pandemic. To collect data from refugee newcomers, virtual focus groups, surveys, and interviews were conducted with settlement workers, health care providers and mental health practitioners in the four provinces that receive the greatest number of refugees: BC, Alberta, Ontario and Quebec. Professor Ives is part of the Executive Team for the project, overseeing the data collection and analysis for Quebec.

## Families Parent Training for Children affected by Neuro-developmental Disorders

The global pandemic has hit families affected by disability disproportionately, particularly young families. While remote learning was put in place, gone were Education Assistants or Special Needs Coordinators. Parents of kids with disabilities were expected to play the multiple roles of employees, therapists, teachers, and caregivers and many families have been pushed to their breaking point. **Professor Lach** has co-lead a study of families affected by neurodevelopmental disability (brain-based disorders), called The Strongest Families Neurodevelopmental Program: Parents Empowering Neurodiverse Kids. The study is assessing a parent coaching intervention designed to teach parents skills remotely — over the phone and Internet — in the comfort and privacy of their own home. The coaching is designed to help parents learn best practices for managing their child's behaviours related to self-regulation or arising from unexpected situations, transitions and other challenging behaviours.

The study, which is continuing its efforts to recruit hundreds of families across Canada, is in-process, but early findings and previous related studies show that providing parents coaching skills can lighten their load and allow them to focus on the positive aspects of being parents (Details see [here](#)).

## Campaign to Increase Youth Connectivity

Following the closure of the primary and secondary schools in March 2020 due to the pandemic, and the subsequent transition to online learning, the development, health and well-being of many rural children and youth were affected given the existing inequities in internet connectivity. To address this issue, **Professor McKenzie** helped lead a campaign to increase youth connectivity. The campaign has raised over \$100,000 from municipal, agency and public donations to provide emergency internet connectivity to 150 rural youth and their families who did not have internet access. The work has been covered in local rural press (details see [here](#)) and in the Toronto star (details see [here](#)).

## First Nations Child Welfare

**Professor Blackstock** is continuing her work challenging the Federal Government to live up to the compensation order from the Canadian Human Rights Tribunal. This includes over 100



million dollars in prevention services retroactively and approximately 40 million per annum ongoing for First Nations not served by First Nations child and family service agencies. The Federal Court has upheld a Canadian Human Rights Tribunal order requiring Canada to provide Jordan's Principle to all First Nations children living off-reserve who are recognized by their Nations. The Federal Court has also upheld a Canadian Human Rights Tribunal order requiring Canada to provide billions in compensation for victims of its discriminatory First Nations child welfare services and failure to implement Jordan's Principle.

In collaboration with the Assemblée des Premières Nations Québec-Labrador (APNQL) et la Commission de la santé et des services sociaux des Premières Nations du Québec et du Labrador (CSSSPNQL), **Professor Trocmé** deposed an expert report arguing against the Quebec government's opposition to Federal legislation, Bill C-92, that gives First Nations the right to develop their own child welfare laws and service delivery systems. Trocmé also assisted with two class actions related to compensation for First Nations children who had been removed from their homes, one for children living on-reserve and one for children off-reserve.

## APPENDICES

### Appendix 1: List of Social Work Faculty for 2020-21 Academic Year

#### *Tenure & Tenure-Track (18.5)*

1. Cindy Blackstock (Professor)
2. Alicia Boatswain-Kyte (Assistant Professor, promoted from RCAS as of January 2021)
3. Shari Brotman (Associate Professor)
4. Delphine Collin-Vézina (Professor, Nicolas Steinmetz & Gilles Julien Chair in Social Pediatrics; 50% joint appointment with Faculty of Medicine)
5. Régine Debrosse (Assistant Professor)
6. Myriam Denov (Professor, James McGill Professor, Canada Research Chair in Youth, Gender & Armed Conflict -Tier I)
7. Charles Gyan (Assistant Professor)
8. Jill Hanley (Professor as of April 2021)
9. Nicole Ives (Associate Professor)
10. Julia Krane (Associate Professor)
11. Lucy Lach (Associate Professor)
12. Heather MacIntosh (Associate Professor)
13. Michael MacKenzie (Professor & Canada Research Chair in Child Well-Being, Tier I)
14. Zack Marshall (Assistant Professor)
15. Kate Maurer (Assistant Professor)
16. Marjorie Rabiau (Associate Professor as of June 2021)
17. Tamara Sussman (Associate Professor)
18. James Torczyner (Professor)
19. Nico Trocmé (Professor, Philip Fisher Chair in Social Work)

#### *Ranked Contract Academic Staff (CAS, 3)*

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

#### *Field Coordinators (2)*

1. Francine Granner (BSW Field Coordinator; unranked CAS)
2. Nicole Mitchell (MSW Field Coordinator; unranked CAS)

## Appendix 2: New Research Grants/Contracts 2020

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Boatswain-Kyte, Alicia	PI	CI: Hanley, J.	Advocating for resiliency through understanding the differential impacts of COVID-19 for Black Montrealers	SSHRC Partnership Development	\$24,508	2020-21
Brotman, Shari	PI		Les personnes âgées en situation de neurodiversité et leurs proches – fond de démarrage	CRÉGES Grant	\$5,000	2020-21
	PI	CI : Lach, L., & Sussman, T.	The experiences of social exclusion and inclusion among neurodiverse older adults and their aging family caregivers	FRQSC	\$149,705	2020-23
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	SSHRC Partnership	\$2,499,658	2020-27
	PI	CI : Trocmé, N.	Identifying and Responding to Children and Families Served by Social Services during the Pandemic	Ministère de la santé et des services sociaux du Québec	\$89,400	2020-21
	PI		Responding to Child Protection-Involved Families during the COVID-19 Pandemic	McGill SSHRC & MI4 Emergency COVID-19 Research Funding	\$19,920	2020-21
	PI		Close Ties Youth Program: Relations at the Heart of Child and Family Wellness	SSHRC Connections	\$25,000	2020-21
	CI	PI: Cyr, M CI : MacIntosh, M.	Centre de recherche interdisciplinaire sur les problèmes conjugaux et les agressions sexuelles (CRIPCAS)	FRQSC-Regroupements stratégiques/Infrastructure	\$ 1,799,000	2020-27
	CI	PI: Milne, L	Supporting Workers to Build Resilience in Trauma-Impacted Children: A Saskatchewan Pilot Study in a Residential Program	SSHRC Insight Development	\$54,452	2020-22

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
<b>Collin-Vézina, Delphine</b>	CI	PI: Lafortune, D.	Les enfants desservis par la Protection de la Jeunesse dans le contexte de la COVID-19 : un portrait des douze premiers mois de la pandémie au Québec.	Fonds spécial COVID-19 du groupe de travail FRQ-MEI-MSSS	\$57,700	2020-21
	CI	PI: Langevin, R.	Trauma-Informed Care for Young At-Risk Mothers: A Research-Practice Collaboration with L'Envol	SSHRC Engage	\$19,000	2020-21
	CI	PI: Lafortune, D.	Les jeunes desservis par la Loi sur le Système de Justice Pénale pour les Adolescents (LSJPA) dans le contexte de la COVID-19 : un portrait des douze premiers mois de la pandémie au Québec.	Ministère de la Santé et des Services sociaux	\$ 53,213	2020-21
<b>Debrosse, Régine</b>	PI		Fostering resilience, perseverance and engagement through restorative justice programs for young Black people	SSHRC Engage	\$24,998	2020-21
<b>Denov, Myriam</b>	PI	CI: <b>Rabiau, M., Bond, S.</b> Collab.: <b>Krane, J.</b>	Children and Families Affected by War & Migration: Towards an Integration of Ethics, Culture and Intersectionality within the Tri-Pillared Approach	FRQSC	\$360,000	2020-24
	PI		Children Born of War	Canada Council for the Arts	\$140,000	2020-23
	PI		Children Affected by War	SSHRC Impact	\$50,000	2020-23
<b>Hanley, Jill</b>	PI		Children's Services Research & Training Program Strategies for reaching hard-to-reach populations in health emergencies	McGill CRCF	\$5,500	2020-21
	CI	PI: Barin-Cruz, L.	Formation des conseillers en entrepreneuriat dans les milieux défavorisés de Montréal	Ministère de l'Économie et de l'Innovation	\$280,000	2020-22
	CI (Domain lead)	PI : Guruge, S.	Inclusive Communities for Older Immigrants (ICOI): Developing multi-level, multi-component interventions to reduce social isolation and promote connectedness among older immigrants in Canada	SSHRC Partnership	\$2,499,970	2020-27

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Ives, Nicole	CI		Promising Practices in Accessing Virtual Mental Health: Supporting Refugees during COVID-19	CIHR	\$158,061	2020-21
	PI	CI: Hanley, J., & Rabiau, M.	COVID-19 and refugee families in Montreal	SSHRC Subgrant	\$19,972	2020-21
	PI	CI: Hanley, J., & Rabiau, M.	COVID-19 and refugee families in Montreal	McGill CRCF	\$5,500	2020-21
Krane, Julia	Co-PI	Co-PI: Carlton, R.	Responding to COVID-19: A critical case study on the challenges and risks for VAW shelters	McGill CRCF	\$5,500	2020
Marshall, Zack	PI		Shift: Understanding the Impact Of COVID-19 on Peer Researchers and Identifying Opportunities for Change	SSHRC Engage	\$24,229	2020-21
	PI		Shift: Understanding the Impact Of COVID-19 on Peer Researchers and Identifying Opportunities for Change	McGill CRCF	\$5,500	2020-21
	CI	PI: N. Harris.	Enhancing Public Engagement Through the Voices of Lived Experience	Memorial University Public Engagement Accelerator Fund	\$9,512	2020-21
Maurer, Kate	PI		Mieux comprendre le phénomène de la perpétration de la violence dans les relations intimes: Exploration d'une intervention axée sur le trauma complexe	FRQSC Grant	\$44,976	2020-23
	PI		Intimate partner violence perpetration services: The forgotten intervention to reduce risk of intimate partner violence during the COVID-19 shut-down	McGill-CRCF	\$10,500	2020-21
Rabiau, Marjorie	CI	PI: Sansfaçon, P.	Nouvelle équipe de recherche sur les enfants trans et leurs familles.	FRQSC Team Grant	\$290,121	2020-24
Sussman, Tamara	Co-PI	Co-PI: Canham, S.	Aging in the Right Place	SSRHC/CMHC Grant	\$1,375,000	2020-25

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Trocmé, Nico	Co-PI	Co-PI: Fallon, B	Proposal to operationalize the Canadian Human Rights Tribunal (CHRT) Ruling 39 Taxonomy of Compensation Categories for First Nations Children, Youth and Families	Indigenous Services Canada	\$307,995	2020-21
	CI	PI: Esposito, T.	Pan-Canadian Child Welfare Administrative Data Knowledge Exchange Project	Public Health Agency of Canada	\$170,000	2020-25
	CI	PI : Hélie, S. & Monette, S.; CI : <b>Collin-Vézina, D.</b>	Utilisation du Montreal Modified Maltreatment Classification System (MMMCS) dans le cadre de l'Étude d'incidence québécoise sur les enfants évalués en protection de la jeunesse (ÉIQ)	Ministère de la santé et des services sociaux du Québec:	\$75,780	2020-22

### Appendix 3: On-Going Research Grants/Contracts

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
<b>Blackstock, Cindy</b>	PI		First Nations Children's Action Research and Education Centre	Alberta Education & McGill	\$55,000	2019-20
	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: Sinclair, R. CI: <b>Trocmé, N.</b>	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
	CI	PI : Sinha, V. CI: <b>Trocmé, N.</b>	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
<b>Bond, Sharon</b>	CI	PI: Cyr, M.; CI: <b>Collin-Vézina, D. &amp; MacIntosh, H.</b>	Centre de recherche interdisciplinaire sur les problèmes conjugaux et les agressions sexuelles (CRIPCAS)	FRQSC Regroupements Stratégiques	\$ 1,290,450	2014-19
<b>Brotman, Shari</b>	CI	PI: Gahagan, J. CI: <b>Sussman, T</b>	LGBI2S+ Older Adults and Housing Stage 1 Collaborative Housing Research Network Initiative	CMHC-SSHRC	\$80,000	2019-20
	PI	Collab.: <b>Orzeck, P.</b>	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

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
	CI	PI : Marier, P.; CI : <b>Sussman, T., Orzeck, P.</b>	Regards sur la vieillesse et le vieillissement-de l'expérience singulière aux enjeux collectifs	FRQSC	\$866,957	2014-21
<b>Collin-Vézina, Delphine</b>	PI	CI: <b>MacKenzie, M. &amp; Maurer, K.</b> Collab.: <b>Gabriel, W</b>	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: Tarabulsky, 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 <sup>7</sup> & Fondation Chagnon	\$200,908	2019-22
	CI	PI : Hélié, S. CI : <b>Trocmé, N.</b>	Étude d'incidence Québécoise sur les situations évaluées en protection de la jeunesse en 2019 (ÉIQ 2019)	MSSS & PHAC <sup>8</sup>	\$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

<sup>7</sup> Institut national d'excellence en santé et services sociaux

<sup>8</sup> 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
	CI	PI : Kimber, M.	Preparing Providers to Recognize and Respond to Family Violence – Quebec	PHAC subgrant, Preventing Gender-Based Violence: the Health Perspective	\$47,944	
	Co-PI		HEARTS: A trauma-sensitive approach to student and staff wellness	Quebec Ministry of Education	\$80,000	2018-20
	PI	CI : Trocmé, N.	Valeur sociale et économique de centres d'intervention communautaire visant des clientèles vulnérables d'enfants, de jeunes et de leurs familles	SSHRC Insight Development Grant	\$64,890	2017-2020
<b>Collin-Vézina, Delphine</b>	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: 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
	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 Grant	\$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: Fallon, B. ; CI: <b>Trocmé, N.</b>	Canadian/First Nations Incidence Study of Reported Child Abuse and Neglect	Assembly of First Nations	\$2,256,611	2018-22

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
<b>Debrosse, Régine</b>	Co-PI	Co-PI : Destin, M.	Conflicts & Clashes – Inequality emerging from non-dominant identity and cultural experiences	William T Grant Foundation	\$138,881	2018-20
	Collab.		Youth in Relation to Returned Land	William T Grant Foundation	\$599,515	2021-24
<b>Denov, Myriam</b>	PI	CI: <b>Bond, S.</b>	Children and Families Affected By War: A Tri-Pillared Approach	FRQSC-Soutien aux Équipes de Recherche	\$313,820	2016-21
	PI	CI: <b>Kahn, S.</b>	Born of War: The Perspectives, Rights and Needs of Children Born of Wartime Sexual Violence	SSHRC-Insight Grant	\$340,000	2015-22
<b>Denov, Myriam</b>	PI		Children and Families Affected by War	CRC (Tier 1) Funds	\$140,000	2014-20
	CI	PI: Mitchell, C. & Moletsane, R.; Collab.: <b>Collin-Vézina, D.</b>	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
<b>Gabriel, Wanda</b>	CI	<b>PI : Yuen, F.</b>	Supporting Indigenous Women: Indigenous Women's Rehabilitation needs in Quebec's Provincial Prison	SSHRC Partnership Grant	\$160,500	2018-21
	PI		Santé, intervention sociale et immigration: des transformations globales aux adaptations locales, subvention, infrastructures.	FQRSC	\$49,800	2019-21
	CI	PI : Drolet, J.; CI: <b>Sussman, T.</b> ; Collab.: <b>Orzeck, P.</b>	Transforming the field education landscape; intersection of research and practice in Canadian social work field education.	SSHRC	\$1,980,640	2019-24

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Hanley, Jill	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	\$213,165	2019-24
	CI	PI: Cleveland, J.,	Accès aux services médicaux et médicaments d'ordonnance pour les demandeurs d'asile sur l'île de Montréal.	CIUSSS <sup>9</sup> du Centre-Ouest de l'Île-de-Montréal	\$11,000	2019-21
	Collaborator	PI: Bradley	Refugee protection, losses and struggles for justice: from local to global contexts.	FQRSC	\$78,000	2019-21
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	\$179,000	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
	Site leader	PI: Hynie, M.; CI: Ives, N.	Refugee Integration and Long-Term Health Outcomes in Canada	CIHR	\$1,340,000	2017- 21
Ives, Nicole	PI		Bringing Back the Stories: First Peoples Postsecondary Story-telling Exchange Returns to Community	SSHRC Connections	\$62,232	2019-21
	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

<sup>9</sup> Centre intégré universitaire de santé et de services sociaux

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
<b>Lach, Lucy</b>	PI		Li Ka Shing Fellowship	Li Ka Shing Foundation	\$10,000	2019-20
	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
<b>MacIntosh, Heather</b>	CI	PI: Fletcher, K.	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
<b>MacKenzie, Mike</b>	PI		Healthy Brains for Healthy Lives	CFREF Tri-Council	\$349,255	2019-21
<b>MacKenzie, Mike</b>	PI		Canada Research Chair in Child Well-Being	SSHRC CRC	\$1,400,000	2018-25
	PI		Transactional model of foster care placement instability	William T Grant Foundation	\$447,500 USD	2014-21
	Co-PI		Integrating Substance Abuse Treatment with Trauma -Informed Practice	US Substance Abuse & Mental Health Services Administration	\$200,000	2017-2021
	PI		The Accumulation of Adverse Childhood Experiences and Epigenetic Aging	CFREF TriCouncil – Healthy Brains for Healthy Lives	\$349,255	2019-2021
<b>Marshall, Zack</b>	CI	PI: Miller, L.	Families in TRANSition	PHAC-Health Promotion Innovation Fund	\$300,000	2019-21

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
	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
<b>Marshall, Zack</b>	PI		Patient Engagement in Research: Exploring Participatory Research Labour and Employment Roles, Motivations, and Outcomes	SSHRC Insight Development Grant	\$57,980	2018-20
	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: 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
	CI	PI: Woodford, M.	LGBTQ Student Academic Development and Wellbeing: A Multi-Phase Ontario-Based Study	SSHRC-Insight Grants	\$238,061	2017-21

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
	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 Fandoms	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
<b>Maurer, Katherine</b>	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
<b>Maurer, Kate</b>	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
	PI		An exploration of complex relationships between characteristics and perpetration patterns of male and female sexual assault offenders in relation to police charging decisions	McGill internal SSHRC, CRCF	\$6,000	2019-21
	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	2016-21

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
	PI		Evaluation, Research and Improvement Project for Transition Services	Old Brewery Mission	\$57,197	2015- 20
<b>Sussman, Tamara</b>	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	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	CIHR Project Grant	\$170,00	2019-21
	CI	PI : Marier, P.; Collab.: <b>Brotman, S.; Orzeck, P.</b>	L'inclusion sociale des personnes âgées : enjeux spatio-temporels	FRQSC	\$527,454	2018-2022
<b>Sussman, Tamara</b>	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
	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

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
<b>Trocmé, Nico</b>	CI	PI: Poirier, M.A. Collab.: <b>Collin-Vézina, D</b>	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. Collab.: <b>Maurer, K.</b>	The influence of neighbourhood socioeconomic disparities on child maltreatment	SSHRC-Insight Grant	\$319,222	2018-23
	CI	PI: Hélie, S. CI: <b>Collin-Vézina, D.</b>	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 : <b>Collin-Vezina, D.</b>	Ontario Incidence Study of Reported Child Abuse and Neglect 2018 (OIS 2018)	Ministry of Children and Youth Services	\$462,000	2018-21
	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
<b>Trocmé, Nico</b>	CI	PI: Gray, R.	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: <b>Sinha, V., Collin-Vézina, D.</b>	Canadian Incidence Study of Reported Child Abuse and Neglect (CIS-2018)	Public Health Agency of Canada	\$1,601,719	2018-20



Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
	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: <b>Collin-Vézina, D., Lach, L., &amp; MacIntosh, H.</b>	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)	2012-20

## Appendix 4: Faculty Publications 2020

### *Books (4)*

- Blackstock, C.** (2020). *Spirit Bear: Echoes of the past*. Ottawa: First Nations Child and Family Caring Society of Canada.
- Hulko, W., **Brotman, S.**, Stern, L., & Ferrer, I. (2020). *Gerontological social work in action: Anti-oppressive practice with older adults, their families and communities*. Abingdon Oxon, UK: Routledge Press (pp.276).
- Ives, N., Denov, M., & Sussman, T.** (2020). *Introduction to Social Work in Canada: Histories, Contexts, and Practices (second edition)*. Oxford: Oxford University Press.
- Torczyner, J.** (2020). *Rights-Based Community Practice and Academic Activism in a Turbulent World: Putting Theory into Practice in Israel, Palestine and Jordan*. Routledge Advances in Social Work.

### *Articles in Refereed Journals (68)*

- Blackstock, C.**, Bamblett, M. & Black, C. (2020). Indigenous ontology, international law and the application of the Convention to the over-representation of Indigenous children in out of home care in Canada and Australia. *Child Abuse & Neglect*.
- Hay, T., Kirlaw, M. & **Blackstock, C.** (2020). Dr. Peter Bryce (1832-1932): whistleblower on residential schools. *Canadian Medical Association Journal (CMAJ)*, 192 (9) E2223-E2224.
- Boatswain-Kyte, A.**, Esposito, T. & **Trocmé, N.** (2020). A longitudinal jurisdictional study of Black children reported to child protection services in Quebec, Canada. *Children and Youth Services Review*, 116, 105219. <https://doi.org/10.1016/j.chilyouth.2020.105219>
- Gyan, C.**, Abbey, E. & Baffoe, M. (2020). Proverbs and Patriarchy: Analysis of Linguistic Prejudice and Representation of Women in Traditional Akan Communities of Ghana. *Journal of Social Sciences*, 9 (3), 22.
- Daley, A., **Brotman, S.**, MacDonnell, J.A., St. Pierre, M. (2020). A Framework for enhancing access to equitable home care for 2SLGBTQ+ communities. *International journal of environmental research and public health*, 17 (20), 7533. <https://doi.org/10.3390/ijerph17207533>
- Ryan, B. & **Brotman, S.** (2020). Queer McGill. *Histoire(s) des études et recherches LGBT au Québec-Revue Service social*, 66 (1), 27-35. DOI: <https://doi.org/10.7202/1068917ar>
- Brotman, S.**, Ferrer, I., & Koehn, S. (2020). Situating the life story narratives of aging immigrants within a structural context: The intersectional life course perspective as research praxis. *Qualitative Research*, 20(4), 465-484. Doi: [10.1177/1468794119880746](https://doi.org/10.1177/1468794119880746)
- Alaggia, R. & **Collin-Vézina, D.** (2020) Child sexual abuse and youth sexual assault: Environmental impacts on disclosure and response to disclosures. *Child Abuse & Neglect*, 102. [doi.org/10.1016/j.chiabu.2019.104284](https://doi.org/10.1016/j.chiabu.2019.104284)
- Brend, D., Fréchette, N., Milord-Nadon, A., Harbinson, T., & **Collin-Vézina, D.** (2020). Implementing trauma-informed care through social innovation in child welfare residential

- treatment centres serving elementary school children. *International Journal of Child and Adolescent Resilience/Revue internationale de la résilience des enfants et des adolescents*, 7(1), 222-232. <https://www.ijcar-rirea.ca/index.php/ijcar-rirea/article/view/109/165>
- Bruneau-Bherer, B., Tremblay, S., Matte-Landry, A., Pepin, C. & **Collin-Vézina, D.** (2020). Le programme Namaste, une psychothérapie de groupe basée sur le yoga pour les jeunes ayant un vécu de trauma complexe: une série d'étude de cas. *International Journal of Child and Adolescent Resilience/Revue internationale de la résilience des enfants et des adolescents*, 7(1), 166-177. <https://www.ijcar-rirea.ca/index.php/ijcar-rirea/article/view/39/159>
- Carnevale, F., **Collin-Vézina, D.**, MacDonald, ME, Ménard, J.-F., Talwar, V., & Van Pratt, S. (2020). Childhood Ethics: An ontological advancement for childhood studies. *Children & Society*. [doi: 10.1111/chso.12406](https://doi.org/10.1111/chso.12406)
- Chilanga, E., **Collin-Vézina, D.**, Khan, M.N., & Riley, L. (2020). Prevalence and determinants of intimate partner violence against mothers of children under-five years in central Malawi. *BMC Public Health*, 20(1), 1848. <https://doi.org/10.1186/s12889-020-09910-z>
- Chilanga, E., **Collin-Vézina, D.**, **MacIntosh, H.**, Mitchel, C., & Cherney, K. (2020). Prevalence and Determinants of Malaria Infection among Children of local farmers in Central Malawi. *Malaria Journal*, 19, 308. [doi.org/10.1186/s12936-020-03382-7](https://doi.org/10.1186/s12936-020-03382-7)
- Collin-Vézina, D.** (2020). Complex Trauma : Promoting social courage to shift practices, policies and research. *International Journal of Child and Adolescent Resilience*, 7(1), 102-107 <https://www.ijcar-rirea.ca/index.php/ijcar-rirea/article/view/233/189>
- Collin-Vézina, D.**, Brend, D., Black, K., Beeman, I., & Brown, S. (2020). Impacts of child welfare worker and clientele characteristics on attitudes towards trauma informed-care. *Developmental Child Welfare*. [doi.org/10.1177/2516103220963139](https://doi.org/10.1177/2516103220963139)
- Collin-Vézina, D.**, Brend, D., & Beeman, I. (2020). When it counts the most: Trauma-informed care and the Covid-19 global pandemic. *Developmental Child Welfare*. [doi:10.1177/2516103220942530](https://doi.org/10.1177/2516103220942530)
- Fallon, B., Filippelli, J., Joh-Carnella, N., **Collin-Vézina, D.**, Lefebvre, R., Moody, B., **Trocmé, N.**, & Quinn, A. (2020). An examination of past trends in school reports to child welfare: Considerations for reported child maltreatment. *Child Maltreatment*. <https://doi.org/10.1177/1077559520979588>
- Fallon, B., Lefebvre, R., **Collin-Vézina, D.**, Houston, E., Joh-Carnella, N., Malti, T., Filippelli, J., Schumaker, K., Manel, W., Kartusch, M., & Cash, S. (2020). Screening for economic hardship for child welfare-involved families during the COVID-19 pandemic: A rapid response. *Child Abuse & Neglect*. [doi.org/10.1016/j.chiabu.2020.104706](https://doi.org/10.1016/j.chiabu.2020.104706)
- Manay, N.**, **Collin-Vézina, D.**, Alaggia, R., & McElvaney, R. (2020) "It's complicated because we're only sixteen": A framework for understanding childhood sexual abuse disclosures to peers. *Journal of Interpersonal Violence*. [doi.org/10.1177/0886260520933052](https://doi.org/10.1177/0886260520933052)
- Matte-Landry, A. & **Collin-Vézina, D.** (2020). Restraint, seclusion and time-out among children and youth in group homes and residential treatment centers: a latent profile analysis.

*Child Abuse & Neglect*. [doi.org/10.1016/j.chiabu.2020.104702](https://doi.org/10.1016/j.chiabu.2020.104702)

- Matte-Landry, A. & Collin-Vézina, D. (2020). Cognitive and academic outcomes of children who have experienced complex trauma: a protocol for a systematic review of longitudinal studies. *JBIS Database of Systematic Reviews and Implementation Reports*, 18, 343-352. [doi:10.11124/JBISRIR-D-19-00036](https://doi.org/10.11124/JBISRIR-D-19-00036)
- Racine, N., Hartwick, C., Collin-Vezina, D. & Madigan, S., (2020). Telemental health for child trauma treatment during and post-COVID-19: Limitations and considerations. *Child Abuse & Neglect*. DOI: [10.1016/j.chiabu.2020.104698](https://doi.org/10.1016/j.chiabu.2020.104698)
- Debrosse, R., Destin, M., Rossignac-Milon, M., Taylor, D. M., & Rogers, L. O. (2020). Immigrant adolescents' roots and dreams: Perceived mismatches between ethnic identities and career aspirations predict school engagement. *Self & Identity*, 19, 1–15.
- Provost, R., & Denov, M. (2020). From Violence to Life: Children Born of War and Constructions of Victimhood. *NYU Journal of International Law and Politics*.
- Denov, M. (2020). When Child Soldiers Grow Up: A Longitudinal Analysis of Post-War Adult Mental Health and Social Functioning. *Journal of the American Academy of Child and Adolescent Psychiatry*. DOI: [10.1016/j.jaac.2020.03.006](https://doi.org/10.1016/j.jaac.2020.03.006).
- Denov, M., & Piolanti, A. (2020). “*Though My Father was a Killer, I Need to Know Him*”: Children Born of Genocidal Rape in Rwanda and their Perspectives on Fatherhood. *Child Abuse & Neglect*, 107.
- Fennig, M., & Denov, M. (2020). Interpreters Working in Mental Health Settings with Refugees: An Interdisciplinary Scoping Review. *American Journal of Orthopsychiatry*. <https://psycnet.apa.org/record/2020-75410-001>.
- Denov, M., & Piolanti, A. (2020). Identity Formation and Change in Children Born of Wartime Sexual Violence in Northern Uganda. *Journal of Youth Studies*. <https://doi.org/10.1080/13676261.2020.1801994>
- Denov, M., & Drumbl, M. (2020). The Many Harms of Forced Marriage: Insights for Law from Ethnography in northern Uganda. *Journal of International Criminal Justice*, 18: 349-372.
- Denov, M., & Cadieux Van Vliet, A. (2020). Children Born of Wartime Rape on Fatherhood and the Lord's Resistance Army: Grappling with Violence, Accountability and Forgiveness in Post-war northern Uganda. *Peace and Conflict: Journal of Peace Psychology*. <https://doi.org/10.1037/pac0000470>
- Denov, M., Eramian, L., & Shevell, M. (2020). “*You Feel Like You Belong Nowhere*”: Conflict-Related Sexual Violence and Social Identity in Post-Genocide Rwanda. *Journal of Genocide Studies and Prevention*, 14, 1: 40-59.
- Cooke, S.J., V.M. Nguyen, D. Anastakis,... M. Denov, et al. (2020). Diverse perspectives on interdisciplinarity from the Members of the College of The Royal Society of Canada. *FACETS*. 5:1-28. DOI: [10.1139/facets-2019-0044](https://doi.org/10.1139/facets-2019-0044).
- Cloos, P., Ndo, E., Aho, J., Benoit, M., Filliol, A., Munoz-Bertrand, M., Ouimet, M., Hanley, J. & Ridde, V. (2020). The negative self-perceived health of Migrants with Precarious Status in Montreal, Canada: A cross-sectional study. *PLOS ONE* 15(4): e0231327.

<https://doi.org/10.1371/journal.pone.0231327>

- Hanley, J.**, Larios, L., Ricard-Guay, A., Meloni, F. & Rousseau, C. (2020). Pregnant & undocumented: Taking work into account as a social determinant of health. *International Journal of Migration, Health & Social Care*. <https://doi.org/10.1108/IJMHS-04-2019-0046>
- Hanley, J.**, Paul, L., Ravinthiran, J., Malhaire, L., & Mosseau, N. (2020). Protecting the rights of migrant farmworkers in Quebec: To what extent can unionization overcome the effects of precarious immigration status? *Journal of Rural and Community Development* 15(2): 122-46.
- Larios, L., **Hanley, J.**, Salamanca Cardona, M., Henaway, M., Dwaikat Shaer, N., & Ben Soltane, S. (2020). Engaging migrant careworkers: examining cases of exploitation by recruitment agencies in Quebec, Canada. *International Journal of Migration and Border Studies* 6(1/2), pp. 138-157. DOI: [10.1504/IJMBS.2020.10030063](https://doi.org/10.1504/IJMBS.2020.10030063)
- Matte-Guilmain, L., & **Hanley, J.** (2020). Creative recourses in cases of forced labour: Using human trafficking, human rights and labour law to protect migrant workers. *International Migration*. <https://doi.org/10.1111/imig.12743>
- Ridde, V., Aho, J., Ndao, E.M., Benoit, M., **Hanley, J.**, Lagrange, S., Fillol, A., Raynault, M-F. & Cloos, P. (2020). Unmet healthcare needs among migrants without medical insurance in Montreal, Canada. *Global Public Health* <https://doi.org/10.1080/17441692.2020.1771396>
- Brend, D. M., **Krane, J.**, & Saunders, S. (2020). Exposure to trauma in intimate partner violence human service work: A scoping review. *Traumatology*, 26(1), 127–136. <https://doi.org/10.1037/trm0000199>
- Sinai-Glazer, H., & **Krane, J.** (2020). Navigating helping relationships amidst heavy workloads: An institutional ethnography of social workers' accounts. *Journal of Social Work*, 1468017320949365.
- MacIntosh, H. B.**, Tetrault, A., & Vallée, J. S. (2020). “Trying to sing through the tears” Choral Music and Childhood Trauma: Results of a Pilot Study. *International Journal of Choral Music Research*. 8, 22-50.
- Brend, D., & **MacIntosh, H. B.** (2020). Mentalizing as a Mechanism: An interpretive phenomenological analysis of workplace social support in intimate partner violence practice. *Smith College Studies in Social Work*. DOI: [10.1080/00377317.2020.1859432](https://doi.org/10.1080/00377317.2020.1859432)
- Hébert, M., Lapierre, A., **MacIntosh, H. B.**, & Ménard, A. D. (2020). A review of mediators in the association between child sexual abuse and revictimization in romantic relationships. *Journal of child sexual abuse*, 1-22.
- Bosk, E.B., Williams-Butler, A., Ruisard, D., & **MacKenzie, M.J.** (2020). Frontline staff characteristics and capacity for trauma-informed care: Implications for the child welfare workforce. *Child Abuse & Neglect*. Doi: [10.1016/j.chiabu.2020.104536](https://doi.org/10.1016/j.chiabu.2020.104536)
- Maurer, K.** (2020). Exploring resilience in the affect regulation of family violence-exposed adolescents: « des fois ça marche, des fois, ça [ne] marche pas ». *International Journal of*

*Child and Adolescent Resilience*, 7(1), 195-210. <https://ijcar-rirea.ca/index.php/ijcar-rirea/article/view/87/161>

- Barrenger, S., **Maurer, K.**, Moore, K.L., & Hong, I. (2020). Mental health recovery through training and working: Peer specialists with mental health and incarceration experiences. *American Journal of Orthopsychiatry*. Advanced online publication. <http://dx.doi.org/10.1037/ort0000450>
- Kendall, C., Boucher, L. M., Donelle, J., Martin, A., Pineau, D., Diliso, N., Renaud, B., Boyd, R., Oickle, P., **Marshall, Z.**, LeBlanc, S., Tyndall, M., & Bayoumi, A. (2020). Engagement in primary health care among marginalized people who use drugs in Ottawa, Canada. *BMC Health Services Research*, 20(1), 1-12. <https://doi.org/10.1186/s12913-020-05670-z>
- Flynn, J., Fitzgerald, M., Boucher, L., Larose-Hébert, K., Martin, ... & **Marshall, Z.** (2020). “It’s like the pieces of a puzzle that you know”: Research interviews with people who inject drugs using the Vidaview Life Story Board. *Forum: Qualitative Social Research*, 21(3). <https://doi.org/10.17169/fqs-21.3.3459>
- Scheim, A. I., Maghsoudi, N., **Marshall, Z.**, Churchhill, S., Ziegler, C., & Werb, D. (2020). Impact evaluations of drug decriminalisation and legal regulation on drug use, health and social harms: A systematic review. *BMJ Open*, 10(9), e035148. <https://doi.org/10.1136/bmjopen-2019-035148>
- Magwood, O., Salvalaggio, G., Beder, M., Kendall, C., Kpade, V., Daghmach, W., Habonimana, G., Snyder, E., O’Shea, T., Lennox, R., Hsu, H., **Marshall, Z.**, Tugwell, P., & Pottie, K. (2020). The effectiveness of substance use interventions for homeless and vulnerably housed persons: A systematic review of systematic reviews on supervised consumption facilities, managed alcohol programs, and pharmacological agents for opioid use disorder. *PLoS ONE* 15(1): e0227298. <https://doi.org/10.1371/journal.pone.0227298>
- Nicholson, K., Ganann, R., Bookey-Bassett, S., Baird, L. G., Garnett, A., **Marshall, Z.**, Khan, A. I., Pirrie, M., Sasseville, M., Ben Charif, A., Poitras, M.-È., Kyoony-Achan, G., Dionne, É., Hassani, K., & Stewart, M. (2020). Capacity building and mentorship among pan-Canadian early career researchers in community-based primary health care. *Primary Health Care Research & Development*, 21(e3): 1–9. <https://doi.org/10.1017/S1463423619000938>
- Lee, E., **Sussman, T.**, Kaasalainen, S., Durepos, P., McCleary, L., Wickson-Griffiths, A., & Bimman, R. (2020). The relationship between caregivers’ perceptions of end-of-life care in long-term care and a good resident death. *Palliative and supportive care*. 18(6), 683-690. <http://dx.doi.org/10.1017/S1478951520000292>.
- DeVries, B., Guttman, G., **Sussman, T.**, **Brotman, S.**, & Dube, D. (2020). Looking ahead: Influences on older gay men living with HIV. *Innovations in Aging*, 4(Suppl. 1), 723. Published online 2020 Dec 16. doi: [10.1093/geroni/igaa057.2561](https://doi.org/10.1093/geroni/igaa057.2561)
- Howard M., Elson D, De Vries B, Kaassalainen, S, Gutman G, Swinton M, Carter R, **Sussman T**, Barwich D, Urquhart R, Jayaraman D, Munene P, You J. (2020). Implementing Advance Care Planning Tools in Practice: A Modified World Café to Elicit Barriers and Recommendations from Potential Adopters. *Healthcare Quarterly*.

- Sussman, T.**, Pimienta, R., & Hayward, A. (2020). Engaging persons with dementia in advance care planning. Challenges and opportunities. *Dementia. The international journal of social research and practice*. 20 (6): 1859-1874 1-6. <https://doi.org/10.1177/1471301220973059>
- Sussman, T.**, Kaasalainen, S., Bimman, R., Punia, H., Edsell, N., & Sussman, J. (2020). Exploration of the acceptability and usability of advance care planning tools in long term care homes. *BMC Palliative Care*. 19 (179).
- Bourgeois-Guérin, V., Grenier, A, Bourgeois-Guérin, E., **Sussman, T.**, & Rothwell, D. (2020). « Vieillir dans la rue»: Interprétations du temps par le aînés en situation d’itinérance. *Revue Québécoise de Psychologie*, 41(2), 83-104.
- Harasym, P.\* , Brisbin, S., Afzaal, M., Sinnarajah, A., Venturato, L., Quail, P., Kaasalainen, S., Straus, S.E., **Sussman, T.**, Virk, N., Holroyd-Leduc, J. (2020). Barriers and facilitators to optimal end-of-life palliative care in long-term care facilities. A qualitative description study of community-based and specialist palliative care physicians’ experiences, perceptions, and perspectives . *BMJ Open*. 10:e037466. doi:[10.1136/bmjopen-2020-037466](https://doi.org/10.1136/bmjopen-2020-037466)
- Durepos, P.,\* , Ploeg, J., Akhtar-Danesh, N., **Sussman, T.**, Orr, E., & Kaasalainen, S. (2020). Caregiver preparedness for death in dementia: an evaluation of existing tools. *Aging & Mental Health*, 24(1), 1671-1680, DOI: [10.1080/13607863.2019.1622074](https://doi.org/10.1080/13607863.2019.1622074)
- Kaasalainen, S., **Sussman, T.**, Thompson, G., McCleary, L., Hunter, P., Venturato, L., Wickson-Griffiths, A., Ploeg, J., Parker, D., Sinclair, S., Dal Bello-Haas, V., You, J., and the SPA-LTC team (2020). A pilot evaluation of the strengthening a palliative approach in long-term care (SPA-LTC) program. *BMC Palliative Care*. 19(107), 2-12. <https://doi.org/10.1186/s12904-020-00599-w>
- Sussman, T.**, Barken, R.\* & Grenier, A. (2020). Supporting older homeless persons’ positive relocations to long-term care: Service provider views. *Gerontologist*. 60(6), 1149-1158. <https://doi.org/10.1093/geront/gnz171>
- Sussman, T.**, & Orav-Lakaski, B\*\* . (2020). “I didn’t even make my bed”: Hospital relocations and resident adjustment in long-term care over time. *Gerontologist*. 60(1), 32-40. <https://doi.org/10.1093/geront/gny141>
- Esposito, T., Chabot, M., **Trocmé, N.**, Fluke, JD, Delaye, A., Caldwell, J., Hélie, S., King, B., De La Sablonnière-Griffin, M., & Mackrell, L. (Epub 2020 Dec 1.). Recurrent involvement with the Quebec child protection system for reasons of neglect: A longitudinal clinical population study. *Child Abuse & Neglect*, 111:104823. doi: [10.1016/j.chiabu.2020.104823](https://doi.org/10.1016/j.chiabu.2020.104823).
- Grégoire-Labrecque, G., Lafantaisie, V., **Trocmé, N.**, Lacharite, C., Li, P., Audet, G., Sullivan, R., & Ruiz-Casares, M. (2020). ‘Are We Talking as Professionals or as Parents?’ Complementary Views on Supervisory Neglect Among Professionals Working with Families in Quebec, Canada. *Children and Youth Services Review*. Volume 118, November 2020, <https://doi.org/10.1016/j.childyouth.2020.105407>
- Fallon, B., Lefebvre, R., Filippelli, J., Joh-Carnella, N., **Trocmé, N.**, Carradine, J., & Fluke, J. (2020). Major Findings from the Ontario Incidence Study of Reported Child Abuse and

Neglect 2018. *Child Abuse & Neglect*, 111(1):104778. [DOI: 10.1016/j.chiabu.2020.104778](https://doi.org/10.1016/j.chiabu.2020.104778)

- Antwi-Boasiako, K., King, B., Fallon, B., **Trocmé, N.**, Fluke, J., Chabot, M., & Esposito, T. (2020). Differences and Disparities Over Time: Black and White Families Investigated by Ontario's Child Welfare System. *Child Abuse & Neglect*, 107: 104618. <https://doi.org/10.1016/j.chiabu.2020.104618>
- Caldwell, J., Delaye, A., Esposito, T., Petti, T., Black, T., Fallon, B., & **Trocmé, N.** (2020). “Essential” services, risk, and child protection in the time of COVID-19: An opportunity to prioritize chronic need. *Developmental Child Welfare*, Vol. 2(3) 208–223. [DOI: 10.1177/2516103220968842](https://doi.org/10.1177/2516103220968842)
- Filippelli, J., Lwin, K., Fallon, B., & **Trocmé, N.** (2020). Young children and ongoing child welfare services: A multilevel examination of clinical and worker characteristics. *Child Maltreatment*, 1-10. <https://doi.org/10.1177/1077559520923757>

### **Book Chapters (24)**

- Blackstock, C. (2020).** Spirit Bear’s plan to end inequalities for First Nations children. In Ives, N., Denov, M. & Sussman, T., eds., *Introduction to social work in Canada*. Don Mills: Oxford University Press, pp. 200-201.
- Blackstock, C. (2020).** Is it genocide? The danger of saying “no” too quickly. In Virginia Caputo, ed. *The Children’s senator: Landon Pearson and a lifetime of advocacy*. Montreal: McGill-Queens Press, pp. 74-79.
- Blackstock, C. (2020).** Landon Pearson. In Virginia Caputo, ed. *The Children’s senator: Landon Pearson and a lifetime of advocacy*. Montreal: McGill-Queens Press, pp. 148-150.
- Blackstock, C. (2020).** Foreword. In Samir Shaheen-Hussain, *Fighting for a hand to hold*. Montreal/Kingston: McGill-Queens University Press.
- Bond, S., & Guzder, J. (accepted, 2020)** Best Practices for Children and Their Families in Post-Conflict Settings: A Culturally Informed Strength-Based Family Therapy Model. In Denov, M., Mitchell, C., Rabiau, M. (eds.) *Children and Families Affected by War, Displacement & Migration: A Tri-Pillared Approach*. New Brunswick: Rutgers University Press.
- Beauchamp, J., **Brotman, S.**, Chamberland, L., Ferrer, I. (2020). LGBT Older adults: Who is there to care for them as they age? (pp. 233-240). In V. Billette, P. Marier & A.M. Séguin (eds). *Getting Wise about Getting Old: Debunking Myths about Aging*. Purich Books, UBC Press.
- Ferrer, I., & **Brotman, S.** (2020) Care provision to older immigrants by their families: When prejudices restrict service delivery (pp. 241-247). In V. Billette, P. Marier & A.M. Séguin (eds.). *Getting Wise about Getting Old: Debunking Myths about Aging*. Purich Books, UBC Press.
- Brend, D., & **Collin- Vézina, D.** (2020). Time to shift the Canadian paradigm: Youth justice services and trauma-informed care. In N. Wright (Ed.), *Justice Report/Justice Actualités*



(Vol. 35, pp. 19-21). Canadian Criminal Justice Association/Association Canadienne de Justice Pénale.

- Collin-Vézina, D., De La Sablonnière-Griffin, M., & Milot, T.** (2020). Chapitre 5 : Doit-on craindre la boîte de Pandore? Enjeux éthiques liés au questionnement des expériences traumatiques chez les mineurs (pp. 113-138). In Côté, I., Lavoie, K. et Trottier-Cyr, R.-P. (Eds). *La recherche centrée sur l'enfant : défis éthiques et innovations méthodologiques*. Québec, QC, Presses de l'Université Laval.
- Collin-Vézina, D.** (2020). Students affected by child maltreatment. In E. Rossen (Ed), *Supporting and Educating Traumatized Students: A Guide for School-Based Professionals, 2<sup>nd</sup> edition* (pp 253-276). Oxford University Press.
- Denov, M.** (2020) "Mother, Is this Our Home?" Mothering in the Context of Lord's Resistance Army Captivity: Understanding the Perspectives of Both Mothers and Children. In Lachance, S., T. Cassidy (eds). *Maternal Tug: Ambivalence, Identity, Agency*. Halifax: Demeter Press.
- Denov, M., & Fennig, M.** (2020) Assessing the Rights and Realities of War-affected Refugee Children in Canada. In Waldock, T. (ed.) *The Status of Children in Canada: A Children's Rights Analysis*. Halifax: Canadian Scholars Press.
- Denov, M., Mitchell, C., & Rabiau, M. A.** (2020). Tri-Pillared Approach to Studying Children and Families Affected by War, Migration & Displacement. In Denov, M., Mitchell, C., Rabiau, M. (eds.) *Children and Families Affected by War, Displacement & Migration: A Tri-Pillared Approach*. New Brunswick: Rutgers University Press.
- Hanley, J., Lenet, J., & Gal, S.** (2020). Community Practice in a Context of Precarious Immigration Status: Maximizing Power, Minimizing Risk. In S. Todd & J. Drolet (Eds.), *Community Practice and Social Development in Social Work*. Singapore: Springer Nature, 61-80. [https://doi.org/10.1007/978-981-13-1542-8\\_3-1](https://doi.org/10.1007/978-981-13-1542-8_3-1)
- Hanley, J., Park, S., Gravel, S., Koo, J-H, Malhaire, L., & Gal, S.** (2020). Migrant Worker Strategies in Access to Health: Recognizing agency in a context of constraints. In B. Newbold & K. Wilson (Eds.), *A Research Agenda for Migration and Health*. Northampton, MA: Edward Elgar Publishing, 67-87.
- Oda, A., Al Mhamied, Al-Saadi, Arya, Awwad, Hajjar, **Hanley, J.**, Hynie, **Ives, N.**, et al. (2020). Ethical challenges of conducting a national longitudinal mixed-method community-based research study: Reflections from peer researchers. In K. Grabska & C. Clark-Kazak (Eds.). *Research Methods in Forced Migration*. McGill-Queens University Press.
- MacIntosh, H. B., Vaillancourt-Marel, M. P., & Bergeron, S.** (2020). Sex and Couple Therapy with Survivors of Childhood Trauma. In Irving Binick & Kathryn Hall, eds. *Principals and Practice of Sex Therapy* (6<sup>th</sup> ed). (pp 371-394) New York: Guilford Press.
- Ives, N.** (2020). An interview with Dr. Nicole Ives, Chapter 2, Buddhism and social work: On religious and spiritual issues. In *Towards a new horizon: Beyond the Buddhist social work* (pp. 31-51). Research Series No. 6. Asian Research Institute for International Social Work, Shukutoku University.

- Isabelle, V. P., Freitas, Z., Marier, P., & **Orzeck, P.** (2020). Are families abandoning older relatives? In V. Billette, P. Marier & A.M. Séguin (eds.). *Getting Wise about Getting Old: Debunking Myths about Aging*. Purich Books, UBC Press.
- Rabiau, M. A., Denov, M., Paul, K.** (2020). Unlearn and Deconstruct to Collaboratively Rebuild a Sense of Collective Well-Being around Children affected by War: A Family and Community Approach. In Denov, M., Mitchell, C., Rabiau, M. (eds.) *Children and Families Affected by War, Displacement & Migration: A Tri-Pillared Approach*. New Brunswick: Rutgers University Press.
- Susset, F., & **Rabiau, M. A.** (2020). Accompagner le système familial dans l'affirmation de leur adolescent en transition. In A. Pullen Sansfaçon & D. Medico (Eds) *Les interventions affirmatives auprès des enfants et des jeunes trans : perspectives multidisciplinaires*. Montréal, Canada : Les éditions remue-ménage.
- Susset, F., & **Rabiau, M. A.** (2020). Le développement de l'identité de genre, une approche familiale. In A. Pullen Sansfaçon & D. Medico (Eds) *Les interventions affirmatives auprès des enfants et des jeunes trans : perspectives multidisciplinaires*. Montréal, Canada : Les éditions remue-ménage.
- Fallon, B., **Trocmé, N.**, Van Wert, M. (2020). Child Maltreatment: Neglect. In F. Maggino (ed.), *Encyclopedia of Quality of Life and Well-Being Research*. Springer Nature Switzerland AG 2021. [https://doi.org/10.1007/978-3-319-69909-7\\_3514-2](https://doi.org/10.1007/978-3-319-69909-7_3514-2)
- Trocmé, N.** (2020) Child Maltreatment and its Impact on Psychosocial Child Development: Epidemiology. In Tremblay, RE., Boivin, M., Peters, RDeV. (Eds.) MacMillan, HL. (topic ed.) *Encyclopedia on Early Childhood Development* [online]. Available at: <http://www.child-encyclopedia.com/maltreatment-child/according-experts/child-maltreatment-and-its-impact-psychosocial-child>. Updated February 2020. Accessed February 25, 2020.

### **Other Publications (30)**

- Saint-Girons, M., Lefebvre, R., Fallon, B. & **Blackstock, C.** (2020). *(In)Equity in the context of covid-19: Information sheet*. Montreal: Canadian Child Welfare Research Portal.
- Saint-Girons, M., Joh-Carnella, N., Lefebvre, R., **Blackstock, C.**, & Fallon, B. (2020). *Equity concerns in the context of COVID-19: A focus on First nations, Inuit and Metis communities in Canada*. Toronto, ON: Child Welfare Research Portal.
- Kadowaki, L., Simard, J., **Brotman, S.**, Koehn, S., Ferrer, I., Raymond, E., **Orzeck, P.** (2020). *Learning from the lived experiences of aging immigrants: Final report*. Centre for research and expertise in social gerontology (CREGES). Montreal, QC, 26 pp. [www.creges.ca/personnes-agees-immigrantes](http://www.creges.ca/personnes-agees-immigrantes)
- Simard, J., & **Brotman, S.** (2020). *Les personnes âgées immigrantes et le logement à Montréal. Note de politique*. Centre de recherche et d'expertise en gerontologie sociale (CREGÉS). Montréal, QC, 6 pp. [www.creges.ca/personnes-agees-immigrantes](http://www.creges.ca/personnes-agees-immigrantes)

- Haig, A., Koehn, S., Lonsdale, E., **Brotman, S.**, & Simard, J. (2020). *Les personnes âgées immigrantes, la proche aide et les soins à domicile à Montréal : Note de politique*. Centre de recherche et d'expertise en gerontologie sociale (CREGÉS). Montréal, QC, 7 pp. [www.creges.ca/personnes-agees-immigrantes](http://www.creges.ca/personnes-agees-immigrantes)
- Gahagan, J., Redden, M., & **Brotman, S.** (National LGBT Housing Matters Research Team) (2020). *LGBT housing matters: Results of the Canadian LGBT older adults and housing project*. Halifax, NS: The gender and Health Promotion Studies Unit, Dalhousie University.
- Brotman, S.** (2020). *Reconnaître la "famille choisie" afin de renforcer l'équité et l'inclusion des aidants des personnes âgées LGBT dans les plans de soins et la prise de décision*. CVP Aînés: Communauté Virtuelle de Pratiques: Continuum de service de soutien à l'autonomie des aînés. Published online December 8, 2020 [liferay6.cess-labs.com](http://liferay6.cess-labs.com).
- Brotman, S.**, & Silverman, M. (2020). *Soins intergénérationnels : Identifier les lacunes et les défis auxquels sont confrontés les jeunes adultes qui s'occupent de leurs parents et grands-parents*. CVP Aînés: Communauté Virtuelle de Pratiques: Continuum de service de soutien à l'autonomie des aînés. Published online December 15, 2020 [liferay6.cess-labs.com](http://liferay6.cess-labs.com).
- Collin-Vézina, D.**, Brend, D., & Fallon, B. (2020). *Screening or Not Screening? Unresolved debates on the use of the Adverse Childhood Experiences questionnaire in routine screening*. CWRP Information Sheet #202E. Toronto, ON: Canadian Child Welfare Research Portal.
- Collin-Vézina, D.** (2020). *Retour en classe : Comment les profs peuvent réagir aux cas de maltraitance*. The Conversation. <https://theconversation.com/retour-en-classe-comment-les-profs-peuvent-reagir-aux-cas-de-maltraitance-137652><sup>10</sup>
- Collin-Vézina, D.** & Milot, T. (2020). *Four strategies to support vulnerable children when schools re-open after coronavirus*. The Conversation. <https://theconversation.com/4-strategies-to-support-vulnerable-students-when-schools-re-open-after-coronavirus-136201>
- Collin-Vézina, D. & Milot, T. (2020). *Covid 19: Quatre actions à prendre dès maintenant pour protéger les enfants*. The Conversation. <https://theconversation.com/covid-19-quatres-actions-a-prendre-des-maintenant-pour-protoger-les-enfants-vulnerables-134840>
- Hélie, S., **Collin-Vézina, D.**, Trocmé, N. & Girouard, N. (2020). *Portrait des enfants âgés de 0 à 5 ans et leur signalement par les milieux de garde : Une analyse thématique de l'EIQ-2014*. Les Cahiers du Centre d'études interdisciplinaire sur le développement de l'enfant et de la famille. Trois-Rivières, QC: CEIDF/UQTR.
- Joh-Carnella, N., Fallon, B., **Collin-Vézina, D.**, & Lefebvre, R. (2020). *School Referrals for Child Maltreatment-Related Concerns to the Ontario Child Welfare System in 2018*. CWRP Information Sheet #195. Toronto, ON: Canadian Child Welfare Research Portal.

---

<sup>10</sup> The three papers on the subject of the covid-19 crisis published in The Conversation have been read by 32,770 people as of Dec. 1st, 2020. One was translated and republished in Japanese: <http://bigissue-online.jp/archives/1077466261.html>

<https://cwrp.ca/publications/school-referrals-child-maltreatment-related-concerns-ontario-child-welfare-system-2018>

- Madigan, S., Racine, N., Hartwick, C., & **Collin-Vézina, D.** (2020). *Évaluation et traitement des traumatismes chez les enfants pendant la COVID-19 : Obstacles et opportunités de la télésanté*. Psychologie Québec.
- Royer, M.-N., Noel, V., Lafortune, D., & **Collin-Vézina, D.** (2020). *La protection de la jeunesse au temps du coronavirus: Les signalements reçus en contexte de pandémie COVID-19 Bulletin d'information de l'IUJD*. Centre intégrée universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal, 3(1). [https://ciusss-centresudmtl.gouv.qc.ca/sites/ciusscsmtl/files/media/document/bulletin\\_3\\_1\\_final.pdf](https://ciusss-centresudmtl.gouv.qc.ca/sites/ciusscsmtl/files/media/document/bulletin_3_1_final.pdf)
- Royer, M.-N., Noel, V., Lafortune, D., & **Collin-Vézina, D.** (2020). *Baisse des signalements de la maltraitance en contexte de pandémie : Quelles sont les situations plus spécifiques qui nous échappent? COVID-19 Bulletin d'information de l'IUJD*. Centre intégrée universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal, 3(2). [https://ciusss-centresudmtl.gouv.qc.ca/sites/ciusscsmtl/files/media/document/bulletin\\_3\\_2\\_VFF.pdf](https://ciusss-centresudmtl.gouv.qc.ca/sites/ciusscsmtl/files/media/document/bulletin_3_2_VFF.pdf)
- Collin-Vézina, D.** (2020). Complex trauma and resilience. *International Journal of Child and Adolescent Resilience*. (guest editor of special issues)
- Alaggia, R. & **Collin-Vézina, D.** (2020). Child sexual abuse and youth sexual assault: Environmental impacts on disclosure and response to disclosures. *Child Abuse & Neglect*. (guest editor of special issues)
- Rabiau, M.** (2020, June 19). *Peut-on rêver d'un monde meilleur après la COVID?*. La Conversation. <https://theconversation.com/peut-on-rever-dun-monde-meilleur-apres-la-covid-139796>
- Debrosse, R.,** & Destin, M. (2020). *Roots & Dreams: Improving Academic Progress by Supporting Adolescents' Postsecondary Aspirations*. Report presented to Chicago Public Schools, Chicago, IL.
- Denov, M.** (2020). *Child Soldier Narratives and Rationales*. Commissioned Study Prepared for Department of National Defence, Government of Canada.
- Denov, M.** (2020) *Understanding Human Security Frameworks*. Commissioned Study prepared for Department of National Defence, Government of Canada.
- Cleveland, J., **Hanley, J.,** Jaimes, A. & Wolofsky, T. (2020). *Impacts de la crise de la COVID-19 sur les « communautés culturelles » montréalaises : Enquête sur les facteurs socioculturels et structurels affectant les groupes vulnérables*. Rapport de recherche. Montréal: SHERPA-RAPS <http://www.migrantworker.ca/wp-content/uploads/2020/06/June-9-2020-HC-recommandations.pdf>
- White, H., Albers, B., Gaarder, M., Korner, H., Littell, J., **Marshall, Z.,** Matthew, C., Pigott, T., Snilstveit, B., Waddington, H., & Welch, V. (2020). *Guidance for producing a Campbell evidence and gap map*. Campbell Systematic Reviews, 16(4), e1125.
- Maurer, K.,** & Brais, H. (2020). Adapting homeless and rehousing services for Veterans in Canada: Programming and research initiatives in Montreal. *Parity*, 33(6), 27-28

- Trocmé, N.** (2020) *Expertise aux fins du renvoi sur la loi concernant les enfants, les Jeunes et les familles des premières nations, des métis et des inuit*, préparé pour l'Assemblée des Premières Nations Québec-Labrador (APNQL) et de la Commission de la santé et des services sociaux des Premières Nations du Québec et du Labrador (CSSSPNQL), soumis à la Cour d'appel du Québec (Novembre 2020)
- Esposito, T., **Trocmé, N.**, Fallon, B., Delaye, A., Caldwell, H., & Doucet, M. (2020). *Canadian Child Welfare Administrative Data Knowledge Exchange Summary Report*. Public Health Agency of Canada.
- Fallon, B., Filippelli, J., Lefebvre, R., Joh-Carnella, N., **Trocmé, N.**, Black, T., ... Stoddart, J. (2020). *Ontario Incidence Study of Reported Child Abuse and Neglect-2018 (OIS-2018)*. Toronto, ON: Child Welfare Research Portal.
- Saint-Girons, M., **Trocmé, N.**, Esposito, T., Fallon, B. (2020). *Children in out-of-home care in Canada*. Canada Child Welfare Research Portal, Information sheet 211.