

Annual Report 2013/14
School of Social Work
Faculty of Health Professions

Faculty and Staff:

The School extends a sincere “thank you” to Brenda Richard for serving as Interim Director for the 2013-14 academic year, and particularly for the postponement of her scheduled sabbatical leave. Sincere thanks also to Judy MacDonald who is currently serving as the Interim Director for the 2014-15 academic year and who also agreed to postpone a sabbatical leave.

Sabbatical leaves

Marion Brown and Carolyn Campbell returned from sabbatical leaves in June 2014. Jeff Karabanow and Brenda Richard are currently on sabbatical leave with a scheduled return in June 2015.

New Appointments

- We are very pleased that Mandeep Mucina and Sasha Kondrashov have joined the School in the position of Instructor for 3-year limited term appointments.
- Cassandra Hanrahan and Nancy Ross were reappointed for another year as Assistant Professors.
- In November 2013, Wendy Terris Klaus was hired to serve as the Distance Education Coordinator while Patricia Farry is being seconded to the Dean’s Office.
- In January 2014, Joyce Rogers was hired to replace Jennifer Banfield as Administrative Officer.

Curriculum:

- The Undergraduate program continues to integrate interprofessional learning opportunities through activities embedded in specific courses as well as stand-alone events which join social work students with others in the Faculty of Health Professions and beyond. In particular, we are currently focusing on building IP opportunities for our national distance delivery students.
- The MSW program underwent a reaccreditation review this year and was granted a 4-year accreditation (2014-2018). The School is extremely grateful to Catrina Brown and Brenda Richard for their excellent leadership in guiding the reaccreditation process. We also thank all the faculty and staff who contributed time and energy to this effort.

Undergraduate Program:

- For the 2014/15 academic year, 104 offers of admission were made to the BSW Campus program and 86 offers of admission were made to the BSW Distance program.
- Including the new entrants, there are currently 123 BSW Campus students and 121 BSW Distance students enrolled in the undergraduate degree program.
- The School thanks Jeff Karabanow and Merlinda Weinberg for their service as Undergraduate Coordinator last year and welcomes Marion Brown back into the role for the 2014/15 academic year.

Graduate Program:

- For the 2014/15 academic year, 46 offers of admission were made for the MSW Campus program and 78 offers of admission were made to the MSW Distance program.
- Including the new entrants, there are currently 40 MSW Campus students and 168 MSW Distance students enrolled in the graduate degree program.
- Thanks to Catrina Brown for her year of service in the role of Graduate Program Coordinator and welcome Cassandra Hanrahan to this role for the current year.

Student News:

- We are pleased at the continued engagement of students on important School committees, such as the BSW and MSW program committees, and the newly reorganized Committee of the School.
- The School welcomes the 2014/15 Student Group Executive: Co-Presidents - Jessica McMillan and Greeshma Chava; Treasurer - Gregor Nielson; Secretary - Lydia Ritcey. The SSW Student Group has been actively involved in new student orientation, in hosting a post-convocation reception, and had a successful fundraiser barbecue to support the School of Social Work Community Learning Clinic.
- Social Work students Meghan Slattery and Jessica McMillan represented the School at the Canadian Association of Social Work Education (CASWE) annual meeting in May 2014.
- Congratulations to students who received scholarships and awards this past year, including Piedad Martin, MSW student, who received an NSHRF Scotia Scholar Award. The School has its own portfolio of scholarships funds, and, in the 2013/14

academic year, awarded over \$15,000 in scholarships and prizes to deserving students.

Distance Education:

- The School of Social Work currently has close to 300 students studying online in the BSW and MSW programs. We deliver about 35 academic on-line courses over three terms per year.
- In early November 2013 the School saw a change in leadership in Distance Education. Wendy Terris Klaus took on the role of Distance Education Coordinator for a two-year term position while Patricia Farry is being seconded to the Dean's Office in the role of Manager, Distance Education. Wendy had previously worked in distance education within the Faculty of Health Professions at the Schools of Health Sciences and Health Administration.
- Through the Distance Education Coordinator position, the School continues to participate in the Dalhousie E-Learning Group or DeLG. This is an excellent opportunity for Dalhousie staff and faculty working in the field of distance education to share experiences and keep up with the latest changes in technology. The DeLG recently offered an opportunity to attend an international distance education conference through live sessions streamed online in a conference room at the Killam Library. The presentations were an opportunity to see and hear from others who are teaching by distance across North America with the added bonus of speaking informally with others in attendance from across the campus.
- Each term there are new instructors who are new to distance delivery. This can be a challenge for instructors to design the delivery of their course content and their own areas of research to online learners. To assist with the learning curve, the School provides sessions to introduce BbLearn tools and technology. BbCollaborate continues to provide an excellent way to engage students in live sessions and can be recorded for students unable to attend. Wiki assignments and small group discussion boards offer excellent ways for distance students to interact.
- During the summer months the School offers two core BSW distance courses, three BSW distance electives, one onsite BSW residency, Field Placement online content and three MSW electives. So while this is a busy time it is also an opportunity to reflect on the past year and prepare for the upcoming fall and winter terms. This past summer we refined our main BbLearn course entry space, updated our program manuals using Softchalk and prepared new information for incoming faculty and staff.

Continuing Education:

- The Continuing Education Program continues to provide professional development workshops and certificate programs for social workers and others in the helping professions.
- For the 2013/14 academic year, there were approximately 224 registrants enrolled in 12 workshops/courses. So far in 2014/15, we have 195 registrants in 6 workshops/courses. Attendee satisfaction rates remain high, with an average of 95% of responses rating their experience either “Excellent” or “Very Good”.
- With the recent completion of a business plan and the continued focus on marketing campaigns using email and social media, we expect to continue to increase enrollment to both on-line and campus courses. We are also actively involved in planning for the coming year and in developing courses that will meet the professional development and continuing education needs of social workers and practitioners in related professions.

Field Education:

- For the past year, field education has had the support of a half-time field coordinator to assist with distance placements. The distance placements have occurred in most provinces and a few in northern communities. We have seen increased numbers in the distance delivery option for both BSW and MSW and the BSW campus program as well. This half time position has enabled the successful coordination of a large number of placements as well as meeting the accreditation standards, as well as the expectations of the School and community partners around managing all aspects of field education. International placements is among the areas that we are exploring for potential further development.
- Nationally social work field education continues to experience significant challenges and this was presented to the Canadian Association of Social Work Education at the 2014 conference in June by the elected representative of the field coordinators across the country. The issues include increasing competition for available practicum sites, expansion of distance programs, more emphasis on experiential learning from non-university programs and limited resources in both formal health care, social services and the non-profit sector. We are optimistic that identifying these issues will lead to improvements and the creation of more innovative approaches to meet the demand for high-quality, accredited placement sites. One strategy that the national field committee has undertaken is the development of a national Field Instructor Training Program. Another initiative is the exploration of meaningful ways to recognize and appreciate our Agency Instructors/Preceptors.

- The Social Work Community Learning Clinic opened in June 2014 and the case management services have developed and there have been approximately 45 referrals and growing, as we receive requests to present and speak at various organizations. Students are also being integrated into the clinic as we complete the pilot phase of the Learning Clinic. The directors, Jeff Karabanow and Cyndi Hall, the staff and students are looking forward to moving ahead to further develop the learning opportunities and provision of case management services to vulnerable citizens. The Interdisciplinary Advisory Committee is meeting in December to receive updates and discuss next steps.

Research

Social Work faculty continue to be at the leading edge of social work and social policy research. Below are some of the highlights of the many research endeavors of our faculty and research staff. A list of publications from the past year is included in the Appendix.

- Congratulations to Jeff Karabanow on being the 2014 recipient of the Faculty of Health Professions Senior Research Excellence Award. This annual award recognizes outstanding research with notable progress in understanding and/ or managing a health related problem
- Cassandra Hanrahan is the principal investigator on a new three-year NSHRF-funded study, entitled “Animal-Assisted Interventions in Nova Scotia: Investigating Current Practice within the Health Professions.” This study investigates current practices of AAI in the province of Nova Scotia from the perspectives of practitioners in five health care professions, including occupational and recreational therapy, psychology, social work, and veterinary medicine. The goals of this study are to: gain a better understanding of how AAI are conducted in the province, the types of health concerns addressed, and the relationship between AAI services and other health services; develop a conceptual framework for best practices of AAI within the context of NS; and bring curricular change initiatives using the research findings.
- This past spring, the Resilience Research Centre (RRC) offered a series of workshops which provided participants with the opportunity to learn new skills and share experiences of researching resilience across cultures and contexts. In July, a team from the RRC travelled to Eskasoni to begin the Spaces and Places Project in Cape Breton. Through the use of visual, and other qualitative methods, the researchers will explore the availability of physical spaces and how they establish a sense of belonging to community and continuity of culture, as well as how these available structures and supports engage Aboriginal youth to build resilience. In August of 2014, the CYCC Network’s Youth Advisory Committee (YAC) launched their national Mental Health Heroes campaign – calling on young people from across the country to send us their stories of how they continue to overcome struggles with their mental health.

- Merlinda Weinberg is a co-applicant on a grant that has been funded this year by SSHRC. She is working with Brenda Beagan, the principal investigator, and Kim Brookes, the Dean of the Law School, on a project entitled “Processes of inclusion and exclusion: The experiences of 'minority' professionals in law, social work and academia.” This qualitative study is designed to examine how members of ‘minority’ groups such as racial and ethnic minorities, LGBTQ, working-class and disability communities experience work life in these three professions. The research is intended to inform recruitment and retention of these marginalized groups, look at the particular challenges for these professionals, show the benefits of increased diversity, and contribute to intersectional theorizing.
- The School also has a number of faculty members who are involved in doctoral research. Nancy Ross’s work is entitled, “Community responses to violence”; Mandeep Mucina’s work is entitled “Transgressing boundaries of Izzat: exploring second generation punjabi women’s stories of ‘honour’ related violence in Canada”; Gail Baikie’s research is on the topic of the “Decolonization of pedagogy”; Nancy MacDonald’s research topic is “Custom adoptions within Aboriginal communities”; Sasha Kondrashov’s work is entitled “Instructor characteristics, student characteristics and university supports for creating an effective learning environment in social work distance education: A Canadian social work distance educators’ perspective”.

Social Work Alumni Division:

- We continue to be extremely grateful for the ongoing support of the School of Social Work Alumni Group. The Alumni Group is focused on strengthening the relationship between the School and its graduates and with supporting current student through raising funds for scholarships.
- In May, the School’s alumni hosted lunch meetings with students from distance programs while they were on campus for a two- week residency, and in September alumni participated in orientation sessions and lunch with incoming students.
- Alumni were very pleased to congratulate all graduates; members of the alumni executive “pinned” social work grads at spring and fall convocations.
- This past October, alumni showed great school spirit by participating in the Faculty of Health Professions Fun Run/Walk during Homecoming Weekend.

APPENDIX A

Faculty Publications - 2013/14

Bernard, W.T. and Vincer, M.P. (2014). Africville: The Uprooting of Citizens from their Territory in Modern Day Halifax. In Dominelli, L and Moosa- Mitha (Editors), *Reconfiguring Citizenship*, (pp 45-54). Surrey, England, Ashgate.

MacDonald, J. and **Bernard, W.T.** (2014). Identity, Inclusion and Citizenship: Handling Diverse Identities in Social Work Curricula. In Dominelli, L and Moosa- Mitha(Editors), *Reconfiguring Citizenship*, (pp 231-240) Surrey, England, Ashgate.

Bernard, W.T. and Butler, B., (2014) Teaching and Learning Across Culture and Race: A Reflective Conversation Between a White Student and a Black Teacher About Overcoming Resistance to Antiracism Practice. *Understanding and Dismantling Privilege Journal*, Vol 4, No 2, 276-297.

Bernard, W.T., Maddalena, V., Smith, D. and Njiwaji, M. (2014). The Role of Spirituality at End of Life in Nova Scotia's Black Community. *Journal of Religion & Spirituality in Social Work: Social Thought*, 33:3-4, 353-376.

Brown, M. & Strauss, H. (2014). Educating for internationalizing social work practices. *International Social Work*, 57(3), 197-200.

Pullen-Sansfacon, A., **Brown, M.**, Graham, J. & Michaud, A. (2014). Adaptation and acculturation: Experiences of internationally educated social workers. *Journal of International Migration and Integration*, 15(2), 317-330.

Brown, M. (2014). Gender, inclusion and citizenship. In L. Dominelli & M. Moosa-Mitha (Eds.), *Reconfiguring citizenship: Social exclusion and diversity within inclusive citizenship practice*, (pp. 157-166). Ashgate Publishers.

Brown, M. & Gannon, S. (2014). Picture me: Relations of body, image and subject in collective biography, (pp. 159-176). In S. Gannon & M. Gonick (Eds.), *Becoming Girl*. Toronto: Canadian Scholars' Press.

Campbell, C. & Baikie, G. (2013) Teaching critical reflection in the context of a social justice course. *Reflective Practice: International and Multidisciplinary Perspectives*, 14 (4), 452-464.

Weinberg, M, & **Campbell, C.** (2014). From codes to contextual collaborations. *Journal of Progressive Human Services*, 25(1), 37-49.

Hanrahan, C. (2014). Integrative Health Thinking and the One Health Concept: Is Social Work All for 'One' or 'One' for All? (pp. 32 – 47). In T. Ryan (Eds.), *Animals In Social Work Why and How They Matter*. Palgrave Macmillan.

Karabanow, J., Kidd, S., Fredericks, T., Hughes, J., & Naylor, T. (2014). Towards Housing Stability: Exploring Trajectories Out of Youth Homelessness. *International Journal of Child, Youth & Family Study*.

Karabanow, J. and Naylor, T. Using art to tell stories and build safe spaces: Transforming academic research into action. In Press at *Journal of Critical Anti-Oppressive Social Inquiry*.

Karabanow, J., and Kidd, S. (2014). Being Young and Homeless: Addressing Youth Homelessness from Drop-In to Drafting Policy (pp. 13-34). In Manal Guirguis-Younger, R. McNeil and S. Hwang (eds.) *Homelessness and Health in Canada*. University of Ottawa Press: Ottawa.

Frederick, T., Chwalek, M., Hughes, J., **Karabanow, J.,** Kidd, S. (2014). How Stable is Stable? Defining and Measuring Housing Stability. *Journal of Community Psychology*, 42(8), 964-979.

Jackson, L, Buxton, J, Dingwell, J, Dykeman, M, Gahagan, J, Gallant, K, **Karabanow, J,** Kirkland, S, LeVangie, D, Sketris, I, Gossop, M, Davison, C. (2014). Improving psychosocial health and employment outcomes for individuals receiving methadone treatment: A realist synthesis of what makes interventions work. *BMC Psychology*, 2:26.

Jackson, L., Dykeman, M., Gahagan, J., **Karabanow, J.,** Martin, F., and McWilliam, S. Key challenges in providing services to people who use drugs: the perspectives of people working in emergency departments and shelters in Atlantic Canada. In Press at *Drugs: Education, Policy and Policy*.

McWilliam, S., Jackson, L., Dykeman, M., Gahagan, J., **Karabanow, J.** (2013). Keeping the focus on safer practices: 'A safer practice lens'. *International Journal of Drug Policy*, 24(5), 508-509.

Naylor, T., **Karabanow, J.,** Kidd, S., Frederick, T., Fenn, K. Does Do No Harm Mean Do No Good? Ethical Dilemmas in the Field and Longitudinal Research with Street Youth. Submitted to *Qualitative Research*.

Karabanow, J., Aube, C., Naylor, T. (in press). From Place to Space: Exploring Youth migration and homelessness in rural nova scotia. *Journal of Rural and Community Development*.

Kidd, S.A., **Karabanow, J.,** Hughes, J., & Frederick, T. (2013). Brief Report: Youth pathways out of homelessness – preliminary findings. *Journal of Adolescence*, 36(6), 1035-7.

Karabanow, J. (2013). “See ya later, I guess: The ethical dilemmas of longitudinal team research”. Proceedings for *Qualitative Health Research Conference*, Halifax, NS. (October 27-29).

Karabanow, J. (2013). Street Youth Experience Different Stages in their transitions to leave the streets. *Research Snapshots*, York University, Knowledge Mobilization at York.

Karabanow, J. (2013). Exiting Street life: Youth Trajectories out of Homelessness. Proceedings for *International Homelessness Research Conference*, June 1-3, Philadelphia, PA.

Gaetz, S., **Karabanow, J.**, O’Grady, B. (Eds.). (2013). *Youth Homelessness in Canada: A Reader*. Canadian Homelessness Research Network. Homeless Hub Publication (ebook).

Karabanow, J. and Ted Naylor (2013). Transitioning off the Street (pp. 39-52). In Gaetz, S., O’Grady, B., Buccieri, K., Karabanow, J., and Marsolais, A (Eds.). *Youth Homelessness in Canada: A Reader*. Canadian Homelessness Research Network. Homeless Hub Publication, Toronto.

Karabanow, J. and Hughes, J. (2013). Building Community: The Story of Supportive Housing for Young Mothers (pp. 111-130). In Gaetz, S., O’Grady, B., Buccieri, K., Karabanow, J., and Marsolais, A (Eds.). *Youth Homelessness in Canada: A Reader*. Canadian Homelessness Research Network. Homeless Hub Publication, Toronto.

MacDonald, J., Carter, I, Hanes, R., McMurphy, S., and Skinner, S. (in press). Social work and disability in UK schools of social work. *Canadian Disabilities Studies Journal*.

Hanes, R., Carter, I., **MacDonald, J.**, McMurphy, S., and Skinner, S. (in press). Exploring social work and disability in US schools of social work. *Professional Development: The International Journal of Continuing Social Work Education*.

Myers, M., **MacDonald, J.**, Jacquard, S., and Macneil, M. (2014). (dis)Ability and education: One woman’s experience. *The Journal of Postsecondary Education and Disability*. 21 (7). 73-87.

MacDonald, J. and Bernard, W.T. (2014). Identity, Inclusion and Citizenship: Handling Diverse Identities in Social Work Curricula. In Dominelli, L and Moosa- Mitha(Editors), *Reconfiguring Citizenship*, (pp 231-240) Surrey, England, Ashgate.

Turner, L., Kuyini, A., Arore, S. & Hunter, S. (2013). Social Work Student Views on Palliative Care Curriculum Materials. *Australian Social Work*.

Gillan, PC, Arora, S, Sanderson, H, **Turner, L.** (2013). Palliative Care Simulation: Nurturing Interprofessional Collegiality. *Health and Interprofessional Practice* 2(1): 1-9.

Merritt, S. & **Turner, L.** (2013). Creating better research spaces for narratives around male family relationships and identity: guidance from rural Australian men. *Rural and remote health*, 13: 2462.

Ungar, M. (in press). Resilience and culture: A social ecological process model of positive adaptation. In L. Theron, L. Liebenberg, & M. Ungar (Eds.), *Resilience and Culture(s): Commonalities and complexities*. London, UK: Springer.

Ungar, M. (2014). Resilience and posttraumatic growth in abused and neglected children. In R. M. Reece, R. F. Hanson, & J. Sargent (Eds.), *Treatment of child abuse: Common ground for mental health, medical, and legal practitioners* (pp. 347-356). Baltimore, MD: John Hopkins University Press.

Allan, R. & **Ungar, M.** (2014). Resilience-building interventions with children, adolescents, and their families. In S. Prince-Embury & D. H. Saklofske (Eds.), *Resilience interventions for youth in diverse populations* (pp. 447-462). New York: Springer

Ungar, M. (2013). Family resilience and at-risk youth. In D. Becvar (Ed.), *Handbook of family resilience*, (pp.137-152). New York: Springer.

Ungar, M., Bottrell, D., Tian, G., & Wang, X. (2013). Resilienz: Stärken und Ressourcen im Jugendalter. In C. Steinebach & K. Gharabaghi (Eds.), *Resilienzförderung im Jugendalter: Praxis und Perspektiven*. Berlin, Germany: Springer.

Ungar, M. & Thomas, J. (2013). The influence of context, culture and timing on resilience. In R.N. Srivastava & R. Seth (Eds), *Child abuse and neglect in Asia Pacific countries: Challenges and opportunities* (pp.143-150). New Delhi, India: Jaypee Brothers Medical Publishers.

Ungar M. (2015). *Working with children and youth with complex needs: 20 skills to build resilience*. New York: Routledge.

Theron, L., Liebenberg, L., & **Ungar, M.** (Eds.) (2015). *Resilience and culture(s): Commonalities and complexities*. London, UK: Springer.

Ungar, M. (2015). *I still love you: Nine things troubled kids need from their parents*. Toronto: Dundurn Press.

Sanders, J., Munford, R., Liebenberg, L., & **Ungar, M.** (in press). The peer paradox – the tensions that peer relationships raise for vulnerable youth. *Child & Family Social Work*.

Stevens, K., Munford, R., Sanders, J., Liebenberg, L., & **Ungar, M.** (in press). Change, relationships and implications for practice: The experience of young people who use multiple services. *International Journal of Child, Youth and Family*.

Ungar, M. (in press). Practitioner Review: Diagnosing childhood resilience: A systemic approach to the diagnosis of adaptation in adverse social ecologies. *Journal of Child Psychology*

and Psychiatry.

Ungar, M., Whitman, S., Hart, A., & Phipps, D. (in press). A simulation exercise to problem solve knowledge mobilization strategies for youth services. *Gateways: International Journal of Community Research and Engagement*.

Liebenberg, L., **Ungar, M.**, & Ikeda, J. (in press). Neoliberalism and responsabilisation in the discourse of social service workers. *British Journal of Social Work*.

Allan, R., & **Ungar, M.** (in press). Substantive and methodological review of couple and family therapy with five physical rehabilitation populations. *Australian Journal of Rehabilitation Counselling*.

Ungar, M., Russell, P., & Connolly, G. (2014). School-based interventions to enhance the resilience of students. *Journal of Educational and Developmental Psychology*, 4(1), 66-83.

Sanders, J., Munford, R., Liebenberg, L., & **Ungar, M.** (2014). Consistent service quality: The connection between service quality, risk, resilience and outcomes for vulnerable youth clients of multiple services. *Child Abuse & Neglect*, 38(4), 687-697.

Porcelli, P., **Ungar, M.**, Liebenberg, L., & Trépanier, N. (2014). (Micro)mobility, disability and resilience: Exploring well-being among youth with physical disabilities. *Disability and Society*.

Allan, R. & **Ungar, M.** (2014). Developing a measure of fidelity for an ecological approach to family therapy. *Journal of Family Psychotherapy*, 25(1). 26-41.

Liebenberg, L. & **Ungar, M.** (2014). A comparison of service use among youth involved with juvenile justice and mental health. *Children and Youth Services Review*, 39, 117–122.

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Ungar, M. (2013). Resilience after maltreatment: The importance of social services as facilitators of positive adaptation. *Child Abuse & Neglect*, 37(2-3), 110-115.

Lal, S., **Ungar, M.**, Leggo, C., Malla, A.K., Frankish, J., & Suto, M.J. (2013). Well-being and engagement in valued activities: Experiences of youth with psychosis. *OTJR: Occupation, Participation, and Health*, 33(4), 190-197.

Cameron, A., Theron, L., Tapanya, S., Li, C., Lau, C., Liebenberg, L., & **Ungar, M.** (2013). Visual perspectives on Majority World adolescent thriving. *Journal of Research on Adolescence*, 23(1), 149-161.

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engagement. *School Psychology International*, 34(5), 514-526.

Liborio, R. & Ungar, M. (2013). Resilience as Protagonism: Interpersonal Relationships, Cultural Practices and Personal Agency among Working Adolescents in Brazil. *Journal of Youth Studies*, 17(5), 682-696.

Ungar, M., & Liebenberg, L. (2013). Contextual factors related to school engagement and resilience: A study of Canadian youth with complex needs. *Journal of Child and Youth Development*. 1(1), 3-26.

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Ungar, M. (2013). Resilience, trauma, context and culture. *Trauma, Violence, & Abuse*, 14(3), 253 - 264.

McLuckie, A., Allan, R., & Ungar, M. (2013). Couple and Family Therapy within the current pan-Canadian context. *Contemporary Family Therapy*.

Weinberg, M. (in press). Professional privilege, ethics and pedagogy. *Ethics and Social Welfare*.

Weinberg, M. & Taylor, S. (2014). 'Rogue' Social Workers: The Problem with Rules for Ethical Behaviour. *Critical Social Work*, 15(1), 74-86.

Weinberg, M. (2014). The ideological dilemma of subordination of self vs. self-care: Identity construction of the 'ethical social worker.' *Discourse and Society*, 25(1), 84-99.

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