



McGill

School of
Social Work

2021-22 Annual Report

**School of Social Work
McGill University**

October 2022

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OVERVIEW

The 2021-22 academic year was a “hybrid” year for the School as we transitioned from virtual teaching, research and administration back to in-person. In February 2022 the School hosted a 3-day site visit from accreditors from the Canadian Association for Social Work Education (CASWE). The accreditation report described the School’s BSW and MSW programs as “high-quality”, granting the programs a full 8-year reaccreditation from July 1, 2022, to June 30, 2030.

Two exciting new faculty members joined the School in 2022, Professor Ainsley Jenicek, a social worker and couple and family therapist whose work focuses on “chosen” families, and Syndie David, a social worker with 15 years of experience working with racialized youth and their families in Montreal. 2021-22 was also marked by the departure of four colleagues who had played leading roles in the School: Sharon Bond, the founding Director of the Couple and Family Therapy program, James Torczyner, the founder of the International Community Action Network, Wanda Gabriel, Director of Indigenous Access McGill, and Zack Marshall, a leading researcher in the field of health in queer and trans communities.

Two important initiatives were launched in 2021-22 to increase access to the BSW: students with a social services DEC were given advanced standing entry to the BSW and an initiative to deliver the BSW program in Nunavik was finalized.

Faculty staff and students completed their relocation at 550 Sherbrooke west. 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 is currently scheduled to return to a fully renovated Wilson Hall in 2025.

During 2021 faculty published 14 book chapters and 62 peer-reviewed articles; 20 new research grants were successfully obtained by faculty as principal investigators, 13 more as co-investigators, in addition to 86 ongoing research grants/contracts and over 4 million dollars in new funds awarded to faculty as principal investigators. Through its centres and faculty programs of research, the School continues to maintain active research partnerships with local, national and international communities focusing on a range of critical social issues.

1. FACULTY & STAFF

Faculty

In September 2022 the School included 19.5¹ professors, including 13.5 tenured faculty at the rank of Associate to Full Professor (including one with 50% appointment to the Faculty of Medicine), 3 tenure track Assistant Professors, and 3 ranked Contract Academic Staff (“CAS”) at the rank of Assistant Professor. These include 2 Canada Research Chairs (Denov and MacKenzie, tier 1) and 2 endowed chairs (Trocmé as the Philip Fisher Chair in Social Work and Collin-Vézina as the Nicolas Steinmetz & Gilles Julien Chair in Social Pediatrics). Teaching in 2021-22 academic year was further supported through 43 course lecturer contracts (2 for Summer 2021; 16 for Fall 2021, and 25 for Winter 2022) and 2 unranked Contract Academic Staff (field coordinators) (see *Appendix I*).

- **Promotion:** one faculty was promoted to Full Professor (Hanley) and one to Associate Professor (Rabiau) in June 2021.
- **Recruitment:** 2 assistant professors (ranked CAS, Jenicek & David) were recruited to the School in 2021-22 in the area of *Practice with Individuals, Families and Groups*.
- **Retirement:** two faculty retired in 2021-22 academic year:
 - Professor **Sharon Bond** retired on May 31st 2022 after 25 years of dedicated service at the School as the Founding Director of the MSc (Applied) in Couple and Family Therapy program, first of its kind to be housed with social work in Canadian universities. She has also developed and consolidated a strong clinical practice specialization at the School with a collaborative partnership with the Department of Psychiatry and the Jewish General Hospital.
 - Professor **James (Jim) Torczyner** retired on August 31st 2022 after close to 50 years of teaching at McGill. He has also dedicated to the human rights advocacy work through the founding of various programs, including Project Genesis (1975) and Montreal Consortium for Human Rights Advocacy Training (MCHRAT, 1990), which eventually focused on promoting civil society in the Middle East through the International Community Action Network (ICAN).
- **Departure:** two faculty departed the School in 2021-22 academic year:
 - Professor Wanda Gabriel departed the School on July 31st 2022 to focus on her community services, while she will continue her involvement with the School around Indigenous Access McGill (IAM) and the Nunavik initiative (details see IAM & Nunavik).
 - Professor Zack Marshall departed the School on July 31st 2022 to take up a faculty position in the Department of Community Health Sciences with the Cumming School of Medicine at the University of Calgary.

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

Administrative Staff

During the 2021-22 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.

After 48 years of dedicated service, **Lilian Iannone** retired on August 23rd 2021 from the Administrative Student Affairs Coordinator position. **Carmela Sciandra** was promoted to replace Iannone while **Heather Langer** was appointed as the Field Education Administrator.

Honours, Awards & Prizes

- Professor **Blackstock**'s decades' championship for the rights of Indigenous kids and their families has won her multiple awards in 2021, including BC General Employees' Union Spirit of Leadership Award, Canadian Psychological Association Humanitarian Award, BCGEU Leadership Award, and Because Mothers Matter Award.
- Professor **Boatswain-Kyte** was shortlisted for McGill University's Principal Prize of Media Engagement.
- Professor **Collin-Vézina** was awarded the 2021 Event Award (in social sciences) by the Club des Ambassadeurs du Palais des congrès de Montréal.
- 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](#)) and the renewal of her Tier 1 Canada Research Chair in Children, Families and Armed Conflict.
- Professor **Hopmeyer** was selected as one of the Unsung Heroes at McGill for her contributions to the School, notably her dedication to Field Education, Group Work and the development of Self-help Groups (details see [here](#)).
- Professor **Torczyner** received the 2021 Distinguished Alumni Award from University of California (Berkeley) School of Social Welfare for his work in uniting academic research with constructive social activism (details see [here](#)).

2. PROGRAMS & CURRICULUM

Programs and Student Enrollment

In 2021-22 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 in 2021-22 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.

A total of 258 students were enrolled in the School's programs in the 2021-22 academic year (see *Table 1*), including 154 BSWs; 52 MSWs (including 2 in the joint MSW/LLB Program); 33 doctoral students; and 19 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, 2021-2022

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
BSW	171	157	167	180	188	190	187	175	154
MSW-QY	30	22	23	22	18	20	24	-	-
MSW									
<i>Thesis</i>	10	7	4	4	4	3	0	5	4
<i>Non Thesis</i>	83	73	54	50	49	72	77	67	46
<i>MSW/LLB²</i>	1	1	2	4	3	-	6	3	2
<i>MSW IPP³</i>	--	9	9	-	-	6	5		-
MSW Total	94	90	69	58	56	81	83	75	52
MScA CFT	--	14	24	26	29	27	20	18	19
PhD	44	41	34	37	35	37	34	35	33
TOTAL	339	324	317	323	326	355	353	303	258

Accreditation

The School submitted its Self-Study report to the Canadian Association of Social Work Education (CASWE) Commission of Accreditation (COA) on May 1st 2020. The report was

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

³ The MSW International Partnership Program

approved by the COA and was to be followed by a site visit in the fall of 2020. As a result of COVID-19 travel restrictions, the site visit was postponed to Winter 2022. In the interim the School's accreditation has been extended from February 1st 2021 to January 31st 2023.

In January 2022 the School completed and submitted to the COA an update report summarizing the significant changes that had occurred at the School between May 2020 and December 2021. A virtual site visit was arranged from February 1st to 3rd 2022. The two accreditors (Grant Charles from University of British Columbia & COA co-chair and Jason Albert from First Nations University) met with the School leadership team, the faculty, administrative staff, BSW and MSW students, course lecturers, field supervisors, and community agencies during the 3-day virtual visit. The site visitors were impressed by the "high-quality of the BSW and MSW programs" and noted that "governance structures appear to be open, collegial and allow for participation and input from both internal and external constituencies", and that students felt that the faculty were "passionate, invested in students and supportive". In September 2022 the School's BSW and MSW programs were both granted an 8-year reaccreditation from July 1st 2022, to June 30th 2030. A Self-Study Report is due on November 1st 2029.

Program Updates

BSW Program

BSW program updates during the 2021-22 academic year included:

- **Nunavik initiative:** the agreement between McGill University and the Nunavik Regional Board of Health and Social Services to deliver a BSW program in Kuujuaq, Nunavik was signed in 2022. With a budget of over \$1.4 million, this three-year initiative will be the first undergraduate program delivered entirely in community in Nunavik with the curriculum tailored to Inuit realities. The initial cohort begins in early 2023.
- **Advanced standing entry for graduates with a social services DEC** (up to 30 credits): the advanced standing was approved by the University in the winter of 2021 and the School will welcome its first cohort in 2022-23 academic year (details see [here](#)).
- **Changes to BSW curricula:** a new course, *Advanced Social Work Practice in Quebec* (SWRK 425) was developed with joint efforts by Professors Krane, Orzeck and Mitchell, responding to the needs of the social work profession in Quebec. With increased attention to principles of Equity, Diversity and Inclusion ("EDI") and based on critical and anti-oppression approaches to social work practice, the course is designed to familiarize students with key acts reserved for social workers as members of the professional order in Quebec, introduce elements of assessment and intervention, and interweave critical approaches throughout. This course will become required in the BSW curriculum as of 2024-25 academic year.
- **Participating in the Inter-Professional Education program ("IPE"):** 55 BSW students participated in this collaborative and interactive program geared to foster inter-professional communication and collaboration and bringing together applied health professions (medicine, nursing, occupational therapy, physiotherapy, speech pathology, and social work). The 4-module IPEA course, co-facilitated by two different healthcare professionals, and the small group debriefing sessions, facilitated by trained clinicians and faculty members, give students a unique opportunity to learn from, with, and about

each other's profession and reflect on their learning and experiences. The BSW and the Field Education programs will be evaluating the results of student participation and feedback to determine how IPE can fit within the social work curriculum.

MSW & MSW-QY Program

Updates on the School's MSW and MSW-Qualifying Year program during the 2021-22 academic year included:

- **MSW curricula:** a required Anti-Racist Social Work practice course was launched in Fall 2021;
- **Review of the MSW-QY Program:** Following a review of a range of program options from across Canada designed for students with an undergraduate degree in a field other than social work, the School is exploring the feasibility of a 2-year MSW with field placements in the first and second years of the program.

MScA CFT Program

MScA CFT program updates during the 2021-22 academic year included:

- **Developing methods for the clinical courses suitable for simulation learning in Zoom context:** new methods were created to transcend the limitation of virtual medium, such as "bug in the ear" communication with students, rehearsing in preparation for role plays, and helping students work as co-therapist across the virtual void using additional technologies.
- **Changes to MScA CFT curriculum:** a) a new supervision Course, *Supervision in Couple and Family Therapy* (CAFT 614) was developed in Spring 2022 in response to a growing shortage of supervisors who meet the criteria set by the Ordres des Psychologues to provide supervision to CFT interns; the course is to be launched in the 2022-23 academic year; and b) 2 requests re: course title change were made to better reflect the course content and focus of practice, i.e., *Contemporary Issues in Couple and Family Therapy* (CAFT 604; proposed new title: Sex, Sexuality, & Contemporary Issues), and *Diversity and Couple and Family Therapy* (CAFT 601; proposed new title: Anti-Oppressive Practice in Couple and Family Therapy).
- **Soliciting support for the MScA CFT Program:** meetings with Direction de l'attraction de la main-d'œuvre (DAMO) and Ministère de la Santé et des Services sociaux (MSSS) were held to discuss funding, challenges and the areas of support needed for the program, including a) opening up more CFT internship placements in the public sector, b) having the CFT job title created in the public system; and c) having the Ministry of Education recognize MSCA CFT in the internship bursary program for current students.

PhD Program

The 2021-22 updates on the PhD Program included:

- **Revised guidelines for three article dissertations:** In 2021-2022 McGill Graduate and Postdoctoral Studies (GPS) made some revisions to the expected guidelines for three manuscript these. As a result the School adapted their departmental requirements, and

worked with students and supervisors engaged in three manuscript theses to ensure they were not impacted by the changes;

- **Supported supervisors' use of GPS guidelines for onboarding students:** efforts were made to ensure all supervisors supervising incoming students were meaningfully engaging in the materials developed by GPS to ensure transparency and communication between students and supervisors regarding expectations for teaching and learning;
- **Strengthened supports offered to students applying for external funding:** workshops, one on one consultations and peer reviews were offered to students applying for external funding to support their efforts and improve the likelihood of funding success.
- **Held Doctoral Student Symposia:** two doctoral student symposia (virtual and in person) were organized to support knowledge exchange and strengthen collaborations between doctoral students. Students greatly appreciated this learning opportunity;
- **Updated requirements for the application process:** the review of admissions processes and requirements by the PhD program committee resulted in the decision to allow students without a statistics/methods prerequisite to apply to the program and only enroll in a course if admitted. The prior regulations required such students show evidence of enrollment in a course prior to submitting their application which had monetary implications for prospective students.

Field Education Program

The Field Education program 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 2021-2022 academic year was another challenging one with many changes and adaptations within field placement sites and student internships due to the ongoing Covid-19 pandemic. The updates from the Field Education program included:

- **Developed new opportunities for field placements:** this included an innovative initiative with the English Montreal School Board, the McGill Dementia Education Program, as well as new community organizations;
- **Enhanced field support to students:** a) developed an annual BSW Field Education Orientation day; b) continued regular drop-in Zoom sessions for students to discuss any issues or concerns related to field placements; c) field education remediation through supplemental supervision for students having difficulty in their field placements; d) weekly group supervision and support for students working on crisis text and phone lines; and e) a virtual field fair for students to hear from representatives from various field placement sites;
- **Developed Field Fridays as a lecture series for students and partners:** this involved weekly seminars and presentations from professionals and partners in field sites related to important topics for field education (details see [here](#));
- **Offered ongoing support to field instructors:** a) an ongoing field liaison program to offer links to the School and field coordinator; b) facilitated open access to the CASWE field instructor course, c) hosted regular monthly zoom workshops for field instructors, and d) organized the Field Instructor Guest Speaker Series where field instructors described their work and roles as social workers.

Syllabi Review

In 2022 academic year, a cross-program syllabi review was carried out (led by Maurer) with an aim to better incorporate Equity Diversity Decolonization and Inclusion (EDDI) principles (details see [here](#)) in the School's curriculum. The review was completed in the Fall of 2021 and the data analysis was in the progress in the Winter of 2022. Feedback will be provided on changes to be made both at the program, curriculum, and course levels upon the completion of data analysis.

Hybrid Teaching and Learning

During the 2021-22 academic year, classes continued to be taught through a combination of on-line (Zoom) class meetings, pre-recorded lectures and in-person classes. Emerging from our experience with virtual and pre-recorded teaching options, broadening access to some classes on a more permanent basis was identified for potential development (details see [School Council Minutes](#), October 2021 & April 2022). A university working group on New Models for Academic Program Delivery is creating a framework for developing such courses (details see [here](#)).

3. SCHOOL GOVERNANCE & EVENTS

School Council

The School Council serves 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 (details see [SW School Council Bylaws](#)). Four Council meetings were held during the 2021-22 academic year. Minutes of these meetings are posted on the [School's website](#).

Equity, Diversity, Decolonization, Indigenization (EDDI) Initiative Council Committee

The EDDI Initiative Council Committee was approved as School Council Committee by the School Council on October 28th 2020 along with the 2020-2024 EDDI Strategic Plan (details see [Oct 28 2020 SC Minutes](#)). The EDDI initiative seeks to embed EDDI in all aspects of the School's curriculum, student recruitment and support, governance, research and advocacy. To this end, the Strategic Plan focused on 5 areas, i.e, Curriculum, Governance, Student Engagement, Research, and Community Engagement, with 21 Strategic Objectives, 87 Actions & 68 Indicators.

In 2021-22 academic year, the efforts to implement the EDDI Strategic Plan included:

- **Regular review and update on progress:** a review team including faculty and students (Trocmé, Mitchell, Salaciak and Bertrand) met three times to review the EDDI Strategic Plan tracking spreadsheet to report on the progress of the strategic plan to the School Council (details see School Council Minutes for [Feb 24 2021](#), [Oct 20 2021](#), [Dec 15 2021](#), & [Feb 16 2022](#)). In addition to monitoring the strategic plan (87 action items), the review team identified some priorities to provide focus for monitoring (details see [Feb 16 2022 SC Minutes](#)).
- **Cross-program syllabi review:** a cross-program syllabi review was carried out in the Fall of 2021. Led by Professor Maurer, 5 BIPOC and equity-seeking group member students were hired to complete the mapping exercise of the curricula of the School, data extraction, and analysis of the findings. The result and recommendations were shared with faculty and will be reported to the School Council in the Fall of 2022.
- In the Spring of 2022 **Professors Gyan and MacKenzie** developed and launched an equity climate survey designed to be completed annually by students, faculty and staff to monitor progress in strengthening the School's EDDI plan. Results from the baseline survey will be presented to the School Council in the Fall of 2022 (details see [here](#)).

Endowments, Gifts, Awards & Bursaries (“EGAB”) Committee

As a School Council Committee, the EGAB committee oversees the use of endowed funds, gifts, awards and bursaries and sets guidelines and policies for their use. Throughout the 2021-22 academic year, the EGAB committee has met numerous times to review and rank student fellowships, research scholarships for MSW and PhD. 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 PhD. The committee is also re-evaluating guidelines and forms to ensure transparency of the process and reflect on accessibility and equity for awards and scholarships. The goals also include increasing communication and diffusion of information to increase visibility and access. The EGAB committee will continue developing strategies to provide more consistent feedback to donors and ensure compliance with reporting on project and field awards granted.

Communications

Communication between all members of the social work community has become more complex in recent years. Taking into account the realities of academic expectations, the changing field landscape, and the influence of digital media, the School is committed to maximizing all forms of communications between its community of students, school, faculty and partners. The objectives of the School's Communications Committee (Brotman, Orzeck, & Orsini) are: a) to enhance intra-school communications by advertising conferences and events; b) to expand the School's current outreach strategies (newsletter, website, listserv emails, and social media); c) to enhance the access and readability of the website; and d) to professionalize the image of communications/correspondence (branding). The objectives were met with the following initiatives in 2021-22 academic year:

- Launch of [#we.are.mcgillsocialwork](#) brand to unite the school community: it was seen regularly in the School's Instagram and Facebook posts and was widely followed on

social media. To date, the Instagram account has 400+ followers. A podcast called [#we.are.mcgill.socialwork](#) was created on YouTube and Spotify ([Spotify podcast channel](#); [McGill School of Social Work YouTube](#)), which showcases the amazing work that the faculty and students are doing in the community and as part of their journey to becoming social workers.

- Streamlining all SW communications in a professional and attractive way: the school communications have been conveyed mainly through the newly purchased software ENVOKE. This platform works equally well on websites, tablets and cell phones.
- Update of the Social Work website: the School's website has been updated and includes many more tabs related to current initiatives. One example is the Field Fridays tab that showcases all the workshops that have been recorded and saved for future viewing (details see [here](#)).
- Production of graduation videos: given the pandemic and the inability to gather in person to celebrate our graduates, the communications team organized graduation videos for the last three graduating cohorts (see one example [here](#)) to help engage the school community in celebrating the success of its graduating students and appreciate their contributions to the school.

Lectures & Events

As part of its efforts to enhance the community engagement, the School has involved in, co-organized and promoted a series of public lecturers and special events in 2021-2022 academic year.

- **National Day for Truth and Reconciliation** (September 30th 2021): Professor Gabriel gave the key note speech at McCord's exhibition "*Indigenous Voices of Today: Knowledge, Trauma, Resilience*" to look at the process of this historical commission over their years of operation and how they carefully approached survivors to gather their stories of trauma and resiliency in order to break the code of silence (details see [here](#)). IAM (Indigenous Access McGill) and the CRCF (the Centre for Research on Children and Families) hosted a joint "teach in" with the University of Toronto Factor Inwentash Faculty of Social Work on the *Findings from the First Nations/Canadian Incidence Study of Reported Child Abuse and Neglect-2019* focusing on *Denouncing the Continued Overrepresentation of First Nations Children in Canadian Child Welfare*.
- **Workshop on racial micro-aggression**: The School collaborated with the Faculty of Social Work, Wilfrid Laurier University to organize a racial micro-aggression workshop for students on May 6th 2021. The workshop provided BSW and MSW students with knowledge on micro-aggressions and the tools to identify and address micro-aggressions in their personal lives and professional practice. This learning was a reflexive process allowing students to critically reflect on their own identities.
- **McGill University Black History Month (BHM) activities**: the School promoted the BHM activities through its website, the student bulletin and its social media (details see [here](#)).

Faculty Meetings & Retreats

School Faculty Meetings are the governing body for policies and guidelines that relate to hiring, promotion, tenure, workload and merit. Faculty Meetings also provide an opportunity for faculty

to discuss shared interests, such as approaches to pedagogy. Faculty retreats provide an opportunity for more focused and in-depth discussions. In the Fall of 2021 faculty participated in a virtual workshop on managing conflict led by Kai Cheng Thom, and during a virtual retreat in the Spring of 2022 faculty reviewed alternatives for the Qualifying Year program and worked on increasing cross-course coordination in light of findings from the EDDI syllabi review.

Social Work Climate Survey

A Social Work pilot climate survey on equity, diversity, and inclusion was co-developed by Gyan and MacKenzie in response to one of the EDDI Strategic Plan priorities, i.e, governance and community engagement. The overall goal of this survey is to create a space to identify and address issues, challenges, and concerns facing the School and factors affecting the School culture and climate.

The survey was launched in April 2022 with 128 people completing the survey by May 2022. The data collected have been analyzed to identify features of the degrees to which the School is inclusive, accepting, and supportive, and patterns in negative experiences such as microaggressions, harassment and discrimination. Two research assistants were hired to assist with the data extraction and analysis. The result will be reported to the School Council in the Fall of 2022 and published on the School's website.

Move to 550 Sherbrooke & Renovation of Wilson Hall

In the spring and Fall of 2022, the School was moved from Wilson Hall to a 550 Sherbrooke west to allow for a 40-million dollar renovation of Wilson Hall planned to be completed in 2024 or 2025. The 550 Sherbrooke site is a 23,000 square foot space including 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 has been underway. Shared with French Language Centre, Social Work will be the primary occupant of the renovated Wilson Hall covering ½ of floor 1, all of floors 2 and 3, ½ of floor 4, and two rooms in the basement. The renovation is scheduled to be completed by Spring 2025, although the approval process and backlog of construction projects could push the completion date to 2026.

Centres, Research Groups & Clinics

Supported by three affiliated research centres and groups, a new simulation and interactive learning center, and two clinics, 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 2021, the Centre brought together a thriving academic community with 39

faculty members and provided training to 6 postdoctoral fellows, 37 graduate and non-graduate students, and 17 associate members.

The CRCF's activities range from assisting agencies with program development and program evaluation activities, to conducting clinical studies, providing governments with policy advice, and leading provincial and national epidemiological studies. Despite the restrictions by the pandemic, the CRCF continued to strengthen its collegial spirit and sense of community and support its members in upholding their commitment to pursuing research that aims to significantly impact the lives of children, youth, and families by expanding knowledge, advancing direct practices, developing policies, building community capacities and partnerships in areas of child welfare and child maltreatment, child and family health and wellbeing, child education, trauma and resilience, poverty, childhood disability and social pediatrics.

Of significant note, the CRCF sponsored the *2022 Annual Bilingual Symposium on Child and Youth Trauma* in May 2022 which gathered 1,300 participants from Canada, the U.S., Europe, Africa, and Australia. This event, which is organized by the Canadian Consortium on Child and Youth Trauma through a SSHRC Partnership Grant bringing together McGill University and other partner organizations, is an opportunity for practitioners, policy-makers, researchers, and students to connect across sectors to improve the provision of trauma-informed care for children and youth.

In addition, the CRCF launched *CRCF Illuminates Research* during the reporting period, a series of infographic sheets that provide a brief summary of our members' research and how it has impacted the well-being of children and families. The information is relayed with graphics and data visualizations like pie charts and bar graphs, and minimal text that gives an easy-to-understand overview of the topic (details see [here](#))

The Centre's dissemination and knowledge mobilization activities include a monthly research seminar series, and two monthly journal clubs. The Centre's research across Canada and internationally is supported by the Canadian Child Welfare Research Portal (cwrp.ca), Canada's most extensive child welfare research and policy clearinghouse. 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.

Global Child McGill

[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, i.e, participatory, arts-based, and socio-ecological, the research group has joined forces to advance theory, create innovative methods, and develop effective practice models: a) the *Participatory Axis* has explored how youth can be actively involved in research as co-researchers; b) the *Arts-based Axis* has examined how research methods using art can yield powerful data, in contexts of reduced stress; and c) the *Socio-ecological Axis* has incorporated family and community in research on war-affected children.

Representing 7 disciplines, i.e, social work, law, psychiatry, education, communications, psychology, and applied human sciences, the research group's multidisciplinary nature 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 2021, the research group was engaged with multiple projects on children and families affected by war, genocide and migration in Canada, Colombia, northern Uganda, South Africa, Rwanda, Syria, Sri Lanka, Israel, and Ukraine.

CREGÉS @McGill

CREGÉS (Centre de recherche et d'expertise en gérontologie sociale) 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 CIUSSS⁴ West-Central Montreal. In 2021-22 academic year, the McGill-CREGÉS Satellite office, co-led by Professors Brotman and Sussman, was rebranded to become CREGÉS @MCGILL in line with the School's continued collaborations and partnerships at McGill and with the CREGÉS Central office.

Though limited by the COVID 19 pandemic restrictions, 2021-22 proved to be an active year of engagement for CREGÉS @MCGILL with its members (including 1 BSW student, 4 MSW students, 5 PhD students and 2 postdoctoral scholars) through its initiatives and activities as below:

- **Supported 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, CREGÉS @MCGILL continued to support 2 MSW research-based field placements in 2021-22. Both students received Social Work convocation prizes for their work;
- **Involved in knowledge dissemination and advocacy:** faculty members of the Centre participated in 1 radio interview, offered 4 public lectures, and contributed to 2 policy briefs/commentaries/infographics on topics related to ageism, caregiving, exclusion and COVID-19;
- **Contributed to gerontological social work training:** the Centre initiated a monthly interdisciplinary reading group focused on building knowledge in the areas of end of life and dementia care. The template created by the co-facilitators (3 MSW and one post-doctoral student) to support critical reading was recently presented to and well received by the MSW aging seminar students.
- **Partnered in research project:** the Centre partnered with a 50,000\$ project funded by CHSSN (Community Health and Social Services Network) for the development of training modules on best practices in bereavement support to caregivers. This project fills a gap in post-caregiving support and follow up.

⁴ Centres intégrés universitaires de santé et de services sociaux (CIUSSS).

Simulation and Interactive Learning Centre

Built on an innovative and collaborative initiative piloted by Professor MacIntosh in the MScA CFT program in conjunction with the English Department for over seven years, the School has been developing a new Simulation and Interactive Learning Centre in its new 550 Sherbrooke location. It will serve as a co-curricular space where BSW, MSW and MScA CFT students can practice clinical skills linked to the practice courses in their respective programs. In addition, the plan for the future will include physical space to be shared by all Social Work communities, including community meetings, community engagement, pilot work and research activities on top of clinical trainings. Currently, MScA CFT and MSW students are using the space to interact with clients and families.

McGill Couple and Family Therapy Clinic

The [McGill Couple and Family Therapy Clinic](#) includes: a) a public-funded clinic which is located within the Institute of Community and Family Psychiatry at the Jewish General Hospital; and b) an on-site clinic which provides specialized training to students in the MScA CFT Program in working with couples dealing with complex developmental trauma.

The efforts and achievements of the on-site clinic in the time of COVID-19 included:

- trained students in the MScA CFT program who chose to do advanced training in Developmental Couple Therapy for Complex Trauma;
- partnered with experts in the field with an emphasis on supervising students and providing care to BIPOC (Black, Indigenous, People of Colour) couples and families;
- provided low-cost couple and family therapy services to community members in distress through two full time and five part time internships. The internships were supported by two therapists working within the black community, and a graduate who started Invisible to Visible in Toronto, a project to support black couples and families in accessing couple and family therapy services. This expansion of the clinic in the context of a global pandemic that resulted in a major strain on mental health services allowed for opportunities for learning and service provision. Overall, these initiatives have provided service to over 50 individuals, couples and families over the course of 2021.

McGill Domestic Violence Clinic

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 clinic 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.

4. STUDENT ACHIEVEMENTS & SUPPORT

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 at the School's new 550 Sherbrooke site; 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.

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](#)).

Recipients of Federal / Provincial Funding

- **Amanda Keller**, SSHRC (The Social Sciences and Humanities Research Council) CGS (Canada Graduate Scholarship) - Vanier, May 1, 2021-April 30, 2024
- **Jacqueline Stol**, SSHRC CGS - Doctoral, May 1, 2021-April 30, 2024
- **Marsha Ma**, SSHRC - Doctoral Fellowship, Sept 1, 2021-Aug 31, 2025
- **Zoe Prefontaine**, SSHRC CGS - Master's, May 1, 2021-April 30, 2022
- **Happiness Anekwe**, SSHRC CGS - Master's, May 1, 2021-Dec 31, 2021
- **Alexandra Holtom**, SSHRC CGS - Master's, May 1, 2021-Aug 31, 2021
- **Oula Hajjar**, FRQ-SC (Fonds de recherche du Québec - Société et culture) - bourse de doctorat en recherche, Sept 1, 2021-Dec 31, 2023
- **Rodney Nkrumah**, FRQSC (Fonds de recherche du Québec - Société et culture) - bourse de doctorat en recherche, June 2021-June 2022

Graduation Awards

- **Eden Haber**, Alumni Prize for the Outstanding MSW ISP
- **Parul Khare & Ruthanna Okorosobo**, Alumni Award for Excellence in Clinical Practice MSW
- **Aurelie Frenette-Araujo**, Zelda Ruth Harris Award
- **Bianca Tétrault**, Sydney Duder Excellence Prize
- **Annabelle Berthiaume**, Director's Prize for Outstanding Doctoral Research in Social Work

Students in the News

- **Arwyn Regimbal** (BSW U1 student), published an OpEd in The McGill Daily on Bill 2 and gender recognition (details see [here](#)).

- **Mina Pingol** (BSW U2 student) played an active role in advocating on behalf of residents at the Douglas Mental Health University Institute (details see [here](#)).
- **Fabrys Julien** (BSW U3 student), was accepted to present at the January 2022 conference for the Society for Social Work & Research.
- **Jasmine Piques** (MSW Student) was featured on CBC discussing a workshop for bereaved caregivers of Alzheimer patients (details see [here](#)).
- **Susan Mintzberg** (PhD candidate) published an op-ed in La Presse in response to the Québec Ombudsman’s report on the management of the pandemic in long term care homes in Quebec (details see [here](#)).
- **Maya Malik** (PhD candidate) published an article in the *Journal of Social Computing* to take on a central question: *Is “ethics” the right framework to address the deep societal problems caused by digital technology?* (details see [here](#)).

Student Support

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. The team comprised of the Student Support Coordinator (Mitchell), the Indigenous Access McGill (IAM) student support coordinator (Coutu-Moya), program directors, and field coordinators. The Indigenous students and Black students were also supported through the School’s two programs, i.e, Indigenous Access McGill and the Black Access McGill.

Student Support Team

Updates from the student support team in 2021-2022 academic year included:

- Provided support and acting as the designate/central contacts 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;
- Provided support to students facing various challenges which impact different aspects of their academic well-being. The most prevalent issues that arose in 2021-2022 for social work students (excluding IAM) include: a) couple/family trouble; b) mental health issues (diagnosed and/or undiagnosed), c) stress management/difficulty coping, d) academic stress/pressure, and e) school-family-work- life balance.

Indigenous Access McGill

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’s BSW, MSW, and MSc CFT programs. In 2021-22 academic year, there were 11 Indigenous students at the School, including 4 in the BSW program, 4 in the MSW program, 1 in the MScA CFT program and 2 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 14 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.

Updates from the IAM on its 2021-2022 activities and services included:

- engaged with other Indigenous-related events and collaborating with other Indigenous programs and initiatives across McGill;
- secured workstations at the School's new site for Indigenous students to get together and build a sense of community;
- supported prospective Indigenous students in the application process into the School, including managing the timing of the admission deadlines and necessary pre-requisites; four applicants were accepted into the BSW undergraduate program for the Fall of 2022; and
- tutored, mediated, and supported students in difficult situations (e.g. acts of microaggression) through listening to the real life experiences of the students, directing them to services that can potentially help, and addressing issues that may be affecting a student's experience in the School.

Black Access McGill

Black Access McGill (BAM) was initiated in response to and following up on a School Council decision, i.e. to prioritize and develop an "Action Plan to Address Anti-Black Racism" (details see [Nov 2020 SC Minutes](#)). 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.

BAM activities in 2021-2022 included a) series of talking circles for both undergraduate and graduate programs co-led by Professors Gyan and Mitchell; b) developing a Black students' mentorship program; and c) setting up a study and meeting space for Black students. BAM has also been successful in obtaining additional funding to support Black students and, under a proposal developed by Professor Gyan, obtained an \$8,000 grant from the Canadian Relations Foundation to support BAM activities.

5. FACULTY SCHOLARSHIP & ADVOCACY

Research Grants & Contracts (for 2021 calendar year)

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 2021, faculty obtained 20 new research grants as principal investigators, bringing in close to 4 million dollars in new funding. Faculty also obtained 13 more grants as co-investigators, in addition to being involved in 86 ongoing research grants/contracts (see [Appendices 2 & 3](#) for a list of funded projects).

Table 2: Research funding

Source	2015	2016	2017	2018	2019	2020	2021
Tri-Council & FRSC							
PI	\$1,170,268	\$1,789,627	\$2,095,633	\$1,912,670	\$1,816,719	\$4,598,046	\$1,779,481
CI/Collab/ Other	\$708,740	\$5,325,341	\$6,541,705	\$6,003,957	\$10,778,545	\$4,820,604	\$4,723,611
Foundations/ Contracts & Internal Awards							
PI	\$854,659	\$66,000	\$883,557	\$1,646,008	\$81,000	\$594,815	\$2,213,318
CI/Collab/ Other	\$28,000	\$437,508	\$629,786	\$5,004,090	\$890,837	\$646,205	\$3,108,212
Total	\$2,761,667	\$7,618,476	\$10,150,681	\$14,566,725	\$13,567,101	\$10,659,670	\$11,824,622

Publications (for 2021 calendar year)

As shown in *Table 3* faculty have maintained a high level of scholarly productivity with a total of 76 publications, including 14 chapters and 62 journal articles in peer reviewed publications in 2021 (See [Appendix 4](#) for a list of publications).

Table 3: Publications

	2015	2016	2017	2018	2019	2020	2021
Book	1	1	2	3	4	4	-
Chapter	8	9	14	29	16	24	14
Refereed Journal Article	43	48	56	53	63	68	62
Total	52	58	72	85	83	96	76

Research & Advocacy

Canadian Consortium on Child Trauma and Trauma-Informed Care

Professor **Delphine Collin-Vézina** is the director of the Canadian Consortium on Child and Youth Trauma. This Partnership unites, under her leadership, 58 researchers and 47 partner organizations from diverse service sectors and disciplines across Canada. It was funded by the Social Sciences and Humanities Research Council (SSHRC), through its most prestigious competition, the Partnership program, to the extent of \$2.5 million over 7 years. The Consortium is launching a number of distinct pan-Canadian projects, including virtual and in-person trauma-informed knowledge exchange events, the translation of findings from cutting edge research to practice and policy settings, the creation of new knowledge through partnered research opportunities, the development and implementation of trauma-informed trainings for professionals and curriculum for the education of future leaders and advocates, and the dissemination of trauma-informed knowledge among the general public through outreach campaigns. Purposeful attention to, and consideration of, issues related to systemic violence, structural inequalities, and the need for cultural safety among Indigenous people, Black communities, and other marginalized groups is paramount to the work pursued by the Consortium.

Developmental Couple Therapy for Complex Trauma

One significant contribution Professor **Heather MacIntosh** made to the profession of Couple and Family Therapy has been the ongoing development of the Developmental Couple Therapy for Complex Trauma model of couple therapy for trauma survivors. This is the only evidence-based model of couple therapy for survivors of childhood trauma, dealing with the impacts on their individual and relational lives. Professor MacIntosh has had the opportunity to engage in significant research activities and knowledge dissemination in the form of training workshops, clinical supervision activities, and the development of training materials for novice therapists. In addition to engage in research focused on process and measures of clinical outcomes, the

research team is also engaged in developing methods of measuring the key mechanisms of action (e.g. increases in emotion regulation, attachment security and mentalizing capacities) within sessions and providing novel approaches to engaging in psychotherapy research.

The Developmental Couple Therapy for Complex Trauma Covid Group project funded by FAVACS has provided virtual couple therapy to over 25 couples over the course of 2021 and moving into 2022, free of charge, to support couples dealing with trauma in managing the additional stressors of the pandemic.

Joint Efforts with Welfare Partner Agencies

Over the past year Professor **Michael McKenzie** has continued to help lead efforts with child welfare partner agencies in the state of New Jersey (NJ) on the implementation of trauma informed care and connection to infant mental health and parent support work. The work has played an important part of the state of NJ's federal reporting requirements as part of a modified settlement agreement and exist plan for the state child welfare department. Critical contributions from this work have been providing NJ the ability to track and report out their required indicator metrics for their Federal Monitor, and at a more micro level has informed practice approaches for services of pregnant and parenting mothers experiencing co-occurring substance use, mental health and intimate partner violence challenges. The work is being disseminated through state reports, journal articles, conference presentations, and through state policy briefs and planning committees.

Launch of the National Shift Survey

Professor **Zack Marshall** was key to the launch of a national Shift survey with principal investigators for the research project he involved called Shift: Working for Change in Participatory Research. This project is focused on labour practices in participatory research. In the survey, respondents were asked about their community-based research practices including questions related to: a) stakeholders (who was involved, terminology used, and the types of research activities stakeholders were involved in), b) remuneration (whether stakeholders were remunerated or not, if and how stakeholders were paid), c) COVID-19 (impact of pandemic on stakeholder participation), and d) researcher demographic questions. Surveys were available in French and English. A total of 5,481 online survey invitations were sent to principal investigators across Canada. A total of 1,793 people responded. Of this group 1,005 indicated that their research was participatory in some way. The team is currently analyzing the data with plans to share results starting in Fall 2022.

Improving Rights of (Im)migrant and Racialized Communities

- During the COVID pandemic, Professor **Jill Hanley** has been actively involved with the efforts to improve the protection and access to services of (im)migrant and racialized communities. Towards this end, Professor Hanley have engaged in several original applied research projects documenting impact and access to services, and made efforts to have the results of the research taken up by Montreal and Quebec public health authorities, as well as local CIUSSS and CISSS. Professor Hanley has chaired a Working Group on Precarious (Im)migrant Workers through the SHERPA University Institute, bringing together public authorities, community workers and researchers. The Working Group, in collaboration with the DRSP, the TCRI and others, produced and widely

distributed numerous, multi-lingual COVID-related popular education tools related to: workplace health and safety; access to testing, healthcare and vaccination, including for the uninsured; access to government income security programs; general public health guidelines.

- MSW student **Peter Vipond-Butler**'s ISP served as a catalyst to mobilize a broad coalition of researchers and community actors in defense of the social and economic rights of linguistic minorities, particularly immigrants, posed by Bill 96. Working with Professor Jill Hanley and others from the SHERPA University Institute, Vipond-Butler produced a policy brief that has had significant influence on critique of the bill (details see [here](#)).

Fostering Resiliency and Engagement among Black Community

- Professor **Alicia Boatswain-Kyte**'s research entitled *Building Community Accountability: Addressing the Overrepresentation and Disparity Faced by Black Children Reported to the Child Welfare System in Quebec* aims to build community accountability in child welfare through mobilizing knowledge in efforts taken by the Black community towards the development of alternative responses to child welfare interventions. Results from this project will allow for the advancement of community accountability scholarship in the area of child welfare in addressing racial disparity. It seeks to empower the Black community through transfer of knowledge to achieve collective agency in efforts to address anti-Black racism. Through building community accountability, it shrinks the potential scope and size of the child welfare system and the potential harm it causes to Black families.
- In collaboration with community partners and schools, **Professor 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*".

Research and Advocacy during COVID-19

- **Support for refugees:** Professor **Nicole 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.

- **Training for families 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 **Lucy 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, i.e., over the phone and via 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 **Mike 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](#)).
- **Advocacy for resiliency of the Black community:** Professor **Alicia Boatswain-Kyte**'s research project entitled "Advocating for resiliency through understanding the differential impacts of COVID-19 for Black Montrealers" 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.
- **Response to needs of immigrants and refugees:** During 2021, several members of the School of Social Work, including Professor **Jill Hanley** and MSW students **Alex Holtom, Paula Molnar** and **Tamar Wolofsky**, collaborated with the Montreal Department of Public Health and other researchers to document how community organizations and public actors were responding to the needs of immigrant and refugee populations during the pandemic. The resulting reports and workshops served to better orient both policy and practice (details see [here](#)).

Support for First Nations Children and Families

- Professor **Cindy Blackstock**'s two-decade-long advocacy to address the discriminatory policies and underfunding that has led to the unnecessary removal of tens of thousands of First Nations children has led to a historic agreement, including a \$20-billion compensation fund and a commitment to invest \$20 billion in services to support First Nations children and their families.
- 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 2021-22 Academic Year

Tenure & Tenure-Track (16.5)

1. Cindy Blackstock (Professor)
2. Alicia Boatswain-Kyte (Assistant Professor)
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 & William Dawson Scholar)
6. Myriam Denov (Professor, James McGill Professor, Canada Research Chair in Youth, Gender & Armed Conflict -Tier I, Killam Research Fellow, & Trudeau Fellow)
7. Charles Gyan (Assistant Professor)
8. Jill Hanley (Professor)
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. Kate Maurer (Associate Professor, as of Jun 2022)
15. Marjorie Rabiau (Associate Professor)
16. Tamara Sussman (Associate Professor)
17. Nico Trocmé (Professor, Philip Fisher Chair in Social Work)

Ranked Contract Academic Staff (ranked CAS, 3)

1. Syndie David (Assistant Professor, full-time)
2. Ainsley Jenicek (Assistant Professor, full-time)
3. Pam Orzeck (Assistant Professor, full-time)

Unranked Contract Academic Staff (2)

1. Francine Granner (Academic Associate - BSW Field Coordinator)
2. Nicole Mitchell (Academic Associate - MSW Field Coordinator)

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: Debrosse, R.	Impacts de la COVID-19 sur les jeunes racisés en transition vers l'éducation postsecondaire : médiation des voies d'exclusion vers l'inclusion	FRQSC-IMPE	\$99,501	2021-23
	PI		Building Community Accountability: Addressing the Overrepresentation and Disparity Faced by Black Children Reported to the Child Welfare System in Quebec.	SSHRC-IDG	\$50,508	2021-23
Brotman, Shari	PI	Co-applicant: Sussman, T., Lach, L.	The experiences of social exclusion and inclusion among neurodiverse older adults and their aging family caregivers	FRQSC-Actions Concertées	\$149,705	2021-24
	CI	PI : Marier, P.; CI : Hanley, J.; & Sussman, T.	Les actions gouvernementales au Québec : impacts sur des personnes âgées marginalisées ou vivant des dynamiques d'exclusion sociale	FRQSC-Actions Concertées	\$150,000	2021-24
Collin-Vézina, Delphine	PI	Co-PI: Dion, J.	Formation des acteurs juridiques en matière de violence sexuelle	Ministère de la Justice du Québec	\$292,922	2021-22
	PI		Symposium Canadien 2022 sur le trauma chez les enfants et les adolescents.	Palais des congrès de Montréal et des Fonds de recherche du Québec	\$10,000	2021-22
	PI		C3T & TIC: Canadian Consortium on Child Trauma and Trauma-Informed Care	McGill-Internal SSHRC	\$40,000	2021-22
	CI	PI: Laurier, C.	Traumatismes et délinquance, délinquance et traumatismes	SSHRC-Subvention de Développement Savoir	\$98,624	2021-26

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Debrosse, Régine	PI		Street Smart pt. III	Character Lab Research Network	\$31,680 (USD)	2021
	PI		Learning from resilient history: A pilot connecting youths of color's racial/ethnic and future identities	McGill-Internal SSHRC	\$ 7,000	2021
	Collaborator	PI: Tuck, E.	Youth in Relation to Returned Land	William T. Grant Foundation	\$599,515 (USD)	2021-24
Denov, Myriam	PI		Children, Families & Armed Conflict	Tier 1 Canada Research Chair	\$1,400,000	2021-28
	PI		Children and Families Affected by Armed Conflict	McGill-Internal Research Allowance	\$24,000	2021-24
	CI	PI: Chuang, S.	Men and Families: An International Interdisciplinary Approach	SSHRC-Connection	\$50,000	2021-22
Gyan, Charles	PI		From Vulnerability to Resilience: Highly Skilled African Immigrants' Experiences within the Quebec Labour Marke	SSHRC-IDG	\$69,767	2021-23
	PI		Rethinking Resilience: The experience of Refugee and Immigrant Youth in Montreal	McGill-Internal SSHRC	\$5,000	2021-22
	CI	PI: Woodgate, R.	Young immigrants and refugees co-designing mental health and well-being	CIHR-Project Grant	\$761,176	2021-25
	PI		From Vulnerability to Resilience: Highly Skilled African Immigrants' Experiences within the Quebec Labour Market	McGill-Internal SSHRC	\$5,000	2021-22
	CI	PI: Duhaney, P.	Black Women's Experience with the police in Alberta. I am a co-investigator on the grant.	Calgary University-Internal SSHRC	\$14,931.75	2021- 22

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Hanley, Jill	PI	Co-PI: Bhuyan, R.	Transitions in Immigration Status. Sub-grant from B	SSHRC, MRC-Partnership	\$10,000	2021-22
	PI		Logement des demandeurs d'asile à Montréal: une évaluation des besoins et une analyse des options d'intervention	Bureau pour l'intégration des nouveaux arrivants de la Ville de Montréal (BINAM)	\$11,660	2021
	CI	PI: Gautier, L.	RÉAC! Réactivité de la prise en charge des nouveaux arrivants face à la pandémie de COVID-19 à Montréal et à Sherbrooke : une recherche mixte participative	CIHR-Operating	370,000	2021-24
	CI	PI: McEachen	Policy and practice in return to work after work injury: Challenging circumstances and innovative solutions	SSHRC-Partnership	\$1,419,434	2021-23
	CI	PI : Caron	Femmes, genre, (im)mobilités et vies précaires : projet de développement partenarial dans une perspective féministe transnationale et décoloniale	SSHRC	\$199,522	2021-24
	CI	PI: Latimer, E.	Quebec Homelessness Prevention Policy Collaborative.	SSHRC-Partnership Engage	\$24,855	2021-22
Ives, Nicole	Co-PI	Co-PI: Gabriel, W.	Delivery of BSW program in Kuujuaq, Nunavik	Nunavik Regional Board of Health & Human Services	\$1,422,285	2021-24
	Co-PI	Co-PI: Gabriel, W.	Indigenous Inclusion-Volet 2: BSW Nunavik-Year 1	Quebec Ministry of Education	\$105,000	2021-23
MacIntosh, Heather	PI		Developmental Couple Therapy for Complex Trauma Virtual Group: Psychoeducation and Skills Building for Survivors of Trauma and Their Partners in the Context of COVID-19	Ministere de la Justice de Quebec-Fonds d'aide aux victims d'actes criminels	\$193,000	2021-22
McKenzie, Mike	CI	PI: Tuck, E.	Indigenous Youth in Relation to Returned Land.	William T Grant Foundation-Reducing Inequality	\$790,000	2021-24

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Marshall, Zack	CI	PI: Bagheri, E.	Responsible Development of AI	NSERC-Collab. Research & Training Experience Program	1,650,000	2021-27
Maurer, Kate	PI		McGill Domestic Violence Clinic file review: Developing a profile of service users from 2016-2021	McGill-Internal SSHRC	\$5,000	2021-22
Orzeck, Pam	PI		Bereavement support training models for practitioners	CHSSN - Community Health & Social Services Network Project	\$50,000	2021-22
Sussman, Tamara	CI	PI: Kaasalainen, S.	Strengthening a Palliative Approach in Long-Term Care Alliance's Scaling up a Palliative Program in Long-Term Care.	Health Canada	\$1,500,000	2021-26

Appendix 3: On-Going Research Grants/Contracts

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Blackstock, Cindy	PI		Just because we are small doesn't mean we can't stand tall	SSHRC-Insight	\$230,800	2018-21
	PI		First Peoples Child and Family Review	SSHRC-Journal	\$79,500	2018-22
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
Boatswain-Kyte, Alicia	PI		Services d'accompagnement juridique des personnes victimes de violences sexuelles et d'évaluation des besoins en violence conjugale	Ministère de la Justice de Québec-Clinique Juripop	\$49,182	2019-21
Brotman, Shari	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
	PI		Les personnes âgées en situation de neurodiversité et leurs proches – fond de démarrage	CRÉGES	\$5,000	2020-22
	CI	PI : Chamberland, L.	Savoirs sur l'inclusion et l'exclusion des personnes LGBTQ (SAVIE-LGBTQ)	SSHRC-Partnership Grant	\$2,500,000	2016-23
	CI	PI : Marier, P.; CI : Sussman, T.	Regards sur la vieillesse et le vieillissement de l'expérience singulière aux enjeux collectifs	FRQSC- Soutien aux infrastructures	\$1609,377	2018-22
	CI	PI : Marier, P.; CI : Sussman, T., Orzeck, P.	L'inclusion sociale des personnes âgées : enjeux spatio-temporels	RQSC- Programme Soutien aux équipes de recherche	\$572,931	2018-23

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Collin-Vézina, Delphine	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	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		Responding to Child Protection-Involved Families during the COVID-19 Pandemic	McGill-Internal 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: Langevin, R.	Trauma-Informed Care for Young At-Risk Mothers: A Research-Practice Collaboration with L'Envol	SSHRC-Engage	\$19,000	2020-21
Collin-Vézina, Delphine	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 du Québec	\$ 53,213	2020-21
	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	FRQ, MEI & MSSS-Fonds spécial COVID-19 du groupe de travail	\$57,700	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
Collin-Vézina, Delphine	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 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.	FRQ, MEI, & MSSS-Fonds spécial COVID-19 du groupe de travail	57,700\$	2020-21
	CI	PI: Alaggia, R.	Ripple effects: Examining the impact of the #MeToo movement on sexual violence disclosures in Canada	SSHRC-Insight	\$252,228	2019-22
	CI	PI: Tarabulsy, G.	Évaluation d'une approche d'intervention fondée sur les principes de l'attachement parent-enfant: Efficacité au niveau des parents et des enfants	INESSS ⁵ & Fondation Chagnon	\$200,908	2019-22
	CI	PI : Hélie, S. CI : Trocmé, N.	Étude d'incidence Québécoise sur les situations évaluées en protection de la jeunesse en 2019 (ÉIQ 2019)	MSSS & PHAC ⁶	\$579,837	2019-22
Debrosse, Régine	PI		Fostering resilience, perseverance and engagement through restorative justice programs for young Black people	SSHRC-Engage	\$24,998	2020-21
Denov, Myriam	PI	CI: Rabiau, M.; Collab.: Krane, J.	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		Born of War: The Perspectives, Realities and Needs of Children Born of Wartime Rape	Canada Council for the Arts-Killam Research Fellowship	\$140,000	2020-23

⁵ Institut national d'excellence en santé et services sociaux

⁶ 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
Denov, Myriam	PI		Children and Families Affected by War	*Impact Award,	\$50,000.00	2020-23
	PI		Born of War	SSHRC Tri-agency Supplement Fund	\$8,990.00	2020-2021
	PI	CI: Bond, S.	Children and Families Affected By War: A Tri-Pillared Approach	FRQSC-Soutien aux Équipes de Recherche	\$313,820	2016-21
	PI	CI: Kahn, S.	Born of War: The Perspectives, Rights and Needs of Children Born of Wartime Sexual Violence	SSHRC-Insight Grant	\$340,000	2015-22
	CI	PI: Vanner, C.	Participatory Research on Education and Agency in Mali	Plan Canada/Dubai Cares	\$1,149,177	2020-23
Gabriel, Wanda	CI	PI : Yuen, F.	Supporting Indigenous Women: Indigenous Women's Rehabilitation needs in Quebec's Provincial Prison	SSHRC-Partnership	\$160,500	2018-21
Hanley, Jill	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
	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
	PI		Santé, intervention sociale et immigration: des transformations globales aux adaptations locales, subvention, infrastructures.	FQRSC	\$49,800	2019-21
	CI	PI : Drolet, J.; CI: Sussman, T. ; Collab.: Orzeck, P.	Transforming the field education landscape; intersection of research and practice in Canadian social work field education.	SSHRC	\$1,980,640	2019-24

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Hanley, Jill	CI	PI: Cleveland, J.	Accès aux services médicaux et médicaments d'ordonnance pour les demandeurs d'asile sur l'île de Montréal.	CIUSSS ⁷ du Centre-Ouest de l'Île-de-Montréal	\$11,000	2019-21
	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
	Collaborator	PI: Bradley	Refugee protection, losses and struggles for justice: from local to global contexts	FQRSC	\$78,000	2019-21
	CI	PI: Preston	Building Migrant Resilience in urban Canada (BMRC)	SSHRC-Partnership Grant	\$1,000,000	2018-23
	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	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
	CI		Promising Practices in Accessing Virtual Mental Health: Supporting Refugees during COVID-19	CIHR	\$158,061	2020-21
	PI		Bringing Back the Stories: First Peoples Postsecondary Story-telling Exchange Returns to Community	SSHRC-Connections	\$62,232	2019-21
Lach, Lucy	CI	PI: Zwicker, J.	Nothing without us: towards inclusive, equitable covid-19 policy responses for youth with disabilities and their families.	CIHR-COVID-19 Mental Health & Substance Use Service Needs & Delivery Program	\$199,965	2020-22

⁷ Centre intégré universitaire de santé et de services sociaux

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Lach, Lucy	Co-PI	Co-PI: David Nicholas	Integrated navigational support for families of children with neurodevelopmental disabilities: a pilot in Alberta, British Columbia, and the Yukon	Kids Brain Health Network & Azrieli Foundation	\$199,992	2017-2022
	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	2016-22
MacKenzie, Mike	PI		The Accumulation of Adverse Childhood Experiences and Epigenetic Aging	CFREF Tri-Council – Healthy Brains for Healthy Lives	\$349,255	2019-21
	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	2017-21
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
	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
Marshall, Zack	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
	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
	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
Maurer, Kate	PI		Mieux comprendre le phénomène de la perpétration de la violence dans les relations intimes:	FRQSC Grant	\$44,976	2020-23
	PI		Intimate partner violence perpetration services: The forgotten intervention to reduce	McGill-CRCF	\$10,500	2020-21
	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

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Maurer, Kate	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 Fay Violence Perpetration Mechanism of Transmission: The Phenomenology of Affect Regulation	SSHRC-Inight Development	\$68,389	2016-21
Rabiau, Marjorie	CI	PI: Sansfaçon, P.	Nouvelle équipe de recherche sur les enfants trans et leurs familles.	FRQSC-Team	\$290,121	2020-24
Sussman, Tamara	Co-PI	Co-PI: Canham, S.	Aging in the Right Place	SSRHC/CMHC	\$1,375,000	2020-25
	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	\$948,600	2019-24
	CI	PI: Kaasalainen, S., & Baxter, S.	Implementing and Scaling Up the Palliative Care Toolkit in Long-Term Care During COVID. Funding Opportunity	CIHR-Implementation Science Teams	\$149,998	2020-21
	CI	PI: Nugus, P.	Understanding organizational culture to improve admission-discharge processes: A systems approach to healthcare performance, evaluation and	CIHR-Project	\$170,000	2019-21
	Co-PI	Co-PI: Kaasalainen, S.	Improving advance care planning for frail elderly Canadians in long-term-care.	Canadian Frailty Network-Transformative Grant	\$572,500	2017-21

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Trocmé, Nico	CI	PI: Fallon, B. ; CI: Trocmé, N.	Canadian/First Nations Incidence Study of Reported Child Abuse and Neglect	Assembly of First Nations	\$2,256,611	2018-22
	Co-PI	Co-PI: Fallon, B	Proposal to operationalize the Canadian Human Rights Tribunal Ruling 39 Taxonomy of Compensation Categories for First Nations Children, Youth & 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 : Collin-Vézina, D.	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
	CI	PI: Poirier, M.A. Collab.: Collin-Vézina, D	Trajectoire des enfants et parentalité dans le domaine du placement et de l'adoption en contexte de protection de la jeunesse	FRQSC-Soutien aux équipes de recherche	\$522,618	2017-21
	CI	PI: Goyette, M.;	Le devenir des jeunes placés : Amélioration des interventions de transition à la vie adulte et reconnaissance d'enjeux identitaires spécifiques	FQRSC-Soutien aux équipes de recherche	\$415,000	2019-22
	CI	PI: Goyette, M.	Chaire-réseau Jeunes et Société : Les parcours vers l'autonomie et l'épanouissement des jeunes dans une société en transformation	FQRSC-Soutien aux équipes de recherche (volet santé et bien être)	\$1,113,663	2018-25
	CI	PI: Esposito, T. Collab.: Maurer, K.	The influence of neighbourhood socioeconomic disparities on child maltreatment	SSHRC-Insight	\$319,222	2018-23
	CI	PI: Hélie, S. CI: Collin-Vézina, D.	l'Étude d'incidence québécoise sur les situations évaluées en protection de la jeunesse en 2019	Ministère de la santé et des services sociaux	\$414,371	2018-22

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Trocmé, Nico	CI	PI: Fallon, B. CI : Collin-Vezina, D.	Ontario Incidence Study of Reported Child Abuse and Neglect 2018 (OIS 2018)	Ministry of Children and Youth Services	\$462,000	2018-21
	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

Appendix 4: Faculty Publications (for 2021 calendar year)

Articles in Refereed Journals (62)

- Asmundson, G., **Blackstock, C.**, Bourque, M., Bimacombe, G., Crawford, A., Deacon, S., McMullen, K., McGrath, P., (2020). Easing the disruption of COVID-19: supporting the mental health of people of Canada- October 2020- an RSC Policy Briefing. *FACETS*, 5(1), 22 December 2020.⁸
- Boatswain-Kyte, A., Trocmé, N.**, Esposito, T., & Fast, E. (2021). Child protection agencies collaborating with grass-root community organizations: Partnership or tokenism? *Journal of Public Child Welfare*. DOI: [10.1080/15548732.2021.1891184](https://doi.org/10.1080/15548732.2021.1891184)
- Shah, K., **Boatswain-Kyte, A.** & Lee, E. O. J. (2021). Anti-racist education in social work: an exploration of required undergraduate social work courses in Quebec. *Canadian Social Work Review / Revue canadienne de service social*, 38(2), 141–157. <https://doi.org/10.7202/1086123ar>
- Brotman, S., Sussman, T.**, Pacheco, L., **Lach, L.**, Dickson, D., Raymond, E., Deshaies, MH., Freitas, Z., Milot, E. (2021). The crisis facing older people living with neurodiversity and their aging family carers: A social work perspective. *Journal of Gerontological Social Work*, 64:5, 547-556. <https://doi.org/10.1080/01634372.2021.1920537>
- Brotman, S.**, Silverman, S., Boska, H., Molgat, M. (2021). Intergenerational care in the context of migration: A Feminist intersectional life course exploration of racialized young adult women’s narratives of care. *Affilia Journal of women and social work* 36(4), 552-570. <https://doi.org/10.1177/0886109920954408>
- Silverman, M., **Brotman, S.**, Molgat, M., Gagnon, E. (2020). “I have always been the one who drops everything”: The lived experiences and life course impacts of young adult women carers. *International Journal of care and caring* 4(3), 331-348. [DOI:10/1332/239788220X1589363711424](https://doi.org/10.1332/239788220X1589363711424)
- Black, K., **Collin-Vézina, D.**, Brend, D., & Romano, E. (2021). Trauma-informed attitudes in residential treatment settings: Staff, child and youth factors predicting adoption, maintenance and change over time. *Child Abuse & Neglect*, <https://doi.org/10.1016/j.chiabu.2021.105361>
- Brend, D. & **Collin-Vézina, D.** (2021). Stronger Together: workplace social support among residential childcare workers. *Child Abuse & Neglect*, <https://doi.org/10.1016/j.chiabu.2021.105302>
- Collin-Vézina, D.**, De La Sablonnière-Griffin, M., Sivagurunathan, M., Lateef, R., Alaggia, R., McElvaney, R., & Simpson, M. (2021). “How many times did I not want to live a life because of him”: The complex connections between child sexual abuse, disclosure, and self-injurious thoughts and behaviors. *Borderline Personality Disorder and Emotion Dysregulation*. <https://doi.org/10.1186/s40479-020-00142-6>
- Edalati, H., Collin-Vézina, D.**, & Conrod, P. (2021). Personality profiles associated with the risk

⁸ It was not reported in 2020-21 Annual Report.

- of substance use and psychiatric symptoms in adolescents living in vulnerable contexts. *Journal of the American Academy of Child and Adolescent Psychiatry*, 60(10): S141. [10.1016/j.jaac.2021.09.019](https://doi.org/10.1016/j.jaac.2021.09.019)
- Geoffrion, S. & **Collin-Vézina**, D. (2021). Contention et isolement: Une mesure de dernier recours? *Revue québécoise de psychoéducation*, 50(1), 65-68. <https://doi.org/10.7202/1077072ar>
- Katz, C., Katz, I., Andressen, S., Bérubé, A., **Collin-Vézina**, D., Fallon, B., Fouché, A., Haffeejee, S., Masrawa, N., Muñoz P., Priolo, F.S., Tarabulsky, G., Truter, E., Varela, N., & Wekerle, C. (2021). Child maltreatment reports and child protection services responses during COVID-19: Knowledge exchange among Australia, Brazil, Canada, Columbia, Germany, Israel and South Africa. *Child Abuse & Neglect*. <https://doi.org/10.1016/j.chiabu.2021.105078>
- Katz, I., Priolo-Filho, S., Katz, C., Andresen, S., Bérubé, A., Cohen, N., Connell, C.M., **Collin-Vézina**, D., Fallon, F., et al. (2021). One year into COVID-19: What have we learned about child maltreatment reports and child protective service responses? *Child Abuse & Neglect*. <https://doi.org/10.1016/j.chiabu.2021.105473>
- Lancôt, N., Turcotte, M., Pascuzzo, K., **Collin-Vézina**, D., & Laurier, C. (2021). Commercial sexual exploitation, stigma, and trauma: a detrimental trio for an altered sense of self. *Journal of Child Sexual Abuse*. <https://doi.org/10.1080/10538712.2021.1970679>
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