

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.