



University  
of Windsor

School of Social Work

# Master of Social Work for Working Professionals

MSWwp Online Program  
2023-2024

*Territory acknowledgement: The University of Windsor sits on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie.*

*\*Updated October 2022*

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# WELCOME

Congratulations and welcome to the online Master of Social Work for Working Professionals program at the University of Windsor. We hope that the information here will be of assistance to you as you complete your degree.

Social Work is both the art and the science of providing services designed to assist people individually and in relationship to their environment. It is a growing and challenging profession committed to the improvement of the quality of life for individuals, families, communities and society.

The mission of the School of Social Work is to promote social justice through quality professional education, advocacy, community partnerships, and the development and dissemination of knowledge.

We are a mid-sized university which believes that the learning environment is enhanced, and that society benefits from a diversified student body.

This manual is primarily intended for use by students, field instructors, faculty and field liaisons associated with the Master of Social Work for Working Professionals program.

Statements contained in this manual are subject to change without notice.

Students should refer to the current [Graduate Calendar](#) for rules and regulations governing Graduate Studies Education at the University of Windsor.

Instructors from the University of Windsor, School of Social Work look forward to working with you throughout your program.

Sincerely,

Irene M. Carter, BA., B.Ed., MEd, MSW, RSW, PhD. Professor  
MSWwp Academic Coordinator, Off-Campus Programs



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## 1.0 A BRIEF HISTORY OF SOCIAL WORK IN CANADA

It is difficult to date the beginnings of social work as a recognized occupational group in Canada, however, a National Conference of Charities and Correction held in Toronto in 1897 indicates the presence of a sufficiently large community of social workers in order to support a conference of this caliber. The call for social work training schools resulted in the foundations of a school by the New York Charity Organization in 1889.

In 1904, their program had developed into a yearlong program and eventually became affiliated with the university community as the Columbia School of Social Work. In Canada, the first professional training school of social work was founded at the University of Toronto in 1914. J.J. Kelso was instrumental in convincing the President of the University of Toronto that a Canadian training school was necessary. McGill added a training school of social work in 1918. Neither school initially required a bachelor's degree for entrance, nor did they grant degrees. Instead, a one-year diploma course was offered for those who had graduated from university sociology and psychology programs and a two-year course was provided for non-social science or non-university graduates.

The pioneer graduates in Canada were generally females, poorly paid, and surrounded by volunteer workers and agency staff without formal social work qualifications. Only three schools of social work in Canada existed until well into the 1940's (one in Toronto, and two in Montreal). By 1947, there were eight schools of social work in Canada. After considerable debate among the Canadian academic community, schools of social work in Canada became recognized degree-granting schools. The first master's degrees in social work in Canada were conferred in 1947 and the first doctoral program began in 1951 at the University of Toronto.

The University of Windsor and George Williams established the first undergraduate social work programs in Canada, a trend which grew rapidly in the late 1960's in Canadian universities to meet the growing demand for professional social workers. Canadian community colleges began offering diploma courses in social service work in the early 1970's. The growth of schools and programs created a need for an association of social work educators and resulted in 1967 with the formation of The Canadian Association of Schools of Social Work.

This organization accredits schoolwork programs at the undergraduate and graduate levels. This was the second major social work association formed in Canada. The early social workers recognized the need for a national association of social work practitioners in 1924 and had successfully established such an association by December 31<sup>st</sup>, 1927. The first branch of the Canadian Association of Social Workers (CASW) was formed in Montreal (1927) and Toronto (1928). Registration and licensing were undertaken in 1933. CASW decided that professional registration was a matter of provincial/territorial jurisdiction, a decision that resulted in the move toward provincial/territorial incorporation of the various divisions of CASW, which was completed in 1967.

The CASW was involved in political lobbying activities beginning with the problems of the Depression. CASW presented briefs to the Rowell-Sirois Commission in its study of public welfare in 1938, assisted in the recruitment of social workers into the Armed Forces during the WWII years, prepared briefs on Unemployment Insurance, Health Insurance and on the entry of displaced persons during the post-war period, collaborated on the Marsh Report on Reconstruction, and worked with the Swiss Association of Social Workers to aid in post-war reparation for European social workers. The latter activity firmly established Canadian social work ties with the broader work social work community. Our ties to the global social work community continue with active involvement in the International Federation of Schools of Social Work, and international education initiatives. The first Code of Ethics for Canadian social worker was accepted in 1938 and has continually been revised and updated to reflect current issues and concerns, the most recent revision was completed in 1994 (Taylor, 2002).

## **2.0 THE UNIVERSITY OF WINDSOR**

On July 1, 1963, the new, non-denominational University of Windsor inherited an educational complex founded in 1857 as Assumption College, developed since 1870 by the Basilian Fathers (the Congregation of St. Basil) and expanded to independent University status in 1953. The transition from an historic Roman Catholic university to a non-denominational institution was unprecedented.

The transformation began in 1956, with the affiliation of Essex College, the first provincially assisted public institution of higher education. The new institution included Assumption University as a federated member, which operated residences on campus for men and women and held in abeyance its own degree-granting powers, except in the graduate Faculty of Theology. All of the facilities and teaching faculty of Assumption University were absorbed into the University of Windsor, as were those of its federated, non-denominational Essex College, which ceased to exist as a separate corporation when it joined Assumption in a petition to incorporate the University of Windsor to assume responsibility and control for all academic operations. The President of Assumption University, Rev. E.C. Lebel became the first President and Vice-Chancellor of the new University, and Dr. F.A. DeMarco, the Principal of Essex College became the Vice-President.

Assumption College opened on February 10, 1857, largely through the efforts of Rev. Pierre Point (S.J.), pastor of Assumption Parish in Sandwich. This parish was established as a mission in 1748 and then a parish in 1767, the oldest in Canada west of Montreal. M. Theodule Girardot was the first instructor. The College was incorporated by an Act of Legislature of the Province of Canada which received Royal Assent August 16, 1858, during the Superiorship of Rev. Joseph Malbos, a Basilian who guided for one year. The College was directed successively by Jesuits, Benedictines, and secular clergy until the Basilians arrived in 1870.

During the early years, the curriculum consisted of classical and commercial courses which provided a complete high school and arts program primarily designed to prepare students for theological seminaries, although many alumni entered business and professional spheres. In 1919, Assumption affiliated with Western University, London, Ont., (now the University of Western Ontario), as an integral part of the latter's Faculty of Arts and Science with a broadened curriculum including general and four-year major courses in Arts and Sciences leading to Bachelor of Arts and Bachelor of Science degrees, graduate work in Philosophy leading to the Master of Arts degree, and pre-professional programs such as Pre-engineering,

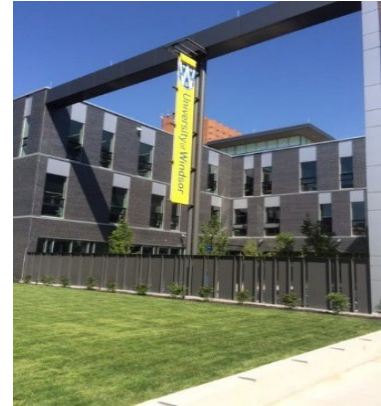
Pre-Medicine and Pre-law.

From 1934 to 1962, Holy Names College conducted by the Sisters of the Holy Names of Jesus and Mary, provided opportunity for higher education for women, and when it moved to the campus in 1950, it enabled Assumption to become co-educational. The Sisters then disbanded the College, while continuing to teach at the University and Assumption took over its women's residence, which was renamed Electa Hall.

## 3.0 THE SCHOOL OF SOCIAL WORK

### 3.1 Mission Statement

The mission of the School of Social Work is to promote social justice through quality professional education, advocacy, community partnerships, and the development and dissemination of knowledge through enquiry. *(Passed at School Council, 2019)*



### 3.2 Social Justice Statement

The School's commitment of social justice and its mandate in social work education finds its roots in the profession's historical commitment to serve the interests of oppressed and vulnerable populations and a set of fundamental values stated in the professions Code of Ethics.

This mandate is realized in the preparation of students with knowledge, research and practice intervention skills to assume professional and leadership roles to eradicate systemic barriers which oppress citizens and disenfranchised populations. Principles of justice find their meaning here in a fundamental belief in the dignity of all persons, the importance of access of citizens to participate, and striving for a more equitable distribution of our society's resources in the interest of promoting quality of life for all citizens. *(Passed at School Council October 23, 2019)*

To that end, the School aims to:

- Ensure graduates are equipped with the knowledge, skills, and dedication to make a critical contribution on a local, provincial, national, and global scale to enhance the well-being of all citizens.
- Advance research, practice and policy through student participation and engagement in the unique, diverse, and interdisciplinary and combined programs offered at the University and School of Social Work
- Collaborate with our diverse partners to address social inequities at the local, provincial, national and global levels while recognizing the school's unique geographic location on an international border creates research and leadership opportunities within a broad North American context.
- Embrace a leadership role in social work education and research – where we education the social work leaders of tomorrow to explore society's increasingly complex global challenges.

### 3.3 Equity, Diversity and Inclusion

The Faculty of Arts, Humanities and Social Sciences (FAHSS) has formed the Committee on Equity, Diversity and Inclusion. Membership on this committee has been drawn from across all departments in FAHSS and includes faculty, support staff and students. The Dean of FAHSS (chair of committee) anticipates that membership on this committee will change from year to year providing all faculty, staff and students the opportunity to participate.

University of Windsor President, Dr. Robert Gordon, has formed the University of Windsor Anti-Black Racism Task Force to complement the Anti-Black Racism committee in the Faculty of Law. The focus will be:

- 1) Review of policies, program, pedagogy, research and appropriate actions to address
- 2) anti- black racism.
- 3) Developing a training and education framework to raise awareness for
  - a) students, staff and faculty.
  - b) senior administrators and Board of Governors.
- 4) Developing partnerships with the Ontario Human Rights Commission.

### 3.4 Partnerships

The School of Social Work is uniquely situated to serve an extensive rural and urban geographic area which includes the Windsor/Essex region, Kent and Lambton counties, London, Peel region, and beyond. The School works in partnership with government, nongovernment and community-based agencies. The School of Social Work has a history of collaboration and partnership with skilled practitioners in the community and offers a broad range of social work internship and research experiences. As a result of constructive relationships with agencies in the community, the School provides positive learning experiences for social work internships.

## 4.0 GOVERNANCE



### 4.1 Graduate Program Governance

The MSWwp program is part of the Faculty of Graduate Studies (FGS) at the University of Windsor. The Faculty of Graduate Studies' policies and regulations govern the MSWwp program.

## 5.0 THE MSWwp PROGRAM LEARNING OUTCOMES

The learning outcomes of the program are consistent with the School's Mission and Social Justice Statements and the current educational policies of the Canadian Association for Social Work Education (CASWE).



## 5.1 MSWwp Foundation Year Program Learning Outcomes

At the end of this year, a successful student will know and be able to:

- Demonstrate effective verbal and non-verbal communication skills, and writing skills appropriate for scholarly, practice, and reflective writing.
- Assess critically the history of social welfare and social work with particular attention to social work's theoretical foundations, roles, values, code of ethics, and approaches to direct and indirect practice.
- Analyze critically the economic forces, political forces, cultural forces, social forces, theoretical perspectives, and professional issues that impact social policy, social interventions, and human behaviour, and the impact social policy, social interventions, and human behaviour have on individuals, families, organizational infrastructures, service delivery systems, and network linkages.
- Formulate policy recommendations building on theoretical foundations, and apply direct practice interventions with individuals, families, groups, organizations, and communities.
- Articulate the ideological assumptions underlying both qualitative and quantitative research methods, analyze critically research relevant to social work issues, and develop a research project relevant for social work practice.
- Demonstrate critical linkages between 'use of self', personal experience, prior and concurrent learning, 'real-life' field situations, and their interpersonal relationships with agency, supervisors, staff, peers, and clients.

## 5.2 MSW Advanced Year Program Learning Outcomes

At the end of this year, a successful student will know and be able to:

- Analyze critically issues, contexts, interventions, policies, theoretical concepts, and evidence-based literature.
- Develop and implement interventions across the levels of social work practice from an ecological systems perspective.
- Demonstrate independent thinking and leadership skills across levels of social work practice, adhering to social work values as identified in the Social Work Code of Ethics.
- Articulate the unique characteristics of social work as a profession, including its history, theoretical foundations, values, roles, current issues the profession faces, and the students' own sense of identity as a social worker.

**Note:**

- 1) At the graduate level, knowledge, values, and skills are expected to be integrated so each is merged in the program learning outcomes.
- 2) The first year MSW (Foundation Year) covers all the same outcomes as the BSW but in addition requires an advanced level of sophistication, critical analysis, and integration of theory, practice, use of self, and creative application.

## 6.0 PROGRAMS OF STUDY

The accredited MSWwp program consists of two programs: a 32-month Regular Track program for students with a four-year Honours undergraduate degree in a related discipline or field of study (e.g., Nursing, Psychology, Sociology, Women's Studies, Criminology, Public Administration, Law, Education), and a 16-month Advanced program for those with a BSW degree from an accredited program. Applicants for the 32-month program are strongly encouraged to have completed course work in the social and behavioural sciences.

### 6.1 The Curriculum

The curriculum design is based on a conceptual framework that prepares students for advanced practice, leadership or supervisory roles. It is based on the cornerstone theme of the program: social justice with diverse populations.

### 6.2 Program Requirements

#### 6.2.1 32-month Regular Track MSWwp (*full-time study on-line*)

This program takes thirty-two months (eight terms) to complete and includes a required practicum in the first year of study and the completion of an Advanced Practice Internship (API) in the second year of study. The practicum and the API may involve travel and/or weekend hours, and students are responsible for transportation to and from their field placement or internship location.

During the first sixteen months of the program, students are required to complete a total of nine (9) courses. This includes completing nine courses (SWRK8550, SWRK8503, SWRK8504, SWRK8531, SWRK8532, SWRK8533, SWRK8534) before entering their Foundation Year Field Practicum (SWRK8571) and Field Integration Seminar (SWRK8570) (taken concurrently).

#### 6.2.2 16-month Advanced MSWwp (*full-time study on-line*)

This program takes sixteen-months (four terms) to complete and includes the completion of an Advanced Practice Internship (API). The API may involve travel and/or weekend hours, and students are responsible for transportation to and from their internship location.

Students are required to complete a total of nine (9) courses. This includes completing nine courses (SWRK8621, SWRK8523, SWRK8622, SWRK8610, SWRK8547, SWRK8611, and SWRK8640) before entering their Advanced Practice Internship (API) (SWRK8681) and Advanced Internship Seminar (SWRK8680 On-line) (taken concurrently).

## COURSE SEQUENCES

### 7.0 32-month Regular Track Program

#### 7.1 Foundation Curriculum

##### Fall

SWRK8550 Social Work Values, Ethics & Anti-Oppressive Practice  
SWRK8503 Comprehensive Social Policy Analysis

##### Winter

SWRK8504 Communication Skills in Social Work Practice  
SWRK8531 Social Work Practice with Individuals

##### Summer

SWRK8532 Social Work Practice with Groups  
SWRK8533 Social Work Practice with Families  
SWRK8534 Social Work Practice with Organizations and Communities

#### Advanced Curriculum

##### Fall

SWRK8570 Field Integration Seminar  
SWRK8571 Foundation Field Practicum (450 hours)

##### Winter

SWRK8621 Social Justice and Social Change  
SWRK8523 Challenges in Child Welfare or Challenges in Health and Aging

##### Summer

SWRK8622 Advanced Social Policy Analysis and Development  
SWRK8610 Advanced Direct Social Work Practice  
SWRK8547 Social Work Research: Practice Evaluation

##### Fall

SWRK8611 Advanced Indirect Social Work Practice  
SWRK8640 Program Design and Evaluation  
SWRK8680 Advanced Internship Seminar  
SWRK8681 Advanced Practice Internship (450 hours)

#### 7.2 16-month Advanced Program

##### Winter

SWRK8621 Social Justice and Social Change  
SWRK8523 Challenges in Human Behaviour

##### Summer

SWRK8622 Advanced Social Policy Analysis and Development  
SWRK8610 Advanced Direct Social Work Practice

## **Fall**

SWRK8547 Social Work Research: Practice Evaluation

SWRK8611 Advanced Indirect Social Work Practice

SWRK8640 Program Design and Evaluation

## **Winter**

SWRK8680 Advanced Internship Seminar

SWRK8681 Advanced Practice Internship

## **8.0 COURSE DESCRIPTIONS**

### **SWRK-8503 - Comprehensive Social Policy Analysis**

This course introduces students to the history of policy and how policies are created. Students will critically analyze the economic forces, political forces, cultural forces, social forces, and professional issues that impact social policy. Students will explore their understanding of the impact social policies have on individuals, families, organizational infrastructures, service delivery systems, and network linkages. The formulation of policy recommendations will also be addressed.

### **SWRK-8504 - Communication Skills in Social Work Practice**

This course introduces students to the various types of communication skills utilized in advanced social work practice. Through in-depth examination of intentional interviewing and counselling skills, students will explore core social work values in relation to practice situations. Content focuses on the critical analysis of verbal and non-verbal forms of communication. A laboratory format will be employed to build student competencies in the effective use of interactional skills with clients and client systems.

### **SWRK-8523 - Challenges in Human Behaviour**

This course examines how principle biological, psychological, and social theoretical perspectives differentially explain the etiology, occurrence, and response to common life challenges including physical illness and disability, mental illness and substance abuse, economic adversity, family and community violence, and minority status related to culture, ethnicity, or sexuality. An ecological perspective will be used to understand the individual, family, community, and societal issues related to these challenges. Both the impact of these challenges and strategies responding to these challenges will be appraised and critically analyzed.

### **SWRK-8531 - Social Work Practice with Individuals**

Students will develop a theoretical and applied understanding of foundational knowledge for advanced social work practice with individuals. Using a historical and ecological systems perspective, an emphasis is placed on multidimensional assessment and the differential application of therapeutic, supportive, educational, and resource management strategies for individuals. Specific attention is given to the needs of diverse populations in the context of social justice.

### **SWRK-8532 - Social Work Practice with Groups**

Students will critically examine the theoretical frameworks used in advanced social work practice with groups. Using an ecological systems perspective, students will use selected practice theories for social work with groups to develop knowledge, values, and skills in critical analysis, differential assessment, planning and intervention, and evaluation and termination with client groups. The challenges faced by diverse populations that affect group composition, development and processes are explored within the context of social justice. Assessment skills are used to identify group strengths, weaknesses, and challenges in formulating effective social work practice with groups.

**SWRK-8533 - Social Work Practice with Families**

Students will analyze assessment and intervention with families. Using an ecological systems perspective, students will analyze the impact of diverse family structure and dynamics, cultural and social contexts, and the life cycle on family functioning. They will develop an understanding of their own family of origin issues as they impact self and work with families, critically analyze and differentially apply selected family therapy approaches, and appropriately apply social work values and skills when working with families.

**SWRK-8534 - Social Work Practice with Organizations and Communities**

In this course, students will critically describe the political forces, cultural forces, social forces, and professional issues that impact working with organizations and communities. They will critically describe human diversity, human oppression, and social justice in the context of social work interventions with organizations and communities with particular attention to removing barriers to change and mobilizing or facilitating change with diverse populations. After evaluating procedures applicable to assessing organizational and community factors, students will design the implementation and facilitation of groups from an ecological perspective to advance change with clients and client systems.

**SWRK-8547 - Social Work Research: Practice Evaluation**

This course prepares students to understand and critically use applied research in evaluating social work practice. The ideological assumptions underlying qualitative and quantitative research methods will be examined. Students will consider ethical issues as they conduct a literature review, identify a research problem relevant for interventions for diverse populations, formulate a research question and hypotheses, develop an appropriate design and methodology considering quantitative and qualitative options, and indicate appropriate analytical methods (statistical and/or qualitative).

**SWRK-8550 - Social Work Values, Ethics and Anti-Opressive Practice**

In this course, students will use an anti-oppressive focus to critically examine the nature, history, traditions, and issues of the social work profession as they relate to the development of a distinct theoretical knowledgebase, set of values, code of ethics, and approaches to direct and indirect practice. During the course, students will examine ethical questions and value dilemmas encountered by social workers in various fields of practice. Through value analysis and the application of ethical principles, the meaning of professionalism and its expression in social work are considered using contemporary practice case studies.

**SWRK-8570 - Field Integration Seminar** (*Online/Distance Education, held in real time*)

This seminar course focuses on the integration of academic and field work experience to advance knowledge, values, and skills as they relate to the development of advanced practice competence. Students will use structured reflection and self-evaluation to understand their own practice in terms of values, ethics, policies, theoretical models, and agency expectations. Students will reflect upon personal values and beliefs and explore solutions to actual issues during their field placements. (This course is evaluated on a pass/fail basis).

**SWRK-8571 - Foundation Year Practicum (FYP)**

This course is offered in a field education setting and is designed to assure the practice of advanced social work from the ecological perspective. The foundation practicum comprises 450 hours of supervised social work practice. (Prerequisites: SWRK-8503, SWRK-8504, SWRK-8515, SWRK-8523, SWRK-531, SWRK-8532, SWRK-8533, SWRK-8534, SWRK-8547, SWRK-8550).

**SWRK-8610 - Advanced Direct Social Work Practice**

This course will focus on the critical analysis of the theoretical basis for and the application of a range of advanced professional social work theories and models to direct practice with diverse populations. Using ecological systems and strengths perspectives, students will analyze client empowerment and constructive transactions with the environment. Aimed at enhancing social justice, an analysis and critique of evidence-based practices with clients will be explored as vehicles to bringing about change.

### **SWRK-8611 - Advanced Indirect Social Work Practice**

Students will critically assess indirect social work practice with regards to community practice and human service organizations. Using an ecological perspective, students will examine community practice and human service organizations within the context of professional social work practice and by highlighting key indirect social work functions with a focus on community and organizational development.

### **SWRK-8621 - Social Justice and Social Change**

This seminar focuses on the critical analysis of systemic injustice. It will consider the history, meaning, consequences and dynamics of barriers that threaten, preclude or compromise the normal participation of selected vulnerable groups in social, economic and political institutions. It will critically examine concepts such as deviance, dependence, need, social control, and oppression. This critical analysis will form the underpinnings for leadership in the development and implementation of strategies for change.

### **SWRK-8622 - Advanced Social Policy Analysis and Development**

Building on the *Comprehensive Social Policy Analysis* course, this course focuses on the processes involved in policy formulation, implementation, and social change. Students will further refine their capacity to critically analyze social policies and generate recommendations that emanate from a global context.

### **SWRK-8640 - Program Design and Evaluation**

This course prepares students to use the evidence-based practitioner-researcher model to critically evaluate social work practice with organizations and communities. Student will learn essential elements of program evaluation including needs assessments, program logic models, implementation and process evaluations, outcome evaluations, and impact efficiency evaluations. Students will design programs and develop evaluation proposals and will learn how to disseminate the results of program evaluations.

### **SWRK-8680 - Advanced Internship Seminar** (*Online/Distance Education, held in real time*)

This capstone course must be taken concurrently with students' advanced practice internship SWRK-8681. This course provides a structured forum for students to discuss, synthesize and integrate the knowledge they have acquired throughout the program including practice theories, professional ethics, policy development, research and program evaluation. Students utilize peer and instructor consultation to apply best practices which includes developing a research or evaluation proposal based on a need identified by their placement. This proposal is developed outside the students' placement hours and is presented as a poster presentation in a public forum.

### **SWRK-8681 - Advanced Practice Internship (API)**

This course is offered in a field education setting. Students develop skills which will equip them for leadership in advanced social work practice. The internship comprises 450 hours of supervised social work practice. Please be advised, this is an unpaid internship. (Prerequisites: SWRK-8610, SWRK-8611, SWRK-8621, SWRK-8622, SWRK-8640).

## 9.0 Graduate Schedule

### 9.1 Important Dates for Graduate Students

For important dates from the Faculty of Graduate Studies, please refer to their [website](#) and select [Important Dates](#).

### 9.2 Academic Dates

It is good to regularly review the university's list of [Important Academic Dates](#) for tuition payment deadlines.

### 9.3 Field Education Information

Information related to Field Education, including the Graduate Field Education Policies and Standards Manual and FYP/API scheduling information, can be downloaded from the School of Social Work [website](#).

## 10.0 CURRENT TEACHING FACULTY AND PROFESSIONAL STAFF

For the 2021-22 academic year, the School of Social Work has nineteen faculty members, three professional staff and four support staff. We also have access to a Social Work librarian. Additionally, there are many sessional instructors affiliated with our BSW and On Campus MSW programs and the MSW for Working Professional Program. All faculty pursue active research agendas in a number of areas. For specific research interest of each faculty member, please refer to the School of Social Work faculty and staff [website](#).

## 11.0 PHILOSOPHIES AND PRINCIPLES

### 11.1 Principles of Adult Learning Statement

The School of Social Work is committed to the principles of Adult Learning theory. The student is a colleague in the learning process, whose existing knowledge, work and life experience must be acknowledged, valued and used in the learning process (self-directed). Faculty act as resources and guides in this learning process. However, this understanding and approach to the acquisition of new skills and knowledge does not transcend the essentially hierarchical nature of the University and the Faculty/Student relationship in which the Faculty is responsible for evaluating the quality of the student's work.

### 11.2 Harassment and Discrimination

The University of Windsor has a zero-tolerance policy that prohibits harassment and discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, handicap, age, marital status, family status, receipt of public assistance, or record of offences. Behaviour constituting a violation of the University policy, and/or the Ontario Human Rights Code, is considered to be a serious offence (see the Office of Human Rights, Equity & Accessibility (OHREA) [website](#).)

Complaints, concerns or questions should be directed to the OHREA Office – Room 325, Chrysler Hall Tower, or by email to [ohrea@uwindsor.ca](mailto:ohrea@uwindsor.ca).

### 11.3 Required Withdrawal from the MSW Program on the Grounds of Unsuitability

See *Professional Suitability Policy* (Appendix B; Approved May 2015) and *University of Windsor School of Social Work Social Media Use Policy* (Appendix C; Approved January 2018).

### 11.4 Graduate Student Regulations

MSW students are subject to the rules and regulations contained in the University of Windsor Graduate Calendar as established by the Faculty of Graduate Studies. MSW students are asked to pay specific attention to the following:

- (1) Graduate students must register before the proper deadline, or they will not receive credit for academic work they may be doing during the term. Note: Registration is not complete until all appropriate fees have been paid. (Faculty Regulations)
- (2) Full-time students are required to maintain continuous registration through all terms of their graduate program. Failure to do so will require application for readmission to their program and payment for terms missed - up to a maximum of three terms. (Faculty Regulations)

### 11.5 Leaves of Absence (*see [Graduate Calendar](#)*)

Full-time students may apply for the following types of *Leaves of Absence* by first speaking with the Academic Coordinator of the MSWwp Program applying directly to the Dean of Graduate Studies:

- (1) Maternity Leave;
- (2) Paternity Leave;
- (3) Parental Leave;
- (4) Financial Leave;
- (5) Medical Leave; and
- (6) Personal Leave.

While on leave, a student will not have access to any university resources, including office space, computer access, library facilities, continuation of laboratory experiments, computer research applications, and guidance by faculty members.

Applications may be submitted to the MSWwp Academic Coordinator for recommendation as a first step. A student on leave of absence will be assessed a fee of fifty dollars (\$50.00) per term. Appeals against any decisions shall be heard promptly by the Graduate Appeals Committee.

**Note: Students should refer to the [Graduate Calendar](#) for further information related to Leave of Absence procedures.**



## 11.6 Policy on Plagiarism

Please refer to *Faculty Regulations* of the Graduate Calendar:

*The University expects that all researchers will adhere to the proper standards of intellectual honesty in the written or spoken presentation of their work and will at all times acknowledge in a suitable manner the contribution made by other researchers to their work, as outlined in the Senate Policy on Authorship (available from the Clerk of the Senate) and the Policy Statement on Research Personnel (available from the Office of Research Services).*

*Plagiarism is defined as: "The act of appropriating the literary composition of another, or parts of passages of his/her writing, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary)*

*It is expected that all graduate students will be evaluated and graded on their individual merit, and all work submitted for evaluation should clearly indicate that it is the student's own contribution. Graduate students often have to use the ideas of others as expressed in written or published work in preparing essays, papers, reports, theses and publications. It is imperative that both the data and ideas obtained from any and all published or unpublished material be properly acknowledged, and their sources disclosed. Failure to follow this practice constitutes plagiarism and is considered to be a serious offence by the University. Thus, anyone who knowingly or recklessly uses the work of another person and creates an impression that it is his or her own is guilty of plagiarism.*

*It is not permissible for an essay or other paper to be submitted twice. It is expected that a thesis, essay, paper or report has not been, and is not concurrently being, submitted to any other Faculty or University for credit toward any degree, or to this University for any other course. In exceptional circumstances and with the prior agreement of the instructor, a student may use research completed for one course as part of his or her written work for a second course.*

*Where plagiarized work has been submitted, or where a student has submitted a paper for double credit, a failing grade may be assigned by the instructor to that assignment. The student has the right to appeal this grade to the Dean of Graduate Studies, in accordance with the Graduate Appeals Policy as stated in Senate Bylaw 51B. Disciplinary action may be taken, as set out in Senate Bylaw 31.*

*In case of any doubt, students are strongly urged to consult with the instructor or thesis supervisor. In cases where students feel that their intellectual property or copyrighted material has been plagiarized, complaints should be made in writing to the Dean of Graduate Studies.*

## 11. Policy on Grading and Graduation (see [Graduate Calendar](#))

All courses will receive "Numeric" grades. The Foundation Year Practicum (FYP) and the Advanced Practice Internship (API) will be evaluated with a 'Pass'/'Non-Pass' grade. The candidate's completed work must be approved by the Faculty of Graduate Studies.

Students must maintain a cumulative grade point average (cGPA) of at least 73% in each semester in which they are enrolled. A student who earns a course grade in the range 60-69% in one Course, or if their cGPA falls below 73%, will be placed on academic probation. A student will remain on academic probation for one subsequent semester by the end of which they must have raised their cGPA to at least 73%, or they will be required to withdraw.

A student may also be required to withdraw from the program if they receive more than two course grades in the range of 60-69%, or one course grade below 60%.

**Please note, as per University policy, students may be allowed to retain for credit up to two courses in which they received a grade of 60-69%**

## **11.0 Policy on Webcam Etiquette**

1. Students should be live on camera for the entire class duration in the same way that students would be in the class during a face-to-face meeting.
2. Students should log on at least 5 minutes before the beginning of class to ensure that their camera, mic, and speakers are working.
3. Students should be in a quiet spot where they can focus on the class and not distract other students. Example - in a quiet room in your home. Non-examples – in a coffee shop, in the living room with the TV on.
4. Students should make arrangements for other responsibilities during the class session, such as childcare, pets, etc.

## **12.0 INTERNSHIP-AGENCY AND UNIVERSITY AGREEMENTS**

While informal agreements between the School of Social Work and the agency may satisfy the needs of each, in the interest of clarity and uniformity of expectations, it is preferable that a formal, standard agreement respecting the field work services which will be provided and the conditions which will apply be signed by both parties. The agency-university agreement must be signed by the agency director and will be kept on file in the School of Social Work.

## **13.0 INSURANCE**

### **13.1 Public Liability**

The University carries a Comprehensive General Liability Policy, which covers bodily injury, personal injury, and property damage. A Certificate of Insurance can be provided upon request. This policy also covers any executive officer, member of Board of Governors, trustees and any other officials, elected or appointed in connection with University activities and or operations, employees, volunteer workers, including lecturers, guest lecturers all while acting within the scope of their duties as such, and a person gratuitously performing work in connection with an undertaking of the University with the knowledge or expresses approval of the University. In addition, all University of Windsor registered students are embraced by the term Insured, but only with respect to liability arising from the Named Insured and only while students are engaged in activities involving their normal course of studies, including on-the-job training programs arranged by the University for students enrolled for courses of study at the University.

Personal injury includes:

- false arrest, false imprisonment, malicious prosecution and wrongful detention;
- invasion or violation of privacy, wrongful eviction, wrongful entry;
- libel, slander, defamation of character and humiliation.

## 13.2 Automobile

The University's Automobile Insurance Policy only insures vehicles owned and/or leased by the University. The Policy does not include coverage for vehicles owned by faculty, staff or students in the Field Education Program, and therefore all parties should ensure that they are personally covered by their own adequate insurance. Students travelling to and from field placement in their own vehicles do so at their own risk. Students who transport agency clients or volunteers should ensure that their personal automobile insurance covers such contingencies and is approved by the agency and is consistent with agency policies.

## 13.3 Worker's Compensation

Effective July 1, 1993, the Workplace Safety & Insurance Board for the Province of Ontario issued a policy for providing workers' compensation coverage for training participants on unpaid work placements.

This coverage is for the job placement portion of individuals on unpaid placements with employers providing that the placement is authorized by the training agency (University of Windsor) and that the individual participates in the activities of the placement employer and is not merely observing.

The Workplace Safety & Insurance Board provides benefits for students injured in an "on-the-job" accident. Such benefits include health and medical costs, short and long-term benefits, rehabilitation, and survivors' benefits.

For the initial 12 weeks (short term calculation) of the injury the average earnings will be determined using the minimum wage in Ontario on the date of injury.

If the student did not return to the placement within the 12-week timeline, the Workplace Safety & Insurance Board would recalculate the students Loss of Earnings (LOE). Those benefits would be based on the starting salary of a person working full-time for the placement employer performing work similar to the injured students.

Reporting procedure if a student is injured while on a work placement:

- Student reports the injury to the placement employer and to his/her department/school;
- Placement department/school sends report of injury to the Office of Occupational Health & Safety;
- The Office of Occupational Health & Safety completes a form 7 (Employers Report of Industrial Accident or Disease). if applicable, and submits same to the Workplace Safety & Insurance Board and the Ministry of Education and Training; and
- The Office of Occupational Health & Safety maintains contact with the Board, the placement department/school, the injured student and their physician as long as entitlement continues.

## 14.0 RESEARCH ETHICS BOARD (see REB [website](#))

Any research involving human subjects must undergo ethics review. The Office of the Research Ethics Board is a committee of the University of Windsor. Students should allow the necessary time for Ethical Review Clearance in their plan of study.

## 15.0 Use of Computers

Graduate students are provided with an account on the university mainframe. This provides access to electronic mail facilities, the Internet, statistical software packages, scientific graphics, computer language compilers, etc. Students are encouraged to learn how to search full-text electronic journal articles, which are accessible through the Leddy Library's website.

## 16.0 Style Manuals

The School of Social Work uses the Publication Manual of the American Psychological Association Sixth Edition. Students are required to follow these guidelines for all papers, reports, and presentations. While a brief summary is available at the Leddy Library, most graduate students will need to access the more complex points found in the APA manual for their graduate work.

### 16.1 The Library System

The Leddy Library is the main library for the University of Windsor and serves as the primary library for all disciplines except law. The Leddy Library collections include print and electronic books; print and electronic journals; films and videos; microform and archival materials and a wide array of subject specialized databases, including Social Work Abstracts and Social Services Abstracts. The Social Work librarian buys library materials for Social Work and can provide one- to-one, and group help for students about library resources for their research and how to use them effectively. The librarian also provides library instruction classes that are specifically tailored for Social Work courses. The librarian has an office at the Leddy Library but also has an office at the School of Social Work and spends one day a week during the academic year (September through April) at the School to provide research help onsite for students and faculty. The Leddy Library has several Social Work guides that outline library services and resources for Social Work including:

- [Social Work guide](#)
- [Social Work Research guide](#)
- [Research Methods in Social Work](#)
- [Social Work Statistics](#)

Our social work librarian is Sharon Munro at extension 3850 and at [smunro@uwindsor.ca](mailto:smunro@uwindsor.ca).

### 16.2 Access to resources not held locally

RACER, the Leddy Library's interlibrary loan system, allows current students, faculty and staff to submit requests for materials that the Leddy Library does not have in its collection. Interlibrary loan staff will then try to obtain these materials from other libraries. Graduate students have on- site borrowing privileges at Canadian university libraries participating in the Canadian University Reciprocal Borrowing Agreement. A UWinCARD is required in order to borrow materials from these libraries. The Leddy Library is also a member of the Southeast Michigan League of Libraries (SEMLOL) and participates in their reciprocal borrowing arrangement known as INFOPASS. This arrangement gives students and faculty direct borrowing privileges from SEMLOL libraries if required materials cannot be retrieved through the Leddy Library or its resources.



## **Appendix A: Professional Suitability Policy**

### **1.0 Preamble**

The Canadian Association for Social Work Education (CASWE) Standards for Accreditation, June 2013 (SB/M 2.4.5) requires “The academic unit has a policy regarding the professional suitability of the student for the profession of social work. Students are made aware that serious or repeated violations of the Code of Ethics put them at risk of exclusion from the program on the basis of professional unsuitability.” At the University of Windsor breach of professional codes and rules are covered within Senate Bylaw 31: Student Affairs and Integrity.

The University of Windsor Bylaw 31: Student Affairs and Integrity, Academic Misconduct (2.1) states “For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in substance by the relevant professional program as part of its code of conduct in the program shall also be considered acts of academic misconduct”. (2.1.1). Students should become familiar with Bylaw 31 (amended April 2013) which is located on the University of Windsor website <http://www.uwindsor.ca/secretariat/49/senate-bylaws>.

### **2.0 Suitability Criteria**

Students in the BSW and MSW programs in the School of Social Work are expected to demonstrate attitudes and behaviours that are consistent with the Canadian Association of Social Workers Code of Ethics from which the suitability criterion are drawn:

- Respect for the Inherent Dignity and Worth of Persons
- Pursuit of Social Justice
- Service to Humanity
- Integrity in Professional Practice
- Confidentiality
- Competent Application of Knowledge and Skills for Professional

Practice Examples of misconduct can be found under “Appendix A” of

Senate Bylaw 31.

### **3.0 Procedures to Respond to Breach of Rules of Conduct as set out by the CASW Code of Ethics and Professional Suitability Policy**

Senate Bylaw 31 allows for informal and formal resolution if a student breaches the Code of Ethics, with the agreement of the Director of Social Work. Formal and informal resolution procedures are described in [Bylaw 31](#) (Section 3).

### **4.0 Determining and Imposing Sanction**

Where a student has been found to have acted with misconduct and/or breached the Professional Suitability Policy, Bylaw 31 provides a range of sanctions (Bylaw 31, 2.3). Sanctions may be imposed by the Director of the School of Social Work, Associate Deans, the Vice-Provost or the Judicial Panel and the Discipline Appeal Committee, depending upon the sanction.

### **5.0 Appeals (Bylaw 31, Section 3.3.3)**

A decision and/or penalty imposed by an Associate Dean, the Vice-Provost, Students and International, or the AAU Head of a professional program may be appealed to the Discipline Appeal Committee [Bylaw 31](#) (see 3.3.3, 3.3.4).

### **6.0 Confidentiality and Sharing of Information**

The School recognizes that the safety, confidentiality and self-determination of students or others who have been subjected to unprofessional conduct under this Policy must be an important priority. . Personal information collected by the University shall only be disclosed and used in accordance with the University's duties and obligations under the Freedom of Information and Protection of Privacy Act (FIPPA). In developing a response to a concern about student suitability, the School must balance confidentiality against its duty to protect existing and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional manner under this Policy. As required by FIPPA, records of disciplinary action are kept only in the Office of the Senate Secretariat. The Notice of Disclosure, Confidentiality and Use of Personal Information (FIPPA) policy can be found by accessing the following link: <http://www.uwindsor.ca/registrar/519/notice-disclosure-confidentiality-and-use-personal-information-fippa>

**NOTE:** It is important that students review and become familiar with the Code of Ethics, the Standards of Practice, and University policies and procedures governing academic and non-academic behaviours, including:

#### **Senate Bylaws**

[Bylaw 31 Student Affairs and Integrity](#)  
[Bylaw 33: Student Rights and Freedoms](#)

#### **Senate Policies**

[Policy S6: Student Code of Conduct](#)  
[Policy A4: Alcohol Use](#)  
[Policy E3: Rules of Conduct for Examinations](#)  
[Policy U1: Unacceptable Use of Computer Resources](#)

#### **University Policies**

[Acceptable Use Policy \(Information Technology Services\)](#)  
[Human Rights Policy](#)  
[Leddy Library Behaviour Code](#)

All University bylaws and policies are available at the Senate website:

<https://lawlibrary.uwindsor.ca/Presto/home/home.aspx>

## **Appendix B: MSWwp Course Sequence - Online**

### **32 Months Regular Track Program (Foundation Courses)**

SWRK8550: Social Work Values, Ethics, and Anti- Oppressive Practice  
SWRK8503: Comprehensive Social Policy Analysis  
SWRK8503: Comprehensive Social Policy Analysis  
SWRK8504: Communication Skills in Social Work Practice  
SWRK8531: Social Work Practice with Individuals  
SWRK8532: Social Work Practice with Groups  
SWRK8533: Social Work Practice with Families  
SWRK8534: Social Work Practice with Organizations & Communities  
SWRK8534: Social Work Practice with Organizations & Communities  
SWRK8570 and SWRK 8571 (taken consecutively): Field Integration Seminar and Field Placement

### **(Advanced Courses)**

SWRK8621: Social Justice and Social Change  
SWRK8523: Challenges in Human Behaviour  
SWRK8622: Advanced Social Policy Analysis and Development  
SWRK8610: Advanced Direct Social Work Practice  
SWRK8547: Social Work Research: Practice Evaluation  
SWRK8611: Advanced Indirect Social Work Practice  
SWRK8640: Program Design and Evaluation  
SWRK8680 and SWRK 8681 (taken consecutively): Advanced Internship Seminar and Field Placement

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### **16 Months Advanced Track Program**

SWRK8621: Social Justice and Social Change  
SWRK8523: Challenges in Human Behaviour  
SWRK8622: Advanced Social Policy Analysis and Development  
SWRK8610: Advanced Direct Social Work Practice  
SWRK8547: Social Work Research: Practice Evaluation  
SWRK8611: Advanced Indirect Social Work Practice  
SWRK8640: Program Design and Evaluation  
SWRK8680 and SWRK 8681 (taken consecutively): Advanced Internship Seminar and Field Placement



## **Appendix C: University of Windsor School of Social Work Social Media Use Policy**

### **Introduction**

The guidelines for use of social media outlined in this document have been designed to help members of the School of Social Work, including Faculty, Staff, students and other persons associated with the University of Windsor social work program, make appropriate professional decisions about ethical use of social media. These policies, standards and codes are applicable to the field education and classroom settings, virtual learning environments such as Blackboard, on-line seminars, text messaging, and on-line social networking sites (Facebook, LinkedIn, Twitter, etc.), including closed private online groups.

Social media refers to online technologies and practices that are used to share information and opinions, host conversations and build relationships. It can involve a variety of formats, including text, pictures, video, audio and “live” real-time dialogues of a few, or thousands of participants. Examples of social media include discussion forums, blogs, social networks, wikis, and podcasts.

While the School of Social Work values both academic freedom and freedom of inquiry and affirms these as pillars of a university education whether expressed in oral communication, print or electronically, the following policies and guidelines apply to all members of the School of Social Work.

### **Guidelines**

- Members of the School of Social Work must review and adhere to University/classroom/agency-specific social media policies.
- The use of social media, the internet, email or texting for non-academic purposes during class or in field placement is not permitted.
- Use of cell phones is not permitted in the classroom or in field placement, unless required for an emergency purpose, and when there is no other means of contact available.
- Members of the School of Social Work are expected to maintain confidentiality and privacy. Do not post confidential information about the School of Social Work, its students, faculty or its agencies. Confidentiality also extends to families, agency staff, and organizations.
- Be aware of liability. Members of the School of Social Work are responsible for the content that is posted on their own sites.
- Avoid using unprofessional online personas. Do not post defamatory, libelous or obscene content.
- Students may not access agency computers for social networking, unless this is for an agency purpose and is approved by the Field Instructor.
- Do not engage in any conduct that is not consistent with the following:
  - University of Windsor Policy S6: Student Code of Conduct (<https://lawlibrary.uwindsor.ca/Presto/content/GetDoc.axd?ctID=OTdhY2QzODgtNjhYi00ZWY0LTg2OTUtNmU5NjEzY2JkMWYx&rID=NTk=&pID=MjMy&attchmnt=False&uSesDM=False&rIdx=NTk=&rCFU=>)
  - University of Windsor Information Technology Services, Acceptable Use Policy (<https://lawlibrary.uwindsor.ca/Presto/content/GetDoc.axd?ctID=OTdhY2QzODgtNjhYi00ZWY0LTg2OTUtNmU5NjEzY2JkMWYx&rID=MTE5&pID=MjMy&attchmnt=False&uSesDM=False&rIdx=MTE5&rCFU=>)
  - University of Windsor School of Social Work Professional Suitability Policy ([https://www.uwindsor.ca/socialwork/sites/uwindsor.ca.socialwork/files/professional\\_suitability\\_policy\\_ober\\_21\\_2020\\_0.pdf](https://www.uwindsor.ca/socialwork/sites/uwindsor.ca.socialwork/files/professional_suitability_policy_ober_21_2020_0.pdf))
  - CASW Code of Ethics (<http://casw-acts.ca/en/Code-of-Ethics>)



- Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics and Standards of Practice (<https://ocswssw.org/professional-practice/code-of-ethics/>)
- CASWE Standards for Accreditation (<https://caswe-acfts.ca/commission-on-accreditation/coa-standards/>)

The failure of any member of the School of Social Work to conform to these guidelines, while using any social media site, may result in disciplinary action (<http://www.uwindsor.ca/secretariat/49/senate-bylaws>).

## **Appendix D: Student Support Services**

### **UNIVERSITY OF WINDSOR STUDENT SUPPORTS**

<https://www.uwindsor.ca/wellness/304/counselling>

#### **Group Therapy and Support Groups**

Groups and workshops are powerful tools for growth and change. Many students participate in our groups each semester. Whether you want to overcome challenges, improve relationships, connect with others, or learn how to manage stress, anxiety or depression, **there is a place for you.**

Therapy and support groups are facilitated by health care professionals and run 4-8 weeks, depending on the group. Groups are offered both in the fall and winter semesters.

**If you wish to participate in one of the wellness groups, please email [scc@uwindsor.ca](mailto:scc@uwindsor.ca) and we will contact you back within 24-48 hours or you can call (519) 253-3000 extension 4616**

#### **Available Groups:**

[Keys To Cognition \(CBT Group\)](#)

[Surf The Urge \(DBT Group\)](#)

[Executive Functioning Support Group \(ADHD Skills Group\)](#)

[DBT Maintenance](#)

[Self Compassion Group](#)

[Be Here, Be Present. A Return to Campus Wellness Group](#)

[Good Vibes Only, Mindfulness Group](#)

#### **FAQ about Group Therapy**

[Will I be forced to share my deepest thoughts, feelings, and secrets with the group?](#)

[What if I am not comfortable talking in a group?](#)

[Does Group therapy take longer than individual therapy since I am sharing time with others?](#)

[Is Group Therapy less effective than individual therapy?](#)

[Will I be judged by the group facilitators and members for what I share?](#)

[What if my problems are too big for group therapy?](#)

## Mental Health & Wellness Resource Guide

Our staff make every effort to be available to help a student in crisis or direct them to appropriate emergency services during office hours.

If you are concerned about your own or another person's safety, including if you are experiencing thoughts of suicide without a clear commitment to safety, please IMMEDIATELY contact one of the following:

- [Crisis Services Canada](#) 1-833-456-4566
- [Windsor Community Crisis Centre](#) 519-973-4435
- Dial 9-1-1 or go to your nearest Hospital Emergency Room



THINKING ABOUT SUICIDE?  
YOU DESERVE SUPPORT.  
YOU DESERVE SAFETY.  
YOU DESERVE HEALING.  
YOU DESERVE TO KNOW THAT  
SOMEONE CARES.

 University of Windsor | Student Health, Counselling  
and Wellness Services

click here 

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24 Hour Support

Windsor Regional Hospital Emergency Department | 24/7

*Walk-in assessments and care for mental health crises and emergencies.*

Windsor Regional Hospital Emergency Department

1030 Ouellette Ave.

Call: 1-844-451-9700

[www.mystudentsupport.com](http://www.mystudentsupport.com)

Wellness Together Canada | 24/7

*Mental health & substance use counselling and support for anyone living in Canada.*

Call: 1-866-585-0445

Text: WELLNESS to 686868

[www.wellnesstogether.ca](http://www.wellnesstogether.ca)

Community Crisis Line | 24/7

*Community-based crisis support for anyone in Windsor-Essex.*

Call: 519-973-4435

[www.hdgh.org/crisis](http://www.hdgh.org/crisis)

Hope for Wellness | 24/7

Helpline for all Indigenous people across Canada.

Call: 1-855-242-3310

[www.hopeforwellness.ca](http://www.hopeforwellness.ca)

Good2Talk | 24/7

*Mental health support for Ontario post-secondary students.*

Call: 1-866-925-5454

Text: GOOD2TALKON to 686868

[www.good2talk.ca](http://www.good2talk.ca)

Trans Lifeline | 24/7

Trans Lifeline is a grassroots hotline and microgrants 501(c)(3) non-profit organization offering direct emotional and financial support to trans people in crisis – for the trans community, by the trans community.

Call: 1-877-330-6366

[www.translifeline.org](http://www.translifeline.org)

Talk Suicide Canada [Previously Canada Suicide Prevention Service] | 24/7

*Support for anyone in Canada concerned about suicide.*

Call: 1-833-456-4566 (24/7)

Text: 45645 (4:00 pm-midnight EST)

[www.crisisservicescanada.ca](http://www.crisisservicescanada.ca)

Talk4Healing | 24/7

*A culturally grounded, fully confidential helpline for Indigenous women is available in 14 languages all across Ontario.*

Crisis Line: 1-888-200-9997

Talk4Healing Help Line: 1-855-554-HEAL (4325)

Sexual Assault Crisis Line | 24/7

*Community-based crisis support for anyone in Windsor-Essex with experiences of recent or past sexual violence.*

Call: 519-253-9667  
[www.saccwindsor.net/](http://www.saccwindsor.net/)

Hiatus House | 24/7

Provide emergency shelter in a safe and secure building for women experiencing abuse and their children.

Call: [\(519\) 252-7781](tel:5192527781)  
[www.hiatushouse.com/](http://www.hiatushouse.com/)

Sexual Assault/Domestic Violence Treatment Centre | 24/7

Services are available to all victims of sexual assault regardless of age or gender.

Location: Windsor Regional Hospital Metropolitan Campus, 4th Floor East.

Call: (519) 254-5577  
[www.wrh.on.ca/SADVTC](http://www.wrh.on.ca/SADVTC)

Connex Ontario

ConnexOntario is an information and referral service, focusing on mental health, addiction and problem gambling services in the province.

1-866-531-2600  
[www.connexontario.ca/en-ca/](http://www.connexontario.ca/en-ca/)

More Resources:

[Campus Care](#)  
[Community Care](#)

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## Downloadable Resources

Wellness Resource List

Find numbers and contact information for wellness resources and services offered both on campus and in the community here.

[Download the Wellness Resource.](#)





## **Appendix E: Role of the Academic Coordinator**

The Academic Coordinator provides student and instructor support in the following areas:

- Advising Applicants
- Student Academic Inquiries/Support (including university academic policies and procedures)
- Curriculum Review and Recommendations
- Class Representative Call Participation and Facilitation
- Student Orientation Facilitation
- Instructor Orientation Facilitation

The Academic Coordinator (Dr. Irene Carter) is available through email [icarter@uwindsor.ca](mailto:icarter@uwindsor.ca) or phone during regular business hours. The Academic Coordinator provides office hours once per month via Zoom. These dates are provided through email via the Graduate Secretary.

## **Appendix F: MSWwp Academic Course Schedules**

For your current academic schedule please refer to the Program Schedules posted on the Master of So Work for Working Professionals site. Your academic schedule will be listed under specific entry dates on the following site with the most recent schedules listed at the bottom:

<https://www.uwindsor.ca/msw/416/program-schedule>

On weekends designated as “Self-Study” (see course schedules on-line) there will be no scheduled classes. However, if a course cannot be held due to an unforeseen circumstance weekend dates indicated with an asterisk(\*) will be used to make-up for the weekend that was missed for that module.

Should a make-up session not be required, then the weekend will remain a self-study weekend. You will be notified in advance if a self-study weekend becomes a class weekend.

Note: It is the student’s responsibility to refer to the most current important dates at the location above. Course sequencing and schedule are subject to modification. Please be aware that students are expected to attend all classes in their entirety.

## **Appendix G: MSWwp Attendance Guidelines - June 2018**

The School of Social Work MSWWP Attendance Guidelines begins with the admission of the student to the Master of Social Work Working Professionals Program:

1. At that time students are informed that before they accept their offer, they should refer to the program schedule online at [www.uwindsor.ca/msw](http://www.uwindsor.ca/msw) and ensure that they are able to attend all classes in their entirety. This policy is a condition of the student’s admission to the MSWWP Program. By accepting the offer of admission students are advised that they are indicating that they will be able to attend all classes in their entirety. The above is also stated in student and instructor orientations and in day-to-day conversations between students and their instructors, in course syllabi, teaching practices, strategies, and methodologies.
2. The MSWWP program is a Graduate Professional Social Work program. This means that students are expected to participate in all classes in their entirety. The expectation students attend all classes is made clear to students during recruitment, in their acceptance letter, during student orientations, in their syllabi, and in conversations with instructors.

3. If a student presents extenuating circumstances beyond his or her control as a reason, they will miss class (this means any absences of more than ½ day), they are to consult with Dr. Irene Carter, Academic Coordinator of the MSW WP program.

a. **Extenuating Circumstances** mean illness, bereavement, or other compassionate circumstances. Some form of documentation is required for all absences, such as the Faculty Arts, Humanities and Social Sciences Medical Certificate, funeral notices, or police reports.

4. The instructor, at their discretion, may approve absences (for legitimate reasons) of under ½ day. Absences must be approved by the instructor well in advance of the class. In this case, the instructors will problem-solve with the student as to the manner in which they will make-up missed assignments. If the instructor has not been notified by the student of such absence, the instructor will note this as an absence from class.

5. Employment responsibilities are not reasons for an excused absence. Before admission, students are required to submit a letter of support from their employer releasing them from employment responsibilities for purposes of attending class.

\*It is the students' responsibility to review all information and forms prior to beginning their academic program.

## **Appendix H: Student Accessibility Services**

<https://www.uwindsor.ca/studentaccessibility/>

### **Student Accessibility Services**

University of Windsor  
Dillon Hall (Lower Level)

401 Sunset Avenue  
Windsor, Ontario, Canada N9B 3P4  
PH: 519-253-3000 ext: 6172  
FAX: 519-973-7095  
TTY: (519) 973-7091  
[sas@uwindsor.ca](mailto:sas@uwindsor.ca)

### **Staff List**

The SAS office is located on the ground floor of Dillon Hall. Students may request online or in-person meetings with their advisor.

If you are a new student please log in to our AIM system below to complete an intake form. Once that is done you will receive follow up regarding an appointment.

Returning students need to follow the guidelines (sent via email) about re-registering in AIM. They may also contact their Advisor directly.

The staff in Student Accessibility Services will now meet with students, staff and faculty members largely in-person though virtual meetings are available upon request.

University of Windsor President Robert Gordon continues to update the University community on return to campus plans with a continued focus on how to maximize opportunities for on-campus experiences including:

- Learning that is flexible and accommodating



- Continuing with a broad range of class delivery formats such as face-to-face, hybrid, hy-flex and online
- For more details please visit: [www.uwindsor.ca/returntocampus](http://www.uwindsor.ca/returntocampus)

### Accommodations Explained

Academic accommodations are put in place to equalize learning opportunities and access to the academic environment for students with disabilities. The functional limitations resulting from a disability can at times intersect with the academic environment in a way that creates a barrier for students. Advisors work with students to determine what barriers they are experiencing specific to their disability and what accommodations would equalize the learning environment for them. Students with accommodations must meet all the academic requirements and standards of their courses. Accommodations do not guarantee academic achievement and students with accommodations will experience similar challenges and successes as their peers as they go through their programs. Outside of academic accommodations, there are many supports offered to students to support their learning.

Any student with a documented disability can register with SAS. Documentation will be reviewed to ensure it provides details on the functional impairments and limitations that result from the disability. Advisors will meet with the student to discuss if and how these limitations create a barrier in the university academic context. These barriers can be addressed through accommodations or alterations in the academic environment. Students may have learning disabilities, physical disabilities, psychiatric disabilities, chronic illness, sensory impairments and other health conditions resulting in physical, psychological or cognitive impairment.

The topics listed here define and describe some of the accommodations that SAS may approve for a students with a disability. Both instructors and students are encouraged to contact SAS and/or their advisor for further guidance and information as needed.

- [Extra Time on Exams](#)
- [Memory Aid](#)
- [Extra Time on Assignments](#)
- [Exam Reschedules](#)
- [Scribe](#)

### Information for Students

In addition to the provision/coordination of classroom and testing accommodations, Student Accessibility Services (SAS) provides a variety of services and supports to students who have registered with SAS, having documented disabilities including:

- learning disabilities
- attention deficit/hyperactivity disorder
- acquired brain injuries
- vision, hearing and mobility impairments
- chronic medical conditions
- psychiatric issues

These services and supports are intended to facilitate the inclusion of students with disabilities fully into the fabric of the University of Windsor, and to help minimize the impact of a disability on individual learning and academic performance.

[Advising](#)

[Learning Strategist](#)

[LD and AD/HD Coaching](#)

[Assistive Technology Consultation and Training](#)

[Text Conversion and Alternate Format](#)

[The Learning Annex](#)

[S.T.E.P.S. \(Skills to Enhance Personal Success\)](#)



## **Appendix I: University of Windsor Commitment to Challenge, Confront and Eliminate Anti-Black Racism**

### **A Message from President and Vice-Chancellor Rob Gordon**

As an institution of higher learning, the University of Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism. Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

**View University of Windsor Priorities at:** <https://www.uwindsor.ca/antiblackracism/>

## **Appendix J: University of Windsor Commitment to Indigenous Initiatives**

The University of Windsor sits on the traditional territory of the Three Fires Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomi. We respect the longstanding relationships with First Nations people in this place in the 100-mile Windsor-Essex peninsula and the straits – les détroits – of Detroit.

**View University of Windsor Priorities at:** <https://www.uwindsor.ca/indigenous-peoples/>

## **Appendix K: How to Access Zoom for Students**

<https://zoom.us>

- a. To access the classroom through Zoom, you will be given a direct link by your Instructor which can be found on your course Blackboard site.
- b. Once you have entered the direct link, the screen below will appear. If you have not previously used Zoom, you must download Zoom to your device. Click “download & run Zoom”.
- c. Once the download has completed, it should appear in the bottom left-hand corner of your screen, as displayed below. Click on the download in order to open it on your device.
- d. Once you have downloaded Zoom to your device, enter your name into the “Your Name” box and click “Join Meeting”. Your name will be displayed to the instructor and your fellow classmates.
- e. You are now in the meeting and should test your audio and microphone in order to ensure you are able to hear the instructor and speak if prompted to. To do so, click on “Test Speaker and Microphone”, as highlighted below. The Faculty Member/Instructor will have access to mute all participants.
- f. To test your audio, a ringtone will play. If you can hear the ringtone, click “Yes”.
- g. To test your microphone, you will be prompted to speak and then pause, and your own voice will be played back. If this is successful, click “Yes” to move forward.
- h. Once you have tested your speaker and microphone, the screen below will appear. Click “Join with Computer Audio” to enter the classroom.
- i. Once you have completed all of the above steps, you are now within the classroom, and your screen should look like the screen shown below.
- j. To leave the meeting once the class has commenced, click “Leave Meeting” in the bottom right-hand corner. This will prompt the below screen, where you should select the blue bottom which says, “Leave Meeting”.

## Appendix L: How to Access Brightspace for Students



### Student FAQs

#### Getting Started

What is Brightspace?

D2L's Brightspace is UWindsor's new online learning delivery software, also known as the Learning Management System (LMS). The Brightspace LMS offers access to your class materials with tools to interact with your instructors, submit your assignments and view your grades, and find what you need to do next. It has a modern look and feel to help you easily find and complete your tasks.

How do I log in to Brightspace?

Go to [brightspace.uwindsor.ca](https://brightspace.uwindsor.ca)

Sign in using your UWin ID email (UWinID@uwindsor.ca) and password

How do I log out of Brightspace?

[Logging out of Brightspace](#)

Is a mobile app available?

Brightspace offers Brightspace Pulse, available on [Google Play](#) and the [App Store](#), which allows students to receive course notifications on the go.

What browsers are recommended for Brightspace?

All current versions of modern browsers as Chrome, Firefox, Edge and Safari are supported. You will be unable to access Brightspace when using Internet Explorer. Read all the [Computer and Browser requirements](#).

#### Courses

How do I find my courses?

[Navigating Brightspace](#)

[\(Video\) Navigate Brightspace Learning Environment](#)

Why can't I find a course?

[Reasons why a course you are registered for is not visible in Brightspace](#)

How do I pin my classes to the top of the course list?

[Pin courses](#)

How do I contact my instructor?

[Interacting with your instructor and other learners](#)

### **Discussions**

How do I create a discussion Thread?

[Create a discussion thread](#)

[\(Video\) Engage in Discussions - Learner](#)

How do I reply to a discussion?

[Reply to a discussion thread](#)

### **Assignments**

How do I submit assignments in Brightspace?

[Submitting an assignment in Brightspace](#)

[\(Video\) Assignments - Submit and Confirm a Submission - Learner](#)

Can I delete an assignment submission?

[Deleting an assignment in Brightspace](#)

### **Quizzes**

How do I take a quiz?

[Taking a quiz in Brightspace](#)

[\(Video\) Take a Quiz](#)

How do I request another quiz attempt?

Contact your instructor

### **Grades**

How do I view my grades?

[View your grades](#)

[\(Video\) View Grades and Feedback - Learner](#)

How do I view my class progress?

[View course progress with Class Progress tool](#)

[\(Video\) Class Progress - Learner](#)

### **Other**

How do I edit my user profile and picture?

[Change personal settings in Brightspace \(including notifications I want to receive\)](#)

[\(Video\) Profile - Learner](#)

How do I send an email in Brightspace?

[Send an email in Brightspace](#)

How do I send an instant message in Brightspace?

[Contact other learners in your courses](#)

How do I view my Calendar?

[\(Video\) Manage Your Calendar - Learner](#)