

SCHOOL OF SOCIAL WORK

Master of Social Work

Student Program Guide

**Share our commitment.
Bring justice to life.**

March 2019



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WELCOME FROM THE DIRECTOR

We acknowledge with respect the Lekwungen-speaking peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Welcome to the School of Social Work on behalf of the faculty and staff. Please review the “welcome to WS’ANEC’ territory” by Sencoten teacher John Elliot on our website.

Throughout your studies in our school, we will continue to recognize diverse knowledges about territories and identities. As is in many different protocols, and in Anti Oppressive or Social Justice work – our practice is to continue to welcome Indigenous students, racialized students, students with diverse abilities and students from diverse sexual orientations. We extend a welcome to students whose country of origin is not Canada. We want to welcome and recognize our non Indigenous students who reside in this territory, or are from somewhere in Turtle Island. As faculty and staff, we seek to recognize the diversity of history, knowledge and experience that you bring to the School.

You are joining a school with a strong sense of mission: a commitment to social justice and anti-racist, anti-colonialist and anti-oppressive social work practice. The School's curriculum is under continual redevelopment as we strive to meet the challenges we have set for ourselves in the Mission Statement and to recognize the diversity of our student body. Responding to the complexity of our students’ lives and need for many outside of Victoria to live and work in home communities, we are committed to a flexible, accessible delivery of our courses. We encourage you to pursue your particular social work practice and policy interests through incorporating those interests in your course assignments and in your choice of practicum or thesis to complete your graduate work with us.

This program guide may answer some of your questions, anticipate some difficulties and direct you to who has more information. It is primarily an administrative guide to help you through the maze of rules and procedures. The School encourages all students to be independent learners, to care about your own well-being as practitioners, and to view your degree as only one step in your ongoing professional development. Remember, as you begin this step of your journey: stay as healthy as you can, be generous with yourself and others and keep your humour. Learning happens best when there is balance.

I am pleased to be able to welcome you and wish you well in your studies with us.

Kundoqk Jacquie Green
Director/Associate Faculty
School of Social Work

MISSION STATEMENTS

School of Social Work: Our scholarly mission is to share and create collective knowledge and understanding through engaging in critical enquiry and by supporting research and innovative curriculum development. Our practice mission is to act on social justice issues through community change initiatives and anti-oppressive social work. Our political and social responsibility is to participate in and reflect community experiences in all our efforts to challenge oppressive societal structures. In all our activities, we aspire to create a supportive environment that promotes equity, respect, responsibility, curiosity, collaboration, flexibility, risk-taking and creativity. We support inter-disciplinary collaboration. We seek to provide accessible and flexible social work education and we are committed to working across differences, such as gender, age, race, ethnicity, class, abilities, and sexual orientation.

MSW: Our MSW programs provide multiple opportunities to examine the challenges, contributions, constraints, and contexts for critical social work practice. Congruent with the School's Mission Statement, critical social work practice is rooted in a vision of socially just engagement in community. The program nurtures accountable and oppositional education, research, and practice in the advancement of decolonization, Indigenous-focused, anti-racist, feminist and queer (among other) social justice struggles. The program does not offer a clinical focus. It supports the experienced practitioner to think critically, creatively and theoretically about practice and policy, and the political contexts within which social work is situated.

MSW PROGRAM HISTORY

MSW students were first admitted to the University of Victoria in 1991. These first students, and all other students for ten years, were admitted to the Faculty of Human and Social Development (HSD) Multidisciplinary Master's Program (MMP). The MMP was offered through a partnership between HSD graduate faculty members and the Schools of Social Work, Nursing and Child and Youth Care. This program ended in 2000.

In addition to the MMP, in 1997 the School of Social Work initiated an off-campus MSW for Indigenous students in northwestern British Columbia. This program was jointly sponsored by the School of Social Work and by the Northwest Band Social Workers Association, based in Terrace BC. Fifteen students were admitted to this program and completed all classes together in Terrace between 1997 and 1999.

Since 2001, all MSW students are attached to the School of Social Work, though we continue to foster working relationships with faculty and students in other HSD programs and throughout the university. While thesis supervisors and academic advisors must come

from within Social Work, faculty members from any other UVIC program may also serve on thesis committees. This is intended to promote stimulating interdisciplinary graduate learning.

In 2004, the School launched a pilot Indigenous MSW (MSWI) program for a cohort of Vancouver Island students, with a view to use the initial offering as the basis for a province-wide Indigenous MSW program. The program was specifically designed to focus on the needs of Indigenous social workers, and/or social workers with significant experience working in Indigenous settings. The first cohort of students was admitted into the pilot MSWI in 2008. The MSWI received Senate approval in September 2009, and is now offered every other even calendar year through a combination of on campus institute and web-based delivery of instruction. Students enter the MSWI through direct application (for BSW holders) or as a degree-completion option for MSWF (non-BSW) students who have successfully completed all courses in their first (foundation) year of study. The next application cycle (for BSW holders) for the MSWI program is scheduled for Fall 2019 for admission in Fall 2020.

The MSWF (MSW Foundation) program was developed in response to requests from students without a BSW degree to pursue an MSW. Following Senate approval, the first cohort of students was admitted into the MSW Foundation program in September 2010. The MSWF program was initially offered in an online format and emphasized the critical role of community in practice. After considerable feedback from both student and community groups, the MSWF program was revised in 2012 to require the first year of the program full-time on campus. The MSWF program is offered every other odd calendar year for qualified applicants with a degree other than social work. The next admission to the MSWF program is in September 2021 with applications due on or before December 1st, 2020.

ACCREDITATION

All three MSW programs (MSW Indigenous Specialization, MSW Foundation, and MSW Advanced) lead to a Master of Social Work (MSW) degree that is fully accredited by the Canadian Association for Social Work Education (CASWE). The last accreditation review was in 2017. For further information on the CASWE and on the accreditation process visit the CASWE website: <http://caswe-acfts.ca/about-us/mission/>

KEY CONTACT INFORMATION - SCHOOL OF SOCIAL WORK

The School's primary means of communication with you is by individual e-mail to your UVIC e-mail address or via the MSW List Serve (to which all graduate students are automatically subscribed). In order to ensure that you do not miss important information pertaining to your graduate education, please check both regularly. Important Note: Email providers may from time to time block email from UVIC to non-UVIC e-mail addresses. For this reason graduate students must use their UVIC e-mail address for all communication.

SCHOOL OF SOCIAL WORK

School of Social Work, University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Phone: 250 721-8036
FAX: 250 721-6228
Website: <http://socialwork.uvic.ca/>

GRADUATE ADVISOR

The Graduate Advisor is a faculty member in the School of Social Work and responsible to the Faculty of Graduate Studies, the School of Social Work School Council, and the Director of the School of Social Work for all MSW programs. Students are responsible for ensuring that they comply with all policies within the Faculty of Graduate Studies (FGS), Graduate Admissions and Records (GARO) and School of Social Work. The Graduate Advisor may assist students in navigating these systems.

Mehmoona Moosa-Mitha E-mail: mswadvise@uvic.ca

GRADUATE PROGRAM ASSISTANT

The first point of contact for MSW applicants and MSW students is the Graduate Program Assistant. The Graduate Program Assistant will provide assistance herself or and redirect your questions or concerns to the appropriate department or individual.

Jaime Ready Phone: 250-472-5622 E-mail: bswmsw@uvic.ca
Office: HSD B302

KEY CONTACT INFORMATION - FACULTY OF GRADUATE STUDIES

WHO DOES WHAT? UNDERSTANDING THE DIFFERENCE BETWEEN GRADUATE ADMISSIONS & RECORDS (GARO) or THE FACULTY OF GRADUATE STUDIES (FGS)

Graduate Admissions & Records (GARO) provides *administrative* support to the student as well as to the School of Social Work. This support begins at the time you apply and continues through your program in the form of transcripts, grades and grade changes, registration every term, on to convocation. Contact GARO directly if you have questions about your official or unofficial UVIC transcript. You can view your unofficial transcript at any time on your UVIC “My Page”. Please review “My Page” regularly - it contains important information about your progress in the program, and your program end date.

E-mail: grad6@uvic.ca
Phone: 250- 472-5419
Fax: 250- 472-5420
Website: <http://registrar.uvic.ca/grad/>

Mailing Address:
Graduate Admissions and Records
University of Victoria
PO Box 3025 STN CSC
Victoria, BC V8W 3P2

The Faculty of Graduate Studies (FGS) governs the *administrative* portion of your program. Although your academic unit is the School of Social Work, FGS is the “home” faculty for all UVIC graduate students. Any appeals, challenges, requests or issues that you may encounter during your MSW go through this office, with outcomes determined by the Dean or Associate Dean of Graduate Studies. FGS also handles paperwork for oral defense of theses. Most challenges and requests (e.g. compassionate, medical or parental leave) are supported by the School of Social Work in the form of a memo to FGS from the Graduate Advisor or your faculty advisor or both. All graduate students are governed by FGS policies and regulations in addition to School of Social Work policies and regulations. Students are encouraged to review relevant FGS policies and regulations on the FGS website – please note that most important forms pertaining to your graduate education (e.g. application for graduate, request for program extension) are located on the FGS site: <http://www.uvic.ca/graduatestudies/home/home/forms/index.php>

E-mail: fgssecl@uvic.ca
Website: <http://www.uvic.ca/gradstudies/>

SCHOOL OF SOCIAL WORK - FACULTY AND SUPERVISORS

Teaching and supervision of MSW students is limited to those members of the School of Social Work faculty who are members of the Faculty of Graduate Studies. A list of faculty, their areas of academic interest and their availability for 2017-18 is as follows:

Billie Allan

Office: HSD B342
Phone: 250-472-4632
E-mail: allanb@uvic.ca

Research and Thesis Supervision Interests: Indigenous health and well-being (particularly Indigenous women and Two-Spirit health); Indigenous research methods; health and healing in the context of child welfare involvement; Indigenous midwifery and birthing; racism and health.

Availability: Available for supervision and committee work.

Contact: E-mail to make an appointment.

Graduate Studies Standing: Full member

Jeannine Carriere

Office: HSD B306
Phone: 250-721-6452
E-mail: carriere@uvic.ca

Research and Thesis Supervision Interests: Indigenous health and well-being (especially Indigenous maternal child health, Two Spirit health); Indigenous healing traditions and resurgence; Indigenous research methodologies; racism and health; decolonial social work.

Availability: Not accepting new research supervision at this time

Contact: By phone or e-mail.

Graduate Studies Standing: Full member

Kundoqk, Jacquie Green

Office: HSD B302A
Phone: 250-472-4129
E-mail: jlgreen@uvic.ca

Research and Thesis Supervision Interests: PhD focus includes an analysis of traditional knowledges, histories, land teachings, ceremonies (Nuyuum) and methods of how to respectfully implement these teachings within policy, legislation, law and leadership.

Committed to decolonization and cultural renewal; research interests involve strategizing programs and policies that incorporate a strong Indigenous focus and analysis. Currently is project manager for the Indigenous Child Well-Being Research Network through the faculty of Human and Social Development.

Availability: Available for supervision and committee work.

Contact: E-mail to make an appointment.

Graduate Studies Standing: Full member

Gwendolyn Gosek

Office: HSD B344

Phone: 250-721-6298

E-mail: ggosek@uvic.ca

Research and Thesis Supervision Interests: Decolonizing Indigenous child welfare services, Indigenous children and youth with learning and behavioral challenges in child welfare, Indigenous women's social service agencies, front line child welfare social workers' experiences. Suicide in Indigenous communities and Indigenous research methodologies.

Availability: Available for supervision and committee work.

Contact: E-mail to make an appointment.

Graduate Studies Standing: Full member

Rhonda Hackett

Office: HSD B314

Phone: 250-721-8046

E-mail: rhackett@uvic.ca

Research and Thesis Supervision Interests: African Caribbean immigration, family building and healing; decolonizing approaches to research and pedagogy; social work history/ies.

Availability: Available for supervision and committee work.

Contact: E-mail to make an appointment.

Graduate Studies Standing: Full member

Cindy Holmes

Office: B304

Email: cindyholmes@uvic.ca

Phone: 250-742-4674

Research and Thesis Supervision Interests: Cindy's interdisciplinary scholarship and teaching is informed by decolonial and anti-racist feminist, queer and trans theories, and the grassroots social justice movements from which these theories emerge. Her research interests include: Violence; Critical race feminist theories of intersectionality; Colonialism and decolonization; Lesbian, gay, bisexual, queer, trans and Two-Spirit (LGBTQ2S) wellbeing and health; Intergenerational research; Health, place and identity; Community-based and participatory action research including photovoice, arts-based research and digital storytelling; Critical discourse analysis.

Availability: Available for supervision and committee work.

Contact: Email to make an appointment

Graduate Studies Standing: Full member

Donna Jeffery

Office: HSD B332

Phone: 250-721-8037

E-mail: donnaj@uvic.ca

Research and Thesis Supervision Interests: Research and teaching interests include: Race and gender issues in the production of professional subjectivity, poststructural and postcolonial analyses of power and knowledge, intersectionality in the social organization of dominance and marginality, social work history. Completed her doctoral studies in sociology in education at OISE/University of Toronto. Current research looks at environmentalism, how ideologies of nature operate in social and political spaces, and, in particular, how the physical environment is represented in social work discourse. The next phase of this research will extend this methodological approach to the intersections of food politics and forms of social difference.

Availability: Available for supervision and committee work.

Contact: Make an appointment to discuss potential topics and appropriateness for membership on the supervisory committee.

Graduate Studies Standing: Full member

Patricia MacKenzie

Office: HSD B336

Phone: 250-472-4698

E-mail: patmack@uvic.ca

Research and Thesis Supervision Interests: Teaches in both the undergraduate and graduate programs of the School of Social Work. Is the course team lead for the MSW Capstone course and the MSW practicum. Primary research interests are in any area of health care as well as inter-professional practice and the use of digital portfolios in learning and teaching.

Availability: Available for supervision and committee work

Contact: E-mail to make an appointment. We can then begin a correspondence or arrange an appointment to talk further.

Graduate Studies Standing: Full member

Mehmoona Moosa-Mitha

Office: HSD A330

Phone: 250-721-8041

E-mail: mehmoona@uvic.ca

Research and Thesis Supervision Interests: Citizenship rights, child welfare, anti-oppressive practice and theory, social work ethics and transnational social work.

Availability: Available for supervision and committee work.

Contact: E-mail to make an appointment.

Graduate Studies Standing: Full member

Susan Strega

Office: HSD B324

Phone: 250-721-8333

E-mail: sstrega@uvic.ca

Research and Thesis Supervision Interests: Child welfare policy and practice, sex work, GLBTQ-related topics, male violence and neoliberalism. Interested in research methodologies generally and has worked with many, including discourse analysis, feminist and post structural approaches, narrative analysis, thematic analysis, survey/SPSS and grounded theory.

Recent graduate work supervised includes: Adult palliative care providers and their interactions with palliative patients: A situational analysis of dominant grief discourse; Cognitive difference in a postmodern world: Asperger's autism, stigma and diagnosis; From the "rising tide" to solidarity: Disrupting dominant crisis discourses in dementia social policy; The disappearing butch: Discursively disciplining queer subjectivities; Monster crusades; Constructing responsibility for the commercial sexual exploitation of children; Who are the 'men' in men who have sex with men (MSM)?

Availability: Available for thesis supervision and thesis committee work.

Contact: Please e-mail to set a time for an initial discussion (on the phone or in person).

As part of exploring 'fit' around interests and working styles, I ask prospective students to send me a recent sample of academic writing (if I haven't taught you).

Graduate Studies Standing: Full member

Robina Thomas

Office: First Peoples House Room 149

E-mail: robinat@uvic.ca

Phone: 250-472-4877

Qwul'sih'yah'maht (Robina Thomas) is Lyackson of the Coast Salish people. Robina is an Associate Professor in the School of Social Work and holds a BSW, MSW, a PhD which focused on Indigenous Women and Leadership. Currently, Robina is the Executive Director, Indigenous Academic and Community Engagement. Robina is passionate about Indigenous education, Indigenous women and children, residential schools, storytelling and 'uy shkaluwun: to be of a good mind and heart. She is also committed to understanding anti-racism and anti-oppression and how these can be lived.

Availability: Available for supervision and committee work.

Contact: Phone or e-mail to make a time for an initial discussion.

Graduate Studies Standing: Full member.

Bruce Wallace

Office: B334

E-mail: barclay@uvic.ca

Phone: 250-721-6275

Research and Thesis Supervision Interests: Research focuses on poverty, health equity and harm reduction. Specific experiences and interests in homelessness, social policy, substance use and harm reduction, access to dental care and oral health equity, consumer-based services in mental health and drug user groups, health equity, community-oriented primary care (such as community health centres) and inner-city medicine. Research is primarily qualitative and mixed-methods. Also a Collaborating Scientist with the Canadian Institute for Substance Use Research (CISUR) and currently researching issues related to the implementation and integration of harm reduction and responses to illicit drug overdose.

Availability: Available for supervision and committee work.

Contact: By phone or e-mail.

Graduate Studies Standing: Full member

THE MSW PROGRAM OBJECTIVES

The MSW Foundation program orients students to the SW profession and establishes foundational skills and knowledge needed to meet the following objectives of their ensuing studies in the MSWA/I program:

- Centering Indigenous social work knowledges and practices and research by Indigenous peoples;
- Preparing students for socially just social work practice in the context of colonization, transnationalism, neoliberalism and Indigenous resurgence;
- Promoting and enhancing skills and knowledge for socially just social work practice through the integration of students' own experiences and critical engagement with and analysis of social work knowledge and practice;
- Advancing transformative knowledge and practice through the interrogation of dominant social work histories, structures, theories and actions;
- Developing skills for critical, anti-oppressive, anti-racist and decolonizing knowledge production, application, evaluation and the articulation of new understandings to theorize practice;
- Cultivating critical reflexivity to account for and address the impact of identity, positionality and intersectionality on social work knowledge and practice; and students owned lived experience;
- Engaging in collaborative and decolonizing relationships; and
- Developing skills for critical, anti-oppressive and decolonizing social policy analysis.

Additional objectives of the MSW Indigenous specialization:

- 'centering' Indigenous ways of knowing, being and doing;
- building on students' own knowledge as experienced practitioners in Indigenous service settings;
- developing critical awareness and capacity for analysis and applying these skills to practice and policy development within the context of Indigenous service settings;
- developing the capacity to conduct research and contribute to Indigenous knowledge building and transmission;
- identifying the impacts of racism, colonization and oppression in order to be able to contributing towards liberating policies and practices;
- advancing diverse Indigenous knowledges to inform policies and practices to support Indigenous child, family and community wellbeing;
- identifying international connections between Indigenous peoples and their knowledge and experience;
- promoting leadership skills in policy development and administration in the context of Indigenous governance;
- Supporting Indigenous students to explore their identity and lived experience to inform integrated and wholistic social work practice;
- Facilitating transformative dialogue to contribute towards advancing Indigenous resistance, resurgence and revitalization.

THE MSW ADVANCED (MSWA) PROGRAM CURRICULUM

PROGRAM FORMAT

The MSWA program is designed to provide graduate students with the opportunity to critically reflect on and analyse their practice experiences (in the context of the School's Mission Statement); to develop or enhance critical social work practice skills; and to apply these critical reflections and analysis to practice and/or research. The School also offers an Indigenous specialization (MSWI) that focuses on the needs of social workers working in Indigenous social settings, as well as the MSWF program. The MSW Advanced and MSW Indigenous Specialization programs are offered primarily through distance education, though both programs begin with a required on-campus institute, usually scheduled for late August. Students in the MSWF program proceed to the MSWA program core courses and electives after MSWF program requirements have been met.

MSWA and MSWI students can choose between two program completion options: thesis or course-based (advanced practicum plus capstone course). Students who undertake the thesis completion option do so under the supervision of a faculty member from the School of Social Work.

The MSW Advanced degree program requires a minimum of 15 units.

MSW Advanced program - Thesis option (MSWA)

Advanced program courses are offered through a combination of on-campus institute and web-based instruction.

SOCW 510	(1.5)	Policy Context of Practice
SOCW 511	(1.5)	Contemporary Debates and Ethical Dilemmas in Social Work
SOCW 512	(1.5)	Knowledge and Inquiry: Re-Theorizing Social Work
SOCW 515	(1.5)	Transnational Social Work
SOCW 516	(1.5)	Research Methodologies
SOCW 519	(1.5)	Indigenous Resistance: Resurgence and Revitalization for Helpers
***SOCW 599	(6.0)	Thesis

***SOCW 517 (1.5) Research Seminar (individually taught as directed study by supervisor) can be used for thesis students as a part time registration in order to complete their research proposal.

***Prerequisites: Completion of all required coursework in the MSW Advanced program (Thesis option); or permission of the school.

MSW Advanced program - Course-based option (MSWA)

Advanced program courses are offered through a combination of on-campus institute and web-based instruction.

- SOCW 510 (1.5) Policy Context of Practice
- SOCW 511 (1.5) Contemporary Debates and Ethical Dilemmas in Social Work
- SOCW 512 (1.5) Knowledge and Inquiry: Re-Theorizing Social Work
- SOCW 515 (1.5) Transnational Social Work
- SOCW 516 (1.5) Research Methodologies
- SOCW 519 (1.5) Indigenous Resistance: Resurgence and Revitalization for Helpers
- ***SOCW 571 (1.5) MSW Capstone
- ***SOCW 506 (4.5) Advanced Practice Practicum

***SOCW 571 Prerequisites: Completion of all required coursework in the MSW program (excluding SOCW 506 or SOCW 506A). Pre- or Co-requisites: SOCW 506 or SOCW 506A.

***SOCW 506 Prerequisites: 6 units of core MSWA coursework

THE MSW INDIGENOUS (MSWI) PROGRAM CURRICULUM

PROGRAM FORMAT

The MSWI is offered through a combination of an on-campus institute and distance education courses. Students begin the program with on-campus sessions in late August, attached to the September session. The MSWI merges with the MSA (MSW Advanced) for SOCW 510 and SOCW 516; the School makes every effort to ensure that one section of SOCW 510 and one section of SOCW 516 are taught by Indigenous instructors. Students are advised of instructors for each section via the MSW List Serve.

MSA and MSWI students can choose between two program completion options: thesis or course-based (advanced practicum plus capstone course). Students who undertake the thesis completion option do so under the supervision of a faculty member from the School of Social Work.

MSW Indigenous Specialization - Thesis option (MSWI)

MSWI program courses are offered through a combination of on-campus institute and web-based instruction.

SOCW 521	(1.5)	Indigenous Perspectives on Knowledge and Research
SOCW 523	(1.5)	Self-Conscious Traditionalism in Indigenous Social Work Practice Seminar
SOCW 510	(1.5)	Policy Context of Practice
SOCW 516	(1.5)	Research Methodologies
***SOCW 599	(6.0)	Thesis

Electives (3.0) Students must take at least 3.0 units of elective courses, though additional electives may be taken. Electives can be taken in Social Work, through other HSD academic units or through other UVIC programs, with permission of the student's academic advisor. Note that graduate courses outside of Social Work require the completion of a "Graduate Course Change Form" and the permission of the course instructor. MSW students may take as an elective one 400 level Social Work course, with the permission of the course instructor and the Graduate Advisor. Please note that undergraduate courses taken prior to admission to the MSW program cannot be used for graduate elective credit.

***SOCW 517 (1.5) Research Seminar (individually taught as directed study with supervisor) can be used for thesis students in the place of one of the required electives.

***Prerequisites: Completion of all required coursework in the MSW I program (Thesis option); or permission of the school.

MSW Indigenous Specialization - Course-based option (MSWI)

MSWI program courses are offered through a combination of on-campus institute and web-based instruction.

- SOCW 521 (1.5) Indigenous Perspectives on Knowledge and Research
- SOCW 523 (1.5) Self-conscious Traditionalism in Indigenous Social Work Practice Seminar
- SOCW 510 (1.5) Policy Context of Practice
- SOCW 516 (1.5) Research Methodologies
- ***SOCW 571 (1.5) MSW Capstone
- ***SOCW 506A (4.5) MSWI Practicum

Electives (3.0) Students must take at least 3.0 units of elective courses, though additional electives may be taken. Electives can be taken in Social Work, through other HSD academic units or through other UVIC programs, with permission of the student's academic advisor. Note that graduate courses outside of Social Work require the completion of a "Graduate Course Change Form" and the permission of the course instructor. MSW students may take as an elective one 400 level Social Work course, with the permission of the course instructor and the Graduate Advisor. Please note that undergraduate courses taken prior to admission to the MSW program cannot be used for graduate elective credit.

***SOCW 571 Prerequisites: Completion of all required coursework in the MSW program (excluding SOCW 506 or SOCW 506A). Pre- or Co-requisites: SOCW 506 or SOCW 506A.

***SOCW 506 Prerequisites: 6 units of core MSWI coursework

Electives: *list on page 28 of this guide*

THE MSW FOUNDATION (MSWF) PROGRAM CURRICULUM

PROGRAM FORMAT

The MSW Foundation Program is offered as a full-time graduate program as resources permit, with delivery of instruction provided both on-campus and through distance education. Students beginning the MSW program through the MSWF route will complete a total of 31.5 units during their program. This includes the 16.5 units in the MSW Foundation year and 15 units after transfer into the MSWA program (normally in year two). Most Foundation year core courses are delivered on campus and within a cohort model. Students must reside in or near Victoria for the 12 month period of the MSW Foundation year.

After the completion of Foundation core courses (including a 4.5 unit practicum), students are eligible to register in the MSW Advanced (MSWA) program/courses or MSW Indigenous (MSWI) program/courses*. Please note that students interested in the MSWI option must meet MSWI admission criteria and obtain the permission of the School's Indigenous Circle.

As noted in the information about the MSWA program, students transferring from the MSWF to the MSW Advanced program are required to attend mandatory on-campus institute (usually in the late summer) with remaining core and elective course being delivered online.

NOTE: The 1.5 unit MSWF elective can be taken during the 1st or 2nd year of a student's program.

MSW Foundation Program (MSWF)

SOCW 542 (1.5) Anti-Racist Practice

SOCW 544 (1.5) Social Work, the State and Citizenship

SOCW 547 (1.5) A Critical History of Social Work – From Friendly Visits to Social Justice

SOCW 549 (1.5) Research Foundations

SOCW 550 (1.5) Social Justice, Social Work and the Law

SOCW 551 (1.5) Truth Before Reconciliation: Indigenous Social Work Foundations

SOCW 554 (1.5) Reconciling Our Truths: Indigenous Policy and Practice

***SOCW 540 (4.5) Foundation Practicum

Elective (1.5) Elective

NOTE: Students must complete at least 1.5 units of elective courses, though additional electives may be taken. Electives can be taken in Social Work, through other HSD academic units or through other UVIC programs, with permission of the student's academic advisor. Note that graduate courses outside of Social Work require the

completion of a “Graduate Course Change Form” and the permission of the course instructor. MSW students may take as an elective one 400 level Social Work course, with the permission of the course instructor and the Graduate Advisor. Please note that undergraduate courses taken prior to admission to the MSW program cannot be used for graduate elective credit.

Electives: *list on page 28 of this guide*

See pages 17-19 for information on MSA and MSWI program.

COMPLETION OPTIONS: THESIS or COURSE-BASED

The choice of whether to complete your MSW degree via the thesis route or via the course-based route is an important one. The route that is best for you needs to be considered in the context of your research and practice interests; your strengths and challenges as a practitioner and as a graduate student; and your future plans. We encourage students to discuss these options with each other; in advising sessions that are offered at the beginning of the program and from time to time during the program; and/or with the Graduate Advisor. We advise students to make final decisions on completion options after admission and after acquiring some experience in the program, but preferably no later than the second term of the advanced year.

COURSE-BASED COMPLETION OPTION

The course-based completion option requires the completion of specific courses, including the MSW Capstone course (SOCW 571) and a 450 hour MSW Advanced Practicum (506/506A). Please refer to the information provided previously about all three MSW program streams for the specific course requirements that apply to the course-based completion option in each program.

The MSW Capstone course (SOCW 571) is designed to be the final course in a student's program. It is expected that students will complete all required coursework prior to beginning Capstone. Normally, SOCW 571 is taken concurrently with SOCW 506/506A to enhance reciprocal learning between class and the field.

The MSW Capstone is designed to be a culminating educational experience that consolidates learning and demonstrates preparation for advanced social work practice. Students integrate, articulate, and evaluate learning from the courses and practicums in the MSW program within the context of their other professional activities and prior academic experiences.

THESIS COMPLETION OPTION

Writing a thesis is an opportunity to contribute to socially just knowledge, particularly knowledge useful for social work practice, social policy, or activism. A thesis committee typically consists of a thesis supervisor and one other academic committee member (more information below). Thesis research makes an original contribution to a field of study in one of three ways: it builds on existing research; it takes research in a new direction; or it is entirely original research. Your thesis supervisor and supervisory committee member support you in this process and evaluate your thesis work, though responsibility for carrying out the research and the overall quality of the thesis lies with you. Your supervisor will work with you to develop a realistic plan that takes into account institutional rules and timelines, as well as your own personal resources, constraints and responsibilities.

A thesis must be the result of an individual endeavour. Depending on the thesis topic and research approach (research methodology), theses typically range from 100-150 pages in length. A thesis typically consists of a description of your research interest and positionality, a comprehensive literature review, methodology, conceptual framework, data collection and analysis, findings, limitations of study as well as implications of your study for policy, practice and/or theoretical considerations. It may end with a discussion on the future directions of your research as well as yourself as a researcher and conclusion.

In considering whether or not you want to write a thesis, you might find it useful to view additional information available on the School's website:

<http://www.uvic.ca/hsd/socialwork/current/msw/resources/index.php>

It can be useful to look at the work of other graduate students. Copies of all recently completed UVIC theses can be viewed on UVIC Space; social work theses can be viewed at <https://dspace.library.uvic.ca/handle/1828/164>

THESIS SUPERVISORY COMMITTEE

MSW thesis students must have a supervisory committee of at least two members, approved by Social Work and by the Dean of Graduate Studies. The thesis supervisor must come from Social Work and other committee members may come from Social Work or from any other UVIC department. The supervisor facilitates all activities of the supervisory committee. All members of a supervisory committee must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies.

The duties of the committee include supervision of the thesis and participation in a final oral examination. The oral examination includes an external (i.e. outside of Social Work) examiner as well as the supervisory committee. Together, they recommend to FGS whether or not a degree is awarded to a candidate.

All prospective thesis students should review Faculty of Graduate Studies information: <http://www.uvic.ca/graduatestudies/research/home/yoursupervisor/relationship/index.php>

SOCIAL WORK GRADUATE COURSE DESCRIPTIONS

SOCW 506/506A - Advanced Practicum

Units: 4.5

A minimum of 450 hours of advanced social work practice and demonstration of the application of critical analysis to practice are required.

Pre-Requisites - 6 units of coursework (and admission to the MSWA or MSWI program.)

SOCW 510 Policy Context of Practice

Units: 1.5

Reviews and analyzes a number of explanations of the policy making process. It examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. The course analyzes the policy/practice interface and uses substantive policy domains to illustrate how policy both enhances and constrains practice and how practice in turn can influence policy. Students are encouraged to develop their own understandings of the contributions of practice to policy.

SOCW 511 Contemporary Debates and Ethical Dilemmas in Social Work

Units: 1.5

Examines and critiques current debates, ideas and discourses relating to social work knowledge and practice, with a specific focus on ethics. Emphasis is placed on postmodern, feminist, anti-racist and Indigenous perspectives as they challenge prevailing assumptions about individualism, meritocracy, professionalism and philanthropy. Specifically looks at the contributions of these perspectives to a critical theorizing of professional practice and ethics.

SOCW 512 Knowledge and Inquiry

Units: 1.5

Takes as its starting point the idea that responsible and effective professional and scholarly practice begins with a critical examination of how relations of power shape knowledge production. Over the term, assumptions underlying the creation of knowledge and different approaches to knowing authoritatively will be investigated. Questions of 'how we come to know' and 'how we go about asking' are explored through poststructural, postcolonial and critical race lenses.

SOCW 515 Transnational Social Work

Units: 1.5

Transnational feminist theorists argue that transnationalism links contemporary notions of nationality, gender, race and class to earlier histories of colonization and present day imperialism. This course examines the practices of the securitized, neo-liberal Canadian welfare state towards transnational communities by: (a) understanding transnational feminist theories, (b) analyzing nation-making and global inequality, (c) reviewing practices of transnational feminist social justice activism, and (d) critiquing international social work in view of all of the above.

SOCW 516 Research Methodologies

Units: 1.5

Critically reviews a wide range of research methodologies commonly practised in the human services. The course considers the kinds of opportunities and challenges presented by each methodology. The course emphasizes the link between the development of a research question and the selection of methodological approaches.

SOCW 519 Indigenous Resistance, Resurgence And Revitalization For Helpers

Units: 1.5

Introduces contemporary examples of Indigenous resistance, resurgence and revitalization from local, national and international contexts. Critically examines the implications for social work practice with an emphasis on Indigenous and de-colonial thought and collectivist and community-centred approaches to addressing historical and ongoing colonial policies and practices. Students explore their self-location, ideas, values and beliefs in relation to practice with Indigenous peoples and practice informed by Indigenous knowledges.

SOCW 521 Indigenous Perspectives to Knowledge and Research

Units: 1.5

Explore the dimensions of Indigenous ways of knowing that influences research with Indigenous communities. Students will explore how, and from where, their own knowing emerges as well as critically examine how knowledge is constructed within the larger society. The course focuses on the layers and multitudes of relationships that the self experiences with others and the world including the many ways in which power, culture, ethics, protocols, language, place and spirit shapes knowledge. Students will have an opportunity to apply this knowing to their personal knowing and researching values and framework.

SOCW 523 Self-Conscious Traditionalism in Indigenous Social Work Practice Seminar

Units: 1.5

Critical explorations of alternative models of Indigenous social work practice drawn from the literature and from their own practice. Concepts and skills of Indigenous leadership are also explored.

SOCW 541 Introduction to Critical Social Work Practice

Units: 1.5

Introduces strategies for socially just social work through the exploration of Indigenous, feminist, anti-racist, anti-colonialist and poststructural approaches to practice. The development of critical consciousness (historical, socio-cultural and political influences on professional and personal identities and experiences) is emphasized, and shifting sources and forms of professional power and authority are examined. Specific skills will include interpersonal communication, problem solving, and working in alliance and solidarity in the context of increased inequality and diminished resources.

SOCW 542 Anti-Racist Practice

Units: 1.5

Introduces students to anti-racist, de-colonial and insurgent social work knowledge and practice. Grounded in and informed by community activism and social movements with particular attention to the knowledge of Indigenous and racialized peoples whose contributions are often erased in the history, teaching and practice of social work. Students gain foundational understanding of various collective and individual strategies, approaches and skills, to facilitate the integration of critical theory and activist epistemologies into applied practice.

SOCW 544 Social Work, the State and Citizenship

Units: 1.5

Taking the perspective of 'citizenship as social', explores the lived realities and experiences of citizenship as it is configured on the basis of geography, class, race, Indigeneity, gender, sexual orientation and other identity locations. Using citizenship theories, explores the nature of social inclusion and exclusion that mark citizens' lives in the Canadian Welfare state and examines the de-colonizing potential of citizenship-based social work that is grounded in a vision of social justice.

SOCW 547 Historicizing Social Work: Friendly Visits to Social Justice

Units: 1.5

Critical examination of the production of social work practice and theories at different historical moments and the profession's role in regulation of the boundaries between proper citizen-subject and deviant Others, all while participating in the colonial project of making nation. Students engage in critical/reflective study of social work responses to so-called 'problem populations' in the context of changing political, social, economic, and moral climates.

SOCW 549 Research Foundations

Units: 1.5

Reviews foundational concepts and strategies of social work research with a focus on the comprehension, critique and utilization of research in social work practice and policy settings. Students critically reflect on examples of research and examine how power shapes knowledge. Emancipatory methodologies, including Indigenous research approaches, are explored.

SOCW 550 Social Justice, Social Work and the Law

Units: 1.5

Examines theoretical, legal and critical perspectives of Indigenous law and Canadian law including the legal system and the legal processes that have an impact on professional social work practice. Critically examines the interplay between marginalization, structural inequalities, social work, social justice, Indigenous legal orders and Canadian law. Focuses on developing skills in critical reflection, intersectional analysis, and socially just social work practice.

SOCW 551 Truth Before Reconciliation: Indigenous Social Work Foundations

Units: 1.5

Critically examines historical and contemporary processes of colonization in Canada and resulting barriers embedded in policy and practices affecting Indigenous peoples. Focuses on matters of racism, anti-racism, epistemology, relationality and identity. Students explore their self-location, ideas, values and beliefs about working with Indigenous peoples and the implications for their social work practice.

SOCW 554 Reconciling Our Truths: Indigenous Policy And Practice

Units: 1.5

Builds on critical theories and perspectives introduced in SOCW 551 to explore the impact of Canadian policies and practices of Indigenous peoples. Introduces anti-colonial policy analysis and explores responses and initiatives of Indigenous peoples through their own policy and practice work. Students explore the role of policy in their praxis and the implications for decolonizing social work.

SOCW 571 MSW Capstone (Course-based completion students ONLY)

Units: 1.5

A culminating educational experience to consolidate learning and demonstrate preparation for advanced social work practice. Students will integrate, articulate, and evaluate learning from the courses and practica in the MSW program within the context of their other professional activities and prior academic experiences.

Pre--requisites. Completion of all required coursework in the MSW program.

Pre-or Co requisite - SOCW 506 or SOCW 506A

Grading INP, COM, N, F

SOCW 599 Thesis (Thesis-based completion students ONLY)

Units: 6.0

The thesis entails independent research on a topic chosen in consultation with the student's supervisor and/or supervisory committee.

Prerequisites: Normally, a student is expected to have completed all course work prior to registration. After 16 months of course work, the student is required to have an approved proposal on file to maintain registration in 599.

Grading: INP, COM, N or F

ELECTIVE COURSES

Elective courses are offered as resources permit. Not all electives are offered each calendar year. Students are notified about upcoming elective courses (in Social Work and in the Faculty of Human and Social Development) through the MSW List Serve.

SOCW 505 Advanced Child Welfare Seminar

Units: 1.5

Explores topics of special interest in the development of child welfare practice from a critical, anti-oppressive and social justice perspective. Students are expected to conduct an analysis on a current child welfare topic they select in conjunction with the instructor.

SOCW 526 Seminar in Community Health Policy and Practice in Indigenous Communities

Units: 1.5

Examination of such critical issues in community health as sexual abuse, substance misuse and family violence along with the collective steps that Indigenous (and other) communities have taken to restore health. The critical issues to be examined are determined collectively by students and faculty.

SOCW 531 Critical Exploration of Leadership Roles for Social Workers in Health Care

Units: 1.5

Inquiry based opportunity for students to critically examine their leadership styles and develop a foundational knowledge and skill base for effective involvement in organizational change, staff management, coaching and supervision, coordination of inter-professional teams and development of policies to address the social determinants of health.

SOCW 532 (400) Introduction to Social Work in the Health Care Sector

Units: 1.5

Examines the knowledge and skills required for social worker to be effective advocates while caring out a range of responsibilities in the health care sector within the context of a practice framework that focuses on the social determinants of health. The challenges and opportunities provided by the cultural and organizational contexts of practice in health care will be an important focus of the course for examining the inter-professional nature of practice. Particular aspects of practice such as appropriate documentation, informed consent and community development will be included.

SOCW 533 Working with Trauma

Units: 1.5

Explores current theories and practices regarding trauma work. Particular emphasis will be placed on the neurobiological and psychophysical qualities of traumatic stress, as well as the interpersonal and socio-political/cultural contexts that lend themselves to traumatic stress. Various theoretical contributions that support qualities and strategies of resilience will be examined. Emphasis will be placed on concrete skills, practices and strategies that have applicability to a wide variety of contexts including work with individuals, groups, communities and which translate to policy development.

SOCW 537 Environmental Justice and Social Work

Units: 1.5

Environmentalism has gained prominence in social work scholarship and earlier practice models that ignored the physical environment are now critiqued. Students enter with political allegiance to green issues; educators find compatibility between professional practice and views on spirituality, environmental justice, and social service provision. Fears over environmental destruction and a general sense of disconnection from nature are finding traction. This course will explore these themes through the lenses of race, space, and environmental justice.

SOCW 580 Special Topics in Social Work and Social Welfare

Units: 1.5 or 3.0

A variable content course on a topic related to social work. May be taken more than once for credit with different course content.

INDIVIDUALLY TAUGHT COURSES

SOCW 517 Research Seminar (Thesis Proposal)

Units: 1.5 (Pass/Fail course)

Student prepares their thesis proposal under the tutelage and direct supervision of the thesis supervisor.

SOCW 590 Directed Studies

Units: 1.5 or 3.0

Individual studies under the direct supervision of a social work faculty member. The instructor and the Graduate Adviser must approve the content, credit value, and method of evaluation prior to registration. **Note:** May be taken more than once for credit with different course content. A completed "Proposal for Pro Forma Course" form (available on FGS site) is required. Offered as resources permit.

PRACTICUM INFORMATION - ALL MSW PROGRAMS

Practicum: MSW Advanced (Course-based completion option ONLY)

SOCW 506 MSW Practicum

Units: 4.5

A minimum of 450 hours of social work practice and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practica apply to the MSW practicum.

Prerequisites: 6 units of core course requirements; and admission to MSW Advanced program.

Grading: INP, COM, N, F.

SOCW 506 is required for students completing their MSW degrees via the course-based completion route, and who either hold a Bachelor of Social Work (BSW), or who have completed the core MSWF program requirements including the Foundation practicum. Please review course planning information for further information on requirements for practicum entry.

The purpose of practicum is to give you an opportunity to build on existing knowledge and practice skills under the supervision of an experienced social worker. The practicum takes place within one agency and/or one program of service, with supervisors who demonstrate a commitment to social justice, anti-racist and anti-oppressive social work practice. You are expected to demonstrate your ability to draw theory from practice (and practice from theory) during this placement by linking your learning to various units in the Capstone course (SOCW 571).

Placements are determined through consultation and agreement amongst the student, one of the School's Field Education Coordinators, and the prospective practicum agency/organization/service. The Field Education Coordinator must approve all placements well in advance of the scheduled commencement of placement. It is possible to complete SOCW 506 practicum over two terms starting in the fall term (**September to April only**). Practicum availability differs depending on geographic area, area of practicum interest, access to qualified supervisors and time of year. **You must ensure that you fill out the practicum application form that you can access from the link below below two terms in advance of the term in which you would like to do a practicum. E.g. for a summer practicum you need to fill out the application form in January**

Documents & Forms for Practicum

<http://www.uvic.ca/hsd/socialwork/current/msw/msw/mswpractice/index.php>

Practicum: MSW Indigenous (Course-based completion option ONLY)

SOCW 506A MSWI Practicum

Units: 4.5

A minimum of 450 hours of social work practice and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practica apply to the MSWI practicum.

NOTE: Prior to registration, the instructor and graduate adviser must approve the practicum contract and method of evaluation.

Prerequisites: 6 units of core course requirements; and admission to MSW Indigenous Specialization. Grading: INP, COM, N, F.

SOCW 506A is required for students completing their MSWI degrees via the course-based completion route, and who either hold a Bachelor of Social Work (BSW), or who have completed the core MSWF program requirements including the Foundation practicum. Please review the course planning information for further information on requirements for practicum entry.

The practicum component of the MSW Indigenous program (SOCW 506A) is an opportunity for students to build on their existing knowledge and practice. SOCW 506A provides advanced level learning opportunities in settings that reflect the program's commitment to social justice, anti-racist and anti-oppressive social work practices. You are expected to demonstrate your ability to draw theory from practice (and practice from theory) during your practicum by linking your learning to various units in the Capstone course (SOCW 571).

Placements are determined through consultation and agreement amongst the student, the Indigenous Field Education Coordinator, and the prospective practicum agency/organization/service. The Field Education Coordinator must approve all placements well in advance of the scheduled commencement of placement.

It is possible to complete SOCW 506A practicum over two terms in the fall term (September to April only). Practicum availability differs depending on geographic area, area of practicum interest, access to qualified supervisors and time of year. . **You must ensure that you fill out the practicum application form that you can access from the link below two terms in advance of the term in which you would like to do a practicum. E.g. for a summer practicum you need to fill out the application form in January**

Documents & Forms for Practicum

<http://www.uvic.ca/hsd/socialwork/current/msw/mswi/mswipractice/index.php>

Practicum: MSW Foundation (required - all students in the first year of the MSWF program)

SOCW 540 Practicum

Units: 4.5

A minimum of 450 hours of social work practice and demonstration of the application of critical analysis and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practica apply to the MSW practicum.

Grading: INP, COM, N, F.

Students who do not hold a BSW enter the MSW program through the Foundation level (MSWF). All MSWF students are required to complete SOCW 540 (4.5 unit field practicum - 450 hours) as part of the core courses in the MSW Foundation program. The SOCW 540 practicum is an entry level learning opportunity designed to prepare students to transfer into the MSW Advanced program. All SOCW 540 Foundation practicum placements must be completed within one term, normally in the May term at the end of the Foundation year. Please review the course planning information for further information on pre-requisites and requirements for practicum registration.

The purpose of the SOCW 540 Foundation practicum is to provide an opportunity to develop existing knowledge and entry-level practice skills under the supervision of an experienced social worker. Foundation level practicums take place with supervisors who demonstrate a commitment to social justice, anti-racist and anti-oppressive social work practice. Placements are determined through consultation and agreement among the student, one of the School's Field Education Coordinators, and the prospective practicum agency/organization/service. The Field Education Coordinator must approve all placements well in advance of the scheduled commencement of placement. . **You must ensure that you fill out the practicum application form that you can access from the link below two terms in advance of the term in which you would like to do a practicum. E.g. for a summer practicum you need to fill out the application form in January.**

Documents & Forms for Practicum

<http://www.uvic.ca/hsd/socialwork/current/msw/nbswmsw/nbswmswpractice/index.php>

Practicum Contact Information

Maxine Gibson

Field Education Coordinator

Email: mjgibson@uvic.ca

Phone: 250-721-8035

Cheryl Aro

Indigenous Field Education Coordinator

Email: fnpracti@uvic.ca

Phone: 250-721-8040

Shawn Hoey

Field Education Coordinator

Email: smhoey@uvic.ca

Phone: 250-721-8039

UNIVERSITY REGULATIONS AND PROCEDURES

All university regulations, policies and procedures are outlined in the University calendar Link to the University of Victoria, Faculty of Graduate Studies 2018-19 calendar:

<https://web.uvic.ca/calendar2019-05/grad/index.html>

ADDITIONAL IMPORTANT INFORMATION from GRADUATE ADMISSIONS AND RECORDS and the FACULTY OF GRADUATE STUDIES

REGISTRATION

Full vs. Part-time Status - Any student who is registered for a single term in Winter Session (September to December OR January to April) OR Summer Session (May to August) is defined as full-time if:

- Enrolled in courses totaling a minimum of 3 units, or
- Enrolled in thesis (599)

A part-time student is defined as any student who does not fall into either of the above categories.

Continuous Registration - All students admitted to the Faculty of Graduate Studies must either register for credit in every term from the time of admission until the requirements of the degree have been met; register for a temporarily withdrawn status (personal leave); or formally withdraw in accordance with the regulations below. Registration instructions are sent to all students who are authorized to register.

How to Register – Students are required to complete their own registrations. Graduate Admissions and Records offers a tutorial on ‘how to register’ through the UVic System: <http://www.uvic.ca/graduatestudies/admissions/registration/index.php>

Please note that students who do not:

- register for credit
- register for temporarily withdrawn status, or
- formally withdraw from their program

are considered to have abandoned their program. That program will be terminated and they will be withdrawn from the university. The notation “Withdrawn Without Permission” will be entered on the transcript.

FEE STRUCTURE

Cost of a Masters degree - The minimum regular program fee for a master's degree is 5.0 fee instalments, which can consist of a combination of regular full and regular half fee instalments totaling 5.0 full regular fee instalments. One (1.0) additional regular fee instalment will be assessed if a student remains registered after having paid 5.0 regular full fee instalments (for a total of 6.0). See University of Victoria Tuition Regulations: <https://www.uvic.ca/vpfo/accounting/assets/docs/tuition/tuition-schedule.pdf>

Further information: Accounting Services and Tuition - 250-721-7032 or tuition@uvic.ca

GRADES BELOW “B”

One important and very significant difference between undergraduate and graduate education is that, according to FGS policy, any course grade below “B” is equivalent to a failure in a course. A student who receives a grade below “B” in a course (not in an assignment) cannot continue in their graduate program until the grade below “B” is resolved. In deciding how to proceed when a grade below “B” has been assigned, usually the Graduate Advisor, the course instructor and the student’s individual faculty advisor consult about which of the following options are most useful for the student going forward:

- Repeat the course and achieve a grade of at least a "B"
- Take a replacement course (must be approved by department)
- Be allowed to continue with no remedial action (reasons must be supplied)
- Be allowed to continue subject to raising the GPA to a certain level during next term

Looking for writing and/or other forms of academic support?

The Centre for Academic Communication offers free one-on-one tutorials (in person or in distance) and has many resources available for download:

<http://www.uvic.ca/learningandteaching/home/home/centre/>

The University of Victoria library offers research support and viewable/downloadable citation guides, as well as other forms of academic support:

<http://www.uvic.ca/library/research/index.php>

Students with learning disabilities, ADHD, mental health issues or long-term recurring physical or sensory disabilities or chronic health issues can find help and support through the Resource Centre for Students with a Disability (RCSD):

<http://www.uvic.ca/services/rcsd/>

TIME LIMIT FOR MASTER'S DEGREES

Normally, a student proceeding toward a master's degree will be required to complete all the requirements for the degree within five years (sixty consecutive months) from the date of the first registration in the master's degree. In no case will a degree be awarded in less than twelve consecutive months from the time of first registration.

Students who fail to obtain permission for an extension prior to the time limit expiry date, will be considered to have abandoned their graduate program. Students who wish to have their abandoned program reactivated may have a letter of recommendation forwarded from the department or school to the Office of the Dean, Faculty of Graduate Studies. If approval is given, a reinstatement fee must be paid to the Graduate Admissions and Records Office.

APPLICATION FOR GRADUATION

Graduate Students need to apply for Graduation for the term they plan on completing their program in. If a student goes beyond the term they have selected, they will be required to fill out the application for graduation for the next term **as well as pay the graduation fee again**. The Application for Graduation can be found online through your My Page account.

FINANCIAL SUPPORT FOR GRADUATE STUDENTS

All new applicants are evaluated for the University Fellowship and new student graduate awards. Successful incoming students are notified at the time of offer. The minimum standard required for consideration for these awards is first-class standing (A-). The Graduate Admissions and Records Office determine grade calculations and equivalencies. The process is competitive and meeting the minimum standard for consideration does not guarantee that you will be successful. In addition to these awards for incoming students, you may be eligible to apply for other awards and bursaries available through:

The Faculty of Graduate Studies - A number of awards, scholarships and bursaries are available to full-time students. The Faculty of Graduate Studies provides a list of available awards and necessary applications online at <http://web.uvic.ca/gradstudies/students/fees.php> or through their office in the University Centre.

Student Awards & Financial Aid Office - Information on bursaries and scholarships can be found at the UVic Student Awards & Financial Aid Office, located in the University Centre, or through their website at <http://registrar.uvic.ca/safa/> In addition, provincial, territorial and federal governments each offer student loans to full-time candidates who meet the requirements.

The School of Social Work provides a small number of graduate awards each year. Information about these awards and how to apply for them is provided, usually in late August or early September, via the MSW List Serve. When the School receives notification about other awards, information is posted to the MSW List Serve.

Band Funding - If you are receiving financial support from your Band, please contact Accounting for information on steps and procedures:

Accounting Services and Tuition: 250-721-7032 or tuition@uvic.ca
Manager of Financial Accounting: Janet Dixon 250-721-7026 or janetdix@uvic.ca.

Awards, Fellowships, Scholarships & Bursaries

FGS has specific criteria (e.g. GPA, publication record, research expenses, etc.) for the disbursement of graduate budgets, the selection of nominees for donor awards, and other requirements for recipients of awards determined within the School.

Thesis Completion Stream - FGS Supervisory Relationship Policy

Faculty of Graduate Studies policies are given in the Graduate Calendar and in policy documents found on the Faculty of Graduate Studies website: uvic.ca/graduatestudies. In particular, students and faculty members should read the Graduate Supervision Policy, which outlines the rights and responsibilities in the supervisory relationship.

Formal review of academic progress

1. Thesis Completion Stream - Formal assessments of progress for students in the thesis stream shall be carried out on an annual basis by the supervisory committee and a report filed with FGS. The Graduate Advisor may initiate additional assessments upon the advice of the supervisor or supervisory committee. The unit shall establish procedures surrounding assessments, which must include points a-j, below:

- a. An opportunity for the student to communicate their progress to the committee and to discuss their research with the committee. Committee members with concerns about student progress must raise these concerns at this meeting to allow the student an opportunity to address them directly.
- b. An opportunity for the committee to discuss student progress in the absence of the student.
- c. An annual student report that shall include such information and metrics that the unit finds necessary for a full evaluation of student progress.
- d. A determination as to whether the level of academic progress is satisfactory or unsatisfactory. Gradations in performance are permitted, but the committee must be given the opportunity to rank a student as 'unsatisfactory,' if appropriate. Examples of categories of assessment might include:
 - Excellent – the student has exceeded all expectations, and the progress made on the thesis/dissertation work is exceptional.
 - Very Good – the student has exceeded most expectations and made significant progress on the thesis/dissertation work.
 - Good – the student has met most expectations and made some progress on the thesis/dissertation work.

- Needs Improvement – the student has struggled to meet expectations (some but not all expectations met) or progress is below what is reasonably expected.
 - Unsatisfactory – indicates, for example, that a student does not pursue goals in a vigorous fashion, does not take direction well, shows disregard for ethics/safety, or repeatedly fails to complete routine procedures.
- e. Expectations, goals and milestones for the upcoming review period, if appropriate.
- f. The anticipated date of the next formal review, if appropriate
- g. In the case of two or more determinations of ‘unsatisfactory’ progress on formal assessments not less than 8 weeks apart, a written recommendation whether or not to request the Graduate Advisor make application to the Dean of Graduate Studies to withdraw the student for ‘failure to meet academic standards.’
- h. Names and electronic acknowledgements of all members of the committee, which shall signify that the recommendations reflect the majority finding(s) of the committee.
- i. Name and electronic acknowledgement of the student, which shall signify that they have read and understood the recommendations of the committee.
- j. In the case of a rating of unsatisfactory, the name and electronic acknowledgement of the Graduate Advisor signifying that the record has been received and reviewed.

2. Course based Completion Stream - Formal assessments of progress for students in the course-based stream shall be carried out at the discretion of the graduate advisor or School Director.