

BSW Handbook

2017/2018



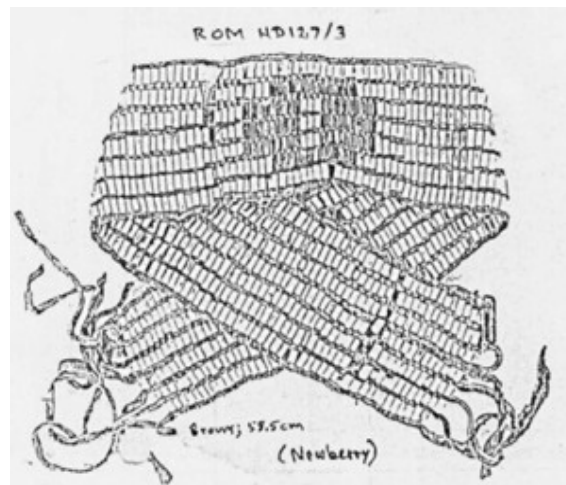
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Land Acknowledgement

As many of us are settlers on this land, it is our collective responsibility to recognize, respect and acknowledge that the School of Social Work at McMaster University meets and learns on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the “Dish with One Spoon” Wampum.

The Dish with One Spoon wampum belt represents the first peace treaty made in North America between all Native nations before European contact. (Made between the League of Five Nations and its allies, and the confederacy of Anishinabek and allied nations). The dish with one spoon reminds people we only have one dish; one mother earth we can take from. We should take only what we need, leave something for others, and keep the dish clean. It also demonstrates our collective responsibility to share equally. The dish is graphically represented by the wampum pictured.



Why we acknowledge the land

For people who are not Indigenous to North America, or for Indigenous peoples who are on territories that aren't their own, a land acknowledgment recognizes the First Nation(s) on whose land we live and work. It asks those gathered to understand the history that has removed many First Nations from their traditional land. This symbolic acknowledgment recognizes the real impact of colonization, and draws attention to its ongoing effects. This acknowledgement also encourages us to seek and find the beauty associated with all Indigenous cultures in ways that challenge how we think and respond to the violent history of colonialism on these peoples.

Canada's history is a colonial history

Indigenous people have been living on the land that is now called Canada for thousands of years. Since the 17th century however, settlers have been laying their claim to the land and violently forcing Indigenous groups out of the way. It is estimated that North America's Indigenous population was reduced by 80 percent by the mid-19th century.

Starting in the late 19th century, the Canadian government established Indian Residential Schools. These schools forced young Indigenous children away from their parents and communities and attempted to eliminate the Indigenous languages and cultures of its students. This policy remained in place until the 1990s. In the 1960's Canadian child protection policies reinforced these practices through what is referred to as the '60's scoop' which supported the removal of Indigenous babies and children from their homes and communities. Despite this, Indigenous peoples have remained a strong and vital part of Canada. By acknowledging that Canada's history is a colonial history, we recognize the violence of settler-colonialism and the necessity for reconciliation. It reminds us also of our moral and ethical duty to join Indigenous peoples in ally ship to confront this continuing history.

Truth and Reconciliation Calls to Action

The Truth and Reconciliation Commission of Canada published 94 "calls to action" urging all levels of government — federal, provincial, territorial and Indigenous — to work together to change policies and programs in a concerted effort to repair the harm caused by residential schools and move forward with reconciliation.

The McMaster School of Social Work acknowledges and is committed to responding to the Truth and Reconciliation Calls to Action.

We urge our entire school community to familiarize themselves with the Canadian Association for Social Work Education Statement of Complicity and Commitment to Change which can be accessed on the following link:

<http://www.casw-acts.ca/en/casw-statement-truth-and-reconciliation-commission-canada>

The McMaster School of Social Work would like to acknowledge the multiple sources of information we have accessed in order to develop this Land Acknowledgement. This includes faculty in the McMaster School of Social Work, the Ryerson School of Social Work, and the AIDS Committee of Toronto.

Letter from the Chair of Undergraduate Studies

“The learning process is something you can incite, literally incite, like a riot.”

Audre Lorde

Dear incoming Honours Bachelor of Social Work students, and Bachelor of Social Work (post-degree) Students,
We are delighted that you have chosen the McMaster School of Social Work as the place where you will develop the skills necessary to practice social work, in all its diversity. Here, you will have the opportunity to dig deep – to reflect on your own life experiences and to learn about the life experiences of others; to learn and think critically about how and why individuals, communities and nations face personal and political challenges; to learn of the various ways that we can engage with individuals, communities and nations in acts of resistance; and to develop the skills that will help you to consider the multiple ways in which social workers can be a part of the social change process in your practices with individuals, groups and communities.

“You have to be careful with the stories you tell.

And you have to watch out for the stories that you are told.”

— **Thomas King, The Truth About Stories: A Native Narrative**

At the McMaster School of Social Work, you will also be asked to consider the power that social workers hold as we work for, with, and alongside other social workers, other health and social care professionals, fellow students, and the very people who we interact with in our daily practices. It is an exciting road to take and the faculty and field instructors that you meet in your classrooms, hallways, committee meetings and practice settings are here to support you every step along the way.

We look forward to getting to know you all better over the next few years both in and outside the classroom.
Welcome!

Saara Greene, MSW, PhD
Associate Professor and Undergraduate Chair
McMaster School of Social Work
Hamilton, ON

ADMINISTRATIVE

INFORMATION

WELCOME TO THE SCHOOL OF SOCIAL WORK!

This orientation package has been created based on students' frequently asked questions. Please take time to read this package as it will prove useful as you proceed in the program! Also, please be sure to visit our website which is a great source of information: www.socialwork.mcmaster.ca

School of Social Work Office Hours, KTH-319: Monday to Friday 8:30AM-4:30PM. We are closed daily for lunch from 12:00PM-1:00PM

Email announcements: Please ensure that you are using your McMaster email address or have set up forwarding so that your McMaster email directs to another email you check regularly. Throughout the year we will send important emails to our student list (job postings, School and University news and events, program information, etc.) For information on email forwarding, visit: http://www.mcmaster.ca/uts/selfservice/student_email.html

Home address/phone numbers: Please notify the School if your contact information changes so that we can update our records

Meeting with Faculty: If you would like to meet with a faculty member, you can set up a time by emailing or calling them directly. Some faculty have specific times (office hours) when they are in their office and welcome students to drop-in without a pre-arranged appointment. All faculty can arrange a time to meet with you based on your mutual availability

All offices are located on the 3rd floor of KTH

Faculty Mailboxes: All faculty have mailboxes in the social work main office KTH 319. Students can use these to drop-off papers or other items (e.g. loaned books). You can drop-off items outside of office hours to the external drop-box.

Student/Faculty/Staff Lounge, KTH-315: Social Work students will be provided with the lock combination code for access to the lounge. All social work students are welcome to use this space for resting, reading, lunch, socializing with peers, etc. It includes a small fridge, kettle and microwave, a couch and chairs, and a small table. The lounge is not a formal meeting space but read on for information on how to book a meeting space.

Photocopier: Main office, KTH-319. Students are welcome to use the social work photocopier located in the main office to print black/white and colour-copies. To recoup costs, students are asked to pay 0.10/black and white copy (single-sided) and 0.20/colour copy (single-sided). Cash must be paid at the time of printing.

Scanning: Students can use the photocopier as a scanner for free. Please ask for assistance with this.

Fax machine: Main office, KTH-319. Students are welcome to use the social work fax machine. To recoup costs, students are asked to pay 0.10/black and white copy (single-sided). Cash must be paid at the time of printing.

Booking Small Group rooms: The School has 3 small group rooms on the 3rd floor of KTH that can be booked, fitting groups of 5-20. Any social work student is able to book these spaces for private study, small group work, role playing, etc. To book a space, email Lorna with the date/time and the size of space you require (number of people). To use the space, you'll need to pick up a key during office hours – and then return it to the office or, if after-hours, via the drop-box outside the mail office doors.

Staff can also support you in booking a room in the Student Centre. Additional rooms are available in the McMaster Libraries, and can be booked by students directly: <https://library.mcmaster.ca/news/2969>.

Booking Technology: The School of Social Work office has a projector, laptop, voice recorders and various adapters that students are welcome to book for free and use for the purposes of their education. To book these items, email Lorna. It's best to email at least 5 amount of days in advance to ensure availability. Material can be picked and returned to the social work office. Special arrangements will need to be made when booking out equipment for use after-hours.

Mail: From time to time, it's most convenient for students to receive a piece of interdepartmental mail via the School of Social Work rather than a home address. It's possible to have mail sent to the School's address: KTH-319. If you are expecting mail, please ensure you follow-up with office staff to collect your mail.

MEET OUR STAFF & UG/FIELD TEAM

Tammy Maikawa is the Administrator in the School. Her responsibilities fall into these major areas:

- Undergraduate student counselling (related to course selection, navigation through the program, student scholarships, support connecting with professors to arrange accommodations, arising difficulties, basically any other questions; she would be more than pleased to assist you!)
- Undergraduate program administration
- Financial administration
- Support staff supervision
- Office management
- Resource control and public relations

As a student advisor, Tammy provides assistance regarding academic and administrative policies and procedures relating to the School's undergraduate programs and the University at large.

Tammy is regularly in her office and often available if you drop-by to chat with her. You can also arrange a specific time to meet with her.

millet@mcmaster.ca

Ext.23793

Lorna O'Connell is the Undergraduate Admissions and Field Assistant. She would be pleased to assist you with questions relating to:

- Field instruction including evaluations, WSIB forms, police checks, etc.
- Community Connections, the Field Placement Database where students review and select placements
- Field Education Events
- Booking the School's A/V equipment and meeting rooms
- Using the School's photocopier, scanner, or fax machine
- Essay drop off and return
- General information
- Volunteering to read Social Work Admission Tests admission papers
- Activities relating to Undergraduate Studies and Field Instruction Committees
- Admission policies and procedures for BSW programs.

oconnell@mcmaster.ca

Ext. 23795

Lorna is regularly in the social work office from 8:30-4:30 Monday-Friday (closed for lunch 12-1). You don't need an appointment to drop by with questions.

Darlene Savoy is the Graduate and Director's Assistant. You may wish to consult with her regarding:

- Admission policies and procedures for the MSW and PhD programs, including eligibility requirements.
- Appointments with the Director of the School of Social Work, Chris Sinding
- Special events
- General information

dsavoy@mcmaster.ca

Ext. 24596

Saara Greene is the Undergraduate Chair, the faculty member responsible for the coordination of the undergraduate social work program. You may wish to connect with her regarding:

- Interest in joining the Undergrad Committee, where students share feedback and ideas with regards to the undergraduate social work program
- Interest in joining the Transformative Social Justice Response Team (TSJRT). This Team will take a community engaged approach to responding to social injustices that are emerging on campus and the wider Hamilton community.
- Questions or concerns regarding your progress in the program
- Accommodation support – such as questions on how to access, support coordinating with professors
- Support related to your overall undergraduate experience
- Processes in place for addressing various curriculum, course-based, or program-based concerns
- Ideas and feedback related to your experience in the social work program
- Students are welcome to schedule a meeting by emailing/phoning Saara.

greenes@mcmaster.ca

Ext. 23782

Janice Chaplin is the faculty field coordinator chaplijl@mcmaster.ca

Janice Chaplin is the Field Co-ordinator. You may wish to contact her regarding:

- Interest in joining the Field Education Committee
- Information and support related to preparing for field placements
- Questions or concerns about field placements

chaplin@mcmaster.ca

Ext. 23780

Jennie Vengris is the Field Developer. You may wish to speak with her:

- if you are interested in a community development or research focused placement

vengris@mcmaster.ca

Ext. 23784

STUDENT RESOURCES

Course Outlines: Course outlines are not distributed in hard copy but are available on our website:

<http://socialwork.mcmaster.ca/courses>

Accessibility Statement: The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

Processes for Obtaining Accommodations:

Formal Accommodations through Student Accessibility Services: Student Accessibility Services (SAS) supports students who have been diagnosed with a disability, such as a learning disability, ADHD, mental health diagnosis, chronic medical condition, sensory, neurological or mobility limitation. SAS assists with academic and disability-related needs, including:

- [Learning Strategies](#)
- [Assistive Technologies](#)
- [Test & Exam Administration](#)
- [Note-taking](#)
- [Accommodations for Courses](#)
- [SAS Lounge and Events](#)

Students are encouraged to register with SAS as early as possible to ensure that accommodation plans are in place by the beginning of term. If delays are encountered, students are encouraged to bring this to the attention of instructors, who will take steps to implement interim measures.

Students who register with Student Accessibility Services (SAS) meet with a Program Coordinator. Together with the Program Coordinator, students develop an accommodation plan which students are required to communicate to their course instructors.

SAS is the institutional repository for students' medical documentation of disability and will not share this information without a student's express consent.

Contact Information for SAS:

Phone: 905-525-9140 x 28652

Email: sas@mcmaster.ca

Skype: sas.mcmaster

Location: McMaster University Student Centre (MUSC) Basement, Room B107

McMaster has recently revised our accommodation policy (as of Sept 2017). The latest version can be reviewed at <https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Accommodation related to Religious, Indigenous, and Spiritual Observances: Students requiring academic accommodation based on religion or spiritual observances should follow the procedures set out by their respective Faculty, as per McMaster's 2015 [Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf): <https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf>

In most cases, students should contact their professor or academic advisor as soon as possible to arrange accommodations for classes, assignments, tests and examinations that might be affected by a religious holiday or spiritual observance.

Social Work Course Instructor Role in Providing Accommodations: Your course instructor is responsible for ensuring that they implement the accommodations that you have been provided by SAS. There may be times when you may require academic support that has not been included in the SAS accommodation letter. In these instances, please connect with your course instructor and communicate with them about any concerns or questions you may have.

Undergraduate Chair Role in Supporting Students with Accommodations: While we recommend that your first point of contact concerning assignments and other course related issues be discussed with your course instructor, we also recognize that this may not always feel possible. In these instances, the Undergraduate Chair is available to discuss your concerns.

In cases where accommodations require coordination/ negotiation across multiple instructors or, if accommodation is not working, the student, course instructor and the Undergraduate Chair will work together to reflect the learning and assessment needs of the student

School of Social Work Support - Faculty Advisor: In addition to the academic advising support that will be available to you from Tammy Maikawa, the School's Administrator, you will also have access to a Faculty Advisor. Your Faculty Advisor will be a faculty member in the School to whom you can go with questions relating to the field of social work, social work education, ideas you're encountering in your courses, specific practice and research interests, questions about the job market, and support with thinking about and applying to graduate school, etc. Lorna has provided you with information on your faculty advisor via email. Included in this package you will find the Faculty/ Staff Photos, so that you can introduce yourself to your advisor.

Career Support: For questions and support related to volunteer and employment opportunities, career mentorship, the job market, career-related workshops like resume writing, interview skills, etc connect with the Student Success Centre: <https://studentsuccess.mcmaster.ca/>

Many social service opportunities are posted on OSCARPlus: <https://www.oscarplumcmaster.ca/home.htm>

Academic Support: For assistance with academic research you may wish to reach out to the Library:

<https://library.mcmaster.ca/research-help>

For assistance with writing, editing, time management, etc. you may wish to explore the services offered by the Student Success Centre: <https://studentsuccess.mcmaster.ca/academic-support/academicsupport/>

Supports related to stress and distress: Mental health supports are available through the Student Wellness Centre. Students can access supports such as individual counselling, support groups, health education, etc.:

<https://wellness.mcmaster.ca/>

Violence, harassment, discrimination: <http://www.mcmaster.ca/respectfulcommunity/index.html>

Sexual violence response coordinator: for friends and students who have experienced violence:

<https://svrp.mcmaster.ca/>

Equity and Inclusion Office (EIO): <https://equity.mcmaster.ca/>

FIELD PLACEMENTS

Throughout your program you will have two unpaid placements and corresponding seminars:

1. SOCWORK 3D06 (seminar) and SOCWORK 3DD6 (placement)
2. SOCWORK 4D06 (seminar) and SOCWORK 4DD6 (placement)

Each placement is 390 hours in total, for a total of 780 placement hours over both placements.

For your first placement and seminar, **SOCWORK 3D06 and 3DD6**, there are two structures:

- 1) **Summer block:** runs from May to end of July. Involves 4 full days of placement and one full day of seminar each week.
NOTE: First priority for summer block goes to students in the BSW post degree program.
- 2) **Fall/winter concurrent:** runs from September to April. Involves 2 full days of placement and one three-hour seminar each week. Most Honours BSW students register in this placement structure.

For your second placement and seminar, **SOC WORK 4D06 and 4DD6**, there are two structures:

- 1) **Fall block:** runs from September to December. Involves 4 full days of placement and one full day of seminar each week.
NOTE: First priority for fall block goes to students who have only these 12 units left to complete.
- 2) **Fall/winter concurrent:** runs from September to April. Involves 2 full days of placement and one three-hour seminar each week.

Application Process: Before starting placement you must have the following courses complete:

- SOCWORK 2A06, 2B03 and 2BB3

All students who intend to start SOCWORK 3D06 and 3DD6 in the summer of 2018 or from September 2018-April 2019 (concurrent) will be required to complete the application form. Lorna will email the form to you and completed forms will be due no later than **NOVEMBER 10, 2017**.

Students who are applying for summer block must complete BOTH a SOCWORK 3D06/3DD6 application and a SOCWORK 4D06/4DD6 application to be properly placed in the summer of 2018 (SOCWORK 3D06/3DD6) and the fall/winter of 2018-2019 (SOCWORK 4D06/4DD6)

Seminar: A seminar is a smaller-class (of about 18-20) setting where you will have an opportunity to discuss and reflect on your placement experience and to link practice experiences to social work theory. It is an official class and involves readings and assignments.

Special Notes about placements:

- **Placements are education-focused:** Similar to other professional programs (medicine - clerkships, nursing, teaching, physiotherapy, occupational therapy) social work has placement courses. These placements courses are for credit and require instruction from an experienced practitioner in the field. The placements required of Social Work students are educationally focussed. Tasks are designed to reflect learning objectives set out by the student and the school.
- **Placements are unpaid.** Unlike a work situation, the student is in placement to learn and the learning objectives drive the learning, not the needs of the agency. Different than an employee, the student is supervised and instructed in their learning.
- Since these are courses, the university charges tuition for both placement and seminar.
- Placements are **within 45-minutes of the Hamilton area**; we do not offer long distance placements.
- We have a Faculty Field Coordinator in the School, who arranges placements for students. **WE find the placements for students so that you do not have to.**
- How are placements assigned? Students will be given a chance to rank areas of interest within our field database, Community Connections, The Field Coordinator works with a number of criteria when matching a student with possible placement agencies, including but not limited to: student choices, available placements and field supervisors, reports from SOCWORK 2A06 instructors, etc. The goal is to match students with an area and instructor that will be a good fit.
- **Placements are chosen because of their educational value, their congruence with the School's philosophy and the field instructor's qualifications.** Only in very exceptional circumstances may a student request, in writing, an out-of-town placement. Each request will be considered on an individual basis and no guarantee is made that approval will be given.
- The vast majority of placement hours are during **regular business hours**; consequently, placement hours during the evenings and on weekend are not normally available.
- Part time students should be prepared to allocate 18 hours per week for placement and seminar during the September to April period. If summer or fall block is chosen, students should expect to commit 5 days per week for 13 weeks in the summer or fall term.
- Students are expected to assume the **cost of travelling to and from field practice agencies.**
- Students will be required to undergo **police checks and possible medical testing** (ex. TB tests) before being accepted into placement and assume the associated costs.

- **Orientation sessions** will be offered prior to the placement process, usually starting at the end of term 1. Lorna will email with details and it is extremely important that you attend these sessions.
- Students who have completed a Social Service Worker diploma and/or students who have experience working in the field may be eligible for **advanced standing** from their first placement and/or seminar, which means potentially having a placement requirement waived based on prior experience. Please review the Advanced Standing Policy for full details on eligibility requirements and application materials: http://socialwork.mcmaster.ca/resources/undergraduate-admission-policies/advanced-standing-policy-school-final-3_march-25.pdf
And, please contact Tammy Maikawa to discuss the process for applying for advanced standing.
- Finally, please visit our website for lots of additional information on field education: <http://socialwork.mcmaster.ca/field-education>

MOVING THROUGH THE PROGRAM

GRADE REQUIREMENTS: In order to ensure students are well prepared for social work practice, our “minimum” passing grades for our foundation courses and the minimum GPA requirements are slightly higher than other non-professional programs. Below we have outlined the requirement details.

We want you to be successful! Please connect with your course instructors /teaching assistants if you’re concerned about your success and please take advantage of the available resources listed above.

Not achieving a minimum grade does happen on occasion for a variety of reasons like arising family/health etc. issues. We have a process in place for addressing such circumstances and that process is outlined below.

1. Students must achieve a **minimum grade of C+** in each of the following foundation courses:

- 2A06 A/B
- 2B03
- 2BB3
- 3D06 A/B
- 3E03
- 3F03
- 4D06 A/B
- 4J03
- 4O03
- 4X03

2. **Pass** in their field placements:

- 3DD6 A/B
- 4DD6 A/B

3. **Maintain a GPA of at least 6.0.**

If a student fails to meet the minimum grade requirements in these required social work courses or a Pass designation in either field placement (SOC WORK 3DD6 A/B and 4DD6 A/B), the student may not proceed in the program.

However, the student may make a request in writing to Chris Sinding, the Director of the School of Social Work, to be allowed to repeat the course in which the minimum grade or Pass requirement has not been met. Such requests will be reviewed by the Director of the School of Social Work in consultation with the Chair of the Undergraduate Studies Committee and/or the Chair of the Field Education Program and the course instructor. Students who subsequently fail to meet the minimum grade or Pass requirement after repeating the course or placement may not continue in the program.

To learn more about this process or to discuss any concerns, please connect with Tammy.

4. **Time Frame:** Students can advance through the Honours BSW and BSW Post-Degree Programs in a number of ways including full and part time. Students in good academic standing may also take a leave of absence for up to 5 years without having to reapply to the program. Your email address will remain active in our program distribution list so you will continue to receive updates/information from the School of Social Work. Please talk to Tammy if you are considering taking time away from the program or for questions or support regarding various paths and time frames through the HBSW and BSW Post-Degree Program

GET INVOLVED!

SCHOOL OF SOCIAL WORK COMMITTEES & CAUCUSES

Undergraduate Studies Committee

Mandate

To monitor and support the undergraduate program in accordance with the School's philosophy, Canadian Association of Social Work Education (CASWE) standards and University regulations. To engage in planning, curriculum development, admissions and recruitment. To enable and support undergraduate student participation in the life of the School. To make recommendations to and advise the Faculty Committee and Director.

Membership

4 faculty and 4 students (quorum = 2 and 2). Ex officio: Faculty Field Coordinator, Graduate Program Chair, Director and Administrator. (Please note that all students are welcome to attend the meeting, but would not be voting members, should a vote be required).

Procedures

The committee is chaired by Undergraduate Program Chair and usually meets monthly in term-time. The Undergraduate Field and Admissions Assistant attends to provide advice and support and to record decisions.

To connect: email [Lorna O'Connell](mailto:lorna.oconnell@mcmaster.ca), oconnell@mcmaster.ca

Field Instruction Committee

Mandate

To monitor and support the field education component of the program. To provide advice and support field instructor training, the developments of field teaching settings and resources, annual field forum. To make recommendations to and advise the Faculty Committee and the Director.

Membership

3 faculty, 3 students and 3-6 field instructors who serve staggered terms of 3 years in order to represent a range of practice settings. (Quorum is 2, 2 and 2). Administrator ex-officio. (Please note that all students are welcome to attend the meetings, but would not be voting members, should a vote be required.)

Procedures

The committee is chaired by the Faculty Field Coordinator and usually meets monthly during term-time. The Administrator and Undergraduate Admissions and Field Assistant attend for advice and support; the latter takes notes and records decisions.

To connect: email [Lorna O'Connell](mailto:lorna.oconnell@mcmaster.ca), oconnell@mcmaster.ca

Graduate Studies Committee

Mandate

To monitor and support the graduate program in accordance with the School's philosophy, CASSW

standards, OCGS requirements and University regulations. To engage in planning and curriculum development. To undertake admissions and recruitment, and from time to time review admissions procedures and practices. To enable and support graduate student participation in the life of the School. To make recommendations to and advise the Faculty Committee and Director.

Membership

3 faculty and 3 students (1 MSW policy/ 1 MSW practice/ 1 PhD). (Quorum is 2 and 2). Ex officio: Undergraduate Program Chair, Director and Administrative Co-ordinator.

Procedures

The committee is chaired by Graduate Program Chair and usually meets monthly in term-time. The Graduate Secretary attends for advice and support and to record decisions.

To connect: email Darlene Savoy, dsavoy@mcmaster.ca

Transformative Social Justice Response Team (TSJRT)

Mandate

This Team will take a community engaged approach to responding to social injustices that are emerging on campus and the wider Hamilton community. Our goal is to respond as rapidly as possible to these injustices through a range of processes. These will include social media, writing editorials and op eds; organized panel discussions and lunch and learns; and campus demonstrations, campaigns and protests. We will also consider how social injustices in our school, campus and wider Hamilton community, and our response to these injustices, can facilitate and support the implementation of the School's Statement of Philosophy in curriculum and teaching.

Membership

Students, Staff, Faculty, Alumni and Community, including representatives from School of Social Work committees related to social justice including Circle of Indigenous Social Work Action, Disability Action Group, Hamilton Mad Students Collective, Queer & Trans, United in Colour and the Social Work Student Collective.

Procedures

Meet in person twice a term and as needed through email, skype or other technological methods when issues arise that require a rapid response.

To connect: email Saara Greene, greenes@mcmaster.ca, Randy Jackson, jacksr3@mcmaster.ca or Ameil Joseph, ameilj@mcmaster.ca.

Circle of Indigenous Social Work Action

Mandate

To support and monitor the recruitment and retention of Aboriginal students, with the goal to reducing barriers to admission, enhancing students' experience in the School and University, and linking with local

Aboriginal communities. To support and learn from Aboriginal students experiences of social work education. To make recommendations to and advise the Faculty Committee and Director.

Membership

Aboriginal students, alumnae and community members, Undergraduate and Graduate Program Chairs and one other faculty member.

Procedures

Meets at least twice a year and is co-chaired by a faculty member designated by the Director and a community member/ alumnae.

To connect: email Bonnie Freeman, Chair, freemanb@mcmaster.ca

Social Work Student Collective (SWSC)

The McMaster Social Work Student Collective (SWSC) is an important part of the life of the School. With varied emphasis over time, the Collective works in partnership with other student groups in the School of Social work. SWSC identifies representatives to sit on School committees, is involved in student activity in the wider University (through MSU structures) and engages with the community through, for instance, speaker series, fund-raising and social action.

The Director and the Undergraduate and Graduate Program chairs consult with the Association's steering committee/ officers and vice versa. The School supports the Association by, for example: the provision of office space, supplies, electronic channels of communication, and funds to send a representative to CASWE annual conference.

To connect: swas@themsss.com

Disability Action Group

We are a McMaster University School of Social Work committee that focuses on creating awareness and greater inclusion of disability issues in the School of Social Work and across the University. Things we have worked on/are working on:

- Examining the School of Social Work curriculum to increase attention to disability and assisting students and faculty with developing a better understanding of disability.
- Working with the School of Social Work to enable students who have disabilities to more easily take part in the program (in terms of application to the program and accommodations/program accessibility). Our report on Accessibility and Disability Inclusion in the School of Social Work can be read here: <https://socialwork.mcmaster.ca/news-events>.
- Ensuring that students (with and without disabilities) who have an interest in studying disability can access social work field placements that reflect their interest.
- Promoting disability rights and fostering disability community by organizing celebrations of the International Day of Persons with Disabilities (Dec 3) and other Disability Awareness events.

Who can join?

Any social work student (undergrad, grad, in the program, taking a social work class from another program, on a leave, as well as social work applicants), faculty, instructor, TA, staff, field instructor, alumni, or interested McMaster community member. Some members identify as

experiencing disability themselves and others identify as allies/supporters/with other connections to disability/interested in learning more about disability.

Get involved!

To be added to the Disability Action Group email listserv for access to our minutes and meeting reminders, email Alise deBie (Social Work PhD student) at Alise.deBie@gmail.com. Questions can be directed to Alise or Ann Fudge Schormans (Social Work professor) at fschorm@mcmaster.ca.

Peer Support Group for Social Work Students with Disabilities/Health Concerns

Are you a social work student (part-time, full-time, on a leave, undergrad, MSW, PhD) who identifies in any of the following ways?:

- experiencing or labelled with invisible or visible disability/ies or ongoing health concerns (as defined by you, or as defined by others in your life)
- member of a Mad, consumer/survivor, Deaf or disability community
- person who has experienced or is experiencing trauma
- experiencing significant emotional/spiritual distress
- significantly involved in (in the past or present) medical, mental health, counselling, addiction, or social services as a client/patient/service user
- using, would like to access, or experiencing barriers in accessing academic accommodations to support your learning

This peer support group is organized by and for social work students with the above experiences. We want to connect with each other to reduce our isolation in the School of Social Work, talk about our similar experiences, support one another, and identify barriers in the School and ways the School can better support us. Attendance and participation is confidential. To join our private listserv and receive meeting information, email Alise deBie (Social Work PhD student with above experiences) at alise.debie@gmail.com.

Other Support Spaces!

Social work students with disabilities may also be interested in joining campus-wide spaces run by/for students with disabilities/mental health concerns. A number of social work students participate in them.

Maccess, the McMaster Student Union service run by/for students with disabilities: <https://www.msumcmaster.ca/services-directory/47-maccess>

The Hamilton Mad Students Collective, an online/in-person peer support group for students with mental health concerns (at the moment, coordinated by mad social work students): www.hamiltonmadstudents.ca

Spoonies at Mac, a support group for students with chronic illnesses: <https://www.facebook.com/groups/spooniesatmac/>

Social Work Queer and Trans (SWQT)

The SWQT (Social Work Queer and Trans) Committee has provided a safe space for LGBTQQ (Lesbian, Gay, Transgender, Queer & Questioning) social work students, field instructors and faculty to brainstorm, problem-solve and receive and give support. Over its twelve year history (formerly called LGBTQQ), it has focused on a variety of activities and issues e.g. networking and mutual support among LGBTQQ students; increasing the visibility of LGBTQQ experience in the School; engaging in activism on LGBTQQ issues in the

University, the local community and more widely. The group is not active at the moment, but if anyone wants to be added to the email list, contact Darlene Savoy (dsavoy@mcmaster.ca). If any incoming students wish to reactivate the group / pull people together, we can put you in touch with the former facilitators of the group.

To connect: Darlene Savoy (dsavoy@mcmaster.ca)

United in Colour (UiC)

We are a group of self-identified students of colour at McMaster University's School of Social Work. We strive to provide support and advocacy for students of colour through a Black Feminist framework. Our Black Feminism is intersectional: Our analysis considers how interlocking systems of oppression and privilege shape our experiences. Our Black Feminism draws directly knowledge from our experiences: Our theory is not abstract and isolated within the academy; our theory is in the flesh. Our Black Feminism fosters the self-definition of people of colour: Black Feminism is used to assist us in naming our realities and determining our own destinies. Activities have included: Peer Support and Advocacy; Educational Resources and Information; Film Screenings, Workshops and Speakers; Building Coalitions.

To connect: Please email: unitedincolourac@gmail.com

Social Action Committee (SAC), ON Assoc. of Social Workers Hamilton & District Branch

This Committee was formed in 1997 in response to an extreme cutback of 21.6% to social assistance rates in Ontario, by a right-wing government led by Premier Mike Harris. The mission of the SAC is one of advocacy, with governments at all 3 levels, to reduce inequity in our society. The best examples of our successful interventions have been with our provincial and municipal governments.

1. **City of Hamilton:** In 2006, we pressured Hamilton City Council to return the municipal portion (20%) of a provincial government clawback affecting families living on social assistance. The clawback related to a Child Tax Benefit Supplement that the federal government gave to low-income families. The provincial government clawed back 100% of this benefit from families on social assistance. Eventually, a province-wide campaign convinced the Province to stop the clawback; but our advocacy led to a decision by Hamilton City Council to return their 20% (about \$200/year) to families a year earlier.
2. **Ontario Government:** In 2008, the Ontario Poverty Reduction Strategy stopped defining the earnings of post-secondary students as family income, in response to our campaign in partnership with Rosemary Chapman, a Hamilton mother. She was determined to get a university education for her daughters without saddling them government loans. Together we accomplished this, so that post-secondary students no longer have to see their parents lose part of their social assistance because of the student's earnings.
3. **City of Hamilton:** In 2014, we convinced the City to use \$60,000 of a Provincial grant to fund a monthly *Good Food Box* (fresh produce worth \$15) for single people receiving Ontario Works. This population was,

and still is, at least \$100 short per month of being able to buy nutritious food. This shortfall is revealed by an annual report from Public Health Services: the *Nutritious Food Basket Report* estimates the cost of an adequate diet for different family constellations.

The City funded a Pilot Project for 18 months, but decided not to continue it when the funding ran out. By then the SAC was able to access private funding to continue providing the fresh produce (amount increased to \$25 worth) to 50-55 single people receiving Ontario Works. This program is ongoing.

4. **Ontario Government:** Since September 2016, the SAC has been campaigning to promote a private member's bill, initiated by Paul Miller, NDP MPP for Hamilton East-Stoney Creek. This bill would establish a Commission to study the gap between social assistance and the cost of living in different Ontario Communities. We are finally getting responses from the Ministers who have the power to push this bill forward toward legislation.

The SAC meets on the 2nd Tuesday of each month (except July and August) from 4:45 to 6:15 p.m. in KTH 306A. **At present, we have only one student member, and would welcome more students to help us advocate to reduce poverty in our community. If you would like more information, please contact Sally Palmer, Prof. Emeritus, School of Social Work, at 519-647-3927; e-mail sallypalmer35@gmail.com**

Interested in hosting an event, gathering, or starting a group?

All social work students are encouraged to participate in the life of the school and are welcome to host social and academic/practice-oriented gatherings and events.

For support doing so, we'd encourage you to connect with any of the above related groups and contacts for ideas.

If it's not currently happening in the school, that doesn't mean it can't!

Lorna, Tammy, and Darlene can support with any needed room-bookings, technology, and internal school outreach.

ADDITIONAL

HANDOUTS

2017-2018

UG TIMETABLE

TERM ONE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:30	11:30-2:20	11:30-2:20	11:30-2:20	11:30-2:20	9am-4pm 4D06
2:30	2:30-5:20 2A06 Ameil Joseph ABB-270 3D06 Bonnie Freeman KTH-308 4D06 C01 TBA CNH- 223 C02 Jennifer Crowson UH-B116	2:30-5:20 3B03 Rachel Zhou <i>Transnational Lives in a Globalizing World</i> BSB-136	2:30-5:20 2B03 Jennie Vengris T13- 125 4SA3 Gary Dumbrill <i>Advanced Theory and Practice I (Child Welfare Pathway)</i> LRW-1056	2:30-5:20 3S03 Ann Fudge Schormans <i>Social Work, Disability and Dis/Ableism</i> LRW-1055	Mirna Carranza KTH-308
5:30-					
7:00	7:00-10:00 2BB3 Gary Dumbrill LRW-1055 3D06E Sandra Preston KTH-308 4D06E Darina Vasek GS-101	7:00-10:00 4X03 Mirna Carranza BSB-137	7:00-10:00 1AA3 Chase Collver KTH-B124 2A06 Anna Marie Pietrantonio MDCL-1010	7:00-10:00 4I03 Bonnie Freeman <i>Social Work & Indigenous Peoples</i> KTH-B132	

Updated July 20, 2017

2017-2018

UG TIMETABLE

TERM TWO

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:30	11:30-2:20	11:30-2:20	11:30-2:20 4C03 Ameil Joseph <i>Critical Perspectives on Race, Racialization, Racism & Colonialism in Canadian Society</i> LRW-1055	11:30-2:20 4J03 Randy Jackson BSB-136	
2:30	2:30-5:20 2A06 Ameil Joseph ABB-270	2:30-5:20 3E03 Janice Chaplin LRW-1055	2:30-5:20 3003 Randy Jackson <i>Sexualities</i> BSB-119	2:30-5:20 4003 Jennie Vengris	
3:30	3D06 Bonnie Freeman KTH-308				
4:30	4D06 C01 TBA CNH 223 C02 Jennifer Crowson UH B116				
5:30-					
7:00	7:00-10:00 1BB3 Tara La Rose CNH-104 3D06E Sandra Preston KTH-308 4D06E Darina Vasek GS-101	7:00-10:00 4W03 Gary Dumbrill <i>Child Welfare</i> LRW-1055	7:00-10:00 2A06 Anna Marie Pietrantonio MDCL-1010 4SB3 Gary Dumbrill <i>Advanced Theory and Practice II (Child Welfare Pathway)</i> KTH-B103	7:00-10:00 3F03 Dana Gillespie Tozer KTH-B132	

Updated July 20, 2017

UNDERGRADUATE TIMETABLE

TERM ONE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30					
10:30					
11:30					
12:30					
1:30					
2:30					
3:30					
4:30					
5:30-7:00-10:00					

UNDERGRADUATE TIMETABLE

TERM TWO

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30					
10:30					
11:30					
12:30					
1:30					
2:30					
3:30					
4:30					
5:30-7:00-10:00					

Note: Social Work courses are usually scheduled in 3-hr blocks 11:30-2:20, 2:30-5:30 and/or 7:00-10:00 pm

HONOURS B.S.W.

Program Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units from

- the Level I program completed prior to admission to the program.

12 units

- SOC WORK 2A06 - Theory, Process and Communication Skills for Social Work
- SOC WORK 2B03 - Social Welfare: General Introduction
- SOC WORK 2BB3 - Social Work and Social Welfare: Anti-Oppressive Perspectives
(which must be completed prior to enrolling in SOC WORK 3D06 and SOC WORK 3DD6)

12 units

- SOC WORK 3D06 - General Social Work I
- SOC WORK 3DD6 - Field Practicum I
(which must be completed prior to enrolling in SOC WORK 4D06 and SOC WORK 4DD6)

12 units

- SOC WORK 4D06 - General Social Work II
- SOC WORK 4DD6 - Field Practicum II

15 units

- SOC WORK 3E03 - Individual Practice Across the Lifespan
- SOC WORK 3F03 - Social Work with Groups
- SOCWORK 4J03 - Social Change: Social Movements and Advocacy
- SOC WORK 4O03 - Social Work with Communities
- SOC WORK 4X03 - Social Work with Families

9 units

- Nine units (3 courses) selected from the Social and Political Context of Social Work courses

3 units

- Social Sciences Research Methods. Ex. SOCIOL 2Z03 or SOCPSYC 2K03

3 units

- INDIG ST 1A03 - Introduction to Indigenous Studies

*If you already completed INDIG ST 1A03 in level I you will take 27 units of electives. If you didn't complete INDIG ST 1A03 in level I you will be required to take that course and then decrease your overall elective units to 24.

24-27 units

- Electives.

*A maximum of 4 additional Social and Political Context of Social Work courses can be taken

*If you already completed INDIG ST 1A03 in level I you will take 27 units of electives. If you didn't complete INDIG ST 1A03 in level I you will be required to take that course and then decrease your overall elective units to 24.

= 120 units

B.S.W. (Post Degree)

Program Requirements

60 units total (Levels II to IV)

12 units

- SOC WORK 2A06 - Theory, Process and Communication Skills for Social Work
- SOC WORK 2B03 - Social Welfare: General Introduction
- SOC WORK 2BB3 - Social Work and Social Welfare: Anti-Oppressive Perspectives
(which must be completed prior to enrolling in SOC WORK 3D06 and SOC WORK 3DD6)

12 units

- SOC WORK 3D06 - General Social Work I
- SOC WORK 3DD6 - Field Practicum I
(which must be completed prior to enrolling in SOC WORK 4D06 and SOC WORK 4DD6)

12 units

- SOC WORK 4D06 - General Social Work II
- SOC WORK 4DD6 - Field Practicum II

15 units

- SOC WORK 3E03 - Individual Practice Across the Lifespan
- SOC WORK 3F03 - Social Work with Groups
- SOCWORK 4J03 - Social Change: Social Movements and Advocacy
- SOC WORK 4O03 - Social Work with Communities
- SOC WORK 4X03 - Social Work with Families

3-9 units

- 3- 9 units (1-3 courses) selected from the Social and Political Context of Social Work courses*
(see below for notes on social research methods requirement and INDIG ST 1A03 requirement)

3 units

- Social Sciences Research Methods. Ex. SOCIOL 2Z03 or SOCPSYC 2K03
*You must complete 3 units of Social Research Methods if you have not already done so as part of your B.A. This would replace one of the Social and Political Context of Social Work selections.

3 units

- INDIG ST 1A03 - Introduction to Indigenous Studies
* You must complete INDIG ST 1A03 if you have not already done so as part of your B.A. This would replace one of the Social and Political Context of Social Work selections.

= 60 units

Preparing for Critical Practice in Child Welfare (PCPCW) Pathway

Are you interested in a career in child welfare?

The McMaster University School of Social Work has partnered with child welfare agencies in southwestern Ontario to offer an enhanced educational experience to BSW students in the areas of child welfare and child protection.

What is Preparing for Critical Practice in Child Welfare (PCPCW)?

PCPCW emphasizes knowledge, skills and attitudes that underpin child welfare work, and nurtures student attitudes and critical thinking abilities by drawing on current research and best practice from around the world, including Indigenous approaches to child welfare. PCPCW prepares BSW students for long-term careers in any child protection system in Canada and similar child protection settings internationally. Emphasis will be placed on the policy and practice limitations and possibilities of various child welfare systems that students may work within. Attention is paid to producing graduates with the potential for future leadership within child welfare who can successfully work within the system while also having the ability to think outside them.

Who can participate in PCPCW?

PCPCW is possible for:

- Students who are currently in level 2 of the Honours BSW program;
- Post-degree BSW students who begin in September 2016, September 2017 or September 2018;
- Part-time students may be eligible, but should speak with the Social Work Administrator to carefully plan their credits.

What does PCPCW include?

Students who participate in PCPCW will usually complete all of the following:

- SOCWORK 4W03 (Child Welfare course);
- 3D06 Field Placement (in a related area, but not in a child welfare agency); be sure to discuss your interest in the PCPCW with the Field Education coordinator - she will help you identify a relevant setting;
- SOCWORK 4SA3 and SOCWORK 4SB3 (Advanced Theory Process & Communications: Critical Practice in Child Welfare courses, to be taken in 4th year);
- 4D06 Field Placement (in one of the participating child welfare agencies)

How does PCPCW affect my BSW field placements?

PCPCW students will complete their 3D06 Field Placement in a related area, but not in a child welfare agency to maintain the generalist character of the BSW. PCPCW students will have the opportunity to interview for a 4D06 Field Placement with at least one of the participating child welfare agencies. Students who successfully secure a placement will be provided with support and mentorship from Field Instructors who are linked to and familiar with PCPCW.

What opportunities does PCPCW offer BSW students?

Advanced Theory, Process and Communication Courses

PCPCW students will take two new courses on case work designed to integrate theory and practice with a particular focus on child welfare. Registration in these courses will be limited to 12 students.

Preparedness for Child Welfare Practice

PCPCW students will develop increased academic knowledge about child welfare practice, as well as a broader awareness of and commitment to increased quality service. PCPCW students will have the opportunity to apply critical social work skills in both simulated and real child welfare settings where practice is fast-paced, highly regulated, usually complex, often conflictual, and where attention to issues of power, anti-oppression, decolonization and other social justice issues is crucial.

Cross-sectoral Child Welfare Practice

Child welfare agencies maintain relationships and partnerships with a number of community stakeholders including police services, the education system, the legal / criminal justice system, social services, Public Health, etc. Students who participate in PCPCW and complete their 4th year 4D placement at a participating child welfare agency will have the opportunity to liaise with these stakeholders and engage in cross-sectoral, community development social work practice.

Pilot Projects / Special Programs

Child welfare agencies develop and offer unique programs and pilot projects to respond to client and community needs. Students who participate in PCPCW will have the opportunity to be exposed to and engage with these programs as part of their 4th year placement. Unique programs and pilot projects will be communicated when students are considering agencies for their 4th year placement.

What else do I need to know about PCPCW?

- Participating in PCPCW is voluntary and does not result in any formal designation on your degree.
- Do you have access to a vehicle? Most child welfare agencies require that students have a car while on placement and some agencies are a 30 to 60-minute drive from McMaster University.
- Plan your units carefully, and have a back-up plan. Six units are needed for the new 6-unit advanced course on case work, and enrollment in this course is capped at 12 students.
- You may not be able to complete a Minor if you are already in progress.
- PCPCW is being offered as a pilot and will be evaluated over 3 cohorts of BSW students. PCPCW students will be invited to participate in research, which is voluntary; your participation or not in the research will not affect any aspect of your participation in the BSW program, including student evaluations in BSW course work and field placements.

Confirming Participation in the PCPCW Pathway

BSW students should express their interest to participate in the PCPCW pathway as soon as possible to ensure that they plan their program units carefully. Six units are needed for the new Advanced Theory, Process & Communication courses (SOCWORK 4SA3 & SOCWORK 4SB3), and enrollment in each course is capped at 12 students based on the number of PCPCW placements available at the participating child welfare agencies.

In order to assess and grant permission for students to register for SOCWORK 4SA3 and 4SB3, Social Work faculty and staff will utilize evaluations completed as part of the SOCWORK 3DD6 Field Practicum and Seminar.

If students are exempt from the SOCWORK 3DD6 Field Practicum due to relevant work and/or educational experiences, they will be considered for SOCWORK 4SA3 and 4SB3 on a case-by-case basis. Students who have been granted an exemption are asked to contact Tammy Maikawa to determine what is required to confirm eligibility for the PCPCW pathway.

If students who are interested in the PCPCW pathway complete a SOCWORK 3DD6 Summer Block and 4DD6 Concurrent (i.e. back to back placements), they will receive conditional acceptance into the pathway. Acceptance will be confirmed following receipt and review of the SOCWORK 3DD6 mid-term evaluations.

SOCWORK 3DD6 evaluations will be reviewed by the PCPCW selection committee to determine eligibility and acceptance into the pathway, as well as to grant permission to register for SOC WORK 4SA3 and SOCWORK 4SB3. The selection committee will be reviewing the overall progress of the student, and confirming whether the student has developed and demonstrated social work knowledge, skills, and attitudes as part of their SOCWORK 3DD6 Field Practicum to the level that makes them ready to succeed in the advanced theory and process courses. Particular emphasis will be placed at demonstrable “soft skills,” that is, the student possesses the skills and has demonstrated the ability to engage with clients, foster collaborative working relationships, engage in critical reflexivity and self-reflection, and practice from a social justice and anti-oppressive standpoint.

Students will be notified of their ability to register for the Advanced Theory, Process and Communication courses before registration for the Fall/Winter terms opens in Mosaic.

Still have questions?

For administrative questions contact Tammy Maikawa, Administrator for the School of Social Work at millet@mcmaster.ca.

For questions about child welfare social work or PCPCW curriculum content contact Gary Dumbrill at dumbrill@mcmaster.ca

Indigenous Pathways through the McMaster Bachelor of Social Work Program

The McMaster School of Social Work has a broad mission to structure social work education, research and practice in pursuit of social justice and collective welfare. This includes a desire to focus on Indigenous experiences, knowledge and approaches towards disrupting colonialism. To this end, the School is identifying Indigenous Pathways through the BSW program.

All incoming BSW students have the opportunity to pursue an Indigenous Pathway through the BSW program. Honours BSW students can complete the Indigenous Pathway as well as a Minor in Indigenous Studies. As part of the Pathway (and as a requirement for all BSW students) students will take Introduction to Indigenous Studies (INDIG ST 1A03). This course is offered through a partnership between the School of Social Work and the Indigenous Studies program. The course focuses on the histories, societies and politics of First Nation, Metis, and Inuit peoples, the distinctive features of Indigenous worldviews and the history of relationships with European settler societies, with attention to treaties, legislation, and activism.

Indigenous Pathway (Honours BSW and post-degree BSW students)

The Indigenous Pathway involves nine units of coursework and a focused placement:

- INDIG ST 1A03: Introduction to Indigenous Studies*
- 3Q03: Indigenizing Social Work Practice Approaches
- 4I03: Social Work & Indigenous Peoples
- A fourth-year placement in an indigenous-focused agency or setting

Indigenous Pathway AND Minor in Indigenous Studies (Honours BSW students only)

The Indigenous Pathway plus Minor in Indigenous Studies involves twenty-seven units of coursework, and a focused placement.

- 4I03: Social Work & Indigenous Peoples (taken as one of the courses towards the Minor)
- 3Q03: Indigenizing Social Work practice approaches (taken in addition to the Minor)
- A fourth-year placement in an indigenous-focused agency or setting
- A Minor in Indigenous Studies requires 24 units total, 6 units from this list:
 - INDIG ST 1A03 - Introduction to Indigenous Studies
 - INDIG ST 1AA3 - Introduction to Contemporary Indigenous Studies
 - CAYUGA 1Z03 - Introduction to Cayuga Language and Culture
 - MOHAWK 1Z03 - Introduction to Mohawk Language and Culture
 - OJIBWE 1Z03 - Introduction to Ojibwe Language and Culture
- And 18 units from the list

here: http://academiccalendars.romcmaster.ca/preview_program.php?catoid=7&poid=4238&returnto=563

Participating in the Indigenous Pathway does not result in any formal designation on your degree; however if you complete the Minor in Indigenous Studies, this appears on your degree.

Students will have to plan carefully to complete the Pathway. If you wish to follow an Indigenous Pathway through the program, please discuss this early in your BSW with the School's student advisor, Tammy Maikawa.

Minors

A Minor is an option available to students enrolled in a four- or five-level (first degree) program. Normally students must complete a minimum of 24 units in the Minor subject. Students are responsible for ensuring that the courses taken meet the requirements for a Minor. Students who have the necessary requirements may apply for recognition of that Minor when they graduate. If granted, this recognition will be recorded on the student's transcript. The following list of available minors is located at:

<http://academiccalendars.romcmaster.ca/content.php?catoid=24&navoid=4569>

- [Interdisciplinary Minor in African and African Diaspora Studies](#)
- [Interdisciplinary Minor in Archaeology](#)
- [Interdisciplinary Minor in Community Engagement](#)
- [Interdisciplinary Minor in Globalization Studies](#)
- [Interdisciplinary Minor in Jewish Studies](#)
- [Interdisciplinary Minor in Muslim Studies](#)
- [Interdisciplinary Minor in Sustainability](#)
- [Interdisciplinary Minor in Social Justice and Inclusive Communities](#)
- [Minor in Accounting and Financial Management Services](#)
- [Minor in Anthropology](#)
- [Minor in Art History](#)
- [Minor in Astronomy](#)
- [Minor in Biochemistry](#)
- [Minor in Biology](#)
- [Minor in Business](#)
- [Minor in Chemical Biology](#)
- [Minor in Chemistry](#)
- [Minor in Classics](#)
- [Minor in Computer Science](#)
- [Minor in Earth Sciences](#)
- [Minor in Economics](#)
- [Minor in English and Cultural Studies](#)
- [Minor in Environmental Sciences](#)
- [Minor in Environmental Studies](#)
- [Minor in Finance](#)
- [Minor in French](#)
- [Minor in Geographic Information Systems \(GIS\)](#)
- [Minor in Geography](#)
- [Minor in Geography and Earth Sciences](#)
- [Minor in German Studies](#)
- [Minor in Greek](#)
- [Minor in Health, Aging & Society](#)
- [Minor in History](#)
- [Minor in Indigenous Studies](#)
- [Minor in Information Systems](#)
- [Minor in Italian Studies](#)
- [Minor in Japanese Studies](#)
- [Minor in Justice, Law and Order](#)

- • Minor in Labour Studies
- • Minor in Latin
- • Minor in Linguistics
- • Minor in Mathematics
- • Minor in Mental Health, Addiction and Society
- • Minor in Music
- • Minor in Peace Studies
- • Minor in Philosophy
- • Minor in Physics
- • Minor in Political Science
- • Minor in Public Leadership
- • Minor in Psychology
- • Minor in Religion and Diversity
- • Minor in Religious Studies
- • Minor in Sociology
- • Minor in Statistics
- • Minor in Theatre & Film Studies
- • Minor in Women's Studies

AWARDS & BURSARIES

AWARDS & SCHOLARSHIPS

The Citizen Action Group Prize*

Established in 1984 by the Citizen Action Group, Hamilton, to honour Professor Harry L. Penny, founding Director of the School of Social Work and Board Member of Citizen Action Group. To be awarded to the student in a program in Social Work who achieves the highest grade in SOC WORK 4003.

Value: \$500.00

The Dr. Jean Jones Memorial Scholarship*

Established in 2005 by family and friends in memory of Dr. Jean Jones. To be awarded to the full-time student who attains the highest cumulative average in either the Bachelor of Arts/Bachelor of Social Work, Honours Bachelor of Social Work or the Bachelor of Social Work post degree program.

Value: \$800

The Ontario Association of Social Workers Prize

Established in 1986 and augmented in 1992 by the Hamilton Branch. Two prizes to be awarded to the graduating students, one first degree and one second degree, who successfully completes Social Work 4DD6 and attains the highest grade in Social Work 4D06 in the same session.

Value: \$200 each

The Harry L. Penny Prize

Established in 1984 in recognition of Professor Harry L. Penny, founding Director of the School of Social Work, for his outstanding contribution to the School. To be awarded to the student with the highest Cumulative Average in a Social Work program.

Value: \$100

The Social Work Prize

Established in 1982. To be awarded to the student who attains the highest grade in Social Work 2A06.

Value: \$100

The Anne Stein Memorial Prize

Established in 1971 by friends and colleagues of Anne Stein. To be awarded to the student who successfully completes Social Work 3DD6 and attains the highest grade in Social Work 3D06 in the same session.

Value: \$125 (one full-time, one part-time)

*An award name ending with an * indicates that the award is open to both full-time and part-time second baccalaureate (post degree) students.

Students must meet eligibility requirements for these awards as set out in the “General Conditions” and “Terms of Awards” described in the McMaster University Undergraduate Calendar. For further information or clarification, please consult the Office of Student Financial Aid and Scholarships, Gilmour Hall Room 120 or 905-525-9140, Ext. 24319. <https://sfas.mcmaster.ca/category/scholarships/>

BURSARIES

The Sidney L. Blum Bursary

Established in 1989 by friends and associates in memory of Sidney L. Blum. To be granted on the recommendation of the Director of the School of Social Work, to any undergraduate student in good standing in Levels III or IV of the BA/BSW program, Honours Bachelor of Social Work or Level II of the BSW program.

The Kelly Dawn Lapp Memorial Bursary

Established in 1997 by family and friends under the McMaster Student Opportunity Fund initiative in memory of Kelly Dawn Lapp who received her BA/BSW degree from McMaster University in 1996. To be granted to a student enrolled in the Social Work program who demonstrates financial need. Preference will be given to a student who has volunteered or worked in programs related to violence against women and children, employment and affordable housing for women, advocacy and treatment of mental health patients, addiction treatment or prevention of cruelty to animals.

The Ewan Macintyre Bursaries

Established in 1999 by the Social Work Alumni Branch, the Citizen Action Group, the Social Work Students Association, faculty (past and present), staff, friends, alumni and various organizations association with McMaster's School of Social Work as a tribute to Dr. Ewan Macintyre for his 29 years of service to the School, including 12 years of service as the School's Director. A variable number of bursaries to be granted to students who demonstrate financial need and are enrolled in a Bachelor of Social work program.

The Marion Pearce Bursaries

Established in 1990 by Dr. Sally Palmer in memory of her aunt Marion Pearce (class of '20). Miss Pearce worked with New Canadians at the Beverly Street Baptist Church in Toronto. A variable number of bursaries to be granted to students enrolled in the Social Work program who have demonstrated financial need.

Those interested in applying for bursaries should contact Student Financial Aid and Scholarships, Gilmour Hall Room 120 or 905-525-9140, Ext. 24319.

<https://sfas.mcmaster.ca/category/bursaries/>

In addition to the Social Work-specific awards and bursaries outlined above, there are other university-wide awards and bursaries that you may be eligible for. All applications are administered by the Office of Student Financial Aid and Scholarships.