SCHOOL OF SOCIAL WORK  
RENISON  
UNIVERSITY OF WATERLOO  

SWREN 423R: Advanced Social Group Work Practice  

Fall 2007: Tuesday 9:00-11:50 (Lec 001) REN 1221 (Chapel Lounge)  

COURSE OUTLINE  

Instructor: Ellen Sue Mesbur, MSW, Ed.D.  
esmesbur@renison.uwaterloo.ca  
Phone: (519) 884-0000 ext. 28612  

Office Hours*: Monday: 4:30 – 5:30 PM  
Tuesday: 12:00 – 1:30 PM  
By Appointment – contact Marion Reid, (519) 884-4404, ext. 28626 to book an appointment with me.  
* PLEASE NOTE: AS I AM FREQUENTLY AT MEETINGS OR AWAY FROM RENISON FOR CONFERENCES AND MEETINGS, IT IS A GOOD IDEA TO CHECK WITH ME IN CLASS TO BOOK AN APPOINTMENT, OR TO CONTACT MARION. I WILL ENDEAVOUR TO BE AVAILABLE TO MEET WITH STUDENTS AS NEEDED AT TIMES OTHER THAN THE POSTED OFFICE HOURS.  

COURSE DESCRIPTION:  

The aim of this course is to develop students' knowledge of different approaches to social group work practice, the five advanced universals of group work practice, and the ways in which specialized knowledge of clients' life conditions, life circumstances, and significant life events informs social work practice with groups within a generalist framework. Emphasis is placed upon conceptualizing and analyzing group work skill and the capacity for self-directed practice with groups. A salient goal is the use of democratic means so that group process in all social work groups reflects a vision of social justice.  

This course builds on students' foundation level practice knowledge, with emphasis on the conceptual base and practice skills of social group work. Social work with groups is viewed as integrative practice, within a generalist framework and encompasses the continuum of social work with groups. This course is based on the belief that there are several important forces directing practice: (1) the diverse needs of the oppressed and vulnerable populations we serve; (2) agency and social policy, as it identifies the parameters of service; (3) the worker’s theoretical orientation to group work practice; (4) the worker’s evaluation of their practice with an eye toward increasing practice effectiveness.  

Objectives  

Participation in this course will develop students’ knowledge of:  

- different approaches to social work practice with groups
• the salience of the five advanced universals of group work practice
• best practices in social work with groups
• ways in which specialized knowledge of clients’ life conditions, life circumstances, and significant life events informs practice with groups
• the positive and negative effects of groups throughout life on the social and psychological development of the individual and society
• theoretical underpinnings of contemporary group work practice in relation to a range of group approaches including mutual aid groups, activity groups, social action groups, therapy groups and administrative groups
• organizational context, group size and composition, structure, communication patterns, and culture and the incorporation of these dynamics in group assessment and facilitation
• stages of group development and the worker's tasks in promoting the growth of the group

Upon successful completion of this course, students will demonstrate the ability to:

• articulate an understanding of several theoretical models of social work with groups and the degrees to which they focus on personal, intrapersonal, and/or environmental changes
• apply their understanding of group work theory and practice to different group populations, incorporating an appreciation of the dimensions of oppression and human diversity
• articulate the rationale for practice choices concerning the development of group services and practice with a wide range of populations
• articulate the ways in which agency, social policy, and focus areas uniquely influence social work practice with groups
• appreciate the role of the worker and worker skills of promoting democratic means so that group process in all social work groups reflects a vision of social justice
• understand and incorporate into assessment and intervention, systemic variables including: organizational context, group size, composition, structure, culture, and communication patterns
• use their knowledge of group dynamics and development to enhance their practice across a range of group models
• use practice skills to facilitate group process, promote mutual aid, and mediate between the individual and the group
• apply principles of programming for social work groups in various practice settings
• critically analyze ethical issues and dilemmas unique to social group work practice
• apply social work values and ethics to group work practice
• communicate effectively in writing through accurate use of grammar, spelling, sentence construction, and APA referencing style

Textbook (Required)


**Other Recommended Texts**

**Please note:** Some of the assigned readings are from other texts or journals. Two of the texts, L. Shulman’s, *The skills of helping individuals, families, groups, and communities* (5th Ed.), and R. Toseland and R. Rivas’, *An introduction to group work practice* (5th Ed.), have been, or are being used in other social work courses. This is a good opportunity for students to build upon resources and knowledge.


7. Mutual Aid Based Group Work (An on-line resource and communal forum to promote social work with groups) http://mutualaidbasedgroupwork.blogspot.com/.

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**For textbook ordering information, please contact the UW BookStore.**

**COURSE METHODOLOGY**

The course will consist of lecture, discussion, group simulation of practice, role playing, and other learning exercises. Student participation in the course activities is encouraged in order to maintain a helpful and positive active learning environment for the entire class. Attendance is an important element, as a large part of the learning will be experiential in nature. Students will be expected to prepare in advance for class discussions, and as needed, for small groups and other activities.

**CONFIDENTIALITY ALERT AND AGREEMENT**

Real cases will be presented in the teaching-learning process. Unless open self-disclosure is explicitly agreed to in writing by a client, or a potential client, identifying characteristics must be changed/camouflaged to protect identities. Class members are presumed bound by the code of ethics of the profession of social work. If any student believes that s/he is able to identify anyone presented in a practice example, then s/he is bound to remain silent about any such suspicions and to respect confidentiality. Students are expected not to discuss these practice examples with anyone other than the instructor or current class members. Similarly, you may choose to share your own past experiences leading a group as they relate to course content. That
information also must be considered privileged and confidential, not to be repeated outside the context of the course.

ASSIGNMENTS AND TESTS

1. Part A. Group Project and Class Presentation (15%)
   Due Date: Will vary according to presentation schedule.

   Part B. Group Assessment and Reflective Paper (25%):
   Due date for paper is two weeks following class presentation.

2. Mid-term Assignment: A Review of Social Group Work Literature (35%):
   Due Date: October 16, 2007.

3. Final Exam (25%):
   Date: November 27, 2007.

Note: Guidelines for assignments and test follow the outline of the course units.
Students who require alternate arrangements for assignments or exams are encouraged to contact
the Office for Persons with Disabilities in Room 1132 of Needles Hall on the UW campus. Their
website is: http://www.studentservices.uwaterloo.ca/disabilities/.
Students should discuss any particular learning needs they may have with the instructor at the
beginning of the semester.

ATTENDANCE AND PARTICIPATION

Attendance
Because of the highly integrative methods of learning used in this course, class attendance is essential. Students are expected to attend all class sessions, be on time and inform the instructor prior to absences.

Participation
For a class of this nature to be successful, students need to fully participate. Full participation includes preparation for class, attendance, and contributions to class discussion (large and small group), and respectfully providing thoughtful feedback to classmates. Students are expected to participate actively by drawing from field and other related experiences.

The development of a supportive learning environment reflecting the expressed values of the social work profession is fundamental to this course. Listening to views other than your own, being able to understand and appreciate the other person’s point of view, and the ability to articulate your own point of view will foster the creation of this environment. The process of the course is the free and respectful exchange of ideas within the structure of mutually agreed upon ground rules/guidelines for interaction.

ACADEMIC OFFENCE CLAUSE

Note on avoidance of academic offences: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 (Students Academic Discipline) which is supplied in the Undergraduate Calendar (p. 1:11). If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources
regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.

An excellent resource on using references and avoiding plagiarism may be found on the Wilfrid Laurier University website at: http://www.wlu.ca/forms/745/How_to_Use_Source_and_Avoid_Plagiarism_(APA).pdf

Students

POSTING OF GRADES INFORMATION

<table>
<thead>
<tr>
<th>POSTING OF FINAL GRADES AT RENISON</th>
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<tbody>
<tr>
<td>In an effort to protect student privacy, it is Renison College policy NOT to post grades at any time. Grades will NOT be reported over the phone by the main office or the Registrar’s office. Final grades are accessible on the internet at <a href="http://www.quest.uwaterloo.ca">www.quest.uwaterloo.ca</a></td>
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OUTLINE OF THE COURSE MODULES

MODULE 1: Introduction to the Course (September 11, 2007)

- Academic Expectations
- Organization and structure of the course: What will it be like?
- Objectives of the course: What will we accomplish?

After successfully completing the module, you will be able to:

- identify the basic assumptions, concepts, principles, and values of the social group work method
- describe how and why social workers use groups
- discuss the group as a "means and context" for change, incorporating humanistic values and democratic norms
- list the five advanced universals of social group work practice
- identify the positive and negative effects of groups throughout life on the psychological and social development of the individual and upon society

Required Readings:


Enrichment Readings:


Democratic values are the hallmark of the social work group as a unique social form.

**After successfully completing the module, you will be able to:**

- differentiate the roles of theoretical and philosophical foundations that underpin social work practice with groups
- discuss group work ethics in relation to the democratic norms and humanistic values in social group work
- provide examples of work with diverse populations in local and global contexts
- discuss leadership roles, tasks, and styles within the context of social work groups

**Guest Speaker:** On Tuesday, September 25, 2007 we will have a combined class with the other section of the course. Our guest speaker will be Patricia Moffat, MSW, RSW who will present a workshop on: *The Grandmothers’ Gathering: Solidarity between Canadian and African Grandmothers in Response to the AIDS Orphans Crisis in Africa.*

**Required Readings:**


**Enrichment Readings:**


**MODULE 3: Differential Application of Social Groupwork** (October 2, 2007)

**After successfully completing the module, you will be able to:**
- differentiate the various group work approaches related to purpose and setting, including socio-education, support, social action, personal growth and treatment, task, and self help groups
- provide examples of social work groups related to purpose and setting
- describe the benefits and challenges of technology-assisted social group work

**Required Reading** (any two of the following):


**Enrichment Readings:**


*Strengths Based Groups-Work with Children and Adolescents* (scroll down the page to Andrew Malekoff's photo)

**MODULE 4: Worker Role Throughout Phases of Group Development** (October 9, 16, 23 & October 30, 2007)

**Note:** Student Group Presentations will begin during Module 4 and continue during Module 5. Groups will be assigned by the instructor and a schedule will be available the first day of class.

**After successfully completing the module, you will be able to:**

- assess the various roles of the worker throughout the phases of group development
- recognize the issues of co-leadership
- describe the role of the worker and the principles for working with group conflict
- recognize the variations in phases of group development with different populations (e.g., mandated clients)
- examine the various components of the phases of group work

**Lecture Content Module 4**

a. **Practice skills for group beginnings**

b. **Middle phase**
   - The Kurland Model of Planning
   - Implementing planning
   - Seven aspects of analysis

c. **Co-leadership**

d. **Termination**

e. **Working with mandated clients**
   - Introduction to the role of the leader
   - The pre-group role of the leader
   - The group role of the leader
   - The post-group role of the leader
5. Summary of the role of the leader

**Required Readings: Planning the Beginning of Your Group**

**Text:**


**Others:**


**Enrichment Readings:**


**Required Readings: Beginnings and First Meetings**


**Required Readings: Stages of Group Development and Middle Phase**

**Text:**


**Others:**


Caplan, T., & Thomas, T. (2003). If this is week three, we must be doing ‘feelings’: An essay on the importance of client-paced group work. *Social Work with Groups*, 26(3), 5-17.


**MODULE 5: The Mutual-Aid Model of Social Work Practice with Groups** (November 6, 2007)
After successfully completing the module, you will be able to:

- identify the dynamics of mutual aid and its application to social work practice with groups
- create an environment in which mutual aid can develop
- examine the role of the worker in the mutual aid approach

**Required Reading:**


**Enrichment Readings:**


**MODULE 6: The Ending Phase: Termination and Evaluation** (November 13 & 20, 2007)

After successfully completing the module, you will be able to:

- define program evaluation in the context of social group work
- recognize the relevance of program evaluation in social group work
- identify the phases of program evaluation in the context of a specific research project
- define the four stages of evidence-based group work
- apply the four stages of evidence-based group work to determine the effectiveness of a group
- appreciate how evidence-based group work is an essential part of ethical practice

**Required Reading:**


**Enrichment Readings:**


ASSIGNMENTS*
* Note: Students may not re-write an assignment and no extensions will be given for late assignments.

Criteria for Grading of Written Assignments
- Evidence of substantive knowledge relevant to social work practice with groups
- Evidence of use of social work literature (bibliography required) as the substantive knowledge presented in the papers.
- Evidence of critical thinking about the ideas, concepts, theories presented.
- Evidence of ability to develop strong, clear arguments in support of your analyses
- Evidence of ability to apply the theory to practice situations.
- Clarity and order in the writing.
- Proper essay format is used, including title page, index, page numbering, references and bibliography.
- Excellent grammar, language and punctuation.

1. Group Project and Class Presentation, Group Reflective Paper

Part A : Group Project and Class Presentation

The class will be divided into 4 task groups early in the semester by the instructor. The groups will be responsible for presenting a workshop to the class on one of the following group approaches related to purpose: therapy groups, support groups, task groups and activity groups. One of the groups will be responsible for organizing a workshop which must encompass a macro level focus. Each presentation will be up to an hour and a half in length. Presentations will include content on the salient worker roles, tasks, and skills associated with the group approach. Creative and experiential methods for presenting the material are required, including resources such as guest speakers, video tapes, case vignettes, group exercises, etc. Task groups
will also be responsible for identifying and assigning two readings for the class to read during the week prior to their presentation. The readings should include at least one chapter from the text. Students will need to have access to these readings.

Some limited class time will be available for student task groups will meet for planning their workshops. The instructor will be available other times to meet with each group to provide consultation.

**Due date:** To be assigned first class  
**Total marks:** 15%

**Part B. Group Assessment and Reflective Paper**

Grades for the group project will be based on a written analysis (ie: Group Assessment and Reflective Paper) completed by each student individually. As the dates for presentation will be throughout the second half of the semester, the **due dates for submission of the paper will be based on the date of the presentation.** The students in each group will be required to submit their papers **no later than two weeks after their presentation.**

Students will carry out a group assessment of the task group to which they were assigned. It should include an analysis of: group purpose, social interaction; socio/emotional ties between the members; functional and dysfunctional roles of group members; norms that help or hinder the progress of the group; decision making processes; how the group deals with conflict, level of group cohesion, stages of group development, and leadership and membership roles. The assessment should include examples to describe group processes. Individual group members should be referred to anonymously, particularly in describing member roles and social interaction. While each of the group dimensions should be discussed, students may choose to focus on a few of the factors that particularly impacted upon them and their learning.

**Your analysis must refer to the social group work literature and must include relevant theoretical/conceptual materials covered in the class and in the assigned readings as well as readings from the bibliography or from further library research.**

**Guidelines for the reflective paper:**

Papers will be written in a scholarly fashion with attention to:

- APA Style Format must be used.
- Excellent language, grammar, and punctuation
- Cover page showing creative title, student’s name, instructor’s name, course title and code, name of school and university, and date
- Page numbering beginning with the first page of the actual text, **not** the cover page
- Length: 13-15 pages (excluding bibliography), typed, 1" margins, double-spaced, original, pages numbered, titled, proofread!
- References: A minimum of 8 references from the social group work literature is required.
- Critical reflection and the ability to relate reflections on the experience to theory are required.
- First person is not only acceptable, but appropriate and expected, given the nature of the assignment.

**Format for the reflective paper, Part B:**
Section 1: A brief summary of the group, including information on setting, purpose, composition structure, time frame, and leadership. A very brief description (i.e., several sentences) of each member should be provided.

Section 2: A description of the group's problem-solving process.

Section 3: Analysis of the group. Included here should be:
- Member roles including significant roles played by members;
- Communication patterns including important content and process communications in the group.
- Group norms including the stated norms of the group and the operational norms of the group.
- Level of group cohesion/mutual aid apparent in the group at different times in its process. What were the indicators of this?
- Stages of development evident throughout the life of the group.
- Leadership roles.
- Ways in which the group dealt with conflict.
- Critique of your own role as a group member/leader. What were the significant actions you and/or the leader took at different points in the life of the group? What was your rational?
- What did you learn about yourself as a group member/leader? How will this learning be used in your future work with groups?

Section 4: Identify and describe an evaluation strategy that could be used to determine the effectiveness of your group. What are the criteria you would use for such an evaluation?

Section 5: Conclusion.

Due date: Two weeks after class presentation

Total marks: 25%

2. Mid-term Assignment: A Review of Social Group Work Literature

At the beginning of term, you will be provided with a copy of Standards for Social Work Practice with Groups published by the Association for the Advancement of Social Work with Groups. You can also access this document through the link provided at the beginning of this course outline.

Select one section from the Standards that you are interested in exploring in depth. This could be: Section I: Core Knowledge and Values; Section II: Pre-Group Phase: Planning, Recruitment and New Group Formation; Section III: Group Work in the Beginning Phase; Section IV: Group Work in the Middle Phase; Section V: Group Work in the Ending Phase or Section VI: Ethical Considerations.

Choose 8 sources (books, book chapters and articles) from the social work with groups literature that focus on the section you have chosen. At least 1 of these articles/chapters should be research-focused. Critically appraise the articles/chapters in relation to the Standards. Does the literature demonstrate these standards in their description and research? What is your assessment of the application of the Standards to the published literature?

Format the literature review for each reading as follows:
- The reference cited, using APA Style Format,
- Presentation of the major themes from the reading
• An analysis of the reading in relation to your chosen section of the Standards for Social Group Work practice. The analysis should include a summary of what the reading has contributed to your understanding of social group work standards for practice.

Length: 12-14 pages (excluding bibliography), typed, 1" margins, double-spaced, original, pages numbered, titled, proofread!

Due date: Tuesday, October 16, 2007
Total marks: 35%

3. Final Examination
There will be a final examination on November 27, 2007.
Total Marks: 25%

General Grading Structure for Assignments

| 90%+ | Represents a truly outstanding and superior paper in all aspects – grammar, organization, originality of ideas, sophisticated writing style, use of references, and creativity. Meets all requirements of the assignment exceptionally well. |
| 85-89% | Signifies an excellent paper – very well written, organized, uses references effectively, is grammatically almost flawless. Meets all requirements of the assignment. |
| 80-84% | A very good paper and similar to the above grade, though it may fall slightly short in one or two areas (i.e. grammar, organization etc.). Writing is very good to excellent. Meets all requirements of the assignment. |
| 71-79% | Good paper that demonstrates competence. It may fall short in a couple of areas or is substantially lacking in one area. Meets basic requirements of the assignment. |
| 64-70% | Satisfactory paper that falls short in a couple of areas and may be substantially lacking in one or more areas. May not meet all requirements of the assignment. |
| 50-63% | Minimally satisfactory paper. Falls short in many areas and is lacking very substantially in one or more areas to the degree that it effects the coherence of the paper – makes it difficult to read and comprehend. Does not meet all requirements of the assignment. |

RECOMMENDED SOCIAL GROUP WORK TEXTS


PUBLISHED PROCEEDINGS OF SYMPOSIA OF THE ASSOCIATION FOR THE ADVANCEMENT OF SOCIAL WORK WITH GROUPS


ADDITIONAL BIBLIOGRAPHY

DIVERSITY ISSUES AND SOCIAL GROUP WORK


THERAPY GROUPS


**SUPPORT GROUPS**


**ACTIVITY AND SKILL BUILDING GROUPS**


**TASK ORIENTED GROUPS: ADMINISTRATIVE AND SOCIAL ACTION GROUPS**


**TIME LIMITED GROUPS**


**RESEARCH AND EVALUATION**


**APA STYLE SUMMARY**

**General Format**

Choose a normal 12 font and double space for most publications. Use one-inch margins and indent the first line of each paragraph one-half inch.


**Level of Headings**

**CENTRED, NOT ITALICIZED, UPPER CASE**

Centred, Not Italicized, Title Case

**Centred, Italicized, & Title Case**

**Left Margin, Italicized, & Title Case**

*Indented, italicized, & sentence case with period.*

**Numbers**

Generally, use words for zero to nine, and figures for 10 and above.

**Paraphrasing & Quoting**

**Paraphrasing** is describing someone else’s idea or data in your own words. When you do this, you must acknowledge the source. You can place the source at the end of the sentence (Buckley, 1998). Alternatively, you can mention in the sentence, for example, that authorities such as Buckley (1998) provide cautions about plagiarism.

When you are directly **quoting** someone else’s words, in addition to noting the source, you **must use quotation marks** (for a brief quote within your sentence). Furthermore, as Buckley (1998) suggests, “whenever possible, make quoted material part of your own sentence structure” (p. 61).

You must use **block quotation structure** for a quote of 40 words or more. The quote becomes a free-standing block of text that is indented five spaces from the left margin. Quotation marks are omitted and the reference to the page number is shown in parentheses after the quote. Here’s an example using the classic definition of community organization developed by Ross (1967):

>a process by which a community identifies its needs or objectives, orders (or ranks) those objectives, develops the confidence and will to work at these needs or objectives, finds the resources (internal or external) to deal with these needs or objectives, takes action in respect to them, and in so doing extends and develops cooperative and collaborative attitudes and practices in the community. (p. 40)
References

Books  [Do not reproduce these subheadings on your reference page; alphabetize all works]

Author, A. (20xx). *Title of book in italics: Capitalize first words of title and subtitle as well as proper nouns like Canada* (2nd ed.). City: Publisher.

Chapters from Edited Books


Journal Articles

Author, A., & Author, B. (20xx). Title of article: Remember to capitalize first word of title and subtitle only. *Title of Journal in Title Case and Italicized*, # of vol. (# of issue – only if all issues begin with page 1), 10-20.

Government Publications


Internet Publications

When citing material from the internet in the text of your paper, use the author and date where possible. If no author is given, use the title in its place; if no date is given, indicate (n.d.). For direct quotes, provide the page number if possible. If no page number is given, provide the section, chapter, &/or paragraph: (CCSD, 2003, Economic Security section, para. 2). For the reference list, provide the author, year, title, date retrieved, and source. When no author is identified, begin with the title.


Newspaper Articles

For newspaper articles, provide the year, month, and date of publication. Use the same order of presentation as a journal article, beginning with the author’s name. However if no author is provided, begin with the title of the article and in the text citation use a short title (“New Drug”, 1993):

Audiovisual Media

For audiovisual media, such as motion pictures, television broadcasts, and audio recordings, consult the APA manual, beginning on page 266. The following are some examples from the manual:


Writer, A. (Date of copyright). Title of song [Recorded by artist if different from writer]. On Title of album [Medium of recording: CD, record, cassette, etc.]. Location: Label.

Personal Communications, Interviews, etc.

If you're citing material from an interview, telephone conversation, e-mail message etc. in the text of the essay, you give the surname and initials of the communicator, describe it as personal communication, and provide as exact a date as possible. You don't need to cite a page number. Nor do you need to include the citation in the Reference List, since it's not considered retrievable material. For example, if you had interviewed me for this information or were using this message as your source, it would look like this:

L. Snyder (personal communication, February 5, 2003) suggested we describe interviews as "personal communication". [or] We were advised to describe interviews as "personal communication" (L. Snyder, personal communication, February 5, 2003).

Legal Materials

With legal material, it is the name of the document rather than the author which appears in the text citation and is first in the reference list. In both instances, the name of the document is italicized. Within the text, you name the legislation and refer to its year:

The Canada Assistance Plan of 1966 stipulated that …

In the reference list, use the following order: the name; the abbreviation for Statutes of Canada, Revised Statutes of Ontario, or Revised Regulations of Ontario; the year; the chapter; the section & subsections:


Reference List

Baylor Social Work offers degree programs in social work, which prepare professionals for careers in the social services worldwide, promoting the dignity of individuals and social justice. Literacy Texas and Baylor University Diana R. Garland School of Social Work released survey results last week that identified barriers - lack of technology and education - created by COVID-19 impacting Texas nonprofit adult literacy providers and students. Leaders of the Literacy Council of Tyler participated in the survey. See more of Social Development Studies - Renison & UWaterloo on Facebook. Log In. or Create New Account. See more of Social Development Studies - Renison & UWaterloo on Facebook. Log In. Forgot account?

Social Development Studies (SDS) is a Bachelor of Arts major offering courses in human and social development. See More. CommunitySee All.

University of Waterloo Science Society. Nonprofit Organization. Student Life Centre. Campus Building. Waterloo Orientation - Applied Health Sciences. College & University. UW English Society. The School of Social Work at Renison University College is pleased to offer Canada's first health-focused online Master of Social Work (MSW) program. The MSW Program is offered in collaboration with the Faculty of Health at the University of Waterloo. We welcome applications from Canadian Citizens, Permanent Residents and international students with valid International Student. If you can't find the answer to your query there, please contact: School of Social Work, Renison University College renison.socialwork@uwaterloo.ca. Contact us. MSW.