2020-21 Annual Report

School of Social Work
McGill University

October, 2021

OVERVIEW 3
1. FACULTY & STAFF 4

2. PROGRAMS & CURRICULUM 5

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1. FACULTY & STAFF

Faculty

In August 2021 the School included 21.5[1] professors, including 13.5 tenured faculty at the rank of Associate to Full Professor (including one with 50% appointment to the Faculty of Medicine), 5 te15 (ed512]/Subtype /Footer 5(e004 Tc10 Tw (S)-)f)3 (ack0 Tw 26.6 0 Td5.49j[(()3 (i)-2(s)-1 (oc)4 (i)-22 (m)

Life Membership of Canadian Paediatric Society, Champion for Native Children by National Indian Child Welfare Association of the USA, COVID-caring recognition by Child Welfare League of Canada, and Honouring Star Blanket by Federation of Saskatchewan Indigenous Nations.

- Professor **Collin-Vézina** was awarded the Canadian Psychological Association Traumatic Stress Section Award for Excellence in Psychology in recognition of her achievement within the science and practice of the psychology of traumatic stress (details see here).

- **Professor Denov's** research on children and families affected by war was recognized through the Social Sciences and Humanities Research Council of Canada (SSHRC) - Impact Insight Award (details see here). She is also the first social worker who has been

- Significant changes were made to the BSW program: a) *Poverty & Inequality* (SWRK 223) was retired as a required course, b) *Anti-oppression Practice* (SWRK 325) was moved into U1, c) *Critical Thought & Ethics* (SWRK 525) was moved to U2, c) non-SWRK complementary courses were reduced from 15 to 12 credits and SWRK complementary courses were increased from 6 to 9 credits; d) U1 social work students participated in interprofessional education training along with students in medicine, nursing, OT/PT and other disciplines as a pilot project; and e) a new U3 course on Quebec's Reserved Acts was developed and will be piloted in the 2021-22, and made a required course in 2022-23 (details see School Council Minutes, Nov 2020).
- Led by the Indigenous Access McGill, a proposal for the delivery of the BSW in Nunavik was approved in the spring of 2021. The BSW delivered in Nunavik will be the first post-secondary education in the region, using a land-based and co-teaching model including School faculty, Inuit instructors and elders.
- An advanced standing entry for graduates with a social services DEC (up to 30 credits) was developed by the BSW Committee and approved by the School Council (details see School Council Minutes, Nov 2020). It was approved by the University in the Td(23)Tj(e)4DC 08-4 95.08

successful completion of their studies.

- Internships starting in Spring 2020 were also postponed. Meetings were arranged with students to communicate delayed start and updates regarding new measures (

- A new student award was announced, offering a $250 cash prize for the graduating student who demonstrates excellence in their field placement. The first recipient was Nassim Nouzad. For 2021-2022, the award name will be changed to the Marion Bogo Field Education Award.

Inter-Professional Education program (IPEA)

- Over the 2020-21 academic year, 55 social work students participated in the Inter-Professional Education program. A collaborative and interactive program geared to promote communication and teamwork, this program brings together applied health professions (medicine, nursing, occupational therapy, physiotherapy, speech pathology, and social work). Each half-day IPEA course gives students a unique opportunity to learn from, with, and about each other's profession. Students build on their prior knowledge of role clarification, communication, team functioning and client-centred perspectives. Small group debriefing sessions to promote reflection on learning are facilitated by trained clinicians and faculty members. Co-facilitation by two different healthcare professionals is implemented to model and foster interprofessional communication and collaboration.

Student Support Team

Recognizing the need for an easier access to student support, a Student Support Team was established to offer support and links for students across all programs. This team is headed by the two student support coordinators, Nicole Mitchell and Matthew Coutu-Moya (IAM), who call upon, consult with, or report to the support team. The student support coordinators' roles are to provide support for Social Work students, act as the designate/central contact for referrals to the local wellness advisors, the peer mentorship program, the wellness hub services, the Office of the Dean of Students, and other resources within and external to McGill. The student support team is composed of a) BSW, MSW and Field Education Program Directors, b) BSW and MSW Field Coordinators, and c) IAM Student Support and Outreach Coordinator

Remote Instruction

In March 2020, in response to the COVID-19 pandemic, the University transitioned all winter 2020 classes to remote teaching. During the 2020-21 academic year, classes continued to be taught remotely through a combination of Zoom class meetings and pre-recorded lectures. Working closely with other schools across Quebec, CASWE, the professional orders, and field placement agencies, arrangements were made5SW

Global Child McGill have been awarded 10 joint grants totalling $4.3 million dollars and have co-published 6 books/edited works, and co-authored over 50 articles, and book chapters. With scholars from McGill, Concordia, Université de Montréal, and UQAM, the research group is establishing Montreal universities as sites of excellence, placing Québec and Canada at the forefront of innovative research and practice on war-affected children and families.

In 2020, an important achievement of

book-launch for Professor Brotman's newly released coauthored book on Anti-Oppressive Practice in Aging in March 2020, and two lunch-and-learn presentations; and e) enhanced support for 24 aging related field placements at the undergraduate and graduate levels. This was a critical contribution to gerontological social work training in the context of the pandemic.

McGill Couple and Family Therapy Clinic ("CFTC")

The McGill Couple and Family Therapy Clinic includes: a) an on-site clinic which provides specialized training to students in the MScA CFT Program in working with couples dealing with complex developmental trauma as of January 2016; and b) a public-funded clinic which is located within the Institute of Community and Family Psychiatry at the JGH (Jewish General Hospital). The Couple and Family Therapy Section provides couple and family therapy for families presenting with a wide range of couple and family problems including family members with acute and chronic psychiatric illness. The two clinics provide students with opportunities to observe and participate in family and couple therapy research as well as providing external internship sites for

Table 3: Publications

	2014	2015	2016	2017	2018	2019	2020
Book	0	1	1	2	3	4	4
Chapter	7	8	9	14	29	16	24
Refereed Journal Article	30	43	48	56	53	63	68
Total	37	52	58	72	85	83	96

5. SCHOOL GOVERNANCE & PLANNING

School Council

In the Fall of 2019, the School implemented a new governance model, with a School Council serving as the primary policy making structure for the School. Composed of all faculty and representatives from the student associations, staff, field instructors and course lecturers, the "Council makes decisions and establishes policies and guidelines that relate to the academic programs of the School as well as the learning environment of the School and the role of the School in the broader social work community. The School Faculty establish policies and guidelines that relate to hiring, promotion, tenure, workload and merit that affect faculty." (see SW School Council Bylaws, 1.3.4)

The first School Council meeting was held on October 23, 2019. Since then, six School Council meetings have been held (Nov. 12, 2019, Feb. 12, 2020, Oct. 28, 2020, Nov. 25, 2020, Feb. 24, 2021 and April 14, 2021; April 2020 meeting was cancelled due to Covid-19 pandemic(e)4 (n.72 7 (ne)-6 (w)2 (e

of the School community (i.e. professors, sessional lecturers, field coordinators and field supervisors, students, research staff and administrative staff)"; and c) provides links to key McGill policies including the Student's Charter of Rights and the Policy on Harassment and Discrimination, to the CASWE Code of Ethics, as well as links to services available for students who may be having difficulties and may be in need of help.

Equity, Diversity, Decolonization, Indigenization ("EDDI")

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

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

Council also approved to prioritize and develop an "Action Plan to Address Anti-Black Racism within the McGill School of Social Work" (details see School Council Minutes, Nov 2020, 6.6). Building on several elements from the EDDI Strategic Plan, the ABR Action Plan focuses on three objectives: a) increase Black student representation and retention in all programs; b) revise the curriculum of all programs to cultivate socially just education that includes specific focus on increased visibility of Black voices; and c) increased access to support and awarding of funding for Black students. Discussions have also been had with respect to the potential to develop and

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The committee has also developed new guidelines and forms to ensure and communicate transparency of the process and reflect on accessibility and equity for awards and scholarships. In the context of the pandemic, the administration of the Travel Awards in particular has required a lot of adaptation and familiarizing with the evolving guidelines and rules. With respect to endowments and gifts, the committee has developed guidelines and policies for their use with an aim to increase visibility of and access to the School's endowed funds and donations and support a strategic and transparent use of such funds. To this end, a new form for applying to the endowed funds was developed.

Faculty Meetings and Retreats

School Faculty Meetings are the governing body for policies and guidelines that relate to hiring, promotion, tenure, workload and merit. During the 2020-21 academic year the faculty merit grid was revised to give more weight to service, the guidelines for promotion to Full Professorship were revised, and a policy on teaching releases was developed and approved.

Faculty Meetings also provide an opportunity for faculty to discuss shared interests, such as approaches to pedagogy. Retreats provide an opportunity for more focused and in-depth discussions. Over the Winter and Spring of 2021, the faculty met during a series of small group Zoom meetings facilitated by an external consultant, Rod Jeffries. The meetings were designed to initiate a community building and change process to develop "trust, colla

Facility and the French Language Centre. In addition to faculty and administration offices, research spaces, and classrooms adapted to the needs of the School, the renovated building will include a dedicated area for a street-level clinic and a large lounge / food service area and open study spaces for students. Staff from McGill Campus Planning and Development office were invited to the School Council in early 2020 to provide initial information on Wilson Hall planning. Updated plans will be presented to Council in 2021.

6. ENGAGEMENT & ADVOCACY

Public Lectures & Special Events

As part of the McGill University Black History Month activities, the School organized an interactive panel discussion in February 2020 which was moderated by Professor Boatswain-Kyte and joined by four Black social workers discussing how they navigate their identity within the profession (details see here). In October 2020, in partnership with McGill's Queer History Month, the School organized a special film screening of Transgender Parents (2014). The screening was followed by a roundtable discussion moderated by Professor Rabiau and joined by the film Director Huberdeau, Professor Pyne from York University, and Collins (MSW) (details see here).

The 2020-21 Kagedan Lectures on Social Work and Human Rights were framed within and follow the themes of the Anti-Oppression Social Work Practice class (details see: Syrus Marcus Ware on Anti Black Racism in Canada; Ravyn Wngz on Social Justice and Art-Activism; Sean Saifa Wall lecture; & Sandy Ho on Disability Justice and Social Work Practice); the School has also responded to various topics ranging from police brutality, racialized structural violence (details see here).

Support for Children & Youth Impacted by Sexual & Physical Abuse

Professor Collin-Vézina's 20 years' research on childhood trauma and support for children and youth impacted by sexual and physical abuse has led to a $2.5-million Partnership Grant from the Social Sciences and Humanities Research Council (SSHRC) to build cohesive policies and practices across the country. The Canadian Consortium on Child Trauma and Trauma-Informed Care will bring together researchers across 17 universities with stakeholders from 38 organizations, along with colleagues at five U.S. universities. Along with academic researchers, the collaborators include colleagues in government departments, Indigenous communities, mental health agencies, social services, and youth criminal justice.

With a seven-year mandate, the Canadian Consortium on Child Trauma and Trauma-Informed Care will work to ensure that consistent policies, procedures, and practices are adopted across provincial, linguistic, and service sectors. Collin-Vézina and her collaborators will develop and deliver undergraduate-level and continuing education programs for practitioners (such as teachers, social workers, and physicians) who work with children and youth. As well, the

consortium will hold a national symposium each year, with the objective of maintaining the event beyond the initial seven years. A new web portal will also be created to provide reliable, accessible information on the topic of complex trauma, as well as best practices for trauma-informed care (details see here).

Recommendations to Mitigate Health risks facing M

recognition this year. It is noteworthy that her article on LGBT aging in LTC, entitled *Supporting lesbian, gay, bisexual & transgender (LGBT) inclusivity in long-term care (LTC) homes: A Canadian perspective*, written in collaboration with Professors Brotman and MacIntosh, was selected as article of the month in 2020 by the *Canadian Journal on Aging* (details see here). As a testament to her leadership in this area, Professor Sussman was invited to participate in a special podcast series in June 2020 for *Canadaland*, a national podcast network that receives over 100,000 downloads per week (details see here).

Communities of Practice as Social Responses to Complex Trauma

As elaborated by Harvard Business School scholars Wenger and colleagues, communities of practice are designed to stimulate innovation by '*creating groups of people who share a concern or a passion for something they do and learn how to do it better as they interact*

million dollars in prevention services retroactively and approximately 40 million per annum ongoing for First Nations not served by First Nations child and family service agencies. The Federal Court has upheld a Canadian Human Rights Tribunal order requiring Canada to provide Jordan's Principle to all First Nations children living off-

APPENDICES

Appendix 1: List of Social Work Faculty for 2020-21 Academic Year

Tenure & Tenure-Track (18.5)

1. Cindy Blackstock (Professor)
2. Alicia Boatswain-Kyte (Assistant Professor, promoted from RCAS as of January 2021)
3. Shari Brotman (Associate Professor)
4. Delphine Collin-Vézina (Professor, Nicolas Steinmetz & Gilles Julien Chair in Social Pediatrics; 50% joint appointment with Faculty of Medicine)
5. Régine Debrosse (Assistant Professor)
6. Myriam Denov (Professor, James McGill Professor, Canada Research Chair in Youth, Gender & Armed Conflict -Tier I)
7. Charles Gyan (Assistant Professor)
8. Jill Hanley (Professor as of April 2021)
9. Nicole Ives (Associate Professor)
10. Julia Krane (Associate Professor)
11. Lucy Lach (Associate Professor)
12. Heather MacIntosh (Associate Professor)
13. Michael MacKenzie (Professor & Canada Research Chair in Child Well-Being, Tier I)
14. Zack Marshall (Assistant Professor)
15. Kate Maurer (Assistant

Appendix 2: New Research Grants/Contracts 2020

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Boatswain-Kyte, Alicia	PI	CI: **Hanley, J.**	Advocating for resiliency through understanding the differential impacts of COVID-19 for Black Montrealers	SSHRC Partnership Development	$24,508	2020-21
Brotman, Shari	PI		Les personnes âgées en situation de neurodiversité et leurs proches – fond de démarrage	CRÉGES Grant	$5,000	2020-21
	PI	CI : **Lach, L., & Sussman, T**.	The experiences of social exclusion and inclusion among neurodiverse older adults and their aging family caregivers	FRQSC	$149,705	2020-23
	PI	CI: **MacKenzie, M. & Maurer, K.** Collab.: **Gabriel, W**	Canadian Consortium on Child Trauma and Trauma-Informed Care: Developing cohesive intersectoral practices and policies to support trauma-impacted children and youth	SSHRC Partn.5 (o)sh3ETi.3 (n)pTJETTc 0 Tw 104.773 Td( )T		
Collin-Vézina, Delphine						

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Collin-Vézina, Delphine	CI	PI: Lafortune, D.	Les enfants desservis par la Protection de la Jeunesse dans le contexte de la COVID-19 : un portrait des douze premiers mois de la pandémie au Québec.	Fonds spécial COVID-19 du groupe de travail FRQ-MEI-MSSS	$57,700	2020-21
	CI	PI: Langevin, R.	Trauma-Informed Care for Young At-Risk Mothers: A Research-Practice Collaboration with L'Envol	SSHRC Engage	$19,000	2020-21
	CI	PI: Lafortune, D.	Les jeunes desservis par la Loi sur le Système de Justice Pénale pour les Adolescents (LSJPA) dans le contexte de la COVID-19 : un portrait des douze premiers mois de la pandémie au Québec.	Ministère de la Santé et des Services sociaux	$ 53,213	2020-21
Debrosse, Régine	PI		Fostering resilience, perseverance and engagement through restorative justice programs for young Black people	SSHRC Engage	$24,998	2020-21
Denov, Myriam	PI	CI: **Rabiau, M., Bond, S.** Collab.: **Krane, J.**	Children and Families Affected by War & Migration: Towards an Integration of Ethics, Culture and Intersectionality within the Tri-Pillared Approach	FRQSC	$360,000	2020-24
	PI		Children Born of War			

Appendix 3: On-Going Research Grants/Contracts

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
	PI		First Nations Children's Action Research and Education Centre	Alberta Education & McGill	$55,000	2019-20
	PI		Just because we are small doesn't mean we can't stand tall	SSHRC-Insight Grant	$230,800	2018-21
	PI		First Peoples Child and Family Review	SSHRC-Journal Grant	$79,500	2018-21
Blackstock, Cindy	CI	PI: Sinclair, R. CI: **Trocmé, N.**	A genealogical study of Indigenous Adoption in Canada: A			

SSW Annual Report 2020

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
	CI	PI : Kimber, M.	Preparing Providers to Recognize and Respond to Family Violence – Quebec	PHAC subgrant, Preventing Gender-Based Violence: the Health Perspective	$47,944	
	Co-PI		HEARTS: A trauma-sensitive approach to student and staff wellness	Quebec Ministry of Education	$80,000	2018-20
	PI	CI : Trocmé, N.	[redacted]			

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Debrosse, Régine	Co-PI	Co-PI : Destin, M.	Conflicts & Clashes – Inequality emerging from non-dominant identity and cultural experiences	William T Grant Foundation	$138,881	2018-20
	Collab.		Youth in Relation to Returned Land	William T Grant Foundation	$599,515	2021-24
Denov, Myriam	PI	CI: **Bond, S.**	Children and Families Affected By War: A Tri-Pillared Approach	FRQSC-Soutien aux Équipes de		
Denov, Myriam						

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Hanley, Jill	CI	PI: Papazian-Zohrabian	Programmation de recherche interdisciplinaire basée sur une approche systémique visant une meilleure compréhension des réalités complexes des familles réfugiées et demandeuses d'asile et la promotion des pratiques favorisant leur bien-être psychosocial et leur intégration.	FQRSC	$213,165	2019-24
	CI	PI: Cleveland, J.,	Accès aux services médicaux et médicaments d'ordonnance pour les demandeurs d'asile sur l'île de Montréal.	CIUSSS[9] du Centre-Ouest de-l'Île-de-Montréal	$11,000	2019-21
	Collaborator	PI: Bradley				

Hanley, Jill

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
Lach, Lucy	PI		Li Ka Shing Fellowship	Li Ka Shing Foundation	$10,000	2019-20
	CI	PI: Zwicker, J	Who Benefits From Government Disablity Financial Support? An Assessment of How Disability Benefits Support Caregivers of Children With Severe Disabilities In Canada at Different Incomes	SSHRC-Insight Grant	$74,675	2018-20
	Co-PI	Co-PI: McGrath, P.	CHILD- BRIGHT: Child Health Initiatives Limiting Disability – Brain Research Improving Growth and Health Trajectories	CIHR-Strategic Patient Oriented Research	$1,395,046	2016-21
MacIntosh, Heather	CI	**PI:** Fletcher, K.	Mental health and substance abuse treatment in a Saskatchewan context: Who accesses and			

Faculty Member	Role	Faculty Involved	Project Title	Funding Agency	Funding Total	Funding Period
	CI	PI: Roberts, S.	Fantasy, (Trans) Identity, and Stigma: A Cross-Cultural Examination of the Functionality of Fantasy for Identity Formation in Furry, Anime, and Soccer Fandoms	SSHRC-Insight Grants	$259,685	2017-20
	CI	PI: Rourke, S.	Evaluation of Ontario's Integrated Supervised Injection Service: Examining Uptake and Impacts in Different Community Settings	CIHR-Project Grant	$646,424	2017-20
	CI	PI: Ibanez-Carrasco, F.	The Canadian HIV Stigma Index CBR Project: Examining the Social and Structural Drivers of Stigma to Shape the Actionable Solution(s) to Support People Living with HIV and their Affected Communities	CIHR - Operating Grant, HIV/AIDS Community-Based Research	$450,000	2017-20

Appendix 4: Faculty Publications 2020

Books (4)

Blackstock, C. (2020). *Spirit Bear: Echoes of the past*. Ottawa: First Nations Child and Family Caring Society of Canada.

Hulko, W., **Brotman, S**., Stern, L., & Ferrer, I. (2020). *Gerontological social work in action: Anti-oppressive practice with older adults, their families and communities*. Abingdon Oxon, UK: Routledge Press (pp.276).

Ives, N., **Denov, M., & Sussman, T.** (2020). *Introduction to Social Work in Canada: Histories, Contexts, and Practices (second edition)*. Oxford: Oxford University Press.

Torczyner, J. (2020). *Rights-Based Community Practice and Academic Activism in a Turbulent World: Putting Theory into Practice in Israel, Palestine and Jordan*. Routledge Advances in Social Work.

Articles in Refereed Journals (68)

Blackstock, C., Bamblett, M. & Black, C. (2020).

Child Abuse & Neglect. doi.org/10.1016/j.chiabu.2020.104702

Matte-Landry, A. & **Collin-Vézina**, D. (2020). Cognitive and academic outcomes of children who have experienced complex trauma: a protocol for a systematic review of longitudinal studies. *JBI Database of Systematic Reviews and Implementation Reports, 18*, 343-352. doi:10.11124/JBISRIR-D-19-00036

Racine, N., Hartwick, C., **Collin-Vezina**, D. & Madigan, S., (2020). Telemental health for child trauma treatment during and post-COVID-19: Limitations and considerations. *Child Abuse & Neglect.* DOI: 10.1016/j.chiabu.2020.104698

Debrosse, R., Destin, M., Rossignac-Milon, M., Taylor, D. M., & Rogers, L. O. (2020). Immigrant adolescents' roots and dreams: Perceived mismatches between ethnic identities and career aspirations predict school engagement. Self & Identity, 19, 1–15.

Provost, R., & **Denov, M**. (2020). From Violence to Life: Children Born of War and Constructions of Victimhood. *NYU Journal of International Law and Politics*.

Denov, M. (2020). When Child Soldiers Grow Up: A Longitudinal Analysis of Post-War Adult Mental Health and Social Functioning. *Journal of the American Academy of Child and Adolescent Psychiatry*. DOI: 10.1016/j.jaac.2020.03.006.

Denov, M., & Piolanti, A. (2020). "*Though My Father was a Killer, I Need to Know Him*": Children Born of Genocidal Rape in Rwanda and their Perspectives on Fatherhood. *Child Abuse & Neglect*, 107.

Fennig, M., & **Denov, M.** (2020). Interpreters Working in Narrative (n)nJ Narrative (4 (th)(Ed b)2 (e)d2 (in)2 (g)s)Tf1

https://doi.org/10.1371/journal.pone.0231327

Hanley, **J**., Larios, L., Ricard-Guay, A., Meloni, F. & Rousseau, C. (2020). Pregnant & undocumented: Taking work into account as a social determinant of health. *International Journal of Migration, Health & Social Care.* https://doi.org/10.1108/IJMHSC-04-2019-0046

Hanley, J., Paul, L., Ravinthiran, J., Malhaire, L., & Mosseau, N. (2020). Protecting the rights of migrant farmworkers in Quebec: To what extent can unionization overcome the effects of precarious immigration status? *Journal of Rural and Community Development* 15(2): 122-46.

Larios, L., **Hanley**, J., Salamanca Cardona, M., Henaway, M., Dwaikat Shaer, N., & Ben Soltane, S. (2020). Engaging migrant careworkers: examining cases of exploitation by recruitment agencies in Quebec, Canada. *International Journal of Migration and Border Studies* 6(1/2), pp. 138-157. DOI: 10.1504/IJMBS.2020.10030063

Matte-Guilmain, L., & **Hanley**, **J.** (2020). Creative recourses in cases of forced labour: Using human trafficking, human rights and labour law to protect migrant workers. *International Migration*. https://doi.org/10.1111/imig.12743

Ridde, V., Aho, J., Ndao, E.M., Benoit, M., **Hanley**, J., Lagrange, S., Fillol, A., Raynault, M-F. & Cloos, P. (2020). Unmet healthcare needs among migrants without medical insurance in Montreal, Canada. *Global Public Health* https://doi.org/10.1080/17441692.2020.1771396

Brend, D. M., **Krane, J.**, & Saunders, S. (2020). Exposure to trauma in intimate partner violence human service work: A scoping review. *Traumatology*, *26*(1), 127–136. https://doi.org/10.1037/trm0000199

Sinai-Glazer, H., & **Krane, J.** (2020). Navigating helping relationships amidst heavy workloads: An institutional ethnography of social workers' accounts. *Journal of Social Work,* 1468017320949365.

MacIntosh, H. B., Tetrault, A., & Vallée, J. S. (2020). "Trying to sing through the tears" Choral Music and Childhood Trauma: Results of a Pilot Study. *International Journal of Choral Music Research.* 8, 22-50.

Brend, D., & **MacIntosh, H. B**. (2020). Mentalizing as a Mechanism: An interpretive phenomenological analysis of workplace social support in intimate partner violence practice. *Smith College Studies in Social Work.* DOI: 10.1080/00377317.2020.1859432

Hébert, M., Lapierre, A., **MacIntosh, H. B**., & Ménard, A. D. (2020). A review of mediators in the association between child sexual abuse and revictimization in romantic relationships. *Journal of child sexual abuse*, 1-22.

Bosk, E.B., Williams-Butler, A., Ruisard, D., & **MacKenzie, M.J.** (2020). Frontline staff characteristics and capacity for trauma-informed care: Implications for the child welfare workforce. *Child Abuse & Neglect.* Doi: 10.1016/j.chiabu.2020.104536

Child and Adolescent Resilience, 7(1), 195-210. https://ijcar-rirea.ca/index.php/ijcar-rirea/article/view/87/161

Barrenger, S., **Maurer, K.,** Moore, K.L., & Hong, I. (2020). Mental health recovery through training and working: Peer specialists with mental health and incarceration experiences. *American Journal of Orthopsychiatry.* Advanced online publication. http://dx.doi.org/10.1037/ort0000450

Sussman, T., Pimienta, R., & Hayward, A. (2020). Engaging persons with dementia in advance care planning. Challenges and opportunities. *Dementia. The international journal of social research and practice.* 20 (6): 1859-1874 1-6. https://doi.org/10.1177/1471301220973059

Sussman, T., Kaasalainen, S., Bimman, R., Punia, H., Edsell, N., & Sussman, J. (2020). Exploration of the acceptability and usability of advance care planning tools in long term care homes. *BMC Palliative Care.* 19 (179).

Bourgeois-Guérin, V., Grenier, A, Bourgeois-Guérin, E., **Sussman, T**., & Rothwell, D. (2020). « Vieillir dans la rue»: Interprétations du temps par le aînés en situation d'itinérance. *Revue Québécoise de Psychologie*, 41(2), 83-104.

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