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ANZSWWER Symposium 2019

***Activism and social change:
How can social work
research and education
contribute to a just world?***

Edith Cowan University, Mt Lawley, Western Australia

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2 | Child-related Criminal History Screening and Social Work Education in Australia – The barriers facing students with lived experience from studying social work.

Author/s: Mr Peter Young, Professor Clare Tilbury, Ms Melanie Hemy

Griffith University

Theme 1: Dignity and worth of people

Abstract:

Increasingly human service organisations in Australia require staff, volunteers, and social work students on placement to undergo child-related criminal history checks. In turn, many schools of social work require prospective or enrolled students to undergo criminal history checks and provide a clearance of their suitability to work with children. Universities have historically played a role of gatekeeper to the social work profession, but the appropriateness of using past criminal history in this gatekeeping process is contested. This presentation will discuss the results of a recent study examining the websites of 30 Australian universities to ascertain the extent to which they require social work students to undertake child-related criminal history screening. We found that most universities required students to have a child-related criminal history clearance in order to enrol, and all but one of the remaining universities identified that screening may be required, depending upon placement agency requirements. This may limit or close off access to social work education for people with criminal histories and lived experience of hardship and disadvantage. The presentation will end with a discussion of why and how this undermines the dignity and worth of people with criminal histories, and will detail research underway to examine the role of lived experience in the helping process.

3 | Advances Publishing Workshop

Author/s: Dr Mim Fox and Dr Carole Adamson

University of Wollongong

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

WORKSHOP

Abstract:

The Advances in Social Work & Welfare Education journal invites all new and developing academic writers to a Publishing Workshop at the ANZSWWER Symposium 2019. The aim of this workshop is to support new and developing academic writers in their understanding and approach to journal publication. Participants will learn about structuring their written piece for

an academic audience, the submission process and peer review feedback. They will have the opportunity to workshop their writing ideas in a peer learning setting and to develop their skills in writing academic components of a journal article. By the time the workshop is complete participants will feel empowered to start writing!

4 | Piloting a Coronial Student Unit

Author/s: Dr John Drayton

University of Queensland

Theme 1: Dignity and worth of people

Abstract:

The coronial system exists in all Australian states and territories and throughout New Zealand. While specific details vary, in all jurisdictions Coroners lead investigations into sudden and unexpected deaths (including all homicides, suicides, motor vehicle accidents and children in care) well as deaths in custody or resulting from medical procedures.

The coronial system is complex and somewhat closed by virtue of the specialised and forbidding nature of its focus. Despite this bereaved families and witnesses to deaths have little choice but to navigate the system, typically at a time of heightened distress and trauma.

The subject of this presentation developed from a tragic set of circumstances in Queensland. In 2018 an inquest was held into the death of a woman who had completed suicide after being called as a witness to a death in custody. The Coroner found her anxiety at the thought of the hearing was a prominent factor behind her decision and that more needed to be done to support people as they engaged with the court.

One of the presenters, in collaboration with the Queensland State Coroner and Court staff, developed a proposal for a final placement student unit. Three social work students have been placed with the court, their remit being to develop and pilot an information, support and referral service for witnesses and families.

This presentation, by one of the students and the proposal developer, will report on the challenges facing the project, the experience of learning within a unique and febrile setting and initial outcomes.

5 | A forward agenda for social work research

Author/s: Clare Tilbury¹, Chris Bigby², Mark Hughes³, Donna Chung⁴

¹Griffith University, ²LaTrobe University, ³Southern Cross University, ⁴Curtin University

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

WORKSHOP

Abstract:

The quality and quantity of social work research is not simply a matter of academic inquiry, it has real-world implications for practitioners, policy makers, and the community. Quality research is critical to inform policies, program design and implementation, and innovative ways of working in the human services. This workshop will present the findings from a study of social work research in Australia – its quantity, quality and impact. Based on systematic reviews of research in three fields; interviews with leading social work researchers (n=20) and research end users from government and nongovernment organisations (n=46), it will discuss possibilities to strengthen the research foundations of the profession and develop a forward agenda for social work research.

Participants will have an opportunity to explore strategies to advance social work research, build research capacity, and develop research infrastructure and networks across the profession. The presentation relates to theme 6 – it is about the current state and future directions for social work research. As the quality and quantity of social work research increases, the professional foundations for practice impact and advocacy will be strengthened.

6 | Next-gen social work research.

Author/s: Professor Clare Tilbury

Griffith University

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

WORKSHOP

Aim - The aim of this presentation is to share information about how to build a productive and rewarding academic research career in social work.

Content - Strengthening social work research is essential to the future of social work as a discipline and a profession. There are many different pathways to having a successful research career. This panel will present a range of perspectives on:

- Developing a program of research
- Tackling important questions
- Building and sustaining industry partnerships with organisations and practitioners
- Getting grants
- Building track record

The workshop will provide a forum for ideas exchange and an opportunity to link up with other researchers around Australia. Discussion will be oriented towards early career and mid-career academics.

7 | Switching it up: A collaborative case study of partnership in developing pathways to practice and practice leadership in regional NSW.

Author/s: Julie Steffner, Vicki Trigas, Tamara Blakemore and Paula Giles.

The University of Newcastle

Theme 3: Rural, Regional and Remote Practice

Abstract:

Placement learning provides social work students with unique opportunities to find, form and begin to nurture their identity and framework for practice. A critical part of this is the relationships, mentoring and modelling they receive from social work supervisors and field educators. Evolving contexts of service funding and delivery mean that Social Work at the University of Newcastle (UON), like many other regional program providers, increasingly encounters gaps in the availability of on-site field educators for placement learning.

This paper presents a collaborative case study of work in progress through partnership between field education staff and the Hunter Metro offices of the Department of Family and Community Services (FACS) to strengthen pathways to practice from placement for students, and towards practice leadership for potential supervisors.

FACS is the largest provider of student placements for UON across the Hunter and Central Coast. This partnership opportunity provides a planned and coordinated field education program. It aims to provide a reciprocal learning opportunity for future leaders in FACS and for students; have a quality assurance framework for the supervision of students and provides opportunities for students to expand and develop their Social Work identify in the sector.

8 | Student experiences of an Indigenising Program

Author/s: Jess Keely, Dr Antonia Hendrick, Kirsty Oehlers.

Curtain University

Theme 1: Dignity and worth of people

Abstract:

In 2017, Curtin University, in collaboration with Nyoongar Elders, implemented the Reaching Across the Divide: Aboriginal Elders and Academics Working Together Project (RAD). RAD involved the participation of sixteen fourth year Social Work and Occupational Therapy students, with the aim of creating a culturally informed fieldwork experience to improve graduates' cultural competencies, prepare them to better respond to the local Nyoongar population and work within the 'third space'. The RAD program first engaged students in an On

Country day organised by the Elders and their families, followed by their participation in a number of yarning sessions with three Elders.

This honours research project, titled 'Student experiences of an Indigenising program', explores how RAD prepared participants to work in culturally responsive ways with Aboriginal peoples. Exploring participant experiences is important, in order to understand how this different way of learning informs their work with Aboriginal peoples since graduating. Eleven participants were interviewed, with early evidence strongly suggesting the importance and effectiveness of this program in increasing knowledge and confidence in working with Aboriginal peoples and building relationships and trust with Aboriginal clients. Contact with and learning from the Elders was reported as central in this learning, suggesting significance for future curricula development.

9 | Conceptualising child sexual abuse as an assault on dignity: understanding abuse processes and trauma healing.

Author/s: Rebecca Moran

Curtain University

Theme 1: Dignity and worth of people

Abstract:

You're just treated like you don't matter as a person. You are irrelevant, you are inconsequential, 'so what' about you, you know? It makes your presence, your lack of presence, your pain, your joys, your failings, your whatever- that nothing, none of it matters.

- 'Alison', child sexual abuse survivor, 2018

Child sexual abuse is not simply a physical act; it is a complex social and psychological process, which extends far beyond the victim-perpetrator 'relationship'. Perpetrators of child sexual abuse use an array of sophisticated tactics to entrap, coerce, and silence child victims, while bystander and system responses to survivors' disclosures are often a source of further trauma. Drawing on data from interviews with 26 child sexual abuse survivors, I will demonstrate how the processes of abuse, the responses of bystanders, public discourses on abuse, and survivors own coping strategies conspire to inflict a devastating injury to the fundamental aspects of human dignity. Additionally, I will invite participants to explore the ways we can embed an understanding of what dignity means, and how to honour a person's dignity, in our work with trauma survivors.

10 | "Outing" ourselves in academia: the snakes and ladders of insider research.

Author/s: Rebecca Moran¹, Maegan Johnsen²

¹Curtain University, ²University of Western Australia

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions.

Abstract:

As professionals with complex personal histories, we find ourselves torn between speaking our truths, and the desire to protect ourselves in competitive and often judgemental workplace cultures. We believe that transparency, reciprocity and authenticity are essential if we are to work with people in a respectful, power-sharing manner, and often feel more kinship with our research participants or clients than our colleagues. Revealing our 'insider' status on the topics of child sexual abuse or non-residential motherhood is to 'out' ourselves, and risk our safety, reputations and perhaps even our careers. In this presentation we reflect on our experiences and decision-making processes navigating mixed identities as survivors, practitioners and academics. We are interested in dissecting the ways we evaluate safety, risk and potential benefits when disclosing. The goal of this candid reflection is to promote other transparent conversations around professional attitudes to lived experience and mixed identities in the workplace, contributing to the development of inclusive cultures in academia and social work practice. We consider it important in decolonising, trauma-informed, and recovery-oriented practice that we challenge the negative discourses around lived experience, and identify the value of purposeful self-disclosure.

11 | Unpacking the Journey: A Platform for Trauma Informed Social Work Practice with Nonresidential Mothers.

Author/s: Maegan Johnsen

University of Western Australia

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

This presentation introduces the theoretical findings from a 2018 qualitative study which explores the experiences of ten Australian women who came to live apart from their children following a parental relationship breakdown. The research aim was to understand and theorise non-residential motherhood and to apply new understandings which emerged from the data to recommendations for social work practice. The journey to becoming a non-residential mother is conceptualised by the author as a shared social process, one which is identified as having had a significant impact on the emotional and psychosocial well-being of the participants. These women who could not, or cannot fulfil cultural expectations of “good mothering” report feeling vulnerable to harsh judgement both in their social worlds and in their own minds. The authors’ feminist principles and passion for advocacy see her position the voices of these marginalised women as central to her recommendations for practice. She proposes that the theory which resulted from this study can act as a platform for the development of empathetic, trauma informed social work interventions with these women who disrupt deeply-entrenched, traditional ideologies of motherhood.

12 | The Development of a School Based Social Work Placement Manual.

Author/s: Ainsley Doherty

Griffith University

Theme 3: Rural, Regional and Remote Practice

Abstract:

Social work students are increasingly being placed in educational settings. Social work students, supervisors and field education academics identified a gap in practice within school settings in the Gold Coast region. Stakeholders, including those from five schools, were consulted. They identified that a document was needed to address the structure of school based social work placements including managing the expectations of social work students, school students and staff. Key criteria to be addressed included tasks and roles within different school settings (for example, reporting risk of harm) as well as defining social work tasks such as case management, community development and group facilitation. A School Based Social Work Placement Manual

was developed to identify knowledge, skills, policies and procedures for schools, social work students, task supervisors, and internal and external supervisors. It is anticipated that this manual will be utilised to support additional school-based placements in social work, as capacity continues to grow in schools for social work students across the Gold Coast region. This manual directs and guides a student in a new school setting, which better equips them to practice social work within the Department of Education and Training.

13 | Social Work and Climate Reality

Author/s: Professor Jim Ife

Western Sydney University

Theme 2: Eco justice in an era of climate change.

Abstract:

This presentation seeks to locate social work in the context of the shock 2019 Australian election result. This election has proved to be a reality check for those committed to social justice and environmental sustainability, and for many has exposed the false hope that somehow ‘everything will turn out all right’. An examination of the literature around global heating and the urgent transformations required, in the context of national and global shifts to the right, the erosion of liberal democracy, the power of neo-liberalism and the ascendancy of populism, suggests that we will be unable to avoid major – potentially catastrophic – social, environmental, political and economic impacts. Accepting Bendall’s projection of ‘certain collapse, likely catastrophe and possible extinction’ for Western/global ‘civilisation’ in the coming decades, those of us committed to social justice, sustainability, non-human rights and planetary rights face a challenge of rethinking our agenda, moving beyond the naïve utopian linear optimism of the past, accepting the bleak reality, and facing the demons of the collapse of the system in which we live and work. This paper will explore how social work might react to that, requiring a major reconceptualisation of social ‘services’ and a radically reformulated social ‘work’.

14 | Why a discourse of 'human rights' is an obstacle to progressive social work.

Author/s: Professor Jim Ife

Western Sydney University

Theme 5: Vulnerability, disadvantage and marginalisation.

Abstract:

Over the last 20 years, along with others, I have recognised the limitations of conventional human rights discourse, and have sought to reconceptualise 'human rights' in a way that is more amenable to social work, beyond the constraints of Western modernity. I now have come to the conclusion that, in the face of other dominant narratives, such reconceptualisation is no longer feasible, and the limitations of 'human rights' now outweigh its advantages for progressive social work. The word 'human' emphasises the humanist paradigm, reinforcing a human/non-human dualism now seen as an impediment to both human flourishing, and indeed survival. 'Rights' are trapped in the discourses of liberal democracy, which is fast eroding. Rights have become commodified: things which we get and keep. Social work that emphasises 'getting' needs to be balanced with, or even replaced by, social work that emphasises 'giving', as both research and a long cultural/religious tradition suggest that taking (from others or from the earth) diminishes our humanity, while giving (to others or to the earth) enhances our humanity. Social work based on this principle emphasises ecological and ethical duties rather than rights, and building strong relationships and community enrichment based on the original meaning of 'service'.

15 | Panel Presentation: Disrupting Whiteness in Social Work

Author/s: Dr. Sonia M. Tascón¹, Dr Tracie Mafle'o², A/Prof Jioji Ravulo³
and Professor Jim Ife¹

¹Western Sydney University, ²Massey University, ³University of Wollongong,

Theme 4: Indigenous knowledges and perspectives in social work research and education.

This panel presentation will involve authors from a book shortly to be published by Routledge, *Disrupting Whiteness in Social Work*

The panel will also include a brief introduction to the book and its contents. The four papers to be presented, based on chapters from the book, are:

How White is Social Work: Taking a Cultural Perspective Towards Decolonisation

Dr. Sonia M. Tascón

This paper takes its cue from a 2011 paper entitled 'How White is Social Work in Australia?', which attempted to ask questions of the profession in relation to the Indigenous peoples of Australia; the answers were not favourable to the profession and to the entire project of colonisation upon which this white settler society was founded, and the institutions that came from it. The history of the development of social work as a profession has been mostly, if not entirely, Western. As more and more nations begin to offer its frameworks as the basis for professional activity, questions are being raised by non-Western social work scholars as to the relevance for them, and how to begin to incorporate their own cultural and historical frames of reference, which may not align comfortably with notions of 'professional' currently in place. This paper places its focus on those scholars who are questioning the parameters of this profession, and outlines the discussions they are raising for the profession more widely. It will survey only the literature written by social work scholars from a non-Western background, and take a discursive approach to highlight the main topics of concern for most of these writers.

Mutuality and Creativity: Knowing and Being as a Pasifika Social Work Scholar

Dr Tracie Mafile'o

In this chapter I present a narrative and critical reflection from my perspective as a New Zealand-born mixed heritage Tongan social work scholar (Pasifika). I use an auto-ethnographic approach to explore my experience of creating sweet art - of creating and sharing cakes in my communities of place, culture and profession. From this experience I critically reflect on mutuality and creativity as central to knowing as a Pasifika social work academic. I consider Pasifika cultural epistemologies underpinning my experience and the dissipation of rigid divides between personal and professional boundaries to open up more humane ways of being. The narrative invites consideration of Pasifika epistemologies which give primacy to relationship, mutuality, spirituality and creativity for shaping social work into the future.

Supporting the Development of Pacific Social Work across Oceania: Critical Reflections and Lessons Learnt Towards Disrupting Whiteness in the Region

A/Prof Jioji Ravulo

Pacific people across Oceania have a rich history of being navigators and sea-farers; utilizing traditional knowledges to connect within the various Islands, and waters of the Pacific. With the introduction of western modernity through colonialism, such traditional approaches have been gradually eroded and devalued. The importance of reciprocal and communal principles like *solesolevaki* is still practiced but now at the behest of contemporary influences like globalism, and its associated relationship with capitalism, consumerism and individualism. As a result, Pacific people continue to be on the move, navigating new spaces and places to keep up. This includes moving to cities leaving village life behind, and migration to New Zealand and Australia. With large cohorts of Pacific people now residing in such western locations, certain systems are challenged to understand their cultural perspectives. Pacific people are then relegated to the

margins; occupying spaces that are marred by over-representation in the legal system and increasing rates of non-communicable diseases. This chapter will focus on the burgeoning identity of Pacific Social Work and its role across education, practice, policy and research. Through the use of examples from my own extensive professional experience in community and academia, I highlight the scope to deconstruct dominant perspectives on working with such people groups, and the need to disrupt whiteness in appropriately responding to Pacific communities across Oceania.

Whiteness from Within: What Role (if any) Can White Western Social Workers Play in the Decolonisation of Social Work Knowledge

Professor Jim Ife

This presentation, based on personal experience, explores the dilemmas and possibilities for white Western social workers who are committed to the decolonising of social work knowledge. Decolonising cannot be led by white Western social workers; to do so would be to reinforce continued colonisation. Terms like 'allowing' or 'validating' other voices also reinforce colonisation: who has the power to allow and validate? But white Western social workers cannot simply abrogate responsibility – we have a responsibility to act in support of decolonisation. We have been part of the problem, so must find ways to be part of the solution, though not to 'lead' the solution. A three-stage process is outlined: (i) unconditionally stepping aside, (ii) falling behind, and then (iii) walking beside in solidarity. This will be applied to social work knowledge, with some tentative suggestions for decolonisation deriving from a critique of white knowledge in social work, especially its devaluing of metaphor, story, and the non-human world.

16 | The 'squeeze' of Social Work Field Education: A critical insight into organisational responses to the marketization of social work education

Author/s: Cécile Dutreix¹ and Lyndon Gordon²

¹University of South Australia, ²Department for Child Protection

Theme 1: Dignity and worth of people

Abstract:

The marketization of social work education across the globe has produced a 'squeeze' on university field education services, their staff, students, and human services organisations. On the one hand, the complexity of community issues continues to demand high quality and practice ready social work graduates. On the other hand, the marketization of social work education produces both internal and external pressures within the university to accept increasing numbers of students, including fee paying international students. This produces a 'squeeze' on university field education programs and human services organisations to provide an ever increasing number of field education 'placements' to students that may not be 'placement ready', resulting in pressure to address this gap through additional support and training. This 'squeeze' has

significant implications for not only the quality of social work placements, but also produces increased stress on the social work students themselves to up-skill quickly to qualify.

In linking with the theme of ANZSWWER of the dignity and worth of people, this presentation will look into how a South Australian University and a social service organisation has responded to this squeeze in social work programs and its staff. Detailing how an integrated field education approach between university and organisation can act to manage and navigate through this marketization of the university sector. Furthermore, details are provided on how this integration supports social work students managing the stress of up-skilling quickly in such environments whilst navigating the complexity of producing a coherent sense of professional self.

17 | Working together to reduce energy poverty in Timor Leste with environmentally sustainable community-based economic development: a transnational developmental social work approach

Author/s: Associate Professor Lynne Keevers

University of Wollongong

Theme 2: Eco justice in an era of climate change

Abstract:

This oral presentation discusses the social development practices of an international collaboration working to reduce energy poverty through the provision of household solar lighting for people living in remote communities in the Remexio district in Timor Leste. The paper discusses some of the findings of a practice-based study that uses collaborative inquiry to analyse the working model of 'Lampu Diak', the name of the village solar lighting scheme and its impacts on the health and wellbeing of local people and the communities and environments in which they live. The analysis characterises the Lampu Diak scheme as a heterogeneous and distributed network and discusses four of the developmental social work practices that sustain the project, with a particular emphasis on the introduction of clean, affordable, sustainable solar lighting and the associated 'common funds'. Common funds are informal microcredit schemes managed by community-based self-help groups. The paper explores the potential affordances, benefits and pitfalls of common funds and the unanticipated ways in which they continue to unfold and extend the Lampu Diak project. The paper contributes an example of how a village-to-village transnational collaboration *practises* developmental social work to create possibilities for eco-justice and sustainable solutions to energy poverty.

18 | Making it real - Theory to practice. Building assessments to support and resource agents of social change in PNG

Author/s: Mark Lynch and Dr Jane Fowler

Griffith University

Theme 1: Dignity and worth of people

Abstract:

In November 2018 the Department of Foreign Affairs contracted the School of Human Services and Social Work to provide a graduate certificate in counselling to 25 students from PNG. The development of counselling services and practitioners to deliver counselling is a key strategy in addressing the comprehensive issue of gender-based violence in PNG.

Whilst engaging with participants in a pre-course workshop in PNG it became evident that there was an opportunity to not only undertake teaching but also support students on their collective journey in advocating for social change.

To maximise the opportunity for learning and the subsequent application of skills on returning to PNG the course content and pedagogical approaches were reviewed. A group assessment was identified as one of the key locations to facilitate knowledge development and the development of a shared collective knowledge base that individuals and groups could draw on to support advocacy at Macro, Messo and Micro levels.

The presentation will focus on the development of the assessments to address the course learning objectives whilst resourcing student's role as advocates in their communities. Examples of the student's voices in presenting their work and responses from their peer's will be included in the presentation to acknowledge their journey.

19 | Teaching about Whiteness: Towards Critical Whiteness Pedagogy in Social Work Education

Author/s: Dr Katarzyna Olcoń¹, Prof. Dorie J. Gilbert² and Dr Rose M. Pulliam³

¹University of Wollongong, ²Norfolk State University, ³Texas State University

Theme 4: Indigenous knowledges and perspectives in social work research and education

Abstract:

Despite the Eurocentric foundation of social work and the overrepresentation of Whites as social work practitioners, students, and educators in Australia and other Western countries, the profession has engaged in minimal education and research on Whiteness. Failure to deconstruct Whiteness as an ideology and the power structure underlying national and global racial

inequalities undermines social work's commitment to anti-racism and ultimately to social justice. Guided by critical Whiteness theory and incorporating findings of a qualitative research study of White social work students who learned about Whiteness during a study abroad program in an African country, this presentation aims to answer the "why" and "how" of teaching and learning about Whiteness in social work education. Considering the ongoing marginalization of Aboriginal and Torres Strait Islander people and the rise of white supremacy movements, implications for social work education are discussed, including: 1) the interconnection between integrating indigenous knowledges and perspectives in social work education and deconstructing whiteness; 2) the urgency for critical Whiteness discourse, dialogue and professional development for social work educators; and 3) institutional accountability to decolonization and anti-racism.

20 | Doing interview research with men: Conceptual and practical considerations

Author/s: Alankaar Sharma¹ and Pam Joseph²

¹Australian Catholic University, ²University of Sydney

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

Abstract:

What is unique or special about doing research with men, particularly in qualitative research that focuses on men's gendered experiences? This paper explores conceptual and practical considerations for researchers who seek the perspectives of men. The authors have recently, and independently, completed qualitative research studies with men participants. One study sought the views of fathers in Australia who were caring for children with high-level support needs. The other focused on adult men in India who have experienced childhood sexual abuse. Acknowledging the diversity within the social category of 'man', our own gender positionalities, and the intersubjective nature of the research process, we reflect on our respective research projects and discuss the influence of masculinities in research, particularly with reference to interview research. Drawing on our experiences in these very different studies, we present points for discussion and suggest ideas and strategies for interviewing and data interpretation in future research with men. The learnings from these projects have potential relevance for social research educators, and for researchers who seek to engage with men participants in their studies.

21 | “It can’t be felt until you are there”: Critical consciousness raising about racial and economic injustice through experiential and emotional learning in social work education

Author/s: Dr Katarzyna Olcoń¹, Dr Rose M. Pulliam² and Professor Dorie J. Gilbert³

¹University of Wollongong, ²Texas State University, ³Norfolk State University

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

What is unique or special about doing research with men, particularly in qualitative research that focuses on men’s gendered experiences? This paper explores conceptual and practical considerations for researchers who seek the perspectives of men. The authors have recently, and independently, completed qualitative research studies with men participants. One study sought the views of fathers in Australia who were caring for children with high-level support needs. The other focused on adult men in India who have experienced childhood sexual abuse. Acknowledging the diversity within the social category of ‘man’, our own gender positionalities, and the intersubjective nature of the research process, we reflect on our respective research projects and discuss the influence of masculinities in research, particularly with reference to interview research. Drawing on our experiences in these very different studies, we present points for discussion and suggest ideas and strategies for interviewing and data interpretation in future research with men. The learnings from these projects have potential relevance for social research educators, and for researchers who seek to engage with men participants in their studies.

22 | Caring for a child with high-level support needs in rural, regional and remote Australia: what can parents teach us about service provision?

Author/s: Dr Pam Joseph

The University of Sydney

Theme 3: Rural, Regional and Remote Practice

Abstract:

The discovery of a child’s ongoing need for complex additional support brings parents into contact with a range of specialist service providers. For families who live outside metropolitan centres, this may follow an extended period of interaction with distant services in the initial phase of the child’s condition.

In a qualitative study across five Australian States, parents of children with high-level care needs shared their perspectives on their relationships with health, disability, community services,

education and other sectors. Of the 22 families who participated, five were living in a rural, regional or remote location at the time of the interview, and a further three had moved to a city to access specialist services following their child's diagnosis.

In describing the features of service provision that influenced, and often constrained, their decisions about where to live, this group of parents have much to teach policy makers and service providers about both the strengths and the challenges of complex care outside cities. This presentation draws on interview data to make recommendations for service delivery models that support families to remain in their communities, something that may be taken for granted by those whose children follow typical developmental trajectories.

23 | “Is anyone listening to us?” Syrian settlement in Geelong (Victoria, Australia)

Author/s: Dr Kim Robinson

Deakin University

Theme 3: Rural, Regional and Remote Practice

Abstract:

The Refugee and Humanitarian Programme is designed to assist refugees and humanitarian entrants settle into the community and forms a key platform for refugee resettlement in Australia. Resettlement focuses on protecting people from persecution, and settlement focuses on integration and belonging. Recent Liberal government policy has argued for settlement to regional and remote areas of Australia.

This paper explores the settlement experiences of recent Syrian humanitarian arrivals in the Geelong region. Before the war began, Syria was a largely stable democracy with well-functioning education and health systems, and a strong civil society. Those arriving in Australia are experienced professionals and workers, often tertiary educated, with experience in a range of sectors and industries. The paper draws on a qualitative study that utilised a community-led, action research methodology.

In meeting with participants, they told us about their daily experiences of social injustices, services not listening to them, research fatigue and a rapid shift of community members to the cities. They are well organised and demonstrate social capital. The paper builds on research by critical social work academics working in the field of forced migration and settlement, and aims to contribute to policy debates about regional resettlement and settlement services.

24 | Activism as method: Strengthening social justice movements through Feminist Participatory Action Research

Author/s: Dr Naomi Godden

Edith Cowan University

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

WORKSHOP

Abstract:

Feminist Participatory Action Research (FPAR) is a methodology whereby communities conduct research about their own lives to understand issues of injustice, and use their knowledges to inform and implement grassroots activism. Through inclusive FPAR processes, activists are “co-researchers” who share power through democratic decision-making in partnership with communities. FPAR involves cycles of action and reflection for communities to strategically mobilise to demand change at local, government and structural levels, while also nurturing personal and collective transformation. Along with traditional forms of data, FPAR embraces creative and participatory methods such as drawings, poetry, change stories, role-plays and photography. Drawing from 15 years of FPAR experience in Australia, the Asia-Pacific and the Americas, activist-researcher Dr Naomi Godden will facilitate a participatory workshop to explore FPAR principles and methods through case studies of FPAR for climate justice, housing justice, and gender justice. Workshop attendees will collaboratively identify opportunities to apply FPAR in social work research for transformational change.

25 | A systematic review of interventions for child to parent violence.

Author/s: Chye Toole-Anstey

University of Wollongong

Theme 1: Dignity and worth of people

Abstract:

Child to parent violence (CPV) is the wilful act by a child under the age of 18 years, that intends to cause physical, psychological or financial damage to exert power and control over parent/s. Violence perpetrated by children towards their parents is complex as the parents are still legally responsible for the care of the child perpetrating the violence. Studies have indicated children who perpetrate violence towards their parents are at risk of perpetrating violence in later relationships.

This presentation will explore the key findings of a systematic review, as part of a PhD currently being undertaken, into the current interventions for CPV and will include practical implications for social work practice. The academic databases of PsychINFO, Scopus, Web of Science and CINAHL Full text were searched for the systematic review. The MMAT tool was used to assess quality of included papers. The review identifies and synthesizes the types of interventions and their impacts. The results include limited quantitative studies, reliance on commentaries and lack a universal definition of CPV. This presentation aims to offer a greater awareness of CPV to further social change in this area to ensure dignity and worth of parents experiencing CPV.

26 | The reality of pursuing social justice in a neoliberal context: Aotearoa New Zealand social workers' lived experiences and suggestions for the road ahead

Author/s: Jodie Hodgson

Eastern Institute of Technology, New Zealand

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

Abstract:

This paper explores the experiences of Aotearoa New Zealand social work practitioners who self-identify as engaging in activism. Semi-structured interviews were conducted with seven social work professionals who were asked to locate their experience of activism in the context of neoliberalism.

The threat neoliberalism and associated market led, managerial solutions pose to the profession's social justice ethos are well documented (Hyslop, 2018). Given that neoliberalist policy has been the norm for over 30 years and shows no sign of ceding to a more equity focused approach, social work cannot simply wait for neoliberalism to fade in order to pursue its social justice ideals. Existing data focuses on micro level activism within the casework sphere. This paper contributes to the limited body of research on experiences of macro level activism in social work within the current environment.

Thematic analysis of the data revealed a range of experiences which can be broadly categorised into the following themes: factors motivating action, factors impeding action, real or perceived sanctions, effectiveness of actions, and notions of professional collective voice.

This study offers lived experience research that fits well with the conference theme of *Dignity and worth of people – lived experience research*.

27 | Tackling social work student poverty in education, research and policy.

Author/s: Len Baglow¹ and Susan Gair²

¹Policy Advocate, Canberra, ²James Cook University

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

WORKSHOP

Abstract:

Acute poverty has affected around 15% of all full time domestic Australian University students for at least the last 12 years. However data from the National Study of Social Work Students (NSSWS) indicates that rates of acute poverty among social work students is twice the national level, and it is having a devastating impact on students' lives and study experiences. Despite this evidence, social work student poverty has not been taken up strongly either by social work academics or the profession.

This workshop, led by one of the coordinators of the NSSWS, examines the complex interlocking reasons for this limited action, starting with the student experience itself. Factors within the universities that inhibit action also are examined and the wider policy context. It is argued that a narrow neoliberal agenda has overemphasised individualism, the role of the market and competition, while underplaying the significance of equity. Finally, the presenter seeks to engage workshop participants to explore options to address social work student poverty through social work education, practice, policy and research, as well as rediscovering the importance of justice and solidarity as forces that propel us to take liberating action.

28 | Collectively Co-creating Indigenous Pedagogy in Knowledge-sharing Spaces

Author/s: Jennie Briese

Deakin University

Theme 4: Indigenous knowledges and perspectives in social work research and education

Abstract:

Collectivity and relationality are central to Indigenous Australian ways of knowing, being and doing. As an Indigenous Australian educator working in a space with Indigenous Australian social work students, I reflect on how these values inform critical inquiry-based knowledge-sharing spaces for students who are on an academic journey. Indigenous students bring prior knowledge and lived experience into social work education spaces, particularly around social power and

privilege. By facilitating yarns around how our lived experiences ‘marry up’ with social work values and education, we critically and collectively normalise our shared experiences to challenge ongoing Eurocentric social work practice and teaching spaces. As Indigenous peoples, our lives are politicised and governed. Therefore it is important that we collectively co-construct knowledge-sharing spaces to further embed, expand and legitimise Indigenous ways of knowing, being, doing and understanding the world. The emancipatory potential of critical thinking, together with inquiry-based learning creates a dynamic space where I am removed from the position of ‘expert’ and alongside students, co-create what their academic journey looks like. This approach to social work and education significantly increases the potential for Indigenous students to move, beyond graduation, into positions of decision-making, thereby increasing Indigenous voices in social work practice.

29 | He Tāngata: People still matter

Author/s: Liz McCafferty

University of Otago

Theme 1: Dignity and worth of people

Abstract:

There is an increasing drive within current systems to encourage social workers to operate under a rational-technical approach. This approach relates to social work practice, social work education and social work research. Social work skills analysed without reference to social work values are at risk of aligning with the neo-liberal idea that social work is only useful if it serves the economy and can be proven to produce tangible outcomes. This presentation will report on interviews undertaken with social workers educating social work students. It was assumed prior to the study being undertaken that neo-liberal ideas would have infiltrated social workers thinking about which skills are useful in practice. Contrary to this, the study shows that social workers are upholding social work values against the odds. The study showed that critical thinking, reflective practice and relationship building are still considered valuable skills by those in practice.

30 | Preparing social work students for research: Using student perceptions of their research knowledge, confidence and preparedness to inform curriculum design

Author/s: Dr Jemma Venables & Dr Kathy Ellem

The University of Queensland

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

Abstract:

Understanding the role of research in knowledge generation is identified by the Australian Association of Social Workers as a professional requirement. Yet, the dominance of neoliberalism in shaping the delivery of social services has seen the requirement for research skills extend beyond the ethical domain. Social workers must now engage in research in practice to demonstrate accountability. Despite this, the literature suggests that social work students are ill-prepared for research and fail to see its relevance to their future practice. In an attempt to help create industry-ready graduates, the University of Queensland has introduced a year-long research course where students undertake a small-scale, independent research project in the final year of the Bachelor of Social Work (Hons). The introduction of this course has placed focus on how the rest of the program helps to prepare students for independent research. To explore this issue, the teaching team is engaging in a multi-stage scholarly research project that seeks to capture student perceptions of research preparedness. This presentation will discuss the proposed strategies to engage both students and academic staff as partner investigators and co-designers of research curriculum within the broader social work program, in order to better support students' preparedness for research.

31 | Contributing to a just world: Social work doctoral education in Australia

Author/s: Dr Sharlene Nipperess¹, Dr Lynelle Watts², Dr Sebastian Cordoba¹ and Dr David Hodgson²

¹RMIT University, ²Curtin University

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

Abstract:

This presentation provides our findings on the first stage of a program of research focusing on social work doctoral education in Australia. There are 30 higher education providers offering social work programs across Australia including bachelor, master and doctoral programs. While

we have reasonably good information about the numbers of bachelor and master students, we have very little information about the number of social workers with a PhD in Australia, nor is there much information about where these social work PhD graduates end up working. Likewise there is significant scholarship of teaching and learning in relation to social work education in Australia but the vast majority of it focuses on programs focused on qualifying social work rather than doctoral social work education. The presentation will focus on the findings of the scoping review which demonstrates the need for further research into social work doctoral education in Australia.

34 | Encouraging rural placements: Strategies and challenges

Author/s: Dr. John Drayton¹, Ms. Joanne Bidgood¹ and Ms. Maryanne Long³

¹The University of Queensland, ²South Queensland Rural Health

Theme 3: Rural, Regional and Remote Practice

Abstract:

Field education specialists have been alerting the profession for some time about the developing crisis in sourcing and supporting high quality social work placements throughout Australia's urban centres. At the same time, services in regional areas continue to experience difficulty attracting a range of professionals, including social workers, resulting in significant inequities. This presentation reports on a 'work-in-progress' which has the potential to contribute to addressing aspects of both dilemmas.

A collaboration was initiated between the social work discipline at the University of Queensland and Southern Queensland Rural Health to develop a program whereby final placement students are actively encouraged to undertake their practicum in the Darling Downs district of the state, encompassing regional centres such as Toowoomba, Roma and Charleville.

We discuss ways in which we engaged student enthusiasm for placement experiences outside the urban 'comfort zone' and those aspects of the proposal which students identified as particularly appealing. We also explore the potential benefits for regional organisations and communities linked to the project, recognising the interface between educational advances and social benefits. The demand which resulted from the project surpassed our expectations. We explore the challenges arising from this and those inevitable tangles which arise from cross-institutional programs. We share our experience of negotiating these challenges and how we plan to work around them in ensuing years.

We conclude with some general suggestions arising from our experience which will hopefully assist our colleagues in health practice and universities who engage with this crucial issue.

35 | Reimagining social work case studies: conveying dignity and worth through creative writing

Author/s: Kathy Boxall

Edith Cowan University

Theme 1: Dignity and worth of people

Abstract:

This presentation describes a joint social work and creative writing project which analysed case studies from textbooks on reading lists for the Bachelor of Social Work course at ECU. The case studies were analysed from the perspectives of both social work and literary craft and it was found that they presented simplified scenarios which were limited in terms of diversity, and rarely portrayed depth or complexity. The case studies were also often bereft of information about social workers' or service users' human qualities and frequently portrayed service users in terms of the problems they presented to the social worker. Depicting social workers and service users in this way can create the impression that social work is a distanced procedural activity and may also serve to distance service users' lives and experiences from social work students. Drawing on research in creative writing craft, as well as analysis of the textbook case studies, principles for writing textbook case studies were developed. At the end of the presentation, these principles will be discussed and further ideas invited from the audience.

36 | Making student placements within small teams sustainable - Developing and implementing a structured student-centred learning programme

Author/s: Emily Hudson

Royal Brisbane and Women's Hospital

Theme 1: Dignity and worth of people

Abstract:

While universities face the challenge of sourcing placements for an expanding human services student population, host organisations are similarly under pressure to provide ongoing field education opportunities for students. This challenge is particularly acute for small teams managing large caseloads and increased organisational demands. In our case, a hospital-based team of four welfare workers (including new graduates), to address this challenge we developed a structured student-centred learning programme. Importantly, the programme also aims to sustain staff's involvement in field education through mentoring new graduates to take on the role of future supervisors.

Adopting a scaffolded learning approach, the programme encompasses weekly learning activities that incorporate students' learning goals. This structured approach provides predictability for both staff and students, ensuring the manageability of the placement in a busy clinical environment. Our new graduates serve as mentors for students, which enables them to develop confidence as supervisors-in-training and reduces pressure on experienced staff. Students evaluate their learning at the end of placement. Notable outcomes include increased student satisfaction and sustainability for supervisors. This initiative demonstrates that, for small teams, offering a structured placement programme and building the capacity of new graduates to take on supervisory responsibilities are key to sustaining placements.

38 | Growing Strong Brains®: An interactive toolkit to enhance the wellbeing of children in Indigenous communities

Author/s: Cherie Sibasado and Darlene Robinson

Ngala Midwest & Gascoyne

Theme 3: Rural, Regional and Remote Practice

Abstract:

The Growing Strong Brains® (GSB) toolkit is an interactive, culturally appropriate resource and public health initiative designed to improve health and development outcomes of infants and children in Indigenous communities. The toolkit was developed following consultation with more than 300 Aboriginal families and service providers from across WA in 2014.

Adaptable to meet local needs, the toolkit fosters learning within a culturally safe context. The implementation and evaluation of the toolkit focuses on building strong partnerships with service providers and local community groups, and the engagement and building of relationships with the community.

During 2016, the GSB toolkit was implemented and evaluated across the Goldfields region to pilot its effectiveness. In 2018, Ngala received further funding to implement and evaluate the toolkit in Carnarvon using a community-based participatory action research methodology, to build the capacity of the local Indigenous community to actively participate in the evaluation of the toolkit. The presentation will focus on progress to-date into the second year of implementation.

39 | ‘Give them cuddles’: The (in)visibility of social work in disaster management

Author/s: Dr Kathryn Hay

Massey University

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

Social workers have transferable skills and capabilities that enable them to work with diverse populations at the individual, family/whānau, community, and policy/management levels. Although they are, therefore, well-situated to effectively contribute to disaster management, their engagement in this field in Aotearoa New Zealand is largely invisible. Media coverage of social workers tends to be negative and focused on critical incidents such as child deaths and this limited reporting of the service provision of social workers may affect people’s perceptions of them and their capabilities to engage and intervene, particularly during and after a disaster. Disaster management personnel may also be limited in their understanding of the professional role of social workers thus further reducing effectual involvement of social workers in the four disaster management phases.

This presentation will examine the online media depiction of social work and disasters in Aotearoa New Zealand between 2006 and 2016 as well as the perspectives of several disaster management personnel who are not social workers. The results from a survey of registered social workers sheds light on their views on engagement, training and skill-set. Recommendations for next steps in this field of practice including educating future social workers will be presented.

40 | Political activity and statutory social work; how far are social workers allowed to go?

Author/s: John Darroch

The University of Auckland

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

Social workers employed by the state face a range of organisational and legal restrictions which impact on their ability to engage in political activity.

This paper draws upon recent court decisions, organisational guidelines, and legislation to analyse the nature of the limits that apply to statutory social workers in Australia and Aotearoa New Zealand. It argues that public servants are effectively prevented from publicly critiquing

government policy, and organisational practice, when there is a direct connection between their critique and the work that they do. It is argued that such restrictions represent a significant conflict with social work ethics; including ethical requirements to draw attention to systemic injustices.

Drawing on original research into political activity by social workers in New Zealand this paper will also show how such restrictions can have a chilling effect on the willingness of statutory social workers to engage in any iteration of political action.

41 | How might social work education promote activism and social change?

Author/s: Christine Morley

Queensland University of Technology

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

Abstract:

How might social work education promote activism? And why is this a core responsibility for all social work educators? This chapter will explore these questions through a critical synthesis of the literature, arguing that social work education should be explicitly critical in nature if it is to prepare practitioners to meet the universally espoused activist goals of the discipline (See for example Baines, 2011; Macfarlane, 2016; Fenton, 2014). Critical pedagogy offers a rich, philosophical and political approach to education (Giroux, 2011) that can help reinvigorate social work as a critical project. Such a transformative project creates possibilities for social work education to support the creation of citizen activists, who are cognisant of structural oppression, yet also connected with a sense of agency to work towards a radically democratic and just society. The chapter shows how neoliberalism has undermined the role of activism in social work, but suggests that critical social work education can redevelop opportunities for critique and action. The paper presents students' voices from two research projects, emphasising the components of social work education that had been formative in their development as activist practitioners.

42 | Scholarship of teaching and learning in social work education in Australia

Author/s: Dr Sharlene Nipperess

RMIT University

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

Abstract:

This presentation provides an overview of scholarship of teaching and learning (SoTL) in Australian social work education. The term *scholarship of teaching* was first coined by Ernest Boyer in 1990. It was broadened in later work to encompass *scholarship of teaching and learning*. Since then SoTL literature has burgeoned and there are now several international journals and numerous organisations dedicated to the topic. Social work as a discipline is beginning to turn its attention to SoTL with several editors of international social work education journals exhorting their readership to engage in SoTL. This presentation will conceptualise SoTL, examine the position of social work SoTL in Australia and provide an overview of some of the resources and research programs that exist to enable educators to engage in SoTL. It will be argued that SoTL or pedagogic research is an important form of social work scholarship that can contribute to the aim of a just world by working towards social work education that is reflexive, ethical and transformative.

43 | Promoting Family Inclusive Practice in Child Protection Practice: An Educational Innovation

Author/s: Professor Karen Healy

The University of Queensland

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

This paper focuses on an education innovation in family inclusive practice. Family inclusion refers to the involvement of family members, particularly care givers, in health and human services practice including decision-making, 'intervention' planning and implementation. This approach recognises and seeks to address the social and structural challenges to family inclusion in health and human services. These challenges include the challenges associated entrenched socio-economic disadvantage coupled 'with complex and enduring needs' facing many families who come to the attention of human services (Morris, 2013, p. 198). These challenges may be intergenerational and often overlap in complex ways (Shildrick, Macdonald and Furlong, 2016).

In this paper, we outline the philosophy of family inclusion and its relevance to family involvement across all fields of health and human services. We focus on the field of child protection where despite increasing legislative and policy support for family engagement, many families continue to experience exclusion from child protection decision-making processes. We present an innovation in teaching family inclusive practice through the simulation of family group conferences. We discuss student experiences of this educational innovation for preparing them for family inclusive practice in child protection.

44 | Educating for Activism and Advocacy

Author/s: Professor Donna McAuliffe and Dr. Leia Greenslade

Griffith University

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

Social work students come to study with altruistic motivations often borne of personal experiences that have influenced them to strive for change (Bozek et al., 2017). The aim of this presentation is to explore how social work educators open up these experiences and move students forward to understand their place in the challenging world of advocacy and activism. Research informs that when confronted with injustice, disadvantage, and structural oppression, social workers respond by staying and "coping" or "breaking down" and leaving, which brings them up against the professional and organisational contexts in which they practice (Huxley et al., 2005; Pockett, 2003). Ethical principles that guide social work, embedded in codes of ethics and practice standards, encourage activism, although perhaps not as explicitly as needed (Healy, 2002; Ife, 2001; McAuliffe 2014). Social work students must then grapple with the ethics of covert activism; going undercover to act in what they perceive to be the best interests of the client, or overt activism, often leading to whistle-blowing, that brings its own challenges (Greenslade, McAuliffe & Chenoweth, 2014). Social work educators need to present a clear message in their teaching of advocacy and activism so that students know what they are taking on, and what the implications may be should they decide to take an ethical stance in the interests of social justice. This presentation provides guidance on how educators can best structure discussions about advocacy and activism, and what guiding principles can be included in curriculum. This topic takes on added importance when teaching international students who might be at risk if engaging in activism and resistance in their home countries.

45 | Partnering with industry for social change: the intersectional needs of people from refugee backgrounds living with a disability

Author/s: Dr Christina David and Dr Sharlene Nipperess

RMIT University

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

People from refugee backgrounds living with a disability face significant intersectional disadvantage and frequently struggle to access critical supports due to shifting policy contexts and siloed disability and settlement service systems. These challenges are exacerbated by the uncertainty and disruption created by the NDIS and migration law reforms over the past few years. This presentation explores a research partnership with the Refugee Council of Australia to address the disadvantage experienced by people from refugee backgrounds living with a disability. We explore the complexity of policy contexts and discuss findings of community consultations conducted by the RCOA between 2014 and 2016, which found cultural, social and structural barriers to service access and quality. These barriers compound existing trauma and disadvantage and relate to a lack of cross-disciplinary and cross-sectoral coordination, service delays and patchy quality and lack of cultural responsiveness and cultural sensitivities regarding disability and stigma. Escalating levels of unmet need for these vulnerable individuals and families reflect a failure to meet our obligations under international human rights law and have critical implications for the social and economic wellbeing of these communities. The presentation will examine how social work research partnerships can contribute to social justice and social change.

46 | Creating a shared and collaborative approach to writing about Pacific-Indigenous Social Work across Oceania and Beyond

Author/s: A/Prof Jioji Ravulo, Dr Tracie Mafile'o and Dr Donald Bruce Yeates

University of Wollongong

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

Social Work across the Pacific region with Pacific communities, including those living in the Islands, and their diaspora communities in New Zealand and Australia, has been traditionally influenced by western lenses and its accompanying perspectives and practices. The need to create a more inclusive, and critical lens that bolsters the Pacific – Indigenous ways of knowing, doing, being and becoming is imperative in ensuring the traditional is upheld in the contemporary.

This paper will profile the recent development and publication of a new edited collection titled *Pacific Social Work: Navigating practice, policy and research*. Edited by Jioji Ravulo, Tracie Mafile'o and Donald Bruce Yeates and published by Routledge, it includes 20 chapters co-authored by 32 contributors from across Oceania. The first of its kind, the book profiles key areas in the context of Pacific – Indigenous views, with 14 fields of practice outlined and considered. Additionally, the book offers a broad, but nuanced definition of Pacific Social Work. This will be further unpacked and explored across this oral presentation, with view to continue the shared and collective conversation on the importance of indigenous voices in social work education, and its impact on practice, policy and research.

47 | The Framework of Person-Centredness across Human Services (FPCHS): An evidence based framework for practice

Author/s: Rebecca Waters

Curtin University

Theme 1: Dignity and worth of people

Abstract:

The term “person-centred” is increasingly used in human services to define desirable approaches to service delivery. There is, however, no consensus in the literature about the principles of person-centredness and its constituent characteristics, although contemporary government policies regarding service delivery for various groups of vulnerable people have been developed with this approach in mind. By drawing on the literature and the views of an expert reference group, this research-informed presentation introduces a descriptive framework of person-centred principles and constituent characteristics as they apply to people with disability, elders and people with mental health issues. Given the major social policy reforms in Australian disability, aged care and mental health service delivery, the results may inform social work education, practice, and research by providing a framework for response in these human services.

48 | Social justice frameworks in social work curriculum: a scoping review.

Author/s: Dr Dianne Cox, Dr Helen Cleak, Alex Bhathal and Professor Lisa Brophy

La Trobe University

Theme 1: Dignity and worth of people

Abstract:

Social work curriculum operates within a complex array of higher education imperatives and demands from a range of stakeholders, including students, academics, employers and the professional body. Social work higher education programs need to enable graduates who can think critically, understand how to advance social justice, and who can practice within difficult contexts. Provided an opportunity for curriculum redesign, one Australian university has undertaken a scoping review to find out how other social work programs articulate their theoretical frameworks. Findings show that most social work programs do not articulate a coherent whole of curriculum approach to their theoretical orientations; however, anti-oppressive, critical race, First Nations and eco-social work theory dominate arguments for curriculum change. Positive psychological theories to support graduate resilience were present but less prominent, and there were surprisingly few articulated systems frames. What stood out was an 'implicit curriculum' concept that brings attention to the organisational culture in which learning takes place and which requires educators to take into account what students learn, how they learn it and the cultural context of that learning. There is a small but emerging literature that evaluates whether curriculum is in fact enabling students to practice within socially just frames including First Nations, anti-oppressive and eco-social work. This paper will report on both the lessons from the literature and the gaps it indicates for social work educators who aim to keep social justice on the agenda.

49 | Indigenous knowledge in field education - Expanding praxis

Author/s: Dr Dominic Chilvers

Bethlehem Tertiary Institute

Theme 4: Indigenous knowledges and perspectives in social work research and education

Abstract:

Cultural competence is a professional imperative for social workers in both Aotearoa New Zealand (Social Workers Registration Board, 2016) and Australia (Australian Association of Social Workers, 2013). Therefore, understanding the extent to which this professional commitment informs field educators when working with students is critical. This presentation will report on doctoral research (Chilvers, 2017) that investigated factors influencing the praxis

of field educators. In this two phase qualitative study, individual interviews were conducted with 20 field educators to explore factors influencing the way they worked with students. Thematic analysis of these interviews resulted in tentative conclusions that were discussed with field educators in five focus groups to explore professional responses.

Findings indicate that field educators are aware of the need to engage students in developing their cultural competence. However, participants did not identify indigenous pedagogical approaches that they personally incorporated into their work with students, indicating a lack of knowledge or access to appropriately contextualised professional tools. This may be explained by thematic analysis that suggests that field educators operate in a marginal and isolated position, resulting in a lack of collective learning that might lead to new approaches to field education. This research proposes the development of communities of practice to catalyse collective learning cycles that might lead to approaches to field education informed by indigenous conceptions of learning.

50 | Getting on the front foot – is it time to consider how technology facilitated practice and advocacy can be part of social work education?

Author/s: Professor Donna Chung and Arthur Wilson

Curtin University

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

Social work's purpose and practice has always been influenced by changes in the political, economic and social environment. Digital technologies are a key revolutionizing influence on contemporary life that requires greater consideration in social work education and practice. Social work's engagement with digital technologies has included a number of facets: emphasising the threat to safety, its use as a substitute for face to face engagement, and digital technology as a top down imposition on social workers by employing organizations. With some exceptions, social work academics have given the area limited attention. Many Australian social work courses have moved to using digital platforms as a means of attracting and engaging a greater number of students. However, social work educators have largely not considered technology facilitated practice in most social work curricula. The digital divide has shifted over the past 20 years and it is timely for social work educators to examine how digital technologies can be employed by social workers in activist practice particularly as the technologies offer global reach and the potential for connection and greater impact. They can also offer more inclusive options for activism beyond face to face and geographically bound methods which are often based on ableist assumptions. This paper will draw together the key ways in which social workers have engaged with information and digital technologies and look at the possibilities for using these technologies to practise in ways which are more inclusive to some groups and able to achieve greater reach in the community.

52 | Valuing lived experience: Is it more than a good idea?

Author/s: Lyn Mahboub and Robyn Martin

Curtin University

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

Abstract:

While social work has a long history of enacting and promoting social justice and change, it has done so from a position of leading, rather than being led by people with lived experience. In this, social work often occupies positions of privilege and power by advocating *for* (not with) marginalised and excluded individuals, groups and communities. Social work advocacy is informed by understanding and interpretation of the lived experience; yet it is rarely led by lived experience. The voice of lived experience invites the profession to critically examine how it attends to, and creates the conditions for, epistemic justice. This presentation will explore how the Valuing Lived Experience Project (VLEP) has influenced and informed the education of social work students by privileging lived experience. The VLEP seeks to meaningfully embed learning from lived experience in the social work course at Curtin University and unsettle dominant discourses about expertise, power and authority. Our presentation will introduce the ideas of 'lived experience' and epistemic justice, share key features of the VLEP and consider the findings from research on student experiences of learning from lived experience.

54 | Mālie and Māfana – A transformational approach to research with a vulnerable Indigenous community

Author/s: Aulola Lino

Unitec Institute of Technology

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

Abstract:

This paper reports on an innovation in research practice developed during the course of a project involving work with vulnerable Pacific (Tongan) youth. It proposes an extension of the Kakala Research Framework, designed to capture traditional Tongan values in the research process. Kakala is the name given to a garland used on ceremonial occasions. The making of the kakala entails several processes, which can metaphorically be mapped onto research stages. Helu-Thaman (1999) identified three elements for the Kakala Research Framework: Toli (Data Collection), Tui (Data Analysis) and Luva (Data Analysis). Taufe'ulungaki and Johansson Fua

(2005) added three more elements: Teu (Preparation), Mālie (Evaluation), Māfana (Transformational). In the author's own research with Tongan youth at risk of suicide, it was discovered that the latter two elements needed to be integrated and interwoven with the other four elements in order to ensure appropriate connection and trust in relation to a sensitive topic. In this context, transparency about monitoring (evaluation) and transformative purpose throughout the research journey was vital, and enabled participant openness to sharing challenging experiences. This paper demonstrates how an enhanced culturally-specific research methodology can grow rich and purposeful community connections, embodying key values for culturally sensitive research work.

56 | From excruciating to epiphanic: The pairing of transformative learning and eco-social work

Author/s: Dr Marilyn Palmer

Edith Cowan University

Theme 2: Eco justice in an era of climate change

Abstract:

This presentation describes a final year social work theory and practice unit, *Collective Interventions*, where students engage in small teams for project work directly related to eco-social work, within a transformative learning environment. Community gardens are the most common sites for the students' practice although other ecological, social or economic sustainability oriented projects are supported.

The transformative learning opportunities are created by the students' experiences of being in and with their team, the whole class (framed as community) and the garden communities. These are all sites for critical reflection about the students' beliefs and personal/professional practice in relation to eco-justice which recognises that climate change will impact most heavily on the people social workers purport to care about.

Taught this way, the unit presents challenges for everyone as there is no place to hide: the lecturer is a facilitative community builder rather than an instructor and the students are citizen-practitioners. Dynamics of power, influence, competence, participation, exclusion, performance and communication are on display and can be called out at any time.

The presentation will explain the link between transformative learning and eco-social work, exploring the diverse experiences of lecturers and students.

59 | Co-designing citizenship in the NDIS: a place and asset based approach

Author/s: Dr Christina David, A/Prof. Paul Ramcharan and Katie Marx

RMIT University

Theme 1: Dignity and worth of people

Abstract:

The NDIS is transforming the disability sector with individualised funding, a social insurance model, and more competitive care and support markets. However, its success relies heavily on new models and ways of thinking about good lives, citizenship, and the capacity of communities to reimagine more inclusive environments. It also depends on frameworks in which people with disabilities can actively shape new spaces and opportunities for participation. Whilst co-design and place-based approaches are alluded to in NDIS policy and the Information, Linkages and Capacity Building agenda, more needs to be understood about how these methodologies can contribute in this time of uncertainty and transition. This presentation reports on an 18 month action research project which explored the potential of co-design principles in building community capacity together with people with disabilities. The project worked closely with local government, services, and the broader community to develop a range of prototypes to be further developed. There were also significant individual outcomes relating to belonging, confidence, connections and civic engagement. This presentation will share our insights regarding the complexity of individual and community capacity building in the NDIS context and the conditions required to convert the latent potential in people, places and spaces.

60 | Virtual Reality and Social Work Education - A Developing Relationship

Author/s: Dr Jeanette Neden

Queensland University of Technology

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

Abstract:

There is substantial evidence to indicate that immersive learning technologies such as virtual reality and augmented reality and social work education are highly compatible. Despite this compatibility, barriers to their use in supporting learning have been identified for example in limitations of time and access to set up the technology, to train staff and build familiarity with technology (Lonne, 2009, Warburton, 2009). Also, a lack of standards and an ethical framework for technology use (Reamer, 2017) appear to be a constraint. In this presentation I will outline

findings and understandings about how virtual reality technology is currently used to support authentic and integrative learning in social work education, what evidence exists for the efficacy or otherwise of its use, what educational theories have been applied and how compatible VR technology is for supporting authentic and integrative learning in social work education. This evidence will be used as a basis for audience members to discuss a future education agenda for Australian and Asia Pacific social work regarding using immersive learning technologies such as virtual reality and social work education.

61 | Radical challenges facing field education: The case for critical pedagogy

Author/s: Professor Christine Morley¹, Dr Phillip Ablett², Dr Lisa Hodge³, Dr Tina Kostecki³ and Ms Shelley Turner⁴

¹Queensland University of Technology, ²University of the Sunshine Coast, ³Victoria University, ⁴Monash University

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

Social work universally claims to be about social justice, human rights and the liberation of people. In Australia, this is embedded within the codes of ethics, practice standards and the accreditation and education standards. Although social work claims a proud history of advocacy and activism for progressive social change, the everyday practices of mainstream social work may fall short of these value-driven commitments because the ascendancy of neoliberal policy has entirely transformed the welfare and higher education sectors. Significantly, field education plays an instrumental role in assisting social work students to integrate critical theory and practice consistent with the espoused social justice ideals of the profession. However, recent critics have argued that the 'hidden curriculum' embedded within field education may undermine this learning, within the context of hegemonic managerial organisations and supervision, in order to occupy a 'safe' professional (technique-driven) knowledge that does not threaten the neoliberal status quo. This paper draws on educators' reflections of the operations of these covert technologies of power and raises questions about how field education may be delivered to support, rather than weaken critical social work education. A radical shift is required to re-imagine field education as a vital contributor to social work as an emancipatory project.

62 | A strengths-based framework for student placement in working with older people

Author/s: Patricia Muncey and Sophie Diamandi

University of South Australia

Theme 1: Dignity and worth of people

Abstract:

“People think that because you are old that you are losing your marbles, don’t they? That’s the impression I get when I go out in public, that I am senile and decrepit.” William’s words spoken at the age of 95 reveal a deep personal yearning for dignity and honour and represent an unprecedented social challenge to value and empower an ageing population, many of whom will live longer in an increased state of frailty and dependency and at risk of living a life of no purpose, isolation, and quiet despair. This presentation describes a model developed by PhD candidate, Vanessa Leane, which has been taught to UniSA placement students and some staff at their agencies. The model is underpinned by social work strength-based theory and enables social work students to apply empowerment principles in practice in the lives of older people.

In this presentation we will outline key principles of the model and explain how they are taught to students and then implemented on placement.

Emphasis is on creating intergenerational partnerships between older people and social work students on placement to enable the older people to contribute as valued citizens of their community (Saleebey, 2009).

64 | As radical as reality: eco-socialism – a political framework for social work practitioners and educators

Author/s: Margareta Windisch

RMIT University

Theme 2: Eco justice in an era of climate change

Abstract:

30 years since Frances Fukijama declared the ‘end of history’ and the triumph of the West - precipitated by the collapse of the former Soviet Union- the world is wreaked with economic and political crises and a climate emergency of unfathomable magnitude.

Scientific research is unequivocal in its predictions that unless a rapid and drastic social and economic reorientation of society based on harmony between people and with nature occurs, a collapse of the world as we know it is inevitable.

This presentation will discuss how the urgency of saving the planet provides opportunities for the social work profession to engage in increasingly practical ways with the concepts of human empowerment and liberation - key terms underpinning the profession's definition. It will argue that the climate crisis has opened space for radical social change advocacy and activism to be positioned centrally in social work practice and education, in defiance of pressures to operate within state sanctioned practice parameters that simply seek to ameliorate the worst excesses of neoliberalism.

The concept of eco-socialism will then be explored as an alternative to green capitalism (uncritical of exploitative social and economic relations) and productivist socialism (hostile to nature) and a highly relevant contemporary political framework for social work educators to consider as they reconceptualise their own positioning from one of capitalism's passive critics to one of radical political 'systems transition' activists.

While arguing for necessary reforms in the short term, eco-socialism offers an alternative vision based on a 'moral' economy that has human liberation and planetary wellbeing at its core. Just like social work.

65 | "Social work education steps up to Family Violence" Responding to the Royal Commission into Family Violence recommendations.

Author/s: Dr Kim G. Robinson¹ and Dr Sharlene Nipperess²

¹Deakin University, ²RMIT University

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

Violence against women is a major source of social injustice with serious health, social, economic and legal implications. Social work is well-positioned to work in this space, and recent changes have prioritised the role of social workers in services based on findings by the Victorian Royal Commission into Family Violence (2016). This paper focuses on women from refugee backgrounds who have experienced family violence and identifies changes and developments in transformative practice across previously divided sectors. Critical social work education can take a key role in the preparation of the workforce, preparing students for advocacy, building solidarity with women and their communities, policy development and other political avenues for change.

It is important to consider the successive exclusionary immigration policies and the on-going denial of human rights of asylum seekers that have shaped service system responses (Briskman and Doe, 2016). The authors identify the challenges of engaging with women who have been subject to violence, trauma and abuse, and lived in offshore detention centres or come to Australia via settlement programmes. Social work has a key role in preparing students to work in this sector and to challenge dominant discourses of the 'other', the stateless, and the unwanted.

66 | Improving cultural responsiveness in social work: Decolonising journeys down under

Author/s: Sophie Goldingay, Jodie Satour, Darci Taylor and Tanya Ward

Deakin University

Theme 4: Indigenous knowledges and perspectives in social work research and education

Abstract:

Social work and human services in Oceania were developed from Euro-Western worldviews and theories that were not developed with Indigenous (hereafter named First Nations) peoples. Training foregrounds 'critical' approaches imported from elsewhere, and focuses on the distributive notion of justice. It may fail to prioritise voice and self-determination of First Nations peoples however – hallmarks of cultural responsiveness. Becoming culturally responsive requires an ability to grasp and embrace ways of knowing and being that are not dominant in Euro-Western mainstream media and culture. This is a learning journey for all who live in colonised countries, teachers and students alike. Resources and processes for learning and assessment, built in partnership with First Nations peoples are central to taking students and teachers on this journey. This paper describes the process that social work and learning design academics, one of mixed Afro-Caribbean and Celtic heritage, one who is Eastern Aranda and one who is Dutch Australian, undertook to develop a learning and assessment package to improve students' cultural responsiveness in social work practice units across a university's BSW and MSW degrees. The package includes an online simulation resource and assessment created in partnership with social work academics, the university's digital design experts, and Wadawurrung Traditional Custodians in Australia. The paper then provides analysis of data from a qualitative study drawing on students' pre- and post-learning resource immersion reflections and interviews detailing how it transformed their actual practice in the human services. Analysis of reflections from the academics will demonstrate how the process contributed to their decolonising journey also.

67 | Rights of Nature a paradigm in the making? A social worker's exploration

Author/s: Helen Parish

Curtin University

Theme 2: Eco justice in an era of climate change

Abstract:

Does a bat have a right to live? Or a tree the right not to be felled or a river not to be polluted with plastic? Does the Earth have the right to flourish and ecosystems the right to thrive and evolve as humans do?

Rights of Nature, is a paradigm of ecological governance underpinned by; philosophical, cultural, ethical, spiritual and legal parameters. Its advocates maintain, the current industrial paradigm with its indiscriminate overuse of the natural environment is unsustainable, and sustainability is dependent on humanity's demands being reconfigured within Nature's limitations.

To do so requires a shift in popular consciousness, a shift of seismic proportions from anthropocentric to ecocentric consciousness. A shift from Earth as a commodity, of unlimited resources and human ownership, to the wisdom traditions of Earth as a being, with an ecological diversity worthy of respect, care, equity and justice. A consciousness where humans are recognised as being part of an interrelated, interdependent web of life, where reciprocal beneficial relationships exist between humans and Nature. This social movement is gaining momentum around the world. Social workers advocate for human agency, equity and social justice but what of advocating for non-human agency, non-human equity and ecological justice?

69 | Towards culturally responsive social work counselling practices with Aboriginal and/or Torres Strait Islander people.

Author/s: Jane Mowll¹, Sue Green² and Jane Breckenridge¹

¹University of NSW, ²Charles Sturt University

Theme 4: Indigenous knowledges and perspectives in social work research and education

Abstract:

Background: Social workers have an important role in the provision of counselling with diverse communities including with Aboriginal and/or Torres Strait Islander people. Crucially, social workers need to understand the ways Indigenous knowledges and Indigenous ways of knowing, being, and doing can inform counselling practice. There is a need for a systematic review of the

literature in relation to the ways in which Aboriginal and Torres Strait Islander cultures, and experiences have or can inform counselling and therapy practice in social work.

Method and results: utilising a scoping review methodology, findings are situated in researchers engaging with their own cultural identity and positioning in a critically reflective way. Further, findings identify the need for an epistemological shift to centre Aboriginal and/or Torres Strait Islander people's experiences and worldviews in social work research, practice and teaching.

Discussion focuses on building a deep understanding of Aboriginal and/or Torres Strait Islander peoples lived experiences of counselling in order to respond in culturally appropriate ways, particularly when considering contested 'westernised' counselling methods. Development of culturally responsive social work counselling principles to inform teaching in both undergraduate and postgraduate programs are discussed alongside the applicability of findings in a national social work context.

70 | Articulating Practice Frameworks

Author/s: Margaret McKenzie¹, Sue Young², Shayne Walker³, Cecilie Omre⁴ and Liv Schjelderup⁴

¹Otago Polytechnic, ²University of Western Australia, ³University of Otago, ⁴University of Stavanger, Norway

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

Rather than producing technicians, social work education seeks to produce professionals, practitioners who can articulate what they do, how and why, who can use their professional judgements and who are skilled in the assessments they make of what they could do in response to what they see in front of them, social workers are expected to be able to make reasoned evaluations and act on those. What mechanisms these practitioners use to do so will vary, but they will all include theories which help them to understand the situation, theories which suggest what they might do, and tools for carrying out those suggested actions. We are a collaborative research network of social work academics (Young, McKenzie, Omre, Schjelderup, & Walker, 2014). This presentation will discuss our method of working with groups of international students in the M.Family (Eramus Mundi) programme and with students in AUS and ANZ facilitating their moving from detailed theoretical knowledge to the articulation of a personal framework of practice comprising a reflective analysis of principles and practices linked to knowledge to enable effective contextualised action.

71 | Relationship-based practice essentials in Collaborative Research Partnerships

Author/s: Margaret McKenzie

Otago Polytechnic

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

Abstract:

This paper explores a perhaps unusual or non-traditional practice location for consideration of the importance of human relationship- based practice: that of research. While all effective social work is acknowledged as being relational and founded on relationship I extend this to social work research practice. I suggest that successful research practices are also based on relational attributes and I provide a working discussion of how relationship based research can be defined, understood and valued. While research partnerships are often borne out of individualist scholarship requirements, or partnerships come about through high level programmatic imperatives, some grow flourish and produce as well as or despite these while others are short lived and relatively unproductive. In this paper I use an auto ethnographic approach to explore my experiences through an extended period of participation in a cross national research partnership which has persisted, grown and successfully produced scholarly outputs and contributed to thinking within the field of child protection practice. I explore the story of this as a collaborative partnership practice and identify and discuss as a set of underpinning core conditions and elements best thought of as human relationship based.

72 | “Social Justice for all!”: The silence of social work in relation to abortion-rights advocacy

Author/s: Liz Beddoe¹ and Trish Hayes²

¹University of Auckland, ²Melbourne Pregnancy Counsellors

Theme 1: Dignity and worth of people

Abstract:

Approximately one in three women will have an abortion in their lifetime yet in many Western countries abortion remains in criminal codes. Access to abortion is a key determinant of women’s social, emotional, mental, physical and financial health. Recently, a plethora of social movements have mobilised in the quest for decriminalisation in democratic nations: signalling a shift towards reproductive justice.

The IFSW definition of social work includes a commitment to social justice, human rights and the empowerment and liberation of all people. Despite a rights perspective, abortion remains on the margins of social work curriculum, research, advocacy and practice-specialties. We explore the role of social work in campaigns to remove abortion from criminal codes (in Ireland, Australia and New Zealand) while agitating for improved abortion access, as an essential tenet of women's health and social equity. We found only a handful of social work activists and the profession as a whole has been largely silent on abortion rights.

We explore this apparent lethargy and indifference to abortion as a social justice issue. We argue we must disrupt the profession's implicit gender blindness and make explicit its commitment to abortion as crucial for ensuring women's rights, self-determination, dignity and health equity.

73 | Learning about social justice and the transformational journeys of students into practitioners

Author/s: Professor Liz Beddoe¹, Dr Kathryn Hay², Neil Ballantyne³, Professor Jane Maidment⁴, and Shayne Walker⁵

¹University of Auckland, ²Massey University, ³Open Polytechnic of New Zealand, ⁴University of Canterbury, ⁵University of Otago

Theme 1: Dignity and worth of people

Abstract:

Well publicised criticism of social work in Aotearoa New Zealand led to a three year mixed methods study of readiness to practise. Two qualitative phases in the study over 2017-2018 employed focus groups with social work students (35), educators (27), and supervisors of newly qualified social workers (16) to explore their views about the strengths, gaps and limitations of their New Zealand qualifying programmes. This paper will report on the themes of social justice as a key component of the journey of student to graduate.

Social justice, social work advocacy and anti-oppressive practice were key themes in curriculum and supervisors want students to be grounded in these areas. Educators and students acknowledged the tensions created in understanding and articulating social justice principles and acting on these in practice. Educators should be able to reflect social justice principles in their teaching roles and educators endeavour to do this but students weren't always clear whether this was achieved. Supervisors want graduates who have critical and political thinking skills and to be "multidimensional", not just good at ticking boxes. All conceptualised social work education as the transformational journey of students into practitioners and social justice is a key part of this process.

74 | Social work students learning social justice 'doing' in the therapeutic context

Author/s: Kimberly Chiswell, Deanne Dale, Michelle Fraser and Samantha Lukey

University of Wollongong

Theme 1: Dignity and worth of people

Abstract:

This paper discusses the Social Justice Therapies module in the Advanced Social Work Practice subject offered to 4th year social work students at the University of Wollongong NSW. This subject holds intentions to support students from cultural intersections of marginalisation, oppression and exclusion to access a theoretical framework for therapeutic practice grounded in social justice values and practices. The course invites students to employ resources from Critical Theory, Post-structuralism, Intersectional Feminism and Decolonisation. The authors argue that holding this Social Justice 'doing' frame is most important at a time when social work practice in the therapeutic context is becoming increasingly 'psychologised', exacerbated by the current dominance of individualised notions of Trauma-Informed Care in this space.

The subject endeavours to provide a culturally safe environment for students to develop practice knowing and skills drawn from the traditions of Narrative Therapy and Response-based practice. Power relations in the learning space are made transparent by educators who engage students in a parallel process of learning where preserving the dignity of students and accountability to future social work clients is paramount.

75 | School Social Work: A Practice Inquiry

Author/s: Dr David Hodgson¹, Dr Lynelle Watts¹ and Karen McDavitt²

¹Curtin University, ²Edith Cowan University

Theme 1: Dignity and worth of people

Abstract:

In recent years, university social work programs in Western Australia have established field education placement opportunities within primary and high-school settings; despite few social workers being employed in the public school system in this state. Previous research has demonstrated that school social work may bring "significant benefits to school communities in relation to identifying and addressing social barriers to education" (McDavitt, 2017, p. 123) however it was beyond the scope of that research to outline specific activities and practices of student social workers in this setting.

Thus, this research explored the experiences of social work students as they undertook placement in a school setting in Western Australia, with the main aims being to: Identify the activities and practices involved in a school social work placement which are specific to the AASW Practice standards for School Social Workers (2008); explore student understanding of the role of a social worker in a school setting; and explain the benefits and challenges of undertaking a school social work placement.

Engaging with schools on the contribution of social work to school communities is essential, and this research contributes to our knowledge and the growing evidence of the importance of practice in this field.

80 | Different locations but just one classroom: the use of digital technology to remove barriers to education

Author/s: Dr Cate Hudson

University of South Australia

Theme 3: Rural, Regional and Remote Practice

Abstract:

Social Work is a much needed profession in regional areas and it is imperative that as educators we are able to deliver a quality learning experience to students and produce high quality graduates to meet the demand for social workers in rural, remote and regional areas. Students who are able to engage in education in their local community are more likely to remain there helping to meet the demand for social worker professionals. Ultimately the aim for educators should be a Social Work program delivered seamlessly across sites with the skilled use of technology and digital resources to create a learning environment which actively engages students in learning. This paper presents a case study outlining the strategy of using video conferencing and smart devices in the delivery of a second year social work course to students located 800km apart in regional Australia, as if all students were in the same room. The strategy brings divergent local perspectives to light when discussing matters relevant to social work human service agencies in regional locations and promotes a sense of belonging to a larger group of learners. This approach to teaching and learning has the added benefit of helping students to appreciate and develop their digital literacy skills in preparation for professional practice in rural, regional or remote areas.

83 | The Video Essay for Social Work Education: Visualising Assessments

Author/s: Dr. Sonia M. Tascón and Liza Moscatelli

Western Sydney University

Theme 5: Vulnerability, disadvantage and marginalisation

WORKSHOP

Abstract:

Sonia and Liza have been working with social work students on the Video Essay since 2015. As an innovative way to assess social work, rich possibilities have opened up, particularly for international students whose mastery of the English language can pose challenges for writing-heavy academic institutions. Many international students come from rich activist traditions, and yet find themselves stymied in sharing that knowledge because of the need to have mastered English to an academic level that many could not have. In this sense, the Video Essay is enabler both of the entry of a new language into academia that does not rely entirely on spoken or written forms, but also of those students whose mastery of those forms may be more limited, to share their knowledge. Students have subsequently used these skills in their places of work and activism, to help represent marginalised groups in ways that engage audiences beyond the traditional. In this workshop the presenters will facilitate knowledge and experience to:

- Engage critically with dominant forms of communication in social work and how these disadvantage international students
- Expose participants to the video essay for academic work
- Explore the content that is needed for academic/ activist purposes
- Answer technical aspects such as length, assessment, and editing

84 | Practice-based approaches in social work research: Methods where matter matters

Author/s: A/Professor Lynne Keevers

University of Wollongong

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

Abstract:

Practice-based studies refer to the work of scholars from different disciplines who have developed explanations of social, cultural and material life based on the notion of *practices*. Although the turn to practice in social theory is prominent in fields such as organisation studies,

healthcare and education, surprisingly, it is scarce in social work literature. For social work research, practice-based studies offer methodologies and methods for investigating social work professional learning and knowing as sociomaterial practices. Accordingly, the primary unit of analysis is practice. Practice is understood to be collective, emergent, material and more-than-human. Materials – things that matter – are often missing from accounts of social work practice as most research tends to privilege the intentional human subject.

This presentation argues that a shift towards practice offers a valuable means to disrupt and rethink research approaches and concepts core to social work such as social justice and care. It draws on empirical investigations of the practice knowledge of practitioners working in five community organisations. The presentation discusses some of the novel methods promoted by practice-based studies including reflexive video-ethnography, talking mats and the interview-to-the-double. It illustrates how a practice-based methodology supports a participatory and situated stance towards inquiry that has the capability to provide both research participants and educators with renewed ways of looking at and talking about social work practice.

85 | The Grand Challenge of Global Environmental Change: Creating a Cross-National Social Work Response

Author/s: Professor Susan P. Kemp PhD

The University of Auckland

Theme 2: Eco justice in an era of climate change

Abstract:

In 2016 the American Academy for Social Work and Social Welfare (AASWSW) launched the Grand Challenges for Social Work Initiative, which aims to concentrate social work research, practice, and policy efforts on some of the most difficult issues facing contemporary societies. Many of 12 AASWSW Grand Challenges focus on issues of particular concern in the United States (<http://grandchallengesforsocialwork.org/>). However, the Grand Challenge to *Create Social Responses to a Changing Environment* is envisioned as necessarily global in scope. The interlocking environmental challenges at the heart of this Grand Challenge – climate change, urbanization, and ecological justice – are inherently global in nature. Moreover, many of social work's leading environmental scholars, educators, and practitioners are located outside the US, including in Australia.

This presentation has two main aims. First, speaking as a co-lead of the US Grand Challenge (now based at the University of Auckland), I will provide an overview of this Grand Challenge and its current activities and aims. Second, I hope to stimulate interest among Australasian and Pacific colleagues in partnering with the Grand Challenge in developing cross-national research, education, policy and practice collaborations aimed at strengthening social work's capacity for effective, impactful, and innovative responses to rapidly escalating environmental challenges.

86 | The use of Facebook in social work practice with children and families: An unethical practice or an effective tool in child protection?

Author/s: Liz Beddoe¹, Tarsem Singh Cooner² and Harry Ferguson²

¹The University of Auckland, ²University of Birmingham, UK

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

Research has shown that social workers have been using social media, both collectively and individually, as a way to gain another view of service-users lives through monitoring their Facebook pages. While it is known that such practices go on, no research has shown how Facebook is actually used in case work with families and under what circumstances. This presentation draws on some findings from a wider ethnographic study of child protection practice in England that involved 15 months of participant observation. The study observed incidences of Facebook being used by social workers as part of risk assessment and on-going case work with families. On the one hand this practice can be viewed as an acceptable tool for social workers, on the other, it can be seen as an intrusion across a border into (semi) private spaces. This paper reports how social workers provided researchers with a rationale for their use of Facebook and analyses the ethics of such practice in the context of the specific concerns in the cases and the broader issues of power and human rights. These contentious positions: surveillance of Facebook and the issues of consent and power underpinning this practice require ethical exploration within the profession.

87 | Countering climate change denial, and resistance to change using eco-social work

Author/s: Dr Susan Bailey¹ and Dr Nicholas Gerrish²

¹Edith Cowan University, ²Clinical Psychologist, Private Practitioner - Perth

Theme 2: Eco justice in an era of climate change

Abstract:

Climate change, habitat destruction, and mass extinction are all considered major threats to natural systems that humans rely upon for life. Despite widespread acknowledgement of the need for change there is persistent resistance at all levels to address destructive policies, practices and behaviours. In this presentation, we consider how loss and grief theories, specifically the Dual Process Model of Coping with Loss (Stroebe & Schut 1999, 2010), can provide illumination about this resistance. Resistance to change can be understood as a grief response that is

overwhelmingly focused on loss-orientation e.g. denial, with minimal oscillation to restoration-orientation e.g. new ways of doing things. We then outline how this theorising informs eco-social work research, education and practice using community gardens, social farming and eco-system restoration projects. Eco-social work's emphases on social and ecological justice, systems thinking, and change strategies that are grounded in connection, experience and kindness are central to countering climate change denial and resistance.

88 | “It is the news of difference that makes the difference.” Witnessing social action in community work through an international collaboration.

Author/s: Nandini Ray¹, A/Professor Lynne Keevers¹ and A/Professor Yi Yi Chen²

¹University of Wollongong, ²National Taiwan University Taipei

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

This presentation discusses a collaboration between the Social Work departments of the University of Wollongong, National Taiwan University and an international NGO based in Taiwan. One aspect of this collaboration is a two-week study program in Taiwan for UOW social work students that focuses on Indigenous cultural recovery, elder care, and grassroots community development instigated by young social workers with marginalized and vulnerable people. These themes are grounded in non-government organizations who view care as a collective, relational, knowledgeable practice and are committed to creating possibilities for social justice.

Multiple interpretive methods including participant observations, semi-structured interviews, reflexive group discussions and visual artefacts are used to capture the perspectives and impacts on learning for all involved in the collaboration.

Short-term study abroad programs have been criticized in the literature as inauthentic, vulnerable to inequity and lacking in reciprocity. This presentation highlights the strategies we are using to re-dress the extractive nature of the New Colombo Plan funding model and analyses practices that are critical to the authenticity and effectiveness of the collaboration. These practices include embedding the intercultural-learning program within authentic, ongoing relationships and facilitating experiences that recognize that when learning occurs a difference is perceived and it is the difference that makes a difference.

89 | Survivor led knowledge: Critical pedagogical approaches to de-stressing distressing content

Author/s: Dr Susan Heward-Belle and Professor Fran Waugh

The University of Sydney

Theme 6: Experts by experience – Voices and perspectives on research innovations and future directions

Abstract:

The issue of an educator's duty of care to her students when exposing them to potentially distressing content is of increasing concern within the social work academy. Students who enter social work are over-represented as survivors of childhood trauma and some experience learning challenges when confronted with domestic and family violence (DFV) curriculum. Building the necessary knowledge base, skill set, and ethical stance required to become an effective social worker, pivots on understanding survivors' lived experience, including their everyday acts of resistance. Embedding lived experience led knowledge into the social work curriculum can result in better practice with service users and has the potential for students and practitioners to develop post-traumatic growth. This can disrupt students' hegemonic assumptions about the inevitability of experiencing 'burn-out' or 'vicarious trauma' as a result of coming into contact with potentially distressing content and/or people who have experienced violence, abuse and/or neglect. Consequently, this paper explores practice-based teaching innovations informed by a critical pedagogical perspective to prepare social work students to work with people who experience violence and other forms of oppression. The innovations will encourage students to engage in deep and transformative learning opportunities within a framework of safety and increased self-awareness.

90 | The causes of baby removal increases in Aotearoa New Zealand: integrating inequalities and policy discourse perspectives.

Author/s: Emily Keddell

University of Otago

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

The numbers of babies removed at birth in Aotearoa New Zealand have increased by 33% between 2015 and 2018, despite overall entries to care dropping. When the increases are broken down by ethnicity, it's clear that the increase is almost exclusively of Maori babies, while other ethnic groups remain stable. This process is increasing existing inequalities in the chances of child protection system intervention for Maori. Understanding why this increase is occurring is key to responding to it. This talk contextualises the increase within the discursive concepts embedded in the policy reforms of 2015, and the risk-bias and demand and supply debates within the child welfare inequalities literatures. I argue that the key concepts of social investment, early intervention, and child focussed trauma, that were dominant discourses in the reform process

have shaped practice towards more interventionist practices for babies who meet certain 'risk' criteria. Alongside this policy and practice change, the emphasis on recorded system contact and domestic violence in the construction of family risk, combined with reputational risk for the organisation, leaves little space for alternative constructions of the family based on intimate, relational knowledge of the family circumstances. In addition to these changes, the reduction in entry to care numbers may free up supply of services to enable more intervention with those families that meet the more restricted threshold. On the demand side, lack of attention to poverty, housing and prevention services outside the child protection system has increased key drivers of system need. As Maori are more likely to be living in highly deprived communities affected by these demand factors, and more likely to have recorded family histories with the child protection system, a domestic violence record, and be 'targets' of social investment policy, the increasing proportion of Maori babies removed was an inevitable outcome. The combination of policy change, demand and supply factors contribute to an outcome that may not reflect only the direct ethnic bias of individuals, but embedded institutional processes that produce a racialized effect.

91 | Contributions to Social Justice: When Social Housing and Field Education Meet

Author/s: Fiona Stevens, Janine Rhodes, Dr Phyllis Chee and Tammy Milton

Griffith University

Theme 5: Vulnerability, disadvantage and marginalisation

Abstract:

The welfare sector is under increasing pressure to deliver services to clients, improve social justice outcomes, and host social work students on field placements – all within the limited human, financial, and organisational resources of the agency.

The social work field education program within a university structure shapes and supports students learning and their progress to practice. As part of our social work education program we have been revisioning and contributing to the shaping of practice. We see the field education role as assisting students to understand and appreciate the social work role in working with the most vulnerable, disadvantaged and marginalised.

This presentation outlines how a community-based organisation has collaborated with a Brisbane University to build on targeted field education resources to support the social justice outcomes of an agency while concurrently meeting the learning needs of social work students on placement. This presentation will discuss the organic development and good will between field education and a local agency to support and shape practice. This is how students learn in the field education context and how they engage deeply in practice with the most vulnerable.

New Voices for Social Work

NV1 | Who is supervision for anyway?

Author/s: Kate Duncanson

Curtin University

Abstract:

Social work student supervision in Australia is mandated by the Australian Association of Social Workers, with the responsibility for oversight being divested to accredited university courses. Practitioners who supervise students during social work fieldwork make an essential contribution to the assessment of a student's suitability for the profession. Whilst there is growing recognition that the experiences of consumers are central to the development of policy and service delivery, this focus has not yet been considered in the supervision of future practitioners. It is widely accepted that supervision should have a positive impact on service delivery although evidence of that impact has been challenging to generate (O'Donoghue & Tsui, 2015), partly because of the complex and discrete environments in which supervision takes place. In addition, the relationship between consumer experiences and student supervision is not well understood.

This research will examine the nature and degree to which consumer perspectives are integrated into social work student supervision. Objectives are:

1. To critically appraise relevant literature on the nature and degree to which consumer experiences are integrated into student supervision.
2. To explore the meanings that social work student supervisors and students make of integrating consumer experiences into supervision.
3. To identify any strategies and techniques used and/or identified as good practice by social work student supervisors and students to integrate consumer experiences into supervision.
4. To examine the conditions, contexts and factors that enable, hinder or obstruct the integration of consumer experiences into supervision.

A scoping review will examine the social work literature for any links made between consumer perspectives and the supervision of students. A qualitative approach will be adopted for data collection using non probability sampling. Data will be gathered through focus groups of social work students and social work student supervisors. Two focus groups of up to ten of each population will be recruited using purposive (Bernard & Ryan, 2010; Dudley, 2005) and snowball sampling (Alston & Bowles, 2013). The groups will be asked a series of questions intended to promote conversation about if and how the supervision of social work students integrates

consumer perspectives, the meaning made of that integration, the strategies and techniques to achieve integration and barriers and enhancers.

This research will be guided by post-modern and critical social work theories and in order to enact anti oppressive, inclusive and participatory research methods (Alston & Bowles, 2013), a Lived Experience Educator will act as a paid consultant to this project and a Lived Experience Academic is a HDR co-supervisor. Consumers may be involved in future research but the scope of this project is currently limited to a Masters of Philosophy.

The outcome will be a hybrid thesis with three submitted manuscripts covering the scoping review, findings and implications for practice.

There is little research into the ways in which field educators can operationalise the consumer focus students are taught at university while balancing competing workplace demands. In the broader context, the shortage of and competition for social work student placements in Australia (Neden, Townsend, & Zuchowski, 2018) calls for the ways field education is conducted to be reviewed, in which consumer perspectives must be considered.

NV3 | Encountering interspecies homelessness: Social work with women and their companion animals

Author/s: Melissa Laing

RMIT University

Abstract:

There is an emerging *companion animal turn* in both academic and mainstream discourse. The framing of families as being interspecies in nature – that is, comprising human and nonhuman members – is slowly becoming more normalised. As a consequence, more critical voices are speaking up about the exclusion of nonhuman family members from many aspects of society; however, social work and the broader human services have been slow to respond.

When interspecies families come into contact with human services practitioners in times of crisis, this anthropocentric –or human only—lens becomes particularly problematic. The human-nonhuman bond is strong in vulnerable interspecies families, such as those comprised of women experiencing, or at risk of homelessness with a companion animal. As 62% of Australian households are home to one or more registered animal companions, the likelihood that social workers and other practitioners will need an awareness of this bond is high.

Critical social workers are concerned with balancing the personal and the political by redressing asymmetrical power relations, and by reflecting upon practices that reproduce oppression. As a product of the entrenched humanism of modernity, social work has traditionally been a humanistic field focused on working anti-oppressively, but with a human rights focus. A critical,

intersectional approach to social work practice emphasises care and social justice for all who are impacted through intersecting privileges and oppressions. By remaining enmeshed within anthropocentric understandings of care, and failing to recognise the bond between interspecies family members—particularly when also experiencing other oppressions such as gendered violence resulting from sexism, and the lived experience of poverty arising from classism—critical social workers are complicit in perpetuating speciesism.

My study explores social work (and related practitioner) responses to interspecies families, in two key sectors of practice with women experiencing, or at risk of, homelessness with a companion animal—family violence and homelessness. It utilises a transformative mixed methods design, consisting of a survey of Victorian social workers and other practitioners with practice experience in either or both sectors (n=90), followed by semi-structured in-depth qualitative interviews with social workers (n=17). Workers reported ways that they subverted the systemic exclusion of companion animals, in defiance of the overarching anthropocentrism of social work and other disciplines in the two sectors.

In this symposium, I present a synthesis of these stories drawn from survey and interview data into what I propose to be a *critical posthumanist social work*. It is a typology of interspecies focused social work practice that exemplify different ways of resisting anthropocentrism within the all-too-human services. This practice framework has potential applicability in a range of service delivery contexts, and I discuss ways of incorporating this framework into social work practice and education settings.

NV4 | Impossible and simplistic responses to women and children in the context of sibling sexual harm

Author/s: Amelia Boyers

The University of Sydney

Abstract:

There is a growing body of literature considering sexual harm by siblings. Most of this literature studies the prevalence and impact of sibling sexual harm using clinical case files. This paper examines the experiences and perceptions of women mothering children in this context, which have been largely ignored in the existing literature. I focus on women's perceptions of helpful and unhelpful institutional responses. Using a social response-based approach (Hyden, Gadd and Wade, 2016), I explore responses received from institutional actors from the perspectives of service users. This approach recognises that violence is a social action entrenched in a social context and that social responses are received within social and material conditions and structures.

I conducted qualitative, semi-structured, in-depth interviews with 6 women mothering children impacted by sibling sexual harm and 14 workers with experience supporting women and families.

Using narrative and thematic analysis, I found that impossible and simplistic formal and institutional responses adversely impact women and families. In particular, institutional responses do not account for the complex experiences of women, children and families impacted by sibling sexual harm. These impossible and simplistic formal responses include: challenging system constraints placed on women; difficulty in accessing counselling services; inconsistent, unclear and incompatible service responses from service providers and practitioners; simplistic perceptions of perpetration for children and young people; and, aspects of system harm and secondary victimization. Importantly, women voiced resistance to these challenging and simplistic institutional and social responses. My findings show the need for increased services for families, as well as consideration of the system demands placed on women, and unclear service responses. Additionally, my findings show that responses to women and families in this context would be improved by raising awareness of the harmful effects of simplistic institutional responses that do not attend to the complexity of women's experiences.

NV5 | Narratives of child to parent violence: An emancipatory exploration of social worker's decision making when working with parents experiencing child to parent violence.

Author/s: Chye Toole-Anstey

University of Wollongong

Abstract:

This study investigates violence perpetrated by children towards their parents and the role narratives play in shaping the response of social workers. Child to parent violence in this study is defined as a wilful act by a child under the age of 18, that intends to cause physical, psychological or financial damage to exert power and control over parent/s (Moulds et al 2016). Violence perpetrated by children towards their parents is complex as the parents are still legally responsible for the care of the perpetrating child (Holt & Retford 2013).

Parents and/or children may present to social workers for assistance, and in doing so share narratives. Narratives are storied constructions of an event, context and/or a person that has both a purpose for the narrator (parent) and the audience (social worker). Language and violence literature shows us that narrative recounts of violent incidents do not elucidate complete information (Coates & Wade 2004, 2007). Researchers have found misrepresentation occurs in storied constructions of violence (Coates & Wade, 2004, 2007).

However, questions remain about what narratives parents construct about child to parent violence. How does a parent's narrative influence the decision making of a social worker? How do social workers formulate responses and sense-make in these situations?

This proposed study will use narrative inquiry (Clandinin & Connelly 2000; Reissman 2008) to explore these questions and incorporate participatory research approaches (Reason & Bradbury

2006) to support the project to achieve emancipatory goals. Drawing from narrative theories and Coates and Wade (2004, 2007) interpersonal and discursive view of violence this project will develop an understanding of the narratives of parents and the role of these narratives in determining the responses of social workers.

This research will seek narrative interviews with parents experiencing child to parent violence and social workers working with this client group. A semi-structured focus group with parents will also be a part of the study to further explore the role of interpersonal story sharing and sense-making in narrative construction. Data from the interviews and focus group will be transcribed verbatim, thematically analysed and co-interpreted. Findings from the study will be presented to an interpretive focus group for further analysis, sense-making and collaboration. These findings may offer a significant contribution to the role of narratives and social work in addressing child to parent violence.

NV6 | Connecting through the isolating space of anonymous online suicide sites: A netnography of an online suicide discussion forum.

Author/s: Matthew Williamson

University of Tasmania

Abstract:

The quality of peer mental health support in anonymous computer-mediated communication (CMC) is often portrayed as a poor cousin to face-to-face (F2F) support. This is due to the risks of CMC such as bullying, stalking, or using false identities to trap people in relationships (catfishing). Despite these risks, there are many online mental health support sites that persist over time and because of their popularity and on face value seem to be helpful. Understanding why these sites survive and have long-term members may assist broader efforts to improve online mental health peer-support services. My research question is how do people on anonymous online support groups form ongoing communities in the face of risks that tend to suppress the formation of online support and what is the quality and nature of these communities?

I selected an anonymous CMC suicide conversation site that has been operating for over 15 years. I chose this site because the risks of online discussions of suicide are acute and would offer a clearer picture of how people form communities in risky online spaces. I designed my research as a netnography. Netnography is an iterative approach to the study of online communities and draws on the tradition of ethnography. My research methods were social network analysis (SNA) and thematic analysis, and the data were two-years of conversations.

I used SNA to identify the presence of smaller communities within the larger network and then to identify the most active and socially-connected users on the site. I identified four communities within the site and thematically analysed conversations from ten highly-connected users in each community. I developed the themes of “escape”, “division”, and “effort”. “Escape” is how people

escape risk and build community through activities such as coproducing art, stories, and online events. “Division” identifies that the advantages of “Escape” are unequally distributed and there was a strong winner-takes-all effect where initial social connections lead to more connections. “Effort” is where site users must work to overcome the isolating effects of anonymity. These findings inform my answer that people form support communities in anonymous suicide CMCs by building trust through group activities. While the trust formed on the site has strong benefits in escaping CMC risks, the downside is that this approach to building trust also operates to divide the quality of support because it establishes strong in-groups and cliques.

By understanding how identity operates in anonymous CMC, this research adds to trust theory by showing that coproduction and engagement in stories and activities can establish trust in places where the risks would seem to prevent building trust. For practice, my research indicates that online suicide prevention programs must be done with the awareness that the trust required to establish helping networks may also operate to exclude. This means that future research must look at how this “winner-takes-all” effect and ingroup effects can be managed so the benefits of online support networks are equitably shared.

NV7 | Performance as a platform for critical pedagogy in social work education

Author/s: Jean Carruthers

Queensland University of Technology

Abstract:

With the enduring movement toward apolitical and technical rational approaches to social work education, alternative strategies are required as a means to disrupt the dominance of a neoliberal agenda. If social work education, as proposed by Henry Giroux (2007, p.1) is to be ‘the task of educating students to become critical agents who actively question and negotiate the relationships between theory and practice, critical analysis and common sense and learning and social change’ then a counter hegemonic strategy is needed. This presentation will outline research that explores the use of *critical performance pedagogy* (CPP), as loosely termed, as a creative strategy and a means to critically inform transformative praxis in the field of social work. The approach combines critical pedagogy, the arts and Indigenous knowledges as a critically reflective, creative, performative and collaborative approach to social work education. This presentation will outline outcomes of a critical enquiry into CPP through the example of a creative assessment piece that is currently used in an Australian university (see Morley & Ablett 2017). This presentation will showcase the performance assessment, highlighting student and educator’s evaluation of this performative approach and how this has supported their conceptualisation of social work. In addition, outcomes of analysis of performances (a theatrical piece/play) students developed and performed as part of the process will follow. The significance of this research is to evaluate ways educators can effectively prepare students to think critically about how they respond to social injustice and promote emancipatory ways forward in social

work, using this creative platform to do so. The discussion will highlight how critical performance pedagogy supported students to develop critical analysis, linking theory and practice in a critically conscious way and to foster social action toward emancipatory social change. It will be demonstrated how CPP addresses concerns with current neoliberal regimes that fall short of the social justice aims that are important to social work and how critical performance pedagogy can be utilised as an emancipatory alternative. The transformative value, challenges and future possibilities of this creative strategy will be exemplified, with relevance to how it supports students to conceptualise social work according to a social justice agenda.

NV8 | Environmental Practices for Social Workers

Author/s: Sylvia Ramsay

Griffith University

Abstract:

Recent federal election results might seem to indicate that the Australian community is unconcerned about the natural environment (Bradshaw, Stewart, Goss, O'Neill & Duckett, 2019) but the scientific evidence shows that our future is being placed at risk by anthropogenic environmental degradation and climate change (McMichael, 2015; Smith, McDonald, & Patterson, 2014; Steffen, Richardson, Rockström, & Cornell, 2015). As an evidence-based profession with a strong ethical basis, social workers must work to integrate care for the environment into everyday practices and normalise a sense of responsibility for the natural environment in the wider society. A review of social work literature (Ramsay & Boddy, 2017) reveals that social workers do value the natural environment and so are likely to be supportive of more environmentally friendly practice, but that they are unsure how to cause change towards more sustainable ways of being and doing. Due to the lack of research in the area an inductive exploratory approach using purposive sampling and a rich in-depth multi-case study approach (Cohen & Court, 2003; Flyvberg, 2006; Yin, 2009) was deemed most appropriate. Through examination of multiple forms of data, including interviews, observations, online materials, photos and documents, this study explored what lessons can be gained from three non-social work organisations Food Connect (linking food producers to urban consumers), Substation 33 (e-waste recycling) and Running Wild: Youth Conservation and Culture (training organisation). These organisations were chosen after examination of online materials and discussion confirmed that they have integrated social and environmental wellbeing into their practices and formal agreement to participate was obtained from the organisation.

Initial findings show that acting in ways that benefits the environment does not have to detract from obtaining positive outcomes for people. The data reveals that integrating concern for the environment can actually create new opportunities for people to increase their feelings of wellbeing. Caring for the environment can be rewarding to individuals and may increase feelings of efficacy and self-worth. Findings show that refocusing on environmental and social wellbeing also appears to increase the potential for people to perceive alternative ways to organise society that maximise wellbeing as opposed to the competitive economic focus that dominates norms

currently. The data suggests that working to improve outcomes for the natural environment would not require social work practitioners to gain a lot of new expertise. Techniques identified from the research include critical thinking, reframing, role modelling, respectful communication, creating sense of belonging and networking. Rather than requiring specialised environmental knowledge many of the techniques used by people in the study to increase environmental wellbeing would be familiar to social work practitioners already.

NV9 | Social well-being in micro social mix sites

Author/s: Fiona Carey

RMIT University

Abstract:

Social work research that critically examines policy that impacts on low-income households and the services they use is one way of ensuring services are delivered in such a way that promotes the interests and well-being of those who access them. This research examines the experiences and outcomes of tenants on social and affordable mixed tenure sites, about which little is known. At the centre of mixed-tenure policy is concern for the well-being of social housing tenants. Much of the mixed-tenure research has placed employment at the centre of well-being, promoting qualities such as mainstream norms and values, and social capital to enable employment. While employment can contribute positively to wellbeing, a more holistic understanding of well-being is required. Concepts of community underpin both well-being and mixed-tenure discourse. However, in policy the idea of community includes paternalistic assumptions that social renters both need and desire community.

In response to these two factors, this research will explore place-based social well-being, acknowledging that the individual is synonymous with their social environment. The study will draw on Keyes (1998) definition of social well-being, which emphasises “individuals’ perceptions of the quality of their relationships with other people, their neighbourhoods, and their communities” (p. 5). Keyes (2006) idea of social well-being encompasses five domains: (1) social coherence, when social life is seen as meaningful and understandable; (2) social actualisation, society is viewed as having the potential for growth; (3) social integration, individuals feel they belong to and are accepted by their communities; (4) social acceptance, individuals feel they accept other people; and, (5) social contributions, individuals see themselves as having something worthwhile to contribute. This research will focus on social well-being of individuals within communities of micro social mix sites, whereby the mix of tenure is measured within the boundaries of an apartment block or estate.

This doctoral research applies a decolonising ethnographic methodology to study two social-affordable mixed-tenure sites delivered by a community housing provider in Melbourne, Victoria. Much of the research conducted within the social housing context, including mixed tenure, aligns with colonialism through its implicit promotion of Western perspectives of home and well-being. However, social and affordable tenants come from a diverse range of backgrounds; people born

in Australia and overseas, a percentage who identify as an Aboriginal or Torres Strait Islander and differing socio-economic backgrounds. A decolonising methodology can challenge the Anglo dominant assumptions and power structures in housing policy and research, instead providing counter hegemonic accounts and intercultural understandings of home and well-being.

NV10 | Social Work Supervisees' Experiences of Management and Supervision

Author/s: Helene Bradshaw

Edith Cowan University

Abstract:

This study explores social work management and supervision in the context of its function in public sector organisations. The literature indicates that supervision contributes to retaining social workers in the work force, which is a significant challenge as social workers undertake work others prefer to ignore or deny. A strong argument emerges from the literature that there is evidence the growth of managerialism with its focus on productivity has led to a gradual decrease in the traditional forms of supervision.

The study is embedded in social work education and training. Social work had its beginnings in the charity organisation movement of the 1900s when "friendly visitors" were replaced by case workers and training became more formal eventually moving to universities and colleges. Social work education focusing on varied issues and problems specialising in different fields emerged into a profession. Social work supervision has evolved at the same time into a separate profession. The current definition of social work highlights the needs to reflect the "person-in-environment," emphasizing theories of human behavior and social systems. The definition also indicates that social work needs to enhance human well-being.

Globalization and neoliberalism contextualises social work in Western societies and in Australia today with significant consequences on the welfare state. These two concepts and the four paradigms of society that demonstrates the world views people bring into practice, which include functionalism, interpretivism, radical humanism and radical structuralism along with the four dimensions of an organization form the framework for the study. Social work cements a belief that there isn't a truth out there, the truth lies from exploring meaning with everyone else. Interpretivism i.e. subjective experience is therefore the paradigm that fits more comfortably with social work and my worldview and is used to explore meaning and understanding.

In this qualitative study, data was collected from nine social workers who self-selected to participate. They all work in the public sector in regional Western Australia. During the 60-90 minute, semi structured interview the meaning social workers in the public sector in Western Australia give to the roles of supervision and management in relation to how they carry out their professional duties were explored and how they came to develop their understanding of supervision and management. They provided information on what they thought worked well in

the current arrangement of supervision and management and what they thought needed improving.

The interview was recorded using an audio tape and transcribed. The data was analysed using NVIVO and narrative analysis. A qualitative approach acknowledges that the researcher needs to be sensitive to participants' biographies and social identities and aims to present a holistic, complex picture of the phenomenon being studied.

The preliminary findings confirm that management in public sector organisations is the priority over supervision with supervision being used as a management tool rather than a place for professional development. Furthermore, participants strongly indicated that external supervision is considered a preferred space for exploring vulnerabilities and transference / counter transference issues than clinical supervision provided by the organisation.

NV11 | Transpersonal and Metaphysical Social Work in Australia: Where is it?

Author/s: Ms Helen Parish, Dr Mark Liddiard and Adjunct Professor Maria Harries

Curtin University

Abstract:

Social workers work with clients who may disclose occurrences that might be described as transpersonal and metaphysical experiences. Yet transpersonal and metaphysical knowledge is scantily represented in Australian social work literature, suggesting that both domains may have been ignored in social work theorising, practice and education. This presentation will highlight these burgeoning domains, explore why the social work profession may have ignored this knowledge and experiences of social work clients, and argues for consideration of the inclusion of transpersonal and metaphysical knowledge in social work education, theory and practice.

Invaluable opportunity exists for the social work profession to engage and align with the broader academic community in its contemporary exploration of transpersonal and metaphysical knowledge.

At present, a significant gap in social work scholarship exists about the conceptualisation and utility of transpersonal and metaphysical work in the discipline. However both are gaining attention in social work overseas and in Australia, as is metaphysical research in numerous disciplines. Thereby creating a number of bridges that can connect the transpersonal and metaphysical experiences of our clients, and ourselves, to practice. This is not a bridge too far for social work, but rather a stepping stone in its 21st Century evolution.

NV12 | Experiences of Australian Early Career Social Workers in the Health Sector

Author/s: Cath Stewart

Curtin University

Abstract:

Social workers entering their first professional position face many challenges, however these are not limited to the nature of their work. Current organisational conditions that include high caseloads with limited access to formalised support have added to international concerns surrounding burnout, recruitment and retention in the profession. This mixed method PhD research set out to explore early career social work experiences of the first year of practice working in the health sector in government and non-government positions. Questionnaires provided descriptive statistics identifying the scope of organisational support, across Australia. This provided context, a 'lay of the land' that offered a reference point for the rest of the study. Semi-structured interviews with early career social workers (ECSWs) and supervisors went on to compare expectations with experiences of the first year of practice. Their narratives illuminated the complexity, depth of experience and meanings associated with starting out in social work.

Bourdieu's concepts of field, habitus and capital provided a theoretical toolbox to examine both the organisational issues facing ECSWs in the health sector and their internalised individual experiences of their social environments. Expectations within the health sector to '*hit the ground running*' were experienced within a shifting landscape characterised by uncertainty of employment. Transitioning into the field, the content of the work met expectations however challenges within the workplace were not anticipated. Positioning as a '*new grad*' along with collective assumptions, such as the need to '*prove yourself*' and '*earn your stripes*', formed deep seated constraints in the uptake of organisational support, particularly supervision. For ECSWs, the development of professional identity (becoming and being) in the first year of practice in health and its relationship with professional capital (use and power) held implications for professional resilience (in sustaining practice). Key messages for educators, in their roles preparing emerging social workers for work in these complex environments, will be discussed.

NV13 | 'Like gold scattered in the sand': Human rights as constructed and understood by African families from refugee backgrounds

Author/s: Dr Maree Higgins

University of NSW

Abstract:

Human rights principles underpin social work and are especially relevant in social work practice with people from refugee backgrounds. This is because gross human rights violations instigate

refugee movements, while human rights principles facilitate refugee determination and resettlement. Yet, key human rights theorists argue that human rights discourse is too grounded in Western-centric ideals and needs to be more inclusive of African and other worldviews. Many of the structures and assumptions that shape our professional responses to refugee families in resettlement, and beyond, other, reify and/or denigrate their perspectives, perpetuating colonial histories and minimising their power and agency in relation to human rights. Furthermore, African families from refugee backgrounds face unique challenges and experiences during resettlement and integration.

A hermeneutic, phenomenological study of human rights was developed to explore the research questions, **how are human rights constructed and understood by African families from refugee backgrounds living in Sydney, Australia, and what might this mean for social work practice?** Members of African families from refugee backgrounds were invited to participate in semi-structured interviews. Data was analysed using Interpretive Phenomenological Analysis, aided by NVivo and other software tools. Participants shared with the researcher a range of metaphors about human rights, conveying rich and nuanced perspectives about gender, family and socio-economic rights that proved to be distinctively informed by lived experience and family and community values.

A particularly striking metaphor that became emblematic of intercultural process meaning-making and discovery about human rights was *searching for gold scattered in the sand*. This metaphor, provided by a participant from South Sudan, implies sitting with uncertainty, being methodical, paying attention to difference, sifting through the material provided, and choosing what to hold on to and what to leave behind. It evokes depth, complexity and co-discovery. On the horizontal it can accommodate past, present and future, as spaces or territories where insights may be 'scattered'. On the vertical it can accommodate knowing, being and doing, where knowing is the sky, being is the earth, and doing is the act of searching for gold. The metaphor of gold scattered in the sand evokes partnership and shared labour for insights or discoveries about self and other that can occur in inclusive human rights dialogue.

Key practice approaches elicited during the study hold promise for the creative emancipatory potential of human rights in social work practice. They speak to informed decision making, consultation, collaboration, cultural responsiveness and safety of families and communities. This paper will provide an overview of the empirical research conducted with the goal of disseminating the research and identifying ways in which these important findings can be embedded into critically informed social work practice.

NV14 | Safe at Home Programme versus Refuge Programme: What is the way forward?

Author/s: Caroline Arisunta

Edith Cowan University

Abstract:

Intimate partner violence has been acknowledged as a significant social problem in Australia. Its negative effects are felt throughout Australia with serious effects impacting the health, well-being and safety of a considerable number of women. Numerous scholars and researchers have made some strides in addressing intimate partner violence and its effect across different levels of care. However, there is a paucity of intervention studies coupled with inadequate knowledge about which intervention models work best for particular groups of women leaving with domestic violence. Previous reviews conclude that there is insufficient evidence to recommend specific intervention options for victims of intimate partner violence. Refuge Programme is a significant intervention in addressing safety issues among women affected by intimate partner violence. It plays a dynamic role in supporting women who seek to leave violent partners, gain independence and links victims encountering housing instability to longer-term solutions. Safe at Home is an alternative programme which provides women leaving intimate partner violence an opportunity to remain in their own home and community. Given the scarcity of readily available refuge accommodation and the number of women who are not able to access specialist homelessness services, Safe at Home has been developed as a complementary offering that allows women to leave a violent relationship. This scoping review sought to identify and synthesise the literature evaluating the Safe at Home and Refugee Programmes to identify key areas for potential evidence-based recommendations and focus future research prioritise. A scoping review of the literature using Arksey and O'Malley's framework was undertaken to explore the breadth of research and assess the effectiveness and impact of the Refugee and Safe at Home programmes to appropriately address the needs of women leaving a violent relationship. Searches were conducted in PROQUEST, JSTOR, Humanities Social Science Index, [Social Work Abstracts](#), [Social Care Online](#), [Scopus](#) government, inter-governmental, and non-government websites and consultation with community organisations. Database-specific keywords were used for each database search. We used broad eligibility criteria and targeted all relevant studies and set no boundaries for publication year to allow a broad range of studies to be identified. The review considered both qualitative and quantitative studies. The studies were screened by two reviewers after which a predefined data extraction strategy was employed and relevant themes documented. For each identified article, key characteristics and findings were abstracted, and study quality was assessed. We identified 40 eligible studies, 55% of which reported positive program effectiveness. Based on the results of the review, we concluded that there is insufficient evidence to recommend specific intervention models for women escaping domestic violence. However, the practical realities indicate that this is a complex arena which requires an integrated approach to address women safety either at the sector or local agency level because women's needs after leaving a violent relationship frequently require a coordinated approach.

NV15 | Mental health service cultures and reform aspirations

Author/s: Sophie Ridley

Curtin University

Abstract:

I learnt that it's legislated that recovery is supposed to be their (mental health services) focus, but that was never mentioned to us... I said to [psychiatrist] "So, um... recovery, what do you think about that?" and he goes "I've never seen anyone recover from this particular illness (schizophrenia)." ... I went "okay". And so, when we got outside I said to [son], "that's the culture of the place here and don't listen to that... you're on your way now."

This quote from an interview with a mother of son who uses mental health services, depicts how service cultures are understood, experienced and enacted by consumers, families and supporters, and professionals. Successive policies since the First National Mental Health Plan released in 1992 have called for reform of the Australian mental health system. Existing mental health service cultures have been identified as a key barrier to reform, with consistent calls, both locally and internationally, for culture change by various stakeholders. Mental health service cultures can be described as a socially constructed phenomenon which manifest in a multiplicity of ways and spaces, enacted by individuals, groups and the broader organisational and systemic influences of policy, guidelines, legislation and available resources. Although two experiences of culture may never be the same, literature reveals consistent themes that describe mental health service cultures as grounded in: mental health practice approaches; power and exclusion; relationships as indicators of culture; and organisational change.

This qualitative study sought to understand the multiple layers of mental health service cultures including cultural artefacts, values and beliefs, and basic assumptions. 52 semi-structured in depth interviews were conducted with consumers, family members or supporters, and professionals. This presentation will begin with a brief overview of the current landscape of the mental health sector, research design, methodology and methods, and the involvement of Lived Experience Consultants and how they have informed and shaped this project. Key findings will then be presented, including how the student researcher has come to reconceptualise mental health service 'culture' in regard to both relevance and usefulness.

NV16 | Living amidst waves of constant change: a comparison of how policy influences social work practice with people of asylum-seeking background in Bavaria and Western Australia

Author/s: Rebecca Field

Curtin University

Abstract:

During this presentation I will provide insight into my ongoing doctoral research. My study is a qualitative, cross-national comparative study underpinned by social constructionism and critical phenomenology. It aims to compare the influence of policy on the experiences and perceptions of people with asylum-seeking backgrounds and social service practitioners in Bavaria and Western Australia. This is a critical social work research study which means it seeks not to only study the world, but to change it (Alston & Bowles, 2012; Humphries, 2009). Thus, this project hopes to contribute to best policy and practice.

I have conducted in-depth, semi-structured interviews with practitioners and people with asylum-seeking backgrounds in Bavaria, Germany and Western Australia. I am currently completing thematic analysis of four participant groups: workers/volunteers and people from asylum-seeking backgrounds in Bavaria, workers/volunteers and people from asylum-seeking backgrounds in Perth. This will provide a rich description of the phenomenon from their perspectives. However, the aim of the study is also to compare these different experiences and perceptions in order to discover best practice and policies. There are anticipated complexities for this comparison due to significant cultural and historical differences, as well as vastly different present circumstances.

Firstly, there are significant differences between the nations' responses to people seeking asylum. The German National Government has enshrined its responsibility to people seeking asylum in its constitution (The Federal Ministry of Interior, n.d.). In the summer of 2015, Chancellor Angela Merkel announced that Germany would be taking responsibility for the many people seeking asylum in Europe and told the German people "*Wir haben so vieles geschafft – wir schaffen das*" which can be translated as "*We have managed so many things — we will also manage this situation*" (BAMPF, August 31, 2015; Sommer-Pressekonferenz der Kanzlerin zu aktuellen Themen, 31 Aug. 2015). On a community level there occurred *Willkommenskultur* – an atmosphere of welcome (Hamann & Karayayali, 2016). There was unprecedented number of local residents willing to help offer a variety of support to new arrivals of people seeking asylum (Hamann & Karayayali, 2016). This is in stark contrast to Australia where a policy of asylum seeker deterrence has been maintained for decades despite a significantly smaller number of asylum arrivals (Fleay & Hartley, 2015).

Interestingly, the majority of the participants in Germany strongly criticized the Bavarian government although it's policies and practices are far more generous than Australia's. In addition, nearly every participant in Germany mentioned integration and building connections between residents and new arrivals. When I asked practitioners in Australia about integration, they said, "we're not there yet, we're in survival mode." This captures the differences between the two nations. The preliminary findings of my research confirms that of previous publications, that Germany's welcoming response has its roots in Germany's history (Mushaben, 2017). I hope the panel will join me in considering this: how do I analyse and present findings in a way that policy-makers and practitioners can truly learn from each other, despite different working contexts?