

Social Work National Conference 2008 - Conférence nationale du travail social 2008

Full Abstracts - as submitted by the presenters (in alphabetical order by title)

Résumés complets - tels que soumis par les présentateurs (en ordre alphabétique par titre)

A Dialogue on Equity, Access and Inclusion – Voices of Internationally Educated Social Workers (IESWs) in the Greater Toronto Area

Presenter(s): Christine Okech, 2006 Graduate, Certificate in Canadian Social Work Practice Graduate
Bindu Prasad, 2006 Graduate, Certificate in Canadian Social Work Practice Graduate
Liezl Chavez, Current Certificate in Canadian Social Work Practice Participant

Biography: Liezl Chavez was a Child Protection Worker for more than 7 years in the Philippines where she worked in the only media-based child care agency. She also worked as a Hotline Counsellor to help children in crisis and abuse, and has spoken at schools and various community outreach programs to advocate on behalf of children. She was a part time professor, teaching in the social sciences aimed at enhancing civic consciousness, promoting community service and ethics of service among college students. In recognition for her work, she is a recipient of the “Alay Lingkod” (Service Offer) Award for exemplifying an unwavering commitment in her work with children.

Christine Okech was born in Nairobi, Kenya. She has a Bachelor of Social Work from the University of Nairobi, Kenya. In the 1980's, she worked with the Ministry of Home Affairs as a Senior Children's Officer. In the 1990's she worked with young unaccompanied asylum seekers in the UK. She also graduated with a Masters degree in Gender, Organisation and Social Change from City University, UK. In early 2002, she migrated to Canada as a skilled professional. In 2006, she graduated from the IESW Bridging Program and is currently a Child Protection Worker. Reflecting back on her struggles to find work in the profession, she is interested in championing the issues faced by internationally educated professionals.

Bindu Prasad, RSW, has a Masters degree in Social Work with a specialization in medical and psychiatric social work from the University of Kerala, India, she also has undergraduate degrees in sociology and in law. She arrived in Canada in 2003 and volunteered at 4 different organizations from 2004 to 2005. Her social work degree was accredited by CASW and she became a registered social worker in 2005. She joined the IESW Bridging Program at Ryerson in September 2005 while starting an internship program at Catholic Family Services Peel-Dufferin in individual, couple and family therapy. She joined YOUTHLINK in April 2006 as counsellor doing individual, group and family therapy with youth and their families. To further her skills in family therapy, she is presently pursuing a certificate course in Couple and Family therapy from the University of Guelph.

Helen Wong, RSW, has been the Project Director of the Internationally Educated Social Work (IESW) Bridging Program at Ryerson University since it began in 2005. Prior to this, Helen has worked in a variety of social service settings –settlement, community development/outreach, agencies serving women, community health centres. She is also an educator and a consultant on organizational development and change.

Moderator: Helen Wong, Program Manager, Internationally Educated Social Work Professionals Bridging Program

Format: Panel Presentation

Abstract: Internationally educated social workers (IESWs) come to the Greater Toronto Area expecting to be able to obtain work as social workers soon after they arrive (Brouwer, 1999). Immigrants from around the world are told that Canada needs social workers and if they have a BSW or MSW that they will find employment in the profession (Albiom et al., 2005). However, we have learned that for most IESWs, the path to employment has included many obstacles, resulting in an unnecessary loss in human capital and frustration for many immigrant social workers (Yee, Wong & Janczur, 2006).

Internationally educated social workers will share their individual and collective stories on:

- the individual and systemic barriers they face in accessing suitable employment;
- the key factors and strategies facilitating their successful entry into the social work profession;
- their reflections on working in mainstream Canadian social work agencies;

- the importance of a human rights/anti-oppression framework in bridging programs and in the workplace; and
- the roles that social work educators and practitioners can play in promoting equitable access to employment of IESWs

References: Albiom, N., Finnie, R., & Meng, R. (2005). *The discounting of immigrants' skills in Canada: Evidence and policy recommendations*. *IRPP Choices*, 11(2), 1-26.

Brouwer, A. (1999). *Immigrants need not apply*. Toronto: Maytree Foundation.

Yee, Wong & Janczur. (2006). *Examining systemic and individual barriers experienced by visible minority social workers in mainstream social service agencies: a community project*. *Research Report*. Toronto: Access Alliance Multicultural Community Health Centre.

A Genealogy of Poverty: Human Rights, Whiteness and Diversity

Presenter(s): Anne O'Connell

Biography: Anne O'Connell is an assistant professor at the School of Social Work, York University. She is interested in crafting genealogies of social welfare, critical race theory, and community action research.

Abstract: In this paper, I examine how the division of "the poor" and "the races" has a long genealogy rooted in academic disciplines and state policies that support colonial ambitions and enterprises. This separation complicates the historical and contemporary struggle for human rights and efforts to understand and critique notions of diversity. It is expressed through the ways in which anti-poverty activism and anti-racism work have often been incompatible and conflicting political projects. While poverty activists, policy analysts and theorists are concerned about the disintegration of public provisions and spaces, they often have less to say about racism and the formation of racial categories. In this view, anti-poverty activism trumps concerns about racism while simultaneously embracing the notion of diversity.

This contemporary approach can be traced back to the beginning of the 1800s, when social scientists, political economists, and parliamentarians created, documented and formulated policies that targeted the pauper, the slave and the aboriginal population. However, for the most part, our history of social welfare concentrates primarily on pauper emigration in Upper Canada. As a result the discourse on poverty is severed from racial classifications and racism(s). Although examined as very separate forms of exclusion and oppression, I show how policies related to the poor and the races were constituted through one another. Upper Canadians participated in reforming these disparate populations, creating their own methods of how difference would be managed and regulated in the colony. It is through these civilizing projects white bourgeois subjects and elites would come to know themselves and attain material power in the colony. Contemporary arguments about poverty, diversity and human rights are tied to our colonial past, the making of whiteness, and a white settler colony.

A systematic review on cross-cultural social work practice research

Presenter(s): Eunjung Lee, Regine King, Michael Saini

Biography: Eunjung Lee, Assistant Professor at the Factor-Inwentash Faculty of Social Work (FSW) at the University of Toronto. Her primary research interest is on cross-cultural psychotherapy process. She presented various studies on cross-cultural psychotherapy process research and training issues at national and international conferences.

Regine King, a survivor of the 1994 Rwandan genocide, is a second year PhD student in the Faculty of Social Work, University of Toronto. Regine's research interest is finding alternative mental health approaches for cross-cultural groups. Regine has extensive experience in community mental health both in Canada and Rwanda.

Abstract: Given the increasing diversity in society, clinical practice invariably consists of "both" clients and clinicians who are from diverse racial and ethnic backgrounds. The focus in the multicultural literature has tended to be on majority therapists working with minority clients. There is great need to conduct research on the cultural similarities and differences between clients and clinicians (Tsang, Bogo, & George, 2003). In particular, the clinician's capacity to effectively conduct clinical practice with a culturally diverse population - regardless of the composition of a therapeutic dyad - is central in cross-cultural clinical practice. There is a proliferation of guidelines and recommendations for effective cross-cultural social work practice, often not accompanied by an evidence-based research. The present study

therefore explored factors and patterns pertaining to effective cross-cultural social practice based on empirical studies. This study did a systematic review of empirical studies on positive factors in cross-racial/cross-ethnic dyads during a period of 1980 and 2007. Following the guidelines of the Campbell Collaboration Systematic Review Protocols (2001), this review is distinctive in its exhaustive and expansive criteria of literature in cross-cultural social work practice. The present study aims to provide evidence-based successful factors in cross-cultural social work practice, to clarify statistical and methodological issues in conducting cross-cultural social work practice and to suggest future research recommendations.

A theoretical model to understand Chinese Youth in conflict with the law in Canada

Presenter(s): Siu-ming Kwok, Dora M.Y. Tam, Kitty Sin Ting Lee, Viola Chan, and Teresa Woo

Biography: Siu-ming Kwok's research interest includes delinquency, youth violence, and criminal justice. He is currently the led researcher of a research project studying Chinese youth in conflict with the law in Canada.

Dora Tam's research interest includes violence against women and social work education. She is currently the co-researcher of the research project of Chinese youth in conflict with the law in Canada.

Kitty Sin Ting Lee is an undergraduate social work student, whose area of interest is on support system to Chinese youth in conflict with the law.

Teresa Woo is an undergraduate social work student, whose research interest on Chinese families with youth in conflict with the law

Viola Chan is an undergraduate social work student, whose is interested in examining needs of Chinese youth in conflict with the law

Abstract: This paper presents the findings of a qualitative study on the experiences of Chinese youth with the Canadian criminal justice system. This study used the grounded theory approach to develop a theoretical model in understanding the pathways, experiences, and coping strategies of Chinese youth in conflict with the law in Canada; and identify promising practices to this client population.

Most studies on delinquency in Canada are primarily focused on youth from mainstream cultural groups. However, experiences of ethnic minority youth in the criminal justice system might not be the same as those from the mainstream. According to Ethnic Diversity Survey in 2002, 18 per cent of the Chinese, the largest ethnic-minority immigrant group in Canada, experienced discrimination in the previous five years compared to only 10% of the population that were non-ethnic-minority. However, scant information on ethnic minority youth in the criminal justice system in Canada makes it difficult for policy makers and professionals in the juvenile justice system to address the needs of these ethnics groups. Henceforth, a cross-province study was conducted in Toronto and Vancouver, the two largest Chinese communities in Canada, with 34 Chinese youth through in-depth interviews. Results of this study indicate that multi-level supports from family, school, and community are essential for prevention and intervention of Chinese youth in the criminal justice system. Further, the presenters will introduce the theoretical model developed from this study in understanding the experiences of Chinese youth in conflict with the law and implications to social work practices with this population.

Access to Sexual Health - Through a Disability Rights Lens

Presenter(s): Lynda Roy, Margaret Cheung

Biography: Lynda Roy earned a BSW from York University and an MSW from University of Toronto with a specialization in Social Justice and Diversity. She is currently employed as Health Promoter for The Anne Johnston Health Station and coordinates all aspects of the SexAbility program.

Abstract: Most people will agree that increasing accessibility for people living with disability is a fundamental human rights issue. However, accessibility is often very narrowly defined and very rarely includes any discourse about sexuality. Due to the myths and stereotypes that are prevalent in our society about people living with physical disability access to sexual health information is often not viewed as relevant to their lives. SexAbility challenges not only the common misperceptions that people with disabilities are asexual but also strongly advocates and challenges how sexuality is currently framed through the use of personal stories from people who have lived with childhood physical disabilities. SexAbility is a peer education program of the Anne Johnston Health Station. Volunteer peer facilitators are trained in areas of workshop facilitation and sexual health. All of our volunteers are skilled at

interweaving their personal experiences with a broader analysis of sexual health. SexAbility conducts interactive workshops that are based on an adult education model where personal experiences are shared and valued as a rich medium through which to explore an often taboo subject matter. These stories are part of the collective experiences of people, regardless of abilities, and serve to challenge narrow definitions of beauty, sex, and what it means to be denied access to healthy sexual expression. As a result, the discourse around sexual rights is expanded from sexual orientation, gender, and identity to include access to all forms sexual expression. Consequently, disability rights is also expanded to include sexual rights.

Addressing Ethical Dilemmas in an Era of Complex Practice Issues: HIV/AIDS as a Case Study

Presenter(s): David Brennan

Biography: Dr. Brennan is currently an Assistant Professor at the University of Toronto, Factor-Inwentash Faculty of Social Work. He has over a decade of experience as a researcher, private practitioner (clinical), and educator. Dr. Brennan is Senior Faculty with the NASW HIV/AIDS Spectrum Project.

Abstract: "Addressing Ethical Dilemmas In An Era Of Complex Practice Issues" seeks to help social workers to better respond to ethical dilemmas that arise in providing services across fields of social work practice.

Scarce resources, confidentiality protections, end of life issues, mandatory reporting requirements, as well as clients' issues such as homelessness, substance use and abuse, and challenges presented by adherence to medical treatments, often confront social workers with difficult decisions. All of these issues can raise ethical questions or dilemmas for the practitioner - both at the micro and macro level of practice. Using HIV/AIDS as case study content, the workshop will explore legal and ethical issues, individual and institutional attitudes that may affect services, opportunities to provide culturally competent services. It is intended for practitioners in both direct services and administrative roles in a variety of practice settings, working with diverse groups of clients/consumers.

Through the use of case studies, group discussion, brief exercises, and lecture participants will build knowledge and skills in their ability to: Identify five principles involved in making an ethical decision; consider ethical dilemmas in terms of the Code of Ethics and the five principles; Understand culturally competent practice throughout the process; review a model for addressing ethical issues in social work practice; and understand the role of consultation and documentation.

Presented in collaboration with the *National Association of Social Workers HIV/AIDS Spectrum Project*.

Advocacy in a Neoliberal World: Effectiveness in Social Action

Presenter(s): Elizabeth Whitmore, Marleny Munoz, Avery Calhoun, and Maureen Wilson

Biography: Elizabeth (Bessa) Whitmore is Professor Emerita at the Carleton University School of Social Work. She Co-Chairs the Community-based Research Network of Ottawa and is a member of the Raging Grannies. She and Maureen Wilson have worked together for almost 20 years and have published widely on issues related to social justice and international development.

Marleny Munoz is a PhD student at the Faculty of Social Work, University of Calgary, with interests in social justice, women's movements, community development, and anti-oppressive research. She teaches in Social Work and Latin American Studies and co-chairs Calgary's community Social Justice Encounter, hosted by the Faculty of Social Work.

Avery Calhoun is an Associate Professor in the Faculty of Social Work, University of Calgary. She teaches research and practice courses and brings a constructivist, feminist lens to her work. Most recently, her research has been on restorative justice with youth and people harmed by wrongdoing.

Maureen Wilson has worked with development projects in a number of countries, and has a special interest in popular responses to the human impacts of globalization. She is currently Professor and Associate Dean (Academic) at the Faculty of Social Work and Co-chair of the Consortium for Peace Studies at University of Calgary.

Abstract: Social workers have a mandated ethical imperative to address issues of human rights and social justice, and to evaluate the effectiveness of their practice as they do this. In the current climate of triumphant neoliberalism and the rule of market forces, the importance of this work cannot be

overemphasized. And yet, perhaps because of both its conceptual and practical difficulty, and because of the lack of resources available for this kind of work, our knowledge regarding “what works” in this area of practice is underdeveloped to say the least.

The study described in this presentation was designed to contribute to an understanding of what constitutes effective civil society participation in social justice influencing and advocacy. Working in partnership with activist groups, we use a combination of participatory tools to identify, from various perspectives, what constitutes “success” in influencing and advocacy work, and what factors are associated with that success. As a part of this process, we move with our partners through the identification of desired outcomes and their indicators, and the development, implementation and evaluation of strategies to achieve these.

In this presentation we will report the findings of interviews and workshops with members of a sample of Canadian activist groups. We will then briefly relate these findings to previous literature on social movements and social movement organizations, on the concept of social capital, and on participatory monitoring and evaluation. Finally, we will describe our work with our partners to develop and share practical tools to assist social practitioners, and the citizens with whom they work, to improve their effectiveness in influencing policies, practices and legislation toward improved human rights, equality and equity.

An uneasy alliance: social work and the labour movement, 1930-1959

Presenter(s): Therese Jennissen and Colleen Lundy

Biography: Therese Jennissen and Colleen Lundy are professors in the School of Social Work, Carleton University. They recently completed a manuscript on the history of social work in Canada based on archival data, oral histories, and secondary sources including texts, social work journals, and conference proceedings.

Abstract: Social work emerged at the beginning of the last century in response to the social injustice and inequality in Canadian society and immediately moved toward acquiring professional status, embracing an ideology that centered on professionalism. Political action was not considered a legitimate function of a profession and this inhibited social work’s alliance with working class and political movements. It was almost mid-century before social workers as a group began to consider the importance of collective action and their own job security.

In this paper, we revisit the debates that ensued between left-leaning social workers and those who upheld rigid notions of professionalism over their positions regarding unionization and the role of professional associations as well as their positions regarding social action. We also reflect on the current context where social workers are experiencing the impact of restructuring and privatization and the role of unions in supporting the working conditions of social workers.

Analyzing the impact of social work education on students' attitudes towards poverty and impoverished persons.

Presenter(s): Robert D. Weaver, Sung Hyun Yun

Biography: Robert D. Weaver is an Assistant Professor of Social Work at the University of Windsor. He teaches courses in social welfare policy and research methods. His research interests include poverty and poverty policy, child and adolescent well-being, program evaluation, and cross-national comparison of welfare states.

Sung Hyun Yun is an Assistant Professor of Social Work at the University of Windsor, located in Windsor, Ontario. He teaches courses in generalist social work practice, field placement integration, research, and abuse/violence in families and communities. His research interests include scale development, evidence-based practice, social justice, and prevention/intervention in violence and human oppression.

Abstract: Introduction: The social work profession is rooted in a tradition of working with impoverished persons and an important component of social work education during the first half of the twentieth century was to promote the formation of professionals skilled in helping the poor access much-needed resources (Johnson & Schwarz, 1997; Rehner & Ishee, 1997). Despite the profession’s historical foundation in addressing poverty, research suggests social work educators and students are overlooking this critically important issue (Harding & Ferguson, 2002; Vinton & White, 1995).

Study: In this study, the authors administered the Attitudes about Poverty and Poor People scale to a convenience sample (n = 389) of University of Windsor undergraduate students enrolled in one of three social work courses. These courses are 47-117, Meeting Human Needs through Social Welfare, 47-118, Meeting Human Needs through Social Work, and 47-204, Issues and Perspectives in Social Welfare. While students are exposed to social work values in all three courses, 47-204 differs from the others in that particular emphasis is placed upon the structural causes of poverty emanating from the decline of the Keynesian welfare state and the ascension of neo-liberalism (Mullaly, 2006). The authors administered the instrument at the beginning of the Fall 2007 semester and will administer it again in late November 2007 to the same sample of students. By conducting three-way ANCOVA, the authors will determine if there is evidence which suggests that the course content of 47-204 influenced students' attitudes towards poverty.

Anti-Oppressive Practice with Immigrants: Beyond an Acculturation Approach

Presenter(s): Izumi Sakamoto

Biography: Izumi Sakamoto is assistant professor of social work at the University of Toronto. A former Fulbright Scholar from Japan, she received her Ph.D. from University of Michigan. Dr. Sakamoto's recent research projects focused on Chinese skilled immigrants' employment challenges and advocacy efforts (SSHRC-funded), and arts-based community research with homeless women.

Abstract: Under the commonly espoused ideologies of multiculturalism and pluralism, the goal of social work with immigrants is now integration into the host society, whether that be economically, socially, and/or psychologically (Li, 2003), rather than assimilation. However, critics argue that the traditional idea of immigrant assimilation continues to lurk behind social policies and social services for immigrants, in that the successful integration of immigrants is prompted by their conformation to the dominant culture (Balgopal, 2000). While a growing body of literature on social work with immigrants has resulted in an increased understanding of this diverse population and its needs, the literature still lacks coherent theoretical and ideological frameworks necessary to inform effective models of service delivery. Social work literature on immigrants also requires critical interrogation of the impact of social science theories, particularly regarding long-held assumptions of culture and acculturation. In this roundtable discussion, the speaker will first present a critical review of literature on acculturation and social work with immigrants, then, findings of a qualitative study with skilled immigrants in Canada will be presented briefly. Based on the research findings, an anti-oppressive approach to social work with immigrants is proposed, which highlights structural issues affecting immigrants' lives, and offers an analytic linkage between social work practice and social justice, while promoting immigrant empowerment. Anti-oppressive practice (AOP) is widely endorsed (e.g., Dominelli, 2002) but criticized for the lack of practice guidelines (e.g., Baines, 2007). The session participants will be invited to further discuss the guidelines and applications of AOP with immigrants.

Antisemitism As Experienced By Canadian Jewish Girls Aged 10-12: Results of a Three-Year Study

Presenter(s): Nora Gold

Biography: Dr. Gold is an Adjunct Associate Professor at the Faculty of Social Work, University of Toronto, and a Visiting Scholar at the Centre for Women's Studies at OISE/UT. Her previous research (also funded by SSHRC) was a nation-wide study of Canadian Jewish women and their experiences of sexism and antisemitism.

Abstract: Human rights and social injustice related to gender, ethnicity, and other diversities are central issues in social work. However, within social work, antisemitism has been a neglected topic. In an attempt to redress this problem, this SSHRC-funded research was initiated, using a qualitative, longitudinal approach, and following 14 Canadian Jewish girls from age 10-12. These girls were interviewed once per year and asked to talk (among other things) about their experience of being Jewish. Each year they also completed the Child Attribution Style Questionnaire (CASQ), which measures children's emotional well-being. Their responses about being Jewish, which included antisemitic experiences, were then analyzed qualitatively, and with reference to their CASQ scores and to

selected demographic variables.

The findings of this study show that even at age 10 these girls were aware of, and adversely affected by, antisemitism, and in some cases so significantly that antisemitism could be seen as a risk factor in terms of their mental health.

This study is the first social work research on Jewish girls in any country other than Israel. As such, it will contribute to social work practice with children, and to social work education in terms of theoretical issues such as child development, female development, diversity, and anti-oppression. It also has practical implications for enhancing the well-being of Jewish girls living with dual oppression, and for educating social work faculty and students, social workers in the field, and the community at large about this little-studied but vulnerable population.

Are social workers ready to serve newcomers?

Presenter(s): Miu Chung Yan

Biography: Miu Chung Yan is an assistant professor of the School of Social Work at the University of British Columbia. He has been actively engaging in immigrant studies for more than eight years. He is now the leader of the Settlement, Integration and Welcoming Communities Domain of the Metropolis of British Columbia.

Abstract: With the decline in natural growth, Statistics Canada has recently predicted that international migrants will be the “main engine of population growth in Canada”. Since the introduction of point system in 1967, the majority of international immigrants to Canada have been from Global South countries. The system has resulted in a multicultural/racial demographic landscape in Canada. So far, the social work profession tends to respond to this changing demography by adopting a cultural competence and/or an anti-racist approach, both of which have been incorporated in most social work curriculum or professional development training. However, although newcomers are cultural and/or visible minorities, due to many structural factors embedded in our immigration policies, they face many unique challenges that may require the helping profession, including social work, to have special knowledge and skills.

Departing from the question of whether social work is ready to serve newcomers, British Columbia Association of Social Work conducted an online survey among its members. Our paper is to present the findings of this study. A total of 186 respondents had fully completed their survey. Findings of the study, albeit not generalizable, indicate that many respondents felt that they were not well prepared both in school and at work. Most respondents also agreed that to serve newcomers, the cultural competence and anti-racist approaches are necessary but not sufficient. They agreed that social work curriculum should include specific course on working with immigrants and refugees. Based on the findings, this paper will provide some suggestions of how to prepare social workers both in social work education and professional development programs.

Arts-based research as a tool of anti-oppression and human rights: A university-community collaboration focusing on social support of women experiencing homelessness

Presenter(s): Izumi Sakamoto, Josie Ricciardi, Aisha Chapra, Natalie Wood, Billie Allan

Biography: Izumi Sakamoto is assistant professor of social work at the University of Toronto. A former Fulbright Scholar from Japan, she received her Ph.D. from University of Michigan. Dr. Sakamoto's expertise includes community-based research, anti-oppressive practice and empowerment, and her recent research focused on skilled immigrants' employment and homeless women.

Josie Ricciardi, MSW, RSW, is the Coordinator of Community Services at the Regent Park Community Health Centre, and has long years of experience working with women who are homeless and has also coordinated a successful art program, Adelaide Women's Art Program.

Aisha Chapra, MSW, RSW, is the Research Coordinator for Coming Together: Homeless Women, Housing and Social Support and a social worker at the Regent Park Community Health Centre.

Natalie Wood, M.A., is an independent visual artist who also works on the community economic development of women who are low income or homeless through arts, and teaches social service workers in George Brown College.

Billie Allan, MSW, is a PhD student at the Faculty of Social, University of Toronto, focusing on anti-oppressive practice and indigenous knowledge in social work education.

Abstract: According to UN Human Rights Commission, “homelessness is one of the most severe manifestations of the denial of housing rights” (Koothari, 2005). In Canada, homelessness is a serious and pervasive issue, and in 1998 the City of Toronto declared that homelessness is a national disaster (Street Health Report, 2007). A disproportionate number of those affected are women, with approximately 1313 women staying in shelters in Toronto on any given night (City of Toronto, 2006). ‘Coming Together: Homeless Women, Housing and Social Support’, a community-based research (CBR) project using arts, explored how women and transwomen build support networks with each other when housing is the issue. Specifically, anti-oppressive principles (Strier, 2007) were followed to include voices and expressions that may be easily excluded through traditional social research methods. Despite the rich history of application of the arts in social services (Addams, 1990; Schnekenburger, 1995), using arts for social work research is a more recent phenomenon (Szto, & Furman, 2005). First, the research team of university-community partners extracted key themes from semi-structured interviews with homeless women/transwomen and their service providers. Then an advisory board was formed of women/transwomen who have experienced homelessness, who subsequently selected the art medium of “staged photography” for further data collection and analysis. Through painting, costumes, theatre and photography, different groups of women/transwomen at four drop-in centres created scenes depicting their own visions of inclusion, friendship and safe space. Implications for using arts in anti-oppressive CBR project within the broader contexts of human rights and homelessness are discussed.

Attitudes toward Human Rights and Social Justice Content in Social Work Education: Canadian and U.S. Faculty Perspectives

Presenter(s): Katherine P. Luke and Lorraine M. Gutierrez

Biography: Katherine Luke, MSW, MA, is a doctoral candidate in the Joint Program in Social Work and Sociology and the graduate certificate program in Women's Studies at the University of Michigan. Ms. Luke's teaching, practice and research focuses on social justice education, community-level interventions, and the intersections of gender, race, and risk-behaviors. Lorraine Gutierrez is Thurnau professor of Social Work and Psychology at the University of Michigan. Her teaching, research and focus on multicultural work with organizations and communities. She has published over thirty articles, chapters or books on topics such as empowerment, multicultural practice, and women of color.

Abstract: With goals of promoting human rights in diverse communities, the accreditation standards of both CASSW and CSWE require undergraduate and graduate social work courses to include content on age, ethnicity, class, disability, race, national origin, gender, sexual orientation, etc. Despite this, very little is known about how faculty attitudes toward human rights and social justice content might vary by country. To explore this we conducted two national web-based surveys of faculty teaching in English-Language MSW programs in Canada and the US, obtaining a total N of 327 (152 Canadian and 175 US). Canadian faculty reported significantly more progressive social attitudes than US faculty $t(301) = 2.1$, $p < .05$, specifically on certain subscales such as gender $t(293) = 3.28$, $p < .001$ and immigration $t(286) = 6.18$, $p < .001$. However, this did not correspond with level of support for human rights content in social work curriculum. Support among US faculty exceeded support among Canadian faculty in several content areas such as aging and religious tolerance. The results of this study suggest two possible interpretations and implications for social work. One, progressive social attitudes may not translate into support for social work education policy designed to promote human rights and social justice, thus necessitating a different approach to achieving such goals. Two, different cultural contexts, such as those in Canada and the US, might require social work education to play different roles in advancing human rights, suggesting the value of creating flexibility for community-level variation in policy making around such issues.

Barriers to Citizenship: Lone Mothers' of Children with (dis)Abilities Share Experiences

Presenter(s): Tracy Swan, Krista Hutchings, Gail Wideman, Patricia Meany & Janice Parsons

Biography: Tracy Swan, assistant professor at Memorial University, School of Social Work, worked in child welfare in Ontario for over twenty years. Research and teaching interests include foster caregiving, anti-oppressive approaches to child welfare practice, and teaching methods for anti-oppressive practice.

Tracy is a co-researcher with the Lone Mothers: Building Social Inclusion project in St. John's where lone mother research assistants teach her about barriers to social inclusion.

This past spring Krista Hutchings completed her MSW at Memorial University in Newfoundland Labrador. Her Masters research internship with Lone Mothers: Building Social Inclusion in 2007, focused on the experiences of lone mothers' of children with (dis) abilities. Krista has practiced in (dis)ability related fields for 18 years and is currently, working in the Autism Early Intervention Program with Eastern Health, St. John's.

Gail Wideman who obtained her MSW from Wilfrid Laurier University, is a PhD candidate at Memorial University, School of Social Work. Her practice and research interests focus on rural social work practice and community development with an emphasis on gerontology. A research assistant with the Lone Mothers: Building Social Inclusion project at the St. John's location, Gail is involved in data analysis of lone mother interviews.

Janice E. Parsons is Assistant Professor of Social Work at Memorial University. Her research interests include: lone mothers living in poverty and the interplay of agency and constraint in identity. She is a member of the Atlantic region team for the CURA research project entitled, Lone Mothers: Building Social Inclusion.

Abstract: In 1998 the Canadian government released In Unison: A Canadian Approach to Disability Issues, which outlined Canada's commitment to enhancing opportunities for individuals with (dis)abilities and their families to participate fully in all areas of Canadian life. Nevertheless, many Canadian citizens still encounter significant barriers to participation. One such population, lone mothers of children with (dis) abilities, struggle daily with multiple forms of disadvantage that, taken together, significantly contribute to their marginalization within Canadian society. This paper will present the findings of a sub set of qualitative interviews undertaken as a component of a five year multi-site CURA research project, Lone Mothers: Building Social Inclusion. The interviews give voice to the experiences of lone mothers on social assistance whose children have diverse forms of (dis)ability. The paper will highlight the challenges the women encounter in addressing the needs of their children as well as draw attention to their resourcefulness and strengths. Using a social inclusion framework that features meaningful citizen participation, the authors will outline policy and practice implications with particular focus on the importance of creating meaningful partnerships with the women and working alongside them to address the inequities and stigma that they experience. The first-hand accounts of lone mothers of children with (dis)abilities serve to expand our professional and personal perspectives on their struggle for social inclusion in relation to fundamental elements of human rights, freedoms and social justice in the context of (dis)ability. This presentation will be of interest to those involved in social work practice and policy development related to lone mothering, poverty, (dis)ability, and social inclusion.

Barriers to Lesbians and Gay Men Accessing Fertility Treatments in Canada

Presenter(s): Reina Zatylny

Biography: Reina Zatylny is completing her MSW degree at Wilfrid Laurier University. She is interested in individual and couples counselling, especially in the areas of infertility, grief, and bereavement. Reina has won a SSHRC and an OGS for her research in infertility counselling which she has published internationally.

Abstract: Canada has over 20 fertility clinics providing full services to the 10 to 15 percent of Canadians accessing fertility treatments. While the majority of patients at fertility clinics are heterosexual couples, lesbians and gay men also access fertility treatments. This population may or may not have medical issues compromising their fertility, but they do require access to sperm, eggs, and/or gestational capacity. Sperm donation, which began in 1884, and egg donation, which began a century later, were originally family-building options sought after primarily by heterosexual couples. Once the American Psychiatric Association removed homosexuality from its list of mental illnesses in 1973, social and legal policies gradually made lesbian and gay families more acceptable in some jurisdictions. While many fertility clinics have begun to relax some of the restrictions they placed on lesbians' and gay men's access to fertility treatments, many barriers to services continue to exist. These barriers include the following: Firstly, legislation bans gay men from being sperm donors, though legislation does not ban lesbians from being egg donors. Secondly, many lesbians and gay men wanting to become parents are uncomfortable with the medicalization of what they perceive to be a natural process, but they feel that they cannot decline

medical tests and procedures. Thirdly, lesbians and gay men may feel marginalized by inappropriate gender-based language used on the medical forms and during the assessments.

Bâtir une communauté une personne à la fois en D.I.R.E.C.T.E: un modèle de développement de la citoyenneté

Présentateur(s): Marcel Grimard

Biographie: Mr. Grimard est président de l'ACFO-TO depuis 2003. Sous son leadership, l'association s'est dotée d'un modèle de développement communautaire novateur inspiré de sa thèse de doctorat en sociologie de l'éducation et en équité sociale de l'institut de recherches pédagogiques de l'Ontario. Il possède également une maîtrise en orientation professionnelle spécialisée dans l'insertion professionnelle des personnes ayant des obstacles importants à l'emploi

Résumé: La communauté francophone de Toronto compte plus de 125 000 personnes issues de l'ensemble de la Francophonie canadienne et internationale. Bon an mal an, entre 3 000 et 5 000 personnes parlant français arrivent à Toronto.

Contrairement à plusieurs communautés francophones d'accueil, plusieurs de ces migrants ignorent l'existence d'une communauté francophone dynamique et engagée dans son milieu.

Par ailleurs, cette méconnaissance des services sociaux, de santé et autres programmes offerts en français crée la situation que les services sont sous-utilisés et conséquemment sous-financés.

En outre, le mythe de "l'inexistence d'une communauté franco-torontoise" nuit au développement de la capacité de la communauté franco-torontoise à développer un réel sens d'appartenance et conséquemment une déresponsabilisation envers ceux et celles moins favorisé/es.

Le modèle de communautaire de l'ACFO-TO s'inspire des récentes recherches en socio-linguistiques, en orientation professionnelle et en promotion de la santé pour développer le programme de leadership: bâtir une communauté francophone une personne en D.I.R.E.C.T.E (Diversité, Inclusivité, Respect, Engagement, Compréhension, transformation et Economie).

Après la formation, 50% des participants s'impliquent dans une cause communautaire: pauvreté, emploi, intégration, violence congénitale, etc. Cette implication peut-être siéger sur un conseil d'administration, fonder une ONG, devenir bénévole ou tout simplement participer à des actions plus politiques.

Après trois ans, le modèle démontre de grande capacité pour favoriser un changement social d'importance concilier l'intégration des nouveaux immigrants francophones et la pérennité des communautés francophones en situation minoritaire.

Bearing Witness": [Im]prints of Sex Trade and Action Research

Presenter(s): Constance, Barlow, PhD, Faculty of Social Work, University of Calgary

Biography of Co-Researchers: Constance Barlow is Professor, Faculty of Social Work; Dr. Debb Hurlock is a researcher with United Way and a faculty member at University of Calgary, Faculty of Social Work. Tammy, Nicole, Viki, Holly and Candace are Peer Researchers, United Way, Calgary.

Justine Moreau and Lori Villebrun are researchers and community developers at United Way, Calgary. Rosoline Carter is a social worker at AIDS Calgary.

Abstract: "Bearing Witness" is a unique community-university action research study by the University of Calgary, Faculty of Social Work, and the United Way of Calgary and Area. Through the method of photo-voice, the layered intricacies of the lived experiences of a group of five women, who have exited the sex trade, are brought to light. This study emerged from a need to more deeply understand the complexities of sex trade in order to address this growing issue in Alberta. The study involves a diverse team of researchers, including the women who have left the sex trade, academics, and community-based organizations.

This presentation focuses on our multifaceted learnings in relation to the process of action research, and our (re)imagining of the concepts of ethics, knowledge, and voice. We will also show the collection of digital stories created from the study, and describe the multiple ways this study affected change at individual, program, and system levels.

Becoming Lost and Found: Peace, Christianity, and Anti-Oppression

Presenter(s): Dr. Gordon Pon

Biography: Gordon Pon, M.S.W., Ph.D.

Dr. Pon is an assistant professor in the School of Social Work at Ryerson University. He is a Chinese Canadian who teaches undergraduate and graduate courses on anti-oppressive practice and responses to marginalization. He specializes in the area of anti-racism, transnationalism, Asians in the diaspora, and critical perspectives in child welfare. He has worked as a front line worker in child welfare.

Abstract: Title: Becoming Lost and Found: Peace, Christianity, and Anti-Oppression

Abstract

This paper builds on the writings about peace by Elizabeth Ellsworth (2005) and Maxine Hong Kingston (2003). I argue that interrogating the concepts of peace and forgiveness reveals tensions in anti-oppressive perspectives in social work (Barnoff and Moffatt, 2007; Shera, 2003) around secularity versus Christian beliefs, as well as possible dogmatic tendencies in anti-oppression. Concepts such as peace and forgiveness are seldom engaged with by the educators of anti-oppression due to anti-oppression's regulatory framework that is premised on a secular/sacred binarism. Recalling Todd (2004), I query whether some anti-oppression proponents may keep their Christian beliefs private due to the secular/sacred binarism. Peace and forgiveness are concepts that complicate debates around human rights and social work. For example, conceptually peace and forgiveness can trouble the secular/sacred binary, improve the pedagogy of anti-oppression, render anti-oppressive subjectivities more capacious, and augment discussions of self-reflexivity.

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Care Provision During Economic Decline and Restructuring: Lived Experiences of Diverse Northern/Rural Women

Presenter(s): Dawn Hemingway, Heather Peters, Christina McLennan, Barb Keith, Anita Vaillancourt

Biography: Dawn Hemingway, MSc, MSW, RSW

Dawn Hemingway is Associate Professor and Chair at the University of Northern BC School of Social Work and co-leader of the BC Network for Aging Research, with research interests that include the health of diverse northern/remote populations – in particular older women – and related community-based policy development and social change initiatives.

Heather Peters BA, BSW, MSW, (PhD in progress)

Heather Peters is an Assistant Professor in Social Work at the University of Northern BC. Her research interests include social policy with specific attention to its impact on women as well as access by marginalized populations to social and health services and the role of social policy in this regard.

Christina McLennan, BSW, MSW, RSW

Christina McLennan, Social Work Instructor at Thompson Rivers University, is a founding member and co-coordinator of the Women North Network. With a community empowerment perspective, her research interests include women's issues, social determinants of health and using information and communication technology to augment social work practice and promote social change.

Barb Keith, MSW, RSW

Barb Keith is the acting Manager of Aboriginal Health Services at Vancouver Coastal Health, as well as a part-time instructor at the University of Northern British Columbia. Previously she spent 26 years in the North, working primarily with substance using women and Aboriginal populations. Her research background (mainly institutional ethnography) includes healthcare and access, substance use and problem gambling, and the rural/urban divide.

Anita Vaillancourt, BSW/H, MSW, PhD (in progress)

Anita Vaillancourt is a PhD student and instructor in the Faculty of Social Work at the University of Toronto and an Adjunct Professor at the University of Northern BC. Her research interests have primarily focused on women in the areas of social policy, poverty, addictions, family violence, and welfare reform.

Abstract: Our research takes place within a national context of decreasing government commitment to the provision of public social and health services, including a shift toward privatization and reliance on local communities and families to tackle social problems and to assume a wide range of care provision responsibilities. Not surprisingly, in these circumstances, there is an increasingly heavy reliance on and expectation of women as traditional providers of care. Yet, the impact of economic restructuring is not uniform. This project engages a diverse group of women including those who are young and old, of First Nations heritage, recently immigrated from abroad, with a range of abilities and levels of education, from small villages and larger towns. The thread connecting these women together is their location in the northern/rural hinterland of British Columbia – a location that can limit or deny access to health and human services, to appropriate/affordable/accessible housing and other basic rights. We examine the impact of economic decline and restructuring on life in northern British Columbia through documenting the lived experiences of women care providers – formal, informal, paid and unpaid. Voices of women from four northern communities – with populations ranging from 1,300 to 80,000 people – are captured through 58 in-depth, semi-structured interviews and 8 community gatherings. A comparative analysis of women's experiences in these four settings provides a glimpse of northern understandings and struggles from both a rural and small-urban perspective. Implications for social work practice, social policy development and social change initiatives will be discussed.

CASW Social Policy Initiatives

Presenter(s): Drummond White, Glenn Drover

Biography: Drummond White is a social worker and psychotherapist in Whitby with an emphasis upon mediation and family assessment. In 2005, he was chosen as the Ontario recipient of the Canadian Association of Social Workers' Distinguished Service Award. Drummond represents the social workers in Ontario on the board of the Canadian Association of Social Workers (CASW). He was an elected member of the Ontario legislature from 1990 to 1995.

Glenn Drover is a retired professor of social work. He currently has adjunct appointments at the City University of Hong Kong, Carleton University and Dalhousie University. Currently, he is president of the Eastern Branch, Ontario Association of Social Workers. He is active on the board of the Council on Aging of Ottawa, the Ottawa Senior Citizens Council and the Social Planning Council of Ottawa. He is editor of the bulletin of the Council on Aging. He is policy consultant to the Canadian Association of Social Workers.

Abstract: One of three major goals of CASW, and an ethical obligation of all social workers, is to advance social justice. In order to promote the cause of social justice within Canada, the Board of Directors of CASW decided in 2004 to develop social policy principles to monitor the federal government's commitment to social programs. In addition, the Board decided to highlight and promote awareness of the issues facing low income women in Canada including papers on Women's Income and Poverty Revisited; Gendering the Poverty Line; Income of Black Women in Canada; The Declining Health and Well-being of Low Income Women in Canada; Poor Policy, Poor Women; and Financial Security for Women Seniors in Canada. The purpose of this workshop, therefore, is: (1) to share how CASW has addressed issues of women's poverty in this country to date and (2) to identify other social policy initiatives which participants think that CASW should take in the future. The workshop will be interactive in nature. It will include: a brief explanation of CASW social policy justice principles; an outline of existing CASW policy initiatives; the challenge of influencing the federal policy process; and the identification/prioritization of future policy initiatives.

Challenges in Child Protection Practice: An Issue of Rights

Presenter(s): Dr. Ken Barter, Professor Sharon McKay

Biography: Dr. Barter is a Professor with the School of Social Work, Memorial University of Newfoundland. He has published extensively in the form of book chapters, journal articles, research reports, and conference proceedings. He has presented to audiences at provincial, national and international

conferences. His publications, presentations, teaching, and research are in the field of child protection and social work.

Sharon McKay is Professor Emerita, University of Regina, Faculty of Social Work. She served as steering committee chair for the Canadian Deans and Directors Education for Child Welfare Initiative and is a founding member and steering committee chair for the Prairie Child Welfare Consortium, a tri-provincial and northern, multi-sector, Aboriginal and mainstream network.

Abstract: That child protection is in a state of crises in Canada is well documented in the research and literature. Despite the evidence suggesting the pervasiveness of the crises, social workers continue working through a minefield of tensions, ethical dilemmas and unreasonable workloads while under the microscopic scope and criticism of the media and the public. Many social workers are leaving the field of child protection due to fears of liability, feeling disempowered in their role, burnout, and working in rigid bureaucratic systems. Are such working conditions a violation of rights for both the families requiring protective intervention services and for social workers? Is the social work profession doing enough? This presentation explores these and other critical questions.

In addition, the presentation reports on some positive initiatives that are underway in Canada to address the many issues in child welfare. The presenters would like to hear ideas and suggestions from those attending the presentation on any initiatives that are taking place or perhaps could take place to positively influence child welfare policies and practices.

Challenging Pedagogy: Exploring structural barriers to challenging oppression through community education

Presenter(s): Fauza Mohamed

Biography: Fauza Mohamed is a recent graduate of the Master of Social Work program at Carleton University and is now working as a community developer at Somerset West Community Health Centre in Ottawa.

Abstract: Community education can be used as a tool for challenging oppressive relations, such as racism, classism, and heterosexism, which threaten the pursuit of human rights in a diverse community. But to what extent do anti-oppressive community educators encounter ideal conditions for carrying out their work? This paper draws upon interviews with educators working in the community, outside of formal institutions, who seek to challenge various forms of oppression through their pedagogy. When many workers spoke of the conditions that they had to negotiate when setting up their education workshops, they often spoke of having to compromise. In particular, their narratives on money, resources, and control over the content of their work suggested that educators felt that they were unable to carry out what they perceived as an ideal practice. Drawing on the critical social work framework of Jan Fook, I argue that unpacking this theme of compromise provides insight into the way that anti-oppressive practice can be implicated in complex social relations. More specifically, the difficult conditions that community educators face in setting up their work point to its devaluation in the larger structural context. This raises important questions regarding the possibilities and limitations of challenging oppressive relations in a community education format. I suggest that attending to the complex social relations that affect the implementation of this work may provide practitioners with some possibilities for reconstructing localized practices, but also reinforces the idea that until the broader social structures change, the difficult conditions of anti-oppressive education will continue.

Charting a Course Toward Equity and Inclusion: Advancing Social Work's Agenda

Presenter(s): Ann Divine and Cheryl Hebert

Biography: Ann Divine, MA, DipS/W, BA(hons)

Ann is an accomplished and dynamic leader with over 25-years of professional experience in public, private and community development. She volunteered at board level and worked at the Nova Scotia Office of Immigration and now at the Nova Scotia Human Rights Commission. Her skills include addressing inclusiveness in society.

Cheryl Hebert, MSW, RSW

Cheryl is Project Manager with the Nova Scotia Human Rights Commission. She has extensive experience in program planning, evaluation, policy work, conflict resolution and teaching. She recently completed an intensive 2.5 months Rotary Peace and Conflict Studies program in Bangkok. She was Assistant Professor with Memorial University's School of Social Work.

Abstract: There are many challenges facing employers in today's rapidly changing global world. The public expect a greater expression of socially responsible employment practice and increased transparency and accountability. Employers must be in compliance with human rights legislation and demonstrate a commitment to a diverse, inclusive and healthy work environment.

Founded on principles of human rights and social justice, the social work profession must play a leadership role in promoting fairness and working to reduce barriers toward equity. With increases in immigration and rapid changes in community demographics social workers, particularly managers, need to examine their own agencies' and organizations' practices. For example, are statements of commitment to human rights incorporated into policies and procedures of the organization? Have staff been provided opportunities to enhance their understanding of diversity and inclusion?

Social workers can also act as advocates to influence the practices of other agencies and organizations. As active and respected community members they can help people from other cultures to be accommodated and receive equitable access to services such as social assistance, employment and education programs.

The Nova Scotia Human Rights Commission (NSHRC) has developed approaches to help organizations chart a course toward equity and inclusion. This knowledge can be used to assess workplace policies and practices and better serve clients. It can promote better relations between diverse groups of people and prevent conflict.

Child Welfare Deaths in Canada: What needs to change

Presenter(s): Val Heerema and Esther Doucette

Biography: Esther Doucette has over 20 years of experience as a Social Worker including 11 years as a front line child protection social worker, primarily practicing in Ontario and the Northwest Territories. She is currently employed at CASW and is an instructor in the Social Services Worker program at Algonquin College. Her areas of interest include; child welfare reform, ethics and practice in diverse settings.

Val Heerema is a Registered Social Worker Alberta, and member of CASW with over 25 years of experience. She is employed with the Alberta Provincial Government in Children's Services and in private practice as a Clinical Therapist specializing in Family Systems Therapy and Advanced Trauma Treatment. Val resides in Calgary, Alberta. She is qualified as an Expert Witness in Provincial Family Court for Parenting Assessments and Recommendations.

Abstract: The impetus for the development of this report has been the accumulation of media reports, inquiries and concerns from the public, child welfare institutions and social work practitioners in Canada regarding longstanding and challenging social welfare conditions, and their impact on children and families.

Over the past two decades there has been an increased strain in our social welfare system, particularly in our child welfare system. Children are considered to be a Canadian priority yet we have seen little progress in providing adequate support to this vulnerable population.

"Broad social issues such as poverty, unemployment, generational cycles of abuse and neglect, as well as agency and community resources have a direct impact on family functioning. As the social safety net erodes through downsizing and fiscal management, there is a continual search for ways to allocate limited resources by reorganizing and rearranging service delivery systems, attempting to do more with less "(Report on the Death of Jacqueline Dawn Brewer. Creaghan, W.L.M., Chipperfield, L., deVick, S., Garneau, G., Squires, Dr. Philip, July 7, 1998, p. 8).

This report provides an overview of findings of a number of Canadian reviews of child welfare deaths completed since 1995. The information is categorized into a number of themes including; the nature of child protection social work, child protection legislation, child protection training and orientation, interdisciplinary consultation, foster and adoption placements, social work curriculum, to name a few. This presentation will include the opportunity to collect feedback from participants regarding progressive child welfare reform.

Child-Centered Comprehensive Custody Evaluation

Presenter(s): Ken Lewis, PhD

Biography: Ken was a Social Work Professor before devoting full-time to custody evaluations. Court-appointed in 26 States and Canada, he published numerous articles on the needs of children of divorce; is frequently on television (USA and Canada); and is director of Children Of Divorce, a nonprofit organization that strengthens parent/child bonds.

Abstract: The purpose of this workshop is to demonstrate how Canadian social workers can “build bridges” with the judiciary. In Canada, divorce has greatly increased since 1968 when the Divorce Laws entered into effect with a seven-fold increase by 1987 and a five-fold increase from 1968 to 1995. Divorce may be an easy way out for the couple; but it often wreaks havoc on the children.

The courts welcome mental health professionals to guide them in determining what is in the children's best interests. This workshop will advocate that social workers are well-suited by their training and experience to conduct child custody evaluations.

The essential segments of a child-centered comprehensive evaluation will be presented; and attendees will learn how social work skills can be applied to that process. Legal definitions of custody, shared parenting, and access under the 1985 Divorce Act (Chapter 3), The Family Relations Act, and case law from the Supreme Court of Canada will be discussed.

Attendees will learn how different social work skills are relevant at the five stages of custody, and how the various custody factors can be utilized to formulate recommendations that serve the child's best interests.

This workshop is intended for social workers who are already involved in custody evaluations and want to share their experiences in this area. It is also intended for those social workers who have an interest in children of divorce and separation and want to learn more about this exciting area of social work. Bring your questions.

Children, Poverty and Health

Presenter(s): Ted McNeill

Biography: Ted McNeill Ph.D., R.S.W. is the Director of Social Work and Child Life at The Hospital for Sick Children and an Associate Professor in the Faculty of Social Work at the University of Toronto. His academic interests include poverty and the social determinants of health and are part of a continuing interest in families, health, and social justice.

Abstract: This presentation will report on research that examines the impact of the social determinants of health on child health, with a particular focus on the toxic effects of poverty. The social determinants of health provide an effective conceptual framework for understanding a wide variety of health and other outcomes for both children and adults. Drawing on the research conducted by the United Way of Toronto to identify high poverty neighborhoods in the city and reported in Poverty by Postal Codes, this presentation will report on research that applies these findings to the patient population served at the Hospital for Sick Children. Matching postal codes from the United Way research to the postal codes of patients seen at the Hospital for Sick Children has allowed a comparison of the health outcomes of children from different neighborhoods in the city. Children from high poverty neighborhoods will be contrasted to children from all other neighborhoods in Toronto, highlighting dramatic differences in the frequency of admission to hospital, length of stay and resource intensity weighting which is a measure of case complexity. The findings support a social justice approach to advocating for enhanced social and material conditions for children and families living in poverty. Implications for social workers and their institutional settings will be discussed.

Children's rights Forsaken: Child Protection Shaken

Presenter(s): Ailsa M. Watkinson

Biography: Ailsa is a professor with the Faculty of social Work, University of Regina. In 1995 she began the Charter challenge to the use of physical punishment on children.

Abstract: Do our child protection, education and human rights laws reflect the United Nations Convention on the Rights of the Child which considers children as holders of rights? The Convention upholds the rights of children to express their views in matters that affect them, the right to religious freedom, the

right of mentally or physically disabled children to a decent life, and the right to freedom from physical punishment. Yet our law, under s. 43 of the Criminal Code, provides parents with a defence if they use physical punishment on children to correct their behaviour. Child protection laws and protocols do not adequately discourage the use of physical punishment even though research has shown that physical punishment, whether it is considered minor or moderate, has negative consequences for a child's mental and physical health and development. Section 43 was challenged as violating the rights of children and was eventually heard by the Supreme Court of Canada. The Court ruled that children's rights were not abridged by s. 43. However they limited the defence available to parents who use force on children. This paper will discuss findings from two studies, one undertaken by the author on the knowledge and needs of adults regarding the Court's limitations on the use of physical punishment. I will also discuss another co-authored study on the intergenerational transference of approval of physical punishment. The findings from both studies support the need for advocacy by social workers to ensure that child protection policies and parental programming reflect Canada's international obligations.

Coalition Building toward Poverty Reduction in Nova Scotia: Inclusive Community Development with Diverse Populations

Presenter(s): Darcy Harvey (Main presenter), Susan Nasser Co-presenter

Biography: Biographies

Darcy Harvey has been community social worker in the Halifax homelessness and housing community since 2002. For the last two years Darcy has brought her valuable skill set to Community Action on Homelessness as Community Program Coordinator. Darcy received her BA from Acadia University and her BSW from the Dalhousie School of Social Work.

Susan Nasser has a BA and a BSW from McGill University, and MSW and MPH degrees from the University of Minnesota. She has had a varied career working in community-based agencies, education and research, but she considers herself a community development worker at heart. She is currently Executive Director of the Nova Scotia Association of Social Workers.

Abstract: Social justice and anti-poverty groups have a strong tradition in Nova Scotia, and recently many of these community-based organizations have converged to form the Poverty Reduction Strategy Coalition. A march and rally at the provincial legislature in October 2006 called attention to the need for government commitment and leadership in regard to poverty reduction and gave rise to the Coalition, an assembly of groups representative of a broad range of populations, geographic areas, and special issues and perspectives. The Coalition developed a vision for a poverty reduction strategy over two days in March 2007. Ongoing collaborative efforts have transformed this vision into a Framework for a Poverty Reduction Strategy for Nova Scotia. The framework was launched in October 2007, one year after the initial focus was articulated. While political will was questionable at the beginning of the process, now all political parties are speaking the language of poverty reduction and the provincial government has committed itself to developing a multi-year strategy to address poverty.

This presentation situates poverty reduction and elimination as a human rights issue for low-income Nova Scotians. The presenters will describe key activities and learnings from this collaborative venture, discuss the unique aspects of the Nova Scotia context, and explore the challenges facing the social work profession as we engage in community development and social action.

Coercion and Community Treatment Orders: Are they Bedfellows?

Presenter(s): Magnus Mfoafo-M'Carthy

Biography: Magnus Mfoafo-M'Carthy is a doctoral candidate in the faculty of Social Work and the collaborative program in Health Services and policy Research at the university of Toronto. He is affiliated with the Centre for Addiction and Mental Health (CAMH). He has worked in various capacities as Case Manager, Clinical Director and Therapist in residential and community -based programs for the mentally ill and HIV/AIDS clients in New York City and Toronto.

Abstract: The question of coercion and its relation to outpatient committal is considered a thorny issue in the provision of mental health services. The subject has generated debates among academics, policy makers, service providers, clients and family members for a period of time with no definite conclusion (The MacArthur Foundation Coercion Study, 2001). Although numerous studies have been conducted on the coercive nature of outpatient mental health treatment, there has not been a definite consensus with

regard to whether the treatment of the mentally ill should be truncated because of its infringement on the rights of individuals. This brings to the fore the issue of community treatment orders (CTOs) and the coercive nature of the treatment. Civil libertarians and advocates argue that mandatory treatment infringes on the right of the mentally ill and hence detrimental to their welfare (Szigeti, 2001). The argument, since the inception of Community Treatment Orders (CTOs) is whether clients are coerced into signing on to this treatment or whether there are legal ramifications in place to serve as a balance. This presentation will attempt to explore coercion and the importance of outpatient treatment from ethical, legal and empowerment frameworks and make a determination regarding what is in the best interest of clients.

Cognitive Behaviour Therapy for psychosis: Key to Human Rights

Presenter(s): Virginia Lafond

Biography: Virginia Lafond, MSW, RSW, delivers front-line social work services in the Royal Ottawa Mental Health Centre's Schizophrenia Program. A certified member of the Academy of Cognitive Therapy, her practice also includes cognitive behaviour therapy for schizophrenia/psychosis which she has taught to professionals, locally and internationally.

Abstract: Cognitive Behaviour Therapy of Psychosis, an evidence-based practice, deserves its place among the essential elements for the achievement of human rights. People who live with psychosis (including those who have schizophrenia) are commonly marginalized for many reasons including less than ideal treatment. Cognitive Behaviour Therapy has much to offer in the way of assisting people to manage symptoms such as paranoia and auditory hallucinations. Through CBT, many have found that they not only have less symptom-related distress but also are able to join into advocacy efforts and thus take their place as citizens in our Canadian society.

Collaborative Policymaking: Transforming the Process of Participation to Realize Socially Responsive Policies

Presenter(s): Michael R. Woodford

Biography: Michael R. Woodford is an assistant professor with the School of Social Work, University of Michigan. He teaches macro practice and his primary area of research is community participation in policymaking.

Abstract: Community involvement in policymaking is receiving renewed attention. Public hearings and other traditional consultative strategies are fairly widespread, but commonly experienced as meaningless. Growing in popularity and ascribed great promise is collaborative policymaking which brings together governmental and non-governmental actors to deliberate issues and alternatives. Such a process is highly appealing today, especially when applied to address the needs of marginalized groups. Despite the increasing use of collaborative policymaking and its potential to promote policy change, little is known about its effective implementation. Further, a dearth of knowledge exists concerning the effective use of collaboration in the pursuit of policies responsive to the needs of marginalized groups. Given the critical need for such policies, strengthening participatory policymaking is an important scholarly project, especially for social workers given our commitment to social justice. This research contributes to this by presenting the results of a case study of collaborative policymaking concerning social assistance services to victims of violence in Newfoundland and Labrador. A diverse group of community stakeholders worked alongside government officials and developed 27 policy recommendations – some described by community advocates as transformative. All 27 recommendations were implemented. Although the resultant policies did not eradicate violence, they significantly improved services to victims – helping them to be safe and to restart their lives. The central research questions were: what is collaboration and what is required to make it successful, leading to the enactment of responsive policies? Five dimensions of successful collaboration are outlined and implications for policy practice discussed.

Community Based Social Service Planning

Presenter(s): Deborah Morrison, Michelle King

Biography: Deborah Morrison is a Social Worker currently contracted as a Partnership Enhancement Facilitator in the Alberta Capital Region by the Child and Family Services Authority and Family and Community Support Services. She is coordinating a community mapping initiative as part of that role. *Michelle King BA, has a degree in Human Geography and works as a Social Geographer with M.A.P.S. Alberta Capital Region in Edmonton.*

Abstract: Throughout the Alberta Capital Region groups of social service providers, partners and community leaders are engaged in collaborative planning at the local level. They are utilizing community mapping; a process which includes profiling a community demographically, identifying resources within the community and a community engagement process. Once the community profile is complete action plans are being created and implemented together to address identified needs. Local collaborative planning has led to a reduction in competitive funding processes and identification of unmet and emerging needs rather than the funding of more of the same. It has resulted in the development of new ways of engaging vulnerable communities. In this workshop participants will hear about the successes and challenges of local collaborative planning as well as have a chance to engage in a mapping exercise.

Community Capacity Building for the Health and Well-Being of Children: An Issue of Rights not Treatment

Presenter(s): Ken Barter, Carla Alexander

Biography: Dr. Barter is a Professor with the School of Social Work, Memorial University of Newfoundland.

He has published extensively in the form of book chapters, journal articles, research reports, and conference proceedings. He has presented to audiences at provincial, national and international conferences. His publications, presentations, teaching, and research are in the field of child protection and social work.

Carla Alexander, M.S.W., has 10 years of experience working in child and family serving agency in the role of family support, community development worker and supervisor. She is now a doctoral student in the Faculty of Social Work, University of Calgary, where she is pursuing her research interest in mutuality and reciprocity in social worker-client relationships.

Abstract: Community capacity building is an approach in child protection services that extends interventions beyond the family home where parenting takes place. It is an approach with as much concern about the abuse and neglect of children by society as well as abuse and neglect by parents. As such interventions move into the social and political arena where barriers of poverty, poor neighbourhoods, discrimination, and violence are seen as critical dimensions to be addressed. Interventions with child serving organizations, child serving professionals and with communities are as much an emphasis as with families. Only through interventions with all four will there be a comprehensive response to reported abuse and neglect with corresponding investments in prevention, early intervention and the determinants of health for the safety and well-being of children (Barter, 2007, 2005, 2004, 2003, 2002).

Community capacity building is presented as an approach worthy of consideration based on research done in a high need neighbourhood. An award winning video will be presented on this research. In addition, implications and challenges for social work, as the predominant profession in child protection work, are explored.

Community-based mental health practice in post-genocide Rwanda

Presenter(s): Regine King

Biography: Regine King, a survivor of the 1994 Rwandan genocide, is a second year PhD student in the Faculty of Social Work, University of Toronto. Regine's research interest is finding alternative mental health approaches for survivors of violence. Regine has extensive experience in community mental health both in Canada and Rwanda.

Abstract: After the Holocaust, the international community resolved, "Never again!" Yet, within decades, an estimated 800,000 Tutsis were murdered by their Hutu neighbors during the 100 days of the 1994 Rwandan genocide. As a result, many Rwandans face psychological issues. However, there has been a scarcity of mental health interventions as well as evaluation research of existing programs. This

presentation is an initial effort to document and evaluate the Healing of Individual Emotional Wounds and Community Rehabilitation Program (HIEWCRP), a unique community-based mental health model applied in Rwanda. HIEWCRP brings together both Hutu and Tutsi to share and process their different levels of suffering before they can become active agents of reconciliation and reconstruction of peaceful and healthy communities. HIEWCRP integrates western and traditional Rwandan healing techniques in dealing with the complex issues related to the genocide. I participated in this innovative program in 1996. I was later trained to facilitate workshops and train other facilitators using HIEWCRP for the 4 subsequent years. Based on my numerous conversations with the founder of program and its participants over the years, I will describe the process and the expected outcomes of HIEWCRP. Unique concept mapping techniques will be used to capture the multifaceted richness of HIEWCRP. Anecdotal evidences suggest participants' reduction in major mental health issues and communities' increased cohesion. Subsequently, I will describe the proposed dissertation study which aims to articulate the impact of HIEWCRP on individuals and communities from theoretical perspectives. Implications for social work practice in Canada will be explored.

Community-Based Research as a Form of Social Work Practice with Youth: Highlights of the Toronto Teen Survey Project

Presenter(s): Crystal Layne

Biography: Crystal Layne (MSW, University of Toronto) is currently a Research Coordinator at Planned Parenthood Toronto. She has been an educator, learner, advocate, and researcher in the fields of sexual and reproductive health, youth engagement, and anti-oppression practice for several years.

Abstract: Given that youth sexual health is intricately linked to larger socio-cultural and political contexts it must be considered in research and in effective program planning and delivery. However, relevant social work research literature usually frames youth as a subject, not as an agent for social change. This serves to disempower the youth community and maintain the social and institutional status quo.

Our paper presentation will use the Toronto Teen Survey project (TTS) as a case example of how community-based research can be an effective tool for engaging marginalized youth in a way that is proactive, inclusive, and emphasizes capacity building.

The TTS is a community-based research project composed of a collaborative partnership of multi-disciplinary researchers, youth, and service providers who are working together to identify the barriers youth experience in accessing sexual health services. With an emphasis on the needs of diverse communities, the information will be used to develop a multifaceted, city-wide strategy to increase positive sexual health outcomes for Toronto youth.

A variety of participatory approaches were used to involve youth and service providers in all aspects of the project from survey creation to dissemination. We will outline the basic principles of CBR with youth and overview the successes and challenges in using this model as a form of social work practice in addition to reflecting on some of the significant findings.

Structural Influences on Adolescent Sexual Health: The Role of Social Work in Complicating the Behavioural Model

Presenter(s): Charlene Cook

Biography: Charlene Cook is a third year doctoral student whose research focuses on health disparities, particularly regarding women and adolescents. Her doctoral work focuses on the structural factors that influence the sexual health of marginalized adolescent women. Charlene is also a member of the Graduate Collaborative Program in Women's Studies.

Abstract: The sexual rights of young women in Canada are at risk, as young women have a higher biological predisposition to the contraction of STIs/HIV; are more susceptible to societal factors that may impact on their ability to refuse sex or engage in safer-sex; and are not sufficiently knowledgeable regarding STI/HIV prevention. The most marginalized young women in Canada are experiencing drastically increasing rates of STIs and HIV due in part to a social location that does not facilitate the expression of agency or ensure accessibility of sexual health resources and services. One of the primary reasons that the sexual health needs of young women remain unmet is due to the conceptual and theoretical underpinnings of dominant public health models, which prioritize behaviour-oriented

interventions. These interventions neglect structural issues that stratify the accessibility, comprehensiveness, and value of sexual health prevention resources and services based on measures of social location such as gender, ethnicity, and socioeconomic status. Social work is in a unique position to critique the absence of structural analysis and advocate for the inclusion of structural factors in the development of future public health models to better meet the needs of this population. This presentation will detail the importance of this issue for social workers, and highlight the role social work can play in ensuring the sexual rights of marginalized women across Canada.

Connecting with Marginalized Communities through ongoing professional development and field placement opportunities

Presenter(s): Estelle Hopmeyer, Oonagh Aitken

Biography: Estelle Hopmeyer joined the Faculty of the School of Social Work at McGill in 1970 and in addition to her teaching and scholarly activities has devoted herself to group work, particularly issues of bereavement and non-bereavement loss. Besides her roles as a teacher and group leader, Estelle has been tireless in serving the field as student ombudsperson, Associate & Acting Director of the School of Social Work and President of the Canadian Association of Schools of Social Work, to name just a few of her contributions. She is also very active in community service. Presently she is on the Board of CSSS Cavendish, The Health Canada Consultative Committee for English speaking minority communities and the regional committee for access to health and social services in English (Montreal). She also serves as consultant to many self-help groups in the community.

Oonagh Aitken has a background in local government management and social policy. Currently she is a sessional lecturer in the School of Social Work and is involved in a number of projects including research into social work education for First Nations and Inuit communities and access to health and social services for minority Anglophone communities.

Abstract: McGill School of Social Work is a key partner in the McGill Training and Human Resources Development Project. This project is designed to improve access to health and social services by minority anglophone communities in Quebec, through a range of activities – English language training for francophone staff, offering the opportunity for students to undertake their field placements or summer internships in the regions of Quebec and offering ongoing professional development. Funding from this project has allowed McGill School of Social Work to be involved in a range of activities designed to improve the provision of services in English, to contribute to the on-going professional development of social workers and to enrich the experience of our students. We would share with participants our experience of offering an on-line supervision course in English to a multi-disciplinary group of learners, supported by a multi-disciplinary group of instructors. Through a partnership with the University of Ottawa (Consortium national de formation en santé), the course was translated and adapted for use in the regions of Quebec with participation from the First Nations communities of Kahnawake and Kanesehtake and from Nunavik. Our ambition is to create a ‘community of learners’ generally social workers in remote communities serving the anglophone communities and who may have professional development needs in common. We would also share our experience of using both video-conferencing facilities and face to face workshops to offer a modest program of professional development opportunities which we hope will meet the needs of workers in these communities. Finally we will share the experience of having students on field placements in marginalized communities and the particular challenges faced in terms of supervision, language and environment in general.

Constituting Subjectivity through the Arts: Normative Challenges

Presenter(s): Dr. Thecla Damianakis, PhD

Biography: Thecla Damianakis, PhD is Assistant Professor, School of Social Work, University of Windsor

Abstract: Research on controversial areas of human experience such as diversity and social justice, raises important issues over the process whereby subjectivity is constituted and how subjectivity legitimizes voice in institutional discourse. Narrative frameworks have advanced the ability of the author to rewrite one’s story in meaningful ways which corresponds to the individuals lived experience, therefore, challenging imposed social identities. In narrative frameworks which include the arts and creative writing, the self is written into being--a subject created. However, an anti-thetical notion suggests that for some

authors (client or creative writers) the process of constituting one's subjectivity involves allowing the "self" to empty, in essence, the author is subjectless.

This paper discusses findings from thirty-one in depth interviews with both artists (creative writers) and social workers who use the arts (creative writing) with clients in their practice. The arts and creative writing in participation reflect and challenge both modernist and postmodern notions of subjectivity. Allowing for the expression of a spirited embodied subjectivity in social work practice renders diverse experience more inclusive, expansive, and humane.

Constructed Identity, Social Policy and the Unique Self

Presenter(s): Trish Van Katwyk

Biography: Trish Van Katwyk, MSW, AAMFT, is a PhD Candidate at Wilfrid Laurier University. Her research interests are related to identity, social policy and its impact on identity, as well as the power analysis of research practices. She is a private practitioner of family and couple psychotherapy.

Abstract: The premise of this paper is that social policy has a significant impact on personal identity. Social policy is developed in response to a defined problem. These problems are determined according to a specific set of ideologies, which are, in turn, inextricably bound to the concept of identity: social relations incorporate and evoke identities that have been constructed by ideologies. The responses to defined problems are also guided by ideology, so that policies extol rights, privileges and penalties according to an individual's accordance to the ideology of concern. Thus, social policy can be understood to be a socializing instrument. However, identity is not fully constructed by social events such as social policy. There is also a very unique component of identity that interacts with the constructing influence of society. However, unique and initiatory identity is diminished by the constructing efforts of the ideologically-laden social actions such as social policies. If we consider the diminishment of unique identity to be a grave ethical injury – a violation of a most basic human right, that of uniqueness – our concept of agency can become more focused on change rather than choice. This is the change that occurs when uniqueness is experienced as distinct from constructedness. Change as agency is, then, the expression of and allegiance to unique identity. By connecting policy to identity, we extend our understanding of social policy. Furthermore, we broaden our conceptualization of agency and action so that it becomes related to transformation rather than the privileges of choice.

Contagion Effect in Schools: Helping Kids Survive their Friends

Presenter(s): Lisa Romano-Dwyer M.S.W., R.S.W. and Margaret-Mary McGivern, M.Ed., Teacher, Upper Grand

Biography: Lisa Romano-Dwyer is currently a Social Worker with the Dufferin Peel Catholic District School Board. She is currently assigned to the Archbishop Romero Alternative Catholic Secondary School in the New Directions Program for students on limited-expulsion, as well as two elementary schools. A Recent Publication includes "Schoolyard Conversations: Influencing Suicide Talk in an Elementary School Community" published in Social Work Education was released in March 2005. Lisa is also pursuing a PhD in Education at York University in Toronto.

Margaret-Mary McGivern is currently a grade 7-8 teacher north of Toronto. She has taught all elementary grades, primary through intermediate with a special interest in science and physical education. Ms. Thompson is currently pursuing a PhD in Education. Her research interests include motivational theories pertaining to elementary school age children, at-risk students, and international models and systems of education.

Abstract: The Contagion Effect is a model that describes how unhealthy behaviours spread in schools. Unhealthy behaviours include self-injury or cutting, suicide ideation, bullying, cyber bullying, sexual harassment, substance use, gang-based delinquency, or youth-on-youth violence. Episodes of behaviour, without due intervention, may be replicated by other students for a variety of reasons, but primarily because of a lack of direct and clarifying communication with trusted adults. Two case examples detail the progression of events that occurred in two different schools in and around the Greater Toronto Area. These examples use social contagion theory to explain how rule violating behaviour and emotional contagion enter schools, how contagion grows and spreads in parallel ways, how further episodes of similar behaviours occur, and how successful intervention happens with outside expert support. Guiding questions help school administrators, teachers, and special services staffs assess

whether the contagion effect risks a school community following anxiety-inducing events. A plan of intervention to stop the potential spread of harmful behaviours is outlined. The impact advanced information technologies has on the contagion effect in schools and beyond is also discussed.

Contemporary Manifestations of Indigenous Knowledge for Education and Practice

Presenter(s): Raven Sinclair, Kathy Absolon, Cyndy Baskin, Jacquie Green, Michael Hart

Biography: Raven Sinclair is Cree from Gordon First Nation and is Assistant Professor in the Faculty of Social Work at the University of Regina.

Kathy Absolon is Anishnabe from Flying Post First Nation and is Associate Professor in the Faculty of Social Work at Wilfred Laurier University.

Cyndy Baskin is Mi'kmaq and is Assistant Professor in the School of Social Work at Ryerson University.

Jacquie Green is Haisla from Kitimat and is Assistant Professor in the School of Social Work at the University of Victoria.

Michael Hart is Cree from the Fisher River Cree Nation and is Assistant Professor in the Faculty of Social Work at the University of Manitoba.

Abstract: One location of the struggle for equality and equity is social work education in Canada. Social work educators strive to respect diverse populations and to include multiple (and marginalized) perspectives with varying degrees of success. One crucial challenge for social work educators and practitioners is to develop knowledge and practice skills required to work with Aboriginal peoples as one such location for this struggle for equality and equity. There are social work knowledges and practice skills that may be effective with Aboriginal peoples. However, this knowledge and skills are by no means adequate to foster equity or to address the marginalization of Aboriginal peoples in Canada.

In particular, there are lessons for social work educators and practitioners to diversify the knowledge and practice base for social work education in Canada by including indigenous knowledge. This panel of Aboriginal social work educators from diverse cultural identities offers examples of the varied contemporary manifestations of indigenous knowledge- concepts, values, beliefs and approaches- that they develop, implement and question. These examples will foster discussion about the challenges, successes and implications for integrating indigenous knowledge into social work education and practice in Canada. This panel will illuminate how this particular struggle is relevant for and indicative of broader efforts of social workers and Canadians in general to respectfully include Aboriginal peoples in the social and political fabric of our society.

Co-occurring Mental Illness and Substance Use in a Forensic environment: The ethical dilemma and implications for practice of harm reduction and legal obligations of abstinence

Presenter(s): Karen Poole

Biography: Social worker with over 25 years of experience both in the U.K. and Canada. Practice has included many diverse client groups: children and families, homelessness and currently the marginalized forensic population who experience co-occurring mental illness and substance use.

Abstract: This project is an innovative program for Ottawa, Canada, which involves a partnership between a Forensic Psychiatric Facility and two community agencies that provide supportive housing and case management. Services are provided to individuals with co-occurring serious mental illness, substance use, who have been in conflict with the law and have been found not criminally responsible for their actions. The individuals are under legal conditions which require abstinence. This presentation will address the ethical dilemma of the workers involved regarding the requirement to adhere to these legal conditions in the context of the best practice of harm reduction. Challenges with respect to professional obligation to report and document substance use, while attempting to build a safe environment and rapport with individuals who wish to be free to discuss their use and their mental illness, will be reviewed

This integrated model includes "inreaching" to clients while in hospital, by community case management services and co-facilitated groups for those with co-occurring serious mental illness and substance use both in the hospital and in the community. Clients begin these groups while in hospital and are then

transitioned to groups in the community. Case managers connect with clients while in hospital to ease transition into the supportive housing which is also part of the project.

There is provision for a twenty-four hour staffed house for four individuals from this target population, as well as six other satellite apartments. Each participant, both from the house and the satellite units, attends programs at the residence to address their particular goals.

This model is unique in the Ottawa area in the attempt to address co-occurring serious mental illness and substance use for the not criminally responsible population.

Covert, Overt and Inert Responses to Perceived Ethical Injustices in Social Work Practice

Presenter(s): Marshall Fine & Eli Teram

Biography: Marshall Fine is a Professor, Faculty of Social Work, Wilfrid Laurier University. His research and publications are in the following areas: professional and relational ethics, client-therapist alliances, family experiences in child welfare, and couple and family therapy and supervision. He consults on matters of professional ethics.

Eli Teram, Professor of Social Work, Wilfrid Laurier University. His main interests relate to the organizational, interprofessional and interorganizational contexts of social work practice. Eli's current research and writings relate to qualitative methodology, organizational mergers, professional ethics, youth resilience, and the experiences of childhood sexual abuse survivors with health professionals.

Abstract: Based on a study of social workers experiences with ethical issues in their daily practices this roundtable will provide an opportunity to discuss common responses to perceived ethical and social injustices. Risking their job, some participants in our study spoke openly about perceived ethical injustices in their work settings or in relation to the Code of Ethics. Others attempted to right the injustice for their clients clandestinely, living in fear of discovery. While not specifically identified in our research we developed a third "response" which we call, inert. Given social work's underlying commitment to social justice, it is important to articulate these choices and explore which of them should be supported by the profession.

After presenting a brief synopsis of these responses, we will facilitate a discussion related to the following questions;

- How do participants define/describe their way of responding to unethical issues in their work settings?
- What personal and collective considerations determine their response or lack of response?
- What are the possible consequences of covert, overt and inert responses from personal (emotional, career/financial, etc.) and larger systemic (organizational, political, etc.) standpoints?
- How do social service organizations deal with these responses?
- What form of response should the profession and social work educational system support? How?

In conclusion, we will synthesize the discussion and will integrate ideas from our study and the literature.

Cross-cultural Communication and Social Work Practice

Presenter(s): Joanna Pierce, MSW, RSW

Biography: Joanna Pierce is a graduate of The University of Northern British Columbia's Social Work Program. She has lived in northern BC for the past 15 years and has focused her social work practice around remote community practice issues. Joanna is a member of UNBC faculty, with the Social Work Program as Assistant Professor-Field Education Director.

Abstract: Cross-cultural Communication and Social Work Practice

The manner by which individuals communicate is a continuously changing process. Each person's ability to communicate is influenced by the interactions experienced in life. Our lived experiences and exposures to academia, travel, work, and culture influence how we communicate. Communication can include words, gestures, expressions, or a combination of all three. Put simply, communication occurs when one person sends a message and another receives the message. It is often the meaning of the message that is misinterpreted, based on our communication styles, and lived experiences.

The focus of this presentation is to examine communication from a cross-cultural perspective. In particular, cross-cultural communication differences between northern, remote First Nations community

members and outside service providers and professionals. The information is derived from an interpretive descriptive research project in which data were taken from participant interviews and thematic analysis was used to identify themes. The goal of the research is to consider issues related to cross-cultural communication.

The discussion is important for social workers engaged in community practice. In particular, the presentation will look at issues around cultural diversity, language and translation, and professional jargon. The research themes examined throughout this presentation will provide insight into how cross-cultural communication misunderstandings and professional practice applications impact relationship building between social workers and their clients. This presentation will examine areas for consideration in social work practice.

Thank you,

Culturally Sensitive Domestic Violence Practice

Presenter(s): Chu-Li Julie Liu; Cheryl Regehr

Biography: Chu-Li Julie Liu obtained Ph.D in social work at Wilfrid Laurier University and is currently associate professor at Dept. of Social Work, Tunghai University, Taiwan. Her research interests include women's issues, gender identity, and cross-cultural practice. She teaches direct practice courses and feminist perspective course in Taiwan.

Cheryl Regehr is Dean and Professor of Social Work at University of Toronto. She has cross appointments to the Faculty of Medicine and Faculty of Law. Her research is in trauma and recovery in various populations including sexual assault survivors, police, paramedics and child welfare workers.

Abstract: Purpose: The present day culture of Taiwan continues to be embedded with a Confucian ideology that emphasizes female self-sacrifice and selflessness. Taiwanese mothers socialize their daughters to be able workers, submissive daughters-in-law, and obedient wives. In return, girls expect to count on their husbands and sons for their future security. In Western societies, feminism is a predominant perspective for intervening in intimate partner violence. However, the feminist emphasis on gender-based power differentials is contradictory to the ideology of Confucius. This study raises the question: Does the Western social work model for addressing intimate partner violence apply to practice with Taiwanese battered women?

Methodology: This study adopted a discovery-oriented qualitative design to investigate the perspectives of Taiwan's domestic violence service workers regarding the application of feminist perspectives. Fifteen female and one male domestic violence workers, aged 25 to 60, participated. Comparing the thematic analysis to the literature and peer debriefing were used to validate and triangulate findings.

Results: A therapeutic focus on equal power discouraged Taiwanese battered women from seeking professional help. Self-care was considered a viable approach for working with battered women with Confucian backgrounds. Ultimately the well-being of battered women was determined by the balance between self and family. Consequently, a model that blends Confucian and feminist ideology is preferred by Taiwanese violence workers.

Conclusions: An effective intimate partner violence model for social work practice should incorporate cultural definitions of well-being and not be limited to Western visions of gender relations.

Developing and Validating a Professional Suitability Scale for Social Work Practice

Presenter(s): Dora M.Y. Tam

Biography: Dora Tam's research interest includes social work education and violence against women. She has developed the Professional Suitability Scale for Social Work Practice (2004) and is currently the principal researcher to validate the professional suitability scale in Ontario and a co-investigator on a replication study in Saskatchewan.

Abstract: Literature has documented social work educators' difficulties in evaluating students' performance and supported the development of a reliable and valid instrument for measuring professional suitability, which is referred to a demonstration of knowledge, skills, values, and appropriate professional behaviors in given practice situations (Lyons, 1999). From a sociological approach to professionalism (Watts, 2000), professional attributes of social work are embedded in its philosophy and goals of professional education. Students are expected to demonstrate a mastery of the prescribed values,

knowledge and skills in order to protect public interest and maintain standards of practice (O'Hagan, 1996). With theoretical support, researchers have identified lists of criteria for professional suitability (Barlow & Coleman, 2003; Bogo, Regehr, Hughes, Power, & Globerman, 2002; Lafrane, Gray, Herbert, 2004). Examples of these criteria include: self-awareness, commitment to social work values, knowledge of the profession, good interpersonal skills, respect for others, desire to learn, and maintenance of a non-judgmental attitude. However, transforming these identified criteria into reliable and valid measurement requires rigorous procedures and repeated validation studies. Moreover, some of these criteria were developed through studies, which addressed master level programs. The expectations for bachelor and master levels are different; and therefore there is a need to ensure that specific criteria are developed for each level of education. This paper presents the process of developing a Professional Suitability Scale for Social Work Practice and reports the results of a provincial validation study on this Scale with registered social workers in Ontario. Implications to social work education will be discussed.

Disrupting the proposed neutrality in language: Exorcizing the ghost of diversity

Presenter(s): Elaine Brown-Spencer, Melissa Redmond, Delores V. Mullings

Biography: Melissa Redmond Melissa Redmond has a background in both law and social work. She is working on her doctoral thesis at the Faculty of Social Work, University of Toronto examining the social construction of child welfare workers. Melissa is also interested in anti-oppressive discourse, social work pedagogy, gender equity, and international social work.

Elaine Brown Spencer is pursuing her doctoral degree in Sociology and Equity Studies at the University of Toronto. Her work involves politicizing the Black Church by centering spirituality as a fundamental aspect of Black identity politics. She challenges academics, Black Clergy, laity and community members to engage in the fight against forms of oppression and not ignore the role of Black spirituality and the impetus of Black Churches in Canada.

Delores Mullings is pursuing Doctoral studies at Wilfrid Laurier University in Ontario Canada. she is committed to issues of social justice and advancing social work education, praxis and research through a critical race theory lens. Her area of study currently focuses on the health and social needs of older Caribbean women and employment equity exclusion specific to racialized women and men.

Abstract: The language, text, assumptions and culture in centres of higher learning were, and still are, shaped primarily by Eurocentric ideologies. With ever increasing numbers of racialized immigrants and citizens, Canada has been forced by circumstance to begin engaging with notions of adaptation and integration (Li, 2003). Terms such as

multiculturalism, employment equity and related policies were implemented to ensure, at least theoretically, that individuals were treated with dignity, fairness and "equality" (Agocs, 2002; Wood & Gilbert, 2005). Despite these lofty goals, the effects and linguistic implications of such policies have not been without issue. Similarly, in social work circles, terms such as anti-oppression and diversity have been cloaked in professional acceptance and apparent neutrality. Even as social work practitioners have been called upon to address the implications of their disrupted (read racialized) clients and colleagues, the wholesale adoption of this apparently neutral language and behaviour needs to be unpacked. Social work is well positioned to take a leadership role in this endeavour.

This interactive session proposes to create a space in which individuals can seek to further expand their understanding of social work practice in a "diverse" context. In his space we advocate 'disrupting the norm and inventing YOUR new.

Distance Social Work Education: Building Accessibility, Community, and Diversity On-line

Presenter(s): Judy E. MacDonald, Ph.D. and Patricia Farry, MBA

Biography: Judy MacDonald, Ph.D., is an Associate Professor at the School of Social Work, Dalhousie University, where she had worked since 1999. She has taught on-line courses over a number of years, pedagogically exploring how to teach anti-oppressive content through this medium. Her areas of interests include (dis)Ability, chronic pain, health consumers' rights and diversity.

Patricia Farry, MBA, has been the Distance Education Coordinator for the School of Social Work, Dalhousie University since 2005. She has worked in a variety of government, private and institutional

organizations, with her work focusing on the internet as a medium. Trish is a strong advocate of distance education and of utilizing the internet and Web 2.0 technologies to enhance the delivery of content online.

Abstract: Since 2001, the School of Social Work at Dalhousie University, has been delivering Bachelor and Master of Social Work programs online. Throughout this time, faculty have learned about the challenges and the rewards of teaching by distance delivery. A significant aspect of this learning has been related to how distance delivery actualizes the School's mission statement. The School is "committed to a socially just society, defined as one that upholds and validates the values of equality, diversity, inclusivity, democracy and concern for human welfare" (Mission and Vision Statement, School of Social Work, Dalhousie University). Distance education has operationalize these values through three main efforts; accessibility, community and diversity. The graduate level (dis)Ability course was utilized to construct an accessible on-line format. This course has now become the template for all the distance courses. Conrad (2005) notes the "importance of online interaction as a vehicle for building and maintaining community" (p. 16). Community has been a central theme throughout our courses as students learn and challenge one another. Gabriel (2004) found that on-line learning required a heightened degree of articulation and reflection on behalf of students. Xin and Feenberg (2006) noted the significance of critical inquiry, specifically involving the processes of exploration, integration and resolution. In teaching anti-oppressive theory and practice an in-depth gaze into the student's own personal and professional experiences around identity and issues of racism, heterosexism, ablism and so forth are required. Through this presentation experiences will be shared about creating accessible programs, building learning communities and constructing and fostering diversity in our School and graduates through online distance social work education.

Diversity, Disparities and the Right to an Education

Presenter(s): Andrew Grogan-Kaylor; Michael Woolley

Biography: Andrew Grogan-Kaylor's current research focuses on the effects of neighborhood, and parenting on outcomes for children. He has published several pieces using longitudinal data and advanced statistical methods indicating that parental use of corporal punishment is associated with increases in children's antisocial behavior. Michael E. Woolley's research and teaching interests revolve around the provision of social work services in schools, the risk and protective social environmental factors impacting school success, interpersonal practice with children and families, and the construction and validation of self-report assessment instruments for children and adolescents.

Abstract: Education may legitimately be considered a fundamental human right and arguably the most important developmental outcome for youth. Recently, a great deal of policy and research attention has been focused on gaps in academic achievement between white students and students of color. In this study, we employ a nationally representative sample of United States middle and high school students to examine the way in which economic, neighborhood and school conditions contribute to racial and ethnic disparities in academic achievement. Our data set is unique in that the data include not only measures of grades, but also measures of problem behaviors and the degree to which school is a coherent experience for students, affording us a broader continuum of academic outcome measures than simply measuring grades. The data also include well-developed measures of several different dimensions of neighborhood context, gleaned from multiple sources including student self-report, U.S. Census, and government crime reports. We find that economic resources are able to explain some inequalities in schooling while neighborhood factors explain other aspects of educational inequality. We also demonstrate the ways in which economic, neighborhood, family and school factors contribute to a continuum of academic outcomes across all students.

Do Codes of Ethics Adequately Address the Commitment to Uphold Human Rights?

Presenter(s): Nora Cristall

Biography: Nora Cristall MSW, RSW has extensive experience in corrections and the health care sector. Nora is currently a PhD student and sessional lecturer at the University of Manitoba. . Nora currently works in a prehabilitation clinic as a social worker and part time as a facility manager at a community hospital in Winnipeg. Her areas of research interest are applied ethics, health care utilization and practice supervision. Nora developed a training handbook on the 2005 Code of Ethics for the

MIRSW/ MASW. Nora has provided train the trainer sessions to a number of clinicians in Manitoba. Nora is also the Editor of the MIRSW/MASW Newsletter.

Abstract: In social work practice there is a constant challenge to balance competing principles and maintain a commitment to core values. This presentation will provide a content analysis of social work codes of ethics and explore the discourse related to upholding human rights. The will include an analysis across codes of ethics with a specific emphasis on the Canadian Association of Social Workers (CASW) 2005 Code of Ethics.

The presentation will include a review of the findings of a qualitative analysis of the lived experience of social workers in upholding the commitment to reduce barriers and promote social justice. From an existential phenomenological perspective, the study provides an entry point for further exploration of the integration of ethical principles related to human rights in the Canadian context.

Empowering Social Workers in the Workplace: A Strength-Based Strategy for Child Welfare

Presenter(s): Jay Rodgers / Steve De Groot / Darlene MacDonald

Biography: Biography - Jay C. Rodgers, MSW

Jay Rodgers is employed as the A/Chief Executive Officer of the General Child and Family Services Authority in Manitoba. This Authority is responsible for overseeing mandated agencies that provide services under the Child and Family Services Act to non-Aboriginal children, youth and families throughout the province. He has been in this position since May 2007. Prior to assuming this position, Jay served as the Executive Coordinator of the Changes for Children Implementation Staff Team responsible for conducting the research, analysis and preparatory work required to implement the 300 recommendations to improve the child welfare system which were contained in a variety of external review reports.

From January 2006 to February 2007, Jay served as the Acting Executive Director of the Child Protection Branch in the Provincial Department of Family Services and Housing. This position is referred to as the "Director of Child Welfare" under provincial legislation. In this position he represented the Province of Manitoba on a variety of national committees and working groups related to child welfare. Prior to this he was the Chief Executive Officer of Winnipeg Child and Family Services which he assumed after serving a two-year term as president of the board of that same organization.

Biography – Stephen de Groot, MSW, RSW

Stephen de Groot of MYRIAD Consultation and Counselling is a clinical and organizational consultant who specializes in the development and implementation of Relationship Based Strengths Approach (RBSA) interventions at all levels of social services systems. Steve has instructed with the faculty of Social Work at the University of Manitoba for 7 years and has worked for a variety of organizations in the helping profession for the last 15. Over the last several years Steve has dedicated himself to the field of child welfare with the intent of promoting the comprehensive development and implementation of operationalized value-based social work practice. Most of Steve's efforts are geared towards building on and enhancing the capacities of organizations and programs to meet the diverse and unique needs of the children, youth, families and communities they serve.

Biography – Darlene MacDonald, MSW, RSW

Darlene MacDonald is the A/Chief Executive Officer of Winnipeg Child and Family Services within the Department of Family Services and Housing. Darlene is currently Vice-president of the Canadian Association of Social Workers and serves as the Board liaison to the Children's Issues Interest Group (Child Welfare Project).

Abstract: Empowering Social Workers in the Workplace: A Strength-Based Strategy for Child Welfare Presentation at the 2008 Annual Meeting of the Canadian Association of Social Workers:

Abstract

This presentation describes the results of a pilot project which produced a new training curriculum and peer support workbook for use in the child welfare workplace. The goal was to develop a practical and innovative approach to empower teams of child protection workers to achieve improved working conditions in their practice environment. This project was sponsored by the Canadian Association of

Social Workers (CASW) in collaboration with two Manitoba partners: the General Child and Family Services Authority and Winnipeg Child and Family Services Branch.

The curriculum embraces strength based values and stresses the capacity building potential of educating social workers in a way that better prepares them for the workplace realities of child welfare work. An underlying assumption is that working conditions in child welfare, practice decisions and quality of outcomes for children, youth and families are inseparable and inextricably linked. The presentation will:

- Summarize key findings from earlier phases of the CASW's Child Welfare Project focusing on the organizational constraints that can impede practice and result in social workers feeling disconnected from their core professional values.
 - Demonstrate the innovative nature of the curriculum by contrasting this Appreciative Inquiry approach with traditional training techniques.
 - Describe the five core components of the curriculum and how these can be used to restore the predominance of strength based values in practice
 - Provide an overview of the work book that has been developed to assist supervisors to implement the curriculum in a peer support approach to build capacity of their own child welfare team.
- Report on the evaluation of the educational strategy including observed changes that occurred during the pilot project and feedback from demonstration sites where the workbook has been used with social work teams in Manitoba.

Enabling Social Workers to have Therapeutic Conversations with People with Aphasia

Presenter(s): Allison Tedesco, MSW, RSW and Alexandra Rowland, MSc., SLP-C

Biography: Allison Tedesco, MSW, RSW - Allison is manager of Outreach Programs at the Aphasia Institute. She is working to reduce language barriers and promote life participation through education and direct service. Clinically, she works with individuals with aphasia and their families. Allison has collaboratively developed and delivered the Institute's Supported Conversation training program for social workers.

Alexandra Rowland, MSc, SLP-C - Alexandra is a doctoral candidate at the University of Toronto. Her area of research is "Training Social Workers: Increasing Access to Decision Making and Psychosocial Support for Individuals with Stroke and Aphasia". Alexandra is working at the Aphasia Institute as a research speech pathologist and as a lecturer at Brock University.

Abstract: According to legislation, every competent Canadian has the right to understand medical information and to participate in personal healthcare decision making. Many people with communication barriers, such as 'aphasia' or 'English as a second language' cannot exercise this basic human right. Educating social workers in the skills required to have a conversation with people with communication barriers will, in part, enable patients to be involved in making important decisions about their care and decisions affecting their future. Furthermore, research has shown that there is a prevalence of depression for adults living with aphasia; however, they have lost the vehicle with which to have a healing conversation. By training social workers in the art of using supported conversation skills in a therapeutic context, we are enabling individuals with aphasia to access a means to recovery and coping, that is available to others through traditional 'talk therapy'. Social workers play a vital role in the healthcare system, providing advocacy, case management, enabling empowerment, addressing capacity issues and assessing the patient as a whole person. Our research demonstrates the efficacy of applying Supported Conversation for adults with Aphasia (SCA™) to social work practice. In this study, social workers were trained in SCA™ - a set of techniques designed to teach conversational partners, such as healthcare professionals, to communicate with individuals with aphasia. However, the complexity and subtlety of the communication skills necessary to provide social work direct practice required us to further adapt the training to facilitate these complex and often difficult conversations.

Engaging Stakeholders in the Planning of a Collaborative Multi-Agency Evaluation: A Case Examination of the HousingPlus Research Project

Presenter(s): Purnima Sundar, John Sylvestre, J. Bradley Cousins

Biography: Purnima Sundar (PhD) teaches courses on social work theory, race/culture and social work, and social work in communities and organizations in the School of Social Work at Carleton University.

She has several years of experience doing community-based, participatory action research and evaluation in the areas of health, community mental health, and diversity/multiculturalism.

John Sylvestre (PhD) has extensive experience researching and evaluating Ontario's system of supportive housing for people with serious mental illness. He is an Assistant Professor in the School of Psychology and Senior Researcher at the Centre for Research on Community Services, both at the University of Ottawa.

J. Bradley Cousins (PhD) is an internationally recognized expert in program evaluation methods and organizational readiness for evaluation, and editor-in-chief of the Canadian Journal of Program Evaluation. He teaches in the Faculty of Education and is a director at the Centre for Research on Community Services, both at the University of Ottawa.

Abstract: HousingPlus is a network of supportive housing agencies in Ottawa, Ontario. These agencies provide assistance to a range of populations that face challenges in finding and keeping suitable housing, including women and children fleeing violence, people with drug/alcohol issues, people living with HIV/AIDS, and people with serious mental illness. The HousingPlus Research Project brings together university based researchers and members of the HousingPlus network to understand and improve the delivery of supportive housing programs in the city using a collaborative evaluation approach. Although inter-agency collaborations are not new, there is a lack of understanding about how they can be used 1) to develop consensus about common service areas requiring improvement, and 2) to share experiences and expertise in the creation and evaluation of strategies for improving these services. Given the importance of using "practice-based evidence" as a complement to "evidence-based practice", a chief goal of this project is to engage service providers and consumers in all phases of the evaluation. There are, however, a number of issues to consider when engaging stakeholders in evaluation processes. In this paper, we present our reflections on the process of stakeholder engagement during the first phase of this 3-year project; discuss issues we will need to consider for engaging stakeholders in coming years; and offer strategies for others seeking to undertake multi-agency, multi-level collaborative evaluations of organizations working to enhance and improve services for individuals, families, and groups who face significant barriers to full participation in our society.

Ethnicity and Barriers to Seeking Treatment for Common Mental Disorders:

Presenter(s): Tahany M Gadalla

Biography: Tahany M Gadalla, Ph. D., M. Sc. Is an Assistant Professor at the Factor-Intenwash Faculty of Social Work, University of Toronto. She received her Ph.D. from the Ontario Institute for Studies in Education, University of Toronto. Tahany has many publications in the areas of mental health, access to mental health services, social policy and social justice.

Abstract: Approximately 8.5% of Canadians aged 15 years and over suffer from mood and/or anxiety disorders. Despite the universal coverage for physician and hospital services in Canada, racial inequality in access to health care services has been observed in a number of studies (Halwani, 2002; Kafele, 2002; Croxford et al., 2004). Most of these studies focus on access to health care services for physical illness. Few studies examined the relationship between ethnicity and access to mental health services. For example, Strakes et al. (2005) reported that immigrants with major depressive episodes living in Atlantic Canada were significantly less likely than Canadian born to receive treatment. Fear of stigmatization, low income, language barriers, perceived provider bias and/or perceived lack of providers' understanding of their culture may contribute to immigrants' unwillingness to seek mental health treatment. This study aims to: (1) examine whether members of ethnic minority groups are less likely to seek treatment for common mental disorders after controlling for their socio-demographic and health indicators, (2) compare reported rates of unmet health care needs for individuals with common mental disorders across different racial/ethnic groups and (3) examine types of barriers to mental health care reported by members of different racial/ethnic groups. Hierarchical logistic regression models are used to examine of the independent effect of ethnicity on seeking treatment for mental health. Chi-square tests are used to assess the relationship between racial/ethnic background and perceived unmet mental health care needs, and between racial/ethnic background and types of barriers reported.

Exploring the Educational Experience of a Social Work Student with a Disability: A Narrative

Presenter(s): Grant Larson and Jeanette Robertson

Biography: Grant Larson, PhD, is Dean of the School of Social Work and Human Service at Thompson Rivers University. He has been a faculty member and administrator in social work education for more than 25 years, and has a practice background with children and youth, mental health, family counselling and sex offender treatment. Teaching and research interests include social work education, experiential learning, international social work, mental health, child and youth services and theory and ideology of social work.

Jeanette Robertson, MSW, is Chair of the social work program of the School of Social Work and Human Service at Thompson Rivers University. She is currently enrolled in the Doctor of Education program at UBC and is focussing her research on educational leadership and policy in field education. Her research interests and teaching focus includes disability studies, educational leadership, and field education. She has worked as a social worker for the Ministry for Children and Family Development - Community Living Services Division, and as Coordinator of a Children's Respite Program.

Abstract: This presentation describes the experience of a student with cerebral palsy who completed a BSW degree in a school of social work in Western Canada. The presentation is based on narrative research that explored the student's personal account of the physical, relational, attitudinal, curricular, and resource aspects of social work education, identified the barriers experienced in both educational and practice environments, and highlighted the strategies and strengths that assisted in addressing the barriers. A review of the literature on this topic indicated that little published research in schools of social work exists, and that many Canadian schools pay little attention to the needs of students with disabilities (Dunn, Hanes, Hardie, & MacDonald, 2006). The presentation specifically provides the opportunity to tell the story of the student's progression through the program, including accounts of classroom and field experiences, relationships with faculty and students, resource, policy and accommodation issues, and the needs and human rights as a student with a disability. The story celebrates the success of the student in an environment that many believe to be more accommodating and supportive than other public and private organizations. Valuable insights are presented about how schools of social work might develop respectful, accommodating, and helpful environments for a group whose human rights and needs are neglected. Recommendations for both educational and practice organizations are provided.

Exploring the Relationship between Disability Policy and Literary Fiction

Presenter(s): Karen McCauley, MSW, RSW, PhD (candidate)

Biography: I am currently undertaking my first year doctoral studies at Laurentian University, in an interdisciplinary program where my research interests involve demonstrating how the study of English literature and its theoretical frameworks may inform critical analysis of social policy discourses, specifically in terms of realizing the social citizenship claims of people with intellectual disabilities.

Abstract: There are challenges for social workers charged with the responsibility of advocating for the rights of people who face significant obstacles to communicating their own experiences. Many people with intellectual or mental health disabilities cannot tell their own stories through typical narrative conventions of speech or writing. Those who can speak are often not recognized as creditable. Even within a growing literature of critical disability studies that purports to advocate for first person perspectives this challenge of representing the experience of people who cannot speak for themselves is not easily resolved. The research I am undertaking takes an interdisciplinary approach to considering how disability is constructed in popular literature and in social policy through the application of critical literary methodologies such as close reading and discourse analysis to novels that depict intellectual disability, and to relevant legislation and other disability policy documents. In addition, stakeholder narratives of professionals and other caregivers who hold expertise in translating the experiences of intellectually disabled women and men must also be considered. These people are often the best experts we have in translating the stories of many intellectually disabled people, and are also well situated to identify disconnects between human need and policy objectives, and policy objectives and outcomes. This kind of interdisciplinary analysis can enhance understanding of stories of disability which, in turn, may lead to better social planning practices, as well as improved human rights and social citizenship outcomes for women and men with intellectual or mental health disabilities.

Exploring the Use of Peer Research in Community-Based Participatory Research

Presenter(s): Adrian Guta, Brenda Roche, Sarah Flicker

Biography: Adrian Guta holds an MSW, specialising in diversity and social justice from the University of Toronto. He is currently pursuing a PhD at the Department of Public Health Sciences, also from University of Toronto. His research interests are in the areas of, Health Promotion, Research Ethics, and Community-Based Participatory Research.

Brenda Roche PhD is the Practice Leader in Community Based Research at the Wellesley Institute, Toronto. Her doctorate, through the London School of Hygiene and Tropical Medicine, examined discourses on trauma that operate within the context of refugee resettlement for women (and families) seeking political asylum in the United Kingdom.

Sarah Flicker PhD is an Associate Professor at York University, Toronto. Her interests are in community-based participatory methodologies and she is active on a variety of research teams that focus on adolescent sexual health with youth in Canada and (most recently) South Africa

Abstract: Community-Based Participatory Research (CBPR) has evolved as an effective new research paradigm that attempts to make research a more inclusive and democratic process by fostering the development of partnerships between communities and academics to address community-relevant research priorities. CBPR privileges collaboration, participation and emancipatory social justice agendas over positivist notions of objectivity and the idea that science is apolitical (Hall 1993).

Increasingly (CBPR) projects are making use of 'Peer Researchers' as both a mechanism for community engagement and a means of ensuring research is participatory. Peer researchers are member of the target community being studied who are trained to participate as co-researchers. Community members contribute their expertise by providing lived experience, divergent perspectives, and alternative approaches. In some cases, they partner in all aspects of the research.

To date, there has been little critical discussion about Peer Researchers within CBPR initiatives. The design and implementation of peer researcher projects may, as a result, be somewhat 'ad hoc', varying greatly from setting to setting. Less clearly examined are questions about what peer research looks like in practice in terms of power differentials, and social or economic impacts for community members who participate. In this paper we report on the findings of a recent study examining use of peer research in practice. Our research considers the nature of peer research from the perspectives of community members and external researchers, highlighting best practices and exploring the unique social and ethical issues encountered through this work.

Faculty Attitudes Toward Diversity and Oppression Content in Social Work Education: Results from a National Web-Survey

Presenter(s): Lorraine M. Gutierrez and Katherine P. Luke

Biography: Lorraine Gutierrez is Thurnau professor of Social Work and Psychology at the University of Michigan. Her teaching, research and focus on multicultural work with organizations and communities. She has published over thirty articles, chapters or books on topics such as empowerment, multicultural practice, and women of color.

Katherine Luke, MSW, MA, is a doctoral candidate in the Joint Program in Social Work and Sociology and the graduate certificate program in Women's Studies at the University of Michigan. Ms. Luke's teaching, practice and research focuses on social justice education, community-level interventions, and the intersections of gender, race, and risk-behaviors.

Abstract: Human rights, social justice, and diversity are core concerns of the social work profession and social work education. In recognition of this, CASSW policy states requires social work programs to prepare students "with a transferable analysis of the multiple and intersecting bases of oppression" and to infuse content on "ethnic and linguistic origin, culture, race, colour, national origin, religion, age, disabilities, gender, sexual orientation, socio-economic status, and political orientation" throughout the curriculum. Further, CASSW identifies "faculty self-awareness and education and curriculum" as essential to achieving those goals. This paper presents results from a National web-survey of faculty members from English-Language Canadian MSW programs regarding their attitudes toward curriculum content on diversity and oppression. Faculty support for diversity and oppression content is quite high. However, faculty reported higher levels of support for content on diverse groups than for content on oppression affecting those groups. These findings were particularly striking regarding (a) transgendered individuals compared to transphobia $T(137) = -7.263, p < .000$, and (b) immigrants and refugees compared to nativism $T(137) = -4.762, p < .000$. Regression analysis showed that race and gender significantly effected levels of

support for diversity and oppression content, suggesting that people from racialized communities and women unjustly bear the burden of supporting such content. The results of this study show the need to raise faculty levels of support for content on diversity, and particularly on oppression. Recommendations for addressing and alleviating this situation, and promoting human rights through diversity and oppression content in social work education, are discussed.

Family Matters: Issues and Opportunities for Incorporating an Innovative Approach to Family Work in Psychiatric Social Work -- The Durham Early Psychosis Intervention Team's Experience

Presenter(s): Jennifer J. V. Turton Platanitis

Biography: Jennifer is clinician and family worker in the new Durham Early Psychosis Intervention Team, located East of Toronto. She has been actively contributing to the program's development since its establishment in July 2007. Her career is rooted in psychiatric social work, and her first post-MSW professional position was as a community-based worker supporting adults with schizophrenia in the inner-city of Toronto. Her experiences there highlighted the deleterious effects of delayed treatment, and of a system of care in which blame and responsibility for illness was placed squarely on the shoulders of family members.

Abstract: Psychiatry has a long tradition of serving the individual, to the exclusion of the family. Yet, with the de-hospitalization movement, individuals living with major mental illnesses have become increasingly reliant upon informal supports. More and more, families are involved in symptom monitoring, medication management, rehabilitation and advocacy. In consequence, a shift has occurred in traditional mental health care as front-line providers begin to recognize the valuable contributions families make to the wellbeing and recovery of their loved ones. This change is positive, and has particular relevance to social workers practicing within the field of early intervention in psychosis. Occurring at a crucial point in the young person's development, the first episode of psychosis often leaves families feeling frightened for their loved one's future, and families can struggle with tremendous feelings of loss, grief – even self-blame. Family members frequently struggle to imagine recovery possible, let alone probable. Front-line social workers are uniquely situated to join with families in exploring understandings of psychosis, sharing in education and planning for recovery and relapse prevention along side them. This approach – called “family work” -- to involving the family in the treatment of first episode psychosis is beginning to garner increased research interest. While evidence for its efficacy is mounting, its implementation is not without its challenges. This presentation will define for the audience the world-wide thrust in family work in the first episode while also presenting evidence for its value and necessity for implementing it into the Early Psychosis Intervention model and how front-line social workers play integral roles in this unique class of service delivery. Issues and challenges associated with its application will also be discussed through the example of the new Durham EPI Team's experience, including issues of confidentiality, client preference and shared desire to minimize attributions of blame.

Female Circumcision: Human Rights and the Marginalization of Diverse Cultural Traditions

Presenter(s): Khadija Khaja, Dianne Cunningham, Marva Augustine, Irene Queiro-Tajalli

Biography: Khadija Khaja received her B.A., and B.S.W. degrees from York University, Canada, and M.S.W. from Wilfred Laurier, Canada, and a Ph.D. from the University of Utah. She has worked in numerous community development and clinical social work capacities in the United States and Canada in areas that include child welfare, human rights, race relations, children of war, advocacy against female circumcision, and victims of torture. She has done numerous invited keynote and peer reviewed presentations in Canada, the United States, and Australia on female circumcision and its' human rights implications. She was appointed by the former Honorable Minister of Multiculturalism, Elaine Ziemba to sit on the Multicultural Advisory Board of Ontario in the middle 1990's. At present Khadija Khaja works as an Assistant Professor at Indiana University. Her research interests include: global human rights, multicultural curriculum development, empowerment evaluation, social service needs of Muslim communities, children of war in a post 9/11 era, international ethnographic research, and assessment of social work diversity courses.

Dianne Cunningham received her B.S. degree in Family Science and Human Development and Master of Education from the University of Utah. She is Project Administrator for the Belle S. Spafford Endowed Chair, Katie L. Dixon Endowment for the Girl's and Women's Leadership Forums and works as a contract faculty for the College of Social Work, University of Utah. Ms. Cunningham has been actively involved with the B.S.W. program, focusing on Social Policy and School Social Work. She holds teaching, professional and administrative positions in the academy and has worked with the private sector, social service organizations and foundations. In addition to her appointment, in 2003, she was the driving force in the development of a non-profit organization, Somali Community Development of Utah, where she served as Director of the Board until 2005. Her writing, research, presentations, and administrative activities have focused on welfare reform, refugee resettlement, disabilities, education, domestic violence, female circumcision and leadership opportunities for young women.

Marva Augustine received her B.S.W. and M.S.W. from the United States, and her Post Masters' Qualification in Social Work from the United Kingdom. She is an active member of the British General Social Care Council and Cambridge's Domestic Violence Forum. She has a great deal of experience in social work practice in the Caribbean, the United States, the United Kingdom and other countries as well. Her work has involved assessment and problem solving of social problems that multicultural families face. She has worked extensively in assessing diverse structural, organizational and political barriers that effect diverse communities. At present, she is completing her doctorate in social work degree, and works as a research assistant in Indiana University.

Dr. Irene Queiro-Tajalli received her B.S.W. from Argentina, her M.S.W. from Iran, and her Ph.D. in Social Work from the University of Illinois at Urbana-Champaign. Her areas of practice and teaching are generalist social work practice with a focus on community practice. Since 2001 she has developed and taught online courses. She has extensive experience in working with clients from diverse backgrounds including Latinos, Native Americans, and Iranians. Her volunteer positions have been at the local, state, and national levels. Dr. Queiro-Tajalli served for two terms as commissioner for the Commission on Accreditation, Council on Social Work Education (CSWE). Currently, she serves as the Chair of the Latino Social Worker/Human Services Providers Network of Indiana. She also is the President of the DANESH Institute; a certified site visitor for the Commission on Accreditation; a member of the National Nominating Committee, CSWE, and member of the Committee on Racial and Ethnic Diversity, NASW Indiana Chapter. Her current public presentations and writings focus on community organizing, aging, online teaching, educational assessment, and Latino women. At present, she is a full professor at Indiana University and is the Executive Director of the B.S.W. program and the Labor Studies Program.

Abstract: Globally, female circumcision has affected 130 million people. Two million females are circumcised yearly, amounting to 6,000 circumcised per day. Female circumcision is defined as the deliberate removal or injury to any part of the female genitalia without medical justification. A great deal of the international human rights literature focuses on female circumcision being a social and human rights injustice. The assumption has been that female circumcision marginalizes the reproductive rights of women around world. This study examined the perceptions of circumcised African Muslim women migrants living in Canada and the United States towards international human rights policies that ban female circumcision. Findings illustrate why many African circumcised women migrants feel marginalized globally by the very human right policies that were designed to protect them. This study illustrates the complexity of finding a balance between international human rights policies that aim to deal with cultural traditional practices like female circumcision. Findings from this study illustrate circumcised women want human rights activists to understand how policies that have banned all forms of female circumcision have stereotyped people in circumcised communities as criminals. Cultural sensitivity was seen as a key area that needed development for social work educators, researchers, and health practitioners who work in the human rights field to ensure a fair balance in the discourse on global human rights and diversity. This presentation will add to the knowledge base in international social work, multicultural research, global human rights advocacy, diverse ethnographic research, non-governmental organization social service delivery, cross-cultural competencies, women's health disciplines, and global child welfare.

Feminism in Social Work: Past, Present, and Future

Presenter(s): Joan Gilroy

Biography: Joan Gilroy is retired to an adjunct professor appointment from the social work faculty of Dalhousie University. She is currently interested in re-examining the history and work of integrating feminist theories and practice approaches, the project of building feminist social work, in the context of contemporary debates about gender, race, class, sexuality, disability and other social divisions with a view to further understanding complex social relations in today's world, and contributing to social work knowledge and practice.

Abstract: This roundtable is intended to provide a forum for discussion of the present status and future directions of feminism in social work in the context of contemporary debates about gender, race, class and other social divisions, and human rights discourses in schools of social work and workplaces that are increasingly diverse. Feminism has been theorized and practiced in social work for over thirty years, when it was introduced as part of the broader second wave women's movements and in response to insufficient and inadequate consideration of women's inequality and oppression in developing progressive frameworks for learning, teaching and doing social work.

Undeniably feminisms have had a significant influence in academic and professional activities, as reflected in literature, beneficial changes in social policy and the establishment of services such as transition houses for women. In recent years, however, feminism, and indeed the whole project of building feminist social work have been criticized for, among other things, lacking understanding of the complex ways other social divisions (race, class, sexuality, disability, age, etc) interact and shape gender. As a result of changing theoretical perspectives and global trends such as the rise of conservative ideology), many social workers see feminist theory and practice diminishing in curricula and in the field, or as appearing only in relation to other categories such as structural social work, anti-oppressive practice or human rights discourses.

In this session, participants will have opportunities to identify both the limits and possibilities for contemporary feminism contributing to social work education and professional practice. Following an introductory sketch of the history of feminism as it developed in Schools of Social Work in Canada, two individuals will speak briefly about how feminism, indeed multiple feminisms help to shape their work as students, faculty, and social workers. Participants will be invited to share their current experiences and ideas about feminist analyses and approaches in social work education and practice.

First Nation Research Cultural Competency: A Call for New Mindsets and Capacities

Presenter(s): Denis LeBlanc

Biography: Mr. LeBlanc is an Interdisciplinary PhD at the University of New Brunswick and a Canadian Institutes of Health Research Knowledge Translation fellowship holder. His current research is focused on Aboriginal community research capacity building. Mr. LeBlanc is also a consulting social worker in the field of Aboriginal community knowledge translation, knowledge management and capacity building.

Abstract: Informed by the author's consultancy experience, the presentation explores the pivotal role research cultural competency plays in developing culturally relevant and community-accessible research. It is argued that currently academic and professional training does not prepare social workers engaged in First Nation research and community development work in a manner that is congruent with Aboriginal community aspirations for self-determination. The presentation explores the importance of developing professional capacities that typically fall outside the purview of traditional social work research and professional training.

From Right to Responsibility: The Impact of Stigmatization on the Right to Health Care for Persons Living with HIV

Presenter(s): Marie Baffoe

Biography: Marie Baffoe is a recent graduate from the Carleton University School of Social Work. Marie is currently working at a community health centre in Winnipeg, Manitoba, where she provides support to persons who are living with HIV/AIDS, as well as persons affected by and/or at risk of exposure to HIV/AIDS.

Abstract: In the context of Canadian society, where the human right to health care is evident in public access to health services, one may believe that accessing such care occurs without interruption. However, consideration of the role stigmatization plays in the ways people access and take up this right is essential.

Given information gathered through interviews with 10 persons living with HIV/AIDS (PHAs), this paper will examine the ways this right is transformed in to a *responsibility* for the HIV-positive participant.

Since the 1980s, Canadian mainstream society has often (mis)perceived the HIV-positive person as the “risky self,” who engages in “deviant” behaviours. Myths persist despite evidence that HIV/AIDS does not discriminate; thus, perpetuating the stigmatization of PHAs. This paper will discuss the ways stigma influenced participants to shift away from the imposed identify of the risky being towards that of the *responsible self, citizen and patient*. For participants, particular forms of citizenship were shored up through the management of one’s self with respect to health, finances, ambitions and goals, which led to the construction of a dichotomy of “good/bad” citizenship. Notions of (good) citizenship are important within neo-liberal societies because when “citizens” adopt knowledge generated by the state, the role of the state in managing citizens becomes less visible, while still ubiquitous. Therefore, this paper will explore the ways the right to access health care (in Canada) shifts, for the HIV-positive participant, to become one’s responsibility to learn about one’s condition and, in doing so, become the “right kind of citizen.”

Gender Difference in Poverty Rates after Marital Dissolution: A Longitudinal Study

Presenter(s): Tahany M. Gadalla

Biography: Tahany M Gadalla, Ph. D., M. Sc. is an Assistant Professor at the Faculty of Social Work, University of Toronto. She received her Ph.D. from the Ontario Institute for Studies in Education, University of Toronto. Tahany has many publications in the areas of poverty, mental health, social policy and social justice.

Abstract: Reports from statistics Canada indicate that family type is an important risk factor for poverty in Canada, with single mothers and their children having the highest poverty rate among all family types (Statistics Canada, 2004). In 1997, the Canadian Federal Government launched a new Child Support Package, which included guidelines that aimed at improving the well-being of children after their parents’ divorce by doubling the working income supplement of the child tax benefit, introducing a new standard formula for calculating child support payments, pledging more financial assistance to the enforcement of child support payment orders and exempting child support payments received from income tax. This study aimed to evaluate the effectiveness of the 1997 guidelines in reducing the gender gap in economic well being of divorced/separated men and women. Data from the Survey of Labor and Income Dynamics were used to examine rates of entering poverty for divorced/separated men and women from 1999 to 2004. Rates of falling below the poverty line, length of time spent in poverty and proportions of the persistently poor were calculated and compared across gender and age group. One in five women entered poverty in the breakup year as compared with one in 13 men. About one quarter of women remained in poverty for at least one year compared with 9.8% of men. Most divorced/separated women who entered poverty did so during the breakup year and remained in poverty for one year. However, women less than 40 years old were at higher risk of persistent poverty.

Harm Reduction and Social Work Practice with People who Use Drugs: Bridging Human Rights and Social Work Ethics

Presenter(s): Erin Beckwell Scriven

Biography: Erin has been volunteering and working in Education and Community Development for over fifteen years in the areas of harm reduction, social justice, and women’s issues. Currently enrolled in the Master of Social Work program at the University of Regina, she works as a consultant with various community-based organizations.

Abstract: Groups that are considered to be vulnerable to discriminatory actions are often explicitly mentioned in human rights documents to insure that their rights are upheld. However, most human rights documents neglect to address the rights of people who use drugs and those that do, do so only in the context of HIV/AIDS. Similarly, the Social Work Code of Ethics strives to create a uniform set of guidelines for Social Work practice, based on its commitment to respect the inherent dignity and individual worth of all persons. In many ways, the Social Work profession has been remiss in upholding these values and ethical guidelines in its work with people who use drugs.

The literature addressing social work practice with people who use drugs is limited outside of the fields of addictions treatment and HIV/AIDS. Broader service provision issues, such as requiring abstinence from substance use as a condition of accessing services – HIV-related or otherwise – have received minimal attention in social work literature. Harm reduction presents us with a promising opportunity to reflect on the practice of working in a manner that respects, protects, and fulfills the human rights of all people, and is aligned with the Code of Ethics. The findings and recommendations of a recent participatory action research study, conducted with women who use drugs, will be shared and discussed.

"Homeless" in a Psychiatric Inpatient Facility

Presenter(s): Sheila Robertson, MSA RSW; Patricia Wilson, MSW RSW

Biography: Sheila Robertson, MSW RSW is with Citizen Advocacy of Ottawa. She is Chair/Facilitator of the Ottawa Resolution Service for Adults with a Developmental Disability – a last-resort problem-solving service for those with complex needs who are unable to access the resources they require in the community.

Patricia Wilson, MSW RSW, is a social worker on a multidisciplinary team of a psychiatric inpatient facility. In this capacity, she has encountered challenging situations of patients with developmental disabilities or a dual diagnosis due to the lack of appropriate community resources and housing.

Abstract: Adults with a developmental disability or a dual diagnosis may have to “live” in psychiatric inpatient facilities because of the lack of appropriate community resources and housing to meet their needs. The presenters will draw on their experience from direct practice to highlight the challenges encountered by this population. These challenges will be illustrated through the story of one particular individual's experience, and through similar situations of other individuals living in the Ottawa area. The presenters will highlight not only the negative impacts of such inappropriate placement/living quarters on these individuals' quality of life, but also how access to psychiatric inpatient facilities is subsequently reduced for others in the community. They will identify the barriers to accessing resources for this population in the community. Finally, they will discuss creative strategies that have improved the quality of life for those “living” in psychiatric inpatient facilities and have enhanced the likelihood of their eventual discharge

Homeless Youth and Risk Perception

Presenter(s): Sue-Ann MacDonald

Biography: Sue-Ann MacDonald is a Social Work Doctoral candidate at Université de Montréal -McGill University. She is currently carrying out her research in downtown Ottawa in the homeless youth community.

Sue-Ann is also a practicing Social Worker who has been providing mental health and addictions outreach services to the homeless community for the past 7 years. She is passionate about the issues that affect marginalized populations and their fundamental human rights.

Abstract: This study uses an ethnographic approach to explore the lived experiences of 16 and 17 year old homeless youth in downtown Ottawa. The paucity of research on the lived experiences and knowledge of homeless youth provides the impetus for this research. Homeless youth remain the most understudied subgroup among the current homeless population. They also face numerous socio-economic obstacles pertinent to them alone. These challenges may increase their chances of engaging in ‘risk-taking’ activities and further amplify their marginalization. It has been argued that this group represents the most vulnerable homeless subpopulation as they do not have equal access to resources and may turn to illegal activities for survival. The need for uncovering how youth perceive risks within the context of constrained choices may help to understand why the negative statistics of poor health and ‘victimization’ remain difficult to mitigate.

This in-depth research hopes to capture the complexities and diversities present among homeless youth in an effort to combat common stereotypes and the homogeneity often reflected in studies of the homeless. In addition, an anticipated outcome is that by capturing how youth perceive risks and their realities of living on the streets, interventions, both social work and other relevant disciplines, will be grounded in the youth's understanding of options and positive change and it is hoped have a more significant impact.

Human Rights and Social Work: Responding to Conceptual and Institutional Tensions

Presenter(s): Shaheen Azmi

Biography: Shaheen received his doctorate in social work from the University of Toronto in 1996 focussing on issues of diversity. He is currently Senior Policy Analyst at the Ontario Human Rights Commission and has taught courses on human rights, equity, and ethnic diversity and social work at Ryerson University.

Abstract: The presentation and paper will draw upon the author's unique experience as a social work professional and academic who has worked in various capacities in the Ontario Human Rights Commission to highlight overlaps and tensions in the conceptual and practice frameworks of human rights and social work professional activity in Canada. Specific Issues to be reviewed include approaches to incorporation of human rights into social work practice; overlaps and tensions between human rights and social work theory as highlighted in relation to conceptual approaches such as anti-racism and anti-oppression; resistance to social work approaches evident in human rights institutions and practice in Canada and challenges facing social work professionals working and practicing in these human rights institutions; and approaches and barriers to effective integration of human rights work and approaches into mainstream social work practice and activity. The paper will conclude by reviewing options available to the social work profession in response to current human rights approaches and institutions and by reviewing practical recommendations to better integrate human rights approaches in to social work profession and practice.

Human Rights Awareness and the Professional Performance of Social Workers

Presenter(s): Steve McDonald, Ph D

Biography: Steve teaches university courses in Sociology, Social Welfare, & Social Work.

Work experiences include school social work with adolescents in Toronto, and refugee aid work in Africa with the United Nations.

Steve has been involved in peacekeeper training, and also trains human rights activists. He is a past vice president of the OASW.

Abstract: The profession of social work has evolved dramatically from its early roots based on charity and philanthropy. Its traditional needs-based approach has more recently come into conflict with a broader vision, one with an accent on advocating for human rights. Social Workers today are more likely than those of previous generations, to see themselves as advocating for the entitlements, or rights, of their clients, as opposed to seeing themselves as "serving needs" or "offering charity." The time seems right to explore the possibility of human rights training for social workers, in order to improve their human rights knowledge, to deepen their appreciation of human rights in the sense of "international, universal standards."

In the first part of this study, a survey was sent out to professionally qualified social workers in the province of Ontario, Canada. The response to the survey indicated that social workers appreciated that the United Nations human rights conventions were important, but that they felt ill informed about them.

The second part of the study was the implementation of a training program for social workers in human rights. This also involved an attempt to measure the impact of the training with before and after tests.

The results of this assessment showed that the training had a strong impact on participants.

The recommendations flowing from this research include formalized training in human rights as part of undergraduate and postgraduate social work curriculum, and professional development of practicing social workers in the area of human rights.

Human Rights Challenges in Child Welfare

Presenter(s): Melissa Redmond, Karen Myers

Biography: Melissa Redmond, B.C.L., LL.B., M.S.W., PhD in progress, has a background in both law and social work. She is working on her thesis at the Faculty of Social Work, University of Toronto examining the social construction of child welfare workers.

Karen Myers, M.S.W., has over ten years of experience in the field of child welfare. She is currently a Family Service Supervisor with Family and Children's Services Niagara.

Abstract: Social work's ethical commitment to addressing the needs of vulnerable, marginalized and excluded populations necessitates that human rights discourse form an inextricable part of its professional practice (United Nations, 1994). While often concerned with the behaviour of state actors in the public realm, child welfare practice is a domain within which human rights advocacy enters the private sphere (Grover, 2004; Ife, 2001). Once in the domestic arena, human rights tenets encounter diverse cultural values and traditionally-held mores which appear to pit the rights of minors, as outlined in documents such as the United Nations Convention on the Rights of the Child (1989), against prevailing societal attitudes regarding familial sanctity and parental rights (Covell & Campbell, 2001; Howe, 2001; Tang, 2003). It is within this conflicted context that child welfare workers, children and their families encounter each other.

In response to recommendations made by the Child Mortality Task Force (1997) and Minister's Panel of Experts (1998), the Ontario government has spent the last decade spearheading a number of reforms designed, in principle, to more effectively address the needs of the province's vulnerable children and families. Child welfare practice has been impacted by amendments to funding agency calculations, increased access to information technology, legislative initiatives and, implementation of mandatory assessment and response regimes.

What are the implications of these changes for workers, children and families?

Do they really increase equitable access to child welfare services? Do they truly protect the fundamental human rights of the clients this system serves? Ethical social work practice demands critical examination of these questions.

Human Rights Legislation and Implications for Developing a More Equitable Social Work Practice

Presenter(s): Dave Sangha, Neil Edwards

Biography: Dave Sangha is an assistant professor of social work with the social work program at the University of Northern British Columbia. His research interests include antiracism, human rights, rural social work practice, and diasporic communities. Before entering into academia, Dave worked with the Ontario Race Relations Directorate, the Ontario Human Rights Commission and the Equity Division of the Ministry of Education.

Neil Edwards is the director of mediation and investigation with the Ontario Human Rights Commission and has worked with the Commission in a variety of capacities for over 20 years. He has also worked with a variety of community groups related to racial equality issues. His academic training is in social work.

Abstract: Human Rights Legislation and Implications for Developing a More Equitable Social Work Practice

Dave Sangha, Assistant Professor, Social Work, University of Northern B.C.

Neil Edwards, Director, Mediation and Investigation, Ontario Human Rights Commission.

While many academics in human services administration, including Johnson (1996), Ragins (1995) and Daley (2002) have studied the issues involved in managing cultural and racial diversity in human service organizations, there appears to be little consideration in the literature about the possible implications of Canadian human rights legislation for the social work profession. In our presentation, we will discuss some of these implications using several key recent human rights decisions related to racial discrimination in services and employment.

In particular, we wish to focus on the cases of Mark Smith vs. Mardana (2005), Francis Omoruyi-Odin vs Toronto District School Board (2005), Michael Mckinnon vs Ministry of Correctional Services (2007), and Nassiah vs Peel Regional Police (2007). In these key cases, the evidence of racial discrimination was

overwhelming and destructive for the complainants and created poisoned service and employment environments for all persons within these systems. We will consider some of the key implications of these decisions for social workers practicing in their various roles as service providers, managers and policy makers. We will develop the argument that respecting the principles of human rights legislation is paramount in the helping profession and part of a process of developing a profession and practice that genuinely adheres to our professed values of non-discrimination and the promotion of diversity, equality and dignity.

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Identity development in second-generation Asian youth

Presenter(s): Anh Margrett, BSW, MSW student & Siu-Ming Kwok, Ph.D

Biography: Anh Margrett is currently completing her MSW at King's University College at the University of Western Ontario. Her research interests include adolescent mental health, immigrant and refugee communities, and child welfare.

Siu-ming Kwok is teaching at King's University College of the University of Western Ontario, His research interest is on criminal justice, youth violence, domestic violence, social work education, and welfare policy analysis.

Abstract: According to Statistics Canada (2003), there has been a recent increase in immigration to Canada, with close to 6.2% of the current population arriving between the years of 1991-2001. While there is a growing body of literature on the acculturation experiences of immigrants, we still have limited understand of the acculturation experiences of their children-the second generation. Nonetheless, developmental theory suggests that there are certain critical tasks that must be met throughout childhood and adolescence. The task of identity development is complicated in Asian youth as they navigate the process of acculturation by negotiating both Canadian and Asian cultures. It is already indicated from the literature that the Asian population is typically underrepresented in mental health services; however, the findings are unclear as to whether this is a population that has less need for these services or whether this is a population that are being marginalized by our current models of service provision.

The primary objective of this paper presentation is to critically review the current knowledge of the identity development of second-generation Asian youth and how the identity development affects their mental health and emotional well-being. Emphasis will be placed on discussing how the current knowledge could be used for developing a service delivery model for non-profit organizations, enhancing inclusive accessibility of services, engaging the voice of Asian youth with mental health concerns in public discourse, and identifying promising social work practices at both micro and macro levels to address the needs of this population. Engagement challenges with second-generation Asian youth with mental health concerns with our general society will also be incorporated.

Impact of settlement/unsettling on refugee mental health: Issues to consider

Presenter(s): Miriam M. George

Biography: Miriam George M.S.W; R.S.W. is a Clinical Social Worker at the Centre for Addiction and Mental Health in Toronto, and also a PhD Candidate at the University of Toronto. She has an extensive experience in mental health, immigrant and refugee settlement issues, and Mindfulness based social work practice.

Abstract: All refugees go through a process of settling and/or unsettling that is long and difficult. Refugees bring with them traumatic pre-migration and migration experiences. For most refugees, the experience of settling into a host country can be equally traumatic (White, 2004). Most of the social work

literature looks primarily at accessibility and utilization issues related to settlement programs (Rutter, 2006; Hopkins, 2007). Research by Kunz (1973 & 1981) and Paludan (1974 & 1981) provides a different perspective on refugees' settlement service seeking behaviours based on refugee typology and refugee vintages. White's research (2004) demonstrates how structural barriers, including gender and racial discrimination, exacerbate refugee trauma during the settlement period. Loss of all that is familiar represents a threat to a refugee's identity, and can lead to the loss of self, which increases the rates of trauma symptomatology (Mollica, 2002). Western mental health services often incorporate very little understanding of new refugee beliefs, practices, culture, and perspectives on mental health (Alcock, 2003). In examining refugee mental health, one can clearly see a difference of opinion between researchers and clinicians regarding the effect of trauma (Burstow, 1999). It is important to deal with refugee trauma in a scientifically sound, systematic manner, providing the basis for incorporating personal, social and cultural components into assessments and medical interventions. Settlement services including mental health services for refugees are as much about "us" and "them" (Crosby, 2006). This paper would highlight the importance of considering equal human right for everyone regardless of where they were born.

Improving Access to Essential Prescription Medications: The Role of a "Medication Resource Specialist" in Oncology Social Work

Presenter(s): Mary Lou Robertson, BA, BSW, RSW (NS), Cert. Ger.

Biography: Mary Lou Robertson, BA, BSW (Dalhousie '98), Cert. Ger. has worked in community care, mental health, policy research and hospital social work. Her interests include analyzing barriers to health care access, facilitating self-advocacy among health care consumers, and examining methods for supporting the changing role of outpatient hospital social work.

Abstract: There is significant variation across the provinces in prescription drug programs for the un- and under-insured. Many are complex and difficult to navigate, and in Atlantic Canada there have historically been gaps in government programs that leave many unable to access the help they need. Those programs that have existed have been targeted to persons over 65 and those with low income, but eligibility criteria and assistance rates have been set well below standard poverty rates. In 2005, referrals to the QEII Health Sciences Centre Social Work Department, Halifax, NS, for medication funding assistance were soaring, concern was rising over an increasing reliance on hospital resources to assist those in crisis, and the Oncology Social Workers were communicating that they lacked the time and knowledge to navigate an increasingly complicated system of funding. To address those challenges, a Social Worker (BSW) was hired to pilot a position called "Medication Resource Specialist". This innovative, full-time position is dedicated to working with all aspects of drug coverage to facilitate patients' access to essential medications. This role has expanded from working collaboratively with patients on appeals and applications to advocating with government, the hospital, and the pharmaceutical industry for fair and equitable access to medications. This paper will discuss the systemic and ethical challenges for this position, the positive outcomes that were achieved, and the implications and applications for a "specialist" role in an increasingly busy and overburdened field of Social Work.

Improving Access to Health Care for Northern Residents

Presenter(s): Bonnie Jeffery

Biography: Bonnie Jeffery is a Professor with the Faculty of Social Work at the University of Regina where she has taught and conducted research in rural and northern communities for over 25 years. She is an active researcher and is currently Director of the Saskatchewan Population Health and Evaluation Research Unit (SPHERU), a joint University of Regina and University of Saskatchewan interdisciplinary population health research unit.

Abstract: This paper will discuss preliminary findings from a community-based research project that examines access to health care by residents of northern communities in Saskatchewan. The goal of the project is to contribute to the improvement of access to health services and the redesign of services to better meet the needs of northern peoples, resulting in the improvement of the health of northern residents and the communities in which they live. This paper will focus on a discussion of the experiences of northern residents in accessing health services and the issues identified by community members and health care providers from an analysis of those experiences. The findings from focus groups and

interviews with both health care providers and community members are interpreted within the five dimensions of access: availability, accessibility, affordability, accommodation, and acceptability suggested by Penchansky and Thomas (1981), whose concept of access refers to the fit between individuals and the health care system. The paper will briefly discuss the policy issues that arise from this research and the implications of community-based approaches for social work research and practice.

Innovative approaches to field education for the changing landscape of social work

Presenter(s): Paul Heung, Ellen Kampf, Heidi Kiang, Barbara Muskat, Illana Perlman, Anne-Marie Smith

Biography: Barbara Muskat has worked in the social assistance sector, the educational system, hospitals and children's mental health in direct clinical practice, supervision, program management, agency administration and community education and consultation. Barbara is currently the Practicum Education Coordinator at the Faculty of Social Work at the University of Toronto. Illana Perlman has practiced in healthcare social work for 20 years. Her current clinical position is as a trauma social worker at Sunnybrook Health Sciences Centre, Toronto. She is also the Education Practice Leader, responsible for developing and coordinating all facets of the student education program at the hospital.

Heidi Kiang has over 13 years of experience in Child Welfare. She has worked as a Social Work Supervisor and a front line practitioner in various functions, including Intake, Family Service and Children Service. She is currently the Manager of Training and Development at the Toronto Children's Aid Society.

Abstract: Social work practice faces a number of challenges, including decreasing human and fiscal resources. This has resulted in pressure to be more productive - "to do more with less"; less time for meetings and training and decreased availability of supervision. At the same time, schools of social work are increasing the number of students admitted to programs. There is tremendous pressure on the practice community to educate and supervise more students, without additional resources or reductions in workloads (Lager, Cooke Robbins, 2004; Wayne, Bogo & Raskin, 2006).

To address the demand for increased field opportunities, schools of social work and the practice field are developing and piloting innovative approaches to field instruction. One approach implemented in geriatric and hospital settings is called 'fieldwork rotation' (Cuzzi, Holden, Chernak, Rutter & Rosenberg, 1997; Dalglish et al., 1976; Ivry, Damron-Rodriguez, Lawrance & Cooke-Robbins, 2005). This model departs from the standard approach of one student-one supervisor placement in one setting by using a rotational model common in medical education and other allied health professions. In this approach students rotate through two to three shorter placements in a setting, with each placement supervised by a different field instructor. Consequently, each field instructor is involved in a shorter field instruction experience; the student receives a broad exposure to a variety of clients, specialties, and approaches and is involved in an experience that mirrors the realities of social work practice which expects practitioners to be eclectic in roles and skills.

Fieldwork is a pivotal component of our professional education, yet field education has not received the rigorous examination and research that it warrants. In this context, this presentation will describe the piloting of a rotational model of field instruction in hospital and child welfare settings in Toronto. The strengths, limitations and lessons learned from the experience will be discussed.

Interprofessional Patient Centered Practice in Health Care

Presenter(s): Geneviève Côté msw, rsw

Biography: Facilitator, Interprofessional Model of Patient Care, The Ottawa Hospital. 10 years, front line Social Worker in health & community settings in Canada & England. Elected member of the OCSWSSW Council & Chair of the Standards of Practice Committee. Part of Crisis Support & Information Team, Emergency Medical Assist Team, ORNGE.

Abstract: The Interprofessional Model of Patient Care is a unique initiative that was created by patients and health care providers. It will be implemented hospital wide as a guide to organize the delivery of patient care among health care professionals from different disciplines, taking into account their competencies, collaborative patient-centred practice and The Ottawa Hospital's strategic direction. The model is a flexible approach to facilitate reflection on interprofessional concepts such as collaboration and accountability as well as patient-centred care concepts such as respect for differences and involvement in decision-making. It is a concrete guide to enable patients and families to participate in their health care.

The potential impacts this model may have on social work practice in a hospital setting are numerous. The main outcome may be an increased opportunity to influence other health care professionals' beliefs and skills towards advocacy and empowerment of the patients and families. Social Workers and their colleagues can achieve this by involving patients and families at all stages of the care delivery. Several core social work values will be highlighted in this model and the Social Workers participating in these teams will get the opportunity to promote and enable these skills in others.

Intersectoral Social Work Initiative

Presenter(s): Moyra Buchan, Benoît van Caloen, and Janine Granchelli.

Biography: Moyra Buchan is Chair of the Intersectoral Initiative and CASW Board Member. Benoît van Caloen is CASSW President and CASSW representative to the Initiative. Janine Granchelli is Past President of the NBASW and current member of the NBASW Board, as well as NBASW representative to the Intersectoral Initiative.

Abstract: The panel presentation will address the following:

- why there is a need for intersectoral relationships within the three social work sectors: practice, education and regulation.
- discuss the process to bring together the three sectors.
- challenges and lessons learned.

"Just" teaching: Field Instruction from a social justice perspective

Presenter(s): Sheila Sammon

Biography: Sheila Sammon is an Associate Professor of Social Work at McMaster University. She teaches in the undergraduate and graduate programmes and is chair of the field education program. Her interests relate to social work education and how the day to day practices of social workers reflect a commitment to social justice.

Abstract: This paper presents the findings from a research project designed to identify "best practices" related to field instruction of social work students from a social justice / anti-oppressive perspective. The complexities, barriers and possibilities of focusing on social justice issues during field instruction were explored.

Social work practice is changing and with it, social work field education. Time constraints, more paper work, diminished resources and increasingly more complex issues, limit practitioners' availability for field instruction. There is barely time during supervision to cover the basics (case/project review, administrative tasks, interventions) let alone time for in-depth discussion of the structural forces impacting clients lives.

Over the past six years, like many Canadian social work programs, McMaster University School of Social Work has focused its curriculum on anti-racist and anti-oppressive perspectives. Repeatedly we hear from students that it is important to have field instructors who understand anti-oppression and anti-racism. To provide congruence for students, the school has offered a variety of educational events designed to support and encourage field instructors in their attempts to focus on social justice.

Field instructors who were viewed as providing supervision from a social justice perspective were asked how they do so. Both the process and the content of their instruction were explored. They were asked what was needed from the school of social work to support their efforts. The results provide ideas for improved field instructor training and suggestions about how field instructors can place a greater emphasis on social justice in their work with students.

La défense des droits de la personne : Quel espace pour les organismes du tiers secteur

Presenter(s): Sébastien Savard

Biography: Sébastien Savard est docteur en service social et professeur au département des sciences humaines à l'Université du Québec à Chicoutimi. Ses activités de recherche s'intéressent aux nouveaux rapports entre l'État et la société civile, à la pratique de l'organisation communautaire et aux fusions d'établissements dans le système de la santé et des services sociaux.

Abstract: Les organismes communautaires au Québec jouent un rôle important dans la mobilisation des solidarités visant la défense des droits des individus les plus vulnérables de la société. Mais depuis une vingtaine d'années, le contexte entourant le fonctionnement des organismes modifie le rôle des organismes communautaires et donc, par le fait même, leur fonction de défense des droits. La présentation soumise propose une réflexion sur l'évolution du rôle des organismes du tiers secteur à partir des résultats de deux recherches réalisées au Québec. La première recherche s'intéresse à la collaboration entre les établissements du réseau public et les organismes du tiers secteur dans la fourniture des services sociaux aux jeunes et aux familles du Québec. La recherche a été menée auprès de 111 gestionnaires d'établissements publics et d'organismes communautaires. À partir d'une typologie développée par Coston (1998), nous cherchons à situer sur un continuum le type de relations qui se développe entre les deux groupes d'acteurs. Les résultats démontrent que le type de relations qui ressort laisse suffisamment d'espace aux organismes communautaires pour assumer la fonction de défense des droits. La deuxième recherche a été réalisée auprès de 25 organisateurs communautaires travaillant régulièrement en appui ou en collaboration avec les organismes communautaires. Les résultats de cette étude démontrent que les organismes communautaires font face à des changements qui les éloignent de leur fonction de défense des droits. En conclusion, nous présenterons les facteurs qui contribuent et qui nuisent à la fonction de défense des droits des organismes communautaires.

La recherche-action: stratégie d'appropriation des connaissances

Presenter(s): Dominique Damant

Biography:

Abstract: La recherche-action: une stratégie d'appropriation des connaissances.

Lessard, G., Damant, D., Alcedo, Y., Delisle, R., Flynn, C., Godin, M.-F., Juneau, L., Paradis, F., Rock, L., Rondeau-Cantin, S. Turcotte, P. & Vézina, J.-F. La concomitance de violence conjugale et de mauvais traitements envers les enfants pose des défis liés à l'arrimage des services offerts par les différentes ressources. Une recherche-action, développée au Québec, vise à résoudre les principales controverses portant sur la garde des enfants dans ces cas. La démarche respecte les étapes de tout processus de recherche-action (Lavoie et al, 2003) : 1) définition du problème, 2) élaboration et planification d'une stratégie d'action, 3) implantation de la stratégie et collecte de données, 4) évaluation et recommandations. Cette communication porte sur la recherche-action comme stratégie de transfert et d'appropriation des connaissances. Le processus de mobilisation des connaissances sera illustré par un continuum allant de la diffusion, au transfert puis à l'appropriation des connaissances et comment ceci permet aux acteurs: 1) de discuter des résultats afin d'identifier leurs impacts sur les pratiques; 2) d'identifier des stratégies d'action novatrices permettant d'intégrer les résultats dans la pratique; et 3) de les évaluer. Nous aborderons également les conditions documentées (Bilodeau et al., 2003; Beaudry et al., 2005; Dagenais et Mathieu, 2004; Normandeau et al., 2000) comme étant essentielles à la réussite d'un tel processus de transfert et d'appropriation des connaissances, soit : 1) l'implication de l'ensemble des acteurs dès les premières étapes de la recherche-action; 2) les rapports égalitaires, le partage du pouvoir et la reconnaissance des expertises entre les chercheurs et praticiens-chercheurs; 3) l'importance de développer une représentation du problème et des solutions qui reconnaît et met à profit les différents points de vue des acteurs.

La violence exercée par les femmes et les interventions de groupe : état de la situation.

Présentatrice(s): Dominique Damant, Catherine Lebossé et Diane Ouellet

Biographie: Dominique Damant : Intervenante pendant près de 30 ans et professeure d'intervention depuis 12 ans, elle a codirigé et dirigé pendant 11 ans le Centre de recherche interdisciplinaire sur la violence familiale et la violence faite aux femmes (CRI-VIFF). Elle s'intéresse depuis quelques années à la violence exercée par les femmes.

Catherine Lebossé : Spécialiste en éducation, elle agit à titre de professionnelle de recherche dans des projets de développement ou d'évaluation de programmes.

Diane Ouellet : Intervenante sociale durant 18 ans auprès de diverses clientèles tant dans le réseau que dans le milieu communautaire, elle a été coordonnatrice du Centre-Femmes du Grand-Portage durant les 7 dernières années. Elle est actuellement étudiante à la maîtrise en travail social à l'Université du Québec à Montréal.

Résumé: Sujet tabou et longtemps absent de l'espace public, la violence des femmes a plusieurs fois fait la manchette des médias au cours des dernières années. Néanmoins, la majorité des programmes dispensés et des services offerts restent marginaux et ont initialement été conçus pour les hommes. L'objectif de cette recherche, menée conjointement par le Centre-Femmes du Grand-Portage et le Centre de recherche interdisciplinaire sur la violence familiale et la violence faite aux femmes (CRI-VIFF) était de répertorier les programmes destinés aux femmes qui ont des comportements violents dans le but d'identifier les pratiques jugées efficaces. Une recension des écrits internationaux et un inventaire des pratiques québécoises ont permis de recenser 34 interventions de groupe différentes dont 21 développées à l'intention des femmes. Les éléments rassemblés démontrent l'importance d'offrir aux femmes un programme qui tienne compte de leurs besoins spécifiques (histoire de victimisation, pauvreté, maternité, etc.), considère le contexte dans lequel s'expriment ces comportements violents et se situe dans une perspective de changement social plutôt que de contrôle social. Or, à ce jour, nous ne disposons d'aucun programme dont l'évaluation a permis de démontrer l'efficacité auprès des femmes. Parmi les programmes recensés, la majorité de ceux conçus pour les femmes ont été développés à l'intention d'une population de femmes ayant eu des démêlés avec la justice. Finalement, aucun de ces programmes ne s'appuie sur une analyse féministe de la violence exercée par les femmes, d'où la nécessité d'en concevoir un pour les femmes québécoises qui ont besoin d'aide.

Le droit à un travail pour les personnes handicapées. Une double expérience de l'exclusion

Présentateur(s): Rachid Merzouk

Biographie: Après une formation universitaire à la fois en psychologie et en sociologie clinique, il centre sa démarche universitaire sur des expériences identitaires de double appartenance, tel le handicap, la diversité ethnoculturelle... Dans ses recherches, il privilégie une interprétation sociale qui tient compte de l'articulation entre processus psychiques et processus sociologiques.

Résumé: Une façon de nier les droits d'un groupe de citoyens-nes, c'est de les exclure d'une activité qui contribue à définir l'identité des membres de la communauté dans son ensemble.

Le travail est une valeur sociale au cœur de la société canadienne qui est aussi une société qui valorise la pluralité. Pourtant les personnes handicapées n'arrivent qu'avec difficulté à exercer plusieurs de leurs droits comme celui à un travail conforme à leurs compétences et à leurs aspirations.

Cette communication partira des résultats d'une recherche doctorale qui a porté sur plus de 30 entrevues de types récits de vie. L'analyse thématique de ces entrevues fait ressortir de manière récurrente la question du travail.

Face au droit à un travail, les personnes handicapées vivent une double exclusion : 1) une exclusion primaire qui entrave leur accès à l'emploi. Sa méconnaissance et les représentations sociales sur le handicap en termes de manque alimentent cette première forme d'exclusion. 2) une exclusion secondaire qui porte atteinte au droit des personnes handicapées lorsqu'elles arrivent à occuper un emploi. Cette exclusion secondaire concerne la nature de leurs relations à l'intérieur du travail et l'évolution dans leur carrière.

Les résultats montrent aussi que l'exclusion vécue par rapport au travail est une forme de réactualisation des précédentes exclusions vécues dans le passé à cause du handicap (milieu familial, scolaire...)

Ces résultats renvoient à la question de la complexité de l'intervention sociale en vue d'accompagner ces personnes handicapées dans une reconquête de leur plein droit à contribuer à la pluralité de la société. Une reconquête passe notamment par l'accès à des services adaptés.

Lone Mothers Describe Parenting Needs: Canadian Experiences, European Solutions

Presenter(s): Mary Russell, Annemarie Gockel, Barbara Harris

Biography: Mary Russell is a Professor at the UBC School of Social Work. Annemarie Gockel completed her Ph.D. in Counselling Psychology at UBC. Barbara Harris is First Nations Coordinator at the UBC School of Social Work

Abstract: Lone mothers are universally disadvantaged, but the extent of their disadvantages depends upon the nature of family policies in a given nation. Cross-national comparisons indicate that Canada disadvantages lone mother families to a greater extent than Nordic European countries. Canadian lone mother views have not been sought in policy formulations. This study of 25 lone mothers therefore sought their views regarding their parenting needs. Results indicated that mothers viewed Material Deprivation and Overwhelming Mothering Responsibility as the two primary barriers to parenting their families. Mothers' views are compared to European family policies with resultant recommendations for desirable advances for Canadian policies.

Lone Mothers: Building Social Inclusion. How Participatory Research Methodology Contributes to Social Inclusion, and Engagement in our Communities.

Presenter(s): Dr. Tracy Swan, Dr. Lea Caragata, Judit Alcalde, Dana Brothers, Brenda Gillingham

Biography: Tracy Swan, assistant professor at Memorial University, School of Social Work, worked in child welfare in Ontario for over twenty years. Research and teaching interests include the implications of gendered caring in child welfare, anti-oppressive approaches to child welfare practice, and teaching methods for anti-oppressive practice. Tracy is a co-researcher with the Lone Mothers: Building Social Inclusion project in St. John's where lone mother research assistants teach her about barriers to social inclusion.

Lea Caragata is the Principal Investigator of Lone Mothers: Building Social Inclusion, a five year SSHRC CURA project and teaches at Wilfrid Laurier University in the areas social policy and community development. Her areas of research and specialization include marginalization and oppression, most recently focused on labour market changes and welfare state retrenchment. Her academic work follows extensive practice experience including grassroots community organizing, social housing development, public policy coordination and public administration.

Judit Alcalde is the Research Director on the SSHRC CURA – Lone Mothers Building Social Inclusion. She has a Masters Degree in community psychology and a long history of working on women's issues through community and applied research initiatives. In addition to her working on the project, Judit works as an independent consultant in applied research and evaluation for a variety of settings.

Dana Brothers has been practicing Social work since 1994, primarily in community corrections with adult offenders. She is currently completing an MSW at MUN and has been involved in the Lone Mothers project, St. John's site since 2006 where she is learning more about research and working with communities than she had ever hoped

Abstract: Interest in social exclusion points to questions of how we ensure the engagement of citizens in our communities, especially given the effects of retrenched welfare systems and precarious labour markets on many groups of marginalized citizens. While there are no human rights provisions guaranteeing such inclusion, it has been presumed that citizenship offered such guarantees.

The panel presentation builds on experiences of participants of a SSHRC funded CURA research project, Lone Mothers: Building Social Inclusion. This participatory research project focuses on lone mothers on social assistance and the barriers they encounter that prevent them from being fully engaged citizens in Canadian society. Data collected from the first two years of interviews indicate that stigmatization of lone mothers and of welfare recipients, combine to create particular barriers in this regard.

The panel presentation will, through a video that depicts a day in the life of a lone mother on income support, gives voice to the experience of many lone mothers and demonstrate the nature of these barriers, stigma and exclusion. This video is based on a piece of popular theatre created by lone mother research assistants at the St. John's site in response to the question, "what would you like to tell Social

Workers about your experiences with Social Assistance?” Two additional panel presentations will consider how various aspects of the project’s participatory methodology contribute to participants’ social engagement, social inclusion and participation as citizens. How these ideas might inform various forms of social work practice will also be discussed.

Lost in the Shuffle: The Impact of Homelessness on Children's Education

Presenter(s): Ann Decter

Biography: Ann Decter is the Interim Director of Social Reform at the Family Service Association of Toronto and National Coordinator of Campaign 2000. She authored *Lost in the Shuffle: The Impact of Homelessness on Children's Education in Toronto*, the report of the third phase of the Kid Builders Research Project of Aisling Discoveries and the Community Social Planning Council of Toronto.

Abstract: *Lost in the Shuffle: The Impact of Homelessness on Children Education* is the report of the third phase of the Kid Builders Research Project, the first project to examine the education of homeless children in Canada and the links between homelessness and school success in Toronto. Defining school success as academic achievement, social and behavioural adjustment and a sense of well-being and belonging, *Lost in the Shuffle* focuses on elementary schools and children aged six to twelve, inclusive. The homeless children in the study all lived in shelters, either Violence Against Women shelters or homeless family shelters.

Lost in the Shuffle found that every year since 1990, between 3500 and 7000 Toronto children experienced a period of homelessness. Family homelessness is largely women and children’s homelessness. A national snapshot in 2004 found that 76% of women and 88% of children in shelters across Canada were there fleeing domestic violence.

The broad barriers to school success caused by the impacts of homelessness are:

- transience and consequent disruption
- emotional impacts of witnessing or experiencing violence
- emotional impacts of the stresses and crises that bring a family to a shelter
- behaviours that develop out of unresolved emotional impacts
- shelters with inadequate quiet space for studying or computer access.

Across Toronto teachers, principals, parents, shelter workers and children have developed strategies and solutions. Knowledge needs to be shared and barriers removed. School boards and the provincial government need to take leadership on affordable steps to improve the situation.

Making a reality of human rights for all

Presenter(s): Dr. Julie Drolet

Biography: Dr. Julie Drolet is Assistant Professor & Field Education Coordinator in the School of Social Work and Human Service at Thompson Rivers University.

Abstract: The global context of social work practice requires a new understanding and redefinition of key concepts that will foster international collaboration. Social workers and other professionals who work with a diverse range of individuals, groups and communities, including marginalized and vulnerable populations, have an obligation to not only recognize and respect all human rights, but to fully understand the nature of our rights and to help promote their realization. Ethical professional practice must begin with a deep understanding of the nature of discrimination, injustice and our obligation to respect and implement all human rights. Human rights are based on respect for the dignity and worth of all human beings. They are universal and inalienable. All human rights violations are acts that disregard human dignity and the rule of law. Though human rights are something most people consider desirable they are not understood very well. This is particularly the case with economic, social and cultural rights.

This presentation will discuss the following questions: What is the contribution of social work to the promotion and protection of economic, social and cultural rights? How do social workers in community organizations integrate human rights in practice and policy? What initiatives have been taken by social work in the area of human rights education?

Migrant Workers in the Context of Social Care: a Human Rights Perspective

Presenter(s): Jill Hanley

Biography: Jill Hanley taught community organizing and related courses for six years at McGill, Concordia and the University of Montreal before obtaining a position as assistant professor at McGill in 2006. She pursued post-doctoral studies at the Université Libre de Bruxelles and Université de Montréal, holds a PhD from Université de Montréal and completed her MA at Tufts University in Boston. Hanley has been active with Project Genesis for twelve years, and helped found the Immigrant Worker's Center in 2000. Her current research projects are related to migrants with precarious immigration status, from access to health, to the defense of labor rights, particularly for domestic workers.

Abstract: Migrant workers are an important consideration in assessing the human rights implications of Canada's social care system. Immigration status has a heavy influence on people's access to social care as well as on their employment opportunities within the social care "industry". This paper will explore the human rights implications of this differential access, drawing on 2 research projects. One project involved interviews with migrant workers about their labour and social rights experiences and the other involved policy analysis and interviews with policymakers about the access of migrant women to health care. Practice and policy recommendations will be explored.

Mommy Queerest: Lesbian Parents Seeking Liveable/Visible Lives

Presenter(s): Joani Mortenson, MSW, RSW

Biography: Joani Mortenson is a PhD Student in an Interdisciplinary Program that combines Critical Studies and Social Work at the University of British Columbia. Joani serves on the executive of BC Association of Social Workers and works as the Assistant Field Education Coordinator in the school of Social Work at UBCO.

Abstract: Human rights and social justice are crucial issues to the profession of social work, as are the concomitant issues of dignity, freedom and self-agency. Drawing upon Judith Butler's cogent work in "Undoing Gender" (2004), exploring what makes a 'liveable life' and what makes a 'grievable life', I will examine these issues by situating the discussion in the everyday lived experience of lesbian parents. If, as Butler theorizes, the societies we live in are governed by the socially and discursively articulated norms that constitute some lives as 'liveable' and 'real', how does compulsory heterosexuality govern what forms families must take? And, more fundamentally, what implications arise for questions of identity; such as who is viable and who counts as 'real'? In this paper, I consider the consequences of heteronormativity in the context of lesbian lives as they are lived within families, communities and Canadian culture in order to facilitate Butler's questions and the social work ethic of maximizing possibilities for a liveable life and minimizing the possibilities for an unbearable life, or social or literal death. Further, I will discuss how framing these questions in the context of diversity and human rights becomes a way of intervening into the social and political process to potentially widen how families and individuals are articulated in the pursuit of desire, identity and social stability. And how, might the counter-hegemonic vantage of the lesbian parent become a lens through which to view and question the dominant story and to entertain political and personal transformation?

More than the Usual Suspects': Working Inclusively with Service Users to Create Change

Presenter(s): Janet Balfour, Susan Shepherd

Biography: Janet Balfour is a PhD Student at Wilfrid Laurier and graduated with a BA (Western '92), a BSW (Ryerson '95) and an Msc in Social Policy (London School of Economics '98). Her professional background includes experience in both Canada and England in the areas of child protection, education social work, government casework, policy research & development, counseling and advocacy. Janet's areas of interest include inclusive/participatory methodology, as well as critical approaches to research and practice.

Susan Shepherd is the Manager of the Toronto Drug Strategy Secretariat, the staff team that supports implementation of the drug strategy. Susan also has 10 years experience as a social policy analyst with the City working in the areas of substance use, poverty and homelessness. She has a B.A. in Psychology and a Masters in Social Work. Prior to joining the City of Toronto, Susan was a front-line worker in the community-based service sector.

Abstract: The field of social work has placed increasing emphasis on how research and policy methods should be designed to support the goals of service user involvement, empowerment and social justice.

Yet, there has been little critical debate about whether the use of participatory methods or the inclusion of service users actually supports either a social justice or empowerment agenda. This presentation provides an overview of findings from a qualitative evaluation of the experience(s) of service users who were engaged in a two year participatory policy process to develop the City of Toronto Drug Strategy. Initial findings indicate that the participants were positively affected by their experience as policy committee members and described a sense of empowerment and inclusion, an encouragement to develop critical thinking skills, a positive approach to exploring diverse perspectives, an increased understanding and engagement with the political process, and an opportunity to engage in positive social change. The participants also offered critical insights into the unique challenges and/or barriers of working collaboratively with diverse stakeholders. This research aims to examine the transformative potential of participatory methods, explore the impact(s) of participatory methods on service users, and, develop better understandings of how policy makers and service users can foster new knowledge, improve policy methods, as well as enhance overall inclusive strategies for intervention, program delivery and policy development.

Moving On Project: Transition to Adulthood

Presenter(s): Catherine Cromwell, MSW, RSW

Biography: Catherine Cromwell is the coordinator of the Moving On Project at KidsAbility. She brings over 25 years of professional experience to the project, including direct practice, program management, and social work education.

Abstract: This presentation will provide an overview of the development of the Moving On Project, initiated by KidsAbility and funded by the Ontario Trillium Foundation. KidsAbility is a children's rehabilitation centre and, in partnership with other organizations, provides a broad range of services, supports and information to meet the complex needs of children and youth with disabilities and their families. Youth with disabilities face greater barriers and need more active support to successfully transition to adult roles. Opportunities to engage in meaningful activities in community is often lacking for these youth.

The Moving On Project aims to facilitate the successful transition of youth with physical disabilities through the development of a system to transition youth to adult living that is supported by the community. The purpose of the initial phase of the project was to identify the transitional needs of youth with physical disabilities and their families who live in Waterloo region.

Interviews with KidsAbility staff, clients and their families, and other Ontario Children's Rehabilitation Centres were conducted. Surveys were developed and distributed to all current and former clients of KidsAbility (ages 14-25) and their parents/caregivers to measure relevant variables such as self-determination and community participation, and to identify the transition needs of youth with physical disabilities and their families. This was followed by focus groups with current and former clients of KidsAbility and their parents/caregivers to confirm the findings and identify priorities.

A community forum is planned for the New Year to share our findings and explore how we can work together with the community to plan and develop a system for the transition of youth with physical disabilities living in Waterloo region. The evolution of the project to date will provide the basis for this presentation.

Navigating Disjunctures to Promote Social Inclusion for Persons who are Homeless

Presenter(s): Christine A. Walsh & Gayle Rutherford

Biography: Dr. Christine A. Walsh, Associate Professor, Faculty of Social Work, University of Calgary conducts research which contributes to the understanding of violence across the lifespan and the experiences of marginalized and socially excluded populations including at-risk youth and communities affected by poverty and homelessness.

Gayle Rutherford is a Registered Nurse with a Masters in Nursing. Her background includes practice, education and research in public health nursing. She is currently a doctoral candidate in the University of Calgary Interdisciplinary Graduate Program where her research is titled Interprofessional Education: Creating a Co-learning Environment in the Community.

Abstract: Homelessness and poverty in major cities in Canada have been increasing at alarming rates. Proposed solutions thus far, have done little to disrupt the tide of homeless persons and have most often

been advanced with little input from those individuals directly affected by homelessness and poverty. Because of the complexity of social, economic, housing, and health concerns, solutions cannot be developed within the knowledge domain of a single discipline. An interdisciplinary lens with direct input from service providers and community is critical. Educating the next generation of practitioners, which includes in meaningful ways those directly affected by poverty and homelessness, is advocated. The disjuncture between research as usual and education as usual and the real needs of practitioners, researchers and community is the focus of this presentation. Three models will be evaluated with respect to their utility in navigating these disjunctures. 1. The Downtown Community Initiative (DCI), a pilot site of the urban campus. The DCI is a community-university partnership between the Faculties of Nursing and Social Work and an inner city agency serving homeless individuals which fosters 'inclusive learning making life better for all.' 2. The Social Justice Transformation model based on the concepts of social justice, co-learning and action research was developed to guide, promote and explicate teaching, research and practice within the partnership and 3. The course, Introduction to Community-Based Research with Marginalized Populations: Poverty and Homelessness, disrupts the concept of learner and teacher, novice and expert through involving multiple learners including persons who are homeless.

Navigating the Health Care System: Chronic Illness and their Implications for Health Policies

Presenters: Nora McKellin

Research/Recherche - Social Policy/Politique sociale

Roundtable discussion/Discussion de table ronde

Biography: Nora McKellin, MSW, RSW (BA, Sociology, UBC; MSW, Toronto) is a counsellor at the Alzheimer Society of Toronto and a community member of the Mount Sinai Hospital's Accessibility for Ontarians with Disability committee. Nora has been a guest speaker for Canadian Hard of Hearing Association, and Little People of Canada, and other organizations.

Objectives: 1) Examine the issues faced by people with disabilities and chronic illnesses in accessing and navigating healthcare's complex systems.

2) Describe the political backdrop of 1980 and 1990 when disability and accessibility policies were formed.

3) Describe the impact of the social determinants of health on people with disabilities and chronic illnesses.

4) Discuss how individual and community accumulations of social capital serve to temper the effects of the social determinants of health.

5) Examine the role of social workers in maximizing the social capital of people who have been marginalized and have not had equal access to health care.

Abstract: How do Canadian healthcare policies affect the daily lives of people with chronic illnesses? In this paper, I will examine the issues faced by people with disabilities and chronic illnesses in accessing and navigating healthcare's complex systems. First, I will provide a brief description of the political backdrop of 1980 and 1990 when disability and accessibility policies were formed. Second, I will describe the impact of the social determinants of health on people with disabilities and chronic illnesses. Third, I will discuss how individual and community accumulations of social capital serve to temper the effects of the social determinants of health. I will discuss the significance of social capital in the form of access to comprehensive health and social services, and the integration of families in healthcare policies. Finally, I will examine the role of social workers in maximizing the social capital of people who have been marginalized and have not had equal access to health care.

Social workers play a significant role in developing the social capital of individuals with disabilities and chronic illnesses to mitigate the effects of the more general social determinants such as socioeconomic status and education. This paper will highlight the policy implications of social workers' roles in amplifying the social capital of people with chronic illness and disabilities.

Negative caregiving experience: a predictor of stress among caregivers of relatives with schizophrenia

Presenter(s): Dr. Billy Chan

Biography: Dr. Billy Chan has been a social worker at the Centre for Addiction and Mental Health (CAMH) since 1990. His primary interest is violence against caregivers by their mentally ill relatives. He currently serves on the Social Work Staff Development, Social Work Research and Work Place Violence Committees at CAMH.

Abstract: Since the de-institutionalization of mental health patients and the increasing shift of care from hospital to community, caregivers have assumed increased responsibilities to care for their mentally ill relatives. This heightened burden creates additional stress, which may result in negative emotional reactions and manifest as high Expressed Emotion (EE) among caregivers.

Sixty-one caregivers in the Greater Toronto Area in Ontario, Canada, who lived with and provided care to 51 relatives with schizophrenia, participated in a survey to identify the factors that may have contributed to the caregivers' stress and manifested in EE. Caregivers identified three leading dimensions of negative caregiving experience in appraising burden: (a) difficult behaviors, (b) problems with services, and (c) negative symptoms. Stepwise regression analyses evidenced difficult behaviors, need to provide back up to the ill relative, and stigma as significant predictors of the Critical Comments component of EE. Dependency and Loss were significant predictors of the Emotional Overinvolvement component of EE. The need for interventions to target specific dimensions of caregiver experience and reduce the stress manifested by the respective components of EE was supported by the regression analysis. The caregivers' identification of problems with services as among the leading dimensions of negative caregiving experience supported the study's recommendation: to enhance the quality of life for caregivers and their relatives with schizophrenia, mental health professionals should advocate for amendments to the Mental Health Act of Ontario to formally recognize and respect caregivers' rights as partners in the care of their mentally ill relatives.

Non-Status People: The Underground Residence

Presenter(s): Soheila Pashang

Biography: Soheila Pashang is a professor at Seneca College and works as social worker. She has extensive front-line and clinical experience within NGO's, criminal justice system and health sector working with various immigrant groups including non-status people. Currently, she is pursuing her PhD at OISE/UT. Her doctoral dissertation is about non-status women.

Abstract: Non-Status People: The Underground Residence

In a modern capitalist society like Canada where economy and population growth is heavily relied on its various immigrant groups, many believe that while inequalities in income exist, all immigrants have equal access to public services and social programs. This misconception therefore confirms the neo-liberalist notion that immigrants are a homogeneous group with equal opportunities to thrive. Over the last few years and with an increased mobility of people from developing nations to Canada many social workers have come into contact with a new group of immigrants known as "non-status" or undocumented immigrants. It is estimated that up to 500,000 non-status people live in Canada, many of them facing physical, sexual, and labour exploitation entwined with racism, sexism, and classism. Despite such increase, social workers are not equipped with necessary skills or resources to address the multifaceted and complex needs of these people. This problem coincides with the fact that the field of social work has been subjected to policy restriction and budget cutback. Relying on social network and critical feminist perspectives the purpose of this presentation is to explore on the lived conditions of non-status people; shed light on the role of social workers in working with non-status people including non-status women; and further embrace the implications of [lack]policy on social service programs in relation to non-status people. This presentation is drawn from the researcher's doctoral dissertation and front-line experiences in working with non-status people. Throughout, questions will be raised about the role of social workers who work with marginalized populations including non-status people.

OASW Mental Health Survey: Who We Are, Where We Work and What We Do

Presenter(s): Kim Calderwood, Ann-Marie O'Brien

Abstract: This paper summarizes the findings of the OASW mental health survey which examined the role of social workers in the mental health sector in Ontario. A comparison between BSW's and MSW's is made, urban/rural differences are explored, and the implications for the profession and for the curriculum are presented.

Obstacles familiaux et d'intégration sociale: Des jeunes femmes immigrantes et la reproduction des rapports de genre

Présentatrice(s): Marie Drolet et Hindia Mohamoud

Biographie: Travailleuse sociale de carrière, Marie Drolet est professeure agrégée et responsable des études supérieures à l'École de service social de l'Université d'Ottawa. Chercheure sénior au Centre de recherche sur les services éducatifs et communautaires, ses recherches actuelles portent sur les adolescentes et les adolescents avec une perspective féministe et préventive.

Hindia Mohamoud travaille à Centraide Ottawa sur les projets d'intégration sociale issus des communautés ethnoculturelles. Elle a coordonné la recherche «Communities Within : Diversity and Exclusion» menée par le Conseil de planification sociale d'Ottawa. Elle poursuit son doctorat en sociologie à l'Université Carleton sur le processus identitaire des jeunes d'origine somalienne.

Résumé: Quoique le Canada prône l'égalité des droits entre hommes et femmes, notre société plurielle est composée de communautés ethnoculturelles qui mettent en valeur des rôles différenciés selon le genre et la continuité de la famille (Best et Thomas, 2004; Sigal et Nally, 2004). Ce cadre collectiviste animé par des valeurs et des normes du pays d'origine peut entraîner un double standard de socialisation (Anisef et Murphy-Kilbride, 2003).

Afin de cerner les obstacles qu'affrontent les familles d'origine somalienne, libanaise et chinoise (Moscovitch et Mohamoud, 2005), 12 groupes d'entretien, composés de 64 volontaires recrutés dans les milieux de regroupement communautaire d'Ottawa, ont été tenus à l'hiver 2006. Pour chaque communauté, l'échantillon respecte son scénario migratoire et se répartit ainsi : un groupe de jeunes femmes, un de jeunes hommes, un de mères et un de pères. Des analyses inductives, horizontales et verticales des verbatims ont été effectuées (Huberman et Miles, 1991).

Quelque soit la communauté, les jeunes femmes dénoncent la pression les incitant à reproduire les activités différenciées selon le genre, qui limitent leur intégration sociale. Les jeunes hommes vont dans le sens de ces contraintes, les justifiant au nom du mieux-être ou de l'honneur familial. Les pères critiquent les législations canadiennes qu'ils considèrent en faveur des droits des femmes. Les mères donnent des messages ambigus en mettant en valeur le pouvoir qu'elles ont acquis dans la famille grâce à leur participation au marché du travail. Les travailleuses ou travailleurs sociaux doivent être sensibles aux enjeux complexes portés par ces jeunes femmes pour ne pas devenir un autre obstacle à leur accès à des services sociaux.

Occupied Spaces: Exploring the historical and social significance of the spaces where we live and work

Presenter(s): Facilitator: Donna Baines, Speakers: Zaleeda Davis, Bonnie Freeman, Meaghan Ross, Kristin Smith

Biography: Facilitator: Donna Baines teaches labour studies and social work at McMaster University. Her research focuses on race, class and gender in everyday social work; globalization and restructuring; and radical social work practice.

Opening Welcome: Bonnie Freeman is a Ph.D. Student at Wilfred Laurier University and teaches social work at McMaster University. Her research interests include First Nations self-determination and public policy development, Aboriginal cultural interventions, anti-oppressive practice and Indigenous health research.

Speaker: Zaleeda Davis is an organizer with UNITE HERE, the union representing hotel and restaurant workers. She has been pivotal to the success of campaigns including: Communities Rising, Workers Rising and CORD.

Speaker: Meaghan Ross is completing her MA at the Institute of Globalization and the Human Condition after graduating with a BA (Labour Studies) and BSW from McMaster. She is interested in researching progressive social work activism under globalization and aspires to be a community organizer. Any job offers would be well received.

Speaker: Kristin Smith has worked in front-line social services for over fifteen years. She is currently working on her PhD in the Department of Sociology and Equity Studies at OISE/UT. Her research

interests include critical analysis of social work practice; globalization and neoliberal restructuring in social services; and the politics of resistance.

Abstract: Luxury hotels rarely feel accessible to those of limited means, and they have recently been the target of union campaigns seeking safer working conditions for the overwhelmingly female, low pay, increasingly racialized, housekeeping staff. These dilemmas draw our attention to the fact that there are no neutral spaces, including those in which we live, meet and work. These dilemmas also provide an opportunity to understand the multi-layered relations that make up our social spaces, and to forge alliances with groups seeking social justice within these sites. In recognition of the original owners of the land on which we meet and the ongoing struggle undertaken by Aboriginal people for self determination and justice, this panel will be opened by an Aboriginal social worker (Bonnie Freeman). The panel will also include presentations highlighting: the invisible people who keep our buildings clean and operational but rarely make a living wage (Meaghan Ross & the McMaster/Hamilton Living Wage Coalition); the campaign for safe working conditions for hotel housekeeping staff (Zeleeda Davis, UNITE HERE); and the ways social workers unwittingly reproduce dominant social relations within the spaces in which they work (Kristin Smith). The panel will conclude with some thoughts for learning how to map-out spaces differently and work more closely with those oppressed within everyday spaces.

Online Counselling-Breaking Down Barriers-'Just A Click Away'

Presenter(s): Paul Parnass

Biography: -MSW-1978

- Member of the College of Social Workers and Social Service Workers
- Counsellor for over 30 years
- 20 years experience in the field of Employee Assistance Programs as a counsellor and manager.
- Completed 2 certificates in Cybercounselling through the Faculty of Social Work U of T.
- Private Practice in Online Counselling.

Abstract: Advances in technology have made access to the internet more available and affordable to a wide segment of the population. Increasingly individuals of all ages and socio-economic groups are gaining access to the internet. More and more people are using the internet to access information, to conduct their daily business and to purchase services.

Online counselling is one modality of counselling which is growing in popularity.

An increasing number of social workers are becoming trained in the use of online counselling, and are providing clients with a more accessible option for help.

This workshop will provide an overview of online counselling, describe how it works, and how it compares to the more traditional method of face to face counselling.

It will also highlight the benefits, as well as the challenges and the ethical issues, posed by such a model of treatment.

It will discuss how online counselling is breaking down barriers to counselling, and offering opportunities to clients who in the past, might not have chosen to access these services.

For example clients living in rural areas and those who are physically challenged, now have access to professional counselling services without having to leave their homes.

Those clients who feel stigmatized because of their mental health issues and who would not normally seek counselling, are also choosing online counselling services as a viable resource.

By attending this workshop you will discover how a relatively new modality of service is making a difference.

Opportunities and Dangers: Engaging Fathers in Child Welfare Practice

Presenter(s): Leslie Brown, Susan Strega, Lena Dominelli, Christopher Walmsley, Marilyn Callahan

Biography: Leslie Brown is Associate Dean of Research in the Faculty of Human and Social Development, University of Victoria, Canada. Her scholarly interests are critical and Indigenous approaches to research and social work practice. She is co-editor of *Research as Resistance: Critical, Indigenous and Anti-oppressive Approaches* by Canadian Scholars Press.

Lena Dominelli is a Professor of Applied Social Sciences and Academician in the Academy of Learned Societies for Social Sciences, Durham University, UK. Amongst her most recent books are: *Social Work*

Futures: Transforming Theory and Practice in Social Work (edited with R Adams and M Payne, 2005); Women and Community Action (2006).

Susan Strega is an Assistant Professor in the School of Social Work at the University of Victoria, Canada. She has published in the areas of social policy, child welfare and sex work. She is co-editor of Research as Resistance: Critical, Indigenous and Anti-oppressive Approaches by Canadian Scholars Press.

Christopher Walmsley is an Associate Professor in the School of Social Work and Human Service, Thompson Rivers University, Kamloops, British Columbia, Canada. He is the author of Protecting Aboriginal Children published by UBC Press and is co-editor of Child and Family Welfare in British Columbia: A history by Detselig Press.

Marilyn Callahan is Professor Emeritus at the School of Social Work, University of Victoria, Canada. She has written extensively in the field of child welfare, her most recent works focusing on young mothers using substances, the experiences of grandmothers raising grandchildren, fathering in child welfare and risk assessment.

Abstract: In spite of increased attention to fathering in the popular media, a new professional discourse about the importance of the involved father in child development, nationally funded studies on fathering, self-help websites for fathers, and research on young fathers, fathers are absent or invisible in child protection services. There are also conflicting views about whether to engage with fathers in child protection practice. On the one hand, fathers may be potential assets to the life of the child and a resource for state social workers as part of an increased emphasis on kinship care. At the same time, fathers may represent a considerable risk to the mother and child where contact should be avoided, minimized and/or controlled. This paper, arising from a three-year research project on Fathering in Child Welfare in Canada explores the issues, prospects, and practices of engaging with fathers in child protection practice.

The study's review of child protection files, in-depth interviews with fathers involved with the child welfare system and focus group interviews with child protection workers found that child protection services fail to engage with fathers, either as risks or as assets, while continuing to hold mothers responsible for most aspects of family functioning. This paper will explore the barriers to engaging fathers and consider what is required to overcome these barriers. In so doing, it also explores the dangers of adopting a practice model that might uncritically embrace fathers. From the experiences of fathers and practitioners, strategies for the engagement of fathers are proposed.

Our Elderly - impact of dementia on their quality of life

Presenter(s): Carmelina Cimaglia

Biography: Carmelina Cimaglia graduated from McGill University with a BSW in 1982 and an MSW in 2000. She has been working with the geriatric population since 1982. When she moved to Ottawa, she worked in LTC for 12 years before moving to the Royal Ottawa Mental Health Centre. She has been working as a Psychogeriatric Resource Consultant since 2003.

Abstract: As more Canadians are living into old age, there will be more people in the age groups at most risk for dementia. Presently, age-specific prevalence rates show that approximately 1 in 13 Canadians over the age of 65 have AD or a related dementia. With these numbers on the rise, this cohort of individuals will undoubtedly be accessing health care. Additionally, as the dementia advances, there is the increased likelihood of experiencing behavioural and psychological symptoms (BPSD). Two-thirds of people with dementia experience BPSD, such as screaming, physical aggression, resistance to care, sleep-wake cycle disturbance. As a consequence, many of these elderly people encounter barriers in receiving quality of life care.

For many caregivers, the person with dementia presenting with BPSD is viewed as a collection of symptoms rather than as a whole person. Regularly the behavioural agitation is misinterpreted by caregivers as purposefully provocative hence they respond with frustration, irritation, resentment, fear. The behaviours are not understood in the context of the person and the illness but rather as an intentional attempt to cause harm. It is not uncommon that the person with dementia is therefore not treated with dignity and quality of care is compromised.

The primary role of a psychogeriatric resource consultant is to facilitate a smooth, supportive transition to long term care. Another main role is to support staff through education, both formal and case-based. This presentation will focus on the social work skills used to facilitate transitions that preserve the dignity, safety and well-being of clients.

Overcoming Barriers to Implementation of Caregiver Assessment

Presenter(s): Lucy Barylak

Biography: Lucy Barylak has a Master's degree in Social Work from McGill University. She is the manager of the Caregiver Support Centre and Henri Bradet Day Centre of the CSSS Cavendish in Montreal, Canada. Each of these programs involves research, teaching, publishing, and transference of knowledge, community outreach and supervision of students.

Abstract: The importance of assessing caregivers is becoming increasingly recognized as a best practice. Yet despite the knowledge that assessment has many beneficial impacts (including seeing caregivers as individuals with their own rights and needs), there exist numerous barriers to widespread implementation. Barriers within health and social service agencies include lack of time, resources, and overworked staff. A lack of clarification within agencies about whether caregivers are clients also contributes to the difficulty. How is it possible to overcome these limitations?

Based on information from key stakeholders throughout Canada, a snapshot of caregiver assessment across the country will be provided, as well as strategies for overcoming barriers to implementation. Experiences in trying to implement a Canadian based tool - The Caregivers Aspirations Realities and Expectations Tools, developed by L. Barylak, N. Guberman, P. Fancey, and J. Keefe in 2000 with funding from Health Canada – will be used to illustrate potential barriers, as well as factors that can facilitate a successful implementations process.

Participation in Organizational Change to meet client needs

Presenter(s): Dr. Mike Devine RSW

Biography: Biography

Dr. Mike Devine RSW

Assistant Professor

Memorial University of NL

Mike has been an Assistant Professor at the School of Social Work at Memorial University of Newfoundland for this past 8 years. Mike received his Phd. in Social Work at Memorial University of Newfoundland in the Fall of 2006. His Phd thesis was in the area of organizational change in human services organizations. Mike is a native Newfoundlander and Labradorian. Mike has been employed for over thirty-one (31) years in the field of Social Work both as a front line worker and as a Manager of several Social Services organizations (District Offices) and as a faculty member at the School of Social Work at Memorial University.

Mike has been involved in numerous community volunteer activities in the province, including leadership roles in an international project between this province and Denmark which was related to Primary Health Care (from 1990 to 1993). In 1995, Mike received the "Canada Volunteer Award Certificate Of Merit", in 1995, from the federal Minister of National Health and Welfare.

Abstract: Most human services organizations have experienced various degrees of change processes, from sporadic minor changes to major restructuring of the organization itself. In some instances organizations have been dismantled to create 'new' organizations such as moving human services from being delivered by provincial government departments to being delivered by community health boards (Dibben, Wood, & Roper, 2004; Shin, 2000; Devine, 2006). Some may argue that the lack of employee ability to influence such change processes and products indicate a more autocratic style of leadership and management in which employee knowledge and expertise of clients and client services are not considered. The basic rights of citizens to receive an adequate level of services appears to be a secondary consideration. Ultimately, it is client services that are affected, often in negative ways. In some provinces, community boards are the 'new' model to better address diverse community needs (Wharf, 1997; Devine, 2006). In reality, it appears that the changes are more directed towards government offloading of services to community and focusing on efficiencies in service delivery (Pollitt & Bouckaert, 2004).

Change in organizations and in human services organizations, in particular, have often been espoused by some organizational leaders as having challenges to being inclusive processes and products for its employees (Carnochan & Austin, 2002; Kanter, 1983). Research indicates that there may be situations in which participation is not optimal (Kanter, 1983). Examples may include when there is not time to consult

or when the change is more technical and employees want the change but do not have the expert knowledge required to make informed recommendations.

Research also suggests that organizational change processes and products have not been defined as being inclusive (Bradley & Hendrick, 1996; Pedlar & Hutchinson, 2000; Gnaedinger, 2003; Carroll, 1999). The concept of participation in organizational change is one that many espouse to; however, outcomes often differ. In addition, the concept of participation is one that may be defined and/or understood differently by those involved in organizational change (Hugman & Hadley, 1993; Kanter, 1983). It may be the lack of a common definition that causes some of the negative perceptions of change outcomes for employees. Organizational leaders may wish to consider the need to clearly define the type of participation requested from its employees. With more clarity in the concept of participation, employees may become more cognizant of their role and ability to influence change processes and products.

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Photography, Social Work and Coming to Know People Labelled Intellectually and/or Developmentally Disabled

Presenter(s): Ann Fudge Schormans, Ph.D. (Candidate), R.S.W.

Biography: Ann Fudge Schormans is currently a Ph.D. Candidate at the Faculty of Social Work at the University of Toronto. Her practice and research experience centre primarily on issues related to people with disabilities and the intersections between disability, child welfare, quality of life, voice, representations, social work knowledge and ethics.

Abstract: People labelled intellectually and/or developmentally disabled (ID/DD) have had little control over what is known about them, knowledge that is critical to well-being, to services, interventions, and the realization of opportunities and rights. Exploring how public photographic images serve to re-present, mis/dis/dys re-present, people with ID/DD, influencing what, and how, we come to know them and the effects of this knowledge on their lives, I report on an interpretive project in which adults labelled ID/DD interrogate public photographs of people with ID/DD. This critical and personal interrogation addressed questions of power, identity, re-presentation, and the impact of public images on lived experiences. It included transformation of the images to visually reflect the group's responses to them creating new images that were not merely 'positive' or more 'acceptable', but were oppositional – challenging stereotypical images and 'truths' of ID/DD. The group also exhibited these transformed images to different audiences who responded individually and collectively in discussion with the research group.

Audience responses suggest the work has transformative power, troubling non-critical acceptance of what is seen in public photographs, and taken-for-granted notions of the competence, abilities, intelligence of people with ID/DD.

Photographic images matter to people with disabilities as they are presumed to be essentially self-evident in the 'truths' they reveal. Given this power of images to define disabled identities and the experience of impairment, to foster prejudicial attitudes that impinge upon realization of opportunities and rights, understanding how, and what, we know, is critical to fulfilling social work's responsibility towards marginalized and largely silenced people with ID/DD.

Popular Theatre in Communities

Presenter(s): Alys Golden MSW

Biography: Alys Golden is a Popular Theatre facilitator and Director of Popular Theatreworks. She teaches a course that she developed at the York University School of Social Work entitled: Popular Theatre for Social Workers: Setting the Stage for Change. She facilitates workshops for social service agencies and other organizations and businesses throughout the GTA.

Abstract: Popular Theatre has been used around the world for over 30 years to help groups to organize, transform and heal from oppression, human rights abuses and social injustice. Dealing with themes such as anti-oppression, community development and inclusivity, the natural and comprehensive fit between social work and popular theatre theory is clear. In practice, too, many social workers are craving more dynamic and creative ways to explore issues such as human rights abuses and the experiences of their diverse groups. They are beginning to seek out training and ways to use this creative and powerful modality in their work. In this workshop, after a brief comparative analysis of the two fields, the participants will explore the issue of human rights by taking part in energizing and powerful Popular Theatre exercises. They will leave with a solid experience of the way that Popular Theatre works and an understanding of its adaptability to the work that they do with their client groups and communities.

Post-Secondary Education and Social Assistance in Ontario

Presenter(s): Ernie Lightman, Seong-gee Um, Dean Herd and Andrew Mitchell

Biography: Ernie Lightman, PhD, is Professor of Social Policy at the University of Toronto and Principal Investigator of the Social Assistance in the New Economy (SANE) project, University of Toronto. Seong-gee Um is a PhD student at the Faculty of Social Work, University of Toronto and a Research Assistant at the SANE project.

Dean Herd, PhD, is Research Associate with the SANE project

Abstract: Access to post-secondary education has long been recognized as an important stepping stone to a successful labour market career and, as the need for skills intensifies, its importance has grown in the 21st century. Particularly for social assistance recipients who often lack education and skills, post-secondary education can be the only or best path to achieving financial self-sufficiency. However, changes to social assistance system in Ontario have made it increasingly difficult for social assistance recipients to pursue further education.

This paper explores the issue of access to post-secondary education within the context of social assistance in Ontario. Based on in-depth, qualitative interviews conducted over four years with a panel of current and former social assistance recipients, this paper shows that although panel members pursued further education in the hope of securing a better future, they met multiple barriers, including: hunger and poverty; lack of childcare; disability and health issues; and an absence of counseling and academic/career supports.

The paper builds on the previous work of SANE in highlighting the complexities and contradictions of the current social assistance system in Ontario. The findings point not only towards a straightforward, short-term policy suggestion – better linking the systems of post-secondary student aid and social assistance to facilitate exits from welfare into secure and stable employment through education – but also the longer-term need for a transparent and progressive basic income which, paid irrespective of income from other sources, would help similar individuals overcome the financial and bureaucratic barriers that limit their opportunities for advancement.

Poverty: A Denial of Human Rights

Presenter(s): Sharon Murphy

Biography: Although Sharon Murphy has retired from social work practice, she has remained active and committed to social justice causes. She is Chair of the Cumberland County Poverty Action Committee Society, board member of the National Anti-Poverty Organization, and long-time member of NSASW's Social Justice Committee.

Abstract: Despite the fact that Canada recorded its eighth consecutive surplus on September 21, 2005, Canada has not had a serious strategic plan to eradicate poverty. The gap between the rich and the poor is widening and as this gap widens, it creates a lack of social cohesion and inclusion. It also calls into question the democratic integrity of the government.

This paper, the result of my research and being a board member of the National Anti-Poverty Organization, aims to make people aware of Canada's need for a coordinated, comprehensive approach to poverty and also to make people aware of the depth of poverty in our country. It will show how other countries and Canadian provinces, specifically Newfoundland and Labrador and Québec, have undertaken such a plan with remarkable results.

The paper will also give an overview of Solving Poverty: Four Cornerstones of a Workable National Strategy for Canada. This strategic plan is put forth by the National Council on Welfare as a workable solution to dealing with poverty in Canada.

In conclusion I quote Père Joseph Wrésinski, October 11, 1987: "Whenever men and women are condemned to live in extreme poverty, human rights are violated. To come together to ensure that these rights be respected is our solemn duty." These words are not only prophetic but should move us all to take action against soul destroying poverty.

Présentation de quelques expériences suggérant le développement d'un modèle d'intervention en travail social et en prévention sociale qui s'inspirerait de l'ethnopsychiatrie clinique

Présentateur(s): M. Michel-Acatl MONNIER

Biographie: Travailleur social

Diplômé de la Haute école de travail social de Genève.

Diplômé de recherche en études du développement (DEA Recherche) de l'Institut universitaire d'études du développement de Genève.

Doctorant en anthropologie à l'École des hautes études en sciences sociales à Paris.

Emplois en travail social et enseignement en travail social à Genève.

1990-91 Responsable d'un Centre d'hébergement de secours pour requérants d'asile.

1990-93 Représentant des oeuvres d'entraide lors des auditions de requérants d'asile.

1994-2002 Educateur social dans un foyer d'accueil d'urgence pour adolescents (dont travail de famille et de réseau.)

2002-act. Consultant en prévention et médiation communautaire.

2000-act. Enseignant à la Haute école de travail social de Genève pour les cours

1) Migrations, les réponses institutionnelles ;

2) Modèle d'intervention en travail social s'inspirant de l'ethnopsychiatrie clinique.

Résumé: Il est commun, en Europe, de considérer comme universelles nos sciences du travail social, tout comme celles de la « psychopathologie clinique, » ainsi que les outils d'interventions qui en découlent. Chaque groupe d'êtres humains, quel qu'il soit, tend spontanément à considérer que, ce qui a du sens pour lui, en a également pour les autres.

L'anthropologie, puis l'ethnopsychiatrie clinique, nous enseigne que l'universalité n'existe que pour satisfaire la logique dominante ou conquérante d'un groupe donné. Chaque groupe élabore sa manière d'expliquer le monde et, par conséquent, sa manière d'expliquer et de traiter les souffrances, tout comme il élabore sa propre langue et ses autres codes communicationnels.

Un bouddhiste tibétain ne peut pas se référer à la psychopathologie, car ce type de découpage est intimement lié à une certaine époque de l'Occident. En revanche, il aura d'autres clés de lectures lui

permettant de comprendre et d'intervenir à sa manière dans les phénomènes décrits par les psychopathologues.

Chez nous, certains migrants s'expriment parfois avec des concepts que nous ne connaissons pas ou que nous interprétons mal, voire que nous ignorons et catégorisons de manière péjorative sous l'appellation de « superstition » ou de « délire. »

Comment le travailleur social peut venir en aide à ces personnes migrantes originaires de sociétés qu'il ne connaît pas ? Comment peut-il intervenir sans être amené, parfois malgré lui, à transformer le migrant à son image ou, à l'inverse, à se sentir ébranlé dans sa propre identité ?

Sur la base d'expériences conduites à Genève, nous proposerons de discuter l'esquisse d'un modèle d'intervention s'inspirant de la clinique ethnopsychiatrique.

Prison: A Risk Factor for women that Cannot be Justified

Presenter(s): Ailsa M. Watkinson & Erin Scriven (student)

Biography: Ailsa is the past president of the Canadian Association of Elizabeth Fry Societies and professor in the Faculty of Social Work, U. of Regina. Erin is a Master's of Social Work student at the U of Regina conducting research into the service access experiences of women who use illicit drugs.

Abstract: In 2004 Statistics Canada reported the national average of incarcerated persons was 129/100,000 with women being the fastest growing prison population worldwide. Even though there is a significant push to consider other alternatives to incarceration, the number of people incarcerated is increasing. In addition, the Canadian Human Rights Commission found that women face a wide range of systemic discrimination in prison. The Commission found that Corrections Services Canada discriminates against women prisoners on the basis of sex, race and disability. According to human rights principles, whenever a policy or system, in this case prison, is found to discriminate, the onus falls on the government to justify its retention. We will use a human rights framework to demonstrate that the objectives justifying the prison system (it acts as a deterrent to criminal behaviour, is needed to protect the public, is a means of providing rehabilitation and used only as a last resort) are suspect. As part of our argument we will use data collected regarding alternatives to prison arising from a recent strike of prison workers in Saskatchewan

Professional Education for Gerontology

Presenter(s): Sandra Loucks Campbell PhD

Biography: Dr. Sandra Loucks Campbell. BA 1983; MSW 1985; Ph.D. 2002. Dr. Campbell has worked primarily with older adults, their families and the professionals and organizations who work with them.

She is a former Provincial President and current Co-Chair of the Issues of Aging Committee of the Ontario Association of Social Workers and a member of the National Initiative for Care of the Elderly - A Centres of Excellence Project funded by the Canadian government. She chairs the Professional Development Committee of this latter group.

Dr. Campbell's research interests include organizational power, elder abuse, professional education, gerontology and health care.

Abstract: This round table discussion will open discussion about professional education for health care providers (social workers, physicians, nurses and other professionals) who work with older persons. Participants will have an opportunity to learn about the NICE network, to provide meaningful input to the NICE network's professional development initiative and to have real influence into the professional education available to members of the professionals serving older persons.

Is the current education adequate? What are we doing well? What is missing? What are some creative ideas for building the professional education network

being developed by NICE. What ideas do you have that could improve the education available for professionals serving older persons?

Progressive until graduation? Helping students hold onto to critical and anti-oppressive social work practice

Presenter(s): Jennifer Poole

Biography: Jennifer Poole, MSW, PhD is an Assistant Professor at the School of Social Work, Ryerson University. Her research program explores recovery in mental/ health, taking up philosophical, practice and policy concerns. Current projects focus on the recovery experiences of psychiatric survivors, older adults and heart transplant recipients. She spends a lot of time thinking about her graduating BSW students.

Abstract: According to Baines (2007), social work is becoming increasingly neo-liberal and managerialist with contracting out and measurement tools that track social workers' time, interactions, 'best practices' and of course case management skills. In many workplaces, corporate culture is the norm and challenging inequality through critical or anti-oppressive practice is increasingly challenging. Being a 'pug' or progressive until graduation is the altogether easier option for students beset by employment fears, debt and fatigue.

Ruminating on these and other challenges, in this paper I go back (in)to the literature, making clear how I understand the challenges and strengths that are attached to teaching critical and anti-oppressive social work practice. Then, I go to some of my former students, sharing their reflections on what 'sticks' when it comes to critical and anti-oppressive education. Finally, I present a critical pedagogical plan that begins to help students 'hold onto' critical and anti-oppressive practices post graduation, regardless of whether they find themselves in direct practice, community organizing, policy making or even spaces outside the field.

Promoting Access to Breast Health for Ethno-Cultural Women in an Underserved Health Area: Barriers, Facilitators and Best Practices

Presenter(s): Uzo Anucha, Melissa Kimber, Lucia Yiu

Biography: Uzo Anucha currently sits on the Faculty of Social Work at York University. Ms. Anucha's research interests lie in Homelessness, social work practice with immigrants and refugees, international social work, program evaluation, community-university research partnerships.

Melissa Kimber is an MSW and Graduate Diploma in Health Services and Policy Research student at the School of Social Work, York University. Ms. Kimber's research interests lie in health policy development and reformation.

Lucia Yiu is an Associate Professor for the School of Nursing at Windsor University. Lucia Yiu has worked in geriatric nursing and public health nursing prior to teaching at the University of Windsor. She is an Educational and Training Consultant in Family and Community Health Nursing. Lucia was the Canadian Lead Trainer for the China-Yunnan Maternal and Child Health Project in China.

Abstract: This study, utilizing a non-experimental design, recruited women from East Asian, South Asian, Middle Eastern, and African Communities to attend a 3 hour language-specific breast health workshop. These workshops were held in the women's cultural communities from May-June 2007, and were conducted by 13 trained facilitators from their own communities. The workshop materials and pre-and-post tests were translated from English to Urdu, Somali, Arabic, Korean, French, and Chinese. Participants completed a questionnaire on their breast health knowledge and practice before and after the workshop.

Results:

A total of 256 ethno-cultural women attended 18 (78.3% of 23 workshops). 14 (78.8%) of these 18 workshops were language-specific to the ethno-cultural women in attendance. The response rate for both the pre-and-post tests was 97.2% (n=249). Debriefing sessions from workshop attendees and facilitators indicated that women learned to recognize the importance of breast health. The women wanted to advise others to also start BSEs or to seek CBEs or mammograms. They felt challenged by their inadequate language skills and lack of female doctors to care for them.

Conclusions:

To increase participation in early detection and screening of breast cancer, health care providers must understand the cultural beliefs and current breast health practices of ethno-cultural women in order to provide culturally safe, competent and responsive care. While these findings are grounded in the particular realities and unique location of these communities, the lessons learned are applicable and can be transferred to other Canadian and Global communities experiencing increasing diversity.

Publishing in the *Canadian Social Work Journal*

Presenter(s): Colleen Lundy, Members of the CASW Editorial Board

Abstract: This workshop will offer information and suggestions for preparing a manuscript for submission to the *Canadian Social Work Journal*. The current editor and members of the editorial board will help potential authors address some of the issues involved in organizing, writing and submitting an article for publication.

Queering the Global Human Rights Scene: In Pursuit of Recognition and Legitimization of the Gender and Sexually Diverse at the United Nations (UN)

Presenter(s): Nick Mulé

Biography: Nick J. Mulé, PhD, is assistant professor in the School of Social Work at York University, a psychotherapist in private practice serving sexually diverse communities in Toronto and an activist for these communities at local, provincial, national and international levels.

Abstract: The socio-political status of gender and sexually diverse populations (lesbians, gays, bisexuals, transsexuals, transgender, two-spirit, intersex, queer and questioning) vary throughout the world. These populations have a history of oppression and persecution in numerous countries which persists to this day. The United Nations (UN) represents a global organizational means with which to address the oppressions these communities face. Yet, even at this international human rights level, organized gender and sexually diverse communities face serious barriers in achieving recognition and legitimization. The 'helpful' interventions of Western queer activists need to proceed with great care, so as not to re-colonize via their neoliberal agendas. Principles are beginning to emerge to assist with a cautioned approach towards legal justice of which social work ethics can contribute to a further sensitized approach towards social justice. Cultural implications, traditional and developing, are at stake for both mainstream and gender and sexually diverse populations. This new area of international social work and human rights development is a sensitive terrain that calls for mindful, critical, ethical, principled discourse and practice in order to equitably be inclusive of the gender and sexually diverse on the global human rights scene.

Race and racism in Community Organizing Practice: A Study of Social Action Approaches in a Low-Income Neighbourhood

Presenter(s): Carmen Lavoie

Biography: Carmen Lavoie worked as a community organizer in diverse, low-income neighbourhoods for five years before beginning doctoral studies at McGill University in Social Work and Education. Carmen is now finishing her dissertation examining race and racism in neighbourhood community organizing practice.

Abstract: The community organizing literature describes social action in multi-racial, multi-ethnic low-income neighbourhoods as a complex process: neighbourhood organizers are often trying to build solidarity across difference while simultaneously recognizing and supporting difference. They are mobilizing residents against external oppressive and racist systems while struggling to change oppressive relations within the neighbourhood itself. To understand how this complexity is manifested in the daily practice of community organizers, I conducted a case study of community organizing in one diverse, low-income neighbourhood. In this paper presentation, using data from semi-structured interviews with community organizers, direct observations of their work, and workplace documents, I discuss community organizing approaches and present some of the challenges

organizers face in responding to issues of race and racism. I also include a discussion of the tensions and contradictions evident in the meanings of race and racism in neighbourhood community organizing and review the implications for anti-oppressive, anti-racist practice. I conclude the paper with a discussion of the difficulties encountered when studying issues such as race and racism that are socially charged and often constrained by discourses of equality and multiculturalism.

Realigning Vision, Mission and Practice: Acting to advance the well-being of Canada's children and youth

Presenter(s): Cathy Vine, Peter Dudding, Michael Saini

Biography: This panel is presented by the OASW Children and Youth Advocacy Task Group. Members are: Corry Azzopardi, Irene Carter, Maria DeRubeis, Joan MacKenzie Davies, Linda Goldie, Siu-ming Kwok, Sylvia Pivko, Ruth Pluznick, and special guests Peter Dudding and Cathy Vine.

Abstract: Despite the 1989 all-party House of Commons resolution to end child poverty, the lives of over a million Canadian children continue to be compromised by poverty. Long-term impacts include: poor health, lower school performance and low paid employment as adults. While Canada has had a relatively strong economy in recent years, both federal and provincial levels of government have failed to deliver a substantive policy direction, plans and investments to alleviate poverty and strengthen the healthy development of all children and youth. Stepping into the void are ever resourceful and imaginative non-government organizations and collaborations offering visionary and innovative initiatives and services. And yet, these efforts are often limited by all too familiar challenges related to communication, co-ordination and collaboration at a time when agencies need to excel at these skills and reach above and beyond to engage new allies—including children and youth.

The goal of this panel presentation is to provide a forum to explore the disconnect between our vision and aspirations; current realities; and what organizations are funded to provide. Panelists will address issues and challenges that constrain our efforts. Bold ideas and innovative approaches (at both macro and micro levels) will be highlighted that are: realigning vision, mission and practice; crossing sectors; entrenching children's rights; engaging and empowering children and youth; harnessing new allies; and focusing on policy with the intent of optimizing outcomes and opportunities for all, not just some of Canada's children and youth, to achieve their full potential.

Reconciling Multiculturalism and Human Rights and Social Justice in Child Welfare Services

Presenter(s): Sarah Maiter

Biography: Currently teaching in the School of Social Work at York University, Sarah has taught in the Faculty of Social Work at Wilfrid Laurier University, and has extensive child welfare practice experience in South Africa and Canada (British Columbia and Ontario). Her research focuses on race, culture, and ethnicity and child welfare with the aim of improving services for minority families

Abstract: Social Work practitioners and educators are particularly challenged when considering human rights and social justice issues in the provision of child welfare and child protection services to families from diverse ethno-racial backgrounds. On the one hand we are urged to be culturally sensitive to families from diverse racial and ethnic backgrounds and on the other there seem to be competing values of sensitivity to culture of the group or the protection of the individual. Polemic discussions regarding this issue has led to binary either/or thinking and much emotionality on the part of practitioners and service recipients alike. Hot debates, including topics such as "Is multiculturalism bad for women" (Okin, 1999) and children have surfaced. Furthermore, media reporting of the extremes of cultural groups results in additional confusion. These discussions, valuable at a certain level, fail to provide the practitioner with the necessary theoretical, assessment, and intervention skills for practice. Yet these skills are critically important as the consequences in child protection/welfare work can be dire. Both over intervention or under intervention can result in family breakdown or children left in harms way. This presentation explores this issue and provides insights from theory, funded research (SSHRC), and practice and

suggests ways to achieve balance between the two extremes. Critical issues are discussed through case analysis and research findings.

Reflecting Social Work: Seeking Diversity in a Board of Directors

Presenter(s): Susan Preston, Jyotsna Saraf

Biography: Susan has worked in a variety of social service settings, including work in child protection and criminal justice systems and work with homeless youth. Susan currently is an Assistant Professor at Ryerson University. Her research interests include social policy and institutional practices, social/state relations, globalization, ethics, and social work education.

Abstract: Social work can be challenged in seeking and promoting diversity within itself, both in practice and in governance. The historical roots of the profession, including social workers often identified as leaders in the field, reflect a Western, middle-class, white body, often thus ignoring the history and leadership from diverse groups within social work. The face of the profession continues to evolve, and management within the profession often is slow to keep up with these changes. To this end, this paper explores an experience of a local Board of Directors, in its efforts to work differently and seek diversity in its membership. The paper will explore (a) the impetus for this change, (b) strategies used to bring about change, (c) the challenges and successes in the process and outcome, and (d) suggestions for future change. The paper will form the basis for a concluding discussion within the presentation, with participants, to seek feedback on their own experiences and suggestions for similar changes in organizations.

Rehearsal for Revolution on Stage: Theatre of the Oppressed with Youth Survivors

Presenter(s): Zorana Alimpic

Biography: Zorana Alimpic is currently studying for her M.S.W and Diploma in Refugee and Migration Studies at York University. Ms. Alimpic has worked as a Settlement Coordinator, and currently works as an Evaluator for three youth programs. She has been volunteering with the Canadian Centre for Victims of Torture since 2005.

Abstract: Violent conflict is one of the most central causes of human suffering around the globe. The International Rehabilitation Council for Torture Victims (IRCT) host's 130 centers worldwide committed to assisting survivors of torture and war through their recovery (IRCT, 2006). The Canadian Centre for Victims of Torture (CCVT) has provided assistance to approximately 14,000 survivors of torture and war from 136 different countries. Engstrom and Okamura (2004) reported, however, that there is "...remarkably little recognition of the existence of torture or the treatment of torture in the social work professional literature" (p. 291). Field literature typically develops parallel to human services practice. Gaps in current social work literature, therefore, reflect inability to effectively provide services for youth survivors of torture, trauma and war. This research will explore the development of a Popular Theatre program at CCVT for youth survivors through a Participatory Action Research (PAR) framework. Theatre for the Oppressed was developed by Brazilian activist, Augusto Boal from the inspiration of Paulo Freire's work on Popular Education. In partnership with CCVT, this PAR project will explore Theatre of the Oppressed as a praxis point for social workers seeking to apply their critical theory to new and creatively responsive ways of working with people (Spratt et al., 2000). This approach is consistent with the social justice goals of the social work profession. As explained by Houston et. al. (2001) "theatre and politics merge in the same democratic arena. The power of creative representation becomes a democratic right for all" (p. 287).

Zorana Alimpic is currently studying for her M.S.W and Diploma in Refugee and Migration Studies at York University. Ms. Alimpic has worked as a Settlement Coordinator, and currently works as an Evaluator for three youth programs. She has been volunteering with the Canadian Centre for Victims of Torture since 2005.

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Relocation Stress Syndrome in the Elderly: Prevention and Treatment of Transfer Trauma

Presenter(s): Kate Robinson

Biography: Kate Robinson is the Director of Advocacy for Social Solutions, a performance management software and services company. She is the former Executive Director of a health care advocacy organization. Kate is an experienced organizer and trainer. She has drawn on her experience to develop links between artists and advocates program to design outcome driven public policy.

Abstract: This experiential workshop focuses on managing performance and outcomes in Senior Services Programs.

“Outcomes” is the buzz word of the day, but determining how to measure the benefits of program services, especially in the field of highly individualized senior case management, is not always easy. This session explores the development of outcome frameworks in Social Services.

The presenter offers tips about how to go about defining an outcome framework, implementing performance measurement and using data to determine what’s working.

Participants will understand three key requirements for successful outcome tracking in any agency:

- 1) Defining an outcome framework
- 2) Implementing performance measurement
- 3) Managing Performance and learning from data

Locked In, Locked Out: Women’s Experience of Release from Prison

Presenter(s): Dr. Shoshana Pollack

Biography: Shoshana Pollack is an Associate Professor in the faculty of Social Work at Wilfrid Laurier University.

Abstract: The number of women being sentenced to prison terms is sky-rocketing worldwide (Sudbury, 2005). The expansion of the prison industrial complex has had the most extreme impact on poor women worldwide and in North America it is racialized and Aboriginal women who are most effected (Sudbury, 2005). In addition, resources are being diverted from community supports into the correctional system which only serves to intensify punishment efforts.

Canada’s history of women’s imprisonment includes a series of suicides by Aboriginal women in the late 1980’s and an investigation into the strip searching of women by a male Emergency Response Team in 1994. Since then, Canada has promoted new ‘women-centred’ prisons and is heralded as being the worlds’ most progressive incarcerator of women. However, recently the Canadian Human Rights Commission and Amnesty International have reported that the human rights of women prisoners are being violated. The recent death of 19 year old prisoner Ashley Smith tragically underscores this point. This paper reports on findings from a national qualitative study conducted with 68 formally incarcerated women. The purpose of this study was to find out what impact women-centred prisons had on prisoners and how they experienced return to their communities. Three central themes will be discussed; 1) prison is not ‘women-centred’ or therapeutic; 2) transition to the community is often punitive, not supportive 3) disconnection and exclusion characterise women’s post-prison lives. The paper will conclude with recommendations for improving support for criminalized women inside and outside of prison.

Rethinking Notions of Diversity in the Context of Homelessness

Presenter(s): Rick Csiernik (presenter) with Cheryl Forchuk, Helene Berman, Carolyn Gorlick, Sue Ray

Biography: Rick Csiernik BSW, MSW, PhD, RSW, Professor, School of Social Work, King’s University College at The University of Western Ontario has written and edited three books, authored over 75 peer reviewed articles and book chapters and has been an invited presenter to over 100 national and international conferences and workshops.

Abstract: Despite Canada’s abundance of resources the number of people living without homes appears to be on the rise. As there are no national statistics, and because the very nature of homelessness makes it difficult to count the numbers, it is not possible to state with certainty how many people are affected.

However, there is little question that the income gap has increased and the homeless population has become more visible. At the same time, the federal government has steadily abandoned its commitment to social housing. While the consequences of devolution are devastating for all those seeking affordable housing, these effects are differently experienced by different populations. The primary purposes of this critical ethnographic study was to explore the intersecting vulnerabilities among individuals who are homeless and who are psychiatric survivors, with particular attention to social locations such as race, gender, class, sexual orientation, and dis/ability. Focus groups were conducted with consumers (psychiatric survivors) and service providers at organizations that provide a range of services for those who are homeless. Findings revealed that poverty is the central construct in the lives of those who are homeless. The 'language of diversity' is often 'researcher-driven', and the central themes and challenges that emerged from the participants' voices stem from the chronic sense of transiency and uprooting, family disruption, and disconnections – all of which are the result of poverty. In this presentation, findings will be discussed and implications for policy and programming will be addressed.

Rethinking Social Work Education for First Nations and Inuit Communities

Presenter(s): Nicole Ives, Oonagh Aitken, Michael Loft

Biography: Nicole Ives is an Assistant Professor in the School of Social Work at McGill University. Current research and teaching interests lie in the areas of indigenous social work education and refugee studies. Dr. Ives is currently conducting research social work education for First Nations and Inuit communities in Canada.

Oonagh Aitken has a background in local government management and social policy. Currently she is a sessional lecturer in the School of Social Work and is involved in a number of projects including research into social work education for First Nations and Inuit communities and access to health and social services for minority Anglophone communities.

Michael Loft is a member of the Turtle Clan and resides in the Mohawk community in Kahnawake. He has 24 years of front-line experience in Native Child-Protection and in private practice and is currently a professional associate in the School of Social Work at McGill University. Aside from his teaching duties, his research activities and interests are in the area of First Nations social work education and Indigenous healing.

Abstract: McGill University School of Social Work offered two certificate programs between 1995 and 2005 for people from First Nations and Inuit communities who were already working in social services. The certificate in Aboriginal Social Work Practice was aimed at members of the communities of Kahnawake and Kanehsatake while the certificate in Northern Social Work Practice was delivered in the communities of Nunavik. These ten course, thirty credit programs were also a possible bridge to the BSW program. When funding for these programs came to an end, we embarked on a research project which would look at a number of issues. How had these certificates been received in the communities? What impact had this particular development program had on participants, graduates and the communities themselves? What were the perceived barriers to becoming involved in professional social work education in these communities? What nature of social work education did these communities now want and need? How and where should it be delivered? The panel workshop we propose will share the results of our research, specifically focusing on the issues members of First Nations and Inuit communities face in terms of accessing social work education and taking the lead in resolving the social issues in their own communities. We will also share with participants some of the steps McGill School of Social Work has been able to take, with the benefit of Health Canada funding, to provide a supportive environment to First Nations and Inuit students in our School, including the provision of mentoring and tutoring activities, research and study skills and reinforcement of Indigenous culture and values through course content.

Rights, recovery and community based research: Anti-oppressive inquiry for mental health

Presenter(s): Jennifer Poole, Lucy Costa, Deborah Wise Harris and Ken Moffatt

Biography: Jennifer Poole is an Assistant Professor at the School of Social Work, Ryerson University. Her research program explores recovery in mental/ health, taking up philosophical, practice and policy

concerns. Current projects focus on the recovery experiences of older adults and heart transplant recipients. She is co-investigator on the CBR recovery project.

Lucy Costa is involved with the Mad Students' Society at York University and is on staff at the Empowerment Council, an advocacy group run by and for psychiatric survivors. She is co-investigator on the CBR study on recovery.

Deborah Wise Harris is a graduate student exploring disability, mental health, identity and other issues.

Ken Moffatt is Director of Graduate Studies at Ryerson's School of Social Work. Among many projects, he is co-investigator on the CBR recovery project.

Abstract: Since its introduction in the late 1980's, the 'recovery vision' (Anthony 1993) has become a popular and seemingly more progressive approach to social work practice in the field of mental health. Riding the coattails of psychiatric rehabilitation and the psychiatric patient rights movement, it appears to be an anti-oppressive response to a marginalizing medical system, one that brings patient rights back into the frame. However, that response only goes so far for a review of the literature reveals that seldom is formal recovery research carried out by those it aims to help. Furthermore, scholars of anti-oppressive social work practice have not, as of yet, taken up the recovery vision for analysis. It remains to be seen whether recovery is consonant with the aims of a practice that seeks to challenge inequality and explore the intersectionality of oppressions facing many patients/consumers/psychiatric survivors.

In response, our team carried out a community based research (CBR) project in Toronto. Following CBR principles, the data collection and analysis was led by team members with personal experience of diagnosis and 'recovery'. Through a series of focus groups, survivor-researchers explored their peers' perceptions and suggestions around mental health recovery.

Previewing findings that will fill a gap in recovery research, we propose a panel that will first position the study vis a vis the psychiatric patient rights movement, detail the recovery vision and the principles of community based research, share findings from our survivor-led CBR project and finally, take up the links between this kind of inquiry and anti-oppressive practice principles.

Role of the Mental Health Commission of Canada in Creating Opportunities and Reducing Barriers

Presenter(s): Dr. Michael Kirby, Howard Chodos, Steve Lurie

Biography: Dr. Michael Kirby is the Chair of the Mental health Commission of Canada. He co chaired the Senate report on mental health in Canada and has a passion for change in the mental health education and services in Canada.

Dr. Howard Chodos was a ket researcher and writer of the Senate Report while he worked at the parliament of Canada. He is presently seconded and is Director of the Development of the Mental Health Strategy.

Steve Lurie's contribution to the Out of the Shadows report was acknowledged in the document and he chairs the Service System Advisory Committee for the Commission. Steve is a social worker, a teacher at the U of T Faculty of Social Work and is the Executive Director of the Toronto Branch of the Canadian Mental Health Association.

Abstract: The Mental Health Commission of Canada was created in March 2007 and in its 10 year life will serve to activate many of the strategies for change identified in the "Out Of the Shadows Senate Report", the first ever national study of mental health in Canada. Our three key objectives are to develop a National Strategy for Mental Health over the next three years, to establish a National 10 year Anti-Stigma Program and to create a Knowledge Exchange Centre to serve the field. We believe that the Commission's work can do much to focus governments on ways to reduce barriers to the mentally ill, can serve a preventative purpose and can act as a catalyst for change in all sectors of society, including schools, workplaces, health care institutions, unions, etc. Our 8 Board Advisory Committees are already established and will examine many areas specific the field.

School social work and mental health: Out of our Silos at Last?

Presenter(s): R. Fern Goldman

Biography: Fern has worked as a school social worker in Ottawa for 15 years and is a member of OASW's School Social Work Committee. She has seen how gaps in mental health services impact on

students' learning. Fern struggles with how to work differently in a system that dictates casework intervention.

Abstract: School Social Work and Mental Health: Out of our Silos at Last?

Canada's Mental Health Commission and the WHO highlight the use of schools as sites for the provision of mental health services, using a team approach. Increasingly, schools are seeing a rise in mental health issues, particularly anxiety and depression. What kinds of mental health services should be provided in schools?

Students are a captive audience at school for much of the day, thus schools are in a unique position to enhance protective factors and mitigate risk factors for all students. However, much as we want to enhance schools as hubs of the community, schools continue to be funded as educational institutions delivering regulated curriculum. Besides funding formulas, what are other barriers to providing services? From Cole and Siegel (2003) a comprehensive mental health model for schools is proposed. This model includes prevention, early intervention, crisis and recovery initiatives. Stakeholders are school personnel, students, families and community. Given the scarcity of resources, collaboration between stakeholders is essential. In this model, school social workers can broaden their roles from individual caseworkers to systems brokers, case coordinators and community developers, building partnerships with school personnel and external agencies.

This interactive workshop will be of interest to those concerned with child/ youth mental health issues and how these issues impact on learning. Bring your best practices and be ready to share! Together we will develop advocacy statements, including breaking down silos and recommendations for future actions.

Self-Reflection: The Ottawa Hospital (TOH) Social Work Mentoring Program

Presenter: Karen Nelson

Abstract: The TOH Social Work Mentoring program was established to offer front line staff a self-directed opportunity to reflect on their practice and grow as professionals throughout their worklife. Participants will learn how the program was established based on current literature and the response of those engaged in it.

Seniors' Mental health

Presenter(s): Marlene Chatterton and Kimberly Wilson

Biography: Marlene Chatterton, M.S.W., is the Saskatchewan representative on the CASW Board and acted for two years as the Board liaison with the Seniors Coalition. Marlene is a retired social worker with a background in child welfare, mental health, counselling, sessional lecturing and medical social work. Kimberly Wilson is the Executive Director of the Canadian Coalition for Seniors' Mental Health (CCSMH). Kimberley received her M.S.W. degree from the University of Toronto and her degree in Gerontology from the University of Guelph. She has been working with the CCSMH since 2005 with a focus on the dissemination and implementation of the CCSMH Guidelines for Seniors' Mental Health

Abstract: The Canadian Association of Social Workers has been involved with and provided representation on the Canadian Coalition for Seniors' Mental Health. The Coalition is composed of professional groups and non-governmental organization representation whose objective is to improve mental health services for seniors.

The Coalition is committed to addressing, educating and advocating for the mental health needs of seniors across the country. One of the methods used was to develop national guidelines, then disseminating the guidelines, coordinating information sharing, hosting a bi-annual conference focusing on the issue of seniors' mental health as well as promoting research. The CASW Board liaison member of the Coalition would like to join with the Executive Director of the Coalition to introduce and present information about the National Guidelines which were completed in May, 2006. Four sets of guidelines were developed and are as follows:

1. The Assessment and Treatment of Depression
2. The Assessment of Suicide Risk and Prevention of Suicide.
3. The Assessment and Treatment of Mental Health Issues in Long Term Care Homes (Focus on Mood and Behaviour Symptoms)
4. The Assessment and Treatment of Delirium

This presentation would be of interest to social workers working with seniors in the community, long term care setting and in hospitals.

Settlement Experiences in a Small City

Presenter(s): Dr. Julie Drolet, Jeanette Robertson, Monica Wroz

Biography: Dr. Julie Drolet is Assistant Professor & Field Education Coordinator in the School of Social Work and Human Service at Thompson Rivers University.

Jeanette Robertson is Chair of the School of Social Work and Human Service at Thompson Rivers University.

Abstract: British Columbia is a large province and settlement experiences can be very different from one community to another. From 2002 to 2006 there were 4,111 new immigrants to the Thompson Okanagan Development Region (BC Multiculturalism and Immigration Branch, May 2007). All immigrant groups rely on health, education and other social services, and social workers play a key role in the delivery of direct and essential services. What is the settlement experience of immigrants coming through family reunion intake class in Kamloops, BC? The importance of undertaking this study lies in the settlement challenges faced by smaller communities outside of the major metropolitan areas of Canada. It is imperative to better understand the settlement experience of family-class immigrants in a smaller city. Sub-themes to be explored include:

- How do family-class immigrants in Kamloops identify their settlement needs within a small city?
- What components of cultural continuity are identified as key by newcomers?
- What supports do family-class immigrants require in facilitating their settlement experiences?

This applied social research project is being undertaken by a research team comprised of social work faculty (Thompson Rivers University), community-based partners (Kamloops Immigrant Services), and practitioners (Interior Health Authority) as well as student research assistants. Qualitative research methods are adopted using focused roundtable discussions, interviews, photovoice, and documentation. Short and long term strategies that address the aspirations of immigrants, laying the foundations, including human rights, upon which immigrants' potential can be nurtured, supported and realized, is identified as an anticipated action outcome.

Sexual Orientation-Related Challenges in Field Education: Field Instructor and Lesbian/Gay Student Perspectives

Presenter(s): Andrea Daley, Peter Newman, Marion Bogo

Biography: Andrea Daley is a Lecturer and acting Field Education Director at the School of Social Work, York University. Her research interests include marginalized groups within health care policy and program delivery, women and mental illness, and sexuality and identity. She is involved with advocacy work (Toronto) within the area of LGBTQ health.

Peter Newman is an Assistant Professor at the Faculty of Social Work, University of Toronto. His research interests include HIV prevention among vulnerable populations in North America, South and Southeast Asia, HIV vaccine trials and future HIV vaccine acceptability, LGBTQ health and human rights, sexual harm reduction, and structural violence.

Marion Bogo is Professor of Social Work and co-led 2 national projects and numerous SSHRC funded studies on field education. She publishes extensively including numerous invited book chapters, articles in academic journals, and coauthored the seminal book on field education, *The Practice of Field Instruction in Social Work*.

Abstract: Social work theorists have incorporated an analysis of diversity, power, and social identity characteristics, such as race/ethnicity, class, gender, sexual orientation and ability, on practice and education. Investigations focused on gender (Thyer, Sower-Hoag, & Love, 1987; Vonk, Zucrow, & Thyer, 1996) and race/ethnicity (Black, Maki, & Nunn, 1997; Gladstein & Mailick, 1986; Marshack, Hendricks, & Gladstein, 1994; McRoy, Freeman, Logan, & Blackmon, 1986) suggest that participants downplay the impact of social identity. While field instructors reported being aware of similarities and differences in social identity between themselves and their students, these were rarely discussed with students. A recent field education text advocates infusing content on cultural self-awareness and an understanding of power, privilege, and oppression throughout the field experience (Hendricks, Finch, & Franks, 2005). The authors briefly discuss unique concerns of LGBT students and provide recommendations for field

instructors in working with students who are “coming out” or being “outed” in an agency. Messinger (2004) examined the perspectives of 30 lesbian and gay social work students on field education. The majority identified barriers or issues related to their sexual orientation, including perceived lack of safety and concerns around managing disclosure. Homophobic and heterosexist attitudes and behaviours, and an unfriendly agency climate, characterized interpersonal and institutional levels. The purpose of this study was to explore lesbian and gay MSW students’ and field instructors’ experiences and insights related to sexual orientation in field practicum settings.

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Social Engagement and Exclusion of Lone Mothers in Canada

Presenter(s): Peter Dunn and Janet Balfour

Biography: Janet Balfour is a PhD student at Wilfrid Laurier and graduated with a BA (Western), BSW (Ryerson) and Msc in Social Policy (London School of Economics). Her professional background includes experiences in Canada and England. Janet’s areas of interest include participatory methodology and anti-oppressive approaches to research, policy and practice.

Peter Dunn is an Associate Professor at Wilfrid Laurier University with a BA (Massachusetts), MSW and Adv.Dip.S.W. (Toronto) and PhD (Brandeis). He is presently working on a CURA research project responding to the social exclusion of lone mothers in Canada. His research interests include: poverty, housing, gender issues, disability concerns, social justice and alternative interventions.

Abstract: This paper will examine the social engagement of lone mothers in Canada and the oppressions related to being poor and receiving social assistance. This presentation builds upon the overlapping literatures concerning social exclusion, the gendered nature of precarious employment and the feminization of poverty in the current economic, social, and political Canadian context (Caragata, 2006; Dunn 2002; Good Gingrich, 2003; Sen, 2000; Vosko, 2006). Theories of social exclusion postulate that a combination of complex social processes result in the social exclusion of certain individuals and groups, and are manifested in four forms of exclusion: socio-political (social and civic participation), economic, spatial and subjective (Good Gingrich, 2003). The objectives of this paper are to examine the social exclusion/inclusion of lone mothers in terms of social engagement throughout Canada and discuss the need for more progressive human rights legislation.

The paper will outline some of the results of a collaborative CURA research project. Key findings will be discussed from an analysis of the Statistics Canada’s General Social Survey (Cycle 17 – Social Engagement Survey). The presentation will also highlight how factors including gender, level of income, receipt of social assistance, and family configuration are associated with social participation, specifically: social contact with relatives, friends and others; informal help received; and help given; as well as civic engagement. Finally, a series of policy implications and recommendations will be outlined based upon concepts of resilience, human rights and social justice.

Social Inclusion for Disadvantaged Youth: Lessons from the Images for Action Study

Presenter(s): Edwin Morales, Jennifer Hewson, Christine A. Walsh, Michael Shier

Biography: Edwin Morales is an undergraduate student with the Faculty of Social Work, University of Calgary. He received an Undergraduate Student Research Program (USRP) Scholarship which allowed him to become the research assistant and lead facilitator of the project. He is also a former youth resident of Greater Forest Lawn.

Dr. Jennifer Hewson is the Director of the Centre for Social Work Research and Professional Development, Faculty of Social Work, University of Calgary. She is responsible for overseeing a variety of community-based research projects with diverse community agencies. Her research and teaching interests are community-university collaborations, community development and engagement.

Dr. Christine A. Walsh, Associate Professor, Faculty of Social Work, University of Calgary conducts research which contributes to the understanding of violence across the lifespan and the experiences of marginalized and socially excluded populations including at-risk youth and communities affected by poverty and homelessness.

Michael Shier is an undergraduate student and research assistant in the Faculty of Social Work, University of Calgary. He has been involved in several research projects involving qualitative methods relating to service delivery and the impacts of social policy on vulnerable populations.

Abstract: Very little priority has been given to the opinions of youth in making decisions that have a direct impact on their own lives. This lack of democratic participation severely limits the development of youths and their communities. In order to foster social inclusion and increase social justice, it is vital that the voices of all stakeholders including youth be heard in meaningful ways. Accordingly adults need to adjust their perception of youths' abilities by involving them in all stages of a project including planning, implementation, and evaluation. The, Images for Action: Youth Engagement in Greater Forest Lawn, pilot study provides a case example of how to engage, implement and assess the participation of at-risk youth in community development. Using a participatory action framework the, Images for Action study employed multi-methods to assess the impact of a community development program on youth participants' sense of community and neighbourhood disadvantage. Study results are presented along with lessons learned about youth engagement, community development and community/university collaboration involving multiple stakeholders to inform future youth engagement activities.

Social Justice Oriented Social Work in Ontario: Organizational Strategies of Resistance in Progressive Agencies.

Presenter(s): Dr. Lisa Barnoff, Dr. Purnima George, Dr. Ken Moffatt, Brienne Coleman

Biography: Dr. Lisa Barnoff is the Associate Director, Field Education at Ryerson University School of Social Work. Her current research focuses on the implementation of anti-oppressive practices in community based organizations.

Dr. Purnima George is the Associate Director, Students and Undergraduate Teaching at Ryerson University School of Social Work. Her fields of interest are: anti-oppression practice, anti-oppressive organizational change, community practice, International social work, issues impacting immigrant communities, homeless people and people living with HIV/AIDS.

Dr. Ken Moffatt is the Graduate Program Director at Ryerson University School of Social Work. His research interests include knowledge construction and marginalization, community based responses in social work, and post structural approaches.

Brienne Coleman is an MSW student at York University. For the past three years, she has worked as a researcher at Ryerson University on projects related to anti-oppressive, structural and progressive models of social work practice.

Abstract: In the current context, progressive social work agencies are being pressured to operate in ways that pose challenges to their social justice oriented values. The forced abandonment of politically

conscious, preventative practice in favour of tightly regulated residual assistance has become a major challenge (Aronson and Sammon, 2000; Baines, 2004; Razack, 2002). In Ontario there have been drastic funding cuts, especially since the mid-1990s (Baines, 1996; Lightman and Baines, 1996; Little, 2001). Support has dwindled for community-oriented practices (Aronson and Sammon, 2000; Cox, 2001) and demands have increased for individualized work with clients (Abramowitz, 2005). Ethno-specific services, smaller grassroots alternative organizations, and services for people with multiple needs have been sacrificed (Abramowitz, 2006; Barnoff, George, and Coleman, 2006; Bischoff and Reisch, 2000). Many call for renewed activism as a way of resisting (Baines, 2004; Fisher and Shragge, 2000; Razack, 2002), but how this can best be accomplished is left largely unexplored. Our work fills this gap by looking at how organizations implement progressive practices in the current context. With the assistance of SSHRC funding, we are engaged in qualitative research with practitioners from progressive social service organizations across Ontario. This paper shares research findings. Preliminary results to date are based on fifteen interviews in five agencies in three cities (Toronto, London, and Ottawa).

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Social Justice: From Understanding to Action

Presenter(s): Anne Marie McLaughlin

Biography: Anne Marie McLaughlin is an Associate Professor at the University of Calgary, Faculty of Social Work. She is interested in clinical social work practice, practice based research and social justice. She was a mental health practitioner in northern and rural communities before pursuing her PhD.

Abstract: Individuals receiving services from within the mental health system are often confronted with complex issues concerning human rights, access to resources, stigmatization, marginalization and powerlessness. Social workers need a firm commitment to the pursuit of social justice if they are to effectively assist those in need. Yet ambiguity exists regarding how social justice is understood and what actions best foster social justice. This ambiguity imposes a barrier in the pursuit of social justice. Social workers educated at the Masters level and practicing in the field of mental health were interviewed and asked: a) to reflect on what social justice meant for them, b) to discuss occasions when their understanding of social justice was reflected in their work, and c) to identify barriers encountered in their

social justice pursuits. Rigour was addressed through the use of a peer debriefing team, member checks, and the use of journaling by the researcher.

A multi-dimensional conceptualization of social justice emerged which included social systems, resources, and transformative respect. The primary strategy for advancing social justice for participants was through advocacy. The concept of advocacy was also multi-dimensional and included practices that were instrumental, educational and practical. Barriers identified by participants to achieving social justice included: ambivalence, time, the organization, complexity, and the clinical trap.

A conceptual framework was developed identifying social justice dimensions, strategies and activities that facilitate teaching, research and practice. Ambiguity regarding social justice hampers important work with vulnerable clients. A more complex understanding of social justice opens avenues to more vigorously pursue social justice.

Social Work Commitment to Social Justice: Making a Difference

Presenter(s): Veronica Marsman, Drummond White, Jake Kuiken, Eugenia Repetur Moreno, Ginette Clarke

Biography: Veronica Marsman, MSW, RSW President, CASW

Drummond White, MSW, Resp. Dip. SW, RSW, CASW Board

Jake Kuiken, MSW, RSW CASW Board

Eugenia Repetur Moreno S.W., M.S.W. (Equiv.), RSW

Executive Director, CASW

Ginette Clarke MSW, RSW, Social Worker, CASW

Abstract: In follow-up to its completion of a series of reports on women and poverty as well as recent strategic planning sessions, the CASW is determining future specific social policy directions.

The CASW has already started the consultation process by seeking the input of member organizations. In early 2008 the CASW will use a survey to gather input from member organizations and other key stakeholders. The results of this survey in addition to information sharing from the roundtable participants will be the basis for the discussions.

The CASW is hopeful that active and broad consultation will provide CASW with enough information to develop an action plan reflecting social justice issues and social work challenges from across the country.

At the same time the CASW hopes that the discussion will create momentum, inspire social workers to commit to advocating for social change on behalf of the people they serve and to become more involved in social justice activities at the local, national and international levels.

Social Work responses to Indigenous students who are seeking their traditional identities in education

Presenter(s): Jacquie Green, Robina Thomas, Todd Ormiston

Biography: Jacquie Green, Kundoqk,

Haisla

Assistant Professor, University of Victoria

Robina Thomas, Qwul'sih'yah'maht

Lyaxen,

Assistant Professor

Univeristy of Victoria

Todd Ormiston,

Naadli

Northern Tutchone,

Instructor

University of Victoria

Abstract: Over the last century, Indigenous diverse cultures have been marginalized by our governments, institutes and legislation. For Indigenous peoples, education meant learning dominant knowledges in order to survive in Canada's growing economy. The profession of social work contributed to marginalizing Indigenous peoples by attempting to confine their identities and way of life to conform them into dominant society. Currently governments and institutes are attempting to re-dress their

historical actions towards indigenous peoples by recognizing the rights of Indigenous peoples. The rights of Indigenous peoples are emerging in self government initiatives, treaty; and Indigenous education. In 1999, UVIC School of Social work produced a research report entitled "First Nations Program Strategy". This report illustrated the need to implement a First Nations Specialization into the Bachelor of Social Work Program. Since 2000, the specialization has been implemented and has graduated approximately forty Indigenous students. As Indigenous educators and learners we have the space to teach and learn about Inherent Rights and Laws of our ancestors. Our program facilitates ceremony, leadership, relationship and re-generation of traditional teachings within education. As Indigenous faculty, we have worked in partnership with our non-Indigenous colleagues to make our program successful. We have worked collectively as faculty to ensure policies, practice standards and criteria were reflective of Indigenous practices. Collectively our social work program has strived to include diverse Indigenous knowledges into our program curriculum and courses.

Social work role within Assertive Community Treatment Teams (ACTT): Strengthening our definitions of social work practice in an interdisciplinary model of care with multiple purposes: medical evidence based practice's/standards of rehabilitation and the "vision" of Recovery.

Presenter(s): Bill Dare MSW, RSW; John Ostrander, MSW RSW

Biography: Bill Dare MSW, RSW; ACT Step-down program/ Royal Ottawa Mental Health Centre. He works in an interdisciplinary service supporting the transition of clients from ACT Teams to a less acute form of care. Bill is interested in knowledge sharing across the social work sector, from the perspective of the front-line.

John Ostrander, MSW RSW, works with TriCounty Addiction Services and Lanark County Mental Health as a concurrent disorders specialist. He provides comprehensive functional assessments and treatment planning to help recovery from co-occurring mental health and substance use disorders. John is also in the process of completing his PhD through Memorial University's School of Social Work.

Abstract: ACTT standards for the social work role can be characterized as focused on: family, natural support engagement; assessment; individual or group therapy; "working the system" of entitlements (aka core social determinants of health). Furthermore any member of a discipline within ACTT have generic roles frequently involving tasks that address symptom management and support for the person's functioning. This model incorporates a strong medical/psychiatric intervention capacity via working with the individual's own community/social context (i.e. ecosystem). This capacity carries with it an invested authority. The DSM-IV-TR's concept of: "impairment of function" is bridged with the individual's unique motivations and meanings for progressive actions/changes in their lives.

Mental Health self-advocates' vision of "Recovery," naturally blends with social work's traditional set of core ethics and values and a number of direct service approaches such as strengths-based casework and anti-oppressive practice. A number of social workers have led policy and practice reforms at the community service level promoting Recovery. How we practically incorporate into our practice the Recovery model and our discipline's ethics coupled with our knowledge base for interventions within the context of a busy ACT Team will be explored.

The poster will facilitate dialogue on the broader under-utilized, under-recognized potentials of the social work role.

Contexts to be addressed:

- mediating/interpreting role of social work, within medical care – bridging – hospital/community
- "internal" or "personal" medicine," meanings/directions clients take in planning; promoting understanding of clients networks; supporting – cohesion; "referrals,"
- social inclusion, "empowerment," individual rights/responsibilities, anti-oppression, stigma; legal; living with a disability; policy.
- social Determinants of health – housing, \$, access, citizenship.
- assessment, intervention of evidence based practices.

Spatial Dimensions of Welfare Reform: The Importance of Local Context

Presenter(s): Anita Vaillancourt

Biography: Anita Vaillancourt is currently an instructor at and pursuing PhD studies in Social Work at the University of Toronto. She is a clinical social worker and has taught and conducted research at the University of Northern British Columbia in the areas of poverty, women's addictions, family violence, and critical pedagogy.

Abstract: Welfare reforms of the 1990s have led to significant changes in welfare reform. These changes including narrowing eligibility, instituting mandatory work requirements, and devolving implementation responsibilities to consistently more local levels of government have created new spatial relations between levels and roles of government, the welfare system, and its recipients and local communities. These spatial influences encompass relationships of power and space that play out across disciplines of social work, human and economic geography, rural sociology and political science that inevitably influence the nature, focus, and effectiveness of welfare reform policy and programs for the poor. The central aim of this research was to understand ways spatial relations influence welfare reform policy and program outcomes as they relate to welfare reforms' primary emphasis on fostering economic independence through enforcing mandatory, rapid labour force attachment. Focusing on how the spatial elements of distance, place and scale are used within welfare reform and ways in which spatial relations manifest within local geographical, social and economic contexts, this study explored the significance of space in welfare reform policy design and program outcomes in northern Ontario rural and non-metropolitan contexts. Using grounded theory, in-depth, semi-structured interviews with Ontario Works caseworkers and administrators were conducted throughout northern Ontario. The paper discusses key influences of space on welfare reform policy and programming and implications for social work policy and practice in welfare reform. The paper concludes by offering recommendations for more effective welfare reform policy and programming in rural and non-metropolitan northern contexts.

Spirituality, Human Rights and Social Work – Falun Gong as an example

Presenter(s): Maria Cheung, Maisie Lo

Biography: Dr. Maria Cheung is Associate Professor, University of Manitoba. Ms. Maisie Lo is Assistant Director, Immigrant Services, WoodGreen Community Services

Abstract: Religious right is a "forgotten human right" in social work (Hodge, 2006). Social work values are premised on social justice and human rights. It has a salient role in advocating for religious freedom and eliminating hatred against people of spiritual faith (Hodge, 2007). Falun Gong is a good example in illustrating the intersection of spirituality, human rights and social work. It illuminates how the socio-political oppression of this group in China is replicated in Canadian communities and prompts for social work responses.

Falun Gong is a Buddha school of meditative practice grounded on spiritual principles of truthfulness, compassion and tolerance. Due to tremendous growth of people practicing this meditative practice and a protest near the central compound in Beijing in 1999, the practice was banned by the authority. Since the crackdown, torture and abuse were documented in human rights reports (Wikipedia, 2007).

This paper provides a detailed analysis of various forms of discrimination against Falun Gong practitioners in major cities of Canada - employment, participation in community affairs and activities, and physical violence (Bohn, 2007). Through a critical analysis of the oppression and social exclusion of this group, the paper sheds light on: 1) how do the discriminative practices impact on the marginalization of Falun Gong practitioners in the community? 2) how social work can respond to the socially discriminative and exclusive practices and prevent further hate incitement towards this group at a community, national and global level?

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Stigma and People Working in the Sex Industry: Evidence from the Health Care Context

Presenter(s): Michelle Bass, Cecilia Benoit, Mikael Jansson, Bill McCarthy & Kate Vallance

Biography: Michelle Bass is an interdisciplinary PhD Candidate at the University of Victoria, supervised by Dr. Cecilia Benoit in the department of Sociology. She holds a Canadian Institute of Health Research Doctoral Scholarship Award. Michelle is a registered Clinical Social Worker and holds a Masters Degree in Social Work. Michelle has a part-time private practice in Victoria.

Abstract: Introduction: There is growing evidence that enacted stigma (discrimination) and felt stigma (internalization of negative social messages) affects health and health care access of people working in the sex industry (PWSI) (Phillips and Benoit, 2005; Benoit and Shaver, 2006; Hallgrimsdottir et al., 2006; Hallgrimsdottir et al., in press). This paper explores how stigma is enacted when PWSI access health care services. We explicate the ideological and contextual factors underlying this negative treatment from the perspectives of PWSI and examine how they respond to this enacted stigma.

Method: We analyze selected qualitative data, with PWSI (n=82), drawn from a four-wave –mixed-methods longitudinal study entitled “The Impact of Stigma on Marginalized Populations’ Work, Health and Access to Services” funded by the Canadian Institutes of Health Research. This project looks at a non-random sample PWSI and compares their responses with those of two other occupations that generally entail large amounts of face-to-face intimate/personal work -- hairstylists and food and beverage servers. In this paper we analyze questions that address PWSIs’ perceptions of stigma as well as their interactions with health care providers.

Results and Conclusions: Our findings suggest that respectful and non-judgmental interactions between health care providers and PWSI can facilitate well-being and reduce the harms of stigma. However, many PWSI report that health professionals continue to treat them poorly by, among other things, conveying disrespect, perpetuating stereotypes and using demeaning labels. We highlight the ethical implications of this poor treatment and provide some alternative representations of PWSI based on their own meanings and experiences.

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Daily Practice Narratives of Child Protection Social Workers: The Power of the Frontline

Presenter(s): Yvonne Gomez

Biography: My name is Yvonne Gomez. I am currently an MSW candidate at UVic. My interest is in child welfare, and have practiced as a frontline child protection social worker in Ontario.

Abstract: The research of Dumbrill and Matier (1997) provides a clear example of power relations from the perspective of the child welfare client: “An encounter with child welfare authorities was often experienced as an encounter of ‘absolute’ power...” (p.123).

This notion of ‘absolute’ power underpins my own interest in power relations in Child Welfare practice but I shift the focus to the perspective of frontline child protection social workers. Missing in social work literature are the stories from workers in child protection practice. How do workers conceptualize power? How is this grey space of practice - which is not easily discussed - understood by practitioners themselves, the academy, and the system in which they practice?

My completed master’s research draws on narrative methodology, adopted from Fraser’s (2002) model. It is a collection of six narratives. By using this open-ended approach practice narrative were shared without limitation or parameters. From this rich data I analyzed workers’ experiences, drawing out examples of power relations. Here I present my conclusions. These conclusions include (a) the ways that

frontline workers conceptualize power are strongly impacted by dominant notions of power, (b) relational practice with clients is occurring – and does so in isolation of the larger system of child welfare, and finally, (c) there is value in examining the perspectives of frontline child protection social workers as they are the one which have the greatest potential to initiate structural change from the bottom-up through transformative practice, which is happening every day.

Stories of hope and resistance - using the narrative form in poetry and prose for social workers and their clients

Presenter(s): Rita Wilder Craig

Biography: Rita Wilder Craig is a social worker in inpatient mental health at a 600 bed acute care community hospital. She has presented at conferences and has published narratives of social work in a number of publications. She is committed to promoting the narrative voice in social work.

Abstract: Social workers have always used narratives in the service of their clients. Many of us spend half our days listening to stories and the other half repeating them in one form or another whether in assessments, in advocating for services or for a more accurate understanding of a client's circumstances. While we excel at this kind of storytelling, we have been held back from using narrative genres in telling our own story. That story is one that describes the intricacies and variety of social work practice as well as the uniqueness that distinguishes us from other helping professions. This presentation will look at the importance of stories in our lives and how the voice of storytelling which some suggest is the authentic voice of social work, has been pushed aside. Narrative examples will be presented from the author's own work as well as from social work colleagues. It will also look at how narrative exercises can be used with clients to bring forward poetry of hope in their own lives. In this way narratives can be seen as a tool of advocacy for both ourselves and our clients.

Street Life and Street Health

Presenter(s): Dr. Jeff Karabanow

Biography: Dr. Jeff Karabanow is an associate professor at the School of Social Work and Cross-Appointed with International Development Studies and Health and Human Performance at Dalhousie University. His teaching interests involve community development, social policy, research methodology, organizational theory and international social work. Jeff has worked with street youth in Toronto, Montreal, Halifax, India and Guatemala. He has published numerous academic articles about street youth culture and has completed a film documentary looking at the plight of street youth in Guatemala City. His most recent works include: a book titled *Being Young and Homeless: How youth enter and exit street life* (2004, Peter Lang USA) which chronicles the stages of street engagement and disengagement for homeless and runaway youth; and a National Homelessness Initiative funded study (2005) looking at how young people across Canada navigate their way out of street life.

Abstract: This study is a National Homelessness Initiative funded analysis examining the experiences and perceptions of street youth vis-à-vis their health/wellness status. Through in-depth interviews with 140 street youth in Halifax, Montreal, Toronto, Calgary, Ottawa and Vancouver, this paper explores healthy and not-so healthy practices of young people living on the street. Qualitative interviews with 45 health/social service providers complement the analysis. More specifically, the investigation uncovers how street youth understand health and wellness; how they define good and bad health; and their experiences in accessing diverse health services. Findings suggest that living on the street impacts physical, emotional and spiritual well-being, leading to cycles of despair, anger and helplessness. The majority of street youth services act as "brokers" for young people who desire health care services yet refuse to approach formal health care organizational structures. As such, this study also provides case examples of promising youth services across Canada who are emerging as critical spaces for street youth to heal from the ravages of street culture. As young people increasingly make up a substantial proportion of the homeless population in Canada, it becomes urgent to explore the multiple ways in which we can support them to regain a sense of wellbeing and "citizenship."

StreetJibe Program – Linking Youth Poverty Solutions

Presenter(s): Brent MacKinnon and Zorana Alimpic

Biography: Brent MacKinnon is the Manager, Canadian Programs at Street Kids International. Mr. MacKinnon co-managed, the Youth Community Mapping Program that examined youth poverty from a young person's perspective. He was the founding Manager of the Square One Youth Centre, Community Development Coordinator at the Jane Finch Community & Family Centre and also worked in employment programs for hard to reach youth.

Zorana Alimpic is currently studying for her M.S.W and Diploma in Refugee and Migration Studies at York University. Ms. Alimpic has worked as a Settlement Coordinator, and currently works as an Evaluator on two youth programs in Brampton and the StreetJibe Program.

Abstract: When it comes to homelessness in suburban/rural areas, there is very little original research available that the problem is almost invisible despite evidence that suggest that very significant hidden homelessness does occur in suburban/rural areas. Findings from a 1999 enumeration by a York region agency - Crosslinks, found that 54.4% of the homeless populations in York Region were under 25 with 25% under 14 years of age. With this increased awareness of issues of youth homelessness and poverty in York Region, Street Kids International, with funding from Trillium Foundation, developed the StreetJibe program in York Region to ensure that young people find their place in the community. Street Kids International is an international charity based organization in Canada that strives to be the lead organization in the development, dissemination and advocacy of practical solutions needed to give youth living in poverty the choices, skills, and opportunities to make a better life for themselves.

StreetJibe is a three year project that will focus on youth in York Region, especially youth experiencing different levels of poverty and homelessness. The focus is on developing the capacity of staff from cross-sectoral local groups in the area of youth work skills (i.e. engagement skills) and program effectiveness to increase access to relevant and effective programming for all youth in York Region.

This paper presents the evaluation of StreetJibe that examines the implementation of the StreetJibe program in York region. The evaluation also examines whether the key objectives of the program were met. The primary goal of Streetjibe is to increase access to relevant and effective programming for youth experiencing poverty and homelessness in York Region by increasing the capacity of staff to effectively plan, implement and evaluate services.

Subjective Well Being and Social Workers: What is a Happy Social Worker? Insight for Human Rights Practice

Presenter(s): Professor John R. Graham, Ali Paul, Dixie Rawlinson

Biography: Dr. John Graham is Murray Fraser Professor of Community Economic Development at the Faculty of Social Work, University of Calgary, and is Principal Investigator of 3 year SSHRC grant from which the current research is derived. He has published extensively on Canadian social policy and international practice in the Middle East.

Ali Paul and Dixie Rawlinson are completing MSWs in the international concentration at the University of Calgary, and have been research assistants on the SSHRC grant for which Graham is Principal Investigator and from which the research for this paper is derived.

Abstract: Human rights social work scholarship frequently focuses on professional practices, or how to bring about the well being of communities.

Yet little research explores social worker well being - an important basis for social workers to carry out human rights and effective social work in general. As a corrective, the present paper, part of a large SSHRC funded study (2006-09), provides insight into the professional and personal understandings of subjective well being (SWB, the social scientific concept of happiness) amongst 25 social workers who completed a large 2006 survey in the province of Alberta and who

scored very high levels of SWB. Ethnographic interviews with the social workers, their peers, and spouses, as well as on the job observations of respondents provide rich data to better understand how social workers might understand and achieve SWB. Key themes include social support, balance, connectedness, self-awareness, social purpose and flexibility, autonomy, and spirituality. This paper concludes with how social service administrators and practitioners in human rights work can enhance these factors that positively impact SWB, and the potential impact on communities' experiences and on human rights practices. This research is the world's first study on SWB and social services, and it is part of a broader and recent interest amongst social scientists in SWB.

Suicide Prevention in Schools: A Student Helping Student Model

Presenter(s): Christine Bibby, School Social Worker, Jan Putman, Teacher (Grand Erie DSB) and 4 students

Biography: Christine Bibby is a School Social Worker who has been employed by the Grand Erie District School Board for 16 years, and is current Chair of the School Social Work committee of the OASW. Christine is very passionate about empowering students through education, leadership opportunities and building linkages with community agencies.

As part of the school Board's Tragic Events Response Team, Christine has experience dealing with postvention with suicides in schools and brings theoretical and practical knowledge to the area of suicide prevention and intervention.

Jan Putman is a teacher at Dunnville Secondary School and also works in the Guidance Department. Jan has been involved in the Dunnville Suicide Intervention Team Initiative since its inception several years ago. He has seen the model grow from a problem-specific focus to a community-wide project that includes the well being of the entire school community. Jan also believes that empowering students to be leaders in the school is a key to success and is skillful at ensuring the project continues to be student driven, while maintaining the interest and commitment of staff members.

Abstract: Suicide continues to be a leading cause of death among young people in our society. There has been little research in the area of effective suicide prevention and intervention concerning children and adolescents. In fact, it has been a commonly held belief that talking about suicide with young people may encourage suicidal thoughts or actions. The Grand Erie District School Board in Ontario has taken on a different approach to dealing with suicide awareness. Dunnville Secondary School in Dunnville, Ontario has been running a program for several years that has proven successful in not only educating students about suicide, but providing a healthier, non stigmatizing school environment attuned to the social and emotional needs of students. As part of this model, a team of students and staff are trained in the Applied Suicide Intervention (ASIST) model, delivered by School Social Workers with the Grand Erie District School Board. The goal is to enable students and staff to provide education, outreach and intervention to students who may be engaging in thoughts or actions of self harm. The first responders are taught how to recognize warning signs, and how to intervene if they are concerned someone is at risk, with the ultimate goal of getting them safely to further help and support. This program has tremendous promise in both aiding students at risk, and building leadership skills amongst students at a grass roots level. In addition to the positive impact it has made on school climate, the program has created opportunities for greater partnerships with the community as well as elementary schools. Using Suicide Intervention Training with students is an approach that is not well used in Canada to date. This approach has been utilized in other countries, a few states in the US as well as Australia. From speaking with other school districts, as well as the originators of the ASIST model, it appears that the Dunnville model is an innovative approach with potential for growth and future research.

As a result of the success of the Dunnville program, the GEDSB has committed to having all of the School Social Workers trained in the ASIST model to allow it to develop and continue in all of the secondary schools in the board.

The presentation we would like to offer at the National conference would be an opportunity for our School Social Work staff, along with staff and students from Dunnville Secondary school, to share with participants how and why this innovative program works, and how it can expand to creating an entire healthy school community. It is an opportunity to reflect on how we can use our greatest resources...our young people...to create a healthier community.

Taking Children's Rights Seriously: Implications and Possibilities for Child Welfare

Presenter(s): Dr. Thomas Waldock

Biography: Aside from published work on caregiving (foster care), systems of care, children's rights and child welfare, I have been actively involved in child welfare for 20 years, advocating for youth in care in various capacities, but notably as a caregiver myself. Recently, I delivered a Unicef/Heritage Canada sponsored lecture (a Canada-wide series of lectures) on children's rights and child welfare.

Abstract: The focus of child welfare is the 'best interests of children', and the best way to pursue this mandate is to take children's rights seriously. Yet despite the commitment of social work to human rights and social justice, to inclusiveness, citizenship, and advocacy, it is perplexing that children's rights have received minimal recognition within child welfare; while legislation has evolved somewhat in the area of participation rights, and there has been a rhetorical acknowledgement of children's rights as a priority of sorts, there has been no clear indication that a children's rights paradigm is guiding policy and practice. In short, the field has yet to take children's rights seriously. At the same time, the evolution of a children's rights consciousness around the world, reflected in the widespread ratification of the United Nations Convention on the Rights of the Child, has implications for child welfare policy and practice in Canada. Increasingly, countries/provinces are being scrutinized on the basis of whether or not they are recognizing children's rights and adopting laws, policies, and practices in accordance with these standards. Children are viewed as bearers of rights, as subjects with legitimate claims on caregivers and society to meet their developmental needs. The rights accorded to children in the UN Convention have been broadly organized into three categories, provision, protection, and participation rights. Generally speaking, child welfare in Canada has been slow to respond to a children's rights framework, and this has been apparent in relation to all three categories of rights. The presentation explores the extent to which such a framework can be instructive for child welfare, providing the guiding parameters for legislation, policy, and practice.

Taking Culture and Power Seriously in Mental Health

Presenters: Sarah Maiter, Anne Westhues

Research/Recherche - Direct Practice/Pratique directe

Academic paper/Communication scientifique

Biography: Sarah Maiter is an Assistant Professor at York University, where she teaches in the area of direct practice. Her research and publications promote understanding of the risk and protective factors for parents and children of diverse backgrounds. She is currently a co-investigator on a five year PAR study exploring how to work with cultural linguistic communities to increase their access to community mental health services.

Anne Westhues is a professor in the Faculty of Social Work at Wilfrid Laurier University where she teaches research, social policy and community practice. Her current research includes collaborative evaluations of a supportive housing program and a crisis/respite program, and a PAR study of how to practice in a way that increases access to community mental health services for people from diverse cultural-linguistic communities.

Objectives: Objectives

To disseminate the results of Phase one of a CURA grant on which we are co-investigators – a framework intended to guide practice with cultural linguistic communities to promote more accessible mental health services.

To invite feedback on modifications to the model that would make it more easily understood and more useful to social work practitioners.

To generate discussion about challenges that we can expect in working with this orientation to practice.

Abstract: Mental health services in English-speaking and other western countries are struggling to respond to growing cultural and racial diversity (Ingleby & Watters, 2005; de Jong & van Ommeren, 2005; Kirmayer, Groleau, Busder, Blake & Jarvis, 2003; Takeuchi & Kim, 2000). Western-trained service providers and program planners often do not understand the culturally specific meanings and customs attached to mental health, mental illness and associated stigma (James & Prilleltensky, 2003; Kim, Brenner, Liang & Asay, 2003). A range of structural barriers deter cultural-linguistic minorities from seeking mental health services. Barriers include a lack of linguistic capacity within mental health organizations, limited diversity among professional staff and in organizational governance structures, undeveloped relationships with cultural-linguistic communities to identify how best to serve them, and a lack of accountability to cultural linguistic communities about the quality of service provided (Murphy,

Ndegawa, Kanani, Rojas-Jaimes & Webster, 2002; Nadeau & Measham, 2005; Siegel, Davis-Chambers, Haugland, Bank, Aponte & McComb, 2000). As a consequence, many cultural-linguistic minority groups lack access to appropriate mental health services (Bowl, 2007; Diller, 2004; Weerasingthe, 2003; Williams, 2001), receive inadequate diagnosis and treatment (Gagnon, 2002; Cuellar & Paniagua, 2000), or experience services that are oppressive and demeaning (Bowl, 2007; Fadiman, 1997; Shahsiah & Yee, 2006).

The purpose of this paper is to report on an emerging framework that was collaboratively developed through an intensive theory-building process based on what we have learned from members of five cultural-linguistic communities, service providers and policy makers. The framework attempts to generate a guide to program development and direct practice that lead to improved access to mental health services for people from diverse cultural-linguistic backgrounds. Actions identified are intended reduce the power differentials between service providers and consumers of service and deepen cross cultural understandings of mental health and mental illness.

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Teaching anti-oppression: social location and subject position in the classroom

Presenter(s): Susan Preston, Delores Mullings

Biography: Susan has worked in a variety of social service settings, including work in child protection and criminal justice systems and work with homeless youth. Susan currently is an Assistant Professor at Ryerson University. Her research interests include social policy and institutional practices, social/state relations, globalization, ethics, and social work education.

Abstract: Schools of social work are committed to teaching a curriculum informed by anti-oppressive practice. The teaching often is fraught with tension and discomfort as instructors and students alike examine how privilege and oppression play out in their lives individually and collectively. Classrooms provide a space for this unsettling learning that can be both detrimental and transformative for the different people involved. In this paper, we reflect on our own experiences as course instructors, teaching social work from an anti-oppressive perspective. In particular, we examine the similarities and differences in our experiences, noting the impact of our own social locations and subject positions, in the classroom, in the school, and in the community. We explore the experiences we both had, and where we found, and did not find, support within those experiences. The paper concludes with reflections on our own learning from the experience, and a challenge to social work education regarding these experiences.

Teaching the Skills of Critical Reflection in the Service of Just Practice

Presenter(s): Deena Mandell

Biography: Dr. Mandell teaches social work practice at Laurier. Her research and writing have focused primarily on families interacting with larger systems (justice, health, child welfare) and on reconstructing the concept of use of self for socially just practice. Prior to entering academia, she practised in a variety of community settings.

Abstract: From countertransference to use of self to subjectivity and reflexive practice, generations of writers have attempted to promote ethical practice through some form of awareness of self. As diversity increases among social work professionals and among the people and communities who use our services, the relevance of the worker's own social location and identity to "professional use of self" becomes inescapable. Whatever one's ideological or theoretical stance, the ability to reflect critically on practice and the role of self or subjectivity in the social work encounter is crucial for socially just practice. It requires bridging the divide often experienced between personal reflection, theoretical analysis and practice. This unique feature of social work presents one of the primary challenges of professional education: helping social work students to develop the ability to reflect critically on themselves and their practice in a systematic way.

The Faculty of Social Work at Wilfrid Laurier University, in conjunction with the university's Writing Centre, has developed a writing workshop specifically for graduate social work students. The segment of the annual workshop that is consistently rated "most helpful" by students focuses on learning to write and reflect critically about self/subjectivity in relation to the development of professional identity and practice. This presentation focuses on the content of this element of the workshop, including the analysis of two fictional responses to a real assignment requiring critical reflection: one successful, one less so.

Terms of Engagement: When Regulatory Bodies Meet Internationally Educated Professionals

Presenter(s): Joyce Halpern, Alison MacDonald, Patricia O'Connor

Biography: Joyce Halpern, RSW, is the registrar for the Nova Scotia Association of Social Workers. With her provincial colleagues she has worked to implement a Mutual Recognition Agreement, making it easier for Canadian social workers to move within Canada. She received her MSW from the Maritime School of Social Work.

Alison MacDonald, RSW, is the associate registrar for the Alberta College of Social Workers and a PhD Candidate at the University of Calgary, Faculty of Social Work. Alison has practiced social work for 25 years in a variety of social administration and policy roles.

Patricia O'Connor has been the Coordinator of Field Programming for the Internationally Educated Social Work Professionals (IESW) Bridging Program at Ryerson University since it began in 2005. Previously, Patricia worked in child welfare, community development, and community health settings. She has taught at the university and community college levels and has been a field instructor throughout her career.

Abstract: Social work is among the top professions identified by people applying to immigrate to Canada, but at present there is no consistent process for integrating them into the profession upon arrival. There are several issues that make this a difficult task, including lack of consistency in defining the scope of

social work practice, variations in social work education within and outside of Canada, limited information contained in academic transcripts, employers' unfamiliarity with internationally educated social workers and the skills and knowledge they bring, changing job markets, and the legal frameworks for regulating practice. Social work regulators must strive to balance the need for engaging immigrant social workers and recognizing both their right to pursue their chosen profession and the need for their expertise in our increasingly diverse communities with the need to maintain strong professional standards to protect the clients we serve.

This panel discussion will include social work regulators from two provinces and a representative from the Internationally Educated Social Work Professionals Bridging Program at Ryerson University. Together we will address the mandate to ensure that social workers are competent and able to provide effective services, not only to their community of origin but to all communities, and the mandate to ensure that the assessment of internationally educated social workers is fair, transparent, impartial and objective.

The Aboriginal Social Work Model: Indigenizing Colonial Desires

Presenter(s): Michele A Sam

Biography: Michele is Ktunaxa, who are cultural and linguistic isolate group to the world. She teaches Social Work and First Nations Studies. Michele lived the 60's scoop but re-established herself and continues to work towards enacting the vision of her nation: strong healthy citizens and communities....

Abstract: Dysconscious racism acts to reinforce the information gap in social work pertaining to Indigenous knowledges and issues. As a result, social work practice continues to be an unchecked contributor to the ongoing colonization of the growing Aboriginal population at the expense of basic human rights. Aboriginal issues, practices and knowledges in Social Work are limited in scope, application and understanding, entrenching colonial worldviews.

The current homogenizing of Indigenous peoples into one or another model of social work practice without taking into consideration the ramifications of such policy directions and practice consequences does not aid those charged with providing professional social work services. Although well intentioned, social work professionals have a fundamental information gap that continues to widen.

Across Canada, nation rebuilding and cultural revitalization initiatives undertaken by Indigenous peoples, are limited within social work as a result of Canadian social policy. The results could have devastating effects for future generations of Aboriginal peoples, already impacted by social policy of the past. Current Aboriginal social work issues in Canada suggests alternatives to current Aboriginal social work education, that reflect Aboriginal ways of knowing and being and beginning recommendations towards ensuring the rights of Indigenous peoples within the Canadian context.

Michele is Ktunaxa, who are a cultural and linguistic isolate group to the world. She teaches Social Work and First Nations Studies. Michele lived the 60's scoop and choose to re-established herself with her peoples and continues to work towards enacting the vision of her nation: strong healthy citizens and communities....

The Association of Black Social Workers Networking Opportunity

Presenter(s): Dr. Wanda Thomas Bernard, ABSW Vice President, Veronica Marsman, CASW President, Candis Roker, ABSW Member, Ontario, Lois Fairfax, ABSW Member, Ontario

Abstract: Brings together Social Workers of African decent to discuss opportunities for collaboration and support and strategize on solutions to deal with pertinent societal issues that impact on the African Canadian community.

The Cost of Caring: Human Rights and the Family in Ontario

Presenter(s): Barbara Hall, John Fraser, Judy Cutler

Biography: Barbara Hall, Chief Commissioner, Ontario Human Rights Commission

Barbara Hall was appointed Chief Commissioner of the Ontario Human Rights Commission in November 2005, after 40 years as a community worker, lawyer and municipal politician. She served three terms as a

city councillor, and as Toronto's mayor from 1994 to 1997. From 1998 to 2002 she headed the federal government's National Strategy on Community Safety and Crime Prevention. Ms. Hall also practised criminal and family law, was a member of the Ontario Health Ministry's Health Results Team, and lectured nationally and internationally on urban and social issues. She has a strong record of bringing diverse groups together to build healthy communities.

Judy Cutler, Director of Government Relations, CARP, Canada's Association for the Fifty-Plus

As a leading player on CARP's advocacy team, Judy develops strategy, policy, briefs and reports to promote the rights of Canada's fifty-plus regarding concerns such as health care, housing, pensions, environment and ageism. She meets with federal and provincial politicians and policy makers on behalf of CARP, and sits on various national committees. Judy's frequent speeches at conferences and forums address issues with an integrated and holistic perspective.

Judy heads CARP's Ottawa office, representing the organization on the Hill regarding national and federal issues related to older Canadians.

John Fraser, Program Director, Centre for Equality Rights in Accommodation

John is a Program Director with the Centre for Equality Rights in Accommodation (CERA), a provincial non-profit organization that has challenged discrimination in the rental housing sector for almost 20 years. John has worked with CERA for over eight years, coordinating and supervising human rights casework, conducting housing and human rights workshops, developing public education materials and policy briefs, and providing one-on-one assistance to individuals and families facing discrimination in their search for housing. He was Executive Director between 2005 and 2007. Currently, John is also co-managing a human rights capacity building initiative in the Northwest Territories and a national project to promote social and economic rights. Between 2001 and 2003, John worked as a policy analyst with the Income Security Advocacy Centre, a test case and law reform legal clinic funded by Legal Aid Ontario.

Objectives: Provide attendees with information and advocacy tools related to:

The protections of the Human Rights Code related to family status

The human rights implications of the barriers to employment, housing and services experienced by families who are caring for children, aging parents or relatives, or family members with disabilities

The Ontario Human Rights Commission's new policy framework on discrimination against persons who are providing care for family members

Abstract: The Ontario Human Rights Commission has recently completed a groundbreaking project examining the human rights implications of the barriers faced by families who are caring for children, aging parents or relatives, or family members with disabilities. Caregivers are often at a significant disadvantage in accessing employment, housing and services. With changes to family structures such as the aging population, the movement of women into the paid workforce, and increasing numbers of lone-parent families, family caregivers find themselves under increasing pressure. These pressures have particular impact on women, who continue to provide the bulk of caregiving in our society. Workplaces have been slow to adapt to the changing realities of the family, and unnecessary inflexibility and outdated assumptions create employment barriers for family caregivers. As well, families with young children have long faced significant disadvantage in the rental housing market, due to widespread discrimination among landlords, a tight supply of affordable housing, and the disproportionate poverty among lone parent, racialized, Aboriginal, and other vulnerable families. Employers, landlords and service providers, as well as advocates and the general public, are largely unaware of the protections of the Ontario Human Rights Code with respect to family status, or of the issues and barriers related to this ground of discrimination. In response to these realities, the Commission has developed a new policy framework to help employers, landlords and service providers to meet their responsibilities and recognize family status as a human rights issue.

The Kurdish Family Project

Presenter(s): K. Lynn Dykeman, MSW,RSW, one family doctor, one family medicine resident and members of the Kurdish community

Biography: K. Lynn Dykeman,MSW,RSW is a social worker with the McMaster Family Health Team. She has a part time faculty appointment within the Department of Family Medicine at McMaster University. She is a field instructor for social work interns from WLU and she is involved in leading tutorials with both family medicine residents and family medicine students. The Kurdish Family Project is the first large scale community development project she has been involved in at the Family Health Team.

The biography of the others will be submitted at a later date

They will include one MSW student, one family doctor and one family medicine resident.

Abstract: McMaster Family Health Team is working with the 3000 plus members of the Kurdish Refugee Community present on the Hamilton Mountain. Aware from work with individual clients that there were serious unaddressed issues of refugee mental and physical health, a consultation process with the community was started. This project spearheaded by a clinical social worker and a family physician has evolved into an ongoing systemic model of work with this population. Both the family physician and the clinical social worker were well aware that treating individuals and families in isolation was non productive and unhelpful for this community. A different type of partnership and intervention was needed. This project has explored new methods of intervention by a Family Health Team. A developing partnership between the Kurdish community and the Family Health Team has lead to a much more effective method of working together as a team to address the larger needs of this population.

Because McMaster Family Health team is a teaching centre for a number of health professionals including social work and family medicine, this project has been an excellent opportunity for staff and students to experience interdisciplinary service delivery in a community based intervention. The richness of the exposure of learners to this population has been positive for both the students and the Kurdish Community.

A Social Worker, a social work student, a family physician, a family medicine resident and members of the Kurdish community will participate in the presentation.

The Manifestation of Institutional Racism: The Experiences of African Canadian in Three urban Contexts

Presenter(s): Dr. David Este, Dr. Wanda Thomas Bernard, Dr. Carl James & Dr. Akua Benjamin

Biography: Dr. David Este is a professor with the Faculty of Social Work at the University of Calgary; Dr. Wanda Thomas Bernard is a professor of Social Work at Dalhousie University; Dr. Carl James is a professor with the Faculty of Education at York University; Dr. Akua Benjamin is a professor with the School of Social Work at Ryerson University

Abstract: According to the Ethnic Diversity Survey (2003), of the groups included in the visible minority population, Blacks were more likely to report feeling that they had been discriminated against or treated unfairly by others because of their ethno-cultural characteristics. Nearly one-third (32%) of Blacks, or an estimated 135,000 said that they had had these experiences sometimes, or often in the past five years. Based on 120 in-depth individual interviews based on three Canadian urban contexts, this paper will describe how anti-Black racism is manifested through societal institutions such as the education system, the legal, employment, social service and health care sectors. The implications for social work education and practice will also be presented.

The Professional Portfolio as a Valuable Tool for Critical Social Work Practice

Presenter(s): Jennifer Clarke, Melissa Simas, Michele Peter, Sabrina Sairally, Lini Pisharodi

Biography:

Abstract: The Professional Portfolio as a Valuable Tool for Critical Social Work Practice

In schools of social work, professional portfolio is not widely used a tool in developing critical practice. This presentation will illustrate how fourth year social work students' in one Canadian university are using professional portfolios in their personal and professional growth and development as students and future practitioners. The session will highlight a number of learning tasks utilized by students in developing a professional portfolio. Students will talk about the process of constructing, organizing, and sharing their professional portfolios with other students in class, with their field instructors and with their faculty consultant as part of a final social work assignment. They will also discuss the challenges and benefits of developing professional portfolios within the context of social work practice. As well, they will offer suggestions to other social work students and social work educators on the use of professional portfolios as a valuable tool in critical social work practice.

The Scope of Practice for Canadian Social Work

Presenter(s): Robert F. Kissner, Brent Angell

Abstract: This panel presentation will cover the development of a new scope of practice for Canadian Social Work being developed by the Canadian Association of Social Workers. The presenters will outline the key ingredients for a scope of practice in professional fields, the former version of the CASW scope of practice and the proposal for a new scope of practice.

The Self-Determining Rights of First Nations and Aboriginal Social Work Students

Presenter(s): Barbara Waterfall

Biography:

Abstract: Education for First Nations and Aboriginal Peoples has occurred within a dominating colonial context, and has been designed to be instruments of cultural genocide and assimilation. The residential and day schools were systems of oppression for the students in attendance (Assembly of First Nations, 1994; Whiteye, 2002). Higher education can continue to be a colonizing exercise, when First Nations and Aboriginal students are expected to conform to Western models of education and to predominantly learn about Western theories and methodologies (Monture, 2001). Informed by anti-colonial, (Dei & Asgharzadeh, 2000; Waterfall, 2006; Wane & Waterfall, 2005) equity/anti-discriminatory, (Ng, Roxana. 1997; Shera, 2003) and Indigenous-centered discourses (Asante, 2003) this experiential workshop is intended to explore the human rights needs of First Nations and Aboriginal in relationship to social work education. The presenter will give a brief overview of the relationships between Indigenous-centered social work, Indigenous Self-Determination, and Eurocentric educational processes. Participants will be invited to take part in experiential exercises in an effort to better understand the unique needs of First Nations and Aboriginal students in relationship to social work education. So too, through experiential learning participants will develop a hands-on understanding of Indigenous-centered Self-Determining teaching practices. Practices such as prayer and smudging, circle work, drumming, and if possible Land-based learning will be included.

The self-disclosure experiences of lesbian/queer women within the spaces of psychiatric and mental health services

Presenter(s): Andrea Daley

Biography: Andrea Daley is a Lecturer and acting Field Education Director at York University's School of Social Work. Her research interests include marginalized groups within health care policy and program delivery, women and mental illness, and sexuality and identity. She is involved with advocacy work (Toronto) within the area of LGBTQ health.

Abstract: Research literature suggests that lesbian/queer women experience and interact with health care providers in ways that are different from heterosexual women, in that, they must consider the negotiation of self-disclosure/non-disclosure of lesbian/queer sexuality. Within health care contexts, the self-disclosure of a lesbian/queer sexual identity to service providers has been associated with increased comfort, better communication, and a greater likelihood of seeking health services (Bergeron & Senn, 2003; van Dam et al., 2001). Further, research on the health care experiences of lesbian/queer women from diverse ethnic/racial and socioeconomic communities suggests that women value the fullness of their health care experiences without having to separate off any one part of themselves (Stevens, 1998). However, disclosing a lesbian/queer identity may increase the likelihood of victimization, homophobia, and discrimination during health care interactions. A wide range of reactions have been experienced by lesbian/queer women upon their disclosure to health care providers including feeling ignored, dismissed, subordinated, silenced, shamed and denigrated (CLGRO, 1997; Mathieson et al., 2000). Deciding to either remain silent or to "come out" to health care providers may equally jeopardize the quality of women's health care. The majority of the literature that explores self-disclosure/non-disclosure of lesbian/queer sexuality does so in relation to primary health care settings. Less research has focused on self-disclosure/non-disclosure for lesbian women within the context of psychiatric and mental health service settings. The purpose of this study was to explore lesbian/queer women's experiences and insights related to self-disclosure within the context of psychiatric and mental health services. Bergeron, S., & Senn, C. Y. (2003). Health care utilization in a sample of Canadian lesbian women: predictors of risk and resilience. *Women Health*, 37, 19-35.

Coalition for Lesbian & Gay Rights in Ontario. (1997). Systems failure: a report on the experiences of sexual minorities in Ontario's health-care and social-services systems. CLGRO.

Matthews, A. K., & Hughes, T. L. (2001). Mental health service use by African American women: Exploration of subpopulation differences. *Cultural Diversity and Ethnic Minority Psychology*, 7(1), 75-87.

Stevens, P. (1998). The experiences of lesbians of colour in health care encounters: narrative accounts for improving access and quality. In C. M. Ponticelli, (Ed.) *Gateway to Improving Lesbian Health and Health Care*. New York: Haworth.

van Dam, M. A., Koh, A. S., & Dibble, S. L. (2001). Lesbian disclosure to health care providers and delay of care. *Journal of the Gay and Lesbian Medical Association*, 5, 11-19.

The Transformative Powers of Manitouminasuc (Sacred Beads): Anishinabeg Discuss the Ontario Child Welfare System

Presenter(s): Rose E. Cameron

Biography: Rose is an Anishinabekwe from Northwestern Ontario and is studying at the Faculty of Social Work, University of Toronto. Her interests include disability, education (residential school), homelessness, identity and child welfare issues in the Aboriginal context.

Abstract: THE TRANSFORMATIVE POWERS OF MANITOUMINASUC (sacred beads): ANISHINABEG DISCUSS THE ONTARIO CHILD WELFARE SYSTEM. In uncovering the voices of Anishinabeg in the child welfare system, I interviewed 27 participants from the City and North using both sharing circles and semi-structured interviews. A Critical, Anishinabe and Feminist Framework is used to explore the impact of power on identities of Anishinabe in the Ontario child welfare system. The inclusion of 'Good Anishinabe Practices' in the study process are used to guide the study. Both the cultural and child welfare contexts of participants are explored and merged together to identify certain responsibilities for participants and social workers in supporting the parenting identities of participants.

The Wisdom of the Community

Presenter(s): Holly Kramer; Dale Kuehl; peer presenter

Biography: Holly Kramer is the project coordinator for the Toronto Harm Reduction Task Force. She has supervised annual peer driven projects of the Task Force since 2002; Dale Kuehl serves as a director of the THRTF board and is Addictions Discipline Chief at the Centre for Addiction & Mental Health. No biographical information for the peer presenter is available at this time.

Abstract: The Toronto Harm Reduction Task Force (THRTF) is an association of professionals, agencies and community members working together to reduce the harms to individuals and communities associated with street level illicit drug distribution/use.

The THRTF emerged as an expression of community concern in 1996, was incorporated in 1999, and has built a reputation as a valuable community resource, working with users/ex-users to offer a social justice and public health response to drug use.

The THRTF initiates, conducts and collaborates in research and policy development; develops and implements harm reduction strategies; and provides a network for information sharing and education. Life experts have played an increasing role in the identification, development and delivery of projects led by the THRTF over the last decade, allowing us to benefit from their wisdom; providing skills development opportunities for users/ex-users; and becoming instrumental in building community and professional capacity.

The need for resources to support peer driven initiatives was identified via community consultation; peer participants for this project were self-identified and/or referred from various service providers.

With support from the THRTF, 22 users/ex-users who had experience as peer workers collaborated to research, design, write, edit, produce and distribute a guide for peer workers and agencies. Copies of this 100+ page manual (currently only available online) which includes appendices illustrating examples of a mission statement, employment contract, skills inventory and resume worksheet will be available to session participants.

There's no place like school: Where are suspended and expelled students?

Presenter(s): Jennifer Clarke

Biography: Jennifer Clarke is an assistant professor at Ryerson University, School of Social Work. Jennifer's research interests are in the areas of anti-racism and equity in schooling and educational policies, including "zero tolerance" policies in schools. Jennifer's teaching includes social work theory and practice, anti-oppression and power, resistance and change.

Abstract: There's no place like school: Where are suspended and expelled students?

In recent years, the education system in Ontario underwent fundamental changes to its funding and administrative structures, staffing, programs and other services. In 2000, significant changes began to occur regarding the discipline of students in Ontario public schools. The Ontario provincial government instituted new provisions on school safety and student discipline in the Education Act. The Safe Schools Act became the new discipline regime with an emphasis on the punishment, surveillance and exclusion of students from the learning environment. Since its inception, the number of students who have been suspended and expelled from Ontario publicly funded schools has grown tremendously. While the Ministry developed Strict Discipline Programs (SDPs) to support fully expelled students and contracted school boards and non-profit community agencies as providers of these programs, the Ministry did not require school boards to make similar provisions for suspended students. The paper will examine the changes that have occurred in Ontario public schools and the implications of these changes on the health and well-being of Black youth and families in Toronto. As well, a contrast will be made between these changes and the recent amendment to the Safe Schools Act, which is slated to be effective in February 2008. The paper will examine the barriers and challenges that Black students and their families encounter in trying to locate alternative education and supports after suspension and/or expulsion. Finally, policy considerations for creating safe schools will be presented from an anti-oppressive framework rather than a punishment and surveillance approach.

Transferring from community colleges to BSW programs: A survey of Canadian university admission policies

Presenter(s): Irene Carter, PhD; James P. Coyle, PhD; Donald R. Leslie, PhD

Biography: Irene Carter, PhD, Assistant Professor, has over twenty-five years experience working with people with disabilities, developing and evaluating programs. Research areas include developmental disabilities, self-help groups, advocacy, and family support. Present interests involve the needs of adults with autism and the development of social work courses on disability.

James P. Coyle, PhD is an Assistant Professor who teaches undergraduate and graduate level courses at the University of Windsor School of Social Work. His research and teaching use a risk and resilience perspective for developing practice interventions. He has worked as a social work practitioner for over twenty years.

Donald R. Leslie, Ph.D. is a Professor and Undergraduate Studies Chair at the School of Social Work, University of Windsor. He has been a social work teacher, practitioner, and administrator for 30 years in Canada, US and Australia. His specialty areas are work with families and the physically disabled.

Abstract: There are a wide range of policies for students seeking admission to Canadian BSW programs following completion of community college human services programs, such as Child and Youth Worker, Developmental Services Worker, and Social Service Worker programs. Some policies allow direct admission to BSW programs at the 300 and 400 levels. This is often guided by specific admission agreements between universities and community colleges or discretionary credit for community college courses. Other BSW programs have admission criteria that allow conditional admission following completion of prerequisite university courses. However, some programs have significant obstacles for admission of community college graduates. These may include inconsistent rules governing transfer credits, completion of university courses prior to BSW program admission, or the limited value placed on experiential learning. This paper reports the results of a survey of admission policies in undergraduate social work programs in Canadian universities. A wide range of university admission criteria and community college program content variation contribute to inconsistent rules for admitting community college students to university BSW programs. This inconsistency affects student diversity and equity. Short term strategies that promote student transfers from community college to BSW programs while assuring student competency include greater collaboration between community college and university programs. Longer term strategies involve matching community college curriculum and learning experiences with BSW program admission requirements.

Transformation? "More than meets the eye" Observations on a Course for Children's Aid Supervisors / Managers under Ontario's Transformation Agenda

Presenter(s): Sheila Sammon & Kristin Smith

Biography: Sheila Sammon is an Associate Professor of Social Work at McMaster University. She teaches in the undergraduate and graduate programmes and is chair of the field education program. Her interests relate to social work education and how the day to day practices of social workers reflect a commitment to social justice.

Kristin Smith has worked in front-line social services for fifteen years and has taught graduate social work courses at McMaster University. She is currently a PhD student in the Department of Sociology and Equity Studies at OISE/UT. Her research interests include critical analysis of social work practice; globalization and restructuring in social services; and the politics of resistance.

Abstract: Child welfare "transformation" is underway in Ontario, a process intended to push policy and practice toward a more balanced approach that provides support to families while ensuring the protection of children. Four Children's Aid Societies recognized that "transformation" would require a workforce that engaged in critical thinking and responded to the needs of increasingly diverse communities. To achieve this goal, they approached a school of social work to provide a course for 32 supervisors / managers. Following a series of focus groups, a seven week course was designed by faculty members with the purpose of enhancing supervisory skills and to provide supervisors / managers with additional tools to address the principles of client engagement, strengths based practice, social justice and differential response with front line workers. Findings from a focus group comprised of course participants combined with observations of facilitators suggest that opportunities for training and education conducted in collaboration with schools of social work can play an important role in the implementation of Transformation. Participants stressed the importance of developing new skills to encourage worker self-confidence and "good clinical practice" including critical thinking, reflection, and creative problem-solving. Particular challenges were highlighted including the need to continue finding ways to address diversity and social justice in child protection work. Findings also indicated the need for broader support from agency directors and government to ensure an effective transition to the new policies and practice guidelines

Trauma, Rehabilitation and Recovery

Presenter(s): Val Lougheed

Biography: Val is the President of Northern Lights Canada and has been working in the field of vocational rehabilitation for the past 29 years in Ontario, Alberta and the Yukon. Val graduated with a Bachelor of Social Work Degree in 1978 and worked as a social worker in a variety of capacities for the first seven years of her career before going into private practice.

In 1985, Val established her own company, (then called) Northern Lights Vocational Services, in rural Central Ontario. Over the years, Northern Lights has expanded and currently maintains a complement of 160 vocational specialists, case managers and support staff working in Ontario and Alberta, and now specializes in vocational rehabilitation, employment services and corporate training. In 2006, Northern Lights helped to establish a national consortium, Voc Rehab Canada, and now provides rehabilitation services across the country.

Val recently graduated with a Master's Degree in Community Rehabilitation and Disability Studies (M.Ed.) from the University of Calgary, and is continuing her studies in the field of recovery.

Abstract: Background

On September 9, 2003, Val Lougheed almost died in a head-on collision. She sustained catastrophic orthopaedic injuries and a brain injury. She spent the next five months in hospitals, and will be in active rehabilitation for the rest of her life. Ironically, at the time of the accident, Val – Social Worker, trainer and author – had been working in the field of rehabilitation herself for 25 years, and was in her 18th year as President and CEO of Northern Lights Vocational Services, a large vocational rehabilitation company.

Val now speaks of her experiences, combining her unique perspective as a patient/client and a practitioner.

Val's moving and inspiring story of recovery provides participants with an "insider's" view of the experience of trauma, rehabilitation, recovery, and adjustment to a new life with physical and cognitive injuries.

Val tells her story in the narrative tradition of staying true to the events as she experienced them throughout her recovery. She presents an honest, open and informing story about what it was really like to come back to "life" after near-death, considering aspects of pain, trauma, methods of helping and narcotic pain killers.

This talk is based on the grounded qualitative research Val conducted on the narrative manuscript she wrote of her experiences, under the guidance of her Master's advisor, Dr. Nancy Marlett, at the University of Calgary. Relevant theory is integrated into her story, to provide participants with a variety of perspectives into the meaning of her experiences.

Travail social et diversité : le projet d'une école

Presenter(s): Isabel Lanteigne/Annick Levesque/Penelopia Iancu/Jean-Marc Bélanger

Biographie: Annick Levesque

Mme Levesque est présentement étudiante en première année du baccalauréat en travail social. Elle est une personne très engagée, tant au niveau académique qu'aux affaires étudiantes, étant la représentante de classe au sein du conseil étudiant de l'École de travail social. Depuis le début de ce projet collectif, elle a été très impliquée au niveau de l'organisation et la participation aux activités qui ont eu lieu à chaque mois autour du thème « Travail social et diversité ».

Isabel Lanteigne

Mme Lanteigne a participé dans le cadre de son travail à plusieurs échanges interculturels tant sur le plan provincial, national et international. Elle a activement fait la promotion d'échanges entre les communautés autochtones et francophones de la région. Elle a aussi travaillé auprès de personnes ayant des capacités différentes et a enseigné 3 ans au Japon afin de promouvoir les échanges interculturels et la « citoyenneté mondiale ». Elle a supervisé des étudiants de l'Europe dans le cadre d'un programme échange favorisant la mobilité sociale des travailleurs sociaux et enseigne présentement à l'École de travail social où elle s'occupe aussi de la coordination du projet «Travail social et diversité».

Penelopia Iancu

En juin 2006, Mme Iancu est professeure à École de travail social de l'Université de Moncton où elle enseigne des cours reliés à la famille (dynamiques familiales, thérapie familiale). Originnaire de la Roumanie, Mme Iancu a connu elle-même l'expérience d'adaptation à une nouvelle société et à une nouvelle culture, ce qui explique son intérêt particulier pour l'intégration des immigrants dans la société canadienne et l'impact que cette intégration pourrait avoir sur la vie familiale.

En accord avec les valeurs du travail social de respect de la dignité humaine et de la différence et dans un esprit de justice sociale, l'implication dans un projet portant sur la diversité est bien justifiée.

Jean-Marc Bélanger

Le professeur Bélanger est le directeur de l'École de travail social depuis août 2007. Il a effectué des recherches et fait de l'enseignement sur divers thèmes dont le développement communautaire, l'analyse des politiques sociales, l'engagement paternel, la situation des sans-abri, le travail obligatoire pour les assistés sociaux, les personnes vivant avec une incapacité, ainsi que la santé mentale. Il a été impliqué au niveau de divers organismes communautaires qui faisaient la promotion d'échanges entre les groupes autochtone, francophone et anglophone afin d'encourager la compréhension et la communication entre ces groupes. Il croit dans le projet « Travail social et diversité » et souhaite le partager avec les autres Écoles de travail social.

Abstract: Le but de la communication consiste à présenter le processus à l'intérieur duquel est né et a évolué ce projet collectif porté par les étudiant.e.s et les professeur.e.s de l'École de travail social, un projet de sensibilisation, de mobilisation et d'action. À la lumière d'observations de situations d'exclusion et de fermeture à la différence, des étudiant.e.s et des professeur.e.s de l'École ont senti le besoin d'intervenir.

De surcroît, étant donné l'importance sur le plan identitaire pour les intervenant.e.s de reconnaître et de valoriser la diversité sous toutes ces formes, l'École a cru bon de consacrer l'année universitaire 2007-

2008 au thème « diversité et travail social » et s'en faire un projet collectif, à la fois de recherche et d'action permettant de promouvoir l'équité et la justice sociale. Elle se voulait une démarche qui suscite le débat et les échanges sur des sujets qui touchent la population étudiante et les personnes rencontrées dans le cadre de la profession. Sachant que certaines personnes font face à de nombreux obstacles, il y avait un souci de favoriser une réflexion critique des politiques et des services qui leur sont offerts et des moyens d'apporter des solutions possibles pour surmonter les obstacles.

Ce projet visait une prise de conscience collective par rapport aux représentations, sentiments et attitudes à l'endroit du travail social et de la diversité. Le milieu d'enseignement et de formation représentait donc un lieu privilégié pour illustrer la richesse de ces différences, qu'elles soient culturelles, économiques, linguistiques, religieuses, d'orientations sexuelles, de capacités différentes, etc. Et, le projet se voulait une démarche qui encourage les membres de l'École à examiner et reconnaître les spécificités de certains groupes minoritaires en pouvoir et d'effectuer une rupture permettant de dépasser l'attitude que « l'on sait » et créer une ouverture où l'on constate que « l'on ne sait pas » et qu'il existe une richesse à apprendre de cette diversité. Cette rupture allait aussi permettre de remettre en question les barrières du « nous » et « eux » dans notre travail qui maintient une séparation empêchant d'aller vers l'autre dans une perspective d'inclusion.

Untold Stories: Women, in the Helping Professions as Sufferers of Chronic Pain (Re)Storying their (dis)Abilities

Presenter(s): Judy E. MacDonald, Ph.D.

Biography: Judy MacDonald is an Associate Professor at the School of Social Work, Dalhousie University, where she had worked since 1999. Her areas of interests include (dis)Ability, chronic pain, health consumers' rights and diversity. She identifies as a woman with a (dis)Ability and has been actively involved in the Persons with Disability Caucus of CASSW over a number of years.

Abstract: Untold Stories: Women, in the Helping Professions as Sufferers of Chronic Pain (Re)Storying their (dis)Abilities

Chronic pain and (dis)Ability leaves one struggling for normalcy, trying to make sense out of the fundamental operations of one's body, the meaning of suffering and the social construction of wellness. Within this research the "untold" was brought into the realm of the "told," for most of the women had never before storied their own experiences of living with chronic pain, dealing with the medical system, or connecting their personal pain and (dis)Ability with their helping roles.

Set within a postmodern anti-oppressive theoretical framework, the guiding research question was, how can the stories of women in the helping professions, who are sufferers of chronic pain and (dis)Ability, inform an anti-oppressive approach to social work practice in working with sufferers? Six sufferers participated, two physicians, two nurses and two social workers, providing a cross-disciplinary lens to their experiences. A narrative testimonial methodology was employed, whereby the person who testified had struggled for survival and the reader, through witnessing their strife, was called to act.

The women's stories of life with pain were a testament to their struggles and experiences of oppression, told from locations of vulnerability, strength, and resilience. Personal findings called for a reconceptualization of psychological pain theories, redefining sick-role behaviors as strategic coping mechanisms. Professional findings identified the need for structural transformation in meeting the needs of sufferers. Systemic changes included more immediate and inclusive access to services, classification of pain as disabling and compensatory, and extensive education on pain for service providers and families. Ultimately, social work and other helping professions need to find ways to learn from sufferers, to listen to their stories, deriving insight from their knowledges, in order to more effectively attend to their health care needs.

Violence against Native women in western Canada: Colonial implications and ways of resisting using an alternative discourse

Presenter(s): Rachel Deutsch

Biography: Rachel Deutsch is an MSW student studying at the University of Toronto. She specializes in Diversity and Social Justice and is doing a collaborative in Women and Gender Studies. The paper that she will present is her MSW thesis. Rachel Deutsch has a longstanding interest in work relating to

marginalized communities and women. She has lived and worked in Latin America and in various parts of Canada and the United States.

Abstract: Over the last twenty years, over 500 Native women have been murdered in Canada. In a stretch of highway named “The Highway of Tears” by locals, as many as 32 Native women and girls have gone missing over three decades. In any situation of armed conflict or colonial conquest, gender based violence is widespread. Women are seen as sexualized objects and as symbols of national culture and identity against whom violence is a symbolic and powerful weapon of conquest. From historical accounts, Native women were used as such in their quest for establishing white supremacy in the colonies. It is important to understand current violence against Native women in a colonial context that is linked to current systemic racism and sexism.

This paper will attempt to show the role that dominant representations of culture, race, and gender allow this violence to continue by eclipsing many different narratives and ways of expressing cultural identity. In the same line, self-representation and expression by Native women can act as a powerful form of resistance to the tools of colonial oppression. This discussion will be helpful in understanding the ongoing colonialism of Native women in Canada, as well as focusing on the need for space for self-representation. Social workers must be aware of the colonial past and ongoing patterns of colonialism that are oppressive forces in the lives of Native women. They must also view efforts at resistance as important and valuable processes for all who live within ongoing structures of colonialism.

Violence against women: Do existing practice frameworks ensure women’s right to be free of violence?

Presenter(s): Judy Hughes

Biography: Judy Hughes, MSW, Ph.D. is an assistant professor in the Department of Social Work, University of Northern British Columbia. Dr. Hughes’ research centers on understanding the inherent diversity and complexity of abused women’s experiences of intimate partner violence and how these are understood by service providers.

Abstract: The right to live free from violence is not provided equally, but rather varies according to social identity where some groups are subject to the daily violence of poverty, homelessness, battery, and acts of sexism, racism, heterosexism, and ageism. Although recognition of violence against women has increased significantly, the majority of practice frameworks do not necessarily enable all women able to become and remain safe, as these largely offer decontextualized understandings of relationship violence where the focus is almost solely on the severity and frequency of individual abusive acts committed by partners against each other. The presentation reviews these practice frameworks. Then, an alternative approach is advanced that recognizes physical, sexual, and emotional violence not as isolated acts, but as behaviors deliberately used by one partner to control another and connects these to the social context in which they occur and give them meaning. Thus, the described approach understands societal forms of violence such as poverty and discrimination based on gender, race, and class, as acts of violence in themselves, but comprehends these as intimately connected to individual acts that occur in the context of personal relationships, as abusive partners often use socially and racially derogatory images and slurs to abuse and it is these societal conditions which create additional barriers for women in accessing needed services. The alternative approach is posited as an improvement, as it respects the diversity and complexity of women’s experiences, but also establishes the right for all women to be safe and live free from violence.

wards of the Crown - documentary, NFB & CBC Newsworld

Presenter(s): Filmmaker - Andrée Cazabon & former youth in care

Biography: Gemini nominee, Andrée Cazabon launched her third film this year on CBC, entitled, Wards of the Crown which chronicles four youth exiting the foster care system.

Her community involvement as a youth advocate and her films were featured on the Vicky Gabereau Show, Canada AM, the Vancouver Film Festival, the Globe and Mail and others. Andrée offers professional development through her film and continues to be a guest speaker at a number of conferences. A former communication consultant to Senator Pearson and Minister Bradshaw, Andrée continues to direct for television reality series.

Abstract: This film has been presented from coast to coast from youths to Family Judges to bring awareness and change to current practises of youth transitioning from government care. Aired on CBC Newsworld, Wards of the Crown was the inspiration for the creation of a number of projects such as: youth in care networks in Atlantic Canada, police mentorship of foster youths in Eastern Canada, raising over \$90,000. in Scholarships for youth from care and the inspiration of the national paper, Building a Future Together, (Dudding, Reid, CWLC). A former-youth-in-care, Andrée has led numerous workshops for child welfare agencies on improving the current practise of youth transitioning from care. The film has been shown to provincial conferences for social workers from St-John's NL to Kamloops B.C. It would be an honor to present it at your conference.

What about my kids? A Guide For Parents Living with Breast Cancer

Presenter(s): Karen Nelson

Biography: Oncology Social Worker with breast cancer and young adult survivors of childhood cancers, cancer group programs with couples, young adults and parents living with breast cancer
Private practice: Registered marriage and family therapist, registered adoption practitioner.

Abstract: Purpose: "What about my kids?" is often the second question parents ask upon learning that they have breast cancer. The first question mostly asked is: "Will I live or die from my illness?" Few resources exist to help parents manage the demands of parenting while they deal with their illness and treatment. This book covers the entire course of illness from diagnosis, treatment, survivorship, recurrence, advancing illness, death and bereavement. Throughout it offers information, coping strategies and resources for parents with breast cancer. Specific chapters are also devoted to topics of genetics, finances, and legal issues as they relate to parenting concerns.

Methods: The idea for this book came from a monthly workshop for parents with cancer led by this writer in Ottawa. A guidebook was needed and funding was obtained from the Canadian Breast Cancer Foundation and other sources to produce one. A series of focus groups reviewed English and French drafts of the book and participants were recruited from this project's community partners.

Results: From the focus groups, personal tips and quotes were included in the book. The result is a practical and reliable resource of information and guidance for parents living with breast cancer in English and French.

Conclusion: This poster will offer the opportunity to learn about this new resource. Highlights will be presented at the poster site and will include samples from the book: common children's questions, and practical parenting matters related to cancer. English and French resources will also be included.

What Does Recovery Mean?

Presenter(s): Yvonne Bergmans

Biography: Yvonne is the co-ordinator, lead facilitator, and has led the development of the P.I.S.A intervention program for people with chronic and repeat suicide attempts at the Suicide Studies Unit of the Arthur Sommer Rotenberg Chair in Suicide Studies in Toronto Canada. Her work history has included working in Children's Mental Health as a Child and Youth Worker and as a special education teacher and guidance counselor for "at risk" youth in a variety of institutions and in the inner city of Toronto.

Abstract: Sixteen people between the ages of 16- 25 yrs. participated in a qualitative study exploring the meaning of recovery from recurrent (2+) suicide attempts. Each participant had completed at least one twenty week cycle of a Psychosocial/Psychoeducational group intervention for people with recurrent suicide attempts (PISA). Participants ranged from recently graduated (6 months) from the intervention to having graduated 6 years earlier. Quantitative measures targeting the deficit areas of behaviour, emotion, and cognition used at pre-post group participation were re-administered to describe the population and then compared to available previously completed measures. The Childhood Trauma Questionnaire was also given to participants at the time of this study.

This presentation will discuss a model for understanding "recovery" from recurrent suicide attempts arising out of the interviews. Results indicate that despite a significant number of pathologies and a history of complex lives, the young people identified significant struggles they had to surpass in order to transition away from death to investing in life, often not having experienced a life outside of struggle and/or mental illness. The uniqueness of this study lies in the question exploring what recovery means for young people moving away from a life of recurrent suicide attempts

What Makes It Ours- Lessons Learned

Presenter(s): Mary Ann Jenkins and Mohamoud Hagi-Aden

Biography: Mary Ann Jenkins, MSW, has a background in social work and women and social policy. She is the project coordinator/researcher for Our Place Learning in Motion, an initiative of the South-East Ottawa Community Health Centre. Recently, she has conducted research on young single parents and LEAP, and alternatives to suspensions and expulsions. Mohamoud Hagi-Aden coordinates the Community Connections program at South-East Ottawa CHC. The program provides direct services and support in capacity building to newcomer populations. Mr. Hagi-Aden was awarded a Community Builder Award by the United Way/Centraide of Ottawa. He is a trained facilitator and has both a B.Sc. and an MBA.

Abstract: There are 8 Better Beginnings Better Futures (BBBF) projects across Ontario, each site focussing on primary prevention programs for young children. The Ottawa BBBF site is a program of the South-East Ottawa Centre for a Healthy Community and focuses on the preschool age group of 0-6. The BBBF community has a number of risk factors for child development and is characterized by many families new to Canada, many families living on low-income or social assistance, many families living in social housing, and many families headed by lone parents. The Our Place-Learning in Motion research initiative is funded by the Government of Canada's Social Development Partnerships Program and explores the processes, structures, supports and value based practices that promote social inclusion of children and families in the BBBF community.

Our qualitative participatory study looks at how a primary prevention program has contributed to social inclusion in a socially disadvantaged community. The Project Coordinator and Community Liaison Worker worked closely with the Steering Committee, made up of 10 community residents and 5 representatives of partner organizations, to determine the research questions, develop the methods of data collection, analyze data, and recommended ways and means to implement strategies.

This paper will describe the barriers to inclusion that were identified and how this information was used to refine and change existing processes, structures and models of service delivery. We will also share with you some of the challenges and benefits we encountered during the research process.

Why Does Everybody Pick on the Fat Kid?: Moral Regulation and the Construction of At-Risk Subjects

Presenter(s): Marisa Barnhart and Alana Hermiston

Biography: Marisa Barnhart is a graduate of the Carleton University School of Social Work. Marisa is currently working as a clinical social worker at the Community Counselling and Resource Centre in Peterborough, Ontario, where she offers counselling support to individuals, families and groups. Alana Hermiston holds a Ph.D. in Sociology and is currently an Assistant Professor in the Department of Sociology at Trent University. Her research focuses upon the history of nutritional advice in Canada, governance and the construction of risk, and sociology of the body.

Abstract: Long considered deserving of teasing by peers, the "fat kid" has recently become the target of a much broader gaze. This paper investigates the construction of "obese" children as at-risk subjects, with particular focus upon the perceived threats to their emotional health. While there has been much attention paid to the often damaging relationship between body weight and self image, we are concerned by the uncritical acceptance of the concepts of obesity, self-esteem, and risk. Where much larger problems of economic and health inequities may exist, neo-liberalism locates "solutions" in individual bodies and subjects. These solutions are played out in various social work contexts, including alarming reports of child apprehensions in the UK. In a society that espouses the value of diversity, this trend of squashing difference through the imposition of subjective medical standards and norms is disturbing.

Without Housing: A Community Based Research Project for Policy Change and Human Rights

Presenter(s): Monica L. Beemer, MSW and Patrick Nolen

Biography: Monica L. Beemer, MSW is the Executive Director of Sisters Of The Road, a 28 year non-profit, community organizing, systemic change organization working on the root causes of poverty and homelessness in Portland, Oregon. She is a graduate of Portland State University Graduate School of Social Work (PSU/GSSW) where she worked at the Regional Research Institute for 3 years. She is a member of the Mayor's Visioning Council and a guest lecturer at the School of Social Work. Patrick Nolen is Sisters' Community Organizer, working on the root causes of homelessness and supporting the basic human rights of those who are currently experiencing homelessness. Mr. Nolen is a member of the Mayor's Street Access for Everyone Committee and the director of Sisters' Civic Action Group. He has direct experience with homelessness, sleeping outside for nearly 8 year in the City of Portland. Both Mr. Nolen and Ms. Beemer presented Without Housing: A Community Based Research Project this July at the National Community Based Participatory Research Conference in Portland, Oregon.

Abstract: Sisters Of The Road is a 28 year old non-profit Cafe located in Portland, Oregon. From the beginning, Sisters has been based in the real lives and community solutions of those experiencing homelessness. In 2001 Sisters began an extensive research project of more than 600 one-to-one 2-3 hour interviews with people with experience with homelessness in Portland, Oregon. The database that was created has over 2,000 separate codes that can be used for community based solutions and systemic change to study and end homelessness on a systemic level across the country. Presenters (including Sisters' Executive Director and Community Organizer - who was an interviewee and coder for the project) will highlight the research, some of the initial findings, and how this research can be used in community based practice, program development and policy change.

Women, Addiction and Prevention– Finding our Compassion

Presenter(s): Mary Harber

Biography: Mary is currently teaching in the School of Social Work and Human Service at Thompson Rivers University and has extensive experience in the addictions field. Her current focus is related to FASD prevention in terms of women and addictions, youth and the prevention of secondary disabilities for individuals with FASD.

Abstract: This experiential workshop will provide an opportunity for participants to explore issues related to women, addiction and pregnancy. If we are to be responsive in our work with individuals and communities coping with and preventing FASD we must examine various attitudinal barriers that prevent women from seeking support. These barriers are often a result of gender roles bias, beliefs about addiction, models of treatment and socially constructed values around addiction and various substances. Most women who use alcohol are not intentionally seeking to harm their child, some are not aware of the risks and others are coping with addiction. In order to break down these barriers we must develop an understanding of women and addiction, a multi-layered issue that involves the ability to deconstruct personal judgments, re-create inclusive policies for treatment programs and create capacity for compassion. If women feel judged and blamed we will not be able to support healthier choices, prevent FASD and eliminate these barriers. This session will invite practitioners to explore basic concepts related to addiction, how beliefs and values are created around addiction issues, prevention concepts and how these beliefs impact the lives of women who struggle with addiction. Participants should be prepared to challenge their belief systems and develop strategies for supporting women in their community in an anti-oppressive framework of practice.

Worldviews and Governance in Aboriginal and Feminist Agencies: Implications for Addressing Barriers to Service Delivery

Presenter(s): Evelyn (Lyn) Ferguson and Gwen Gosek

Biography: Evelyn (Lyn) Ferguson, MSW, Ph.D. is an Associate Professor in the Faculty of Social Work at the University of Manitoba. Teaching, graduate supervision, and research areas of interest include: volunteerism, non-profit governance, women's organizations, child day care delivery, supervision in human services, social work policy and practice with women.

Gwen Gosek, MSW, a Cree-Dene woman from Lac La Ronge First Nation in northern Saskatchewan, works in the Faculty of Social Work at the University of Manitoba in distance delivery, teaching, and research. Prior front-line and management work in Aboriginal communities has provided her with a deeper understanding of their vulnerabilities, needs and strengths.

Abstract: Abstract

Social Work National Conference: Human Rights in a Diverse Community

Title: Worldviews and Governance in Aboriginal and Feminist Agencies: Implications for Addressing Barriers to Service Delivery

This academic paper reports on a research project designed to explore the perspectives of a sample of feminist and Aboriginal agencies to determine how these agencies' worldviews impact on their governance structures and processes. These self-reporting Aboriginal or feminist non-profit organizations, view themselves as ethically accountable to their service communities which have particular worldviews that differ from mainstream social services. The nine in-depth interviews with spokes persons chosen by each organization, probed issues such as the values and social customs reflecting each agency's worldview, their decision-making processes, management styles, capacity building processes, as well as perceptions of organizational strengths and internal/external stressors.

This paper reports on those findings that have implications for accessibility and comfort level for those community members who utilize services. As services designed for marginalized and vulnerable communities, such as women and children experiencing violence, low incomes, underemployment, and health concerns, the agencies have developed creative organizational structures and processes to meet the needs of their clientele.

All agencies reported that their agency strengths were reflected in their approaches to those who needed service as well as in the day to day practices they incorporated to enhance service delivery. The paper concludes with discussion of the challenges inherent in maintaining these approaches in the current socio-political environment that reflects stringent funding and accountability measures.

Young Carers: The Right to a Voice for an Invisible Population

Presenter(s): Dr. Grant Charles, Dr. Tim Stainton

Biography: Dr. Grant Charles is the Associate Principal Research at the College of Health Disciplines at the University of British Columbia. His main interest is in the area of at risk young people.

Dr. Tim Stainton is Professor at the School of Social Work and Family Studies at the University of British Columbia. His main interest is in the area of disability.

Abstract: There is an invisible population of children and adolescents in Canada who have responsibilities often beyond their years. The demands placed upon these young people are potentially negatively and/or positively impacting upon their growth and development. While little noticed in Canada, over the past decade 'young carers' have become the focus of considerable academic, media and public interest in the United Kingdom. Given that little research has been conducted in this country regarding young carers our research is seeking to examine the issue of young carers in British Columbia in terms of their demographic characteristics, their experiences as young carers and their needs. This study will lay the foundation for theory, policy and practice development in regards to children and adolescents who, for a number of reasons, have to provide care for their parents or other family members beyond what would normally be expected. This study is hoping to begin to fill the gaps in knowledge regarding the dynamics, needs and circumstances of these young people. This presentation will provide an overview of the preliminary findings of the research project. Specifically we will discuss our findings on how these young people differ or are similar to their peers in a number of critical areas.