



## Symposium Program

**Australian Association of Social Work and Welfare Education AASWWE**

*Footprints: Social Work and Welfare Education Making its Mark*

**Gold Coast Campus Griffith University**

**29-30<sup>th</sup> September 2011**

Building G30 Arts and Education 1 Room 1.15

### **Thursday 29<sup>th</sup> September**

8:30-9:30      **Registration**

9:00-9:07      **Welcome to Country** – Uncle Graham Dillon, Elder in Residence, Griffith University

9:07-9:20      **Official Opening** - Professor Patrick J. O’Leary, Griffith University

9:20-10:15    **Plenary - *20/20 Vision: Imagining the future of Australasian Social Work***  
Professor Marie Connolly, University of Melbourne

At various times we debate the future nature and development of the social work profession in Australasia. What informs the future development of the discipline, how it evolves over time, and how it is perceived from both within and outside the profession inevitably influences the recruitment and retention of professionals within the social work workforce. In this presentation, Professor Connolly will explore perceptions of the social work profession, what keeps people engaged, and what we might see as we imagine the future of Australasian social work and social work education.

10:15-10:45    **Morning Tea**

10:45-12:15 Concurrent **Oral Paper** sessions

 <b><i>Footprints Session 1</i></b> Room 1.11 Chair: Karen Healy (UQ, QLD; Patricia Fronek (Griffith, QLD).	 <b><i>Footprints Session 2</i></b> Room 1.12 Chair: Lynne Briggs (Griffith, QLD); Alfred Davis (Griffith, QLD)	 <b><i>Footprints Session 3</i></b> Room 1.13 Chair: Lesley Chenoweth (Griffith, QLD); Donna McDonald (Griffith, QLD)
10:45-11:15 <i>Challenges facing Australian social work education.</i> Professor Howards Karger	10:45-11:15 <i>A journey of pleasant surprises.</i> Angie Hoskins, Yasmine Hassan, Dr Julie Clark	10:45-11:15 <i>A longitudinal study of social work students' experiences, views and plans: A report from the first year.</i> Dr Jennifer Boddy, Dr Patricia Fronek, Professor Lesley Chenoweth, Dr Julie Clark, Dr Tiani Hetherington
11:15-11:45 <i>Social work in a globalised world.</i> Marie-Claire Cheron-Sauer, Dr Jane Thomson	11:15-11:45 <i>Assessment of social work field education: the CSSW Common Model.</i> Judy Williams, Dr Helen Cleak, Christine Craik, Jody Laughton, Linette Hawkins	11:15-11:45 <i>Supporting social work students and their field teachers in rural and regional South Australia</i> Dr Cate Hudson
11:45 – 12:15 <i>The India Gateway Program - A profound interprofessional, intercultural, student learning experience</i> Dr Julie Clark	11:45-12:15 <i>Authentic assessment of students in practice settings.</i> Roslyn Giles, Dr Wendy Bowles, Fran Waugh, Suzanne Egan	11:45-12:15 <i>Supporting student placements with external supervision in current contexts.</i> Ines Zuchowski

12:15-1:15 **Lunch** \*Participants are able to purchase their own lunch at campus facilities

1:15-2:45 Concurrent **Round Table Challenges**

	<p><b><i>The Preparation</i></b> <b><i>Challenge</i></b> (Room 1.11) Chairs: Marlana Maru (Unitec, NZ); Ines Zuchowski (James Cook, QLD)</p>		<p><b><i>The Translation</i></b> <b><i>Challenge</i></b> (Room 1.12) Chairs: Donna McAuliffe (Griffith, QLD); Marie-Claire Cheron-Sauer (AASW)</p>		<p><b><i>The New Horizons</i></b> <b><i>Challenge</i></b> (Room 1.13) Chairs: Julie Clark (Griffith, QLD); Jennifer Boddy (Griffith, QLD)</p>
<p>1:15-1:30 <i>Mindfulness: using attention purposefully, critically, flexibly and practically.</i> Shirley-Ann Chinnery, Cherie Appleton</p>	<p>1:15-1:30 <i>Field education and challenges for students in their transition to learning in the field.</i> Dr Wendy Foote</p>	<p>1:15-1:30 <i>A new paradigm for clinical education.</i> Dr Helen Cleak, Linette Hawkins</p>			
<p>1:30-1:45 <i>Citizens in the classroom: involving service users and practitioners in teaching about vulnerable families</i> Professor Karen Healy</p>	<p>1:30-1:45 <i>Preparing students for field placement: personal issues and professional challenges.</i> Dr Josephine Yellowlees, Jo Bidgood Mark Cleaver</p>	<p>1:30-1:45 <i>Creating social work student units to build social work students' training capacity in three GP Super Clinics: opportunities and challenges.</i> Susie Wise, Dr Fotina Hardy</p>			
<p>1:45-2:00 <i>Minimising harm when teaching about violence and trauma in the social work classroom setting.</i> Kylie Agllias</p>	<p>1:45-2:00 <i>Researching the theory to practice connection in student supervision.</i> Ann Callen</p>	<p>1:45-2:00 <i>The Mental Health Seminar Series – providing social work students with the tools for the job.</i> Janis Parrish, Amanda Masters, Michelle Roberts</p>			
<p>2:00-2:15 <i>Safety first, sanity second? Mental health well-being for students on placements.</i> Dr Sue Bailey, Dr Katrina Stratton, Dr Susan Young</p>	<p>2:00-2:15 <i>Helping students “to get it” – a collaborative field education approach to linking theory and practice.</i> Kay de Ridder, Jenny Rose</p>	<p>2:00-2:15 <i>Developing a new focus for fieldwork at Monash: a learning journey.</i> Marija Dragic, Dr Robyn Mason, Lesley Caron-Veator</p>			
<p>2:15-2:45 Round Table</p>	<p>2:15-2:45 Round Table</p>	<p>2:15-2:45 Round Table</p>			

2:45-3:15 **Afternoon tea**

3:15-4:30 **Field Placement Panel** – *Addressing contemporary and future issues in field placement*

Chair: Professor Jill Wilson, School of Social Work and Human Services, University of Queensland

*Panel:*

Lorelle Allardice Clinical Education Specialist, Queensland Health Education Program

Dr Wendy Bowles Senior Lecturer in Social Work and Human Services at Charles Sturt University.

Dr Helen Cleak Senior Lecturer and Director of International Placements, School of Social Work and Social Policy, La Trobe University

Ewa Griffiths Social Work Manager, Centrelink, Department of Human Services

Gabrielle LeBon Graduate of Griffith University's BHumServ and MSW(Q) program in 2010. Co-ordinator, *Lived Experience Project*, NSW

4:30-5:00 **Closing Address:** Professor Jill Wilson, University of Queensland

6:30-8:30 **Symposium dinner G's Restaurant – on campus (Pre-dinner drinks available)**

Participants please indicate your attendance at the symposium dinner on the registration form.

**Friday 30<sup>th</sup> September**

Participants please indicate which workshop you will be attending on the registration form

8:30-9:00 **Registration**

9:00-1:00 **Workshops** 10:30-11:00 **Morning tea** 1:00pm **Head for the beach!**

<p><b>Workshop 1 – Room 1.11</b>  <i>I bet the Code of Ethics doesn't mention this: Ethical issues in Field Placement</i>                      Associate Professor Donna McAuliffe</p>	<p><b>Workshop 2 – Room 1.12</b>  <i>Writing for publication (beginners)</i>                      Dr Patricia Fronek</p>	<p><b>Workshop 3 – Room 1.13</b>  <i>Writing for publication (advanced)</i>                      Professor Karen Healy</p>
<p><i>The last review of the AASW Code of Ethics and queries directed to staff of the National Ethics Consultation Service exposed many ethical issues that related to student and supervisor experiences on field placement. Dilemmas around appropriate boundaries and collegial relationships, disclosure of student status, matters of confidentiality and privacy between universities and the field, and dual relationships in rural communities are just some of the topics that often arise. This workshop will explore some of these more contentious issues and open debate about the need for more dialogue between all players in the field education arena.</i></p>	<p><i>This workshop will provide a foundation in "what it takes" to write for publication in social work and human services fields. The workshop will take participants through an understanding of the types of writing for publication and then focus specifically on how to write and be published. The elements of writing for publication include preparing to write and developing a draft. Participants will be introduced to the "behind the scenes" elements of writing such as considering the needs of the audience, editors and reviewers. Practical examples of writing for publication will be analysed and participants will get started on developing an outline for their paper. In this workshop, the challenges and rewards faced by human services professionals seeking to publish are explored.</i></p>	<p><i>This workshop is for people who have a well developed idea for writing a paper and have begun the writing process. This paper is also suitable for higher degree research students and for people who have a paper that has been rejected or requiring revision and who want direction about how they enhance the readiness of their paper for publication. This workshop will begin with an overview of the features of a paper that is suitable for publication. We will consider the issues of audience as well as the style and substance of writing for publication. We will review examples of writing for publication in order to analyse what works, and what fails, to meet the standards required for publication. Participants will be asked to present small parts of their own work for peer review at the workshop to gain insight into how to develop, or improve, their work. The paper will conclude with a set of pointers for writers to follow in submitting papers for publication.</i></p>

## Abstracts

### 10:45-12:15 Footprints Session 1

#### 10:45-11:15. *Challenges facing Australian social work education.*

*Professor Howards Karger (University of Queensland)*

US social work education is in a precarious state (see Stoesz, Karger & Carillo, *A Dream Deferred: How Social Work Education Lost its Way and What can be Done*, Transaction/Aldine, 2010). Similarly, Australia appears to be headed down the same dangerous path. Using data, this paper will critically examine the similar trends in social work education occurring both in the US and Australia. Much of social work's problems can be attributed to several factors, including (1) the widespread accreditation of inadequately resourced social work programs; (2) the weak scholarship, research and dearth of publications of many social work academics; and (3) an anti-empirical orientation that produces research using less than rigorous methods. Equally troubling is the growth of accredited social work programs in numbers that far exceed demand. The effects of this on the profession are profound, including an intense competition for a limited pool of students resulting in the enrolment of students with extremely low entry scores – in some cases the lowest in the university. The over-expansion of social work programs has created an "educational bubble," not unlike the housing bubble in many Western nations that preceded the GFC. This bubble is reflected in the inability to generate sufficient academic staff to teach in accredited programs, thereby lowering the bar for employment. As with any oversupply, this trend is likely to result in slow wage growth and deteriorating post-graduation job prospects as more qualified social workers compete for a limited number of positions. Undoubtedly, this analysis will be disputed by some social work academics. However, dissension and debate are critical if a profession or a discipline is to grow.

#### 11:15-11:45. *Social work in a globalised world*

*Marie-Claire Cheron-Sauer (AASW National Vice President, Education and Australian Social Work Education and Accreditation Standards [ASWEAS] Review Reference Group Chair), Dr Jane Thomson (AASW ASWEAS Review Consultant)*

The Australian Association of Social Workers (AASW) is currently reviewing its Australian Social Work Education and Accreditation Standards (ASWEAS) and has undertaken a process of consultation with a wide range of stakeholders, including social work educators and employers. This paper explores the role of the ASWEAS Review in re-vitalising social work education in Australia. The ASWEAS Review came about as a result of rapid changes in Australian higher education and developments in social work education itself. The back drop for these changes in the Australian context has been the highly fluid international environment where higher education qualifications, including social work have been re-shaped to ensure portability across geographical borders and to meet the needs of human services labour markets. This paper examines literature on emerging international and national trends in education generally and social work education in particular. It documents the picture here in Australia where the highly de-regulated environment of corporatised universities and the pressures on social work programs can lead to tensions in relation to the accreditation role of social work's professional association. The paper goes on to present findings from the consultation and recommendations for the future direction of Australian social work education.

**11:45-12:15 *The India Gateway Program - A profound interprofessional, intercultural, student learning experience***

*Dr Julie Clark (Griffith University)*

In 2010, a gateway to India opened, twenty-three human services, social work and population health students visited Christ University and a range of welfare organisations and business enterprises in Bangalore, India. This first visit was exploratory. It established the biennial *India Gateway Program* and provided unique opportunities for interprofessional and intercultural learning for students supported through 'immersion' in another culture. This presentation will provide: an overview of the program and itinerary; reflections on teacher and student learning experiences; the value such visits add to Australian social work student experiences and learning; as well as potential benefits for Indian students of social work. Opportunities and challenges will be explored and strategies that to maximize learning opportunities and interprofessional learning experiences will be discussed. The presentation suggests that such programs can enrich the student experience, challenge many assumptions and stimulate student learning by helping enhance the relevance of class-based learning. Serendipitously, connections made between students across year levels and programs also helped to consolidate students understanding of their discipline.

**10:45-12:15 Footprints Session 2**

**10:45-11:15. *A journey of pleasant surprises***

*Angie Hoskins, Yasmine Hassan, Dr Julie Clark (Griffith University)*

The presentation will focus on the experience of a final year social work student, field supervisor, and university liaison person involved in a work-based placement at an NGO. During the first university liaison visit it was determined that the unusual opportunity of a paid placement could be used further to incorporate a structured reflection process. A process for gathering data about issues for reflection was agreed upon and embedded in the second liaison visit. Interviews with each person were tape recorded as individuals reflected upon aspects of significance to them. Several themes emerged including the relative 'novelty' of work based placements and issues of access, the negotiation of boundaries, positive outcomes for the student-worker and the work group and the benefit of the reflective process. The presentation will represent the views and voice of each of the people involved, share the learning that emerged and invite others to share their experiences of work-based placements.

**11:15-11:45. *Assessment of social work field education: the CSSW Common Model.***

*Judy Williams (RMIT), Dr Helen Cleak (La Trobe), Christine Craik (RMIT), Jody Laughton (Melbourne University), Linette Hawkins (RMIT), on behalf of the Combined Schools of Social Work (Victoria).*

Why is it that for many social workers their placement experience – for better or otherwise – is a memorable component of their study to become a social worker? Is it the amount of time spent, the context, the supervision, or the exposure to meaningful learning which has enabled the integration of the personal with their professional persona? Literature about research carried out to 'measure' or assess the validity of social work field education is limited. The research methods tend to reflect two different paradigms - the empiricist and the constructivist - each providing different findings. We propose that the outcome of a two stage project carried out by the CSSW Network and AASW Social Work Education Practice Group in Victoria (in conjunction with the AASW and AASWWE) has led to a reliable standardised placement learning plan and assessment document which, following piloting in 2010 is being effectively

implemented by the six schools of social work in Victoria in 2011. This paper will show how the new Learning Plan bridges the duality of previously dichotomous approaches.

**11:45-12:15. *Authentic assessment of students in practice settings***

*Roslyn Giles, Dr Wendy Bowles, Fran Waugh and Suzanne Egan (University of Sydney)*

This paper will report on the progress of a current 18 month Australian Learning and Teaching Council funded project on authentic assessment of students in practice settings. Professional practicum in authentic practice settings and its assessment is crucial to the education of social work and welfare students. It enables students to move from their intellectual understandings to enacting this in practice. While compliance to professional standards is required, the diverse nature of professional judgement involved means that consistent and equitable assessment presents both challenges and stress for many practitioners and educators. By using participatory approach to the design of assessment, this project is engaging with design pattern methodology and developing a number of tools to assist with documenting, reviewing and improving assessment practices. The focus of this paper will be the knowledge developed from the initial stage of data collected across Australian Universities regarding the range and detail of current assessment practices for student practicums.

**10:45-12:15 Footprints Session 3**

**10:45-11:15. *A longitudinal study of social work students' experiences, views and plans: A report from the first year.***

*Dr Jennifer Boddy, Dr Patricia Fronek, Professor Lesley Chenoweth, Dr Julie Clark, Dr Tiani Hetherington*

University students experience multiple demands such as study, work, carer responsibilities and financial burdens such as university fees. The student population reflects the cultural and linguistic diversity of the community, and for some from disadvantaged backgrounds, university is a unique experience in their families of origin. However, there is little empirical research that explores the social work student experience over time and how this affects their social work education and professional practice. Consequently, we sought to understand the views and experiences of students commencing the new Bachelor of Social Work program at the Gold Coast Campus, Griffith University. The study is a longitudinal survey design collecting quantitative and qualitative data from students at four points of delivery. The 52-item survey instrument asks questions about the student experience in relation to Self and Family; Balance, Health and Well-being; Future Plans; and Experiences of University. This paper reports on the study's aims and design and will give a glimpse into the data collected from the first survey currently under analysis.

**11:15-11:45. *Supporting social work students and their field teachers in rural and regional South Australia***

*Dr Cate Hudson (University of South Australia)*

Having a continual supply of suitable and challenging field education placement options for social work students presents challenges for social work schools and professionals in the field. This paper reports on the initial findings and outcomes from the first stage of an action research project involving the regionally based Social Work and Rural Practice Unit of the University of South Australia and twenty three social work professionals who were experienced Field Teachers. Focusing on the Upper Spencer Gulf and South East regions of South Australia the project aimed to identify barriers and challenges to providing placements and develop strategies to

overcome these with a view to increasing the number and range of placement options for students in regional and rural areas. Findings identified a number of strategies to improve communication between the school, field teachers and students on placement helped to overcome some of the difficulties experienced by Field Teachers and students. Staff from the University working with Field Teachers to identify new agency based learning opportunities for students also proved to be beneficial to student learning and agency service provision as did enhanced preparation of students and Field Teachers for the placement experience.

**11:45-12:15. *Supporting student placements with external supervision in current contexts.***

*Ines Zuchowski (James Cook University)*

Within field education the student- supervisor relationship has been deemed vital and both social workers and non-social work staff participate in supporting social work student placements. Essential requirements of our professional social work association mean that students need to be supervised by a qualified social worker during their placement whether this supervision is on-site or external to the placement agency. This poster presentation summarises my current PhD research into exploring 'Social Work Student Placements with External Supervision'. It includes information on the global economic, organisational and professional environments that frame and impact social work education and supervision. It summarises available literature to highlight the central role of the supervisory relationships, and considers the challenges this poses for placements with external social work supervision. The poster presentation will examine current approaches to field education with external supervision, provide an overview of literature and identify areas of required research.

**1:15-2:45 Round Table Challenges**

**1:15-2:45 *The Preparation Challenge***

**1:15-1:30 *Mindfulness: using attention purposefully, critically, flexibly and practically.***

*Shirley-Ann Chinnery, Cherie Appleton (University of Auckland)*

Enhancing resilience and self-care in novice students is an important goal in the Social Work field education programme at the University of Auckland. Recently we have trialled the use of mindfulness practices as a mechanism to encourage these capacities. Mindfulness is an embodied practice that requires its practitioners to focus on emergent sensory information across the domains of mind body and emotion. Mindfulness skills are compatible with developing a robust critically reflective practitioner. Students in our context are likely to be inducted into workplace cultures that privilege technicist procedure over professional knowledge. Perceptions of social work as little more than a bureaucratic encounter between resource provider and recipient in need may result from this experience. Embedding an internalised schema for contemplative practice prior to leaving the classroom is imperative to the effective 'use of self' in the field. Teaching the awareness skills of mindfulness have proved useful to this outcome. In collaboration, with the students an emergent model of mindful reflexivity has resulted from this work. Teaching discussions with students about the applications of these interventions suggest that they have been instructionally helpful, practically useful and personally worthwhile. This presentation will demonstrate the way students have used mindfulness in developing capacity for their responsive 'use of self' in the field.

**1:30-1:45 *Citizens in the classroom: involving service users and practitioners in teaching about vulnerable families.***

*Professor Karen Healy (University of Queensland)*

In this paper I present a case study of an experiment in citizen involvement in teaching about vulnerable families. In 2011, as part of an elective in advanced social work practice for final year undergraduate students at the University of Queensland, I involved people with experience as service users or as practitioners in a key assessment activity. This activity involved students in conducting a family group meeting or a juvenile justice conference with people who had lived experiences of those conferences either as service users or practitioners. In this paper, I will discuss the design of this teaching and learning exercise, the ethical issues raised and how these were addressed. I will also discuss my analysis of student, service user and practitioner observations on the uses and the limits of this exercise. Overall, it was found that students, service users and practitioners found this experience to be more authentic and challenging than they had anticipated. While the conclusion of most participants was that this was a valuable and deeply moving approach to learning, their feedback also raises several ethical issues in involving service users and practitioners in classroom based learning. Implications for teaching and learning with, and about, vulnerable families will be discussed.

**1:45-2:00 *Minimizing harm when teaching about violence and trauma in the social work classroom setting.***

*Dr Kylie Agllias (University of Newcastle)*

Social work students will often encounter clients affected by violence and trauma while on field placement. Research shows that social work students are affected by violence and trauma at similar or greater rates than the general population, (Gore & Black, 2009; Horton, Diaz, & Green, 2009), and the nature of social work may expose them to stress, burnout and vicarious trauma (Bride, Jones, & MacMaster, 2007; Killian, 2008). Therefore curriculum needs to provide students with the knowledge and skills necessary to work effectively with clients, while attempting to minimise the adverse reactions they might experience from exposure to traumatic material in the classroom and in the field. This paper describes the development, implementation, and evaluation of four ‘safety strategies’ employed in a third year social work theory and practice course – focusing on violence and trauma – at the University of Newcastle between 2008 and 2010: (i) ongoing recognition of, and education about, self-care and vicarious trauma; (ii) development of a supportive culture in the classroom; (iii) accessible avenues of personalized support and debriefing; and (iv) providing transparent and diverse curriculum. Each strategy is discussed in relation to research and student feedback, as well as utility in other social work courses.

**2:00-2:15 *Safety first? Sanity second? Mental health well-being for students on placement.***

*Dr Sue Bailey, Dr Katrina Stratton, Dr Susan Young (University of Western Australia)*

Social work field education presents a range of challenges and opportunities for students. The educational, role and time demands of placement mean students are at risk of experiencing stress and vulnerability. Observations about these experiences for students learning and well-being outcomes led the Field Education team at the University of Western Australia to develop a series of mental health well being seminars for students on their first placement. These were researched and developed with the aid of a UWA Equity and Diversity Grant. This paper outlines the structure of these seminars, their theoretical frameworks, the partnerships formed with

students to develop the seminars, and provides examples of student's individual well-being plans. The paper provides other Field Education providers with a structure to support their student's well being on placement.

### **1:15-2:45 The Translation Challenge**

#### **1:15-1:30 *Field education and challenges for students in their transition to learning in the field.***

*Dr Wendy Foote (University of New South Wales)*

Students vary in their ability to learning in the field when they begin their field placements. While some have learning styles that make this transition one that they achieve with ease, for others the field experience is very challenging and requires a conscious re orientation in learning style to adjust. Field Educators and Liaison Tutors involved in the UNSW field education program were asked about the difficulties that they commonly identify in social work students and what might assist both students and them, in supporting student learning in 2010 and 2011. A report on this project and the outcomes that include support strategies for both students and Field Educators will be discussed.

#### **1:30-1:45 *Preparing students for field placement: personal issues and professional challenges.***

*Dr Josephine Yellowlees, Jo Bidgood, Mark Cleaver (University of Queensland)*

Field placement and the experiential learning it offers is central to social work education. Field placement provides the principal opportunity for students to integrate academic and professional knowledge and skills, to become 'autonomous, self-directing, self-regulating professionals' (Regehr, et al. 2002:56). While Giles, et al. (2010) argue that managing and responding to change, uncertainty and complexity has always been integral to social work practice, in our increasingly globalised world, responding to change and complexity located within the socio-economic and political contexts of practice settings is critical. It is important therefore that in transitioning from academic institutional learning to learning in the field, that students require the capacity for transformational learning (Giles, et al. 2010). That is, as individual learners, in addition to developing understanding of the complexities of the practice environment, students take into account their unique frames of reference and be emotionally receptive to change. To assist with this development of the professional self, students need to be adequately prepared and resourced to manage health, relationship and behavioural issues that may impact on a successful placement experience. Cultivating a culture of preparation or readiness for field placement has presented some challenges for the SWAHS, UQ, especially for students whom prior to placement are identified as having health, relationship and behavioural issues. This paper seeks to discuss how preparing students for field placement has been addressed.

#### **1:45-2:00 *Researching the theory to practice connection in student supervision.***

*Ann Callen*

Research has shown how challenging field education can be. This does not surprise social work educators, given how different placement can be from the university. One of the challenges is clearly evident when it comes to exploring the relationship between theory and practice. There has been a long debate about how such linkages should be fostered – from a normative process of 'applying theory to practice' to that of recognising that theory and practice can inform each other. Understanding the link between theory and

practice has recently been described as social work's 'leitmotif' (Wilson & Kelly, 2010). While much responsibility lies with field educator for facilitating this exploration for students, the literature suggests that little is known of how they do this. Indeed it suggests that research is needed to learn about field educators' experiences in this area. This paper is part of a PhD study looking at how field educators assist students to explore this relationship. It offers a literature review of the discussion about theory/practice connections and outlines a qualitative research project to investigate this little known area of social work education.

**2:00-2:15 *Helping students "to get it" – a collaborative field education approach to linking theory and practice.***

*Kay de Ridder, Social Work Student Educator, Westmead Hospital, Jenny Rose, Social Work Student Educator, The Children's Hospital at Westmead.*

Social work students frequently report challenges in merging their university learning with their placement experiences. This paper discusses a joint approach implemented across three different health sites and settings (an adult hospital, an adult mental health inpatient facility and a paediatric hospital) to provide students with models for thinking about their social work experiences in ways that enable them to integrate their academic learning. In a one-off group session, students are exposed to three different frameworks that experienced Social Workers have found assisted them to link theory and practice. The first half of the session involves didactic teaching of the methods. Working in small groups, the students then apply a current case from their own placement. In the evaluation students report an increased understanding of theories and an ability to incorporate these into their work. Field educators report their students are more able to articulate theory during subsequent supervision sessions. In summary, this theory to practice session helps students understand the relevance of theory to their placement and gives them the tools and language to speak about it with other professionals.

**1:15-2:45 The New Horizons Challenge**

**1:15-1:30 *A new paradigm for clinical education***

*Dr Helen Cleak (LaTrobe University) Linette Hawkins (RMIT)*

The Australian Government has responded to the current and projected shortages in the national health workforce by introducing a range of projects and strategies which will dramatically increasing the number of undergraduate students enrolled in medicine, nursing and allied health courses. Health Workforce Australia (HWA) is providing subsidies to universities and non government health and aged care providers to support an increase in clinical training places for health professional students across 22 individual disciplines to commence in the 2011 academic year. This paper traces the context and progress of this policy and highlights some of the emerging problems with this approach to building placement capacity. These issues include the impact of this partnering of educational and service providers which obliges some Schools of Social Work to prioritise allocation of students to health placements and locks out other Schools who do not belong to a strong health Faculty or who have not been part of the current negotiations. It also raises a range of other structural and practical issues, such as how might social work maintain its generic identity when health is becoming the dominant paradigm and what might be the impact of reduced choice and increased central control have on student learning.

**1:30-1:45 *Creating social work student units to build social work students' training capacity in three GP Super Clinics: opportunities and challenges.***

*Susie Wise, Dr Fotina Hardy (QUT)*

With the establishment of GP Super Clinics (GPSC) as a key platform for increasing the delivery of primary health care, the QUT-GP Super Clinics Project is a strategic workforce initiative between QUT and three partner GPSCs to build future health workforce capacity. The trial of Social Work Student Units (SWSUs) is a key strategy to address the critical shortage of quality social work student placements, vital to the future of the Social Work workforce. The development of SWSUs gives students the chance to work together to meet the individual, family and community needs for GP Super Clinic clients. To date this workforce capacity building initiative has created 2760 training hours in a metropolitan Brisbane GP Super Clinic and two regional GP Super Clinics including Gladstone. This presentation will discuss the challenges of offering social work placements within an environment that has not offered on site social work services, where there is no Social Work supervisor on site, along with the challenges of providing Social Work services within a for profit context. The challenges of introducing SWSUs into the primary health care environment and how the SWSUs are filling an important gap within the GPS environment will be discussed.

**1:45-2:00 *The Mental Health Seminar Series – providing social work students with tools to do the job.***

*Janis Parrish, Social Worker Advanced, Metro North Mental Health, RBWH; Amanda Masters, Director of Social Work, Metro North Mental Health, TPCH; Michelle Roberts, Senior Social Worker, Metro North Mental Health, RBWH.*

One of the primary roles of field education in social work is to equip students with the appropriate tools to be confident in their professional practice. Students on placement in Public Mental Health settings have often expressed confusion regarding the role of social work and the impact that the “medical model” has on professional practice. Recognising this as a stumbling block for students, the Social Work group at Metro North Mental Health Service, developed a student Seminar Series providing students with the fundamental tools to equip them to practice effectively as a social worker in mental health. The Seminar Series is one component of a field education model implemented across the mental health service. The Seminar Series has been running over the past 18 months. This presentation will report on the evaluation of the seminar series and the ongoing development of the model.

**2:00-2:15 *Developing a new focus for fieldwork at Monash: a learning journey***

*Marija Dragic, Dr Robyn Mason, Lesley Caron-Veator (Monash University)*

Monash University's Department of Social Work has undergone significant change in the last two years. The introduction of the MSW (Qualifying), an RPL policy and the University's commitment to providing international experiences for students, have led to increased student numbers and higher expectations for all staff, especially fieldwork. In response to these added pressures, the fieldwork team have led a concerted effort, with colleagues, to make fieldwork a core scholarly activity. This vision was adopted at the end of 2009. Our paper will report the progress made towards this goal, including strengthening administrative systems; more effective integration of fieldwork expectations and classroom teaching; development of new fieldwork opportunities in rural areas and internationally; securing HWA funding to support expansion; more visible inclusion of fieldwork matters in the life of the Department; and continuing development of partnerships with the field. Some connections will be made with learning organisation theory as a way of explaining these changes.

## **Presenter/ Author Information**

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**Thank you for being part of the AASWWE Footprints Symposium 2011!**