



FOR INFORMATION AND FEEDBACK

PUBLIC

OPEN SESSION

TO: Planning and Budget Committee

SPONSOR: Cheryl Regehr, Vice-President & Provost
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PRESENTER: As above
CONTACT INFO:

DATE: April 26 for May 9, 2018

AGENDA ITEM: 3

ITEM IDENTIFICATION:

Factor-Inwentash Faculty of Social Work Academic Strategic Plan, 2017-2022: *Transforming Lives, Connecting Communities*

JURISDICTIONAL INFORMATION:

Divisional academic plans are considered by the Committee and the Academic Board for information and feedback. Prior to approval by the Provost and presentation to the Committee, it is expected that the relevant divisional Council would endorse the academic plan in principle. (*Planning & Budget Committee, Terms of Reference, Section 4.1*)

GOVERNANCE PATH:

1. **Planning and Budget Committee [for information and feedback] May 9, 2018**
2. Academic Board [for information and feedback] May 31, 2018

PREVIOUS ACTION TAKEN:

The Academic Strategic Plan was endorsed in principle by the Factor-Inwentash Faculty of Social Work's Faculty Council on April 20, 2018.

HIGHLIGHTS:

The Factor-Inwentash Faculty of Social Work's Academic Strategic Plan emerges from consultations across the community and reflects an iterative process of dialogue across constituencies. The Dean held meetings with faculty, staff, MSW and PhD students, Diversity and Equity Committee members, field instructors, alumni, community partners (e.g., agency and organization executive directors and managers), professional organizations, social work's regulatory body, and other divisions.

The plan identifies four strategic directions: 1) mobilize knowledge; 2) promote wellbeing & equity; 3) foster innovative learning; and 4) collaborate locally/nationally/globally. The strategic directions and related goals are designed to advance the Faculty's mission. Stories accompany each strategic direction as examples of recent Faculty initiatives. The plan identifies core measures that will assess the Faculty's progress towards accomplishing its goals.

The plan was considered by the Provost's Advisory Group on April 11, 2018.

FINANCIAL IMPLICATIONS:

The resource implications of the Divisional Academic Plan are as detailed in the plan.

RECOMMENDATION:

This item is *for information and feedback only*.

DOCUMENTATION PROVIDED:

- Factor-Inwentash Faculty of Social Work Academic Strategic Plan, 2017-2022:
Transforming Lives, Connecting Communities

**TRANSFORMING LIVES,
CONNECTING COMMUNITIES**

**FACTOR-INWENTASH FACULTY OF SOCIAL WORK
ACADEMIC STRATEGIC PLAN
2017-2022**

DEAN'S MESSAGE

At the Factor-Inwentash Faculty of Social Work, the University of Toronto, we are dedicated to changing lives and working towards the betterment of society. At a time of extraordinary challenges and rapid social, economic, political and technological change, the FIFSW is at the forefront of social work education, research and practice, committed to making a significant contribution on a global scale. We are a leader in the integration of social work research and practice, internationally recognized for our innovative curriculum, and our outstanding faculty and research.

Our faculty members are pursuing influential and cutting-edge research to meet societal challenges and our graduates are making their mark across the globe in teaching, practice, policy and research. As practice and policy leaders and faculty members in academic institutions throughout Canada, North America and the world, FIFSW graduates are preparing the next generation of practitioners and academics for the demands of an ever-changing environment. They are generating research knowledge leading to practices and policies that will best serve the most vulnerable among us.

Social work has a long and proud tradition of commitment to ensuring that all people feel respected and worthy and that they are treated equitably. We impart to our students the message that through their work they will have the power to change the world. We are always mindful of that commitment.

As Dean of the Factor-Inwentash Faculty of Social Work, I am delighted to present our 2017-2022 Academic Strategic Plan, *Transforming Lives, Connecting Communities*. With this Academic Plan, we set our strategic directions as we move towards our goal of bettering humanity.

INTRODUCTION

In 2014, the Factor-Inwentash Faculty of Social Work celebrated our 100th anniversary and now we are moving forward into our second century. Our centenary was a chance to celebrate all that this Faculty has accomplished in over a century of working to meet major challenges, as well as our goals for the future. The FIFSW was the first social work school in Canada, founded in 1914 in response to profound need, when community leaders who worked in Toronto's poorest neighbourhoods came together to urge the University to found a social work school. In the 1950s, our Faculty responded to a critical need for advanced graduate education in social work by launching a Doctor of Social Work program. Until the 1980s we were the only Canadian school graduating social work doctoral students.

Our connection to communities is long-standing and fundamental. Our Faculty could not exist without an essential and ever-expanding network of community partners, field instructors, organizations and community agencies. In the 2016-2017 academic year, 181 partner organizations provided practicum opportunities and 583 field instructors worked with MSW students.

Our goal is to continue to be at the forefront of responding to pressing societal challenges for global populations. In 2011, our Faculty embarked on an exciting course as laid out in our 2011-2016 Academic Plan, *Towards A Better Society*. With our current Academic Strategic Plan, *Transforming Lives, Connecting Communities (2017-2022)*, we are building on the foundation of the earlier plan at an accelerated pace.

Challenges for the FIFSW as we move forward include:

- Building on and sustaining the Faculty's strengths and current success;
- Modifying and expanding goals for the next decade, in response to the changing political, financial and intellectual environment and challenges that affect the social work profession;
- Further strengthening the Faculty's influence on social work policy and practice; and
- Responding with new approaches to diversity in the University and the FIFSW.

We have made strong strides in addressing these challenges and, in large part, the objectives of the 2011 Academic Plan have been met. We have made significant progress in ensuring diversity across the FIFSW, implementing a number of effective strategies, and we continue to make this a priority.

In 2016, we launched our newest MSW field of study, Indigenous Trauma and Resiliency (ITR). The ITR field was created in partnership with the Ontario Federation of Indigenous Friendship Centres (OFIFC) and the Middleton-Moz Institute, who approached the FIFSW to partner on this groundbreaking initiative. The ITR field is a response to the urgent need to provide effective and culturally appropriate services to global populations. Its goal is to change the way community services are provided in Indigenous communities. It is dedicated to preparing advanced social work professionals to work with individuals, families and communities who have experienced historical and intergenerational trauma, by recognizing and building on the resilience of community members, promoting strength and wellness.

Our Faculty benefits enormously from our relationship with Lynn Factor and Sheldon Inwentash. In 2007, they made a landmark gift of \$15 million to our Faculty – at the time, the largest ever made to

a North American social work faculty – which enabled us to create five endowed chairs and fifty student scholarships. Because of their generosity, the FIFSW has been in a position to attract a diverse and talented pool of students and to recruit and retain top scholars.

Our cutting-edge Simulation Program – which is transforming how social work students learn at our Faculty and at schools across the globe – was developed through a generous donation by Larry Enkin. His support has made it possible for us to substantially expand the program. In 2017, the FIFSW Simulation Program was recognized for its impact when it received the University of Toronto’s Northrop Frye Award (divisional) for innovation in integrating research and practice.

We are equally indebted to our Faculty’s other generous supporters. Their far-sighted donations to such essential initiatives as endowed chairs, scholarships, bursaries, research and projects among others, enable our Faculty to push ahead in implementing our goals.

OUR PLAN

Transforming Lives, Connecting Communities (2017-2022) identifies strategic directions and goals we believe are critical to moving forward on our mission to lead in excellence in social work education, research and practice.

We plan to pursue four strategic directions:

- MOBILIZE KNOWLEDGE
- PROMOTE WELLBEING & EQUITY
- FOSTER INNOVATIVE LEARNING
- COLLABORATE LOCALLY/NATIONALLY/GLOBALLY

Strategic Direction #1 MOBILIZE KNOWLEDGE

Our goal is to disseminate innovative practices, promote the mobilization of research into practice and facilitate research that is practice-driven. In all settings – in the field, with community partners, alumni and supporters – we are committed to building and disseminating collaborative evidence-informed knowledge so that it can be utilized. We facilitate this process through a concerted effort, employing a wide range of initiatives. Our goal is to build the “brand” of the FIFSW as a leading mobilizer of social work knowledge.

Strategic Direction # 2 PROMOTE WELLBEING & EQUITY

The Faculty is committed to the active promotion of wellbeing and equity across the life course and we continue to work toward this goal. Our aims over the next five years are to promote equity, inclusion and accessibility in all areas of the Faculty and strengthen, more deeply integrate and make sustainable some of the newest initiatives designed to address gaps in social work research, practice and policy.

Strategic Direction # 3 FOSTER INNOVATIVE LEARNING

The Faculty aims to promote teaching and innovation in education that prepares competent and ethical social workers in practice, policy and research. Guided by a model of holistic competence, we provide support for educators to learn and develop innovative curriculum.

A goal of the 2011 Academic Plan was to expand the range and depth of how we use simulation across the MSW Program. Having successfully expanded the FIFSW Simulation Program into a complex and multi-faceted initiative fostering innovative learning, we recently named it the *Toronto Simulation Model*. These innovations have been researched and disseminated, offering critical leadership internationally to social work academics and practitioners. We have identified simulation

as the signature pedagogy of the Factor-Inwentash Faculty of Social Work. It is now used in all required direct practice courses in year one of the MSW Program, in a range of required and elective courses in year two, and through educational enhancements. We plan to further develop the range and breadth of simulation in the classroom across fields of study and in the community, in order to facilitate varied learning situations.

Strategic Direction # 4

COLLABORATE LOCALLY/NATIONALLY/GLOBALLY

It is critical that the Faculty's education and research are developed in collaboration and partnership with local, national and global communities. A priority is to ensure that these collaborations are representative of the diversity of communities, and are thus timely, cutting-edge and relevant. Our Faculty is committed to developing research collaborations, teaching and learning initiatives that connect communities on a local, national and global scale.

This Academic Plan, *Transforming Lives, Connecting Communities (2017-2022)*, arose out of a thorough and broad undertaking of consultations across the community. In an iterative process of dialogue we talked to faculty, staff, students, field instructors, alumni, community partners, professional organizations, University of Toronto divisions and trusted advisors. The stories that accompany each strategic direction are examples of recent Faculty initiatives that illustrate these directions. They are not intended to be comprehensive; rather, they are meant to illustrate the kind of initiatives we plan to focus on as we move forward. And just as the four strategic directions intersect and complement one another, certain stories illustrate more than one direction. This plan is influenced by our Faculty's position in a global, research-intensive university and has been developed in the context of the University's strategic planning initiative, *Towards 2030*.

[Box]

WHO WE ARE

An INNOVATIVE leader in social work education, research and practice

FIRST Canadian school of social work

One of the FIRST schools in North America

FIRST Canadian social work PhD program

NINE endowed chairs

TWO Canada Research Chairs

One of top five North American social work schools in RESEARCH output

SIX MSW fields of study offering specialized practice training

SIMULATION as the signature curriculum pedagogy

One of two Canadian social work programs with a GERONTOLOGY field

VISION

To lead towards a better society, through social work education, research and practice.

MISSION

- Educate and develop professionals who have the capacity to engage in and influence our changing world through social work practice, policy and research
- Advance research, practice and policy that shapes the future of a profession that crosses boundaries
- Provide international leadership by mobilizing knowledge that incorporates the range of expertise existing within the broader social work communities
- Collaborate with our diverse partners to address social inequities at local, national and global levels

VALUES

Our Faculty, like our profession, is committed to social justice and to the fundamental social work view that individuals are influenced by and influence their environments. We are committed to promoting diversity, equity, human dignity and human rights. Social work is informed by a range of theories and perspectives that call attention to the familial, social and political contexts of experiences of individuals, families, groups, organizations and communities.

We believe:

- In understanding individuals in their environments; thinking systematically; respecting without prejudice distinct systems of beliefs and lifestyles of individuals, families, groups, communities and nations
- In working with multiple, diverse and interdependent systems; movement in one affects others; interdependence; overlap; and intersections
- In integrating research and practice
- In working towards the betterment of society

[Box]

STRATEGIC DIRECTIONS

1 MOBILIZE KNOWLEDGE

Take the lead in mobilizing social work knowledge.

2 PROMOTE WELLBEING & EQUITY

Promote wellbeing and equity across the life course.

3 FOSTER INNOVATIVE LEARNING

Foster innovative social work education.

4 COLLABORATE LOCALLY/NATIONALLY/GLOBALLY

Collaborate and connect with communities locally, nationally and globally.

[Note re design: Each strategic direction is comprised of a series of goals and a few stories or quotes. The stories and quotes will be laid out as sidebars to the goals, thus clearly designating them as relating to a particular direction.]

STRATEGIC DIRECTION # 1

MOBILIZE KNOWLEDGE

Take the lead in mobilizing social work knowledge.

GOALS

1. Promote Faculty and field interactions on the integration and mobilization of research and practice and disseminate innovative practices.
 - a) Collaborate on knowledge building between FIFSW and the social work settings with which we interact.
 - b) Expand Sophie Lucyk Virtual Library (a virtual library on the FIFSW website that provides open access to FIFSW research) by increasing holdings and raising profile.
 - c) Collaborate with the field in promoting and mobilizing research to the profession and in building bridges between the field and the classroom.
 - d) Provide leadership to build capacity in agencies; collaborate with community agencies, hospitals, practitioners and professional organizations.
2. Mobilize research into practice and strengthen the Faculty's impact on social work policy and practice.
 - a) Develop innovative opportunities for collaboration and knowledge exchange between the Faculty and community through the Distinguished Speakers Series, seminars, workshops, talks, webinars, conferences, MOOCs (massive open online courses), committees, forums and multi-media tools.
 - b) Build and promote community capacity.
 - c) Employ a range of media to mobilize knowledge through such publications as e-Reach, REACH and the Year in Review; increase social media presence.
 - d) Regularly monitor and improve FIFSW website, prominently highlighting the FIFSW research site and faculty research endeavours.
 - e) Partner with agencies in course offerings.

3. Develop the evidence base to support social work advocacy.

- a) Ensure that social workers in the workforce are prepared to address community needs, through collaborative research that assesses needs and evaluates programs.
- b) Promote links between the FIFSW and social work education, research, practice and advocacy bodies and government by working together on critical social issues.
- c) Support active participation of faculty and students at key provincial, national and international organizations and Tables.

4. Collaborate with other disciplines and professions on interdisciplinary and interprofessional concerns.

- a) Collaborate in developing interprofessional educational opportunities.
- b) Build collaborations with other disciplines.
- c) Promote research and education partnerships through joint and cross-appointments, shared positions, combined degrees and the FIFSW's eleven MSW/PhD Collaborative Specializations.

[Note: Strategic Direction #1 stories follow.]

The Sophie Lucyk Virtual Library

Our Faculty is committed to conducting cutting-edge evidence-informed research and making it as widely available as possible, to further our goal of strengthening social work practice. That means disseminating knowledge to people all over the world. The FIFSW Sophie Lucyk Virtual Library, launched in 2014, is a digital collection of all research by FIFSW faculty, which is available on the FIFSW website and connected to University of Toronto Libraries. We plan to expand its holdings and raise its profile. We are seeing a steady rise in viewers from around the world. The library was created through the generosity of two far-seeing alumni. Alumna and social worker Rosemary Slivinskas directed, as executrix, a portion of the Sophie Lucyk estate as a memorial to honour Sophie Lucyk's desire to help all people receive an education. We want to build the library into a vital educational tool and a crucial public resource, connecting and sharing knowledge across disciplines and borders.

Forced Marriage Curriculum

A collaboration led by the Faculty of Law's Professor Anver Emon, and including the Faculty of Law, our Faculty, Law in Action within Schools (LAWS), the Ontario Justice Education Network (OJEN) and the South Asian Legal Clinic of Ontario (SALCO), developed a curriculum for high

school students (available on the FIFSW and OJEN websites) on issues related to forced marriage and the legal rights of youth. The goal is to mobilize knowledge by generating dialogue on such issues as citizenship, law, youth agency and the rights of youth. JD/MSW 2016 graduate Persia Etemadi – who graduated with a combined social work and law degree – was the principal drafter.

Mobilizing Simulation Knowledge

The FIFSW is committed to mobilizing simulation-based knowledge. We pursue knowledge dissemination through an increasing number of publications and presentations at academic conferences, as well as by sharing teaching and assessment resources with colleagues in social work schools across the globe. We are making educational multi-media packages available to social work educators, addressing critical issues that arise in social work practice.

STRATEGIC DIRECTION # 2

WELLBEING & EQUITY

Promote wellbeing and equity across the life course.

GOALS

1. Promote the integration of diversity, as well as historical, political, social and cultural contexts when considering human development, health and wellbeing, across the life course.
 - a) Continue to develop and expand education and research initiatives that address these contexts and are accessible and relevant.
 - b) Continue to prioritize enhanced diversity among students and faculty.
 - c) Raise awareness of intersecting oppressions faced by individuals due to facets of their identities and how different factors are critical to development, such as ethnicity, indigeneity, newcomer status, socioeconomic status, sexual orientation, ability, age and health.
 - d) Promote collaborative initiatives and partnerships.
 - e) Inform equitable practice and policy with evidence of the over-representation of certain populations of children, youth and adults in service systems; conduct research on community needs.
 - f) Prioritize initiatives addressing Indigenous Child Welfare, recognizing the specific role and responsibility of the social work profession in implementing the Truth and Reconciliation Commission's recommendations with respect to Child Welfare.
2. Take the lead on research that informs best practices and policies by developing knowledge about individuals and families across the life course.
 - a) Promote, conduct and collaborate on research and education that foster understanding of human development across the life course.
 - b) Provide evidence to understand and address the effects of social determinants on individuals, families and communities.
 - c) Conduct research and evaluate interventions that address the interactions among development, growth and adaptation of individuals.
 - d) Inform equitable practices and policies that address challenges and promote positive outcomes.

3. Collaborate with other professionals in research and education.

a) Collaborate across U of T divisions.

b) Continue to pursue collaborations with other universities locally, nationally and internationally.

c) Collaborate with community organizations locally, nationally and internationally.

[Stories and quotes related to Strategic Direction # 2 are listed below.]

Training the Trainer

Longtime women’s rights advocate Deepa Mattoo recently partnered with our Faculty, law and sociology academics and the Rights of Non-Status Women Network. Mattoo, Legal Director at the Barbra Schlifer Commemorative Clinic, received a 2017 Law Foundation of Ontario Community Leadership in Justice Fellowship. She investigated how racialized women with precarious immigration status access services when they experience violence, in order to help service providers meet these women’s needs. Training the trainer was an essential element. A training toolkit summarizing existing best practice research (available on the FIFSW and the Barbra Schlifer Commemorative Clinic websites) has been presented widely in universities and the community. “This is just the beginning,” says Mattoo, who hopes others will use this to push for policy changes and build scholarship.

Responding to a Pressing Need

In 2016, the Factor-Inwentash Faculty of Social Work launched a groundbreaking two-year MSW field of study. The first of its kind in North America, Indigenous Trauma and Resiliency (ITR), was developed in partnership with the Middleton-Moz Institute and the Ontario Federation of Indigenous Friendship Centres (OFIFC). Its goal is to prepare social workers to work with individuals, families and communities affected by historical and generational trauma in Canada and across the globe and to build on their resilience. The ITR field’s innovative hybrid learning format – online learning combined with five six-day intensive courses at the FIFSW – does not require students to move from their communities to attend school. Practicum placements are in the students’ own communities. The curriculum is a unique blend of Indigenous teachings and the most current scholarship and research.

“We’re training community leaders to understand trauma, helping them see they already have the tools to build resilience through Indigenous learning and practices.”

Brianna Olson, Member of the Wikwemikong First Nation, MSW-ITR field student

“There’s been an immediate impact on my work managing an Indigenous community mental health program. I am sharing with my team what I learn about neuroscience, the impact of trauma, and how it affects decision-making. This new knowledge makes us more effective.”

Germaine Trudeau-Elliott, Member of the Serpent River First Nation, MSW-ITR field student

Information is Power

Another example of how we are promoting wellbeing and equity across the life course is that the Faculty is now housing the Institute for Life Course and Aging, an interdisciplinary institute for education, research and knowledge on aging. The first of its kind in Canada, its goal is to improve the health and social welfare of older adults across the globe through education and research. Through the National Initiative for the Care of the Elderly (NICE), an interdisciplinary coalition of colleagues from universities, governments and businesses dedicated to expanding knowledge about aging, aging-related knowledge is mobilized across the globe using pocket tools. These evidence-based pamphlets in digital and paper format, focusing on issues like retirement, ethnicity and palliative care, are sent out in response to requests from all over the world, putting power in the hands of an aging population.

Supporting Optimal Human Development

The Fraser Mustard Human Development Program at the FIFSW, which provides transdisciplinary opportunities for collaboration and knowledge mobilization in human development, is an example of how we are mobilizing knowledge (Strategic Direction 1) and promoting wellbeing and equity across the life course (Strategic Direction 2). The program’s Policy Bench – a dynamic connections hub – brings together leaders with transdisciplinary expertise in child development at the University of Toronto and SickKids Hospital. The goal is to facilitate contact between researchers and the politicians and civil servants who shape policies for children and their families. We aim to provide a responsive mechanism for Ontario Government Ministries to access and utilize expertise to support optimal human development and health equity.

STRATEGIC DIRECTION # 3
FOSTER INNOVATIVE LEARNING
Foster innovative social work education.

1. Promote teaching and innovation in education that prepares competent and ethical social workers in practice, policy and research.
 - a) Support expertise and innovation in teaching across the curriculum.
 - b) Provide faculty development opportunities.
 - c) Provide opportunities to nurture new knowledge on teaching.
2. Promote, recognize and enrich practicum education and create and support innovative ways to expand practicum placement opportunities.
 - a) Expand research support and collaborate with organizations in field education; profile exemplary field instructors, students and their organizations; use websites, newsletters, podcasts.
 - b) Promote a culture whereby field education of students is considered an organizational and professional priority and a source of pride.
 - c) Identify innovative ways to ensure that MSW students can participate in placement opportunities.
3. Address the implicit and explicit curriculum.
 - a) Continue to review the curriculum with the aim of improving the program and ensuring that course offerings remain current and timely.
 - b) Continue to monitor quality of instruction in multi-section MSW courses.
4. Educate and prepare the next generation of social work leaders.
 - a) Promote research, education – including educating students concerning their future responsibilities to become ‘practice’ educators – and scholarship in social work education.
 - b) Promote professional development through the Alumni Association.
 - c) Continue to mentor junior faculty and support their development of leadership skills.
 - d) Increase career counselling and communication about funding opportunities for doctoral students.

5. Develop, research and disseminate innovative educational methods for social work practice.

a) Pursue innovative ways to use simulation in the classroom, the field and the community and to support the development of cutting-edge learning initiatives.

b) Continue to develop an extensive range of simulation case scenarios and learning experiences addressing crucial issues across all fields of study.

c) Work closely with community agencies to develop the use of simulation to enhance competence.

d) Develop innovative teaching methods and structures that take into account the needs of diverse communities.

6. Expand educational collaborations and awareness of social work across the University community.

a) Continue to teach undergraduate courses across the three campuses.

b) Promote increased awareness of social work at U of T.

[Strategic Direction #3 stories are below.]

Innovation through Simulation

We continue to expand how we use simulation to foster innovative learning as we build upon the success of the Toronto Simulation Model. We have become an international leader in using simulation to enhance the educational experience of social work students and develop and assess holistic competence. Simulation involves using highly trained actors to interact with students in simulated standardized scenarios typically encountered in social work practice. Students develop core competencies needed to work with clients, by building practice knowledge and skills in a safe, realistic setting, before participating in real-life situations.

Our research illuminating the dynamics of teaching and learning has led to developing improved curriculum design and articulating processes for specialized social work practice fields. All MSW students will participate in simulation-based learning activities. We are expanding Practice Fridays, an initiative enabling students to interact with simulated clients and receive feedback from peers, field instructors and faculty. We are creating simulated scenarios addressing issues such as aging, disability and mental health assessment. We consult with community partners and the FIFSW Manager of Diversity, Equity and Student Experience, to ensure we offer diverse case scenarios and learning experiences across all fields of study.

Field Education:
Strengthening the Bonds, Expanding Opportunities and Fostering Research

Field education is the cornerstone of the MSW educational experience. Our Faculty is committed to expanding practicum placement opportunities in order to provide our students with exceptional opportunities to develop social work competencies. The Bertha Rosenstadt Trust Fund in Health Research is one innovative way we strengthen our all-important bonds with partner organizations providing placements. The fund (available to all U of T Health Sciences Faculties) enables us to secure long-term commitments for student placements, while fostering cutting-edge research in field education. An organization commits to a pre-negotiated number of practicum students for three consecutive years. In return, the organization receives a three-year grant to conduct research, developed in consultation with our Faculty, that expands social work field education knowledge. Since 2009, 22 initiatives have been undertaken. They have been highly successful and we are committed to pursuing more.

Collaborative Community Research Practicum Placements

In response to a pressing need across community agencies, we have launched the Collaborative Community Research Practicum. For years, agencies have been telling us they need help in determining and submitting metrics on projects in order to receive funds. We developed this research practicum to address that need by providing FIFSW practicum students the opportunity to work on agencies' research projects with FIFSW co-supervision. The first practicum started in September 2017. Our goal is to provide MSW practicum students with a highly relevant learning opportunity while helping community agencies – a win/win equation.

[Note: There will be a map with this direction, illustrating faculty members' collaborations on a local, national and global scale.]

STRATEGIC DIRECTION # 4
COLLABORATE LOCALLY/NATIONALLY/GLOBALLY

Collaborate and connect with communities locally, nationally and globally.

1. Partner with Indigenous communities in the process of truth and reconciliation.
 - a) Continue to develop the ITR MSW field with Indigenous partners.
 - b) Continue to develop opportunities to support ITR MSW students through scholarships.
2. Develop teaching and learning initiatives and collaborations that emphasize local/national/global connections and diversity.
 - a) Foster international collaborative exchanges in education.
 - b) Educate students and practitioners for effective practice through international collaborations.
 - b) Collaborate with community partners, in order to foster local/national/global connections.
 - c) Disseminate knowledge internationally, through initiatives such as MOOCs, webinars, talks, workshops, seminars and conferences.
 - d) Continue to prioritize enhanced diversity and equity in all areas of the Faculty, informing program, community and structural efforts toward greater inclusion.
3. Continue to build international research collaborations that emphasize local/national/global connections in knowledge both through faculty research and collaborations and through increasing FIFSW institutional connections.
 - a) Develop international research collaborations.
 - b) Build on existing national and international connections and partnerships with institutions.
 - c) Encourage and foster academic exchange.
 - d) Increase partnerships with diverse global communities in Toronto, Ontario, Canada and internationally.
 - e) Engage with international alumni.

[Strategic Direction #4 stories and quotes follow.]

Connecting Learners across the Globe through Massive Open Online Courses

Since 2013, the Factor-Inwentash Faculty of Social Work has offered two highly successful MOOCs (massive open online courses) to registered students in over 150 countries. Providing massive open online courses is a powerful example of how we are pursuing all four strategic directions at once: we are mobilizing knowledge; fostering innovative learning; promoting wellbeing and equity; and connecting learners across the globe. Our Faculty was one of the divisions to offer a pilot MOOC at U of T in 2013. “The Social Context of Mental Health & Illness” was offered twice with a live instructor, with 27,444 registered students in January 2013 and 18,577 registered students in June 2013. An automated format using videos, which was launched in 2016, has now reached 5,718 active learners. “The Art and Science of Relationships: Understanding Human Needs” was launched in the spring of 2017, with 13,041 learners enrolled. We plan to offer more MOOCs and are currently developing a MOOC on dementia.

A Global Education

FIFSW MSW students have the opportunity to complete their Year 2 practicum experience internationally at Stanford Hospital, USA; the Hebrew University of Jerusalem, Israel; or the University of Melbourne, Australia. And social work students from the universities have the chance to come to the Factor-Inwentash Faculty of Social Work to study in Toronto. These opportunities are part of our continued push to deepen our international connections and provide FIFSW students with an enriched educational experience. For students, the placements are a wonderful way to launch their own careers by gaining international experience and a global perspective.

“I learned so much by going to another country about the leading approaches to mental health and prevalent frameworks. I made professional contacts, widened my network and expanded my scope of practice. It broadened my thinking.”

FIFSW PhD Candidate Andrew Eaton (MSW 2016) did his practicum placement at the University of Melbourne.

“I’ve been a Visiting Scholar at the FIFSW twice and that collaboration has had a wide-reaching impact. It’s been enormously beneficial as a researcher to work closely with FIFSW professors, resulting in numerous academic papers. It’s also led to a practicum arrangement, with FIFSW MSW students fulfilling their practicum at Hebrew University, and Hebrew University students coming to the FIFSW. The Hebrew University has also hosted FIFSW faculty for talks and we plan to do more of that.”

Dr. Mona Khoury-Kassabri, Schwartz Program Director, The Baerwald School of Social Work and Social Welfare, The Hebrew University of Jerusalem

MEASURING OUR SUCCESS

As we move forward with *Transforming Lives, Connecting Communities (2017-2022)*, we will be tracking our progress through a set of core measures, including:

1. MOBILIZE KNOWLEDGE

- Research impact and dissemination as evidenced by increased number of peer reviewed articles and presentations; increased visits to the Virtual Library
- Continued practice-driven research funded by National Granting Councils; increased projects and partnerships with community and with research partners
- Increased attendance and participation by community partners, alumni and supporters at events, webinars, talks, committees, consultations and forums
- Enhanced branding of the FIFSW as a leading mobilizer of social work knowledge

2. PROMOTE WELLBEING AND EQUITY

- Increased research by faculty members promoting wellbeing and equity
- Increased diversity in faculty hiring
- Increased diversity in student body
- Further develop curriculum and promote equity, inclusion and accessibility

3. FOSTER INNOVATIVE LEARNING

- Increased recognition as an international leader and innovator in social work education
- Recognized as an international leader in simulation-based learning as evident by greater number of publications on simulation in social work education, presentations at international academic conferences on social work education/pedagogy, requests for keynotes and consultation on integrating simulation in social work programs
- Increased and sustained practicum placements

4. COLLABORATE LOCALLY/NATIONALLY/GLOBALLY

- Increased faculty research collaborations with international partners at leading universities and community agencies locally, nationally and globally
- Strengthen research networks through Faculty supported practicum placements
- Increased and sustained participation by our students in international practicum placement experiences