

ANZSWWER Symposium 2016

‘Advancing our critical edge in social welfare education, research and practice’

James Cook University, Townsville, Queensland

Abstracts

1 | Off Site Social Work Supervision

Author/s: Ronnie Egan, Linette Hawkins, Judy Williams and Christina David

RMIT University

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.

2 | Field Education as Signature Pedagogy for Australian Social Work Education – A Trip

Author/s: Ronnie Egan¹, Phyllis Chee², Natasha Long³, Sharryn McLean², Janis Parrish² and Anna Spencer⁴

¹RMIT University, ²Griffith University, ³LaTrobe University, ⁴Queensland University of Technology

At the National Field Education Network Conversation in Brisbane in April 2016, a working group was formed to consider Field Education as the signature pedagogy for Social Work Education. From this initial working group discussion, there was agreement to develop a statement about this, to be included in the 2016 review of the ASWEAS standards. Building on the work of Wayne, Bogo and Raskin (2008) and in consultation with Bogo herself, the group identified the intent of the statement is to raise the profile of Field Education in the Australian context and to integrate Field Education within the ASWEAS standards. The group began shaping the elements

required to develop a draft for circulation across the national network in time for discussion at the next National Field Education Network Workshop later in 2016. This paper will present the process and outcomes of the working group in creating this important/valuable/essential statement.

3 | Plusses and Pitfalls – Promulgating an E-Portfolio Pedagogy for Field Work Education and Placements

Author/s: Craig Tunncliffe, Cherie Appleton, Jinling Lin, and Jenny Hare

University of Auckland

Field education has been lauded as “the signature pedagogy of the social work profession”. Practicum or field placements are highly valued and often described by students as ‘transformative experiences’ and/or ‘defining moments’ in their educational studies and beginning social work careers.

Field placement is an opportunity for students to ‘join the dots’ develop personal meaning and insight into fields of practice and make daily connections between class room based theory and practice in the field. Educators at the University of Auckland are currently piloting E-portfolios as a pedagogy and framework for capturing and sharing student learning. E-portfolios facilitate measuring student skill acquisition, developing and enhancing the student social work voice and evidencing students ‘growing their professional self’. E-portfolios were designed to support and capture students’ ability to self-assess, evaluate and reflect upon their understanding of their own emerging professional social work identity and practice.

In this paper the authors critically reflect on the precipitating factors that compelled our shift in pedagogical focus. We examine the advantages and challenge faced by the first two pilot cohorts of Bachelor of Social work and Masters of Social Work students, their field work supervisors and university educators in designing and applying an E-portfolio pedagogy.

4 | Critical Times Require Critical Responses: The Use of Leadership and Collaboration to Respond to Pressures in Field Education

Author/s: Wendy Rollins¹ and Ronnie Egan²

¹Australian Catholic University, ²RMIT University

Change and challenge is a prevailing feature of contemporary social work education. The pressures social work field education is facing are, arguably, symptomatic of the challenges confronting social work generally. Responding to and managing the

consequences of new public management practises evident in higher education has significant implications for provision of field education.

Seemingly impossible challenges demand innovative responses. The process of forming the National Field Education Network (NFEN) over the last 18 months has proved instructive in dealing with change, competition, cooperation and collaboration.

This workshop encourages participants to draw on their own experience of seeking creative solutions to confronting challenges so as to survive in the contemporary environment. Drawing on key concepts from collaborative and feminist leadership including sharing power, building strategic alliances and collaboration processes, the workshop will facilitate participant sharing of knowledge and practice experiences, advancing a critical edge in social work education and practice.

5 | Preliminary Results From a National Survey of Australian Social Work Field Education Programs

Author/s: Dr Ines Zuchowski¹, A/Prof Helen Cleak², Amanda Nickson¹ and Anna Spencer²

¹James Cook University, ²Queensland University of Technology

Field education is generally acknowledged as one of the most important components of social work programs and recognised as the major vehicle in the transmission of professional skills, knowledge and values. However, significant changes in practitioner capacity in the field and to higher education, such as deregulated enrolments and growth in social work programs, has impacted on the delivery and viability of field education programs and has created a significant challenge for social work field education programs to maintain standards.

This national survey was undertaken during 2015 to provide an overview of how field education is currently delivered in Australia and what field education staff perceived as challenges in field education. The results will provide important benchmarks for the current state of social work field education in Australia and data that can be used for further research, policy development and practice.

Findings: Data was obtained from 23 of the 31 Field Education units in schools of social work across Australia which represented a 75% response rate. Quantitative data included the number of students placed in 2015, the number who received RPL, liaison arrangements, supervision models and qualitative feedback such as innovative approaches and ideas for changes to the current ASWEAS standards.

6 | Life is Complex: Resisting Simplistic Notions of Practice and Maintaining a Critical Edge for Social Work Practice With Families

Author/s: Wendy Rollins

Australian Catholic University

Consensus exists in the social work literature that ‘social worker-client relationship practice’ is a defining and enduring area of social work practice. Social work expertise in this area has been significantly challenged in the last 30 years due to a range of factors including the impact of neoliberal economics and new public management practices (Healy, 2014;Lonne et al., 2009;Trevithick, 2014). The diverse and fragmented nature of the knowledge base that informs this area of social work practice further impedes broad understanding about what social workers do.

This presentation reports on PhD research that has developed practitioner-informed knowledge about social worker-client relationship practice in child and family services. The study has generated insights about how social workers translate knowledge into actions with clients; has illustrated the complex intersections of contextual and theoretical factors that social workers assess and negotiate daily all of which demonstrates the dynamism of this practice.

An integrated multidimensional framework of social worker - client relationship praxis is presented, contending that this type of practice offers a critical edge in meeting the complexities of child and family services practice, and ‘where clients are at’, while resisting the reductionist tendencies of neoliberal public management principles. Implications for practice and undergraduate education are also outlined.

7 | Service User Involvement in Social Work Education: Non-Traditional Approaches to Addressing Men’s Violence

Author/s: Rebecca Burns

Edith Cowan University

Service user involvement in human service policy development, service delivery, research and tertiary education is a contested area for social work researchers, with the literature indicating that engagement with service users is at a low level and nominal at best. This presentation will provide an overview of my PhD research which explores service user involvement in social work education in relation to hard to reach or disengaged populations, focusing particularly on men who have used violence in their intimate relationships as the service user group. I will provide an overview of the research carried out so far with men who use violence and how this research has implications for the concepts of expertise and empowerment in social work practice. I

will discuss the idea and ask the audience some questions regarding empowerment and how this may impact on men's use of violence. I will discuss the next stages of the research and the possible outcomes including an educational resource developed by men who have used violence for use in tertiary settings and improved strategies for community engagement between universities and service user populations.

8 | Putting Gender Back on the Agenda in Domestic and Family Violence Policy and Service Responses

Author/s: Dr Christine Morley and Ms Jo Dunstan

University of the Sunshine Coast

The Australian Federal Government has recently acknowledged domestic violence as a gendered issue and injected significant welcome funding to support feminist approaches to practice. In addition, the recent findings of the Victorian Family Violence Royal Commission include 10-year industry plan that will require mandatory qualifications in social work for specialist family violence practitioners.

These contextual changes enable social workers to take a leadership role in this field, advancing our critical edge in domestic and family violence practice, research and education.

Social work has a key role not only in responding to domestic and family violence through policy and service responses, but also in promoting social and cultural change. This change begins with the practice of critical reflection to unearth and challenge dominant assumptions about gender, power and violence in order to shift the consciousness of individuals and communities, ultimately affecting societal change. This involves furthering a critically reflective approach to practice that champions women's and children's rights, whilst simultaneously holding perpetrators accountable and seeking to change the societal structures implicated in producing violence. This paper will highlight the opportunities and implications of these contextual changes and discuss this importance of critical social work's contribution to research, education and practice in the area of domestic and family violence.

9 | Promoting Student Cultural Competence and Confidence for Practice With a Diverse Multicultural Community Through an Integrated Student Hub Placement Model

Author/s: Dr Jeanette Neden, Dr Jennifer Boddy, Susan Hunt, Sandra Young, Sally Wooler and Brett Davies

Griffith University

Background: Changes in population mean that social workers are increasingly working in healthcare settings providing services for a diverse multicultural consumer base. In a health setting, they need to promote health and wellbeing through an integration of sound medical knowledge, access to evidence informed practice approaches, as well as knowledge and skills of psycho-social assessments and working in a culturally relevant manner. Consequently, a university research team partnered with the State-wide Social Work Clinical Education Program and a Queensland Health Hospital to establish a student hub placement model which focused on cultural competence by integrating research and clinical work with diverse populations.

Research aims: This study assessed the value of the student hub in promoting and integrating cultural competence, knowledge, confidence and attitudes for working with a diverse and multicultural consumer base through the use of an integrated placement model that ensures students engage in both research and social work clinical practice.

Methodology: All students in the Hub were interviewed mid-way through placement and after 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 developed from data analysis of an earlier iteration of the student hub model and interviews were thematically analysed.

Results: Students' cultural competence, confidence and knowledge in working with diverse and multi-cultural groups was assessed to establish if these increased or decreased while on their placement.

Conclusions: Social work placements aim to enhance praxis by enabling students to apply theory, frameworks and skills so that they can be integrated in practice through the field placement. This research will establish if the Integrated Student Hub model contributes to facilitating praxis in students working with diverse, multicultural groups.

10 | Reflecting on a Short Term International Experience: The Learning Opportunities and Challenges

Author/s: Margaret Spencer¹ and Fran Waugh²

¹The University of Sydney, ²Edith Cowan University

This paper considers the learning opportunities and challenges offered to 10 final year social work students from an Australian university during a two week international experience in Indonesia in 2016. The program was multi-dimensional involving both universities and human services agencies. It was tailored by the academics, in both the host and visiting universities, to maximize students' learning. This included students'

engagement with their peers in the two universities in Indonesia in order to explore social work in an international context; to consider common issues in field education including the development of professional identity and to discuss key issues facing social work practitioners in Indonesia. It is suggested that the intense immersion of students in social work practice in an international context enables them to further understand the centrality of relationships, group participation and the influence of culture and context on social work values (for example, self-determination) in order to understand the complexities of practice. The experience highlights the importance of social work pedagogies which foster transformational learning through immersion and ongoing critical reflection.

11 | Indirect Placements - How to “Sell” Them to Both Social Workers and Students

Author/s: Jenny Rose and Sue Foley

Children’s Hospital at Westmead, Sydney

While many universities require students to undertake indirect work as part of their field education experience, these placements are often seen (by both students and social workers) as a less attractive option. Students are keen to get into working directly with clients- often identifying this as “real” social work. The authors of this paper argue that indirect placements have great value- to both student learning and agencies.

At a time of significant change in the workplace it can be easy for social workers to be “too busy” to have a student and be unable to identify how a student can fit in and contribute during times of organisational change. This presentation will explore how a large multidisciplinary organisation has been able to provide numerous indirect placements that not only provide students with stimulating learning experiences, but produce significant bodies of work that greatly benefit the agency- not only social work staff.

Areas that will be covered include:

- Strategies for identifying potential project topics
- Breaking the topic into realistic placement components
- “Selling to concept” to other social workers
- Writing an accurate, interesting placement offer
- Placement/project management strategies
- Helping students to link theory to practice
- Feedback from students about their learning

13 | Critical Language Awareness: A Beckoning Frontier in Social Work Education?

Author/s: Clement Mapfumo Chihota

Bethlehem Tertiary Institute New Zealand

Effective social work practice is predicated on inclusive, empowering and culturally responsive communication, and yet, there appears to be a paucity of modules that foster language awareness, let alone, critical language awareness in social work trainees – both within and beyond the Australasia context. This gap (or elision?) is more worrying against a background where social structures, demographics and relations are becoming more complex and contested due to the effects (inter alia) of globalisation (Driscoll, 2005; Hill, 2002; Jordan et al, 2008). Defined broadly, Critical Language Awareness (henceforth, CLA) explores “...the place of language in social relations of power and ideology, and how language figures in processes of social change” (Fairclough, 2011:1). Intentionally incorporated into social work curricula, CLA promises to advance students’ abilities to engage their future clients in more inclusive, empowering and culturally responsive ways. CLA also promises to sharpen students’ capacities to recognize and challenge oppressive discourses (Fairclough, 2011; Wodak & Weiss, 2007; Manjarres 2014). In development of this argument, the paper firstly maps the broad scope and historical emergence of CLA. It then discusses some of the theoretical underpinnings and main foci of CLA. The paper concludes with a consideration of how CLA could be incorporated into social work curricula to develop graduates that are better equipped to, “...promote... social change and development, social cohesion, and the empowerment and liberation of people.” (IFSW, 2014).

14 | Changing Paradigms in Social Work Field Education: An Exploration of a Team-Based Rotation Model of Practice Teaching and Learning

Author/s: Sevi Vassos

Deakin University

Workforce shortages across the Australian health services sector have resulted in government incentives to increase capacity for clinical placements for allied health professions, including social work. The injection of government funds in 2010 set the scene for strengthened partnerships across education and health services sectors. The University of Melbourne joined together with five major hospital networks to explore a team-based rotation model focused on optimising capacity for growth in social work

clinical placements, whilst maintaining the overall quality of practice learning for the social work profession. The model was trialled over three years, 2011-2013. The aim was to explore how a fundamental change in the placement model could impact and the experiences and outcomes of field education. The study adopted a mixed methods design. The presentation reports on the three-year study. The findings show a sustained growth in placement capacity with the implementation of the model. However, the views of participant groups on the quality of the teaching and learning experience are mixed. Ultimately, the study highlights the complexity of field education and points to a set of foundational factors influencing the quality of the learning experience regardless of the education model in place.

15 | *'Making the Invisible Visible'* in Practice and Education

Author/s: Cate Thomas, Monica Short, Heather Barton and Therese Jones-Mutton

Charles Sturt University

Challenging social constructions, barriers and blockages to social inclusion, social cohesion, social justice, diversity and human rights is essential social work. This paper will present a combined industry and academia research initiative undertaken by three social workers. It is an auto-ethnographic exploration into society's norms about deserving or undeserving – using the example of hidden disability. The purpose of the research is to question the current societal perceptions of disability and to focus on the constructs of 'you must see a disability to have it' or 'I walk and talk therefore I must be OK'. Such challenges need to be underpinned by evidence based arguments, critical thinking and theoretically informed practice. With reference to the authors' experiences, this presentation considers how society acknowledges and responds to diagnosed hidden disabilities. The authors will share insights on how we might advance beyond reflecting on social justice and social inclusion, by inviting educators, practitioners and others to question and change perceptions of hidden disability within all social welfare environments.

16 | From Institution-Centred to Place-Centred Practicums: The Case of Cherbourg Aboriginal Community

Author/s: Dr Phil Crane, Dr Deb Duthie and Anna Spencer

Queensland University of Technology

Since late 2013 the social work and human services program at Queensland University of Technology has been working with the Australian Aboriginal community of Cherbourg. Cherbourg was established in 1904 as a government reserve through the

forcible removal of Aboriginal people from the states of Queensland and Northern New South Wales.

The opportunity arose to locate social work students on placement with Cherbourg agencies. However the traditional placement model of one student, one semester, one agency, and one already qualified host agency supervisor did not sit well with principles of respect, decolonisation, and social justice. From the outset it was important to appreciate that Cherbourg was evidence that processes of exclusion and marginalisation are often produced and reproduced spatially, and that our approach to student placement may well add to this.

This paper outlines an alternative 'place based' student engagement model that has emerged from the Cherbourg experience, one that privileges the interests and strategic goals of the host community, translates these into projects, and clusters student energy in a series of open ended processes that transcends institutional requirements.

The style of this paper is both discursive and empirical, drawing on literature along with twenty qualitative 'yarns' conducted with staff from host agencies in the community.

17 | Reflexivity, Reflective Practice and Critical Reflection: What is the Difference and How Can We Teach it?

Author/s: Lynelle Watts

Edith Cowan University

Reflexivity, reflective practice and critical reflection are all activities and practices now widely accepted as significant to contemporary social work practice. Yet there remain widespread differences in how the terms are discussed within the literature and by educators and practitioners in addition to how students are instructed in the use of reflexivity and critical reflection. Based on doctoral research tracing how the terms are understood in Australian social work education and practice, this presentation will present a schema by which they might be distinguished for educators and students. The presentation will end with an examination of the different kinds of critical reflection embedded in current reflective practice models and make suggestions for assessment that might engage students in using different critically reflective operations that might be useful in the classroom and within field education.

18 | International Student Exchange in an Era of Internationalisation: Sustainability of the Current State of Practice

Author/s: Debra Miles¹, Peter Jones¹, Narayan Gopalkrishnan¹, Abraham Francis¹, Nonie Harris¹, Elise Howard¹, Ines Zuchowski¹, Julie King¹, Piyachat Dhephasadin and Fr. George Puthantharayil

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The introduction of the New Colombo Plan and efforts to internationalise the curriculum are driving an increased interest in international social work student exchange. Exchange is an important strategy in developing student resilience, intercultural awareness and an understanding of alternative approaches to practice. The use of a critical lens in framing the exchange experience, and a commitment to reciprocity in partnerships, are important in avoiding the potential pitfalls of exchanges, including imperialism, one-way learning opportunities and limited consideration of the benefits for host institutions.

This presentation will provide a brief overview of the background, aims and initial findings of the *Going Places* project, funded by the Australian Office of Learning and Teaching (OLT). Data collected from Australian institutions, students and hosts from the Indo-Pacific region indicate that despite good intentions, exchange arrangements can be ad-hoc and goals such as reciprocity and mutual benefit can be difficult to achieve in the absence of strong institutional support. This raises questions about the host experience, student outcomes, and the sustainability of exchange arrangements. The presentation will discuss guidelines for good practice around the sustainability of exchange programs with particular consideration given to conducting exchanges within social work, social justice and human rights frameworks.

19 | Unravelling Conversations With the Field Educators: When are Students Unsuitable for the Social Work Profession?

Author/s: Tracey Dickinson, Sandra Croaker, Sally Watson and Ines Zuchowski

James Cook University

Social work field education is one of the processes of identifying students that are unsuitable for the social work profession. Within Field Education, the evaluation of suitability or unsuitability for social work practice relies heavily on the field educators, whose own practice framework and interpretation of the AASW Education Standards may guide the assessment. Anecdotal data and literature highlights that ambiguity about frameworks to assess unsuitability can be problematic in providing guidance to students and providing evidence for evaluation particularly in cases where a student is evaluated as unsuitable for practicing social work.

This presentation is based on workshops run with social work field educators on the topic 'social work student suitability for practice'. The workshops were part of the professional development program for field educators and enabled discussions between the university field education team and social work field educators about developing an assessment framework to guide the evaluation of student suitability. The presentation will provide a framework for thinking about unsuitability and suitability for practice and highlight ideas of holistic approaches to assessing students' suitability for practice in field education. The discussion underscores the importance of demonstrable skills and knowledge alongside the social Work professional values and principles, key to ensuring social work students and practitioners are prepared for reflexive practice in complex times.

20 | Resilience Informed Pedagogy: Understanding the Experience of Social Work and Human Services Students With a History of Childhood Adversity

Author/s: Michelle Newcomb

Queensland University of Technology

Many people enter social work and human services (SWHS) courses with a history of childhood adversity which may provide them with resilience useful for practice. As a part of a mixed methods doctoral research project in South East Queensland 266 students across three universities were surveyed about their experiences of childhood adversity and constructions of resilience. The majority of surveyed students had experienced some type of childhood adversity (82%) with many having experienced three or more adverse childhood experiences (50%). Students resoundingly felt childhood adversity had aided in their development of resilience. Findings from interviews with twenty students revealed their desire for greater acknowledgment of their collective, lived experience of childhood adversity by academics as a way to destigmatise experiences whilst also focussing on the strengths they bring to practice. Students desired authentic learning experiences which included greater focus on use of self and self-care within the curriculum. This study has implications for SWHS pedagogy; by acknowledging the complex and rich experience of students with a history of childhood adversity we are able to re conceptualise them as resilient would-be practitioners.

21 | Human Rights Based Practice: Valuing the Lived Experience of Frontline Social Workers

Author/s: Dr Sarah Epstein and Nicole Winter

Deakin University

This paper will present research conducted at Deakin University exploring how frontline social workers engage with human rights in their day-to-day practice. The research has responded to the social work professions expressed commitment to human rights as a means of pursuing its goals of social justice (AASW Code of Ethics, 2010). Despite this, there is a paucity of empirical research exploring how a commitment to human rights based social work is enacted in the practice context. Our research has created space for frontline social workers to share their lived experiences and identify the ways they are engaging with human rights in their everyday practice. The paper will share the results of this qualitative research with particular attention to the ways frontline social workers are incorporating human rights in their work with refugees and people seeking asylum. Focus will also be turned to the limitations and constraints that inhibit social workers' ability to enact human rights based social work. The aim of this research, combined with the opportunity to facilitate discussion about the results at the ANZSWWER Symposium, will support efforts to bring human rights in from the conceptual realm. It is anticipated that this will support the ongoing development of human rights based social work practice.

22 | A Model of Critical Supervision for the Human Services

Author/s: Carolyn Noble, Mel Gray and Lou Johnston

Australian College of Applied Psychology

This presentation introduces a model of critical supervision which addresses not only human relationships but also the complex surrounding contexts, shaping the managerial environments in which the human service work is carried out. Drawing on ideas from critical theory and pedagogy, the model is built on the idea that supervision has a role in assisting practitioners to think and practise critically and stay true to their emancipatory and transformative values. The model is supported by theories of critical pedagogy and organisational learning. This presentation focuses on the critical pedagogy informing critical supervision as a response to the managerial environments shaping human service practice.

23 | Through the Eyes of our Clients

Author/s: Helen Sellar and Corina Modderman

La Trobe University

Helen and Corina bring to this workshop a combined 30 years of frontline therapeutic social work, as well as 10 years teaching into the skills program of the Bachelor of Human Services / Masters of Social Work at La Trobe University's Albury / Wodonga campus. In 2015 they began using innovative technologies to enhance the learning outcomes for their students and to prepare them for field education. The results have been significant and they are keen to share these learning experiences, in a hands on way, with workshop participants.

One such technology has been the 'point of view video recording glasses' which when worn enable the student or trainee to record their therapeutic work literally through the eyes of their (simulation or role play) clients. In a field where 'real' client protection from harm is paramount, these technologies offer the closest to real experience possible. This workshop will offer participants the opportunity to reflect upon their own clinical skills in a safe and supportive space. A unique and valuable opportunity for even the most experienced clinician. For those in education, we will present a new and innovative platform for teaching.

24 | Leaping into the Future: Setting the New Shape of Aotearoa New Zealand's Services for Children and Families

Author/s: Michael O'Brien

Social welfare, social services and social work for families and children have experienced and continue to face radical changes in Aotearoa New Zealand. Central to these changes are notions of vulnerability, risk, social investment and outcomes and the failure of historical and traditional approaches to effect change. This paper explores the development and use of these central notions, their interrelationship and their political and ideological framing within the context of significant child poverty and a significantly reshaped role for the state. The paper will explore the implications for social services and social work practice, with a particular focus on what the implementation of the changes mean for the positioning of service users.

26 | Social Work in Townsville Catholic Schools

Author/s: Jennifer Blackshaw

Townsville Catholic Education Office

At the end of 2014, Townsville Catholic Education Office (TCEO) appointed its first Social Worker. With a back drop of Royal Commission in to institutional responses to child sexual abuse, an increasing awareness of struggling families, media savvy children, spotlight on domestic and family violence, various social issues and the impacts on

education, the appointment of this position was intentional and timely. With 30 schools across the Diocese, including boarding schools and Indigenous communities, providing education for thousands of young people from kindergarten to grade 12, the need for a social lens has been critical.

The appointment coincided with amendments to the *Child Protection Act 1999* and the commencement of Family and Child Connect Services across the state. Creating safe school communities that allowed young people to flourish and meet their potential irrespective of what social, economic or cultural challenges they may experience, highlighted the dynamic way in which social work can use a grass roots approach *and* a strategic focus to be successful. Bridging the nexus between community and school and family draws upon many social work theories and allows for new relationships and connections to form to enable schools to nurture, support *and* teach.

The opportunity for research ranges from qualitative research around student help seeking behaviours, action research around the impact of a program or process implementation or historical research looking at how schools' mandatory reporting behaviours have changed since the appointment of a social worker.

The presentation will include a summary of the unique experience of Townsville Catholic Educations' social worker, and time permitting, video demonstrating evidence of how the role has been embedded and examples of social work in action.

Social Work has an important and valuable contribution to make to education. Schools aim to assist students to reach their full potential and enter adulthood as a productive member of society. The critical edge of social work in education is ensuring that the conditions are conducive for all to reach their potential. Social Work applies a unique lens that make connections that may not traditionally fall in to realm the responsibility of classroom educator such as the link between well being and student performance.

27 | An Evaluation of Inter-Professional Student Placements in a University Health Clinic

Author/s: Hilary Gallagher¹, Louise Horstmanshof² and Monique Lewis¹

¹Griffith University, ²Southern Cross University

While social work and welfare graduates are often expected to work within multi-disciplinary teams, interprofessional teamwork is not consistently taught within degree programmes. Learning to work together successfully in an interprofessional workforce is vital for the development of integrated service provision. Moreover, with social work and welfare placements becoming increasingly hard to resource, interprofessional placements offer increasing field education opportunities. This presentation will examine the benefits and challenges of introducing social work and welfare students

into an osteopathy team within a university health clinic. This clinic offers a range of medical and allied health services as well as supervised student run services to the university and local community. Social work and welfare students received supervision from both an osteopath and a social worker. To date, three sets of qualitative data have been collected to explore student and supervisor understanding of how this interprofessional learning experience contributed to quality learning, experience of placement and client outcomes. This presentation will focus on how effective the learning experience was; and how appropriate it was in terms of social work and welfare learning and supervision criteria. Implications for future placements and practice will be explored.

28 | A Social Work Journey into Collaboration with Adolescents in the Mental Health Context – Intersections of Narrative Therapy and Ethnography

Author/s: Jonathan McClelland

Queensland Health, Townsville

This paper explores strategies for including young people as collaborators, in designing their own responses to mental health difficulties. These are strategies utilising both narrative therapy and ethnographic approaches that enable social workers to position themselves 'beside', and 'with' the person they are assisting. The aim of this paper is to provide information about these strategies that would assist the experiential learning of social work students new to the mental health arena.

There is a strong focus in social work education on the involvement of clients in their own treatment and its design. There is an emphasis on seeing clients as whole people, who are experts on their own difficulties, resources and supports. Social workers assist people to develop their own responses to difficulties, to maintain their ability to define what is happening to them in a way that fits their own sense of self, recognising the skills and abilities they bring with them.

In my own experience, social work values and ethics can often sit uncomfortably in the mental health field, because the medical model often focuses on diagnosis and prescription in preference to engagement with people's own world views, skills and knowledge. This is a context which sometimes appears to discount the viewpoints and contributions of adolescents. For this reason the development of a stance which incorporates both the ethnographic attention to the 'exotic' within the familiar, and a narrative therapy awareness of troubling situations as being 'multi-storied,' forms the core of this paper. This means that these young people are in effect 'co-researchers' of strategies for responding to their own mental health needs and that of others like themselves. What this adds to social work education is the opportunity for students to

develop their own strategies for engagement and collaboration in mental health work – to get a taste of what can happen when clients become creative strategists for themselves.

29 | Peer Group Supervision Using Technology – A Way of Providing Supervision for Isolated Social Workers in Complex Times

Author/s: Amanda Nickson

James Cook University

Social work practice in rural Australia faces high staff turnover, burnout and difficulties in recruitment and retention (Cuss 2005). A lack of supervision and professional development opportunities have been identified as contributing to recruitment and retention difficulties. (Green, 2003)

This qualitative research reports on peer supervision in virtual teams in rural and remote Australia over a twelve month period. Pre and post-trial individual interviews; monthly group supervision sessions; online evaluations and focus groups were conducted. Three overarching principles were evident and seven themes were identified. The three principles are 1. Connected-ness with like-minded professionals; 2. structure and process and 3. peer group supervision worked.

The seven themes are support; learning; reflection on practice; the value of diversity in social work contexts; the impact of being structured or unstructured; technology and the challenges of time, preparation and priority.

The ease and access afforded by the use of simple technology is noteworthy. Whilst the research was conducted in rural and remote Australia, the use of peer group supervision using technology could be equally applicable for professionally isolated social workers in metropolitan settings. This could provide supervision to social workers when supervision is not seen as a priority in the current practice context.

30 | “A Baptism of Fire”: Negotiating Complexity. Social Work in Refugee Organisations in Melbourne, Australia

Author/s: Dr Kim Robinson

Deakin University

Research suggests that the causes of what has been termed the ‘illegalisation of migration’, state restriction of entry and movement, are multiple and include an increase in securitization and moral panic (Dauvergne, 2008; Grewcock, 2010). This

has a direct impact on humanitarian policy and practice with refugees and asylum seekers. Funding cuts and demands on organisations to provide more direct services restrict their critical political role. The security agenda is used to justify sanctions and social work services that emphasise human rights and social justice face increasing pressures. The discourses of power, discipline and control that operate to regulate asylum seekers and refugees have implications for the frontline workers in this research.

Drawing on empirical work conducted recently by the author, this paper will explore the roles and perspectives of frontline workers operating in organisations in Australia. It highlights strategies to ensure that those working with refugees and asylum seekers are adequately supported thus contributing to their well being, retention, and effectiveness overall. The paper will also argue for the need to include content on forced migration and working with refugees and asylum seekers in curriculum of social work programs.

31 | Human Rights and Green Social Work: Implications for Social Work Education

Author/s: Sharlene Nipperess

RMIT University

Interest in the relationship between environmental degradation, social injustice and social work has slowly been increasing since the 1970s. For most of this time environmental issues have been on the margins of both practice and education but relatively recently that has begun to change. There are now a number of textbooks, several special editions of journals and numerous chapters from edited books that explore the field of environmental or green social work.

The principle of human rights, though complex and contested, is widely considered to be core to the social work profession. However, the connection between human rights and green social work has barely been discussed in the literature. This presentation will explore the connections between human rights and green social work and consider the implications for social work education.

32 | Cross-Sector Placements Can Work for Everyone

Author/s: Susan Hunt, Sandra Young, Elizabeth Niu, Penny Cosh, Fleur Kenny, Lauren Beecroft and Monika Frkovic

Metro South Hospital Health Service

Eighteen week Social Work placements can put pressure on the workforce when organisational environments include high levels of contract and part-time employment, high demand for services and constant change. Structuring student placements with nine-weeks in a community sector agency and nine weeks in a public sector workplace can ease this situation. Placement responsibilities can be shared between field educators and cross-sector placements can provide a rich learning experience for students. This presentation considers a cross-sector mental health placement that was made possible through collaboration between Social Work practitioners, university field liaison officers, students and public health clinical educators. Discussion focuses on the processes and systems developed to establish a successful cross-sector placement that did not come without some challenges. Lessons learnt and future cross sector placement opportunities are also considered.

33 | It's all About Relationships': Learnings for Social Work from Rural, Regional and Remote Practice

Author/s: Dr Amanda Howard, Dr Tamara Blakemore, and Mr Phill Pallas

University of Newcastle

Relationships, engagement and professional boundaries are often discussed in social work literature, practice and supervision. This paper, drawn from qualitative research within diverse rural, regional and remote Australian locations will explore the centrality of relationships to rural and remote social work practice. The multiple interpretations of 'relationships' within this context are analysed using a critical perspective and the implications for social workers development of practice skills along with personal and professional social work identity are discussed. This paper contends there are significant learnings for social work from practitioners in rural and remote locations who live and work in small and often highly visible locations that can enhance social work practice and identity beyond this context.

34 | Falling Apart in Public: Supporting Guest Presenters and Students to Tell and Hear Stories of Lived Experience in the Classroom

Author/s: Donna McAuliffe and Ms Janine Rhodes

Griffith University

Social work education relies on the bringing together of academic scholarship with the realities of practice. A common way of bridging the gap between education and practice is to invite guest presenters into the classroom to share their experiences with students. Guest presenters are typically either practitioners from the field, or service users who

have lived experience of mental illness, disability, social exclusion or marginalisation. In the spirit of encouraging collaborative reciprocal partnerships with service users, many academics form relationships with agencies, and these relationships extend to invitations to consumers to engage in educational processes. Such presentations often involve emotive content about loss and bereavement, trauma, violation of human rights or discrimination that can result in many responses, sometimes unanticipated. This paper presents findings from a small learning and teaching project that developed a set of resources to prepare guest presenters and students for engaging with potentially emotive content, and provides strategies to safeguard consumer rights by ensuring that a safe and supportive environment is created for enhancement of learning.

35 | Activism: Optional Extra or Essential Everyday Practice in Australian Social Work? Results of a Classroom-Based Inquiry

Author/s: Susan Gair

James Cook University

Australia's inconvenient history includes British invasion that contributed to enduring individual and structural racism and discrimination for Aboriginal and Torres Strait Islander peoples and they remain significantly overrepresented as social work clients. An antiracist stance is understood to be core to social work practice. Some literature has suggested that cultivating empathy can help reduce racism, and provoke activism for social justice. This presentation reports on a recent classroom-based inquiry exploring barriers to activism. The study extends previous student-centred research by the presenter exploring empathy and racism. The findings suggest that some students hesitant to commit to action for social justice for Aboriginal and Torres Strait Islander Australians for reasons including a lack of confidence, and a lack of time and information. Advancing social work students' confidence and skill development, including facilitating 'critical empathy', may bolster students' embrace of everyday acts of activism for social justice.

36 | "Will Learning This Get Me a Job?" Community Development, Social Work Standards and Employability

Author/s: Helen Betts, Gail Pollard and Ellen Beaumont

Griffith University

University, School of Human Services and Social Work, operates a student unit in a volunteer-run community centre to provide students with field education experience in community development knowledge and practice. After 6 years, that

Student Unit is being evaluated. This paper draws on aspects of that evaluation to speak to several tensions of pedagogy and practice in complex times.

Community development, whilst recognised by AASW as integral to social work, has been a non dominant practice for many years with few employment opportunities, a minimal presence in teaching programs, diminished opportunities in the field, and a contested practice/knowledge base.

Recently, the winds of change have placed communities back on the policy agenda. Jobs are emerging, yet they are being framed in ways that leave graduates wondering if they have the competence, mastery and employability for the positions.

As the Student Hub devised ways to address these issues, the evaluation raised a third issue. Social work standards are being identified by students and supervisors as stumbling blocks in framing, and reflecting on, community practice. This presentation discusses how these issues are related, some strategies to address them and their broader implications.

37 | Australian Social Work as a Transnational Professional Space

Author/s: Dr Allen Bartley

University of Auckland

The transnational migration literature has embraced the imagery of transnational social space to conceptualise the social fields brought together by the combined action of social actors, institutions and national governments. This presentation argues that transnational labour market mobility amongst professionals has created a special variety of transnational social space: the transnational *professional* space. Drawing on a 2014 survey of transnational social workers in Australia, the experiences of foreign-qualified social work professionals in Australia are analysed in order to assess the preparedness of the profession, as well as the professionals themselves, to deal with the challenges of transnational labour market mobility. The presentation uses the concept of a transnational professional space to examine migrant professionals' advance knowledge of the professional and cultural milieu of their destination country, their experiences of induction and training offered by their initial Australian employers and their perceptions of the preparedness of the local professional to engage in the transnational professional space.

38 | Promoting Social Welfare Education Students' (Consumers) Inclusion Around Their Mental Illnesses (Diversity) While Undertaking Placements

Author/s: Dr Naomi Blake

University of South Australia

Research was undertaken with University of South Australia students with diagnosed mental illnesses for a PhD entitled: Success for University students with Mental Illnesses: Building Resilience and PERMA (Positive Emotion, Engagement, Relationships, meaning and Accomplishment).

Data collection used two methods, an online survey and in-depth interviews. Participants included the support unit staff (Learning and Teaching Unit), academic teaching staff members and the students themselves across all degrees and campuses. Social work and Human Service Students at UniSA were part of the focus of this research, where students are consumers of higher education. In particular, there was a focus on accommodating student diversity in terms of participating in higher education with a medically diagnosed mental illness.

The research revealed some important results for consideration in developing and implementing placement components of social work and human service degrees. One area of concern raised through the research pertained to the making of reasonable adjustments within placement/field education to facilitate successful engagement and completion for students with mental illnesses. Students and staff conveyed that academic staff would often cite that inherent requirements would not be met if commonly requested adjustments were to be made. In addition, it was expressed that any of these adjustments are not realistic to workplace expectations after study. Of more concern, some stated that students with mental illnesses are not suitable for human contact careers at all and therefore should not be on placements and in social work and human service degrees at all.

This has far reaching consequences for student consumer inclusion in the area of social work and human services, when mental illness as a form of diversity is present, but not always accepted by the university teaching and support staff community towards successful completion and engagement post-graduation. This is particularly important as the incidence of university participants with mental illnesses is corresponding to the incidence in the broader community (1 in 5).

40 | Advancing our Critical Edge to Challenge the Neoliberal Colonisation of Social Work Education

Author/s: Christine Morley¹ and Selma Macfarlane²

¹Queensland University of Technology and ²Deakin University

Neoliberalism is the discourse that justifies global capitalism, reducing everything, including human beings, to commodities that can be exploited by the 'free market.' Within neoliberal contexts social workers and educators, who have always claimed a fundamental commitment to locating the person in their environment, find their analysis at odds with the neoliberal context that valorises individual responsibility, and blames the victims of a range of complex social, economic and political problems for their plight whether it be poverty, unemployment, seeking asylum, and so on.

This neoliberal process also extends to the social work academy. Whilst the impacts of neoliberalism on social work and particularly social work practice are now well documented, this paper seeks to engage in a dialogue about the impacts of neoliberalism on social work education; a far less explored phenomenon. Social work education holds direct implications for social work as a discipline and the type of professional practice that is carried out in the field. Hence understanding both the impacts and responses to neoliberal assaults on higher education is useful in furthering the research on the impact of neoliberalism on social work *per se*, and points out ways to advance our critical capacities to respond.

41 | Managing Diversity in Field Education Placements in Undergraduate and Post Graduate Social Work Programs

Author/s: Ms Sophie Diamandi, Ms Patricia Muncey and Ms Robby Drake

University of South Australia

The student demographic in universities has been changing rapidly over the years. Students choosing to study social work in Australia are increasingly coming from various international destinations, there are high percentages of students who live with a disability, and we have large numbers of mature age students and we are seeing more school leavers and larger numbers of students with lower ATARS. As such we are facing huge diversity in university students studying our social work programs. This is particular the case in social work at University of South Australia in the Bachelor of Social Work and Master of Social Work (Q) programs.

This paper will explore the school response to supporting and managing these diversity components in the teaching and learning aspects of the social work curriculum and field education programs. We will discuss strategies for preparing students for placement and supporting them in the learning process. We will also discuss strategies for working with field educators in order for them to more fully understand the impact of diversity on student engagement and learning on placement. This paper will also address issues for field educators to work with students on the following issues: developing a professional social work identity, developing an appropriate social work intervention

strategy and helping students understand how social work is operationalised in an Australian context.

42 | A Model of External Supervision for Social Work Students Doing Placements in Schools

Authors: Ms Robby Drake, Ms Seshni Pillay and Ms Sophie Diamandi

University of South Australia

Each semester around 25 percent of Bachelor of Social Work/Bachelor of Social Sciences students at the University of South Australia (UniSA) who are participating in a field education placement are placed in a school or educational setting. As the value of social work students is being acknowledged and shared amongst schools, requests for student placements in schools are increasing. To support both the school and students in a setting where the core business is education, the Field Education team at the UniSA has developed a model of external supervision that meets the needs of individual students as well as the schools within which they are placed. As a result, schools are giving more autonomy to students, which increases their learning opportunities. Students feel less isolated and have clear guidelines around communication processes when ethical issues arise. Schools also benefit from the programs run by social work students and the individual work they do with students. Where possible, social workers with specific experience in schools and educational settings work as the external supervisors. It has been established that this shared background enhances the relationship between the school and the university. This presentation will discuss this supervision model and outline lessons learned.

43 | Offering a Strong Social Work Placement in Aged Care Agencies That do Not Employ Social Workers

Authors: Ms Robby Drake, Ms Seshni Pillay and Ms Patricia Muncey

University of South Australia

Many organisations offering services for older people employ experienced workers who are not qualified social workers. In order to provide sufficient field placements in aged care for Bachelor of Social Work students at the University of South Australia (UniSA), some students are placed in organisations that do not employ a qualified social worker

and where staff may not have an academic understanding of social work knowledge, values and ethics. In recent years, the Field Education team at UniSA has developed relationships with such organisations that are mutually beneficial to the agency and the university. Organisations gain a current knowledge of social work theory and approach from the student placement whilst the field experience enhances students' learning in being able to use their developing skills in a practical sense. Additionally, students have had the opportunity to develop new ways of working with older people. Drawing on our experience, this presentation will explore the benefits and limitations of placing students in aged care organisations without a qualified social worker and will outline strategies for maximising placements so that they are beneficial to organisations and help produce work-ready graduates.

44 | What's the Score? The Contribution of Social Work Field Education Students to Implementing and Embedding Wellbeing Frameworks in Schools: A 'Win Win' for Social Work Students and Schools

Author/s: Kerry Hoare, Mary Duncan, and Ilektra Zabaniias

Flinders University

Social Work professionals are not strongly represented in South Australian schools, with the majority of Social Workers in the Education sector being employed in central or regional offices rather than being based within individual schools or a cluster of school sites. Flinders University, together with UniSA and other stakeholders from the education sector, saw the potential to increase the capacity for Social Work placements in this setting due to the increasing adoption of specific wellbeing frameworks within schools (e.g. KidsMatter, Positive Psychology, Mind Matters). It was recognised that schools provide broad and deep opportunities for Social Work learning and can be a genuine site for complex Social Work practice. Since 2015, Flinders University has significantly increased the school placement program, partnering with some 46 school sites, resulting in exciting learning opportunities for Social Work students and enhanced wellbeing outcomes for partnering schools. A range of key factors have contributed to the ongoing success and growth of the schools' model:

Effective partnerships including maintaining the investment of key players in education in a robust 'Partnership Group'

Capacity to generate evidence in relation to "good" practice and achieving mutually beneficial outcomes, including via ongoing academic research

An ongoing commitment to providing newly developed and additional resources to involved Social Work students and teachers, including through tailored

supervision/support models, training of non-social work staff, orientation sessions and ongoing workshops and seminars.

Best practice elements and areas for continued learning and development will be explored.

46 | What's in it for Us? Developing Reciprocity With Placement Organisations

Author/s: Mary Duncan, Mick Piotto and Andrea Tschoner

Flinders University

Finding enough placements supervised by suitably qualified social workers has become increasingly challenging for field education programs. Barriers such as unreasonable workloads, lack of support from management, perceived insufficient support from universities and the absence of remuneration have led to the need to identify and describe mutual benefits as an important part of any dialogue with placement agencies in the eternal quest for more placements.

This presentation will describe the process for establishing ongoing developmental student research placements in a partnership between Flinders University and the Social Work Department in the major teaching hospital in SA, the Royal Adelaide Hospital. The SA government is currently implementing a restructure of the entire health system in Adelaide through the “*Transforming Health*” policy. Social Workers at the RAH have been approached to identify what is unique to their profession and define how social workers contribute to health outcomes. The development and planning of Advanced Care Directives with patients was identified by the RAH social workers as a significant health service activity in which social workers play a crucial role. Placements are being planned (the first student has already started) which aim to build the research and practice evidence base to support the role of social work in this important area and advocate for the profession

The placement aims to provide strong learning outcomes for the student while contributing to the agency's agenda within the reform process being implemented by the government. Oversight of the research is being provided by academic staff from the university, and a research plan has been developed which will extend beyond one placement, and will see students building upon previous placement students' achievements and research outcomes. The student is also working closely with social workers with an interest and commitment to the issues of ACDs in other health agencies, and investigating national and international trends. Interest in the research has been shown by other social workers in health agencies covering Aged Care, Rehabilitation and Palliative Care and may hopefully lead to further placement opportunities in the long run.

48 | Thank Goodness for Survey Monkey and Excel. Developing Integrated Electronic Systems for Managing Student Data and Ensuring Best Practice in Meeting ASWEAS and Agency Requirements for Matching Students to Placements

Author/s: Libby Kirkbride, Janine Harrison, Taryn Nicolle and Kellie Michaels

Flinders University

What does one do when one is responsible for the biggest social work field education program in Australia having to place over 600 students each year? How does one keep track of part-time, fulltime, Masters of Social Work, Bachelor of Social Work, beginning of year and midyear enrolments, first and final placements each semester, overseas students, distance students from interstate, students with various Access Plans and, occasionally, students with a chequered criminal history? How does one ensure that each student has met all the requirements to go on placement, and deliver the best possible placement match, allocate university based, agency and external field educators and communicate outcomes to all stakeholders in the midst of constant changes to agency and individual circumstances?

Thank goodness for Survey Monkey and Excel. Come and hear how Flinders University has established a pre-placement information, assessment and matching system which has created a more effective and efficient student and agency information data system to deal with the complexities involved in preparing students for placement readiness and matching purposes. Pre-placement interviews, student and agency completed Survey Monkeys, information on pre-placement requirements, ASWEAS standards and much more is captured in an electronic system which builds the Excel based Student Matching Master Spreadsheet. The Spreadsheet is the basis for monitoring and reviewing student progress through their placements and for communicating outcomes to all stakeholders. The systems are reviewed each semester and modifications continue to be made to improve efficiency and fitness for placement and “good” matching outcomes for students and agencies, whilst ensuring university and ASWEAS requirements are met.

Introduction of this systematic approach to placement readiness and matching has led to more satisfied students and agencies whilst creating an effective system for reporting, communicating and compliance.

49 | Recruitment, Support and Training of External Field Educators to Fill the Gap When There Aren't Enough Qualified Social Workers

Author/s: Ilektra Zabaniyas and Luke Roberts

Flinders University

Almost half of the students going on placements at Flinders University are being placed in agencies which do not have Agency Field Educators who are suitably qualified social workers. External Field Educators provided social work supervision to over 150 students in the last two semesters, mostly to students placed in agencies who do not employ social workers, and who are not familiar with what social workers do. In order to ensure the quality of supervision provided to students, an External Field Educators support and training program is being purposefully developed on the assumption that external supervision will increasingly be required in the future as more and more placements are being offered in non-traditional settings and without a social work context.

EFEs are:

- allocated students in the same or similar settings
- required to include a student group supervision structure, as well as individual supervision
- invited to attend orientation training workshops tailored to their specific setting
- are surveyed (as are the students they are supervising) on various aspects of the program at the end of each semester

This presentation will describe the model currently being developed and present findings from the end of semester evaluations from both students and their External Field Educators.

50 | Simulated Learning: Practising to Advocate Through Writing

Author/s: Professor Karen Healy

The University of Queensland

Simulated learning refers to learning intended to replicate professional practice in a safe learning environment. Simulated learning is extensively used in health and social work education. While the importance of simulated learning for developing professional interviewing and assessment skills is well understood, the value of simulated learning for professional writing in social work has been less explored. In this paper, I will discuss the use of simulated learning to develop professional writing skills for the purpose of client advocacy. I will describe a case example of social work advocacy skills development in a youth justice practice course that is part of the undergraduate program at the University of Queensland. I will outline the design and implementation of a simulated learning exercise involving the development of a pre-sentence report. A key focus of this exercise is the development of professional writing skills for advocacy. I will incorporate student feedback about how this impact of this

exercise on their capacity to advocate for service users. We will consider the implications of the use of simulated learning for developing students' capacity to advocate through writing in a range of practice contexts.

51 | Using Institutional Ethnography to Find Social Injustice

Author/s: Norah Hosken

Department of Health & Social Development, Deakin University

Students learn to become social workers in universities. The education of social workers occurs in 125 of the 196 countries in the world, within universities, where the core curriculum or course is often regulated or accredited by a professional body representing social work. Social justice is a core stated aim of the profession and combatting inequality and oppression a specified task for social workers. This presentation reports on a current institutional ethnographic study that aims to generate a detailed, contextual understanding and analysis of how social injustice, understood here as occurring through systems of privilege and oppression, interact and inhere in social work students and educators, and in their university and professional body. The hope is that understanding more about how privilege and oppression (focussing on racism, classism and sexism) are organised to systemically advantage some people and groups, and disadvantage others, can better equip social workers to challenge these systems to increase social justice. Examples are provided of starting from the day to day work of students and educators to find and analyse the organising texts that activate and regulate certain systems of privilege, oppression and associated behaviours.

52 | Teaching Pedagogies Enhancing Students' Learning Experience in an Undergraduate Social Work Course on Working With Older People

Author/s: Kalpana Goel

University of South Australia

There are projections of having approximately three fold increases in the older age population groups (+65 years) in next 15 years. In the current policy regime, an emphasis is being placed on healthy ageing encompassing all areas of well- being bio, psych-social, environmental and spiritual thus warranting a multi-disciplinary workforce to work with older people. Despite the need and increase in demand for workforce in the aged care sector, it has been found that less number of social work students are willing to undertake placement in agencies working with older people and choose it as a career option.

As a social work educator, coordinating a course on social work with older people, I had a privilege to design the course curriculum delivery. An innovative teaching and learning pedagogy was used, including a variety of techniques such as invited specialist guest speakers; specialist Panellist; on campus interactive workshop with older guests; and an assessment designed to assess the learning related to the content presented at the workshop. An evaluation of the student learning experience was carried through an online survey with a purpose of improving the learning experience and assessment design for future delivery of the course. This paper reports the findings of survey and share students' interest, experiences, attitudes and motivation to work in the aged care sector.

53 | Bringing Living Experience into the Social Work Classroom: Advancing the Critical Edge of Teaching and Learning About Mental Distress

Author/s: Joanne Newman, Rebecca Burns and Kathy Boxall

Edith Cowan University

This workshop will discuss a project at Edith Cowan University which studied the use of a living experience learning resource (video film) with social work students in 2016. The film explores the living experiences of a voice hearer who will present the workshop at the ANZSWWER Symposium along with two colleagues from ECU. First year social work students were invited to participate in the research, which took the form of a taught session. At the beginning of the session, students were asked to complete an initial self-answer questionnaire designed to capture their understanding of mental health issues. They then viewed the resource and participated in group activities. Finally, they completed a second questionnaire in which they were asked to reflect on whether or not their understanding of mental health issues had changed as a result of participating in the session. In the ANZSWWER workshop, participants will have an opportunity to view part of the learning resource, sample the research activities and participate in discussion. The workshop will also reflect on the findings of the research; in particular, the relative weight of medical model and service user understandings of mental distress in the social work curriculum and the implications of adjusting this weighting at the critical edge of our teaching.

54 | Turning the Spotlight on Values: Unscrambling Values From Ethics in Social Work Education

Author/s: Kelly J. Smith

The University of Waikato

The current neoliberal climate with increased bureaucracy means challenges with adhering to the values that orientate social work practice are increasing.

Social work education needs to best prepare students for the reality of practice in modern times and attention is needed to the place of values in supporting practice. Professional values are a fundamental and cohesive ingredient in practice as they inform the identification of the right action for a given situation.

A critically reflective approach is necessary to discern the role of values in social work practice as values are difficult to conceptualise and organise. Values, when discussed in social work education are often interrelated with social work ethics. Ethics provide a guide for action, while our values represent our ideals and underpin our professional purpose. Having clarity about the role and function of values as distinct from ethics will strengthen social work students' ability to adhere to the social justice mandate of the profession.

This presentation will contribute to the conference theme of social work pedagogies through its focus on the importance of educating social work students about the centrality of social work values so that clarity of purpose is gained.

55 | Professional Presentation and Articulation of Social Work Practice

Author/s: Ms Fiona Lawrence, Ms Patricia Muncey and Ms Cecile Dutreix

University of South Australia

Throughout their social work program students learn and practise academic writing and selected practice skills, for example, interviewing and group work. In field education they learn more applied professional writing skills in their agency. However, students also need to develop verbal skills required for professional practice. As social work is becoming more complex and contested, social workers are required to have the skill, language and confidence to explain and justify their work in a professional manner. In South Australia, social workers have given evidence in high profile enquiries and have needed to clearly articulate what they did and how they did it to people who are not familiar with social work principles and frameworks. Larrison and Korr (2013) state that a necessary outcome of pedagogy is that it must enable students to think and

perform like social workers through the development of the professional self. This is the basis of our new approach in helping students develop verbal skills for professional practice. In this presentation we will describe how we developed and implemented this pedagogy, the specific skills we wanted students to learn and demonstrate, our observations of student skill development, student feedback on this experience and suggestions for development of this approach.

56 | Matters of Faith: Diversity, Inclusion and Consumer Rights

Author/s: Nicole Tillotson and Monica Short

Charles Sturt University

The United Nations promotes the right of persons with disabilities to participate fully in all aspects of life. This includes the right to participate in religious activities, such as attending church. There have been recent changes, like the introduction of the National Disability Insurance Scheme, emerging dialogues about person-directed practice and an increase in non-government organisations. These changes are challenging the dynamic human services sector to reflect critically on social inclusion, diversity and consumer rights. Organisations administering group homes, day centres, case management, support co-ordination and connection, and similar services, can have significant power over people living with disabilities' lives. They can affect the range of choices made available to them. For example, they can influence the support people receive; social activity options, education and work they partake in; and whether their spiritual needs are recognised. In this presentation, we will firstly, explore the ambivalence that may exist about Social Work practice and faith. Secondly, we will outline themes from our recent research into matters of faith and ability. Thirdly, we will enter into a discussion about what it means to collaborate with people living with disabilities about their needs within their personal context, such as culture, ethnicity and religion.

57 | Pathways to Success: Researching 40 Years of Field Education at Western Sydney University

Author/s: Jane Mears, Justine O'Sullivan and Emily Wolfinger

Western Sydney University

The Western Sydney University (previously, Milperra CAE, MIHE, UWS Macarthur, UWS) has a 40-year history of providing Field Education subject units and student placements. Field Education Practice has been central to Community Welfare (from 1975) and Social Work (from 1985) courses. These courses were founded on social justice principles with the explicit mission of providing access, equity and professional

qualifications to those living and working in Western Sydney. We are conducting a research project, *Living the Whitlam Dream: Graduates from Community Welfare and Social Work 1975-2015*. For this project, we are surveying and interviewing successful graduates from these courses, asking them to look retrospectively at the student experience. This paper analyses data that looks specifically at the trajectory of graduates, from admission to the course, the student experience and their lives post graduation, with a particular focus on the Field Education program. We will report on the initial findings from this research, drawing on 40 years of experience, and analyse relationships between the Field Education Program, the student experience and subsequent work and careers. We will also document good educational practices and innovative approaches, as identified by the graduates and academics staff who participated in this study.

58 | Placement Praxis Using Technology

Author/s: Ms Patricia Muncey, Mr Mark Dowd and Ms Kirsty Rogerson

University of South Australia

Student preparation is critical to a successful placement. Ideally preparation for placement begins at the first lecture or tutorial however much placement preparation needs to take place closer to the start of the placement. UniSA has implemented a self-regulated learning (SRL) online preparation for all students doing a social work or human services placement. SRL is designed to help students develop and sustain the skills and thinking required to complete their learning goals. Students prepare for placement by completing each stage of placement preparation in their preferred time although there is an overall timeframe for completion. Online prompts such as questions, pictures or graphics help guide the process. Students watch an introductory video and confirm that they have watched it. Once the overall process has been explained students then complete the required tasks to prepare for a pre placement interview. Where students indicate they don't know how to do a task, for example, complete a resume, they are referred to online resources. Students need to complete required tasks before they can move to the next stage. In the presentation we will demonstrate the online process, give feedback about the trial to date and recommendations for future development.

59 | Fields of Practice 1: Reflecting on Preparation for Experience as Pedagogy

Author/s: Dr Justine O'Sullivan and Professor Natalie Bolzan

Western Sydney University

Australia 2016 is a time when student learning within the complex practice space of the human services is under intense pressure and scrutiny. This paper will describe the process undertaken in developing a new unit of study for 2nd year students in an undergraduate Social Work program. The new unit was framed with the express aim of guiding students on a series of stepping stones towards being placement-learning 'ready'. The content was to complement 'learning in action' and introduced students to fields where social work is practiced. The content looked at ways of understanding more about the impact of people's lived experience on their life choices, the practitioners that offer services in these fields, the policies and practices that guide and challenge them and the skills and knowledge that resource them. Assessments were designed to mirror the expectations of students on placement as well as their development towards their sense of becoming a practitioner. This perspective called for students to identify and explore and enact skills. The paper describes the first iteration of the Fields of Practice 1 unit and the students' movement towards engaging more and more confidently in common expectations of practice and practitioners – but was it enough?

60 | Using Rapid Ethnography in International Social Work Case Studies: Strengths and Challenges

Author/s: Donna Baines

University of Sydney

Rapid ethnography is explored in this paper as a method that provides a way for international comparative social work studies to continue despite sharp decreases in research funding and research time. In particular, this method can produce important quick findings and policy insights for waiting audiences. Both these factors were pivotal in the project explored in this study, as our goal was both to understand changes in the work environments of social workers and to contribute to those working to derail the seemingly unstoppable impacts of neoliberalism and managerialism in social service delivery. Using data collected as part of a larger, four country, international comparative study, the challenges and strengths of rapid ethnography (RE) are explored in this paper. The paper concludes by asserting that because of its strengths and rapid turnaround, rapid ethnography is an approach that can help address the challenges facing social work and policy studies in the current context.

61 | Redefining Family: The Inclusion of Animals in the Social Work Curriculum

Author/s: Dr Carole Adamson

University of Auckland

This presentation approaches the inclusion of animals within the social work curriculum through both theoretical and practical lenses. Aligning deep ecological principles of sustainability with a proposed expansion of the social work ecological perspective, the presentation establishes a theoretical rationale for the inclusion of animals within the social work curriculum. In so doing, the presentation aims to describe the subtle shifts in perspective that are required to make social work practice sensitive to the power of attachment relationships with animals, to the vulnerability of animals when subjected to human decision-making in times of stress and crisis, and to the potential strengths inherent in recognising the human-animal bond within our practice.

Utilising examples from disaster planning and response, and from domestic violence intervention, the role that companion animals play within families and relationships is highlighted, and practical examples of animal-inclusive curricula are presented. Linking the philosophical assumptions of sustainability and inclusion to what is taught in Schools of Social Work provides the opportunity to ask some fundamental questions about the definition of 'rights' and 'justice': the presentation ends with a challenge to social work practice in regard to the inclusion of animals within our definitions of human rights and social justice.

62 | The Insightful Traveller's Findings: What *Guides'* Australian Social Workers Understanding and Meaning of Their International Practice in Predominately Asian and Pacific Countries

Author/s: Dayle Foreman

Australian Catholic University

Research Aim

This research seeks to define and examine Australian social work practitioner's understanding and meaning of their international practice in predominately Asian, Pacific countries. Specifically it asks:-

- *What are the practice experiences of Australian social workers, working internationally?*
- *What 'guides' Australian social worker's practice, in an international context (predominately Asian/Pacific countries)?*

The aim of the research is to examine how Australian social workers understand and can 'better understand' the nature of their international practice. As more social

workers embark on working in social development, (South), there is an increasing need to understand the nature of that practice for western trained social workers (North), as they become immersed in totally different contexts. Questions of accountability, ethical practice, and the dilemmas of working cross culturally, arise. This research aims to build upon our current knowledge about Australian social work practitioners working in these international contexts.

The research aims to build upon current knowledge about Australian social work practitioners, working in these international contexts. It will explore the impact and effectiveness of their practice. It is hope the research will shed light on the experiences of ethical practice for these practitioners. The potential implications of the research are changes in our training of social workers and the preparation of current practitioners to address ethical dilemmas.

Results

The researcher highlights a number of identifiable influences impacting on participant's entry into international practice. The researcher identified entering international practice is a highly complex and difficult context and requires preparation, extensive practice experience, content/context knowledge and professional insight to support their practice.

63 | Running on Empty: Preparing Social Work for an Energy-Descent Future

Author/s: Tanya Newman

North Tec Te Tai Tokerau Wānanga

Oil is the lifeblood of industrialised civilisation. It fuels our transportation systems, supports heating and electricity generation, and fertilises food production. Oil is found in everyday items from pantyhose to guitar strings, antiseptics to umbrellas, hearing aids to toilet seats.

The transformed remains of thousands-of-years-old organisms, commonly known as 'oil', powered the industrial revolution and enabled the wealth enjoyed by western countries. However, oil is a one-shot wonder. It is a non-renewable resource that is fast running out. In my lifetime, oil will become scarce, and the cheap oil enjoyed by the generation before me will be non-existent. There are no resources to replace oil that are as flexible, transportable, or produce such high energy return for low investment.

The oil party will soon be over. This will drastically change the shape of life as we know it, and will first affect those with the least resources. Social workers will have our work cut out for us, as we support our communities to adjust to new ways of living. This

workshop will explore the questions that we need to be asking, and how we begin to find answers. We need to prepare, now. This workshop is a place to start.

64 | Let's Yarn About Theory: Inclusive of Indigenous Australian Social-Health Theory

Author/s: Lorraine Muller

James Cook University

Let's yarn about how social work education can become more inclusive of Indigenous Australian knowledge; how our theories can be taught alongside the Eurocentric pedagogies that currently dominate the curricula.

Mention the topic of theory in the midst of many non-Indigenous helping professionals and eyes can glaze over, and if one is persistent, claims of an 'eclectic' use of theory are often used to stifle any further conversation. Aboriginal and Torres Strait Islander workers yarn for hours about the values and principles that inform our practice, our theory, that is now documented and available to a wider audience.

Intercultural Decolonisation, drawing on the six stages of decolonisation, offers a culturally safe space to stimulate meaningful dialogue that is necessary to advance the incorporation of First Nation knowledge and theory into mainstream education. Engaging with the six stages of decolonisation can cultivate greater inclusiveness and connection of Indigenous Australian knowledges to practice.

To initiate this yarning, in this presentation I share knowledge gained from my first and second doctoral studies, focusing on opportunities, with the hope of stimulating meaningful dialogue to advance a critical need in social welfare education.

65 | Social Research for Social Workers; Practicing Critical Reflexivity

Author/s: Zalia Powell

James Cook University

Critical reflexivity provides a strong foundation for social work practice and presents opportunities, challenges and unique insights for practitioners. As an emerging social researcher I am discovering that critical reflexivity is also a vital component of social research; challenging power relations between researcher and participant, strengthening ethical integrity, lending richness to data analysis and encouraging social research that is congruent with my social work frameworks and values. This presentation explores my experience of engaging in social research and the influence

critical reflexivity has had on this journey of knowledge seeking and theory building. I will share three key reflections which have shaped my research journey; 1. Social Work Identity and Research, 2. Reflexivity for Interviewing and Analysis and 3. Critical Reflexivity for Ethical Research; and how these reflections can contribute to advancing our critical edge in social work driven research.

67 | To Blend or Not to Blend- Can I Make This Work and How Will the Students React?

Author/s: Dr Cate Hudson

University of South Australia

Increasing emphasis on flexible, blended learning strategies, adoption of online platforms and digital media to enhance learning has meant academic teaching staff are called upon to critically review and adapt their approach to learning and teaching. Drawing on the author's experience and reflections, student evaluations and pedagogical theory, this paper presents a critical analysis of the redesign and delivery of a second year social work theory course in an undergraduate program. In total 250 students were enrolled in the course with internal students located on three different campuses and included an external student cohort. Learning and teaching strategies adopted a blended approach and included a mix of some traditional lectures and tutorials, guided online activities, forums, short video clips, peer feedback and quizzes to engage students in a critical approach to learning and self-review. Conclusions drawn from the critical analysis bring into focus some of the important considerations in the redesign and delivery of courses. These considerations include the strengths and limitations of the learning activities from the perspective of staff and students and recommendations for design and delivery of courses adopting a blended approach meet the needs of a diverse cohort of learners.

68 | Critically Reflective Blogs: Student Experiences and Reflections on Engaging in Reflective Blog Writing in Social Work and Mental Health Education

Author/s: Abraham Francis

James Cook University

Critical reflection is an integral part in Social Work education that encourages the integration of theory and practice while enhancing student learning and promoting competence and self-confidence. A number of strategies are used in social work to provide the students with opportunities to practice critical reflection, which may

include learning contracts, reflective journals, progress reports, group presentations, and oral presentations etc. However, in teaching a subject titled “Social Work and Mental Health” at James Cook University, Australia, the author used “writing critically reflective blogs-” as a strategy to engage with students as part of an assessment process and to facilitate conversations around mental health. On observation, this provided a peer learning opportunity for the students to critically reflect on their learning, ask questions and to raise issues of concerns. In this research led presentation, the author will shares his own experience of using critically reflective blogs in this subject and discusses the students’ reflections on engaging in reflective blog writing. It will also respond to some of the questions like- What was it like to be part of a group involved in blog writing? What has been the learning? What are some of the challenges faced by the students and what can be done to make this a great leaning learning experience?

69 | Abstract Title: Conceptualising the Liaison Role: A Collaborative Project Between Field Education Programs and Field Liaison Workers in Victoria

Author/s: Nicole Hill¹, Ronnie Egan² and Grace Brown³

¹The University of Melbourne, ²RMIT University, ³Monash University

Field liaison is a fundamental component of field education programs. Among their many functions, field liaisons are the primary conduit between the University and practice agency, and the evaluator and assessor of student outcomes (Ligon and Ward, 2005). Despite their integral importance, field liaison is a somewhat neglected and underexplored area, particularly from the perspectives of those undertaking the role.

In 2015, the Combined Schools of Social Work (CSSW) in Victoria commenced a collaborative project with field liaison workers to better understand and conceptualise the support and developmental needs of this role. The project commenced with an Inaugural Liaison Forum to recognise the role’s importance, and provide opportunity for social workers undertaking this role to meet and discuss their liaison experiences. While liaisons were able to articulate the benefits of working this role, their dialogue highlighted areas where improvements were desired. Key improvement areas included opportunities for standardisation of the liaison role across universities, and requests for resources and training to support this role.

This presentation will present in detail the themes reported by liaisons during the two forums that have now been held. ‘Next steps’ in this collaborative project will be discussed, including our commitment to ensuring these Liaison Forums become an annual CSSW initiative.

70 | Same/Different: Complex Relationships Between Counselling and Social Work

Author/s: Ione Lewis

Social work has a much longer history as an established Australian profession (founded in 1946) than does the counselling/psychotherapy profession (founded in 1996). However, both counselling/psychotherapy and social work are self-regulated professions. Counselling/psychotherapy and social work have in common low rates of ethical complaints by their client groups. This low level of risk has been used by successive governments to justify not registering these professions. The forthcoming National Code of Conduct for Health Workers will cover both professions, and is already in place in Queensland, New South Wales and South Australia. Those professions (including psychology) that represent a greater risk to the general public, as demonstrated in higher rates of complaints to Australian Health Care entities, are therefore regulated by the Australian Health Practitioner Regulation Agency (AHPRA). Paradoxically, registration is widely viewed as bestowing status to professions, and provides greater access for registered practitioners to government-funded programs and private health insurance rebates.

This paper critically examines social work's campaign for government registration, compares rates of ethical complaints across professions, examines the uneasy relationship between social work and counselling/therapy, and proposes strategies for better collaboration between the two professions.

71 | The Invisibility of Social Work

Author/s: Nangala Woodley

Aboriginal Mob have been here for hundreds of thousands of years...Our practices of life have been with us for millennia. Before the Pyramids, Cleopatra, Rameses, Agamemnon, Moses. And yet Aboriginal theory, methodology, culture and tradition is neglected, abandoned and mistreated for its importance in the real world. Abandoned as trivial and unregistered. Aboriginal, culture, tradition, people and our law; are not considered relevant to modern day living or concepts of worth. And yet we are continually dominated and oppressed...and tokenistically abused! We have traditions, customs, laws, economic systems, political systems, caring and family systems that are centuries old and continually neglected for its worth...Modern society relegates Aboriginal people as useless, unworthy and incapable, yet we have survived amongst incredible atrocities.

Some consider Aboriginal culture as unique, special, integral, difficult, disregarded, invisible. Yet there is capacity, intellect, strength and immovability in its structure and purpose, that is continually ignored and unappreciated...Yet static and constant. Why

does this not mean anything? How can we change the perspectives and concepts of humanity to invest in positive cultural change, with Aboriginal people?

Social Work has its origin in social justice and human rights. Aboriginal culture, tradition and law embodies and embraces those concepts. You just need to open your mind to see it.

Are you capable of that?

72 | Placement Interview Preparation Specifically Designed for International and CALD Students

Author/s: Ms Cecile Dutreix and Ms Sophie Diamandi

University of South Australia

The increasing number of international students and local students from CALD backgrounds undertaking social work and human services degrees in Australia presents an opportunity to increase the diversity of social and human service workers in Australia and to contribute to a global social/human service work identity.

During our pre-placement interview process a small number of students from these backgrounds were identified as having a limited ability to discuss social/human service work values and beliefs in their own words. We also noticed cultural differences in presenting résumés between Australia and other countries and the need for practise in using professional and technical language under the pressure of a pre-placement interview. The importance of international students being aware of the differing expectations between Australian supervisors and supervisors in their home countries and having strategies for managing this was also important. These students required additional preparation before attending their placement interviews or, experience showed, they would not be accepted for a student placement.

In this presentation we will outline the selection and assessment process for this preparatory course, the course content and student feedback of the effectiveness of the pre placement assistance. This feedback will be used to modify a second pre placement group.

73 | Supervision in Field Education, Can Rank and Power Help in Tricky Times?

Author/s: Bronwyn Charles

Griffith University

As social workers we are concerned with the use of power. As field educators providing supervision to social work students, we are required to use power and authority to meet the requirements of the role. The concept of “rank” is described by Dr Arnold Mindell as a “...conscious or unconscious, social or personal ability or power arising from culture, community support, personal psychology and/or spiritual power. Whether you earned or inherited your rank, it organizes much of your communication behaviour...” (Mindell, 1995 p.42). Mindell provides a model for examining our own relationship with rank that can be used to reflect on the supervisor – student relationship.

In this workshop we will examine the concept of rank as proposed by Mindell. Through exercises we will develop awareness of our relationship to our rank and consider if our relationship with rank, affects our communication with students. A particular focus will be, how we use rank in the context of: delivering critical feedback; assessing students’ performance and engaging with critical feedback from students. We will conclude with a reflective discussion on learnings and implications for future practice.

74 | Advancing Teaching of Case Management

Author/s: Sue Trembath and Monica Short

Southern Cross University, TAFE Queensland and Charles Sturt University

Case management practice continues to expand to meet a range of agendas. It remains a foundational skill in social work practice. This presentation outlines initial findings from a current co-operative inquiry, which is exploring contemporary teaching practices in preparing social work students for effective case management roles within the changing human services’ environment. The research was conducted by five social work academics from three educational institutions, each with more than 20 years social work practice experience. The study identified tensions between social work case management and the current contexts within which it is practised and taught. Tensions, as identified by the research, centre around the elusive nature of empowerment; reliance on existing arrangements versus collaboratively crafting a tailored network of support and; promotion of the social work approach to case management over agency protocols. Teaching case management challenges us to prepare students to critically consider the tensions that arise when taking an empowerment driven approach while working within organisational systems. We consider this includes educating students so they can deal with challenges credibly and courageously.

75 | Settlement is Everyone’s Business

Author/s: Meg Davis

Townsville Multicultural Support Group

This workshop explores how the community and service systems of North West Queensland have / are responding to increased resettlement of refugees and asylum seekers to the region.

Local settlement development history is explored within a context of examining the juxtaposition of Australian Government policy, Human Rights and Social Work.

Social Workers have to take the lead in challenging systemic blocks in service systems that are unwelcoming to new arrivals.

Service systems, policy frameworks and meeting the pressures of responding to a business model are explored through a human rights lens.

WORKSHOP GOAL: Participants will gain both a global and local understanding of displaced people and their needs. They will be expected to critically examine whether the frameworks the services they are associated with are inclusive of the needs of displaced people.

WORKSHOP FORMAT:

Overview of Global, National and Local information on displaced people including International, National, State and local policies (PPT / MIND MAP).

Participants will have the opportunity to listen to firsthand experience of settlement by individuals who have settled as either migrants, refugees and asylum seekers...either in person or through video clips- outlining key challenges.

Participants will be asked to participate in an exercise to consider settlement needs in the context of their respective locale, service interests / employment, to critically examine how and if those services intersect appropriately with access and equity principles and to develop a schema / model of service that intersects appropriately with needs of displaced persons. Participants will be expected to report back from their groups and be challenged to do so in innovative styles e.g. role play / narrative / mind map.

Conclusion: Summary of discussions and reflection; evaluation and feedback.

76 | Beyond Cultural Competence and Cultural Safety: Culturally Dynamic Partnerships in Social Work

Author/s: Narayan Gopalkrishnan

James Cook University

In the increasingly globalised world that we live, interactions between different cultures continue to present extraordinary challenges to social work professionals. The traditional way of developing the ability of people and organisations to manage intercultural relations has been the cultural competence framework, which seems quite attractive based on the premise that competence in this area is something that can actually be achieved and measured. However, this framework has a number of key issues such as the achievability and desirability of competence, whether it reflects a colonial approach (with the inherent power relationships), and the validity of the assumption that cultures are static rather than constantly evolving and modified through interaction. Cultural Safety is another framework that has emerged from work undertaken by Maori nurses and other healthcare professionals in New Zealand. This framework emphasises dignity, respect, empowerment and other key values while also incorporating a recognition of the role of power and racism in society. This paper will examine critical aspects of both cultural competence and cultural safety, and will argue that we need to work towards more equitable and interactional ways of working across cultures in Culturally Dynamic Partnerships (CDP).

79 | Expect the Unexpected: Experiences and Reflections of Engaging in Group work

Author/s: Brittaney Olsen, David Bourke, Esther Clun, Verity-Erin Barber, and Chantelle Thompson

James Cook University

Group work is recognised as an essential component in student learning as it provides an opportunity to develop skills that are increasingly important in professional practice. Yet, generally students are hesitant and overwhelmed to be part of group work projects especially in a University context due to the preconceived notions and experiences, which impacts the learning opportunities for students.

This presentation demonstrates the group work experience of five students at James Cook University, Townsville. By unpacking and challenging preconceived assumptions and attitudes towards group work the students were able to positively engage with the literature and material, thus creating a safe environment of collaboration and trust. This process of working in a group will be illustrated through the creation of a mascot, which symbolised the creativity and cohesion of the experience.

The group processes were enhanced by the effective use of icebreakers, food, group role differentiation, norms and humour which resulted in the successful outcome of the groupwork experiences. This paved a way for the atmosphere evolution and the transformation of learning along that occurred. Using a reflective framework and

drawing from the literature, this presentation will explore the learnings and development that have occurred both individually and for the group as a whole.

80 | Contradictions, Complexity and Cultural Diversity: International Students' Experience of Supervision During Field Placement

Author/s: Ms Haidee Hicks

RMIT University

Resulting from global migration and mobility, social work programs in Australia continue to experience significant growth in the number of international students applying to enter their programs.

For professional courses such as social work, where a significant portion of the program is allocated to field based learning, traditional field education pedagogies are yet to be critically evaluated in relation to the learning experience of international students, who are an increasingly diverse population.

There is evidence to indicate the complexity of learning needs of international students is often neglected or framed in terms of a learning deficit in the agency context. Despite this, preliminary findings in this research indicate that international students are well placed make a significant contribution to culturally responsive practice in agencies.

Drawing on findings from current doctoral research, this presentation will focus on case study analysis and literature review.

Key points will include the urgent need for a re-evaluation of traditional field education pedagogies, including supervision and a significant critical engagement with cultural diversity within the range of supervisory relationships.

Exploring key learning challenges experienced by international students, this paper will consider critically informed and culturally responsive ways in which professional discourses and professional practices, such as supervision, can respond to diverse perspectives and worldviews of international students in social work field education.

81 | Responding to Students: The Collaborative Development of a Multi-Media Text

Author/s: Kathryn Hay, Michael Dale and Lareen Cooper

Massey University

Students undertake a minimum of 120 days of supervised practicum in social work programmes in New Zealand. In 2014 several social work students at Massey University highlighted their limited understanding of different fields of practice in which they might choose to undertake their placement. As part of the response the authors decided to video interviews of social workers from a range of fields of practice and make these available on the university online platform (Moodle). Five social workers were initially videoed.

After listening to the videos the authors decided to develop a more comprehensive resource for students in the form of a hard copy textbook. A new partnership was developed with the local polytechnic and the authors hosted an Information Systems practicum student who edited the videos into 'bite-sized' chunks, took photographs of the social workers in their agencies and designed graphics to enhance the video media.

In this paper the authors critically reflect on the development of this new multi-media text entitled "Social work in Aotearoa New Zealand: Exploring fields of practice'. We examine the advantages and challenges of using a range of media in a textbook and becoming practicum supervisors ourselves. Some recommendations for similar future projects will also be offered.
