

Equity Seeking Groups & Social Justice: Inclusive Social Service/Work Practice & Education

June 3–5, 2019 Dawson College, Montreal, QC

Day 1 – Monday, June 3rd

Time	EVENT	Room Number
10:00-11:00 a.m.	Registration and Membership Fees (REECETSQ and ACESS) <ul style="list-style-type: none"> Conference packages provided to participants Book, field placements and students' booth displays Coffee and refreshments 	3C Cafeteria
11:00 a.m.-12:30 p.m.	Welcome and Conference Opening <ul style="list-style-type: none"> Opening ceremony Land acknowledgement Welcome Address: Department of Social Service and Isabelle Carrier, Dean of Social Science and Business Technologies, Dawson College A brief history of ACESS/REECETSQ 	3C Cafeteria
12:30-1:45 p.m.	<p style="text-align: center;">LUNCH</p> <p style="text-align: center;">*Please note that the REECETSQ AGM will be held during the lunch break in Room 3F.6</p> <ul style="list-style-type: none"> REECETSQ AGM & discussion: upcoming changes to Quebec's Social Service curriculum 	3C Cafeteria
1:45-3:00 p.m.	1st Series of Workshops / Roundtable Discussions	
	1. Reclaiming a Wise Practice (Roundtable discussion group) By: Wilda Listener, Dean of Indigenous Social Work, Maskwacis Cultural College The goal of this session is to present a Wise Indigenous Social Work Practice and to discuss how institutions can support faculty by creating strategies that are sensitive to students' needs. The focus is to share information, stories and practices and to answer questions from participants. The other focus will be to look at Indigenous Ethical Principles and how these relate to Wisdom-Based Practices that are guided by our Indigenous knowledge through language and ceremony.	3E.10
	2. Décolonisation de la formation en techniques de travail social, par où commencer? (Interactive workshop) By: Rafaëlle Sinave, Techniques de Travail Social, Cégep du Vieux Montréal and Shantala Langevin, Techniques de Travail Social, Cégep Lévis-Lauzon The workshop proposes to demystify these major trends and launch a Reflection on our social work teaching practices in relation to Indigenous perspectives and realities. A portrait of the initiatives undertaken within Quebec's TTS programs will be presented, followed by a period of sharing best practices and resources to make our training programs more inclusive.	4F.2
3:00-3:15 p.m.	BREAK/REFRESHMENTS	3C Cafeteria
3:15-4:30 p.m.	2nd Series of Workshops / Roundtable Discussions	
	1. Welfare Fraud? How Current Policies and Media Narratives Stigmatize and Criminalize the Poor (Traditional presentation and book launch) By: Dr. Kathy Dobson, Carleton University and Vanier Scholar In recent years, conventional methods for tracking welfare fraud have increasingly been supplemented with new tools and technological platforms, drawing on large databases to detect possible instances of fraud and take away social assistance from flagged individuals. Despite exceedingly low estimates of welfare fraud, the state has become increasingly aggressive in its surveillance and punishment of welfare "cheats." Not only do these new and "innovative" fraud-busting programs by the state present those on social assistance as potential "cheats" who need to be surveyed and "caught," but news media coverage often frames poverty issues according to narratives of individual blame and responsibility, rather than addressing larger social contexts. How do these widespread myths and narratives concerning poverty and social assistance potentially impact those students who might be coming in with preconceived ideas about the "poor?" Further, for students having experienced/experiencing poverty, how can the classroom be either empowering or further stigmatizing?	4C.1

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	<p>2. A United Nations Experience for Social Work Students (Traditional presentation)</p> <p>By: Zaréma Bulgak, graduating third-year Social Service Technology student, Cégep du Vieux Montreal</p> <p>How did 16 Cegep students end up in New York becoming delegates for a week? As seen through the lens of one of the few Social Service students among thousands of university students, experiencing the National Model United Nations was an incredible eye-opener. Not only was it a learning experience that will impact Zaréma's future in Social Work in different ways, but she also learned to deal with the intersectionality of being a disabled woman. Zaréma will share this experience while linking it to a vision of inclusive Social Work. She will explain why this experience should be suggested to all students in the field.</p>	3F.6
4:30-4:50 p.m.	BREAK/REFRESHMENTS	3C Cafeteria
5:00-6:00 p.m.	<p>KEYNOTE ADDRESS:</p> <p>Teaching Trauma-Sensitive Practices: Opportunities and Challenges (Traditional presentation)</p> <p>Keynote Speaker: Dr. Delphine Collin-Vézina, Director, McGill Centre for Research on Children and Families, Nicolas Steinmetz and Gilles Julien Chair in Social Pediatrics in Community, Associate Professor, McGill School of Social Work and Associate Member, McGill University, Department of Pediatrics</p> <p>The term “complex trauma” refers to the dual reality of a) prolonged exposure to particularly intrusive traumatic events and b) the multiplicity of negative impacts of this exposure as well as their lasting effect on social, emotional and behavioural functioning. It is increasingly recognized that services for children and youth in difficulty must pay particular attention to trauma and expand intervention to reflect the dire needs of this population in difficulty. This presentation will enable us to: 1) Define the concept of complex trauma in children and youth. 2) Discuss the most promising intervention methods currently implemented in Quebec settings; and 3) Reflect on teaching strategies that promote the interest of students and future professionals in trauma-sensitive practices.</p>	3C Cafeteria
6:00-7:30 p.m.	RECEPTION and BBQ for Conference Participants and Field Supervisors	3C Cafeteria

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Day 2 – Tuesday, June 4th

Time	EVENT	Room Number
8:00-9:00 a.m.	Continental Breakfast <ul style="list-style-type: none"> Booth and poster display Registration for agency visits is on a first-come first-serve basis. Space is limited. 	3C Cafeteria
9:00-10:15 a.m.	3rd Series of Workshops / Roundtable Discussions	
	1. Two Soft Things, Two Hard Things (Part 1 of a two-part presentation) (Documentary film and discussion) By: Maureen Doherty, Chair, Health and Wellness Programs, Nunavut Arctic College, Nunavut Human Rights Tribunal and Nunavut Arctic College Social Service <i>Two Soft Things, Two Hard Things</i> is a feature documentary that explores the complexities of the LGBTQ community as they prepare for a Pride celebration in Iqaluit. (Directed by Mark Kenneth Woods and Michael Yerxa 2016. Runtime: 71 minutes) Synopsis: As a small group in Nunavut prepares for a seminal LGBTQ Pride celebration, the film explores how colonization and religion have shamed and erased traditional Inuit beliefs about sexuality and family structure and how, 60 years later, a new generation of Inuit are actively "unshaming" their past.	4C.1
	2. Using Visual Storytelling to Talk about Trauma (Traditional presentation) By: Daniel Goldsmith, Humanities, Dawson College, Salma Hamdani, Psychology, Dawson College, Shirley Watkins, Social Service, Nunavut Arctic College and Dawson College, and Sheila Higdon, Social Service, Nunavut Arctic College In this presentation, teachers will learn how they can use visual storytelling to stimulate students' critical thinking abilities and ethical imaginations. We will present a graphic short story we created ("Felix and Anya") that explores intergenerational trauma and resilience, along with pedagogical materials we have developed to assist teachers in implementing this material. "Felix and Anya" has already been used in a wide variety of disciplines at John Abbott and Dawson colleges. Come and see how you could use this material at your institution!	3F.3
	3. Resilience of Urban Indigenous People: Creating Change in an Urban Setting (Traditional presentation) By: Nakuset S. Executive Director, Native Women's Shelter of Montreal Indigenous peoples have survived despite the multiple policies and structures put in place like the Indian Act, Residential Schools, and the Sixties Scoop. This workshop discusses some historical context and then efforts made to strengthen, empower and create safer spaces for Indigenous people who live in the city of Montreal. This will include a discussion of the projects run by Nakuset, including the Cabot Square Project, Iskweu and their work with Child Welfare, Youth Protection.	3F.5
10:15-10:45 a.m.	BREAK/REFRESHMENTS	
10:45 a.m.-12:00 p.m.	4th Series of Workshops / Roundtable Discussions	
	1. Two Soft Things, Two Hard Things (Part 2 of a two-part presentation) (Documentary film discussion and traditional presentation) By: Maureen Doherty, Chair, Health and Wellness Programs, Nunavut Arctic College, Nunavut Human Rights Tribunal and Nunavut Arctic College Social Service Discussion: The film explores the themes of equity and inclusion of LGBTQ in Nunavut. For further information please refer to the website: https://twosofttwohard.com	4C.1
	2. Creating Property of Me in 15 Weeks: Human Trafficking Project (Traditional presentation) By: The Social Service third-year student project, Dawson College In January of 2019, Property Of Me was originally created by a section of third-year Dawson Social Service students as a required project for the program. As a final project, we chose to raise awareness on juvenile sex trafficking through various social media platforms and events. This issue is more prevalent in our city than most people think. Over 4,000 young women and men (aged 12-15) are sexually exploited in Montreal alone. This presentation will	3F.3

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	discuss the multiple layers of planning and execution that were involved in realizing the awareness campaign.	
	<p>3. Interprofessional Education (Traditional presentation)</p> <p>By: Alyssa Kuzmarov, Social Service; Tim Miller and Maureen MacMahon, Physiotherapy, Dawson College</p> <p>This session will explore the concept of Interprofessional Education (IPE) and the activities being piloted at Dawson College among the six medical technology programs, including social services. IPE exists when two or more professions learn with, from, and about each other to improve the quality of care (WHO, 2010). Research demonstrates that effective collaboration among multiple health-care professionals is essential for the existence and persistence of an all-encompassing and comprehensive health-care approach (Bridges, 2011). Across the literature, a clear theme emerged: “that a successful experience among any IPE activity allows students to understand their own professional identity while gaining an understanding of other professionals’ roles on the health-care team” (Bridges, 2011). This session will explore the challenges of this collaborative approach, the highlights of the activities we have explored this year as well as the successes we have already seen among our students.</p>	3F.5
12:00-1:30 p.m.	<p>LUNCH</p> <p><i>*Please note that the ACCESS AGM will be held during the lunch break in Room 3E.10</i></p>	3C Cafeteria
1:30-4:30 p.m.	Option 1: Agency Tours	
<i>Option 1</i>	<p>Guided Walking Tour to a Number of Nearby Local Partner Agencies</p> <p>*Please bring water!</p>	3C Cafeteria
1:30-2:45 p.m.	Option 2: 5th Series of Roundtable Discussions	
<i>Option 2</i>	Roundtable Discussion #1: Strategies to mitigate and to help students manage anxiety and mental health issues in the classroom and in the field	3F.3
	Roundtable Discussion #2: Challenges and best practices in field placement supervision	3F.5
	Roundtable Discussion #3: Standards of social service and social work instruction nationwide: What do we want for the future?	3F.6
2:45-3:15 p.m.	BREAK/REFRESHMENTS	3C Cafeteria
3:15-4:30 p.m.	6th Series of Roundtable Discussions	
	Roundtable Discussion #1: Strategies to mitigate and to help students manage anxiety and mental health issues in the classroom and in the field	3F.3
	Roundtable Discussion #2: Challenges and best practices in field placement supervision	3F.5
	Roundtable Discussion #3: Standards of social service and social work instruction nationwide: What do we want for the future?	3F.6

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Day 3 – Wednesday, June 5th

Time	EVENT	Room Number
8:00-9:00 a.m.	<p>Continental Breakfast and famous Montreal Bagels Sponsored by Fairmount Bagel Factory</p> 	3C Cafeteria
9:00-10:15 a.m.	<p>7th Series of Workshops / Roundtable Discussions</p> <p>1. Navigating Marginalization: Reflections on Social Work Practice, Research and Pedagogy (Traditional presentation) By: Dr. Alicia Boatswain-Kyte, Social Service, Dawson College and École de travail sociale, Université de Montréal</p> <p>Dr. Alicia Boatswain-Kyte is a postdoctoral fellow at the Institut universitaire Jeunes en difficulté. She is also a practising social worker with over 10 years of experience working with marginalized individuals, families and groups. The majority of this experience has been in the area of child protection. Dr. Boatswain-Kyte will share her reflections as a practitioner, research and social work educator on the historical and contemporary role of social work practice and research as it related to transformative change. The session will allow for greater awareness and discussion regarding:</p> <ul style="list-style-type: none"> • The gaps between social work theory and practice • The importance of social and relational processes pursuant to social justice • The need for participatory parity to ensure that individuals and groups are able to engage as full and equal peers within society • The importance of social work pedagogy that supports critical reflexivity 	3F.3
	<p>2. Complex Trauma, Secondary Traumatic Stress, and Trauma-Informed Care (Traditional presentation) By: Dr. Denise Brend, Social Service, Dawson College and Postdoctoral Fellow, Department of Psychoeducation, Université de Sherbrooke</p> <p>Human service professionals serve people with high rates of exposure to trauma, often beginning in childhood. While a sub-group of human service professionals share this life experience, arguably all human service professionals will be exposed to the aversive details of traumatic experiences lived by the clients they serve. Recently, several groups of scholars/clinicians have articulated a practice framework that operates through the helping relationship itself. These frameworks represent a paradigmatic shift in concern from current client problems or behaviours to repairing developmental and relational injuries that have impaired client self and relational capacities. A renewed focus on the self of the professional and the historical and current impacts of potentially traumatic experiences facilitates this relational approach. Using examples from direct practice, this session will ground participants with a theoretical understanding of the impact of complex trauma; secondary traumatic stress (vicarious/ trauma/compassion, fatigue/moral distress); and trauma-informed care (TIC).</p>	3F.5
10:15-10:30 a.m.	BREAK/REFRESHMENTS	3C Cafeteria
10:30-11:45 a.m.	<p>Inuuqatigit: Respecting Traditional Knowledge through the Creation of an Indigenized Social Service Worker program for Nunavut students (Interactive workshop) By: Emily Angulalik, Nunavut Arctic College and Margaret Sullivan, Director, Social Work Programs, Nunavut Arctic College</p> <p><i>Inuuqatigit</i> translates to working together for a common cause while treating each other as equals. This process was incorporated in the revitalization and indigenization of the Social Service Worker program at Nunavut Arctic College. This workshop will allow participants to learn about the steps taken to indigenize the Social Service Work program and provide an overview of the journey coupled with interactive examples of activities used to indigenize the curriculum in the classroom. Most important will be an introduction to Inuit <i>Qaujimaqatuqangit</i>, the Eight IQ principles, developed by the Government of Nunavut, to provide guidance on how people should live and work with each other and the environment.</p>	3C Cafeteria

ACCESS+REECETSQ Conference Schedule

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	These principles permeate the Social Service Worker curriculum. Workshop participants will be engaged in activities related to the IQ principles, which are simulated in the classroom.	
11:45 a.m.- 1:00 p.m.	<p style="text-align: center;">LUNCH AND CONFERENCE CLOSURE</p> <ul style="list-style-type: none"> • Boxed lunch provided • Closing words, thanks and farewell! • Closing activity 	3C Cafeteria