ANZSWWER Symposium 2017
'Challenging Dominant Discourses'

The University of Auckland, Epsom Campus, Auckland, New Zealand

Abstracts

---

2 | Responding to Contextual Challenges in Social Work Education: Seeking Innovation in Field Education

Author/s: Dr Ines Zuchowski[1], Associate Professor Helen Cleak[2], Ms Anna Spencer[2] and Dr Amanda Nickson[1]

[1]**James Cook University,** [2]**Queensland University of Technology**

While professional accreditation bodies and social work educators recognise the centrality of field education to the professional social work program, field education programs globally and in Australia are under strain. Increasing student numbers and complex neo-liberal practice contexts for practitioners and social work educators mean that field education units are often less able to meet the demands of providing placements. As a result field education units in academia need to become more creative and consider innovative placement models.

This presentation delivers findings from a 2015/16 national field education survey. All Australian field education units were surveyed with a 75% response rate. This presentation explores how field education programs are responding to current contexts and challenges in social work education in creative, and for them, innovative ways. The data analysis identified that field education units identified strategies for innovation in field education, including collaboration, partnerships and new ways of responding to the changing student body. It is suggested current levels of innovation of Australian social work education in regards to field education are incremental, and that for innovation in social work education to be more than incremental, structural change and further resources are needed.

---

3 | Grandparents Matter: Optimising the Inclusion of Grandparents in Child Protection Processes

Author/s: Sue Gair and Ines Zuchowski

James Cook University

For many grandparents, lost or denied contact with grandchildren is distressing and can impact negatively on their health and wellbeing. In cases where families become involved with child protection systems, grandparents can struggle to be seen as significant family members in their grandchildren's lives, in turn impacting ongoing contact. This presentation reports on the research project 'Grandparents Matter: Optimising the inclusion of grandparents after child protection intervention'. Individual, couple and focus group interviews were conducted across three Australian states. The presenters interviewed grandparents, parents, foster carers and workers involved in a range of child protection services about the inclusion of grandparents. This presentation will focus on participants' experiences and recommendations for practice. While kinship care was an available option, findings reveal that many grandparents often felt, and in reality often were excluded from child protection systems, with implications for the wellbeing, safety and best interests of children. Participants made recommendations for processes more inclusive, valuing and supportive of grandparents when families come to the attention of the child protection systems.

---

4 | The Use of Fictional Literature in Undergraduate Social Work Teaching

Author/s: Dara Simpson

University of Newcastle

Background:

This qualitative research project is exploring the utilisation of fictional literature in the teaching of Social Work undergraduate degrees.

A key focus area for the study is, how, if at all, does a capacity to relate to, critically analyse and engage in an emotive journey with fictional literature improve the understanding and practice of undergraduate social work students? Can fiction assist students in areas such as critical reflection; generating alternate stories; and exposing students to a range of human experience and issues of social justice?

Methods:

Methodology comprises:

Literature review of the utilisation of fiction in undergraduate teaching.

Creation of a 'Book Club' with students within the frame of participatory action research.

Results:

Results suggest a breadth of disciplines (nursing, medicine, business, ethics, psychology, sociology) to be utilising the arts in teaching, however little systematic research has been done on the use of fiction in social work teaching.

- Implications for Social Work practice include:

- Challenge to neo-liberal teaching agendas;

- Greater link between Social Work content and lived experience;

- Alternative pedagogical approaches.

---

5 | Film in Social Work Education: A Vehicle for Practice Reflection and Critical Analysis

Author/s: Dr Mim Fox

University of Wollongong

There is a strong tradition of using film and video in social work education to critique social inequality, stereotype and sociopolitical context, to introduce students to notions of professional behaviour and professional acculturation, and to provide a visual role model of both the organisational context for social work practice and the interactive client experience. Film has a unique capacity to support the development of empathy and critical analysis, both key elements of a sustained social work identity and ongoing professional practice. Whilst teaching an undergraduate social work subject in group work practice, film and video was embedded in the subject in a variety of ways. This presentation discusses the use of interviews filmed with social workers discussing group work practice, and film trailers and film segments that showcase group work practice, as vehicles for practice reflection and critical analysis. Strategies to enhance learning are discussed including the relationship between content and assessment, the proactive behaviour of students in their own learning, and the untapped potential of the combination of the creative arts with social work education.

---

6 | The Adaptation and Integration of Migrant Youth in the West

Author/s: Lena Robinson

Central Queensland University

Over the last two decades, there has been an increase in the number of people migrating to Western countries. This paper explores some of the issues related to the adaptation

and integration of first and second generation South Asian adolescents into the host society. It draws on the author's research in Western societies.

How do South Asian youth manage to live in two cultures? Intercultural factors explored include ethnic and national identities; acculturation; and perceived discrimination. Adolescents who are members of second or later generations are likely to be well acquainted with the mainstream culture, but may face conflicting demands due to differences between mainstream values and those of their ethnic culture. The issue they must resolve is the way to combine these competing identities; that is, the extent to which they identify with their ethnic culture and also with the larger society. This may be problematic for several reasons, including pressures from both within their ethnic group and from the mainstream culture.

Discrimination against immigrant individuals and groups is a common feature of intercultural relations. While objective assessments are possible, it is how people perceive their differential treatment that is thought to be psychologically important to the quality of intercultural life.

---

7 | The Eco-Social Approach to Social Work Curricula – A Live Example

Author/s: Cate Thomas

Charles Sturt University

Social work curricula and education is undertaking a transformation. Eco-social models of practice that encompass environmental and sustainability issues can no longer be ignored, especially in a dominant capitalist society. This paper will present insight into the journey and challenges undertaken in delivering environmental social work and sustainability curricula and education for practice. In 2016 Charles Sturt University was the first university in Australia to be certified as carbon neutral and recognised as being 'green'. This is not only reflected in the footprint of the University, but also in the curricula and education perspectives for social work education and practice. In 2016 key decisions were undertaken by the Course Director to build core and elective components into both the undergraduate and postgraduate social work course structures that were dedicated to eco-social and environmental social work. This encompassed governance, policy and practice for future practitioners in a range of areas including mental health, vulnerable populations, climate change, eco refugees, disaster recovery, and community resilience. The revision also integrated core curricula reflecting Indigenous Australian practice for human service workers that views sustainability and eco-social work through the lenses of our traditional custodians. This journey is taking social work in the right direction.

---

8 | What Works, and for Whom? Evidence Based Social Work Practice within Aotearoa

Author/s: Kate Doswell

Unitec

A move towards evidence based practice for rangatahi and their whãnau are amongst the current changes being proposed for social work following the publication of the report 'Investing in New Zealand's Children and their families' (Ministry of Social Development, 2016). Expert panels who are responsible for programme selection can be unaware of the positive features and challenges of a given programme that are experienced on a day to day basis, or the many stages involved in building for successful implementation.

As a practitioner and latterly supervisor of social work evidenced based programmes in the UK, I found absent from the literature the voice and the experience of the practitioner regarding positive features and challenges of the operation and implementation of these programmes. This presentation will draw, from a recent journal submission, on an analysis of three of the community based programmes Triple P Parenting, Multi Systemic Therapy [MST] and Functional Family Therapy [FFT] that have been recommended in the report. All of these programmes are in limited operation in Aotearoa. I will aim to start to dispel some of the myths regarding evidence based programmes, briefly focus on the challenges of implementation and provide ideas for further research.

---

9 | Diversity Impacts Human Services but Do Human Services Impact Diversity?

Author/s: Rob Townsend

Federation University Australia

Australian regional communities are experiencing change, growth or are static or declining. Diversity in our communities relates to socio-economic background, ages, cultures, abilities of experiences of employment, housing, and mobility. These issues impact our communities and the resources and services needed to enrich our communities. Issues in human services delivery include: diverse life experiences (clients from suburban Australia to experiences of torture in war & being refugees); diverse abilities (language literacies, digital literacies, skills in negotiating support services); diverse health status (learning difficulties, health issues, physical disabilities, mental health issues); diverse socio-economic status and diverse cultural and religious experiences and practices. Our practices as social workers and as educators are being challenged by this diversity, we cannot practice as if we know who and what will

present to us on a daily basis. This presentation will explore Social Work practice frameworks in a regional context that embrace diversity and also impacts the diversity of our communities

---

10 | Social Work Education for Warmer Times! Climate Change: From Scepticism to Adaptation

Author/s: Lynsey Ellis

Massey University

The unfolding impacts of climate change and resulting resource constraint are now well documented in both science and media. The effects of a slowing economy, energy descent, extreme weather events, food and water insecurity and resulting negative health impacts are now certain and already being felt here and around the globe. Government policy response to the issue, driven by neoliberal principles is adding to the pressure on people's time, money and resources. With the most vulnerable having existing relationships with social workers across many sectors of practice, New Zealand social work is well placed to take action.

A Massey University action research on the relevance of climate change impacts to social work in Aotearoa New Zealand was carried out in 2015/16. The first of this three part PhD research project shows that social workers are deeply concerned about the impacts of climate change. Once educated on the topic they realise the relevance of climate change impacts to social work practice in New Zealand thus demonstrating sustainability and climate change needs to be brought in to education across the county and now is the time to bring environmental justice into our social work code of ethics.

The next generation of New Zealand social workers will need to equip clients to respond resiliently to national and global scale systems insecurity, therefore social work education must train our future social workers to address the risks and opportunities that come with an interdependent world, at a community level.

---

11 | 'Sharing Insight' - Thinking Aloud in Reflective Supervision

Author/s: Matt Rankine

University of Auckland

Within current neoliberal discourses, critical reflection provides opportunity for innovation in social work practice. Reflective supervision can be used by social workers to galvanise critical approaches and social justice strategies. However, opportunities to review supervision at such a deep level of analysis are uncommon in research and

practice to date. This presentation describes a thinking aloud process used with supervisor-supervisee dyads in community based child welfare social work to assist critical reflection via the use of open-ended questioning and inquiry. The strength of thinking aloud permitted a deeper appreciation of how the supervision session is utilised to reflect on practice and provided a learning tool within supervision practice. The feedback from the dyads concurred that thinking aloud assisted in stimulating reflection, developing solutions to the key issues discussed and was transformative in recognising areas for future development. The process of thinking aloud supports the opportunity and space for the supervisor and supervisee to articulate meaning, critically develop insight, reconstruct and transport this into future practice. Thinking aloud offers an example of how knowledge can be co-constructed by practitioners within practice and critical reflection captured within qualitative research approaches.

13 | A Social Anatomy of Urban Heatwaves

Author/s: Margarita Windisch

Victoria University

Heatwaves are considered the biggest natural hazard for humans in post –industrial societies, with major public health implications. Urban environments are considered especially vulnerable to heatwaves due to the Urban Heat Island effect. Climate change will increase the frequency, duration and intensity of heatwaves and combined with growing urbanisation will lead to even higher mortality rates.

The negative health impacts of heatwaves are not shared equality across society, but are concentrated among specific population groups, earning them the title of 'silent and invisible killers of silenced and invisible people'. Older people are significantly over represented in heatwave related excess mortality statistics internationally. This paper will argue that heatwave vulnerability is largely socially constructed with gender and systemic socioeconomic disadvantage - often associated with social isolation, poor quality housing and lack of cooling options - identified as major risk factors for this group. Deeply entrenched and systemic gender inequality leaves older women poorer and with reduced access to adequate and lifesaving adaptation measures, consequently leading to higher rates of heatwave related morbidity and mortality.

This is a pivotal issue for social work practitioners, whose interventions are guided by the profession's underpinning frameworks of social justice and human rights. Combined with macro level mitigation efforts, identifying social vulnerability to extreme heat events is critical to locate barriers and constraints to adaptive behaviour and support people to effectively prepare for and ultimately survive a heatwave.

15 | Magic School Bus: The Value of Fieldtrips in Social Work Education

Author/s: Ksenija Napan,

Massey University

This presentation is based on seventeen years of in-depth research into effectiveness of fieldtrips is social work education. The project started at Unitec when there was a need to expand on Pasifika content and process for future social workers so field trips to the Pasifika festival were introduced for fist year BSW students. The project has significantly evolved and currently Master of Applied Social Work students at Massey University are invited to participate in an inquiry learning process consisting of three field trips. They are required to set their questions before the trip, create new questions during the trip and complete the day with a new set of reflective questions that emerged after the experience. Field trips take place at Te Whanau O Waipariera (Waipareira trust), Pasifika festival and the Auckland International Cultural festival. Each field trip takes a full day and learning starts in the preparation for the trip, continues in the car/bus on the way to the trip culminating at the event with the special emphasis on serendipitous experiences that touch students and often transform their way of being. Our adventures will be explored and critically reflected on with a special emphasis on advantages and challenges of inquiry learning.

---

16 | What is a Person? Deepening Students' and Colleagues' Understanding of Person-Centeredness.

Author/s: Monica Short, Karen Dempsey, Janice Ackland, Emma Rush, Eric Heller and Helen Dwyer

Charles Sturt University

Deepening students' and colleagues' understanding of the person in personalisation approaches such as person-centred practice is the ultimate aim of this presentation. Social work and welfare students often refer to personalisation approaches within their field education assessments. In marking the tasks three field educators and academics noted a major gap, some students were critiquing personalisation approaches without reference to the person receiving the intervention. In response social work educators began conversing about personhood, personalisation approaches and field education. Colleagues from disciplines with a longer history of thought about personhood – philosophy, chaplaincy, theology and sociology - rallied, scaffolding the conversation. A cross-disciplinary investigation between the university and the field emerged, leading to a co-operative inquiry into the question: 'What is a person?' This presentation will outline dominant discourses about the connection between humanity and personhood

and their impact upon field education. It will explore how a person-centred approach can assist and ground in reality the theoretical knowledge of students and workers who are practicing in neo-liberal contexts. This presentation hopes to invigorate student, academic and practitioner's application of person-centred and other personalisation approaches by arguing for a clear reference to the person receiving assistance within the human service sector.

17 | Social Justice for all: Social Work, Sociological and Theological Insights.

Author/s: Monica Short

Charles Sturt University

Social justice upholds human rights and ensures an ethical, accessible and fair distribution of benefit to people independent of their location. People living with disabilities' human rights are advanced when barriers are removed and all aspects of people's humanity are valued, including their beliefs. A recent research project collected, via collective case studies, narratives from sixteen people identifying as living with disabilities concerning their engagements with their local rural Anglican church. An integrated lens with an epistemological base in social work, theology and sociology supported the project in two ways, in analysing the data and challenging negative dominant discourses about disability. The stories that emerged from the research show how six churches are ensuring people living with disabilities in rural Australia are embraced as equal, image bearers of God, who deserve justice, respect, dignity, care and inclusion. This talk will share examples of people living with disabilities working through ordinary activities to change, challenge and overcome both rural disadvantage and discriminatory labels about disability. Instances of the church in solidarity, intentionally and unintentionally, empowering people living with disabilities will also be outlined. This presentation encourages respect for the unique dignity of all people, and celebrates belonging, faith and social justice.

18 | Christmas Should be in the Cold? Stories from Overseas Social Workers in Australian Child Protection Workforces

Author/s: Corina Modderman

Latrobe University

Child protection workforces in Australia, New Zealand, and the United Kingdom rely on an exchange of social workers to address labour shortages. Australia is an attractive destination for social workers from the United Kingdom and Ireland. Nonetheless, it is

unknown how these overseas social workers prepare for and experience the unique context of Australian child protection. Social work in Australia is an unregistered profession shaped by the nation's demography, history and culture, in which the impact of colonialization still reverberates.

This study investigates migration and social work practice during the professional transition to statutory child protection in Australia. A narrative research design was employed, using in-depth interviews to gather lived experiences from thirteen overseas social workers practicing in Australia. Participants were interviewed twice over a three year period, allowing a rich understanding of migration and the transnational social work experience.

The dual trajectory of migration and entering unfamiliar social work territory fuels narratives in which friendship, homesickness and dogs play a prominent role. For transnational child protection social workers, the initial excitement of pursuing opportunities across the world may be followed by unanticipated professional challenges, and the task of redefining a new life far from home.

19 | Disaster Risk Reduction and Responding to Development Aggression

Author/s: Marjorie Balay-As

University of Auckland

Disasters can be an opportunity to impose a development agenda amongst indigenous peoples. This happens when the development agenda is packaged as fostering disaster risk reduction to make it acceptable to the affected indigenous peoples. This study presents a critical ethnography with three indigenous Kankanaey communities in the Philippines to consider the role of social work to respond to disaster injustices and development aggression associated with mining. It focuses on the narratives of community leaders on how a geo-hazard assessment by the government has enforced the relocation of indigenous families as a disaster risk reduction measure. It uncovers how this geo-hazard assessment corresponds with the national government's intensified campaign to revitalise the mining industry as a mechanism for its national development agenda. The study shows how the relocation of the affected indigenous peoples has paved the way for mining exploration and development in indigenous communities. This case study provides the basis to consider the critical roles of social workers to respond to disaster injustices and the importance of working alongside indigenous communities to better ensure empowering outcomes.

20 | Reflections on Praxis: Contemplating Experience Based Learning Models in Contemporary Contexts

Author/s: Tamara Blakemore, Deborah Hart, Milena Heinsch, Amanda Howard and Dara Sampson

Newcastle University

Central to the 'Newcastle model' of Social Work education is the importance of active and authentic experience in engaging students with the content and process of learning (Gibbons & Gray, 2002; 2005; 2007; Gray & Gibbons, 2003). More than two decades since its inception, cooperative inquiry by Social Work staff at the University of Newcastle explored strengths and opportunities for the model in contemporary contexts. This paper presents their reflections on the praxis of experience based learning highlighting synergies with work-integrated learning (WIL). While benefits of WIL for employability, transition to work and bolstering student engagement and satisfaction are well established, less is known about how factors that contribute to educational disadvantage might also influence access and engagement with WIL. Demographic characteristics of the Newcastle student cohort ideally situate reflections on the value of experiential, relational, participatory and embodied ways of learning as inclusive and validating of the strengths and assets of students who have overcome barriers to access tertiary education when compared to traditional classroom models of didactic teaching. The authors' reflections are illustrative of Trede and McEwen's (2015) proposal that when combined with an explicit and deliberate curriculum; early, intentional and scaffolded WIL, can assist students to transition *into* the academic institution and develop more deliberate learner and professional identities.

---

21 | Still Living the Whitlam Dream? Community Welfare and Social Work Education at Western Sydney University 1979-2015

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

Western Sydney University

Western Sydney University (WSU) was started at a time when the Whitlam Government's policies and vision for a 'University of the West' came to fruition, making access to higher education (HE) a reality for several generations of students from Western Sydney and beyond. Central to this vision was the establishment of professional courses in the human services. WSU has a long history of providing Community Welfare (CW) and Social Work (SW) courses, from 1979-1989 as Macarthur College of Advanced Education and Milperra Institute of Higher Education and between 1990-2015 as University of Western Sydney Macarthur and University of Western Sydney. The CW and SW 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, including many non-traditional students. This paper draws off data collected through surveys and interviews with graduates and staff, documenting changes over time, through the accounts of those studying and working over this period. We will report on our findings and analyse the relationships between dominant political and institutional discourses, CW and SW education at WSU, the staff and student experiences and subsequent work and careers. We will also document the educational practices and strategies adopted by CW and SW staff in attempting to resist some of the negative effects of the dominant neoliberal policies and practices that have impacted dramatically on HE over the past three decades.

22 | Preparing Students to Respond to Heightened Emotions in Practice

Author/s: Karen Healy, Glenda Hawley and Marion Tower

University of Queensland

Human service professionals meet people at times of life transition and crisis. These situations often generate heightened emotions. We use the term "heightened emotions" to refer to emotional arousal that is of sufficient intensity to substantially impact on one's feelings, physiological responses, cognitive processes and actions (see Fox, 2008). Examples of "negative" heightened emotions include: despair; fear; anxiety; anger; shame and disgust. In this paper we present findings from a pilot study on an intervention aimed at preparing social work, nursing and midwifery students to respond to heightened emotional states in patients or service users. We will describe the model which draws on evidence about emotion regulation and de-escalation as well on the principles of partnership and empowerment. We will outline students' perceptions of their readiness to practice with people experiencing heightened emotions, and their perceptions of the efficacy of this model for assisting them to build effective working relationships when people experience heightened emotional states. Future directions for research will be discussed.

23 |Changing Methodologies: Two Case Studies of Critical Realism Informing Social Work Doctoral Research

Author/s: Shajimon Peter and Lynne Soon-chean Park

University of Auckland

Social work researchers have been long constrained by the lack of a methodological approach that allows them to engage in research without aligning it to a dogmatic

ontological objectivist or subjectivist stance. Critical realism as proposed by Roy Bhaskar presents an alternative approach that incorporates elements of both objectivism and subjectivism. This opens up a discussion on the possibilities of new methodological approaches, and two doctoral research proposals are used to illustrate it.

Case 1 aims to shed light on the immense possibilities offered by coalescing critical realism and pragmatism in examining the structures, systems and processes (objective realities) that impede or promote the transition of transnational social workers into receiving countries while at the same time exploring the perspectives of social workers and their employers (subjective realities) on transitional issues.

Case 2 explores Korean migrants' perceptions and experiences (subjective realities) of trust as it relates to their settlement processes in New Zealand and how the settlement processes encourage or inhibit migrants' trust building process (objective reality) in the new society and culture.

This presentation makes a valuable contribution to research that promotes methodological and social changes.

---

24 | The Cake Model and the Three Stage Theory Framework: A New and Existing Model Working Together in the Development of a Practice Framework on Field Placement

Author/s: Mim Fox and Maree Higgins

University of New South Wales

This paper showcases one new visual model and one theoretical adaptation of a familiar model to be used in field placements with social work students. The combination of these models allows students to conceptualise their interventions across a range of micro, macro and meso tasks to facilitate change. Working with this practice framework, students can deepen their identity as a practitioner and grow their confidence in field placements. The first model discussed is The Cake Model which facilitates the scaffolding of surface and deep learning, while maintaining a unique perspective on every student and their learning journey. The outcome of this process can be likened to a delightful cake ready to be eaten, an analogy that offers a stimulating method of analysing and ritualising the placement schedule. The second is a theoretical adaptation of the Three Stage Theory Framework (Collingwood, 2005, 2008), a visual model that facilitates the linking of theory to primarily direct practice. This paper will present a framework that promotes theoretical deconstruction and analysis with macro and meso practice tasks on field placements, alongside direct placement tasks. These

two models will be examined separately and in combination to support the range and depth of field placement learning.

---

25 | Everyone Can do Research: Combining Practice Ethnography with Academic Freedom

Author/s: Linda Briskman

Western Sydney University

Social workers are often confronted in their practice with policies and procedures that are antithetical to social work values and ethics. Social research can expose institutionalised injustices and create potential for social change that adheres to tenets of social justice and human rights. Although practice experience and observation foster opportunities to synthesise knowledge hidden from the public domain, this may be implicitly or overtly discouraged in organisational settings. Neo-liberal and managerialist environments that focus on technocratic practices confront some fields of practice. This is particularly so in closed environments where there is a culture of conformity. The paper applies the case study of immigration detention in Australia and offshore, to illustrate barriers and opportunities. It shows how silencing of practitioner voices might be overcome by partnering, often informally and nearly always confidentially, with researchers through their right to academic freedom. Drawing on practitioner voices from immigration detention settings, the paper seeks to convey how practitioners and academics can creatively partner in research endeavours that aim to bring about change.

---

26 | Graduate Readiness to Practice: Curriculum Mapping and Development of a Taxonomy

Author/s: Neil Ballantyne[1], Kath Hay[2], Shayne Walker[3], Jane Maidment[4] and Liz Beddoe[5]

 [1]Open Polytechnic of New Zealand, [2]Massey University, [3]University of Otago, [4]Deakin University, [5]The University of Auckland

Social work as a profession has come under increasing public and political scrutiny and criticism within a system that demands risk averse practice, strong practitioner accountability and compliance. This presentation reports on Phase One of a three-phase research project designed to produce data and informed discussion about social work graduate readiness to practice in Aotearoa New Zealand. The presentation begins by outlining the rationale for conducting a nation-wide in-depth study of social work education in Aotearoa at this time and will briefly report on the relevant literature associated with social work curriculum and education development. The methodology

of curriculum mapping used in Phase One of the research will be explained with particular reference to how a taxonomy of concepts from each of the participating schools was developed. The way in which the findings from this process will subsequently inform Phase Two of the research will be discussed. Strengths and limitations of the research design will be noted and points of learning for future research endeavours in this field identified. The presenters will adopt a position of critical reflection throughout drawing upon practical and theoretical ideas to explain the research design and progress to date.

---

27 | Preparing for Multiple Realities: Understandings from Focus Groups with Social Work Students and Educators in Aotearoa New Zealand

Author/s: Liz Beddoe[1], Jane Maidment[2], Kath Hay[3], Neil Ballantyne[4] and Shayne Walker[5]

[1]The University of Auckland, [2]Deakin University, [3]Massey University, [4]Open Polytechnic of New Zealand, [5]University of Otago

Social work education faces constant critique from powerful stakeholders in a neoliberal social welfare environment. Enhancing the Readiness to Practise of Newly Qualified Social Workers (enhance R2P) is a three-year collaborative, sector-wide research project which explores the current curriculum in social work education and the capabilities of newly qualified and advanced practitioners. This presentation will report some findings on the declared curriculum (what course designers intend students to learn); the taught curriculum (the curriculum as presented to students); and the learned curriculum (what the student actually learns). In the first phase, with this perspective in mind we held focus groups with educators and students. We asked students how they experience learning from their programme and how prepared they feel for practising social work. We asked educators to describe the philosophy of teaching, key messages and content emphasised in their programme and invited their comments on knowledge and skills needed by graduates.

Educators discussed contested ideas about core curriculum in the neoliberal context urging resistance. Students in general felt ready for practice but there was a disproportionate emphasis on placement to provide specific field of practice content and uneven reports of student awareness of current issues and challenges in social work.

---

29 | The Influence of Family on Social Work Students' Field Placement

Author/s: Melanie Hemy

Griffith University

We have all heard stories of social work students whose partners shoulder extra responsibilities while they are on placement, or those who are parents worrying about who will look after their children. But what do we really know about the experience of these students on placement? The social work student population is diverse and includes a high proportion of mature age people with partners, children and family responsibilities. What support do they want and what sacrifices do they and their families make in order to embark on field placement? What influence does family have and how could this effect student learning?

This presentation is based on the preliminary findings of doctoral research into social work student experience of juggling multiple roles and responsibilities with field placement. Sixteen qualifying Master of Social Work students from four Australian universities were interviewed at two points in their first placement. Early analysis of results indicates that family has a strong influence on student motivation and persistence in placement. Decisions about when to begin, where to go and how to keep going are swayed by family. At the same time, a student's experience in the field may have an impact on family relationships.

---

30 | Social Work Facing the Anthropocene

Author/s: Jim Ife

Western Sydney University

The naming of the Anthropocene as a new geological era, characterised by significant physical change to the earth as a result of human activity, has led to a new level of awareness of the ecological crisis and the unsustainability of the global social, economic and political order.

There is an important critique of the often simplistic understanding of 'human activity' implicit in the Anthropocene narrative. The damage has not been done equally by all of humanity, but disproportionately by the most powerful, who have pursued environmentally damaging practices in the interests of profit and exploitation. Not all of humanity is equally responsible.

This critique of the Anthropocene narrative represents a starting point for a social work response. The damage done by human domination of 'nature' requires a critical reformulation of 'humanity' and our interdependence with the rest of the natural world from a perspective of social justice. This will require social work to extend its understanding of the social, and of community, beyond Western anthropocentric traditions. To do so, Indigenous world views must become central to social work,

together with a more creative and imaginative approach. Otherwise, social work risks irrelevance in the turbulent future that lies ahead.

32 | Forced Migration and Transnational Disaster Risk Reduction: Implications for Social Work

Author/s: Jay Marlowe

University of Auckland

Digital technologies offer the potential for new social configurations and connections as its accessibility radically transforms the structure and role of social networks for diasporic communities. This is particularly the case for refugees, where these technologies generate the opportunity to 'practise' friendship and family differently and beyond the accepted social and spatial boundaries of local places. Whilst this is true relating to everyday interactions, it is also becoming increasingly common that people seek and offer transnational forms of support during disaster events. Recognising that protracted global conflicts have now created more than 65 million forced migrants, there is an urgent need to develop greater understandings of what informs disaster risk reduction and recovery with such groups. The associated global transformations in mobility can inform such possibilities through travel, remittance transfers and digital interactions that link people and organisations to places proximate and distant. Presenting original research with refugees about how they perceive and respond to disasters, this paper considers how social work can play a role in disaster risk reduction and what limitations and possibilities exist for transnational forms of assistance.

33 | Poverty and Social Work Students: Does Australian Social Work Education Activate Injustice?

Author/s: Norah Hosken

Deakin University

Student poverty is an issue perversely slow to gain recognition in social work education, accreditation, regulation and research. Given the stated concern of social work with social justice, it is important to consider if social work education is consistent with the goal of furthering social justice. In this presentation, I draw on a sub-set of data from a five-year institutional ethnographic study focused on social work education in Australian public universities. Accounts of how the social relations of oppression and privilege were linked within the organisation of the dominant economic, political and social systems that shape social work education were investigated. The extra burden of poverty was documented for students in course work, particularly when undertaking

the two lengthy, unpaid compulsory placements. Experiences of racial micro-aggressions and racism, ableism, classism and caring responsibilities were found to combine with poverty to create stress and extra physical, emotional and financial work for many students. Drawing on intersectionality theory, and the data, reveal the racialised, gendered and classed texts and relations that organised and activated the injustice of poverty for social work students. I conclude with drawing out implications for social work education, accreditation, regulation and policy advocacy.

34 | Identifying Critical Ways to Enhance Student Experience and Education Outcomes in Undergraduate Social Work Field Education

Author/s: Professor Fran Waugh, Dr Tina Kostecki and Ms Lizzie Blue

(Acknowledgement to Dr Joanne Clarke and Ms. Charlotte Finlayson)

The University of Sydney

The BSW at The University of Sydney predicates its learning and teaching ethos and approach on critical theory and practice. This approach aims to equip graduates for creating and participating in social work practices that challenge structural relationships, discourses and policies which are unjust, marginalising and inimical to achieving social and political equality.

Over the past twelve months, academic social work team members have explored, via a research project, the field education experiences of social work students and field educators. Emphasis has been on the development of strategies and practices that enhance student experiences in field education at the University of Sydney, commensurate with the arching aims of a critical social work program. The research sought to develop ways to address challenges and concerns experienced by students, field educators and academics in placements. Emerging ideas include the possibility of innovative critical approaches to the social work field education experience.

This presentation will discuss and share preliminary findings from the project as well as suggest initiatives into the future for further development of the field education program based on building collaborative projects with communities in Sydney, along with the inclusion of critical pedagogies to field education in Australia more generally.

35 | Co-design: How Innovative Design Methods Have Potential to Challenge Traditional Engagement and Service Design Paradigms

Author/s: Rachel Goff

Federation University

The Victorian family support system is characterised by high referral rates, limited capacity for intervention, and ongoing challenges in keeping families engaged when they are allocated to secondary support services. It is also suggested that support for vulnerable families is not only the role of services, but a shared responsibility of the whole community.

So, how can the experiences of these families be used to strengthen community responses and connectedness? This presentation will situate co-design as a way of creating new and innovative approaches in traditional family-centred practice, parent engagement in policy, strategy and reform.

This PhD research explores how community and social connections impact on a family's experience of reaching their full potential, and incorporates co-design to engage parents in the design of a community-based service which could support the wellbeing of their family. This presentation discusses how co-design works in research and describes methods used with parents to incorporate their unique experiences to co-design a community-based service. These methods enable the researcher to move beyond traditional engagement and service design paradigms to generate new insights and evidence about what works in parent engagement and child wellbeing, and in turn, create stronger communities.

---

37 | From Education to Career: Development of Cultural Competence

Author/s: Yayoi Ide

University of Auckland

Cultural competence practice (CCP) is well acknowledged as a core element of practice and used as a foundation for CCP education. However there is an insufficient understanding of how practitioners develop their cultural competence, importantly how they utilise these key components: awareness, knowledge, and skills in practice.

In this research, ten current social work students from the Bachelor of Social Work and Master of Social Work and eighteen social work practitioners who have at least four years of work experiences in various social work settings; participated in interviews about their educational experiences and practicum trainings. Additionally, the practitioner participants included a discussion about their CCP experiences in their career.

The participants attach importance to relationship building as central to CCP. Professional persona is important when allowing practitioners to filter what is appropriate and what is not in cross-cultural practice. Personal persona is crucial when processing interaction and engagement with clients in order to create authentic and genuine relationship. An important critique is that social work education strongly

emphasises professional persona. In contrast, the importance of personal persona is less mentioned, therefore more attention can be placed on it in practicum training and educational learning about CCP.

---

38 | Transitioning the Curriculum: The Development of Four Year Social Work Degrees in Aotearoa New Zealand

Author/s: Carole Adamson

University of Auckland

In Aotearoa New Zealand, social work education has evolved from a mosaic of programmes with varying length. Seventeen schools offer qualifying programmes. The Social Workers Registration Board (SWRB) determined that from 2017, all undergraduate programmes should be taught over four years. This mandate required nine polytechnic and wananga to transition programmes from three to four year models, the first commencing in 2015. All undergraduate programmes in Aotearoa New Zealand are now of equal, four year duration.

A small scale qualitative research project was designed to capture a snapshot of social work identity, through the lenses of the academic social workers involved in the design of the new degrees. Focus groups and interviews from seven institutions followed their programmes' recognition and approval processes. This presentation identifies some of the emergent themes from this process: whilst the SWRB formally recognises each education provider through the Programme Recognition Standards, each programme has developed its curriculum according to unique configurations of research knowledge, cultural relationships and regional characteristics. Tensions between State and employer expectations of technical and professional competency on one hand, and the development of critically reflective practice emphasising bicultural competency, human rights, social justice and social change on the other hand, reflect broader questions about the role and identity of social work in our current environment.

---

39 | Contemporising the Case Management Curriculum: Equipping Future Practitioners to Work in a Rapidly Evolving Industry

Author/s: Rohena Duncombe[1], Monica Short[1], Sue Trembath TAFE[2] and Louise Whitaker[2]

[1]Charles Sturt University, [2]Southern Cross University

Case management remains a foundational process in social work and welfare practice despite problems with the term itself and its continuously changing nature as it evolves

to meet industry agendas. This paper continues the conversation from the 2016 ANZSWWER conference about the findings from a peer review into case management curricula in contemporary social work and welfare education. Using a cooperative inquiry method, four social work academics continue to critically reflect on their experiences of teaching case management in three educational institutions. Findings reveal the influence and impact of the scope of practice on case management curricula. Case management is integral to social work and welfare practice and while it might be influenced by developments in industry, we aim to enable our graduates to recognise and critically analyse the tensions that arise when taking an empowerment driven approach while working within organisational systems. In this presentation we will share how we are educating students so they on graduation can deal with the current challenges experienced by case managers credibly and courageously.

---

40 | Social Work Education in Vietnam: A Critical Look at the Field Education Programs of 8 Universities in Vietnam

Author/s: Hoa Thi Nguyen

Unitec

Given the rising demand and rapid expansion in social work education in the past 10 years, universities in Vietnam are facing tremendous challenges in organizing effective field practicum which is often seen as a "signature pedagogy" of social work education. This paper examined the field education programs from eight different universities nationwide, explored their strengths and weaknesses as well as solutions to move the programs closer to international standard.

The study was an innovative collaborative effort between scholars in the U.S. and Vietnam and utilized a qualitative approach in which twenty-four focus groups and three in-depth interviews were conducted with current social work students and alumni, lecturers, community agency representatives, and government representatives.

The results showed that all eight universities had a common model in which field education was spread throughout four years of the degree and was structured from easy to more difficult with a gradual increase of length. The students would first do a field visit, then do two specialized practicums, and then a final internship. Some highlighted strengths included: the gradual increase in length and difficulty in practicums, the support of universities' field instructors and agencies, and the freedom of choosing the final internship. The key challenges were lack of qualified field supervisors, loose collaboration between universities and field agencies, and inadequate methods to monitor and assess students.

---

42 | Teaching Grief: Reclaiming Loss as a Social Work Issue

Author/s: John Drayton

University of Queensland

It is a commonplace to note that all social work practice engages with lived experiences of loss, and that those experiences are socially, historically and culturally contextual. Despite this, the dominant discourses within which grief is discussed throughout Western societies remain individually focused and normatively empirical. This has direct implications for the ways in which social work students are trained in this crucial field.

The emergence of the "continuing bonds" model of bereavement has challenged the dominance of psychodynamic "grief work" in academic literature. At the same time, this fundamentally non-pathological understanding of grief as a social process appears peripheral to social work education, with psychologically-based disciplines retaining discursive and pedagogical 'ownership' of the field. This presentation argues that responses to loss – in all its forms - are central to social work practice and that challenges to the psychological dominance of the issue are a necessary part of practice readiness. Key learnings for students are discussed and approaches to the inclusion of bereavement within curricula are briefly explored.

This presentation combines data gathered from systematic literature reviews on grief and loss in social work education and developments in bereavement theory with the presenter's 20 years of experience as a social worker involved in socio-legal issues surrounding bereavement and supporting the families of people who had died suddenly and unexpectedly and as an educator.

43 | School Social Work and the Human Right to Education in Australia

Author/s: Karen McDavitt

Edith Cowan University

International research has consistently indicated the benefits that can be realized by employing a suitably qualified School Social Worker who can foster links and networks between student, family, school and community. These networks can help create the social capital that has been shown to improve academic achievement, thus enabling students to benefit from the education to which they are entitled and empowering them for their future.

McKinnon, Kearns and Crockett (2004) suggest that education is not the sole purpose of schooling and that an holistic view of the environment must be taken. Achieving this requires the involvement of all stakeholders and an awareness and understanding of

barriers to learning so that appropriate pro-active intervention can be undertaken at an early stage.

Whilst the education rankings of Australian students continue to slide further down the international scale, the **dominant discourse** remains focused on funding, curriculum and teacher quality and fails to take account of the broader context in which this education takes place. Drawing on evidence from recent research carried out by the author on school social work in primary schools, this presentation will illustrate the role that social workers can play in upholding students' human right to education.

---

44 | THE INJUSTICE, IN JUSTICE; Examining the Quality of Legal Representation for Maori Men in the Justice System

Author/s: Paula Bold-Wilson

Unitec

Considering the disproportionate number of Maori in the justice system, this presentation critically analyses the quality of legal representation Maori men receive in the system. Drawing on interviews with eight Maori men aged 18-30, the presentation challenges the discourses implicit within the terms 'justice' and 'quality'. In this research, which employs Kaupapa Maori methodology, 'quality' is defined by the participants, and is used to assess their experience with their lawyers in the District Court. Three lawyers were also interviewed, to gain their perspectives on core participants' representations. Findings indicate a need to critically examine: key aspects of the lawyer/client relationship, use of legal terminology, the range of legal options made available to clients, and lawyers' willingness to defend non-guilty pleas. In addition, in response to these findings, the lawyers identified systemic issues such as inadequate resourcing, significant workloads, and problematic courtroom environments as factors which contribute to legal services that are less than ideal. Suggestions to improve the system are highlighted. A key argument in this presentation is that Kaupapa Maori methodology can not only provide an effective means to empower research participants, but also add value by enhancing social justice in an area that is not widely researched.

---

45 | Student Research Projects – True Value-Based Learning

Author/s: Sue Foley and Jenny Rose

The Children's Hospital at Westmead, Sydney

This presentation challenges attendees to explore ways to reduce the barriers between academia and the field in order to develop ways of promoting or publishing student achievements. In the past six years, students have undertaken project development using focus groups, undertaken evaluation of a services, begun to understand the demographics of a client group and extrapolate from this to professional development; engaged with stakeholders to access their perspectives on service components. These are real ways in which research and evaluation contributes to evidence based practice.

Indirect research/project based placements for students offer the opportunity to consider the way social work values define social work practice. Student work in collaboration with supervisors and agency staff has the potential to contribute to the broader community - if it were more widely known. A number of barriers exist to this occurring. Students are offered the opportunity to present, to publish and to share their ideas outside the placement setting. In this session, examples will be shared and a brainstorm will be facilitated in order to develop new strategies.

46 | Taming the Data: Exploring Constructivist Grounded Theory as a Methodological Approach in Social Work Research

Author/s: Haidee Hicks

Victoria University

This paper will explore Constructivist Grounded Theory as a methodological approach in social work research. In this research I am investigating international students' professional learning during their social work field placements, a neglected and under-theorised in the research. Constructivist grounded theory has much to offer social work research given its resonance with core values of social justice, human rights and anti-oppressive practice. This approach also allows a specific focus on the intersecting social, political and historical contexts of the research process.

Drawing on the work of Charmaz (2014) and Oktay (2012), this paper will provide an overview of the iterative, inductive research process inherent in constructivist grounded theory. I will deploy this approach in relation to the preliminary data analysis in my research and will consider the practice of researcher reflexivity, one of the core requirements of the approach.

I am arguing that constructivist grounded theory is appropriate in my research, given the cross cultural nature of the inquiry. In this paper, I will present a detailed example of how I have used Constructivist Grounded Theory as an approach to producing rich data related to international students' experience of field placement learning.

48 | Swimming Between the Flags: Accreditation Standards as Safeguard or Unnecessary Constraint

Author/s: Brenda Clare

University of Western Australia

In the absence of government regulation, for the past half century the AASW has been charged with the responsibility for setting and maintaining professional social work standards in Australia, and for the accreditation of social work programs against those standards. This regulatory role can be likened to the flags on the beach defining safe swimming areas: in theory, most people accept the need for them, but many are ambivalent about where they are placed; some see their necessity for others but not for themselves; and others adamantly assert right to 'swim where they like'. All of these positions were represented during the consultative process for the 2016-17 review of ASWEAS.

This paper reflects on the challenges associated with defining the professional knowledge and skills required for safe practice in a profession as diverse and fluid as social work. It goes on to reflect on the role of regulatory frameworks in establishing 'bottom-line' consistency in governance, staffing, and teaching-and-learning processes across diverse social work programs. Finally, it reflects on the ultimate challenge of 'creative containment', of establishing standards and regulatory processes that hold higher education providers accountable – to students and to the populations with whom they will work as professionals – without stifling creativity.

49 | Innovation and Creativity in Field Education: Thinking Outside the Box

Author/s: Fotina Hardy, Anna Spencer, Eleesa Johnstone, Lesley McGregor and Liz Upham

Queensland University of Technology

Thinking 'outside the box' in an environment of fiscal restraint and industry contraction, while maintaining high quality field education pedagogy is challenging, yet necessary if we are to ensure quality social work education and program sustainability.

Like so many field education units, in Australia and New Zealand, we have been struggling to meet the neo-liberal fiscal challenge of 'doing more for less' without sacrificing our goal of developing ethical, safe and quality social work graduates; especially for those students who 'struggle' with language, culture and ability and need time and support to succeed. In the presentation we would like to share our reflections on our approach and how it has unexpectedly lead us to consider and trial creative

placement models and ways scaffolding learning and practice that proved helpful in supporting students and field supervisors in ensuring quality educational and learning experiences. Core to the placement models developed was a commitment by the FEU to supporting the grass roots social work and human services sector through capacity building.

---

50 | The Right to Exist our Way! Making Meaning of Stories

Author/s: Polu Samuelu

Te Wananga o Aotearoa

Storying is connected to the word history and to be human is to have a story to tell. A number of stories have informed our thinking, knowledge base, values and practices, particularly in the fields of social work and social work education. Storying highlights the importance of narrative pedagogy and narrative epistemology of Indigenous learners all around the world. For indigenous peoples, oral histories and traditions have existed long before the development of the written word as they are rooted in our cultural heritage.

This abstract looks at the storying method as a way to challenge the dominant discourses in various contexts such as education and social work. Storying addresses the power imbalances that inevitably exist between practitioners and clients/students that occupy these spaces. Thus, when power is shared through storying it enables the practitioners to take the role of the auditor and the clients/students to take the role of the storyteller. Making meaning of these stories helps discover critical messages and lessons for our next generation to whom we are accountable for.

---

51 | Human Services at a Watershed

Author/s: Fredrik Velander and Cate Thomas

Charles Sturt University

Social work and welfare education sectors have an obligation to be proactive and prepare students for their future careers. An important component is the response to changes in climate and the increasingly violent weather pattern events that disproportionally impact the most vulnerable in society. Mortality, morbidity and food insecurity will increase, infrastructure and critical services will be under increased stress and overall quality of life will deteriorate. In order to prepare students for work in this environment we have over the last two years developed a range of subjects and course specialisations that will address specific issues relating to sustainable development, mental health, community resilience and global governance. These also

include an Indigenous Australian framework acknowledging important lessons from traditional Indigenous ways of sustainability. The question is whether the university sector ready is to take this step, and enter into a contested and politically sensitive area to drive change of curriculum and get climate change on the agenda? The presentation will describe the process leading to the development of a new evidence based subject portfolio.

52 | Hippocrates and the Smartphone: Challenging the Dominant Medical Discourse

Author/s: Andrew Thompson

University of Auckland

Research is a tool for change and an opportunity for social work intervention. Is it possible to observe a community and consequently create change?

During this presentation I will introduce "Extraordinary Children", a doctoral research project that is exploring the parent and doctor relationship within the context of paediatrics and complex infant neurological conditions. This qualitative research, utilising interpretative phenomenological analysis, has followed 6 parent and doctor dyads, recording 10 medical consultations and 20 semi-structured interviews over 18 months. Emerging themes suggest parents diligently record detailed information about their children, utilising new technology, but much of this is lost when they walk out of the medical consultation. Paternalism and parentalism are both challenging dynamics shifting the traditional parent and doctor relationship. Google may open opportunities for access to new knowledge, but knowledge is not power, unless you can use it effectively.

New technologies are challenging dominant discourses and undermining some of the traditional power bases of the professions, most notably the medical profession. Parents of sick children are turning to Dr Google for answers, using video technology and social media to improve their child's health. But is this evolution or revolution and why should social workers care about this?

53 | Assisting Students to Critically Deconstruct the Practice Environment: Using the Practice Domain Framework in Teaching

Author/s: Dr Ros Darracott

Queensland University of Technology

Learning to appreciate and critically analyse the multi-faceted nature of the practice environment and our own positioning within it can be challenging. The Practice Domain Framework is an empirically-based conceptual aid designed to assist social work and other social care practitioners with this process. The framework provides a map of the potential complexity of the practice environment and organises the influences on practice into eight domains: Societal, Structural, Organisational, Practice Field, Professional Practice, Accountable Practice, Community of Place, and Personal. The framework is underpinned by a social constructivist approach to understanding the nature of influence. It assists the user to identify direct and indirect influences on practice and consider the various narratives that are held regarding what should influence practice, the power dynamics between these narratives, and how their personal perspectives are situated amongst these.

This presentation will provide an overview of the Practice Domain Framework and its uses in fostering critical thinking. Particular attention will be paid to the framework's application as a tool to assist Field Educators in supporting social work and human service students develop skills in critical analysis and reflection, drawing on recent work with Field Educators in Queensland.

55 | Developing Resilient Social Workers: Messages from the Field

Author/s: Erica Russ

University of New England

A common discourse used when educating social work professionals is the need to understand and develop strategies for self-care. This is often prompted to counter the potential risk to students and professionals who experience stress, vicarious trauma and burnout through practice experiences. Despite a significant body of research which goes to these risks, it nonetheless indicates the majority of social workers do not succumb to these impacts but instead experience high job satisfaction. Self-care is important as social workers are exposed to complex and difficult circumstances and human distress when working. Yet, there is value in moving the discourse from an individualised, deficit-oriented focus on self-care to reduce risk, to one of developing a broader concept of resilience that is embedded within the organisational culture and which allows students and professionals to work through and overcome the adversity faced in practice. A recent study of child protection workers provides some key messages to inform the development of resilience from the early stages of practice, including field education, through to advanced practice situations.

56 | "Resistant to Change?" Using Critical Reflection to Analyse Positionality Within a Neoliberal Academic Environment

Author/s: Kim Robinson and Selma Macfarlane

Deakin University

A growing body of literature has outlined the deleterious impacts of neoliberalism on higher education in the Western world. These critiques are far ranging and include effects on students, curriculum, educators, and the purpose of higher education itself. Some of this literature has focused specifically on social work education, highlighting ways in which neoliberal agendas run counter to the profession's focus on social justice and a critical approach to education. In this paper, the authors, social work academics based in Australia, use a structured process of critical reflection to deconstruct and reconstruct two challenging incidents that embody and reflect key tenets of neoliberal discourse. The endeavour is not aimed at prescribing practices of resistance, but rather at considering possibilities for creative responses in subtle spaces. The authors draw on a combination of theories which inform critical social work, such as feminism, critical theory and postmodern thinking.

57 | Promoting Pasifika Achievement to Higher Education that Support Social Mobility and Inclusion in Australia

Author/s: Jioji Ravulo

Western Sydney University

The population of Pacific people, including Māori in Australia, is increasing. As the various diaspora groups settle into new settings and surrounding, various social and welfare needs have challenged some; resulting in the over-representation of Pacific people in youth and criminal justice. Other household and employment trends have also evinced a level of marginalisation for this cohort, further deterring opportunities to develop skills and attributes necessary to live within a neo-liberal, neo-Marxist and neo-colonial society.

This presentation will overview an initiative called Pasifika Achievement To Higher Education (PATHE) (https://www.westernsydney.edu.au/pathe), working to develop vocational and career aspiration in Pacific communities. Founded in 2012, it works across three key components to 1) support tertiary retention, progression, completion and progression; 2) increase goals amongst Primary & high school students; and 3) Create innovative resources to lifelong learning. Funded by the Office of Widening Participation through a federal grant provided to Western Sydney University, this program is bolstering positive outcomes towards the development of positive pathways

to capacity building, in turn counteracting low skilled employment, whilst promoting financial resilience, social mobility and inclusion.

58 | "Back into Their Box Again" – An Exploration of Youth Transition Experiences an Intensive, Residential Adventure-Based Youth Program

Author/s: Mary Liya

University of Auckland

Project K is an innovative youth development intervention shown to produce positive outcomes for young New Zealanders. Nevertheless, previous research identified that some youth experience challenges when reintegrating into home and school following participation in the three week, residential Wilderness Adventure component of the programme. This presentation will summarise a research project that explored Project K participants' reintegration experiences following the Wilderness Adventure to inform potential changes to programme delivery and broader understandings of effective youth development practice. Individual semi–structured interviews were conducted with 17 participants and their caregivers (independently) within one month of their return to investigate the reintegration process they underwent, and the factors that facilitated and impeded positive reintegration. Follow up individual interviews were conducted with 12 pairs of participants (parent and youth) six months later to investigate how their reintegration experiences influenced the maintenance of personal changes initiated during the Wilderness Adventure. Eleven Project K key informants were also interviewed to examine their perceptions of participant reintegration experiences. An overview of the research findings will reveal the importance of having a supportive family and school environment during the reintegration period to sustain the positive outcomes young people gain from youth development programme participation.

59 | Student Views on their Role as Consumer: Empowering or Stigmatising?

Author/s: Kim Robinson and Sophie Goldingay

Deakin University

Universities are positioned as competitive business in neo-liberal Australia. Students pay high fees, juggle complex lives and face uncertain employment prospects in order to meet the demands of higher education. Preparing social work students for their professional roles and how best to support the development of a professional identity has been topical in social work literature in recent years. A topic less studied is how the

neoliberal discourse impacts on those who are already in employment and returning to University. This paper examines the challenges facing these students and the implications for social work educators. How can educators respond to different demands amongst the student body? Researchers based at Deakin University met with 15 Masters of Social Work students to discuss making the transition from professional work to being a student. Some students clearly positioned themselves within the neoliberal discourse of consumer, with instrumental incentives to enrolling, while others experienced the student role as both empowering or conversely as a stigma. Drawing on qualitative data, this paper will discuss these themes in more detail and present further analysis of how best to navigate these tensions.

60 |Becoming a Social Work Student: A Complex Story of Loss and Gain

Author/s: Sophie Goldingay, Kim Robinson and Rojan Afrouz

Deakin University

The important issue of preparing social work students for their professional roles, transitions to practice, and how best to support the development of a professional identity have been topical in social work literature in recent years. A topic less studied but no less important for the future of the social work profession is how the process of developing a student identity occurs for post graduate students who have already been in a professional role, what blocks there might be, what the consequences of difficulties might be, and what are the implications for social work educators? Crucially, how can educators respond to differences and diversity amongst the student body? A team of researchers ran focus groups and interviews with Masters of Social Work students to answer the research questions 'How do students conceptualise their identity as a student, how does this develop alongside their professional identity, and what are the challenges in making the transition from professional to student? Themes generated from qualitative data during analysis told a complex story of loss and gain in their transition to student identity. Findings showed students' priorities and what they take pride in may differ from what educators expect. This is important to know when endeavouring to support post graduate students from diverse backgrounds to make a positive transition from professional worker to social work student. Ultimately, bringing to light these student experiences invites new ways of thinking about attracting and supporting students who otherwise might not wish to, or feel able to, progress within social work profession.

61 | A Standardised Approach to Preparation and Interview for Social Work Field Education Placement

Author/s: Deborah Boswell[1], Jenny Rose[2] and Natasha Salimbeni[1]

[1]Australian Catholic University, [2]The Children's Hospital at Westmead, Sydney

An identified priority for Field Education in Social Work is student preparation for placement. In the current contested and sometimes competitive space of placement opportunity it is imperative that social work students are adequately prepared for their potential placement allocation and interview.

During 2016 and 2017 the Australian Catholic University scaled up its approach to placement preparation and field support to include an innovative pre placement package for students comprised of a written pre placement application and action plan, university interview, resume preparation, mock interviews and pre placement modules/seminars.

To support field agencies in assessing student suitability, to prevent emergent placement breakdown and to provide a safe space for field agency staff to explore specific nuances (particularly related to clinical placement contexts), a student interview tool was developed by ACU Strathfield campus in conjunction with field educators and has been piloted for students placed in Semesters 1 and 2, 2017.

The presentation will focus on detailing the interview tool and preliminary feedback from field agencies on its application.

This work will contribute to the development of a universal field agency methodology for state based application with intended review, revision and endorsement from the Combined Universities Field Education Group (CUFEG).

---

62 | An Effective Approach to Field Placement Readiness – A Community Focused Pedagogy in Action

Author/s: Kate Moore

Central Queensland University

In order to prepare thirty-five (35) students for integration into the field of human services as confident, self-directed learners with emerging professional identities for practice, the Field Education team for social work at Central Queensland University created a dynamic residential preparation program. Utilising the Community Focused Learning (CFL) (de Warren, Mensinga 2004) andragogy, an eclectic combination of education sessions were delivered to engage students in a process of placement readiness. Students demonstrated exceptional group working skills and abilities, with each group producing an outstanding example of integrating theory to practice. Using a creative title licence groups impressed the audience with presentations that did not shy away from the ambiguity of integrating theory into practice, but met the challenge of

showcasing a working model for practice. Reflective and reflexive group thinking was evident and student appeared comfortable and confident in the group work setting. Students were visibly keen 'try on' their social work identity, examine their peers' emerging practice frameworks, navigate group dynamics and varied personality types, and deliver a well- researched, theory based model of intervention. Values and beliefs were challenged, individuals' worries of learning ability were supported by peers' transparent accounts of fears relating to placement readiness. Students started the residential using the word 'anxiety', requested that facilitators were more available, and ended the residential using the words 'confident', 'ready', and 'independent'.

63 | Suffering Risk in Person-Centred Mental Health Care

Author/s: Sonya Stanford

University of Tasmania

Driven by contemporary public policy, the individualisation of care forms an integral part of the neoliberal institutional apparatus that manages and contains risky welfare others who are framed as 'damaged', 'deficient' or 'dangerous'. In this presentation, we examine the torment arising from the effects of 'risk-thinking' that is a feature of person-centred mental health care. This form of social suffering is rarely acknowledged, requiring a view that looks beyond the symptom-based effects of mental illness. We do this by presenting examples from our research with people recovering from mental health problems who experienced significant challenges in navigating the interface between their own sense of self-care and community services' management of risks and care. We draw attention to the subjective experience of abjection that derives from risk-dominated practices: experiences of living with loss, humiliation and heightened anxiety. Significantly, we demonstrate that the lived reality of suffering, engendered by risk-focused responses and procedures, both creates and compounds the pain of inequality and injustice. This understanding provides us with an opportunity to consider changes to organisational and practice strategies of care that could address the wounded 'self' of people experiencing mental health problems.

64 |Echoes from the Past: Historical, Cultural and Community Values Influencing Tasmanian Social Work Education

Author/s: Sonya Stanford

University of Tasmania

While globalisation captures the imagination of the meaning and experience of interdependence, immediacy and common destinies on a mass scale, the "local"

continues to exert powerful forces of connectedness and impact. Understanding this dynamic is particularly relevant for the delivery of social work education at the University of Tasmania (UTAS). Social work at UTAS is inextricably bound to its island topography and history of its idiosyncratic geo-cultural politics. The relationship between history and place form an important though largely unexamined conceptual lens for viewing contemporary struggles in national social work education. By using this lens as my focus, I illuminate the legacy of significant past events for our state.

Analysis of archival documents revealed how the discipline's commitment to criticality and activism, reflectiveness, relationship-focused practice and social justice have contributed positively to a distinctively Tasmanian social work identity. However, Aboriginal and Torres Strait Islander perspectives have been historically silenced, which compromises the purpose and identity of the profession in Tasmania and beyond. This analysis demonstrates that much can be learnt by listening to echoes from the past to inform culturally meaningful responses to the challenges that lay ahead for social work education and the profession.

65 | Social Work and Social Media: Educating for a Networked Profession

Author/s: Deb Stanfield

Wintec

Social work educators increasingly use internet related strategies to drive curriculum: e-portfolios, virtual world technologies, online education programmes and social media platforms. There is a parallel need for students to develop clear ethical standards, anti-oppressive and social justice perspectives, and skills in developing professional online relationships. For students to develop mature relationships with social media it is important they learn to analyse it theoretically, to be critical of inherent discourses and the information contained in it, and be aware of its potential to exploit and colonise. There is a call for social work assessments to include the "networked life" of clients, and the parallel need for social workers to understand the dynamics of big data. Finally, there is increasing pressure on social workers to be involved in social change projects, with the internet and social media providing ample opportunity and challenge.

This presentation will focus on current research in Aotearoa New Zealand: What do social workers need to know? How should they learn? And how does this relate to challenges in the context of neoliberal learning and practice environments?

66 | Teaching Group Work Method Using 'I-It-We'

Author/s: Shirley-Ann Chinnery

University of Auckland

'I-It-We' is a practical strategy beneficial to introducing student social workers to a foundational understanding of group work practice and process. The current presentation describes how this group-focussed teaching strategy is applied in an undergraduate professional development course which includes a brief overview of group work practice. In a bid to translate theory in to practice, students are facilitated to develop their purposeful use of self through the intersubjective experience of working in a small group. Group membership is teacher-appointed and made on the basis of 'diversity'. Students regularly acknowledge a sense of discomfort at the prospect of working alongside people they might not know well, or with whom they may not typically choose to associate. This challenge is purposeful to the teaching process and aims to encourage the students to become increasingly aware of their own biases and to work with these in a strengths-focussed, pro-social manner. Working 'with' this experience is further fostered by a group task-based activity which members are required to complete for assessment purposes. The task-based activity attends to the 'It' component of the group-focussed teaching strategy. The need to develop effective ways of relating to one another attends to the 'We' aspect of the strategy. The interactional outcome of these elements are further explored in the presentation.

---

68 | Practicum Pedagogy: Pluses and Pitfalls of a Portfolio Process

Author/s: Cherie Appleton, Jinling Lin, Jenny Hare & Mary Namala

University of Auckland

Assessment of students undertaking field education is a central component of practicum pedagogy. Assessment in this space is different from standard lecture orientated, content driven academic courses.

Practicum assessment requires collaboration between students, field educators, supervisors and practicum coordinators. This is a unique form of assessment, which necessitates creative and responsive models of critique and measurement, in order to capture and present students' integration of previous learning within the real context of practice.

This presentation will discuss some initial findings from a research project which has sought to understand the utility of a new model of practicum assessment developed by the Practice Learning Team in the School of Counselling, Human Services and Social Work at The University of Auckland, New Zealand. This model of assessment brings together elements of electronic portfolio pedagogy (e.g. collect, select and reflect), with traditional learning outcomes, and creates space for critical reflection and direct input

from experienced practitioners in the numerous fields of practice that placement occurs.

Our presentation will outline the development of this process model of assessment and discuss the feedback received about its application from field educators, supervisors, external supervisors, and students.

---

69 | When Issues Arise- Some Practical and Ethical Challenges of being a Field Educator

Author/s: Jenny Rose[1] and Sue Foley[2]

[1]The Children's Hospital Westmead, [2]Sydney Children's Hospital

The issues of student readiness for placement and suitability for the profession being identified in the field placement setting are well documented in the literature. Less described are the impacts on field educators when these issues arise, particularly when they occur regularly for the same field educator.

This presentation will focus on the challenges noted by two experienced field educators who have frequently identified a range of challenges being experienced by students which regularly result in us either:

- recommending to the student they withdraw from placement

- needing to terminate the placement

- recommending a failure grade to the University.

Strategies implemented are tailored to the individual student and include the use of creative strategies during clinical supervision, implementing a range of co-supervision options to provide both the student and the field educator with new perspectives and working in partnership with the university, support staff and external therapist to develop a modified placement plan. It is important to note that some field educators thrive on supporting "challenging" students, we will explore this further. Additionally we have also seen many students blossom after being given "difficult to hear" feedback and we will reflect on our experiences of this process.

---

71 | Pedagogies for Developing Students' Professional Identity in Neo-Conservative Environments

Author/s: Bernadette Moorhead, Karen Bell, Therese Jones-Mutton and Heather Boetto

Charles Sturt University

Our presentation details changes we have made to course content to centralise professional identity in our curriculum. As social work educators it is important to ensure students develop a professional identity that can withstand and challenge dominant discourses inconsistent with a social work value base. Many Western countries are immersed in dominant discourses, especially neo-conservativism, which prioritise organisational loyalty and generic roles over professional identity. This conflicts with our core values of social justice and human rights. Our endeavours at Charles Sturt University prompt students to critically reflect on the development and sustainability of professional identity, in the face of oppressive discourses. We call for further reflection and action among social work educators and the wider profession about students' development of professional identity. There is also a need for further research to explore whether graduates emerge from university study with a professional social work identity that can not only challenge but transform dominant discourses.

---

72 | Coming Ready or Not! : Hand Held Mobile Devices - Friend or Foe in Social Work Education

Author/s: Mark Lynch

Griffith University

The increasing presence of handheld devices in the education environment whether for educational or personal use is undoubtedly having an impact on the learning environment. There is predicted growth in handheld devices, 'the average student worldwide will have 2.3 digital devices in their possession in the next three years', (Microsoft. *Windows for the way we learn presentation*, 2013). Proliferation of handheld devices has led to expectations on universities to engage and support the use of handheld devices into curriculum (ibid). This a medium of teaching social work education cannot ignore.

Griffith University is currently trialling the incorporation of handheld devices in the Interpersonal Communication Skills programmes exploring practical use and opportunities to reimagine teaching pedagogy. Devices have allowed students to record and review their practical sessions increasing the frequency and quality of feedback and learning for students. Developing the use of handheld devices in this programme has provided a strong student centric approach to the learning of interpersonal skills by enabling students to have greater control of reviewing their practice work and development of skills.

This presentation will share information on the incorporation of handheld devices into teaching, the opportunities and challenges, alongside exploring the implication for social work education pedagogy.

Reference:

Microsoft. *Windows for the way we learn presentation* (2013)
(https://aer.microsoft.com/MEPN/decks/NEW – OEM presentation Windows for
Education.pptx) Accessed 12.03.2017

---

73 | Enhancing Student Wellbeing and Building Resilience – Preparing for Placement and Graduation

Author/s: Sophie Diamandi and Patricia Muncey

University of South Australia

The University of South Australia has created a Student Well Being and Community Engagement position. This position works closely with the Field Education Director and Field Education team, as well as the Manager of Wellbeing to support and assist students in preparation for field placements. A very high percentage of students enrolled in social work and social sciences programs have lived experience of mental illness.

A key priority is to work with students experiencing a mental illness and to assist them to progress successfully through their degree managing their mental health.

The student well-being strategy has a particular focus on preparing students from first year to plan and prepare for the field education placements. Placement is stressful as students are continually applying classroom learning to practice and they are encountering new experiences each day. This additional stress can increase symptoms of mental illness.

This presentation will explore how staff can assist students with a mental illness to prepare for the demands of placement and the role of worker rather than client. Strategies used to manage risk and to promote student wellbeing will be discussed against the corresponding need for students to participate in stressful activities and manage this stress.

---

74 | Decolonising the Curriculum: Ally Work In and Outside the Classroom

Author/s: Susan Young & Antonia Hendrick

University of Western Australia

This presentation canvasses the processes of being an Ally with Aboriginal and Torres Strait Islander peoples in what Land (2015) calls their 'struggles' and what Bishop (Bishop, 2002) refers to as 'breaking the cycle of oppression'. These works inform the practice of two social work educators in developing the practice skills of social work students to work with Aboriginal and Torres Strait Islander peoples. The presentation firstly presents the authors' own journeys towards being Allies, before they enter into a dialogue about their experiences in the classroom. A critical examination follows in which a framework for Ally work is described. The presentation concludes with some key reflections on the learnings from these processes which re-affirm the underpinning of ethical practice as being both self-rule and self-formation indicating that this work is founded on a critical awareness of self which is essential to the joint relational project of decolonisation.

75 | Using Critical Pedagogic Principles to Challenge the Discourse in Social Work Student International Exchange

Author/s: Associate Professor Debra Miles[1], Dr. Peter Jones[1], Dr. Ines Zuchowski[1], Dr. Julie King[2] and Associate Professor Nonie Harris[1]

[1]**James Cook University Townsville,** [2]**Queensland University of Technology**

Providing students with international experiences through international field placements or short term international exchange, is an increasingly important aspect of the social work curriculum. Schools of social work confront both institutional and professional directives to increase the global competencies of graduates. These demands are part of the commercial drive towards an internationalised higher education sector in Australia and as such are often embedded in the neoliberal discourse that dominates that agenda. The outcomes of students' international experiences are often measured in terms of improved student employability and self-reported confidence in cross-cultural contexts. This dominant discourse normalizes students' uncritical observations of difference from a perspective of privilege and advantage: it fosters social work tourism.

This presentation reports on the international research collaboration 'Going Places' which has examined social work students' international experiences through a critical lens which emphasizes issues of reciprocity, the impact of colonialism and imperialism, and the views of host partners. A set of principles to guide the development of international experiences for students from a critical social work perspective are presented, and the implications and consequences for the design, resourcing and pedagogy of social work student international experiences are discussed.

77 | Exploring the Parallel Learning Universe: Student-led Initiatives in use of Facebook as a Complimentary Educational Strategy

Author/s: Donna McAuliffe and Jennifer Boddy

Griffith University

The move towards online development of learning and teaching modes in higher education has surpassed expectations of a decade ago. Although hypothesised as possible, it was not really anticipated that classrooms would be emptied of students; that the quality of engagement could actually be replicated in online interactions; or that students would enthusiastically take on digital assignments, work in virtual groups to produce assessment, or complete quizzes and examinations from the relative comfort of home. To this point, educators have dictated the ways in which students should use technology and digital means to engage with course materials and resources. An interesting trend is emerging, however, where students are now taking the initiative to use selected social media platforms such as Facebook, to set up their own self-controlled parallel learning spaces. This paper presents results from a small study that explores student experiences in developing and using Facebook groups to engage in peer-led learning, as an alternative to University- controlled Learning Management Systems such as Blackboard (Discussion Forums). Implications for online learning, and the challenges for educators, are discussed within an adult-learning and student-centred framework.

---

78 | Wherefore Art Thou Scholarship?

Author/s: Helen Betts, Mark Lynch, Janis Parrish and Ann Ingamells

Griffith University

This paper is for those who find teaching has become a managerialised drudge, the PhD a lonely individual journey, research and publishing a race to meet performance criteria and survive, and study at all levels less creative and exciting than hoped for.

This was us – social work academics with strong practice commitments, who cannot find time for the things we aspire to – collegial relationships, scholarship, creative and engaged teaching, and education which is inextricably linked to practice and research.

Raising these issues in our school, found widespread agreement, but the spark that was ignited, soon got buried in the day to day pressures.

Four of us began meeting regularly to review the scholarship on teaching, practice and social work research. We became excited, reclaimed our role as scholars and began to design a teaching interactive which met all of our aspirations (noted above).

This addresses the social work curriculum in a more effective and scholarly way. It restores scholarship, creativity and meaning to the teaching/learning and research processes with academics, practitioners and students learning together.

We are testing the prototype with students, academic staff, field practitioners and interdisciplinary colleagues and will share the product and test results with conference delegates.

79 | Getting the Social Work Agenda into Government Policy through Research

Author/s: Christine Craik

RMIT

Being in a position to use research for change needs two drivers; research findings and strategic timing.   My research into screening practices for Domestic and Family violence in Emergency Departments of public hospitals within Australia included interviews with social workers working in emergency departments and women who had presented to emergency departments while living with an abusive partner. During interviews, most Social workers suggested that they do pick up on some indicators of abuse when a woman presents, especially physical indicators. The experiences of the women interviewed clearly demonstrated that this is not the case.   The nuances in women's presentations that are not being identified by social workers demonstrates a need for targeted training in qualifying social work degrees as well as training post-graduation.

The results of these research findings came at the time when the Victorian State Government launched a Royal Commission into Family Violence. This presentation is an account of strategically positioning the findings of this research through a submission to this Royal Commission, which has resulted in the AASW (at a time of review of our own accreditation and education standards), being tasked with including this subject matter into qualifying social work degrees and post qualifying training.

80 | Collaborative Learning in a Hyper Individualised HE Environment: Where to from here?

Author/s: Justine O'Sullivan

Western Sydney University

If the relationship of social workers to people is one of collaborative action, how can relevant professional skills be nurtured in 'hyper individualised' higher education (HE)

environments undermining student engagement in collaborative learning? The commodification of higher education and its impacts are clearly affecting the purposes and organisation of social work education in our own institution, trampling on opportunities for student professional formation and group learning experiences.

This paper describes tensions created when organising and teaching social work degree curriculum in a 'hyper individualised' and commodified learning context. Case studies based on teaching practice skills subjects within a four year Bachelor of Social Work degree will be discussed, focused on the viability of current structures for facilitating collaborative learning communities, a core principle of traditional practice skills learning. In a HE setting where students have taken on board the message they have freedom of choice in when and how to engage in learning, and where a sizeable cohort choose not to attend class or engage with learning content, how *ought* educators to respond - at the institutional, academic program and student population levels- if they are to promote and protect collaborative student learning?

Contributions to this discussion from educators in Aotearoa New Zealand and Australian human services programs will be keenly sought.

---

81 | Organisational Power and Authority: A Social Justice Response to the Coercive Power of the State.

Author/s: Mike Webster

University of Auckland

This presentation draws from the author's doctoral research developing a social work leadership model for Aotearoa New Zealand. Few themes test the commitment to empowering, ethical and socially just leadership more than the use of power and authority. Coming to terms with exercising positional and other power is an ongoing issue for social work leaders. Managing the polarity between empowerment and control at opposite ends of a continuum is to develop a situational ethical response to social work's coercive agent of the state conundrum. How participants have addressed this perennially thorny issue—including the management of risk—will be addressed. I will suggest that ethical, empowering and authentic leadership which expresses a commitment to organisational social justice is achievable. Findings suggest that one key issue is the leader's belief that workers are competent to engage in the social work task. Leaders are then able to constructively use power and authority in respect of risk management. In the words of one participant: "When [one social worker] saw that people did believe in him, to be creative, he blossomed. Every one of the three original social workers I had in my team all became supervisors in their own right."

82 | Transformative Intercultural Learning Outside the Classroom: Expanding Students' Intercultural Knowledge and Practice through Embodied and Emplaced Learning

Author/s: Pat Dorsett, Naomi Sunderland, Glenn Woods and Stephen Larmar

Griffith University

This paper will discuss the key concepts of embedded learning, transformative learning and intercultural learning developed from a project examining case studies of two courses in international practice and indigenous studies. The overall aim of the project was to: 1) Identify pedagogical strategies to facilitate transformative intercultural learning; 2) Develop effective strategies to evaluate students' transformative intercultural learning. Embedded learning experiences provide the opportunity for a transformative learning experience for students. Supported experiential learning in a culture other than one's own facilitates greater insight into the cultural issues, discrimination, and increased self-awareness of one's own cultural biases. Embedded intercultural learning experiences contribute to new understandings of diversity, a shared sense of social responsibility, enhanced cultural sensitivity and the capacity to work more effectively with people from diverse backgrounds. Transformative learning is understood to involve experiencing a deep, structural shift in the basic premises of thought, feelings and actions. Using a case study approach, learning outcomes from two innovative, immersive, transformative intercultural courses will be presented and different pedagogical models and evaluation approaches discussed. Drawing on a synthesis of the project data and relevant literature, recommendations for evaluating learning outcomes in intercultural immersion contexts are developed.

---

83 | Scaffolding Student Learning with the Lens of Domestic and Family Violence – using a Cross-Sector Placement Model

Author/s: Brett Davies and Sandra Young

QLD Health

Social Workers have a central role in providing support, assistance and advocacy on behalf of people experiencing Domestic and Family Violence. Politically within Australia, there is a renewed focus on system change as a way to reduce the prevalence and impact of Domestic and Family Violence. In response to the continuing significant social and health outcomes for people experiencing Domestic and Family Violence, the Logan Hospital Social Work Department, partnered with the Queensland State-wide Social Work and Welfare Clinical Education Program and a non-government Domestic and Family Violence service. This partnership aimed to develop a model that scaffolded student learning and enhanced student capacity, clinical knowledge and understandings

of responses to Domestic and Family Violence. It was envisioned the placement model would produce a more dynamic, creative and responsive learning environment that attends to the contemporary demands of Social Work practice and enhances the "job readiness" of new graduates. This positive learning experience increased student knowledge of the scope of Social Work practice across practice domains and their responses to Domestic and Family Violence.

84 | Incorporating 'Complexity' into Social Work and Human Services Curriculum

Author/s: Phil Crane

University of the Sunshine Coast

Social work and social services are routinely referred to as needing to respond to 'complex' needs or phenomena, where complexity exists not only in respect of people's lived experience but in the institutional arrangements that categorise and respond to such need. There is a growing literature, particularly from Britain, on the implications of complexity theory and thinking for social work and human services practice.

Complexity theory distinguishes between simple, complicated and complex phenomena. Whilst there are different schools within complexity theorising, some quite positivist, some not, they commonly recognise the non-linear, interactive and emergent character of complex 'living' systems. Whilst there is an emerging literature around the use of complexity theory in social work and human services, there has been less attention given to the implications for practitioner education.

This presentation examines the case for, and experience to date, of incorporating a complexity frame into social work and human services course work curriculum. It draws on the author's experience of developing social work and human services curriculum content and processes which invite students to individually and collectively explore and apply complexity thinking.

85 | Pursuit of Mauri Ora Through Māori Frameworks

Author/s: Shirley Ikkala and Jodie Owen

Te Wānanga o Aotearoa

The Ngā Poutoko Whakarara Oranga: Bachelor of Bicultural Social Work (BBSW) offered at Te Wānanga o Aotearoa is a specifically designed professional qualification developed to make contributions of consequence in the pursuit of mauri ora through education within the diverse communities of Aotearoa New Zealand.

The BBSW design has been consciously underpinned by Te Ao Māori (Māori worldview) and uses Mātauranga Māori approaches as the core of its social work curriculum. The bicultural aspect is to privilege Māori bodies of knowledge alongside of non-Māori bodies of knowledge. These are two points of difference that facilitate the learning experience for those who will work alongside of whānau, hapū, iwi communities and organisations. This degree is purposefully designed to produce principled-based practitioners that will work with our diverse and vulnerable communities.

This presentation will outline how the ngā takepū framework underpins Te Mahi Whakatau, the field education component of the BBSW. We will share critical issues, theories, values, ethics and to articulate theory to practice from both a Maori and Non-Maori perspective within a specific field of practice.

86 | Challenging Dominant Discourses about Poverty in Neoliberal Times

Author/s: Christine Morley

Queensland University of Technology

Within neoliberal contexts, poverty associated with rising wealth inequality, is constructed within dominant discourses of individual responsibility, often resulting in 'blame the victim' approaches, aimed at remediating individuals. Social work, with its commitment to redressing structural disadvantage, has a leadership role to play, not only in analysing the social, economic and political contexts that produce wealth and income inequality, but also in formulating socially just responses. Critical approaches to social work seek to address poverty and other forms of social disadvantage using a range of practices that link structural analyses of citizens' personally lived experiences with the goals of social transformation. This paper will discuss why the renaissance of a critical social work is vital to informing broader social and community sector responses to wealth and income inequality, particularly through offering: 1) a critical analysis of society that links privately experienced problems with social structures; 2) a critical social work curriculum; 3) a form of critical self reflection that is cognisant of the impact of social structures and also of practitioner agency to respond to social problems and inequalities; 4) a capacity to inform and influence social policy for socially just outcomes; and 5) collective and activist practices for social change.

87 | Innovative Approaches to Preparing MSW (Q) and BSW Students for Field Education Placement – Using Oral and Written Hurdles

Author/s: Sophie Diamandi and Patricia Muncey

University of South Australia

As a response to staff observation and feedback from field educators regarding students' readiness for field education placement and graduation UniSA has introduced oral and written hurdles to prepare social work students for field education. The purpose of the hurdles is to ensure a baseline readiness for placement. The significant pedagogical shift is the increase and focus on articulation of knowledge. This has occurred in practice skills courses and in the co-requisite integrative field education seminars in the undergraduate and the post graduate social work programs.

Students are expected to provide a rationale for their professional judgements and ethical decision making processes when discussing practice issues and intervention plans and how social work theories inform their social work practice.

In the MSW and BSW program a written exam has been introduced in the theory courses and an oral exam has been introduced in the practice skills courses. These have been instituted as a hurdle and prerequisite for enrolling in a field education placement. Students also have a supplementary assessment opportunity to resit both of these exams/hurdles if they do not satisfactorily pass the first time.

This presentation will examine this pedagogical approach and the impact it has had on students.

88 | Social Work and the Natural Environment: Embedding Content Across Curricula

Author/s: Jennifer Boddy[1], Dr Selma Macfarlane[2] and Dr Leia Greenslade[1]

[1] Griffith University and [2]Deakin University

Social work has historically described itself as a profession focused on the 'person in environment.' This is reflected in international and national codes of ethics, where our shared mandate is to work towards individual wellbeing and social change. Recently, social work literature has expanded to promote 'green' and 'eco' social work, drawing on climate change science, notions of 'expanded' and 'future' justice, linkages between health and the environment, and principles of deep ecology. However, if social workers are to take up their place in a rapidly changing, globalised world, rife with environmental concerns, their education must prepare them to do this. Given the already crowded curriculum in professionally qualifying social work degrees, it would be useful to embed curriculum on social work in relation to the natural environment in already existing units. This paper describes examples of how this could be done based on the authors' experiences from two universities.

91 | Pacific Social Work Collaborations: Bridging Gaps, Challenging Dominant Discourses and our Journey Thus Far

Author/s: Aliitasi Sua-Tavila[1], Donald Bruce Yeates[2], Dora Kuir-Ayius[3], Dunstan Lawihin[3], Jioji Ravulo[4], Kesaia Vasutoga[2], Moses Faleolo[5], Patrick Vakaoti[6], Selina Ledoux[7], Tracie Mafileo[5] and Wheturangi Walsh-Tapiata[8]

[1]Whitireia New Zealand, [2]The University of the South Pacific, [3]University of Papua New Guinea, [4]Western Sydney University, [5]Massey University, [6]University of Otago, [7]UNITECH, [8]Te Wananga o Aotearoa

We are social work educators from across the Pacific collaborating as co-researchers in a process of inquiry and action to enhance Pacific social work education. In early 2017, we initiated a Moana Cooperative Inquiry group, which blends both cooperative inquiry from within an action research tradition, and Pacific research methods and methodologies. Our presentation outlines the background to how the collaboration got started, shares the changes we are working towards in this inquiry process and reports on how we have navigated the journey thus far. From our various cultural, national and organisational contexts, we share a common commitment to bringing to the fore Pacific indigenous knowledges and ways as a basis for social work. Stemming from this shared commitment, we discuss how we are practically seeking to bridge the gaps between Pacific social work practice, policy, research and education. In this process we actively challenge dominant discourses which subjugate Pacific social work voices and seek research processes and outcomes which enhance Pacific family and community wellbeing in diverse settings.

---

92 | Ethical Information Sharing – Reviewing Confidentiality in the Best Interests of the Child

Author/s: Robbie Drake

University of South Australia

The University of South Australia (UniSA) has been placing social work students into schools and other educational settings as part of a strategy to increase the range and fields of social work placements. Over the past 3 years these placement numbers have increased as the acceptance and awareness of the scope for social work in educational settings has developed.

In 2016 new social work positions were created in the Department of Education and Child Development to enable closer work between school and child protection staff. These social workers are placed onsite in schools to enable a timely, collaborative and targeted response between child protection and educational staff. One of the challenges

for staff and students is determining the boundaries of transparent and ethical sharing of information. This is a complex and high risk area and social work students need to have a solid understanding of the ethics of privacy and confidentiality in this context.

In this presentation the ethical and procedural framework being developed by UniSA staff with agencies and social work students will be discussed. The purpose of the framework is to help social work students fulfil their obligations to their organisations and ethical management of confidentiality.

93 | An Exploration of Bush Adventure Therapy Techniques within an Emerging Environmental Social Work Curriculum

Author/s: Amanda Smith, Jenny Boddy, Hilary Gallagher, Sylvia Ramsay and Donna McAuliffe

Griffith University

 Social work and human services staff at Griffith University have formed a working group to respond to environmental issues by exploring the integration of bush adventure therapy within a focussed approach to environmental social work. Bush adventure therapy improves health and wellbeing of individuals, couples, families and communities through a dynamic and responsive practice combining adventure and outdoor environment with the intention of therapeutic outcomes enhancing people's well-being. Environmental social work seeks to adopt practices that encourage people to act in ways that create and sustain a biodiverse ecosystem. This includes restoring wellness to individuals and assisting them to reconnect and appreciate the natural world. This presentation will describe current bush adventure therapy programs and explore their congruence with environmental social work practice. Recommendations for developing social work education with an environmental perspective will be presented.

94 | Engaging Technology to Support, Facilitate and Develop Social Work Students' Interpersonal Skills

Author/s: Ann M. Carrington

James Cook University

Interpersonal skills are one of eight components of practice identified by the Australian Association of Social Workers as necessary to achieve competency. Although face-to-face has been the preferred method for teaching these skills, the shift to online and blended learning models in the higher education sector has 'encouraged' social work

educators to teach interpersonal skills in the online space. Such moves have resulted in rigorous debate within the discipline. In addition to pressure from the university sector, there are a range of reasons to move teaching of these skills into this space including access, inclusivity and development of authentic skills and assessment. Within this changing context, the authors were awarded a small grant which enabled them to redevelop the interpersonal skills subjects, within the BSW and MSW courses at JCU, to facilitate the development of students' interpersonal skills in an online space. The subjects were delivered in a limited mode with a compulsory on-campus workshop. Additionally, there were a number of fully online activities including skills practice, peer review, online recording of interviews and online submission of assessment tasks. The redevelopments were evaluated and the findings relating to the experience and effectiveness are presented in this paper.

---

95 | They "Have my Back": Remaining Rigorous in a Reduced Traditional Placement Environment

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

RMIT University

The field education team at RMIT undertook a research project in 2016 to evaluate the experience of all stakeholders who participated in offsite supervision. The stakeholders included students, off site supervisors, task supervisors and the RMIT field education team staff. The research built on an earlier evaluation of the offsite supervision model undertaken in 2014. With increasing numbers of students in an environment where there are less available social work supervisors, the research highlights the benefits, challenges and sets the scene for further research into the off site supervision experience, and with more specific attention to the task supervision and nature of the environment (agency) in which the student is situated.

---

96 | Neoliberalism and Mental Illness Diagnosing Practices: Nowhere to Look?

Author/s: Dr Emma Tseris

The University of Sydney

This paper will explore the contemporary biomedical industrial complex, and its impact on social work practice in mental health contexts. In doing so, it will investigate the role played by critical theory - in social work literature and beyond - to draw attention to the relationship between psychopharmacology, biomedicine, and neoliberalism. This raises

a pertinent question: What does it mean to teach critical mental health theory in academic contexts, knowing that the majority of students will work within systems that use coercion and symbolic violence as a response to people who are experiencing emotional distress? Within this exploration, a number of paradigms that claim to offer an alternative approach to biological psychiatry will be discussed - including humanism, recovery-oriented practices, trauma-informed practices. The capacity for such 'alternative' paradigms to comply with and perpetuate the values of neoliberalism will be discussed, as well as their potentially transformative capacities.

97 | The Quality of Practice Teaching and Learning in a Rotation Model of Social Work Field Education

Author/s: Dr. Sevi Vassos[1] and Sarah Lewis[2]

[1]Deakin University, Barwon Health

Given the increased demand for social work field education placements in a context of decreasing availability, new models of field education are needed. Existing studies have reported that rotational placement models can offer solutions in terms of increasing placement capacity. Yet, there is little systematic research into the quality of teaching and learning within this model. This presentation reports on the first year of a two-year study of social work rotation placements within a regional health network in Western Victoria; the Barwon Health Network. Drawing on the perspectives of 16 students and 30 supervisors the study seeks to deepen understandings of how students and their supervisors experience practice teaching and learning within this model. The study adopts a mixed methods design and uses online surveys during the placement period followed by post-placement interviews to explore the impact on the known drivers of quality in social work field education; namely, supervisory relationships, breadth, depth and continuity of learning, level of student access to authentic practice tasks and supervisory workloads. The preliminary findings suggest that the model brings each of these drivers into sharp focus for both students and supervisors.

98 | Examining the Liaison Role from all Stakeholder Perspectives

Author/s: Nicole Hill[1], Ronnie Egan[2], Grace Brown[3]

[1]The University of Melbourne, [2]RMIT University, [3]Monash 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 & 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. In 2017, the CSSW facilitated the third annual Field Education Liaison Forum. At this forum, the liaison role was discussed from multiple stakeholders' perspectives, including the liaison staff themselves, the students, field educators and university field education staff.

Liaison staff identified the value of universities collaborating to strengthen and better define the role. Four structured activities were facilitated that focused on the functions and expectations of the liaison role. What consistently emerged from the day was the importance of understanding the role from all relevant perspectives.

This presentation will present an overview of the forum's discussion, and the progress of developing an instrument to survey stakeholder perspectives on the liaison role.

99 | Globalising Social Work Education: The Relevance of Global Standards in Australasia

Author/s: David McNabb

Unitec

The Global Standards for the Education and Training of the Social Work Profession (IASSW & IFSW, 2004) were established to promote quality social work education and included benchmarking opportunities for national or local level social work education providers. David's PhD research has included a qualitative content analysis to explore the alignment of the Global Standards with the national standards of the Aotearoa New Zealand and Australia regulatory bodies – in ANZ the programme recognition standards, and in Australia the accreditation standards. This research raised a number of equity related issues: service user and student participation; student representativeness; indigenous rights and political action; gender and cultural equity; and equitable access. This presentation will consider the implications of this research for social work education internationally and in Australasia.

100 | Cultural Justice in Field Education: A Conversation we Need to Have

Author/s: Anna Spencer[1] and Phil Crane[2]

[1]**Queensland University of Technology,** [2]**University of the Sunshine Coast**

Social work and human services students are from a wide diversity of cultural backgrounds, and include students from non-western cultural backgrounds as well as students who identify as Indigenous or from First Nations. There is recognition that on the one hand these students can experience cultural challenges in undertaking field education in an Australian context, and on the other present challenges to tertiary providers and host agencies in terms of meeting the expected practice standards set by accrediting bodies.

This presentation suggests that these challenges may currently be being resolved in favour of the dominant cultural orientation underlying Australian field education. Two scenarios are presented for consideration to support this proposition. The first relates to who undertakes, and is validated for, field education supervision in a host Aboriginal community. The second relates to judgements about the communication and relational competence demonstrated on field placement by some students from non-western backgrounds. Composite scenarios drawn from practice, but not relating to a single student, will be used to unpack the cultural justice tensions in these. The conclusion is that currently there is insufficient regard given to the possibility of cultural injustice occurring through field education processes and judgements.

---

101 | Building an Alliance with Local Aboriginal Elders as a Method for Decolonising the Curtin University Social Work Curriculum

Author/s: Antonia Hendrick and Kirsty Oehlers

Curtin University

The Curtin University, Department of Social Work in Western Australia has recently engaged in meaningful de-colonisation of the Social Work curriculum. This has resulted in collaborative work with local Nyoongar Aboriginal Elders who are part of the 'Looking Forward Project'. This project focuses on deep experience aimed to produce an experiential shift in participants. Though this intrapersonal shift a knowing and understanding of colonisation through the lens provided by the Elders can develop. The first stage of the project was the immersion of social work staff in this learning experience and subsequent changes to the curriculum. The project is now in the second stage, where planning is in progress for students to participate in a similar learning experience with the Elders. This presentation will be in two parts. First Dr Antonia Hendrick will describe the project and the method employed by the social work team aimed at 'decolonising' the curriculum and how this has led to her conceptualisations of becoming an Ally. Kirsty Oehlers will then present a personal account of the experience and reflect upon the teaching-practice nexus. In this way we challenge dominant teaching discourses that see teachers as those who hold knowledge and how we can work, as non-Indigenous people, as allies toward effective social change. We contend

that culturally collaborative learning needs to take place in order to teach in a de-colonised way.

102 | "Rangahau": Challenging Research and Social Work Education

Author/s: Wheturangi Walsh-Tapiata and Shireen Maged

Te Wananga o Aotearoa

Te Wānanga o Aotearoa (TWOA) have implemented a new "rangahau" strategy. The word rangahau might be seen as closely aligned to the word research, but this indigenous tertiary organisation sees it as something quite significantly different, something that has the potential to challenge the current paradigms in the research terrain.   It also challenges what might be seen as acceptable rangahau in social work education and practice. This is not new but maybe k(new) in its thinking. For TWOA challenging itself to move beyond the traditional realms of research and to consider rangahau and how it might benefit social work education and practice is in its infancy, but an idea that is exciting in its development. It offers a critical contribution to a bicultural curriculum that is underpinned by a Maori/indigenous worldview. It might be seen by those outside of this institution as operating from the borders, but internally it is an evolving methodology that offers a critical contribution to the research terrain.

103 | Making Ends Meet: Challenges of Fieldwork Placements in Small-Town New Zealand

Author/s: Raema Merchant

Eastern Institute of Technology

This paper discusses and reflects on challenges faced by students and staff from provincial tertiary institutions, and explores some innovative solutions to this problem. The perennial challenge of finding placements can be restricted by the diverse needs of the students. Many students in Hawkes Bay and Tairāwhiti areas have multiple work-life issues such as minimal previous education, poor health, commitments to children or extended whānau, holding one or more jobs in addition to their study, or inadequate housing. If these factors are added to the challenges of insufficient placements with qualified social workers, then ensuring that each student is provided with the best possible practical learning opportunities in a provincial centre can indeed be a daunting task. In this time of neoliberal change, with increasing social issues, how then can we best meet these multiple challenges?

This presentation explores a range of "different" placements that take into account the diversity of our students. It also re-examines the partnership role between social service agencies in the community and the institution, and ways in which the tripartite relationship (Institution / social service agencies / student) can be realised.

---

104 | A Call for Open Group Education in Social Work

Author/s: Kiri Wilder

University of Auckland

Although anecdotal accounts suggest the widespread use of open-entry groups in social work, research has not kept pace with this practice, with the literature detailing a progressive decline in group work training within social work education. As such, many workers enter the field without training specific to groups with open membership. For those who necessarily learn on the job, there is limited research and theory to guide their practice. This presentation details a qualitative exploratory research project undertaken for a Master of Social Work. The study examined social workers' perceptions and experiences of open-entry group work. The study aimed to gain an understanding of what social workers needed to support them in their group work practice and to clarify the skills and knowledge necessary for skilled facilitation of these groups. Participants reported gaps between their general group work training and practice realities, which included minimal if any, training for open-entry group work. Support for workplace learning, such as mentoring, was similarly lacking leading to a steep learning curve and a sense of vulnerability and compromise around the participants' open group work practice. This presentation describes this research project and presents recommendations for group work training in general social work education programmes.

---

105 | Pasifika Methodologies

Author/s: Natasha Urale-Baker

University of Auckland

 For Pasifika people the Academy is often seen as an intimidating and unfamiliar environment and this is by far the case when students move from undergraduate practice based teachings into the post graduate research space. This presentation will describe the process for one current Samoan PhD student going through her Masters' degree and trying to reconcile her different worlds and identities within her Masters' research. Considerations of Pasifika concepts such as Talanoa are used to describe a methodology framework that enabled bridges to be built from traditional cultural

concepts to modern day research methods. Although the method for data collection (Talanoa) and the overall framework for the thesis (Kakala) are explicitly 'Tongan', similarity in meanings with the Samoan language facilitated the use of underpinning Samoan proverbs and concepts adding another layer to the methodology. This clearly signalled the centrality of Samoan values and identities in the world of the participants and the researcher.

106 | Migration Experiences (post 1995) of Migrants from India to New Zealand: A Framework for Providing Support for Settlement and Integration of New Migrants

Author/s: Elias Martis

Te Wananga o Aotearoa

Migration, though a controversial issue in the contemporary political and media discourse, is an ever-growing area in social work practice. This ethnographic study of migrants from India migrating to New Zealand since 1995 looked at their migration and settlement experiences. The in-depth interviews of 20 migrants selected through snowball and purposive sampling looked at the challenges and struggles faced by them on their arrival and also how they managed these. Themes such as devaluation, discrimination, differentiation and 'glass ceiling' have emerged from the study and it documents how they negotiated these challenges using their spiritual, familial and collective ways and values to navigate their way to success. Migrants adopted creative and innovative strategies to overcome the barriers to their settlement and integration into their new country, New Zealand. The narratives of fortitude and resilience have emerged from the study as well as the importance of cultural and faith community organisations in practicing with and advocating for recent migrants to New Zealand. This study has implications to settlement services and presents a framework for providing support to their settlement and integration within their new home country.

107 | Strategic Social Work Activism in Aotearoa New Zealand – Reigniting our Professions' Commitment to Justice

Author/s: John Darroch[1] and Tanya Newman[2]

[1]University of Auckland, [2]NorthTec

As activists, social workers, and social work educators, we have a keen interest in progressing our professions' work for social justice. While working to achieve social justice is positioned as central to our profession, actually engaging in campaigns, community organising, community development, direct action (!), social movements or,

indeed, anything much beyond case-management, is too often viewed as outside our 'core work'.

How do we shift this, especially in the context of neo-liberal capitalism? It's a question we've been grappling with. In this presentation, we'll share some of our key thoughts, our experiences of juggling social work practice with activism, and give an overview of where we currently see the social work profession in Aotearoa New Zealand. We'll also bring our knowledge of campaign strategy, and lessons from our work in social movements, to offer suggestions for how we can bring social justice back into the heart of our work.

108 | Confronting the Challenge of the Posthuman and Diversity: Visual Communication and Social Work

Author/s: Dr Sonya M Tascon

Western Sydney University

Current scholarship is challenging the linguistic turn, in what has been called the 'material turn', or 'posthuman turn'. This thinking is essentially questioning the degree to which we have emphasised language as configuring our very subjectivities and social worlds; in that perspective, little exists outside language and how it defines us. While the material/ posthuman turn does not discount the extent to which discursive regimes operate to shape our worlds/ subjectivities, it begins to position the influence of material being and its limitations in order to rethink ourselves and our relationship with the non-human. In this paper I will place attention on how visual communication actually enables us to connect to the non-human world because of the embodied and phenomenological possibilities it creates. Using phenomenology as the basis, and the understanding that visual communication is the most 'grounded' of all forms of communication due to its correspondence to the objects it presents us with, as well as the emotional, embodied dimensions it gives us, I will also pose questions about the ways in which this mode of communication opens up other ways of understanding and being in the world. I will use clips from films produced by indigenous peoples, mostly on topics related to environmental issues, to illustrate. This begins to challenge the dominance of language in Social Work; that is, the emphasis on written and oral language as at the centre of our skill-formation.

109 | Adding the Transformative: Thinking about the Impact of Gender Assumptions in Transformative Education and Supervision

Author/s: Jude Douglas

Open Polytechnic of New Zealand

As an educator and professional supervisor I am physically located in Aotearoa New Zealand but also globally. We're now in the connectivist age and in this past year, my real time inclusion in global events such as the Women's March on Washington and increased access to online global discourses on feminism and social work has led me to critically examine the role of social work educators and supervisors, in particular in relation to the social justice imperative implicit in these roles.

In supervision, I'm interested in embedding a transformative function (to sit alongside Proctor's (1987) normative, formative and restorative functions) and in education, I'm analysing the forms that transformative learning can take, especially in the context of blended learning in social work. As part of this and as a feminist, I'm interested to further explore how I know, monitor and manage my own internalised gender biases when working with women students and supervisees.

I'll include ideas from literature alongside findings from my own explorations but the focus will be to encourage participants to explore and strategise from their own positions.

---

110 | Islamic Spiritual Principles: (K)new Knowledge for Bi-Cultural Social Work Education in Aotearoa New Zealand

Author/s: Selina Akhter

Te Wananga o Aotearoa

The purpose of this paper is to highlight how the Bachelor of Bi-cultural Social Work (BBSW) programme of Te Wānanga o Aotearoa (TWOA), a Maori tertiary Institution of New Zealand has inspired the author to reclaim her lost principles and values of Islam. This will involve an exploration of core elements of BBSW such as 'Takepu principles' and contents (worldviews, rangahau-epistemology, ontology); and how the author is continuously reflecting and contextualising Islamic principles as (k) new knowledge to create a parallel column of non Maori bodies of knowledge. The paper will portray a framework of Akhlak (principles of Islam) from the author's reflection on lived experience. The framework includes Tawfic (inner spiritual self worth), Tawaqul[(no hopelessness and trust in creator (Allah)], Sabar (live in the moment, be satisfied), Shukr (be grateful, content, do not wait for a reward), Maffi (forgive others and ask others to forgive for healing), Niat (intension to satisfy Allah), Haya (modesty) and Bala (tensions). It will highlight implications of the framework in the field of strength-based social work education.

Key words: Bi-cultural Social Work, Takepu principles, Islam, Spirituality, Akhlak, Strength based Social Work.

112 | Placing Aotearoa New Zealand Social Work Knowledge within an International Social Work Programme

Author/s Margaret McKenzie-Davidson

Otago Polytechnic

This paper discusses the contribution Aotearoa New Zealand based social work discourses of participatory child and family social work practices and the teaching of these can make to international social work programmes. It arises from my experiences as part of a small group of social work educators from ANZ, Australia and Norway teaching on an International Masters of Family Social Work at the University of Stavanger, Norway under the auspices of the Erasmus Mundus programme. This programme is a cooperation programme in higher education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through mobility and academic cooperation.

I explore the contribution of Aotearoa New Zealand social work knowledge of participatory child and family social work practices to child welfare and the styles of teaching these concepts we use with regard to how these challenge the dominant discourses of child protection social work practices and teaching internationally. Includes discussion of the groups identification of key elements and practices for participatory co-constructed social work in child welfare-social welfare from an ANZ perspective and how these can be used and applied for effective family social work in other national contexts.

113 | Success for Pasifika Students at Te Wānanga o Aotearoa

Author/s: Jay Ikiua

Te Wananga o Aotearoa

The purpose of this paper is to explore the achievement of Pasifika success to date at Te Wānanga of Aotearoa (TWoA). This paper therefore examines Ngā Ūara - Values and Ngā takepū – Principles of TWoA, including its bicultural framework on the educational delivery of the Bachelor of Bicultural Social Work degree (BBSW) to Pasifika students. In particular, it asks "how are Pasifika methods of inquiry sustained in a Māori organisation such as TWoA?"

The innovative practices of TWoA steer away from and as the ANZSWWER conference theme suggests, 'dominant discourse.' The dominant discourse at TWoA is Kaupapa Māori (rightfully so). However, many of the seats are occupied by Pasifika students.

Whilst Māori and Pasifika share similar histories, stories, language and cultural practices, it should be acknowledged that we are distinctly different. Hence the need for teaching practices to reflect the differences.

This presentation will demonstrate areas where Pasifika students feel respected and nurtured in their learning, where they can excel academically and where they can be their own authentic 'fresh' self.

114 | The Media's Role in Reinforcing Child Protection's Neoliberal context: Implications for Education and Practice

Author/s: Barb Staniforth

University of Auckland

As part of an on-going project looking at public perception of social work, a research team at The University of Auckland has been engaged in a multi phase project. This presentation reviews one part of this project, a media analysis of term 'Child Youth and Family' in two Aotearoa New Zealand online newspapers from 2008 to 2012.

Data (1512 hits) was explored through use of NVivo software package and thematic analysis using Braun and Clarke's (2006) method of qualitative analysis.

Several themes emerged. Social work was most often portrayed being related to crime and child abuse, with social workers either being receivers of referrals or removers of children. Intervention and treatment were rarely mentioned. When things went 'bad' social workers were often put in the forefront of articles and were criticised by those in authority. Media also presented issues where a case was made for policy change in relation to CYF.

These themes correspond to a shift towards competency frameworks where social workers are encouraged to 'tick boxes' in terms of risk management with little time to engage in treatment and intervention. This presentation reviews the implications of this in terms of education of social workers and the imminent prescription of scopes of practice in a registration environment.

115 | (Re)Thinking Social Work Education in Rural and Isolated Communities: Two Social Work Lecturers Delivering in Kaitaia, in the Far North of New Zealand, will Look at The Realities of Providing a Social Work Program Off Site and the Tensions that Come with that

Author/s: Bree Davis[1] and Moana Mitchell[2]

[1]Te Wananga o Aotearoa, [2]Manukau Institute of Technology

Tertiary institutions provide social work education across a number of geographical locations in Aotearoa New Zealand. However, the reality for rural communities is that degree level tertiary education is problematic; highlighting the access issues that rurally-based students experience. The notion of providing equal learning opportunities between urban and rurally-based tertiary students should better reflect the needs of those people who choose to study and live in their local rural area (Curtis, 2011).

Whanau in the Far North have a desire to live and learn locally and identify with the community, which motivates students to build relationships towards contributing back to Kaitaia, Muriwhenua and the Far North—Te Hiku o te Ika. This needs to be acknowledged as strength for the community and leverage for enticing education into the area. However, as lecturers have discovered, there is a myriad of challenges which contribute to the education experience, for both students and staff. Here we explore the realities of providing a social work program within a rural community and highlight the challenges and strengths experienced along the way.

---

116 | Challenging Dominant Discourses in Samoan Sexuality

Author/s: Analosa Veukiso-Ulugia

The University of Auckland

Sexuality is a sensitive and taboo topic in many Samoan families and communities.

This paper will present the results of a mixed methods doctoral thesis which explored the sexual health knowledge, attitudes, and behaviours of Samoan Youth in Aotearoa New Zealand. The research methods included the analysis of survey results of 535 Samoan students who participated in the Youth 07 Survey, eight focus groups with 55 Samoan secondary students, and eight key informant interviews. The research found that there were three major themes that were evident. These were the importance of understanding the context which young people live within, the complexity of communication that exists between youth and their aiga, and the need for coordinated and responsive interventions in regards to preventative sexual health initiatives within the communities of practice. This presentation will explore these themes and present further recommendations for practice, education and policy development.

---

118 | Rising to the Challenge – Changing the Narrative Around Social Work in Residential Aged Care While Increasing Student Placements

Author/s: Mary Duncan and Natasha Triglau

Flinders University

Flinders University has one of the largest field education programs in Australia and faces constant challenges to find new placements while maintaining placement quality. This has required developing placement models in settings where social work is not the dominant profession, but would contribute to the well-being of service consumers and their families. A placement model has been developed for residential aged care settings, where social work is not strongly represented as a profession. The model has been developed using a multi-strategy approach including planning, partnerships, marketing and awareness, education and training and research and evaluation. The primary aim is to provide quality learning opportunities for students while contributing to well-being of residents. The secondary aim is to raise the profile of the profession and change the discourse around the value and importance of social work in residential aged care. The presentation will outline the components of the model including a tailored pre-placement orientation for students, development of an online site for student resources and the introduction of Learning Circles at critical phases of the placement cycle. A key approach has been to develop student learning activities, and use language, which aligns to the business imperatives of residential aged care. Developing a staffing and communication strategy has underpinned the model and is essential in developing reciprocity in the partnerships.

---

119 | Who's to Blame? Challenging Discourses Around International Students by Better Preparing them for Placement

Author/s: Janine Harrison and Andrea Tschoner

Flinders University

Flinders University has one of the largest field education programs in Australia and has experienced a 219% increase in international student enrolments between 2012 and 2016. Increasingly placement agencies are providing feedback questioning the readiness of many international students for placement. International students are often caught in the middle, having little understanding of the requirements of a field placement, Australian culture or where social services fit into Australian society. In this environment there is risk for international students to be blamed, seen as the cause of the problem and viewed as a collective. In the face of increasing international student numbers an innovative Enhancement Program for international students has been implemented in 2017 to improve their readiness for placement, and in turn contribute to a more positive narrative around this student cohort. The presentation will discuss the development of the semester long program, session aims and structure.