

## *Director's Report*



*Lea Caragata, Director and Associate Professor*

**T**he Bridge is – as the name so clearly implies – the UBC School of Social Work's connection with its broader community. Hence, it is important that we try to convey the wide variety of activity that is happening within the School and with our many partners.

I write this as the School's 'new' Director – now about 6 months into the role. I want to take this opportunity to reflect a little and share with you some of my aspirations for the School as well as some of what is happening.

The School of Social Work at UBC celebrated a 90<sup>th</sup> birthday in 2019. Think of how many social workers have been educated here and have plied our craft in the world – hopefully mostly doing good, meaningful and respectful work. I say 'mostly' because it is essential that we always note some of social work's troubled and troubling past. Our record as a profession is not without blemish – scars - is in fact a more apt term. It is my view that we only have a hope of not committing further harm if we keep a firm eye on our profession, what we value and the positions we take in the world. And it is one thing to take a position – quite another to live it and act on it in both our work and everyday life.

These meanderings lead me to the issue of reconciliation with Indigenous peoples. Faculty members Marie Nightbird and Kelly Allison are leading an Indigenous resurgence project working on and thinking through the Indigenization of our BSW program. This is important work and there will be more detail about that work here. But what else are we doing? What else must we do? We have all learned to acknowledge the occupied land we stand on. This must not become only pro forma, done without real meaning and thoughtfulness. How do we infuse meaning into those words with which we begin a meeting?

One of my goals for the School – shared widely – is to deepen our connections with Indigenous communities. We must ensure that our programs – BSW, MSW and PhD - are all welcoming and supportive of Indigenous students who take a chance on engaging in what is still a fundamentally western and colonial education. For faculty, this means the most careful scrutiny of how we teach and what we teach...



I also hope that we can build our BSW program – reaching more students finishing two years of post secondary and realizing that a UBC BSW is an attractive goal that will lead them to meaningful and important work. I hope we might build connections with other post secondary institutions offering 2-year social service programs and build our brand across UBC.

When I joined UBC, at the height of the pandemic in 2020, I was surprised to find how little the School of Social Work is known and recognized across this vast campus. I hope we can change that so that our work and our values are better recognized – but that requires action. We must ensure that we host events that are seen, appreciated and engaged in by the broader UBC and alumni communities. Ninety years of a UBC School of Social Work – think of the alumni out there – we must do much more to be in touch, to maintain those important connections. The greater presence of the School that I hope we can build, will ideally attract more students to our programs and give our School the recognition it deserves. In this vein – don't hesitate to share your thoughts and ideas.

Our faculty numbers are small and the School has had and will continue to lose our seasoned faculty to retirement. Sheila Marshall retired last year and her absence is felt as a leader and research scholar. Tim Stainton and Deb O'Connor, both long term faculty will also retire soon. We have benefited from a new hire last year, and Tina Wilson who although new, has already demonstrated her contributions to our research and scholarship. We will also be hiring this year – and we have been fortunate to

be approved for a replacement position at the Associate level. This is good news for the School as we need faculty who can take on leadership roles and support our doctoral program.

One of the issues that daunts us is our financial picture. Put in the simplest terms, we are constantly a bit strapped. I have been working closely with UBC's development team (fundraising) to try to generate some additional revenue that can enable some of the things we'd all like to see happen. Better funding for student scholarships, more events – guest lectures and social events. More funding to add more elective courses – that we know students want and need. Funding that can enable us to have smaller classes, which we know makes for better social work teaching. Another revenue generating idea is that we develop some continuing education programs.



*The exterior building rendering from the architects*

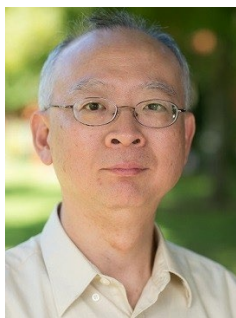
These would benefit our community partners and social work practitioners and also our own students who sometimes want more focused skill development training. We will be working on these ideas in the coming year or two. I'll wrap up these thoughts with a short update on the Jack Bell Building renewal. As many of you know, there is currently no teaching in the building and we formally move out on December 13<sup>th</sup> so that major reconstruction work can commence in the new year. The building will be stripped down and rebuilt, partially to attend to UBC's seismic upgrading plans as well as to refresh our space. It will be two years that our faculty and staff will be doubling up in Pond A just north on West Mall. During this two-year period, we will lose having shared common space for staff, faculty and students to gather and connect.

In 2025/26, we will come back to a beautiful new building better suited to our future. However, in the mean time, we will have to be much more purposeful in building and sustaining our community. We hope you will help and support this – with ideas, initiative and collegiality.

I am always open to ideas and conversation and I can be reached at [lea.caragata@ubc.ca](mailto:lea.caragata@ubc.ca).

Sincerely,

Lea Caragata, PhD

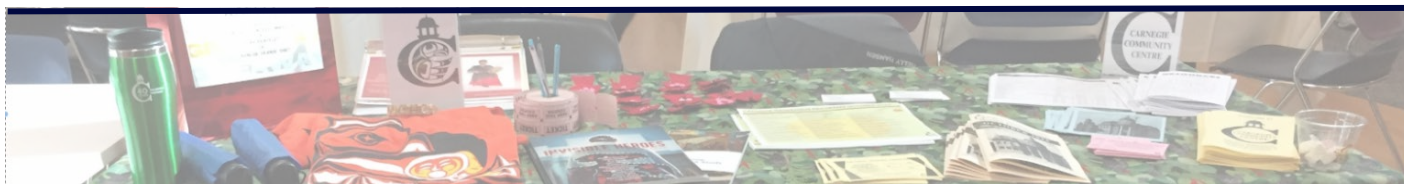


## ***Thank you to Miu Chung Yan for serving as Acting Director***

Our sincere appreciation to Dr. Miu Chung Yan for stepping in as Acting Director from July 2022 to June 2023 during the School's time of transition in the search for a new Director.

***Miu Chung Yan, Professor  
and Acting Director***

## **Program Updates**



### ***Indigenous Program Report***

#### ***Marie Nightbird***



First and foremost, a heartfelt thank you from everyone in the School of Social Work to members of the School's Indigenous Advisory Circle. Elder Doris Fox, Elder Scholar and Associate Professor Emeritus Richard Vedan, and community leaders and alumni Doris Peters and David Kirk continue to generously guide and support the processes of reconciliation, decolonization and Indigenization occurring within the UBC School of Social Work. Their contributions are far reaching, including providing important feedback about ways to make the future Jack Bell Building an Indigenous-friendly and welcoming space that blends with the beautiful Musqueam land the building is situated on.



We are fortunate that Elder Doris Fox and Elder Scholar Richard Vedan are also community partners in the School of Social Work's *Indigenous Resurgence Project* (2022-2024). The project aims to Indigenize and decolonize the Bachelor of Social Work and Field Education programs. It emerged as one concrete action from our Statement of Accountability and Commitment to Indigenous Peoples (2020). The project works toward meeting goals in the School's Indigenous Strategic Plan (2021) and advances goals in the UBC Indigenous Strategic Plan (2020) within social work education. As lead of the project, I am pleased to work with a project team that includes the following faculty members: K. Allison; D. Baines; C. Bratiotis; L. Caragata; G. Charles; A. Coulombe; H. Kia; B. Lee; S. Marshall; and H. Montgomery. The administration team, field education coordinators and research assistants also provide valued contributions.

The first year of the Indigenous Resurgence Project has been busy and fruitful. We conducted a series of focus groups with Indigenous participants to gather information about their vision of decolonized/Indigenized BSW and Field Education programs. The information gathered will guide the continuing work of the project.

On October 12<sup>th</sup> we held the School of Social Work's first Indigenous Social Services Agency Fair. The event provided students with the opportunity to learn about Indigenous-led and Indigenous-focused services and to increase awareness of Indigenous ways of knowing, being and doing that support the wellbeing of Indigenous peoples.

It also provided the opportunity for important relationship building and networking. A sense of community and celebration

filled the beautiful Sty-Wet-Tan Hall as students, staff and faculty connected with representatives from a wide variety of services and programs. The event was very successful and many requests for an annual Indigenous Social Services Agency Fair have been received. Other important activities include compiling Indigenous-focused resources for the undergraduate and field education programs. Additional key activities in the school include the third-year cohort participating in the powerful experiential Blanket Exercise to learn about Canada's history with Indigenous peoples from an Indigenous perspective.

We were fortunate to have visiting Indigenous scholars and activists from Australia. Dr. Mareese Terare and Ms. Lana Kelly gave a very informative, moving presentation about the current debate and upcoming referendum on whether Indigenous peoples should be given a designated voice in Australian parliament.



## ***BSW Report***

In January 2023, Antoine Coulombe became co-chair of the BSW alongside Dr. Sheila Marshall until Sheila's well-deserved retirement in June 2023. We would like to express our gratitude to Sheila for her invaluable contributions to the School of Social Work, particularly as co-chair of the Bachelor's program. Her exceptional work, extensive school knowledge, and commitment to students has been tremendous and will be greatly missed.

The BSW program is accredited by the Commission of Accreditation of the Canadian Association for Social Work Education-Association (CASWE-ACFTS), which accredits

BSW and MSW programs across Canada. In 2023, the BSW underwent a re-accreditation review, which lasted much of the first half of the year. The school produced a self-study report and hosted a two-day site visit for two members of the Commission. During their visit, the site visitors met with the Acting Director, Program Chairs, Field Education, Students, Librarian, Community partners, Adjunct Faculty, Alumni, Staff, Faculty, Indigenous Faculty and Elder, UBC Provost, Dean of Arts, and the Centre for Accessibility. We would like to extend our thanks to everyone who participated in these meetings and shared their experiences of the BSW program.

The accreditation results were overwhelmingly positive, and led to the re-accreditation of the School's BSW program spanning from July 1, 2023 to June 30, 2031.

The accreditation report provided a strong summary of the BSW program's strengths, which included:

1. The establishment of an Indigenous Program Committee and an Indigenous Advisory Circle of elders and knowledge keepers, thereby formally committing to decolonization and reconciliation with Indigenous Peoples.
2. Offering various stakeholder's opportunities to participate in policy and program development and evaluation.
3. Encouraging student involvement in student council and various caucuses, such as queer, disability, cultural, and Indigenous, which provide students with support, mentorship, and learning opportunities outside of the classroom.

The accreditation results also included constructive recommendations that will support the continuous improvement of our program. In 2023, the BSW Curriculum and Field Education Committee began working through these recommendations.

## ***MSW Report***

In July 2023, Monty Montgomery became Chair of the MSW Program.

We're excited to share the latest news and updates from our vibrant MSW program. As we embark on a new academic year, we have a lot to be proud of and much to look forward to. We are thrilled to have 45 MSW students this academic year, but the excitement doesn't end there. Online applications for the upcoming academic year (2024-2025) have closed and we look forward to sending acceptance notices to applicants who will become part of our community in fall 2024.



***Harpell (Monty) Montgomery***

## Field Education Advocacy:

The Field Education team continues to have an active and prominent role on the on the MSW Program Committee, where we'll actively advocate for the pivotal role of field education. Our commitment to providing exceptional educational experiences for our students remains unwavering.

## Field Education Workshops:

Realizing Human Rights and Social Justice in Mental Health (November 21): This was a thought-provoking workshop, featuring insights from experts Mohamed Ibrahim and Marina Morrow. They explored lessons from Canada, Australia, and Kenya, providing a global perspective on this critical topic.

Ethics Workshop (February): Ethical practice is a cornerstone of social work. In February, join us for an in-person ethics workshop at Robson Square, led by renowned ethicist Alan Alvarez. Dive into the complexities of "Doing Good and Being Good Social Workers Ethics Work." Disability Vulnerability Workshop (April): In April, Tim Stanton will lead a workshop addressing disability vulnerability, equipping social workers with the knowledge and awareness they need to make a meaningful impact in this area.

## Indigenous Initiatives:



Our commitment to Indigenous initiatives is a fundamental part of who we are. Here's a snapshot of our involvement:

**Engagement in Indigenous Events:** We actively participate in Indigenous events, including the Walk for Justice, Every Child Matters, and reconciliation activities on the UBC campus. Marie Nightbird is at the forefront of these efforts.

**Indigenous Student Involvement:** Indigenous students are integral to our MSW and Ph.D. programs, contributing to the diversity and richness of our community.

**Dedicated Indigenous Student Advisor:** To create supportive communities and safe spaces, UBC has appointed a dedicated Indigenous student advisor from Graduate Programs and Services. E-mail address is: [rebecca.jules@ubc.ca](mailto:rebecca.jules@ubc.ca)

**University Investment:** UBC is making significant investments in Indigenous initiatives and support programs, demonstrating the University's unwavering support for Indigenous communities.

**Curriculum Integration:** We're working diligently to review our curriculum, integrating Indigenous content and perspectives, especially in our undergraduate courses. This aligns with our ongoing curriculum renewal process, which is prioritizing the inclusion of Indigenous voices and perspectives.

We're excited about the progress we're making and the direction we're headed in. Our School remains committed to continual improvement, equity, and inclusivity. We look forward to the continued collaboration and engagement of our diverse and vibrant community.

## **PhD Program Report: Growing Stronger, Together**

In September, the UBC School of Social Work PhD Program welcomed an incoming cohort of five vibrant students, domestic and international, full and part-time. We welcome [Rita Andrew](#), Ernest Gleeson, [Trevor Gray](#), Harpal Malhi, and Laura Earle. We wish them very well as they begin their first year of doctoral studies.



We are proud of all our doctoral students and PhD Candidates who continue to achieve excellence through dedicated scholarship. Our doctoral program community is regularly contributing to scholarly conversations through journal publications, national and international conference presentations, community-based workshops, and teaching. Local to national and international policy, welfare of the child, clinical intervention, and population or place specific research are just a few of the topical areas explored by current students in the UBC program.

In 2023, social work doctoral students had the opportunity to attend six sessions dedicated to *Relating to the University*, a shared opportunity to explore the PhD implicit curriculum. Topics included: difficult knowledges, comparison and competition, and navigating the supervisory relationship. Many thanks to [Dr. Tina Wilson](#) for her support of, conceptualization and facilitation of these sessions alongside the Program Chair.

I'm grateful to [Dr. Lea Caragata](#) for the careful stewardship and advancement of the PhD program in the years just prior to my assuming the role of Program Chair in July, 2023. The 2023-2024 PhD Program Committee includes faculty members Drs. [Tim Stainton](#) and Tina Wilson, Program Advisor [Christine Graham](#) and PhD Student Representative Nancy Lin. Together we will continue to grow and strengthen our doctoral program and support the advancement of excellent social work scholarship. Should you have any questions about the PhD Program, please feel free to be in touch, [christiana.bratiotis@ubc.ca](mailto:christiana.bratiotis@ubc.ca).

*Shared by Christiana Bratiotis, Associate Professor, Chair, PhD Program*

## **Field Education Report**

The Field Education Program at the UBC School of Social Work continues to provide quality experiential learning for both BSW and MSW students to allow for direct practice experience at the micro, mezzo, or macro level.

Collaborations with community agencies and organizations have allowed us to explore and offer new practicums in the areas of clinical counselling, Indigenous counselling and correctional services.

The field team has been actively involved in the Indigenous Resurgence Project "*Moving Beyond a Statement of Accountability and Commitment: Actions towards Indigenous Resurgence in the School of Social Work*". This project involves decolonizing and Indigenizing both the BSW program and Field Education at UBC School of Social Work. As part of this work, the field team has begun piloting Nightbird and Clark's decolonizing framework "*Seven Promising Principles for Decolonizing Social Work Field Education*".

Some of the changes in field education as part of this work include a new policy for the inclusion of connection to Indigenous community and initiatives as part of field learning, new practicum placements in Indigenous serving organizations, relationship building with Indigenous-serving agencies through assistance in organizing the Indigenous Agency Fair and anticipated new workshops for field instructors. Please see our field spotlight honoring the amazing work that some of our Indigenous field instructors are doing.

We continue to be committed to providing education and training for community partners for their role in field education. In 2022, we offered field instructor training at the MSW and BSW 4th year level called “Bringing a Social Justice Lens to Direct Practice”, and “About the Profession of Social Work” at the 3rd year BSW level. We also facilitated three field instructor continuing professional development workshops on the following topics: A social worker’s role in end-of-life care, neurodiversity- affirming social work practice across settings, and child welfare practices with immigrant children and families. Thank you to our fulltime and adjunct faculty members; Barbara Lee, Pascale De Kerckhove and Rae Morris for sharing their expertise and experience with our field instructors.

To support the longevity of field education in social work, in 2023, the field team embedded a workshop for MSW and 4th year BSW students on “Considering a Future Role as a Field Instructor”. This presentation provides information for students about the landscape of field education in social work education, an overview of the role of being a field instructor and an outline of some of the training and supports available for taking on this role. We hope this early exposure will encourage graduating students to take on this role in their future careers. We continue to be incredibly grateful to our community agencies and partners who generously share their time and wisdom to educate the next generation of social workers! If you are interested in proposing a practicum for a BSW or MSW student, please feel free to reach out to us.

## **Educational Leadership Update**

***Kelly Allison, MSW, RSW***



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 who’s scholarly activity falls under educational leadership.

Kelly Allison is an Assistant Professor of Teaching and the Chair of the Field Education Program. Her 2023 educational leadership activities focused on Indigenizing and Decolonizing the Field Education Program, providing support and mentorship for adjunct and sessional faculty members and increasing student resources for Field Education.

In her role as Chair of the Field Education program at UBC, Kelly has been involved in the important work of the Indigenous Resurgence Project aimed at decolonizing and Indigenizing the BSW and Field Education Programs. With Marie Nightbird and the collaboration of our project team, Kelly has been involved in the following activities: assisting with the organization of focus groups with Indigenous partners and the analysis of the rich feedback provided, reviewing our BSW course syllabi, and working with research assistants and students in compiling Indigenous-focused resources for the undergraduate and field education programs. The field team has also begun piloting Nightbird and Clarke’s “Seven Promising Practices for Indigenizing Field Education. Finally, to strengthen the School’s relationship with Indigenous communities and provide students the opportunity to learn about resources and services available to Indigenous peoples, the field team helped organize the Indigenous Social Service Agency Fair held on October 12.

To continue to support and offer mentorship to new and returning adjunct and sessional instructors, Kelly co-designed several workshops to assist them in their teaching role. With Marie Nightbird, a workshop on the basics of course design



was offered and with Antoine Coulombe, a workshop on grading, managing accommodations and concessions and other teaching issues was delivered. During the Adjunct/sessional orientation, Kelly co-designed with Kayla Kenney a brief session on managing challenging conversations in the classroom. Kelly continues to offer one-one support for adjuncts/sessionals on specific course design or classroom management issues.

Lastly, to support students in field education, Kelly has been involved in co-writing three chapters of a Field Education handbook for students which will soon be published by the Transforming the Field Education Landscape Project.

### ***Antoine Coulombe***



In 2023, Antoine continued his work as an Assistant Professor of Teaching and took on the role of Chair of the BSW program.

A key pillar of his work has been on improving 2S/LGBTQ+ education in schools of SW. He collaborated with Hannah Kia on a SoTL-Seed Project to examine how the UBC School of Social Work (SSW) equips students with the necessary skills to work effectively with 2S/LGBTQ+ populations. They conducted a comprehensive review of existing curricular materials and literature and completed three focus groups with students and faculty. They are currently working through the analysis with the aim of identifying strategies to equip students better to engage with sexual and gender minorities. In 2023, Antoine was accepted to Chair the Queer Caucus at the Canadian

Association for Social Work Education - L'Association canadienne pour la formation en travail social.

Antoine was accepted into the Universal Design for Learning (UDL) Fellow Program for 2023-2024, which is part of the Teaching and Learning Enhancement Program at UBC. As part of this fellowship, Antoine is working on how to improve learning accessibility by implementing UDL in SOWK 335, Social Analysis for Social Work Practice. Through a case study during the course, he will investigate UDL in the context of social work education at UBC.

## ***Field Education Spotlight***

### ***Honoring the Work of Indigenous Field Instructors: Interview with Indigenous Field Instructors***

As part of the Indigenous Resurgence Project, in 2023 I had the opportunity to sit down with three of our Indigenous Field Instructors to highlight the work they do and their contribution as field instructors. I am pleased to introduce you to Jenny Morgan, Susan Solomon and Jessi Knutson.

### ***Jenny Morgan***

**J**enny Morgan is from Gitsxan First Nation. Lax Gibuu (Wolf clan) from the House of Wii Muk'willixw. She currently resides in Victoria, BC. where she is an Assistant Teaching Professor in the School of Social Work at the University of Victoria. While living in Vancouver, she completed her BSW at UBC School of Social Work in 2003 and then completed her MSW at the University of Victoria in 2014 and her Doctorate in Education in 2019 at the University of Victoria. Jenny has worked in various organizations as a social worker including ACCESS Employment Services, and BC Women's Hospital. She was also an Adjunct Professor at the University of British Columbia School of Social Work before moving into her current role at the University of Victoria.

Jenny has supervised several students as a Field Instructor for UBC. When she was at Access Employment services, she supervised a BSW student while in her role as manager of an employment program. While in her role as the Director of the Indigenous Health Program at BC Women's and Children's Health Center, Jenny supervised two more BSW students, one Indigenous student and one non-Indigenous student. During another semester, an MSW student had a placement break down in another area of the hospital and Jenny agreed to pick up the supervision for this Indigenous student to complete her placement. Jenny indicated that she had great support from her organizations that prioritized student learning and she had good support from the UBC School of Social Work.



Staying connected to the UBC School of Social Work and wanting students to have the same positive field experiences she had as a student were some of the reasons Jenny decided to take on the Field Instructor role. Jenny enjoyed the reciprocal learning relationship with students and found being a field instructor an enjoyable experience. She also felt that this role provided her with the opportunity to enhance her mentoring skills and Jenny has found this useful in her own professional development. However, the role of being a Field instructor is not without its challenges.

The time commitment involved in orienting students to her work environment and teams, the check in meetings with faculty liaisons and the evaluation of the student were all aspects of the role that took time and attention from her regular work. Jenny felt that the time investment paid off in the end as her students became more independent learners near the end of the practicum and were able to take on independent pieces of work under supervision. Jenny believes it is important for there to be more Indigenous Field Instructors so that Indigenous students have positive mentorship experiences. Indigenous social workers can also understand and relate to the challenges of being an Indigenous learner in environments (school and work) with Eurocentric curriculums and policies. Her hope is that the UBC School of Social Work could more formally value and acknowledge the role of Indigenous Field Instructors. Many Indigenous social workers are already doing a lot of work in their communities, so taking on the role of teaching students is a big ask. More formal supports and benefits for Indigenous Field Instructors would be helpful.

## Susan Solomon

**S**oo-Nugum-Jux (Indigenous name meaning wolf long way from home) is Susan's Indigenous name gifted from her uncle. She is from the Gitksan Nation. Susan currently lives in North Vancouver and works at Hollyburn Community Services Society in the Seniors at Housing Risk program. In her social work role, she assists seniors who are navigating the housing system and supports them in applying for low-income housing, rental subsidies etc. and provides practical and holistic wrap around services to address their needs.

Susan came to her role as social worker in part because of her own lived experience. She was a child of the sixties scoop and was raised by a white settler family. Her mother was a residential school survivor from the Edmonton Industrial Residential school. Although she was able to reconnect with her mother, she is aware that some of these earlier experiences led her to the profession of social work. Susan indicated that she has had to do a lot of own healing throughout her education. She completed her BSW at the Nicola Valley Institute of Technology in Burnaby. She then went on to be an Indigenous Hospital Liaison at BC Children's and Women's Hospital for ten years. She enrolled and completed her MSW in 2020 at the University of Toronto Indigenous Trauma and Resiliency MSW program at the Factor-Inwentash School of Social Work because of their focus on Indigenous ways of being. Since completing her MSW, Susan has had roles at VACFSS but has primarily been at Hollyburn.



Susan supervised BSW students from UBC in 2021 and 2022 as well as students from other schools in her current role. She loves teaching and training the next generation of social workers and possibly her future colleagues! She was inspired to take on this role because she wanted to embrace her role as an Indigenous leader and supervising students aligns with Indigenous ways of giving back to the community. Susan enjoys the unique personality and strengths that each student brings to her team and to the seniors.

Susan sometimes finds it challenging when students are struggling with personal issues and don't feel able to open up to her. She wants to support students on their educational journey in field. Although stress is an inevitable part of being a social worker and supervisor of students, Susan has found self care, wellness days and the support from her colleagues and organization to be helpful in managing this.

Susan believes it is important to have Indigenous Field Instructors to help teach students about intergenerational trauma and Canada's history of colonization as well as to help show students how to assist clients on their own healing journey. She loves to share her knowledge of Indigenous ways of approaching social work with the students she supervises. She hopes that future Indigenous field instructors will continue to talk about Truth and Reconciliation with students and push for the Calls to Action to be met in organizations. She also recommends that Indigenous Field Instructors find their allies in the work that they do. Susan is both hopeful for the future of social work education while also recognizing that there is still room for improvement. She hopes to be a part of the change in both her clinical work and in training future students. She would love to supervise more Indigenous social work students in field!

## Jessi Knutson

**J**essi is of Cree and Norwegian ancestry on her father's side. Her family is from Treaty 4 territory in Saskatchewan where her grandfather is a settler on Turtle Island and her grandmother was of Cree and French ancestry. Her mother is of unknown ancestry as she grew up in the child welfare system and was adopted into a British family.

Jessi grew up on Syilx territory and did her BA in psychology at UBC-Okanagan and her BSW at UBC-Vancouver. After working at VACFSS for more than four years, Jessi has just completed her MSW through the University of Victoria. She has recently started her new role with the BC Children's and Women's Indigenous Health Team and looks forward to teaching cultural safety, supporting Indigenous families in the healthcare system and fighting anti-Indigenous racism in healthcare.

While working as the child and youth cultural engagement co-ordinator at VACFSS, Jessi supervised a student from NVIT and one BSW student from UBC.

Jessi recalls her own positive field learning experience and wanted to support other Indigenous students to have the same type of experience. She also recognized that her role at VACFSS allowed students unique access to learning in community from Indigenous Knowledge keepers and elders and to be able to learn more about the role of culture in supporting youth. Jessi was keen to provide this type of learning to Indigenous social work students. Jessi has enjoyed the reciprocal learning that happens in field. She loves hearing about student's perspectives on the theory and practice they are learning in school and appreciates the time for critical reflection that taking a student provides. She loves that students are excited about social work practice and when there is a good fit between student and field instructor, Jessi has found that students can begin to take on pieces of independent work near the end of the practicum. Jessi believes it is important to have more Indigenous field instructors as they are uniquely positioned to help students navigate the complexities of being Indigenous and a social worker. Indigenous Field Instructors can also demonstrate social work practice that incorporates Indigenous culture, and this can be significant learning for all students.

Although Jessi felt she was well prepared for her role as a field instructor, she does recommend that future Indigenous Field Instructors be aware that supervising a student takes a lot of time at the beginning of a practicum. As students are orienting to practice sites and teams, shadowing their FI and other team members and asking lots of questions, she cautions there is a time investment. She recommends having students spend time with other team members and finding independent reading and learning as well as time with their FI. Despite the front-loaded time commitment of a practicum, Jessi has found her relationships with students to be meaningful and valuable and beneficial as she has trained future colleagues!

Thank you, Jenny, Susan and Jessi for the important mentorship and teaching role you have played as an Indigenous Field Instructor and for sharing your words of wisdom.



# School News:

## 2023 Paul Cheng Memorial Lecture

The School Welcome Event was held on September 11, 2023. At the Paul Cheng Memorial Lecture, the 2023 Inspiring Social Worker of the Year Award was given to Tara Ross. Tara has been a registered social worker for 5 years and in her current role as a community mental health clinician, she supports people with moderate to severe mental health and substance use issues. She brings compassion and a social work lens to counselling treatment of mental health illness. She is inspiring in her dedication to her work with clients and community partners to address issues of exclusion from housing, employment, and social groups that people with mental health and substance use issues face.

We wish to give thanks to our donor, Marion Man.

The video is available to view on [YouTube](#).



*BC Association of Social Workers, Lea Caragata and Barbara Lee present the 2023 Inspiring Social Worker of the Year Award to Tara Ross*



*2023 School Orientation in the Ponderosa Ballroom*

## The Social Lens: A Social Work Action Blog



2023 marked the 3rd year that [The Social Lens: A Social Action Blog](#) has been publishing on pressing social issues and debates. We'd like to thank our diverse and talented group of authors for their excellent contributions and to our faithful readers for following and commenting on the blog. When we started this blog 3 years ago, we hoped it would spark debate among the social work community on the critical issues facing our communities, our practice and the planet. We have received strong feedback that the social work world likes this outward facing approach from our School of Social Work and we look forward to sharing the ideas, insights, hopes and dreams that underlie and propel our discipline. Please send all blog ideas and blogs to [donna.baines@ubc.ca](mailto:donna.baines@ubc.ca) (blogs are generally 250 - 2500 words and should be within the values of the UBC School of Social Work).

*- Donna Baines, The Social Lens Blog, Editor*

## Intergenerational March on September 30, 2023

On September 30th many members of the school joined the Intergenerational March on campus as one way to commemorate Orange Shirt Day and demonstrate commitment to reconciliation, healing, and education. It was an honour to have Elder Doris Fox open the event with words that deeply touched us. As with previous years, many social work students welcomed the opportunity to volunteer for this important annual March led by Applied Science and Land and Food Systems.

The School's Indigenous Program Committee continues to be active. Comprising several faculty members and student representatives from all cohorts, the committee provides the important opportunity for students to share feedback about and become involved in Indigenous programming and initiatives.



*UBC Community Gathering at the Indian Residential School History and Dialogue Centre*



*Social work students, faculty and friends, ready to march*

## Invitation to the School of Social Work's Indigenous Speaker Series Event

### ***Shared by Marie Nightbird, Assistant Professor of Teaching***

We were privileged to have Charlotte (Salla) Sukow, Project Manager for Child and Family Jurisdiction for Gwa'sala-'Nakwaxda'xw Nation and Interim Director of Operations for Galgapothla (Kwakwala for "to stand together, holding hands") Society discuss the journey of jurisdictional negotiations with the provincial government for child and family services for Gwa'sala-'Nakwaxda'xw Nations on northern Vancouver Island, BC. This inspiring event was the school's 3rd Indigenous Speaker Series. It was held in the beautiful Sty-Wet-Tan Great Hall, UBC First Nations Longhouse, on November 29, 2023. After Salla's heartwarming presentation the evening ended with light refreshments and wonderful conversations.

This event took place on the unceded, traditional and ancestral territory of the hən̓q̓əmin̓əm̓ speaking xʷməθkʷəy̓əm people.



*Charlotte (Salla) Sukow at the Indigenous Speaker Series event*

## What's THRIVE?



*November 2023- UBC Thrive & SOWK's let's Feel Better!*

### **What's THRIVE?**

For Thrive, the UBC community came together to learn about, discuss, and investigate solutions for promoting mental health. While everyone is struggling with a variety of issues affecting the community's mental health, it is more important than ever to help one another build excellent mental health and create opportunities for meaningful social connection. Along with the usual workload, the School had another busy and interesting term, with new activities aimed at boosting everyone's emotional well-being. The SOWK administration team received a \$300 grant to host the UBC THRIVE event in November 2023.

## Highlights of 'Let's Feel Better!' (November 15, 2023)

- An interactive presentation on mental health awareness put together for faculty and staff and a chance to de-stress during peak times. It was a welcomed and positive change and allowed everyone to reflect within and give a 'pause' and 'breathe'.
- There was a quick mindfulness activity to relax and rejuvenate.
- A "Kindness Jar" was decorated and everyone had their compliment cards ready for co-workers. A great idea to pass on gratitude and recognition towards each other and a significant boost to one's mood.
- Also, food creates a sense of community. It is well said that people feel a sense of belonging and comradery with others around them when they eat together. We experienced that as the event was closed with light refreshments and a healthy chit-chat session.

## Admin Team Meeting & Social at UBC Nitobe Gardens – September 20th, 2023



*Staff Gathering at UBC Nitobe Garden*

We are thrilled to share highlights from our recent Admin Team Meeting & Social held at the picturesque UBC Nitobe Gardens on September 20th, 2023. This gathering brought together our dedicated staff and the School Director for an enriching and collaborative session amongst the beauty of the gardens.

### **Event Recap**

On a crisp September day, our team gathered to discuss a variety of matters crucial to the success and growth of our school. The scenic surroundings of UBC Nitobe Gardens provided an inspiring environment for fruitful conversations and effective planning.

### **Key Discussions**

Staff and the School Director engaged in discussions covering a range of topics pertinent to the School of Social Work. From upcoming initiatives to strategic planning, the meeting served as a platform for exchanging ideas and fostering a sense of unity among our team.

### **Community Building**

Beyond the formal agenda, the social aspect of the gathering allowed for valuable connections to be strengthened. Networking flourished as colleagues shared insights and experiences, further enhancing the collaborative spirit within our school community.



*UBC Nitobe Garden*



## Faculty of Arts Dean's Award for Staff Excellence



**Christine Graham** received the Faculty of Arts Dean's Award for Staff Excellence in December of 2022.

This annual award recognizes exceptional staff contributions in executing the academic mission of the Faculty of Arts through support in administrative, technical, and other specialized areas.

Congratulations Christine!

## Comings & Goings:

### Welcome to New Administration Team



**Amit Dhawan** joined the School of Social Work on October 4, 2021 as the Field Education and Admissions Assistant. He comes from a legal background.

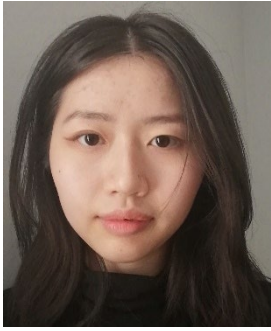
Earned his Master of Laws in 2018 and was a Legal Professional and practiced Law in India before he moved to Canada. He is grateful to be working with the UBC School of Social Work- Vancouver Campus situated on the traditional, ancestral, and unceded territory of the Musqueam people. x<sup>w</sup>məθk<sup>w</sup>əyəm



**Ritika Nandwani** commenced working at the School as a Senior Administrative Assistant on December 1, 2022. She worked with UBC Hiring Solutions before entering the School of Social Work.

In the past, she has held an array of positions at educational institutions in various capacities of Coordination and Administration. She has graduated from Trinity Western University in Masters of Arts in Leadership.

She feels optimistic about her new position and the opportunity to put learnings into practice by collaborating with everyone at the School.



**Emily Chen** joined the School in May of 2023 as an Office Worker Administrative Assistant through the Work Learn program at UBC, and her work term with the School will be ending in March of 2024. She is currently pursuing a Bachelor of Arts in Cognitive Systems, where she applies knowledge of artificial and natural systems from Computer Science, Linguistics, Philosophy, and Psychology to understand and design systems. Her studies have led her to work with the UBC Behavioural Sustainability Lab as a student Research Assistant, focusing on the on-going homelessness reduction research happening at Foundations for Social Change.

## Faculty Retirement



**Sheila Marshall** retired after 25 years as a Professor with the School. She is currently an active Professor Emeritus with the School and continues to be an Associate Member with the Division of Adolescent Health & Medicine in the Department of Pediatrics.

Her research focuses on psychosocial development during adolescence and young adulthood with an emphasis on the contexts of family and peer relationships. We wish her the best in her "active" retirement.

## Research Round-Up:

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### *Christiana Bratiotis*



It's been an exciting and eventful year. After teaching a wonderful Term 1 of the 2022-2023 academic year, I was on my career first 6-month study leave (sabbatical). It was luxurious to have time away from teaching and administrative responsibilities to devote to my line of research and to think innovatively and creatively about how to improve the MSW and PhD courses that I teach at the School. During my time on study leave I actively continued my research work with the [Centre for Collaborative Research on Hoarding](#).

We are very excited to be in the final stages of field trials for establishing psychometric properties for our newly developed [Home Environment Assessment Tool for Hoarding \(HEATH\)](#) designed to assess environmental risks in hoarded homes.



*Bratiotis and Lin, Killam Teaching Prize*

During the next 12 months we will implement our HEATH roll-out plan across Canada and the United States, with potential stops in Europe and Australia, speaking to both academic audiences and community-based service providers.

I continue in my supervisory efforts of graduate students in social work and psychology and in support of psychology undergraduates as they develop initial research skills through The Centre. As I returned from leave this past summer I agreed to take up a new administrative/leadership role in the School and assumed the position of PhD Program Chair. It will be good fun to continue to build the infrastructure, substance and reputation of the UBC PhD Program.

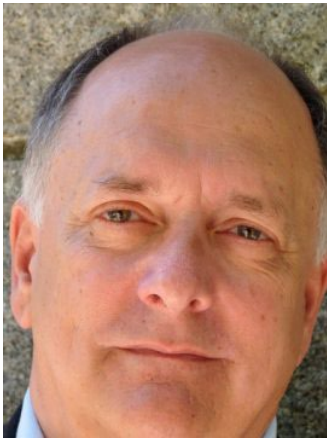
While on leave last spring I was notified that I received the most incredible honour of my academic life – recognition as a [UBC Killam Teaching Prize Laureate](#) for academic year 2022-2023.

Social Work PhD student and my doctoral student supervisee Nancy Lin generously nominated me for the award and I was supported by my social work faculty colleagues and five student and alumni group letters signed by over 50 individuals whom I’ve taught or mentored during my six years at UBC. Last spring, I was recognized at two receptions for UBC Killam Teaching Laureates and was recognized again at the fall Social Work convocation in November, 2023.



*Journey Map image- Photo: With doctoral student nominator Nancy Lin at Killam Teaching Prize reception, spring 2023*

## **Grant Charles**



Grant has just returned from a sabbatical year. He had a number of publications this past year including three books: *The Implications of COVID-19 for Children and Youth: Global Perspectives* (Charles, Gharabaghi, Hyder & Quinn) with Routledge Press, *Dark Secrets: Student to Student Abuse in the Indian Residential School System – A Graphic Novel* (Charles, McLennan, Quinn, Bento, Matheson, Stovar, & Ji) with CYC International Press and *Transforming Social Work Field Education: New Insights from Practice Research and Scholarship* (Drolet, Charles, McConnell & Bogo) with the University of Calgary Press. His 14th book, *Student Handbook on Field Education*. (Drolet, Charles & McConnell) will be published early in the new year with the University of Calgary Press. This book includes a chapter on interprofessional education with Kelly Allison. He also had two articles published: *Time to Act: Early Experience Suggests Stabilization Care Offers a Feasible Approach for Adolescents After Acute Life-threatening Opioid Toxicity in Paediatrics & Child Health* (Moore, Warshawski, Jassemi, Charles & Vo) and *Impact of COVID-19 on Social Work Field Education: Perspectives of Canadian Social Work Students in the Journal of Social Work* (Au, Drolet, Kaushik, Charles et al).

Grant also did a number of presentations: *Transforming the Field Education Landscape (TFEL)* at the International Conference on Mental Health and the Law in Lyon, France (Drolet, Charles, & Brogdalan) and three in St. John’s NFLD (Drolet & McConnell): *Promising, Wise and Innovative Practices in Field Education*, *Facilitating Multiple Partnerships and*

Collaborations in Field Education and Transforming the Field Education Landscape: Intersections of Research and Practice in Canadian Social Work Field Education. He was also an invited lecturer in the Green College Lecture Senior Scholars Series on Intergenerational Effects of Psychological Trauma where he presented British Home Children in Canada: The Untold Story.

Grant continues his affiliations with the Division of Adolescent Health and Medicine in the UBC Faculty of Medicine and the UBC Institute for Veterans Education and Transition. He remains an adjunct faculty member with the School of Child and Youth Care at the University of Victoria. He is a member of the jurisdictional team with the GWA'SALA-'NAKWAXDA'XW Nation assisting the Nation bring home their child and family services.

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### ***Mohamed Ibrahim***



#### **Research highlights**

I have couple exciting research activities/updates to share:

Together with colleagues from UBC and BC Health Authorities, we have been awarded a competitive grant by the BC Ministry of Mental Health in "[Mental Health Crisis Response Indicators.](#)"

On the other hand, our research project in Somalia has on its first publication out and its already gathering significant news attentions at the nation level.

On VOA News: [Study: Somali People 'Highly Traumatized' After Years of Conflict](#)

- Salad, A., Malik, S. K., Ndithia, J., Noor, Z., Madeo, M., & Ibrahim, M (2023). Mental disorders and psychological trauma among conflict-affected population in Somalia. *Frontiers in Public Health*, 11, 1219992.
- Together with UBC Social Work PhD student Fareed, we published a paper on the mental health needs of BC Muslims
- Ibrahim, M., & Mojab, F. (2023). Healing Through Faith: The Role of Spiritual Healers in Providing Psychosocial Support to Canadian Muslims. *Journal of Muslim Mental Health*, 17(1).
- Together with my research colleagues, we will be presenting our research findings of SSHRC Insight Grant to the BC Social Workers. The findings will be focusing on the BC aspect of this multi-country project (Canada, Australia and Kenya) in understanding human rights aspect in community mental health. The seminar was on *Nov, 22nd 2023*.
- A number of other publications are in the review stage for our projects in Somalia and SSHRC Insight Grant

## **Events:**

- Somali Canadians approach to cultural and spiritual substance use rehabilitation at the Africa and Middle East Addiction Congress, Oct 25-26th, 2023-Mombasa
- Keynote panel for the 7th Canadian Muslim Mental Health Conference (CMMHC)-Dec, 16th 2023 in Toronto

## **Summer Global Mental Health Course in Kenya and student highlights**

We had a successful summer, 2023 course in Kenya with 14 students. For the 2<sup>nd</sup> year, the course partnered with the Kenya Medical Training College to offer joint lectures on mental health. Students particularly found the joint lectures as intellectually and culturally stimulating, learning from each other and comparing notes on the diverse nature across the global north and south.

Here are some highlights from the program including students' activities at the lecture hall and community engagement and also my interview with the UBC ORICE team:

1. [The power of community of community knowledge](#)

2. [My interview with UBC ORICE](#)

3. [UBC Global Engagement Symposium](#): Our Social Work Students: Andro, Alicia, and Joshua (4ths BSW) will be presenting their Kenya experience work in this symposium Oct 19<sup>th</sup>, 2023 at the Liu Institute for Global Issues

I am also excited to share that together with UBC ORICE, we have been awarded a UBC COIL Grant to jointly develop an online version of the global mental health with Kenya Medical Training College. The online part of course will be ready for summer 2024 global mental health in Kenya.

Also, pleased to share that we have been funded for the next summer global mental health in Kenya: [more information here](#).

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## ***Hannah Kia***



### **Research Highlights**

Hannah Kia continues to lead and maintain a program of research that broadly addresses health equity issues in sexual and gender minority (SGM) populations. She has been leading a SSHRC-funded qualitative study examining the peer support experiences of Trans and gender diverse (TGD) people, called the T2T study, and is now in knowledge mobilization stages of this work. Most recently, she has also received funding from SSHRC to lead a study on the social service experiences and needs of TGD older adults, in partnership with Egale Canada, and completed data collection for this study in the summer of 2023. Hannah continues to be a co-principal investigator or co-investigator on more than 15 projects supported with tri-council funding that address a range of SGM health equity issues, including poverty, suicide prevention, health policy, administrative data linkage, and gender care in SGM populations.

## **Recent Publications (Selected)**

Kia, H., MacKinnon, K.R. & Göncü. (2023). Harnessing the Lived Experience of Transgender and Gender Diverse People as Practice Knowledge in Social Work: A Standpoint Analysis. *Affiliate*, 38(2), 190-205. <https://doi.org/10.1177/08861099221142040>

Kia, H., Kenney, K., MacKinnon, K.R., Abramovich, A., Salway, T., Ferlatte, O., Knight, R., Charles, G. & Marshall, S.K. (2023). "It saves lives": Peer support and resilience in transgender and gender diverse communities. *SSM-Qualitative Research in Health*, 3, 100264. <https://doi.org/10.1016/j.ssmqr.2023.100264>

Daley, A., **Kia, H.**, Kinitz, D., Schneckenburger, S.A., Robinson, M., Reid, J., Mulé, N.J., Kayne, F., Duncan, D. & Ross, L.E. (2023). "This is the System We Live in": The Role of Social Assistance in Producing and sustaining 2SLGBTQ+ Poverty in Ontario, Canada. *Sexuality Research and Social Policy*. <https://doi.org/10.1007/s13178-023-00852-w>

Gaudette, M., Hesse, C.L., Kia, H., Chanady, T., Carson, A., Knight, R. & Ferlatte, O. (2023). "A double-edged sword": Health professionals' perspectives on the health and social impacts of gay dating apps on young gay, bisexual, trans and queer men. *Journal of Sex Research*, 60(5), 656-667. <https://doi.org/10.1080/00224499.2022.2153786>

Handlovsky, I., Wonsiak, T., Amato, A.T., Halpin, M., Ferlatte, O. & Kia, H. (2023). Between two pandemics: Older, gay men's experiences across HIV/AIDS and COVID-19. *SSM-Qualitative Research in Health*, 3, 100233. <https://doi.org/10.1016/j.ssmqr.2023.100233>

## **Recent and Ongoing Grants (Selected)**

**Title:** Social service experiences and needs of older transgender and gender diverse adults: Gauging the Canadian landscape

**Role on grant:** Principal Investigator

**Award type:** Social Sciences and Humanities Research Council Partnership Engage Grant

**Status:** Funded (December 2022 – November 2023) and ranked 1st in competition

**Amount:** \$24,759

**Title:** Peer-based social support as a source of resilience among transgender and gender diverse individuals in Canada: An exploratory study

**Role on grant:** Principal Investigator

**Award type:** Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant

**Status:** Funded (June 2021 – May 2023)

**Amount:** \$65,985

**Title:** The trans-LINK Canada Network: Partnering to Create and Exchange Knowledge on Supporting Transgender and Gender Diverse Survivors of Sexual Assault and Intimate Partner Violence

**Role on grant:** Co-investigator (PI: Janice DuMont)

**Award type:** Social Sciences and Humanities Research Council Partnership Grant

**Status:** Funded (August 2023 – August 2030)

**Amount:** \$2.5 million

**Title:** Interdisciplinary LGBTQ/2S HEALTH hub: Healing through education and awareness in stigma reduction and lifecourse training in health

**Role on grant:** Co-PI (NPI: Daniel Grace)

**Award type:** Canadian Institutes of Health Research Training Platform (H RTP) Pilot

**Status:** Funded (February 2022 – January 2027)

**Amount:** \$2.4 million

## **Student Spotlights**

Kayla Kenney, Kayla Kenney, a PhD student that Hannah Kia is co-supervising with Dr. Sheila Marshall, has had a very fruitful year. At the School, they have been involved as a research assistant with the T2T study, which investigated experiences of peer support among transgender and diverse people. In this capacity, they co-authored manuscripts and a community report, and co-facilitated a webinar in which they presented the findings of the study to service providers, community stakeholders, and other researchers. Additionally, Kayla was invited to a doctoral student symposium in Seoul, where they had the opportunity to present a secondary analysis of the peer support experiences of younger people participating in the T2T study.

Kaan Göncü, a PhD student co-supervised by Hannah Kia and Tim Stainton, has been actively engaged at the School. They have contributed to the T2T study (described above) and, in this capacity, have (with Kayla Kenney) co-authored a community report and co-facilitated a webinar intended for dissemination of the study's findings. Kaan has also been awarded a competitive CIHR training fellowship to support their ongoing learning and development in the area of 2S/LGBTQ+ health equity.

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## ***Barbara Lee***



### **Faculty Research Updates**

Barbara was awarded as a Knowledge Exchange and Mobilization (KxM) Scholars in June 2023 with a university wide launch event in September 2023. Barbara represents the School of Social Work, with colleagues Dr. Sandra Lauck (UBC School of Nursing), Dr. Jasmin Ma (UBC Faculty of Education, School of Kinesiology), and Dr. Michelle Stack (UBC Faculty of Education, UBC Learning Exchange). Read more about UBC KxM Scholars Program from the UBC Knowledge Exchange Unit: <https://kx.ubc.ca/ubc-kxm-scholars>

This year, Barbara joined the editorial board of the Journal of Ethnic and Diversity in Social Work. Barbara continues to be the co-chair of the MCFD Post-Secondary Education Research Table (PSERT) and the Director of the Centre for the Study of Services to Children and Families (CSSCF) - Vancouver campus.

Barbara's research area is in the area of child welfare, ethno-cultural communities, and social work practice education. In the area of child welfare and working with children and families, Barbara has produced and participated in the following:

### **Invited presentations**

- Lee, B. O'Kane, M., Lee, C., Hannan, T. (2023, March). A University-Ministry partnership: Applied research and evaluation of child, youth, and family services. Webinar for Practice and Research Together (PART). Online – Canada.

- Cardinal, S. W., Lee, B., Mucina, M. K., Bhuyan, R., & Dixon, T. (2023, February). The experiences of Black, Indigenous and Racialized children and families impacted by the child welfare system: Research guidance. Panel presentation for WestCoast LEAF. Online – Vancouver BC.
- Lee, B. (2023, January). Working with Asian children and families involved in the child welfare system. Presentation for Peel Children’s Aid Society. Online – Mississauga, ON.

Continuing Education Workshops:

- Lee, B. (2022, October). Child welfare practices with immigrant children and families. Presentation for Social Work Field Instructors, School of Social Work, University of British Columbia. Online – Vancouver BC.

Peer Reviewed Research Presentations:

- Tam, D., Lee, B., Collins, T., Kwok, S. M., & O’Kane, M. (2023, Jan). Technological innovations for social change on youth mental health. Roundtable at the Society for Social Work Research. Phoenix, AZ.
- Lee, B., Lwin, K., Ma, J., Zhao, R., & Thieu, V. (2022, Mar). Education and training in working with immigrant children and families in the child welfare system: A scoping review. Paper presentation at the International Society for the Prevention of Child Abuse and Neglect (ISPCAN). Online – Quebec City, QC.
- Lee, B., Lwin, K., Ma, J., Zhao, R., & Thieu, V. (2022, Nov). Education and training in working with immigrant children and families in the child welfare system: A scoping review. Paper presentation at the Canadian Association of Social Work Education Conference (CASWE). Virtual Conference.

Peer Review Publication:

- Tufford, L., Lee, B., Thieu, V., & Zhao, R. (2022). Field Instructors’ perspectives on educating social work students in the mandatory reporting of child abuse and neglect. *Field Educator*, 12(2), 1-31. <https://fieldeducator.simmons.edu/article/field-instructors-perspectives-on-educating-social-work-students-in-the-mandatory-reporting-of-child-abuse-and-neglect/>

Over the past year, Barbara has been working with Prof. Miu Chung Yan and others in exploring issues of settlement and integration of newcomers in British Columbia. The team has produced and participated in the following:

**Reports**

- Yan, M., Marshall, S., Lee, B., Ng, C., & Ngan, B. (2023). Survey study on Hong Kong residents recently arrived in Canada – Second Report. Retrieved from: <https://socialwork.ubc.ca/wp-content/uploads/sites/32/2023/08/Second-Report-of-HKer-Survey-August-10-2023.pdf>
- Yan, M., Marshall, S., Lee, B., Ng, C., & Ngan, B. (2023). Survey study on Hong Kong residents recently arrived in Canada – First Report. Retrieved from: <https://socialwork.ubc.ca/wp-content/uploads/sites/32/2023/06/HKr-Survey-First-Report-June-12-2023-2.pdf>
- Yan, M., Lee, B., & Chu, K. (2022). The BC settlement collaborative case management service model: Baseline report. Prepared for the Immigration Refugees and Citizenship Canada.

Continuing Education Workshops:

- Yan, M. C. & Lee, B (2023, March). Case management. Workshop for Vancouver School Board, Settlement Workers in Schools.



In the area of social work education and inter-professional practice training using simulation, Barbara and colleagues have produced and participated in the following:

### **Open Access Textbook**

- Campbell, S. H., Bontinen, K., & Stephen, L-A. (Eds) Aredes, N. D. A., Bell, A., Lim, Y., Lee, B., Dhari, R. K., Tharmaratnam, T., & Erhardt, A. (12/21/2022). Global Interprofessional Therapeutic Communication Scale© (GITCS©) Interactive Text, 1st Canadian Edition. PressBooks, Creative Commons. <https://pressbooks.bccampus.ca/gitcs/>

Peer Reviewed Publication:

- Tufford, L., Lee, B., Thieu, V., & Zhao, R. (in-press). Emotional regulation in peer-to-peer role-play in social work education: The contribution from standardized clients from medicine. *Journal of Teaching in Social Work*.

Peer Reviewed Research Conference Presentations:

- Campbell, S. H., Bontinen, K., Stephen, L-A., Bell, A., Lim, Y., Lee, B., Aredes, N.D.A., Dhari, R. K., Verkuyl, M., Erhardt, A., Tin, C., Tharmaratnam, T. (2023, May). Virtual Gaming Simulation for Foundational Communication Education with DEI components – An interprofessional approach. May 29-30, 2023 CASN, Biennial Canadian Nursing Education Conference, St. John's, Newfoundland, CA.
- Bell, A., Campbell, S. H., Bontinen, K., Stephen, L-A., Lim, Y., Aredes, N.D.A., Lee, B., Dhari, R. K., Verkuyl, M., Erhardt, A., Tin, C., Tharmaratnam, T. (2023, May). So you think you are ready to film: EDI approaches to Virtual Gaming Simulation production. May 29-30, 2023 CASN, Biennial Canadian Nursing Education Conference, St. John's, Newfoundland, CA.

### **Student Spotlight**



**Left and Middle:** Faculty, MSW students, and BSW students at the Missing and Murdered Indigenous Women and Girls march on February 14, 2023

**Right:** SOWK 337 class visited ISSofBC and the Welcome Centre on March 23, 2023.



The new Dean of the Faculty of Arts, Dr. Clare Haru Crowston, visits the School of Social Work on February 7, 2023.

## **Centre for the Study of Services to Children and Families**

Over a year has passed since the expansion of the Centre for the Study of Services to Children and Families (CSSCF) to UBC-Vancouver School of Social Work. Dr. Barbara Lee serves as the Director with Michelle O’Kane (PhD Candidate) as the Research Coordinator. Additionally, CSSCF welcomed four faculty members (Drs. Lea Caragata, Grant Charles, Sheila Marshall, and Monty Montgomery) who have joined as faculty affiliates. CSSCF has also hired an undergraduate Work Learn student, Cathy Jiu, as a Knowledge Translation assistant.

Throughout the past year, CSSCF hosted four hybrid cross-campus events:

- Grounded Theory training workshop by Connie Bird, a UBCV Social Work PhD student.
- Lunch and Learn event on Social Work Simulations Programs, featuring Dr. Marcelo Maghidman from Monash University, Department of Social Work, Faculty of Medicine, Nursing and Health Sciences.
- Transformative Child Welfare Practice: Integrating Trauma-Informed Perspectives panel event with Lorne Milne (MCFD Field Education Consultant), Jennifer Wright (MCFD Child Protection Practice Consultant), Brona Kennedy (MCFD Child and Youth Mental Health Consultant), and Vicky Probert (MCFD Integrated Practice Clinician).
- Special Presentation on “Family Polyvictimization, Maternal Stress to Infant Biomarker: An Integrated Approach to the Pregnancy Care by Dr. Edward Chan from Hong Kong Polytechnic University, Department of Applied Social Sciences. We also held two week-long intensive reading and writing retreats at UBCV over the summer. Dr. Barbara Lee facilitated the

**JOURNAL LAUNCH**

THE UNIVERSITY OF BRITISH COLUMBIA

**RESEARCH & EVALUATION IN CHILD, YOUTH & FAMILY SERVICES**

The Centre for the Study of Services to Children and Families (CSSCF) produces the *Research & Evaluation in Child, Youth & Family Services* e-journal, highlighting contemporary research on the development, implementation, and evaluation of evidence-informed practice and policies impacting children, youth, and families.

**JOURNAL AIMS**

- To advance the principles of social justice and transformative child welfare through robust inquiry.
- To foster collaboration through partnerships among researchers, agencies, and communities.
- To highlight evidence-informed policies, programs, and services that enhance the well-being of children, youth, and families within diverse social contexts.

Inquiries can be directed to:  
**Dr. Barbara Lee**  
 Co-Director, CSSCF  
 Editor-in-Chief, RECYFS e-journal  
 CSSCF.ejournal@ubc.ca

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**CSSCF** Centre for the Study of Services to Children and Families

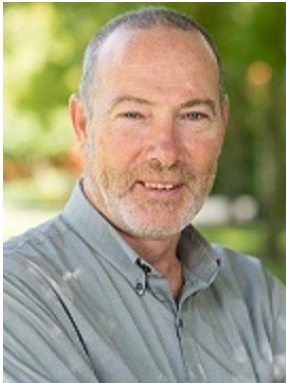
VOLUMES 1-4 AVAILABLE NOW

retreats, with the participation of Connie Bird (PhD Student, Social Work), Simangele Mabena (PhD Candidate, Education), and Michelle O’Kane (PhD Candidate, Social Work).

CSSCF also launch a new open access e-journal titled “Research and Evaluation in Child, Youth, and Family Services”. The journal’s name was derived from the MSW research course (SOWK 554c 002) which produced the first five special issues. These issues feature applied research evaluation projects completed by MSW students in partnership with MCFD. For more information, please refer to the journal launch poster, where you can find the weblink and QR code to access and read the journal publications.

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### ***Tim Stainton***



Tim has had another busy year between his work with the School and the Canadian Institute for Inclusion and Citizenship (see page 25 for details of CIIC related projects). He continues to work on the issue of Medical Assistance in Dying from a disability perspective publishing a number of pieces, doing seminars and testifying to committees of both the Federal and Quebec legislatures. Much of the past year he has been deeply involved in developing a human rights remedy on behalf of the Province of Nova Scotia and the Disability Rights Coalition to resolve a long-standing human rights complaint against the province (<https://novascotia.ca/coms/disabilities/human-rights-remedy-dsp-final-report.pdf>).

Appointed as one of two independent consultants the remedy was accepted by the NS Board of Inquiry and is now in the process of implementation. This will involve a complete revamp of the current disability support system and the closure of 10 institutions along with the return of 400 working age disabled persons from long term care facilities over a five-year period.

### **PUBLICATIONS AND REPORTS**

#### ***ACADEMIC PUBLICATIONS:***

**Stainton, T.** (2022) 'Disability And Assisted Suicide: Elucidating Some Key Concerns', Briefing Papers: Euthanasia And Assisted Suicide, Anscombe Bioethics Centre: Oxford.

**Stainton, T.** (2022). The beginning of the end of the great confinement: Institutional scandals and inquiries in the immediate post-world war II era. *British Journal of Learning Disabilities*, 50:2: 220-27. <https://doi.org/10.1111/bld.12460>

**Stainton, T.** (2023) Assisted Life Before Assisted Death: Disability Discomfort Regarding Maid. In MAID in CANADA: Critical Multidisciplinary Perspectives. J. Kotalik and D. Shannon eds. Switzerland: Springer Nature.

Wadden, J. & **Stainton, T.** (in press) Recognizing Human Flourishing in the Context of Significant Disability. In *The Bloomsbury Guide to Philosophy of Disability: Radical Resistances and Intersectional Imaginings*, S. Tremain, Editor. London: Bloomsbury.

#### ***REPORTS:***

Bartnik, E. & **Stainton, T.** Human Rights Review and Remedy for the Findings of Systemic Discrimination Against Nova Scotians With Disabilities: Technical Report of the Independent Experts to the Disability Rights Coalition and the Province of Nova Scotia. Fe. 6, 2023. 110 pgs.

Sharma, R., Asselin, R., **Stainton, T.**, & Hole, R. (Jan. 2023). Ableism and Employment: A rapid review of the literature. The UBC Canadian Institute for Inclusion and Citizenship in partnership with the BC Employment Network. Funded by the BC Office of the Human Rights Commissioner. 93 pages.

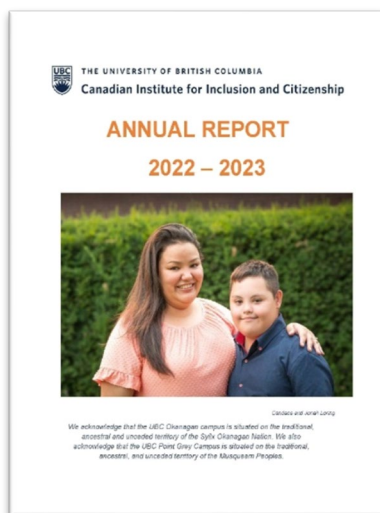
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**Stainton, T.**, Hole, R., Sharma, R., Woolgar, L., et al. (2022). Advancing Equal Access Jurisdictional Scan - Employment Standards for Intellectual and Developmental Disability. UBC Canadian Institute for Inclusion and Citizenship. 80 pgs.

## Research Centers:

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It has been another busy and exciting year for the Institute with new and continuing projects and new partnerships to enhance our scope and connection.

The CIIC continues to grow and flourish with close to 5 million dollars in project funding (both ongoing and new) during the past year from a broad range of sources. We have done work for both federal and provincial government ministries and agencies, national, provincial and local community agencies and tri-council funded projects. We have grown our set of community engagements and strengthened our international links with the CIIC now recognized as one of the global leaders in our field. We continue to expand on our cross campus connections as well as bringing in other academic partners beyond UBC. We invite you to review our full [2022-2023 Annual Report here](#).

New partners this past year have included BC's Office of the Human Rights Commissioner and the international Self Directed Supports Network as well as new projects with old friends and partners such as Inclusion Canada, Inclusion Powell River Society and Community Living British Columbia.

It was especially gratifying to be able to mount the second theatre performance 'We Deserve to Work!' based on inclusive employment research, lead by research lead Leyton Schnellert and with our accomplished team of self advocate actors, co-creators and co-researchers in partnership with the Community Living Society and Massey Theatre Society.

We are excited to announce that Sue Sterling-Bur, PhD Candidate, Vice President – Students, Nicola Valley Institute of Technology and Dr. Rheanna Robinson, Associate Professor, Faculty of Indigenous Studies, University of Northern BC have joined our team as Co-Leads of our research stream Working with Indigenous Communities. Sue and Rheanna join us and Drs Jennifer Baumbusch, Lise Olsen and Leyton Schnellert on our leadership team and we welcome their expertise and commitment.

We were also very proud that our research project *Microboards, Social Capital and Quality of Life* won a prestigious Platinum Marcom Award for Strategic Communications in 2022. Sincere thanks to our research team members and partners Vela

Canada, Community Living BC, Mitacs Canada and UBC Studios. And very special thanks to our plain language consultants Joanne Gauthier and Michael McLellan of BC People First for making this possible.

You can read more about the award here: <https://ubcstudios.ubc.ca/2022/12/01/4021/?login>

## **Research Project Highlights**

### **Evidence to Inform Policy and Practice in the Community Living Sector**

*Funded by Community Living BC*

This 3 year initiative aims to identify and conduct research prioritized by CLBC to improve outcomes for people with intellectual and developmental disabilities and their families. Current initiatives include examining the experiences of parents with lived experience of developmental disabilities, undertaking an international review on the use and applications of Individualized Funding for children and adults with disabilities, and learning about and creating more in depth understandings of innovative, inclusive housing initiatives for people with disabilities in BC.

### **Advancing Equal Access for People with Intellectual Disabilities in the Workforce**

*Funded by Canadian Accessibility Standards Development Organization in partnership with Inclusion Canada and People First of Canada*

This project undertook a jurisdictional review both nationally and internationally, a literature review, a series of interviews with key stakeholders and consulted with an expert advisory group. The work confirmed the paucity of formal employment standards for people with intellectual disabilities. It should be noted that the current data does not tell us why this is the case or whether such standards would have any impact on employment outcomes. That said, there is some indication that labour and human rights instruments do offer some protection for people with intellectual disabilities in the labour market, though may be limited in how much positive effect they have on gaining employment. The report and available at [cic.arts.ubc.ca](http://cic.arts.ubc.ca) provides a summary of findings, infographic, video summary and makes a series of recommended actions for the Federal Government.

### **IMPACT Youth Employment Project**

*Funded by the BC Ministry of Social Development and Poverty Reduction and in partnership with the BC Employment Network*

This project continues to 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. The initial project involved three cohorts of youth over three years. Eight agencies of the BC Employment Network (BCEN) implemented summer youth employment programs. Over the three years, 283 youth participated in IMPACT. Outcomes reveal an increase in overall paid and unpaid work experience through the youth's engagement with IMPACT. Across all three cohorts, 114 (45.1%) gained paid work experience during their participation in IMPACT. One-hundred-twenty-five youth (49.4%) gained unpaid work experience. These two categories are not mutually exclusive as a youth could obtain both paid and unpaid work experiences and were able to hold more than one job at a time. The summative results confirm the overall objective of IMPACT and demonstrate positive change in the youth's employability domains, knowledge about employment, and work experience. Results also indicate that the agencies' interventions with participating youth improved the youth's unique strengths, interests, and confidence about their employment and work skills. IMPACT 2.0 has been funded beginning in April 2023 with 2 new BC Employment Network agencies joining the project.

Watch the video featuring Research Assistant Laura Mudde below to find out more:

[https://www.youtube.com/watch?v=52\\_nRZcJiwc](https://www.youtube.com/watch?v=52_nRZcJiwc)

### **Medical Assistance in Dying (MAiD)**

*Funded by Canadian Institute for Inclusion and Citizenship*

The Institute continues to work on the critical issues related to Medical Assistance in Dying and disabled persons. Our work combines research, information sharing and consultations. On the research front we are currently undertaking an analysis of the federal MAiD data from Health Canada held by Statistics Canada. This project, entitled Vulnerable Persons: What can the data tell us about utilization, motivation and characteristics of people with disabilities and other vulnerable persons who access MAiD? Seeks both to try and map MAiD utilization by disabled persons and other vulnerable groups and to identify gaps in the current data collection by Federal Authorities.

### **Student Engagement**

We have welcomed a new post-doctoral fellow, Laura Mudde, who will help us sustain our current work and continue our growth. As always, we are blessed with an incredible set of Graduate Research Assistants who keep the work moving forward and who will form the future of research in the sector. As part of their MSW practicum, in addition to their role as a project research assistant, Lizzy Walsh, UBCO MSW student, accepted an invitation from the BC Self Advocacy Leadership Network to spend the Winter term supporting and contributing to their work.

### **Select Research Publications & Report**

*April 2022 – March 2023. CIIC researchers are highlighted in **bold**; students are underlined.*

#### **Journal Articles**

**Baumbusch, J.** & Lloyd, J.E.V. (2022). Research priority setting with parents of students with learning exceptionalities and disabilities. *British Journal of Special Education*, 49(2), 209-229. <https://doi.org/10.1111/1467-8578.12405>

**Baumbusch, J.**, Lloyd, J. E. V., Lamden-Bennett, S. R.\*, & Ou, C. (2022). The unintended consequences of COVID-19 public health measures on health care for children with medical complexity. *Child: Care, Health and Development*, 48, 970-978. <https://doi.org/10.1111/cch.12968>

Breau, G., Thorne, S., **Baumbusch, J.**, Hislop, T. & Kazanjian, A. (early view, Jan 2022). Family physicians' and trainees' experiences regarding cancer screening with patients with intellectual disability: an interpretive description study. *Journal of Intellectual Disabilities*, 27(1), 250-265. <https://doi.org/10.1177/17446295211044041>

Davies, I., Iriate, E.G., Jarrett, S., Johnson, K., **Stainton, T.**, Tilley, L. and Walmsley, J. (2022), Fifty years of the British journal of learning disabilities: The power of the past. *British Journal of Learning Disabilities*, 50:2 119-121. <https://doi.org/10.1111/bld.12474>

Lloyd, J.E.V., **Baumbusch, J.L.**, & Zou, D. (2021). Community lives of adolescents across multiple special needs: Discrimination, community belonging, trusted people, leisure activities, and friends. *Journal of Community Psychology*, 49(5), 1393-1417. <https://doi.org/10.1002/jcop.22498>

Marquis, S., O'Leary, R., Hayden, N. & Baumbusch, J. (early view, October 2022). A realist review of programs for siblings of children who have an intellectual/developmental disability. *Family Relations*.

**Schnellert, L.,** Tidey, L., & Hole, R. (2023). Romance, relationships and rights: Ethical considerations and dilemmas in a research-based theatre project with self-advocate co-creators and actors. *Qualitative Inquiry* 29(2), 295-304. <https://doi.org/10.1177/10778004221101586>.

**Stainton, T.** (2022). The beginning of the end of the great confinement: Institutional scandals and inquiries in the immediate post-world war II era. *British Journal of Learning Disabilities*, 50:2: 220-27. <https://doi.org/10.1111/bld.12460>

Tidey, L., **Schnellert, L.,** & **Hole, R.** (2022). "Everyone should get the chance to love": Sexual health research-based theatre with self advocates. *Canadian Journal of Sexual Health* 31(2), 198-206. <https://doi.org/10.3138/cjhs.2022-0018>

### **Book Chapters**

Wadden, J. & **Stainton, T.** (in press) Recognizing Human Flourishing in the Context of Significant Disability. In *The Bloomsbury Guide to Philosophy of Disability: Radical Resistances and Intersectional Imaginings*, S. Tremain, Editor. London: Bloomsbury.

**Stainton T.** (in press) Assisted Life Before Assisted Death: Disability Discomfort Regarding Maid. In *MAID in CANADA: Critical Multidisciplinary Perspectives*. J. Kotalik and D. Shannon eds. Switzerland: Springer Nature.

### **Research Reports**

Bartnik, E. & **Stainton, T.** Human Rights Review and Remedy For The Findings Of Systemic Discrimination Against Nova Scotians With Disabilities: Technical Report of the Independent Experts to the Disability Rights Coalition and the Province of Nova Scotia. Fe. 6, 2023. 110 pgs.

**Stainton, T., Hole, R., Christian-Barker, J., Morris R.** (2022) Advancing Equal Access for People with Intellectual Disabilities in the Workplace Project Report. UBC Canadian Institute for Inclusion and Citizenship. 198 Pages.

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Sharma, R., Asselin, R., Stainton, T., & Hole, R. (Jan. 2023). Ableism and Employment: A rapid review of the literature. The UBC Canadian Institute for Inclusion and Funded by the BC's Office of the Human Rights Commissioner. 93 pages.

**Hole, R.,** Reid, C., & Mudde, L. (Jan. 2023). IMPACT: A summative report of IMPACT 1.0. The UBC Canadian Institute for Inclusion and Citizenship in partnership with the BC Employment Network. Funded by the Ministry of Social Development and Poverty Reduction. 79 pages.

**Hole, R.,** Reid, C., & Mudde, L. (Jan. 2023). IMPACT: Cohort 3 Report. The UBC Canadian Institute for Inclusion and Citizenship in partnership with the BC Employment Network. Funded by the Ministry of Social Development and Poverty Reduction. 55 pages.

**Stainton, T., Hole, R., Christianson-Barker, J., & Morris, R.** (2022). Summary and Synthesis Findings from the New Inclusive Economies Project: Environmental Scan. The UBC Canadian Institute for Inclusion and Citizenship in partnership with the Inclusion Powell River and the Social Research and Development Corporation. 17 pages.

Sharma, R., Mason, B., March, C., **Stainton, T., & Hole, R.** (June 2022). A rapid review of the impacts of COVID-19 on BIPOC with disabilities and their networks. The UBC Canadian Institute for Inclusion and Citizenship. 35 pages.

**Stainton, T., Hole, R., Christianson-Barker, J., & Morris, R.** (May 5, 2022). Advancing equal access for people with intellectual disabilities in the workplace project. The UBC Canadian Institute for Inclusion and Citizenship, Inclusion Canada, and People First Canada. 11 pages.

### **Briefing Papers**

**Stainton, T.** (2022) 'Disability And Assisted Suicide: Elucidating Some Key Concerns', Briefing Papers: Euthanasia And Assisted Suicide, Anscombe Bioethics Centre: Oxford.

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## **Stay in Touch!**

The Bridge is our newsletter connecting our alumni, students and colleagues, spotlighting the various happenings in and around the UBC School of Social Work. Our newsletter is distributed only in an electronic format. Feel free to get in touch with us to get on our newsletter mail list. For more frequent updates, visit our website at [socialwork.ubc.ca](https://socialwork.ubc.ca) or Twitter [@SocialWorkUBC](https://twitter.com/SocialWorkUBC).

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