

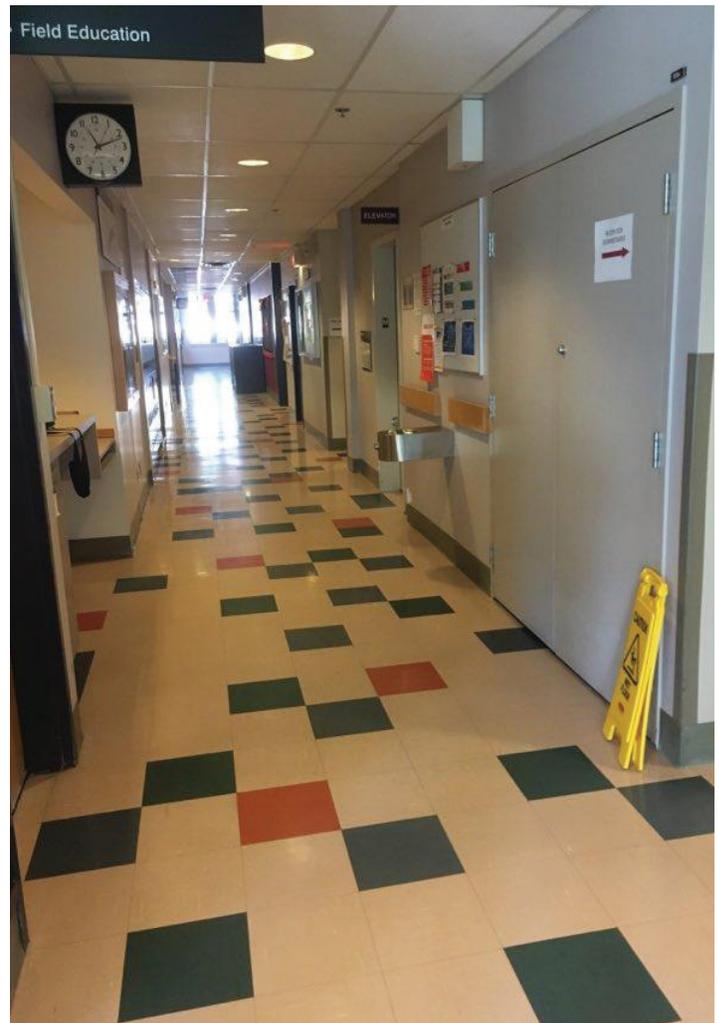
DIRECTOR'S MESSAGE from Donna Baines

Though the defining aspect of this year was the global COVID-19 pandemic, this is not the exclusive story of our 90th anniversary year at the School of Social Work.

We did a lot of great things this year before the pandemic and during it to deepen our understanding of the social problems facing humankind and this planet, and what we might do to enact meaningful social change. In many ways, social justice initiatives punctuated this anniversary year for the School.

The fall term started off with a decisive stand on the part of the School in support of the Global Climate Strike. As Director, I was immensely proud of our completely empty hallways and classrooms during the strike and of the strong turnout at the rally on campus and subsequent march in the city.

At the School of Social Work, we used our 90th anniversary year as an opportunity to reflect back on our many successes but also to reflect on the times that we ended up on the wrong side of history and failed to speak up in the face of oppressive policies and practices. As a School of Social Work, we recommitted ourselves to building the knowledge, theory and practice that will empower our graduates to stand up to injustice and to contribute to comprehensive social change.



Empty hallways in the Jack Bell Building on the day of the Climate Strike.



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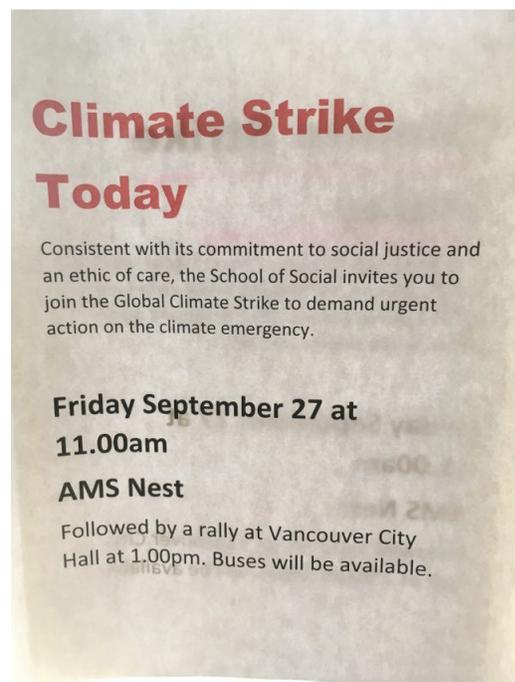


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Though in the past some social workers have failed to speak up for LGBTQI2S+ issues, as you will read in this edition of *The Bridge*, early in the year two of our newer faculty (Hannah Kia and Antoine Coulombe) took the initiative to write a statement on the rights of transgendered people at UBC. This statement called for action on hate speech and public speakers promoting violence and hatred against transgendered and other populations. The statement, which you can find on our [website](#) and in *School News* (page 16), found immediate strong support from students, staff and faculty, as well as from other departments and Schools at UBC. We are also pleased to note decisive policy change from UBC has now adopted a more forward-looking policy on hate speech and closely vetting and vetoing those speakers and organizations that apply to host events that promote hatred and violence at any member of our UBC community.

In the past, social work has frequently been on the wrong side of history in relation to the colonization and oppression of Indigenous peoples, particularly in relation to residential schools, the sixties scoop, and ongoing inequity in relation to Indigenous families and the child welfare system. As part of our commitment to critical reflexivity, our School consulted widely and spent many months developing a Statement of Accountability and Commitment to Indigenous people. This statement will be released at our orientation in September as well as later this autumn, when we will hold an online event at the University of British Columbia (to which you are all invited). The Statement will be formally presented and we will invite discussion and reflection from Elders and Indigenous alumni from the School of Social Work. We hope this initiative helps to propel an entirely new generation of social workers committed to working as allies on reconciliation with Indigenous people and other overlapping, pressing social justice issues.

Later in the year, the crisis of police violence against Black and Indigenous people generated a level of social activism worldwide that has not been seen for years. As a School, we quickly issued a statement supporting Black Lives Matter (this can be found on our [website](#)), joined calls to defund the police, encouraged students, faculty, staff and alumni to participate in the outpouring of activism in our city, and to commit ourselves to far-reaching social justice change our culture, systems and institutions.



Climate Strike Poster



Global Climate Strike, September 27, 2019

In July, I made a presentation to the Vancouver City Council on Jean Swanson's policy initiative, [B.23 Decriminalizing Poverty and Supporting Community-led Safety Initiatives](#). Confirming the importance of this policy initiative, it had the longest speakers' list (399 speakers) of any motion in the history of Vancouver City Council. The speakers were overwhelmingly in favor of the motion which passed unanimously (with two abstentions). Though I spoke to the Council as an individual, I noted that I spoke in tandem with the values and priorities of the UBC School of Social Work and that I did so because of the School's public commitment to take social justice action to support BIPOC people. The feedback I received was very positive.

Any review of the past year would be incomplete without a comment on the impact of COVID-19 on our students, faculty, staff, alumni and the community. This was a challenging year to say the least and I want to thank the staff, students and faculty for meeting the challenges with energy, kindness and calm. As a School, we frequently had to scramble to keep up with a rapidly changing landscape and I am very grateful for everyone's goodwill and flexibility.

As essential workers, social workers were often at the forefront of the pandemic, providing caring and skilled interventions in the face of uncertainty. I would like to salute their work and the work of all essential workers, including those often overlooked but crucial to our wellbeing during this crisis, namely grocery store workers, truck drivers, cleaners, long-term care workers, and many others. We have seen during this crisis that government can provide strong leadership and ensure a dependable social safety net. As the pandemic changes, many will be calling for a return to austerity, but what is actually needed is a modern-day Marshall Plan for rebuilding the economy through massive government intervention and leadership, setting the terms for an equitable, sustainable and just society.

As we go forward into the coming year, we invite our students, the field, our alumni and the community to join with us in generating the knowledge and skills required to rebuild a fairer, kinder, and more sustainable and productive society. Despite the pandemic, we will have a number of online events at the School and we look forward to seeing and hearing from many of you in the coming months, and debating the pressing social questions of our time. As Dr. Bonnie Henry says, "Be kind, be calm, be safe".



Donna Baines



Black Lives Matter Protest

THE 90TH ANNIVERSARY OF THE UBC SCHOOL OF SOCIAL WORK

This past year marked the 90th anniversary of the UBC School of Social Work.



We are the second oldest school of social work in Canada and we can be proud of many, many things and many, many graduates, staff members and faculty. We are looking forward with great optimism to what we might do in the future but in the fine tradition of critical reflexivity that is central to our discipline (as noted in other sections of *The Bridge*) when we look back over our 90 years of research and education we can identify moments where we could have done better or failed to embrace a sufficiently critical and in-depth analysis and, unintentionally, ended up standing on the wrong side of pivotal issues. Regrettably, there are moments in the history of social work where we uncritically joined mainstream practice in ways that contributed to the harm experienced by a number of groups including Indigenous peoples, racialized populations, LGBTQI2S+ people, women, people with disabilities, and other people experiencing what they now call “wicked” social problems or complex, interwoven, and hard-to-solve social, economic, physical and mental health problems. The 90th anniversary was dedicated to critical reflection and action on a number of social issues and challenges (the [Director’s Message](#) details many of these actions across the course of the year).

Our 90th anniversary year also involved events and activities aimed at building our sense of ourselves as a School committed to social justice and an ethic of care. Kelly Allison worked with others from the School on the production of a video (which can be found on our [website](#)) that highlights the equity ethos of the School and some of the excellent work of faculty, students, community members and Elders.

To mark the significance of this milestone in the life of the School, we provided thirteen 90th Anniversary Student Awards to recognize the outstanding commitment of our students to social justice and an ethic of care (please see the [list](#) in this edition of *The Bridge*). We had a very large number of applicants for this award and were very impressed by the high caliber of social justice work being undertaken by our students.



Elder Doris Fox



Dean Gage Averill

Part of being a global, research-intensive university is inviting the world in to discuss and debate important research and theory. In February, the School held a very successful 90th Anniversary International Symposium on Social Justice and an Ethic of Care. The Symposium, co-sponsored with social work at [Hong Kong Polytechnic University](#), included 69 participants, submissions from 11 countries and high-quality, top-notch research papers and posters. It also included a welcome and land acknowledgement from Elder Doris Fox of the Musqueam people, congratulations from Dr. Gage Averill, our Dean, and a keynote on critical reflexivity by Dr. Christine Morley ([Queensland University of Technology](#)).

It was fun, interesting and so energizing that we hoped to hold a symposium again this coming year. Unfortunately, the pandemic seems to have shut down that opportunity for now but we will continue to invite the world in to join us in building the kind of knowledge, practice and theory needed to understand our complex social worlds. The papers from the Symposium were of sufficient quality that we are co-editing two special issues of journals. Please stand by for further information on the journals and on international symposia in future years.

As a further aspect of our 90th anniversary critical reflection and to deepen our capacities as a research-intensive unit, we hosted our first international research fellow, Dr. Stephanie Wahab ([Portland State University](#)). Please see Christiana Bratiosis' [article](#) in this edition of *The Bridge* for further details. Dr. Wahab's week-long visit provided opportunities for the School and our alumni to know each other better, share ideas and insights, and to stretch our intellectual imaginations in important and critical directions. It was a total success and we hope to have further research fellows join us in the future as we build towards our next big anniversary (100 years old) in 2030. We hope to see you all there to share memories and reflections and to further build our outstanding School of Social Work.



Dr. Christine Morley



Audience at 90th Anniversary Symposium

A Legacy and a Promise: The UBC 90th Anniversary Visiting Scholar Program

In celebration of the 90th year of educating social workers on the UBC Vancouver campus, the School of Social Work inaugurated its visiting scholar program in March 2020. A competitive application process yielded interesting and impressive applications from North American, Asian and Australian social work scholars. The faculty selection committee (Drs. Donna Baines, Christiana Bratiotis, Deborah O'Connor, Ashley Quinn) determined that a senior scholar whose work is situated in critical theory and social justice represented the history and future orientation of our school and was most appropriate for this celebratory occasion. It was our great pleasure to welcome Professor Stephanie Wahab from Portland State University School of Social Work for a week of engagement, lectures and presentations.



At the start of the week, Dr. Wahab presented an inspiring evening keynote lecture titled *Teaching Social Justice in Dangerous Times: Practices of Hope*. During the week of her visit to the UBC campus and School of Social Work, Dr. Wahab met with students and faculty about their work and its intersection with anti-oppressive and feminist social work theory, scholarship and practices. Sharing her experience and insights as co-editor of *Affilia: Journal of Women and Social Work*, Dr. Wahab met with doctoral students to talk about publishing worries, woes, and wins. In a lunchtime talk with faculty, Dr. Wahab provided opportunities for collective exploration of call-out culture as it impacts our social work classrooms and practice environments. Together, the formal and informal events of the week created opportunities for deep thinking and inspired engagement.



Dr. Stephanie Wahab

Dr. Wahab's presence was so valued that we look forward to welcoming her as an invited speaker (via Zoom, of course) at our Fall 2020 all-school orientation. We're grateful for the shared gifts and the established relationship that we hope to grow over many years to come. Thank you, Dr. Wahab.

- Christiana Bratiotis



Winners of the 90th Anniversary Awards

3rd Year BSW

Muslima Jahan Azim

Leah Burnell

4th Year BSW

Justine Little

John Patrick Segui

MSW

Kristen Marie Carlson

Tamar Cherniawsky

PhD

Sara Fudjack

Rae Morris

Tsering Dolkar

Watermeyer

Indigenization and Decolonization

Jada Benko

Alexis Fisher

Hailey Matheson

Martina Shovar

90th Anniversary Video

In thinking about how to celebrate the School's 90th anniversary, we took inspiration from the [University of Sydney](#) and decided to develop a promotional video about the UBC School of Social Work. We wanted to highlight the quality work and learning that is currently being done at the school but also speak to our commitment to continue to decolonize our place of learning and advance reconciliation. I want to thank Elder Marr Dorvault, Daniel Ji, Samantha Amed, Hailey Matheson, Donna Baines, Mohamed Ibrahim, Hannah Kia, Marie Nightbird and all of the other students and faculty who participated in the making of this video. I also want to thank UBC studios and Michael Sider for their collaboration on this project. The video can be found [here](#).



Screenshots from the 90th Anniversary Video

PROGRAM UPDATES

BSW Report

It has been a year like no other.

In January 2019, the [Canadian Association of Social Work Education \(CASWE\)](#) Commission of Accreditation (COA) re-accredited the School of Social Work's (SSW) BSW program for another four years without issue. Thanks to the excellent work of the SSW and the BSW program's previous Chair, Elizabeth Jones, for all the hard work to gain the re-accreditation.

In September 2019, we welcomed a new cohort of students. They began their year with a strong engagement in the student community and life at the SSW. Many events were held that reflect the ideals of a community of learners. For example, fourth-year students organized a mentorship program to support new students in the program; third-year students organized a very successful clothing drive for people experiencing homelessness; and, a student successfully organized an Interprofessional Panel on "Best Practices with the LGBTQ2S Community".



In Winter 2020, the BSW Curriculum and Field Education Committee (CFEC) implemented a revised admissions process to the BSW Program. Under this process, interested applicants provide their CV, reference letters and a personal statement of interest. They are no longer required to participate in full-day in-person interviews. This increased the accessibility of the admissions process by providing opportunities to individuals facing financial or other challenges in presenting themselves in person.

In March 2020, the School, its students and faculty demonstrated incredible resilience in the face of a new health crisis affecting our families, communities, and society. In just a few days, the SSW transitioned from an in-class to an online learning environment. Students, faculty and staff rapidly came together to adapt to new ways of learning, engaging with one another, and making the

most of the opportunities. We reached out to one another for support and demonstrated solidarity and kindness in actively helping one another. Students started online social events and reached out to social work organizations to offer their support, all while continuing to engage in their studies actively. Students, faculty and staff embodied the social work values of social justice, service, competence and integrity in these difficult times.

It has been a year like no other. I am proud of the strengths of our students, colleagues, and partners. This gives me much hope in our collective ability to adapt and implement change. As we prepare for a new fall semester entirely online, we also look back on what we have learned, and build on our successes, and continue forward.

- Antoine Coulombe, Chair, BSW Program



MSW Report

The advanced MSW program at the UBC School of Social Work continues to welcome cohorts of ~40 students who study with us for 8-12 months. Approximately 80% of the 2019-2020 cohort concentrated their studies in the health and social inclusion specialization, with smaller groups of students focusing in child welfare and international/social development. Most UBC MSW students hold part-time work positions, balance family responsibilities, attend practicum two days per week, and somehow find time to prepare for courses, completing readings and assignments.



In addition, our students' individual and collective community-mindedness, open-heartedness and commitment to upholding the social justice and ethic of care principles of the social work profession drive them to become community volunteers, organizers and activists in domains of climate change, intimate partner violence and in this moment COVID-19 response, among others. We are proud of our students and their efforts at affecting change within the School and in the greater Vancouver-metro community.

In order to give UBC MSW graduates every advantage to be well resourced for success in post-graduation practice, the MSW Program and Field Education Committee continues to undertake review of the program structure, course offerings, and curriculum content. We thank the current students, alumni, practicum supervisors and community partners who have participated with us in this process. Stay tuned for future updates about this renewal work.

I look forward to welcoming our new cohort of students for academic year 2020-2021. As we navigate the unanticipated, it is my sincerest wish that the experiences and awareness that characterizes this moment in our collective history will inspire deeper compassion, greater hope and more impassioned social work practice.

- Christiana Bratiotis, Chair, MSW Program

PhD Report

This year has been a busy year for the PhD program committee as we prepared for our first new intake of incoming students in three years and coped with COVID-19.

Part of our preparations included re-examining our program and how it was working for our existing students. Unfortunately, some of the changes that were in progress – including the addition of a new methodology course first semester and a re-visioning of one of our core courses – were temporarily put on hold with the advent of COVID-19. Instead, the focus shifted to developing our program so that it can be offered online for at least the first – and probably the second – semester.

Another significant focus has been getting ready to launch a part-time program to complement our existing full-time degree. Aimed at professionals currently working in the field, the new part-time program – which will be launched in September 2020 – will offer the option to do the PhD over a longer period of time.

Of course, one of the most rewarding aspects of our PhD program is when one of our students successfully defends their doctoral research. This year, we've had two people complete the program. Congratulations to:

- **Sevinj Asgarova**, whose thesis is titled "Mothers' experiences of continuing their pregnancy after prenatally receiving a diagnosis of Down syndrome"; and
- **Raj Khadka**, whose thesis is titled "The Labour Market Negotiation of Bhutanese in the Canadian Labour Market"

As we look forward to the coming year, we are eagerly anticipating the arrival of five new students in September – four full-time and one part-time. Some will be joining us virtually at first as travel and visa restrictions continue.

Under the new leadership of Miu Chung Yan (who replaced Deborah O'Connor as PhD Chair on July 1), the 2020-2021 academic year promises to be a challenging and exciting year!

- Deb O'Connor, Former Chair, PhD Program

Field Education Program Report

Kelly Allison began as the Chair of the Field Education Program in July 2019 and joined Jacky Coates and Tina Buttar, Field Education Co-ordinators, on the field team. We were sad to say goodbye to Jenny Li, our administrative assistant who left the school in March 2020, but wish her well in her new position at UBC Health. Sabrina Egan has done a fantastic job as a temporary replacement and we look forward to hiring a new part time administrative assistant this fall.

The field team offered the following orientations/training sessions for Field Instructors this year:

- August 2019: "Field Instructor Orientation – Getting Started and Sharing our Wisdom"
– Kelly Allison and Jacky Coates
- October 2019: "Sexual and Gender Diversity in Social Work: Building a Foundation"
– Antoine Colombe and Hannah Kia
- January 2020: "Supporting Student Success and Addressing Challenges in Field Education"
– Kelly Allison and Jacky Coates

In November 2019, we held our first Master Class for all community members. Donna Baines presented "Is Anyone Doing Critical Social Work? Social Justice Social Work in the Context of Neoliberalism and Privatization" with a lively discussion and reception afterwards.

The Field team offered a panel presentation at the 90th Anniversary Conference entitled "Social Justice in Field Education – A UBC Perspective".

With COVID-19 hitting in March, the field team was busy helping students and field instructors develop remote learning plans in order to complete field education for the term and negotiating hybrid and remote field placements for summer students.

We look forward to moving forward with field education in these challenging times with our community partners who continue to be tirelessly dedicated to educating the future generation of social workers!

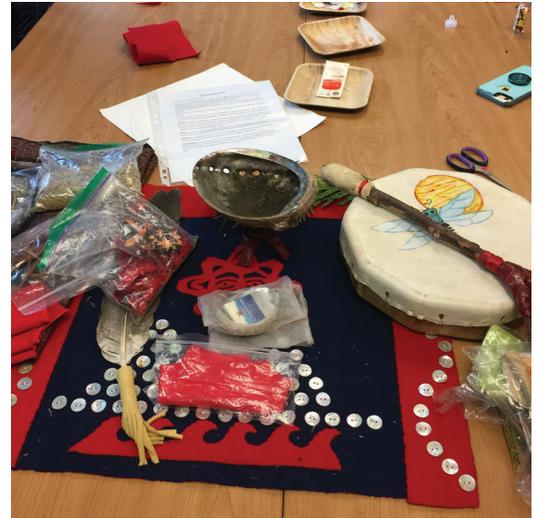
- Kelly Allison, Chair, Field Education Program

Indigenous Program Report

The Indigenous Program has continued to be guided and supported by the collective wisdom and generosity of the Advisory Circle Elders and knowledge keepers. Many thanks to Richard Vedan, Doris Fox, Bernadette Spence, Jennifer-Lee Koble, and Bruce Robinson.

A variety of cultural, educational, community-involved, and Elder-led activities occurred in the 2019-2020 academic year. The year started with an annual cedar brushing facilitated by Musqueam Elders Thelma and Art Stogan. The year-long Indigenous Cultural Sharing Recess series centered around Musqueam Elder Doris Fox teaching and facilitating students, staff and faculty in making a Coast Salish weaving wall hanging to be placed in the School's main hallway.

There were two school-wide events to raise awareness about colonization and its lasting impact and Indigenous resiliency, resistance and wisdom.



Making the Coast Salish weaving wall hanging



Orange Shirt Day

For **Orange Shirt Day**, September 30, 2019, 150 orange t-shirts were made for students, staff and faculty with a design created by a Métis social work student. On February 14, 2020, approximately 60 students, staff and faculty joined the Downtown Eastside Women's Memorial March. Elder Marr led a cultural teaching circle about Indigenous ways of maintaining health and wellness a week prior to the March and facilitated a sharing circle after the March. A school-wide Indigenous Program Committee was formed in 2020, increasing collaboration among faculty, staff, students, and alumni in meeting the goals of the program.

Over the past two years, members of the Advisory Circle were committed to listening to and responding to input received from community members, social workers, and students that the School could not truly go forward with reconciliation and Indigenization without recognition of the role social work and the School have had in colonial actions and policies that have, and continue to, impact Indigenous peoples.

With the guidance of the Advisory Circle the School has created a Statement of Accountability and Commitment. It will be presented during the student orientation on September 8 and at a public event in October. Information about the public event will be distributed soon.

You are invited to contact Marie Nightbird at marie.nightbird@ubc.ca with any questions or suggestions about the Indigenous Program.

- Marie Nightbird, Chair, Indigenous Program

International Program Report

Social Development Visiting Lecturer in Residence at School of Social Work in partnership with Green College



The year saw UBC School of Social Work welcoming the inaugural Social Development Visiting Lecturer Professor Uzoma Okoye, Professor of Social Work at the [University of Nigeria](#), Nzukka.

Professor Uzoma joined us in January 2020 for a period of three months. The fellowship is in partnership with [UBC Green College](#). This short-term position offers the opportunity for a scholar or practitioner or human rights activist from a country in the Global South to be in residence at UBC for 2-3 months. The Visiting Lecturer will participate in the intellectual and social life of a graduate residential college with a mandate for interdisciplinary studies as well as in the academic life and community engagements of the School of Social Work. The position aims to facilitate exchange on research and practice-oriented projects related to global, social, and community development and social policy.



Dr. Uzoma Okoye at Green College

Professor Uzoma actively engaged in academic and scholarly activities at our school by presenting her research work, guest lecturing and participating in the 90th anniversary symposium. Her lecture on “Aging and Caregiving in Contemporary Nigeria: Myths and Realities” was well received and provided a diverse approach to aging and caregiving in the Nigerian context, which become such an important social and health issue in Canada during the COVID-19 pandemic crisis.

We plan to invite the next visiting lecturer in the next academic year.

- Mohamed Ibrahim, Former Chair, International Program

Hebrew University of Jerusalem Summer Course



The UBC School of Social Work through the Canadian Institute for Inclusion and Citizenship, in partnership with the [Hebrew University of Jerusalem](#), hosted a summer intensive course on July 2-5, 2019. Taught by Dr. Tim Stainton, and Dr. Shirli Werner, the head of the Centre for Disability Studies at the Hebrew University of Jerusalem, the course was designed to provide an in-depth knowledge of progressive models of disability, particularly the social model and identity-based models and their influence on professional practice, policy perspectives, research, and consequently, the lives of persons with disabilities. Eight students from the Hebrew University of Jerusalem’s Paul Baerwald School of Social Work and Social Welfare and a local community learner joined six UBC Social Work students for the four-day course.

- Tim Stainton



Educational Leadership Report



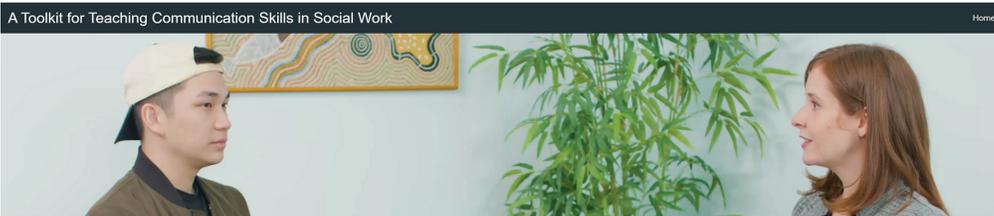
Educational Leadership is a faculty stream at UBC where the focus of the faculty member's work is broadly defined as improving teaching and learning beyond one's own classroom. At the UBC School of Social Work, we have three faculty members whose scholarly activity falls under educational leadership.

Kelly Allison, MSW, RSW

Kelly Allison is currently an Assistant Professor of Teaching and Chair of the Field Education Program. Coming from a twenty year career as a clinician, Kelly's educational leadership focuses primarily on enhancing teaching social work practice.

Kelly and her colleague Marie Nightbird have developed an open educational resource for teaching communication skills to social work students. Together they produced a teaching tool kit that includes five videos demonstrating basic communication skills and a teaching guide for using the videos in both face-to-face and online learning.

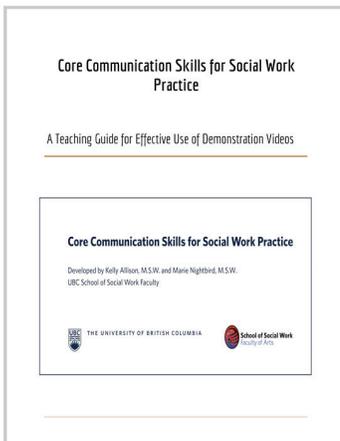
The teaching guide includes a rationale for using videos as pedagogy, student and instructor transcripts for the videos, as well as discussion questions and suggested activities and role plays to enhance the teaching and learning of communication skills. This open educational resource can be found [here](#).



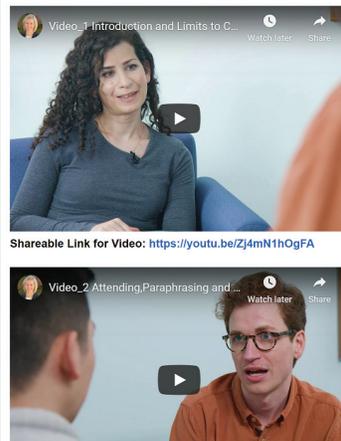
Demonstration Videos and Teaching Guide for Core Communication Skills in Social Work Practice

This toolkit includes five videos demonstrating basic communication skills and a teaching guide for instructors. The videos are a series of short vignettes of counselling sessions between a social worker and a client. Four of the videos target one or two basic communication skills so students can learn the skills in manageable segments. The fifth video demonstrates how a counsellor would amalgamate all the skills in a counselling session. The teaching guide provides transcripts, discussion questions and exercises/role plays that instructors can use in both face-to-face and online teaching to enhance student learning of communication skills.

Teaching Guide:



Demonstration Videos and Links:



Screenshots of the Online Teaching Toolkit

Other projects Kelly has been involved in include a Scholarship of Teaching and Learning research study exploring how peer feedback enhances the learning of communication skills. Thirty-four students participated in the study in year one and provided data regarding how both informal and formalized peer feedback impacted their developing communication skills. This study will continue this academic year.

In the summer of 2020, Kelly presented a workshop at the [ArtsISIT Pedagogical Series](#) “Using CLAS for Peer Feedback in a Skill-Based Learning Environment” regarding her experience using the Collaborative Annotation System (CLAS) technology as part of her pedagogy for her SoTL research project. Kelly also presented a workshop with the CTLT Online Teaching Program “Peer Feedback for Effective Student Engagement in Online Learning.”

As part of her Field Education leadership, Kelly has redeveloped the UBC School of Social Work Field Education Learning contract for all BSW students and MSW students. This redeveloped field contract will begin to be used by both students and field instructors in the fall of 2020. She also co-developed a national training module on e-supervision for field instructors that will be added to the CASWE Field Instructor online training course.

Antoine Coulombe MSW, BSW, RSW



Antoine joined the team as Assistant Professor of Teaching and Chair of the BSW program in January 2019. He has been interested in learning more on how to create accessible, engaging and reflective learning environments in which students can thrive, become active citizens and competent Social Workers. In Winter 2020, with the support of the [UBC SOTL Seed Program](#), Antoine explored how a Community of Practice (CoP) Pedagogy, which he introduced into the design of SOWK335 Social Work Analysis for Practice, can be a useful framework for learning about Social Work and building collective knowledge. Applying the framework, teams of 6-7 students met regularly to discuss class topics, applications to SW practice, and case studies. Students were able to engage through CoP

as a community of learners in an active learning and knowledge creation experience. Data collected through the course on the CoP framework, its principal applications and limits, are now being evaluated.

In August 2019, Antoine presented the workshop “Universal Design for Learning (UDL): A Teacher’s Perspective” at the UBC CTLT Summer Institute. A course designed with a UDL lens helps students to improve the learning experience by reducing barriers and challenges and improving accessibility. Antoine’s knowledge of UDL is based on his previous experience as a collaborator from 2013 to 2015 with the UDL working group in Montreal ([Projet CUA](#)). Antoine applies UDL throughout the design of his courses to provide for a more inclusive student learning experience.

Inspired by the Urban Planning utilization of Project Based Learning (PBL), Antoine explored the integration of PBL in the re-design of SOWK440C/529A Communities, Social Development and Community Organizing. The integration of this pedagogy also led to a collaboration with the [UBC Centre for Community Engaged Learning \(CCEL\)](#). CCEL helped with creating real community organizing projects for students and offered general support on how to develop a community-organizing project on campus.

Antoine’s educational leadership also extended beyond the school. In Fall 2019, he began a collaboration with the [Parkinson Society of British Columbia \(PSBC\)](#). The Society facilitates over 50 support groups across BC for persons living with Parkinson’s disease. He supported the PSBC Support Group Facilitator Training Program by designing and delivering three training sessions: Everything Group Work; Empowerment and Autonomy; and Obstacles and Conflict are Important in Mutual Aid Groups. He has also been an active member of the [UBC Health Curriculum](#) committee, delivered two UBC Health Ethics workshops, and participated in workshop development and evaluation.



Marie Nightbird, BSW, MSW, RCSW



Marie is Assistant Professor of Teaching and Chair of the Indigenous Program. She has been with the school since July 2018. Marie has taught courses in both the BSW and MSW programs, including “Indigenous Peoples and Critical Social Work Analysis,” “Communication Skills in Social Work Practice,” and “Advanced Integrative Seminar.”

Marie’s educational leadership is focused on reconciliation and Indigenization in the School. Her work has included leading the development of the School’s Indigenous Program, formation of an Advisory Circle, creation of a network of Elders and knowledge keepers, and designing and implementing cultural and educational events. In addition, Marie is the Indigenous Student Advisor.

Marie has also engaged in educational leadership activities to enhance teaching of communication skills in Social Work. This has included the development of the “Toolkit for Teaching Communication Skills in Social Work” with her colleague Kelly Allison discussed above. Additionally, Marie is one of three principle investigators for a Scholarship of Teaching and Learning research project that is entering its second year titled “Investigating the Impact of Peer Feedback on Communication Skills in Social Work Students”.

Marie’s work is guided by her lived experiences as an Indigenous woman, a career in social work for over 30 years, a strong desire to increase the number of Indigenous social workers, and a passion to create and nourish pathways for all social workers to recognize and uphold the strength, resiliency, and wisdom of Indigenous peoples and the truth of their lives.

“SWELL”

As part of their educational leadership role, Kelly, Antoine, and Marie launched the “Social Work Education and Learning Lounge” (SWELL). SWELL is an opportunity for Social Work faculty, sessional instructors and adjunct professors to meet, discuss, share and learn about pedagogical practices for teaching Social Work. The topics explored in the last year were:

- Canvas and Technology in Teaching Social Work, September 2019.
- Marking Rubrics, November 2019
- Surviving Online Teaching in Social Work, May 2020



SCHOOL NEWS

Statement on Transphobia

On October 7, 2019, the School released a statement on transphobia to express its solidarity with trans, Two-Spirit, and gender diverse students, alumni, staff, and faculty members connected with the School and the broader UBC community. The School, in making this statement, also recognized its support for measures intended to promote greater equity and social justice for trans, Two-Spirit, and gender diverse communities beyond UBC.



The statement, which can be found on the School [website](#), is as follows:

The UBC School of Social Work stands in solidarity against the prominent and pervasive forms of transphobia, alongside other conditions of oppression such as racism, poverty, sexism, homo/biphobia, ableism, and ageism, that shape and influence the experiences of trans, two-spirit, and gender diverse students, alumni, staff, and faculty members connected with the School and the broader UBC community. The School also expresses its support for measures intended to address transphobia, within the School, across the university, and beyond UBC, including the promotion of safe spaces, and commits itself to ethical and respectful engagement with trans, two-spirit, and gender diverse communities.

- Hannah Kia & Antoine Coulombe

Independent Investigation into Indigenous-Specific Racism in Health Care

Dr. Mary Ellen Turpel-Lafond (Ali-kwe), Professor in the [UBC Peter A. Allard School of Law](#), Director of [Indian Residential School Centre For History and Dialogue](#) and Adjunct Professor in the School of Social Work has been appointed by Health Minister Adrian Dix to lead an investigation into Indigenous-specific racism in the health care system after highly disturbing allegations of racism in BC Emergency rooms came to light. In the words of Dr. Turpel-Lafond, the task of the investigation “is to address the specific incidents that have been reported, as well as to gauge the levels of systemic and individual racism that Indigenous people face when using the health care system in general.” Dr. Grant Charles, Associate Professor in the School of Social Work has been appointed by Dr. Turpel-Lafond, with the support of the School of Social Work, as a key member of the inquiry team.

Alumni News

We are happy to welcome Jaclyn Sauer as an Adjunct Professor this upcoming school year. She will be teaching SOWK 551, Health Care and Social Care Praxis. Jaclyn won the Inspiring Social Worker of the Year Award in 2019.



Food Bank Advocacy



In the middle of April, early in the response to COVID-19, the Field Education team responded to a call from the broader community to protest a change in eligibility requirements being implemented by the [Greater Vancouver Food Bank Society](#), which has been a past practicum site for some of our students.

Although the GVFBs say they have placed a 'pause' on this new policy during COVID-19, their planned new eligibility system would require food bank applicants to provide specific documents in order to qualify for food. The documents being required included government-issued identification, proof of address and proof of income for every household member 18 years of age or older.

We know as social workers that for many marginalized individuals in our society obtaining these documents can be onerous and expensive, and very difficult for many people in need of basic food support. We see the new policy as putting up significant barriers to accessing food, which is a basic human right, and reinforcing the stigma that those who use food banks may often experience.

In addition to signing the online petition as the UBC School of Social Work, we sent a letter on behalf of the School to ask them to rescind this new policy completely. We highlighted our concerns and asked that they work to lower barriers rather than raise them and to ensure that the environment in which food is provided is respectful, welcoming and fully inclusive.



COMINGS & GOINGS

We are very fortunate this year to have successfully hired two new faculty members.

Dr. Monty Montgomery joined us on August 1. Monty's work is in Indigenous child welfare and he joins us from [University of Regina](#) (Saskatoon campus). Dr. Lea Caragata will be joining us January 2021. Her work is with solo mothers and poverty. She joins us from Wilfred Laurier University where she was the Associate Dean of Graduate Studies for many years.

Harpell "Monty" Montgomery



Monty Montgomery has been working in the field of First Nations child and family services since the 1990s, both within Government and for First Nations organizations as a practitioner, policy analyst, program developer, administrator and researcher. He is an active member of the First Nations Research Advisory Committee that oversees the First Nations component of the Canadian Incidence Studies of Reported and Neglect, and he is a collaborator on numerous research grants exploring the overrepresentation of Aboriginal children in care across Canada. He has worked extensively with First Nations in British Columbia and Saskatchewan to build their administrative, research and human resource capacities to integrate traditional ways and Indigenous Knowledges within professional child welfare programs and practice.

Lea Caragata



Lea Caragata completed her PhD at the University of Toronto, focused on the interplay between land use, social movements and the democratization of public space. Her return to academe to do a PhD followed an almost 20-year career that included grassroots community organizing, social housing development, public policy coordination and public administration in non-profit community organizations and in government. Dr. Caragata comes to UBC from [Wilfrid Laurier University](#) where she was Professor and Associate Dean of the Faculty of Social Work

Dr. Caragata continues to blend academic and research interests with her interest and commitment to public policy change and community development. Her book *Not the Whole Story: Challenging the Single Mother Narrative* is an illustration of her participatory, activist work as was her climb of Mt Kilimanjaro as a fundraiser for an innovative wilderness program for abused women run by Outward Bound Canada.

Areas of research and specialization include gender, poverty and marginalization, including in international context. Her research has examined welfare and labour market changes, critical constructions of resilience and the provisioning roles played by children and youth in low-income families. Other research has focused on citizenship, social movements, gender and social exclusion. Lea contributes to "Canada's conversation" through her active role as a member of the Educational Review committee of *The Walrus* magazine as well as having served on numerous non-profit Boards.



Faculty Departures

Ashley Quinn was an Assistant Professor at the University of British Columbia, School of Social Work, where she taught graduate level practice courses and undergraduate critical child welfare practice and policy analysis, and published widely in these areas. Ashley has also taught courses and written in social policy analysis, transformational social work practice, anti-oppressive social work practice and Indigenous perspectives in social work. Ashley will now be teaching at the University of Toronto and we wish her well.

RESEARCH ROUND-UP

Donna Baines



Donna Baines spent this past year in a senior administration role, leaving less time to spend in her happy zone of research and writing (please see the [Director's Message](#) for summary of administrative outcomes). The high point of the year had to be participating in the international 90th Anniversary Symposium on Social Justice and an ethic of care at the UBC School of Social Work, and hosting our 90th Anniversary Fellow, Dr. Stephanie Wahab (Portland State University). Other high points include being awarded a SSHRC Insight Grant and submitting a new book on austerity and work (an international collection co-edited with Ian Cunningham). Baines plans to spend the coming year trying to figure out how to roll out the first year of her SSHRC grant in the context of the COVID pandemic, and in writing bits and bobs with a number of amazing co-authors.

Recent Grants

Baines, D. SSHRC Insight Grant. Building Emancipatory Practice and Theory: Indigenous and Anti-Oppressive Perspectives in International, Decolonizing Dialogue. \$349,855. Co-applicants: Bindi Bennett, Amanda Howard, Apuu Kaaviana, Chin-ju Lin, Jenny Morgan, Rawsthorne, Mareese Terare, Ciwang Teyra, Frank Wang.

Brown, C. (PI) SSHRC Insight Grant. Interrogating the Impact of Neoliberalism on Social Justice Approaches to Mental Health in Social Work. \$99,982. Co-applicants: Donna Baines; Clive Baldwin; David Delay; Eunjung Lee; Marjorie Johnstone.

Books and Book Chapters

Baines, D. and Cunningham, I. (in press for 2020 release) *Working in the Context of Austerity: Challenges and Struggles*. Bristol: Bristol University Press.

Baines, D., & Kgaphola, I. (2020). "Seeing Everyone Do More Than Society Would Expect Them": Social Development, Austerity, and Unstable Resources in South African Community Services. In Drolet, J. and Todd, S (eds) *Community Practice and Social Development in Social Work*, Springer: 401-420.

Baines, D. (2020) Foreword: Critical Clinical Social Work. In Brown, C., & MacDonald, J. E. (Eds.) *Critical Clinical Social Work: Counterstorying for Social Justice*. Canadian Scholars' Press.

Baines, D., & Mapedzahama, V. (2020). White fragility, populism, xenophobia and late neoliberalism. In Noble, C. and G. Ottmann (eds). *The Challenge of Nationalist Populism for Social Work: A Human Rights Approach*. London: Routledge, (pp. 29-41).

Journal Articles

Baines, D., Macdonald, F., & Stanford, J. (2020). Zero-Sum Social Policy: Going Gig and the Australian National Disability Insurance Scheme. *Studies in Political Economy*, 101(1), 17-34.

<https://doi.org/10.1080/07078552.2020.1738778>.

Baines, D., Cunningham, I., Kgaphola, I., & Mthembu, S. (2020). Nonprofit Care Work as Social Glue: Creating and Sustaining Social Reproduction in the Context of Austerity/Late Neoliberalism. *Affilia. Journal of Women and Social Work*. <https://journals.sagepub.com/eprint/169CH5SXRVGJFHI8Z5A8/full>.

Baines, D. and Cunningham, I. (2020) 'How Could Management Let This Happen?' Gender, Participation, and Industrial Action in the Nonprofit Sector. *Economic and Industrial Democracy*. 41(2): 436–456.

<https://doi.org/10.1177/0143831X17715768>.

Other

Baines, D. (2020). 200 Words on the Lockdown. *Southern Notes*. 9 (April). Online.

Selected Presentations

Charlesworth, S., Baines, D., Daly, T., King, D. and Taylor, W. (May 2020) Decent Work, Quality Care. Canberra, Australia: Royal Commission on Ageing.

Baines, D. (March 2020) Exhausting Ethical Practice in the Context of Neoliberalism and Managerialism. International Social Work Month Lecture. Vancouver General Hospital, Vancouver, BC.

Baines, D. and Spencer, E. (2020) Still They Rise: Racism, Xenophobia and Neo-Nazism in Late Neoliberalism. International Federation of Social Work Conference, globally online, July 2020.

https://www.youtube.com/watch?v=GLxnnA_8X7w&feature=youtu.be

Baines, D. and Dulhunty, A. (2020) Relationship-Based Care in the Context of Austerity: The Challenges Posed by Managerialism. 90th Anniversary Symposium, School of Social Work, University of British Columbia, Vancouver, Canada.



Christiana Bratiotis



Christiana Bratiotis, PhD, MSW is an Associate Professor and MSW Program Chair in the School of Social Work, and Associate Director of the [UBC Centre for Collaborative Research on Hoarding](#) in the Department of Psychology. Christiana and her UBC Department of Psychology colleague Professor Sheila Woody, PhD, have an active, funded program of research studying community-based responses to hoarding. They work collaboratively with UBC Department of Sociology Associate Professor Nathan Lauster, PhD.

In Spring 2020, Christiana was awarded a 4-year SSHRC Insight Grant as Principle Investigator to study harm reduction targets and strategies in community-based interventions for hoarding.



Christiana is Co-Investigator (PI: Sheila Woody) on a 3-year SSHRC Partnership Development Grant aimed at developing a set of cross-sectoral community-based hoarding assessment tools. This grant was also awarded in Spring 2020. The two grants are centered in community partnerships with governmental and non-profit organizations in British Columbia and Ontario, and involve people with lived experience of hoarding as project advisors. Christiana enjoys supervising social work and psychology undergraduate and graduate students as part of this research partnership.

Recent Publications of Interest

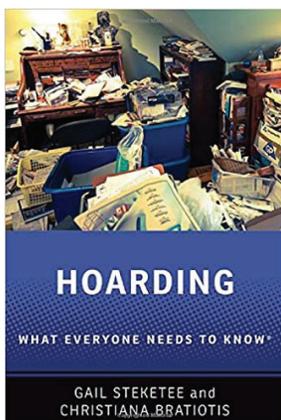
In August 2020, Oxford University Press released [Hoarding: What Everyone Needs to Know](#). Christiana co-authored this trade book (with Dr. Gail Steketee, Boston University Emeritus Professor), her second book on hoarding published by OUP. This easy-to-read volume summarizes existing scientific and clinical information about the complex behaviour of hoarding and is a resource for people with lived experience, family members and human service providers.

Associate Professor Christiana Bratiotis (left) with Wellington-Guelph Hoarding Network community partner Emily Gibson (centre) and research collaborator UBC Professor of Psychology Sheila Woody (right) at a community hoarding workshop in Guelph, Ontario in October 2019.

Bratiotis, C., & Woody, S. (2019). What's so complicated about hoarding: A view from the nexus of psychology and social work. *Journal of Obsessive Compulsive and Related Disorders*, 24, 2-6. doi.org/10.1016/j.jocrd.2019.100496

Kysow, K., Bratiotis, C., Lauster, N., & Woody, S. (2020). How Can Cities Tackle Hoarding? Examining an Intervention Program Bringing Together Fire and Health Authorities in Vancouver. *Health and Social Care in the Community*. [doi: 10.1111/hsc.12948](https://doi.org/10.1111/hsc.12948)

Woody, S., Lenkic, P., Bratiotis, C., Kysow, K., Luu, M., Edsell-Vetter, J., Frost, R., Lauster, N., Steketee, G., & Tolin, D.R. (2020). How well do hoarding research samples represent cases that rise to community attention? *Behaviour Research and Therapy*, 26, 1-9. doi.org/10.1016/j.brat.2020.103555





IOCDF Conference Symposium Presenters,
July 2019

Recent Peer Reviewed Presentations of Interest

Bratiotis, C., Muroff, J., Edsell-Vetter, J., Kysow, K. & Bacala, L. (2019). Innovative Practices for Community-based Hoarding Intervention. Symposium organizer and discussant at the annual conference of the International Obsessive-Compulsive Disorder Foundation, Austin, TX.

Bratiotis, C. & Steketee, G. (2019). Hoarding: The basics. Workshop presented at the annual conference of the International Obsessive-Compulsive Disorder Foundation, Austin, TX.

Bacala, L. & Bratiotis, C. (2019). A harm reduction approach: Assessing and care planning for hoarding behaviours in care settings. Workshop presented at the annual meeting of the Canadian Association for Social Work Education, Vancouver, BC.

Grant Charles



Grant was awarded a \$70,950 SSHRC Insight Grant as a co-investigator (Becoming Ourselves: Foster Parents' Engagement in Indigenous Children's and Youth's Cultural Identity Development and Maintenance) with Ashley Quinn and Sheila Marshall.

Grant acted in the performance of Witnessing the "Dark Secret" of Student-to-Student Abuse in Canada's Indian Residential School System (with Ashley Quinn, Daniel Ji, Martina Stovar, Hailey Matheson, Jada Benko and Hali McLennan) at UBC in honour of Orange Shirt Day and the 90th Anniversary of School of Social Work. He also presented *The Son of a Combat Vet* at The Long Shadow of War Symposium in Dachau, Germany.

Grant co-edited (with Warf) a book, *Clinical Care for Homeless: Runaway and Refugee Youth Intervention Approaches, Education and Research Directions* published by Springer Nature. He co-authored a number of chapters in the book including: Youth homelessness in Canada: An overview (with Warf and Tennant); Interviewing homeless adolescents in the context of clinical care: Creating connections, building on strengths, fostering resilience, and improving outcomes (with Warf, Gharabaghi & Ginsburg); Building an effective system of care for adolescents following opiate overdose: Stabilization care, residential secure care, family and community engagement, and ethical concerns (with Warshawski, Moore, Virani, Preto, Pollicino & Warf); and Challenges faced by international migrants and refugees to the health, development, and well-being of adolescents and youth (with Warf, Eisenstein, Karim, AlMakadma, Howard, Birch & Jillson).

He co-authored a book (with McLennan & Garfat) entitled *Granny Always Said: Traditional Parenting Tips for Today's Parents* published by CYC-Net Press. He has another co-edited book (with Gharabaghi), *Child and Youth Care Across Sectors: Canadian Perspectives (Volume Two.)* in press with Canadian Scholars. Grant is co-author of an article, "Going beyond "who" and "how": Expanding understanding of foster co-parenting through the application of Contextual Action Theory and Action-Project Method" (with Marshall, Quinn & Jamieson) in *Child and Youth Services Review*.



Grant is a member of a team working on celebrating the 40th Anniversary of the Children’s Caravan. This is a joint project between The [BC Union of Indian Chiefs](#), the [Splatshin First Nation](#) and the [UBC Indian Residential School History and Dialogue Centre](#). The team is producing a curated display, a book (UBC Press) and a work on the UBC Press and University of Washington Press digital site, [Ravenspace](#). He is a member of a partnership team looking at the Indian Hospital System. He has also been appointed a member of the team investigating Indigenous-specific racism in the British Columbia health care system.

Mohamed Ibrahim



This year has been an incredibly challenging year locally and globally due to the COVID-19 global pandemic that has affected so many across the world and has certainly affected some of my academic and research activities that are based outside the country.

Research Projects

However, in every dark cloud there is a silver lining and I am happy to share that in partnership with colleagues across the world, we have couple interesting and exciting research projects.

1. We are commencing a [Vancouver Coastal Health Research Institute \(VCHRI\)](#) funded research project “Targeted Education to Improve Mental Health and Substance Use Screening in Community Mental Health and Substance Use Settings” to train social workers and nurses working in 3 community mental health sites within VCH on a validated mental health and substance use screening tool.
2. Dr. Mohamed is part of a research team from [Thompson Rivers University](#) who were awarded a [Michael Smith Foundation for Health Research](#) Grant to study the impact of COVID-19 on frontline health workers working in long term care, and finally
3. Dr. Mohamed is a co-investigator of SSHRC Insight Grant that brings together researchers in Canada, Australia and Kenya to comparatively study community mental health in the context of CRPD and WHO Quality Rights Initiative in Canada, Kenya and Australia.

Invited Presentation

Mohamed Ibrahim (2020). Somalia’s mental health: historical and contemporary perspectives. WHO Geneva.

Publications in Progress

Ibrahim, M. & Mojab, F. (submitted). Healing through faith: the role of spiritual healers in providing psychosocial support to Canadian Muslims. *Journal of Religion & Spirituality in Social Work*.

Ibrahim, M. (submitted). Medical returnees: Somali Canadians seeking psychosocial and spiritual healings in East Africa. *Journal of Transcultural Psychiatry*.

Ibrahim, M. (submitted) COVID-19 in the era of opioid overdose: a glimmer of hope in a double whammy tragedy for persons who use drugs. *Journal of Child and Youth Services: What Comes Next? Life After Covid-19*

Ibrahim, M. (submitted). Mad Mullah: The Psychiatrization of Somalia’s Freedom Fighter. *Journal of Somali Studies*.

Hannah Kia



Hannah Kia had a busy and eventful academic year in 2019-2020. She contributed, in her capacity as co-investigator, to two active studies funded by tri-council grants. These included one project aimed at addressing knowledge gaps in the housing needs of older lesbian, gay, bisexual, and transgender (LGBT) Canadians (led by Dr. Jacquie Gahagan at Dalhousie University), and another involving a pilot study of a training program for service providers interacting with trans women in the context of HIV prevention and care (led by Dr. Carmen Logie at the University of Toronto). In addition to this activity, Hannah is fortunate to be connected, as co-applicant, to several studies that have recently received tri-council support. These include a CIHR-funded project on establishing a Canadian evidence base for addressing and mobilizing against sexual orientation and gender

identity change efforts (SOGIECE) in Canada, and another CIHR-supported study on adapting and operationalizing the women-centered HIV care model for trans women living with HIV in Canada.

Aside from her collaboration on the above projects, in October 2019 Hannah was awarded a competitive SPARC-Hampton New Faculty Research Grant, valued at \$9,792, to develop knowledge of social work practice with transgender (trans) and gender diverse people. In this study, she aims to interview trans and gender diverse individuals, social work practitioners, and potentially social work educators and administrators, to construct constituents of effective social work practice with gender minorities.

Recent peer-reviewed publications

Kia, H., Grace, D., Strike, C., Ferlatte, O., Knight, R., Salway, T. & Ross, L.E. (ACCEPTED) "They haven't made a slot for us yet": Conceptualizing the health care and social service needs of older gay men living with HIV in Canada. *Journal of Homosexuality*.

Kia, H., Strike, C., Grace, D. & Ross, L.E. (ACCEPTED). Innovating the study of context: Using a qualitative study on subjugation and resistance to explore the utility of Foucauldian governmentality as a framework for enriching situational analyses. *The Qualitative Report*.

Kia, H., Robinson, M., MacKay, J. & Ross, L.E. (2020) Poverty in lesbian, gay, bisexual, transgender, queer, and two-spirit (LGBTQ2S+) populations in Canada: an intersectional review of the literature. *Journal of Poverty and Social Justice*, 28(1), 21-54.

Lacombe-Duncan, A., Warren, L., Kay, E.S., Persad, Y., Soor, J., Kia, H., Underhill, A., Logie, C.H., Kazemi, M., Kaida, A., de Pokomandy, A. & Loutfy, M. (2020) Mental health among transgender women living with HIV in Canada: findings from a national community-based research study. *AIDS Care*. <https://doi.org/10.1080/09540121.2020.1737640>

Du Mont, J., Kosa, S.D., Abavi, R., Kia, H. & MacDonald, S. (2019) Toward Affirming Care: An Initial Evaluation of a Sexual Violence Treatment Network's Capacity for Addressing the Needs of Trans Sexual Assault Survivors. *Journal of Interpersonal Violence*. <https://doi.org/10.1177/0886260519889943>

Ferlatte, O., Salway, T., Oliffe, J.L., Kia, H., Rice, S., Morgan, J., Lowik, A.J. & Knight, R. (2019) Sexual and Gender Minorities' Readiness and Interest in Supporting Peers Experiencing Suicide-Related Behaviors. *Crisis: The Journal of Crisis Intervention and Suicide Prevention*. <https://doi.org/10.1027/0227-5910/a000632>



Moazen-Zadeh, E., Karamouzian, M., Kia, H., Salway, T., Ferlatte, O. & Knight, R. (2019) A call for action on overdose among LGBTQ people in North America. *The Lancet Psychiatry*. 6(9), p725-726.

Recent peer-reviewed conference presentations

Kia, H. (July 15-18, 2020) *From analysis to strategy: The role of social work in supporting the resistive activities of older gay men navigating health care systems*. International Federation of Social Workers Conference 2020. ONLINE.

Kia, H. (April 3, 2020) *Forging forward: A conceptual foundation for Canadian scholarship on trans aging*. Moving Trans History Forward Conference 2020. Victoria, Canada. *Postponed due to COVID-19*

Kia, H., Robinson, M., MacKay, J. & Ross, L.E. (February 25, 2020) *Poverty in LGBTQ2S+ Communities in Canada: Implications for Social Work*. 90th Anniversary of School of Social Work International Symposium on Social Justice and Social Care. Vancouver, Canada.

Edward Kruk



Edward Kruk continues to serve as President of the [International Council on Shared Parenting \(ICSP\)](#), and is co-chairing the Scientific Committee for the Fifth International Conference on Shared Parenting, to be hosted at UBC December 5-6 as an online conference. The theme of the conference will be the Intersection of Shared Parenting and Family Violence, focusing on the development of safeguards, policies and procedures to be followed in the legal determination of co-parenting arrangements in situations of family violence, and will include scholars and practitioners in the fields of family violence and post-separation parenting from around the globe.

As President of ICSP, Edward co-hosted the International Scientific Conference on the Best Interests of the Child and Shared Parenting, co-sponsored by the [University of Malaga](#) Faculty of Law, in Malaga in December. He made a plenary presentation on "Shared Parenting as Preventative of Parental Alienation" at that conference. Other conference engagements included a number of keynote presentations: at the Hungarian Fathers Association Annual Conference in Budapest on "The Advantages and Benefits of Equal Shared Parenting for Children," at the Annual Conference of the Canadian Association for Equality in Toronto on "A Four-Pillar Approach to Addressing the Alienation of Fathers from their Children's Lives After Parental Separation," and at the Vancouver premiere of the film "Erasing Families," on "Erased Families: Prevention and Cure."

Edward continued his collaboration with a number of Iranian university social work departments and social welfare organizations during a month-long stay in Iran in December, and is working with Iranian colleagues toward the publication of two books related to family mediation and best practices in child and family social work with separating families.

Presentations in Iran included “Social Work Practice with Children and Families of Divorce,” to the Yazd State Social Welfare Organization and the Yazd Chapter of the Iran Association of Social Workers in Yazd, “Women’s Needs in Addiction Recovery: Implications for Social Work Practice,” to the Faculty of Social Sciences at [Allameh Tabatabaie’i University](#) in Tehran, and “Promoting Humane Relationships Within the Family” and “The Role of Social Workers in Cases of Parental Alienation: Prevention and Intervention,” to the Annual Conference of the Iran Association of Social Workers and Asia Pacific Region of the International Federation of Social Workers in Tehran. He is advisor to PhD students at both Allameh Tabatabaie’i University and the [Social Welfare and Rehabilitation Sciences University](#) in Tehran working on various projects related to child and family social work.

Edward recently published a book chapter on “Parental Alienation as a Form of Emotional Child Abuse: The Need for a Child Protection Response,” in Lorandos, D. & Bernet, W. (Eds.) (2020), *Parental Alienation: Science and Law*, Springfield, Ill: Charles C. Thomas Publisher Ltd.; and has a chapter in press on “Shared Parenting as Preventative of Parental Alienation,” to be published by Routledge. He has continued to publish his monthly blog on “Coparenting After Divorce” for *Psychology Today*.

Barbara Lee



Over the past year, Barbara Lee was awarded six new research grants:

1) SSHRC Insight Development (*Exploring the Barriers and Facilitators for Effective Child Welfare Intervention for Asian Canadian Children and Families: Perspectives of Service Users and Service Providers*) PI: Dr. Barbara Lee;

2) SSHRC Partnership Development (*Promising Practices for Children and Youth: A Model of Canada-China Collaboration*) PI: Prof. Dora Tam; Co-I: Dr. Barbara Lee, et al.

3) UBC TELF (*Developing a Program of Teaching and Assessment Using Simulation in Child Welfare Training*) PI: Dr. Barbara Lee;

4) Hampton Fund (*Child maltreatment and the trajectory of adult well-being among ethno-racial communities: Results from the Canadian Community Health Survey*) PI: Dr. Barbara Lee;

5) SSHRC Connections (*Building Solidarity Among Emerging Black, Indigenous, People of Colour (BIPOC) Academics, Practitioners, and Activists: Select Topics in Migration*) PI: Dr. Jennifer Ma;

6) SSHRC Explore (*Exploring the Barriers and Facilitators for Effective Child Welfare Intervention: The Experiences of Asian Children and Families involved in the Child Welfare System in Canada*) PI: Dr. Barbara Lee.

Barbara continues as a co-investigator on a SSHRC Insight Project (*Evaluating Decision-Making and Relationship Competence when Reporting Suspected Child Abuse and Neglect*) PI: Dr. Lea Tufford.

Recent Publications

Tufford, L., & Lee, B. (2020). Relationship repair strategies when reporting child abuse and neglect. *Child and Adolescent Social Work*, (online). doi: [10.1007/s10560-020-00656-6](https://doi.org/10.1007/s10560-020-00656-6)



Sheila Marshall



In addition to her work within the School, Sheila is an associate member of the [Division of Adolescent Health and Medicine \(DAHM\)](#). As a DAHM member, Sheila supports the research of residents and fellows through her role as the Director of Research. It is really exciting to have fellows sometimes join MSW research classes because discussions become lively and thoughtful real-time interdisciplinary conversations.

Sheila continues to work as an associate editor with the [Journal of Adolescence](#) and sits on editorial boards for the [Journal of Youth and Adolescence](#) and [Adolescent Research Review](#).

This past fall Sheila attended the biennial meeting of the Society for the Study of Emerging Adulthood in Toronto, ON. Sheila presented a paper on the ways in which the Action-Project Methodology (developed here at UBC) was adjusted to study Saudi Arabian families. She was also a discussant for a session addressing the resources that support young adults' well-being as they traverse through and graduate out of varied educational contexts.



A couple of longer-term research projects are winding down. The Being My Future project funded by SSHRC happened to be near the end of data collection about the time that shut-downs for COVID-19 came into effect. The research team was able to shift final interviews into an online platform. The project has looked at the ways adolescents think about the adults in their community and how they consider selecting mentors to speak with about the future.

Another project involves using contextual action theory to study co-parenting among foster parents. Sheila, Grant Charles, and Ashley Quinn were able to finish this small project and use it as the foundation for a new research project. Ashley Quinn will lead the next project, which is funded by SSHRC. The project focuses on foster parents' engagement in Indigenous children's and youth's cultural identity development and maintenance.

Sheila is the lead researcher on a project that is part of a larger program of research based at the [University of Alberta](#). This project, funded by CIHR, uses, for the first time, the Action-Project Method in health care research with residents in long-term care. Although a bit outside of her usual work, Sheila is enjoying training a team in Alberta to use the method. Additionally, she is training one of our BSW students, Gillian Bever, to work on the project as part of her field placement.

It is exciting to see Dan Ji (doctoral student) and Sheila publish together in the journal *Social Work Research*. Dan's article is listed below and is waiting to move to a print copy soon.

Recent peer-reviewed publications

Marshall, S.K., Quinn, A., Charles, G. & Jamieson, A. (2020) Going beyond “who” and “how”: Expanding understanding of foster coparenting through the application of contextual action theory and action-project method. *Child and Youth Services Review*, 116, 105187. <https://doi.org/10.1016/j.childyouth.2020.105187>.

Marshall, S.K. & Tilton-Weaver, L.C. (2019) Adolescents’ perceived mattering to parents and friends: Testing cross-lagged associations with psychosocial wellbeing. *International Journal of Behavioral Development*, 43, 541–552. doi: 10.1177/0165025419844019

Marshall, S.K., Goessling, K., Young, R.A. & Wozniaki-Molnar, A. (2019) Researching the transition to high school for adolescents with a disability: Qualitative Action-Project Method as an exemplar approach. *International Journal of Disability, Development and Education*, 44, 389-408. doi: 10.1080/1034912X.2018.1508646

Ji, D. & Marshall, S.K. (in press) Guidelines for using administrative data from a measurement perspective: A Canadian child welfare case example. *Social Work Research*.

Tim Stainton



Tim has continued to Co-Direct the [Canadian Institute for Inclusion and Citizenship](#). Formerly the Centre for Inclusion and Citizenship, the CIC was formally transitioned to being an Institute in 2019 after 10 years of work. Much of Tim’s research work can be found in the [CIIC](#) section of The Bridge.

Tim has worked on a wide range of projects over the past couple of years including work on [MAiD and Disability](#), a project on the ‘New Eugenics’ with colleagues from Australia and the Netherlands, and a federal project on Human Flourishing and Disability in the context of MAiD. He has also undertaken two projects for MCFD looking at Inclusive Childcare and another looking at Respite services. With community partners he led a project to examine how Microboards build and sustain social capital. Currently he is Canadian Co-lead on an international study examining the impacts of COVID-19 on caregivers of people with Intellectual and Developmental Disabilities. In the fall, Tim will be starting a federally funded project on Accessibility Standards for people with Intellectual and Developmental Disabilities. Along with his research work Tim has been a member of the MSDPRs COVID-19 working group on disability. See the [CIIC](#) entry for more details.



Miu Chung Yan



After stepping down from the Directorship, Miu was on an eight-month administrative leave. He was appointed as a visiting professor at the [Hong Kong Polytechnic University](#) from September 2019 to January 2020. During his stay in Hong Kong he experienced and observed the Anti-extradition Law protests and police brutality at this once most free city in the world (as proclaimed by Milton Friedman). After returning to Vancouver, he was invited by UBC's Hong Kong Studies Initiative project to share his observations with over 20 faculty, students and community members at a lunch seminar in February.

During his leave, he visited two universities in Taiwan. At [Tunghai University](#), he was invited to an intellectual dialogue on the innovative nature of social work with a group of educators and doctoral students. At [Chaoyang University of Technology](#), he gave a lecture to its undergraduate students on social work and intersubjectivity. Meanwhile, working with Dr. Sean Lauer, he finished editing the manuscripts of the book on neighbourhood houses in Vancouver. This edited book, which has received funding from the Awards to Scholarly Publications Program of the Federation for the Humanities and Social Sciences, is anticipated to be published next spring by the University of British Columbia Press. This book will fill the gaps in literature of the century old settlement house (and neighbourhood house) movement in Canada.

Recently, his coauthored (with Dr. Sean Lauer) article, "Canadian immigrant youth and co-ethnic friendship group change," was accepted and pre-printed by *Ethnic and Racial Studies*, a highly prestigious journal in migration studies. In this article, they reported two empirical observations that visible minority (particularly Chinese and South Asian) youth are more co-ethnic than those of non-visible minority immigrant youth and that visible minority individuals' friendship groups become more co-ethnic over time.

In July, he was invited by to speak at the [University of Hong Kong's](#) Contemporary China Research Public Lecture. The topic of his lecture was on the Subethnic Relationship among Chinese Immigrants. Unfortunately due to the COVID-19 pandemic, his two other scheduled conference presentations in Italy were cancelled.



RESEARCH CENTRES

Canadian Institute for Inclusion and Citizenship

I am pleased to share an update on the activities of the [Canadian Institute for Inclusion and Citizenship](#).

The CIIC is Canada's only university-based research institute with a dedicated focus on social policy and practice issues concerned with the full inclusion and citizenship of people with intellectual and developmental disabilities (I/DD). We are committed to research, learning, and knowledge exchange to positively impact the lives of people with I/DD and their families locally, nationally, and globally, and we are at the forefront of building Canada's capacity in the field of I/DD research.

The Institute is established at both the Vancouver and Okanagan campuses and my colleague Dr. Rachelle Hole and I are the Co-Directors. Our five research streams have faculty research leads and co-leads from each campus as follows:

1. Policy, Practice and Ethics (Stainton/Hole)
2. Employment and Transition (Hole/Stainton)
3. Inclusive Education (Schnellert/Ragoonaden)
4. Health and Well-being of Individuals with I/DD and their Families across the Life-Course (Baumbusch/Olsen), and
5. Working with Indigenous Communities and Families and I/DD (Hole/TBD)

I am pleased to provide an overview of our current and recent activities. We are presently working to refresh our website and will be launching our new site this fall. Please take a look at our current site for more details about our work at www.cic.arts.ubc.ca or reach out to me directly.



Last November we formally launched the Institute at UBCO celebrating Indigenous Disability Awareness Month and recognizing the valuable contributions that Indigenous persons living with disabilities bring to our communities. This event was proudly co-hosted with the [BC Aboriginal Network on Disability Society](#) in partnership with [Okanagan Nation Alliance](#), [UBCO Aboriginal Programs and Services](#) & [UBCO Disability Resource Centre](#).

We also hosted a National Strategic Networking Event for scholars working in the area of intellectual and developmental disabilities to explore the need for and possibility of establishing a Canadian Research Network. The response to this invitation was very positive and we will continue to look at the role we can play.

COVID-19

Through the spring and summer, I have been a member of a COVID-19 disability working group for the [BC Ministry of Social Development and Poverty Reduction](#).

Dr. Jennifer Baumbusch and I are Canadian leads on "A global study exploring the impact of COVID-19 on people with developmental and intellectual disabilities and their caregivers." This is an international group with an interest in mortality of people with intellectual and developmental disabilities being led by Christine Linehan from the [UCD Centre for Disability Studies](#), University College Dublin Ireland.



Dr. Jennifer Baumbusch has been awarded Parent Experiences of Providing Care for Children and Youth with Medical Complexity during the COVID-19 Pandemic. The survey has just been released and can be found [here](#).

I was also a Co-Speaker on a June 2020 Webinar entitled *New Eugenics & COVID-19* co-hosted by Disability Studies in the Netherlands, local host of the IASSIDD Europe Congress in Amsterdam. The webinar is available [here](#).

New Research Projects (also see COVID-19 above)

We Deserve to Work! Self Advocates Transforming Attitudes About and Experiences with Employment. Funded by the [Vancouver Foundation](#) and in partnership with the [Community Living Society](#) and [Massey Theatre](#). Hole/Schnellert/Stainton

This project will build on the work that resulted in the Romance, Relationships & Rights theatre performance and work to influence a change in attitudes towards people with developmental disabilities within the employment sector.

Advancing Equal Access for People with Intellectual Disabilities in the Workplace submitted through [Accessibility Standards Canada](#) in partnership with the [Canadian Association for Community Living](#) and [People First Canada](#). Stainton/Hole.

This project will take an evidence-based and community-informed approach to understanding employment accessibility barriers and developing a comprehensive set of accessibility standards, promising practices, and guidelines for advancing employment inclusion for persons with intellectual disabilities.

Disrupting Misconceptions and Forging Pathways for Students with Developmental Disabilities. Funded by [UBC Community Engagement](#) in partnership with [Inclusion BC](#). Hole/Schnellert.

This is a collaboration with Inclusion BC and will create four short films raising awareness about the exclusion of SDD, and offering key information and possible pathways to success for families and schools.

Impact

Funded by the [BC Ministry of Social Development and Poverty Reduction](#) and in partnership with the BC Employment Network. Dr. Rachelle Hole.

This project will test the hypothesis that intervening early with transitioning youth using employment interventions that consider each individual's unique strengths and interests will improve future employment outcomes for transitioning youth.

Ongoing Research Projects

Transitioning Youth with Disabilities and Employment (TYDE) www.mytyde.ca

Funded by [Social Sciences and Humanities Research Council](#) and [Canadian Institute for Health Research](#). Hole/Stainton/Schnellert.

This project is an interdisciplinary, cross-sectoral network of partners committed to improving the employment outcomes for transitioning youth ages 14-18 with intellectual disabilities or autism in British Columbia through early an intervention targeting youth and their parents/caregivers. Through this partnership, we will create an interactive online curriculum to increase employment outcomes for youth with developmental disabilities by increasing youth pre-employment skills, increasing youth self-determination, and improving parental/caregiver knowledge and expectations for fostering their youth's future employment experiences.

Microboards, Social Capital, Self Determination & Quality of Life, Funded by [Mitacs](#) with [Vela Canada](#) and [Community Living British Columbia](#). Stainton/Hole.

Microboards are small groups of people who have agreed to collaborate with an individual with a disability to form a person-centered 'board'. This project is determining if and how Microboards increase and individual's social capital. This project is near completion and the team is presently working with UBC Studios on knowledge translation materials including an info-graphic and animated/whiteboard video.

Implementing Physical Activity Programs in Communities for Children with Neurodisabilities, Funded by [Michael Smith Foundation Health Research Foundation](#). Implementation Science Team Grant (one of five awards in BC). Olsen/Hole.

Few physical recreation programs exist for children with neurodevelopmental challenges, particularly in rural settings and in Indigenous communities. This project's goal is to study the implementation of a new physical activity coaching approach (NPAC) for children with neurodevelopmental challenges and their families.

Assessing feasibility and effectiveness of an online parent resource to support safe and active sport and recreation for children with autism spectrum disorders. Funded by [Social Sciences and Humanities Research Council](#). Olsen/Hole.

Focus areas include child injury prevention, promotion of physical activity for children and families, and understanding the experiences of parents who have a child living with a chronic condition or disability. A main focus is on the needs of families who have a child living with Autism Spectrum Disorder (ASD). We are aiming to learn how families can be better supported to promote their children's health through safe and active physical activities.

Recently Completed Projects

Review of Respite Supports and Services for Children and Youth with Special Needs (Hole/Stainton)

Following our completion of a Literature and Jurisdictional Review on Inclusive Child Care in the context of Universal Child Care including Knowledge Synthesis and Recommendations undertaken for the [BC Ministry of Children and Family Development](#) in 2019, we entered into a service agreement with the [Michael Smith Foundation for Health Research](#) to complete a Literature and Jurisdictional Review on Respite Service With Knowledge Synthesis and Recommendations for the [BC Ministry of Children and Youth with Special Needs](#) in Spring 2020.



Research Reports, Papers and Publications

- Baumbusch, J., Moody, E., Hole, R., Jokinen, N., & Stainton, T. (2019). Using healthcare services in the community: perspectives of aging adults with intellectual disabilities and family members. *Journal of Intellectual Disability Policy and Practice*, 16(1), 4-12.
- Breau, G.M., Baumbusch, J., Thorne, S., Hislop, T.G., & Kazanjian, A. (early view, 2019). Primary care providers' attitudes towards individuals with intellectual disabilities: associations with experience and demographics. *Journal of Intellectual Disabilities*.
- Breau, G.M., Thorne, S., Baumbusch, J., Hislop, T.G., Kazanjian, A. (in press, May 2019). Primary Care Providers' Attitudes and Experiences Recommending Cancer Screening to Patients with Intellectual Disability: A cross-sectional survey. *Inclusion*.
- Curle, D. El Bouhali, A. Ma, Z. Marshall, S. Murray, J. Parada, F. Stainton, T. Wall, J. Wu, S. & Young, R. (2020) 'Transition to adulthood for individuals with intellectual disability'. In E. Anne Marshall & Jennifer E. Symonds Eds. *Young Adult Development at the School-to-Work Transition*. Oxford: Oxford UP. (Co-investigator on research project 15%).
- Hole, R. ^{SR/PI}, Barnes, S., Schnellert, L., Ngieng, N., Stainton, T., Forby, L., & Polushin, S. (Aug. 7, 2019). Transitioning youth with disabilities and employment: The TYDE project. *Journal of Intellectual Disability Research*, 63 (7), 876.
- Hole, R. ^{SR/PI}, Cook, S., Bottorff, J. & Stainton, T. (2019). Improving employment outcomes for individuals with IDD: Gender matters! *Journal of Intellectual Disability Research*, 63 (7), 876.
- Hole, R. ^{SR/PI}, Wells, T., Ben-David, S., & Graham, J. (2019). The benefits of hiring individuals with Intellectual and Developmental Disabilities: Employers' perspectives. *Journal of Intellectual Disability Research*, 63 (7), 876.
- Hole, R. ^{Co-PI}, Stainton, T. ^{Co-PI}, Baumbusch, J., Lawrason, S., & Sterling-Bur, S. (Oct. 2019). *Inclusive Child Care in Universal Child Care Settings: A review of the literature*. The UBC Canadian Institute for Inclusion and Citizenship. Commissioned & funded research report by the BC Ministry of Children and Family Development to inform the new Children and Youth with Special Needs Provincial Framework.
- Hole, R. ^{Co-PI}, Stainton, T. ^{Co-PI}, Sterling-Bur, S. Lawrason, S., Metcalfe, R., Sterling-Collins, R. Young, R. & Baumbusch, J. (Dec. 2019). *Comprehensive Literature Review: Respite Services and Supports* (CIIC 2019); Commissioned & funded research report by the BC Ministry of Children and Family Development to inform the new Children and Youth with Special Needs Provincial Framework.
- Jones, K.E., Ben-David, S. & Hole, R. ^{SR} (2019). Are individuals with intellectual and developmental disabilities included in research? A review of the literature, *Research and Practice in Intellectual and Developmental Disabilities*, DOI: [10.1080/23297018.2019.1627571](https://doi.org/10.1080/23297018.2019.1627571)
- Olsen, L., McFee, E., Shannon, C., Hole, R., & Janke, R. (Resubmitted Feb 2020). Scoping review: Safe active recreation for children with ASD. *Journal of Developmental and Behavioral Pediatrics*.
- Reinders, J., Stainton, T. and Parmenter, T. R. (2020). Disposable Lives: Is Ending the lives of Persons with Intellectual and Developmental Disabilities for Reasons of Poor Quality of Life an Emergence of a New Eugenics Movement. In Prasher, Davidson, Santos Eds., *Mental Health, Intellectual and Developmental Disabilities and the Aging Process*. 2nd Edition. Springer Nature.

Shannon, C., Olsen, L., Hole, R., and Rush, K. (submitted Jan 2020). "There's nothing here": perspectives from rural parents promoting safe active recreation for children living with autism spectrum disorders. *Research in Developmental Disabilities*.

Stainton, T. Co-PI, Hole, R. Co-PI, Baumbusch, J., Lawrason, S., & Sterling-Bur, S. (Oct. 2019). *Inclusive Child Care in Universal Child Care Settings: An environmental scan*. The UBC Canadian Institute for Inclusion and Citizenship. Commissioned & funded research report by the BC Ministry of Children and Family Development to inform the new Children and Youth with Special Needs Provincial Framework.

Stainton, T. Co-PI, Hole, R. Co-PI, Sterling-Bur, S. Lawrason, S., Metcalfe, R., Sterling-Collins, R. Young, R. & Baumbusch, J. (Dec. 2019). *Environmental Scan: Respite Services – Canada* (CIIC 2019). Commissioned & funded research report by the BC Ministry of Children and Family Development to inform the new Children and Youth with Special Needs Provincial Framework.

Stainton, T. Co-PI, Hole, R. Co-PI, Sterling-Bur, S. Lawrason, S., Metcalfe, R., Sterling-Collins, R. Young, R. & Baumbusch, J. (Dec. 2019). *Review of Respite Supports and Services: Knowledge Synthesis and Policy Options Paper* (CIIC 2019). Commissioned & funded research report by the BC Ministry of Children and Family Development to inform the new Children and Youth with Special Needs Provincial Framework.

Presentations

"To not just exist, but to truly live"

Lessons for Social Work and Social Justice Practices from a Disability Community Initiative

Rae Morris, Tim Stainton & Celeste Borja

90th Anniversary of School of Social Work International Symposium on Social Justice and Social Care

February 24-25, 2020 - Vancouver, Canada

Student and Community Engagement

At present the Institute has eight UBC students engaged as Research Assistants. We were fortunate to hire recent BSW graduate Celeste Borja as a WorkLearn student for the past three terms and look forward to supporting her continued involvement as a MSW student at UBCO.

We are exploring a partnership with the [Centre for Interdisciplinary Research and Collaboration in Autism \(CIRCA\)](#) and hope to be able to offer studentships to Social Work students at the Vancouver and Okanagan campuses in 2020-2021. The CIIC makes every effort to hire self-advocates (people with intellectual and developmental disabilities) as paid consultants. At present, the TYDE project has seven self-advocate consultants and the Microboards and Social Capital project has two plain-language consultants working on the knowledge translation materials.

- Tim Stainton, Co-Director, CIIC



Centre for Research on Personhood and Dementia

The [Centre for Research on Personhood and Dementia](#) continues to actively lead and/or collaborate with others on research aimed at improving the quality of life for those living with dementia. Both individually and as a Centre I/ we have been involved in a number of funded projects, most of which have been focused on addressing stigma, discrimination and social inclusion issues for those living with dementia and their family care partners.

This year, much of my energy has been involved in carrying out phase 1 of a four-year (2019-2024) CIHR-funded participatory action research (PAR) study entitled *Reducing Stigma and Promoting Social Inclusion of People with Dementia*. This first phase of the study was to organize a 10-12 person Action group consisting of people living with dementia. This group is responsible for co-directing the research process. We began meeting monthly in September 2019 but then, with the advent of COVID-19 we went through the challenging – and exciting – process of moving the Action group meetings to bi-weekly, online meetings. This has changed the membership slightly – we lost two members who were unable/unwilling to use Zoom but we also were able to expand our group to include members living in more remote areas of BC! In addition to simply learning how to use Zoom effectively to facilitate a group process – for example, self-muting does NOT promote the spontaneity required in this small group – important outcomes of the first year of these meeting include: the start of a ‘tool kit’ focused on helping those with dementia to take action against stigma; a planned virtual art exhibition to display the results of an arts-based activity focused on capturing the notion of ‘*flipping stigma on its ear*’; and preparing a paper accepted for presentation at the Geriatric Society of America (GSA) conference, to be held virtually in November and co-writing as a group, another paper for publication. Stay tuned by joining our [CRPD Facebook](#) group for regular updates!

Phase 2 of the project began in June. The purpose of this next stage is to develop and refine the understanding we are learning from those in our Action group. With the help of three of our wonderful MSW students/recent graduates – Karen Wong, Manprit Chutai, and Claudio Espinoza – we are beginning to reach out into diverse cultural communities in order to hear from people with dementia who are less likely to be included in more mainstream research recruitment attempts often because of language. Our goal is to get a very broad understanding of how stigma and discrimination is experienced by those with dementia and to build social connections, using questions that came out of our Action group.

Perhaps one of the most exciting occurrences this year has been the announcement that a long-time member of the CRPD will be awarded a honorary PhD this year. For many years, I have had the privilege of working closely with Jim Mann, a person living with dementia who has been a strong advocate for change. As a co-researcher, collaborator and co-author, he has been a significant mentor to me and to realms of others – challenging stereotypes about people with dementia. This year I was very excited to learn that our nomination of him for an honorary UBC doctorate had been successful – epitomizing to me that positive societal change in how we understand dementia IS happening! Do watch the November online UBC graduation ceremonies where Jim will be awarded his honorary PhD!

And new for 2020-2021? CRPD has partnered with the [Canadian Centre for Elder Law \(CCEL\)](#), the CRPD Alzheimer’s Society of BC, and [Caregiver’s Society of BC](#) to explore issues around decision-making and incapacity related to health care. CCEL will lead this recently [Vancouver Foundation](#)-funded initiative. We also hope to reinstate our colloquium and social awareness events designed to bring together people with dementia, international leaders/researchers, and health and social care professionals. These were brought to a halt by COVID-19. Finally, I will continue to pursue my work focused on the theory and practice of understanding and assessing decision-making (in)capacity.



- Deb O'Connor, Co-Director, CRPD

Stay in Touch!

The Bridge is our newsletter connecting our alumni, students, and colleagues, spotlighting the various happenings in and around the School of Social Work at the University of British Columbia.

Our newsletter is distributed only in an electronic format. Feel free to get in touch with us to get on our newsletter emailing list. For more frequent updates, visit our website at socialwork.ubc.ca or Twitter [@SocialWork_UBC](https://twitter.com/SocialWork_UBC).

The School of Social Work is located on the traditional, ancestral, and unceded territories of the Musqueam people
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