ABSTRACTS

Social Justice in Field Education: A UBC Panel Perspective

Panel Moderator: Kelly Allison, - University of British Columbia,
Panel Participants:
Jacky Coates, Antoine Coulombe - University of British Columbia,
Andrea Bryson - Rise Women’s Legal Centre,
Justine Little - UBC BSW student

According to the Canadian Association of Social Work education, the mission of social work is to “promote, change and achieve equity and social justice (CASWE, 2011). Schools of social work strive to teach students to understand the ways privilege, oppression and marginalization and powerlessness contribute to systemic inequalities and give them the skills to fight for social justice. Field education, being the signature pedagogy of social work education is uniquely positioned to give students real life examples and opportunities to enact these values in practice. However, despite the universal acceptance of social justice as a central principle for social work practice and education, field education can at times struggle to incorporate social justice as an orienting lens. Scarcity of practicum placements, neoliberal focus on service delivery in agencies and student’s prioritizing “employability” skills are some of the reasons for this struggle. (Levine & Murray-Lichtman, 2018; George & Silver & Preston, 2013).

The aim of this panel will be to discuss the ways that Field Education at UBC’s School of Social Work (Vancouver) have grappled with this issue in relation to choosing field sites, demonstrating social justice in practice and providing learning opportunities which challenge the causes of oppression and classroom learning aimed at integrating this perspective in their field experience learning. This panel will provide insight and share successes from field education staff, faculty, community field instructors as well as a student’s perspective. The panel will also address challenges in bringing a social justice perspective to field education. It is our intention that the discussion of one school’s perspective will promote critical thinking and dialogue regarding ways in which all social work field education can enhance a social justice perspective in field education.

“Who’s Bearing the Cost?” Relationship-Based Care, Austerity and Aged Care

Donna Baines, University of British Columbia

Relationship-Based Care (RBC) has displaced patient-based care and family-based care as the preferred care models in hospitals, home care and aged care in English speaking countries around the globe. Part of the uptake of RBC is likely that it does not challenge inequity, austerity and managerialism, but instead works within them to foster time constrained and under-resourced interpersonal connections between patients, staff and families. Drawing on qualitative interview and participant observation data collected in two reputable, aged-care organisations in Australia, this paper analyses workplace relationships in RBC contexts and contributes to debates on care work in the context of austerity and managerialism.

Preventing Harm to Vulnerable Older Adults: A Social Justice Perspective

Joan Braun - University of British Columbia (Law)

This paper examines elder abuse intervention through a social justice lens and presents preliminary results from a recent study. In British Columbia social workers employed by the health authorities are tasked with responding to reports of
abuse of vulnerable adults. Social workers were interviewed about how they apply their statutory mandate in practice and the steps they take upon receiving a report of how elder abuse. Preliminary results reveal challenges social workers face and creative approaches to carrying out this work in the context of limited resources and structural barriers. This paper applies a social justice lens to emerging themes from this study, drawing from existing literature on social justice and aging. Information about elder abuse response models in other jurisdictions is also provided. The paper concludes by highlighting implications for social work practice.

From Social Justice to Spatial Justice: a Practice of Green Social Work in Hazard Affected Area in Ya’an, Sichuan of China

Hok Bun Ku- Hong Kong Polytechnic University

Social justice is the core value of social work profession. However, it is time to rethink the connotation of social justice and its links to various forms of social work practice. In this paper, author argues social justice should extend to spatial justice and spatial intervention should be one of the important aspects of social work practice. The thinking is based on our practice in a rural community in Ya’an of Sichuan province of China which was hit by a 7.0-magnitude earthquake on 20 April 2013. A transdisciplinary action research team in which social workers operated hand-in-hand with architectural designer to explore alternative model of post-disaster community reconstruction that would enhance the quality of life of local people and aim for village’s long-term sustainable development. This paper presents the participatory design process of community kitchen and guest house, contribution of green social work and transdisciplinary

Giving voice to older homeless patients in the development of a medical respite intervention study in Vancouver, BC.

Sarah L. Canham, PhD, University of Utah, Simon Fraser University,
Chris Danielsen, PnK, Power n Knowledge,
Scott Small, Catholic Charities Shelter Services, Archdiocese of Vancouver,
Harvey Bosma, PhD Providence Health Care, University of British Columbia

The design of intervention research has often neglected to consider the perspectives of those for whom the intervention is intended. Yet, including patients in the design of their care helps to empower them. Using principles of community-based participatory research, we conducted a feasibility study with patient partners to determine how best to engage marginalized patients in intervention research. Semi-structured interviews were conducted with 15 patient and 11 provider participants between July and November 2018. Participants highlighted 1) the importance of researchers’ approach (e.g., fostering trust with research participants, ‘meeting people where they are at,’ and utilizing trauma-informed and culturally safe practices); 2) preferences for study design and data collection (e.g., the use of peer researchers); and 3) aspects vital to participant recruitment and retention (e.g., financial incentives). By giving voice to older homeless patients, this study builds on our knowledge of how researchers should engage with vulnerable patient groups.

Social Work’s Role in Advancing Social Justice Through Integrated Care

Lisa de Saxe Zerden - UNC Chapel Hill

Recent policy transformation in the U.S. has resulted in dramatic increases in integrated models of care to reduce siloed services and rising healthcare costs. Integrated care emphasizes a coordinated, prevention-focused, team-based approach to address individuals’ physical, oral, behavioral health, and social needs concurrently. Both historically and in the current context, social work has emerged as a vital workforce as rapidly evolving healthcare systems recognize the need to respond to the social determinants and reduce disparities. This presentation offers an overview of these changes and
discusses the imperative to advance justice by expanding integrated models that more systematically bridge social and health care delivery. The profession’s ethical and theoretical perspectives, experience navigating overlapping systems, and our emphasis on inclusion and social justice presents an opportunity to advance the future of social work education, practice, research, and leadership—but most importantly, to improve individual and population health for all.

**Doing Critical Clinical Work from the Ground Up: Exploring the Dalhousie School of Social Work Community Clinic**

Jeff Karabanow, Cyndi Hall - Dalhousie School of Social Work Community Clinic

The presentation highlights the story of the Dalhousie School of Social Work Community Clinic in Halifax Nova Scotia paying close attention to its critical and anti-oppressive foundations and the practical teaching approaches we use with our students. Experiential education at the Clinic is focused on supporting students to make critical connections between theory and practice while embracing interdisciplinary learning and collaboration.

Our work is deeply entrenched in critical social work theories through feminist, participatory, accompaniment-oriented, and poststructural analyses. Speaking specifically to a clinical practice orientation that is situated within a critical social justice framework, we situate the individual’s struggles within broader structural dynamics while being critically reflective and reflexive. Engaging with individuals belonging to some of the most vulnerable groups in our community (i.e., low income households, marginally or precariously housed individuals, lone-parent families, newcomers, individuals with complex histories of trauma, substance use, and mental health), the Clinic demonstrates the importance of social justice on a case-by-case basis through the politicization of individual and societal problems.

**Poverty in LGBTQ2S+ Communities in Canada: Implications for Social Work**

Hannah Kia - University of British Columbia,
Margaret Robinson - Dalhousie University,
Jenna MacKay - Lori E. Ross University of Toronto

Despite the salience of poverty in lesbian, gay, bisexual, transgender, queer, and other sexual and gender minority (LGBTQ2S+) communities, the scholarship in this area remains scant. In recognition of this gap in the literature, we have recently completed a narrative intersectional review of the limited Canadian literature on LGBTQ2S+ poverty. Specifically, we have examined a body of 39 studies, published between 2000 and 2018, that have reported Canadian data on poverty in LGBTQ2S+ groups we have identified as being particularly affected by adverse material conditions, including youth, older adults, racial minorities, and Indigenous sexual and gender minorities. In this paper, we consider implications of our review paper for social work. Specifically, we call on social workers to support initiatives that address LGBTQ2S+ poverty at multiple levels of intervention and, in so doing, challenge myths of ‘gay affluence’ that have historically stymied anti-poverty work with LGBTQ2S+ communities.

**Beyond a sugar coated pill: Critical approaches to social work field supervision**

Tina Kostecki, Camille Fitzgerald, Vaska Dervisovski – Victoria University (Australia)

Critical pedagogy seeks to link education to social change (Saleeby & Scanlon, 2005; Kajner et. al., 2013) and often forms a basis for social work curriculum in some University courses. However, less of this emphasis is given to understanding critical supervision practice for social work students while on placement in terms of the development of a critical praxis (Loos & Kostecki 2018). We believe critical approaches to supervision are an overlooked and crucial aspect to maintaining critical social work practice in current neoliberal welfare contexts. This paper presents key approaches that we have found
useful in constructing and realising a critical approach to social work field supervision and ultimately, the future practice of students in their respective fields.

We demonstrate our approach via a recent collaboration using an ‘illustration by way of conversation’ as a research method between two of our authors: one who was a student on placement and the other, an external field supervisor. Our research approach is reflective of a critical approach whereby we privilege the student voice alongside the supervisor.

Our paper provides some directions to realising critical practice in social work for emerging practitioners by drawing on insights learned from our work in developing critical supervision practices. We hope to contribute to an ongoing discussion and strengthened engagement in critical approaches to field supervision and support the development of social work students as critical thinkers and practitioners.

**Group-based interventions to alleviate multi-dimensional poverty of low-income older adults**

Crystal KWAN - Hong Kong Polytechnic University

Within the context of ageing populations, addressing old age poverty is critical to eradicate poverty for all. This systematic review examines the impacts of group-based interventions for a range of outcomes related to multi-dimensional poverty for low income older adults, including i) income deprivation, ii) employment deprivation, iii) health deprivation and disability, iv) education, skills, and training deprivation, v) barriers to housing and services; and vi) living environment deprivations. Five electronic bibliographic databases were searched. Additional strategies included a Google Scholar search and review of the reference list of all eligible studies. In addition to the findings, the methodological rigour of the studies was assessed, by using the Cochrane risk of bias tool for quantitative experimental studies and CASP’s critical appraisal for qualitative studies. Seven studies met the inclusion criteria. The findings are currently being synthesized and interpreted.

**Social Integration and Equity Issues Facing Punjabi Older Men in a Chinese Context: A Pilot Project in Hong Kong**

Daniel W.L. Lai, All Lau, Jessica Li - Hong Kong Polytechnic University

This community-based participatory research project examined the social integration and equity experiences and challenges of Punjabi older men in Hong Kong. Following a Digital Storytelling (DST) approach, 11 participants aged 65 and older took part in a series of group sessions involving discussions, visual, audio, and textual data collection, and story development, production, and analysis. Language barriers represented a primary challenge to social integration, with participants reporting limited cross-cultural interactions, restricted access to social welfare and health care knowledge, excess barriers to health and social services, and little social and political participation, as well as lower physical mobility. These challenges further affected ageing processes by contributing to experiences of loneliness, negative self-perception, and social marginalization. The findings highlight the need for a culturally competent, multi-lingual, and comprehensive social service system that is readily available and inclusive to non-Chinese older adults, which should be further investigated in future research. interventions in post-disaster community reconstruction.

**Sexual minorities and their families in South Korea**

Jieha Lee - Soongsil University, S. Korea

Sexual minority populations have been exposed to a long and pervasive history of discrimination in South Korea. In Korea, the parental networks of sexual minorities have started to create and develop their self-support alliance. This Korean
parental network can be considered as Korean version of PFLAG in terms of its goal to foster a safe environment for their sexual minority children.

Objectives: My primary research objective is to illustrate the field’s knowledge about this PFLAG in Korea; how this particular organization plays a role for the sexual minorities in South Korea.

Methods: This proposed research utilizes the case study in order to focus on studying, understanding, and describing the characteristics of the PFLAG in Korea with depth and nuance.

Results: First of all, the PFLAG in Korea has played a role of supporting each other among parents who has experienced their child’s coming out. Secondly, by hosting monthly offline meeting, the parents communicate with young sexual minorities for better understanding each other. Thirdly, this network has been a gate-keeper of various sexual minority communities.

Conclusions: This study provides the guidance for the transition from the support group grieving to the social advocacy organization so that they build a safe and prejudice-free environment in Korea. Unfortunately, despite the need, there are few available resources in Korea for sexual minority individuals or their families.

**Addressing cultural norms and social inequalities related to child maltreatment through community-based prevention programs**

Camilla Kin Ming LO - Hong Kong Polytechnic University

Prevalence of child maltreatment remains high in many developed countries. As a result, researchers and practitioners have made efforts in developing evidence-informed intervention programs to reduce child maltreatment. Although existing programs have shown to be impactful, they have focused primarily on intervening on risk and protective factors at the individual and family levels. Given that factors at community and societal level, such as cultural norms and social inequalities also play important roles in preventing child maltreatment, more attention should be given to interventions that target these factors. This study therefore aims to provide a systematic review of literature on existing community-based interventions for child maltreatment prevention, and to summarize the theories used in the interventions. In particular, this study will evaluate the interventions’ design and components using a social justice lens. Implications on research and practice in child protection will be discussed.

**Critical Clinical Social Work: Counterstorying for Social Justice**

Judy MacDonald, Catrina Brown, Marjorie Johnstone – Dalhouse University

Despite a long-standing history of anti-oppressive and social justice based social work education and practice in Canadian social work, there has not been a substantial focus on the direct Critical Clinical application of these ideas. Progressive social work has tended to view clinical work as focusing on the individual and not contributing to social change and aside from feminist and empowerment-based practice there has not been significant focus on developing critical clinical approaches to practice. In this presentation we elaborate upon Critical Clinical skills consistent with an anti-oppressive and social justice paradigms of social work. A critical clinical approach focuses on integrating postmodern and critical frameworks including feminist, narrative, anti-racist, and postcolonial, and offers a critique of central concepts such as power, knowledge, experience, self, emotion, and ethics, while recognizing oppressive discursive and structural influences shaping people’s lives. A critical clinical framework while diverse, emphasizes non-pathologizing, discursive, contextual and deconstructive narrative and collaborative strategies that aim to unpack dominant and unhelpful social stories through a variety of diverse and creative methods with a focus on helping to produce counterstories that participate in social resistance. This presentation will highlight the basic tenets of critical clinical social work practice illustrated through case examples.
Dementia Dialogue Workshop
Lisa MacFarlane, Rachel Lee - Providence Health Care
Laura Feldman - Alzheimer Society of BC

Social workers at Parkview Tertiary Mental Health Unit identified a need for information and emotional support for caregivers of people served at the unit. A partnership with the Alzheimer Society of B.C. (the Society) was developed to provide a six-session Dementia Dialogues series. The goals were to provide caregivers with information, tools, skills and strategies that would help them along their caregiving journey in a supportive environment. The group was led by a facilitator from the Society, a Society volunteer and Parkview social workers. Ten caregivers (age range: 50-85) attended the first series. Seven caregivers attended all sessions and completed anonymous evaluations with positive feedback. The theme is supporting caregiver wellness and empowerment. The aim of our round table presentation is to share how to support caregivers of people with dementia requiring a specialized healthcare environment.

“To not just exist, but to truly live”: Lessons for social work and social justice practices from a disability community initiative
Rae Morris, Tim Stainton, Celeste Borja - University of British Columbia

Social workers are key players in promoting and facilitating social justice endeavours on behalf of and with individuals and communities. Persons with intellectual and developmental disabilities (IDD) are a marginalized group that often face barriers to equitable inclusion in society. It may be of particular importance for social workers working with persons with IDD to consider and advocate for practice and systemic changes that can reduce these barriers and promote community inclusion. As part of a community-university collaboration, a qualitative research study was conducted to explore the lived experiences of 21 people involved in a Microboard™, a community initiative for persons with IDD in British Columbia, Canada. Findings suggest that Microboards, as person-centered, autonomous, interconnected, and empowering initiatives promote social capital and quality of life among persons with IDD. This paper will share the relevant findings and discuss lessons learned that are applicable to social work and social justice practices.

Empowering Youth Participation in Research
Sheila K. Marshall, Daniel Ji, Melanie Gotell, Lydia Wood, Grant Charles, Richard Young – University of British Columbia, Kristen P. Goessling - Penn State Brandywine

Researchers working with adolescents have increasingly embraced collaborative approaches in order to create empowering and meaningful experiences for participants. This shift is distinct from traditional approaches by viewing youth as active agents rather than subjects and considers them experts on their lives. From this stance, researchers reconsider the value and meaning of varying forms of participation: incomplete surveys; off-topic responses to interview questions; refusing to answer questions; or simply saying, “No, we don’t want to do that, we want do this.” Our approach views behaviors outside of expected responses as a form of empowered participation wherein adolescents actively negotiate and appropriate research to meet their own ends. In this paper, we provide examples from our research of youth engaging as experts/active agents with us. We then illustrate the elements of research processes that support adolescents’ roles and voice in research and how to use those unexpected instances/moments to generate informative research findings.
Developing intersectional social justice through Communitarian Social Work practice: Insights from Haku, Nepal 2015 earthquake disasters

Bala Nikku, Jeffrey More - Thompson Rivers University and Bishwash Nepali – CSRC

This presentation explores the opportunities to develop intersectional social justice through communitarian social work practices in Nepal. The 2015 earthquakes in Nepal quaked the economic, political and cultural fabric of the Nepalese communities. In 2018, three years after the earthquakes, we initiated a pilot study to understand how Nepalese social work has been responding to these disasters. The initial results show the evidence that issues of equity, access to post-disaster livelihoods and social justice issues stand at the nexus of intersecting socio-environmental, political and cultural problems in Nepal. Based on this work to date, we present insights acquired in the community of Haku. Using visuals and voices from the field, the presentation shows the initial insights into the post-disaster recovery of the Haku community and the multiple interconnected, overlapping socio-environmental dilemmas that are impeding the social justice work in Nepal. Haku community practicing Buddhism and Indigenous knowledge systems have made progress with inner recovery but are struggling to put together their lives, living in temporary camps.

The practice of ‘collaboration’ in Action research: a candid conversation between a Social Work researcher and a dementia advocate

Deb O'Connor and Jim Mann - University of British Columbia

Recognizing how conventional research has often worked to further marginalize and oppress, there is growing commitment in Social Work to use research in a way that is empowering and transformative. In the field of dementia, where persons with dementia face ongoing stigma and discrimination, one approach that has become a cornerstone of social justice oriented research is the inclusion of people with dementia as research partners. I have been privileged with opportunities to both observe, and in some cases participate, in several of these collaborative projects, often with my co-author, Jim Mann. While from my (DO) perspective, these projects have always been stimulating and exciting, I have routinely been left with questions about how this process has actually worked. When I spoke briefly with Jim, he too had some interesting insights and reflections based on his varied experiences as a dementia advocate, collaborative researcher, and person with dementia. We agreed that it would be timely and useful for us to pause and reflect upon this process, especially since we are at the onset of embarking on a new participatory action research (PAR) study together. This presentation reflects our dialogue focused around the general question: How do the ideas and ideals of collaboration between university researchers and people with dementia translate into practice? It is collaboratively developed, drawing on our experiences – both individual and joint - working as collaborators and co-researchers. We began by video-taping an informal conversation from which three inter-related thematic threads emerged: structural issues that challenge the process; relationship building as the cornerstone; and recognizing the embeddedness of collaborative practice within broader societal discourse. Underpinning all three of these themes are issues of power. The purpose of the presentation is to critically examine how the ideals of collaboration work in practice, identify the structural barriers that contradict these ideas, and begin to consider strategies for pushing the agenda of social justice research forward.

Visioning forward: Creating change through a Provincial Perinatal Substance Use Project

Jeane Riley, Jill Pascoe – BC Women's Hospital and Health Centre
Elder Roberta Price, Elder Glida Morgan

Improving access to health care for women who are pregnant or newly parenting and using substances requires a social justice and inter-sectoral approach. Societal discourses centring on abstaining from substance use in pregnancy, stigma, fear of legal and child welfare consequences combine to negatively affect health outcomes for women and contribute to
create barriers for women to access services and supports. BC Women’s Hospital & Health Centre is currently leading a Provincial Perinatal Substance Use Project to create a blueprint for a continuum of care for perinatal women using substances. A significant component of this work involves knowledge exchange and training to embed principled practices such as Indigenous Cultural Safety, Trauma and Violence Informed Practice, and harm reduction in the context of recovery across health care disciplines. This interdisciplinary roundtable will share how the project leads change in health care and social work practice towards health equity and social justice.

**Promoting and rewarding change: A novel approach to substance use treatment in acute mental health**

Jaclyn Sauer, Cindy Nguyen – Providence Health Care

This paper discusses the implementation of a group-based contingency management (CM) intervention on an acute psychiatric unit for clients with both mental health and substance use concerns. CM is an evidence-based intervention that provides tangible rewards for the achievement of targeted goals. Research has shown CM to be effective at reducing substance use and increasing engagement in community-based treatments. However, this is a novel intervention for an acute mental health setting and a new application of CM. Given that our client population face barriers to accessing care, experience multiple forms of marginalization, and are admitted involuntarily to a mental health treatment unit there is a need for voluntary, client-centered, and harm reduction interventions that promote agency and self-determination. Preliminary observations suggest that CM in this setting improves client engagement, increases client commitment to self-defined goals, and challenges the stigmatization of substance use among health care providers.

**Disability, Vulnerability and Medical Assistance in Dying**

Tim Stainton - University of British Columbia

Perhaps the ultimate social justice issues is how do we insure people do not die due to socially constructed phenomenon such as bias, stigma or a lack of appropriate support. All of the National Disability Organizations in Canada have expressed their opposition to a permissive approach to Medical Assistance in Dying citing significant risk to disabled persons in such a regime. This paper will consider the basis of their concern and examine what risks a permissive MAiD regime creates for disabled persons and other vulnerable groups. We will also examine what safeguards may help to minimize the risks to vulnerable populations.

**Co-creating with our peers: Foundry’s Youth Peer Support Training Pilot**

Andrea Vukrobrat, Melisa Edgerly, Stephanie Gillingham - The Foundary

Foundry was launched in 2015 with a vision to transform health and social services for young people in British Columbia, offering integrated mental health care, substance use services, primary care, social services and peer support.

To ensure youth peers and their respective centres are prepared to harness the power of peer support, we have created a curriculum for youth peers, with and by youth peers. The creation and review of this curriculum has followed the principle of “nothing about us without us,” affirming that responsivity to feedback from young people and communities is paramount in service and resource creation.

Aims of the presentation. We aim to share learnings from Foundry’s peer support curriculum development to foster discussion on the importance of engaging those with lived experience in service and resource development.
Teaching to Transgress: Telling the Unspeakable Story for LGBT Students

Frank Wang - National ChengChi University, Taiwan

The recent legalization of same sex marriage marks a major advancement of human rights in Taiwan. However, heated antagonism during the debate has been extended into everyday lives of LGBT young peoples, who experienced pressure to come out while others chose to keep silent. I have offered a course on LGBT since 2014, using storytelling to create a space for students. Story is framed as a gift of life so that the class is a space of sharing gifts among students. The instructor shares his own story in the beginning to deconstruct the power relation. All students tell their stories to others in small groups. The final assignment is to write up their stories as a gift for themselves. Multiple layers of storytelling are designed to facilitate the process of empowerment. This presentation examines all the texts written by LGBT students to show how the design of the course shapes the narratives of LGBT students. The findings shed lights on how the classroom can be a site to empower the marginalized groups to claim their voices through storytelling.

Reflection: Being a newcomer client who is also a social worker

Karen Lok Yi Wong - University of British Columbia

There are growing newcomer populations in Vancouver. This reflects not only on clients, but also service providers including social workers. There are many publications and presentations about experience of social workers who are newcomers working with clients. I would like to share my experience in an opposite direction, that is, I as a newcomer client who is also a social worker receiving services. I will use a narrative approach to review and reflect on my experience in the last 5 years as a newcomer from Hong Kong to Vancouver. Social justice is the fundamental value of social work. I will explain how I incorporate this value in my daily life as a newcomer client navigating in the service systems and overcoming barriers including cultural shocks, languages and lack of social support through advocacy with my social work competence and support from the social worker professional community.

Elder Abuse by Family Caregivers: A Study on Risk and Protective Factors

Elsie Yan - Hong Kong Polytechnic University

Elder abuse is a health and social justice issue frequently overlooked by practitioners, researchers, and policymakers. The social justice perspective mandates that services be made accessible to all victims and potential victims of abuse, a thorough understanding of associated risk and protective factors would help identify families in need of assistance. A total of 277 family caregivers providing care to an older person in the community participated in this study. Results show that elder abuse is common: More than half of the caregivers reported psychological aggression (56%), followed by physical abuse (22%), financial exploitation (20%), neglect (18%). Prominent factors associated with abuse and neglect include caregiver neurotic personality (r=.17-.30, p<.01), perceived caregiving burden (r=.15-.40, p<.01), and caregiving gambling (r=.20-.41, p<.01), care-recipient behavioral problems (r=.29-.48, p<.01). Apart from traditional intervention which address abuse from victim’s perspective, supporting caregivers may prove an effective measure to prevent and intervene elder abuse.
A bio-psycho-social framework explaining partner violence against women and newborn telomere length
Ko Ling CHAN - Hong Kong Polytechnic University

Biological aspect of social problems has been understudied in social work research. Investigation into biological factors could better develop a bio-psycho-social theoretical framework to explain the impact of trauma on health. The study on the examination of the association between intimate partner violence (IPV) against women before childbirth and telomere length (TL) in their newborn will be employed as an exemplar to argue for the importance of including biological factors in social work research. A sample of 774 pregnant women in the 20th to 24th week of gestation were recruited at an antenatal clinic at a public hospital in Hong Kong. Results show that the mothers’ exposure to any IPV before childbirth was associated with shorter TL. Through TL-dependent transcription and epigenetic mechanisms, our finding suggests maternal exposure to IPV may exert a life-long impact on the offspring’s health. Addressing IPV against women is important for promoting child health.

Non-compliance with medical advice: Rethinking the experiences of adolescents living with a chronic illness
Daniel Ji - University of British Columbia

A mounting body of evidence suggests that non-compliance with medical recommendations is more common among adolescents than for any other age group. This paper critically examines non-compliance with medical advice among adolescents living with a chronic illness from a critical Foucauldian lens. Research on this topic has been informed primarily by a biomedical lens. This is problematic and will be critiqued. Next, an alternative lens for broadening knowledge in this area will be presented, based on the argument that singular terms like non-compliance are inadequate to capture the complexity of adolescent patient experiences. Finally, the presented lens informed by Foucauldian theory will move the paper towards operationalization as researchable questions. To conclude, the implications of a Foucauldian lens for practice will be examined.

Rediscovering Social Work Leaders Through YouTube as Archive: The CASW Oral History Project 1983/84
Tara LaRose – McMaster University

The Rediscovering Social Work Leaders Project undertakes the digitization and analysis of 6 oral histories from a corpus of 56, completed across the country by Karen Hill P.I. in 1983/84. The 56 historical texts were viewed only a handful of time, mostly social work historians seeking to access information about particular issues, experiences and techniques relevant social justice focused social work in time and place. Sharing digital versions of these materials online via the McMaster School of Social Work Digital Leadership Archive (a YouTube channel developed to facilitate experimentation), open-access online sharing of archival materials is considered. The project preserves and shares the personal narratives and experiential knowledge of retired social workers identified as “pioneers” of the profession by Canadian regional social work associations. These oral histories are reframed as sources of subjugated social work leadership knowledge and as contributing much needed leadership scholarship of the profession.
A University-Community Partnership: An Applied Research Course in Evaluating Child, Youth, and Family Services

Barbara Lee - University of British Columbia

Since 2013, the University of British Columbia (UBC) – Vancouver Campus, School of Social Work, and the Ministry of Children and Family Development (MCFD), have partnered together to engage in applied social research on children, youth, families, and communities, through a full-year MSW research course.

Through this course, students have the opportunity to engage in evaluation research and produce results that help inform and shape the strategic priorities of MCFD. Students participate in all phases of research from developing the research questions, designing the methods, collecting and analyzing data, and disseminating the knowledge. The poster will outline the research partnership; learning objectives and format of the MSW research course; risks, benefits, and ethical considerations in research-service learning; and considerations moving forward to advance student learning, social justice, and social change through research.

Centering social justice in clinical social work practice through holistic and alternative methods: Upholding decolonizing and cultural safety frameworks in clinical social work practice through spiritual and arts-based approaches.

Adrienne Moya - University of Northern British Columbia

My practicum and research explored how enacting holistic social work practice upholds an ethic of social justice and decolonizing in our work. I sought to blend traditional evidence-based clinical counselling modalities with alternative, spiritual and arts-based approaches, aiming to achieve a holistic social work practice in ways that are informed, ethical, and client-centered.

Raheim & Lu (2014) have indicated that not only are holistic frameworks in line with culturally safe practice, but they are also supported by the National Association of Social Workers code of ethics, which takes a strong stance on culturally competent practice, mandating a commitment to serving vulnerable, oppressed, and marginalized populations. By attending to the cultural identities of our clients through a holistic approach, we orient ourselves towards social justice and anti-racist frameworks (Brown, 2008 as cited in Raheim & Lu, 2014).

Indigenization, Social Justice and Social Work Curriculum at the University of Nigeria, Nsukka

Uzoma O. Okoye, Chinyere E. Onalu - University of Nigeria

The importance of curriculum in training students of social work cannot be overemphasized. Central to social work practice is social justice and social workers all over the world hold this responsibility of promoting social justice as sacrosanct. Social work educators in response are supposed to design social work curriculum that should incorporate this aspect of social work practice into the education of students. The paper therefore set out to find out if the curriculum of the Department of social work at the University of Nigeria, Nsukka is tailored toward preparing students to promote social justice as well indigenous enough for a practitioner in Nigeria. Focus Group Discussion and in-depth interviews were used to collect data. Findings show that the curriculum has adequate social justice and indigenous contents though there is need for a review and upgrade. It is recommended that certain courses be introduced in other to impact on the importance of social justice on the students.

Examining the development of depression among indigenous and non-indigenous youth

Pei-Jung (Annie) Yang, National Chengchi University
Structural and historical inequalities have imposed upon indigenous peoples with disproportionate stress and traumatic experiences, which, if unmitigated, might make vulnerable individuals to psychological difficulties such as depression. Limited empirical effort has been made to understand the development of depression among indigenous youth. This one-year quantitative study examined relations between depression, contextual stress, positive self, and positive connection. Using non-indigenous Han youth as a comparison, this study hoped to reflect the lack of structural, contextual, cultural awareness in current practice. The findings showed that indigenous youth experienced more family stress but showed more connection with their environments than the Han youth. Furthermore, indigenous youth who experienced more stress were likely more depressed but positive connection mitigated the seriousness of depression. On the other hand, Han youth’s mental health was not affected much by contextual stress, rather more by the way they evaluated self and the extent they connected with environments.