Baines, Donna[1]
[1]Labour Studies and Social Work, McMaster University, Canada/Social Work and Social Policy, University of Sydney, NSW

The case for catalytic validity: building community through knowledge transfer – Keynote presentation, Day 1

As part of a trend for community-engaged research, knowledge transfer is a growing requirement in many types of funded research. Knowledge transfer has a particular salience in social work where working closely with communities during and after the research process has long been part of our research model. Drawing on data collected as part of a larger qualitative study of stress, workload and violence in the Canadian social services sector, this paper argues that knowledge transfer, as it is presently understood and structured, is limited and limiting through its own discourse of scientific neutrality, as well as by the political economy of universities and research funding bodies, which tend to reward those producing peer reviewed journal articles and penalise those who spend time making research 'accessible to the people for whom it could make a difference, or who could make a difference with it'. In addition, the deepening of neoliberalism and austerity mean that communities are hard pressed to find the time to take up research without significant and ongoing support from researchers.

Using knowledge to improve social policy and practice would be better served if knowledge transfer was integrated into the research methodology itself. Though a number of techniques exist, in this paper I suggest as a measure of validity known as 'catalytic validity' which asks, what, if anything, changed during the process and/or finding dissemination on this project? Weaving this measure of validity into funding proposals may produce the resources necessary to build the long term, on-going, time consuming and resource-intensive connections with community that are necessary for effective and respectful processes of knowledge mobilisation.

This paper argues that knowledge transfer needs to pivot on an acceptance of the contested and politicised nature of knowledge building and transfer, and the challenged facing under resources, increasingly stressed communities. This acceptance necessitated new kinds of research relationships and processes, new understandings of proof, and recognition of the kinds of engagements required to support communities in using research to challenge and change social conditions.

Beddoe, Liz[1]
[1]School of Counselling, Human Services and Social Work, University of Auckland, NZ

Social work and social media: kittens and comrades – Keynote presentation, Day 2

In April of this year the New Zealand Minister of Social Development Anne Tolley announced the creation of a new review of Child Youth and Family, our national child protection agency.

Both the terms of reference and the makeup of the review panel filled social workers with anger and dread.

Responding to such reviews is not new, rather it is an unrelenting task for those who take on leadership roles within our profession. What was different about this response was the speed, inclusiveness and the powerful impact of a small group of people who spontaneously formed the social media presence – the Reimagining Social Work Collective. Liz's address will talk about the powerful potential for social media to grow a much stronger space for social work in public debates.

Beddoe, Liz[1] & Adamson, Carole[1]
[1]School of Counselling, Human Services and Social Work, University of Auckland, NZ

The art and science of publishing: from becoming a peer reviewer to being a guest editor

Beginning career educators face the challenge of learning many new skills. That we will know certain arcane things is often taken for granted. One day an email will arrive asking you to anonymously review an article. You have been chosen because the editor has seen your recent article based on your masters or PhD research. What does it mean to conduct a peer review? What do you do about conflicts of interest? What if it doesn't cite your own work and should? How much should you write? How can you distinguish minor from major revisions? What does reject and resubmit mean? And a little further on there may be opportunities to put together a team to guest edit an issue of a journal around your research interests. What might be involved in editorial processes?
This workshop will provide guidance and encouragement to any participants wanting to know more about these dimensions of academic life. The presenters are frequent peer reviewers and have several different kinds of editorial experiences.

Believing in 'Peoples' Living with Disabilities Research Community: Ollerton, Janice[1], Hearn, Cassandra[2], Tillotson, Nicole[3] & Short, Monica[3]
[1]Education for Practice Institute, Charles Sturt University, Port Macquarie, NSW
[2]School of Humanities and Social Sciences, Wagga Wagga, NSW
[3]School of Humanities and Social Sciences, Charles Sturt University, Sydney, NSW

Ethical collaborations: avoiding groupthink

Benefits and risks exist when different stakeholders collaborate on research projects as each person brings differing thoughts and experiences which can enrich understandings and debate. Such differences can challenge communication styles, epistemologies and preferred methodologies between members. Collaborations enable sharing of resources and expertise and yet can be subject to opportunistic managerial imperatives. In such instances the negotiations required to facilitate partnerships expose mission-centric organisations to the risk of mission-drift. It may also undermine the organisation's role as valued advocates and as builders of social capital

In this presentation we will discuss how the 'Believing in 'Peoples' Living With Disabilities Research Community' builds successful collaborations in research in a changing social environment. We are a cross-disciplinary group of people drawing on knowledge and experiences from sociology, rehabilitation, employment assistance, mental health, faith based and education fields and share a common commitment to the social inclusion of people living with disabilities. In this presentation we will outline how we conduct collaborative research.

Our preferred methodology is co-operative inquiry and we will demonstrate how an inquiry works by discussing our strategies for avoiding pitfalls like group think and pressuring members to compromise their ethics, beliefs and values.

Betts, Helen[1], Chee, Phyllis[1] & Stewart, Victoria[1]
[1]School of Human Services and Social Work, Griffith University, Brisbane, Qld

Interprofessional learning: health and allied health students in a community context

There is a current focus within healthcare on interprofessional collaboration as an important tool in optimising health outcomes through effective team-based care. Within higher education, interprofessional education is increasingly being incorporated into undergraduate health and allied health curriculum. This presentation discusses the implementation of a community based, interprofessional student learning opportunity for undergraduate health and allied health students. Qualitative data was collected from the student and academic participants with a number of key themes identified. From the student perspective, aspects such as discipline identity, managing interprofessional dynamics and the importance of work-integrated learning were identified. Academic staff articulated issues around organising and implementing interprofessional learning opportunities and skills needed to adequately facilitate and support students participating in community-based activities. Insights into the potential benefits of community-based interprofessional learning as well as some of the complications experienced by both students and academic staff will be shared. We hope to encourage undergraduate health curriculum developers to include opportunities for students to participate in interprofessional, community-based, real-world experiences as a basis for deepening their understanding of their own professional role, as well as those of other disciplines, working within and with communities.

Blakemore, Tamara[1] & Howard, Amanda[1]
[1]School of Humanities & Social Sciences, University of Newcastle

Engaging undergraduate social work students in research through experience based learning

Social work programs internationally have taken diverse approaches to research training in their curricula. This paper presents an Australian case study of engaging undergraduate social work students in an experience-based; collaborative, work-integrated learning approach to research education in a regional setting. The social work program at the University of Newcastle, Australia has embraced an experience-based learning model since 1991. Despite a research-active and engaged staff and a commitment to research-informed pedagogy, educators continue to observe students as indifferent and reluctant to engage in research training. To address this, work-integrated learning opportunities were strengthened to enable students to design, develop and deliver practice-relevant research in collaborative partnership with local support services. Preliminary analysis highlights the potential of experience-based learning in overcoming student 'anxiety' when faced with research training as well as the crucial role real collaboration can play in strengthening of the research – practice nexus. The case study presented explores both potential and the pitfalls finding that while experience-based learning enhanced research engagement and demystify its role in practice it was also associated with significant resource and time imposts. While these findings suggest cautious consideration is essential for experience-based learning to be a feasible approach to research training at the undergraduate level they also highlight the potential of work-integrated learning, and industry collaboration as a real and tangible way to address resource and time imposts while promoting research learning and use for practitioners and students alike.

Boddy, Jennifer[1], McCawley, Anne-Louise[1], Crowe, Liz[1], Rose, Gabrielle[1], Lynch, Mark[1], Rohloff, Zoe[1], Hunt, Susan[1], Davies, Brett[1] & Chenoweth, Lesley[1]
[1]School of Human Services and Social Work, Griffith University, Brisbane, Qld

Promoting student knowledge, competency and interest in working with older Australians through a university-industry student unit

Background: Advances in medical technology along with Australia's growing population of older people mean that students need to be well equipped to work with older Australians to promote their health and wellbeing, particularly as it relates to advance care planning. Consequently, a university research team worked with social work clinical education in Queensland Health to establish a student unit focused on healthy ageing and advance care planning.

Research Aims: This pilot study aimed to assess the value of the student unit in promoting student knowledge about ageing, sense of competency, and career interests in the ageing sector.

Methodology: All students at the Unit were interviewed in their first week of placement and then again in their final week of placement. Interviews were semi-structured with standard open ended questions to provide rich detail of participant experience. The interview schedule was based on a study in Advance Care Planning completed by the research team (Crowe et al., in press) and the Hartford Partnership Program for Aging Education Multi-Site Evaluation (2005-2009). Interviews were thematically analysed.

Results: Students' knowledge, competency, and interest in working with older Australians increased dramatically while on their placement.
Conclusions: Social work placements aim to enhance praxis by enabling students to apply theory, lessons and skills so that they are enacted, embodied and realised in the field. The student unit was helpful in facilitating praxis in students working with older Australians.

Brown, Grace[1] & Veater, Lesley Caron[1]
[1]Department of Social Work, Monash University, Melbourne, Vic

Combining what we do best: professional and academic for field education

In the current context where student numbers are increasing and resources are limited innovative approaches for delivery of field education programs are an absolute necessity. At Monash University the field education unit has established a non-traditional partnership model for program delivery that is grounded in the complimentary skills base of academic and professional staff. This presentation will highlight and outline the opportunities provided by this model for innovation relating to: administrative and academic tasks; placement allocation; partnership relationships with the field; establishment of student units; curriculum development; training for field educators, external supervisors and liaison social workers; and establishing in kind and monetary resources.

Carnes, Roslyn (Rose)[1]

[1]Centre for Rural Regional Law and Justice, Deakin University, Geelong, Vic

Faster than the speed of white (noise): potential pressure points in research partnerships and processes

White noise occurs in the thinking, decision making and communication of dominant Settler cultures. It inhibits clear reception of messages, somewhat like the indistinct, fuzzy static of an un-tuned radio. As much a systemic issue as an individual one, it results from assumed privilege and lack of knowledge of worldviews other than the dominant. Until white noise is acknowledged, development of partnerships between Indigenous and non-Indigenous groups is likely to be limited by having to continually start at a point of inequality where non-Indigenous gaps in knowledge and understanding remain unrecognised.

This paper/workshop considers challenges encountered while researching experiences of Aboriginal education in Western Australian prisons. Each pressure point occurred where the dominant world view prevailed without question. Discussion will focus on the specific pressure points of ethics approval, project development, informed consent and application of outcomes and findings. The paper asks the questions 'Who decides what stories are created at these pressure points? What informs those stories?'

As individuals, we might not be able to crash through the white noise barrier but we can chip away and be transparent about its existence with the goal of eventually moving faster than the speed of white (noise).

Clarke, Joanne[1] **& Loos, Melissa**[2]

[1]Social Work and Policy Studies, University of Sydney, Sydney, NSW
[2]Westmead/Auburn Hospitals, Sydney, NSW

What happens in supervision? Perspectives of students and field educators

Collaboration between field education partners, namely agencies and universities, is critical to maximising the quality of placement experiences for students and for supporting field educators in providing high quality learning. Weekly formal supervision is the opportunity for learning to be articulated, identified and developed. Yet students often report being unsure of what supervision entails and how best to engage with supervision.

Whilst much is written about the importance of supervision and about its role and purpose, less is known about what actually occurs in supervision from the perspective of both field educators and students.

This paper reports on a study being undertaken at a large teaching hospital in Sydney by the student educator and Sydney University. Twenty students and twenty field educators are separately participating at both the commencement and at the end of the placement. The focus of the study is to enquire about expectations of supervision, how supervision is used, what works for each party as well as identify challenges that arise. It is hoped that the findings will enable universities to better prepare students for supervision as well as assist field educators to support social work student learning.

Connolly, Marie[1]
[1]Department of Social Work, University of Melbourne, Melbourne, Vic

Creating research-into-practice collaborations to build evidence-informed practice frameworks

Practice frameworks integrate empirical research, practice theories and experiential knowledge in an accessible format that helps to support practitioners in their everyday work. Because they embrace both research and practice knowledge, collaborations in bringing them together are particularly important. This presentation provides examples of the ways in which researchers and practitioners have come together, sharing their particular knowledge areas and building frameworks that resonate with the field. It illustrates a methodology that it iterative, bringing together the research literature and the expertise of practitioners, in effect generating two sources of data that is then used to build a high level framework to support good practice.

Coleman, Caitlin[1]
[1]Salvation Army, Melbourne, Vic

Social work placement opportunities increasing !!!!!: The Salvation Army Adult Services approach in Melbourne

This paper examines student and program staff feedback about participation in a multi-site network wide Student Unit model and develops a narrative about the value of field education placements in a stretched and under resourced sector which provides services for the most disadvantaged members of our society.
The paper will provide the context in which the organisation operates and the workforce development drivers for partnering with a University. It highlights the reciprocal benefits for all parties: students, field educators, staff, organisations, university and clients and identifies why potential field educators are now requesting a placement student for their programs.

Costello, Susan[1], Joyce, Marie[2] & Bwe, Saw[3]
[1]School of Global, Urban and Social Studies, RMIT University, Melbourne, Vic
[2]Quality of Life and Social Justice Research Centre, Australian Catholic University, Melbourne, Vic
[3]Health, Science, Education and Social Services, Swinburne University, Melbourne, Vic

Comparing experiences of university students from Myanmar studying online on the Thai Burma border with Myanmar students studying in Australia

Opportunities to study at the tertiary level in Myanmar have been limited since the discontinuation of classes at Rangoon University after student uprisings in 1988. Thousands of young people fled to the Thai-Burma border to escape persecution and to seek education, and many took up third country settlement in Australia and pursued education there.

The Australian Catholic University (ACU), Open Universities Australian (OUA) and some other universities have provided online tertiary education to refugees on the Thai Burma border since 2004, and in Myanmar since 2012. The scholarships are the result of collaboration between different universities, religions, disciplines and countries.

The paper reports on research comparing educational experiences of graduates from two groups: those who studied online with Australian universities in Thailand and Myanmar and those who undertook their courses on campus in Australia. The findings indicate the benefits

of in-country education, adapted to the needs of the local situation, and advocate for the same sensitivities and accommodation for migrant and refugee students who study in Australia.

Coutts, Sally[1] and Plant, Jenny[1]
[1]The Salvation Army Crisis Services, Melbourne, Vic

Building innovative partnerships for placements: a community sector perspective

This presentation describes a successful model for a student placement program situated within the community services sector; developed in partnership with a tertiary institution and based on shared stakeholder goals and values. The origin and the structure of the student model will be outlined along with its various developments over the past ten years. It will provide a description of the genuine and intentional collaboration between all parties: community sector management and staff, and academics and students from the various partner universities.

An explanation of the formal structures and ongoing engagement and resourcing that is required to maintain its successful outcomes will be provided. The value and strength of the partnership is multi-pronged and has helped enhance existing collaboration around research and consultancy activities relevant to the agency and its work within the community sector.

The discussion will draw on internal evaluations, academic articles and insights from nearly ten years of running the model- highlighting the critical success factors and ongoing challenges in sustaining the original goals, within a dynamic and changing human services context.

Daddow, Angela[1]
[1]College of Arts, Victoria University, Melbourne, Vic

Using diverse students' cultural lifeworlds as assets for discipline, academic and professional learning, while avoiding 'assimilation' into dominant literacies

The massification of higher education in a knowledge-driven global economy has increased the numbers and diversity of students entering Social Work programs. This diversity potentially enriches both academia and the profession, as students and graduates contribute their knowledge and experience from diverse life-worlds. At the same time, this diversity presents educational challenges to social work students and their educators. A dissonance between the cultural and literacy practices of diverse students and those required for success in academic and professional worlds is central to these challenges. This raises a number of questions about how educators support students' transition to new literacy practices for their effective participation in the discipline and the profession, without 'assimilating' them into elite university literacies that exclude and marginalise their own cultural and literacy heritages.

Drawing on scholarship from socio-cultural learning theories, critical pedagogies and Academic Literacies, this paper reports on curricula and pedagogies that sought to valorise students' cultural and literacy practices, and use these as a bridge to learning new disciplinary, academic and professional knowledge in the Bachelor of Social Work program at Victoria University. The results highlight the rich pedagogic possibilities of these approaches, and the institutional arrangements that can facilitate or constrain them in contemporary higher education.

da Silva, Susan[1]
[1]NorthTec, Whangarei, NZ

Snakes and ladders in emancipatory social work practice

This paper seeks to identify the obstructions and pressures that deter or prevent social workers and welfare practitioners from pursuing their stated aim of social change. As social work educators we often tell our students that they wear glasses with two lenses: one focusses on private troubles, the other on public issues. However, in practice it appears that many social service workers move away from opportunities for social change. What is lacking appears to be a commitment to the social action that would support social change.
How can we work collegially to build the alliances, identify goals and nurture the energy needed for social action?

This paper will explore the factors that have enabled practitioners, researchers and educators to continue focussing on issues of social justice and emancipatory practice. It is hoped that some recommendations regarding facilitating ongoing emancipatory practice and social change will be made.

Diamandi, Sophie[1], Muncey, Patricia[1], Pillay, Seshni[1] & Drake, Robby[1]
[1]School of Psychology, Social Work and Social Policy, University of South Australia, Adelaide, SA

A tripartheid partnership - working with diversity using a model of cultural supervision

Working with increasingly large numbers of international students in social work and human services work programs presents numerous teaching and learning challenges. In addition there many enriching learning opportunities for teaching staff at universities as well as in the social work and human services sector through working with diverse students. These changing demographics also present challenges to the associated professional bodies including the AASW and ACWA.

Universities and agencies are facing limited resources for field education programs in social work and human services. The provision of social work supervised placements is often affected as well. Managing the diversity needs of larger numbers of international students also reduces the placement options of these students due often to both verbal and written language skills.

This paper explores the use of a Cultural Supervision model and the importance of working closely with the professional associations to ensure that all three parties in the field education placement process are taking equal responsibility to addressing the diversity issues. Given the accreditation requirements of university programs this responsibility should be shared between the triads involved including universities, professional associations and agencies.

Diamandi, Sophie[1], Muncey, Patricia[1], Rogerson, Kirsty[1] & Dutreix, Cecile[1]
[1]School of Psychology, Social Work and Social Policy, University of South Australia, Adelaide, SA

Using social work assessment skills in field education matching and incorporating placement systems for best learning outcomes

Field Education teams face numerous challenges supporting and managing increasingly large numbers of diverse students in social work and human services programs continuously.

Extensive social work and human service experience and high level assessment skills are required throughout the matching process.

A number of disciplines across universities use placement systems to match students for placement experiences. The needs of social work and human services are quite diverse and the placement systems are currently inadequate to meet these diverse needs of both students and agencies.

The close collaborative work with social work and field education program support staff is essential in order to maximise student learning. Core social work practice principles drive the assessment process within the constraints of the requirements of agencies and universities and ongoing shrinking resources.

This paper will explore the close collaboration between social work assessment skills and the administrative management of the placement matching process. More broadly, the university's requirement for using electronic placement systems across various disciplines highlights the need to assess and prioritise the specific requirements of each profession and discipline.

Diamandi, Sophie[1], Muncey, Patricia[1], Wendt, Sarah[1], Dutreix, Cecile[1], Lawrence, Fiona[1] & Drake, Robby[1]

[1]School of Psychology, Social Work and Social Policy, University of South Australia, Adelaide, SA

Blended learning and flipped classrooms in field education, social work and human services

The landscape is changing in integrative seminars in Field Education. The Bachelor of Social Work and the Bachelor of Social Sciences (Human Services) are being transformed through curriculum redesign and development and delivery approaches using a blended learning approach. This is designed to further promote student engagement and a heightened level of application of theoretical frameworks to practice issues.

Pedagogical best practice is driving curriculum renewal in Field Education to improve teaching and learning outcomes for students. There is a focus on using technology to promote student learning. This facilitates integration and application of core social work principles such as social work purpose, roles and embedding of values and ethics and application of key knowledge around social work and human services.

The use of interactive tools such as quizzes, multiple choice questions, videos, google hangouts, Moodle text chats, and activities, webinars etc. are closely aligned with learning objectives and outcomes including learning plans, portfolio documents, mid and final reports and significant learning incidents. This blended learning approach and use of flipped classroom where students need to complete required activities and readings before coming to class are promoting cultural shifts for both students and staff.

Egan, Ronnie[1] in collaboration with the National Social Work Field Education Network

[1] School of Global, Urban and Social Studies, RMIT University, Melbourne, Vic

Field education workshop

The National Social Work Field Education Network met for their meeting on Wednesday 2 September at RMIT. Over 50 staff attended from a range of Universities across Australia.

The group identified a range of key issues facing universities in relation to field education including the quality and quantity of available placements, decreased numbers of social workers available to provide on-site supervision, the changing demographic and expectations of students and increased administrative and resourcing requirements. This workshop will present on the outcomes and recommendations of the network in this workshop.

Egan, Ronnie[1], Hawkins, Linette[1], Williams, Judy[1] & David, Christina[1]
[1] School of Global, Urban and Social Studies, RMIT University, Melbourne, Vic

Off site social work supervision

Offsite Supervision in social work placements is the process whereby the social worker responsible for providing supervision to the student is offsite because there is no onsite social work supervisor available at the agency. In this situation the student has a task supervisor (not a social worker) on-site and an offsite social worker to provide supervision. With increasing numbers of students in an environment where anecdotally it seems there are less available social work supervisors RMIT has undertaken a preliminary explorative review of the experience of all parties in this process including off site supervisors, students, task supervisors and the field education team. It highlights the benefits, the challenges and has set the scene for further research into the off site supervision experience.

Eltaiba, Nada[1]
[1] Qatar University/ University of Western Australia, Perth, WA

Teaching philosophy: bringing experience into the classroom: a shared journey

Teaching in social work is a great opportunity to share with students the dedication to the profession and experiences in practice. The role of the educator is to facilitate the learning of students to allow them to develop their professional identity. There are essential perceptions, which are needed to be taken in consideration when teaching. Some of these are the culture, environment, society needs, diversity and the personal and professional experience of the academic. In this paper, I present my reflections on my teaching experience and philosophy, which is based on strength-based approaches. There is an emphasis on identifying the needs of society and build collaboration among students and with stakeholders when building curricula in Social work.

Giles, Rebecca[1]
[1] Centre for Health and Social Practice, Wintec, Hamilton, NZ

Multi-disciplinary teams' functioning at Waikato Hospital: views from social workers

This abstract describes a 2014 study where social workers from multi-disciplinary teams (MDTs) at Waikato Hospital are interviewed regarding teams' functioning. Group and systems discipline knowledge and practice experience means there is expert knowledge to contribute. Processes that contribute to or hinder teams' functioning and recommendations for improvement aimed at increasing quality of patient outcomes are provided.

The research examines discourses in medical settings highlighting their impact on MDT functioning. The higher value placed on medical knowledge can render non-medical knowledge invisible or dismissed. When facilitation of MDT meetings is automatically assumed by lead nursing or medical personnel an unspoken undervaluing of facilitation

expertise is promoted and an opportunity for more effective team functioning is lost. The medical `site of disease' discourse promotes a narrowed focus limiting options for MDT work. Risk aversion is a highly significant focus of work in hospitals and defensive practice can result distracting from holistic patient-centred practice.

Social workers can play a unique role in teams assisting functioning and promoting the patient's voice. However they can experience significant downgrading of their knowledge and expertise, so need to maintain critical understanding of their position and be active in maintaining competent ethical professional practice.

Hicks, Haidee[1]
[1]School of Global, Urban and Social Studies, RMIT University, Melbourne, Vic

"Reading the culture": exploring international students' learning in social work field placement

Exploring international students' learning during field placement, this presentation will outline key findings from the pilot stage of the presenter's doctoral research. This paper will emphasise the need for collaborative research between international students, social work practitioners and universities, highlighting the complex, multi-faceted professional learning that international students undertake during their field placement.

Global demand for access to higher education in Australia has intensified the need for both research and collaboration in social work education, given the increasing diversity within the social work student cohort. Substantial research is required to develop a critically informed approach to how international students learn during their encounters with social work field placement and this presentation will include the ways in which international students understand and embody the culture and practices of the social work profession.

Focusing on the practice of "meaning making" and learner identity construction within the social work profession, this paper will present research that explores the ways in which international students "learn to play the game" during their field placement.

Drawing on Bourdieu's key theoretical tools of habitus, field and capital, this paper will include a discussion in relation how international students make sense of their transnational mobility and the ways in which this shapes their learning subjectivities and emerging professional identities.

Hill, Nicole[1], Egan, Ronnie[2], Cleak, Helen[3], Ervin, Lesley[4] & Laughton, Jody[4], in collaboration with members of the Combined Schools of Social Work (CSSW) in Victoria
[1]Department of Social Work, University of Melbourne, Melbourne, Vic
[2]School of Global, Urban and Social Studies, RMIT University, Melbourne, Vic
[3]School of Public Health and Social Work, Queensland University of Technology, Brisbane, Qld
[4]School of Health and Social Development, Deakin University, Geelong, Vic

Exploration of the contextual factors impacting on the provision of social work placements in Victoria

Over the past two years, the Combined Schools of Social Work (CSSW) in Victoria has undertaken several evaluations with social work field educators to explore the contextual

factors they feel have impacted their capacity to provide social work student placements. A range of quantitative and qualitative themes have consistently emerged from these evaluations.

Although field educators report feeling supported by their organisations to provide placements, their responses also indicate that staffing and workload demands and practice issues such as space and resourcing issues, have impacted on their capacity to provide quality placements. A related theme to emerge was that efforts to build the capacity of agencies in health and mental health sectors to offer student placements through payment do not appear to have resulted in adequate support for supervisors at the ground level.

This presentation will outline the strategies the CSSW has undertaken to better understand these contextual issues as reported by the field. Preliminary steps taken to address some of these issues will be discussed, as will the challenges associated with ensuring the sustainability of placements in this current environment.

Hosken, Norah[1]
[1]School of Health and Social Development, Deakin University, Geelong, Vic

Critical social work: collaborative solidarity for social justice

To be 'critical' and 'social' entails applying a commitment to work in solidarity with others, rather than only as an individual. The forces of neo-liberalism, evidenced-based practice and the 'professional project' have combined to decouple the social from social work, and to erode knowledge of, and commitment to, collective efforts for social justice. Genuine unions of people working with, and across, differences are based on need and partial commonality rather than middle-classed, guilt-induced generosity or strategic alignment. This presentation drawing from a current PhD study, aims to introduce Dorothy E. Smith's feminist, critical sociology of knowledge and its research approach, institutional ethnography, to a wider social work and welfare audience. I suggest institutional ethnography's commitment to commencing research from the standpoints of those affected by the issue provides a congruent philosophical and practical methodology to strengthen the collaborative research and practice of critical social work for social justice.

Hudson, Cate[1] & Diamandi, Sophie[2]
[1]School of Psychology, Social Work and Social Policy, University of South Australia, Whyalla, SA
[2]School of Psychology, Social Work and Social Policy, University of South Australia, Adelaide, SA

One program three locations: a model of collaborative teaching

This paper describes the process of merging two academic teams that are geographically dispersed, to form one team and then to collaboratively teach a social work undergraduate program across three sites. A new collaborative approach to teaching became necessary after an organisational change to staff reporting lines and the need to redevelop the Bachelor of Social Work Program in a Blended Learning format. Thus, staff at all three sites are challenged to work in different ways to design and deliver courses in partnership with colleagues, as one distinct social work program in new flexible delivery modes. Building a new team culture to facilitate a collaborative approach to curriculum design and delivery presented opportunities and challenges. The process involved brings both teams together to identify a common purpose, acknowledge points of difference and building on strengths to form a new model of

collaborative teaching. The two major challenges faced were building a one team culture and designing new way of working to facilitate two, previously autonomous staff, collaboratively teaching the same course. This paper draws on literature and the authors' experiences to describe the process of developing a model of collaborative teaching and developing a new team culture.

Johnstone, Eleesa[1] & Hardy, Fotina[1]
[1]School of Public Health and Social Work, Queensland University of Technology, Brisbane, Qld

A collaborative approach to address the impacts of financial hardship during placement for social work and human services students

Social Work and Human Services degrees include placements as a key part of the learning and teaching experience. The professional bodies mandate placement hours, usually of a near full-time nature as a benchmark of good pedagogy. However, an increasing awareness of financial challenges faced by students associated with long placements has brought into question the quality of the learning that is possible when students are experiencing financial stress.

This paper is based on research findings investigating the financial impact of placement from the point of view of students (across several universities in Queensland during 2014). The research findings also suggests the need to examine how well placement models are meeting the needs of students and the sector, whether greater flexibility can be accommodated and whether greater advocacy is required to provide measures that can reduce stress for students. The paper also will outline how QUT are utilizing access to a hardship bursary to alleviate individual circumstances.

Financial stress among social work and human services students requires a shared attention and collaborative response from universities, professional bodies and placement agencies in order to address social inequity whilst promoting access to an environment of learning that acknowledges the student as a whole person who must contend with basic necessities of life as well as their learning.

Jones, Martyn[1]
[1] School of Global, Urban and Social Studies, RMIT University, Melbourne, Vic

Strategic relationships between tertiary institutions and the social service sector: the craft of collaboration

There is a noticeable and renewed impetus towards building sustained and complex relationships between tertiary institutions and the social service sector. The dream is one of sustained, multifunctional knowledge and learning interactions of mutual value to the partners and ultimate benefit to the end users. Arguably, this ambition is a consequence of the intensification of so called knowledge economies, and such economies have both vehement critics and ardent advocates. The paper will explore the potential and pitfalls of such strategic relationships, illustrated with particular reference to initiatives being advanced between one university and its contingent social service environment. The paper will suggest that such strategic relationships, founded on principles of co-creation and reflexive knowledge exchange, can indeed extend beyond rhetoric to mutual advantage. But the contention is that, to do so successfully, a certain craft of collaboration is required to navigate an extremely challenging political and cultural terrain.

Laughton, Jody & Lewis, Sarah
[1]School of Health and Social Development, Deakin University, Geelong, Vic
[2]Barwon Health, Geelong, Vic

The use of a rotational model for social work students in health: maximising learning and investment for all

The paper will discuss a recent joint project, the development of a group placement model based on clinical rotations for social work students, between Deakin University (DU) Social Work and Barwon Health (BH) Social Work Departments. Since piloting this placement model 2 years ago, there has been research informed adaptations to the model which we will discuss, including strengths and limitations.

We will discuss the importance of processes and ongoing communication in maintaining an effective program and working relationships; importance of shared understanding of various roles across university and organisation; collaboration between BH and DU about integration of field education learning requirements into the clinical placement model; collaborative involvement of social workers across BH Social Work to engage and support students in placement learning in different ways, using a team based approach to students placements, supported by recent research (Vassos 2015). Presenters will share examples of issues encountered, and the strategies, processes and tools which we think have contributed to the value and benefits of this placement model.

Vassos, S 2015, 'Exploring a team-based clinical rotation model of social work practicum education', unpublished paper presented at International Conference of Discovery & Innovation in Social Work Practicum Education, Hong Kong.

Lin, Jinling[1] & Hare, Jenny[1]
[1]School of Counselling, Human Services and Social Work, University of Auckland, Auckland, NZ

The practical problems that Chinese students are facing in preparing themselves for placement in New Zealand

Increasing numbers of international Chinese students are coming to Western countries to study social work. However, currently little is known to the public about the problems they are facing in studying Western social work. This presentation captures how we as field education lecturers identify the gaps that the international students are facing when preparing for placement and how we work collaboratively to bridge the gaps so they can be safe in placement practice

Our work experience and research indicate that the problems are complicated and many factors are involved. While the language barrier is widely recognised, lack of familiarity with Western society, along with a different cultural philosophy towards what is expected of social workers and how to work with clients, contribute to their special challenges in understanding social work in Western countries. It is our intention that this presentation will provide useful information to those who are collaborating in teaching, coaching and supporting Chinese students in social work study. Similarly awareness of the difficulties that they may face could motivate future international students, to prepare themselves well in advance for what they might encounter in their social work study in New Zealand and other western countries.

McKenzie, Margaret[1] & Robertson, Linda
[1]Otago Polytechnic, Dunedin, NZ

Collaborative research a balancing act? Suggestions for a framework for practice

Collaboration carries with it the notion of mutuality – working together, something in it for each stakeholder partner. We begin these arrangements with the best of intentions and enormous goodwill as we each seek to both meet our own needs and those of our collaborators while bringing our own sets of experience and expertise to the collaboration. As the conference backgrounder suggests: How do we ensure these are beneficial arrangements rather than opportunistic activities driven by agendic imperatives? How can we best achieve disparate objectives through joint projects?

The authors have recently engaged in joint and individual projects with a number of community groups and agencies with varied experiences and outcomes from fully to less optimal collaborative endpoints.

In this paper we will present these experiences as case studies and describe our key learning's from these. Reflecting on what worked and what didn't, we have identified a set of practical steps and strategies which we suggest as the base of development of a Framework for Collaborative Research Practice. Academic and practitioners stakeholders within and across disciplines can use these to come together beyond initial willingness, desire to partner and achieve outcomes, to build mutually beneficial collaborations.

McNabb, David[1]
[1]Department of Social Practice, Unitec Institute of Technology, Auckland, New Zealand

Can we re-imagine social work education in Aotearoa NZ and beyond?

What is the state of social work education in Aotearoa NZ and beyond? What should social work education look like and how can we get there? How might we go about assessing social work education and its potential future?

It seems timely to address social work education while other aspects of social work are being 're-imagined' such as child protection (Featherstone, White, & Morris 2014) and social work more generally via the recently instituted blog site Re-Imagining Social Work in Aotearoa NZ (Beddoe 2015).

If 'it takes a community to raise a social worker', what are the key collaborations required for a re-imagined state of social work education?

This presentation explores the nature and purpose of social work education, its relationship to key tools of the profession such as the global standards for the training and education of the social work profession (IASSW & IFSW 2004), along with its current strengths and vulnerabilities. The presentation will take a more exploratory approach and less of an explanatory approach in addressing these major themes.

Beddoe, E (5 April 2015), 'Not independent and not expert - so what is the agenda?' (web log post), retrieved from http://www.reimaginingsocialwork.nz/2015/04/not-independent-and-not-expert-so-what-is-the-agenda/#more-42

Featherstone, B, White, S & Morris, K 2014, 'Re-imagining child protection: Towards humane social work with families', retrieved from http://reader.eblib.com.au.libproxy.unitec.ac.nz

IASSW, & IFSW 2004, *Global Standards for the Training and Education of the Social Work Profession*, retrieved from http://cdn.ifsw.org/assets/ifsw_65044-3.pdf

Maidment, Jane[1], Chilvers, Dominic[2] & Crichton-Hill, Yvonne[1]
[1]University of Canterbury, Canterbury, NZ
[2]Christchurch Polytechnic Institute of Technology, Christchurch, NZ

Card sharps: using cards to foster the teaching and learning of research in the field and classroom

This presentation first briefly reports on research conducted in New Zealand with students and field educators engaged in research on placements. Strong collaboration between the tertiary education sector and the social services sector was integral to this endeavour. The expected and unexpected outcomes of research placement learning are reported. The barriers to these research endeavours are outlined. Strategies for addressing these barriers are outlined, including the development of a teaching resource to guide placement and classroom research learning. The pedagogical rationale for using teaching and learning cards to promote research knowledge building in adult education is explored. The process of writing and pretesting the Practising Research cards for student and field educator use is outlined. The cards include a series of 55 research cards broken down into a set of 7 suits, each focused on different aspects of research learning. The suits include 'The research process', 'Literature review', 'Epistemology', 'Research Methods', 'Ethics', 'Overcoming challenges' and 'Exploring feelings'. Different ways to use the cards both in the classroom and on placement are explained.

Mansel Lees, Virginia[1]
[1]School of Social Work and Social Policy, La Trobe University

Social workers driving the discourse: collaboration for the future?

Forging collaborations between academics and students comes as part of the 'territory' however it can be more difficult to engage social workers more broadly to see students as partners in our collective endeavours. Disappointingly, it can mean that potential opportunities are overlooked so I aim to address that situation with an alternative view to expressing the 'why as well as the how' to create a robust emergent collaboration.

This paper unpacks a workshop developed between a group of students and their lecturer where a social action approach was taken to begin the exchange of ideas around how a new criminal statute in response to the rapidly increasing family violence homicides might begin. Students have ideas and energy that can be harnessed and the importance of this cannot be understated. As our colleagues of the future we need to be able to work with them whilst they are still students so that they develop their professional social work identity and ultimately cultivate their passion for the longer term.

Social workers have been involved across a range of arenas to do with family violence so this is an opportunity for us as a profession to take a lead in beginning a dialogue that has the potential to create a public discourse that importantly could lead to a new criminal statute.

Martin, Jenny[1]
[1] School of Global, Urban and Social Studies, RMIT University, Melbourne, Vic

Social work and youth mental health education: building interdisciplinary collaboration

This paper presents the findings of an exploratory study that compared mental health knowledge and beliefs of Australian social work students before and after undertaking studies in youth mental health literacy. Mental health literacy studies included recognition of signs and symptoms of mental health problems and appropriate ways to assist. This required knowledge of the contributions of other disciplines and the importance of multidisciplinary collaboration. Vignettes were used to assess youth mental health literacy in relation to depression, depression with suicidal thoughts, depression with substance misuse, social phobia, post-traumatic stress disorder, and psychosis. These same vignettes were used in the 2011 national youth mental health literacy survey (Reavley & Jorm 2011). The study findings indicate benefits of mental health literacy studies for social work students. It is concluded that survey respondents had improved rates of recognition of mental disorders as well as increased knowledge of helpful interdisciplinary interventions following completion of studies in youth mental health literacy.

Reavley, N & Jorm, A 2011, 'Young peoples' recognition of mental disorders and beliefs about treatment and outcome: Findings from an Australian national survey', *Australian and New Zealand Journal of Psychiatry*, vol. 45, pp. 890-898.

Merchant, Raema [1] & Ngata, Joan-Ella[2]
[1] Social Sciences, Eastern Institute of Technology, Hawke's Bay, New Zealand
[2] Social Sciences, Eastern Institute of Technology, Gisborne, New Zealand

The Treaty - it's not just a Māori thing

Social work in New Zealand is committed to incorporating the principles of the Treaty of Waitangi (TOW) into a bicultural framework of practice. This paper explores a collaborative approach to teaching the context and consequences of TOW in a social work degree.

Frequently, the teaching of these courses falls to Māori alone to deliver. This can be fraught with inconsistencies in what the students receive and may reinforce a hegemonic and biased perception that the TOW is applicable only to Māori. For these reasons, the course at Eastern Institute of Technology (EIT) is co-taught by a Māori and Pākehā lecturer.

A bicultural approach of teaching TOW to students tends to lead to a radical change in previously held understandings of this topic. Students, non-Māori in particular, are challenged to address their worldview and attitudes about colonisation, racism, and cultural diversity. Many students become aware for the first time about the history of Māori from Te Ao Māori perspective. Students of both ethnicities often experience an awakening of their appreciation of each other's stances and this may be a powerful impact on their future practice. This paper will discuss the experiences of both staff and students through this transformative learning.

Glossary:
Pākehā: New Zealander of European descent
Te Ao Māori: Māori worldview

Moyle, Judith[1]
[1]School of Health and Social Development, Deakin University, Geelong, Vic

Improved student engagement through nurture and collaboration

This paper describes activities for improved engagement for first year social work students at Deakin University. Studies of student experiences in their first year at university indicate that retention rates are improved when students feel connected with lecturers and peers and feel supported and challenged in the classroom. Although no studies exploring experience of social work students were found, a number of activities were introduced in the first Unit for 2015, based on recommendations from broader studies. At a three day Intensive in the first week of trimester, students were invited to engage with and collaborate with their peers in interaction with their lecturer through small localised nurture groups based on postcodes. Students engaged in weekly interactive group activities in classroom seminars and in their on-line groups. Collaboration was encouraged to develop social connectedness and to support each other to complete unit learning activities and obtain important information for assessment tasks. On completion of the first academic period, students were invited to complete an evaluation of their experiences inform further development of this collaborative learning style for further units. Although only in early stages of development, this approach shows promising signs for improved engagement and retention of first year students.

Muncey, Patricia[1], Diamandi, Sophie[1], Drake, Robby[1] & Pillay, Seshni[1]
[1]School of Psychology, Social Work and Social Policy, University of South Australia, Adelaide, SA

Partnering with schools to create a challenging learning environment for social work students. A model of external supervision for placements where social workers are not employed

UniSA has partnered with many state and Catholic schools to create productive placements that provide a challenging and strong learning environment for social work students. This partnership has benefited all parties because UniSA needs to develop and increase the number of productive placements for students and schools do not employ social workers and are keen to have the experience and assistance of social work students under supervision.

During 2014 and 2015 UniSA has been developing a model of supervision that is effective for an environment where there is not a high knowledge of the work social workers do and therefore limited understanding of the role.

Recommendations from this approach are that school staff need to be fully briefed about the possible social work role and the competencies students need to develop. Students need to be oriented to a school culture and to be equipped to respond to professional cultural differences. External supervision is most effective when the external supervisor visits the school regularly, meets with key people and works with the students individually and in pairs or groups. A collaborative partnership model has been developed to aid interprofessional relationships in schools between teachers and social workers (students).

Muncey, Patricia[1], Duncan, Mary[2] & Zabanias, Ilektra[2]
[1]School of Psychology, Social Work and Social Policy, University of South Australia, Adelaide, SA
[2]School of Social and Policy Studies, Flinders University, Adelaide, SA

Building effective partnership to create social work placements

In 2013 Flinders University and the University of South Australia began a partnership to create new and useful placements for the increasing number of social work students enrolled in the Bachelor's and Master's social work courses. The two universities had many needs in common including; large numbers of students requiring placement, urgent need for more placements, traditional agencies at capacity and too few students spread across too many agencies

The KidsMatter mental health program currently being run in primary schools was a recommended area for potential new placements. The two universities also partnered with the Department of Education and Child Development, Catholic Education and the Principals Institute Australia. In addition, each university formed a partnership with each school where students worked on placement. All partners had common interests including; schools needing people to work on the Kids Matter program, alignment of KidsMatter principles and values with social work and the widespread belief that resourcing the mental health of children is important.

This presentation reviews the factors that made this an effective partnership, the results of the partnership and recommendations for the future. Results from the first evaluation indicate social work students contribute positively to the achievement of KidsMatter outcomes.

Muncey, Patricia[1] & Kristof, Julie[2]
[1]School of Psychology, Social Work and Social Policy, University of South Australia, Adelaide, SA
[2]Central Adelaide Local Health Network, SA Health, Adelaide. SA

A partnership between the Central Adelaide Local Health Network (CAHLN) and South Australian universities to redesign social work placements in a busy teaching hospital

In 2015 the University of South Australia (UniSA) and the Royal Adelaide Hospital within the Central Adelaide Local Health Network (CAHLN) partnered to develop a new model for clinical supervision of social work placements in Adelaide's largest teaching hospital. CALHN has had a long-term commitment to providing placements for students. CALHN and the two universities offering social work programs wanted to increase this number given the number of hospital social workers on staff and the high demand from students for clinical placements in a hospital.

To facilitate an increase in the number of students it was decided to change the supervision model from an apprenticeship model to a centralised supervision model where a primary supervisor planned student rotation throughout key areas of the hospital based on available opportunities and students' needs.

This will also be a partnership with the students as they will be involved in the development of the model as soon as they are matched with the agency. Feedback from previous students will be incorporated into the model development. A key component of previous student feedback indicated that students needed to be oriented to the hospital culture before they started placement.

The presentation discusses the current progress of the centralised supervision model.

Nguyen, Minh[1]
[1]Community Information and Support Victoria, Melbourne, Vic

Student placements: towards improved client outcomes in emergency relief services

In a political and policy environment that emphasises economic productivity and growth, the community services sector is facing a challenging operating environment of funding cuts, limited resources and increased demand on civil society to address issues of disadvantage and inequality. In this context, CISVic coordinated an innovative student placement program to build capacity for casework by placing social work students across a range of community based emergency relief agencies. Collaboration between CISVic, a peak body based in Victoria, the RMIT University and the Federal Department of Social Services, the program demonstrates that student placements can build capacity for community based agencies, provide positive learning environments for students, and outcomes for clients who fall through service gaps. We will present some of the challenges and successes, and share our learning about a multi-agency student placement model.

Nipperess, Sharlene[1] & McAuliffe, Donna[2]
[1] School of Global, Urban and Social Studies, RMIT University, Melbourne, Vic
[2] School of Human Services and Social Work, Griffith University, Brisbane, Qld

Trans-national collaboration on ethics education: beginning a dialogue

Knowledge of social work ethics is required content in Australian social work programs. However, there is significant diversity in how ethics is taught and what should be included in the curriculum in Australia. In addition there appears to be very little research on how ethics is taught in other countries' social work programs and indeed what counts as essential ethics content. This paper describes a trans-national initiative to explore the current issues and challenges in teaching professional ethics in social work in three countries: Australia, England and New Zealand. In particular we will explore the challenges and opportunities of trans-national collaboration and focus on the process undertaken to begin the dialogue on ethics education in the social work curriculum.

Nipperess, Sharlene[1], McAuliffe, Donna[2], Sauvage, Deborah[2], Boddy, Jennifer[3] and Chenoweth, Lesley[2]
[1] School of Global, Urban and Social Studies, RMIT University, Melbourne, Vic
[2] School of Human Services and Social Work, Griffith University, Brisbane, Qld
[3] School of Human Services and Social Work, Griffith University, Gold Coast, Qld

Establishing a research agenda on eProfessionalism: interprofessional and cross-institutional collaboration

The use of social media is ubiquitous in everyday life and increasingly it is being used in social work practice and social work education. Social media is used to communicate information, as a tool in teaching and as a medium to provide a range of social work services including counselling, support, group work, community development and social action. Along with the opportunities provided by social media, challenges are emerging both in our use of social media to construct a professional identity as well as in the teaching and practice of social work.

There is very little Australian research that explores both the opportunities and challenges presented by social media in social work. This paper will explore our efforts to develop a research agenda on eProfessionalism which is both interdisciplinary and cross-institutional. We will provide an overview of the literature, our research questions and our efforts to collaborate with a number of other disciplines including nursing, education, law and allied health, across

institutions. We reflect on the possibilities offered by interprofessional and cross-institutional collaboration.

Rennie, Gavin[1] & Tunnicliffe, Craig[1]
[1]Department of Social Practice, Unitec Institute of Technology, Auckland, New Zealand

From ivory tower to community: power sharing, reciprocity, and partnership

Gramscian ideas of organic intellectuals posit the role of academics as uniting with oppressed groups as they continue their struggle against regimes of power. Often engagement with communities and community based organisation have been structured in ways that privilege academics and their agendas rather than truly reciprocal arrangements of mutual benefit. Student placements, as a core component of social work education, have been treated as instrumental relationships with the academy being the dominant partner.

This paper argues that mutuality and community participation are located at the core of both the practice and the assessment of field education. It will explore the ways that community development approaches to practice have influenced the redesign of placement arrangements in the undergraduate programme at Unitec Institute of technology in Auckland New Zealand. This has seen fundamental shifts in the ways placements are facilitated both at their inception and throughout their execution, including a significant devolution of power from the academy to the community of practice.

The discourse of competencies continues to challenge the heart and soul of practice. It reduces social work to a technical skills and managerial functions. The ways that this is resisted are illustrated by case study and voices from the field.

Riley, Judy[1] & Roberg, Brad[1]
[1]Western Health – Drug Health Services, Melbourne, Vic

Negotiating dilemmas, managing roles: field educator reflections on at-risk placements

The role of Field Educator occupies an ambiguous institutional status, intersecting Agency, University and Professional dimensions. In this context, identifying and managing students at risk of placement failure is a challenging and isolating task, one which the research literature addresses in a very limited way. Our experience suggests a number of factors that require attention both by students and Field Educators, as well as the University and the Social Work Profession more broadly. In this paper we will reflect on the experience of the Field Educator when working with students who, for various reasons, are not meeting learning criteria on placement. We focus in particular on the difficulties associated with identifying when learning is not taking place; the tensions involved in maintaining an assessor role, a support role and a clinical role; and the issue of student vulnerability on placement. In doing so we hope to contribute to the discussion on the difficult and sensitive process of student placement breakdown. Additionally, we propose a number of considerations for stakeholders that - from our experiences - would assist the field educator role, and ultimately, the placement outcome.

Rollins, Wendy[1] & Redfern, Helen[2]
[1]School of Allied Health, Australian Catholic University, Canberra, ACT
[2]School of Allied Health, Australian Catholic University, Brisbane, ACT

University-field collaboration to promote authentic learning and assessment in social work education

Social work field education has always relied on collaboration between the field and universities and the professional association. The contemporary field education landscape is under pressure precipitating the need for exploring innovative ways for developing the field-academy collaboration that will support social work student learning.

This presentation reports on a university-based case study project that is informed by principles of authentic learning and assessment. To that end, the project is actively engaging field educators in the development of the project and the resulting case studies. The case studies will be used for teaching in pre-requisite units for field placement, as well as for roleplay learning and Skills Assessments (exams).

On the basis of this experience, the presentation highlights and discusses the collaboration with field educators in developing university-based learning and assessment.

Rose, Jenny[1]
[1]The Children's Hospital at Westmead

Teaching interprofessional collaboration to allied health students, a teamwork learning model

This presentation details a model used to educate undergraduate Allied Health students on the importance of interprofessional collaboration when working with families. Developed and implemented within a paediatric teaching hospital, this single session half day group targets allied health students at any stage of their clinical training.

This presentation will provide an overview of the model used and the evaluation data available to date. Evaluation of students and supervisors over the past five years has been positive. The session has been shown an increase student's understanding of the role of other disciplines, improve their application of family centred practice and they report that the session will influence how they work with families in the future.

Discussion will include the logistical challenges of organising and facilitating the session across a broad range of disciplines, as well as the benefits to students. The session was originally run in a "no tech" way, but has recently moved into a simulation centre and the adaptions required will be explored.

Sadowski, Christina[1] & Townsend, Rob[1]
[1]Community and Human Services, Federation University, Vic

The credentialising of human services and social work education in regional Australia

Reflective of international trends, the qualification level accredited by the Australian national professional body for entry into the social work profession has evolved over the decades from a Diploma level to Bachelors and now to the current Masters qualifying level. This increased focus on "credentialising" (in which eligibility for particular jobs is dependent upon individuals holding specified qualifications) is noteworthy, given that the workforce needs for human

services and social work continue to outstrip the actual number of graduates being produced (AIHW, 2013; ABS, 2011; Healy & Lonne, 2010). Although historically the majority of accredited Australian social work programs have been clustered within metropolitan centres, workforce shortages have now contributed to accredited social work programs being delivered in regional settings. Using the case study of program renewal and expansion at Federation University Australia, this presentation considers the implications of credentialising on human services and social work education in regional Australia. The impact of ongoing debates about marketization of VET, higher education and the human services/social work sector and the impact on human services and social work education, will also be explored.

Short, Monica[1]
[1]School of Humanities and Social Sciences, Charles Sturt University, Sydney, NSW

A collaborative research project inquiring into rural Anglican Church engagements with people living with disabilities

Social work, sociology and theology's knowledge, reflections and questions assist with understanding community engagements in dynamic social environments like rural Australia. They can also share similar concerns about social problems such as the disadvantage experienced by people living with disabilities residing in the bush compared to people in cities. A multi-disciplinary research collaboration is inquiring into rural Anglican church engagements with people living with disabilities. This presentation outlines this project. It also shares how this inquiry breaks away from managerially inspired and medically informed investigations about people living with disabilities, which risk being scoped by disabling categories, labels, efficiencies, performance and 'measurables'. Instead this project researches with people within their communities. The research facilitates a dialogic exchange across the three disciplines with the aim of benefiting and empowering all involved, enhancing social inclusion, promoting social justice and encouraging the expansion of social capital. It privileges narratives of stakeholders living with disabilities, respecting their beliefs and views, rather than the ideas of non-disabled 'experts'. It also affirms the significant contribution people living with disabilities make to their local rural, regional and remote communities and churches.

Short, Monica[1], Jones, Temeka[1] & Jones-Mutton, Therese[1]
[1]School of Humanities and Social Sciences, Charles Sturt University, Sydney, NSW

Collaborations for promoting and developing social work opportunities in rural Australia

There is a shortage of student social work supervisors in rural Australia. This is due to numerous reasons such as rural decline and rurally located organisations' inability to attract suitably qualified people. Such shortages can limit interested organisations' potential to provide social work placements and to attract social work graduates. This paucity motivated a two year collaboration between two social workers from a regional based university and two social workers from a government organisation located in rural Australia. The purpose of the collaboration was to undertake activities which value, encourage and promote quality off-site supervision for students outside major cities. Though neither ground-breaking, nor focused on managerial imperatives about providing field education in a competitive environment, the research activities affirmed the significance of off-site supervision in communities outside major cities. This presentation will present a model of off-site student supervision and explain some advantages and challenges of practicing in a dynamic environment like rural Australia. It will outline benefits of off-site supervision for the agency, university, student and

supervisors. This model will be demonstrated by describing a partnership that has been developing in a disadvantaged rural setting between a local university and a neighbouring educational facility.

Staniforth, Barbara[1] & Beddoe, Liz[1]
[1]School of Counselling, Human Services and Social Work, The University of Auckland, Auckland, NZ

Improving Social Work's Image: Public and Professional Ideas.

This paper will present the findings of a recent project looking at perceptions of social work. Data will be presented from two recent and related Aotearoa New Zealand studies, which have looked at how the public and social workers believe social workers are perceived. As part of these overall studies the question "How do you think the image of social work could be improved?" was asked. Responses will be explored from both public and professional perspectives, with particular emphasis on the importance of education, and building coalitions with media being discussed.

Storm, Chris[1] & Ervin, Lesley[2]
[1]Gordon Institute of TAFE, Geelong, Vic
[2]Deakin University, Geelong, Vic

"Tilling the field": raising opportunities for collaboration in fieldwork placement

Within the Geelong region The Gordon TAFE and Deakin University have had a long relationship of working together, particularly in the area of creating pathways for TAFE students to access further tertiary education, including negotiating appropriate credits for academic units based on what they have learnt through the TAFE system.

In the shifting landscape of field education within both organisations, there has been increasing competition for field placements. Staff within the field education units at The Gordon and Deakin Social Work, are currently working together to support field educators in the community to provide quality placements to students of both institutions.

This is being done through collaborative training, offered to field educators to support them in their role of student supervisor, and also in joint discussions with organisations in the local area, with the goal of being able to provide placements to both The Gordon and Deakin, across the academic period. This is being done to maximize the placement opportunities within the region and to enable students from both organisations access to quality placements. The benefits for the educational institutions, organisations, and students, are clear – quality placements, development of a skilled workforce for the future, and staff supported to provide placements.

Testa, Doris[1] & Egan, Ronnie
[1]College Of Arts, Victoria University, Melbourne, Vic
[2]School of Global, Urban and Social Studies, RMIT University, Melbourne, Vic

Critical reflection: students collaborating with students to become mindful practitioners

Critical reflection is regarded as a necessary skill in social work practice. While there is extensive literature on the need to develop the skills for critical reflection, there is little research

into whether discussion boards and guided critical incident questions are useful in helping social work students develop critical reflection.

This presentation reports an exploratory study conducted about the use of discussion boards and written reflections by social work students undertaking field placement. Results indicated that, conducted within a safe learning environment, students built a learning community to critically reflect on their own and their peers' social work practice.

Testa, Doris[1] & Szendroe, Ande[1]
[1]College Of Arts, Victoria University, Melbourne, Vic

Facilitating mindful supervision: a university and health sector partnership for skilling frontline workers

The Australian Association of Social Work (AASW) explicitly mandates that social workers 'will undertake practice only within their areas of competence or where training/supervision pertinent to their work role is available and accessible' (5.5.1(b))and that during their professional work time that social workers will utilise available supervision (5.5.1 (c)).

However, providing and accessing supervision is the first step in developing ongoing competence. Providing and accessing adequate supervision to frontline workers presumes that the supervisory relationship is a respectful space wherein supervisor and supervisee critically reflect on agency guidelines, professional skills, and knowledge related to services being delivered while also providing and environment where the supervisee can discuss opinions, feelings, and decision making with mutual trust and respect.

This paper will discuss the collaboration undertaken between Victoria University and Western Health to provide supervisors and supervisees a program of agency specific professional development on how supervision can be used to develop and support effective supervisory practices and expectations.

Upton-Davis, Karen[1], Saunders, Rosemary[2] & Dugmore, Helen[2]
[1]School of Social Work and Social Policy, University of Western Australia, Perth, WA
[2]School of Population Health, University of Western Australia, Perth, WA

Making education real

The innovative utilisation of a decommissioned nursing home has provided a training facility for social work, nursing, medical and podiatric students. Working closely with the staff and residents of two co-located hostels and over 50 independent living units, those involved have built a mutually beneficial learning experience and created a thriving learning environment. In this presentation we will explain the project - from initial bright idea to the refurbishment of an empty space into a simulated mini hospital, the ways in which this space has been used for teaching and research purposes, and the involvement and benefits that ensue for aged care residents, student learning and inter-disciplinary collaborations.

Van Beest, Maikie[1], Spencer, Anna[1] & McGregor, Lesley[1]
[1]School of Public Health and Social Work, Queensland University of Technology, Brisbane, Qld

A collaborative approach to supporting international social work students on placement

In 2014 the QUT School of Social Work experienced a dramatic increase in the numbers of International students studying the Masters of Social Work Qualifying Program. The countries of origin of the students are predominantly the Asia Pacific area.

Students, supervisors, academic and professional staff have identified that many students are underprepared for the length and intensity of social work placements as a result of limited awareness of the Australian human service system, cultural understandings of the complex and sensitive nature of many Australian social issues and language barriers. These cultural differences impact on the students' communication, engagement, understanding and expectations of the practicum experience and social work practice generally. This manifests in limited understanding of the context of social work, with many students struggling to be able to meet the requirements of the demanding practicum.

This paper will present how QUT have collaborated with students, agency supervisors, field educators and staff from the Academic Learning Support and International Student Services teams to develop a comprehensive support strategy and a range of practical resources to better prepare students for the experience of placement.

The outcomes for students are an increased awareness of social work practice contexts and by learning from the lived experience of other students, a deeper sense of placement preparedness. Field educators and placement supervisors have a broader range of strategies in place to manage the impacts of some of these challenges.

Watts, Lynelle[1]
[1]Edith Cowan University, Bunbury, WA

Knowledge for practice: reflective practice as collaborative negotiation

White and Stancombe (2003) suggest that clinical decision making may be seen a form of practical-moral reasoning that social workers and others use to build knowledge and manage uncertainty in practice. Teaching students how to think about cases and practice situations involves practitioners, educators and field supervisors in a form of think-aloud reflection which occurs in both formal and informal ways. This think aloud reasoning is a form of critical reflection and is thus a public orientation to thinking (Owen 1999). Moreover it serves as a form of professional induction especially in the context of supervising students on field placement. This paper outlines preliminary findings from interviews undertaken with field supervisors, practitioners, students and educators on learning and using reflective practice in social work. The findings suggest that this public use of reason is a collaborative negotiation of knowledge and truth about social work practice situations and cases and on this basis it fulfils some conditions of Habermas' communicative action (Tully 1989; Tully 1999). The paper will offer some examples drawn from interview transcripts to illustrate this claim and suggests ways in which supervisors and educators might improve student engagement in this kind of reasoning.

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Unlikely partners? Marketing and social work

Social work often talks about marketing as a necessary evil rather than a potential collaborative partner. Yet marketing is increasingly an important part of sourcing funding, finding other partners for social enterprises and spreading the word about the services offered by organisations, private practices and even schools of social work. What can be learned from marketing and what might an engagement with social work as a profession teach marketing as a discipline or profession? This paper discusses the core elements and lessons learned by examining a productive partnership between the regional marketing manager and the coordinator of a social work program in a regional university. Core elements to be considered are openness to difference; the acknowledgement of different expertise, the development shared interests and building trust through engaging in dialogue. The paper concludes with suggestions for how social work might engage with marketing people for the purposes of promoting the profession through promoting educational opportunities as gateways to the profession.

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Going fast or going far? Collaboration to support research and engagement between the campus and community

This paper discusses lessons learnt from five-year collaboration between a local mental health support agency and a social work program. The purpose of the project was to develop a practice tool for assessing the needs of carers of people with mental illness. The project involved two student field placements; the engagement of staff and service users in the agency and two staff from the university. The project was undertaken almost entirely through in-kind support from both agency and university. The main ingredients for a successful campus-community partnership are trusting relationships, respect for the various kinds of expertise of each partner, good communication and being explicit about the interests and benefits for each party. The paper concludes with the benefits of collaborative partnerships for researching and understanding the needs of service users.

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TISSA O'Z

This year ANZSWWER is supporting a ground-breaking initiative for Australia/New Zealand aimed at providing a forum to support and promote the work of social work PhD students across the country and across the Tasman. For many years I, and other academics from across Australia have been involved in such a collaboration across Europe supported by the The international 'Social Work & Society' Academy (TiSSA) www.tissa.net. The PhD-Network of The international 'Social Work & Society' Academy aspires to establish a broad international cooperation of PhD-students in the social professions. Within the structure of TiSSA students have opportunity for active participation in current professional debates, are stimulated by peer review of their projects and are networked into a community of social work scholars. Emergent scholars get the opportunity to present their dissertation projects within a broad international context and to enlist contacts relevant to their research topic. Thus a new generation of academics are supported by the academic community in the production of social work knowledge.

I invite you to the launch of an Inter-University PhD network for Australia/ New Zealand. This presentation will share the experience of TISSA Europe and look to how these lessons can be instructive in establishing TISSA O'Z .

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RPL in social work field education

The Australian Association of Social Work (AASW) supports the recognition of prior learning (RPL) only as a basis for application for credit in one (the first) field education course in a social work program. To be eligible for recognition of prior learning in lieu of the first placement (or part thereof) students must have at least 3 years equivalent full time work experience in the last 7 years. The equivalent of at least one year of this experience must be in the last 3 years. This experience must be in a relevant role and context (equivalent to the type of setting used for a first social work placement) prior to entry into the social work program. RMIT has developed a three stage process to assess student's RPL applications since the inception of the MSW program. In 2014 the Field education team undertook an audit of their RPL applications and outcomes to evaluate the process and outcome to inform future practice. The results of this audit and the implications of this in practice will be presented in this paper. It raises important issues about selection, the process, subsequent placements and the value of this process for very experienced human service sector professionals undertaking the MSW program.

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Y-Change: Young people as experts and collaborators

This workshop presentation will showcase the Berry Street Childhood Institute's Y-Change youth leadership pilot project. Y-Change is part of a model through which we can engage the

underestimated and undervalued expertise of young people who have experienced disadvantage.

In recent years the socio-political and environmental advocacy sectors have seen the emergence of a number of highly respected, youth-founded and driven organisations pushing for action across Australia and internationally. A range of factors has combined to make this an exciting era for young people, particularly those interested in asserting an agenda for a better world. However, not every young person has been brought along for the journey.

Y-Change is the first step towards recognising the expertise in young people that is drawn from the very experience of disadvantage, seeing those challenges as the source of their expertise rather than the barrier to its expression.

The idea that young people are the experts of their own experience is not a new one. Nevertheless, it is unusual to see young people's expertise respected in such a way that elevates them to an equal status with professionals and invites them to play a key role in devising and implementing initiatives for change.

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Developing Chinese social work education: a collaborative partnership to professional practice

Social work has emerged as a relatively new profession after previously being suspended in China. As a result, social work education was recently reintroduced to the Chinese tertiary education system. The re-emergence of interest in social work is because of the increased attention by the Chinese central government to China's social issues and the use of social work as a means to alleviate social tensions in the current rapidly developing environment.

One major approach to increase the number of social work practitioners is to develop more social work programs within universities in China. In order to do so, many collaborative projects within academia have been initiated with Western countries in order to enhance Chinese social work education. This research project focuses on Chinese students' experiences of social work learning and teaching practices in China and Australia. It will identify factors that contribute to students' motivation to study social work and the development of their professional identity during their process of learning. The study also investigates how Chinese students engage, identify and adapt to their educational and social environment in both China and Australia.

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Multiple voices in external supervision: reframing perceptions and upholding priorities

Field education with external supervision has at times been viewed as a less than ideal in social work education. This presentation reports on the experiences of key stakeholders in placements with external supervision. Students, task supervisors, external supervisors and liaison people were interview in a qualitative study to explore their experiences in placements with external supervision. The data of each group was initially analysed separately and the presentation presents the key points that were explored by each group of participants.

Results of the data analysis highlight the complexity, opportunities and challenges of placements with external supervision. This presentation presents insights about the experiences of the various groups of participants. It discusses the different foci of each participant group and suggest that while each group seems to prioritise and foreground different aspects of the experience in their discussion, these insights about opportunities and concerns were connected. The presentation emphasises the importance of identifying the experiences of the individual groups of participants separately and discusses the angles and viewpoints that have been gained through this process of data collection and analysis.

Zuchowski, Ines [1], Dhephasadin, Piayachat[2], Francis, Abraham[1], Gopalkrishnan, Narayan[3], Harris, Nonie[1], Howard, Elise[1] , Jones, Peter[1] , King, Julie[4] , Miles, Debra[1], Puthantharayil, Fr. George[5]

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Collaboration and reciprocity in international social work student exchange: a critical review

Internationalisation has been the subject of significant debate in social work education for at least two decades, with increasing importance placed on enhancing student learning and competence in the intercultural dimensions of social work practice. In Australia this has been partly achieved through the development of international student exchanges and international field placements.

The ways in which these exchanges take place potentially raise significant issues for the social work profession and social work educators. For example, many of the international exchange programs discussed in the social work literature are identified as unidirectional initiatives from the Global North, and the lack of reciprocity and collaboration embedded in the programs has been highlighted as potentially reinforcing the colonial assumptions of Western superiority and perpetuating professional imperialism. This presentation will draw from the initial data and literature relevant to a major research project, recently funded by the Australian Office of Learning and Teaching (OLT), which aims to document and analyse the current international student exchange practices of Australian social work education providers and to develop and disseminate exemplary practices for such exchanges. A key component of the research and the focus of this presentation will be a critical analysis of the concepts of collaboration, reciprocity and mutual benefit in international social work student exchange programs.