

# 2023-2024 RESEARCH REPORT

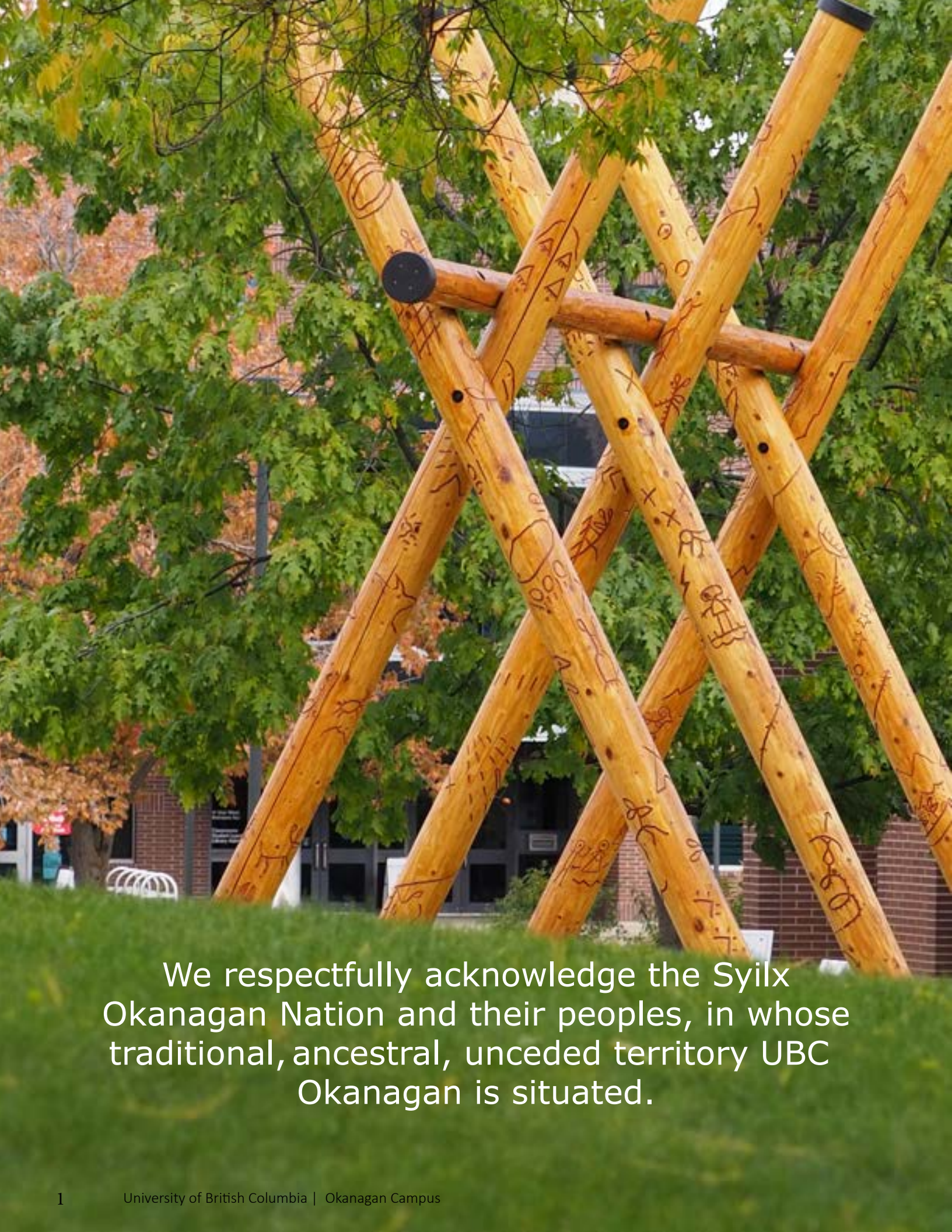


THE UNIVERSITY OF BRITISH COLUMBIA

**School of Social Work**

Faculty of Health and Social Development  
Okanagan Campus





We respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory UBC Okanagan is situated.

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UBC OKANAGAN SCHOOL OF SOCIAL WORK RESEARCH REPORT | 2023-2024

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# Meet the Faculty



**Shelly Ben-David**  
Associate Professor

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Youth mental health  
Early intervention in mental health  
Identity development and mental illness  
Mental health service use equity

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**Shirley Chau**  
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Anti-racism and inclusive practices in  
social work and organizations/systems  
Equity and inclusion in health care and  
social care, social work education

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**Sarah Dow-Fleisner**  
Associate Professor

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Development processes  
Maternal and child health outcomes  
Resilience and adaption  
Advanced statistical analysis

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**Judy Gillespie**  
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Child welfare and the role of community  
in child/family wellbeing, the role of place  
in wellbeing, multi-sector collaboration to  
enhance Indigenous wellbeing

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**John Graham**  
Professor

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Homelessness prevention  
Social policy, diversity, and social work  
Multicultural social work  
Employee wellbeing

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**Rachelle Hole**  
Professor

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Socio-cultural practices to promote social  
inclusion and equity; critical disability  
studies; community-based participatory  
research methods

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**Mary Clare Kennedy**  
Assistant Professor

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Social-structural dimensions of health  
among people who use drugs; harm  
reduction; public policy and health service  
evaluation

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**Mary Ann Murphy**  
Associate Professor

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Constitutional/charter litigation and social  
policy; Social/Comparative Family Policy;  
Human rights; Aging/Gerontological,  
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**Dixon Sookraj**  
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Participatory research to promote health  
and wellbeing; Policies and processes  
of social service delivery systems for  
marginalized groups

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# Centre for the Study of Services to Children and Families

The [Centre for the Study of Services to Children and Families' \(CSSCF\)](#) research mission is to inform the development of evidence-informed practice and policies impacting and supporting children, youth, and families through qualitative, quantitative, and mixed-methods research.

## The Kelowna Homelessness Research Centre

The [Kelowna Homelessness Research Centre \(KHRC\)](#) is a multidisciplinary team of researchers working to understand and support the provision of services to – and the perspectives of – individuals with lived experience of homelessness, or who are vulnerable and at-risk of experiencing homelessness.

## Canadian Institute for Inclusion and Citizenship

The [Canadian Institute for Inclusion and Citizenship \(CIIC\)](#) operates as a partnership between UBC, community living organizations and supporters seeking to further the inclusion and full citizenship of people with intellectual disabilities and their families locally, nationally and globally. Dr. Rachelle Hole, Professor in the School of Social Work at UBC Okanagan, and Dr. Tim Stainton, Professor in the School of Social Work at UBC Vancouver, are the Institutes Co-Directors. In 2024, Tim ended his tenure as Co-Director and is now an Emeritus Professor.

Broadly, the three strategic goals of CIIC are research, learning, and knowledge exchange. Project highlights over the 2023-2024 year include:

- Toolbox of children's books to promote disability representation
- Exploring the Use of Navigators to Advance Access to Federal Programs and Services for People with Disabilities
- IMPACT 2.0 (Defining Best Practice for Employment Interventions for youth with disabilities)
- Lived Experiences of Parents with Intellectual and Developmental Disabilities in British Columbia, Canada

To learn more about these projects and the ongoing work of CIIC, read the [2023-2024 Annual Report](#).

# Message from the Director

As we reflect on our accomplishments in the 2023/2024 academic year, it's clear that the students and faculty in the School of Social Work at UBC Okanagan continue to produce and disseminate highly impactful research. The work highlighted in this edition of the School of Social Work Research report serves to directly enhance mental health and wellbeing for racialized people, youth, and people who use drugs, with insights into human health and wellbeing that apply even more broadly.

We are also so proud to highlight work done in the School that has been distributed widely in the media this year. This work focuses on poignant topics of coping with loss after wildfire, overdose prevention sites, and affordable housing that are relevant to so many people's lives.

Two faculty members in the School were engaged in changing policy – Dr. Dixon Sookraj lead work to creating an internationally-recognized definition of Clinical Social Work, whilst Dr. Shirley Chau, in collaboration with Kelowna Community Resources (KCR), launched an online portal to report and document incidents of racism and discrimination in the Thompson Okanagan region.

A huge congratulations to all of our researchers who received funding for projects related to youth, mental health, anti-racism, Disability, girls, women and gender-diverse people, and people who use drugs. We look forward to seeing the results of this incredible work, and to share it in a future edition of the Research Report.

--Judy Gillespie,  
Associate Professor and Director, School of Social Work





# Can Drug Checking Services Serve as a Tool to Monitor Overdose Risk?

The proliferation of fentanyl in illegal, unregulated drug markets is a major contributor to the overdose crisis in North America.

Drug checking services have been implemented as a harm reduction strategy to help address the crisis. However, could drug checking services also serve as a tool to monitor population-level risk of overdose?

Dr. Mary Clare Kennedy, Assistant Professor in the School of Social Work, and her fellow researchers decided to assess the relationship between median fentanyl concentration in opioid drug checking samples and the death rate due to illicit drug toxicity over time in Vancouver, Canada.

Monthly population-based rates of death due to illicit drug toxicity were drawn from provincial coroner records between January 2019 and October 2020. During this timeframe 577 people died from illicit drug toxicity in Vancouver, and the monthly rate ranged from 1.75 to 7.65 deaths per 100,000 population.

Monthly median percent fentanyl concentration for this same timeframe was calculated using a validated quantification model from point-of-care Fourier-transform infrared spectra among opioid samples that tested positive for fentanyl at community drug checking services.

Dr. Kennedy and her team analyzed this data between 2021 and 2022, and their findings were published in the January 2024 issue of the [American Journal of Preventive Medicine](#).

They found a significant, positive association between

monthly median fentanyl concentration and monthly death rate due to illicit drug toxicity. These findings support using drug checking services to help track and address overdose risks in real-time, offering a valuable harm reduction tool.

As one American peer researcher wrote in a [letter to the editor](#) in the following February issue of the journal: “[Kennedy et al.’s] article demonstrates how drug-checking studies are beginning to move beyond their infancy and are now being used to inform surveillance efforts.”

## What’s Next

Mary Clare served as a committee member for Lauren Airth, UBC Okanagan School of Nursing PhD student who graduated in November 2024. For her doctoral research, Dr. Airth examined the uptake, operations and impacts of an intersectoral (University-Community-Health Authority) drug checking service delivered on the UBC Okanagan campus and the surrounding community in the Okanagan.

Mary Clare and Laura have some manuscripts resulting from this work under review, including a study examining the reach, effectiveness, adoption, implementation, and maintenance of the UBCO-campus based drug checking service.

**“To our knowledge, this was the first study to examine the association between fentanyl concentration in community drug checking samples and overdose death rates over time. The strong, positive association suggests that drug checking services are a useful tool for monitoring evolving population-level overdose risk over time.”**

**—Mary Clare Kennedy**

*Assistant Professor, Canada Research Chair in Substance Use Policy*



# Understanding How Mental Illness is Represented in Popular Media

Euphoria is a drama series about high school students navigating adolescence, mental health, and substance use. Its immense popularity and portrayal of these topics made it a case ripe for analysis.

Specifically, Dr. Shelly Ben-David wanted to explore if the show stigmatizes mental health or mental health services. Such portrayals may influence young people's use of mental services. Understanding these factors is the focus of Shelly's research.

Her research team first needed a framework of analysis. They used the Visual-Verbal Video Analysis (VVVA), created by Fazeli et al. (2023). The VVA framework examines verbal and non-verbal elements such as body language, music, cinematography, and spoken dialogue.

The research team selected a scene—the Panic Attack scene—focusing on the multimodal elements, such as dialogue, body language, camera angles, and sound.

The team adapted the VVVA framework to suit the context of analyzing a television show, such

as breaking down scenes into smaller snippets for detailed analysis.

The VVVA framework proved beneficial in providing a structured approach for examining detailed visual and verbal data. It helps ensure that different layers of content are considered and offers a common language for researchers to discuss their findings. They published their commentary in the [International Journal of Qualitative Methods](#).

## What's Next

The research team plans to complete the analysis of the remaining scenes from Euphoria and publish their findings, offering insights into how mental health and substance use are portrayed in the show and how these portrayals may affect viewers.

In addition, Shelly is currently leading a CIHR project grant (2024-2028) with Dr. Sarah Dow-Fleisner as Co-PI to develop and test a digital toolkit to help support youth with diverse identities—for example, gender, ethnicity, ability—to access mental health services.

Dr. Shelly Ben-David leads the CREATE (Community-based research for equitable access to engaged) Youth Mental Health research lab at UBC Okanagan. The CREATE team asks innovative, youth-relevant questions in order to build a body of research to transform how youth access and engage with mental health services in BC, across Canada, and internationally.

She works closely with youth, young adults, families, clinicians, and peer researchers with lived experience of mental illness in the co-development of research questions, and involvement as partners at every stage of the research process.

“Mental illness in media can shape viewer's beliefs about mental health, help-seeking, and empathic behaviors. Using the visual-verbal video analysis framework to analyze a popular television show proved an effective method to code different types of data, for example, body language and camera angles.”

—Shelly Ben-David  
Associate Professor





# The Interaction Between Peer Bullying and School Connectedness

As one might expect, peer bullying in school settings is associated with a negative effect on students' health and wellbeing, whereas school connectedness has a positive effect on health and wellbeing. Both these factors have been independently studied.

But for Associate Professor Dr. Sarah Dow-Fleisner, it's also important to understand the interplay between these two factors as they can occur simultaneously for youth. This was the primary aim of her study published in the [Children and Youth Services Review](#).

Peer bullying is defined by the American Psychological Association as repetitive actions or behaviours intended to harm another person. Forms of peer bullying include both in-person and online aggression and harassment. Bullying can lead to significant damage to youth health and wellbeing, damage that is exacerbated with the regularity of bullying.

School connectedness refers to a student's perception that the adults and peers in their school care about the wellbeing and not only their capacity to learn. Higher levels of school connectedness are linked to positive outcomes, including lower levels of depression and violence to oneself and others. The benefits of school connectedness may well extend into adulthood.

Their study of these to common school-related risk and protective factors used data from 2,963 students in the Fragile Families and Child Wellbeing Study, which tracks various aspects of youth health over time.

Evaluated independently, school connectedness increased and peer bullying decreased the probability of youth health and wellbeing. However, on examina-

tion of their interplay, they found connectedness buffered the negative effects of only low levels of bullying. High levels of bullying, on the other hand, negated connectedness as a protective factor.

## What's Next

Even with strong evidence that school connectedness supports youth health and wellbeing, Sarah's analyses suggest it is not sufficient to mitigate the effects of severe bullying.

"Therefore, school-based interventions need to include comprehensive programing that bolsters school connectedness, reduces peer bullying, and addresses the constellation of factors impacting youth health and wellbeing," Sarah says.

Interestingly, she also notes that some elements of bullying behaviour predict both bullying victimization and bullying perpetration. She recommends future studies consider the three-way interaction between bullying victimization, bullying perpetration, and school connectedness.

Dr. Sarah Dow-Fleisner is the Director of the UBCO Centre for the Study of Services to Children and Families. Her program of research aims to generate a more holistic and nuanced understanding of the pathways to successful adaptation among children facing adversity. She is Principal Investigator of the ADAPT Project: **Adaption, Development, and Positive Trajectories in the context of childhood adversity.**



**"To be effective, school programs should aim to both reduce bullying and strengthen students' connection to school, rather than focusing on just one of these factors."**

**—Sarah Dow-Fleisner**

*Associate Professor*



# Barriers and Facilitators to Mental Health Service Use Among Latinx Youth

Growing up Latina in Costa Rica, Alicia Gonzalez (MSW 2024) had firsthand experience with barriers to mental health support. As an English teacher in Ecuador, she continued to witness the significant gap in mental health resources. Many of her students were struggling and had few supports to turn to. She began to notice a complex relationship between culture and mental health.

“Cultural beliefs significantly shape perceptions of mental health and can lead to stigma and reluctance to seek help,” she says. “Latinx collective values also prioritize family loyalty which can discourage individuals from discussing mental health issues openly.” (Note: *Latinx* is a gender-neutral alternative to the feminine ‘Latina’ and masculine ‘Latino’)

Additionally, mental health challenges can disrupt one’s sense of identity and belonging within the family and community, leading to feelings of shame or isolation. So she knew that culture was going to be an important piece of the puzzle and was eager to find out more.

As a Research Assistant in Dr. Shelly Ben-David’s CREATE Lab, Alicia had the opportunity to do a scoping review to explore the barriers and facilitators to mental health services for Latinx youth who have experienced one or more traumatic events. Her methodology included developing a protocol, screening results, extracting data, and analyzing results.

Her initial search obtained 12,745 reports and after much screening, 10 met inclusion criteria. Using thematic analysis, she identified nine barriers, such as cultural stigma and accessibility issues, and eight facilitators, including culturally adapted services and strong support systems.

The findings highlighted that community factors

can hinder service access due to cultural stigma and family loyalty, but it can also enhance access when youth receive family and peer support. Therefore, adaptations to services should address cultural needs, such as training mental health professionals to understand the unique Latinx experience and prioritize the family role in the healing process.

## What’s Next

In addition to her role as Research Coordinator at the CREATE lab, Alicia is now a Registered Social Worker at the Kelowna EMDR Clinic where she provides bilingual counselling services to diverse populations of youth and young adults. She practices evidence-based approaches, primarily EMDR (Eye Movement Desensitization and Reprocessing) and Internal Family Systems Therapy to address challenges such as trauma, emotional regulation, anxiety, and PTSD.

“My research greatly informs my practice as I pay close attention to how culture and values impact my clients,” says Alicia.

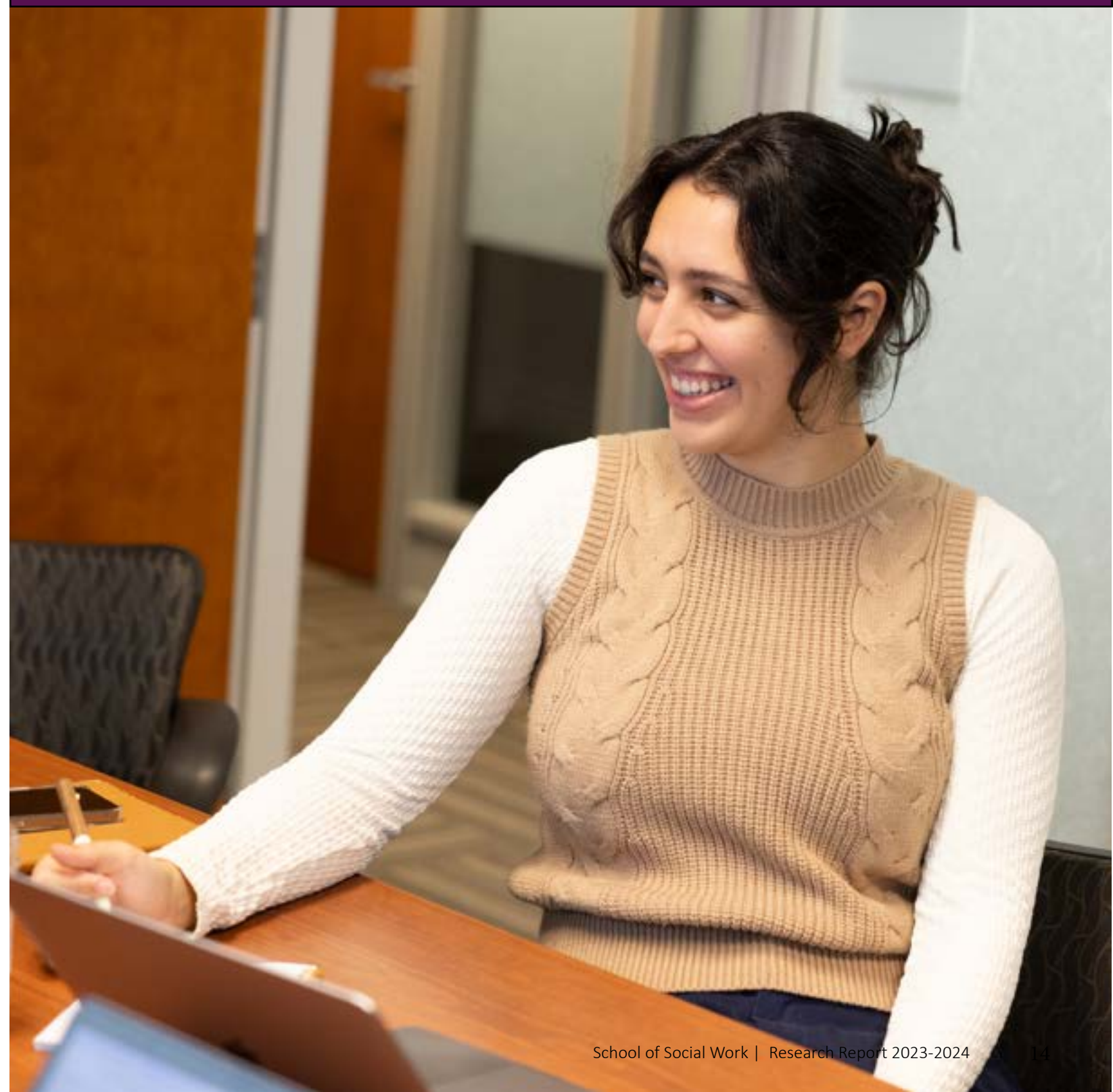
One of Alicia’s goals is to one day return to Latin America to help influence a cultural shift in youth’s perception of mental health and services.

“Latinx youth’s exposure to adverse childhood experiences must be met with culturally responsive, trauma-informed care,” says Alicia. “There are already incredible humans leading this shift who are establishing community-based mental health resources and education programs to change the narrative of what mental health support means. I hope to contribute to this change by promoting resilience, cultural strength, and a sense of pride in our cultural heritage within my clients and beyond.”

“My role as Research Coordinator at the CREATE Lab has been an ideal complement to my work as a counsellor as I learn from our data related to the barriers and facilitators faced by young populations accessing support.”

—Alicia Gonzalez

Research Coordinator, CREATE Lab  
MSW 2024





# Alumnus Brandon Wong and Dr. Shirley Chau Win Best Paper Award

In October 2023, School of Social Work alumnus, Brandon Wong, and Dr. Shirley Chau traveled to Atlanta to receive the Best Paper Award from the Journal of Ethnic and Social Diversity in Social Work.

Their co-authored publication, “Mixed-race people and social work: a critical literature review”, evaluates the peer-reviewed social work literature—29 articles in total—of how mixed-race people have been represented to inform social work practice, mostly in Canada and the United States.

According to the code of ethics of the Canadian Association of Social Workers and the National Association of Social Workers, social workers should be educated on the diversity of individuals, communities, and cultures, including how social workers’ own heritage, values, and beliefs may impact clients of different backgrounds, as well as how clients experience oppression.

Through their review, Shirley and Brandon conclude that social work knowledge of mixed-race populations is lacking at such a level as to not meet the ethical requirements of either association. This is concerning, they write, considering the increase in the number of mixed-race peoples in Canada and other countries in recent years. Canada’s 2016 census reported more than 14 million people identifying as having multiple ethnic origins, whereas Canada’s 2006 census reported only 458,240 people—a more than thirty-fold increase.

To progress towards meeting ethical standards, they make recommendations on practice, research and training. For example, they recommended practitioners support mixed-race people to self-define their racial identity and multiple racial heritages rather than push them to choose a single racial identity, as the literature suggests has occurred.

Moreover, they point to models and intersectional approaches that take an expanded perspective, including how a mixed-race person may change how they identify over their lifespan.

With regard to research, they recommend including greater diversity of mixed-race peoples in studies, as well as more longitudinal studies that consider experience from a life-course perspective. Regarding learning and teaching, one of their recommendations is to include mixed-race content in social work curricula as critical to training and preparing social workers for effective practice with mixed-race people.

## What’s Next

Since their paper was published, Shirley has assigned the paper to students in her anti-racist practice course, which in itself is an action to address the education of future social work practitioners about the understudied area of the mixed-race client population. Students have shared with her that the paper raised their awareness and they could identify with the issues described. At the same time, the article as available as a publication accessible to anyone in the world. Nevertheless, Shirley would like to see more research in this area.

“Our literature review found the experience of mixed-race people to be an understudied area with persistent distorting biases. A more thorough and accurate understanding of their experiences would better equip social workers to support them. Dr. Chau and I recommend specific steps to take in both research and education to build this knowledge base.”

—Brandon Wong

*MSW (2022)*





# In the Media

In 2023-2024, three faculty provided their perspectives on social issues, including: Dr. Mary Clare Kennedy on overdose prevention sites; Dr. Mary Ann Murphy on the longterm impacts of wildfires on people’s mental wellbeing; and Dr. Sarah Dow Fleisner on the drop in British Columbia’s birth rate.

Through these media stories, they provide research-based evidence, which helps people to make informed decisions on health or policy, or to understand an issue in greater depth.

**There’s decades of research that they are effective. People often have fears about the negative impacts ... but research shows there have been decreases in crime and fewer people using drugs in public spaces.**

**—Dr. Mary Clare Kennedy, Assistant Professor**

Bulla, F. (24 July 2023) Vancouver won’t renew lease for controversial overdose prevention site. Globe and Mail. <https://www.theglobeandmail.com/canada/british-columbia/article-vancouver-wont-renew-lease-for-controversial-overdose-prevention-site/> (paywall restricted)

**They mourned about living with the incredible loss of what was more than a structure — as every comfort, every family routine and ritual, everything familiar was turned upside down. They struggled with the loss of something that many people work, sacrifice, tend to and care about — not a house, but a home — a place that is a reflection of yourself, a welcoming safe harbour, a site of shared history, comfort, celebrations and traditions.**

**—Dr. Mary Ann Murphy, Associate Professor**

Murphy, M.A. (23 August 2023) Opinion: The Okanagan Mountain Fire forever changed our landscape and our psyche Vancouver Sun. <https://vancouversun.com/opinion/op-ed/opinion-the-okanagan-mountain-fire-forever-changed-our-landscape-and-our-psyche>

**We have so many young people in that 20 to 25 range who are unable to afford housing on their own and are actually returning back to their parent’s homes. That’s going to change their reproductive decisions, their family decisions.**

**—Dr. Sarah Dow-Fleisner, Associate Professor**

Judd, A. and Mosconi, C. (27 September 2023) B.C. birthrates dropping amid high cost of living and childcare challenges. Global News. <https://globalnews.ca/news/9990359/bc-birthrates-dropping-fewer-births/>

# International Definition of Clinical Social Work

In June 2023, the International Association of Schools of Social Work (IASSW) approved a definition of Clinical Social Work. Dr. Dixon Sookraj chaired the task force responsible for developing the definition.

The task force explained that Clinical social work is a specialized area of practice within social work. It aligns with the Global Definition of Social Work as it promotes human functioning and well-being, which are critical for achieving “social change and development, social cohesion, and empowerment and liberation of people.” (IASSW/IFSW, 2014).

Task Force states the following in it’s definition:

Clinical social workers conduct diagnoses and/or assessments and deliver therapeutically oriented or social-pedagogical interventions. At its core, their clinical intervention addresses mental health, emotional, and behavioral issues, including issues related to alcohol and other drugs. Depending on factors such as the theoretical orientation of the practitioner and the practice context, they may also provide clinical services to individuals and families experiencing crises and relationship issues and intervene in aspects of environments, including systems affecting the lives of the people they serve. Some practitioners engage in clinical work as part of their social intervention efforts to influence larger economic, political, and social structures and processes.

Read the full definition at [IASSW definition on Clinical Social Work](#).

Dixon has served as a long-standing member of the IASSW board, representing the Canadian Association for Social Work Education (CASWE-ACFTS). He chaired the International Relations Committee for several years and later served as President of the Association.

**“There was no consensus—or, in some cases, even understanding—of clinical social work among countries. Having a clear, comprehensive definition work can help promote its practice globally.”**

**—Dr. Dixon Sookraj**

*Associate Professor*



# Creating Psychological Safety in the Thompson Okanagan Region

In 2020, in collaboration with Kelowna Community Resources (KCR), Associate Professor Dr. Shirley Chau launched an online portal—[United Against Discrimination](#)—for the community to report incidents of racism and other discrimination. Victims or witnesses can file a report, including describing the incident and when and where it happened.

The data collections helps to to unite the community and target solutions, such as increasing security in high incident areas, connecting victims with support services.

## What's Next

In 2023, Shirley recieved a two-year project grant of approximately \$380,000 to further build capacity in the Thompson Okanagan region to address discrimination through public education and collection of data through the United Against Discrimination online portal. This includes the launch in 2024 of the “Inclusive Soccer” project that offers soccer opportunities and shared messages of anti-discrimination and inclusivity.

“I think the community gets familiarity with each other and the respect for each other, and the respect for the land they are on,” says Dr. Shirley Chau, Associate Professor in the School of Social Work. “There is so much education that can be done through soccer, not only through playing but the conversations we have.”

The program is also supported by the UBC Okanagan men’s Heat soccer team, including players and coaches who contribute hours each week to teach the youth soccer skills.



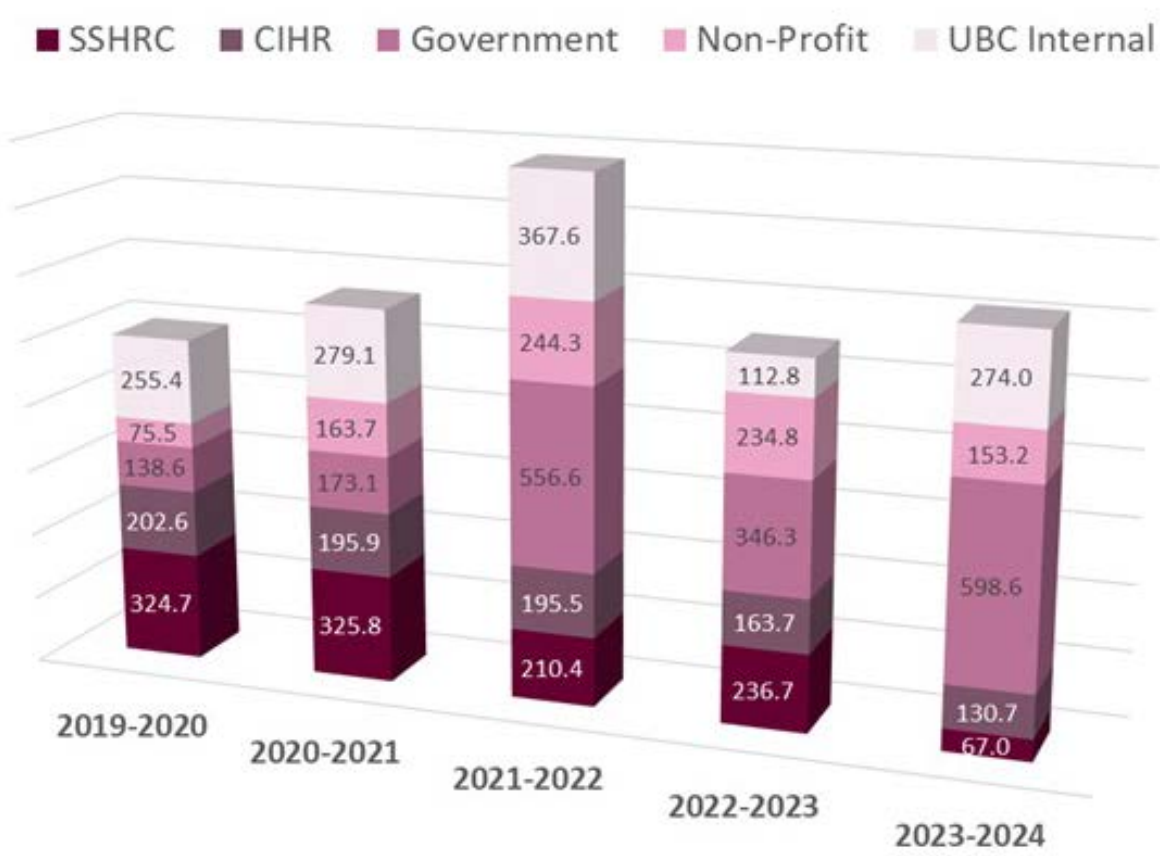
**“We need to make sense of why discrimination is happening, how often it’s happening, and what happens to people after it’s happened—what happens to their lives and their way of interacting with the community.”**

**—Dr. Shirley Chau**  
*Associate Professor*





# Five-Year Research Funding



School Funding Amount and Category, by Year (thousands of dollars)

# New Grants and Contracts

INVESTIGATORS	SPONSOR	RESEARCH PROJECT TITLE	FUNDING
Dr. Shelly Ben-David (PI), Dr. Rachelle Hole, Dr. Sarah Dow-Fleisner (Co-Is)	Canadian Institute for Health Research	Developing and evaluating a digital knowledge translation toolkit: Increasing mental health service use decision-making at integrated youth services in Canada	\$577,576 (2024- 2027)
Dr. Shirley Chau (PI)	Canadian Heritage	Creating psychological safety in the Thompson Okanagan Region by building awareness and capacity to respond to racism, discrimination, and hate	\$380,000 (2023 – 2025)
Dr. Shirley Chau (PI)	Social Sciences and Humanities Research Council	Anti-racism task forces and reports at universities in Canada: What happens to them after the launch party?	\$63,271 (2023 – 2025)
Dr. Erin Michalak and Dr. Steven Barnes (PIs), Dr. Rachelle Hole (Co-I)	Canadian Institute for Health Research	Evaluating the efficacy of the PolarUs app on quality of life outcomes in people with bipolar disorder	\$757,576 (2024 – 2027)
Dr. Rachelle Hole and Dr. Tim Stainton (PIs)	BC Ministry of Children and Family Development	Individualized funding for Children and Youth with Support Needs: Literature Review	\$130,000 (2023-2024)
Dr. Rachelle Hole (PI) Partner: The Family Support Institute	BC Ministry of Children and Family Development	The Family Voices Project: Shaping Disability Services in B.C.	\$100,000 (Aug 2023 – Mar 2025)
Dr. Rachelle Hole (PI), Partners: Inclusion Canada and People First Canada	Accessible Standards Canada	Exploring the Use of Navigators to Advance Access to Federal Programs and Services for People with Disabilities	\$120,000 (Apr 2023 – May 2026)
Dr. Rachelle Hole (PI)	BC’s Office of the Human Rights Commissioner	Ableism and Employment: Speaking Back to the Literature	\$15,000 (Apr 2023 – Sep 2024)
Dr. Rachelle Hole and Dr. Tim Stainton (PIs)	Community Living British Columbia	Individualized Funding: Where are we at now?	\$150,000 (2023 – 2025)
Dr. Nicole Letourneau (PI)and Dr. Shirley Chau et al. (Co-Is)	Canadian Institute for Health Research	The alliance against violence and adversity affecting girls, women, and gender-diverse people: National hub for knowledge mobilization and exchange	\$209,104 (2023 – 2026)
Dr. Mary Clare Kennedy (PI); Partner: Andrew Kerr	Interior Health	Supervised inhalation room research and evaluation project	TBD



# Peer-Reviewed Publications

Faculty bolded and students underlined  
Community partners (non-academic) indicated by asterisk

Babando, J., **Chau, S., Graham, J. R.**, Laing, S., Quesnel, D. A., & Lloyd-Smith, J. (2024). Services for Homeless Youth during COVID-19: The Case of a Canadian Community. *Journal of Social Service Research*, 50(2), 260–270. <https://doi.org/10.1080/01488376.2023.2282639>

**Ben-David, S.**, Campos, M., Nahal, P., Kuber, S., Jordan, G., DeLuca, J. (2024). Applying the visual-verbal video analysis framework to understand how mental illness is represented in the TV show Euphoria. *International Journal of Qualitative Methods*, 23

**Dow-Fleisner, S.**, Gregoire, N., Stager, M., Woodmass, K., More, J & Wells, S. (January 2024). Measuring organizational environment in Indigenous child welfare agencies. *Child and Youth Services Review*, 156. <https://doi.org/10.1016/j.childyouth.2023.107329>

**Dow-Fleisner, S.**, Leong, A. D. & Lee, H. (2023). The interaction between peer bullying and school connectedness on youth health and wellbeing. *Child and Youth Services Review*, 155, 1-8. <https://doi.org/10.1016/j.childyouth.2023.107147>

**Dow-Fleisner, S.**, Harris-Gendron, S., van Donkelaar, P., & Mason, K. (2023). Assessing measures of resilience and posttraumatic growth for use among survivors of intimate partner violence-related brain injury: A scoping review. *Translational Issues in Psychological Science*, 9(2), 160-179. <https://doi.org/10.1037/tps0000370>

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