

underestimated and undervalued expertise of young people who have experienced disadvantage.

In recent years the socio-political and environmental advocacy sectors have seen the emergence of a number of highly respected, youth-founded and driven organisations pushing for action across Australia and internationally. A range of factors has combined to make this an exciting era for young people, particularly those interested in asserting an agenda for a better world. However, not every young person has been brought along for the journey.

Y-Change is the first step towards recognising the expertise in young people that is drawn from the very experience of disadvantage, seeing those challenges as the source of their expertise rather than the barrier to its expression.

The idea that young people are the experts of their own experience is not a new one. Nevertheless, it is unusual to see young people's expertise respected in such a way that elevates them to an equal status with professionals and invites them to play a key role in devising and implementing initiatives for change.

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Developing Chinese social work education: a collaborative partnership to professional practice

Social work has emerged as a relatively new profession after previously being suspended in China. As a result, social work education was recently reintroduced to the Chinese tertiary education system. The re-emergence of interest in social work is because of the increased attention by the Chinese central government to China's social issues and the use of social work as a means to alleviate social tensions in the current rapidly developing environment.

One major approach to increase the number of social work practitioners is to develop more social work programs within universities in China. In order to do so, many collaborative projects within academia have been initiated with Western countries in order to enhance Chinese social work education. This research project focuses on Chinese students' experiences of social work learning and teaching practices in China and Australia. It will identify factors that contribute to students' motivation to study social work and the development of their professional identity during their process of learning. The study also investigates how Chinese students engage, identify and adapt to their educational and social environment in both China and Australia.

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Multiple voices in external supervision: reframing perceptions and upholding priorities

Field education with external supervision has at times been viewed as a less than ideal in social work education. This presentation reports on the experiences of key stakeholders in placements with external supervision. Students, task supervisors, external supervisors and liaison people were interviewed in a qualitative study to explore their experiences in placements with external supervision. The data of each group was initially analysed separately and the presentation presents the key points that were explored by each group of participants.

Results of the data analysis highlight the complexity, opportunities and challenges of placements with external supervision. This presentation presents insights about the experiences of the various groups of participants. It discusses the different foci of each participant group and suggest that while each group seems to prioritise and foreground different aspects of the experience in their discussion, these insights about opportunities and concerns were connected. The presentation emphasises the importance of identifying the experiences of the individual groups of participants separately and discusses the angles and viewpoints that have been gained through this process of data collection and analysis.

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Collaboration and reciprocity in international social work student exchange: a critical review

Internationalisation has been the subject of significant debate in social work education for at least two decades, with increasing importance placed on enhancing student learning and competence in the intercultural dimensions of social work practice. In Australia this has been partly achieved through the development of international student exchanges and international field placements.

The ways in which these exchanges take place potentially raise significant issues for the social work profession and social work educators. For example, many of the international exchange programs discussed in the social work literature are identified as unidirectional initiatives from the Global North, and the lack of reciprocity and collaboration embedded in the programs has been highlighted as potentially reinforcing the colonial assumptions of Western superiority and perpetuating professional imperialism. This presentation will draw from the initial data and literature relevant to a major research project, recently funded by the Australian Office of Learning and Teaching (OLT), which aims to document and analyse the current international student exchange practices of Australian social work education providers and to develop and disseminate exemplary practices for such exchanges. A key component of the research and the focus of this presentation will be a critical analysis of the concepts of collaboration, reciprocity and mutual benefit in international social work student exchange programs.