I am honored to join the School of Social Work at the University of BC as the new director. I follow in the footsteps of some great directors of the School, including Graham Riches, who retired from the School in 2008, and Brian O’Neill, who ended his term as the Acting Director in the summer of 2009.

Founded in 1929, the School of Social Work is the oldest social work education program in BC and the third oldest in Canada. We are a unique place with extraordinary faculty, staff and students, as well as an alumni body of over 2500 men and women who aspire to make the world a better place for the marginalized and poor.

As we enter our ninth decade of preparing students for professional social work practice, the School continues to emphasize critical, transformative knowledge. Students at both the undergraduate and graduate levels are encouraged to develop independent and critical thinking, identify with the humanistic values and ethics of the social work profession, maintain a special concern for vulnerable groups, and keep abreast of current social issues. Since the inception of the School, our faculty, students and alumni have been engaged in debate and research which seek answers to the question of how best to maximize the well-being of common people, drawing ideas and inspiration from various social science disciplines and our own practice.

A one-day planning retreat was held on 19 January 2010 which enabled colleagues to come together to consider the future directions of the School. A few ideas were seriously considered: on-line delivery, offering of social policy degree programmes, the retention of the BSW programme, etc. This retreat was followed by another session where colleagues came together and considered the future research strategy and directions of the School. In the future, we will strengthen our academic programming in social work and social policy, start to build our research and continuing...
education infrastructure, increase our faculty and students involvement in provincial, national and comparative research endeavors, and develop academic and research collaborations with various NGOs and universities. We are particularly excited about our future in the area of interdisciplinary and collaborative research. Importantly, we strive to be a leading centre for social work education and research on the west coast of Canada.

Looking at the past year, I wish to highlight our major developments. These include:

1. We have received approval for an additional permanent, full-time, tenure-track professor primarily to initiate and work with First Nations students. This position is currently posted for hiring. Our Field Education Coordinator is now permanent and full time, a change from a two-year appointment at the time of the accreditation in 2008. Finally, our half-time Instructor Position is now permanent, full time, and tenure track, a change from a half-time permanent appointment at the time of the accreditation in 2008.

2. The MSW curriculum was extensively discussed and reviewed and as a result, we now have a new MSW curriculum (with concentration in health and social care, international/social development and children and families) in place for the MSW cohort who will be admitted into the program in September 2010.

3. The MSW accreditation self-study report was completed under the leadership of Paule McNicoll. The report was submitted to the Canadian Association for Social Work Education in October. Preliminary feedback from the Association was positive and an on-site visit has been arranged for October, 2010.

4. A progress report for BSW re-accreditation was submitted to the Canadian Association for Social Work Education in March 2010. Several issues were addressed in this report including faculty strength, and aboriginal social work education delivery.

5. Brian O’Neill (Chair of Equity Task Force) secured some $10,000 from the University’s Equity Enhancement Fund to develop a comprehensive and progressive equity policy and plan for the School that addresses employment, student recruitment and admission, teaching and learning.

6. The Third Richard Splane lecture was held on November 26, 2009. The former Special Rapporteure on Adequate Housing of the United Nations, Miloon Kothari, came from India and spoke about the right to housing. His lecture was entitled “The Right to Adequate Housing: Global Issues, Local Action.”

7. Our PhD programme continues to attract high-calibre students from the region and overseas. Recently, the PhD cohort has become internationally diverse.

8. Summer University in Switzerland: This took place in the summer of 2009, attended by Margaret Wright and two students. This event aimed at promoting exchanges between faculty members and students from various countries, facilitating comparative analysis and research, and stimulating new approaches in social work. Participants came from US, Canada, Italy, France, Belgium, Holland and Switzerland.

On behalf of the School, I would like to extend congratulations to the students who successfully completed their studies during this academic year. We expect that some 30 BSW and 45 MSW students will graduate this year. Most importantly, we will soon have our first PhD graduate. Janet Douglas has scheduled her PhD defence in mid-May. The title of her thesis is “Health and Safety of Children Living in Marijuana Growing Operations – a Child Welfare Perspective.” Given our strong roots in family and child welfare, it is fitting that our first graduate should be working and researching in this field. Last year we admitted 31 BSW, 39 MSW and 6 PhD students. In the coming year, our intake will be larger for both the BSW and MSW while it will stay more or less the same for PhD.

The quality of teaching in our School continues to impress. As is shown by the results of the student evaluations, students were very satisfied with the undergraduate lecture courses last year. For the graduate programs, the mean scores for the course rating and the teacher were high and deemed most satisfactory. Like my predecessors, I wish to take this opportunity to recognize and thank the sessional instructors who contribute so much to the School’s teaching programmes and without whom we would be hard pressed to offer a rich curriculum of consistently high quality. All of us agree that sessional instructors with their rich practice experiences and skills make an important contribution to the quality of the learning environment at the School.

As far as research is concerned, we have had a fruitful year. The broad range of scholarship undertaken by our MSW graduates is evident later in this edition of The Bridge. Meanwhile, the faculty’s strong record of success in terms of refereed journal paper publications, books and monograph and research grants is to be applauded. Impressionally, research funding has increased considerably to reach $2.7 million in a span of the past seven years. Recently, our faculty members secured a large number of external research grants from various sponsors, such as SSHRC, MITACS, CIHR, ArcticNet, Metropolis BC, the Swiss Federal Department of Foreign Affairs, CLBC, and the Canadian International Development Agency.

The reputation of the School for high quality research continues to be reflected in the international activities of our faculty members. I was invited to present a paper (“Colonial Policy and Social Welfare: The Case of Hong Kong”) in the International Symposium on Colonialism and Welfare: Social Policy and the British Imperial Legacy, organized by the London School of Economics (UK) and the Tata Institute of India. Numerous colleagues did international presentations, including the following:

- Dr. Frank Tester presented his paper (“Mad Dogs and (Mostly) Englishman: A Morphology of Images, Cultural Transformation and the Consumption of Inuit Culture”) at the American Society for Environmental History and the National Council on Public History Conference in Portland, Oregon.
- Dr. Deborah O’Connor spoke to the audience on “Person-centred Care: From Concept to Practice”) at the International Association of Gerontology and Geriatrics Conference in Paris, France.
- Dr Miu Chung Yan was invited to present a paper (“Bridgeing and/or Bonding: Studies of New Generation Immigrant Youth-Social Capital and Job Search”) at the International Metropolis Conference in Denmark.
- Dr. Pilar Riaño-Alcalá presented her paper (“Crisscrossing Boundaries of Identity and Categorization”) at the International Association for the Study of Forced Migration 12th Conference in Cyprus.
- Dr. Edward Kruk shared his views on family mediation in his Divorce Mediation Conference presentation at the University of Ghent, the Netherlands.
- Dr. Grant Charles talked about the Canadian interprofessional education experience at the Inaugural lecture of the Research in Inter-professional Education and Collaborative Practice Group, School of Health and Social Care, Oxford Brookes University, UK.

Our Centre for Research on Personhood in Dementia has expanded our horizons, disseminating major findings in the field of social gerontology and providing a pioneering environment for collaborative interdisciplinary research.

This academic year, we were host to visiting scholars, professors and delegation members from Mainland China and social welfare colleagues from the universities of other countries. The three visiting scholars we have this year are:

- Mr. Da Wei Zhang, Visiting Scholar (Department of Political Science, Central China Normal University, China)
- Dr. Seung Yeun Shin, Visiting Professor (School of Social Work, Pyung Taek University, South Korea)
- Dr. Jane Fowler, Visiting Professor (Senior Lecturer, School of Health Services and Social Work, Griffith University, Australia)
- Dr. Lesley Chenoweth, Visiting Professor (Professor, School of Health Services and Social Work, Griffith University, Australia)

All in all, it has been a busy year for me. The learning curve of being the Director continues to be steep. I do not think I have answers to all the tough challenges the School is facing. But I am optimistic many of these challenges are surmountable, knowing I could rely on the advice and support of my colleagues, staff and students who are extremely resilient, imaginative and tough as a group.

Teaching has always been one of the most gratifying experiences of my life. Despite a hectic schedule, I taught an advanced MSW policy seminar in the second term. I suspect I had some of the best students of the School in this course. I was fortunate to spend time with a group of dedicated individuals who were investing their time in wanting to learn more about relevant and effective ways to deal with the dominance of market-based approach in social policy. Throughout the course, I was deeply impressed and somewhat inspired by their energy and passion for suggesting new and innovative policy ideas. Dr. Kwong-leung Tang Professor and Director
In Memoriam

FRASER, John David (Jack) – September 23, 2007
BSW 1951

Jack Fraser passed away on September 23, 2007. After serving overseas in WWII, he completed his Bachelor of Social Work at UBC and had a 35 year career with the province of Saskatchewan, at one time being the Director of Social Services for the Qu’Appelle Region. He was a founding member of HELP Homes and was involved in many service and charitable organizations over the years including the Saskatchewan Abilities Council, CNIB, John Howard Society and Overseas Adoption.

CLOHOSEY, Mary – December 26, 2009
MSW 1954

Mary passed away peacefully on December 26th, 2009, in Vancouver General Hospital. She was a very active member of St. Vincent de Paul, the Catholic Women’s League, the Newman Association, University Women’s Club and Social Work at UBC and had a 35 year career with the province of Saskatchewan, at one time being the Director of Northern Affairs. He was an 'outstanding Canadian'. His work with the newly-formed Arctic Division of Northern Affairs.

RUDNICKI, Walter – March 7, 2010
MSW 1952

Walter Rudnicki passed away in Ottawa on March 7, 2010. He worked for Vancouver General Hospital prior to taking a position with the newly-formed Arctic Division of Northern Affairs. He was an 'outstanding Canadian'. His work with and on behalf of Inuit is legendary. He set up the social work department within the Arctic Division and within 5 years it grew from several staff to one of the most important and well-staffed units within the Arctic Division.

Walter dramatically changed the way TB cases were dealt with when Inuit were sent south and anyone who has seen the film The Necessities of Life will appreciate what a strange and traumatizing experience it was for Inuit to be confined to southern sanatoria, sometimes for years and sometimes for the rest of their lives. He investigated the death by starvation of Inuit at Henik Lake in the winter of 1957-58. He argued that Inuit deserved to be communicated to in their own language and hired Inuit as interpreters. He argued that Inuit should get family allowances in cash instead of a credit at the HBC, etc. And the ‘ETC.’ is a big one!

Walter was a tireless champion of human rights. He fought with officials in his and other government departments over the provision of decent housing to Inuit. He was a ‘pain’ for administrators more committed to their political masters and maintaining the status quo than they were to the welfare of Inuit whose needs they were supposed to address. He was an advocate for Inuit at a time when the attitudes and values in the Department of Northern Affairs were still a hangover from the 1930s and 1940s - patronizing, colonial and racist. He was a sketch artist with a great sense of humour. His investigation of the deaths at Arviat and Henik Lake using his own version of the Thematic Apperception Test (TAT) is likely one of the most creative reworking of a psychological instrument I have ever seen. He gave me the sketches that he used to help Inuit tell their stories.

In 1973 he was fired by the federal government for leaking documents to the National Indian Brotherhood after the government introduced the infamous 'White Paper'. He sued and won.

I am greatly saddened by his death. It was a ‘good run’. I have hours of tape talking about his experiences and many documents he gave me. He is one of those quiet Canadians more than deserving of accolade that often goes to many for doing much less. His advocacy for Inuit and First Nations is well imprinted on Canadian history. As a UBC graduate, we should be proud of him.

LYNDA FLETCHER-GORDON, MSW

Associate Professor, SOWK

STUDENTS: News and views

Leya Eguchi – MSW Student

Presentation by Leya Eguchi, BSW

I was invited this summer as a guest lecturer for the International University of Health and Welfare’s School of Health and Welfare. I presented on the collaboration initiative I have been working on with the New Westminster Homeless Coalition. I also discussed various collaborative service delivery models in North America and participated in a smaller discussion group after class with several social workers and students. It was a great opportunity to exchange information and network with social workers in Japan. I have been leading an interagency collaboration effort in New Westminster for the past year.

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Presentation by Leya Eguchi, BSW

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The conference brought together more than 750 participants from across Canada including many homeless and previously homeless individuals. The conference provided a unique opportunity to network with professionals in the field of community development, addiction, planning and social work and provided a place for sharing innovative and effective best practices across the country.

Guest Lecture at the International University of Health and Welfare, Tochigi, Japan (July 6, 2009)

New Westminster Collaborative Service Delivery Model

Presentation by Leya Eguchi, BSW

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2009 Congress of the Humanities and Social Sciences

An estimated 8000 academics from across North America attended the 2009 Congress of the Humanities and Social Sciences, among them were three representatives from the University of British Columbia’s School of Social Work: Janet Douglas, Sarah Chapple and Leigh Green. The School of Social Work for allowing us this opportunity we each spent three to four days filling our days with workshops and panel discussions that ranged in topics from child welfare and restorative justice to poetry readings. All of the sessions kept our interest and evoked great thought provoking discussions, but a few highlights stood out to each of us. For example an opportunity to listen to Supreme Court Justice Rosalie Abella’s lecture entitled “Human Rights and History’s Judgement”. Her powerful words such as “silence in the face of intolerance means intolerance wins” were inspiring to say the least.

As the PhD rep, Janet Douglas was impressed with the quality of research that was presented by the Carleton MSW students, most of whom participated in group projects. Their school has a reciprocal relationship with local community agencies, whereby calls are made for research proposals and students are linked with agencies based on their interests and availability. The students get access to the ‘data’ for a project, and the agencies get research that is meaningful for them...a win-win situation! There was a presentation by McGill faculty and researchers of an on-line pilot project they have developed for practicum field supervisors to assist them with the challenges of their work. And finally, our own Dr. Brian O’Neill participated with other committee members from the CASWE in an excellent plenary session on multiple oppressions. The conference overall allowed for a broad range of activities and workshops, despite our Capital being cool and rainy!

The Congress of Humanities and Social Sciences is also an excellent opportunity for graduate students to present their research and connect with students and faculty from many other disciplines of study, as the Congress is a truly multidisciplinary conference with more than 70 participating scholarly associations. Sarah Chapple attended the Student Standing Committee as the UBC MSW Student Representative. The Student Standing Committee provides a venue for social work students from across the country to meet and discuss issues relevant to us all. Topics at this year’s meeting included building and maintaining connections between social work students from schools across Canada, creation and distribution of a PowerPoint tool that explains the role of CASWE student delegates, and improving continuity and communication of the opportunity for students to represent their school of social work at this national conference. Any UBC social work students who are interested in attending a future conference are encouraged to contact the previous year’s delegates for further information.

Janet Douglas, PhD Candidate

Margo Nelson is the recipient of both the Richard Splane Doctoral Scholarship and the Henry Mass Memorial Scholarship

Margo Nelson is a 2nd year student at the School of Social Work, and is working on research concerning policy and practice in British Columbia affecting Aboriginal and non-Aboriginal children in care. Her dissertation research will examine the intent of child welfare legislation in respect of the protocols. The student’s duties and responsibilities to children who have been removed from the care of their parents, the ways in which policy and legislation negotiate the tensions between western legal notions of family privacy and government obligations to secure the well-being of children, and the degree to which common factors in disproportionality such as poverty, ethnicity, social capital and educational attainment are explicitly or implicitly addressed in policy and practice.

She is also currently working with Dr. Richard Sullivan and the Vancouver Aboriginal Child and Family Services Society on research examining cultural continuity for children in care and the relationship of this factor to social, health and educational outcomes, and with Dr. Sheila Marshall on research examining outcomes associated with the implementation of the Family Development Response within the Ministry of Children and Family Development.

Originally from the United States, where she worked in educational research, drug and alcohol treatment, and in children’s psychiatric care, she earned her M.S.W. degree at Portland State University in Oregon and then worked in the United Kingdom as a senior practitioner in child protection before emigrating to Canada and entering the doctoral program at UBC.

Margo Nelson
PhD Student

As I rode the bus down through Costa Rica’s central valley, toward the Caribbean coast, I not only noticed how stiflingly hot and humid it was becoming, but my purpose for coming to Latin America as a social work student was validated. Hundreds of acres of banana plantations, all for export, showed me that Costa Rica was integrated, for better or for worse, in the global economy. As I continued on my way to the small, rural community of Puerto Viejo I started to get more views of thick, humid rainforest. Rainforest that was full of fruit and nut trees, spice and starchy root plants. In other words, the rainforest was bursting with food. Costa Rica was going to be a good place to study my newfound social work passion: food security.

Food security within the global context is an important issue for social workers to look at because food is not only a basic human right but a basic human need. Thinking about food in this light immediately makes it a social justice issue. Exploring barriers to food security means looking at global economics, environmental issues, farmers and farming, corporations, politics and policies, social implications of food (in)security, culture and much more. When a social worker advocates for food security, s/he simultaneously advocates for indigenous rights, environmental protection, local ownership, community self-determination, women’s rights and many other issues. I was granted the amazing opportunity to look at all these issues for the 4th year practicum of my BSW degree.

Siobhan Gallagher
BSW student

In order to learn more about food security from this community’s perspective and to build on my understanding of the role of an international social worker in a rural setting I included a variety of practicum activities. I interviewed two agricultural cooperative managers to find out about the local people’s democratic, community responses to the corporatization and environmental degradation of their land. I lived on two permaculture farms where I learned to enjoy, preserve and be creative with the abundance of food in our backyard. I worked with a local family who received a micro-loan to develop their coconut oil business, and helped them promote their local, sustainable product. I participated in the weekly farmers market where producers spoke passionately about their goods, and made meaningful connections with the community who then benefited from those relationships and from good quality food. I joined with other international practicum students to organize and host free movie nights about the connections between the environment and community life at local outdoor restaurants.

Doing a social work practicum in Costa Rica meant I really learned about grassroots organizing. Social work in Puerto Viejo is far from institutional and responses to community issues arise in very organic ways. For a social worker, it requires flexibility, creativity, and cultural awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building. The awareness. But the most important lesson I learned was that effective international social work begins at the community level through capacity building.

The Bridge SpringSummer 2010
The 19th International Association of Gerontology and Geriatrics (IAGG) World Congress: Paris

Being able to attend conferences on aging at the national and international level is a real privilege. I get to hear about and interact with mentors and peers on the latest developments in the field, this time from across the world. Conferences also provide unique opportunities to reconnect with colleagues and meet new people from different countries and provinces. There was, however, only a rather small fraction of the symposia dedicated to the social sciences. The biological and medical sciences dominated the conference. So one thing I learnt is how much more we, as researchers and students in the social sciences of aging, will have to work to make the fruit of our labour bear on the field of aging.

Sing Mei Chan
PhD (c)
August 2009

International Conference on Coping & Resilience – Dubrovnik, Croatia

The conference was truly an international event, with presenters and attendees from every continent, with the exception of Antarctica. Many attendees and presenters came from the field of social work, but many others represented diverse disciplines including psychology, sociology, health, education and others. There was also great diversity in the topics of presentations, ranging from individual interventions that support resilience and coping in children and adults affected by problems at the macro level such as poverty, violence, racism and heterosexism, as well as more individual/family-focused interventions for problems such as intimate partner violence, problematic substance use, and child abuse. There were a number of presentations regarding grass-roots movements in international settings supporting social justice and supporting resilience at individual and community levels.

It was a great privilege to have the opportunity to experience this very lovely part of the world and to participate in such a stimulating exchange of ideas with other conference participants.

Margo Nelson, PhD student

Social Work Student Awards

Scholarship Winners for 09W

Jack & Isabel Kirkpatrick Scholarships in Social Work
Kristin Kendrick (PhD)
Tatiana Peres (MSW)
St. Leonard’s Youth and Family Services Scholarship
Benson Lee (BSW)
Jean Jure Scholarship
Jaya Babu (MSW)
Laura Holland Scholarship
Ella Ferman (BSW)
Beatrice Wellington Gonzales Memorial Scholarship in Social Work
Andrea Weber (BSW)
Henry Maas Memorial Scholarship
Debra “Margo” Nelson (PhD)

COLLOQUIUM: The Richard B. Spline Public Social Policy Lecture, November, 2009

Neil Douglas McKay Scholarships
Pascale de Kerckhove (MSW)
Andrea Harstone (MSW)
Thomas A. Dohm Scholarship in Social Work
Meredith Elliott (MSW)
Mary Hill Scholarship in Social Work
Stephanie Porter (MSW)
Zelia Collina Scholarship
Olivia Kelly (BSW)
Lilian To Memorial Scholarship
Jacqueline Maloney (MSW)
Penny Hicks Service Award
Sarah Jones (BSW)
Roopchand Seebaran Prize
Dan Ji (BSW)
Richard Spline Doctoral Scholarship
Debra “Margo” Nelson (PhD)
The School of Social Work, along with sponsors UBC Liu Institute for Global Issues, UBC Habitat Exchange, United Nations Association of Canada (Vancouver Branch), and World Federalist Movement of Canada (Vancouver Branch) were very pleased to present Miloon Kothari, at his lecture: “The Right to Adequate Housing: Global Issues, Local Actions”, on November 26, 2009.

SCHOOL UPDATES

BSW REPORT

The BSW programme is in its second year of the 2 year conditional accreditation we received in 2008, and we have submitted our re-accreditation report to the CASWE. The “conditions” specifically related to increasing faculty capacity and addressing issues of Aboriginal student recruitment and support. We were pleased to report that we now have a fulltime Instructor position, filled by Elizabeth Jones, and a fulltime Coordinator of Field Education, filled by Laura Harvey (currently on maternity leave and temporarily filled by Jessica Liebster). We are currently recruiting for a fulltime First Nations Faculty. Further, we have almost completed the 5 year Squamish First Nations Pilot Project. Thirteen students are currently in their final social work class with Richard Vedan, and two of the thirteen will receive their BSW at November, 2010 convocation. Many of the other students are making plans to complete their liberal arts requirements and thereby achieve their BSW.

Our very active BSW Curriculum and Field Education Committee meets four times an academic year, and provides oversight to the continued excellent programming of the BSW. Made up of representatives of third and fourth year students, field, staff, and faculty, the Committee reviews student feedback and actions taken, approves new proposed courses, monitors progress, participates in admissions processes, and considers specific field education matters.

There is a renewed commitment to the BSW Programme and we are moving forward on a number of initiatives. We accepted 30 applicants into the programme in September 2009, and have accepted 35 for September 2010. We are developing several online courses. We have a full offering of 3 courses during summer school. We are making significant changes to the curriculum of the Advanced Year of the MSW programme. The process started a few years ago with a wide and in-depth consultation of many stakeholders: students, regular and sessional faculty members of the then School of Social Work and Family Studies, community agencies, field supervisors and faculty from other Social Work departments of other BC universities. There were surveys and focus groups. The two main findings were that our curriculum lacked focus and that there was little sense of community among MSW students. We also listened to the input of the external review of the School conducted in 2007. Reviewers strongly suggested that we introduce concentrations and abolish the graduating essay. Through a series of meetings and faculty retreats, we devised the structure and the core courses of the new Advanced-Year curriculum.

There are 4 main changes: creation of 2 new courses, abolition of the graduate essay, introduction of 3 domains of concentration and the lowering of the number of required credits from 33 to 30, the Canadian standard. The first course will be compulsory. Entitled Social Work & Social Justice, it will reflect the focus of our programme. It will also be the first course offered in the year and we hope it will help create a sense of community and identification among entering MSW students. The second new course will be offered in the second term; it is an integrative seminar that will replace the graduating essay. The goal of this course is the creation of a project (which may or may not be a paper) that will demonstrate students’ integration of theory, policy, research and practice in regard to their topic of specialization. Students electing to do a thesis will not have to take this course.

There will be three concentrations: Children & Families, Health & Social Care, and International/ Social Development. Students will have to declare a concentration and will have to take the praxis course attached to that particular choice. Since the courses will be offered at different times, it will be possible for students who are interested in more than one concentration to take a secondary concentration.

There are elements that will remain in the curriculum: all students will take a minimum of 6 credits of research and conduct an original study, and will do a practicum of 210 to 450 hours (for thesis or non-thesis students respectively).

Here are graphs depicting the new curriculum for students who opt for an integrative seminar and for a thesis:

Changes to the MSW Curriculum

Future developments

Now that the structure and core courses are in place, we will consult again. Our goal is to ask MSW students, faculty, community agencies, professional social work organizations and alumni about the elective courses they consider the best complements to the core curriculum. Current courses may or may not remain; their fate will depend of the results of this consultation. We plan to send you an e-mail soon and ask you to complete a short electronic survey. We hope that you’ll respond to our invitation to contribute to the future of our Advanced-year curriculum. If we do not have your email address, could you please send it to Suzanne Moore at suzanne.moore@ubc.ca

Mr. Kothari is the author of the 2007 UN Human Rights Council Special Rapporteur on adequate housing (2000-2008), he is also the convenor of the Habitat International Coalition’s Housing and Land Rights Network and a founding member of the International NG Committee on Human Rights in Trade and Investment (INCHRITI). He has also been actively involved in works related to the human rights dimension on poverty, water and sanitation. In his work as Rapporteur he has also focused on strategies to ensure respect for human rights in post-conflict and post-disaster situations.

Mr. Kothari is the author of the 2007 UN Human Rights Council Report on Adequate Housing, we will be able to develop a 5 year plan based on the structure and core courses. We have engaged in recruitment fairs on campus and have a full offering of 3 courses during summer school. We are developing several online courses. We have a full offering of 3 courses during summer school. We are making significant changes to the curriculum of the Advanced Year of the MSW programme. The process started a few years ago with a wide and in-depth consultation of many stakeholders: students, regular and sessional faculty members of the then School of Social Work and Family Studies, community agencies, field supervisors and faculty from other Social Work departments of other BC universities. There were surveys and focus groups. The two main findings were that our curriculum lacked focus and that there was little sense of community among MSW students. We also listened to the input of the external review of the School conducted in 2007. Reviewers strongly suggested that we introduce concentrations and abolish the graduating essay. Through a series of meetings and faculty retreats, we devised the structure and the core courses of the new Advanced-Year curriculum.

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Changes to the MSW Curriculum

Future developments

Now that the structure and core courses are in place, we will consult again. Our goal is to ask MSW students, faculty, community agencies, professional social work organizations and alumni about the elective courses they consider the best complements to the core curriculum. Current courses may or may not remain; their fate will depend of the results of this consultation. We plan to send you an e-mail soon and ask you to complete a short electronic survey. We hope that you’ll respond to our invitation to contribute to the future of our Advanced-year curriculum. If we do not have your email address, could you please send it to Suzanne Moore at suzanne.moore@ubc.ca
INTERNATIONALIZATION

Since the Centre for Inclusion and Citizenship (CIC) officially opened in March 2009 we have been working with the community, government and the private sector to secure justice, equality and well-being of all citizens and have made significant progress in our three priority areas - Research, Education and Knowledge Exchange.

Over the last year, we have:

- Contributed to student and professional development and employment in the Community Living sector through the provision of studentships
- Secured a $20,000 Peter Wall Institute for Advanced Studies Exploratory Research Grant to host In from the Margins: New Foundations for Personhood and Legal Capacity in the 21st Century a symposium to gather together international scholars for the purpose of developing an interdisciplinary research agenda around Article 12 and the UN Convention on the Rights of Persons with Disabilities
- Received $50,000 to develop CILLI: The Canadian Inclusive Lives Learning Initiative a comprehensive, systematic and accessible programme of learning and skill development to enhance the capacity of persons with intellectual disabilities, families and communities to create and maintain rich and inclusive lives in their communities
- Collaborated to secure a SSHRC Standard Research Grant ($128,320) for the Road to inclusion or increased risk? Home sharing and people with intellectual disabilities to explore what Home Sharing is and how it can successfully support adults with intellectual disabilities
- Hosted 3 nationally and internationally renowned scholars in the field of Disability Studies at our colloquia series

To learn more about the CIC please visit our website at www.cic.arts.ubc.ca or contact Colleen Evans, Centre Coordinator, 2080 West Mall Vancouver, BC V6T 1Z2 Phone: 604-822-5872 or Email: cic.ubc@ubc.ca

FIELD EDUCATION

For two weeks in July, 2009 three MSW students and one professor participated in a Summer University experience in Lausanne, Switzerland. Panneet Mahal, Janice Hamel and Shannon Fitzsimmons attended a two week summer course on the theme of Gender and Migration at the University of Applied Sciences of Western Switzerland. Dr. Margaret Wright was invited to participate as a lecturer on the topic of gender and child welfare. In addition to the three students from UBC, there were students from the USA, China, Finland, France, Iran, Mexico, Romania, Russia and Switzerland and professors from eight countries. As a result of the success of this experience, there are plans to attempt to repeat the summer school every two years. The proposed topic for 2011 is Gender and Intergenerational Relationships.

Margaret Wright
Associate Professor

My fourth year practicum placement is at Vancouver Aboriginal Child and Family Services Society (VACFSS). VACFSS is an Aboriginal non-profit society providing service to urban Aboriginal children and families living in the Greater Vancouver area. There are five main branches of VACFSS services, foster care, guardianship, family preservation and reunification, residential resources child protection. My placement has been with a mentor in family preservation. Together with my mentor, as well as on my own, I have attended in-home meetings with clients, originally referred to us from child protection, who are experiencing situations that may place their children at risk. As our interactions are frequent and supportive we are able to take time to build trusting relationships with our clients and as well use preventative interventions in order to reduce assessed risks to the well-being of the children involved.

Being a non-Aboriginal person working for an Aboriginal organization has been an experience for which I am grateful as I have had the opportunity to observe practice in a context that has changed my professional as well as personal perspective. The VACFSS vision of “a balanced and harmonious Aboriginal community, striving to culturally and spiritually strengthen families through holistic service delivery” is evident not only in the approach with clients, but is something incorporated within the agency itself. An example of how this translates into practice is found in the “Strengthening Families Program” where families gather each week for shared meals, age categorized group work, and family bonding activities. I was able to share in this experience and co-facilitated the youth group.

My overall experience at VACFSS cannot be understood by simply describing the tasks I participated in as the most powerful lessons I received took place within. As my mentor has taught me “slow down, sit with experiences, and reflect on the process”.

Leigh Green
BSW student 4th Year

I started my practicum placement at the YWCA Munroe House in October 2009. Munroe House is a second stage transition house that provides housing and support services to women (and their children) leaving violence and abuse. The non-profit organization offers many services to the residents such as support workers, a legal educator, advocates, and children who witness abuse programs. The house itself is unfortunately quite small with only 10 units and therefore we are always at maximum capacity. When units do come available they are filled within a few days as there is usually a long waiting list.

As a practicum student at Munroe House I am able to participate in a multitude of daily activities and tasks. On a regular basis I accompany many of the residents to appointments with lawyers and doctors and sometimes to the food bank. Some of the residents also ask for accompaniments to court cases and trials so that they are not alone through the lengthy process. Munroe House has also offered me the opportunity to practice my advocating and research skills. The ability to advocate properly is such an important tool for social workers to possess, and therefore I am always grateful when my supervisor allows me the chance to practice and develop my abilities in this area. In addition, because Munroe House is deeply entrenched in the legal system I am able to learn more about the policies and procedures of family court in British Columbia. I always find research in this area to be informative because I am able to see how social systems interact and how certain populations of people benefit more than others.

Since starting my practicum placement at Munroe House I have diligently been working on both my personal and professional development. As a third year BSW student I believe that this practicum placement is a vital component to my education and understanding of social systems and how they interact and intersect with one another. For example, my practicum placement

L-R: Janice Hamel, Shannon Fitzsimmons, Panneet Mahal
has shown me that real life situations do not always resemble textbook scenarios. These past six months have tested and challenged my ability to think outside the box and to find alternative resources, skills and tools that I can use with clients when my traditional methods do not work.

Laura Biagioni, BSW student 3rd Year

RESEARCH ROUNDUP


Grant has been involved in two Teaching and Learning Enhancement Fund Projects at UBC this past year. One of these projects, “Community Partnerships for Health Professional Education: Enhancing Diversity and Interprofessional Learning” and “Establishing a School of Interprofessional Learning” and “Self-mutilative behaviour among young people in residential care” in the Journal of Residential Treatment for Children and Youth (with J. Matheson). He also had a chapter entitled “The practice of child and youth care in North America” published in Applied Social Care: An Introduction for Students in Ireland.

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Asian Centre (LSE). A revised version of this paper will be incorporated in an edited book now in press with Edward Edgar (UG). In early 2010, he received the “Distinguished Alumni Award” from the Department of Social Work and Social Administration, University of Hong Kong.

FRANK TESTER, Pauline McNicol and Inuit Elider, Peter Lam of the Chinese University of Hong Kong. Through a letter of intent process, the grant from SSHRC was awarded to support a process for the development of a full year project entitled “Neighbourhoods in Houses in Canada: Examining a place-based solution to complex challenges in Canadian urban communities” involves the partnership of five researchers, have recently received two research grants from Metropolis British Columbia and Social Policy Forum and Workshop in July 2009 at Jinan University of China and the Prince of Wales Heritage Centre, Yellowknife and visit UBC. Youth researchers will be interviewing Elders as well as other Canadians involved in, and knowledgeable about, the history of this community and the development of Nunavut. Students will be blogging their experiences with other Inuit students throughout Nunavut. Frank presented papers on research conducted when he was working with the Oxfam/Inter-American Society for Environmental History conference in Portland Oregon in March and in a lecture given as part of a colloquium series sponsored by the Department of Native Studies, University of Manitoba. He is co-author of a paper published with Nathan Lauster, UBC Department of Sociology, dealing with measures of overcrowding and cultural considerations in dealing with Inuit housing, and author of a chapter in the 2008 Annual Report on housing policy affecting Inuit, published recently in the Journal of Canadian Studies. Frank has also received (along with some colleagues in Geography) an ArcticNet grant of $423,000 to examine the history of mining and mineral exploration in Nunavut Territory and its environmental, social and cultural implications.

MIU CHUNG YAN has recently received two research grants from Metropolis British Columbia and Social Science and Humanities Research Council of Canada for a two year project bringing together Inuit youth and elders in Arviat, Nunavut, to explore the history of the community and to carry out the survey of the period of consolidation of Inuit into settlements. Inuit youth are to be trained as researchers. The project includes documenting on film, the activities of these youth as they work at the Library and Archives of Canada and the Prince of Wales Heritage Centre, Yellowknife and visit UBC. Youth researchers will be interviewing Elders as well as other Canadians involved in, and knowledgeable about, the history of this community and the development of Nunavut. Students will be blogging their experiences with other Inuit students throughout Nunavut.

Tovah Carr was appointed as the Acting Director of Metropolis British Columbia in March 2010. Since then he has worked with several communities on research projects including the Five Firsts project which was funded by Social Innovation Fund of Canada and the Prince of Wales Heritage Centre, Yellowknife and visit UBC. Youth researchers will be interviewing Elders as well as other Canadians involved in, and knowledgeable about, the history of this community and the development of Nunavut. Students will be blogging their experiences with other Inuit students throughout Nunavut. Frank presented papers on research conducted when he was working with the Oxfam/Inter-American Society for Environmental History conference in Portland Oregon in March and in a lecture given as part of a colloquium series sponsored by the Department of Native Studies, University of Manitoba. He is co-author of a paper published with Nathan Lauster, UBC Department of Sociology, dealing with measures of overcrowding and cultural considerations in dealing with Inuit housing, and author of a chapter in the 2008 Annual Report on housing policy affecting Inuit, published recently in the Journal of Canadian Studies. Frank has also received (along with some colleagues in Geography) an ArcticNet grant of $423,000 to examine the history of mining and mineral exploration in Nunavut Territory and its environmental, social and cultural implications.

ALUMNI READING ROOM

As many of you know, the Alumni Reading Room’s history parallels the development of social work education at UBC and has evolved from being first, a social work library with its own librarian, Beverley Scott, to becoming a Reading Room in the 1950s by the Director at the time, Leonard Marsh, then developing into the Marjorie Smith Social Work Library in Graham House and with the demise of the library, to becoming a Social Work Alumni Reading room, announced at the celebration of the 50th Anniversary of Social Work education at UBC along with the formation of the Social Work Alumni Division. At the time of the move of the School of Social Work in 1992 from Graham House to its present location, the Jack Bell building for the School of Social Work, the Social Work Alumni formed a group of volunteers which were called “Friends of the School”. Its first and most important role has been support of the Reading Room, as well as assisting with events such as convocation receptions for new graduates, family and friends. From the beginning, the unchallenged lead of the Friends has been Mary Clohosey. At the School’s 75th Anniversary and Reunion in 2005, a tribute was paid to Mary (along with tributes to Laura Holland and Helen McCrae) at the unveiling of her picture, which was hung in the Reading Room, to thank her for her tireless efforts and loyal support to the School. Below are the words of Marty Lund to Mary on behalf of the School’s appreciation:

“For 13 years, Mary has been the “mover and shaker” who supported this Reading Room and alumni events, recruited volunteers, and organized this room and its activities. Mary also obtained and trained social work students on grants each year to assist, enabling them to benefit both financially and from the learning opportunities the role provided. She is a doer, and is tireless, giving of her time and energy in many more ways. Only she knows how many! Among those who know of: she is a key member of a group that serves food at night in the Downtown Eastside, she has visited seniors and the disabled to introduce them to Lifeline alert systems, and she is a leader with the University Women’s Club. Let us all recognize with a round of applause a woman who has been of such great service to the School of Social Work, its students, faculty, alumni and friends…”

The School and the Reading Room will miss Mary and her devotion to the School.

The intent of the Reading Room is to provide social work students with access to major papers and theses produced by the School of Social Work. The Reading Room and Alumni Board suffered a great loss when Mary Clohosey unfortunately passed away in December of 2009. The intent of the Reading Room is to provide social work students with access to major papers and theses produced by the UBC MSW students. Over the years, the Reading Room has evolved into a ‘social work library’, now providing students with access to current social work journals as well as various social work related books that have been donated to the School. The Reading Room has also recently subscribed to four major newspapers, giving all social work students access to current events.

This year the UBC cIRcle digital archive programme was introduced into the Reading Room. cIRcle is a programme that allows UBC MSW students the opportunity to showcase their work. This programme will guarantee the preservation of student’s work as well as allows all UBC students the ability to gain full online access to the MSW major papers and theses. The MSW students have been slow to approach cIRcle as a means to increase the accessibility to their work however, this year efforts have been made to increase their awareness of this programme and its benefits.

Tovah Carr, MSW student Reading Room Assistant 2009-2010

Tovah Carr, Reading Room Assistant

The Bridge Spring/Summer 2010
The Reading Room was created in 1993, when the School’s first purpose-built home opened, at the urging of the Social Work Alumni Association. Its purposes were, and remain, to provide a place for quiet study and to preserve and provide access to students’ major papers and theses as well as relevant books and journals. The papers and theses are located in the anteroom to the computer lab and are available on request. A list of them is available by the door. Hard copies can be accessed by speaking to or leaving a message for the reading room support person at the adjacent office. There is also a locked collection nearby of important social work texts and historical material including those produced by School faculty. The School and the Reading Room suffered a great loss when Mary Clohosey passed away in December, 2009: her vision and determination led to the Reading Room’s creation and she stayed active in support of it to the end.

Over the past year or so, the UBC Library cIRcle digital archive program has been added to the services supported by the Reading Room project and as indicated above, by Tovah, will preserve and allow global access to MSW major papers and theses. The cIRcle website can be accessed at https://circle.ubc.ca/.

Marty Lund, MSW
Friend of the School and Reading Room

FUNDRAISING

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

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

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

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

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

Social Work Annual Giving Fund
This fund allows the School to work beyond our annual operating budget to respond to priorities that arise each year. It supports the production and distribution of the School newsletter to more than 3,000 alumni, and the Alumni Reading Room (hiring student assistance and purchasing publications).

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

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

The School would like to thank the following individuals for being financial supporters for the period January to December, 2009. We apologize to anyone whose name has been inadvertently left off this list.

- Mr Robert L Adams
- Mr Peter G Adrian
- Mr Herbert Arthur Allard
- Ms Patricia Andruchow
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Dr G Elaine Stolar
Miss Beverley Anne Taylor
Ms Colleen Jane Walsh
Ms Lisa Wells
Dr Blossom T Wigdor
Ms Sheila Christine Wilkins

DID YOU KNOW?

The Vancouver 2010 Olympic and Paralympic Winter Games are now over and the UBC 2010 Olympic and Paralympic Secretariat would like to take this opportunity to thank everyone for their support, cooperation and understanding for the changes that took place on UBC’s campus over the course of the Winter Games.

As a parting note, we thought we would leave you with some stats related to the impact of the Winter Games at UBC.

- 10 UBC researchers contributing to Own the Podium
- 22 Olympic Torch Relay – February 11, 2010 – torchbearers
- 100+ Paralympic Torch Relay – March 11, 2010 – torchbearers
- 100+ Academic and Community dialogue programs on Games-related issues
- 310 Student, alumni and staff volunteers for UBC
- 600+ Students/Staff in Community Service Learning Projects during the Games
- 800-1000 Weekly UBC mentions by international media outlets during the month of February
- 3,000 Olympic Torch Relay – February 11, 2010 – attendance
- 13,000 Olympic Torch Relay – February 11, 2010 – attendance
- 115,600 Olympic Games attendance
- 136,000 Paralympic Games attendance
- 71,310 Unique visitors to the UBC 2010 Website (September – March)
- 120,601 Total visits to www.ubc.ca/2010
- 293,766 Total pages viewed on www.ubc.ca/2010
- $10.0 M UBC contribution to the venue – met by a philanthropic gift from the Mitchell Family
- $38.5 M VANOC contribution to the venue construction

MISSION STATEMENTS

Bachelor of Social Work (BSW) Mission statement

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

Master of Social Work (MSW) Mission statement

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

PhD in Social Work Mission statement

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

These projects need your financial support and will be gratefully received by our Development Office, Suite 500-5950 University Blvd., Vancouver, BC V6T 1Z3. One of the easiest and fastest ways to donate to UBC is to make a secure on-line gift by credit card. Access www.supporting.ubc.ca and follow the instructions to make an on-line gift. Thank you for your support!

☐ Mary Hill Scholarship  ☐ Roopchand Seebaran Prize  ☐ Annual Giving Fund
☐ Lilian To Memorial Scholarship Fund
☐ Henry Maas Memorial Scholarship Endowment Fund
☐ 75th Social Work Anniversary Global Learning Endowment Fund
☐ Richard Splane Doctoral Scholarship Endowment Fund

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Attention Alumni: We depend on alumni, friends and relatives for Alumni information. Please send any contributions, comments, questions or items of interest to the Editorial Committee at the address above or to suzanne.moore@ubc.ca.

May & November, 2009 Graduate Statistics

30 Bachelor of Social Work                       45 Master of Social Work

Total Graduates: 75

Congratulations Graduates of 2009!

Mail to: