



Welcome to the 2013 Australian Association of Social Work & Welfare Education Symposium – Curtin University, Perth, Western Australia

We acknowledge that this Symposium is being held on Nyungar land and recognise the strength, resilience and capacity of the Nyungar people and all Aboriginal people in this land.

Social work education continues to play a significant role in shaping the social work profession and the broader social policy – welfare context. In recent years social work programs within Australian universities have experienced the ongoing pressures of a rapidly changing higher education system. Alongside the stresses of negotiating these changes, such moments provide opportunities for educators and researchers to re-think and reimagine social work education.

AASWWE welcomes social work **educators, researchers** and **field supervisors** to this collegial space devoted to exploring and sharing experiences and understandings of 'rethinking and reimagining social work education'. We hope that over the next two days you find inspiration and ideas for innovation.

Program & Abstracts

This booklet provides information on each of the presentations and workshops across the two days of the Symposium. You will find an abstract and biographical note for each presentation. This information has been organised according to theme and schedule.

The five themes for this Symposium were as follows:

- Relationships with other professions and disciplines
- Responding to and engaging with industry & employers
- Responding to diversity and inclusion within social work programs
- Engaging students in complex and critical thinking
- Engaging with new teaching and learning technologies

Wireless Internet Access

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- **The Curtin Organising Committee – AASWWE 2013 Symposium -**
Angela Fielding, Angela Barns, Trudi Marchant, Lillian Baster & Nikky Lee

KEYNOTE SPEECHES

Keynote 1:

Professor Margaret Alston - Imagining Futures for Social Work Education and Research (Part 1)

Professor Margaret Alston OAM

Professor Margaret Alston, B.Soc. Stud (Syd), Dip. Comp. Applic. (RMIHE), M. Litt (UNE), PhD (UNSW), is Head of Department of Social Work and the Director of the Gender, Leadership and Social Sustainability (GLASS) research unit at Monash University, Melbourne, Australia. Prior to commencing at Monash in 2008 she was Professor of Social Work and Human Services and Director of the Centre for Rural Social Research at Charles Sturt University. She is an Honorary Professor at the University of Sydney and at Charles Sturt University. She has served on a number of Boards including as National President of the Foundation for Australian Agricultural Women. She is Chair of the Australian Council of Heads of Schools of Social Work and has been an advisor to the socio-economic working group for the Murray-Darling Basin Authority and the Health Workforce Australia working group on teaching. In 2008 she was appointed to the Australian delegation attending the commission for the Status of Women meeting in New York. In 2009, 2007 and 2003 she spent time as a visiting expert in the Gender Division of the United Nations Food and Agricultural Organisation in Rome. She has published widely in the field of rural gender and rural social issues. She has also acted as a gender expert for UN-Habitat in Kenya in 2009 and UNEP in 2012-13. She is currently researching the gendered impacts of climate change in Australia, the Pacific and Bangladesh. She is currently completing three books – one on Bangladesh, another on violence against women and women's activism in South Asia and a third on eco-Social Work. She has been a keynote speaker at a number of national and international conferences over the last several years and is sought out for media commentary on the rural social condition, and on climate change and gender issues.

She received her Medal of the Order of Australia in 2010 for services to social work and the advancement of women, particularly in rural areas.

Keynote 2:

Professor Maria Harries - Imagining Futures for Social Work Education and Research (Part 2)

Professor Maria Harries AM, PhD, GAICD

Associate Professor Maria Harries is Adjunct Professor at the Curtin University School of Occupational Therapy and Social Work and a Senior Honorary Research Fellow in the School of Population Health at the University of Western Australia. Until 2013 she ‘worked’ within the UWA Research Centre for Vulnerable Children & Families as a researcher. She runs her own consulting practice and also continues her work as a research supervisor with a number of PhD students. She also works with a number of state and national organizations involved with mental health, child, adult and family welfare, and workforce. Amongst many others, she has a strong involvement with and commitment to the work of the Alliance for Forgotten Australians – a group representing the half a million adults who have experienced out of home care as children – and to COMIC, an organisation supporting the needs of children whose parents have a mental illness.

Maria was the inaugural Chairperson of MercyCare, a non-government organisation which oversees the work of Mercy Hospital, Mercy Aged Care and Mercy Community Family and Youth Services from 2002 to 2012. She has held many leadership positions within the mental health and broader social services sector in WA including the Advisory and Coordinating Committee on Child Abuse (ACCCA), the Association for Mental Health, the Mental Illness Fellowship of Western Australia and the Australian Association of Social Workers and continues to chair a sit on a number of boards. She has recently taken on the role of Chairperson of a headspace in Western Australia – an organisation committed to early assessment and support of young people facing a mental health crisis. She has chaired a number of Inquiries relating to child and family welfare and child protection matters and most recently was a consultant to the Northern Territory Inquiry into Child Protection.

PRESENTATIONS – Abstracts and Presenters

Thursday October 3rd 2013

Theme 1: Relationships with other professions and disciplines

'Report on the Initial Application of the Psychosocial Assessment Tool (PAT2.0) with Newly Diagnosed Type 1 Diabetic Children and their Families'

Jenny Mace, K Browne-Cooper, M Lewis, D Mayers, T Stewart & J Norfolk

Abstract:

Diabetes imposes considerable demands on children and their families and has potential to cause serious distress in a family. Pre-existing psychological, social or financial problems are likely to be accentuated by the stress of caring for a child with Diabetes. Screening of psychosocial and family factors is critical for promoting the health of children with Type 1 Diabetes.

In 2011 the Social Work Department at Princess Margaret Hospital, investigated evidence based screening tools, to assist in the identification of children and families who may require a targeted social work intervention. The Psychosocial Assessment Tool (PAT2.0), developed by the Children's Hospital of Philadelphia USA, and used in the paediatric oncology setting, was identified. The PAT2.0 is a 20 item screener based on the Paediatric Psychosocial Preventative Health Model (Kazak 2006) which provides a framework for conceptualising psychosocial risk and formulating the type and levels of intervention required. In applying this tool to a newly diagnosed Type 1 Diabetic population we examined the relevance and application to a Diabetic cohort.

The PAT2.0 was administered in a psychosocial interview with a Social Worker during the initial admission. 150 assessments were completed and scored. The PAT2.0 assesses risk and resource factors a family may be experiencing such as parent stressors, children's emotional and behavioural concerns. We believe that the families with a significant number of risk factors are at risk of experiencing difficulties coping with adjustment to diabetes. By targeting these families early, the aim is to prevent some of the prominent psychosocial co morbidities that can develop with this disease.

This report is on the initial application of the PAT2.0. Initial results would suggest that the PAT2.0 is a useful screening tool in providing systematic psychosocial assessment and identification of a family's needs to assist in focusing interventions where a child is diagnosed with Type 1 Diabetes.

Presenters:

Mace. J., Browne-Cooper K., Lewis M., Mayers D., Stewart T., Norfolk J.
Princess Margaret Hospital for Children
Social Work Department
Roberts Road
Subiaco WA 6018

'School social work: a specialism or generic practice? What are the implications for the education of social workers?'

Courtney Cochrane, Caitlin Green, Nic Hastings-James, Janine Parslow, Susan Young

Abstract:

Social workers in WA public schools are few, despite the history and appropriate environment for a social work presence. Social workers have a history of working in schools but have over the past two or three decades become the exception rather than the norm. The environment of the school with its connection to families and local communities in which the children live makes it an ideal setting for social work to operate at multiple levels and in complex interconnections. Social workers are more readily found, however, in the private schooling system.

Social workers in schools necessarily work within a multi-disciplinary setting where the core business is not social work and where the more visible disciplines are psychology, youth work and chaplaincy. However, the complex and multi-levelled fields of practice in schools are those to which social workers are perfectly positioned to contribute.

This presentation explores the notion of genericism and specialism in relation to multi-disciplinary work and the implications for social work education.

Presenters

Courtney Cochrane, Caitlin Green, Nic Hastings-James, Janine Parslow, Susan Young
Contact: Susan Young
University of Western Australia
Department of Social Work and Social Policy
Crawley WA 6009

'Innovations in social work practice learning through University and industry Collaboration: The Royal and QUT Research Project'

Phil Crane, Suzette Fox, Catherine Campbell & Fotina Hardy

Abstract:

In 2012 the Legal Services Department of Royal Brisbane and Women's Hospital (RBWH), QUT School of Social Work and Human Services and the QUT Faculty of Law negotiated a research initiative where QUT students undertake a focused inquiry into a socio-legal practice challenge at RBWH .

The first project focused on how the use of Advanced Health Directives (AHD) can be improved. Whilst the hospital legal services noted that AHD provisions existed the uptake was limited. The legal team was keen to better understand the challenges and barriers to AHD use. The team of six (6) QUT students from Social Work (undertaking placement) and QUT Law students undertaking a Legal Clinic Unit, worked collaboratively on the project for 12 weeks in semester 1, 2013. It is anticipated that future teams will continue the work in subsequent semester. The project was facilitated by the A/Director Legal Services, RBWH with the assistance of two QUT academics who had health law and research expertise and the RBWH Social Work, Clinical supervisor.

In this presentation, we discuss the process for negotiating the collaboration, the rationale behind the design and implementation of the project, and opportunities in industry based teaching.

Presenters:

Dr Phil Crane, Dr Suzette Fox, Catherine Campbell, and Fotina Hardy
QUT Faculty of Public Health and Social Work
Field Education Unit

'Educating social workers to work in schools: the student experience'

Kate Ferguson, Amy Miranda and Susan Young

Abstract:

This presentation discusses the processes used to educate student social workers in a school setting and some of the considerations necessary for successful student placements in schools.

Schools present both opportunities and challenges for student social workers, partly because they are not social work specific settings in which other disciplines are responsible for setting policy, decision making and practice guidelines. While this is also true of the settings in which social work students undertake their placements, such as in health or justice related organisations, often there is an established presence of social work. In public schools in particular in WA, the social work presence is sparse and in single schools social workers, if they are present at all, work in relative isolation from their professional colleagues. The opportunities, though, are many.

Student social workers and their supervisor will present some of the experiences of a recent social work placement with some reflections on what made it work and what could be improved to enhance the placement learning opportunities.

Presenters:

Kate Ferguson, Amy Miranda and Susan Young
University of WA, Social Work and Social Policy.

Activating Supervision and Learning within Aged, Disability and other Community Service organisations to stimulate opportunities in Social Work Field Education

Chee, Phyllis; Hemy, Melanie & McLean, Sharryn

Abstract:

This paper will discuss the outcomes and learning from a project funded by Health Workforce Australia and facilitated by Health Education and Training Institute (HETI) NSW. In late 2012, we conducted a scoping study in Sydney, Melbourne and South East Queensland to explore capacity and increase the availability of Social Work placements. We consistently found that agencies had low levels of confidence in their ability to offer quality supervision, which created a barrier to engaging in field education. This prompted us to seek a partnership with Aged and Community Services NSW and ACT, to reach out to and deliver tailored training and coaching to aged care programs (community and residential), disability services, children's programs and generalist community services. Over a three-month period, a total of 111 professionals – with either Social Work or Human Services and Social Welfare backgrounds - were trained from 42 organisations. This paper will share the results from the participants' perspectives, immediately after the training and in follow-up conversations. We will particularly reflect on how this approach contributed to: increasing the visibility of Social Work, building meaningful partnerships, generating interest in Field Education, understanding the role of students as a catalyst for learning, motivating professional development, strengthening Supervision practice and planning future participation in field education.

Presenters:

Chee, Phyllis
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Hemy, Melanie,
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McLean, Sharryn
Sydney Liaison, Social Work Field Education
School of Human Services & Social Work
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Theme 2: Responding to and engaging with industry & employers

'Social work education student placements and workforce strategies'

Maike Kaehler

Abstract:

Health Workforce Australia funded initiatives across Australia resulting in 335,000 additional clinical placement days as a strategy for meeting the future challenges of providing a skilled, flexible, innovative health workforce that meets the needs the Australian community.

Some 23 allied health disciplines are taking part nationally, and in South West Sydney a partnership between South West Sydney Local Health District and University of Western Sydney was funded for 2 years to establish a social work student education program. Student educators were employed for mental health, community health and hospital social work.

This paper will describe the work of the Mental Health Social Work Student Educator, funded for 2012-14, with initial positive evaluations from students with majority indicating an interest in finding employment in mental health. Also positive evaluations from field educators about feeling supported by the student education program, either by resources directed at students or directly toward field educators, such as the peer support group program for field educators and consultation service offered by the student educator.

Challenges for the future... sustaining this growth and capacity beyond 2014, when this funded project concludes.

Presenter:

Maike Kaehler
Social Work Student Educator (Mental Health)
South West Sydney Local Health District

'Focusing on professional growth: the experiences of external social work supervisors in field education'

Ines Zuchowski

Abstract:

Social work field education relies on experienced social work practitioners supervising student in human service organisations. Current work contexts and increasing number of students mean that providing placement opportunities for social work students with social work qualified supervisors on

site is becoming more difficult. Literature points to limitations, opportunities and important components of placement with external supervision.

This paper presents a subset of data from a larger PhD research which examined the experiences of all the key stakeholders involved in social work placements with external supervision. This presentation seeks to illuminate the specific views, concerns, interests and strategies shared by the people who identified as external supervisors, and thus provide the social work supervision to students who undertake their field education in agencies where there is no qualified social work on site able to provide the required social work supervision to them. Participants highlighted the challenges and opportunities posed by external supervision. They discussed formal supervision, where they took on educational roles, and focused on promoting student's professional growth within the profession developing a framework for practice and the social work component to the placement. External supervisors foregrounded relationship building and role clarification as important prerequisites of working supervision arrangements.

Presenter:

Ms Ines Zuchowski - School of Arts and Social Sciences, James Cook University
Douglas, Qld 4811, Australia

A Narrative approach in social work supervision: Evoking the Indigenous expertise'

Michael O'Dempsey, Mariya Neerish, Mariya Ali

Abstract:

The role of supervision in the small developing country of the Maldives is two fold: development of professionalization of the role and the need for accountability in areas of child and family protection. Moving from a charity model of welfare to a developing liberal welfare state is driven by market logics. Hence, a more procedural and regulated form of supervision complements this model rather than a more therapeutically influenced model. Despite this force, the needs of the frontline social service workers in the rural areas are far from their peers based in the very urban capital city, who have more experience and some with tertiary education. The more administrative and bureaucratic approach to supervision, initially tried, reinforced the level of frustration among the workers, as western models did not compliment cultural understandings that were more prominent in the rural areas. The introduction of aspects of narrative therapy into peer supervision increased the morale, confidence and practice standards among the workers. It also led to a more comprehensive understanding of the social and organisational problems of the developing welfare system. The experiences of supervisee's illuminate that a narrative approach, provided the space to acknowledge best practices among the workers and decreased the feeling of inadequacy. Narrative approach as a tool for professionalization hence provides a platform for the development of culturally appropriate models for supervision of social services workers in indigenous communities.

Presenters:

Michael O'Dempsey

Michael O'Dempsey is a New Zealand based social worker and counselor. He holds a Post Graduate Diploma in Child Advocacy. During 2010 he worked for UNICEF in the Maldives. Michael led a team of counselors and social workers responding to the Christchurch earthquakes.

Mariyam Neerish

Mariyam holds BA Sociology and Masters of Social Work. She co-ordinates and teaches the Certificate III in Social Services Work and Advance Certificate in Social Services Work and the National University of Maldives. She works with the university curriculum committee to develop a Bachelor of Social Work Degree for the Maldives. Cross cultural supervision and its implication for the students and the faculty was something she observed closely during the coordination of previous field placements lead by consultant supervisors from Australia and New Zealand.

Dr Mariya Ali

Dr Mariya Ali was the Deputy Minister for Health and Family in the Maldives from 2009-2011 holding the portfolio of social services. She introduced a licensing mechanism for social workers as part of the modernizing of the child protection system in the Maldives. She holds BA in Social Work and MA in Child Welfare and became the first tertiary trained social worker in the Maldives. She is an advocate for children's rights under Islamic law and works as a human rights consultant.

'What's driving social work and welfare education in regional Australia – marketization, diversification or professionalisation?'

Rob Townsend, Janet Bradshaw, Christina Sadowski, Staci Ratcliffe

Abstract:

The human services sector is multi-faceted and from 2001-2011 the workforce in this sector grew by 51% compared to 28% growth in all other industries in Australia. The human services sector is continuing to grow in terms of demand for services, diversification of services and hence workforce needs (AIHW, 2013; ABS, 2011; Healy & Lonne, 2010). This growth particularly applies to regional cities like Ballarat, Bendigo and Shepparton in Victoria where population profiles are increasing and diversifying. There are four issues that will confront the sector in the coming decade; ageing of the workforce, workforce shortages, further diversification of services and education and training of the workforce. How regional universities respond to the challenges of meeting workforce demand in human services will be crucial. Presently there are Diplomas of Community Services, Bachelors of Welfare, Rural Social Welfare, Community Welfare and Counselling as well as Bachelors of Social Work and Masters of Social Work (Qualifying). We will argue that the forces of marketization, diversification and professionalization may be propelling the human services sector and universities to unify to a national system of programs that link Diplomas of Community Services to generic Bachelors of Human Services to specialised Masters of Social Work.

Presenters:

Rob Townsend, Janet Bradshaw, Christina Sadowski, Staci Ratcliffe
University of Ballarat
Victoria

'Standing on the outside looking in: Stories from external supervisors in social work field education'

Sharryn McLean, Meagan Probert & Deidre Venz

Abstract:

This paper will share stories from our experiences as external supervisors of Social Work students, as a way of unpacking our interactions with agencies and making sense of how to further develop and enrich our connections. We will focus on the contribution External Supervision can make in strengthening the placement experience for agencies during the practicum, and in creating and consolidating ongoing partnerships to grow the profession and enhance student learning. We will explore how our approaches have reinforced the importance of understanding the complexities and positive outcomes of engaging in a triangulated relationship between the external supervisor, the on-site supervisor/agency and the student. Our stories will highlight what works, particularly in delineating roles, establishing and negotiating expectations of work for social work practice and providing support to the agency. We will also discuss lessons that we have learned through managing challenges, including balancing competing priorities, ethical considerations, dealing transparently with conflict and holding relationships. Together, we will begin to share our thoughts on the way forward in constructing meaningful and mutually beneficial collaborations through External Supervision.

Presenters:

McLean, Sharryn
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Education
School of Human Services & Social Work
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Venz, Deidre
Field Placement Convenor, Bachelor of Social Work
School of Human Services & Social Work
Gold Coast Campus
Griffith University Qld 4222

'What about us? Resilience, stress and life in the academy'

Liz Beddoe & Carole Adamson

Abstract:

There is perhaps surprisingly little written about the stresses of academic life in social work education. In our own conversations about researching resiliency in social work practice and preparing social work students for the stresses of practice we have often wryly remarked about how we don't always follow our own advice. Within the neoliberal university many academic experience anxiety and stress with contributing factors often listed as workload, reduced administrative support, fear of complaints and the perennial problems of finding time for research and writing. This paper presents a review of the literature on stress in academic life, considers the question is there such a thing as academic resilience and suggests some key areas for further research and action for change.

Presenters:

Associate Professor Liz Beddoe, MA (Social Work), PhD, teaches in the School of Counselling, Human Services and Social Work at the University of Auckland. Liz's interests include critical perspectives on social work education, professional supervision, the sociology of occupations, the professionalization project of social work, and media framing of social problems.

Dr Carole Adamson, MA PhD, is Senior lecturer in Social Work and teaches in the School of Counselling, Human Services and Social Work at the University of Auckland, where her interests centre around stress, trauma and resilience, with a focus upon curriculum development and the growth of robust social work practitioners.

Theme 3: Responding to diversity & inclusion within social work programs

'Identifying Demoralization among refugee women'

Lynne Briggs

Abstract:

Introduction/Aim: Although women refugees are subjected to a variety of human rights violations (such as political repression) they are often invisible victims in the international literature. This paper examines the experience of refugee women, particularly in terms of resettlement issues and the impact on their mental health and well-being.

Methods: Standardized self-report scales were used to determine the degree of demoralisation and psychological distress among three different cohorts of refugee women living in Australasia, Canada and New Zealand.

Results: Major findings, included a comparison of the mean total scores between the women and men in the three studies which showed the women were more depressed on the BDI-II (women mean=22, SD=13.85: men-mean=18.83, SD=11.94); were more hopeless (women mean=7.37, SD=5.31): men, mean=5.77, SD=5.02); had more abnormal hedonic tone (women mean=2.90, SD=3.66: men mean=1.53, SD=2.67) and were generally more demoralized (women mean=41.99, SD=20.05: men mean=33.73 SD=17.02).

Conclusion: The findings emphasize the importance for researchers, educators and service providers to pay more attention to the plight of women refugees, not only upon arrival into the host country but also during resettlement and the impact of their experiences on their mental health.

Presenter:

Associate Professor Lynne Briggs
School of Human Services and Social Work
Health Services G05:3.13
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Parklands Drive
Southport QLD 4222
Australia

'Scaffolding diverse learners in tertiary education: educators' experience of inclusive curriculum design community services'

Angela Daddow

Abstract:

This paper reports on a case-study of university educators' experience of a curriculum intentionally designed to be inclusive of linguistically and culturally diverse students, often with low socio-economic status, in an Australian dual-sector university. Assumptions about 'readiness' for tertiary education and deficit discourses are brought into question, as a model of curricular and pedagogic practice is implemented to effectively scaffold learners into disciplinary knowledge. Drawing on socio-cultural theories of learning and the Academic Literacies tradition, the model mainstreams academic skills into discipline curricula and qualitatively evaluates this in terms educators' experience and some of their students' voices. The promising (and heart-warming) responses provide some impetus to consider its application to other disciplines and professions. It is suggested that the curriculum design supports discipline educators in contemporary, 'post-Bradley' tertiary education, as well as questioning assumptions about diverse learners' capacities.

Presenter:

Angela Daddow is a Lecturer in Social Work at Victoria University. Her post graduate qualifications are in Social Work and Education, with associated expertise in social work education, tertiary learning and teaching as well as English language teaching. She has substantial social work experience in advanced practice and senior management roles. Her research interests are currently focused on inclusive curriculum design, transformational pedagogy and education for sustainability.

Inclusive and accessible education for social work students with mental illness.'

Gabrielle Drake

Abstract:

"I'm sorry. I shouldn't be here. I have what the lecture is about- I have schizophrenia. I didn't put it down on my admission form because I didn't think I'd get in".

Social work is a profession committed to working with and alongside individuals, groups and communities, in the pursuit of social justice. Some of the ways social workers do this, is by promoting and enabling access to information and systems, identifying structural barriers and advocating for change. Social work educators have a fundamental role in making social work degree programs inclusive and accessible, but also as pedagogy for professional practice. However, the extent to which social work educators implement principles of inclusion and access is contested, particularly for students with mental illness. Social work students with mental illness continue to experience stigma and marginalisation and subsequently may choose to withdraw from programs, as well as disengage with on-campus or community-based support services. This paper draws upon the

practice experience of social work educators in supporting students with mental illness. It utilises universal design principles to promote access and inclusion

Presenter:

Dr Gabrielle Drake PhD
Lecturer, Social Work
University of Western Sydney

'(Re)engaging with a social justice perspective on mental health'

Emma Tseris

Abstract:

In this presentation, I will reflect on the current state of mental health social work. In particular, I will ask: Why is social work unwilling to "speak back" to the biological reductionism and neoliberal discourses of risk that are so pervasive within Australian mental health services? Despite an overwhelming body of evidence linking mental illness to social disadvantage, social work seems hesitant to articulate a social justice agenda regarding mental health, instead engaging somewhat uncritically with biomedical discourses. To support my argument, I will report on a qualitative research study investigating the therapeutic approaches of adolescent mental health social workers. Even when working with young women who have experienced abuse, a number of social workers described the importance of diagnostic classification and symptom management. As a result, the significance of gender-based violence to the causation and exacerbation of mental distress was minimised by these practitioners. In response, I argue that there is a pressing need to privilege (not merely incorporate) sociological and critical perspectives on mental health within social work education, in order to enhance social work students' capacity to interrogate psychiatric hegemony and its effects on clients.

Presenter:

Emma Tseris
University of Sydney

'Transformatory practice: An Islamic framework for culturally competent social work'

Mariya Ali

Abstract:

Principles of human rights, social justice and cultural competence are fundamental to social work. In spite of this social workers have had limited exposure to the content of Islam during their educational and professional training. The growing presence of the Muslim diaspora worldwide poses an urgent demand on developing appropriate approaches to equip social workers to engage with Muslims in a culturally competent manner. A number of therapeutic approaches have

suggested drawing on their commonalities with Islamic values. Although the therapeutic approaches provide an Islamic understanding of self-control and change, these approaches fail to capture the wider goals of protecting and promoting human rights and social justice. Islam is a way of life that emphasises community consensus, family, interdependence, self-control and complimentary gender roles. Hence this all-encompassing nature of Islam on its adherents has prompted many Islamic scholars to harmonise human rights and Islam; and this paper draws on some of these approaches to illustrate their applicability to social work practice. This paper utilises the doctrines of *al-maqasid al-shari'ah* (overall objective of Islamic law) and *maslahah* (welfare) as a framework that could assist social workers, who work with people from various ethnic backgrounds, understand and practice with people from the Islamic faith.

Presenter:

Mariya Ali was the Deputy Minister for Health and Family in the Maldives from 2009-2011 holding the portfolio of social services. She introduced a licensing mechanism for social workers as part of the modernizing of the child protection system in the Maldives. She holds BA in Social Work and MA in Child Welfare and became the first tertiary trained social worker in the Maldives. She is an advocate for children's rights under Islamic law and works as a human rights consultant. She just completed a PhD in Politics and Human Rights focusing on Children's Rights under Islamic law.

'Inclusion and exclusion – the lens of literacy in field education'

Michelle Gravolin & Brenda Bartlett

Abstract:

Social Work strives to be inclusive, both in how we engage with clients, and in promoting inclusivity in the membership of the profession.

Communication skills, including written communication, are foundation skills for many professions, including social work. Language and literacy issues are also a key factor in social exclusion.

How do we respond to students whose written language skills are not yet adequate for social work practice? This may be students who have not developed these skills through the normal education processes, for a range of reasons, or whose first language is not English.

This project is a collaborative effort between the Health Social Work Student Educators Network (NSW/ ACT) and the NSW/ACT Combined Universities Field Education Group (CUFEG). This paper seeks to outline key issues in the current context, and report on a review of the literature to date.

Presenters:

Michelle Gravolin is the Student Educator at RPA Hospital in Sydney, where she has worked for the past 10 years. Prior to that she worked in Aged Care, Mental Health and rural hospitals in NSW. Her past research has been in the process of transition from hospital to Aged Care Facilities, and she also

has an interest in ethics and justice in the relationship between humans and non-human animals. She is keen to support effective and inclusive social work education.

Brenda Bartlett is a lecturer in the School of Social Sciences at the University of Western Sydney. She is an active member of the Social Work, Welfare and Therapy Studies team, teaching in the introductory units in the Bachelor of Social Work and the Bachelor of Community Welfare and has been involved in teaching field education units for the past 23 years. She is passionate about negotiating good learning experiences for students on practicum and she is a long term member of the Combined Universities Field Education Group (CUFEC) in New South Wales. Prior to working at the University, she was a manager of a long term multi-house service for homeless young people and young adults. She is active on community boards including Guthrie House and Rosemount Good Shepherd Youth and Family Services and involved in the AASWWE Executive.

Theme 4: Engaging student in complex and critical thinking

'Postcolonial feminist theory thinking for social policy analysis in social work'

Ruth Phillips

Abstract:

Social Work is inseparable from social policy. Social policy is the political and material domain for social work aspirations and practice. This paper argues that in teaching about social policy within social work outward expansions of theoretical inquiry and knowledge building that goes beyond social work practice theories facilitates a strong basis for effective social work in the contemporary Australian and international contexts. How might this occur? How might we bring in-depth theoretical frameworks forward as tools for complex and critical thinking, particularly at an undergraduate level?

The value of theory in research training is highly evident and often we rely on theoretical constructs implicitly in teaching social work and social policy, but they tend to be presented in generalised forms such as social justice, social citizenship, postmodernism, human rights or feminist frameworks, wherein multiple specific theories reside. In this paper the current Income Quarantining and Basics Card policies under the federal government's *Better Futures* program will be used as an example for applying a postcolonial feminist theory analysis as a way of understanding an important social policy problem. Postcolonial theory has generally not been widely applied in social work research and pedagogy in Australia, but is increasingly applied in international social work and other human service research.

Presenter:

Ruth Phillips
Faculty of Education and Social Work
The University of Sydney

'Articulating the tensions of social work practice: Useful for social work education'

Louise Morley

Abstract:

An effective social work practitioner needs to be able to hold tension: the tension between the universal and the particular: the tension between the theoretical and the practical: the tension between attending to emotional concerns of individuals and meeting organisational demands. In lived experience holding these kinds of tensions means juggling ideas and expectations that at times appear to pull in opposite directions.

This presentation draws on a theoretical framework which is complemented by the empirical findings of the author's doctoral research which examined the experiences of social workers working in the field of child welfare in Australia. The idea of holding tension emerges as a conceptual tool that could be incorporated into social work education.

The author argues for the value of such a concept as encapsulating the relationship between the social worker's subjective experience and how this relates to the objective reality which surrounds the enactment of practice. Discussion about such a concept will then be invited.

Presenter:

Louise Morley, School of Health, Faculty of the Professions
University of New England, Armidale, NSW

'Reading "the news": Encouraging social work students to develop an informed and critical perspective on media framing of social problems'

Liz Beddoe

Abstract:

As social work educators we frequently invite social work students to join us in our concerns over media representations of our profession and the people we work with. We need to lead them beyond a hand-wringing sense of despair about our public image. Encouraging students to develop a critical lens when considering the role of 'the news' is a step forward. This conceptual paper examines the strong influence media has in the shaping of public perceptions about social problems, especially family violence and poverty and draws connections between this framing and the public image problems that challenge us. The links between media framing, misrepresentation and moral panics and social work will be examined with reference to course content delivered in a final year social work course. An invitation to begin a research conversation on this topic will be issued.

Presenter:

Associate Professor Liz Beddoe, MA (Social Work) , PhD , teaches in the School of Counselling, Human Services and Social Work at the University of Auckland. Liz's interests include critical perspectives on social work education, professional supervision, the sociology of occupations, the professionalization project of social work, learning discourses, inter professional learning and

'What kind of feminism do we need in the 21st century in social work'

Ruth Phillips & Viv Cree

Abstract:

Feminist social work research and practice has sustained a prominent role since the 1970s, and continues to make a substantial contribution across the breadth of fields of social work practice and knowledge building. Although it is not new that feminism, *per se*, is a tricky concept to pin down, it does appear that attempts to say what feminism is now, in the 21st century, poses pertinent challenges, particularly in the contexts of social work scholarship and teaching. Drawing on a wide-ranging historical review of social work research, this paper explores how feminism might be articulated in a relevant, contemporary way in social work education. To do this the recent public face of feminism (embodied popular culture responses to and exposure of feminism and the more dire political responses and debates that have been widely aired over the past 3 years) is also explored, as it is there, in the seemingly endless contradictions and tensions that an answer may lay. This is an important inquiry because arguments about the purpose of social work are bound up with debates about women's position in society. Therefore, conceptual frameworks in feminist debates respond to and fit with 'the changing nature of women's lives' (Dominelli, 2002) and many social work researchers have found a high level of compatibility between feminist theories and social work (Sands and Nuccio, 1992).

Presenters:

Ruth Phillips
Faculty of Education and Social Work
The University of Sydney

Professor Viviene Cree
Social Work
School of Social & Political Science
The University of Edinburgh
15A George Square
Edinburgh EH8 9LD

'Compassion, contemplative practice and emotional balance in social work'

Kirsti Kilbane

Abstract:

The Australian Social Work Education and Accreditation Standards (AASW, 2012) states that, "mental health curriculum content would be expected to cover... empathy, compassion and the importance of conveying hope and confidence" (p.49). Social workers are generally motivated by altruism and compassion, but are at risk of emotional exhaustion. Empathy can lead either to self-focused, aversive responses, like personal distress and burnout, or to other-focused, compassionate responses. Emotion regulation, mindfulness, and compassion training have been found to be protective, leading to greater resilience and prosocial responding. Ancient Buddhist philosophies and modern neuroscientists agree that compassion can be trained and developed. These significant findings have rarely found their way into the social work literature. The presenter is researching an 8-week, evidence-based course in "Cultivating Emotional Balance" (Kemeny et al, 2012) with mental health social workers, using a participatory action methodology to explore actual and potential changes, at intra-personal, inter-personal and systems levels. The 'recovery model' in mental health requires clinicians to work collaboratively with clients and to promote a sense of hope. This research will invite social workers to collaboratively investigate clinically trialled Western psychological and Buddhist contemplative methods, which may inspire hope for the recovery of compassion in social work education and practice.

Presenter:

Kirsti Kilbane
HDR (Masters in Social Work) Student – Curtin University
Senior Social Worker
Alma Street Centre - Triage
Fremantle Hospital & Health Service - Mental Health
W Block, Alma Street, Fremantle
PO Box 480, Fremantle, WA, 6959

'Home-made social work research: Starting in the ontological'

Frances Crawford

Abstract:

'Ontological' sounds like one of those esoteric and abstract concepts so annoying to those of us embedded in the real world of practice. Yet ontological questions are those that relate to matters of actual existence and action. In this paper I argue that starting in the ontological or lived experience offers a site for the continuous renewal of the social work profession and broader social policy. Reflecting on my doctoral research and that covered in doctoral and masters research projects I subsequently supervised, a common thread is that most were generated out of a specific context and the lived experience of the always-embodied researcher. Drawing from narratives of these research projects, the presentation maps how particularly located experiences of gender,

indigeneity, practitioner-being, migration and other possibilities, can usefully inform the ongoing project of social work. Connecting these projects (which were driven by the use of ‘local knowledge’) identifies how the global project of social work is able to remain responsive to the diversity of problematic issues that people identify in the always-changing world. In this the potential of qualitative inquiry to be a shared, global endeavor to serve the ends of social work is explored.

Presenter:

Frances Crawford
Professor Rural and Regional
Social Work
School of Health
University of New England
Armidale NSW 2351
Australia

Theme 5: Engaging with new teaching & learning technologies & strategies

'Embedding a personalised online learning environment in a social work curriculum: opportunities and challenges'

Hilary Gallagher, Lester Thompson & Mark Hughes

Abstract:

This presentation examines the rationale for embedding the online technology, Pebble+, in the curriculum of a new Master of Social Work (Professional Qualifying) degree at Southern Cross University. This technology has been adopted for two purposes. First, it provides each student with a personalised online learning environment, where they can access and interact with course material, as well as create their own resources (known as assets) to facilitate their learning and demonstrate their emerging capabilities in social work. Second, the technology is used to generate an electronic portfolio, drawing on the assets students have created, for presentation to potential field supervisors and employers. In applying social constructivist pedagogy, the presentation highlights the potential of this technology in supporting the development of critical reflective practice and practice wisdom, as well enabling students to better recognise and articulate what they know and what they can do as emerging social workers. The presentation includes a demonstration of how the technology is used, and a reflection on the challenges involved in the implementation of the initiative, which included overcoming some technical difficulties and dispelling anxieties about using online technology.

Presenters:

Hilary Gallagher - Associate Lecturer in Social Work and Social Welfare and Field Education Coordinator, Southern Cross University
Hilary is a qualified social worker and has worked in health, disability, mental health and community settings in Scotland and Australia. Her research and practice interests centre on field education and social justice issues particularly with regards to people who have a disability. Southern Cross University is piloting an online learning program across the Masters of Social Work and Hilary is currently embedding this within the field education units.

Mark Hughes - Associate Professor in Social Work and Social Welfare, Southern Cross University. Mark is a qualified social worker and has worked in health, aged care and mental health settings in Australia and the UK. His research and practice interests centre on ageing and the delivery of health and community care services to older people. He is co-author of six books, including *Organisations and Management in Social Work* and *Older People, Ageing and Social Work*, as well as a range of journal publications. Mark is currently Editor of the journal, *Australian Social Work*.

Lester Thompson – Senior Lecturer in Social Work and Community Development, Southern Cross University.

Lester is a qualified social worker and has worked in disability services, Indigenous welfare and child protection in Australia and the Solomon Islands. His professional interests focus on the well-being of disadvantaged and indigenous communities. He has a particular interest in the development of welfare systems as experienced by members of smaller communities especially relating to capacity-building, governance and environmental modification strategies. He has published in cross cultural work, welfare values and social work teaching. He has an ongoing interest in collectivist ideology and values as underpinnings for contemporary welfare infrastructure. This interest extends into the examination of pedagogy for developing professional values, ethics and practice wisdom.

'Social work and technology: Implications for social work education'

Sharlene Nipperess

Abstract:

The social work profession in Australia and overseas has increasingly moved into the virtual world – a range of services which were once exclusively provided in a face-to-face context are now being provided online through a range of digital technologies. Likewise the education sector has dramatically changed in recent years and universities across Australia are embracing the use of new and emerging technologies in teaching and learning. This paper explores the implications of technology for social work practice and social work education. In particular this paper will explore the use of technology in social work, the many opportunities offered by new and emerging technologies as well as the ethical challenges and finally the implications of this for social work education. Opportunities for further research in this area will be proposed.

Presenter:

Sharlene Nipperess is a lecturer in social work at the School of Health and Social Development, at Deakin University, Geelong, Australia. Sharlene has worked as a social work practitioner and educator in Queensland, Western Australia and, most recently, Victoria. Her practice, teaching and research interests include: human rights and critical social work; social work ethics, in particular the ethical dilemmas relating to virtual social work; the fields of practice of social work with refugees and asylum seekers and people who experience mental health issues; rural, regional and remote social work; and the relationship between environmental issues and social work. Sharlene is currently the Secretary of the Australian Association of Social Work and Welfare Educators and a member of the National Ethics Group of the Australian Association of Social Workers. Sharlene completed her PhD on human rights and its relationship with social work practice and education with the Centre for Human Rights Education at Curtin University.

“Let’s go where the clients are” - Using simulated learning to help social work students makes links between course work learning and field’

Sophie Goldingay, Nora Hoskin & Jody Laughton

Abstract:

The discipline of social work is underpinned by a social justice and human rights agenda which prioritises social inclusion and access to the benefits of society. University education is known to enhance economic prosperity and hence overall social inclusion and wellbeing. Technology has enormous potential to bring higher educational opportunities to those who otherwise might not access it. This is particularly the case in Australia where students in rural and remote locations, and students who need to be involved in paid work or who have caring responsibilities, are prevented from attending a campus during working hours due to their circumstances. Deakin Social Work recently gained funding for a project to develop and integrate simulated learning environment (SLE) products for application in both course work and field placements, and we have partnered with a local health service provider to trial use of SLE during placement. The project aims to enable students to learn the social work practice skills necessary to work ethically and effectively in the digital era, and to enable effective teaching of these skills in the digital education era. The project is particularly useful in the current environment where many employers are sceptical of the ability for online courses to deliver the skills needed for the workplace (Mather, 2013), as it is explicitly skill and learning outcome focussed.

The paper will provide project background, development and use of SIM products; planned implementation of SIM products in a field placement setting which is trialling a group student placement model, including some preliminary findings of the project.

Presenters:

Sophie Goldingay PhD,
Senior Lecturer, BSW Honours Coordinator
Teaching and Learning Coordinator
Social Work - School of Health & Social
Development,
Faculty of Health, Deakin University
Geelong Waterfront Campus
1 Gheringhap Street Geelong
Victoria 3217

Norah Hosken
Lecturer/MSW Field Education Coordinator
Social Work - School of Health and Social
Development
Faculty of Health Deakin University
Locked Bag 20000
Geelong
Victoria 3220

Jody Laughton
Project Officer, Simulated Learning Project
Field Education
Social Work - School of Health and Social Development
Faculty of Health Deakin University

'Developing an online accessible website resource for field educators: social work interactive supervision support'

Anna Spencer & Fotina Hardy

Abstract:

In 2012 QUT successfully obtained a Health Workforce Australia (HWA) grant to develop an advanced on line supervision resource to support field educators specifically in relation to student supervision and dealing with the complexities that can arise. This drew out of growing concern of the growing complexity and dynamic nature of the placement experience for students and supervisors alike. Field educators have anecdotally identified feelings of isolation, embarrassment, lack of confidence and or understanding of frameworks for dealing with complex issues as part of their role of supervisor.

The supervision website SWISS was developed to provide an accessible, easy to understand and navigate resource to inform field educators and students alike, in assisting them deal with complex situations. SWISS aims to provide a sustainable and meaningful resource for field educators. SWISS is accessible to all.

In this presentation, we discuss the process for developing the website resource, the rationale behind what was included and how this was presented. We also provide initial feedback from field educators about the website. As an ongoing work in progress, the AASWWE Symposium provides a crucial forum for ongoing discussion and debate for how we can continue to best support field educators.

Presenter:

Anna Spencer and Dr Fotina Hardy
QUT Faculty of Public Health and Social Work
Field Education Unit

"Using satellite hubs for supporting distance education social work"

Rohena Duncombe & Wendy Bowles

Abstract:

Social work education is expanding in both rural and urban areas at a time when social work is under strain. This paper discusses a model for distance education. In this 'satellite' model, the university employs local senior social workers as university liaison staff to locate, organise, resource, support and assess social work placements in their region.

Based on eight years' experience, it is argued that the 'satellite' model addresses many barriers social work field education currently faces, and has the potential to improve the sustainability of rural social work.

The model aims to develop stronger links between local organisations and universities, provide better support for rural student placements and their host organisations, and strengthen rural social work practice. Benefits to students and supervisors, senior practitioners, organisations and universities are outlined. It is argued that that universities working together can expand this model, and improve the sustainability of social work field education throughout Australia.

Presenters:

Rohena Duncombe is a Social Worker in Community Health in northern NSW and an academic in Social Work at Charles Sturt University. Her clinical practice includes group work especially with people experiencing anxiety and community development especially with people who are not housed. Her research interests reflect both of these and also equity issues in accessing health services for those who need them most.

Assoc. Prof. Dr Wendy Bowles, Charles Sturt University

'Social Network Analysis: Is It the Next Best Thing for Social Work Practice and Research?'

Sue Gillieatt, Angela Fielding & Antonia Hendrick

Abstract:

This paper explores the potential for social network analysis to contribute to the research and evaluation of innovative Commonwealth-funded networks of mental health agencies responsible for improving the delivery, coordination and integration of mental health services for young people, and people with persistent and severe mental illness. First, the degree of resonance and integrity this methodology holds for social work practice and research in general will be examined. Australian exemplars of social work practice and research which have employed social network analysis will be described, for example, the integration of social network analysis into community development practice by Gretchen Ennis and Deborah West. Second, the question of whether examining changes in the partnership strength of project consortia and networks of agencies, their information-sharing and referral processes over the life of the project will contribute to understanding better the integration of services and the outcomes for the clients that networks of agencies seek to serve will be investigated. Finally, the progress made in applying social network analysis to at least one project will be shared. At this stage of the exploration, it is proposed that social network analysis holds much more for social work practice and research in Australia than has been recognised to date.

Presenters:

Dr Sue Gillieatt, Dr Antonia Hendrick, Dr Robyn Martyn, Dr Angela Fielding
Lecturers and Senior Lecturers, School of Occupational Therapy and Social Work

PRESENTATIONS – Abstracts and Presenters

Friday October 4th 2013

Theme 1: Relationships with other professions and disciplines

‘Challenging learner resistance to social change: Working transformatively across disciplines in social work education’

Karryn Bratby, Deborah Blakeney & Alex Sharp

Abstract:

This presentation is based on a paper that is currently being peer reviewed for publication, titled “Challenging learner resistance to social change: working transformatively across disciplines in social work education.”

The presenters will identify how inter professional education (IPE) using critical reflection, can be an opportunity in higher education contexts to achieve transformational social change. Critical reflection can facilitate boundary talk and a reflexive stance on disciplinary knowledge, power and identity. It is argued that for IPE projects to succeed in their aim to promote collaboration, teamwork and holistic practice ([Dunston et al., 2009](#)), critical reflection must be a core component of teaching and learning activities and supported structurally within higher education institutions.

Giles and Pockett (2013) and [Karban and Smith \(2009\)](#) initiated the early exploration of the application of critical reflection in university courses that have an IPE focus that transcends a uni professional agenda and which places the service users at the centre of all interactions. It is in this tradition that we progress our claim that critical reflection must be embedded in IPE if we are to remain true to our professional *telos*.

Presenters:

Ms Karryn Bratby Associate Lecturer, Social Work

Ms Deb Blakeney Associate Lecturer, Social Work

University of the Sunshine Coast, Sippy Downs, Queensland, Australia

'Food for Thought: Obesity and child protection'

Suzanne Duncan

Abstract:

In 2008, Princess Margaret Hospital for Children established a lifestyle intervention programme, for children and their families where significant and/or complicated obesity is evident.

A number of the children from this programme, have been referred to the Child Protection Unit (CPU) at PMH, as the parent/caregivers have not made the necessary lifestyle changes that are required, to reduce the child's risk of medical complications related to their obesity. In these instances, the CPU refer to the Department for Child Protection and Family Support, who initially had no policy/guidelines in place, to manage these referrals.

The CPU has worked collaboratively over the past 18 months with DCPFS, to establish case practice guidelines in relation to childhood obesity, that provide a consistent approach from PMH and each DCPFS District.

Case studies will also be presented which track children from the time of referral to the present day.

Presenter:

Suzanne Duncan
Social Work
Child Protection Unit
Princess Margaret Hospital
Perth WA

Suzanne has been working in the field of Child Protection for the past 11 years since graduating from Curtin University with Bachelor of Social Work. Suzanne specialises in front line child protection work and has previously worked for the Department of Child Protection and Family Support. For the past 6 years Suzanne has worked as a Senior Social Worker at the Child Protection Unit at Princess Margaret Hospital.

'Systematic Literature Reviews'

Angela Fielding & Tina Fernandes

Abstract:

This paper reflects on our experience of doing a systematic literature review. As students in Humanities, we had experienced literature reviews as meandering journeys through an unbounded world of written, visual, and audio material, which caught our interest (and often distracted us), as we worked through our PhD studies.

We were invited to join an experienced group of systematic reviewers to review research into hospital based services for parents and family following perinatal loss. During the process, we have learned a valuable skill set which we are now teaching to all Honours students in the School.

Presenters

Dr Angela Fielding

Director | Centre for Research into Disability
and Society

Senior Lecturer Social Work

School of Occupational Therapy and Social
Work

Faculty Health Sciences

Curtin University

Bentley WA

Dr Christina Fernandes

Course Coordinator; Lecturer

Department Social Work

School of Occupational Therapy and Social
Work

Faculty Health Sciences

Curtin University

Bentley WA

Theme 2: Responding to and engaging with industry & employers

'Training, What Training? Refashioning professional supervision training for a bright future'

Tracey Harris

Abstract:

Professional practice supervision is a complex & multi-layered process that requires specific knowledge, skills and competencies. Many professional and line supervisors have never accessed or been provided with the opportunity attend quality supervisor/supervision training, often finding themselves in a supervisory role due to their job title or through the number of years in practice or as a manager.

The literature provides limited evidence about what constitutes quality supervision training and the context in which supervisory relevant practice skills fit. In re-theorising and refashioning professional supervision as a relevant and effective tool to ensure ongoing practice competence and to maintain professional resilience in a complex environment, supervision training is gaining more exposure and in depth discussion to evidence quality practice and self-care. One such supervision training program in Queensland is providing insight through training curricula and the integration of a number of key frameworks and tools to maximise the transfer of learning process and therefore directly impact on quality supervisory practice for the future. Through a nine module program the training curricula provides the necessary knowledge and practice skills to be an effective supervisor and to receive quality professional practice supervision.

Presenter:

Tracey Harris
Lecturer Australian Catholic University
Executive Director Amovita Consulting

'Building capacity diversity & sustainability in field placements'

Phyllis Chee, Meagan Probert, Melanie Hemy, Sharryn McLean, Joanne William

Abstract:

This presentation reports on the activities and outcome of the Capacity Building Project which was funded by Health Workforce Australia, led by Griffith University, and located within a broader three-year social work field education project. For a 5 month period, 2 part-time project workers were engaged to explore challenges and opportunities in increasing and sustaining field placement opportunities in the Gold Coast region, Sydney, and Melbourne.

This paper will explore our focus on building relationships and partnerships that would lead to meaningful, innovative, and sustainable field education. We will discuss our approach to partnerships shaped around workforce development, across universities and industry, and with under-utilised agencies and fields of practice. The paper will also highlight project outcomes and innovations, identify key learning, and will comment on implications for practice.

Presenters:

Chee, Phyllis,
Course Convenor BSW
School of Human Services & Social Work
Griffith University
University Drive, Meadowbrook, QLD 4131

Probert, Meagan,
Associate Lecturer, Social Work Field Education
School of Human Services & Social Work
Griffith University
University Drive, Meadowbrook, QLD 4131

Hemy, Melanie,
Course Convenor MSW(Qualifying) External
School of Human Services & Social Work
Griffith University
University Drive, Meadowbrook, QLD 4131

McLean, Sharryn,
Sydney Liaison, Social Work Field Education
School of Human Services & Social Work
Griffith University
University Drive, Meadowbrook, QLD 4131

Williams, Joanne,
A/Course Convenor MSW (Qualifying) On campus
School of Human Services & Social Work
Griffith University
Gold Coast, QLD 4222

'Appreciative Inquiry Capacity Building with Colleagues'

Margaret McKenzie

Abstract:

This paper discusses the implementation of an Appreciative Inquiry strategy for staff research capacity development,

Appreciative Inquiry is both an organizational change tool and a method for change transforming relationships. Given its particular orientation and way of looking at the social world, it is no surprise that it has been extensively used in our discipline to explore positive experiences and best practices of various kinds. Critiqued as a 'rose tinted glasses' approach it nevertheless resonates with the social work paradigm turn towards strengths based possibilities and potentials ; a focus on facilitating future aspirations rather than deficient problem solving.

What happens when we take this approach ourselves? When we turn the lens of appreciative inquiry back on ourselves to address issues of change and threat? As described in the conference theme both individually and as a discipline we are confronted by rapid change, one key aspect of this is the dual and paradoxically conflicting demand to teach more and research more within a highly time pressured environment. I explore the process of creating a research capacity development project using guiding principles of appreciative inquiry; a positive focus and collaborative work, to embed a cooperative and constructive response to this situation.

Presenter:

Margaret McKenzie
Senior Lecture and Programme Manager Bachelor of Social Services
Otago Polytechnic
Dunedin
New Zealand

Theme 3: Responding to diversity & inclusion within social work programs

'Ready, Set Go: The placement readiness tool'

Ronnie Egan & Haidee Hicks

Abstract:

The “Placement Readiness Tool” Project has been piloted during 2013 in relation to better assessing social work students’ readiness for their first placement in the Master of Social Work Program (Qualifying) at RMIT University. In this pilot project, personal, professional and academic dimensions of readiness were explored with students via online tasks. Concepts of “readiness” also assessed the effectiveness of field placement preparation strategies. Students who are assessed as “Not Yet Ready” are provided with additional support to ensure that they progress toward “readiness” and develop the necessary skills and knowledge to successfully complete their first placement.

This presentation will include a summary of the relevant literature, initial data and some of the insights that the analysis has provided in relation to refining our understanding of students’ readiness for field placement. Students’ responses to the online survey has provided some insightful data in relation to students own perception of their “readiness” as well as their confidence in undertaking placement. Concepts of “placement readiness” have been expanded and key factors, academic, personal and professional, will be presented in this paper.

Presenters:

Dr Ronnie Egan
Associate Professor Ronnie Egan, Associate Professor, Field Education
Social Work Discipline, School of Global, Urban & Social Studies
RMIT University
Melbourne 3000

Ms Haidee Hicks, Social Work Discipline, RMIT University
Haidee Hicks is involved in teaching and field education in the Social Work discipline at RMIT University, Melbourne. Haidee is enrolled in the PhD program at RMIT University and is researching the experience of international students in social work education. Her current research interests include student supervision, social work and diversity and social work ethics.

Supporting International Students in Social Work Education: An Overview of the International Students Support Cluster

Lynette Hawkins, Suzy Pinchen & Judy Williams

Abstract:

Globally, students are on the move. In 2010, over 4.1 million tertiary students were enrolled in education outside their country of origin, the majority of students coming from China, India and Korea, with 52% being from Asian countries. Australia has the second highest percentage of international students amongst their tertiary enrolments. (OECD Figures at a Glance, 2012)

For social work educators, one of the most significant challenges in recent years has been the increasing size and diversity of the international student cohort in both undergraduate and postgraduate social work programs. In the Social Work Discipline at RMIT University, the number of international students has increased by almost 30% over the past three years.

This presentation will provide an overview of the International Students Support Cluster program that has been implemented and evaluated between 2011 and 2013. Underpinning this presentation are themes of mobility and migration. Holistic in its approach, it has been imperative for the program to respond to student resettlement issues (such as housing or public transport) as well engaging with students to ensure effective, student-focused preparation for field placement.

Presenters:

Ms Linette Hawkins, Ms Suzy Pinchen and Ms Judy Williams
Social Work Discipline, RMIT University

“Involve me and I will learn”: Developing an integrated framework for best practice in social work placements”

Tracey Harris & Claire Walsh

Abstract:

Field placements are regarded as the cornerstone of social work education. Taking up nearly a third of many social work courses, providing an integrated learning experience for students that deliver the necessary skills, knowledge and capabilities for competent social work practice can be challenging. Often, field educators are constrained by time and resources to fully engage social work students in critical thinking as a way of integrating their learning. The placement framework is in turn set up and facilitated as task and process rather than integrating and evidencing learning into the practice context. One such field placement agency in Brisbane is providing social work students with a unique learning experience. YCSS is a dynamic human services agency that provides out of home care services to young people in care. Their students are engaged in critical thinking through a fully integrated learning framework that is providing quality outcomes in field placement. Focusing on five key frameworks, students learn how to use the supervisory process to embrace the reflective journey and experience a fully integrated learning experience. In rethinking the whole concepts of social work field education, this presentation will provide an overview of the integrated framework and reflections on learning from the student’s perspective.

Presenters:

Tracey Harris
Lecturer/Field Education Manager Australian
Catholic University
Executive Director
Amovita Consulting

Claire Walsh
Social Work Student
Griffith University

Theme 4: Engaging student in complex and critical thinking

'Practitioner resilience: Messages for educators'

Carole Adamson & Liz Beddoe

Abstract:

There is general agreement within the literature that inadequate attention is paid within the social work curriculum to the causes and manifestations of workplace stress in the profession. It is suggested that as a consequence new graduates are unprepared for the realities of social work practice. This paper will present findings from a review of the literature on resiliency research with reference to the direct implications for the education of social workers. The literature supports education as an important contributor to strengthening students' own resilient qualities and encouraging them to be alert to the emotional demands of practice. Themes suggest that coverage of such concepts as work-life balance and subjective well-being should be addressed within the social work education curriculum, in such areas as lifespan development, social work theory, supervision and organisations.

We will also explore the assertion that there is ample evidence to support resilience as a concept which can be learned, based on findings from the positive psychology construct of learned optimism, where there is a focus on what can go well, a sense of mastery and a feeling of being in control.

Presenters:

Dr Carole Adamson, MA PhD, is Senior lecturer in Social Work and teaches in the School of Counselling, Human Services and Social Work at the University of Auckland, where her interests centre around stress, trauma and resilience, with a focus upon curriculum development and the growth of robust social work practitioners. c.adamson@auckland.ac.nz

Associate Professor Liz Beddoe, MA (Social Work), PhD, teaches in the School of Counselling, Human Services and Social Work at the University of Auckland. Liz's interests include critical perspectives on social work education, professional supervision, the sociology of occupations, the professionalization project of social work, and media framing of social problems.

'Evaluation of social work field education experience at Qatar University'

Nada Eltaiba

Abstract:

Field education is important component of social work education. The main aim of field education is to equip students for their future professional career and assist them to link theory to practice.

The paper aims to examine the field education experiences of cohort students in social work program at Qatar University after their placements at various agencies and settings in Qatar. The paper also aims to explore the views of agency supervisors in relation to field education goals and expectations. The survey data from students and supervisors will be analysed to identify field education strengths and areas of improvement.

Presenter:

Dr Nada Eltaiba holds a PhD in Social Work from The University of Western Australia, A Master degree in counselling and Guidance and BA in Social Work. She has extensive experience as a social work practitioner, researcher and educator in Arabic countries and Australia. Nada has experience in various settings in mental health, cross-cultural practices, domestic violence, and refugees. Her research interests include mental health in relation to religion, and culture, refugee. She is currently working as a coordinator of Social Work Program at Qatar University.

'Making a Difference through a Community Based Student Unit: Professional Identity and Community Practice'

Helen Betts

Abstract:

Since 2009 the School of Human Services and Social Work at Griffith University has operated an off campus student practicum unit. The practicum unit is located in an unfunded Community Centre in Loganlea, a suburb of Logan City, in south east region of Queensland. The practicum unit offers students a unique community development practice experience, in a time when community development practice opportunities are shrinking in a human service environment where service delivery is tied to targeted funding outcomes. The practicum unit is currently engaged in an evaluation process. This paper will explore the preliminary findings of this evaluation. The findings unpack student experiences, learning and thinking about their community development practice opportunity and how this practice engagement shapes their developing practice frameworks and understanding of their emerging professional identity. Further, the evaluation captures the insights from external supervisors, field supervisors and key community stakeholders of the impact of student community development practice from the vantage point of an off campus, community based practicum unit.

Presenter:

Betts, Helen	
Field Educator	Associate Lecturer
Community Development Practitioner	School of Human Services and Social Work
Off Campus Student Practicum Unit	Griffith University
Loganlea Community Association Inc.	University Drive, Meadowbrook Q 4131
28-32 Timms Street, Loganlea Q. 41	

Theme 5: Engaging with new teaching & learning technologies & strategies

'Assessment practices across a whole curriculum: what do students and staff say?'

David Hodgson & Lynelle Watts

Abstract:

Understanding how curriculums operate to provide the knowledge, skills and values considered important to professional social work education has only rarely been reported (Gray & Gibbons, 2002). More often assessment has been considered at the unit level where descriptions of assessment processes are outlined. This presentation summarises the findings from 12 month study which considered assessment from the point of view of its place across the trajectory of a four year undergraduate course and included focus groups with students, new graduates and staff. The study is the final stage in a four year exploration of a social work curriculum that began with mapping learning outcomes and content against the Australian Social Work Education and Accreditation Standards (ASWEAS); Australian Association of Social Work Practice Standards for Social Work and Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001). The project has also resulted in a number of mapping constructs for critical thinking, creativity, problem-solving, reflective judgement, and communication that could be utilised by other social work programs to consider the assessment practices within their social work curriculum.

Presenters:

David Hodgson
Senior Lecturer – Edith Cowan University

Lynelle Watts
Senior Lecturer – Edith Cowan University

Pedagogy and Online Teaching and Learning in Social Work Education

Ahmed (Bawa) Kuyini

Abstract:

One of the principal aims of higher education learning is to ensure that students achieve meaningful learning outcomes that prepare them for the world of work, through fostering deep learning via good curriculum design and delivery. Although the AASW regards face-to-face instructional engagement as an essential requirement for meeting the standards of the profession, the explosion of online learning has meant that social work education has to explore the use of online tools to deliver content and learning activities. New technology is rapidly enhancing flexible interaction and

it is becoming possible, more than before, to deliver learning content and tasks/activities in ways that mirror face-to-face settings.

However, the combination of teacher ambivalence about online teaching and student attrition and lack of motivation to engage with online learning activities means that it is essential to continue the debate about pedagogy for social work education in online settings. This paper discusses some Higher Education pedagogical positions and presents a framework for online teaching (the TASR-Model) that incorporates teachers' and students' perceptions and challenges with regard to online teaching and learning. It also discusses how these may be resolved.

Presenter:

Ahmed Bawa Kuyini is a Special Educator and Social Worker and currently teaches in the Bachelor of Social Work Program in the School of Health at University of New England. Teaching areas include disadvantage and service provision; direct practice Skills; rural social work; inclusive /special education; and behaviour management. Research areas encompass inclusive education, child rights, refugees and migration; and disability & rehabilitation.

'Teaching the role of discretion in child protection social work'

Margaret Pack

Abstract:

The role of discretion and difficult decision making in the professional life of a social worker/child protection worker is not well catered for in most tertiary professional social worker training. Theory often does not guide students to think on their feet in the practice context where the needs of different groups which include children, caregivers and families need to be carefully balanced. Often the focus is on learning 'top-down' policies, principles, and practices in a statutory agency, and learning about how to exercise power and balance competing needs of different groups is left for the field. We wish to focus upon the decision making process of child protection professionals in these situations.

This research proposal aims to trial two promising innovations in teaching discretionary decision-making to undergraduate social workers. These cover the theoretical underpinnings of decision-making in complex field situations, and the methodology of teaching this to students, particularly in an on-line learning context. The primary aim of the research is develop a range of interactive scenarios that are based on actual narratives involving the use of discretion by experienced professional social workers. We intend to invite social worker/child protection workers to prepare scripts that describe their own use of discretion in complex and often stressful work contexts. They will be asked to construct a journal or story book as described in Maynard-Moody and Musheno (2003). These case studies and the interim filming of the resources will be presented as a 'work in progress'.

Presenter:

Dr Margaret Pack

Theme Leader

Associate Professor - Social Work and Humanitarian Studies

ENGINEERING, HEALTH, SCIENCE & ENVIRONMENT - SCHOOL OF HEALTH

CHARLES DARWIN UNIVERSITY

Darwin, Northern Territory 0909 AUSTRALIA

WORKSHOPS

Friday October 4th 2013

'Imagining Futures for field education impacted by current contexts'

Ines Zuchowski, Cate Hudson, Brenda Bartlett & Sophie Diamandi

Abstract:

This interactive workshop provides an opportunity to social work educators, social workers and field educators to collaboratively explore the current contexts of field education and to discuss experiences, ideas and envision futures for practice in this area.

Part A of the workshop will provide a brief overview and collaborative discussion of field education, and the impact of current economic and social political paradigms and policies on social work practice, the field and universities. Issues such as alternative field education models, the field's ability to meet field education demands, the university's and supervisors' abilities meeting the AASW requirements of supervision, and international student placements will be explored.

Part B will allow participants to explore the issues in more detail through small group workshopping of issues, ideas and visions for field education. Feedback from the small groups will be used in interactive discussions to consider alternative futures for field education and items for action.

Presenters:

Ms Ines Zuchowski - School of Arts and Social Sciences, James Cook University

Dr. Cate Hudson- Social Work and Rural Practice Unit, Centre for Regional Engagement, University of South Australia

Ms Brenda Bartlett- School of Social Sciences and Psychology, University of Western Sydney

Ms Sophie Diamandi- School of Psychology, Social Work and Social Policy, University of South Australia

'Education for Sustainability'

Antonia Hendrick, Sue Bailey & Marilyn Palmer

Abstract:

ABSTRACT: This workshop introduces the concept of eco social work, interpreted through the AASW Code of Ethics and other influential texts. Participants are invited to collaboratively (and metaphorically) draw a picture of eco social work and then identify key elements such as, for example, sustainability leadership or interdisciplinary education. Using a process similar to *open space technology*, these elements will be discussed in small groups with a focus on 'Where to from here?' for social work and social workers.

Presenters:

Dr Antonia Hendrick
Department of Social Work
School of Occupational Therapy and Social Work
Curtin University
Bentley WA

Dr Sue Bailey
Department of Social Work and Social Policy
University of WA
Crawley WA

Dr Marilyn Palmer
Department of Social Work
Edith Cowan University
Bunbury WA

'Responding to Diversity in research: The art of questioning'

Ian Percy

Abstract:

While qualitative projects often rely on various kinds of interviews to gather relevant material, social work researchers may be quite unskilled with regard to the possible kinds of questions that could be asked. In this presentation, attendees will be guided through a reflexive narrative design developed to explore the connections and divergences between therapeutic mindfulness as practised in Bhutan and Australia. A rich array of questions from the field of Narrative Therapy was adapted for this cross-cultural exploration and will be illustrated through excerpts from transcripts. Participants will consider the purpose of the questions, their possible effects on interviewees and interviewers, and the implications for teaching ethical research conversations in social work.

Presenter:

Ian Percy is a lecturer and PhD candidate at Curtin University. His project is researching the similarities and differences between therapeutic mindfulness in Australia and Bhutan. Ian is a senior therapist, supervisor, consultant, trainer and published author in narrative and mindfulness approaches in therapy. He is an Accredited Mental Health Social Worker and an Accredited Psychotherapy Supervisor with The Royal Australian and New Zealand College of Psychiatrists. He has given workshops and papers at state, national and international conferences, and received a Chancellor's Commendation for his MSW thesis *Spirituality in counselling and psychotherapy: exploring the narratives of professional practitioners*

'Simulated Learning: A little bit of theatre goes a very long way.'

Amanda Vos

Abstract:

Simulation provides an opportunity to enhance student learning across the micro, messo and macro domains of practice. This workshop presents an opportunity to collaboratively explore and develop innovative and creative ways to bring a greater depth of realism into the student experience.

The workshop will provide participants with an overview of simulated learning, including the current national context, underpinning theories, learning methods, benefits and limitations; and introduce key components including scenario development, briefing, feedback strategies, support for participants, and evaluation. Together we will share experiences and develop actionable ideas to incorporate simulated learning into our teaching. We will explore opportunities for simulated learning to enhance not only micro, but messo and macro practice; identify ways to work with actors and/or other simulated service users/citizens, family members and workers; discuss 'no-tech', 'low-tech' and 'hi-tech' simulation options; consider simulation to enhance assessment; and leverage simulation to develop and/or strengthen inter-professional learning and community engagement. We will also identify participants' needs and ideas for ongoing support and connection beyond the Symposium.

The workshop is for all educators, regardless of experience or familiarity with simulated learning.

Presenter:

Amanda Vos,
Associate Lecturer, Simulated Learning
School of Human Services & Social Work
Griffith University
University Drive, Meadowbrook, QLD 4131