



**McGill**

School of  
Social Work

# **2022-23 Annual Report**

**School of Social Work  
McGill University**

October 2023

## TABLE OF CONTENTS

<b>OVERVIEW</b>	<b>3</b>
<b>1. FACULTY &amp; STAFF</b>	<b>4</b>
Faculty	4
Administrative Staff	4
Honours, Awards & Prizes	4
<b>2. PROGRAMS &amp; CURRICULUM</b>	<b>5</b>
Programs and Student Enrollment	5
Accreditation	6
BSW Program	7
MSW & MSW-QY Program	7
MScA CFT Program	7
PhD Program	8
Field Education Program	8
<b>3. SCHOOL GOVERNANCE &amp; EVENTS</b>	<b>8</b>
School Council	8
Equity, Diversity, Decolonization, Indigenization (EDDI) Initiative Council Committee	8
Endowments, Gifts, Awards & Bursaries (EGAB) Committee	9
Communications	10
Lectures & Events	10
Faculty Meetings & Retreats	11
<b>4. CENTRES, RESEARCH GROUPS &amp; CLINICS</b>	<b>11</b>
Centre for Research on Children and Families (CRCF)	11
Global Child McGill	12
CREGÉS @McGill	13
Simulation and Interactive Learning Centre	13
McGill Couple and Family Therapy Clinic	14
McGill Domestic Violence Clinic	14
<b>5. STUDENT ACHIEVEMENTS &amp; SUPPORT</b>	<b>14</b>
Student Associations	14
Student Honours, Awards & Prizes	15
Student Support	16
<b>6. FACULTY SCHOLARSHIP &amp; ADVOCACY</b>	<b>18</b>
Research Grants & Contracts (for 2022 calendar year)	18
Publications (for 2022 calendar year)	18
Research & Advocacy	19
<b>APPENDICES</b>	<b>22</b>
Appendix 1: List of Social Work Faculty for 2022-23 Academic Year	22
Appendix 2: New Research Grants/Contracts 2022	23
Appendix 3: On-Going Research Grants/Contracts for 2022	25
Appendix 4: Faculty Publications (for 2022 calendar year)	33

## OVERVIEW

The 2022-23 academic year was our first fully “in person” year in the School’s new location at 550 Sherbrooke. The fall 2022 term started off with the formal receipt of the CASWE reaccreditation of the Bachelor and Master of Social Work programs 8-year reaccreditation (July 1, 2022, to June 30, 2030). Two major curricular initiatives were launched during the year: (1) the simulation teaching initiative was launched under the leadership of Professors Jenicek and Orzeck and with the support of Val Rosser; and (2) a new 2-year MSW curriculum proposal was developed under the leadership of Professors Lach, Hanley and Jenicek. If approved by the university and the Ministry of Education (MES), the 2-year MSW will be the first in Quebec to offer a fully developed program for applicants with a BA or a BSc.

During 2022 calendar year, faculty published 1 edited work, 11 book chapters and 46 peer-reviewed articles; 12 new research grants were successfully obtained by faculty as principal investigators, 9 more as co-investigators, in addition to 84 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.

The School was successful in recruiting a new tenure track faculty in the area of Practice with Individuals, Families and Groups: Professor Sarah Tarshis. In addition to her clinical experience working with survivors of intimate partner violence, Professor Tarshis recently completed a two-year postdoctoral fellowship focused on simulation learning.

As of August 2023 Professor Nicole Ives has stepped into the position of Director. Professor Ives is one of Canada’s leading social work educators (her *Introduction to Social Work in Canada* has been adopted as a core textbook in most program across the country) and has led the School’s BSW and MSW programs and played a central role in the establishment of the Indigenous Access McGill initiative.

The 2022-23 academic year was the final year in Professor Nico Trocmé’s second term as Director of the School. Since stepping into the role of Director in 2014, Professor Trocmé led the development of more inclusive and transparent governance structures, recruited 14 new faculty to the School, led the successful reaccreditation of the School’s BSW and MSW programs, oversaw the School’s move to 550 Sherbrooke and supported the transitions through on-line, hybrid and in-person teaching during the COVID pandemic.

# 1. FACULTY & STAFF

## Faculty

In August 2023 the School included 20.5<sup>1</sup> professors, including 13.5 tenured faculty at the rank of Associate to Full Professor (including one with 50% appointment to the Faculty of Medicine), 4 tenure track Assistant Professors, and 3 ranked Contract Academic Staff (“CAS”) (including 1 at the rank of Associate Professor and 2 as Assistant Professor). These include 3 Canada Research Chairs (Blackstock, 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 2022-23 academic year was further supported through 36 course lecturer contracts (5 for Summer 2022; 14 for Fall 2022, and 17 for Winter 2023) and 2 unranked Contract Academic Staff Academic Associates whose roles are more accurately described as “Fieldwork Coordinators” (see *Appendix I*).

- **Promotion:** one faculty was promoted to tenured Associate Professor (Maurer) and one to Associate Professor (Professional, Orzeck);
- **Reappointment:** the reappointment of two tenure track assistant professors (Débrosse and Gyan) was approved by the university;
- **Recruitment:** one tenure track Assistant Professors (Tarshis) was recruited to the School in 2022-23 in the area of Practice with Individuals, Families and Groups;
- **Change of Social Work Directorship:** after 9 years’ service (August 1<sup>st</sup> 2014 – July 31<sup>st</sup> 2023) Professor Trocmé stepped down as the School Director; Professor Ives has taken on the directorship as of August 1<sup>st</sup> 2023.

## Administrative Staff

During the 2022-23 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 3 full-time management-level employees: a) one in the role of Assistant to Director; b) one in the role of Administrative Officer who also manages the administrative staff team; and c) one in the role of Administrative Supervisor managing general non-student affairs administrative and communications functions.

## Honours, Awards & Prizes

- Professor **Blackstock**’s decades’ championship for the rights of Indigenous kids and their

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

families has won her multiple awards in 2022, including the nomination as one of the 3 [finalists for the World Children's Prize](#), [the SSHRC Gold Medal](#), and a Tier I Canada Research Chair in First Nations Child and Family Services Implementation.

- Professor **Collin-Vézina** received the Medal of Honour from the University of Montreal's Faculty of Arts and Sciences.
- Professor **Debrosse** was awarded the William Dawson Scholar, McGill University.
- Professor **Gyan** was the recipient of the McGill Award for Equity and Community Building.
- Professor **Lach** received the [Outstanding Mentor/Supervisor Award](#) from the Kids Brain Health Network.
- Ms. **Pacheco**, BSW Student Affairs Coordinator, received the McGill 40 years' service pin.

## 2. PROGRAMS & CURRICULUM

### Programs and Student Enrollment

In 2022-23 academic year, the School continued to support the teaching of its 3 professional programs, i.e, 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, by adapting to the transition of the hybrid teaching to in-person followed the University directives on teaching planning as the Covid-19 situations and public health guidelines evolved while trying hard to recognize and adapt as well as possible to the needs of students and instructors within the limits of the available infrastructure.

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. 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.

A total of 270 students were enrolled in the School's programs in the 2022-23 academic year (see *Table 1*), including 163 BSWs; 54 MSWs (including 2 in the joint MSW/LLB Program); 39 doctoral students; and 14 MScA CFT students. The lower enrolment is a result of several factors, including the temporary closing of the MSW-Qualifying Year (MSW-QY) program, a decrease in MScA CFT enrollments, and no recruitment for the MSW International Partnership Program.

**Table 1: Student enrolment by program, 2013-2023**

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
<b>BSW</b>	<b>171</b>	<b>157</b>	<b>167</b>	<b>180</b>	<b>188</b>	<b>190</b>	<b>187</b>	<b>175</b>	<b>154</b>	<b>163</b>
<b>MSW-QY</b>	<b>30</b>	<b>22</b>	<b>23</b>	<b>22</b>	<b>18</b>	<b>20</b>	<b>24</b>	-	-	-
<b>MSW</b>										
<i>Thesis</i>	10	7	4	4	4	3	0	5	4	6
<i>Non Thesis</i>	83	73	54	50	49	72	77	67	46	46
<i>MSW/LLB</i> <sup>2</sup>	1	1	2	4	3	-	6	3	2	2
<i>MSW IPP</i> <sup>3</sup>	--	9	9	-	-	6	5		-	-
<b>MSW Total</b>	<b>94</b>	<b>90</b>	<b>69</b>	<b>58</b>	<b>56</b>	<b>81</b>	<b>83</b>	<b>75</b>	<b>52</b>	<b>54</b>
<b>MScA</b>	--	<b>14</b>	<b>24</b>	<b>26</b>	<b>29</b>	<b>27</b>	<b>20</b>	<b>18</b>	<b>19</b>	<b>14</b>
<b>CFT</b>										
<b>PhD</b>	<b>44</b>	<b>41</b>	<b>34</b>	<b>37</b>	<b>35</b>	<b>37</b>	<b>34</b>	<b>35</b>	<b>33</b>	<b>39</b>
<b>TOTAL</b>	<b>339</b>	<b>324</b>	<b>317</b>	<b>323</b>	<b>326</b>	<b>355</b>	<b>353</b>	<b>303</b>	<b>258</b>	<b>270</b>

## Accreditation

In September 2022 the School's BSW and MSW programs were both granted an 8-year reaccreditation from July 1<sup>st</sup> 2022, to June 30<sup>th</sup> 2030 by the Canadian Association of Social Work Education (CASWE). A Self-Study Report is due on November 1<sup>st</sup> 2029. This is a noteworthy recognition of the quality of the School's BSW and MSW programs given that a) since 2012 the School had been operating on a series of 4-year conditional accreditations, and b) the McGill School of Social Work is the only school of social work in Quebec to have received a full 8-year accreditation.

Below is the summary of the whole accreditation process:

- **Submission of the Self-Study:** the School submitted its accreditation Self-Study in May 2020 and the accreditation site visit was postponed to Winter 2022 due to pandemic situations; in the interim the School's accreditation was extended from February 1<sup>st</sup> 2021 to January 31<sup>st</sup> 2023.
- **Submission of an update report:** in January 2022 the School submitted to the COA an update report summarizing the significant changes that had occurred at the School between May 2020 and December 2021.
- **Coordination of site visit:** a virtual site visit was arranged from February 1<sup>st</sup> to 3<sup>rd</sup> 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's leadership team,

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

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

the faculty, administrative staff, BSW and MSW students, course lecturers, field supervisors, and community agencies during the 3-day 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”.

## BSW Program

In 2022-23 academic year, the BSW program was **responding to the provincial shortage of social workers** by supporting a) the upgrading of the Human Relation Agents (HRA) through a special Ministry/CIUSSS initiative to help a cohort of 30 established and experienced HRAs to obtain social work licenses from the OTSTCFQ; and b) the delivery of the BSW in Nunavik; the agreement between McGill University and the Nunavik Regional Board of Health and Social Services to deliver a BSW program in Kuujjuaq, 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 is expected to begin in early 2024.

**Changes to the BSW curricula** in 2022-23 academic year included: a) development of a new course, *Introduction to Mental Health Practice* (SWRK 353) for U2 students starting in Fall 2023 (details see [Feb 15 2023 SC minutes](#), 3.4); the course was developed based on the students’ feedback over the past 3 years and focuses on the knowledge and skills in mental health first aid, illness and crisis intervention; and b) revision of the BSW Non-SWRK complementary courses (details see [April 12 2023 SC minutes](#), 5.1).

## MSW & MSW-QY Program

The MSW-qualifying year Program was suspended for review and revision as of 2020-21 academic year. 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 and responding to the provincial shortage of social workers, a **redesign of a 2-year MSW program** with advanced standing for students with a BSW was carried out in 2022-23 (details see [Feb 15 2023 & April 12 2023 SC minutes](#)). A proposal has been submitted to the Faculty of Arts and the University for approval. The first cohort of the 2-year MSW program will begin either in Fall 2023 or Fall 2024. It would allow students without a BSW degree to qualify for admission to the MSW program and would increase the current MSW enrolment number and graduation rate.

## MScA CFT Program

Responding to the provincial shortage of couple and family therapists, the MScA CFT Program has been exploring ways to increase the enrolment of the program such as the possibility of incorporating online courses/components to the program to enable its students to strike a better

balance between work, family and study.

## PhD Program

The 2022-23 updates on the PhD Program included: a) developing strategy for PhD curricular review and collaborating with partners from Université du Québec à Montréal (UQAM) and Université de Montréal (UdeM) to discuss curricular issues and initiatives; b) strengthening connections within the PhD student community through celebrations, workshops, and knowledge exchange such as PhD symposium for students to discuss research paper ideas, get feedback, and collaborate through joint initiatives; and c) strengthening supports for students at key timepoints in the program, such as special prep session on comprehensive examination planning, mentorship for funding planning and applications, and survey for students to identify training needs and gaps, etc.

## Field Education Program

The updates from the Field Education program for 2022-23 academic year included: a) implementing a BSW U2 Field Orientation Day in the Fall of 2022; b) updating the MSW and BSW field evaluations to include a competency on social justice/advocacy; c) establishing new field education partnerships with English Montreal School Board (EMSB) - Wrap-Around Project, Dementia Education Program, etc. and new affiliation agreements with agencies in Ontario; d) initiating joint field-course collaboration where field instructors were brought into the classroom as facilitators in a skills lab; e) agency feedback surveys were sent to students at the end of the last three academic years to gather their feedback on their assigned agency and field instructor; the field team is currently correlating the surveys into one agency feedback document for future field placement students to review.

# 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 2022-23 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 28<sup>th</sup> 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 2022-23 academic year, the efforts to implement the EDDI Strategic Plan included:

- **Regular review and update on progress:** a spreadsheet was produced to track the progress on the 88 action items and indicators, including 34 on-going, 40 to-do, and 14 unclear items; regular update on the implementation of the plan was reported to the School Council (details see [Oct 19 & Dec 7 2022 SC Minutes](#)).
- **Cross-program syllabi review:** a cross-program syllabi review was carried out in the Fall of 2021 based on the EDDI principals; data analysis was completed in the spring of 2022 and reported to the School's faculty meeting in spring of 2022 and to the School Council in October 2022 (details see [Oct 19 2022 SC Minutes](#)); the analysis provided feedback on changes to be made both at the program, curriculum, and course levels.
- **Social Work Climate Survey:** a pilot survey on Social Work climate (co-led by Professors Gyan & MacKenzie) was completed in April 2022 with 128 responses; the result was reported to the School Council in December 2022 and the 60+ page report was shared with the School Council group (details see [Dec 7 2023 SC Minutes](#)); the survey provided insights into the experiences of students, faculty and staff members, helped identify areas for improvement, as well as promote a dialogue on issues of equity and diversity and a culture of openness and inclusivity at the school.
- **Trainings for social work community:** a) a workshop was provided by Gord Bruyere, an Indigenous curriculum specialist, on the indigenization of our program and courses to social work faculty, course lecturers, and PhD students on October 27-28, 2022; and b) a workshop on cultural safety was held on February 10<sup>th</sup> 2023 by Wanda Gabriel and Pamela Gabriel-Ferland as part of the U1 Anti-oppression Practice (AOP) course.

## 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 2022-23 academic year, the EGAB committee met numerous times to review and rank student fellowships, research scholarships for MSW, M.Sc.(A) CFT, and PhD. students (including competitions for SSHRC, Vanier, CGS, Talent Awards, etc.), and School of Social Work projects awards and convocation awards for the BSW, MSW, and PhD.

The committee implemented a more supportive structure for students this year. By shifting internal deadlines earlier, the committee was able to provide invaluable feedback to applicants rather than just ranking applications and decide whether or not to move them forward. This new structure contributed to a very successful year for our students. Four students received the Canada Graduate Scholarship Doctoral (CGS-D) SSHRC (Social Sciences and Humanities Research Council) including two incoming doctoral students and two ongoing doctoral students. Six students received the Canada Graduate Scholarship Masters (CGS-M) SSHRC, which is a

very big increase from previous years and led by encouragements to apply and the supporting process offered by EGAB and program directors. One Ph.D. student also received the prestigious Vanier Scholarship this year. Through the support of the Ph.D. director, two students received the FRQ-S (Fonds de recherche du Québec-santé).

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. Recipients of the Project and Field Awards were invited this year to the School Council to share their project with the School of Social Work Community. 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

Maximizing communications between the social work community of students, school, faculty, agency, and organization partners is a priority focus for the School, especially given the last few years of the pandemic. Streamlined communication strategies have allowed for a more efficient approach. The communications objectives for 2022-23 have been met: a) enhanced intra-school communications to share information and advertise events with the monthly bulletin and the newly created email groups; b) enhanced the social media aspect of the School's outreach including Instagram, Facebook, and website communications; and c) professionalized the image of communications/correspondence by branding with new logos, and new PowerPoint templates.

## 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 2022-2023 academic year, which included:

- **Black History Month event:** in collaboration with Black Mental Health Connections (BCHM), the School held a 2023 Black History Month event on February 22<sup>nd</sup> 2023 focused on *Centering Blackness in Social Work: From Coping to Afrofuturism*. Six panelists were invited to discuss the multiple forms and ways that healing occurs for black people outside of what we learn within the confines of social work to imagine a future where Black people flourish and thrive.
- **Racial Justice Symposium:** the symposium was organized by the School in collaboration with the Canadian Race Relations Foundation. The purpose is to critically examine the historical and contemporary experiences of anti-Blackness in Canada and its impact on Black communities. Three guest speakers (Akua Benjamin, Wendell Nii Laryea Adjetey, and David Grant) were invited to share their expertise on the theme entitled "Do Black Lives Matter in Canada? A look at Canadian Social Work Education and Praxis".
- **National Day for Truth and Reconciliation events:** Indigenous Access McGill hosted a welcome day for all Indigenous students in the School of Social Work as part of the McGill's [Indigenous Awareness Weeks 2022](#) to commemorate the residential school experience, to

witness and honour the healing journey of the survivors and their families, and to commit to the ongoing process of reconciliation.

## 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 2022 faculty participated in a reconnecting retreat at the home of Heather Macintosh in Ontario. This was the first in-person meeting since the start of the pandemic. The Spring 2023 retreat was held in Kanasatake, led by Wanda Gabriel and Pam Gabriel-Ferland. The focus of the retreat was on how to integrate cultural safety principles into our teaching.

## 4. 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 2022, the Centre brought together a thriving academic community with 36 faculty members and provided training to 1 postdoctoral fellow, 34 graduate and non-graduate students, and 24 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. CRCF members pursue 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. The CRCF directly supports the advancement of students from across Canada and around the world by hosting and mentoring them at our facility. During this past year, we hosted 3 international students and 1 student from Saskatchewan, Canada.

Of significant note, the CRCF sponsored the Research seminar on Comparative and Case Study Insight on Educational Equity, organized by UNESCO Global Education Monitoring (GEM) Report Fellows (2022). This hybrid event, held at McGill University, brought together students, academics, and policy professionals to discuss research projects on educational equity and the attainment of sustainable development Goals in educational equity. A key aspect of this seminar

was the invitation of guest speakers, who were mostly academics and policy professionals, to serve as discussants for individual papers. Among the invited guests and discussants on the day were Monseerrat Creamer, former Minister of Education of Republic of Ecuador, Manos Antoninis, Director of the UNESCO GEM Report, and David Rothwell, Associate Professor at Oregon State University. Overall, there were 26 in-person and approximately 30 online participants who cut across institutions in North and South America, Europe, Africa, and Asia.

In addition, CRCF once again sponsored the Symposium on Child & Youth Trauma. 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. During the Symposium, students had the opportunity to present their posters at the Palais des Congrès de Montréal. Undergraduate and graduate students and post-doctoral fellows from Canadian universities were invited to submit a proposal as individuals or as a group. Posters had to describe applied or theoretical research (including original research, program evaluations or literature reviews) in the area of child and youth trauma (details see [here](#)).

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

## 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, including social work, law, psychiatry, education, communications, psychology, and applied human sciences, the research group's multi-disciplinarity has contributed to important growth and innovation. Global Child McGill has been awarded three consecutive rounds of funding from the FRQSC (Fonds de recherche du Québec – Société et culture, 2012-2025). Members of Global Child McGill have been awarded 10 joint grants totalling \$4.3 million dollars and have co-published 7 books/edited works, and co-authored over 70 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 2022, the team continued its collective projects on children and

families affected by war and displacement living in Cambodia, Canada, Kenya, Israel, Palestine, northern Uganda, Rwanda, South Africa, Syria 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 CIUSSS<sup>4</sup> West-Central Montreal. 2022-23 academic year proved to be another year of active engagement for CREGÉS @McGill (co-led by Brotman, Orzeck & Sussman). Its activities included:

- Engaging 5 BSW students, 6 MSW students, 5 PhD students and 2 post-doctoral scholars in aging related projects;
- Helping the practitioners/trainers improve research capacity and gain expertise and confidence by a) supporting one MSW research-based field placement and 3 MSW tutorials; 2 of the students received the School awards in recognition of their research work; b) enhancing support to 15 aging related field placements at the undergraduate and graduate levels; c) supporting 2 MSW students to attend and present their work at Canada's national aging conference; and d) developing training modules on best practices in bereavement support to caregivers; this project fills a gap in post-caregiving support and follow up;
- Promoting communications and advocacy by: a) launching a website aimed at raising awareness and improving policy and practice for aging persons with neuro-diversity and their families; the website houses short videos, info--graphics and life stories that offer practical tips for stakeholders; b) offering 4 public lectures, 4 workshops and on topics related to care planning, bereavement, caregiving and housing; and c) holding a monthly interdisciplinary reading group focused on building knowledge in the areas of end of life and dementia care; the group is peer led with rotating facilitation by 3 MSW students, 2 PhD students and one post-doctoral candidate.

## **Simulation and Interactive Learning Centre**

The Simulation and Interactive Learning Centre in the School's new 550 Sherbrooke location serves 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. Its plan will also 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. In 2022-2023 academic year, the activities of the centre are as below:

- the centre received the ministerial funding through "Soutien aux stages et la formation pratique" for the development and expansion of the centre in the next two years, with the aim to help better prepare students with the skills needed in field placements as well as tailor to the diverse needs of the community partners;

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<sup>4</sup> Centres intégrés universitaires de santé et de services sociaux (CIUSSS).

- a project coordinator (Rosser) was hired along with 12 trained and skilled actors who are ready to come into the class to enact simulations designed to complement course material and provide students with the opportunity to practice their clinical skills; and
- first simulation was being held on April 12<sup>th</sup> 2023 in SWRK326 (Practice with Individuals and Families II), with 50+ BSW U2 students and 12 actors participating in 3 role plays; evaluation of simulation, assessment of simulation needs in coursework, design of case scenarios for courses are to be followed through in the new academic year.

## 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 during 2022-23 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 over 30 couples and families through at least 10 interns, 6 licensed therapists and supervisors.

## 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.

# 5. 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 student 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 & Fellowships*

- **Jeff McCrossin** (PhD), KBHN Promising Researcher Award, Azrieli Foundation Doctoral Award, McGill Faculty of Arts Graduate Activities Award & Graduate Student Teaching Award
- **Oluwagbemiga Oyinlola** (PhD), Schull Yang International Experience Award
- **Melissa-Anne Cobbler** (MScA CFT), Theodora Lambert Award
- **Donalee McIntyre** (MSW), **Godfrey Makoha** (PhD), & **Ata Yeboah** (PhD), Anti-Black Racism Initiative Recruitment Awards
- **Lindsay Savard** (PhD), Indigenous Graduate Excellence Recruitment Fellowship
- **Alexandra Ouimet, Barbara Engles, Sol Aleskandrowicz, Emily Tetrault, & Donalee McIntyre** (MSW), MSW Excellence Entrance Fellowship

### *Recipients of Federal / Provincial Funding*

- **Anais Cadieux Vanvliet** (PhD), SSHRC (The Social Sciences and Humanities Research Council) CGSD (Canada Graduate Scholarship – Doctoral)
- **Lindsay Savard** (PhD), SSHRC CGSD
- **Yunung Lee** (PhD), FRQSC (Fonds de recherche du Québec - Société et culture), McGill University
- **Mahmudul Hassan** (PhD), FRQSC, McGill University
- **Oluwagbemiga Oyinlola** (PhD), Vanier Doctoral Scholarship

### *Graduation Awards*

- **Alyssa Salaciak**, BSW, McGill Alumnae Society Prize
- **Miles Cooke**, BSW, School of Social Work Alumni Award
- **Rekeem Sutton Durham**, BSW, Zelda Ruth Harris Award
- **Evelyne Tanguay-Sela**, BSW, Sadie Aronoff Award
- **Angelica Viché Castro**, BSW, Dr. Nico Trocmé Award for Social Work Excellence
- **Kae Parker**, M.Sc.(A) CFT, Clinical Excellence in Couple and Family Therapy
- **Frédrique MacDougall & Ojasvi Bhardwaj**, M.Sc.(A) CFT, Special Initiative Project or Leadership Development
- **Nicole Pindling & Triana Gonzalez- Sanchez**, MSW, Alumni Award for Excellence in Clinical Practice
- **Anne-Sophie Maillette & Alesandra Rossi**, MSW, Alumni Prize for the Outstanding MSW Independent Study Project

- **Mariam Coker & Julia Barclay**, MSW, Zelda Ruth Harris Award
- **Anish Deol & Megan Parisé**, MSW, Sydney Duder Excellence
- **Gabriel Enxuga**, MSW, Alumni Prize for the Outstanding MSW Thesis

## 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, 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 2022-2023 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 2022-2023 for social work students (excluding [IAM](#)) included: a) mental health issues (diagnosed and/or undiagnosed); b) academic support (e.g. providing time management skills, organizing deadlines, etc.); c) academic stress/pressure; and d) financial problems.

### *Indigenous Access McGill (IAM)*

The [Indigenous Access McGill](#) (IAM) program, led by Professor **Ives**, 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, 27 Indigenous students have graduated from the School's BSW, MSW, and MSc CFT programs. In 2022-23 academic year, there were 7 Indigenous students at the School. In Fall 2023, 2 new students will be joining the School (1 in BSW and 1 in MSW 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 16 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.

Matthew Coutu-Moya continued as the Student Support Coordinator. During 2022-2023, Matthew's role included :

- engaging with other Indigenous-related events and collaborating with other Indigenous programs and initiatives across McGill;
- 
- supporting prospective Indigenous students in the application process into the School, including managing the timing of the admission deadlines and necessary pre-requisites; 2 applicants were accepted into the BSW and MSW program for the Fall of 2023; and
- tutoring and supporting 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 (BAM)***

The Black Access McGill (BAM) initiative is a program committed to promoting inclusivity and fairness for Black students in the School. In 2022-2023 academic year, BAM engineered a diverse range of activities that prioritize strengthening a sense of community, the recruitment, retention, and the mental and emotional well-being of Black students as below:

- Held 4 Black talking circles to provide a safe and inclusive space for Black students at all levels to share their experiences and discuss issues related to their academic and personal lives.
- Provided emergency financial assistance to support Black students, with priority given to those in urgent need. Between January 2022 to March 2023, a total of 13 applications for financial support were received with 4 being funded, totaling \$14,000.
- Initiated the Peer Application Support Program and info-sessions to encourage and support Black students in their application process for social work programs; the initiatives have resulted in an increase in the number of black students admitted to the School (12 students were admitted to the MSW program, and 4 to the PhD program).
- Launched the Personal and Academic Mentorship (PAM) program to provide peer-to-peer support to a group of 8 new students (5 BSW and 3 graduates).
- Organized series of community building activities including a) a food basket program to tackle the issue of food insecurity prevalent among Black students at the School; b) 2 end-of-semester celebrations honoring the hard work and accomplishments of Black students; c) series of podcast featuring candid interviews with Black students sharing their personal experiences and highlight the support they received from the BAM initiative; 67 Instagram users followed the podcasts; and d) series of lectures and events (details see [here](#)).

## 6. FACULTY SCHOLARSHIP & ADVOCACY

### Research Grants & Contracts (for 2022 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), three tier I Canada Research Chairs (Blackstock, 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 4 million dollars per year in new funds awarded to School faculty in the role of principal investigator. In 2022, faculty obtained 12 new research grants as principal investigators, bringing in more than 20 million dollars in new funding. Faculty also obtained 9 more grants as co-investigators, in addition to being involved in 84 ongoing research grants/contracts (see [Appendices 2 & 3](#) for a list of funded projects).

**Table 2: Research funding (for 2022 calendar year)**

Source	2015	2016	2017	2018	2019	2020	2021	2022
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	\$1,559,500
CI/Collab/Other	\$708,740	\$5,325,341	\$6,541,705	\$6,003,957	\$10,778,545	\$4,820,604	\$4,723,611	\$12,201,590
Foundations/ Contracts & Internal Awards								
PI	\$854,659	\$66,000	\$883,557	\$1,646,008	\$81,000	\$594,815	\$2,213,318	4,004,984
CI/Collab/Other	\$28,000	\$437,508	\$629,786	\$5,004,090	\$890,837	\$646,205	\$3,108,212	2,455,784
<b>Total</b>	<b>\$2,761,667</b>	<b>\$7,618,476</b>	<b>\$10,150,681</b>	<b>\$14,566,725</b>	<b>\$13,567,101</b>	<b>\$10,659,670</b>	<b>\$11,824,622</b>	<b>20,221,858</b>

### Publications (for 2022 calendar year)

As shown in *Table 3* faculty have maintained a high level of scholarly productivity with a total of 58 publications, including 1 edited work, 11 chapters and 46 journal articles in peer reviewed publications in 2022 (See [Appendix 4](#) for a list of publications).

**Table 3: Publications (for 2022 calendar year)**

	2015	2016	2017	2018	2019	2020	2021	2022
Book	1	1	2	3	4	4	-	1
Chapter	8	9	14	29	16	24	14	11
Refereed Journal Article	43	48	56	53	63	68	62	46
Total	52	58	72	85	83	96	76	58

## Research & Advocacy

### *Overview of Couple & Family Therapy in Quebec*

To celebrate 20 years of professional recognition of Couple and Family Therapy in Quebec, a [special issue](#) was produced to provide an overview of the application of certain approaches in couple and family therapy in Quebec, while emphasizing elements that facilitate therapeutic work adapted to contemporary and diversified family realities. Professors **Ainsley Jenicek** and **Heather MacIntosh**'s article, entitled *What About Our Chosen Kin? Determining Who Counts as Family Within Family Therapy* presents the concept of “chosen family” and its implications for the CFT practice (details see [here](#)), and professor **Marjorie Rabiau**'s article entitled *Le modèle écosystémique à travers une lentille intersectionnelle : évoluer vers des approches affirmatives et de troisième ordre en thérapie conjugale et familiale*, discusses the new trend in the CFT practice and the impact of its power dynamics (details see [here](#)).

### *First Nations Child and Family Services Implementation*

Professor **Cindy Blackstock** was awarded a Tier I Canada Research Chair in First Nations Child and Family Services Implementation. This CRC will address the structural drivers disadvantaging First Nations children and families and develop respective implementation evaluation tools through three primary goals: a) develop and test a culturally based implementation framework to support First Nations child and family service intervention design, delivery and evaluation that accounts for the structural drivers; b) collate the historical recommendations relevant to the structural drivers to create an information base for reform; and c) train service providers and interdisciplinary teams so they can respectfully work with First Nations on implementing services that account for these structural factors.

### ***Black Youth within the Child Welfare and Youth Criminal Justice System***

Building on her previous research within the child welfare and youth criminal justice system to document and identify disparity across systems for Black youth in Quebec, Professor Alicia Boatswain-Kyte has continued with the additional research to capture the lived experience of these youth and how best to intervene through the active engagement in a number of community-based research projects that seek to develop accountability of the Black community in responding and meeting the needs of their members. The research projects have been designed to mobilize knowledge around building Black youth accountability, to leverage their strengths and skills in the design and delivery of successful interventions and alternatives to government intervention.

### ***New Book on War-affected childing and families***

The recent surge in war-induced migration, referred to as a “global refugee crisis” has made migration a highly politicized issue, with refugee populations and host countries facing unique challenges. The edited collection “Global Child: Children and Families Affected by War, Displacement, and Migration” by professors **Myriam Denov, Marjorie Rabiau, and their colleagues** draws on what they have learned through their collaborative undertakings, and highlights the unique features of participatory, arts-based, and socio-ecological approaches to studying war-affected children and families, demonstrating the collective strength as well as the limitations and ethical implications of such research. Building on work across the Global South and the Global North, this book aims to deepen an understanding of their tri-pillared approach, and the potential of this methodology for contributing to improved practices in working with war-affected children and their families (details see [here](#)).

### ***Faculty of Law and School of Social Work collaboration***

Professors **Alicia Boatswain-Kyte and Pam Orzeck** designed and developed a 3-day workshop for 150 first year law students. With the theme of *Working with Vulnerable Clients*, they organized content for facilitators to deliver in small groups related to understanding and identifying vulnerability and developing micro skills in empowerment of these populations. The law students were offered a mix of plenaries, discussions in moderated small groups, role plays, and community visits. Accompanied by the facilitators, students took part in site visits and attended guest lectures from the School’s community partners, including Just Solutions, Old Brewery Mission, Youth Court, Desta Black Youth Network, John Howard Society, CREGES/Elder Mistreatment Line and Chez Doris.

### ***Social Workers’ Experiences working the Front Lines of COVID***

Together with two master of social work students, Professor **Tamara Sussman** oversaw a project on social workers’ experiences working the front lines of COVID which exposed how organizational and policy responses exacerbated distress for our colleagues. The paper includes some important recommendations for professional orders and social service decision makers which include building opportunities for ongoing peer-support and debriefing in practice-settings, re-thinking how to apply professional values and principles in times of crisis, and including the voices of front-line workers in the development of solutions to pandemic related hardships (Details see [here](#)).

### ***Canadian Consortium on Child Trauma and Trauma-Informed Care***

Professor **Delphine Collin-Vézina** has continued her work on the [Canadian Consortium on Child and Youth Trauma](#) of which she is the director. This [SSHRC-funded Partnership](#) unites 110 co-applicants, collaborators, and partner organizations from across Canada and from diverse service sectors and disciplines. The Consortium is recognized as a leading authority in Canada in enhancing and improving social responses to child and youth trauma. In 2022, a number of distinct pan-Canadian research, practice, and policy initiatives were established, including hosting virtual and in-person trauma-informed knowledge exchange events, translating knowledge from cutting edge research to practice and policy settings, generating new knowledge through the funding of new partnered research, developing and implementing trauma-informed trainings for professionals and curriculum for the education of future leaders and advocates, and popularizing trauma-informed knowledge among the general public through outreach campaigns.

## APPENDICES

### Appendix 1: List of Social Work Faculty for 2022-23 Academic Year

#### *Tenure & Tenure-Track (17.5)*

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)
15. Marjorie Rabiau (Associate Professor)
16. Tamara Sussman (Associate Professor)
17. Sarah Tarshis (Assistant Professor, as of August 1<sup>st</sup> 2023)
18. 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 (Associate 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 2022

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Boatswain-Kyte, Alicia	CI	PI: Bentayeb, N., & Rousseau, C.	Un réseau de services intégrés culturellement adapté pour les jeunes personnes de 12 à 25 ans issues de la diversité : cas d'Aire ouverte	CIHR	\$420,752	2022-26
	CI	PI: Lafortune, G.	Expérience des élèves noirs au préscolaire-primaire : comprendre les dynamiques de racisme et de constitution précoce des inégalités, et soutenir l'agentivité des acteurs en vue de les neutraliser	SSHRC	\$335,000	2022-25
	CI	PI: Okeke-Ihejirika, P.	I am because we are – amplifying Sub-Saharan African immigrants' resilience and ability to thrive	SSHRC	\$2,481,825	2022-27
Collin-Vézina, Delphine	PI		Youth in care program	Martine Turcotte's Foundation	\$282,000	2022-25
	PI		National Council of Youth in Care Advocates Leadership & Advocacy Meeting: Improving social responses to youth and out of care	SSHRC - Connection Grants	\$29,500	2022-23
	PI		Best practices to ensure survivor-centric process/trauma-informed process in non-sport sectors	Sport Dispute Resolution Centre of Canada	\$10,000	2022
	CI	PI: Lanctôt, N.	Soutenir le passage à la vie adulte des jeunes placés hors de leur famille : l'outil « Mon plan de match »	Ministère de l'Économie et de l'Innovation	\$543,328	2022-25
	CI	PI: Berthelot, N.	A prenatal program for survivors of complex trauma aiming to prevent family violence and to promote maternal and child health	PHAC	\$1,368,727	2022-26
	CI	PI: Pagé, G.	Le placement et l'adoption en protection de la jeunesse au Québec : regards écosystémiques sur les trajectoires de vie des enfants, leurs réseaux familiaux, le système sociojudiciaire et les pratiques	FRQSC- Soutien aux équipes de recherche / Partenariat	\$621,545	2022-26
	CI	PI: Geoffrion, S.	Outiller les gestionnaires pour intervenir rapidement auprès d'employés en détresse psychologique : un projet de recherche-action avec les centres de la protection et de l'enfance et de la jeunesse	FRQ-Actions concertées	\$218,792	2022-25

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
<b>Debrosse, Régine</b>	PI		Can counter-stereotypic narratives benefit racialized youth programs in Montreal?	McGill CRCF-RBC fellowship	\$5,000	2022-23
	PI		Self-affirmation remixed	Character Lab Research Network	US\$ 16,800	2022-23
	PI		Roots and Dreams 2.0 – Fostering connections between ethnic and ideal future identities	McGill-William Dawson Scholar	\$ 25,000	2022-27
	PI		Supporting Black Youths in Resisting Low and Limiting Expectations	McGill- Paper Presentation	\$1,500	2022
<b>Denov, Myriam</b>	CI	PI: Roebuck, B. & McGlinchey, D.	Responding More Effectively to Men's Experiences of Victimization	Canada, Department of Justice	\$20,000	2022-23
<b>Ives, Nicole</b>	Co-PI	Co-PI: Gabriel, W.	INULIRIJIT: BSW social work education in Nunavik	Nunavik, Board of Health & Human Services	\$2,900,000	2022-28
	PI		Indigenous Inclusion-Volet 2, BSW Nunavik	Quebec Ministry of Education	\$35,000	2022-23
<b>Marshall, Zack</b>	PI	CI: Maurer, K.	Active Help-seeking experiences of 2SLGBTQQIA+ survivors and/or perpetrators of intimate partner violence	SSHRC-Knowledge Synthesis	\$30,000	2022-2023
<b>Orzeck, Pam</b>	PI	Partners: Sussman, T., Brotman, S.	Bereavement Support Framework: A virtual hub for caregivers, professionals and personal support workers to access best practice support and training in caregiver grief and bereavement	Azrieli Foundation	\$500,000	2022-26
	PI		School of Social Work Simulation Centre development	McGill	\$224,000	2022-23
<b>Trocme, Nico</b>	CI	PI: Fallon, B.; CI: Collin-Vézina, D.	Ontario Incidence Study of Reported Child Abuse and Neglect (OIS) 2023	Ministry of Children, Community & Social Services	\$523,729	2022-25



### Appendix 3: On-Going Research Grants/Contracts for 2022

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
<b>Blackstock, Cindy</b>	PI		First Peoples Child and Family Review	SSHRC-Journal	\$79,500	2018-22
<b>Boatswain-Kyte, Alicia</b>	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
<b>Brotman, Shari</b>	PI	CI: 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	2020-24
	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	\$2,500,000	2016-24
	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- Soutien aux équipes de recherche	\$572,931	2018-24
	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	2020-24

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Collin-Vézina, Delphine	PI	Co-PI: Dion, J.	Formation des acteurs juridiques en matière de violence sexuelle	Ministère de la Justice du Québec	\$342,922	2021-23
	PI		Symposium Canadien 2022 sur le trauma chez les enfants et les adolescents.	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
	PI	CI: MacKenzie, M. & Maurer, K.	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
	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
	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 <sup>5</sup> & 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 <sup>6</sup>	\$579,837	2019-22	

<sup>5</sup> Institut national d'excellence en santé et services sociaux

<sup>6</sup> Ministère de la santé et des services sociaux & Public Health Agency of Canada

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
<b>Debrosse, Régine</b>	PI		Learning from resilient history: A pilot connecting youths of color's racial/ethnic and future identities	McGill-Internal SSHRC Development	\$7,000	2021-23
	Collab.	PI: Tuck, E.	Youth in Relation to Returned Land	William T. Grant Foundation	\$800,562 <sup>7</sup>	2021-24
<b>Denov, Myriam</b>	PI		Children, Families & Armed Conflict	Tier 1 Canada Research Chair	1,400,000	2021-28
	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	\$140,000	2020-23
	PI		Children and Families Affected by War	SSHRC-Impact Award	\$50,000	2020-23
	CI	PI: Chuang, S.	Men and Families: An International Interdisciplinary	SSHRC-Connection	\$50,000	2021-22
	PI		Children and Families Affected by Armed Conflict	McGill - Internal Research	\$24,000	2021-24
	PI	CI : Rabiau, M	Children and Families Affected by War & Migration: Towards an Integration of Ethics, Culture and Intersectionality within the Tri-Pillared Approach	FRQSC-Soutien aux Equipes de Recherche	\$392,000	2020-24
	PI	CI: <b>Kahn, S.</b>	Born of War: The Perspectives, Rights and Needs of Children Born of Wartime Sexual Violence	SSHRC - Insight Grant	\$340,000	2015-22
	CI	PI: Vanner, C.	Participatory Research on Education and Agency in Mali	Plan Canada/Dubai Cares	\$1,000,000	2020-23

<sup>7</sup> USD 599,515, using the exchange rate on Aug 4<sup>th</sup> 2023.

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Gyan, Charles	PI		From Vulnerability to Resilience: Highly Skilled African Immigrants' Experiences within the Quebec Labor Market	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 Labor Market	McGill-Internal SSHRC	\$5,000	2021-22
	CI	PI: Duhaney, P.	Black Women's Experience with the police in Alberta	Calgary U-Internal SSHRC	\$14,932	2021- 22
Hanley, Jill	PI	Co-PI: Bhuyan, R.	Transitions in Immigration Status. Sub-grant from B	SSHRC, MRC-Partnership	\$10,000	2021-22
	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
	CI	PI : Guruge, S.	Inclusive Communities for Older Immigrants (ICOI): Developing multi-level, multi-component interventions to reduce social isolation and promote connectedness among older immigrants in Canada	SSHRC-Partnership	\$2,499,970	2020-27

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
<b>Hanley, Jill</b>	CI	PI: Barin-Cruz, L.	Formation des conseillers en entrepreneuriat dans les milieux défavorisés de Montréal	Ministère de l'Économie et de l'Innovation	\$280,000	2020-22
	CI	PI : Drolet, J.; CI: Sussman, T.; Collab.: Orzeck, P.	Transforming the field education landscape; intersection of research and practice in Canadian social work field education.	SSHRC	\$1,980,640	2019-24
	CI	PI: Papazian-Zohrabian	Programmation de recherche interdisciplinaire basée sur une approche systémique visant une meilleure compréhension des réalités complexes des familles réfugiées et demandeuses d'asile et la promotion des pratiques favorisant leur bien-être psychosocial et leur intégration	FQRSC	\$213,165	2019-24
	CI	PI: Preston	Building Migrant Resilience in urban Canada (BMRC)	SSHRC-Partnership Grant	\$1,000,000	2018-23
	CI	PI: Hynie, M.; CI: Ives, N.	Refugee Integration and Long-Term Health Outcomes in Canada	CIHR	\$1,340,000	2017-21
<b>Ives, Nicole</b>	PI	CI: Hanley, J., & Rabiau, M.	COVID-19 and refugee families in Montreal	SSHRC-Subgrant	\$19,972	2020-22
	PI	CI: Hanley, J., & Rabiau, M.	COVID-19 and refugee families in Montreal	McGill-CRCF	\$5,500	2020-22
	CI	PI : Hynie, M.	Promising Practices in Accessing Virtual Mental Health: Supporting Refugees during COVID-19	CIHR	\$158,061	2020-22
	PI		Bringing Back the Stories: First Peoples Postsecondary Story-telling Exchange Returns to Community	SSHRC-Connections	\$62,232	2020-22
<b>Jenicek, Ainsley</b>	PI		Du cercle social au cercle intime: repenser qui fait partie de « la famille	FRQSC-re-entering the Research Community/ Doctoral	\$84,000	2021-25
<b>Lach, Lucy</b>	CI	PI: Zwicker, J.	Nothing without us: towards inclusive, equitable covid-19 policy responses for youth with disabilities and their families.	CIHR-COVID-19	\$199,965	2020-22

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
<b>Lach, Lucy</b>	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	2017-22
	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
<b>MacIntosh, Heather</b>	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	\$193,000	2021-22
<b>MacKenzie, Mike</b>	PI		Canada Research Chair in Child Well-Being	SSHRC-CRC	\$1,400,000	2018-25
	CI	PI: Tuck, Eve	Indigenous Youth in Relation to Returned Land	William T. Grant Foundation	\$790,000	2021-24
<b>Marshall, Zack</b>	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- 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- HIV/ AIDS community-based Research	\$1,500,000	2017-22
	CI	PI: Masching, R.	Aboriginal HIV and AIDS Community-based Research Collaborative Centre	CIHR- HIV/ AIDS community-based Research	\$1,500,000	2017-22

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
<b>Maurer, Kate</b>	PI		McGill Domestic Violence Clinic file review: Developing a profile of service users from 2016-2021	McGill-Internal SSHRC	\$5,000	2021-22
	CI	PI : Grenier, S.	Active Facteurs familiaux entourant le phénomène de l'itinérance autochtone	SSHRC-Insight	\$222,000	2018-23
	CI	PI: Nichols, N. E.	Active Data Justice: Fostering equitable data-led strategies to prevent, reduce and end youth homelessness	SSHRC-Insight	\$396,502	2019-24
	Collab.	PI: Gaetz, S.	Active Making the Shift Inc.- A Youth Homelessness Social Innovation Lab	Canada, Networks of Centres of Excellence	\$17,900,000	2019-24
	PI		McGill Domestic Violence Clinic file review: Developing a profile of service users from 2016-2021	McGill-Internal SSHRC Development	\$5,000	2021-23
	CI	PI: Marshall, Z.	Active Help-seeking experiences of 2SLGBTQIA+ survivors and/or perpetrators of intimate partner violence	SSHRC-Knowledge Synthesis	\$30,000	2022-2023
	CI	PI: Graham, John R.	Organizational changes to address homelessness: Lessons learned from 3 mid-sized Canadian cities	SSHRC-Insight	\$97,806	2020-2024
	PI		Mieux comprendre le phénomène de la perpétration de la violence dans les relations intimes: Exploration d'une intervention axée sur le trauma complexe	FRQSC	\$44,976	2020-23
<b>Orzeck, Pam</b>	PI		Bereavement support training models for practitioners	CHSSN <sup>8</sup>	\$50,000	2021-22
<b>Rabiau, Marjorie</b>	CI	PI: Sansfaçon, P.	Nouvelle équipe de recherche sur les enfants trans et leurs familles	FRQSC-Team	\$290,121	2020-24
<b>Sussman, Tamara</b>	Co-PI	Co-PI: Hunter, P., McCleary, L. Thompson, G., Venturato, L., Wickson-Griffiths, A.	Implementing, Evaluating, and Scaling Up of the Strengthening a Palliative Approach in Long Term Care (SPA-LTC) Program	CIHR-Project	\$948,600	2019-24

<sup>8</sup> Community Health and Social Services Network

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
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
	Co-PI	Co-PI: Canham, S.	Aging in the Right Place	SSRHC & CMHC	\$1,375,000	2020-25
	Co-PI	Co PI: Kaasalainen, S.	Scaling up the Family Carer Decision Support Intervention: A transnational effectiveness-implementation evaluation.	CIHR Joint Programme on Neurodegenerative Disease	\$349,998	2019-24
Trocmé, Nico	CI	PI: Fallon, B.	Canadian/First Nations Incidence Study of Reported Child Abuse and Neglect	Assembly of First Nations	\$2,256,611	2018-22
	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: 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	\$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
	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



## Appendix 4: Faculty Publications (for 2022 calendar year)

### *Books/ Edited works (1)*

**Collin-Vézina, D.** & Jackson, S. (eds.) (2022). *International Foster Care Organisation and Child Welfare League of Canada Relations at the hearth of foster children, youth and family's wellness*. Child Abuse & Neglect.

### *Articles in Refereed Journals (46)*

**Boatswain-Kyte, A., Brotman, S., Callender, T., Dejean, B., Hanley, J., Jivraj, N., Lindor, T., Moran, J., Muir, S., & Pusparajah, D.** (2022). "We want our own data!" Building Black community accountability in the collection of health data using a Black emancipatory action research (BEAR) approach. *Critical and Radical Social Work*, 10(2), 297-318.

<https://doi.org/10.1332/204986021X16530491997004>

**Boatswain-Kyte, David, S., & Mitchell, N.** (2022). Black in the classroom: Teaching anti-oppressive practice in White spaces. *Journal of Teaching in Social Work*, 42:2-3, 157-174, [Doi: 10.1080/08841233.2022.2070578](https://doi.org/10.1080/08841233.2022.2070578)

[10.1080/08841233.2022.2070578](https://doi.org/10.1080/08841233.2022.2070578)

**Boatswain-Kyte, A., Esposito, T., & Trocmé, N.** (2022). Impacts of race on family reunification: a longitudinal study comparing exits from Quebec's child welfare system. *Child Abuse & Neglect*, 125, 105483.

Dickson, D., & **Brotman, S.** (2022). Foregrounding the voices of people with intellectual and developmental disabilities in the policy process through engagement with families in relational self-advocacy. *Journal of Developmental Disabilities* 27(2), 1-21.

<https://doi.org/10.5281/zenodo.7433552>

Ferrer, I., **Brotman, S.**, Koehn, S. (2022). The Interconnections of Immigration, Precarious Labour and Racism Across the Life Course. *Journal of Gerontological Social Work*, 65(8), 797-821.

<https://doi.org/10.1080/01634372.2022.2037805>

**Brotman, S., Kinloch, D., & Thomas, S.** (2022). "We've got each other's backs!": A Found poem on the meaning of family from the perspectives of a 'client', parent, and caregiver. *Journal of Developmental Disabilities*, 27(2), 1-9. Prepublished on line Jan 2022. <https://oadd.org/wp-content/uploads/2022/01/V27-N2-Special-21-354R-Brotman-et-al-v5.pdf>

<https://oadd.org/wp-content/uploads/2022/01/V27-N2-Special-21-354R-Brotman-et-al-v5.pdf>

Koehn, S., Ferrer, I., & **Brotman, S.** (2022). Between loneliness and belonging: Narratives of social isolation among immigrant older adults in Canada. *Ageing & Society*, 42, 1117-1137.

[Doi:10.1017/S0144686X20001348](https://doi.org/10.1017/S0144686X20001348)

**Collin-Vézina, D., & Carnevale, F.** (2022). Questioning the value of compliance-oriented programs with traumatized children and youth: A childhood ethics perspective. *JAMA Pediatrics*, 9.

[http://doi.10.1001/jamapediatrics.2022.2648](https://doi.org/10.1001/jamapediatrics.2022.2648)

**Collin-Vézina, D., Fallon, B., & Caldwell, J.** (2022). Children and youth mental health: Not all equal in the face of the COVID-19 pandemic. *Reference Collection in Neuroscience and Biobehavioral*

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<sup>9</sup> Impact Factor is 16.2, the highest-ranking pediatric journal in the world.

- Psychology*. <https://doi.org/10.1016/B978-0-323-91497-0.00072-2>
- Collin-Vézina, D.**, & Jackson, S. (2022). Relations at the hearth of foster children, youth and family's wellness. *Child Abuse & Neglect*. <https://doi.org/10.1016/j.chiabu.2022.105683>
- De La Sablonnière-Griffin, M., **Collin-Vézina, D.**, Dion, J., & Esposito, T. (2022). Trajectoires en protection de la jeunesse pour les Premières Nations : des disparités qui persistent. *Revue québécoise de psychologie*, 43, 63-86.
- Edwards, D., Danbrook, M., **Collin-Vézina, D.**, Wekerle, C., & the MAP Research Team (2022). Longitudinal trajectories of depressive symptoms among sexually abused adolescent youth involved in child protection services. *Child Abuse & Neglect*. <https://doi.org/10.1016/j.chiabu.2022.105742>
- Geoffrion, S., Lamothe, J., Giguère, C.-E., & **Collin-Vézina, D.** (2022). The effects of adherence to professional identity, workplace aggression, and felt accountability on child protection workers' professional quality of life. *Child Abuse & Neglect*, 135. <https://doi.org/10.1016/j.chiabu.2022.105950>
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- Denov, M.** (2022). Encountering Children and Child Soldiers During Military Deployments: The Impact and Implications for Moral Injury. *European Journal of Psychotraumatology*. [Doi: 10.1080/20008066.2022.2104007](https://doi.org/10.1080/20008066.2022.2104007)
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