

MSW MANUAL

2023-2024

SCHOOL OF SOCIAL WORK

Faculty of Graduate Studies



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Important Dates

Telephone & Internet Directory

Graduate Program in Social Work (All area codes are 416)

Name	Phone No.	Office Number	Internet or E-mail Address
Maurice Poon Interim Director, School of Social Work		Ross South 876	mklpoon@yorku.ca
Anne O'Connell Graduate Program Director		Ross South 874	aconnel@yorku.ca
Partiban Giritharan Field Education Manager	x39488	Ross South 870	parti1g@yorku.ca
TBA Graduate Engagement Program Coordinator	736-2100 x22664	Ross South 875	
Joelle Reid Graduate Program Assistant	736-2100 x20498	Ross South 880F	joelle@yorku.ca
Natalie Cheung Graduate Program Admissions Assistant	416-736- 2100 Ext 33611	Ross South 880F	ttcheung@yorku.ca
Naylen Langin MSW Field Education Coordinator	736-2100 x66320	Ross South 871	nayleng@yorku.ca

Faculty of Graduate Studies

Administrative Office	736-5521	230 York Lanes
Student Affairs	736-2100 x60467	

General Information

York Client Services	650-8160		www.registrar.yorku.ca
Graduate Students' Association	736-5865	325 Student Centre	www.yugsa.ca

Scott Library

Information	736-5150		www.library.yorku.ca
Norda Bell Social Work librarian	736-2100 X33392	Scott Library	nordam@yorku.ca
Reference Desk	736-2100 x55150		scottref@yorku.ca

Mission Statement: School of Social Work

The School of Social Work, York University, is committed to social work education which develops practice strategies for human rights and social justice and thus affirms that personal experiences are embedded in social structures.

Through research, curriculum, and critical pedagogy the school will:

- address oppression and subordination as experienced and mediated through class, gender, race, ethnicity, religion, sexual orientation, age, and ability;
- develop a critical appreciation of the social construction of reality;
- promote an understanding of how values and ideologies construct social problems and how they construct responses;
- prepare students to be critical practitioners and agents of change.

Program Philosophy

The curriculum of York University MSW Program comes at a complex historical time for the profession of social work. Rapid globalization is being achieved at the cost of diminished commitments to health, education and welfare, resulting in a growing threat to the social safety net. It is within the context of these threats that contemporary social work seeks to provide service to the disadvantaged.

One of the premises of the social work profession is the belief that personal problems arise and are maintained within particular social contexts. From this view, social work practice takes place across a spectrum of professional responsibility. At one end, social work responds to the immediate concerns of individuals, families or groups as they take the form of personal distress. Moving across the range, social work shifts its attention to the features of social context that support distress. Such practices include communities, organization and policy development.

Because of current global realities, the MSW Program at York seeks to provide professional education that assists students to recognize the interdependence of micro and macro social work processes and to conceptualize practice at both immediate and proactive levels. The foundation of this conception of practice is the belief that social inequality undermines personal and social wellbeing. Within the Canadian context of the School of Social Work at York University, social inequality is particularly configured within the interplay of race, ethnicity, class, gender, sexual orientation and ability.

From this conceptual foundation, the MSW Program undertakes to educate students as flexible practitioners who practice from multiple stances that reflect concern for immediate distress as well as draw attention to the social context. Thus, the Program seeks to foster consideration of complexity in practice in order to enable students to engage in practice that is both sensitive to and promotes diversity.

The primary organizing principles of the curriculum are: 1) the importance of critical perspectives which emphasize the interdisciplinary context of social work knowledge; 2) anti-discriminatory social work practice; 3) the implications of political and economic forces in the context of globalization for social work practice theory and research. The curriculum is individualized and specialized in content and based on principles of adult education.

Students gain an overview of the location of their interests within the field of social work in the core courses. They explore their interests theoretically in elective courses. The Practicum is intended to provide experiential training, while the Practice-based Research Paper will encourage theoretical and conceptual depth of students' areas of interest.

Research Interests: Graduate Social Work Faculty

Name, Title, & Email	Research Focus
<p>Anucha, Uzo Associate Professor anucha@yorku.ca</p>	<p>Homelessness, under- housing, and poverty; social work practice with immigrants and refugees; international social work; program evaluation; community- university research partnerships.</p>
<p>Badwall, Harjeet Associate Professor hbadwall@yorku.ca</p>	<p>Racial and colonial discourses in social work and implications for practice; social construction of social work identities; critical race theory; connections between critical theory and practice; critical narrative practice; working with survivors of violence (intimate partner violence, sexual violence, systemic violence); social justice; community based research.</p>
<p>Chapman, Chris Associate Professor chap@yorku.ca</p>	<p>Alternatives to liberal individualism, ethical narrations of meaning-making, perpetration of injustice, historical accounts of systemic oppression, stories about social work told by groups overrepresented as involuntary clients, accountability, reflexivity, ethical practice. Practices of disablement and colonization.</p>
<p>Chatterjee, Soma Associate Professor schat@yorku.ca</p>	<p>Migration, mobility and border studies; Anti-racist and anti- oppressive social policies; immigration and citizenship policies; Contemporary settler nationalism; Critical international social work; Social and political issues of relevance to South Asia and South Asians (in diaspora and beyond)</p>
<p>Goitom, Mary Associate Professor mgoitom@yorku.ca</p>	<p>Social work practice with immigrants and refugees; identity and diversity; international social work; migration; community based research; North-South relations of power</p>
<p>Good-Gingrich, Luann Professor luanngg@yorku.ca</p>	<p>Social exclusion and the intersections between the ideology, material realities, and subjective experience of policy systems and social programs; voluntary and transnational social exclusion and transnational social inclusion; social work practice across cultures.</p>

<p>Hepburn, Shamette <i>Assistant Professor</i> hepburns@yorku.ca</p>	<p>Critical Gerontology, Postcolonial Social Work, Transnationalism/Globalization, Community-based/Participatory Research.</p>
<p>Heron, Barbara <i>Professor</i> bheron@yorku.ca</p>	<p>Social construction of helping identities; critical race theory; interlocking systems of oppression; North- South relations of power; international social work.</p>
<p>Green, Ruth <i>Associate Professor</i> ruthkg@yorku.ca</p>	<p>Ally Development and Education, Adult Education, Education as a sight of colonial discourse, Indigenous Research Theory, HIV/AIDS in Indigenous communities, Food Security and Traditional food sources, Traditional Indigenous Knowledge Gathering</p>
<p>Kikulwe, Daniel <i>Associate Professor</i> kikulwe@yorku.ca</p>	<p>Families, kinship care, immigration, child welfare practices and policies as well as the United Nations Convention on the Rights of the Child (UNCRC) and its applicability to the global south.</p>
<p>Liegghio, Maria <i>Associate Professor</i> mlieg@yorku.ca</p>	<p>Social work epistemology in child and mental, the stigma of mental illness and epistemic violence, community development and organizing through social innovation and social enterprise, community-engaged scholarship and community-university alliances, international social work through Latin America, and critical social work practice and education.</p>
<p>Macias, Teresa <i>Undergraduate Program Director</i> <i>Associate Professor</i> tmacias@yorku.ca</p>	<p>Human rights violations; state- sanctioned violence; truth and reconciliation commissions; research methodologies; professional ethics; neoliberalism and professionalization.</p>
<p>MacKinnon, Kinnon Ross <i>Assistant Professor</i> kinnonmk@yorku.ca</p>	<p>Political-economic forces in healthcare; Critical approaches to healthcare and social service delivery, Sexual and gender minority people’s access to care; Social work practice with groups, Social work education, Institutional ethnography, Community-engaged research practices</p>
<p>Maiter, Sarah <i>Professor</i> smaiter@yorku.ca</p>	<p>Child welfare policies and practice; child welfare and race, culture and ethnicity; mental health services for diverse ethno- racial families; critical an anti-racist social work practice, services to refugees & immigrants.</p>
<p>Matsuoka, Atsuko <i>Professor</i> atsukom@yorku.ca</p>	<p>Gerontological social work; ethics and aging; strengths-based critical social work; ethnicity and social work; immigrants, refugees and diaspora populations; mental health recovery; animals and social work.</p>

<p>McKeen, Wendy Associate Professor wmckeen@yorku.ca</p>	<p>Critical approaches to Canadian social welfare policy; social problem analysis; struggles for social change and social justice.</p>
<p>Mulé, Nick Professor nickmule@yorku.ca</p>	<p>Social inclusion/exclusion of gender and sexually diverse (LGBTQ) populations in social policy and service provision and the degree of their recognition as distinct communities in cultural, systemic and structural contexts as well as a critical analysis of the LGBTQ social movement and queer liberation theory.</p>
<p>O’Connell, Anne Graduate Program Director Associate Professor aconnel@yorku.ca</p>	<p>Colonial and racial history of social policy/social welfare and its contemporary effects; critical race theory; theories of whiteness; empire and globalization; community-based research.</p>
<p>Poon, Maurice Interim Director (July-Dec) Associate Professor mklpoon@yorku.ca</p>	<p>HIV/AIDS issues related to ethno- racial communities; violence in intimate gay relationships; diaspora and identity, particularly related to gay Asian men; issues about diversity and social justice; queer and critical race theory; discourse analysis; community based-action research.</p>
<p>Pyne, Jake Assistant Professor jpyne@yorku.ca</p>	<p>Transgender Studies, Critical Disability Studies, Critical Autism Studies, Fat Studies, Queer of Colour Critique, Neurodivergence / Neuroqueer Community</p>
<p>Wong, Y.L. Renita Professor rylwong@yorku.ca</p>	<p>Critical social work; spirituality and social justice; mindfulness and contemplative critical social work pedagogy; decolonizing social work education; nation and colonial knowledge production in social work; discourse analysis</p>

Graduate Professor Emeritus

<p>Macdonald, Grant <i>Professor Emeritus</i> grantm@yorku.ca</p>	<p>Research methodology; chemical dependence and social support; computer technology and social welfare</p>
<p>McGrath, Susan <i>Professor Emeritus</i> smcgrath@yorku.ca</p>	<p>Community organizing; social development; social movements; critical social work practice; role and function of third sector/civil society; social support processes for survivors of torture; refugee and forced migration issues.</p>
<p>Swift, Karen <i>Professor Emeritus</i> kswift@yorku.ca</p>	<p>Application of critical theory to social work; feminism and women's issues; child welfare policy and practice; risk and risk assessment; poverty; organizational analysis</p>
<p>Hayden, Wilburn <i>Professor Emeritus</i> whayden@yorku.ca Personal Website</p>	<p>Race and racism, disadvantaged communities, Appalachia and Black Appalachians, and race in Canada.</p>
<p>Razack, Narda <i>Professor Emeritus</i> nrazack@yorku.ca</p>	<p>Critical international social work; North- South relations; race, space and postcolonialism; identity and diversity; Caribbean diaspora; anti-oppressive practice.</p>

Degree Requirements

Advanced Standing Program: Full Time and Part Time:

Candidates for the MSW must fulfill the following requirements:

Core courses or equivalent as follows:

- SOWK 5150 3.0 - Critical Perspectives in Social Work
- SOWK 5250 3.0 - Graduate Research Seminar
- SOWK 5350 6.0 - Advanced Practicum (Pass/Fail)
- SOWK 5450 3.0 - Practice Research Paper Seminar (Pass/Fail)
- SOWK 5550 3.0 - Indigenous Worldviews and Implications to Social Work

Two elective half courses:

- To be completed from electives offered within the department from the series Social Work 5900 3.00 to 5999 3.0, or one approved course (normally) from another Graduate Program

Two-year full-time program (No BSW):

Candidates for the MSW must fulfill the following requirements: 42 credit hours of coursework (including four 3-credit electives), and two practicum placements (12 credits)

First year core courses

- SOWK 5010 3.0 – Social Work Theories and Critical Practice Part 1
- SOWK 5011 3.0 – Social Work Theories and Critical Practice Part 2
- SOWK 5020 3.0 – History of Social Welfare and Social Work from Critical Perspectives
- SOWK 5030 3.0 – Oppression and Intersectionality
- SOWK 5040 3.0 – Social Welfare and Social Policy
- SOWK 5050 3.0 – Understanding Organizations for Social Work Practice
- SOWK 5310 6.0 – Practicum (Pass/Fail)

Second year core courses

- SOWK 5150 3.0 – Critical Perspectives in Social Work
- SOWK 5250 3.0 – Graduate Research Seminar
- SOWK 5350 6.0 – Advanced Practicum (Pass/Fail)
- SOWK 5450 3.0 – Practice Research Paper Seminar (Pass/Fail)
- SOWK 5550 3.0 – Indigenous Worldviews and Implications to Social Work

Four elective half courses: from the series Social Work 5900 3.0 to 5999 3.0, or one approved course (normally) from another Graduate Program

Program Structure of the Advanced Full-Time - 3 terms and Part-Time Program - 6 terms (Table)

Advanced Standing Full Time Program

Fall Term	Winter Term	Summer Term
September – December	January – April	May - August
5150 3.0 Critical Perspectives in Social Work	5450 3.0 Practice-based Research Paper Seminar (PRS)	Electives available
5250 3.0 Graduate Research Seminar (GRS)	5350 6.00 <i>Advanced Practicum</i> 450 hours, Wednesday/Thursday/Friday Completed by the middle of June.	
5550 3.0 Indigenous Worldviews and Implications to Social Work		
Plus 2 elective courses are required during the 3 terms		
Convocation would occur in October for those eligible to graduate		

Advanced Standing Part-Time Program

YEAR 1		
Fall Term	Winter Term	Summer Term
September – December	January – April	May - August
5150 3.0 Critical Perspectives in Social Work	Take 5550 3.0 Indigenous Worldviews and Implications to Social Work	No required courses but students are expected to register and pay tuition. Electives available
Year 2		
Fall Term	Winter Term	Summer Term
September - December	January - April	May - July
5250 3.0 Graduate Research Seminar (GRS)	5450 3.0 Practice Research Paper Seminar (PRS)	No required courses but students are expected to register and pay tuition. Electives available.
5350 6.0 Advanced Practicum 450 hours during regular business hours.		
Plus 2 elective courses are required during the 6 terms		

Structure of the Advance Full-Time and Part-Time Program (Full Text)

REQUIRED COURSES FOR FULL-TIME PROGRAM

Students will need to complete the following five core courses along with a total of two elective courses over three terms.

Fall Term

September – December

SOWK 5150 3.0 - Critical Perspectives in Social Work

SOWK 5250 3.0 - Graduate Research Seminar (GRS)

SOWK 5550 3.0 - Indigenous Worldviews and Implications to Social Work

Winter Term

January – April

SOWK 5450 3.0 - Practice-based Research Paper Seminar (PRS)

SOWK 5350 6.0 - Advanced Practicum. Students are to complete 450 hours on Two- or Three-days Wednesday, Thursday, Friday, during regular business hours. **Placement is completed by mid-June.**

Summer Term

May – August

No required courses but students can take electives and are required to register and pay tuition.

Convocation would occur in October for those eligible to graduate.

REQUIRED COURSES FOR PART-TIME PROGRAM

Students will need to complete the following five core courses along with a total of two elective courses over six terms.

Year 1

Fall Term

September – December

SOWK 5150 3.0 - Critical Perspectives in Social Work

Winter Term

January - April

SOWK 5550 3.0 - Indigenous Worldviews and Implications to Social Work

Summer Term

May – August

No required courses but students can take electives and are required to register and pay tuition.

Year 2

Fall Term

September – December

SOWK 5250 3.0 - Graduate Research Seminar (GRS)

SOWK 5350 6.0 - Advanced Practicum. Students are to complete 450 hours on Two- or Three-days Wednesday, Thursday, Friday, during regular business hours.

Winter Term

January – April

SOWK 5450 3.0 - Practice-based Research Paper Seminar (PRS)

Summer Term

May – August

No required courses but students can take electives and are required to register and pay tuition.

Convocation would occur in October for those eligible to graduate.

Structure of the 2-Year MSW Full-Time Program (Table)

YEAR 1		
Fall Term	Winter Term	Summer Term
September – December	January – April	May - August
SOWK 5010 3.0 Social Work Theories and Critical Practice (Part 1)	SOWK 5011 3.0 Social Work Theories and Critical Practice (Part 2)	No required courses but students can take electives and are required to register and pay tuition.
SOWK 5020 3.0 History of Social Welfare and Social Work from Critical Perspectives	SOWK 5050 3.0 Understanding Organizations for Social Work Practice	
SOWK 5030 3.0 Oppression & Intersectionality	5310 6.0 Practicum 550 hours, Wed., Thurs., Fri. during regular business hours Completed by mid-July	
SOWK 5040 3.0 Social Welfare & Social Policy		
YEAR 2		
Fall Term	Winter Term	
September - December	January - April	
SOWK 5150 3.0 Critical Perspectives in Social Work	SOWK 5450 3.0 Practice-based Research Paper Seminar (PRS)	
SOWK 5250 3.0 Graduate Research Seminar (GRS)		
	SOWK 5550 3.0 Indigenous Worldviews and Implications to Social Work	
SOWK 5350 6.0 Advanced Practicum 450 hours, Two or Three days Wed., Thurs., Fri. during regular business hours.		
Plus 4 elective courses are required during the 5 terms		
Convocation would occur in June for those eligible to graduate		

Structure of the 2-Year MSW Full-Time Program (Full Text)

Students will need to complete the following ten core courses along with a total of four elective courses over five terms.

Required Courses for Year One

Fall Term

September – December

SOWK 5010 3.0 - Social Work Theories and Critical Practice (Part 1)
SOWK 5020 3.0 - History of Social Welfare and Social Work from Critical Perspectives
SOWK 5030 3.0 - Oppression & Intersectionality
SOWK 5040 3.0 - Social Welfare & Social Policy

Winter Term

January – April

SOWK 5011 3.0 - Social Work Theories and Critical Practice (Part 2)
SOWK 5050 3.0 - Understanding Organizations for Social Work Practice
5310 6.0 – Practicum. Students are to complete 550 hours on Wednesday, Thursday, Friday during regular business hours. **Placement is completed by mid-July**

Summer Term

May – August

No required courses but students can take electives and are required to register and pay tuition.

Required Courses for Year Two

Fall Term

September – December

SOWK 5150 3.0 - Critical Perspectives in Social Work
SOWK 5250 3.0 - Graduate Research Seminar (GRS)
SOWK 5350 6.0 - Advanced Practicum. Students are to complete 450 hours on Two- or Three-days Wednesday, Thursday, Friday, during regular business hours.

Winter Term

January – April

SOWK 5450 3.0 - Practice-based Research Paper Seminar (PRS)
SOWK 5550 3.0 - Indigenous Worldviews and Implications to Social Work

Convocation would occur in June for those eligible to graduate

Course Descriptions

Core Courses – all MSW programs

GS/SOWK 5150 3.0 – Critical Perspectives in Social Work: The meaning and practice of contemporary social work are explored through attention to changing knowledge paradigms and shifting values. The relationship of social work to power is examined as the basis for practice from a social justice perspective. Prerequisites: SOWK 5010 3.0, SOWK 5011 3.0, SOWK 5020 3.0, SOWK 5030 3.0, SOWK 5040 3.0, SOWK 5050 3.0; or a BSW.

GS/SOWK 5550 3.0 – Indigenous Worldviews and Implications to Social Work: This course blends academic learning with the use of storytelling to provide students with a critical understanding of the historical and current implications of colonial structures on the lives of Indigenous People to Turtle Island. It will at the same time provide students with foundational knowledge on how to engage in critical, self-reflexive practice based on holistic understandings of Indigenous social work theory.

GS/SOWK 5250 3.0 – Graduate Research Seminar (GRS): In a small group format, the course introduces different research methodologies that are doable within the scope of the Practice Research Paper. Research formulation, design, and ethics for critical social work research are discussed. Students are expected to formulate their research question, complete a literature review, and submit a research proposal and research ethics by the end of the course. Prerequisite: SOWK 5010 3.0, SOWK 5011 3.0, SOWK 5030 3.0; or a BSW

GS/SOWK 5450 3.0 – Practice Research Paper Seminar (PRS): Building on GRS, students learn the use of theory and literature in data collection, coding, analysis, and the writing of research results through class activities in a small group format and individual meetings with the instructor. The Practice Research Paper is expected to be 40-50 pages in length, including the literature review completed in GRS or an extended critical literature review, research results and discussion. Prerequisite: SOWK 5010 3.0, SOWK 5011 3.0, SOWK 5030 3.0, or a BSW; and SOWK 5250 3.0

GS/SOWK 5350 6.0 – Advanced Practicum: Students engage in research or professional training within an approved agency setting, providing the opportunity to apply critical social work concepts, theories, and intervention approaches to practice situations. Prerequisites: SOWK 5310 3.0; or a BSW; Prerequisites/Co-requisites: SOWK 5150

Core courses – Two-Year full time MSW

GS/SOWK 5010 3.0 – Social Work Theories and Critical Practice Part I
Part I introduces students to social work theories and approaches from critical perspectives. Through readings, social work examples, role plays, and class discussion, students engage in critical reflection, self-reflexivity and examine personal and political conceptions of social work, professional roles and identity.

GS/SOWK 5011 3.0 – Social Work Theories and Critical Practice Part II
Part II builds on Part I by further developing students' social work practice skills. Students critically reflect on various styles of communication, their beliefs and values, and power and privilege in communication. Through experiential activities and dyads, students participate in interactive skill building for communication within intentional personal, social and political change processes. Prerequisite: SOWK 5010

GS/SOWK 5020 3.0 – History of Social Welfare and Social Work from Critical Perspectives
Course participants will engage in a critical/reflective study of the history of social welfare and social work. It will examine social work values and responses to populations in the context of the changing social, political, economic and moral climates that have shaped social work practice at different historical junctures.

GS/SOWK 5030 3.0 – Oppression and Intersectionality

This course examines the interlocking nature of oppression, including colonial and state oppression of Aboriginal people. Questions of identity, subjectivity, and representation will be examined to move toward understanding practices of resistance and transformation.

GS/SOWK 5040 3.0 – Social Welfare and Social Policy

Students will gain a critical understanding of Canadian social policy and social welfare as shaped by economic, social, political, and globalization forces. Students will understand the social policy impact on social work practice and develop policy analysis and advocacy skills.

GS/SOWK 5050 3.0 – Understanding Organizations for Social Work Practice

A foundation is provided in the organizational structures of governmental, non-government and community agencies serving vulnerable populations. Students will understand organizational, managerial structures as well as the exercise of power and control and develop skills to effect change.

GS/SOWK 5310 6.0 – Practicum

Students engage in research or professional training within an approved agency setting, providing the opportunity to apply critical social work concepts, theories and intervention approaches to practice situations. Prerequisites: SOWK 5010, SOWK 5020, SOWK 5030, SOWK 5040; Co-requisites: SOWK 5011, SOWK 5050

Electives

(Note: Not all elective courses are available in any one year. Check online schedule for current course offerings.)

GS/SOWK 5905 3.0 – Spirituality and Critical Social Work: This course explores the interconnection between spirituality and critical social work and how the spiritual, personal, and political are intertwined. It engages students in reflecting on spirituality in social justice and identifies its impacts on individual growth, community functioning and social change.

GS/SOWK 5907 3.0 – Mindfulness and Just Relations in Social Work: This course introduces students to mindfulness as a political act and embodied ethics in social justice and critical social work. Students learn mindfulness practice through experiential exercises, observe and investigate their embodied awareness of internal and external phenomena and social realities, and engage in practical application of mindfulness in critical social work practice.

GS/SOWK 5908 3.0 – Social Work Professional Development Skills: This course gives students an opportunity to critically and reflectively examine “professional” aspects of social work in the areas of writing, direct practice and formal interactions towards the honing of their own personal/professional identity as future social workers.

GS/SOWK 5912 3.0 – Transformative Approaches in Mental Health: This course explores issues related to the psychiatric and mental health system from critical perspectives. Students are introduced to dominant policy, legislative and practice discourses on “mental health” and “mental illness” and their critiques. Counter-discourses and approaches to dominant ‘psy’ discourses, systems, and practices on “mental distress” are captured through an exploration of community mobilization and community-based advocacy and support networks.

GS/SOWK 5913 3.0 – Contesting Children’s “Mental Health”: This course examines advanced critical social work theory, research, policy, and practice approaches for working with children and youth in the area of mental health.

GS/SOWK 5915 3.0 – Group Facilitation and Social Justice: This course introduces students to diverse approaches to facilitating groups in ways that foster democracy and justice within the group setting as well as broader social critique and transformation. Students will experience various approaches as both a facilitator and a participant and will reflect on this experiential component of the class for their assignments.

GS/SOWK 5920 3.0 –Critical Gerontological Social Work Seminar: This course addresses aging issues in both policy and social work practice from a strengths-based critical social work perspective. The course examines

policy and practice as an integrated source of creative interventions for critical social work.

GS/SOWK 5922 3.0 - Feminist Approaches in Social Work: This course explores the broader themes of feminist theories/debates relevant to social work practice. From this foundation, differing positions of women in society are discussed in relation to the principles of anti-oppressive practice.

GS/SOWK 5925 3.0 – Globalization and Social Welfare: This course examines the economic and political consequences of a global market economy and considers their implications for social policy and social work. The challenge of globalization for social welfare is explored with reference to national and international strategies in defense of social rights and social justice.

GS/SOWK 5930 3.0 – Critical International Social Work: This course provides advanced contexts to critically examine international issues from local and global perspectives. It focuses on analyses of race, space, identity, nationalism, and professional imperialism in the current context of globalization, development and international social work.

GS/SOWK 5932 3.0 - Studies in Social Policy: Using contemporary issues as a base, this course examines approaches to understanding the context, formation, and implications of social policies. The differential impacts of social policies are assessed, and the interrelationship between policies, services and practice is emphasized.

GS/SOWK 5933 3.0 - Social Exclusion: The Idea, Social Realities, and Responses: This course contributes a unique approach to the critical study of social work practice through an applied social policy concept. It will examine relationships between the popular notion of *social exclusion* and taken-for-granted assumptions of difference, and consequential social processes and outcomes.

GS/SOWK 5935 3.0 - Social Administration: This course provides a critical examination of social work administration and management in social service delivery. Emphasis is given to social service delivery in the current context of restructuring.

GS/SOWK 5942 3.0 - Critical Perspectives on Child Welfare: This course explores current debates in child welfare, including parents versus children's rights, justice versus welfare, legal versus professional mandates. Students are encouraged to critically examine the social context of debates and develop a critique of practice based on this analysis.

GS/SOWK 5945 3.0 – Perspectives on Gender & Sexual Diversity: Issues are explored related to sexual orientation with respect to social work practice and policy development. The focus includes counselling and support of lesbian, gay and bisexual persons as well as the development and protection of communities.

GS/SOWK 5950B 3.0 – Selected Topics – Family Mediation: This course acquaints students with an understanding of the Family Mediation Process and the applicability of mediation to work settings. Mediation concepts and procedural approaches are approached with sensitivity to race, class, gender, ethnicity, religion, sexual orientation, age, and ability.

GS/SOWK 5952 3.0 - Changing Nature of Community Work: The changing context and nature of community practice are explored with the goal of bridging divisions within social work practice. Discussions include understanding connections between systems and the informal sector, the complexity, fluidity, ecology and diversity of community.

GS/SOWK 5955 3.0 - Evaluation and Social Work: This course introduces students to a range of designs that can be employed in evaluating social work practice activities. This course enhances students' critical knowledge and skill in evaluation and helps students recognize the ethical and cultural issues that underlie evaluation research in social work.

GS/SOWK 5962 3.0 – Social Work Ethics in Practice: A critical examination of philosophical and ethical theories that stimulates reflection on the values and ethical decision-making in social work. This course includes analyses of case studies from practice and directs the examination and assessment of professional actions.

GS/SOWK 5970 3.0 – Directed Readings: Individual students or small groups read under supervision in one or two selected areas. Course requires special permission with brief description, course syllabus with course objectives, assignments, and readings. Click [here](#) for form that will need to be completed.

GS/SOWK 5975 3.0 – Race & Knowledge Production: This course examines the ways in which racial categories and hierarchies become inserted into the knowledge and the practices social workers rely on and reproduce. To do this, we will historicize racist thinking by examining its philosophical foundations and the myriad contemporary domains in which operates.

GS/SOWK 5980 3.0 – Violence in Families: Integrates theoretical and practical perspectives on violence in the family. A primary focus is working with survivors of violence. Emphasis is given to interventions with women and children.

GS/SOWK 5981 3.0 – Critical Social Work and Animals: Trans-species Social Justice: This course expands the focus of social justice, thus social work, beyond anthropocentrism. It helps students understand the significance of human-animal relations in social work and analyze and reflect on policies and social work practice considering such relationships. Students will be challenged to examine social justice and oppression beyond human-animal boundaries by familiarizing themselves with relevant critical theories.

GS/SOWK 5982 3.0 – Advanced Social Work Practice: This course analyzes the interlocking nature of power relations in social work settings by drawing on post-structural theory, specifically, discourse analysis. Discourse analysis is utilized to critically reflect upon student case examples from their social work practice experience. The course is designed to support students in making concrete connections between theory and practice in their everyday work settings. Pre-requisite: SOWK5150

GS/SOWK 5983 3.0 – Narrative Therapy and Critical Social Work: This course will explore the possibilities and limits of using Narrative therapy as a critical social work practice. Students will explore through experiential learning how Narrative ideas may lend themselves to addressing social justice in everyday practice with individuals, groups and larger communities. Pre-requisites: SOWK5150

GS/SOWK 5995 3.0 – Advanced Seminar on Social Work with Immigrants, Refugees and Diaspora: Local and Global Communities: This course addresses impacts of migration on individuals, communities, and families. It examines theories and discourses of migration and diaspora, Canadian immigration policy, and social service issues related to immigrants, refugees and diaspora.

Practice-Based Research Paper

The Practice-based Research Paper (PRP) provides the opportunity for critical and analytic reflection on a topic/issue/problem related to the student's scholarly interest and practice experience. Students work step by step in a supportive environment to focus on a research topic of interest to them and the broader community. We ask students to avoid projects that involve people from communities considered "high-risk" for the PRP. Most communities considered "vulnerable" or "high risk" have been overly researched and exploited by researchers, and so approaching these communities for the purpose of conducting such a small research project presents ethical issues. The purpose of PRP is to discover new insights and observations about knowledge production, history, theory, policy, programs, and practice and to demonstrate the student's ability to ask a well formulated research question and investigate this topic towards a final report. Please note that most students do not conduct interviews for their PRPs, as doing so requires considerably more work than working with already existing sources.

Elements of the Paper

- Expected length: approximately 50 pages
- Builds on discussions, assignments, literature review and proposal undertaken in the Graduate Research Seminar (SOWK 5250 3.0) and Practice Research Paper Seminar (SOWK 5450 3.0)
- May involve the collection of empirical and/or secondary data
- Must develop a theoretical perspective

The paper should include an abstract, introduction, literature review, methodology, findings, discussions, and

conclusions. Findings and conclusions should be explored in relation to the advancement of social work theory, social work practice, and future research.

Evaluation

- Supervised and evaluated by the Practice-based Research Seminar professor
- Evaluated by a second reader if necessary
- Graded on a Pass/Fail basis. If the first reader agrees to a “Pass” grade, the student has fulfilled the PRP course requirements. If the reader is concerned with the grade, a second reader is selected in accordance with the usual practices of the School of Social Work.

Administration

- Depending on the course outline, students are to hand in a final draft or final copy to their PRS instructor, by the last week of the Winter term.
- [Title Page](#), [Copyright](#), and [Release forms](#) (if applicable) must be included in this final copy
- The copy is kept in the Graduate Program Office files (if no release form) and is also made available to future PRP students electronically (if release form is signed).
- If applicable, a copy of your Ethics Review (all forms) must be included as an appendix.

Human Participants Research Procedures

If you involve humans in research associated with your completion of the PRP, you are required to complete the following forms: PRP Ethics Forms, Ethics Committee Approval Screenshots/ printouts, and the Ethics Tutorial Certificate. These forms are due the last class of the Fall term, 2023.

Students do not submit their proposals when uploading their ethics applications.

- Ethics protocol forms and the ethics tutorial [ethics tutorial](#), are available online. Complete the forms in cooperation with your course director (2 copies)
- The normal turn-around time for the Ethics Review process is approximately two weeks – one week for the Course Director to review and the second week for the Ethics Committee to review,
 - Students will need to submit their ethics forms to the Course Instructor, **no later than December 6, 2023**, for their approval prior to submitting to the committee.
 - Once the Course Instructor has approved the ethics forms, students can then submit them to the committee ASAP to ensure that that student will receive their ethics proposal before the winter holiday ends.
 - Upon submitting the ethics form to the Ethics Committee, if the student receives the following feedback “approved with changes” during the ethics process, they will need to include an email from their Instructors stating that they have made suggested changes and their research has been formally approved before moving forward with their research.
- All of the original signed forms must be included in your PRP as appendices. A digital copy of your complete PRP will be kept in the Graduate Program Office.

Special Permission Courses

There are several courses for which you require special permission before you can enroll. They are:

Directed Reading Course (SOWK 5970 3.0)

- Print off a Directed Readings form by clicking [here](#), and complete the student information required on the form.
- Approach a professor whose research interests are congruent with your own.
- Once the professor has agreed to supervise you in the course, complete the form with the professor. Include a brief description of the course, i.e., a course syllabus with course objectives, assignments, and proposed readings.
- Give the form to the Graduate Program Administrator for the Graduate Program Director’s signature.

Once approved, the Graduate Program Administrator will issue a special permission, enabling you to enroll in the course using the online York Registration System.

Courses Outside of Social Work, at York University

Students may request to take –normally one course - outside of Social Work at another graduate program at York, pending approval. To print off a copy of the form please click [here](#). Please check with the external graduate program to ensure that you are eligible to enroll in their course and submit the form to the Graduate Program Administrator for special permission.

Courses Outside of Social Work, at other Ontario Universities

Students wishing to take a course outside of York University must inform the Graduate Program Office a minimum of 3 months before the course is to begin.

- To print off a copy of the form please click [here](#).
- Check with the external university to make sure you are eligible to take the course.
- Complete the form and attach a copy of the calendar description and submit it to the Graduate Program Office for processing. Students must describe, in detail, the academic rationale for how the course they want to take outside of York fits their plan of study, meets their specific learning goals and needs, which no other courses at York can meet.
- The other university will contact you to inform you of final approval and how to enroll in the course.

Diplomas and Certificates

Although none are coordinated by the School of Social Work, there are a variety of diplomas and certificate programs available at York University. All have a coordinator situated in their home program and many can be completed in parallel with your graduate degree. If you would like to consider one of these options you are encouraged to consult the websites of allied programs, plan your electives accordingly, and enroll as per the specified program's requirements.

Registration and Course Enrolment

Overview

Once you are registered as a graduate student, you must register and pay tuition every term, including the summer term and the term in which you will complete all degree requirements.

Deposit Fee

For new students only. You must pay a deposit fee of \$250 before registering for your first term.

How much is it?

For detailed information please review the following information from Student Financial Services at York University: Fees for Social Work are listed [here](#)).

When Can I Register?

Please find the [important dates](#), where you can find all the registration deadlines. Please note the deadlines to register each term. After this deadline you can still register, but you will be charged a late registration fee of \$200. Failure to register by this last deadline can result in a student being withdrawn from their program for “failure to maintain continuous registration”. **Remember, you must register and pay tuition every term.**

When Can I Enroll?

Once you have registered, you may enroll in courses. Unlike registration, enrolment is not a necessary action in every case. Some students may be using the term to prepare for their academic activities like their comprehensive exams (in other graduate programs).

How to Register or Enroll?

To register or enroll into courses please go to FGS's website and click on [Registration or Enrolment](#) and follow the instructions.

Petitions

Students may petition under certain circumstances with proper documentation. Petition forms can be printed off the following [website](#) and, when completed, returned to the Graduate Program Administrator.

There are several types of petitions which include:

- Grade Change
- Reinstatement
- Program Timeline Extensions
- Leave of Absence

School of Social Work Attendance Statement

Below, we outline the School of Social Work's expectations regarding students' attendance in classes. This Attendance Statement is rooted in the School's commitment to the academic integrity of its BSW and MSW Programs. While the Statement does not supersede individual faculty members' attendance guidelines included in their course syllabi, it is endorsed by the School.

The School of Social Work is committed to a socially just teaching and learning community that is inclusive and supportive of different learning experiences. Community members can take responsibility for the teaching and learning community by gaining and sharing knowledge in a respectful way, where people can make mistakes and learn from them. As in any community, we may need to find our way through difficult experiences and tensions through discussion and compromise.

Central to all teaching and learning communities is participation. The School of Social Work expects full attendance; it is expected that students will physically attend all classes except in the case of serious circumstances. Full participation means arriving on time and staying for the entire class; speaking regularly, carefully, and with respect for one another; listening attentively and with an open-minded respect for one another's perspectives; and contributing responsibly and creatively to the work of building relationships that support a socially just teaching and learning community. Technology should be used appropriately (i.e., not used for texting, engaging in social media, watching videos, etc.). In the case of missed classes because of serious circumstances we encourage students to inform instructors as soon as possible, and to seek appropriate supports.

The School of Social Work is a professional school that is guided by the accreditation standards and policies of the Canadian Association for Social Work Education (CASWE) and the Canadian Association of Social Work's (CASW) Code of Ethics. The School's expectation of full attendance in class is intended to facilitate and support the professional development of students as critical social workers with philosophies of critical social work practice that are strongly embedded in principles of social justice, community, and relationships.

As such, we emphasize that:

- Students must inform course instructors of all absences, and when appropriate may be asked to provide official documentation.
- If a student misses three or more classes a course instructor may request to meet with the student to discuss their absences. The course instructor may include the Undergraduate Program Director, Graduate Program Director, or School Director in this meeting. Please note: For the integrative seminars related to the placement course (SOWK 4000, SOWK 4001, SOWK 5350 or SOWK 5310), please refer the POLICY FOR MISSED INTEGRATIVE SEMINARS in your practicum manual or course syllabus.
- If a student is absent more than 1/3 of classes in a single course, they may risk failing the course.
- A course instructor may deduct marks including a percentage of the total grade in response to a determined number of missed classes. This information must be provided to students in the course syllabus.
- A course instructor may refuse to evaluate all or part of a student's work where attendance has not been regular.
- The School of Social Work does not allow participation in class through programs such as Zoom.

Leave of Absence

Please note that a leave of absence from the MSW program will be granted on an individual basis and only with proper documentation. Leave of absence forms can be printed off the website mentioned above, when completed, returned to the Graduate Program Administrator.

1. Leave of Absence (Petition required-see above)

Students may petition for a Leave of Absence on medical (doctor's note required), personal or compassionate grounds for up to a maximum of three terms.

2. Maternity Leave

You can apply for maternity leave in addition to the three terms allowed under an ordinary Leave of Absence. A Maternity LOA is regarded as an inactive term and is not included in the calculation of time limits for completion of the MSW degree.

3. Parental Leave

This one-term Parental Leave is available to students who are providing care to family members. This is additional to maternity leave. A Parental LOA is regarded as an inactive term and is not included in the calculation of time limits for completion of the MSW degree.

4. Elective Leave of Absence

This leave is for students wishing to take one term off, not due to compassionate or medical reasons. This leave is available under special circumstances only.

Persons with Disabilities

Students with health-related, learning, physical, mental health, or sensory disabilities who require reasonable accommodations in teaching style or evaluation methods should discuss their concerns and accommodation needs with the course instructor at the beginning of the course (prior to submission of the first assignment). Students do not need to disclose their disability. They are required to disclose information only as it pertains to the need for accommodation and any barriers or limitations.

It is the student's responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations.

For further information regarding Senate Policy on Academic Accommodations, please click [here](#).

For information of various programs at York, please visit [Student Accessibility Services](#)

Convocation Process

When should I apply to graduate?

MSW students can graduate during the October or June convocation ceremony. If you are enrolled and registered in your final course(s) for the summer term or if you think that you will complete your degree requirements by August 31, then you must apply to graduate in October by visiting the following website. If you believe that you will have all your degree requirements completed by April 30 then you must apply to graduate for the June convocation. The deadline to apply to graduate is April 30th for the June convocation. The deadline to apply to graduate is August 31st for the October convocation. For more information, please click [here](#).

Using the Title of MSW

The Faculty of Graduate Studies is very strict about the use of degree titles. You may only use your degree title once the degree has been conferred. It is fraudulent to use your degree title before this time. Once you have completed your degree at the bottom of your transcript it will read "Program Completed" and "Degree Conferred: Master of Social Work, DATE." You no longer require letters from the Registrar's Office or the

Graduate Program Administrator.

Membership in the OCSWSSW

Once you have completed your degree at the bottom of your transcript it will read “Program Completed” and “Degree Conferred: Master of Social Work, DATE. You no longer require letters from the Registrar’s Office or the Graduate Program Administrator to send to the OCSWSSW.

Financial Assistance: Point of Entry

A limited number of Entrance Scholarships are available to MSW full-time students including the Graduate Fellowship for Academic Distinction. Students are notified of the award in their initial offer of admission from the Graduate Program.

York Scholarships

A limited number of entrance scholarships are available to MSW full-time students including the York Graduate Scholarship. Students are notified of the awards in their initial offer of admission from the Graduate Program.

Financial Assistance: Post-Admission

Qualifying MSW students are urged to apply to a number of post-admission bursaries available, including:

- [Graduate Student Association funding](#)
- [Esther Kohl Vale Graduate Award Bursary](#) for MSW students in financial need (for incoming and current students)

Please visit the following [website](#) to see if you may qualify for any of the above bursaries and awards. and continue to check your email address as these bursaries are posted to the listserv when they become available.

Scholarships, Bursaries and Financial Support

External

During your studies, All MSW students are urged to apply for external government awards and other awards tenable at York University. Some high-profile external scholarships include:

- [Ontario Graduate Scholarships](#)
- [Social Science and Humanities Research Council Master’s Fellowships](#)

For more information and other opportunities please visit the following [website](#):

Internal at York

For more information, please contact the Faculty of Graduate Studies at 416-736-5328 unless otherwise noted or visit their [website](#).

Students with Financial Need

If you wish to discuss your financial situation with student affairs, please call 416-736-5000 Ext. 60467 to book an appointment. For more references for Financial Assistance please visit the websites below.

- Faculty of Graduate Studies [Funding](#)
- [YUGSA](#)
- [Financial Aid](#)

MSW Resources

There are many resources available for graduate students to keep you up-to-date and to help you succeed in the MSW program. For more information on these resources please visit the following [website](#).

Student E-mail Accounts– CNS – 416-736-5800

To activate your York e-mail account, go to the [York's Home page](#), then click on "Current Students," then click on "My Mail" on the right side of the screen and then follow the prompts.

Get started with your [online services](#).

MSW Listserv

An electronic announcement board (listserv) is established each year as a way for the Graduate Program Director and Program Administrator to communicate with the students. The listserv is comprised of graduate faculty members, staff, and students. Information relayed includes upcoming conferences and seminars, financial awards, employment positions, and program deadlines and information. Please ensure that you inform the Graduate Program office of a change in e-mail address.

MSW Resource Centre

There are books, past students' theses and some PRPs available for two-week loan from the Social Work Office. These are here for students' convenience, and we ask you to please sign out the books with an office staff member. The Resource Centre is located in the main social work office, Ross South Room 879. Please ask a staff member to assist you with the cabinets if the doors are locked.

Student Lockers

Lockers are available to students in the South Ross Building, 8th Floor. Indicate in writing to the Graduate Program Administrator the locker you have claimed for use and put a lock on it. Please remember to remove the lock at the end of the academic year. Locks not removed by May 30th will be cut off.

[YUGSA](#) - Graduate Student Association - 416-736-5865

The Graduate Student Association is a student government body, funded by the university. All program level student associations are part of this student government body. Please contact the GSA directly or visit their website for further information.

GSA Health and Dental Plan – 416-736-5868

If you are NOT a TA or a GA, and you are enrolled as a full-time graduate student, you will be automatically opted into the GSA health plan. Students who have alternate coverage for drugs AND dental can opt-out, provided they fill out the online opt-out form prior to the deadlines listed on the website. For more information visit the office at the Student Centre Complex (near main food court) Room 325.

Social Work Association of Graduate Students (SWAGS)

The Social Work Graduate Student Association represents the voice of graduate students in the MSW program, providing leadership and opportunities for those interested in organizing and participating in student events and activities. This association is an initiative of the students.

Over the years the Association has hosted student events such as Seminar Series and Workshops, has supported social justice events in the city, and has participated on Social Work Faculty committees. The Association has representatives on the following committees: Social Work Practicum Committee, Social Work Graduate

Executive Committee, Faculty of Graduate Studies Council, and Graduate Student Association.

Interested students are invited to attend meetings. Please refer to the MSW Bulletin Board in the Graduate Student's Lounge at the School of Social Work for times and locations of these meetings or write them at: yswags@yorku.ca

Campus Facilities and Services

[Atkinson Centre for Mature and Part-time Students \(ACMAPS\):](#)

ACMAPS is a resource for mature and part-time students from recruitment through to graduation. Mandate of the centre includes raising awareness of issues that affect mature and part-time students across the university, leading and facilitating initiatives responding to the needs of these students, and advocating on their behalf. They are located in 111 Central Square.

[Scott Library](#)

All York University students are issued a YU-card. The YU-card serves as your library card. Graduate students have the opportunity of getting an "extended 90-day loan" period from the library.

If you have any questions about social work library services, please contact Norda Bell nordam@yorku.ca, the Social Work librarian at 416-736-2100 Extension 33392.

[Transportation](#)

[Parking](#)

[Career Services: 416-736-5351](#)

Located in McLaughlin College, Suite 202, the Career Centre offers a wide variety of opportunities, from learning the basics of job search techniques to conducting computerized occupation/job searches on the Internet. They offer year-round workshops on writing effective resumes, acing interviews and much more.

[Student Counselling & Development and Student Accessibility Services: 416-736-5297](#)

SCD offers personal counselling and workshops on a wide range of topics and provide community mental health consultation. The Centre also has a specialized learning disabilities program, social groups and workshops, a self-help program, and a learning skills program. Confidential counselling services are available free of charge to all York students.

Senate Policy on Academic Honesty

A. Introduction

Conduct that violates the ethical or legal standards of the University community or of one's program or specialization may result in serious consequences. The Policy on Academic Honesty is a reaffirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. It outlines the general responsibility of faculty to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

B. The Role of Faculty Members and Students

A clear sense of academic honesty and responsibility is fundamental to good scholarship. Faculty members should include consideration of academic honesty in both courses and research settings. Such guidance is particularly important for students who assume independent roles as course assistants or begin to conduct their own original work. Every student has a responsibility to abide by these standards and, when in doubt, to consult with faculty members in order to determine a proper course of action.

C. Pressures That May Lead To Academic Misconduct

University education includes demands that might tempt some to violate standards of academic honesty. There are pressures on students to achieve high grades, obtain financial support, meet research or publication deadlines, gain recognition from the scholarly community, and secure employment. Although faculty members can help students to maintain academic honesty despite these pressures, each student has final responsibility for her or his academic honesty.

D. Serious Offences against the Standards of Academic Honesty

Note: This summary is not exhaustive. In some cases, the University regulations on non-academic discipline may apply. Some academic offences constitute offences under the Criminal Code of Canada; a student charged under University regulations may also be subject to criminal charges. Charges may also be laid against York University students for matters which arise at other educational institutions.

Cheating: Cheating is the attempt to gain an improper advantage in an academic evaluation. Among the forms this kind of dishonesty can take are obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available; copying another person's answer to an examination question; consulting an unauthorized source during an examination; obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor; or changing a score or a record of an examination result. It is also improper to submit the work one has done for one class or project to a second class, or as a second project, without getting the informed consent of the relevant instructors. Acceptance of one piece of work that is submitted for two classes must be arranged beforehand. It is understood that students may wish to build on previous research in the preparation of a paper, but students must also be aware that such a practice may run afoul of the intention of the assignment. In all such cases the student must discuss the matter with the instructors and receive written permission beforehand.

Impersonation: It is a breach of academic honesty to have someone impersonate oneself in class, in a test or examination, or in connection with any other type of assignment in a course. Both the impersonator and the individual impersonated may be charged.

Plagiarism and other misappropriation of the work of another: Plagiarism is the representation of another person's ideas or writing as one's own. The most obvious form of this kind of dishonesty is the presentation of all or part of another person's published work as something one has written. However, paraphrasing another's writing without proper acknowledgement may also be considered plagiarism. It is also a violation of academic honesty to represent another's artistic or technical work or creation as one's own. Just as there are standards to which one must adhere in the preparation and publication of written works, there are standards to which one must adhere in the creation and presentation of music, drawings, designs, dance, photography, and other artistic and technical works. In different forms, these constitute a theft of someone else's work. This is not to say that students should not use the work of others with the proper acknowledgement.

Improper research practices: Many academic activities may involve the collecting, analyzing, interpreting, and publishing of information or data obtained in the scientific laboratory or in the field. Opportunities to deviate from acceptable standards may be more numerous in research than in the classroom, as research activities may be supervised less closely. Forms of improper research practices include the dishonest reporting of investigative results either through fabrication or falsification, taking or using the research results of others without permission or due acknowledgment, misrepresentation of research results or the methods used, the selective reporting or omission of conflicting information or data to support a particular notion or hypothesis. Furthermore, all researchers have a responsibility to refrain from practices that may unfairly inhibit the research of others now or later. This responsibility extends to York University students in other institutions or countries.

Dishonesty in publication: In most instances the objective of scholarly research is the dissemination of information, usually in the form of a written and published work. Indeed, in many disciplines career advancement is often based largely on the number and quality of an individual's publications. It is a violation of academic honesty to knowingly publish information that will mislead or deceive readers. This includes the falsification or fabrication of data or information, as well as the failure to give credit to collaborators as joint authors or the listing as authors of others who have not contributed to the work. Plagiarism is also considered a form of dishonesty in publication.

Premature oral or written dissemination of information: Information or experimental data that was collected with

a member of the faculty or another student, and other works that involved the participation of a faculty member or another student should not be submitted for publication prematurely, without appropriate permission.

Abuse of confidentiality: A student may be asked to help in the evaluation of confidential grant proposals, award applications, or manuscripts that will be or may have been submitted for possible funding or publication. Taking or releasing the ideas or data of others that were given with the expectation that they are confidential is inappropriate. Unless one is authorized to do so, it is improper to obtain a password assigned to another or to copy or modify a data file or program belonging to someone else. Proper authorization means being granted permission either by the owner or originator of that material, or by a faculty member, or an appropriate administrator. Similarly, one should not violate the integrity of a computer system to harass another user or operator, damage software or hardware or evade appropriate monetary charges.

Falsification or unauthorized modification of an academic record: It is a breach of academic honesty to falsify, fabricate, or in any other way modify a student examination, transcript, grade, letter of recommendation, or related document. Other breaches of academic honesty include making false claims or statements, submitting false information, altering official documents or records, attempting, or causing others to do or attempt any of the above, with intent to mislead an instructor, an academic unit, program, office, or committee as to a student's academic status, qualifications, actions, or preparation. Failure to divulge previous attendance at another post-secondary educational institution on an admissions application is also a violation.

Obstruction of the academic activities of another: It is a violation of academic honesty to interfere with the scholarly activities of another in order to harass or gain unfair academic advantage. This includes interference or tampering with experimental data, with a human or animal subject, with a written or other creation (e.g., a painting, sculpture, or film), with a chemical used for scientific study, or with any other object of study.

Aiding or abetting academic misconduct: Knowingly aiding or abetting anyone in a breach of academic honesty shall itself be considered misconduct. This may include assisting others in the preparation of work submitted for appraisal or offering for sale essays or other assignments with the intention that these works would be submitted for appraisal.

Student Professional Behavior Policy (MSW)

PREAMBLE

The Master of Social Work (MSW) degree is an important determinant of eligibility for registration with the Ontario College of Social Workers and Social Service Workers. Given the professional trajectory of the MSW degree, a professional standard of behaviour is expected from all Social Work students. At issue in this policy is the protection of the public in view of the University's role in graduating competent professionals.

Progression through the MSW program at the School of Social Work at York University is therefore contingent on compliance with the ethical and behavioural standards required of them. The MSW Student Professional Behaviour Policy recognizes the general responsibility of the faculty members of the School of Social Work to foster standards of behaviour that are acceptable in a professional context and the responsibility of the students to be mindful of and abide by such standards at all times both in the Program and outside of it.

POLICY

A. Behaviour that may result in failure or withdrawal from the MSW program

The standards required of Social Work students are those set forth in the *Canadian Association of Social Workers Code of Ethics (CASW)*¹, the *Ontario College of Social Workers and Social Service Workers Standards of Practice*² and the School of Social Work's "MSW Practicum Manual". Conduct that breaches the York University *Code of Student Rights and Responsibilities* or any other relevant York University policy³ including but not limited to the Policy Concerning Academic Honesty, the Sexual Harassment Policy, and the Policy Concerning Racism, may also be found to constitute unprofessional behaviour and allegations of such behaviour may be dealt with concurrently under this Policy and under the Code of Student Rights and Responsibilities.

A student who fails to abide by such standards may, depending on the gravity of the breach, face consequences ranging from failure in a specific course to being withdrawn from the Program with no possibility of return. Such consequences are independent of any proceedings or consequences that may be imposed by the professional governing body of a student who is already a registered Social Worker at the time of such breach.

1. <https://www.casw-acts.ca/en/Code-of-Ethics>

2. <https://www.casw-acts.ca/en/51-standards-practice-and-ethics>

3. For a complete list see <http://www.yorku.ca/secretariat/>

B. Jurisdiction

Allegations of a breach of professional behavioural or ethical standards by a student enrolled in the MSW degree program offered by the School of Social Work, York University, shall be dealt with by the School of Social Work, York University, in accordance with the procedures outlined below.

C. Circumstances leading to a Student Professional Behaviour Review

1. A Student Professional Behaviour Review is to be conducted when there is evidence indicating that a student may have engaged in any behaviour that is deemed unprofessional.
2. Non-Practicum Courses: in instances where a Course Director of a non-practicum social work course has concerns about student behaviour that have not been resolved through discussion with the student, they will consult with the Graduate Program Director. The Graduate Program Director, the Course Director and the student will normally meet to discuss the concerns in the hopes of determining a resolution. If no resolution is achieved or if conditions agreed to by the student as part of the resolution were not fulfilled the matter shall be referred for a Student Professional Behaviour Review.
3. Practicum Courses: in the event that a Faculty Advisor, Field Instructor, or the Field Coordinator has concerns about the behaviour of a student enrolled in SOWK 5350 6.0 or SOWK 5310 6.0 (Practicum and Advanced Practicum), they will follow policies detailed in the School of Social Work's Practicum Manual. Where the matter concerns the possible outcome of denying the student an opportunity to complete the practicum requirement, the matter shall be referred for a Student Professional Behaviour Review.
4. When allegations of a breach of professional behaviour standards by a student enrolled in the MSW program come from a venue other than a MSW course or practicum, the matter will be investigated by the Graduate Program Director or designate. Normally this investigation will include meeting with the student to discuss the allegation in the hopes of determining a resolution. If no resolution is achieved or if conditions agreed to by the student are not fulfilled, the matter shall be referred for a Student Professional Behaviour Review.

D. Student Professional Behaviour Review Procedure

1. Once informed of a potential breach of professional behaviour standards by a student in the MSW degree program, the designated Faculty causes the Office of the Registrar to post a block on the student's enrolment activity in the concerned course(s). The student may not drop or be deregistered from the course for any reason, nor withdraw from the University, nor may transcripts be released to the student, until the Professional Behaviour Review has been completed and a final decision is reached in any appeal from it.
2. The Graduate Program Director of the School or their designate asks the designated Faculty office to convene a review committee consisting of three persons: the Associate Dean of Students of the Faculty of Graduate Studies, or their designate; the Director of the School of Social Work; and one other full-time School of Social Work faculty member who is also appointed to the Faculty of

Graduate Studies and who has not been privy to the alleged behaviour or discussions concerning it.

3. The Graduate Program Director of the School or their designate and the Manager of Field Education for the School or their designate are responsible for presenting the evidence and testimony concerning the alleged unprofessional behaviour. They may call testimony from the Course Directors if the behaviour was observed by them or occurred in a course or courses, and/or from Field Instructors including placement agency staff where the behaviour occurred in a practicum setting, as well as from any other person(s) with relevant knowledge.
4. The student is notified in writing by email and by courier or priority commercial post of the intention to hold a Student Professional Behaviour Review. The notice contains proposed date(s) and time(s) that are a minimum of **twenty-one** calendar days following the date on which the notification is sent out to the student. It is the student's responsibility to provide the School with their current email, postal and telephone contact information. If, by reason of having failed to update their contact information with the University, the student either fails to receive the notice or receives it late, the Review hearing may be conducted without the student's participation.
5. The notification to the student includes a summary description of the alleged behaviour, an indication of the standard it breached, and an outline of the procedures to be followed.
6. The student's first obligation is to respond, within **seven** days of delivery of the above- described notification, to the proposed time and date for the hearing. If this is not done the Review hearing may take place without further consultation of the student as to time or date.
7. If the student wishes to file a written substantive response to the allegation, it must be delivered and confirmed as received within **fourteen** calendar days following delivery of the notification of the Review.
8. No less than seven calendar days prior to the Review hearing, all parties are required to inform the Review Committee of their intention to call witnesses and the names of these witnesses.
9. The student may bring a representative to the Review hearing to call evidence, question witnesses and make closing submissions. If the student chooses to do this, the representative's name and relationship to the student must be provided to the Director in advance of the Review.
10. The Director or designate chairs the Review hearing. A School staff person may be designated to take notes of the timing and order of witnesses and any rulings made by the Review Committee during the proceeding.
11. The representatives of the School first present their concerns. If witnesses are present, they are called to present their information concerning the alleged behaviour of the student. The student or the student's representative is then given an opportunity to put questions to the witnesses about the evidence presented and to present evidence in response. Finally, the representatives of the School have an opportunity to comment on any issues or information that has been presented by the student. The Review Committee is not bound by formal rules of evidence applicable in courts of law.
12. When all available relevant evidence and witnesses have been heard and both the faculty representatives and the student have had opportunity to sum up about the case, the Review Committee then enters into a closed session to determine whether a breach of professional standards or ethics occurred and, if so, what actions will be taken. The decision is made by a majority vote of the review committee.
13. A Student Professional Behaviour Review results in one of four possible outcomes:
 - i) A finding that no breach of professional standards or ethics has occurred. No records will be retained.

- ii) A finding that a breach of professional standards or ethics has occurred, but it is determined that no action other than remedial educative measures will be taken;
 - iii) A finding that a breach of professional standards or ethics has occurred that warrants the imposition of conditions on the student as a requirement for continuation in the program.
 - iv) A finding that a breach of professional or ethical standards has occurred that warrants either or both assigning a grade of F in the course and withdrawal of the student from the MSW degree program.
14. The decision of the Review Committee is communicated to the student in writing and is delivered by hand, by email or by mail, at the discretion of the Committee. The decision incorporates a summary of the timing and of the evidence presented and testimony heard before expressing the Review Committee's findings and conclusions. No minority or dissenting opinion is expressed. Except where the outcome is (i) above (no breach), a record of the decision is retained in the Office of the Director of the School of Social Work, regardless of the severity of the outcome, for a time consistent with the University's records retention guidelines. This record is for internal academic purposes only. A note shall be placed on the Student Information System to bar retroactive withdrawal from the course.

E. Appeals

Students may appeal a decision of a Student Professional Behaviour Review Committee to the FGS Appeals Committee on grounds permitted by FGS. Information on the FGS Appeals Committee procedures can be found [here](#).