

THE SCHOOL OF SOCIAL WORK AT UBC

## Representing Canada, UBC at the International Social Work Summer Institute

*From July 2-14, the 8<sup>th</sup> Annual International Social Work Summer Institute took place in Hong Kong, hosted by the Chinese University of Hong Kong.*

*Four UBC students, Chris, Kathryn, Alyssa and Samantha, represented our School and Canada abroad. Samantha (BSW 4th year) shares her reflections on the experience.*



Our students are all smiles with their attendance certificates at the 2017 International Social Work Summer Institute in Hong Kong. L-R: Kathryn, Samantha, Alyssa, Chris.

During this two-week intensive program, lecturers from the world and multiple local Hong Kong agency visits took place. Topics included Israel's immigration policy, Strength Based Practices in Switzerland, and more.

This course without a doubt offered an international perspective of social work. Over 40 students attended the program, from Switzerland, Israel, Hong Kong, China, America, India, Taiwan and Canada.

Personally, what I found most enriching about the program, was not the lectures, but rather the connections and group collaboration that was fostered. At the end of the program students in selected groups worked together to present a topic of choice. Through doing so, I was able to see and experience how Social Workers from eight different countries and cultures work together.

This course opened my eyes to the possibilities of impact we as Social Workers can have based on the diverse and passionate community that gathered in Hong Kong these two weeks. Attending the Summer



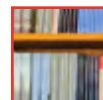
**2**  
DIRECTOR'S  
REPORT



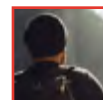
**3**  
PROGRAM  
REPORTS



**5**  
FACULTY  
UPDATES



**10**  
RESEARCH  
ROUND-UP



**15**  
STUDENT  
UPDATES

Institute was not only a pleasure and privilege but a great start for me to begin my career critically as a Social Worker in these complex modern times.

If I could take away one learning lesson it from the program, it would be that today's societal problems are diverse and complex, as a result we need intercultural collaboration and complex solutions to make greater impact. Thank you UBC for organizing such an opportunity!

*For more student updates, please head on over to page 15.*

## Director's Report



Last year was a challenging year for our School. We were down to only eight active faculty members. Assisted by a group of dedicated administrative staff, we managed to deliver all the programs and upkeep the routine operation with minimal interruption. Faculty members were scholarly productive.

Meanwhile, I would like to emphasize that we could not have done what we did without the strong support of a team of part-time instructors whose commitment to quality teaching was much appreciated. We are fortunate that many of them will continue their great service for the School this year.

It was also a busy year for the School to renew and reenergize the teaching and research capacity. We conducted two rounds of faculty recruitment and interviewed a total of seven candidates who were selected from over 60 applicants. I am delighted to report that the recruitments were successful.

Four new faculty members who bring new energy and expertise to our School have just joined us. Dr. Barbara Lee, who arrived at our School in May, has a strong research focus on Asian children in the child welfare system and simulation teaching. In July, we welcomed two new members. Dr. Ashley Quinn is an expert in the areas of resilience and rights of Indigenous children in the child welfare system, and Gladue Principles in child welfare court. Relocating across the border, Dr. Christiana Bratiotis is well known for her works in hoarding and related mental and physical health issues. Starting on January 1, 2018, Mohamed Ibrahim (ABD), a MSW degree holder originally trained as a psychiatric nurse, has expertise in global health with a focus on mental health issues of international migrants.

In addition, with the support of the Dean's office, we expanded our Field Education Office and recruited two new field work coordinators, Jacky Coates and Tina Buttar, who are both our MSW graduates.

Despite all the challenges, the School has also kept active in community engagements. We invited a few international scholars to share their research works through workshops and seminars held on campus or in the community. Internationally, the School signed the Statement of Collaboration with the Hong Kong Polytechnic University and Guangdong University of Foreign Studies, and the collaborative agreement with seven universities regarding the Summer Institute. This summer, four students from the MSW and BSW programs participated in the Summer Institute held in the Chinese University of Hong Kong in June. Meanwhile, we also organized the first International Summer School for a group of 16 students from Guangzhou, China, in July.

We anticipate that this year will still be a busy year. A two-people panel will be visiting us to conduct the MSW Accreditation site visit. We hope that you will consider joining us to meet with this panel and share your experience and ideas with them.

Currently we are recruiting for a tenure-track Instructor (Indigenous) position. Job interviews will take place in October and November. This new member will strengthen our capacity in addressing the recommendations made by the Truth and Reconciliation Commission. With a renewed team of faculty members, the School will review all the programs to ensure our programs are up-to-date. Changes may come after the review. Stay tuned!

*Miu Chung Yan, Professor and Director*

## **Program Reports**

### ***BSW Curriculum Mapping will Strengthen Program***

Collaborative curriculum mapping and redesign efforts were initiated in 2016 to further strengthen our Bachelor's program and course offerings. These efforts include discussions with current students and recent grads, as well as input from evaluations conducted by and with our students these past several years.



The curriculum mapping will result in the identification of which of our course offerings are able to meet the BSW program outcomes we have identified that are consistent with our accreditation standards. In addition, areas of growth and further strengthening will likewise be identified and addressed to determine renewal or changes to the program. To this end, a formal survey will be undertaken in summer 2017 for feedback from current students, recent graduates, and alumni about their experiences with our courses. That way we may make the courses more responsive and relevant to student, program, and community needs.

We continue to have a very active BSW Curriculum and Field Education Committee meeting regularly to discuss various needs, issues, and directions. We appreciate the efforts of the Committee made up of community members, students, staff, and faculty.

We likewise continue to welcome a large number of applicants to our program, with this year's cohort likely to be around 55 students.

In 2016 - 2017, Liz Jones and I were co-chairs of the program, and after July 1, 2017, I will be the Chair.

*Dr. Mok Escueta, Chair, BSW Program*

### ***MSW Program Updates***

This year, with only a small team of full-time faculty members, we managed to deliver all courses with the support of a group of dedicated and supportive adjunct professors and sessionals. They brought to the classroom their most current practice experience, which enriched our students' learning.

This year was also supposed to be the year for our MSW programs to be re-accredited. We were grateful that Canadian Association of Social Work Education Commission of Accreditation (COA) had kindly agreed to extend our accreditation for six months. To prepare for the accreditation, we compiled a Self-Study Report and submitted it to the COA in April. After reviewing the Report, COA approved a site visit to our school on October 26 and 27. We will like to invite as many stakeholders as possible to meet with the two-person panel to share their observations and ideas of our program. If you are interested to meet with them, please feel free to email me.

After a very careful consideration, we decided to suspend the admission for the Foundation MSW program for three years, starting from 2018. This decision is not an easy one for us. Since its inception, this has been a successful program. However, this program was originally designed in a way that extra resources were minimally required. Throughout the years, the program evolved and the original plan was no longer feasible. Unfortunately, despite the School's continuous efforts, no extra resources were possible. While we are suspending the program, the School will explore different options for an affordable delivery model. Stay tuned.

*Deb O'Connor, Chair, Graduate Programs*

### ***Another Busy Year for the Field Education Program***

This last academic year (2016 - 17) has seen a 100% changeover of staff in Field Education at the School of Social Work: a new Chair, Elizabeth (Liz) Jones, and new Field Education Coordinators, Jacky Coates and Tina Buttar.

We bid farewell to Laura Harvey who had held the position of Field Education Coordinator with much appreciation for her hard work over the eight years she had worked with us; to Natalie Clark, Chair for four years; to Marisa Tuzi, who had worked with us for two years; and to Chad Walters and Marie Nightbird, who were casual staff for a few months. Everyone contributed fully to the continuing work of Field Education.

These changes are happening amidst a fluctuating context. There are now multiple BSW and MSW programs - online and on-site - in the Lower Mainland. They have created competition for placements. Social workers in community agencies are busy and stressed. We are bringing in increasing numbers into our BSW and MSW programs. The need for an effective Field Education Program, the "signature pedagogy of social work", has never been greater.

With permanent staff now in place, we are moving forward to engage with our communities and stakeholders to build on the best of what we have, and to develop our program more. We look forward to this opportunity.

Respectfully submitted,

*Elizabeth Jones, Chair of Field Education  
Jacky Coates and Tina Buttar, Field Education Coordinators*

## Welcome New Faculty Members

### Christiana Bratiotis

Christiana Bratiotis, Ph.D., MSW completed her Doctor of Philosophy at Boston University in the Interdisciplinary Social Work and Sociology program. Upon completion of her doctoral studies, Dr. Bratiotis was awarded a three year post-doctoral research fellowship at Boston University School of Social Work, where she served as director of the Hoarding Research Project.



Dr. Bratiotis is currently an Assistant Professor at University of British Columbia where she teaches graduate level practice courses and undergraduate social analysis. Dr. Bratiotis has also taught courses in social welfare and mental health policy and provided supervision to social work practicum students during her time at University of Nebraska Omaha and Portland State University. In 2010, Dr. Bratiotis was recognized with an Excellence in Teaching Award by Boston University.

Dr. Bratiotis' primary area of research is the formation and operation of multi-disciplinary community interventions for hoarding, including the formation and operation of hoarding task forces highlighted in her book titled "The Hoarding Handbook: A Guide for Human Service Professionals" released by Oxford University Press.

Dr. Bratiotis has given more than 150 invited community lectures, key note addresses, agency clinical trainings and academic presentations on the nature and treatment of hoarding. Her work has been highlighted by media outlets including the New York Times, Boston Globe, and Chicago Tribune.

#### *Selected publications:*

Bratiotis, C., Steketee, G., & Sorrentino, C. (2011). *The hoarding handbook: A guide for human service professionals*. New York: Oxford.

Bratiotis, C., Steketee, G., Davidow, J., Samuels, J., Tolin, D., & Frost, R.O. (2013). Use of services by people who hoard objects. *Best Practices in Mental Health*, 9(2), 39-51.

Bratiotis, C., Davidow, J., Glossner, K. & Steketee, G. (2016). Requests for help with hoarding: Who needs what from whom? *Practice Innovations*, 1(1), 82-88.



### Barbara Lee

Barbara Lee is Assistant Professor in the School of Social Work. Barbara's PhD is in social work and ethnic, immigration, and pluralism studies from the University of Toronto, Canada. She received her Master's in social work specializing in children and families, and ethnic, immigration, and pluralism studies from the University of Toronto. She has a Bachelor of Social Work specializing in child welfare from the University of Victoria, Canada, and a Bachelor of Arts in psychology from Queen's University, Canada.

Barbara was the 2016 recipient of the Council of Social Work Education (CSWE) Transforming Child Welfare Dissertation Award. Barbara's dissertation research is the first mixed methods and longitudinal study to



examine the service provisions and trajectories of Asian children and families involved in the child welfare system in Canada. Her research interests include racial disparities and racial disproportionality in child welfare and social services, cross-cultural social work, evidence-informed practices with children, youth, and families, and the use of simulation in social work education.

Barbara has direct practice experience as a youth worker for new immigrant adolescents and as a child and youth care counselor in residential group home settings. She has worked extensively as a frontline child protection worker conducting child maltreatment investigations and ongoing child protection/family preservation services for 'high-risk' children and families.

Barbara has taught social work at the undergraduate and graduate level in the areas of social construction of knowledge, anti-oppressive theory and practice, family systems theory, ecological perspectives, quantitative and qualitative research methodology, data analysis, and community-based program evaluations. She has expertise in using simulation to teach social work practice with individuals and families.

*New publications since joining UBC this May:*

Lee, B., Fuller Thomson, E., Fallon, B., & Trocmé, N., & Black, T. (2017). Asian-Canadian families involved in the child welfare system in Canada: A mixed methods study. *Child Abuse and Neglect*, 70 (2017), 342-355. doi: 10.1016/j.chiabu.2017.06.022

Lee, B., Fuller Thomson, E., Black, T., Fallon, B., & Trocmé, N. (2017). Examining child welfare decisions and services for Asian-Canadian versus White-Canadian households in the child welfare system. *Child Maltreatment*, 22(2), 132-144. doi: 10.1177/1077559517690829

Bogo, M., Lee, B., McKee, E., Ramjattan, R., & Baird, S. (2017). Bridging class and field: Field instructors' and liaisons' reaction to information about students' baseline performance derived from simulation interviews. *Journal of Social Work Education*. doi: 10.1080/10437797.2017.1283269

## **Mohamed Ibrahim**

Mohamed Ibrahim, PhD (abd), MSW, RN, completed his Masters of Social Work at Washington University in St. Louis and is completing PhD in health sciences at Simon Fraser University. Mohamed's other academic and professional training includes; registered nursing and psychiatric nursing from Kenya Medical Training College, Nairobi. Upon completion of his MSW, he attended Harvard University's program in refugee trauma and recovery and awarded certificate in global mental health. Mohamed also completed 1 year of clinical addiction fellowship in 2017 at the British Columbia Center for Substance Use.



Mohamed joins UBC School of Social Work as an Assistant Professor and currently holds a faculty teaching position at Kwantlen Polytechnic University teaching global health and community mental health courses. He has taught at Douglas College, BC, and SOS Herman Gmeiner School of Nursing, Mogadishu, Somalia, in the past.

His clinical work as a social worker and RN covers 20 years as community health nurse in Kenya, refugee health with Medicines Sans Frontiers at Dadaab refugee camp, mental health and addiction in Canada and

USA where has worked in acute, tertiary and community mental health.

Mohamed's research focuses on refugee mental health and addiction, critical psychiatry and global mental health. His book chapter on "*Mental health in Africa: human rights approach to decolonization*" was published by U of T Press in 2017. A co-authored 2nd chapter "*Dangerous discourses: masculinity, coercion and psychiatry*" in the Canadian mental health system is in press (Palgrave Macmillan). Mohamed's doctoral research focuses on refugee mental health and substance use in Canada and East Africa.

*Selected publications:*

Ibrahim, M & Al Kusayer, N (in press). Imam's role in providing psychosocial support to Muslim refugees and immigrants in Vancouver, Canada. *African Journal of Traumatic Stress*.

Ibrahim, M, & Morrow, M (2015). Weaning off colonial psychiatry in Kenya. *Journal in Ethics of Mental Health*. Open Volume 1:1-6

Ibrahim, M (2014). Mental health in Kenya: Not yet Uhuru. *Disability and the Global South*, Vol.1, No. 2, 393-400.

## **Ashley Quinn**

Ashley is an Assistant Professor at the University of British Columbia, School of Social Work, where she teaches graduate level practice courses and undergraduate critical child welfare practice and policy analysis. Ashley has also taught courses in social policy analysis, transformational social work practice, anti-oppressive social work practice and Indigenous perspectives in social work.

Ashley's research has focused on participatory action research, First Nations' research ethics protocols, data analysis and program evaluation including projects related to First Nations' health; traditional Indigenous parenting programs for families mandated by the child welfare system; family homelessness; parent-worker engagement in child welfare and impact on outcomes in child welfare; and experiences of First Nation Communities with child welfare in Northern British Columbia.

Ashley provides students with wholistic approaches to social work education utilizing a cultural interface. Ashley teaches from a relational perspective, which values authentic and genuine engagement with social work students. Ashley's current research interests includes further exploration regarding the effectiveness of Indigenous Alternative Dispute Resolution programs for Indigenous families who have had their children apprehended by the child welfare system and the application of Gladue Principles in family law matters involving child welfare agencies.

Ashley Quinn, Ph.D., MSW, completed her Doctor of Philosophy at the University of Toronto, Faculty of Social Work, and received a Joseph Armand Bombardier SSHRC scholarship for her research on the factors contributing to cultural identity and the development of community-based outcome measures for Indigenous families involved in the child welfare system. The aim of her research was to establish and improve funding towards Indigenous governance and policy, to promote the development of cultural strengths-based services and to help build capacity with regard to program and policy development, implementation and evaluation within a culturally relevant research framework.

*Selected publications:*

Quinn, A.L., Nutton, J., Blumenthal, A., & Trocmé, N. (2014). Type of Investigation, Substantiation and Primary Category of Substantial Maltreatment for First Nations Children across Canada. Canadian Child Welfare Research Portal; Information Sheet # 131.

Quinn, A.L., Saini, M. (2013). Authentic Youth Engagement in Social Work Services. Ontario Association of Children's Aid Societies (OACAS) Journal.

Saini, M., & Quinn, A.L. (2013). A Systematic Review of Randomized Controlled Trials of Health Related Issues within an Aboriginal Context. Prince George, BC: National Collaborating Centre for Aboriginal Health.

## Centre Updates

### ***Centre for Inclusion and Citizenship***

This year marks the eighth year the Centre for Inclusion and Citizenship has been going and we continue to grow as Canada's only university based research Centre with an exclusive focus on social policy and issues concerned with the full inclusion and citizenship of people with intellectual and developmental disabilities.



Our research programme has expanded significantly over recent years with major Social Sciences and Humanities Research Council (SSHRC) and Canadian Institutes of Health Research (CIHR) and other funding awards to support a range of projects on critical issues such as youth transitions, healthy sexuality and employment. Please visit our website at [www.cic.arts.ubc.ca](http://www.cic.arts.ubc.ca) to see the range of projects and initiatives underway.



We have developed excellent partnerships with other departments at UBC and elsewhere ranging from Education, Rehabilitation Medicine, Nursing, Theatre and Law. Our community partnerships have also continued to grow with strong links to Inclusion BC, Canadian Association for Community Living, the Family Support Institute of BC and numerous local community living organizations.

A recent initiative was the I Am Voting initiative on which we partnered with self advocates and community living organizations to encourage and support voting by people with intellectual and developmental disabilities. We continue to be grateful for these alliances and all our supporters who help to keep our work focused on priorities for self-advocates and families.

One of the more significant areas of development over the past couple of years has been a dramatic increase in our international presence and the growing recognition of the CIC as a major contributor to the global movement towards full citizenship. Indeed, the I Am Voting initiative noted above grew out of a partnership with Inclusion Melbourne in Australia who have been leading work in this area for a number of years and inspired us to undertake a new focus on political and civic engagement.

Much of our increased international presence is a product of our 2015 international conference Claiming Full Citizenship held in Vancouver and attracting over 500 participants from 11 countries. Since the conference,



follow up events have been held in New Zealand and Australia and we are currently working with partners in the UK on a major follow up conference in Glasgow, Scotland for 2019. This is part of an exciting new global initiative stemming from the conference called Citizen Network (<http://www.citizen-network.org>).



We are pleased to announce that the CIC is the host for Citizen Network Canada. We are also a founding member of the International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD) Academy on Education, Teaching and Research. This will enhance our ability to offer workshops by internationally recognized experts in the field and to offer our support to developing nations.

The Centre's Co-Directors, Dr. Tim Stainton (UBC Vancouver) and Dr. Rachelle Hole (UBC Okanagan) have had the opportunity to speak and work in numerous countries and provinces; Australia, China, Israel, Newfoundland and Labrador, Ontario and Saskatchewan to name a few. British Columbia and the CIC remain a key source for information and inspiration around the world and the CIC is proud to help spread the word as well as bring innovation and ideas back home to improve our own work.

Save the date! Join us at UBC Okanagan on December 3rd. We are once again co-hosting the Inclusion BC and BC Self Advocacy Foundation's International Day of Persons with Disabilities Film Festival. Please visit our [website](#) for more information; like us on [Facebook](#), and follow us on Twitter [@CICUBC](#).



## Research Round-Up

### Grant Charles

Grant Charles was the lead editor of a recently published book, *"Supervision in Child and Youth Care Practice"*. He also had a number of book chapters published, including *"Reflective response: Interdisciplinary and interprofessional collaboration: Essential for the doctoral advanced practice nurse"* in *Role Development for Doctoral Advanced Nursing Practice (2nd Edition)*; *"Individual developmental plans and a child and youth care supervision cycle (with Garfat)"*, *"Supervision: A matter of mattering (with Garfat)"*, *"The beginning of the journey: Supervising students (with Alexander)"* and *"Connecting child and youth practice and supervision: Another piece of the puzzle"* in *Supervision in Child and Youth Care Practice*. He also had an article published, *"Beyond ethics and evidence: Learning to look at the intended and unintended consequences of our action"* in the *Journal of Child and Youth Services*.

He authored two reports: *"Secure care legislation"* and *"Secure care as a component of an integrated service network model"*, as well as co-authoring another report, *"Secure care policy brief"* for the BC Pediatrics Society (with Warshawski and Warf). He also contributed to three reports: *"Broken promises: Alex's story"*, *"Last resort: One family's tragic struggle to find help for their son"*, and *"Too many victims: Sexualized violence in the lives of children and youth in care"*, released by the Office of the Representative for Children and Youth of British Columbia.

Grant was an invited speaker at: the Department of Critical and Cultural Studies at Emily Carr University (*Barriers to reconciliation*); Youth Matters Forum (*Secure care*), Collaborating Across Systems: Preventing and Responding to Domestic Violence and Child Abuse Conference (*Improving outcomes in child welfare cases where domestic violence is an Issue: What do we know? What should we know? What do we need to do differently?*); Excellence in Residential Interventions, Association of Children's Residential Conference (*Challenging our assumptions: Finding new ways to look at what we are doing so we can do what we are doing differently*). He moderated a panel (*The human rights of Aboriginal children*) with Turpel-Lafond, Degagne and Archibald at the Korczak Lecture Series. He was also an invited presenter (with Lowry) at the Inspiring Creative Dialogue: Arts and Health Research Symposium (*Using the arts for social change*). He presented *Challenging our practice and ethical assumptions: Promoting innovation by finding new ways to look at what we are doing so we can do what we are doing differently* (with Anderson-Naithe) at the CYC in Action Conference and *Ethics: Challenging our practice assumptions* at the Creativity in Social Work: Embracing Innovation British Columbia Association of Social Work Annual Conference.

He was recently appointed to the Council on Accreditation of the Canadian Association of Social Work Education and the College of Reviewers for the Government of Canada's Canada Research Chairs Program. He continues as a member of the UBC Behavioural Ethics Review Board.

He was recently awarded SSHRC Insight Grants as a principal investigator (*Witnessing the "Dark Secret" of Student-to-Student Abuse in Canada's Indian Residential Schools: Situating Survivor Testimony, Scholarship, and Creative Practice in a Process of Reconciliation*) and a co-investigator (*Being My Future: Adolescents' Future Oriented Projects with Non-parental Adults*). He continues as a co-investigator on another SSHRC grant (*Child Sexual Abuse Images On-line: Identifying and Addressing Knowledge Gaps and Multilevel Barriers to Cross-sectional Responses*). Two of the students he is supervising were recipients of highly prestigious awards. Andrea Johnson has been selected to be a Public Scholars Initiative Scholar and Tess Raithby was awarded a Tri-Council Canada Masters Scholarship.

## **Edward Kruk**

As President of the International Council on Shared Parenting, Edward co-chaired the Third International Conference on Shared Parenting in Boston in May. The conference was an unqualified success, drawing delegates from 25 countries, and featuring presentations by the world's leading experts on children, divorce and co-parenting. The question, "Have we reached a watershed in understanding the best interests of children in situations of family separation and divorce?" was placed front and centre during conference deliberations.

The conference conclusions were distilled by Dr. Sanford Braver: "To my mind, we're over the hump...we've reached the watershed. On the basis of this evidence...social scientists can now cautiously recommend presumptive shared parenting to policy makers." He further added, "I think shared parenting now has enough evidence... [that] the burden of proof should now fall to those who oppose it rather than those who promote it." Edward's presentation at the conference on parental alienation will be published in a forthcoming issue of *The Journal of Child Custody*.

Prior to the conference, Edward made keynote presentations on topics related to shared parenting and parental alienation in Valencia, Reykjavik, Izmir, Istanbul, and Brussels. He has also been active on the publishing front, with recent publications in the *International Journal for Family Research and Policy* and *New Male Studies*. His current research focuses on best practices in the field of parental alienation reunification. He continues writing his column on co-parenting after divorce for *Psychology Today*, having recently penned his thirtieth article for that publication.

Early in the 2016-17 academic year, Edward was formally inducted into the UBC Quarter Century Club, which makes him the longest-serving faculty member of the School of Social Work!



## **Sheila Marshall**

Sheila Marshall, Grant Charles, and their colleague Richard Young (counselling psychology) received a Social Sciences and Humanities Research Council grant to study how adolescents talk about their futures with non-familial adults.

Sheila Marshall and her colleague, Lauree Tilton-Weaver, recently published a chapter summarizing research findings from their project called "Over 2 U: Governance Transfer between Adolescents and their Parents" (funded by the Social Sciences and Humanities Research Council).

The chapter, titled *Governance Transfer: A Dynamic Perspective on Adolescent Behavioral Autonomy and Parent Regulation*, is included in *Autonomy in Adolescent Development: Towards Conceptual Clarity* (published by Routledge).

## **Tim Stainton**

Tim has been on sabbatical for the 2016/2017 academic year and continues to be the Director of the Centre for Inclusion and Citizenship.

Since the Fall/Winter update, Tim has been appointed to the UBC President's Office working committee on Disability Culture, Art and Equity. The mandate of the committee is to identify the barriers faced by people with disabilities on UBC's campuses and seek ways of removing such barriers; to develop strategies for raising awareness of disability among all members of the UBC community and beyond; to support learning and research in this area; to encourage development of cultural and artistic expression by people with disabilities, and solicit proposals for cultural projects; and to explore ways of raising funds in support of such projects. More information can be found at the [Theatre and Film web page](#).



The 2 current research projects here are:

- Wingspan "Dis/ability Arts, Culture & Public Pedagogy: A/r/t/ographies for Access by Youth with Disabilities". Dis/Arts-based Participatory Research Program
- "Staging, Filming & Accessing Dis/Arts, Culture and Public Pedagogy at UBC: Dis/ARTS 'StudioLIVE' on the Campus & in the City"

In April 2017, the Council of Canadian Academies appointed Dr. Stainton to the Expert Panel on Medical Assistance in Dying. The panel is comprised of 43 individuals, from Canada and abroad, who have expertise, knowledge, and leadership experience in a range of disciplines including law, medicine, ethics, social sciences, and health sciences, among others. The Expert Panel is tasked with compiling and assessing available evidence to inform the ongoing policy discussions on the issues related to medical assistance in dying by responding to the following question:

*"What is the available evidence on, and how does it inform our understanding of, medical assistance in dying (MAID) in the case of mature minors, advance requests, and where mental illness is the sole underlying medical condition, given the clinical, legal, cultural, ethical, and historical context in Canada?"*

Tim has also begun work on a new project: Promoting Human Flourishing in the Context of Medical Assistance in Dying (2017-2018) The overall aim of this initiative is to develop and share cultural narratives about the meaning of disability, frailty and suffering in the context of an emerging system for medical aid in dying (MAiD) in Canada. The initiative is guided by the legislative commitment in the preamble to the Criminal Code provisions for medical aid in dying adopted by Parliament in June 2016, and which states in part the need to "affirm the inherent and equal value of every person's life and to avoid encouraging negative perceptions of the quality of life of persons who are elderly, ill or disabled;". This initiative will focus, in particular, on the barriers to self-respect and equal dignity faced by people with significant disabilities who live with fragility and suffering. This project is a collaborative initiative & partnership of: Canadian Association for Community Living, Centre for Inclusion and Citizenship, UBC School of Disability Studies, Ryerson University Tangled Art + Disability. It is funded by: Social Development Partnerships Program - Disability Component, Employment and Social Development Canada.

Other current research projects Tim is actively involved in include:

- Ready, Willing & Able National Evaluation
- Sex, Lies and Citizenship
- Transitioning Youth with Disabilities and Employment: The TYDE Project

Details about the above projects can be found on the [Centre for Inclusion and Citizenship website](#).

Publications:

- Research and Practice in Intellectual and Developmental Disabilities Volume 4, 2017 - Issue 1: Special Issue on Citizenship and Inclusion for People with Intellectual Disabilities, edited by Christine Bigby and Timothy Stainton
- Editorial Moving towards full citizenship and inclusion for people with intellectual disabilities Tim Stainton Pages 1-3 | Accepted 24 Mar 2017, Published online: 05 Jun 2017 Download citation: <http://dx.doi.org/10.1080/23297018.2017.1312505>
- Fleming, P., Furlong, M., McGilloway, S., Keogh, M., Herson, M., Stainton, T. (2016). Protocol: Personal budgeting interventions to improve health and social care outcomes for people with a disability: A systematic review. The Campbell Collaboration.

Several Historical works will be forthcoming in the Fall of 2017.

- Stainton, T. 'Reason, Value and Persons: The Construction Of Intellectual Disability In Western Thought From Antiquity to the Romantic Age'. In Roy Hanes ed. Routledge History of Disability.( Abingdon:Routledge.)
- Goodey, C., McDonagh, P. & Stainton T. (Eds.). Intellectual Disability: A Conceptual History, 1200-1900. (Manchester: Manchester University Press).
- Stainton, T. Sensationalism and the Construction Of Intellectual Disability. In Goodey, C., McDonagh, P. & Stainton T. (Eds.). Intellectual Disability: A Conceptual History, 1200-1900. (Manchester: Manchester University Press).
- Goodey, C., McDonagh, P. & Stainton T.. 'Introduction' in Goodey, C., McDonagh, P. & Stainton T. (Eds.). Intellectual Disability: A Conceptual History, 1200-1900. (Manchester: Manchester University Press).

Tim continues to speak and present on a regular basis. In this period, Tim accepted an invitation to present at the **Saskatchewan Association for Community Living's Family Conference** June 2/3 in St. Albert, SK. His talk, "Citizenship and Inclusion" explored what we mean by the idea of citizenship and inclusion of people with intellectual disabilities. It explored the policy and practice elements of inclusive citizenship and what is required to give people real choice and control over their lives and reflected on the informal side of inclusion and how we can foster relationships and belonging as full members of our community.

Tim was part of the research team presenting **We're Doing It! A play about sex....** This workshop, given at the Inclusion BC conference in Richmond BC June 15 - 17, introduced an exciting new project, "Sex, Lies and Citizenship" , exploring what information is needed to achieve successful sexual health education and positive sexuality for youth and adults with intellectual disabilities.

Also in June 2017, Tim travelled to Israel. He was invited by the **Disability Studies Centre at the Paul Baerwald School of Social Work and Social Welfare, Hebrew University of Jerusalem** to present on Citizenship and Rights Based Policies and on the Identity Model of Disability and the Implications for Research.



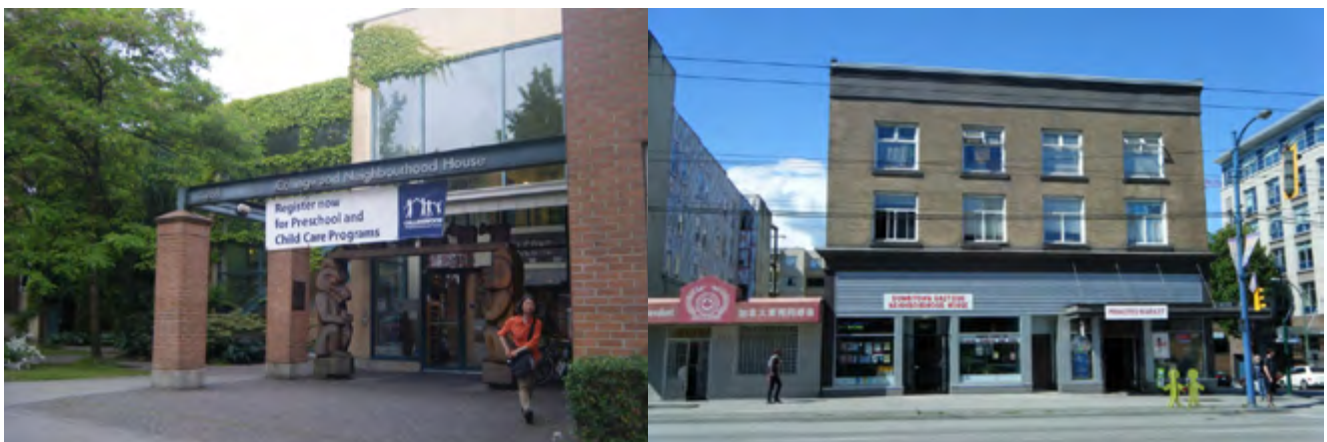
## Miu Chung Yan

With the support of all neighbourhood houses in Metro Vancouver, led by the Association of Neighbourhood Houses of British Columbia (ANHBC) in particular, Miu was involved in a series of activities to translate the findings of the Neighbourhood Houses research project to different groups of stakeholders. For instance, the project published twelve two-page finding briefs on the [project website](#). In October, partnering with the members of the Project Research Advisory Group, the research team made seven presentations at the International Neighbourhood House & Settlement Conference in Berlin while Miu was a keynote speaker of a major panel session. Back in Vancouver, Miu presented the findings to ANHBC's Board of Governors and at a community forum held in the Central Branch of Vancouver Public Library.

In December 2016, as a panel keynote speaker, he made a presentation on the topic, "Indigenizing Social Work in Chinese Social Policy Context: Limitations and Opportunities" at the International Conference in Transforming Social Welfare and Social Work in China, organized by the Department of Social Work at Sun Yat-sen University in Guangzhou. Upon the invitation of the Department of Applied Social Studies, City University of Hong Kong, he presented the same topic to their faculty and students in May 2017. During the same trip to Hong Kong, Miu also made a presentation on "A Brief Introduction of Canadian Social Work Education Accreditation System" at the Annual General Meeting of the Hong Kong Association of Schools of Social Work.

In terms of research, he continues to work on the SSHRC Insight Grant study of the inner group dynamics among the Chinese immigrant communities in Toronto, Calgary and Vancouver. Meanwhile, he will embark on an international comparison study. This project is led by the researchers from Nanyang Technological University, in collaboration with a researcher from the University of California, Los Angeles, and himself. Through this study, they will examine the socio-political impacts of Chinese and South Asian immigrants' settlement and integration processes in Vancouver, Singapore and Los Angeles.

Finally, Miu's co-edited textbook, *Working with Immigrants and Refugees: Issues, Theories, and Approaches for Social Work and Human Service Practice*, was published in April by Oxford University Press, to which he also contributed a chapter on Migration Theories, in addition to the Introduction and Conclusion chapters. In the meantime, his coauthored paper entitled "Continuing Education for the Emerging Social Work Profession in China: Exploring the Experiment in Shenzhen" was published in the *Journal of Teaching in Social Work*.



Left: Collingwood Neighbourhood House; right: Downtown Eastside Neighbourhood House. Photo credits: unknown, from nhvproject.ca

## Student and Alumni Updates

### ***2017 International Summer School Program: Multiple Faces in Social Work***

From July 14th to 27th the School of Social Work hosted 16 undergraduate students of four different universities from the province of Guangzhou, China, who came all the way to Vancouver wondering about the characteristics of social work here in Canada. With the title *Multiple Faces in Social Work*, this summer program explored the multiple roles, settings and ways of practice that social work practitioners in Canada have engaged, and what has helped social workers serving in different roles and settings to define a commonly shared professional identity.

With presentations by both School's instructors and guest lecturers, this summer school explored the settings where social work is practiced (national welfare, place-based community development, health and justice systems), as well as the issues faced by the populations social workers work with (youth and families, immigrants and refugees, work with elders, people with disabilities, women and gender based issues). Visiting students also learned from guided visits around the city and to community service providers. Each of these scenarios represented an opportunity for exchanging knowledge, discussing about cultural differences, self-care strategies, and the perspectives for social work in a globalized community.

The program concluded with a great display of creativity by the participants in promoting the social work career in China, through the use of videos, music, posters, chat-rooms, blogs, and other web-based strategies. Visiting students expressed a great interest in learning more about the ethics of care, human rights approaches to social justice, and in having a longer than two-weeks experience to enjoy more of the scenery offered by Vancouver and UBC Campus!

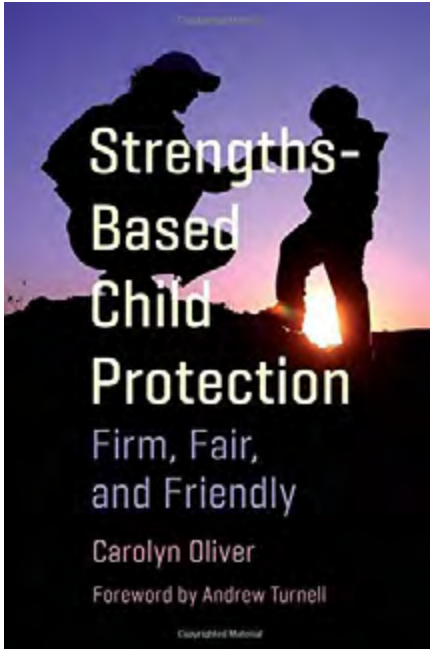
For our Social Work School, this International Summer Program constituted another glimpse at what our learning community has to offer to the world, and at the great need to enhance our profession through this kind of global exchanges of knowledge.

*Ricardo Chaparro-Pacheco, PhD (abd) in Social Work  
2017 Summer School Program Coordinator*



2017 Summer School students with their certificates of program completion.

## Dissertation published



Dr. Carolyn Oliver, a doctoral graduate of the School, has just had her dissertation published by the University of Toronto Press: "Strengths-Based Child Protection - Firm, Fair and Friendly". Congratulations Carolyn for this significant contribution.

## Two student leaders honoured at Dean's Reception

Two of the School's student leaders, Joyce Dieudonne and Katrina Niebuhr, were nominated by the School as Graduating Student Leaders for their excellent work as the 2015 - 2017 BSW Representatives on the BSW Curriculum and Field Education Committee.

Along with all nominated Student Leaders, they were honoured at the Dean's Reception on March 22, 2017 at Sage Bistro.



Joyce (left) and Katrina were nominated as Graduating Student Leaders.

### Stay in Touch!

The Bridge is our newsletter connecting our alumni, students, and colleagues with the School, 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](http://socialwork.ubc.ca) or Twitter [@SocialWork\\_UBC](https://twitter.com/SocialWork_UBC).

The School of Social Work is located on the unceded traditional territories of the Musqueam people - 2080 West Mall, Vancouver, BC, Canada

[www.socialwork.ubc.ca](http://www.socialwork.ubc.ca) | [@SocialWork\\_UBC](https://twitter.com/SocialWork_UBC)



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work  
Vancouver Campus