



Accreditation Self-Study Report Summary

Bachelor and Master of Social Work Programs

**School of Social Work
McGill University**

Summary with Conditions and Recommendations Prepared for
School Council, March 29, 2021

INTRODUCTION

This report provides a summary of the of the McGill School of Social Work's (the "School") 2020 Accreditation Self-Study that was submitted in May 2020 for the reaccreditation review of the School's BSW and MSW programs by the Commission on Accreditation ("COA") of the Canadian Association for Social Work Education ("CASWE").

The Self-Study was organized in three main sections supported by appendices with detailed supporting evidence. The first section described the School's response to the 2012 Accreditation Site Visit Report and the February 2013 Reaccreditation letter. The second section described the School – including its faculty, staff and student bodies – and the university and social service community context in which it operates and presents the School's BSW and MSW programs. The third section provided an analysis of these programs and of the School's resources and governance procedures relative to specific CASWE accreditation standards.

Respecting the confidential nature of many of the elements included in the full Self-Study report, the present report uses extracts from the Self-Study to present an overview of the key elements from the full Self-Study. Note that new changes since May 2020, including two new tenure track hires (Charles Gyan and Alicia Boatswain-Kyte) and the addition of new required courses in the BSW and MSW programs, are not reflected in this summary of the May 2020 Self-Study (SWRK 425 Advanced Practice in Quebec and SWRK 605 Anti-Racist Practice).

Background

The School's last full accreditation self-study report was submitted to the COA in April 2012. On the basis of the self-study and a COA site visit in November 2012, a four-year conditional reaccreditation for the BSW and MSW programs was granted from July 1 2012 to June 30 2016. Upon review of a progress report, the School's accreditation was extended for another four-year period from July 1 2016 to June 30 2020 and was further extended to January 31 2021 to allow the School to implement its new governance model. As a result of the COVID-19 pandemic, the accreditation visit that had been planned for fall 2020 had to be postponed, and the School's accreditation was extended to January 31, 2023.

Since the 2012 accreditation self-study, the School has been through a number of changes. The number of faculty¹ increased from 17 in 2012 to 20.5 in 2020, nine of whom were hired since 2012, a new School Director was appointed in 2014, reappointed in 2019, and new directors have subsequently been appointed for all of the programs and for field education. The School markedly expanded resources and supports for students. These include dedicated space for students to meet and study, more faculty resources for student advising, detailed advising documents for BSW students, specific supports for Indigenous students, improved communications methods, and a new governance structure in which students, faculty, staff, field instructors, and course lecturers have representation in setting School policies and reviewing

¹ Tenured, tenure track, and non-tenure track ranked full-time faculty.

programs. The School is preparing to move to a temporary – three to five years – location while major renovations are carried out in Wilson Hall, which has housed the School since 1962. The temporary location and the renovated Wilson Hall will provide improved spaces for faculty, student and staff interactions and a new clinic and Simulation Centre.

While there have been no major changes to the structures of the BSW and MSW programs, two new required courses were added to the BSW curriculum (SWRK 422: U3 Integrative Seminar and SWRK 445: First Peoples and Social Work), the two required MSW research methods courses (SWRK 643 & SWRK 653) were re-designed to better support students' Independent Study Projects ("ISP"), and three new electives were developed to respond to identified needs: Addictions (SWRK 535/649), Indigenous Field Studies (IDFC 500), and Evidence Informed Advocacy (SWRK 603). Additionally, based on student feedback, BSW student education has been supported with an enriched and expanded list of courses comprising the 'liberal arts' component of the BSW, and significant changes are well underway to streamline access to the BSW for students with a completed Social Services DEC² from a Quebec CEGEP³. The Qualifying Year for entry into the MSW ("QY-MSW") for students who have an undergraduate degree in a discipline other than social work has been put on hold as of 2020-2021 academic year while a range of alternative options are being reviewed⁴.

Field Education has gone through a number of procedural changes as well as changes in personnel. A new Director, Professor Pam Orzeck, assumed leadership of Field Education in 2018 and has been given additional protected time and dedicated resources to review and redevelop the field programs. In the wake of two retirements, the field team includes a new MSW Field Coordinator, and a new Fieldwork Secretary. Changes in procedures include (1) a revised protocol for dealing with student safety concerns, including sexual harassment; (2) a revised field liaison model using contracted liaisons who have monthly check-ins with students, group meetings, and joint meetings with each student and their field instructor; (3) monthly clinical workshops for the MSW and QY-MSW students; (4) a two-day intensive skills training for the QY-MSW before they start their field placements; (5) field education drop-in sessions for students who want to raise any concerns or issues in their field placements; (6) the addition of a field integration seminar in U2 (SWRK 344); and (7) planned workshops, focus groups and drop-in sessions for field instructors with a goal of strengthening our connections and partnership.

In addition to the CASWE accredited BSW and MSW programs, in 2014 the School launched its MSc (Applied) in Couple and Family Therapy ("MScA CFT") program, the first MScA CFT program offered in a Canadian social work school or faculty. The School also runs a large PhD

² A College Diploma in Quebec for pre-university studies and technical studies (officially titled: Diploma of College Studies, often abbreviated DCS, French: Diplôme d'études collégiales or DEC) is a degree issued by the Ministry of Education and Higher Education after a student has successfully completed an approved college education program.

³ A publicly funded post-secondary education pre-university, collegiate technical college exclusive to the province of Quebec's education system - Collège d'enseignement général et professionnel,

⁴ The revised direct entry track for students who have an undergraduate degree in a discipline other than social work will be submitted to the COA for accreditation at a later date.

program with 35 to 40 students enrolled at any one time.

Supported by six centres and clinics, faculty mentorship, scholarship and advocacy provide a dynamic environment for McGill social work students. The School includes some of Canada's leading social work scholars, and a dynamic and productive group of faculty conducting research in a wide range of areas, from social gerontology to child welfare, and from couple and family therapy to trauma informed practice with refugees.

The School is preparing to move to a temporary space on Sherbrooke St. to allow for a 40 million dollar re-building of Wilson Hall planned to be completed in 2024 or 2025. The temporary space is being re-designed to provide the School with the space it requires to meet its teaching and research missions. The 23,000 square foot space will include 45 offices, 105 workstations, five seminar/meeting rooms, and a five room Community Clinic and Simulation and Interactive Learning Centre. The Community Clinic will house the School's existing Domestic Violence and Couple and Family Therapy Clinics. The Simulation Centre builds on an initiative utilizing actors from the Theatre Program in the English Department piloted over several years in two courses in the MScA CFT program, and will include one-way viewing mirrors and audio-visual equipment to support expanded use of training simulation and live supervision.



RESPONSES TO CONDITIONS FROM CASWE 2012 REVIEW

On February 21 2013, the BSW and MSW programs delivered by the School of Social Work, McGill University (hereinafter referred to as “the School”) were granted reaccreditation for a four-year period starting from July 1 2012 (the end of the previous term of accreditation) and ending on June 30 2016, conditional on the submission of a progress report no later than November 1 2015, describing how the School has met the **3 conditions** as listed below:

1. *Develop mechanisms and procedures for keeping community members and students informed and ensure that effective, clearly understood channels for their meaningful participation in governance are in place (SB/SM 2.12; 4.1).*
2. *Provide more support to students in the field and ensure there are effective opportunities to integrate their course content into their field experiences (SB/SM 6.3; 6.14.7).*
3. *Ensure that concepts of social justice and anti-oppressive practice are clearly and effectively taught in both the BSW and MSW curricula (SB 5.9.3; 5.10.4 and SM 5.7.3; 5.7.6).*

On October 30 2015, the School submitted its **Progress Report** (see Appendix 1) to the CASWE Commission on Accreditation (“COA”) summarizing the changes that had occurred at the School in response to the three conditions for re-accreditation set forth in the February 21 2013 re-accreditation letter. On February 16 2016, the School was asked by the CASWE COA to provide supplementary information to the COA by April 1 2016 regarding the concrete and specific steps taken to meet conditions #2 and #3. More specifically, the issues that the School was asked to address in the supplementary information are as follows:

1. *Regarding Condition #2:*

- The School is asked to provide more specifics of the planned integration seminar for the U2 students. For example, a more concrete timeline for the plan and/or course outline of the seminar should be provided. A course outline would allow the COA to understand how this course helps student integrate classroom learning into field experiences;
- The School is asked to submit a more detailed and updated plan and/or concrete steps to offer an integrative seminar for qualifying year (QY) students entering MSW non-thesis program.

2. *Regarding Condition #3:*

- The School is commended for establishing an Equity Committee. The School is asked to provide a copy of the terms of reference of this Committee to help the COA better understand its nature and function in relation to teaching social justice and anti-oppressive practices;
- The School is also asked to provide a copy of the course outline for the new First People and Social Work – Contexts and Issue. This will help COA understand how the course will meet condition 3.
- In light of the issue identified in the site visit report, regarding concerns raised by the Racialized Student Network (RSN), the School is asked to be more specific as to how it addresses the needs of other diverse populations in the context of teaching social justice and anti-oppressive practices.

On April 1 2016, the School submitted the **supplementary information** (see Appendix 2) addressing each one of the additional questions raised in the February 16 2016 letter. On June 16 2016, the School was granted a further four-year period of re-accreditation to both its BSW and MSW programs from July 1 2016 to June 30 2020. In the letter, the CASWE COA brought to the School's attention that:

While the information received on April 1st, 2016 showed progress in ensuring clear and effective teaching of social justice and anti-oppressive practice at the BSW level, no further information was provided for the MSW level. It will be important that the School address this in the next Self-Study Report.

On April 23 2018, the School requested a six-month extension to postpone its self-study from November 2019 to March 2020 and to postpone the accreditation site visit from winter 2020 to the fall of 2020. The six-month extension was requested to allow the School time to implement a new governance structure. On June 19 2018, the School was granted an extension of its BSW and MSW programs to January 31 2021, with a Self-Study Report due on April 1, 2020. As a result of the impact of the COVID-19 pandemic, the School has been granted an extension to complete the report.

Response to Condition #1

Develop mechanisms and procedures for keeping community members and students informed and ensure that effective, clearly understood channels for their meaningful participation in governance are in place (SB/SM 2.12; 4.1).

As outlined in the October 2015 Progress Report (see Appendix 1), the School's initial response to Condition #1 focused on increased student participation on program committees, adding student and community representatives to hiring committees, inviting course lecturers to faculty meetings, adding new communication channels, holding regular town hall meetings and providing dedicated space to students. In addition to increasing participation from students and other constituencies, these changes helped highlight more fundamental governance issues. As the number of consultation and engagement activities grew, the need for more formal decision-making structures became increasingly clear (as noted in Recommendations #4 and #5 from the Accreditation Site Visit Report, see Appendix 3). Building on the changes outlined in the Progress Report, the School has continued to develop and implement engagement mechanisms articulated around three main strategies: (1) developing and formalizing more inclusive governance mechanisms; (2) improving communication mechanisms; and (3) supporting student engagement through community activities and improved space dedicated to students.

Changes to Governance Structures

On September 9 2019, the School approved the [bylaws](#) (see Appendix 4) for a School Council designed to serve as the primary decision-making body for the School. The new Council includes all faculty and representatives from the five major school constituencies: administrative staff, students, field coordinators, field instructors and course lecturers. In addition to six student representatives on the Council, the Bylaws specify student representation on all Program

Committees through the two student associations, Social Work Student Association (“SWSA”) and Social Work Association of Graduate Students (“SWAGS”).

The Bylaws delineate the responsibilities of the School Director, the Program Directors, the Program Committees, the School Council and the School Faculty, and outline procedures for meeting, sharing information and making decisions. The School Council makes decisions and establishes policies and guidelines that relate to the academic programs of the School as well as the learning environment of the School and the role of the School in the broader social work community. The School Faculty establish policies and guidelines that relate to hiring, promotion, tenure, workload and merit that affect faculty. The Bylaws also include guiding principles, including the School’s Mission Statement, Professional Statement, Indigenous Land Acknowledgment, and a commitment to Equity, Diversity & Inclusion. By the end of April 2020, the Council will have met three times⁵. The Bylaws, Council minutes and agendas are posted on the School website at: <https://www.mcgill.ca/socialwork/governance>.

Since 2014, student participation in governance has been further supported by including a student and a community representative on all hiring committees.

Program Committees have always included student representatives, and minutes from the Program Committee meetings are circulated to the student representatives and the relevant student associations. The Council Bylaws have helped to clarify the role of the Program Committees by explicitly delineating the decision-making procedures for recommendations developed by Council committees. Student representatives on Program Committees gather feedback from their peers on topics being addressed by their respective committees. For instance over the last year the BSW student representative surveyed their peers on topics including, but not limited to: the number and timing of required courses; the challenges entailed in meeting non-SWRK course requirements; reviewing course overlap for required courses; and reworking a number of required courses in the BSW curriculum.

Program Committees have also made use of a number of program-wide student consultation mechanisms, including Town Halls, Listening Circles, and World Cafés. These are open agenda meetings between students and faculty that are held once or twice a year for each program. These provide important channels for discussing School priorities, hearing student views and perspectives on emerging issues, identifying student concerns and generating viable solutions.

In the past three years, the Field Education Team has made a concerted effort to increase involvement and communication with the network of partners including field instructors and the academic affairs directorates from the CIUSSS⁶ West Island and West-Central. Field instructors are now voting members of the School Council. In fall 2020, a field education advisory committee will begin, including representation from students, field instructors, faculty,

⁵ The Council Bylaws states that “there will be a minimum of four School Council meetings per year; two in the fall term and two in the winter term.” (2.3.7). A fourth meeting originally scheduled on April 15 2020 was cancelled due to COVID-19 pandemic.

⁶ Integrated University Health and Social Services Centre, Centres Intégrés Universitaires de Santé et de Services Sociaux (CIUSSS)

integrative seminar leads, field liaisons and field coordinators.

Improved Communications

The School has improved communication through a student bulletin, a new website, a Facebook and an Instagram account, town hall meetings and listening circles for MSW and QY-MSW, circulation of BSW Program Committee meeting minutes through student representatives and the Social Work Student Association (“SWSA”), and collaboration with students and community members in joint social and political action events. These efforts have supported a more proactive and inclusive School culture, increasing the transparency of the decision-making process and the effectiveness of our planning mechanisms and the impact of our teaching, our scholarship and our political actions.

- Since January 2013 the School has been distributing a bi-weekly **Student Bulletin** which includes news from the School, news from the student associations, notices of important events, awards, funding and research, and job and volunteering opportunities, etc. The Student Bulletin provides an easy access to single source of information, with back issues available on the School’s website at <http://www.mcgill.ca/socialwork/news/bulletins>. During the COVID-19 crisis the Bulletin was replaced with a Daily / Weekly Update for staff, students and faculty: <https://www.mcgill.ca/socialwork/news/ssw-daily-update-archive-faq-covid-19-news>
- In October 2015, the School launched its **new website**, redesigned to provide easier student access to program information, School events and campus-wide resources such as academic advising, student services, career planning and advising, etc.: <http://www.mcgill.ca/socialwork/>. All documents were also revised to ensure that information is provided in a consistent fashion. In the fall of 2019, further enhancement was made to the website with a new **centralized calendar** function and streaming more announcements through the website.
- In spring 2019, in order to enhance communications for the school community, a **display screen** was installed in the main lobby of Wilson Hall to announce all student and faculty events and activities as well as any student or faculty announcements. As well, the screen displays the weekly and monthly calendars and any academic and field education announcements. A **student communications assistant** was hired to populate the screen, reflect the School calendar and engage with the student associations for content.

Increased Student Engagement

A third strategy to improve student participation in governance has focused on supporting student engagement through community activities and improved spaces dedicated to students. In addition to assigning a large shared office to the two student associations, we were able to open and equip a student lounge and kitchen area on the ground floor and a quiet study area with a dozen desks in the Wilson Hall atrium. A student office, lounge area, workstations, lockers and access to a large kitchen and dining area are planned in the building that the School is being temporarily relocated to.

In addition to providing the student associations with dedicated space, the School has assisted

with funding for students to attend the annual CASWE conference and the annual General Meeting (“AGM”), and has been working with the student associations to organize orientation events, social events and social actions. A joint student/faculty “Community Incubator” initiative, was inaugurated in winter 2017 to generate opportunities for collaboration amongst students, staff and faculty around advocacy and community/political action. During the academic year, the open group meets monthly to offer support, discuss salient topics, and plan community/political action. Community themed meals –Social Work Socials – have been held 4-5 times a year with good attendance across all programs. Several political actions have taken place, as well as gardening activities to promote wellness. Since fall 2019, two faculty have been designated to liaise with and support the SWSA and SWAGS; they attended some of the student meetings, help with student mobilization, and bridge communication with the School.

Over the last four years several issues have tested the School’s ability to effectively engage with students:

- In response to a number of equity related concerns raised by students, a joint faculty-student equity committee was set up in 2015 and conducted a cross program survey in the 2016 winter term to document experiences of discrimination, marginalization, exclusion, and/or invisibility. Two-hundred and twelve students participated in the survey (see Appendix 5 & 6). To address some of the issues identified in the survey, the School ran equity training sessions for faculty and for field instructors, and had an on-site equity advisor from the University’s Social Equity and Diversity Education Office (“SEDE”) assigned to the School on a one-day a week basis from 2017 to 2019. The advisor supported the work of the equity committee by providing confidential one-on-one support to faculty, staff, students, and field instructors.
- In the fall of 2017, a group of students organized a protest movement to push for increasing the number of all-gender washrooms in Wilson Hall. This initially proved to be a very divisive issue, especially since most washrooms in Wilson Hall were multi-stall units that could not be easily renovated. While some students were advocating for all washrooms to be designated all-gender, other students and staff expressed concern about losing access to washrooms reserved for people who identify as women. A working group comprised of Faculty members and student representatives was able to negotiate a balance whereby 9 out of 11 washrooms were re-designated as all-gender, two multi-stall washrooms remained reserved for people who identify as women, and all signage was reconfigured accordingly (see Appendix 7).
- In 2018, students across the Quebec province organized a series of protests and class boycotts lobbying for paid internships for students. In support of the protest, School faculty made accommodations to allow students to catch up on missed classes or field placement time. In response to the protests, the Ministry of Education agreed to provide students in the last year of their BSW or MSW with a \$2,700 [internship scholarship](#).
- In March 2020, as a response to the COVID-19 pandemic, the University cancelled classes for two weeks and then transitioned all classes to remote teaching. Several groups of students advocated to have the end of term cancelled and to have all students graded on the basis of previous work. Student concerns about completing their term in the context of the COVID-19 crisis were addressed through the use of cohort-specific on-line drop-in meetings, daily communication through a School-wide newsletter, and re-designing and coordinating

- syllabi to keep assignments manageable.
- The equity and washroom gender-designation issues drew attention to the need for a clearer governance structure, as the one in place lacked clarity and required a level of consensus that made it difficult to acknowledge differences. These realities led the School to develop a new governance model with a School Council where all key constituencies are represented and Bylaws that clarify decision-making procedures.

Response to Condition #2

Provide more support to students in the field and ensure there are effective opportunities to integrate their course content into their field experiences (SB/SM 6.3; 6.14.7).

To provide more support to students in the field and to create adequate opportunities to integrate course content into the field experiences, 3-credit integrative seminars were provided as required courses for U2 and U3. U2 Integrative Seminar (SWRK 344) was introduced in the Winter semester to integrate the learning from the first semester in field placements. The goal of this course is to offer students an opportunity to reflect on their learning goals, the skills they are developing and some of the ethical issues in field placements.

U3 Integrative Seminar (SWRK 422) was introduced in the Winter semester to integrate the learning from the first three semesters in field placements. The main purpose of this integrative seminar is to facilitate the links between the theories, concepts and empirical findings introduced in coursework, and the observation and knowledge students garner from the field.

During the 2019-2020 academic year, the QY-MSW cohort were offered weekly 1-hour drop-in sessions to discuss field placement experiences, clinical challenges and concerns. As well, 4-hour monthly workshops (6 in total) were introduced this year and were offered to QY-MSW and MSW students. Themes covered included psychosocial assessment skills, communication skills, inter-disciplinary case presentations, as well as the development of a community of practice for students to discuss cases (see Field Appendix 1).

Historically, faculty field liaisons were designated to follow up with students in their field sites one time per semester. For the BSW and QY-MSW programs, in 2019, we implemented an external field liaison pilot project by hiring social workers from community and health care settings. This monthly check-in strengthened the liaison role and provided ongoing and consistent support for students and field instructors. This project was successful and will continue in the next academic year (see Field Appendix 2).

The Field Education Team acquired new software in the spring of 2020 to improve field placement data management. This software will allow for increased communications with students, centralized storage of field education documents online and an optimization of our matching and placement processes with partner stakeholders.

Several initiatives were undertaken to improve upon our School's feedback system this year. A joint SWSA and Field Education survey was completed the winter of 2020 to gather feedback from students on their field experiences (see Field Appendix 3). Additional questions about the

field experience were included in the School's course evaluations (see Field Appendix 4). Consultations and focus groups were held with field instructors and agencies in 2019 and 2020 to gather information and feedback regarding their field experiences (see Field Appendix 5a). As well, regular discussions and conversations with field instructors took place all year long. The Field education team has developed a Feedback Process Plan for 2020 (see Field Appendix 5b).

The Field Education Team has implemented monthly team meetings, an annual field team retreat, and the systematic use of Microsoft Teams as a platform for communications and shared documents.

The BSW and MSW Field Education Policy Manual was modified in the spring of 2018 and updated in 2020 (see Field Appendix 6 & 7). This comprehensive manual is intended to provide comprehensive information and guidelines for all of the stakeholders involved with the BSW and MSW Field Education program including students, host organizations, field instructors, field liaisons and the School. It addresses important aspects of roles and responsibilities of the various stakeholders, policies impacting field, the evaluation process, professional conduct and many more important guidelines for field education.

Response to Condition #3

Ensure that principles of social justice and anti-oppressive practices are clearly and effectively taught in BSW and MSW programs

During its 2015 spring retreat the School engaged in a review of curricula covering issues related to social justice and anti-oppressive practice. The focus was on sharing content and teaching methods across courses to strengthen the integration of materials introduced in the Anti-Oppression Practice (SWRK 325, "AOP") course. Questions about the extent to which concepts of social justice and AOP are well integrated in the curriculum have been added to the field and program student surveys. To help track the implementation of this review, the format of course syllabi was re-designed to highlight the extent to which CASWE "Core Learning Objectives" are addressed in different courses. As show in Table 7 to Table 12 in Section 3.1 (Domain III Curriculum), over half of the BSW and MSW courses include Learning Objectives 3 (ii) "role social structures can play in limiting human and civil rights" and 4 (ii) "how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups."

At the level of the BSW program this includes required courses such as Anti-Oppression Practice (SWRK 325), Poverty and Inequality (SWRK 223), First Peoples and Social Work (SWRK 445), and Critical Thought and Ethics (SWRK 525), as well as electives such as Practice with GLBT-S People (SWRK 342) and Disabilities and Rehabilitation (SWRK 510), Policy and Practice for Refugees (SWRK 400) and Indigenous Field Studies (IDFC 500), all taught with an emphasis of anti-oppressive practice.

At the level of the MSW program these questions are addressed in most electives, which emphasize critical analysis of research, practice and policy in specific areas of social work practice. This includes courses such as Reclaiming Child Welfare (SWRK 606), Community

Organization (SWRK 624), Caregiving (SWRK 670) and Evidence Informed Advocacy (SWRK 603).

Hiring more faculty from equity seeking groups has also played an important role in infusing concepts of social justice and anti-oppressive practices in the curriculum. As discussed in response to Recommendation # 7, the School has had significant success in increasing representation from equity seeking groups. [Six] of the nine new faculty who are currently on staff and have been hired since 2012 are from equity seeking groups, including faculty from First Nations, racialized, and LGBTQ2 communities.

Responses to Recommendations to the School since 2012 CASWE Review

In addition to the three conditions for re-accreditation, the CASWE COA has made a total of 23 recommendations to the School. The remaining recommendations in this report identify issues that may merit attention by the School but do not pose an immediate threat to standards. Reporting on these issues in the next self-study remains at the discretion of the School. In this section, the recommendations will be addressed one by one.

Recommendation #1: The School undertake a review of its mission statement to ensure that it reflects current circumstances and aspirations and is well understood by major stakeholders. The review should be through a formal process that involves all major stakeholder groups.

Since the 2012 Accreditation Site Visit Report, the School's mission statement had gone through three reviews.

- A review of the mission statement was the focus of a faculty retreat in June 2016, at which point there was consensus among faculty that the existing mission statement continued to reflect the School's key priorities.
- In early 2019 a second review of the mission statement was conducted as part of the broader initiative to develop a more inclusive governance structure. Three guiding principles were added to the mission statement in the preamble of the School Council [Bylaws](#): (1) a professional statement referring to the values and principles of CASWE and the Canadian Association of Social Work ("CASW"), (2) an Indigenous land acknowledgment, and (3) a statement placing equity, diversity and inclusion as guiding principles for the School (see Appendix 4, section 1.2).
- An ad-hoc School Mission Review committee was tasked at the November 2019 School Council to review the School's mission statement so that it explicitly includes principles of equity, diversity and inclusion. The Committee was also tasked with examining what type of equity, diversity and inclusion initiatives would be required to implement a revised mission statement. The Committee involved faculty members and student representatives and was expected to report back to the School Council at the April 2020 Council meeting. However, the work of the Committee was hampered by four unexpected faculty short-term disability leaves in the fall of 2019, and further postponement in response to the 2020 COVID-19

pandemic.

Recommendation #2: Create one faculty position (in addition to the current hires) and place the sessional budget allocation from the Faculty of Arts on a more predictable basis.

Since 2012 the number of faculty, tenured, tenure track, and non-tenure track ranked professors increased from 17 in 2012 to 20.5 in 2020, including 12.5 tenured professors (one professor has a 50% joint appointment in the Faculty of Medicine), four tenure track professors and four non-tenure track ranked professors⁷. The School is also in the midst of hiring a new tenure track Assistant Professor in Social Policy, which would bring the faculty count up to 21.5 by August 2020.

Two of these additional positions were funded to meet the requirements of the School's new MScA CFT program, and two are partially funded through the School's course lecturer teaching budget (see Finance Appendix 1). The permanent course lecturer teaching budget, however, has not been increased leading to a structural deficit that is currently covered through the temporary closing of the QY-MSW.

Recommendation #3: Take steps to ensure that policies and procedures for handling concerns and complaints related to harassment, sexual harassment and discrimination are well publicized among students.

Protection from harassment, sexual harassment and discrimination is governed by the University through:

- the [Policy On Harassment And Discrimination Prohibited By Law](#) ,
- the [Policy Against Sexual Violence](#),
- the [Code of Student Conduct and Disciplinary Procedures](#), and
- the [Charter of Student Rights](#).

Students are encouraged to bring concerns or complaints to:

- the [Senior Equity & Inclusion Advisor](#), or
- the [Office for Sexual Violence Response, Support and Education](#), or
- the [Office of the Dean of Students](#), or
- the [Student Wellness Hub](#).

These regulations, procedures and services are linked to the School's website under the [Students](#) tab, and are listed in the School's [Code of Professional Conduct and Appropriate Use of Social Media Policy](#) (see Appendix 8) which is also on the School's website and distributed to all incoming students. In addition, as of the fall of 2019, all faculty, staff and students are required

⁷ Non tenure track ranked professors at McGill are "Ranked Contract Academic Staff". They carry a full teaching load, and are expected to contribute significantly to supporting students' professional education.

to complete the University's online [sexual violence education program](#).

As part of the re-designation of all-gender washrooms and washrooms for women-identified people (see [Increased Student Engagement](#) in Response to Condition #1) notices were placed in all washrooms defining harassment and identifying resources to obtain help, and information about access to all-gender washrooms were placed in the corridors of Wilson Hall.

Recommendation #4: While the composition, roles, functions and relationships of the School's governance committees are documented in memoranda and annual reports issued over a period of years, create a governance manual that contains all such information.

In 2019, the School implemented a new School Council governance structure. [The School Council Bylaws](#) (see Appendix 4) specify the composition, roles, functions and relationships of the School's governance committees. The Bylaws are on the School's website and are distributed to all incoming students.

Recommendation #5: As an immediate priority, conduct a comprehensive review of mechanisms and procedures for keeping students and community members informed and create effective channels for their meaningful participation in governance.

As described in more detail in response to [Condition #1](#), the School has expanded communication strategies, including a School Bulletin, a re-designed website, hiring a student communications assistant, and an events website calendar and events screen in the lobby of Wilson Hall listing all committee meetings, talks and events.

Recommendation #6: When the School moves (whether temporarily or permanently) to new facilities, provide student spaces that are adequate and of a reasonable quality.

As a result of the School of Nursing leaving Wilson Hall in 2018, it was possible to make dedicated space available to students including a large office for the two student associations, a student lounge and kitchen area on the ground floor of Wilson Hall and a quiet study area with a dozen desks in the Wilson Hall atrium. A student office, lounge area, workstations, lockers and access to a shared large staff and student kitchen and dining area are planned in the building that the School is being temporarily relocated to.

Recommendation #7: Develop further strategies to attract faculty members from racialized and other under-represented groups.

Significant efforts have been made both at the level of the University and the School to attract faculty from equity seeking groups. All job advertisements for faculty positions include an equity and diversity statement that encourages "applications from racialized persons/visible minorities, women, Indigenous persons, persons with disabilities, ethnic minorities, and persons of minority sexual orientations and gender identities, as well as from all qualified candidates with the skills and knowledge to engage productively with diverse communities" (see Appendix 9 for examples of job advertisement). In addition, all members of search committees must attend

an equity training session, applicants are asked to complete an equity survey, and short-lists are reviewed by McGill's Senior Employment Equity Advisor to monitor representation from equity seeking groups.

The School has had significant success in increasing representation from equity seeking groups. [Six] of the nine new faculty who are currently on staff and have been hired since 2012 are from equity seeking groups, including faculty from First Nations, racialized, and LGBTQ2 communities.

Recommendation #8: Review staffing levels to ensure that they are adequate to meet administrative and advising workloads within the School.

The administrative team has remained relatively stable. While the Faculty of Arts has centralized many administrative positions, the School's administrative staff remain within the School because of the unique needs of the School's professional programs.

Significant additional resources have been added to support student advising. Three new non-tenure track ranked professors⁸ have been hired with a mandate and protected time to support student advising and students' professional development. Additional protected course release time has also been given to the Director of the BSW program for student advising. Field liaison support for students has also been enhanced by using contracted field liaisons who are able to engage more systematically with student field placements. Finally, advising for Indigenous students has also been enhanced through Indigenous Access McGill ("IAM"), which is supported with additional core funding from the University.

Recommendation #9: Consider the creation of a formal equity committee to ensure that barriers are reduced for members of all equity-seeking groups.

In the fall of 2014, the School tasked a joint faculty-student group to plan the development of an Equity Committee. Following a review in early 2015 of equity committees in other universities, the planning group developed and then conducted a cross program survey of students to gather their views of the appropriate structure and mandate for an equity committee and to document experiences of discrimination, marginalization, exclusion, and/or invisibility within the School of Social Work and in their training settings (see Appendix 5 & 6). Two-hundred and twelve students participated in the survey in early 2016. In response to some of the issues identified in the survey the School ran several equity training sessions for faculty and for field instructors. Additionally, an equity advisor from the University's Social Equity and Diversity Education Office ("SEDE") was assigned on a one-day a week basis to the School from 2017 to 2019. The equity advisor supported the work of the planning group and provided confidential one-on-one support to faculty, staff, students, and field instructors.

⁸ These are ranked faculty positions categorized at McGill as "Ranked Contract Academic Staff". Unlike tenured or tenure track faculty their workload expectations place more emphasis on teaching and service. They carry a full teaching load, and are expected to contribute significantly to advising and supporting students' professional education.

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

Despite support from faculty and students for the principle of establishing a standing equity committee, shifting from the planning process to establishing an active working committee has proven to be a challenge. The lack of a clear and inclusive governance model was identified by the planning group and by the SEDE equity advisor as a key obstacle to formalizing an equity committee. With support from the equity advisor, the School focused on addressing the governance issue by developing a School Council with representation from key constituencies and a formal set of [Bylaws](#) (see Appendix 4) which the School started to implement in the fall of 2019. The task of continuing to develop and ratify terms of reference for an equity committee, or some other cross-committee mechanism to address equity issues, remains with a planning group, but has not been completed.

Recommendation # 10: Develop a BSW Student Handbook that includes important information regarding deadlines, procedures and regulations.

Recommendation #13: Develop a MSW Student Handbook that includes important information regarding deadlines, procedures and regulations.

A major redevelopment of the School's website was designed to provide BSW and MSW students with all of the information needed regarding the program options, courses, deadlines, procedures and regulations. Changes to regulations and procedures are updated on the website and all forms and advising documents needed by students are listed on program-specific pages.

In addition, a new Field Education Policy Manual (see Field Appendix 6 & 7) and the newly developed [Code of Professional Conduct and Appropriate Use of Social Media Policy](#) (see Appendix 8) provide additional resources for students. The Code of Professional Conduct includes a list of policies and services for students seeking academic advising or services to address safety, health or financial issues.

The BSW section of the School's website includes: application deadlines and procedures; the BSW plan of study; list of courses and latest annual timetable to assist students in planning their multiple responsibilities; clarification on transfer credits; rules and procedures for requesting exemptions from required courses; grading regulations including the option to request "Satisfactory/Unsatisfactory" vs. a letter grade; reassessment of coursework; and list of contacts

and cohort advisors.

The BSW Program Director has produced a thorough and detailed “[BSW Advising PowerPoint](#)” document that brings together all program-specific requirements and all relevant university rules and regulations. Other specific advising tools developed by Professor Krane include the rules and procedures for securing transfer credits (“Transfer Equivalency Form”), for pursuing a BSW/Minor Concentration (“BSW/Minor Concentration Form”) and for the selection of non-SWRK courses (“BSW Approved Social Sciences, Humanities, Literature & Civilization Complementary Courses and/or Electives”). All forms are updated and provided to all BSW students and cohort advisors annually and are readily available on the School’s website.

Recommendation #11: Devise a way to determine the diversity profile of non-Aboriginal BSW and MSW students to ensure that students reflect the diversity of the populations served (SB/SM 4.7/4.8).

Recommendation #12: Ensure that effective programs for supporting and retaining under-represented student groups are in place (SM 4.5).

Recruitment of students from under-represented and vulnerable communities continues to be a priority for the School. The Indigenous Access McGill (“IAM”) initiative includes both recruitment and ongoing support for Indigenous social work students. Given the relatively small urban Indigenous population in Montreal, the program has been very successful: there currently are 11 Indigenous students at the School, 7 in the BSW program and one QY-MSW, one MSW, one MScA CFT and one PhD. Through the International Community Action Network (“ICAN”), the special cohorts of students from the Middle East spend a year at the School as part of a special 2-year MSW International Partner Program (“MSW IPP”, see Appendix 10 & 11, *MSW IPP Proposal & Approval*). In 2014-15, the School hosted 9 students, and in 2018-19 another 6 students, from Palestine, Jordan, Israel and Syria.

To help encourage students from Montreal’s Black communities to apply to the social work program at McGill, the School contracted with the “[Generation Gap](#)” program which ran several workshops in the fall of 2018 for potential applicants recruited through local community groups. A more comprehensive strategy, including support to students once they are admitted to the program, is under development.

At the beginning of fall 2019, the BSW Program Committee met with the Director of Admissions at McGill Enrollment Services to determine whether offers of admission within the School could provide special consideration for equity-seeking groups that may be under-represented and under-served. In addition to adding a statement⁹ to the application form encouraging students from equity groups to apply, the BSW Program Committee will be working with the School’s Equity Committee to develop a more proactive admissions and support

⁹ “The School of Social Work welcomes applications from Indigenous people, people with disabilities, racialized people, LGBTQ2S+ people, women, people from an economically disadvantaged backgrounds and others who may face systemic barriers that impact their access to education”.

strategy.

Recommendation #14: Develop strategies to better integrate the Qualifying Year students into the School. (SM 4.10).

Efforts made to better integrate the Qualifying Year students into the School include: (1) ensuring that most QY-MSW courses were taught by faculty rather than course lecturers, (2) holding joint events involving QY-MSW and MSW students, and (3) assigning one of the new professional faculty¹⁰ hires to coordinate the QY-MSW and serve as the advisor for QY-MSW students. However, the structure of the QY-MSW curriculum, with a two-term field placement and four 3-credit courses per term, limited the scope of the measures that were attempted to better integrate the QY-MSW students, leading to the decision to put the QY-MSW on hold in 2020-2021 academic year to allow for a comprehensive review and restructuring.

Recommendation #15: Discuss the B+ requirement with relevant university authorities to see if the policy can be adjusted to require an overall B+ average rather than a B+ in every course.

In 2016 the criteria for admission to the MSW program were revised from QY-MSW students having to have a minimum of a B+ in every Qualifying Year course to only needing an overall average of B+ as a result of discussions with QY-MSW students.

Recommendation #16: Review practice skills courses to ensure that the applied content will sufficiently equip students with beginning level interview skills.

In 2015, the U1 BSW course, Introduction to Practicum (SWRK 222), was extended to three hours instead of two and was re-structured to include more skills based content. Course sections are kept small (15 to 20 student) to support teaching introductory interviewing skills. The course was further restructured in 2018 to increase its focus on skills training (see Appendix 12, *Course Outlines for all BSW courses for 2019-2020 Academic Year*).

Additional sections were also added to five of the skills focused practice courses to support increased in-class practice skills teaching: Anti-Oppression Practice (SWRK 325), Practice with Individuals and Families 1 and 2 (SWRK 320 & SWRK 326), Introduction to Practice with Groups (SWRK 321), and First Peoples and Social Work (SWRK 445).

A Simulation Centre is being built as part of the renovations for the temporary space that the School is moving to in the fall of 2020. The Simulation Centre will include rooms with built-in video recording equipment and two one-way mirror viewing rooms. The Simulation Centre builds on an initiative utilizing actors from the Theatre Program in the English Department

¹⁰ These are ranked faculty positions categorized at McGill as “Ranked Contract Academic Staff”. Unlike tenured or tenure track faculty their workload expectations place more emphasis on teaching and service. They carry a full teaching load, and are expected to contribute significantly to advising and supporting students’ professional education.

piloted over several years in two courses in the MScA CFT program.

Recommendation #17: Review, and modify as necessary, the BSW curriculum, to ensure that concepts of anti-oppressive practice are clearly and explicitly taught. (see condition# 3)

See [response to Condition #3](#).

In addition to courses where anti-oppressive practice is a central focus, BSW course syllabi are being revised to include more anti-oppressive practice materials. For instance, the two Practice with Individuals and Families courses (SWRK 320 & SWRK 326) are being revised to include more diverse case studies and critical theoretical frameworks.

Recommendation #18: Identify more clearly content on disability and substance misuse in existing courses.

This content is now covered in two 500 level courses open to the BSW and MSW students: Addictions (SWRK 535/649) and Disabilities and Rehabilitation (SWRK 510/669) (see Appendix 12).

Recommendation #19: Explore options for creating more flexibility regarding course selection across streams.

MSW students have been given more flexibility in taking courses from other streams by allowing cross-stream course selection, based on enrollment. Although priority for course enrollment for stream-specific courses is given to students within that stream, course enrollment numbers are monitored to see if demand for a specific course warrants the addition of an extra section (most MSW courses are capped at 22). Family Assessment (SWRK 622), Family Treatment (SWRK 610) and Adult Mental Health (SWRK 630) have been in highest demand and all include a second section. Sections have been added, according to demand, to other popular courses, such as Couple Therapy (SWRK 623) and Use of Self (SWRK 635) (see Appendix 13, *Course Outlines for all MSW Courses for 2019-2020 Academic Year*).

The lack of balance in student enrollment across the three streams is being closely monitored. The Children & Families stream remains the most popular, while the number of students in the International & Community Development and Health & Social Care streams tend to have a lower enrollment. The stream options have been reviewed in the past and will be reviewed again by the MSW Program Committee.

Two BSW/MSW cross-listed courses, Addictions (SWRK 535/649) and Disabilities and Rehabilitation (SWRK 510/669) are offered as evening courses to increase options for MSW students interested in specialized courses that are not stream-specific.

Recommendation #20: Review, and modify as necessary, the MSW curriculum, to ensure that concepts of anti-oppressive practice are clearly and explicitly taught. (see condition #3)

See [response to Condition # 3](#)

Recommendation #21: Create a mechanism for providing feedback to the field instructors (SB/SM 6.15.6).

U3 BSW student field experience exit surveys have been in place since 2013, and were extended to all BSW cohorts in 2017, and to MSW students this year. The surveys include questions about the students' field supervisory experience, skill acquisitions, and learning goals (see Field Appendix 8 & 9). The aggregated results are shared and discussed with the Directors of Academic Affairs and senior management staff who oversee field placements in the two largest health and social service organizations offering field placements: the CIUSSS¹¹ West-Central Montreal and CIUSSS West Montreal (including hospital and youth protection services) (see Field Appendix 10). In addition, all field instructors are provided with feedback via a personal call from their Field Coordinator.

To obtain program level feedback from field instructors, a year end survey was sent in 2019 to all the field instructors (see Field Appendix 11), and in 2020, the field liaisons were surveyed as well (see Field Appendix 12). The Field Education Team has also developed a Feedback Process Plan for 2020 (see Field Appendix 5b).

Recommendation #22: Consider the inclusion of a community member on the Field Committee.

A Field Education Advisory Committee, including students, field supervisors, field liaisons, instructors of integrative seminars, has been added to the School's governance structure, as specified in [School Council Bylaw](#) (see Appendix 4, section 3.2). A first meeting of the Advisory Committee was planned for spring of 2020 but, as a result of the COVID-19 crisis, the meeting is postponed to the fall of 2020 (see Field Appendix 13 for List of Field Advisory Committee members).

Recommendation #23: Provide more support to students in the field and create adequate opportunities to integrate course content into field experiences (SB/SM 6.14.7; SB/SM 6.3). This could be accomplished by strengthening the liaison component and introducing a field seminar as part of the field experience. (see Condition #2)

See [response to Condition # 2](#) with respect to supports to students in the field and opportunities to integrate course content into field experiences.

¹¹ CIUSSS: Integrated University Health and Social Services Centre (Centres Intégrés Universitaires de Santé et de Services Sociaux)

With respect to field liaison, the BSW and MSW programs used different models: field liaison in the MSW program has always been provided by the MSW field coordinator, whereas the liaison function was done by faculty who were each assigned to two or three sites with an expectation of a single liaison visit. A new BSW field liaison model was piloted in 2019 using external social workers hired from community and health care settings. These external field liaisons were assigned up to 20 students each and followed a protocol of monthly check-ins, including a meeting with the student and field instructor, and a student group meeting. This monthly check-in strengthened the liaison role and provided ongoing and consistent support for students and field instructors. This 8-month protocol was very much appreciated by the students and field instructors, both of whom expressed great satisfaction with having a contact person throughout the academic year. This project was successful and will continue in the next academic year (see Field Appendix 2).

OVERVIEW OF THE SCHOOL

Since the 2012 accreditation self-study the School has been through a number of changes in terms of its staff and faculty complement, curriculum changes to the BSW and MSW programs, the addition of a new MSc (Applied) Couple and Family Therapy (“MScA CFT”) program¹², additional resources for students, in particular Indigenous students, and the introduction of a new and more inclusive governance model. In 2018, the School celebrated its 100th anniversary, and by the end of 2020, the School will be temporarily relocating while its historic home, Wilson Hall, goes through a 40 million dollar renovation.

Faculty and Staff Renewal

The number of faculty, tenured, tenure track, and non-tenure track ranked professors¹³ increased from 17 in 2012 to 20.5¹⁴ at the beginning of 2020, including 12.5 tenured professors (one professor has a 50% joint appointment in the Faculty of Medicine), four tenure track professors, and four non-tenure track ranked professors¹⁵. Nine of these professors have been hired since 2012 (see Table 2). The School is also in the midst of hiring a new tenure track Assistant Professor in Social Policy, which would bring the faculty count up to 21.5 by August 2020. In addition, one of the two Academic Associate field coordinators retired and was replaced with a new coordinator.

Along with this infusion of new faculty, the leadership of the School has been renewed: Professor Trocmé was appointed in the position of Director of the School in 2014, renewed in 2019, and new directors have subsequently been appointed for all of the programs, Professors Krane (BSW), Ives (MSW, as of September 1 2020), Hanley (PhD) and MacIntosh (MScA CFT), and Professor Orzeck was appointed Director of Field Education.

At the level of the administrative staff, the staff complement grew in 2014 by two full-time permanent positions to support the MScA CFT program with an Administrative Assistant (management-level role) and a Student Affairs Coordinator. In 2016, the Field Education Team also saw a change in its administrative support with an increase in hours from 20.25/week to 25.25/week for the part-time Fieldwork Secretary. As a result of retirement and departures, new staff were hired for two of the five previously existing positions. As new administrative staff join the School, they have benefited from a team dedicated to supporting student and faculty, as exemplified most recently when Lillian Iannone, one of the Student Affairs Coordinators, was the recipient of the 2019 Arts Award of Excellence for Administrative and Support Staff.

¹² In the fall of 2014, the School started offering an MSc (Applied) in Couple and Family Therapy, the first CFT program offered in a Canadian social work school or faculty. Recognized as giving a psychotherapy permit by OTSTCFQ and OPQ, the CFT Program is not part of the CASWE accreditation.

¹³ Non tenure track ranked professors at McGill are “Ranked Contract Academic Staff”. They carry a full teaching load, and are expected to contribute significantly to supporting students’ professional education.

¹⁴ Two of these additional positions were funded to meet the requirements of the School’s new CFT program, and two are partially funded through the School’s course lecturer teaching budget.

¹⁵ See note 13

These changes in staffing and addition of new faculty and administrative staff have been gradual, allowing for effective transmission of accumulated expertise while infusing new perspectives and energies into the School and its programs.

Student Support and Enrollments

Over the last five years the School has significantly increased supports for students, ranging from protected faculty time for advising, to more reserved spaces for students, to improved communications, to events that bring student, faculty and staff together.

Three new full-time non-tenure track ranked professors¹⁶ have been hired with a mandate and protected time to support student advising and students' professional development. Additional protected course release time has also been given to the Director of the BSW program for student advising. Field liaison support for students has also been enhanced by using contracted field liaisons who are able to engage more systematically with student field placements. Finally, advising for Indigenous students has also been enhanced through Indigenous Access McGill, which is supported with additional core funding from the University.

The two student associations, Social Work Student Association ("SWSA") and Social Work Association of Graduate Students ("SWAGS") share a large shared office where they can hold meetings with their executive and store documents and materials. On the main floor of Wilson Hall there is a student lounge and kitchen area. In the Wilson Hall atrium students have a quiet study area with a dozen desks. A student office, lounge area, workstations, lockers and access to a large kitchen and dining area are planned in the building that the School is being temporarily relocated to.

The School has improved communications through a student bulletin, a new website, a Facebook and an Instagram account, town hall meetings and listening circles, supporting student involvement in Program Committees, and collaboration with students and community members in joint social and political action events. These efforts have supported a more proactive and inclusive School culture, increasing the transparency of the decision-making process and the effectiveness of our planning mechanisms and the impact of our teaching, our scholarship and our political actions (see Response to [Condition #1](#) for more details).

¹⁶ These are ranked faculty positions categorized at McGill as "Ranked Contract Academic Staff". Unlike tenured or tenure track faculty their workload expectations place more emphasis on teaching and service. They carry a full teaching load, and are expected to contribute significantly to advising and supporting students' professional education.

As shown in Table 1 below, since 2012 the total number of students enrolled at the School has remained fairly constant at an average of 330 students per year.

Table 1: Student Enrollment by Program, 2012-2020

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

New Governance

In the fall of 2019, the School implemented a new governance model, with a School Council serving as the primary policy making structure for the School. Composed of all faculty and representatives from the student associations, staff, field instructors and course lecturers, the “*Council makes decisions and establishes policies and guidelines that relate to the academic programs of the School as well as the learning environment of the School and the role of the School in the broader social work community. The School Faculty establish policies and guidelines that relate to hiring, promotion, tenure, workload and merit that affect faculty*”. (See Appendix 4, School Council Bylaws, section 1.3.4). To facilitate access and promote transparency the Council agendas and minutes have been added to the [School’s website](#).

During the winter term of 2020 faculty drafted a [Code of Professional Conduct and Appropriate Use of Social Media Policy](#) (see Appendix 8) which outlines expectations for student conduct that aligns with the School’s mission and guiding principles and with CASWE Standards of Accreditation with respect to Codes of Ethics (SB/M 2.4.4)², Professional Suitability (SB/M 2.4.5)³, and Use of Social Media (SB/M 2.4.6.). In addition to setting standards for professional conduct and use of social media, the policy specifies the School’s procedures for addressing breaches of these standards and appeal options for students.

Infrastructure Renewal

The School is preparing to move to a temporary space on Sherbrooke Street to allow for a 40 million dollar renovation of Wilson Hall planned to be completed in 2024 or 2025. The

temporary space is being re-designed to provide the School with the space it requires to meet its teaching and research missions. The 23,000 square foot space will include 45 offices, 105 workstations, 5 seminar/meeting rooms, and a five room Community Clinic and Simulation and Interactive Learning Centre. The Community Clinic will house the School's existing Domestic Violence and Couple and Family Therapy Clinics. The Simulation Centre builds on an initiative utilizing actors from the Theatre Program in the English Department piloted over several years in two courses in the MScA CFT program, and will include one-way viewing mirrors and audio-visual equipment to support expanded use of skills training simulation and live supervision.

Changes to BSW and MSW Programs

While there have been no major changes to the structures of the BSW and MSW programs, two new required courses were added to the BSW curriculum: U3 Integration Seminar (SWRK 344) and First Peoples and Social Work (SWRK 445), along with two new electives: Addictions (SWRK 535) and Disabilities and Rehabilitation (SWRK 510). Significant changes are also underway to streamline access to the BSW for students from CEGEP¹⁷ social service programs.

At the level of the MSW program the two required Research Methods (SWRK 653 and 643) courses were re-designed in 2018 to provide more in class support for the students' ISPs, including stream-specific meetings where students have the opportunity to work in smaller groups as they develop their ISP topics.

The Qualifying Year for entry into the MSW ("QY-MSW") for students who have an undergraduate degree in a discipline other than social work has been put on hold during 2020-2021 academic year while a range of alternative options are being reviewed¹⁸.

Field Education

The Field Education component provides field placements for BSW, MSW, QY-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, non-government organizations, University clinics, etc. Most of the field placements are in Montreal and most require an ability to function in French. Some students have the opportunity to do a block placement which are most often used for students wanting international placements, or very specialized placements that are not available in Montreal, or Anglophone placements. These are also of interest to MSW students who may choose an intensive clinical experience. Approximately 30 students per year are in a block placement.

Engaged Teaching & Scholarship

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

¹⁷ See note #3

¹⁸ The revised direct entry track for students who have an undergraduate degree in a discipline other than social will be submitted to the COA for accreditation at a later date.

The School's affiliated research centres and clinics include:

- **Centre for Research on Children and Families (“CRCF”)** carries out research on programs and policies concerning vulnerable youth and family services. The CRCF hosts 25 faculty members who run 30 different projects, and provides training to 40 graduate students yearly. The CRCF offers a unique platform for developing local, national, and international collaboration in academic and non-academic milieus (<https://mcgill.ca/crcf/>). The CRCF work is supported by an endowment fund provided by the Alva Foundation and several research grants, including a \$2.5 million SSHRC Partnership grant awarded to the director of the Centre, Professor Collin-Vézina.
- **Global Child McGill** integrates diverse interdisciplinary perspectives on children and families affected by war and migration, using three key approaches: a) Arts-Based Approaches; b) Participatory Approaches; and c) Socioecological Approaches. The research group bridges together a team of researchers, practitioners and students, while actively involving a group of war-affected youth as part of the research team, in order to impact research, policy, and practice. Global Child is supported by an FRQSC team grant, renewed in May 2020 (\$360,000) (<https://www.mcgill.ca/globalchild/>).
- **Centre de recherche et d’expertise en gérontologie sociale (“CREGÉS”) McGill satellite office:** CREGÉS is a research centre facilitating a sharing of knowledge between the academic community and practice settings in health and social services. Its mission is to encourage, promote and disseminate research in social gerontology, and to support the development of leading- practices at the CIUSSS West-Central Montreal (<https://mcgill.ca/soc-gerontology/>).
- **International Community Action Network (“ICAN”)** works to advance the rights of the most marginal and disadvantaged communities of Palestine, Jordan and Israel through a successful network of nine academic and civil society partners, eleven front-line rights-based community action centres and hundreds of committed professionals and volunteers(<https://www.mcgill.ca/ican/>).
- **Indigenous Access McGill (“IAM”)** supports Indigenous students in the School. The “wrap around” IAM model engages early with prospective students and the application stage and then provides a range of tutoring, mentorship and cultural services (see Appendix 28). (<https://mcgill.ca/socialwork/students/aboriginal/>).
- **McGill Domestic Violence Clinic (“MDVC”)** offers unique practice opportunities for MSW students interested in learning to address issues of violence against women and provide counselling to individuals, couples, and families. The clinic also offers group and individual treatment for men who perpetrate intimate partner violence, and group and individual treatment to women who have experienced intimate partner violence (<https://mcgill.ca/dvc/>).
- The **McGill Couple and Family Therapy Clinics (“CFTC”)** include: a) an on-site clinic which provided specialized training to students in the MScA CFT Program in working with couples dealing with complex developmental trauma as of January 2016; and b) a clinic which is located within the Institute of Community and Family Psychiatry at the Jewish General Hospital. The two clinics provide students with opportunities to observe and participate in couple therapy research as well as providing external internship sites for graduate student training from the School’s MScA CFT program.

The School is also home to innovative and recognized teachers. In 2017, Professor MacIntosh was selected for McGill Faculty of Arts' H. Noel Fieldhouse Award for Distinguished Teaching, reflecting her innovative teaching in the MScA CFT program, and in particular her integration in clinical simulations of drama students from the English Department. Professor Sussman was awarded the 2019 Northeastern Association of Graduate Schools (NAGS) Graduate Faculty Teaching Award (Master's Level). Professor Rabiau has recently been nominated for the H. Noel Fieldhouse Award for Distinguished Teaching in the Faculty of Arts, and has been consulting by McGill Teaching and Learning Services, including being an invited speaker at their Course Development workshops.

Canada Research Chairs ("CRC") and endowed Chairs bridge inter-discipline collaborations: Professor Denov is the CRC in Youth, Gender and Armed Conflict (Tier I). A specialist in the areas of children and families affected by war, migration, and its intergenerational impact, she leads Global Child McGill. Professor Collin-Vézina, is the Nicolas Steinmetz and Gilles Julien Chair in Social Pediatrics in the Department of Pediatrics at the Montreal Children's Hospital in 2016, and directs the Centre for Research in Children and Families. Professor Blackstock is a nationally and internationally renowned scholar and advocate addressing discrimination and inequities in services for First Nations children across Canada, and directs the First Nations Child and Family Caring Society. Professor MacKenzie is the CRC in Child Wellbeing (Tier1) and is the research theme leader for population neuroscience and brain health for McGill's 84 million dollar Healthy Brains for Healthy Lives initiative. Professor Trocmé holds the Philip S. Fisher Chair in Social Work, and is one of Canada's leading researchers in the area of child welfare. As the Scientific Director of the Sherpa Research Institute on Migration, Health and Social Services, Professor Hanley is leading critical initiatives to increase access to services for migrant populations in Quebec.

An Evolving Context

The broader context in which the School has been operating has been evolving, from recognizing the urgency of addressing the impact of past and present social work practices on Indigenous communities, to changes in the context of professional practice in Quebec, to alignment with the University's strategic priorities, to the impact of the Covid-19 pandemic.

The most important change to social work education in Canada in the last decade has without doubt been recognition of the impact of past and present social work practices on Indigenous communities. At the level of Canada the Truth and Reconciliation Commission's Call to Action¹⁹ followed by the National Inquiry into Missing and Murdered Indigenous Women and Girls²⁰, and in Quebec, the Public Inquiry Commission on relations between Indigenous Peoples and certain public services in Québec²¹ have highlighted the impact of a historical and current policies and practices where social work professionals have been complicit. These issues have been at the forefront of two new courses at the School, the Indigenous Field Course (IDFC 500)

¹⁹ http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

²⁰ <https://www.mmiwg-ffada.ca/final-report/>

²¹ <https://www.cerp.gouv.qc.ca/index.php?id=2&L=1>

and the required BSW capstone course, First Peoples and Social Work (SWRK 445), and are further covered in a growing number of courses. Indigenous content is being further added to a growing number of courses with support from two First Nations faculty, Professors Blackstock and Gabriel, and elders and social workers from Kahnawake and Kanasatake. The School is also in the planning stage of adapting its BSW program for distance delivery to social service workers in Nunavik.

These initiatives are supported through two of [McGill University's Strategic Academic Plan](#) priorities for 2017-2022: "expand diversity" – in particular to increase Indigenous student enrollment – and "connect with our communities". To these ends the School has received significant support from the Provost's office through a \$100,000 per year fund for the Indigenous Access McGill ("IAM") program at the School and through a special provostial hire of a leading Canadian First Nations activist and scholar, Professor Blackstock. The School's extensive research and teaching partnerships with community organizations, and in particular with First Nations communities and organizations dovetail with the University objective of connecting with communities.

Beyond initiatives specific to Indigenous communities, the School also recognizes the critical importance of increasing the diversity of faculty, staff and students, especially with respect to the School's ability to attract more students from racialized communities. The IAM initiative provides a model that the School would like to develop further for racialized students.

A number of changes in the profession of social work in Quebec are also creating opportunities and challenges for the School. In 2015, the health and social service network was dramatically reorganized by centralizing all public health and social service organizations under 23 Integrated University Health and Social Services Centres (CIUSSS)²² and removing all community boards and service associations. While the repercussions of this reorganization are still being evaluated²³, it has had two immediate impacts for the School: (1) a significant decrease in the number of potential field placements dedicated to serving the Anglophone population, and (2) a reduction in access to clinical social work supervision. As a result the School is reviewing admission criteria for the BSW and MSW programs with respect to fluency in French and has had to bolster field placement supervision through increased reliance on field liaisons, workshops and integrative seminars.

In 2019, the government of Quebec introduced a controversial new law, Chapter L-03: *An Act respecting the laicity of the State*, preventing public workers in positions of "authority" from wearing religious symbols. While this does not affect most social workers directly, it applies to many of the professionals working with social workers, including public health nurses, doctors, teachers and daycare workers, and has set a negative tone, especially for students from communities feeling targeted by the law.

On a more positive note, the Quebec Ministry of Education has increased funding for a number

²² Integrated University Health and Social Services Centre, Centres Intégrés Universitaires de Santé et de Services Sociaux (CIUSSS)

²³ See Vien et al (2019) Évaluation de la mise en œuvre du Programme national de santé publique 2015-2025 <https://www.inspq.qc.ca/publications/2552>

of professional health and social service programs, including social work. In 2019, the Ministry of Education developed an intern perseverance and success scholarship for various programs in education, health, and social services. This \$2700 grant is eligible for students in the last year of their field placement in the BSW and the MSW programs²⁴. In 2018, the Ministry of Education doubled the weight of funding BSW students to 2,10 (compared to 1,0 for general Arts students)²⁵. The effect of the increased funding to the University for BSW students at the level of the School is difficult to assess given that enrollment based incentives do not translate directly to the budgets of schools or departments (see 2.2 Financial and Physical Resources for details).

Working with other schools of social work across Quebec and the Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec (“OTSTCFQ”), the McGill School of Social Work is examining options to incorporate changes to the Quebec Professional Code into the BSW curriculum. Changes to the [Quebec Professional Code](#) include ten reserved professional acts that all licensed social workers are required to know. While some, such as conducting psychosocial assessments, are already central to the School’s curriculum, some of the more specialized acts, such as child custody assessments or assessing for the use of restraint measures, have usually been taught post-degree in work settings; the BSW Program Committee is exploring options for developing a course that focuses on the reserved acts.

The implications of the 2020 Covid-19 pandemic for social work education programs is difficult to assess at this point. Working with the special revised field placement guidelines developed by CASWE, 2019-2020 BSW and MSW field placements have been completed. The School was also able to shift all of its winter 2020 classes to remote teaching to enable students to finish their terms by end of April 2020, and most summer courses are being shifted to remote teaching. However, it is unclear at this time to what extent courses and field placements may need to be adapted to remote teaching in the fall. Over the summer, the School will also start examining the longer term implications and opportunities, arising from these changes.

²⁴ See: <http://www.afe.gouv.qc.ca/en/all-forms/detail/application-for-admission-to-the-future-teachers-appreciation-program/>

²⁵ See: Règles budgétaires et calcul des subventions de fonctionnement aux universités du Québec Année universitaire 2018-2019 http://www.education.gouv.qc.ca/fileadmin/site_web/documents/enseignement-superieur/universitaire/Regles_budgetaire_universites_2018-2019.pdf

OVERVIEW OF THE BSW AND MSW PROGRAMS

BSW Program

The BSW Program is a 90-credit²⁶ (three-year) undergraduate program offered by the Faculty of Arts, through the McGill School of Social Work. The program is designed to provide an academic environment where students can develop:

- integrated social work knowledge pertaining to history, theory, research, practice modalities, and policies that influence the delivery of health and social services;
- professional skills in well-established methods of practice with individuals, families, and groups in communities and organizations;
- understanding of the factors, processes and forces that form and govern social policy in Canada, and the skills to work towards policy improvement and change;
- awareness of various dimensions of diversity and how they intersect in an increasingly heterogeneous society;
- a sense of identity as an intervening agent in social work practice and a sense of responsibility that accompanies acts of intervention; and
- a commitment to advancing knowledge and improving skills within ethical social work practice that are the prerequisites for more advanced studies at the graduate level.

In addition to the general learning objectives as listed above, each individual BSW course specifies which CASWE core learning objectives and which OTSTCFQ competencies and level of acquisition are covered in the course (see Appendix 12, *Course Outlines for all BSW courses for 2019-2020 Academic Year*, and Appendix 14, *McGill School of Social Work Course Outline Template*, and Tables 7-9 in Section 3, Domain IV).

The BSW is awarded upon successful completion of 90 credits of BSW Program approved courses taken, full-time, over three academic years including:

- 51 credits from required social work in class courses;
- 12 credits from field placement courses (a minimum of 700 hours over two two-term field placements);
- 6 credits from complementary social work courses;
- 15 complementary courses in the Social Sciences, Humanities, Interdisciplinary Programs, and Literature & Civilization disciplines; and
- 6 credits from elective courses taken outside of social work from any academic faculty or department.

For a full list of the required and complementary social work courses please go to <https://www.mcgill.ca/socialwork/prospective/bsw/programschedule> (see Appendix 15).

²⁶ A university 3 course credit in Quebec is equivalent to 3 hours of class time for a 13-week term.

New developments since 2012

The two-year 60 credit BSW program was phased out in 2015 and replaced with the 30 credit Qualifying Year for entry into the MSW (“QY-MSW”) for students who have an undergraduate degree in a discipline other than social work. The QY-MSW, however, has been put on hold in 2020-2021 academic year to allow for a full review of a range of alternate programs for candidates with non-social work undergraduate degrees²⁷.

Four new courses have been added to the BSW curriculum since 2012, two required and two complementary:

- U2 Integrative Seminar (SWRK 344), required for students in U2;
- First Peoples and Social Work: Contexts and Issues (SWRK 445), required for students in U3;
- Addictions (SWRK 535/649), a complementary course open to BSW and MSW students; and
- Indigenous Field Studies (IDFC 500), a complementary course for students in Social Work, Law, Medicine and Anthropology.

In addition to adding more BSW courses choices for students, the list of social science courses that BSW students can choose from [was expanded](#). Along with expanding course options, more flexibility has been given to students who have taken equivalent courses from other programs. Exemptions are now permitted for students who have taken CEGEP or university level courses equivalent to our required Human Development across Lifespan (SWRK 224) or Research (SWRK 423) courses. Furthermore, students admitted to the BSW program as transfer students from other programs at McGill or other universities are eligible to receive a maximum of 18 transfer credits from previously completed courses.

Noteworthy changes to the delivery of BSW courses are a decrease in the size of practice courses and an increase in the number of courses taught by full-time faculty:

- Additional sections were added to five of the skills focused practice courses to support increased in-class practice skill teaching: Anti-Oppression Practice (SWRK 325), Practice with Individuals and Families 1 and 2 (SWRK 320 & SWRK 326), Introduction to Practice with Groups (SWRK 321), and First Peoples and Social Work (SWRK 445).
- With the addition of the four new courses (see above), the total number of courses or course sections offered to BSW students has increased by 38%, from 29 in 2014-15 to 40 in 2018-19.
- Despite this increase, parallel efforts to increase the number of full-time faculty teaching in the BSW program have meant that the proportion of courses taught by faculty has increased from 38% to 50%.

Finally, significant changes have been made to advising and supports for the students:

- All BSW students are assigned faculty advisers.

²⁷ The revised direct entry track for students who have an undergraduate degree in a discipline other than social work will be submitted to the COA for accreditation at a later date.

- All advising information, procedures and forms have been created, updated and reorganized for ease of access on the [BSW section](#) of the School's website.
- The BSW Field Education Policy Manual has been fully updated (see Field Appendix 6).

MSW Programs

The MSW Programs offer course work, field placement training, and research opportunities where students develop an advanced appreciation of theoretical frameworks and empirical scholarships that shape professional practice. The programs are designed to help students (1) develop a deepened and advanced competence in practice and research; (2) embrace a capacity for critical understanding of social theory, social problems and emergent issues; and (3) understand population groups in need, institutional structures, and policy initiatives and processes.

Three programs are included in the MSW:

- 1) **MSW Non-Thesis Program** is designed for students who want to develop an advanced understanding of social work and a specialized set of practice skills. Students complete 24 credits of in class coursework, 6 field placement credits (450 hours), and a 9-credit Independent Study Project ("ISP"), all specialized in one of the MSW Program Streams: Children & Families, Health & Social Care, and International & Community Development.

The MSW non-thesis program also offers two additional options:

- i. A Graduate Option in Gender and Women's Studies is an interdisciplinary program for students who meet degree requirements in Social Work and who wish to take 6 credits of approved coursework to focus on gender, sexuality, feminist, and women's studies and issues in feminist research and methods.
 - ii. An International Partner Program Concentration ("IPP"), which admits candidates from Israel, Palestine, Jordan and Syria who do not have BSWs, into a two year program where the second year is done in their home countries (see Appendix 10 & 11). The MSW IPP is not designed to be recognized as a professional social work degree in Canada.
- 2) **MSW Thesis Program** is a 45 credit program designed for students who have strong research interests. This program supports the development of advanced intellectual understanding and specialized research skills in one of the MSW Program Streams. MSW Thesis Program includes graduate level coursework (two 3-credit required research methods courses, four 3-credit complementary courses), and a Research Thesis (27 credits). Students work closely with a faculty supervisor. There is no field placement in the MSW Thesis Program.
 - 3) **MSW with Integrated Bachelor of Civil Law/Bachelor of Laws (BCL/JD)** is designed for students interested in transcending academic boundaries in social justice issues. Studying in these two professions simultaneously will offer students an enriched perspective and students will graduate with a valuable blend of theoretical understanding, legal training, and social work skills. The joint program allows students to obtain three degrees with a reduced overall number of credits (see <https://www.mcgill.ca/socialwork/prospective/msw/programschedule> for details).

New developments since 2012

The two required Research Methods (SWRK 653 & SWRK 643) courses were re-designed in 2018 to provide more in class support for the students' Independent Study Projects ("ISP"), including stream-specific meetings where students have the opportunity to work in smaller groups as they develop their ISP topics. The two-term sequential courses help the students learn how to critically appraise research relevant to their ISP topics and explore multiple research methodologies that may apply to their ISP.

MSW students have also been given more flexibility in taking courses from other streams by allowing cross-stream course selection, based on enrollment. Although priority for course enrollment for stream-specific courses is given to students within one stream, course enrollment numbers are monitored to see if demand for a specific course warrants the addition of an extra section (most MSW courses are capped at 22). Family Assessment (SWRK 622), Family Treatment (SWRK 610) and Adult Mental Health (SWRK 630) have been in the highest demand and all include a second section. Sections have been added, according to demand, to other popular courses, such as Couple Therapy (SWRK 623) and Use of Self (SWRK 635).

The lack of balance in student enrollment across the three streams is being closely monitored. The Children & Families stream remains the most popular, while the number of students in the International & Community Development and Health & Social Care streams tend to have lower enrollment. The stream options have been reviewed in the past and will be reviewed again by the MSW Program Committee.

Field placement options for MSW students have been expanded through the use of block placements. These placements occur over a concentrated period of time (450 hours, 4 days a week for 3 months) typically during the Spring/Summer term after course work is completed. Some block placements are out of province placements where communicating in French is not required, or more specialized placements that do not lend themselves to a concurrent schedule for Fall/Winter term placements. Up to one-third of MSW placements are block placements.

The Self-Study Process

The School started preparing for its CASWE accreditation self-study in the fall of 2018. Originally scheduled for November 2019, permission was obtained from CASWE to postpone the self-study to April 2020, with a site visit in the fall of 2020, to allow the School time to implement a new governance structure. With support from an external consultant, Kit Malo, and the SEDE Equity Advisor, a faculty governance working group was tasked with developing a governance structure that would provide more effective mechanisms to engage students, staff, course lecturers and field instructors in guiding the School's academic programs.

Along with the CASWE self-study report, the School is required to submit a detailed description of the BSW curriculum to the Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec ("OTSTCFQ"). OTSTCFQ's recognition of the School's BSW and MSW programs confers eligibility to students to practice as social workers in Quebec.

To prepare for these two reports, a template syllabus for BSW required courses and MSW core courses was created based on the McGill TLS (Teaching and Learning Services) template with grids for CASWE core learning objectives and competencies set by the OTSTCFQ (see

Appendix 14). The template syllabus was used by all BSW & MSW teaching faculty and course lecturers as of fall 2018 and was reviewed and updated in 2019.

The preparation of this self-study report has required the involvement and input of many members of the School. The process was initiated and coordinated by Professor Trocmé, Director of the School of Social Work, with support from his assistant Yong Hong Feng who compiled much of the data. An external consultant, Nona Moscovitz, a course lecturer with 35 years of experience in the public health system, used her experience with health care accreditation to provide an external perspective on the School's compliance with CASWE standards.

The Director started by reviewing recommendations from our last BSW and MSW accreditations, and in particular our subsequent responses to those conditions and recommendations. He spent several weeks reviewing documents relevant to this process, such as meeting minutes from Program Committees, Faculty Meetings and School Council meetings, course outlines, curriculum plans, program information on the School's website, and field education policy manuals.

The Director assumed primary responsibility for writing the self-study report, several other faculty and staff drafted components of the self-study. For example, all faculty members, both full-time and part-time, were instrumental in linking course content to specific accreditation learning objectives. Professors Krane and Denov contributed to the sections specific to the BSW and MSW programs. Professor Orzeck, Director of Field Education, wrote and edited a significant portion of the section describing field education within the School. The Administrative Officer, Alana Bonner, provided much of the financial information and the description of administrative supports.