



## Accreditation Self-Study Update Report

January 17, 2022

### INTRODUCTION

This update report summarizes the changes that have occurred at the McGill School of Social Work since the School submitted its self-study report to the Canadian Association of Social Work Education (CASWE) Commission of Accreditation (COA) on May 1<sup>st</sup> 2020. The self-study was to be followed by a site visit from COA accreditors in the Fall of 2020. As a result of the COVID 19 pandemic, the site visit was postponed. In the interim the School's accreditation has been extended from February 1<sup>st</sup> 2021 to January 31<sup>st</sup> 2023. A virtual site visit has now been planned for February 2022; the purpose of this report is to provide the COA with an update of any significant changes between May 2020 and December 2021.

For ease of comparison, the specific sections from the self-study that the updates refer to are included in a text box in italics along with the page number from the self-study.

### CHANGES AT THE SCHOOL

#### Faculty and Staff Renewal

##### *Self-Study*

*The number of faculty, tenured, tenure track, and non-tenure track ranked professors<sup>1</sup> increased from 17 in 2012 to 20.5<sup>2</sup> 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 professors. 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.*

*May 2020 Self Study Report, page 21*

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<sup>1</sup> 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.

<sup>2</sup> 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.



### *Updates as of May 1<sup>st</sup> 2020*

In August 2021 the School included 21.5 professors, including 13.5 tenured faculty at the rank of Associate to Full Professor (including one with 50% appointment to the Faculty of Medicine), 5 tenure track Assistant Professors, and 3 ranked Contract Academic Staff (“CAS”) at the rank of Assistant to Associate Professors. These include 2 Canada Research Chairs (Denov and MacKenzie) and 2 endowed chairs (Trocmé as the Philip Fisher Chair in Social Work & Collin-Vézina as the Nicolas Steinmetz & Gilles Julien Chair in Social Pediatrics). Teaching in 2020-21 academic year was further supported through 36.5 course lecturer contracts (4.5 for Summer 2020; 11 for Fall 2020, and 21 for Winter 2021) and 2 field coordinators.

- Professor Charles Gyan joined the School as a tenure-track Assistant Professor in *Social Policy* on August 1<sup>st</sup> 2020;
- Professor Boatswain-Kyte, who joined the School on July 1<sup>st</sup> 2019 as an Assistant Professor (professional) was promoted to tenure-track position at the rank of Assistant Professor as part of the university’s special Action Plan to Address Anti-Black Racism.

### **Student Enrolment**

#### *Self-Study*

*Since 2012 the total number of students enrolled at the School has remained fairly constant at an average of 330 students per year.*

*May 2020 Self Study Report, page 23*

### *Updates as of May 1<sup>st</sup> 2020*

A total of 277 students were enrolled in the School’s programs in the 2021-22 academic year (see *Table 1*), including 154 BSWs; 68 MSWs (including 6 thesis and 62 non-thesis students); 38 doctoral students; and 17 MScA CFT students. The lower enrolment is a result of several factors, including the temporary closing of the MSW-QY program, a lowering of BSW U1 admissions to make room for advanced standing admissions in 2022, a decrease in MScA CFT enrollments, and no recruitment for the MSW International Partnership Program.



Table 1: Student enrolment by program, 2021-2022

	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
<b>BSW</b>	<b>173</b>	<b>171</b>	<b>157</b>	<b>167</b>	<b>180</b>	<b>188</b>	<b>190</b>	<b>187</b>	<b>175</b>	<b>154</b>
<b>MSW-QY</b>	<b>30</b>	<b>30</b>	<b>22</b>	<b>23</b>	<b>22</b>	<b>18</b>	<b>20</b>	<b>24</b>	<b>-</b>	<b>-</b>
<b>MSW</b>										
<i>Thesis</i>	11	10	7	4	4	4	3	0	5	6
<i>Non Thesis</i>	85	83	73	54	50	49	72	77	67	62
<i>MSW/LLB</i> <sup>3</sup>	1	1	1	2	4	3	-	6	3	0
<i>MSW IPP</i> <sup>4</sup>	--	--	9	9	-	-	6	5		0
<b>MSW Total</b>	<b>97</b>	<b>94</b>	<b>90</b>	<b>69</b>	<b>58</b>	<b>56</b>	<b>81</b>	<b>83</b>	<b>75</b>	<b>68</b>
<b>MScA CFT</b>	<b>--</b>	<b>--</b>	<b>14</b>	<b>24</b>	<b>26</b>	<b>29</b>	<b>27</b>	<b>20</b>	<b>18</b>	<b>17</b>
<b>PhD</b>	<b>38</b>	<b>44</b>	<b>41</b>	<b>34</b>	<b>37</b>	<b>35</b>	<b>37</b>	<b>34</b>	<b>35</b>	<b>38</b>
<b>TOTAL</b>	<b>338</b>	<b>339</b>	<b>324</b>	<b>317</b>	<b>323</b>	<b>326</b>	<b>355</b>	<b>353</b>	<b>303</b>	<b>277</b>

## Governance

### Self-Study

*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*

<sup>3</sup> The MSW with integrated Bachelor of Civil Law/Bachelor of Laws (MSW/BCL/JD)

<sup>4</sup> The MSW International Partnership Program



*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.*

*May 2020 Self Study Report, page 23*

*Updates as of May 1<sup>st</sup> 2020*

- **School Council**

The first School Council meeting was held on October 23, 2019. Since then, six School Council meetings have been held (Nov. 12, 2019, Feb. 12, 2020, Oct. 28, 2020, Nov. 25, 2020, Feb. 24, 2021, April 14, 2021, October 20, 2021, and December 15 2021. To facilitate access and promote transparency the Council agendas and minutes have been added to the [School's website](#).

- **Code of Conduct Approval**

The [Code of Professional Conduct and Appropriate Use of Social Media Policy](#) was approved by the School Council in November 2020 (details see: [school-council-meetings](#)).

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

Building on the work of the School's Equity Committee, an Equity Diversity Decolonization Indigenization (EDDI) initiative emerged from a series of consultations with students, faculty, staff and broader community through series of meetings and two Town Halls (Sept. 30 & Oct. 1, 2020). The EDDI initiative seeks to embed EDDI in all aspects of the School's curriculum, student recruitment and support, governance, research and advocacy. Shifting from a simple committee structure to a cross-School initiative, the EDDI initiative developed a 2020-2024 EDDII Strategic Plan (details see [socialwork\\_eddi](#)) to achieve transformative social change within the School and beyond. To this end, the strategic plan includes clearly stated objectives, actions to achieve those objectives, and indicators to measure progress in achieving the objectives. The plan was presented to the School Council on October 24, 2020 and approved with amendments from the faculty and students. Progress in meeting the strategic plan's objectives was reported to the Council at its October 20 2021 meeting (Details see: [school-council-meetings](#)).

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



- **Anti-Black Racism Action Plan**

The School Council also approved to prioritize and develop an “Action Plan to Address Anti-Black Racism within the McGill School of Social Work” at its November 2020 meeting (details see [school-council-meetings](#), Nov 2020, 6.6). Building on several elements from the EDDI Strategic Plan, the ABR Action Plan focuses on three objectives: a) increase Black student representation and retention in all programs; b) revise the curriculum of all programs to increase visibility of Black voices; and c) increased access to support and awarding of funding for Black students.

Discussions have also been had with respect to the potential to develop and fund a more permanent Black Access McGill infrastructure, modelled on Indigenous Access McGill. Some seed funding has been secured through a \$25,000 gift to support this initiative.

In the Fall of 2021 a series of Sharing Circles for Black students were initiated: a circle for Black undergraduate students run by Nicole Mitchell, and a circle for Black graduate students run by Professor Charles Gyan. In addition, a dedicated meeting and study space has been set up for Black students, and plans are underway to develop a peer mentorship program and to provide funds for entrance bursaries.

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

As a School Council Committee, the EGAB committee oversees the use of endowed funds, gifts, bursaries and awards and sets guidelines and policies for their use. The EGAB committee met regularly to review and rank student fellowships, research scholarships for MSW and Ph.D. students (including competitions for SSHRC, Vanier, CGS, Trudeau scholarships), travel and mobility awards for students, School of Social Work Projects awards and Convocation Awards for the BSW, MSW, and Ph.D. The committee has also developed new guidelines and forms to ensure and communicate transparency of the process and reflect on accessibility and equity for awards and scholarships. In the context of the pandemic, the administration of the Travel Awards in particular has required a lot of adaptation and familiarizing with the evolving guidelines and rules.

## Student Support

### *Self-Study*

*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.*

*May 2020 Self Study Report, page 22*

### *Updates as of May 1<sup>st</sup> 2020*

- The University restructured its student support services to offer a more streamlined portal for accessing service through the Wellness Hub and the Office of the Dean of Students. In order



to provide more localized support, the Faculty of Art's was assigned its own dedicated Local Wellness Advisor.

- In addition, the School recruited two part-time student support coordinators: Nicole Mitchell who is available to help all of the School's students access resources, and Matthew Coutu-Moya, who provides support for Indigenous students through Indigenous Access McGill.
- Since taking on the Director position of the BSW program, Prof. Krane has worked with the Arts OASIS advising hub and Enrolment Services and Service Point to create clear, consistent, transparent, and accessible admissions and advising forms and documents. Appearing on the BSW website, and provided to admitted applicants, these centrally include (details see: [here](#)) : Admissions Fact Sheet & PowerPoint presentation; BSW Advising PowerPoint, updated and consistent with university and Faculty of Arts regulations; policies and procedures for requesting an extension for coursework (K, KE, and K for field placement forms); policies, procedures and dedicated advising sessions for transfer credits (Transfer Credit Equivalency form); exemptions from SWRK 224 and 423 in response to content overlap. Additionally, Prof. Krane holds regular advising sessions for the U1 cohort to ensure they are on track from the outset as well as oversees all students experiencing difficulties during their BSW program.

## Communications

### *Self-Study*

*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.*

*May 2020 Self Study Report, page 7*

### *Updates as of May 1<sup>st</sup> 2020*

- In the fall of 2021, a new communications initiative entitled "We are McGill Social Work" was launched with an aim to build community and highlight the students, faculty, staff, and community partners in the School. Four podcasts have been made in 2021 featuring the Student Support Team (see [spotify](#) and [youtube](#)), the MSW Program (see [spotify](#) and [youtube](#)), the School Director (see [spotify](#) and [youtube](#)) and the PhD Program (see [spotify](#) and [youtube](#)).
- Graduation videos were made to virtually celebrate the social work graduates who have



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

- **Public Lectures & Special Events:**As part of the McGill University Black History Month activities, the School organized an interactive panel discussion in February 2020 which was moderated by Professor Boatswain-Kyte and joined by four Black social workers discussing how they navigate their identity within the profession (details see [here](#)). In October 2020, in partnership with McGill's Queer History Month, the School organized a special film screening of Transgender Parents (2014). The screening was followed by a roundtable discussion moderated by Professor Rabiau and joined by the film Director Huberdeau, Professor Pyne from York University, and Collins (MSW) (details see [here](#)).
- The 2020-21 Kagedan Lectures on Social Work and Human Rights were framed within and follow the themes of the Anti-Oppression Social Work Practice class (details see: [Syrus Marcus Ware on Anti Black Racism in Canada](#); [Ravyn Wngz on Social Justice and Art-Activism](#); [Sean Saifa Wall lecture](#); & [Sandy Ho on Disability Justice and Social Work Practice](#)); the School has also responded to various topics ranging from police brutality, racialized structural violence (details see [here](#)).
- Prof. Krane has nurtured BSW student involvement in the BSW Program Committee by increasing student involvement to 2 students per cohort. Currently, 7 BSWs are active on the BSW Program Committee, a change from previous years in which fewer than 3 student representatives participated. She also meets annually with SWSA and student representatives on the BSW Program Committee to explore ways of generating student feedback (in the last 2 years, student surveys have been presented to the BSW Program Committee, leading to reflection and change in curriculum) and aiming to keep lines of communication open.

## Infrastructure Renewal

### *Self-Study*

*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.*

*May 2020 Self Study Report, page 7*



*Update as of May 1<sup>st</sup> 2020*

- The School’s move to 550 Sherbrooke was completed in the spring and summer of 2021.
- The planning for the design of the renovated Wilson Hall is underway. The School will be the primary occupant of the building, fully occupying the second and third floors and sharing half of the first and fourth floors with the Arts Multimedia Language Facility and French Language Centre. In addition to faculty and administration offices, dedicated space for research groups and centres, and classrooms adapted to the needs of the School, the renovated building will include a dedicated area for a street-level clinic, a large lounge / food service area and open study spaces for students. CHANGES to BSW and MSW Programs.

**BSW Programs**

*Self-Study*

*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 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<sup>5</sup> 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.<sup>6</sup>*

*May 2020 Self Study Report, page 29*

*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.<sup>7</sup>*

*May 2020 Self Study Report, page 30*

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<sup>5</sup> “15 complementary courses” should be corrected as “15 credits from complementary courses.”

<sup>6</sup> The update concerns the content in pages 29, 67, & 68 in the Self-Study.

<sup>7</sup> The update concerns the content in pages 30 & 72; in page 72, “when 30 transfer credits are granted, students complete 72 credits for the BSW program” should be corrected as “when 18-30 transfer..., students complete 60-72 credits...”.





*Updates as of May 1<sup>st</sup> 2020*

- The 6 credits from complementary social work courses have been increased to 9 credits;
- The 15 credits from non-SWRK complementary courses have been decreased to 12 credits from non-SWRK complementary courses in approved disciplines.
- Transfer students are eligible to receive a maximum of 18 transfer credits (with the possibility of up to 12 additional credits to a maximum of 30 transfer credits) from previously completed courses.

*Self-Study*

*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 CEGEP<sup>8</sup> social service programs.*

*May 2020 Self Study Report, pages 1 & 24*

*Updates as of May 1<sup>st</sup> 2020*

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

- a) Poverty & Inequality (SWRK 223) was retired as a required course to make room for a new U3 course on Quebec's Reserved Acts (required in U3 as of 2023-24; b) Anti-oppression Practice (SWRK 325) was moved into U1; c) Critical Thought & Ethics (SWRK 525) was moved to U2; d) non-SWRK complementary courses were reduced from 15 to 12 credits and SWRK complementary courses were increased from 6 to 9 credits; e) an Inter-Professional Education program (IPEA) with students in medicine, nursing and Occupational Therapy/Physical Therapy was added as part of the U1 Introduction to Practicum (SWRK 222) and U2 Integrative Seminar (SWRK 344).
- In partnership with the Nunavik health board, Indigenous Access McGill and McGill Continuing Studies will deliver the BSW program in Nunavik. It is the first post-secondary education in the region, using a land-based and co-teaching model including School faculty, Inuit instructors and elders. The program will be scaffolded with two certificates -- "Foundational Social Services Skills and Knowledge" and "Para Social Work and Community Practices" -- leading in the final year to a full BSW.
- As of Fall 2022, the School is offering advanced standing for graduates of a completed

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<sup>8</sup> See note #Error! Bookmark not defined.



Social Service Worker/Techniques de Travail Social DEC within the last 5 years (details see: [bsw/advanced-standing](#)). The advanced standing entry was developed by the BSW Committee, approved by the School Council in November 2020 (details see [School Council Minutes](#), Nov 2020) and by the University in the Winter of 2021.

### *Self-Study*

*The BSW application website also notes that the School “supports diversity and encourages applications from a wide variety of people, including members of minority groups and individuals with low income”.<sup>9</sup>*

*May 2020 Self Study Report, page 54*

### *Updates as of May 1<sup>st</sup> 2020*

In consistency with McGill equity policy, the statement has been updated as: *“The School of Social Work aims to ensure that social workers are as diverse as the communities with which we work. First Nations, Inuit, and Métis, people with disabilities, racialized people, visible minorities, and ethnic minorities, gender non-conforming, and LGBTQ+ people and women are strongly encouraged to apply. We invite applicants to share self-identifying information to be considered as one factor within the larger holistic review of the many excellent applicants to our BSW program.”*

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

### *Self-Study*

*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 reviewed<sup>10</sup>.*

*May 2020 Self Study Report, page 24*

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<sup>9</sup> The update concerns the content in pages 17 (footnote #9), 54, and 56 (footnote #40).

<sup>10</sup> 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.



### *Updates as of May 1<sup>st</sup> 2020*

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

- Changes to the MSW curricula: a) a required Anti-Racist Social Work practice course was launched in Fall 2021; and b) the Winter term required Research Methods course (SWRK 643) was changed to an elective, and the required Fall term Research Methods (SWRK 653) was re-designed accordingly.
- The Qualifying Year program remains on hold, while options are examined for entry to the MSW program for students holding a degree other than a BSW. Alternatives include a modified structure to the MSW-QY, a shift to a 2-year MSW with advanced standing for students with BSWs, or the re-development of an accelerated BSW for students with another undergraduate degree.

## Field Education Program

### *Self-Study*

*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.*

*May 2020 Self Study Report, page 24*

### *Updates as of May 1<sup>st</sup> 2020*

The 2020-21 academic year required major adaptations to the field program as a result of the Covid-19 pandemic, including reduced required hours for field placements (as approved by CASWE) and a shift to on-line work. Other adaptations included:

- field placements in remote learning sites, including Kids Help Phone, Tele-Health, etc. and research-based field placements with the School faculty;
- enhanced field support: a) weekly drop-in Zoom sessions for students to discuss any issues or concerns related to field placements and the ongoing public health impacts of



- Covid-19; b) field education remediation which took place in the form of supplemental supervision for students having difficulty in their field placements; and c) weekly group supervision and support for students working on crisis text and phone lines;
- strengthened communications within the social work community: a) organizing Field Instructor Guest Speaker Series as opportunities for our partners to describe their work and roles as social workers; b) developing an MSW Professional Learning Community to discuss cases and experiences in field education.