

# the Bridge

## THE SCHOOL OF SOCIAL WORK

Spring / Summer 2012



*Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice*

“ We had our largest group of PhD graduates this year with four completing, making our first cohort in the programme very successful both in completion and in quality. You can read about the important work done by three of them inside this issue. ”

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## Report...

from the Director,  
Tim Stainton



It has been a busy first full year as Director of the School! We began the year getting settled into our renovated offices on the ground floor, part of a major revamp of our facilities which includes a new student services suite, a new student lounge, digital signage and a new video conferencing unit in the library. Once again we had an outstanding group of students at all levels who continue to amaze with the broad array of work they do and the commitment they show to the values and mission of the School and the profession. In this issue you will see our award winners and get a taste of some of their work and experiences. We had our largest group of PhD graduates this year with four completing, making our first cohort in the programme very successful both in completion and in quality. You can read about the important work done by three of them inside this issue.

We were very grateful to Professor Kwong-Leung Tang, our former Director, who has made a very generous donation to the School to support graduate students working on international social policy issues. We also received a fascinating donation from graduating student Sonya Kraemer of an Afghan 'war rug' from the Afghan-Russian war in the 1990's. Thank you to both of them and to all our generous supporters.

As you will see in these pages the School and Faculty were very active in organizing significant events over the course of the year. Our annual Splane



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**RESEARCH  
POSTER NIGHT**





## ...from the Director

lecture in Social Policy was once again a success with Dr. James Struthers. Thank you to our partners the United Nations Association (BC), the Liu Institute for Global Issues and the World Federalist Movement (Vancouver) for making this event a success. We were also co-sponsors of a major University event with Madame Louise Arbour, *Speaking Truth to Power*. Madame Arbour is the former chief of the International Criminal Court, a former Canadian Supreme Court Justice and the former UN High Commissioner for Human Rights. She is truly a Canadian treasure and an inspiration for all those who care about Justice and Human Rights.

Thanks to a hard working group of our 4th year BSW's we also held what we hope will be an annual year end celebration dinner and dance attended by students, faculty and alumni. Musqueam Elder Larry Grant welcomed the guests to the traditional unceded territory of the Musqueam and all enjoyed the evening. Next year we hope to make it bigger and better involving more of our alumni and presenting a number of awards to outstanding students, alumni and our dedicated practicum supervisors. Keep an eye on our website for details!

We have also had a busy year on the hiring front with searches for three new positions currently being finalized. These positions will shore up our teaching and research in First Nations issues, health and mental health as well as core social work practice skills. We have also been undertaking further revisions to our MSW curriculum under the direction of MSW Chair Prof. Miu Chung Yan, increasing the level of concentration and integration in four key practice areas: health, social care, families and children and community and social development. In addition Prof. Frank Tester has been leading a major review of our community and social development curriculum which we hope to build up over the coming years to provide world class education for those interested in community and social development in Canada, with First Nations communities and, internationally. You will also read in this issue about a major review of our equity policies and practices within the School led by Prof. Riaño-Alcalá. This process is critical to ensure we both practice our own values and that we provide a model for the University in addressing issues of equity and justice within the School.

Internationally we continue to develop and grow our links both through faculty research and co-operations. We are

developing our first joint intensive course with partners in Switzerland with whom we have worked for a number of years. This will be held sometime late spring/summer next year and we hope will include other international partners from Australia and China. Our cooperation with Shandong University is set to grow with the impending signing of an agreement which will allow for greater faculty and student exchanges and hopefully down the line direct practitioner exchanges. This will be in addition to our ongoing work with them which this year saw Prof. Deborah O'Connor teach a course in qualitative methods at Shandong this past fall and us welcoming visiting scholar Ji Lixin to the School.

As always, we are grateful for the huge contribution that our practicum supervisors and sessionals make to our programme. Without them we could not continue to provide the level of education we do. With growing challenges of inequality and reduced government support for social programmes, the importance of providing high quality education for both new and experienced practitioners is more critical than ever. Our current efforts to refine our programmes and plans to develop a more robust professional development stream in cooperation with the profession will, we hope, ensure we are giving people the tools they need to make a difference. With a strong foundation of exceptional alumni, faculty and students, we intend to do our part in supporting the struggle for social justice at home and abroad.



# Colloquium/ Lecture Series



## The Dr. Richard B. Splane Lecture in Social Policy

(visit our website for information about our next Splane lecture anticipated in November, 2012)

University of British Columbia, School of Social Work, 21 November, 2011



L-R: Professor James Struthers; Dr. Richard Splane; Graham Riches, Past Director, School of Social Work; Patsy George, President UNAC Vancouver Branch; Tim Stainton, Director, School of Social Work

Professor James Struthers is with the Department of Canadian Studies, Trent University. His research focuses on aging and long-term care policy in Ontario from the 1940s to the 1990s. He has previously published articles on the growth and regulation of private nursing homes and public homes for the aged in Ontario from 1945-1975, as well as on the history of home care for the elderly in the province during this same time period. Professor Struthers is currently researching the recent history of long-term residential care in Ontario. He is also a co-investigator and co-theme leader in the SSHRC MCRI project, "Re-imagining Long-term residential care: an international study of promising practices."

### Care and the Welfare State: Past Patterns, Future Prospects James Struthers, Trent University Dr. Richard B. Splane Social Policy Lecture

"The main currents of scholarship on the welfare state have...largely neglected the historical evolution of policies toward the family and dependence, even though these policies were central to the shaping of the institutions of the welfare state."  
-Susan Pedersen, *Family, Dependence, and the Origins of the Welfare State: Britain and France, 1914-1945*, (New York: Cambridge University Press, 1993), 12.

"The welfare state is about the care of dependent people. The crisis of the welfare state is at least in part...a 'crisis of the care of the dependent.'"



-Julia O'Connor, "From Women in the Welfare State to Gendering Welfare State Regimes," *Current Sociology*, 44:2, 1996, 23.

"In the last decade of the twentieth century, a topic that dominated the turn of the century has reappeared on the public agenda: the provision of care for people who are not able to take care of themselves. The care of young children, frail elderly people, and people who are chronically ill or handicapped has once again become of great concern."

-Trudie Knijn and Monique Kremer, "Gender and Caring Dimensions of Welfare States: Towards Inclusive Citizenship," *Social Politics*, Fall 1997, 328-329 (my emphasis).

"Forty years ago the word 'care' figured very little in discussions about social policy, though some key books had raised the issue...It was one of the many hugely enriching contributions of feminist analysis to bring care to the forefront of policy debate...Now care has become a central element in the social policy agenda."

-Paul Wilding, "Social Policy: Now and Then" *Social Policy & Administration*, 43:7, December 2009, 739.

The complete transcript of Dr. Struthers' lecture is accessible from the School of Social Work website [www.socialwork.ubc.ca](http://www.socialwork.ubc.ca)

### Living Through Violence: Indigenous Ceremony, Story and Art Exploratory Workshop "Living Through Violence: Transitional Justice Considers Everyday Memory Practices and Performances of Social Repair."



Living Through Violence



L-R: Rose Point (Musqueam elder); Tousilum (Elder in Residence, First Peoples House, University of Victoria); Salsa'meeth (Cultural Protocol Liaison, First Peoples House); Dr. Andrea Walsh (Associate Professor, University of Victoria, Anthropology); Qwul'sih'yah'maht, Dr. Robina Thomas (Associate Professor, University of Victoria, School of Social Work)

Beginning on the evening of February 22, 2012, an exploratory workshop on Living Through Violence: Transitional Justice Considers Everyday Memory Practices and Performances of Social Repair was held at UBC. Pilar Riaño-Alcalá (Associate Professor at the School of Social Work), Erin Baines (Assistant Professor Liu Institute for Global Issues) and Paulette Reagan (Truth and Reconciliation Commission of Canada) organized this unique workshop. It was hosted by the Peter Wall Institute for Advanced Studies and brought together international experts on transitional justice as well as local scholars and First Nations cultural practitioners. The opening on February 22, "Living Through Violence : Indigenous Ceremony, Story and Art," was a public event sponsored by the First Nations House of Learning, the School of Social Work and the Liu Institute for Global Issues. It opened with a First Nations prayer, blessing, storytelling and sharing. The thorough engagement and differences in style and presentation of Elder Rose Point, Elder Salsa'meeth, Elder Tousilum from the First Peoples House in Victoria, Professor Robina Thomas Qwul'sih'yah'maht pushed the limits of understanding everyday practices of lived violence by directing the power of ceremony and storytelling in Dr. Andrea Walsh's words as "a place for thankfulness to witness, learn and clear the path for the next seven

generations." The workshop, which was held at the Peter Wall Institute for Advanced Studies over the next two days, was a closed event that included invited scholars, practitioners, a select number of doctoral students as well as the editorial board for the *International Journal for Transitional Justice*. Having itself been an edgy workshop, the presentations of February 23rd and 24th showed themselves to be of the highest calibre, both in style and content. Sessions included: conceptualizing micro-level memory practices and performances of social repair; how micro-level practices interact with national and international processes; what specific forms of knowledge representations and language relate to everyday practices and the implications of introducing these ideas in the field of transitional justice. Spirited and passionate discussions followed the sessions which, for at least one presenter, was made by Skype. Dr. Victor Igreja presented the Gamba – the institution, affliction and temporal location of spirits – a phenomenon in post-conflict Mozambique that are the media for truth-telling, healing and reconciliation after war. Dr. Suvrendini Perera deconstructed the work of Sri Lankan hip-hop artist MIA and the manner in which her music videos and songs can be located as the space from which to understand the complexities of the war in her homeland. A powerpoint was presented of paintings by renowned First Nations artist RG Miller which was part of a provocative exhibit that challenged the way in which reconciliation can be understood from the point of view of survivors of residential schools in Canada. Incidentally, the long awaited publications: *Interim Report of the TRC Canada* and *First They Came for the Children: Canada, Aboriginal Peoples and Residential Schools* were released on the morning of February 24th which allowed the participants to witness the work of Miller and the stories of the elders on one hand alongside the printed documents. It was a powerfully moving dichotomy at play. There was a wide range of presentations in the workshop: from the domestication of political violence in Colombia by Colombian scholar Alejandro Castillejo to the reclamation of indigeneity as a conscious everyday reclamation of a place-based existence by Cherokee scholar Jeff Corntassel. Other presentations explored art exhibits as places to listen as well as places to witness the absence, the silence and the unbearable and, the potential of memory work in the face of forgetting in Northern Uganda, Bosnia and Russia.



Both the public opening event as a way of sharing the work of transitional justice, and the closed conference as an opportunity to challenge the boundaries of what constitutes transitional justice in the everyday and what demands from scholars, were well received and appreciated by all.

Pilar Riaño-Alcalá,  
Associate Professor, School of Social Work and Faculty Fellow, Liu Centre

## People

### An Interview with Margaret Mitchell



Margaret Mitchell and Daniel Ji

As a newer practitioner of social work, the professional learning curve involved in transferring acquired knowledge and training to a professional career can be intimidating. Mentorship can provide a path towards excellent practice by providing guidance and inspiration for workers to gain wisdom from those more experienced in the field. As a part of my master's training for leadership



at the University of British Columbia’s School of Social Work and with the help of my supervisor and mentor Paul Houle, I had the unique opportunity to interview Margaret Mitchell, NDP federal Member of Parliament for fourteen years and devoted women’s rights advocate. It was an interview I will not soon forget.

As we walked into Margaret’s home, we observed the artifacts and memorabilia that told the story of a life of travel and adventure. Biographies and photographs, travel guides and paintings on the shelves and walls provided a visual memoir of an extraordinary journey. From her work in Korea and Japan with the International Red Cross during the Korean War to her travels in the South Pacific and Australia to her work in Vienna with Hungarian refugees in 1956, it is difficult to believe that one individual could have accomplished so much personally, let alone professionally. As we began the interview, it soon became clear that there was something different about Margaret, and the humility of her presentation would belie the poignancy and conviction of her words.

We commenced the interview with a discussion of Margaret’s origins in small-town Ontario, and her graduation from McMaster University and the University of Toronto’s School of Social Work. From the outset, she described her clear inclination towards community action and the inspiration she had received from her professors and colleagues through her education as the foundations for her future career in politics. Growing up in an era marked with opportunities to become politically involved in issues of social justice, Margaret entered the fray on topics ranging from women’s rights to poverty to better social services and improved housing conditions. She used her social work skills on the front lines to help her fellow citizens (Margaret expressed a distaste for the word ‘client’) organize themselves towards the goal of social inclusion and justice. It is not surprising that this passion towards helping people come together and organize would transfer to her community development work in Vancouver.

From 1979 to 1993, Margaret was the leader of the NDP for Vancouver East, where she met with many women facing

serious domestic violence situations. She advocated for universal childcare, redress for the Chinese head tax and even described during the interview a girl she had worked with during her time in office that had had an impact on her. In addition to the vigour with which she helped communities in Vancouver organize, Margaret expressed in the interview her disbelief at the appalling conditions women faced in terms of their rights including a lack of maternity leaves, no equal pay for work of equal value and no access to abortion. The injustice she had witnessed prompted her response in the House of Commons on May 12, 1982 when she brought national attention to spousal assault, and she was a contributing factor to ensure that women were recognized in the Canadian Charter of Rights and Freedoms.

Recognized in 2000 as a Member of the Order of British Columbia, Margaret continues to assist women in need with the Margaret Mitchell Fund for Women for self-help projects and scholarships for students. Over the course of the interview, she spoke candidly of the life of love she had forged with her boisterous Australian husband and the bonds of friendship and sisterhood she built during her years in office. She described the frustration at the sexist attitudes that denied women their full and fair participation in society and the hurt she felt at the laughter and joking she heard in the House of Commons when she tried to raise the issue of wife beating. Still she stood with her convictions for and with her fellow citizens simply to do what was necessary in the face of outright ridicule. The courage she demonstrated in the face of adversity and the commitment to the rights of women were admirable and continue to be a reminder of the courage necessary to stand in solidarity with our fellow citizens. In the wake of the House incident, services and shelters for women fleeing domestic violence increased and professionals dealing with domestic violence situations gave it the serious attention it deserved.

Daniel Ji, MSW student



# Students News & Views

## The PhD Journey ...3 grads tell their story



best to not run out of fuel, energy, inspiration and, for some passengers, the means to procure basic necessities before the train finally pulled to a halt at the Stazione Termini.

But once I stepped onto the platform, I was able to appreciate the wonderful experience of the train ride. On the train, I met great teachers, thinkers, poets, mentors and peers, as well as made some friends. The beauty of the ride was in how it helped me see that the PhD was a confluence of persons in time, each on her or his own train journey, with its magnificent scenery as well as unexpected stops and delays.

At such confluences, each rider learns the necessity of discarding some of her or his own passions, as well as prejudices. In optimal circumstances, one would learn how to unload and lighten some baggage, without ceding the few precious objectives and principles one holds dear, if the journey were to reach its destination. What is important is to hold onto the established schedule as much as one can. To do that, one needs to have a schedule in the first place.

There were times when I thought I’d never see the light of day. The PhD journey was like taking a train from Madrid to Rome. Even though the scenery was beautiful, there were unexpected stops and delays. Holding as close as possible onto the established schedule was all that one could do, hoping for the

The PhD is not only an intellectual undertaking; it is also very practical. Optimally, the schedule should regularly be paired with activities already undertaken, being undertaken and to be undertaken, keeping in mind the resources one has and those required for performing the remaining tasks. This pairing orients the traveller as to where she or he is in-between the departure point, intermediate stops and target destination. As well, the pairing gives an idea as to where one can alter, expand or trim activities that would get the traveller to her or his destination, somewhat on or even before schedule. For the more poetic knowledge seekers, the practical aspects of the PhD may not be very enticing. But as my mentors constantly reminded me, the PhD is not the end of the journey. Deduced meaning: The important thing is to get off that ride.

So keep it short! Keeping it short and meaningful is an art, something that I cannot speak to as I went overtime. But resources on campus like the Faculty of Graduate Studies and your mentors could certainly help you with it. Developing and maintaining a supportive network, particularly with fellow PhD students, was extremely helpful for me. Talk to different people in your network, particularly your immediate supervisor. Hold regular meetings with her or him to develop rapport and a sound mutual understanding of your professional roles and responsibilities. Besides the intellectual musings, go over your schedule and activities every now and then, and ask your supervisor to help you understand the facilitations and constraints of the system on your progress. In short, think early on about how to arrive at your destination dispensing reasonable time and energy, and obtaining the most meaningful outcomes. Whether you like it or not, remember that you are in charge of your PhD and must stay at the rein.

In the meantime, enjoy the ride! There is so much positive energy along the way, like when you get hit by a bolt of lightning-like words, phrase or idea. Fellow students often parallel such moments to addiction, explaining how they ride the downs because of such ups. Crazy, eh?

And let’s not forget that we are in good hands! With an intellectually stimulating and extremely supportive faculty, and a very professional administrative staff, the School has

# Students News & Views

achieved a track record that exceeds the average of around 60% (??) of PhD graduates. The first PhD cohort already stands at 62.5% graduation, with projection to 75% in the very near future when a neo-mom is expected to complete her dissertation upon return from two maternity leave periods since starting her PhD in 2005.

I will be savouring the ride for some time to come. For the next little bit, I will sit in the sun on the piazza (or plaza) right outside the Stazione Termini and get myself a cappuccino and cornetto (croissant in Canadian) while I watch the pigeons peck-peck-peck the corn on the ground.

*Sing Mei Chan, PhD  
2005 cohort*



*Heather Peters*

## Completing a PhD in Social Work

I began the PhD Programme in Social Work in 2005. I learned much, not only in courses, but from discussions with others about readings and my research. I would say that I learned a lot in two different areas, the first in my field of research, and the second in how to

keep going and finish the degree! I will talk about both of these here, as they are interrelated.

My research examined the use of structural social work theory in practice, in order to better understand the processes involved in effectively integrating theory into practice. Structural social work theory is related to other progressive approaches such as radical, feminist, anti-racist, anti-oppressive and critical social work. While the social work literature notes the problems with theory-practice integration, there are few studies examine factors in the successful use of theory in practice. In addition, the literature tends to focus on individual factors in theory-practice integration in isolation from each other, and there is limited research examining interactions between these factors.

It was important to me to come at my research from a unique perspective. Therefore, I chose to ask social workers about the ways in which they felt they were successful in their integration of structural theory and practice. Researchers often look for what does not work and seek to critique current practices. While this can be useful in developing new knowledge, it means that there are times when the questions of what does work and what is successful or effective in practice go unanswered. It was important to me to approach my study from the perspective of what works and why it works. By understanding how social workers were effectively using theory in practice I sought to find new ways of working in the field that had not been fully explored yet. Looking at what does work in practice also has the potential to identify innovative ideas for practice that could be shared with other social workers.

My research findings demonstrated that participants' use of structural social work theory in practice progressed through a series of six developmental stages. The stages began with the use of conventional social work activities, and moved to seeing the effects of structural oppression, forging alliances, encompassing structural goals into conventional social work activities, engaging in specifically structural activities, and culminated in adapting structural social work theory for use in practice. Participants' use of the structural approach and the development through the stages were influenced by exter-

nal contexts. The interactions between participants and the contexts, or structures, they encountered reflect the agency-structure dialectic found in structural social work theory. Working with my data during analysis was a time that was slow and frustrating at first in trying to understand where the analysis was going. However, over time it became exciting as the analysis developed and new ideas were both created and discovered. Creating this framework of stages of development in structural theory-practice integration was thrilling as I realized that there were, in fact, a number of important ways in which the participants used theory in their practice that had not been fully developed before. One of the most enjoyable times in my research was when I shared these stages with participants to find out if my analysis fit with their experiences. People were excited about the stages and were clear that these did work for them. Participants became very involved in the discussion and offered up their own ideas, many of which became a part of my analysis and findings.

In addition to learning much about my field of research and the research process, I also learned a lot about making it through the process involved in doing a PhD. First of all, it was important to me to choose a topic that excited me and that held my interest for years, as I worked on it for a long time. It was very useful to me to be able to take time off from work in order to focus on my coursework at the start of the Programme. This allowed me to spend significant amounts of time on my studies and enjoy my learning from the beginning.

Having various support networks is also important. Going through the PhD coursework with a cohort of other students was extremely valuable. It was helpful to be able to discuss new ideas outside of class time, but the eight of us in our cohort also became important emotional supports to each other. A supportive network of family and friends was also important in getting me through the process. However, having the support of others who were going through the same process offered an understanding and empathy that I could not get anywhere else.

One of the harder times for me to get through was the data collection, analysis and writing. At this point there was less contact with colleagues and more of a sense of isolation.

Maintaining contact with my supervisor during this time was important in keeping me on track and moving forward rather than getting bogged down. It was essential that I maintained contact, and spent some time, with family and friends to keep my sanity. Yet, I also had to warn them that I would not be seeing as much of them as I had before I began the degree. Finding that balance of time with others and time to focus on research and writing was essential. While we did not talk frequently during this period, those of us in our PhD cohort maintained occasional contact and this also was beneficial for me in feeling supported and in motivating me to keep going.

Although I am glad to be finished and moving on to other things, I learned a lot during my time in the PhD Programme. Most important for me was the sense of being able to enjoy the learning process, the coursework, the research and connections with colleagues and others in the program.

*Heather Peters, PhD  
2005 Cohort*

The last word...

When I considered entering the doctoral program at the School of Social Work, I thought naively to myself – how much different from my Master's could it possibly be? (Insert laughter here!) As a member of the first cohort, we were essentially guinea pigs and had no real frame of reference to draw on. Now in retrospect I have some insights and thoughts that could guide those of you considering whether to enter the program and those of you in the process of getting your doctorate.

- I had a small child, family and part time job...how did I do it? Honestly without the support from those people around me (my family, the cohort in which I entered the program with, my supervisor, my committee, my work place, and the school) I would not be here. Make sure you surround yourself with people who believe in you!
- Be passionate about your topic and area of research because you will be immersed in it forever and ever and ever and ever. Use this opportunity to explore and understand things you never had time for before.



- Leave your ego at the door. Don't take critiques or failure personally (although you will). You will always feel that you are not smart enough, that you are a terrible writer, and that you lag far behind everyone else....this is a common symptom of being in a doctoral program!
- Cultivate a sense of humour.
- Read the PhD Handbook – you will not believe the numbers of forms, deadlines and bureaucracy that you are required to know and complete. I say this from never, ever knowing what was going on half the time!
- Continue to value the relevance of practice in social work. Entering academics may distance you from its importance, but remember that social work is ultimately a practice based profession. This is especially important when it comes to teaching and preparing students for the practice world.
- Drink a lot of wine.
- Finally and most importantly, believe that you can do this! It is not about being the smartest necessarily, but it is about persistence and hard work.

Louise Stern, PhD  
2005 Cohort

The Student Conference  
Experience – Your donation  
dollars at work

Las Vegas Conference, 2011

Drug-using mothers' experiences of grief and loss  
related to child removal in the DTES

Sydney Weaver, PhD (candidate)  
(Research Coordinator)  
Dr. Amy Salmon, PhD (Principal Investigator)  
I presented this research at the 61st Annual General Meeting of the Society for the Study of Social Problems (SSSP), in July, 2011 in Las Vegas, Nevada, with funding from the School of Social Work, University of BC. The theme of the

conference was "Service Sociology;" an "alternative sociology" proposed by Javier Trevino, SSSP President. As Trevino explained in his Presidential Address at the AGM, an 'alternative sociology' "should contribute sociologically informed interventions in alleviating problems of human suffering." This is precisely the intent of our research.

Background:

This research was a partnership between Women's Health Research Institute, Vancouver Area Network of Drug Users (VAN-DU) service providers, peer advocates & mothers. The research was a response to needs identified by members of VANDU Women's Group and in Community Based Participatory Research (CBPR) projects with women in the DTES. The study was funded by the Victoria Foundation, FASD Action Fund. All of the research participants were members of the VANDU Women's group, and all had lost a child to removal and/or death. Our research (the HOME study: Healing Ourselves: Mothers' Empowerment) revealed a cycle of grief:



*Substance use problems led to substance exposed pregnancies; infants were apprehended or lost; mothers experienced disenfranchised grief, shame and blame; mothers coped with feelings by self-medicating with illicit substances.*

Research process:

- **Environmental scan & needs assessment:** Where do women go now? What works and what doesn't work? Where do we need an intervention? Who should provide it?
- **Review of existing models:** Can we adapt existing models to support substance-using mothers in the DTES? Of these models, what works, and what doesn't?
- **Model creation/adaptation:** Phase 1: Created a group-based program and tool kit with and for women who have lost their children.
- **Implementation/evaluation:** Phase 2: We evaluated the toolkit. We wanted to know if the model was effective in supporting women to heal from disenfranchised grief and loss.

PHASE 1: THEMES:

1. **"More interaction, more communication"**
  - Removal of children is often unexpected and traumatic.
  - Many women were not aware that child removal was a likely consequence of doing/not doing something.
  - *How are child welfare plans made and communicated? Do they take into account needs of women with FASD, mental health concerns, or executive functioning difficulties?*
2. **"I couldn't think"**
  - Results in flight, fight, or freeze responses.
  - Systems place greatest demands on mothers at times when they are least able to process them.
  - Shame, guilt, and blame for "not doing enough" are common, leading to increased substance use as a coping mechanism.
3. **"A quiet warzone"**
  - Limited information, support and communication leads mothers to feel 'the system' is working against them and their families, rather than with them.
  - Many feel they were not provided adequate information or resources to self-advocate; they did not understand their rights, responsibilities, or the process of apprehension.
  - Leads to distrust, withdrawal and disconnection with service providers, community resources and peers.

4. **"Not allowed to talk about it publicly"**

- The grief mothers experience after having a child removed is not addressed "often enough" or "adequately enough."
- Taken up by counselors if and when women bring it up, but women need "permission to talk about it."
- Unaddressed, disenfranchised grief contributes to women isolating and secluding themselves, and may lead to harmful coping mechanisms.

OUTCOMES:

- We developed a tool-kit manual and group-based support model which we piloted in the DTES
- In addition to therapeutic outcomes, we also wanted to foster advocacy skills aimed at preventing future apprehensions
- We are also working on developing resources for service providers, to better support mothers who have had children apprehended

Group-based support model outline:

- Pre-Session: Introduction
- Session 1: Emotions, Identity and Naming the Experience
- Session 2: Confronting and Resisting Shame
- Session 3: Fight, Flight, or Freeze
- Session 4: Taking Care of Ourselves Part One: Self-Care
- Session 5: Taking Care of Ourselves Part Two: Reaching Out
- Session 6: Armed and Safe: Part One
- Session 7: Armed and Safe: Part Two
- Session 8: Creating Community
- Session 9: Reconnecting
- Post-Session: Closing

PHASE 2: PILOT

We conducted a pilot of this toolkit, 9 sessions, with a group of 6 mothers in the winter of 2011. We then interviewed the mothers about their experience in the group.

Mothers' responses:

- Legal sections should be separate and at a slower pace
- Very grateful for legal information

# Students News & Views

- Mothers wished they had had this information earlier
- Appreciated information about trauma and shock, physiological information related to shock
- For trauma section, wanted to talk more about own experiences

### Toolkits:

- The HOME Facilitator Guide has now been revised to reflect feedback from the mothers involved in Phase 2.
- We developed two toolkits based on this research: one for service providers (child welfare social workers) and one for mothers.
- The toolkit for mothers now also includes some of the findings from a qualitative study conducted in 2011 (Weaver, S. (2011). *Challenges for drug-using mothers with children in kinship care*).

If you are interested in further information about the project, please contact [sydneymichelleweaver@gmail.com](mailto:sydneymichelleweaver@gmail.com).

*Sydney Weaver obtained a MITACS/Accelerate BC grant to study "Challenges for mothers with children in kinship care" May –December 2011*

*Sydney Weaver, PhD (candidate)*

### CASWE – May/June 2011

The 2011 annual Canadian Association for Social Work Education Conference was held in Fredericton, New Brunswick. It was jointly hosted by the University of New Brunswick and St Thomas University. UBC School of Social Work students were represented by Nicole Sutherland, from the BSW program, and Carolyn Oliver, from the PhD program. We are grateful for both the opportunity and the financial support to attend.

The theme last year was "Neoliberalism and the future of social work: Breaking out or breaking down?" The keynote speaker was Dr. Michael Lavalette from the UK, whose presentation was entitled "Social Work in crisis, during crisis: Whose side are we on?" He painted a gloomy picture of social work in the UK, characterized as heavy on social control, proceduralism and social worker stigmatization. He exhorted social workers to join together to fight a more overtly political fight for social justice.

Unsurprisingly these kind of calls for action provoked 4 days of impassioned discussion regarding the politics of social work and how we best support students in these individualist times. There was much debate as to whether the way forward was through current institutions like the CASW or whether more radical organizations like the UK-based Social Work Action Network were needed. What was perhaps most fascinating was how the divisions regarding social work's identity, mission and means that have been at the core of the profession since the days of Mary Richmond and Jane Addams continued to dominate so many discussions. What does it mean when even social work educators from a relatively small geographical area cannot come to agreement on a way forward? Is it a sign of strength that the profession is so chronically ill-at-ease, engaging in the ongoing critical reflection that allows us to adapt more readily to changing social conditions? Or does it distract us from taking more effective action in pursuit of social justice?

The conference offered a wide range of workshops, presentations and panel discussions. From competencies to climate change, from research methods to religion, it showcased some of the most exciting new thinking in social work education. It also offered the chance for a variety of CASWE committees, representing students, directors, equity issues and the like, to come together from across the country to plan the next year's work.

The conference itself was part of the 2011 Congress of the Social Sciences and Humanities. The Congress represents the interests of more than 70 associations from a wide spectrum of disciplines in the social sciences and humanities. For those looking for programming beyond social work there was no shortage of options. The city of Fredericton seemed alive with academics, students, policymakers and practitioners. Throw in a nail-biting Canucks play-off game in a Fredericton bar, and a great opportunity to get to know faculty and students from UBC and across the country, and the experience was truly one to remember.

*Carolyn Oliver (PhD Candidate) and Nicole Sutherland (BSW)*

### The Nanisiniq: Arviat History Project

*(From UBC Public Affairs – July 15, 2011)*

**April Dutheil**, UBC research assistant, has been invited by the Universitas 21, the leading network of research universities in the world, to present her research on the *Nanisiniq: Arviat History Project* in Shanghai. From July 13-18, Dutheil will partake in the U21 Undergraduate Research Conference at Fudan University.

The *Nanisiniq: Arviat History Project* is a collaborative initiative between the Sivuliniut Elders Society and UBC, which has trained four Inuit youth, **Curtis Konek**, **Amy Owingayak**, **Jordan Konek**, and **Patrick Pingushat**, as researchers in discovering and re-telling the history of the Arctic from an Inuit perspective. In accordance with the name of the project, *Nanisiniq*, meaning 'journey of discovery' in English, the team of young Inuit working with Dutheil are documenting their own journey of discovery using filmmaking.

Over the past year, the team has completed the bulk of their fieldwork, including interviewing Inuit elders, Qablunaat informants, and traveling to Yellowknife, Vancouver, and Ottawa to conduct research on Inuit history. They are now starting to edit their footage to produce a full-length documentary film aimed at inspiring other young Inuit to take pride in learning more about Inuit history and culture.

Learn more about the project, which is coordinated by **Profs. Frank Tester** and **Paule McNicoll** from the School of Social Work at UBC, here: <http://nanisiniq.tumblr.com/>.

### Report on Members of the Nanisiniq Arviat History Project<sup>1</sup> at the 17th United Nations Framework Convention on Climate Change (UNFCCC)

Durban, South Africa, November 30, - December 15, 2011



December 4, 2011- Durban South Africa. The Nanisiniq team outside the Inuit Youth Delegation Exhibition. Left to right: Jordan Konek, April Dutheil, Curtis Kunuuq and Frank Tester. Photo credit- Eva Modlinska.



December 6, 2011- Durban South Africa. Jordan Konek (left) and Curtis Kunuuq from Arviat Nunavut address the international media during their press conference on Inuit traditional knowledge and climate change at the United Nations COP17/CMP7. Photo credit- Frank Tester



December 7, 2011- Durban South Africa. Kunuuq (left) and Konek meet the South African Press. Morning TV interview by South African Broadcasting Corporation.. Photo credit- Frank Tester





### INTRODUCTION

Inuit are on the front line when it comes to climate change. While it is estimated that the average increase in the surface temperature of the earth has now been slightly in excess of 0.6C degrees since the 1850s, average annual increases in arctic regions of the planet are already approaching 2.0 C degrees. This is a figure that scientists have used as a baseline, beyond which average earth temperatures cannot go without causing serious and irreparable harm to planetary ecosystems and the populations – human and other forms of life - that depend on them. We are clearly pushing our limits. Furthermore, the carbon with which we load the upper atmosphere and its effects cannot simply be turned off by dramatic action taken at some critical point. The effects of carbon are cumulative and long lasting, meaning that the time to act is now.

For Inuit youth attending the 17th United Nations Framework Convention on Climate Change (UNFCCC), also known as COP17, influencing international governments to follow through with steps to address climate change was seen as important to the future of Inuit youth and Inuit as a hunting culture, dependent on the integrity of land and sea ecosystems.

Supporting Inuit youth in attending an international event like COP17 was important to their personal development, to the development of knowledge and experience and their capacity to share this with other Inuit youth. The experience was also important in educating others participating in the event about the concerns of Inuit youth and the Elders with whom they have been working.

### Planning

Pre-UNFCCC, the team focused on building capacity with other Canadian, youth and Indigenous organizations attending the conference. In addition to support from the University of British Columbia, we formed partnerships with the Inuit Circumpolar Council, the Canadian Youth Delegation, International Women's Rights Project, Taking IT Global, the Nunavut Research Institute, Nunavut Arctic College, Rigolet Inuit film project, York University and Many Strong Voices. To raise awareness on the UBC campus, a presentation was held at the First Nations' Longhouse and a Vancouver film event was promoted to UBC faculty and students. Information profiling the upcoming trip was made available online by the Faculty of Art's website, UBC This Week, the UBC Longhouse, the School of Social Work and the Student Environment Centre. During the week leading up to the conference, key information and event dates were advertised through campus-wide digital signage.

Nationally, the journey to UNFCCC was promoted through a multi-geographical film festival. The festival featured prominent Inuit climate change films, including pieces by Inuit youth researchers, and was simultaneously held in Arviat, York University in Toronto and streamed nationally.

In the week before attending UNFCCC, the work of the Nanisiniq team was highlighted by Sheila Watt-Cloutier, Inuk environmentalist and Nobel Peace Prize nominee during her internationally broadcasted lecture from Mount Allison University in New Brunswick. Inuit youth received congratulatory statements from Daniel Shewchuk, Nunavut Minister of Environment, Carolyn Bennett, former national Minister of Health and Mary Simon, National Inuit Leader and President of Inuit Tapiriit Kanatami.

### In Southern Africa

The Nanisiniq team attending the UNFCCC in Durban, South Africa included Inuit youth Jordan Konek and Curtis Kunuuq, Frank Tester and April Dutheil. Arriving during the second week of negotiations, the Inuit youth hosted an eight-day interactive multi-media exhibit which illustrated the past, present and future implications of climate change on Inuit. Konek and Kunuuq gave presentations at four events, including a press conference at the International

Conference Centre. Half of the events were streamed internationally to an online audience and are also available on this website ([www.Nanisiniq.tumblr.com](http://www.Nanisiniq.tumblr.com)).

The Nanisiniq team attended numerous side-events related to Arctic climate change, the daily-held Indigenous peoples' caucus and daily briefings with the Canadian negotiators. The activities of Inuit youth at the UNFCCC were recorded with stills and video film. This material will be examined by Inuit youth and other team members in considering a documentary production that ties this experience to the 'discovery' Inuit youth have made of their culture and history. At COP17, Indigenous youth and adult leaders from other countries were filmed and interviewed by Inuit youth. This footage is for a documentary film on Arctic mining – past and present experiences. While in Durban the Nanisiniq team updated the blogsite daily and wrote articles for Nunatsiaq News. These can be found on Nanisiniq's website.

Inuit youth also met with over 100 youth from the Chatsworth Youth Centre. Chatsworth is a suburban township in South Durban, occupied primarily by the descendants of East Indian people brought to South Africa by the colonial British administration. This was an opportunity for East Indian and Inuit youth to share cultural practices and experiences, colonial histories and the implications of climate change for youth, internationally.

While in Durban, Inuit youth were interviewed, often twice per day, by the press and researchers. They appeared on the South African Broadcasting Corporation's radio and national television coverage of COP17. Other articles appeared in South Africa's Sunday Times (national print), the Globe and Mail, the Ottawa Citizen, CBC News North, Yahoo News and Nunatsiaq News.

The final days of the negotiations were tense. Canada's Minister of the Environment, Peter Kent, announced that Canada would not renew its commitment to the Kyoto Protocol, representatives of the Canadian Youth Delegation were de-accredited for a protest they mounted to protest the Canadian position during the high-level segment of negotiations. International youth led an action which oc-

cupied the International Conference Centre while negotiations were in progress.

Canada received international attention for its position at the UNFCCC. This included winning the 'Colossal Fossil of the Year Award', a 'tongue-in-cheek' award given to the country who did the most during the conference to block development of transparent, legally-binding and robust international climate change policy. Jordan Konek received the 'Colossal Fossil Award' on behalf of Canada and Canada's Indigenous peoples, who were of the opinion that the actions – or inaction – of the Canadian government poses a threat to their cultures and the environments that have sustained them. Following the conference, the Nanisiniq team spent a few days in Lesotho, a traditional African state in the heart of South Africa. We visited and stayed with the Phelisanong Project, an indigenous grass-roots initiative which works with people who are disabled, orphaned and impacted by HIV and AIDS. Lesotho has the highest HIV/AIDS rate in the continent of Africa. Inuit youth learned much about the realities of many African communities outside of South Africa and people living traditional lifestyles, similar to how Inuit lived prior to moving to settlements in the 1950s and 1960s.

### A New Year: Continuing Inuit Climate Change Knowledge in Canada

Climate change is about values, beliefs and commitments to ideas about 'growth', 'development' and 'progress'. Our industrial activities – our commitments to growth and progress - have led us to the point where many well-informed scientists and others, believe that we are placing the future of our own, and other species, at considerable risk. Climate change is rapidly emerging as the most challenging, important and critical issue in the world today. To build on our work in Durban, the Nanisiniq team will be developing two films: one which examines experiences with and the impact of mining on Inuit of the Canadian Arctic and a second production that documents the learning and experience of the Nanisiniq Arviat History Project. We are also moving toward initiating an educational campaign with the Nunavut Department of Education where Inuit youth attending the UNFCCC travel to Arctic schools to talk with other Inuit youth about their experience in Durban.



# Students News & Views

To report the results of the Durban Project, we will be presenting at academic research conferences throughout 2012, including the International Polar Year/ArcticNet Conference in Montreal in April and the Inuit Studies Conference in Washington, DC in October. Consideration is being given to setting up placements for social work students with the Phelisanong Project in Lesotho.

## Acknowledging Sponsors and Friends of the Durban Project

We would like to extend our thanks and appreciation to the sponsors and friends of the Durban Project. This was a sub-project that grew from the excellent working relationship developed between the University of British Columbia and the Elders and youth of Arviat. Without additional funding and support, it would not have happened. Our sponsors and supporters were all acknowledged in materials posted to our website, in press releases, in public presentations and at the Nanisiniq exhibit at COP17.

Our considerable thanks! Mutna (in Inuktitut).  
For more information please contact:  
Frank Tester (Principle Investigator), [frank.test@ubc.ca](mailto:frank.test@ubc.ca)  
The Nanisiniq, Arviat History Project  
School of Social Work, University of British Columbia  
2080 West Mall, Vancouver, B.C., V6T 1Z2

1 The Nanisiniq Arviat History Project is a joint undertaking of the Sivillinuut Elders Society of Arviat, Nunavut, and the School of Social Work, University of British Columbia with funding provided by the Social Sciences and Humanities Research Council of Canada.

## Northern Migration

As far back as I can remember I dreamt of moving north. Where exactly I meant by 'north' I couldn't have told you, but it didn't much matter. If it was cold and snowy with vast untouched wilderness, I wanted to be there. Perhaps it was the fact that I was 'snow deprived' growing up in Vancouver, or perhaps it was in my blood, my mother being from Saskatchewan. Whatever the reason, I



knew that at some point I would have to follow my instinct and migrate north.

In the summer of 2010 I was given the perfect opportunity to test the waters outside of the city. I was one of four students representing UBC's School of Social Work in the Interprofessional Rural Placement Program of British Columbia (IRPBC). I lived for three months in a small town called Vanderhoof in central B.C., and it was there that I completed my final BSW practicum. Many rewarding professional and personal experiences over these months confirmed what I had always suspected; I belonged in the north.

Upon graduating from the school last May I began applying for various social service positions in Northern Canada. Fort St. John, Behchoko, Yellowknife, Iqaluit, Whitehorse, Old Crow, Churchill; nowhere was off limits. In the end, though, I was offered a position with the Yukon Government at Residential Youth Treatment Services in Whitehorse, working with youth in government care. I immediately accepted the job, as I knew I would be working with both youth and First Nations peoples, my two key areas of interest.

I left in late November and drove the 2,600kms to Whitehorse in just under a week. I took the drive slowly as I hadn't seen any part of B.C.'s northern half, and was very excited to discover and explore new places. I have never driven a more beautiful stretch of road than the one between Fort Nelson

and Watson Lake, YK. Massive snow covered mountains in the near distance, seemingly endless seas of forest, herds of bison lining the road, big-horned sheep, wolves, foxes and caribou spotted all in the relatively short drive.

I arrived in Whitehorse in early December, ready to begin my new life. It is a beautiful city nestled between a row of clay cliffs and the Yukon River. It has only about 26,000 residents, but offers all of the big city amenities one might need. We even have a Boston Pizza! There is endless opportunity for outdoor adventure, and I have yet to barely scratch the surface in this regard. Cross-country and downhill skiing, ice hockey, skating, snowshoeing, ice-fishing, snowmobiling and dog-mushing are all winter staples up here. Just this week I watched as a dog musher crossed the finish line of the Yukon Quest International dog sledding race. I have also visited igloos, experienced temperatures of -40C and built a late-night campfire on the surface of a frozen lake. How Canadian is that?! I am also discovering that there is a vibrant arts community up here offering live theatre, concerts, art showings and film festivals. Indoors or out, there always seems to be something happening in this town.

As mentioned earlier, I am working with children and youth in a residential setting. These children generally come to us in one of two ways. They are either voluntarily admitted by their parents who are having trouble coping with various issues, or they are on care and custody order, meaning that they have been removed from their parents/guardians by the government due to abuse or neglect. The job can be quite challenging due to various behavioural issues related to trauma. In many cases, workers like me end up being the verbal and physical punching bags for these kids. That said, experiencing such things make moments of real and positive connection with the youth all the more special. As with any job in this field, you have to focus on these positive moments to avoid the negativity and burnout that comes with the territory. I have only worked with these kids for a short while, and I know that I have made some very strong connections with them. This means the world to me, and I hope it has made a difference in their lives as well.

My trek northward has not been an easy one by any means. Change has never been easy for me, and I did not anticipate missing my friends and family as much as I do. But deep down I know that with great sacrifice comes great personal, professional and spiritual growth. Just hours before writing this, I witnessed something spectacular with two of the youth I work with, reassuring me of my place in the north. Words cannot do the experience justice, but I'll try.

The group home where I work is located just outside of town in a forested area. It is a very quiet, remote location and at night it is often very dark. Tonight, we had just returned from an outing, and upon exiting the car we were struck with amazement. Directly above the group home was a sight that I'm told even locals don't often see. The northern lights were out, only they were of uncommon strength and beauty. We watched as the various colours danced in the night sky, lighting up the forest then vanishing as quickly as they had appeared. One of the youth, of First Nations decent, asked me if they were spirits. I told him that many believed that, and after witnessing them, it's a difficult claim to refute. I can't tell you enough how much opportunity lies up here, nor can I express how life-changing the experience has been for me. You may have to come up and see for yourself, no matter how scary it might seem. Because you never know, the next fearful step forward you take may lead to a personal, professional or spiritual awakening, or at the very least, a beautiful display of lights in the night sky. See you in the north.

Jeffrey Watts BSW

## Health Care Team Challenge 2011

We were honoured to take part in the 2011 Health Care Team Challenge as representatives of the School of Social Work. The event took place on September 29, 2011 in the Student Union Building. The Health Care Team Challenge is a fun and interactive student activity organized by the College of Health Disciplines (CHD) that promotes teamwork and cooperation amongst health





From left to right: Susan Schincariol – Occupational Therapy, Mike Stewart – Physiotherapy, Maryam Daftarian – Pharmacy, Shannon Lim – Kinesiology, Karen Chan – Nursing, Emma Lee – Social Work, Andrea Lai – Dietetics, Reem Fathalla – Dental Hygiene, RevaMarine Robinson – Audiology and Speech-Language Pathology, Jonathan Hung – Dentistry, Ariel Lu – Medicine

care students. Two teams, each consisting of students from multiple disciplines, are each provided with the same case to work on, with the goal of developing a collaborative care plan that provides the best possible care for the client. Each team presents their care plan before a live audience on the day of the event. The teams are then given two separate “twists” and are allowed a short time to present their strategies to work with the changes in the client’s circumstance. One of the twists consists of an ethical dilemma for which the teams must exercise ethical decision making in a collaborative manner, all in front of a live audience under a time crunch. Needless to say, it made for an exciting and challenging activity for the both of us as well as our teammates.

This year, each team consisted of 11 disciplines – audiology and speech pathology, occupational therapy, dentistry, dental hygiene, dietetics, medicine, physiotherapy, kinesiology, pharmacy, nursing, and social work.

Our case study was Ruby, a 75-year-old widow who lived alone and experienced a range of health issues, including osteoarthritis, chronic obstructive pulmonary disease, hearing problems, and had recently been struggling with memory loss. Our teams were positioned in the hospital geriatric ward and we met Ruby after she had fallen and broken her hip. Our challenge was to ensure that Ruby received care that was comprehensive and person-centred.

Our teams worked closely to develop the care plan for Ruby. Through this work, we learned a great deal about social work in health care and the importance of teamwork in resolving complex cases – there is really no such thing as a “simple” case. This exercise deepened our appreciation of each health care discipline’s unique roles in the delivery of care and dispelled stereotypes of each profession. Because of the trust that we had built with our teams leading up to the event, we were able to work collaboratively and think on our feet when the “twists” came our way.

It was interesting to work in an interprofessional team environment and learn how our professional roles overlap with each other. The overlap of these professional boundaries is often a reality for working inter-professional teams. Both of us have seen how this can become a challenge in practice, especially in terms of negotiating and defining our role as social workers. However, it is far more beneficial for us to view these inter-professional relationships as opportunities for growth. We found that students from other disciplines were able to support and challenge our ideas and actions, and this made it possible for us to improve our practice approach. This event was a valuable opportunity for all participants involved to be challenged by other professions and to strengthen their own practice by considering the input and perspective of others. We were also able to have critical discussions about interprofessional issues in a safe and supportive environment, and learn how to advocate and articulate our professional role, which are both worthwhile exercises on their own.

The Health Care Team Challenge was a somewhat stressful but highly enjoyable event for both of us; we appreciate all the hard work done by the CHD to organize this event and the School of Social Work for supporting us in participating. You can watch the entire 2011 Health Care Team Challenge online as well as view team photos on the College of Health Disciplines website: <http://www.chd.ubc.ca/students/health-care-team-challenge/hctc-2011>. (Emma speaks at around the 30 minute mark!)

Emma Lee (BSW student) and Katie Ralphs (MSW student)



Congratulations to Ricardo Chaparro-Pacheco.



(UBC School of Social Work) for receiving the Graduate Global Leadership Fellowship (GGLF) through the inaugural 2011-2012 competition supporting PhD Students at UBC.

Ricardo Chaparro-Pacheco is a PhD Student in the School of Social Work and a Liu Scholar at UBC. His research interests are related to human rights, psychosocial dimensions of armed conflicts, and community strategies for social reconstruction. His current research explores the historical memory work and transitional justice mechanisms with victims of socio-political violence in Colombia from a psychosocial approach. He has conducted qualitative participatory research with internally displaced population, as well as with Afro-Colombian and indigenous/aboriginal people.

Ricardo holds a MA on Psychoanalysis, Subjectivity and Culture, and is a BA Honours graduate in Social Work from the Universidad Nacional de Colombia. In this same University he has been a lecturer in the graduate diploma on Peacebuilding Strategies and Do No Harm Approach Approaches; and since 2006 he has been a Senior Researcher of the Program University Initiatives for Peace and Coexistence -PIUPC-. Between 2009 and 2010 he worked with the Colombian Commission of Historical Memory documenting the massacre of Bojaya (Choco, Colombia). Between 2006 and 2008, Ricardo did an internship on child protection and family services at Leake and Watts Services, Inc., in New York state.

PhD Supervisor: Dr. Pilar Riaño-Alcalá,  
School of Social Work - Liu Institute for Global Issues.

Social Work Scholarship & Award Winners for 11W

**Beatrice Wellington Gonzales Memorial Scholarship in Social Work**

Huy Duc Nguyen (BSW)

**Gokal Singh of Halwara Memorial Service Award in Social Work**

Sophia Palmer (BSW)

**Mary Hill Scholarship in Social Work**

Brett Marshall (BSW)

**Laura Holland Scholarship**

Emma Lee (BSW)

**Penny Hicks Service Award**

Emma Lee (BSW)

**St. Leonard’s Youth and Family Services Scholarship**

Sarah Lee (BSW)

**Hon. Thomas A. Dohm, QC, Scholarship in Social Work**

Victoria Klassen (MSW)

**Jack & Isabel Kirkpatrick Scholarships in Social Work**

Tanya Helle (MSW)

Anne Riley (MSW)

**Jean Jure Scholarship**

Amy Rappaport (MSW)

**Neil Douglas McKay Scholarships**

Denise Carter (MSW)

Mary Hoang (MSW)

**Zella Collins Scholarship**

Katie Ralphs (MSW)

Graduating Awards – November 2011

**J.H.T. Falk Memorial Prize**

Hossein Kia (MSW)

**Max & Susie Dodek Social Work Prize**

Meredith Elliott (MSW)



# Recent Graduates

## BSW – May 2011

Lisa Ackerman  
Laura Biagioni  
Tovah Carr  
Alexandra Fehr  
Patricia Friedman  
Jessica Goerzen  
Jessica Hope  
Monica Jacobs (Squamish First Nations BSW Programme)  
Jamila Kamrudin  
Victoria Klassen  
Kirsten Kucy  
Breezy Kuhnle  
Dylan Mazur  
Lin Miao  
Mika Okusa  
Aja Peterson  
Gertrude Pierre (Squamish First Nations BSW Programme)  
Katelin Simerson  
Jennifer Stewart  
Nicole Sutherland  
Yousra Syeda  
Kristina Trommel  
Pei-Chun Tsai  
Ekaterina Verzilova  
Lindsay Walker  
Jeffrey Watts  
Melissa Yoshioka

## BSW – November 2011

Leora Hammer  
Julie McGuinness  
Melodie Pierre (*Squamish First Nations BSW Programme*)  
Vo Luan

## MSW - May 2011

Sarah Diane Baumbusch  
Leya Eguchi  
Ca-Lien Jean Forrest  
Karen Elaine Gilchrist  
Patricia Josephson  
Shin-Young Kim

## MSW - November 2011

Crystal Anne Arber  
Paola Andrea Balza  
Jocelyn Margaret Barratt  
Alison Marie Bergum  
Elissa Wilhelmina Breau  
Rosalie Ellen Caffrey  
Andre Cahill  
Cody Terry Callon  
Anna Lise Cavouras  
Mark Sunghoon Choi  
Marek Chorvat  
Jaret Franklin Clay  
Ainslie Jane Cook  
Lisa Michele Cowie  
Pascale de Kerckhove  
Chloe Dorothy Amina Delany

Meredith Anne Elliott  
Elizabeth Ferguson  
Ronu Gill  
Francine Renee Gosselin  
Lindsay Patricia Grenier  
Meghan Noel Hafting  
Jennifer Nicole Harcus  
Gail Jackson  
Kaillie Lisette Kangro  
Hossein Kia  
Sky Margaret Lee  
Nathalie Leveille  
Katharine Louise Lunn  
Kelly Ma  
Sebastian Daniel Martin

Talia Shlomit Mastai  
Miriam Virginia Maxcy  
Allison Lynn McDiarmid  
Ursula Meili  
Juliet Lillian Nahum  
Amanda Oliver  
Tatiana Costa Clark Peres  
Kamaldeep Pooni  
Bryn Anne Poschenrieder  
Jaime Tara Rogers  
Jenny Sanders  
Jantine Claire Saul  
Tammy Elizabeth Smith  
Grace Steyn  
Magdalena Sweetgrass  
Lourdes Elisse Tan  
Sandra Thomas  
Natalie Brea Van Apeldoorn  
Morgan Randall Waddell  
Krista Joy Geerlinks Wilson  
Marie Lynn Wolgram  
Hilena Brenda-Ann Zylstra

## PhD - November 2011

Harvey Ralph Bosma

## PhD – May 2012

Sing Mei Chan  
Heather Peters  
Louise Stern

# Research Roundup

**GRANT CHARLES** has had a number of articles published recently. These include “Bringing Young Carers out of the Shadows: A Strength Based Approach” in *Reclaiming Children and Youth*, “What’s In It For Us?: Making the Case for Interprofessional Field Education Experiences in Social Work” in *Journal of Teaching in Social Work* (with V. Birring & S. Lake), “Comparison of Community Residential Supports on Measures of Information & Planning; Access & Delivery of Supports; Choice & Control; Satisfaction; and, Overall Perception of Outcomes” in *Journal of Intellectual Disability Research* (with T. Stainton, R. Hole, J. Brown & C. Crawford), “Ethnography: From Traditional to Criticalist Conceptions of a Qualitative Research Method for Studying Culture in Family Medicine” in *Canadian Family Physician* (with S. Dharamsi) and “Young Carers in Immigrant Families: An Ignored Population” in *Canadian Social Work* (with T. Stainton & S. Marshall). Grant was an invited speaker on “*Young Carers in Canada*” at the Young Carer Forum in Edmonton, “*Developing an Integrated Service Approach in Child Welfare*” and “*All Things Considered: What We Know about Kinship and Treatment Foster Care*” at the Atlantic Child Welfare Forum in St John’s, “*Transitioning Young People Out of State Care*” (with P. Dudding & M. Torrans) at the Canadian Association of Children’s Advocates Conference in Fredericton and “*Increasing Vulnerability: Working Together to do Things Wrong*” at the Youth Inclusion and Youth Homelessness Forum as part of the Second Roger Tonkin Visiting Professorship in Adolescent Health Research Lecture in Vancouver. He was also a guest speaker at the Global Health Initiative training sessions held by the UBC Faculty of Medicine where he spoke on “*Ethics and International Study Experiences*” and “*Looking Beyond Ethics: Unintended Consequences in International Study Experiences*”. He was also an invited speaker and participant at the Student to Student Abuse in Residential Schools: The Unspoken Abuse gathering held by the Aboriginal Healing Foundation in Winnipeg. In addition he presented at a number of conferences including on “*Young Carers in Canada: Challenges and Triumphs*” at the International Conference on Caregiving, Disability, Aging and Technology in Toronto, “*The Care in Youth Care: Experiences, Ethics and Effects*” (with C. Alexander) at the Child and Youth Care in Action III: Leading Conversations in Research, Practice and Policy Conference in Victoria, “*Becoming Ourselves as Practitioners in our Placements*

*through our Relationships with Others: Reciprocity, Social Responsibility and Interprofessional Education*” at the Canadian Association of Social Work Annual Conference at the Congress of Social Sciences and Humanities in Fredericton, “*Evidence Sucks*” at the Child and Youth Association of Alberta Annual Conference in Calgary and “*Moral Distress in Child Welfare*” (with C. Oliver) at the Canadian Association of Social Work Annual Conference at the Congress of Social Sciences and Humanities in Fredericton and the BC Association of Social Work Annual Conference in Vancouver. Grant is co-lead on a partnership initiative with The BC Ministry of Children and Family Development, the BC Federation of Community Social Services and the BC Office of the Representative of Children and Youth and various post-secondary institutions to develop a shared research agenda for children’s services across British Columbia. He is also lead on a national project looking at the needs of young people transitioning out of state care. He is co-chair of the upcoming Child and Youth Mental Health Matters International Conference being held in Vancouver this year.

**ELIZABETH JONES**, Instructor, and Chair of the BC College of Social Workers, obtained \$25,000 USD from the Association of Social Work Boards in partnership with John Mayr ( the BC College of Social Workers), Shelly Johnson (TRU), Glen Schmidt (UNBC), and Gary Mavis (Federation of Aboriginal Foster Parents). The Project, “Towards a Respectful Relationship”, will explore the challenges and benefits of moving into a collaborative relationship with Aboriginal social workers about regulatory frameworks and registration.

**SHEILA MARSHALL** and Richard Sullivan are part of a team of researchers from 10 universities across North America awarded \$2M to study how effective school and community programs are in reducing homophobic bullying of lesbian, gay, bisexual and transgender, and straight youth. The study, led by Dr. Elizabeth Saewyc from UBC School of Nursing, is funded by the Canadian Institutes of Health Research. In addition to beginning this new project, Sheila and Elizabeth Saewyc presented findings on the relationships between peer sexual harassment and sex motives among adolescents at the annual meeting of the Society for Adolescent Health and Medicine in New Orleans. In March, Sheila gave the keynote address,



## Research Roundup

titled *Mattering and Identity*, to the annual meeting of the Society for Research on Identity Formation. At the biennial meeting of the Society for Research on Adolescence held this year in Vancouver, Sheila and her research team (including social work doctoral student Margo Nelson) presented the initial findings from a study of parents and adolescents planning extra-curricular activities during the transition to high school. The findings are from a federally funded 3 year project. Meaghen Fletcher-Johnston (social work doctoral student), Lynn Straatman, and Sheila published a paper identifying research priorities in Canada for healthcare transitions among adolescents with chronic life-threatening conditions in the journal *Child: Care, Health and Development*. Sheila and colleagues, Anat Zaidman-Zait, José Domene, and Richard Young published a paper describing the use of the Qualitative Action-Project Method in research with families in the *Journal of Family Research and Review*.

**BRIAN O'NEILL** was invited by Metropolis Canada to present findings of his study, 'Settlement experiences of lesbian, gay and bisexual newcomers: Implications for services in large and small Canadian Cities,' at the August 2011 'brown bag' lunch in Ottawa at Citizenship and Immigration Canada. In September he made a similar presentation at the annual meeting of the Alberta Community Council on HIV in Edmonton. A chapter entitled 'Enhancing social inclusion: Settlement services in relation to LGB newcomers,' co-authored with Kamala Sproule, an MSW graduate of the School, was published by University of Toronto Press in a volume edited by University of Ottawa professor Denise Spitzer entitled '*Engendering migrant health: Canadian perspectives*.' Together with Dr. Tracy Swan of Memorial University and Dr. Nick Mule of York University, he is currently editing a book that will address social work research policy, practice, and professional education in relation to gender and sexual diversity.

**CAROLYN OLIVER** is a PhD Candidate in the third year of the doctoral program. She had three papers published this year. "Critical realist grounded theory: A new approach for social work research" (*British Journal of Social Work*, 42, 2) explored how grounded theory methodology might be adapted for use with critical realism. She has been invited to present this paper at the upcoming international conferences of the Society for Social Work and Research in

San Diego and of the Social Sciences History Association in Vancouver. "The relationship between symbolic interactionism and interpretive description" (*Qualitative Health Research*, 22, 3) examined the theoretical roots of interpretive description methodology. "A difficult journey: Transitioning from STEM (Science, Technology, Engineering and Mathematics) to SoTL" (*International Journal for the Scholarship of Teaching and Learning*, 6, 1), co-authored with Niamh Kelly (Faculty of Medicine) and Susan Nesbit (Dept of Civil Engineering), explored how two "positivists" engage with non-positivist Scholarship of Teaching and Learning research. The paper was presented at the International Society for the Scholarship of Teaching and Learning Annual Conference in Milwaukee, UBC's Centre for Health Education Scholarship Celebration of Scholarship and UBC's Forum for Curriculum Renewal. Carolyn and Grant Charles presented "Moral distress and child welfare relationships" at the Canadian Association of Social Work Education conference in Fredericton and at the BCASW Annual Conference in Vancouver. The report "*Making mental health research work for children, youth and families*", co-authored with Kelli Anderson, Jana Davidson and Stan Kutcher, was presented at the Canadian Association of Pediatric Health Centers Annual Conference in Ottawa. Carolyn was a sessional instructor and teaching assistant and was nominated for the Killam Graduate Teaching Assistant Award.

Sheila Marshall is a co-investigator and **RICHARD SULLIVAN** a collaborator on a CIHR funded research project titled *Reducing Stigma, Promoting Resilience: Population Health Interventions for LGBTQ Youth*. Richard is also a co-investigator on a project funded by the Mental Health Commission of Canada intended to produce a framework for the assessment of best practices associated with mental health promotion/prevention within the context of family life and in due consideration of family culture, history and social location. Richard Sullivan also extended community service to a local MCFD office this past semester when their team leader was out on an extended leave. Richard responded to staff requests in developing training materials and consultation guidelines in relation to concerns identified in staff caseloads. This collaboration will also inform curriculum development for the child & family service concentration.

**FRANK TESTER** recently returned from the International Polar Year Conference in Montreal where, along with Inuit and UBC students and Martha Okatak, an Elder from Arviat Nunavut, he presented three papers and a film made by the Nanisiniq Arviat History Project team about climate change. Students talked about their recent trip with Frank to Durban South Africa where they were active participants in the United Nations Conference (COP17) on climate change. Frank and doctoral student, Patricia Johnston, also presented a paper at the Montreal Aboriginal Governance Conference on *Inuit Qaujimajatuqangit* (traditional knowledge) in relation to social work practice and child welfare in Nunavut. On their trip to South Africa this past November/December, Frank and his students visited a project in Lesotho with which they have ongoing ties; a community created by and for disabled residents and children orphaned by HIV/Aids. Frank is the recent recipient of an award from the board of the Garfield Weston Foundation for his work with Inuit youth and Elders. Frank and his Inuit students are currently involved in the production of two documentary films: one dealing with the Nanisiniq Arviat History Project (<http://www.nanisiniq.tumblr.com>), and a documentary dealing with the Inuit experience with mining – its effects on Inuit health, welfare and culture - commencing with the Rankin Inlet Nickel Mine that operated in the eastern Arctic from 1957 until 1962. This is part of a larger project funded by ArcticNet, a research consortium based at Université Laval and involving colleagues from Carleton University and Memorial University, Newfoundland. This past summer, Frank attended meetings of the International Arctic Social Sciences Congress held in Iceland and spoke in Paris at a meeting and workshop dealing with cross-cultural research with circumpolar indigenous people. He is a member of the Aboriginal Insight Development Grants Committee of the Social Sciences and Humanities Research Council of Canada and continues his work as a board member of the Georgia Strait Alliance and the Vancouver Association for Restorative Justice, of which he is a founding member. In November, Frank was awarded the W. Garfield Weston Foundation Award for his work with Inuit Elders and youth.

**RICHARD VEDAN**  
2006- 2013 Co-Principal Investigator: "Resilient Indigenous Health Workforce Networks: Constructing an International Framework". With colleagues at the University of Otago,



New Zealand and universities across western Canada a comprehensive review has been completed of work role factors that contribute to and detract from resilience in Indigenous Health Professionals. The Canadian Research Team will present a paper on findings at the International Network on Indigenous Health Knowledge Development conference in Brisbane Australia in November 2012. The project receives annual funding of \$236,000 from a CIHR's International Collaborative Indigenous Health Research Partnership grant which has been extended until March 2013. 2009- 2012 Co-Principal Investigator: "Splat'sin Tsm&aksaltn Program: Community Based Child Welfare Program Review" in collaboration with Dr. Raven Sinclair, University of Regina and \$35,000 funding from the Indigenous People's Health Research Centre. 2011-2014 Co- Investigator: "Aboriginal Wellness in Alzheimer Disease: Intersections of Science and Tradition". CIHR funding \$123,900 for each of three years in collaboration with colleagues in National Core for Neuroethics, UBC Faculty of Medicine and Thompson Rivers University Social Work engaged in community based activities to identify ethical, cultural, mental, physical, social, psychological, spiritual, and environmental aspects of a genetically predetermined form of Early Onset Familial Alzheimer Disease (EOFAD). 2010-2013 Co-Principal Investigator: "Decolonizing Field Education: Melq'ilwiye: Coming Together: A Canadian and International Comparison" SSHRC grant. Faculty members from Thompson Rivers University, Madras Christian College (South India), University of British Columbia, University of Northern British Columbia, and the Nicola Valley Institute of Technology in collaboration with community based partners such as the Kamloops Interior Indian Friendship Centre will be engaging in participatory action research to examine Aboriginal social work field education. 2011-2013 Co-Principal Investigator: "Kloshe Tillicum: British Columbia/ Western Arctic Network Environment for Aboriginal Health Research Project". The Kloshe Tillicum Project received renewal from the Institute of Aboriginal Peoples Health Research/CIHR with a grant of \$500,000 annually to continue the work of capacity building and community based research activity throughout British Columbia and the Western Arctic. For the past four years Richard served as the Kloshe Tillicum Board member for the Aboriginal Health Research Network (AHRNET) which is comprised of nine centres across the country. During the past year Richard co-chaired the AHRNET grant renewal team which succeeded in receiving



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IAPH/CIHR grants of \$4.5 million for each of two years to fund the research activities of the nine centres. Within Kloshe Tillicum Richard served with Dr. Eduardo Jovel, UBC Land and Food Systems as co-leader for research in Indigenous Knowledge and Traditional Medicine (IKTM). At the national AHRNET level Richard worked with Dr. Cora Weber-Pilwax of the University of Alberta as co-chair for the task group on IKTM. 2011-2012 Co-Principal Investigator: “Using a Land-based Stewardship to Improve Health and Wellness Among Vancouver Urban Aboriginal Populations” \$35,000.00 grant from Kloshe Tillicum. 2011 Co-Principal Investigator: “Engaging the Aboriginal Community Through Community Service Learning and Community Based Research to Promote Experiential Learning” \$54,709 Teaching and Learning Enhancement (TLEF) grant. 2012 -2015 Co-Principal Investigator CIHR Planning Grant: \$25,000 “Using a Land-based Stewardship to Improve Health and Wellness among Vancouver Urban Aboriginal Populations”. The TLEF and the Kloshe Tillicum grants in 2011 served as the foundation for a successful CIHR planning grant application in April 2012 and will continue the work begun with the Vancouver Urban Aboriginal Communities over the coming years. 2012 – Over the past year Richard has been engaged in collaboration and consultation with Dr. Judy Illes, UBC Neurology, Canadian Research Chair in Neuroethics and Dr. Nina Pietro, both of the National Core for Neuroethics UBC Hospital, on “Reviewing Neurodevelopmental Disorders within the Canadian Aboriginal Context”. Community based activities will develop initiatives to work with Indigenous communities to promote the health of children living with developmental disabilities and identify potential research priorities.

**DR. MIU CHUNG YAN** gave eight presentations in the last twelve months. In November 2011, he was invited to present as panel keynote on *Conceptualizing Indigenization of Social Work: Implications for Nigerian Social Work Education Development* in the Inaugural Annual Conference of the Nigerian Association of Social Work Educators (NASWE) at Ibadan, Nigeria. Miu is an active member of the UNIBEN project (funded by CIDA/AUCC) which played a key role in the formation of the NASWE. Meanwhile, he was also invited to present on the topic: *Multiculturalism Act and Beyond: Managing Diversity by a Human Rights Approach*, in the International

Workshop on Multicultural Coexistence and East Asian Community, Peace & Democracy Institute, Korea University and Centre for Korean Research, Institute of Asian Research. In May, 2012, he is invited to Seoul, Korea, to deliver a full paper on the same topic in an international conference. In March 2012, he co-organized the *From Local to Translocal: A Transnational Understanding of the Social Integration of Chinese Canadians Workshop* in the National Metropolis Conference in Toronto. In this workshop, he also presented findings of his most recent study on the transnational experience of Chinese Canadian new generation youth living in Hong Kong. To capture the recent social work development in China, Miu is currently working with Dr. Ching Man Lam of Chinese University of Hong Kong to study the experience of new social workers in Shenzhen, a city in South China, where the size of the social work workforce is rapidly growing. Along with Elizabeth Jones (PI) and Pilar Riaño-Alcalá, Miu was a member of a research team working with the BC Ministry of Jobs, Tourism, and Innovation to develop a case management approach for the settlement service in BC. The final report was published in October, 2011. The Guided Pathway Approach developed in the report is supposed to be the standard practice of settlement services in BC. In terms of scholarly publications, Miu published two coauthored articles: ‘Double jeopardy: An exploratory study of youth from immigrant families entering the job market’ in the *Journal of Immigrant and Refugee Studies* and ‘Immigrant youth and employment: Lessons learned from the analysis of LSIC and 82 lived stories’ in the *Journal of International Migration and Integration*.



# Research Poster Night 2012



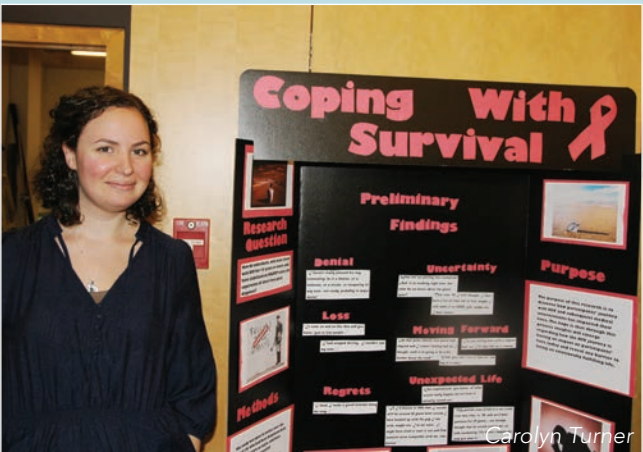
Group shot with Vaughan Marshall and Pilar Riaño-Alcalá



Amy Schactman and Christina Harper



Shabnaz Kuri



Carolyn Turner



L-R: Tim Stainton, Vaughan Marshall, Dr. Wanda Bernard Thomas, Pilar Riaño-Alcalá, Brian O'Neill



Meaghan Feduck



Victoria Klassen



# School Updates

## **Squamish First Nations BSW Pilot Programme: Richard Vedan, First Nations Advisor and Coordinator**

In the fall of 2011 Dr. Kim van der Woerd (Namgis First Nation) Registered Psychologist and Principal of Reciprocal Consulting was awarded a contract to conduct an evaluation of the Squamish First Nations BSW Pilot Programme. Dr. van der Woerd and her associates have been meeting with programme students, instructors, community members and members of the Advisor Committee. A report will be presented to the Squamish First Nations Chief and Council and to the School Academic Council upon completion in 2012.

## **BSW Programme – Elizabeth Jones, Chair**

The BSW Curriculum and Field Education Committee had 4 meetings this academic year. We welcomed several new community members: Sadia Ramirez from MOSAIC and Dillon Adams from VACFSS, with continuing members Chelsea Papish (on maternity leave), Sheila Begg from the BC College of Social Workers, and Paul Harder from MCFD. Sheila is retiring from the BC College of Social Workers and therefore will no longer be on our committee. We thank her for many years of committed service. We also thank Sarah Burnell and Lauren Shay, our 4<sup>th</sup> year representatives, who are graduating and moving on to their social work careers. Others members are third year representatives, Jennifer-Lee Koble and Halina Wloka, and faculty Brian O'Neill, Grant Charles, Margaret Wright, Richard Vedan, and Liz Jones, and staff Christine Graham and Laura Harvey.

In our Committee, we focused on several things this year: developing a brochure for marketing purposes, creating a marketing strategy within UBC and at a number of Colleges, and ensuring that the Interviewing Skills course was expanded to one full year. Because of our marketing efforts our applications were up 30% this year, and we will be inviting 50 students into the programme. As to the expansion of the Interviewing Skills course, we are responding to feedback of virtually every student in the third year for a number of years, who has recommended this action. We look forward to developing this course over the summer for implementation in fall, 2012.

Our Practice Conference, held in January of every year, was a success. A number of practitioners came to the school to present new trends in their areas of practice to BSW and MSW students. In all, 16 workshops were offered over the 2 days of the conference, with workshops in such areas as FASD, Mental Health, Addictions, Co-Occurring Disorders, among others.

We received confirmation of our accreditation this year, as the School met the one outstanding barrier: three new faculty members will be hired by July, 2012. We are now fully accredited until the process starts again, in 2014 - 15.

Thanks again to all Committee members who contribute their time, energy, and ideas to the continued oversight of the BSW Programme.

## **MSW Programme – Miu Chung Yan, Chair**

In July 2011, Dr. Miu Chung Yan was appointed as the Chair of Master of Social Work programme. Two years ago, the School introduced a new curriculum to the Advanced MSW programme. Students were expected to focus their studies on one of the three field studies: Health and Social Care, Family and Children, and Social and International Development. Some new courses, including Social Work and Social Justice, Health and Social Care Praxis, and Integrative Seminar, were introduced. Since then, we have received much useful feedback from students, instructors and community members regarding this new curriculum. In consultation with the MSW Curriculum and Field Education Committee, the School conducted a thorough review of this new curriculum. Faculty members agreed that while this new curriculum can meet the pedagogical and professional needs of the students, we need to re-structure some courses in order to better facilitate students in developing an expertise in their chosen field of practice. This coming September, a portfolio learning system based on a self-directed principle will be adopted as a tool for students to meet their learning goals and needs. More information of the streamlined curriculum will be available online in June. Meanwhile, Dr. Frank Tester is spearheading a working group to enrich the Social and International Development field of practice. Please feel free to send your ideas and suggestions to him.

## **PhD Programme – Richard Sullivan, PhD Chair**

The doctoral programme offered admission to six new candidates from around the world this year and we anticipate that four of them will join us in September. We are also pleased to announce that 2011 entry student Ricardo Chapparo has been awarded a highly competitive Graduate Global Leadership Fellowship in the Faculty of Arts. In addition, four more doctoral students have successfully defended their dissertations this year. Congratulations to doctors Harvey Bosma, Sing Mei Chan, Louise Stern and Heather Peters.

## **Field Education 2011-2012, Brian O'Neill, Chair**

Brian O'Neill assumed the role of Field Education chair, while Laura Harvey continued as coordinator of field education. Once again, the annual Student/Community Practitioner conference was held in January, 2012, an opportunity for both undergraduate and graduate students to hear the latest from social workers active in various fields. In addition, there were several opportunities for field instructors to advance their knowledge and skills in relation to teaching and learning. In September, the School and the Social Work Discipline from the C&W Health Centre sponsored presentations with Professor Marion Bogo, professor at the Factor-Inwentash Faculty of Social Work of the University of Toronto. Professor Bogo, a widely recognized scholar in the area of field education, met with field instructors over lunch at the School on September 19, discussing issues related to supporting social workers in taking on the field education role and addressing challenging situations in the field. On September 20 at the C&W Health Centre, Professor Bogo presented a half-day workshop for all field instructors entitled "Providing Quality Field Education: Best Practices and Challenges." Field instructors were invited to another a workshop held at the C&W Health Centre on January 24, 2012, this one for the allied health disciplines, sponsored by the College of Health Disciplines. Barbara Casson, former sessional instructor at the School, and Marcia Choi presented a workshop: "Developing the new health care practitioner: Insights and strategies for clinical preceptors." On February 27, Dr. Jane Fowler from the School of Human Services and Social Work at Griffith University in Queensland, Australia presented a one day workshop for field instructors entitled "Mentoring at Work." Finally, on March 29, as one of the initiatives of the School's Equity Task Force, field instructors were invited to a luncheon with Dr. Wanda Thomas Bernard, former director

of the Dalhousie University School of Social Work, to discuss addressing diversity and equity in the field. These various events were well attended and provided opportunities for gaining new knowledge and discussing challenges and opportunities in field education with colleagues.

## **Equity Task Force Initiatives - Pilar Riaño-Alcalá and Brian O'Neill, Co-Chairs**

The School of Social Work at the University of British Columbia is in the process of a multi-year project to create a comprehensive educational equity policy addressing curriculum content, faculty composition, and student admissions. The goals of this project are: (1) to create a shared understanding of, and commitment to, equity and diversity; (2) to identify issues that need to be addressed (including barriers); and (3) to develop strategic goals and objectives toward the implementation of an equity policy. Historically, the School has sought to meet these goals; it has now committed to further develop policies and practices to build diversity and foster inclusion among students, faculty, and staff. In 2011, the School established an Equity Task Force, mandated to develop and implement an equity policy in consultation with the University and community stakeholders.

Drs. Pilar Riaño-Alcalá and Brian O'Neill are co-chairs of the Task Force and both graduate and undergraduate students have taken leadership roles in implementing the Task Force's plan. With funding from the Office of the Vice President Equity, the Faculty of Arts, and the School, the Task Force has undertaken a comprehensive review of the literature regarding educational equity in social work education and developed case studies of programmes known for their exemplary approaches to equity. A key component of creating an equity policy is input from the communities the School aims to serve, including those with which it has a working relationship, and those with whom it does not. To that end, the Task Force is currently consulting with all the School's stakeholders, including students, staff, faculty, field instructors and other community members. Informal 'dialogue groups,' and more formal focus groups as well as on-line surveys are being used to gather data. To stimulate interest and participation, the Task Force has also been sponsoring opportunities for discussion. Most recently, Dr. Wanda Thomas Bernard was the keynote speaker at the annual student research presentation that is co-sponsored by the Sea to Sky Branch of the BCASW. On March 29, 2012, at the Liu Centre





for Global Issues, Dr. Thomas Bernard gave a talk entitled “Making the Links: Social Work Research and the Pursuit of Social Justice.” The event drew a large appreciative crowd, including students, staff and faculty as well as many alumni, field instructors and members of BCASW. We encourage readers to contact us at the School and provide feedback on any equity related issue or idea.

# Centre for Inclusion and Citizenship (CIC)

The Centre for Inclusion and Citizenship is a partnership between the UBC School of Social Work, community living organizations and supporters which seeks to further the inclusion and full citizenship of people with intellectual disabilities and their families locally, nationally and globally. The Centre is directed by Tim Stainton with Rachelle Hole of UBC-O as Co-Director and Cindy Chapman as Centre Coordinator. Our third full year of operation was a busy one with a number of new and continuing research projects on the go:

- Home Sharing: Exploring the Experiences of Self-Advocates, Home Share Providers, and Family Members led by Rachelle Hole.
- Individualized Funding: Cost and Service Utilization Analysis led by Tim Stainton.
- An Evaluation of the Equipment and Assistive Technology Initiative led by Lyn Jongbloed of Rehabilitation Medicine.
- Examining the Organization of Healthcare for Aging Adults with Intellectual Disabilities in British Columbia: A Critical Interpretive Policy Analysis led by Jennifer Baumbusch of Nursing.

Our biggest success of the year was The Canadian Inclusive Lives Learning Initiative (CILLI). The Canadian Inclusive Lives Learning Initiative is a one-of a kind pilot project designed by the Centre to offer tools and information to help individuals with intellectual disabilities and their family members to build an inclusive adult life. The course combines two in-person retreats, eight

online modules, two “live” sessions each month, and an interactive planning tool.

The eight modules of learning include:

- Putting your plan into action
- Supported Decision Making
- Community Connections
- Employment
- Financial Literacy
- Lifelong Learning
- Creating a Home
- Transitions

Meaghan Feduck, a UBC MSW student, has been the lead support person on this project which has garnered press coverage from UBC Reports, The Globe and Mail and CBC’s The National.

We also held a number of colloquia over the year, most recently by one of the world’s leading scholars on assessment, Dr. Stephen Greenspan who spoke on “Moving Beyond IQ in Defining and Diagnosing Intellectual Disability: Service Eligibility Inequities for People with Brain-Based Disorders”. This was followed by a consultation session with representatives of CLBC, MSD, MCFD and the Ministry of Education as well as community leaders. The CIC also developed a number of literature reviews and resources available on our website. These include a comprehensive literature review on Individualized funding and on Employment. We continue to offer studentships to both UBC and UBC-O social work students.

This May we will host our first one day conference “Research with Relevance” as a pre-conference event for the BC Association for Community Living in Penticton. Also coming up next year is a new initiative, the ‘Ideas’ workshop series which will explore key concepts and ideas in community living over the course of four one day workshops covering:

- History - “Those who cannot remember the past are condemned to repeat it” - a workshop on how intellectual disability has been constructed and the social response.
- Inclusion, Rights and Citizenship
- What exactly is the ‘community’ of community living? Is it a place, a goal or a strategy? Is it something we become a part of, create, a tool to realize other goals or all of the above?
- Whither community living? What possible future lays ahead and what are the major threats and opportunities facing community living in the 21st century?

For information on our events and resources please visit the Centre’s website at: <http://www.cic.arts.ubc.ca>

# Donors and Contributors



The School would like to thank the following individuals for being financial supporters for the period January to December, 2011. We apologize to anyone whose name has been inadvertently left off this list.

Robert Adams  
Anna Allen  
Anonymous (50)  
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Nancy Baker  
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Sheila Wilkins  
Lillian Zimmerman

# Fundraising

Fundraising continues for priority projects that need your support. Please see the back page for a donation form.

## The 75th Social Work Anniversary Global Learning Endowment Fund

has been created in honour of the 75th anniversary of the School of Social Work (2005). This endowment will assist students in the School of Social Work with expenses locally, nationally and internationally to advance their learning and citizenship in globally challenging contexts. The endowment will be awarded on the recommendations of the School of Social Work.

## The Henry Maas Memorial Scholarship Endowment Fund

The Henry Maas Memorial Scholarship for doctoral students at the UBC School of Social Work has been created to honor his spirit, memory and his strong beliefs in the merits of theory and research informing social work education and practice. This scholarship will enable Doctoral students to develop their own theories and contribute to knowledge building in social welfare.

## Roopchand Seebaran Prize

In recognition and celebration of Professor Seebaran’s significant contributions to community development, teaching and practice, and to anti-racist social work education during his academic career, the UBC School of Social Work has established the Roopchand Seebaran Prize. The prize is awarded on an annual basis to BSW or MSW student(s) whose essay or project work on the subject of either community development or anti-racist social work education is judged to be of the highest quality.

## Mary Hill Scholarship

Friends and alumni of the School have established a scholarship in honour of Professor Emerita Mary Hill, a pioneer in the field of social gerontology. Under the leadership of Kathy Hamilton (BSW) a group of committed fundraisers have raised over \$30,000 to endow a scholarship for students in Social Work who are studying in the area of gerontology.

## Social Work Annual Giving Fund

This fund allows the School to work beyond our annual operating budget to respond to priorities that arise each year. It supports the production and distribution of the School newsletter to more than 3,000 alumni.

## Lilian To Memorial Scholarship

A scholarship has been established in memory of Lilian To for graduate students in the UBC School of Social Work intending to study in the area of immigration and refugee policy and practice. Lilian, a social work graduate (1968) of the University of Hong Kong and an MSW graduate (1979) of the UBC School of Social Work, was a renowned and internationally recognized social worker and Chief Executive Officer (1988-2005) of S.U.C.C.E.S.S, Vancouver’s leading Chinese social service agency with a particular interest in meeting the economic, social and cultural adjustment needs of new immigrants to Canada.

## Richard Splane Doctoral Scholarship

A \$2,500 scholarship has been endowed to recognize and honour Dr. Richard Splane’s work as a distinguished Social Policy and Social Work academic, and Professor Emeritus at UBC. Dr. Splane’s initial contribution to the endowment principal has been matched by the Faculty of Arts. The award is made on the recommendation of the School of Social Work, in consultation with the Faculty of Graduate Studies, to a doctoral student doing research in the area of social policy.

## Kwong-leung Tang Doctoral Entrance Scholarship in Social Work

A scholarship totaling \$2,000 has been endowed by Dr. Kwong-leung Tang, former Director of the School of Social Work (2009-2011), to encourage and attract high-calibre applicants to UBC’s School of Social Work doctoral programme. Preference will be given to students interested in pursuing a career in macro-level social work practice, including: 1) Canadian and global social policy studies on housing, social security, health, employment and/or immigration; 2) law and social work practice; or 3) local and international social and community development. The award is made on the recommendation of the School of Social Work in consultation with the Faculty of Graduate Studies.

# Mission Statements

## Bachelor of Social Work (BSW) Mission statement

The BSW programme provides students with the knowledge, values and skills necessary for an initial level generalist professional practice through a social justice lens.

## Master of Social Work (MSW) Mission statement

The MSW programme offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social inclusion, and international and social development using a social justice lens.

## PhD in Social Work Mission statement

The PhD programme provides opportunities for advanced scholarship towards the generation of transformative knowledge through research relevant to social work theory and practice, social development and administration.



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Editorial committee: Dr. Tim Stainton, Suzanne Moore  
School of Social Work, The University of British Columbia  
2080 West Mall, Vancouver B.C. V6T 1Z2 604-822-2255 • fax 604-822-8656  
webpage: [www.socialwork.ubc.ca](http://www.socialwork.ubc.ca)

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## May & November, 2011 Graduate Statistics

31 Bachelor of Social Work

59 Master of Social Work

1 PhD

Total Graduates: 91

May, 2012 - 3 PhD

**Congratulations Graduates!**  
**Spring Convocation, Friday, May 25, 2012**

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