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
29-30th September 2011
Building G30 Arts and Education 1 Room 1.15

Thursday 29th 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
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<th>Time</th>
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<tr>
<td>10:45-12:15</td>
<td>Concurrent <strong>Oral Paper</strong> sessions</td>
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<td>10:45-11:15</td>
<td><strong>Challenges facing Australian social work education.</strong></td>
<td>1.11</td>
<td>Karen Healy (UQ, QLD); Patricia Fronek (Griffith, QLD).</td>
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<td><strong>Footprints Session 1</strong></td>
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<td>10:45-11:15</td>
<td><strong>A journey of pleasant surprises.</strong></td>
<td>1.12</td>
<td>Lynne Briggs (Griffith, QLD); Alfred Davis (Griffith, QLD).</td>
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<td><strong>A longitudinal study of social work students' experiences, views and plans: A report from the first year.</strong> Dr Jennifer Boddy, Dr Patricia Fronek, Professor Lesley Chenoweth, Dr Julie Clark, Dr Tiani Hetherington</td>
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<td>11:15-11:45</td>
<td><strong>Social work in a globalised world.</strong></td>
<td>1.11</td>
<td>Marie-Claire Cheron-Sauer, Dr Jane Thomson</td>
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<td><strong>Supporting social work students and their field teachers in rural and regional South Australia</strong> Dr Cate Hudson</td>
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<td>11:45 – 12:15</td>
<td><strong>The India Gateway Program - A profound interprofessional, intercultural, student learning experience</strong> Dr Julie Clark</td>
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<td>** Supporting student placements with external supervision in current contexts.** Ines Zuchowski</td>
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**Lunch** *Participants are able to purchase their own lunch at campus facilities*
### Concurrent Round Table Challenges

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<td>Mindfulness: using attention purposefully, critically, flexibly and practically.</td>
<td>Chairs: Marlana Maru (Unitec, NZ); Ines Zuchowski (James Cook, QLD)</td>
<td>Shirley-Ann Chinnery, Cherie Appleton</td>
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<td>1:30-1:45</td>
<td>1.12</td>
<td>Preparing students for field placement: personal issues and professional challenges.</td>
<td>Chairs: Donna McAuliffe (Griffith, QLD); Marie-Claire Cheron-Sauer (AASW)</td>
<td>Dr Wendy Foote</td>
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<td>2:00-2:15</td>
<td>1.13</td>
<td>Creating social work student units to build social work students’ training capacity in three GP Super Clinics: opportunities and challenges.</td>
<td>Chairs: Julie Clark (Griffith, QLD); Jennifer Boddy (Griffith, QLD)</td>
<td>Susie Wise, Dr Fotina Hardy</td>
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**The Preparation Challenge (Room 1.11)**

**The Translation Challenge (Room 1.12)**

**The New Horizons Challenge (Room 1.13)**

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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 30th September**

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

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<th>Time</th>
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<td>8:30-9:00</td>
<td><strong>Registration</strong></td>
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<td>9:00-1:00</td>
<td><strong>Workshops</strong> 10:30-11:00 <strong>Morning tea</strong> 1:00pm  <strong>Head for the beach!</strong></td>
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<th>Workshop 1 – Room 1.11</th>
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| *I bet the Code of Ethics doesn’t mention this: Ethical issues in Field Placement*  
  Associate Professor Donna McAuliffe |
| 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. |

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<th>Workshop 2 – Room 1.12</th>
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| *Writing for publication (beginners)*  
  Dr Patricia Fronek |
| 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. |

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| *Writing for publication (advanced)*  
  Professor Karen Healy |
| 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. |
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 reorientation 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, 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.

1:45-2:00 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 ‘leitmotiv’ (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. Heath 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.
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Cherie Appleton is the Fieldwork Practicum Co-ordinator for the Bachelor of Social Work and Masters of Social Work (Professional) degrees within the School of Counselling, Human Services and Social Work at the University of Auckland. Her teaching and research interests include field work education, practice skills and child protection. She is currently engaged with colleagues of the School trialling ‘a use of self assignment’ to facilitate transfer of student learning from classroom to the field. She is also involved in a research collaboration with ECPAT ChildALERT looking to establish a range of baseline data in relation to public knowledge and perceptions of child trafficking, sexual exploitation and abuse in Aotearoa New Zealand and the Pacific Islands. Cherie partners with NGO social services building capacity to deliver service excellence. Email: c.appleton@auckland.ac.nz.

Dr Susan Bailey has experience working in the Government, non-Government, and not-for-profit sectors. She recently completed her PhD which explored how social and community workers in East Timor and Western Australia respond to terrorism. These responses ranged from a focus on grief and trauma to broader matters including cross-national relationships. Her current research interests combine understandings of individual circumstances with environmental work and community approaches. This work involves developing an Eco-social work knowledge base and practice approach. Sue is a lecturer at the University of Western Australia. She believes strongly that healthy and diverse environments are important for individuals to flourish. It is this belief that underpins her involvement in the well-being and placement project. Email: susan.bailey@uwa.edu.au.

Joanne Bidgood, B Education, B Soc Wk, is Field Education Coordinator at the School of Social Work and Human Services, UQ since 2008. Previous experience is in the areas of child protection, fostering and adoption, volunteer management, group work and family support work. Have worked in both the government and non government sector and spent 10 years as a social worker in the United Kingdom. Jo has a strong interest in student learning in relation to field education and in particular supporting students and agencies where students have additional needs. Email: j.bidgood@uq.edu.au.

Dr Jennifer Boddy is an early career researcher and lecturer in the School of Human Services and Social Work, where she teaches courses on the socio-political context of social work practice, research methods, and social work theory. As a lead facilitator of a writing group with social workers, Jennifer works closely with practitioners to advance the standing of the profession. She is currently working on several studies that explore community capacity building, chronic illness, advanced care planning, and feminism. Email: j.boddy@griffith.edu.au.
Dr Wendy Bowles is Senior Lecturer in Social Work and Human Services at Charles Sturt University. Wendy has worked mainly in the disability field since she began practising as a social worker in 1980. In 1988 she began a PhD in the quality of life of young adults with spina bifida and taught in social work at the University of New South Wales. In 1991 she moved to Charles Sturt University and developed her interest in rural welfare and social work. While keeping active in disability issues through consultancies and community work, Wendy’s teaching and research interests cover the broad terrain of social work theory, practice and ethics with a focus on field education. She also enjoys supervising research students. Email: wbowles@csu.edu.au.

Ann Callen is currently a full time PhD student at the University of Sydney. Her thesis topic is ‘Theories/practices in social work supervision: a qualitative study of how field educators assist students to explore the theory/practice relationship’. Ann has considerable experience in working both as a social worker in health and the justice systems in New South Wales and as a casual tutor at the universities of New South Wales and Sydney. She has also worked as a student supervisor and liaison visitor for these universities for the past ten years. Email: acal5093@uni.sydney.edu.au.

Marie-Claire Cheron-Sauer is the National Vice-President of the Australian Association of Social Workers (AASW), and has AASW Board Portfolio Responsibility for the AASW Education program and the Australian College of Social Work. Marie-Claire is also the Chair of the Australian Social Work Education and Accreditation Standards (ASWEAS) Review, which is currently underway.

Professor Lesley Chenoweth, BSocWk, MSocWk, PhD, is the inaugural Professor of Social Work and is currently Head of Logan campus at Griffith University. She has more than 35 years experience as a social work and human service practitioner, academic and activist chiefly in the disability area. Lesley’s research has spanned disability issues, delivery of services to rural and remote communities, welfare reform, recruitment and retention in human service organisations, and social work practice. Lesley is on the editorial board of International Journal of Comparative Social Welfare and the Journal of Adult Protection and is a regular reviewer for several other international journals in the social work and disability fields. She is co-author, with Donna McAuliffe, of a leading social work text: The Road to Social Work and Human Service Practice now in its third edition (2012). Her work has been translated into Japanese, Chinese and Korean. Email: l.chenoweth@griffith.edu.au.

Shirley-Ann Chinnery is a senior lecturer within the School of Counselling, Human Services and Social Work at the University of Auckland. Her teaching and research interests include development of reflective practice in the emergent practitioner. She is currently involved in a research collaboration with colleagues of the School trialling ‘a use of self assignment’ to facilitate transfer of student learning from classroom to the field. Investigating the attachment capacities that prospective foster carers bring to the caregiving relationship is the focus of her doctoral study. She contributes to work in this field as a member of the National Caregiver Training Programme, Aotearoa, New Zealand. Email: s.chinnery@auckland.ac.nz.

Dr Julie Clark is an experienced social worker who is currently a lecturer and Program Convenor for the Bachelor of Social Work at Griffith University, Logan campus. She has worked in government and non-government roles in the fields of child and family social work and health. She is interested in ethics, child protection and missing people. Encouraging and enabling students to make the most
of their field placement opportunities has been important in her role as a field educator over many years and continues to be in her current role. Email: j.clark@griffith.edu.au.

Dr Helen Cleak is a Senior Lecturer and Director of International Placements in the School of Social Work and Social Policy at La Trobe University. She teaches in social work practice, fieldwork, family mediation and interdisciplinary professional practice and has published a book on supervising students on placement, ‘Making the Most of Field Education’ which is in its 2nd edition, as well as a recent book, Assessment and Report Writing in the Human Services. Email: H.Cleak@latrobe.edu.au.

Mark Cleaver, BA, B Soc Wk. JP, is the Manager of the Field Education Unit at the School of Social Work and Human Services, UQ, since 2007. Previous practice experience includes family and couple counselling, juvenile justice, residential care, child protection and domestic violence in government and nongovernment services, and he has a small private practice. Mark has a strong interest in collaborative safety planning in intensive family based services and assessing change in family support. He enjoys assisting students to increase their learning in field education and also has a keen interest in field education assessment and fitness to practice policy in social work and human services. Email: m.cleaver@uq.edu.au.

Professor Marie Connolly is Chair of Social Work at the University of Melbourne. Professor Connolly is an internationally known researcher in child and family welfare particularly in the field of family group conferencing. Professor Connolly is a recognized leader in academia and government having been the Chief Social Worker within the New Zealand Government and she was also the founding director of the Te Awatea Violence Research Centre at the University of Canterbury. Email: marie.connolly@unimelb.edu.au.

As a Social Worker, Christine Craik has spent the last two decades supporting women and children who are effected by violence and abuse. She has done this in many roles, including counselling and support of victims of violence, advocacy, group-work with survivors of sexual abuse, community work and leadership of programs. She is now a Lecturer in and Director of the Bachelor of Social Work and the Bachelor of Social Work/Psychology at RMIT University, where she has developed a very successful subject called “Working with Violence and abuse” and coordinates first placements for undergraduate social work students. Christine’s research has focussed mainly on gender-related issues, including supporting survivors of sexual abuse, access to University for young women educated in Government schools, and the body image of young women, particularly in relation to plastic surgery and the normalisation of sexual standards. Christine along with Linette Hawkins, Judy Williams and Professor Catherine McDonald has just released a text book called “Professional Practice in Human Service Organisations”, designed for students and new workers in the field. Christine also currently works as a social worker on the Response Team at the Alfred Hospital in Melbourne. Email: christine.craik@rmit.edu.au.

Kay de Ridder, BA, B Soc Admin, is the Social Work Student Educator at Westmead Hospital, Sydney. She has a lengthy clinical background, starting her career in child protection and juvenile justice in the 1980s in South Australia, before moving to NSW in 1991 where she has worked continuously in health. Her interest in presenting this paper stems from watching the struggle students have in
linking theory to practice. She has connected with other educators to develop a session which provides tools to simplify this process for students. She hopes her paper will assist others who are struggling with the same problem. Email: Kay.De_Ridder@wsahs.nsw.gov.au.

Uncle Graham Dillon, a Kombumerri Gold Coast clan Elder, is known as Uncle Graham to the Saltwater Communities. He was Chairperson of Griffith's Aboriginal and Torres Strait Islander Advisory Committee for four years and has actively contributed to other University forums and initiatives for over ten years. In 2009, Graham became Elder in Residence, to support Aboriginal and Torres Strait Islander students, and bring Indigenous culture and community into University culture and was awarded a Doctor of the University. He was formerly the General Manager of Kalwun Development Corporation Limited, Director of the Queensland Land Tribunal, Director of Aboriginal Hostels Ltd, University of Queensland researcher and elected Aboriginal Councillor for South-east Queensland with the Aboriginal Development Commission and then ATSIC. Email: g.dillon@griffith.edu.au.

Marija Dragic, J.P, BSW (RMIT), MSW (Monash) has spent her social work career working with migrants and refugees, managing programs and organisations in the most culturally and linguistically diverse areas of Melbourne. Marija has been Fieldwork Coordinator at Monash University since 2008 and has been part of the development and expansion of Supervised Professional Practice across the BSW and Master of Social Work (Qualifying) degrees. Opportunities for students to undertake placements in South Africa and the Northern Territory have been a focus for 2011. Health Workforce Australia has provided further opportunities for Monash Social Work to develop health placements across the country to meet Australia’s growing health workforce shortage. Marija is the voluntary Vice President of the Serbian Community Association of Australia an organisation she established in 1992 as a result of the war in the former Yugoslavia. Her passion and commitment to working with diversity is reflected in her core social work values and teaching. Email: marija.dragic@med.monash.edu.au.

Dr Wendy Foote is involved in teaching and co-ordinating aspects of Field Education at UNSW. She has been investigating the issues involved in student learning in the transition from classroom to the field for students who are involved in their first placement. She has undertaken a small project relating to this with Field Education colleagues at UNSW. Email: wlfoote@unsw.edu.au.

Dr Patricia Fronek is a senior lecturer in the School of Human Services and Social Work at Griffith University, Gold Coast Campus. She has many years experience in social work practice and has a number of research interests including health, disability and adoption. Patricia has published her work as both a social work practitioner and faculty member at Griffith University and is a reviewer for a number of journals. Email: k.healy@uq.edu.au.

Roslyn Giles BSW; MSW; AM; is currently a senior lecturer and the Director of Social Work Field Education at Sydney University. This role has brought together her extensive experiences as a social work practitioner and manager, as a field education supervisor and as a tertiary social work educator. Roslyn is very interested in how adult learners continuously combine their life experiences with formal processes of critical reflection and skill development, in striving to develop just and ethical human service practice. Her
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Ewa Griffiths - Since graduating from the University of Tasmania in 1992 Ewa has practiced social work in a variety of contexts
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has performed a number of social work roles and projects within that time. She currently manages a team of social workers in the
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Dr Fotina Hardy, QUT School of Social Work and Human Services, holds a Bachelor of Social Work; Post Graduate course in
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“Parental perspectives of parenting challenges and family support in the context of child abuse”. As Coordinator of the new Student
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Yasmine Hassan is the Practice Manager at DVConnect, a state-wide domestic and family violence and sexual assault telephone
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Linette Hawkins has worked in positions as a practitioner in direct service, community work, projects, conference and summer school
organisation, research and planning. Experience in research and planning has primarily related to the social and community services
labour market and training, professional expertise, flexible delivery of tertiary programs and alternate models of field education.
Linette along with Christine Craik, Judy Williams and Professor Catherine McDonald has just released a text book called
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Karen Healy is Professor in the School of Social Work and Human Services at The University of Queensland. Karen has published
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workers (in collaboration with Joan Mulholand) and is the author of numerous journal articles, book chapters and opinion pieces.
Karen is editor of Advances in Social Work and Welfare Education (the AASWWE journal) and is on the editorial board of Australian
loves writing and hopes that in this workshop she can impart that love of writing to participants. Email: k.healy@uq.edu.au.
Dr Tiani Hetherington is a lecturer and First Year Advisor in Social Work at Griffith University, QLD, Australia. Tiani is a graduate of the University of Newcastle where she completed her PhD on a Comparative Study of Social Work Practice with Indigenous Communities in New Brunswick, Canada and Alice Springs, Australia. Her research interests include environmental social work, social work practice with Indigenous communities and rural social work practice. An emerging area of research interest is the first year experience at university and working with non-traditional students. Email: t.hetherington@griffith.edu.au.

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Howard Karger is Professor and Head, School of Social Work and Human Services, The University of Queensland. He is a two-time senior Fulbright Scholar and has published widely in national and international journals. Among his books are the award-winning Shortchanged: Life and Debt in the Fringe Economy; (with D. Stoesz) American Social Welfare Policy; (6th ed.); (with D. Stoesz & T. Carrilo) A Dream Deferred: How Social Work Education Lost Its Way and What Can Be Done; (with D. Stoesz & L. Costin), The Politics of Child Abuse and Neglect in America; and (with R. Fisher) Social Work and Community in a Private World. He is on the editorial board of several international journals. Email: h.karger@uq.edu.au.

Jody Laughton, BSocWk, MSW, has worked as a social worker for over 20 years in the child, youth and family field across state and local government, and community organisations. In recent years, Jody’s work has focused on new service/program development for organisations. Jody’s practice has mainly been in Victoria, and includes one year working at Social Services in London. Jody has worked at University of Melbourne field education unit part-time for the past 12 years, which has enabled continuing practice as a social worker in the field. Current practice interests include: social work field education and preparing for professional practice, supervision, and services for families post separation. Email: jodypl@unimelb.edu.au.

Gabrielle Le Bon BA, BHums, BNat, MSW & MAASW has worked in community services and mental health for 15 years. Gabrielle is currently co-ordinating the Lived Experience Project on the North Coast of New South Wales which aims to support people with a lived experience of mental illness to complete training and engage in paid employment as peer support workers in mental health services. Gabrielle also collaborated with consumers to create The Hearing Voices Choir - a choir for people who experience mental illness and seek to heal through singing. Her research and practice interests include health, wellbeing and the arts, feminism, and community and social activism.

Dr Robyn Mason’s, Monash University, doctoral research, completed in 2005, built on her practice experience in rural women's support services and was based on a national survey of 160 women-specific services. She has taught social work and social welfare in metropolitan and regional universities in Australia and has practice and management experience in sexual assault support, rural
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Amanda Masters is the Director of Social Work in Mental Health at the Prince Charles Hospital and is the current representative for Mental Health on the State-wide Social Work and Welfare Leadership Group for Queensland Health. Amanda has over 27 years experience in the health care sector - working as a clinician in acute hospital services, community and mental health services. More recently she has been working as a senior professional leader for Social Work at Metro North Mental Health and has extensive experience in direct service provision, operational management, workforce and clinical service planning. Her current research interests are student education and work preparedness for new graduates entering Queensland Health. Email: Amanda_Masters@health.qld.gov.au.

Associate Professor Donna McAuliffe is a member of staff of the School of Human Services and Social Work at Griffith University. She has a lengthy social work practice history and for the past decade has been teaching and researching in the area of professional ethics with a focus on social work and interprofessional practice. Donna has been the Convenor of the National Ethics Group of the AASW for the past 4 years, and was responsible for leading the review of the AASW Code of Ethics (2010). She also developed the national ethics complaint management system and provides support to the National Ethics Consultation Service. She is Program Convenor for the Master of Social Work (Qualifying) at Griffith and is actively engaged with the field education program. Email: d.mcauliffe@griffith.edu.au.

Professor Patrick J. O’Leary has recently taken up the post of Head of the School of Human Services and Social Work at Griffith University, Queensland, Australia. He is also holds an academic appointment at the University of Southampton (United Kingdom) as Chair of Social Work Studies and Director of the International Child Well Being Research Centre. His research interests are in gendered violence and child protection. This work has occurred in variety of international contexts most recently including Albania, Lebanon, Nepal, Pakistan, Sri Lanka and Sudan. He is also particularly interested in the long term effects of child sexual abuse and has published widely in this field in Australia, United Kingdom, and North America.

Janis Parrish is one of the Advanced Social Workers in the Mental Health Service at Royal Brisbane Hospital. Janis graduated with a Bachelor of Social Work from Brigham Young University Hawaii, USA in 1994. She has spent over 15 years in the field of mental health and has a passion for promoting the contribution of Social Work in this area. Last year she was privileged to be chosen to participate in the Mt Sinai Leadership Program for Social Workers in Health at Mt Sinai Hospital, New York. She will be completing her Masters of Social Work at Monash University at the end of this year. Email: janis_parrish@health.qld.gov.au.

Michelle Roberts is a Senior Social Worker at Metro North Mental Health Service (Royal Brisbane and Women’s Hospital), in the fields of Drug and Alcohol and Eating Disorders. She graduated from the University of Queensland in 1994 with a Bachelor of Social Work. Prior to this Michelle worked for 12 years, both within Australia and the United Kingdom in child protection. Email: Michelle_A_Roberts@health.qld.gov.au.
Jenny *Rose* is currently a Senior Social Worker and the SW Student Educator at the Children’s Hospital at Westmead, a tertiary paediatric hospital in Western Sydney, and in private practice. At the CHW, her work involves a mix of a clinical caseload and student education. Jenny has responsibility for coordinating the student unit which offers placements to a number of students from different SW degrees each year. This session evolved from our attempts to help students with the challenges they report in linking what they have learnt at university to the experiences they are having during their placement. Email: Jennyr1@chw.edu.au.

Dr Katrina *Stratton* has taught Field Education across various roles, universities and practice settings for fifteen years. She is currently the Coordinator of Field Education at the University of Western Australia. Katrina has a long-held research and education interest in the student experience of placement including social, role and mental health well being and their impact on teaching and learning outcomes. Katrina has initiated ‘Stories from the Field’, a peer learning forum at which students present and engage in dialogue around their learning from Field Education. She is a member of the Western Australian Inter-School Fieldwork Committee, the AASW National Field Education Committee, and a founding member of the WA Social Worker of the Year Organising Committee. Katrina would like to acknowledge the significant contribution that the current final year cohort of social work students at UWA have made to shaping the form and content of the Mental Health Well Being Seminars that are the focus of this paper. Email: katrina.stratton@uwa.edu.au.

Jane *Thomson* is currently a member of the Project Team leading the Australian Social Work Education and Accreditation Standards (ASWEAS) Review. Jane is a member of the AASW National Ethics Panel, which oversees the AASW Ethics Complaints Management Process. She is also a member of the AASW Accreditation Panel, responsible for reviewing and accrediting social work degrees in Australia. Email: j.thomson@emmanuel.uq.edu.au.

Fran *Waugh* is an Associate Professor in the Faculty of Education and Social Work at the University of Sydney. Fran has extensive practice background working in community health, family support and in child protection in both health and welfare settings. Fran’s research interests include enhancing tertiary students’ learning experiences, child emotional abuse, child protection and domestic violence, paediatric palliative care and older people with dementia. In addition to her undergraduate and postgraduate teaching responsibilities, Fran has participated in Field Education since her academic appointment in 2000. Email: fran.waugh@sydney.edu.au.

Judy *Williams* started her social work practice working with multicultural communities in inner Melbourne. She then worked for nearly 19 years as a social worker and social work manager with Centrelink working in direct practice, policy and research across a range of sites and at State and National levels. She has a strong interest in field education and in particular ways to acknowledge and enhance field education experiences for students who come to social work with related work experience. For the last 5 years she has been a lecturer with RMIT where she coordinates field education for RMIT’s Master of Social Work Program. Judy, along with Christine Craik, Linette Hawkins and Professor Catherine McDonald has just released a text book called “Professional Practice in Human Service Organisations”, designed for students and new workers in the field. Email: judy.williams@rmit.edu.au.
Professor Jill Wilson is the Uniting Care Chair of Social Policy and Research at the University of Queensland. Professor Wilson is one of Australia's leading academics in the fields of social work and social policy. She has written extensively on best practice in social work and in field education for social work and human service professionals. Professor Wilson's research is grounded in her extensive experience in leading the development and management of non-government community services over more than four decades and her long history as a field educator and managing field education. In the closing address, Professor Wilson will discuss challenges and innovations in field education. Email: wilsonj@uq.edu.au.

Susie Wise, Faculty of Health QUT, completed her Bachelor of Psychology (Honours) at QUT and has since held numerous positions in program management including Centre Manager for the Dementia Collaborative research Centre. Susi has experience on a range of projects a range of training initiatives including Pandemic Preparedness Training, Disaster and Emergency Training, and Teaching and Learning initiatives. Susi is currently the Program Manager-Implementation for the QUT-GP Super Clinics Project. This clinical training initiative is supported by funding from the Australian Government and provides a new source of inter-disciplinary clinical training capacity for QUT health students in collaboration with three GP Super Clinics in Queensland. The QUT-GP Super Clinics Project will establish a model for the future delivery of clinical training in a multi-disciplinary team environment which will not only benefit students and supervising practitioners, but the future of Health Care. Email: s.wise@qut.edu.au.

Dr Josephine Yellowlees, PhD, B Soc Wk, Post Grad Dip Soc Science (Health), RN, RM. Field Education Coordinator and Lecturer, The School of Social Work and Human Services, UQ. Jo has recently completed a PhD, The Twisted Helix, a technology of ‘truth’, which examined the practice use of DNA paternity testing in the context of child protection. Jo has practice experience in health and child protection and in teaching in the UQ Social Work programme including Field Education. Jo is interested in education processes and in particular supporting students in their Field Education placements. Email: j.yellowlees@uq.edu.au

Dr Susan Young is an experienced researcher and research supervisor. She teaches in a number of research methods areas and has successfully completed a number of research projects in the social work area, with a focus on community work practice. Email: susan.young@uwa.edu.au

Ines Zuchowski is a social worker, currently employed as an associate lecturer at James Cook University in field education. She is enrolled in a PhD, focusing on external supervision in field education. Email Ines.Zuchowski@jcu.edu.au.

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