for staff and students is determining the boundaries of transparent and ethical sharing of information. This is a complex and high risk area and social work students need to have a solid understanding of the ethics of privacy and confidentiality in this context.

In this presentation the ethical and procedural framework being developed by UniSA staff with agencies and social work students will be discussed. The purpose of the framework is to help social work students fulfil their obligations to their organisations and ethical management of confidentiality.

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93 | An Exploration of Bush Adventure Therapy Techniques within an Emerging Environmental Social Work Curriculum

Author/s: Amanda Smith, Jenny Boddy, Hilary Gallagher, Sylvia Ramsay and Donna McAuliffe

Griffith University

 Social work and human services staff at Griffith University have formed a working group to respond to environmental issues by exploring the integration of bush adventure therapy within a focussed approach to environmental social work. Bush adventure therapy improves health and wellbeing of individuals, couples, families and communities through a dynamic and responsive practice combining adventure and outdoor environment with the intention of therapeutic outcomes enhancing people's well-being. Environmental social work seeks to adopt practices that encourage people to act in ways that create and sustain a biodiverse ecosystem. This includes restoring wellness to individuals and assisting them to reconnect and appreciate the natural world. This presentation will describe current bush adventure therapy programs and explore their congruence with environmental social work practice. Recommendations for developing social work education with an environmental perspective will be presented.

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94 | Engaging Technology to Support, Facilitate and Develop Social Work Students' Interpersonal Skills

Author/s: Ann M. Carrington

James Cook University

Interpersonal skills are one of eight components of practice identified by the Australian Association of Social Workers as necessary to achieve competency. Although face-to-face has been the preferred method for teaching these skills, the shift to online and blended learning models in the higher education sector has 'encouraged' social work

educators to teach interpersonal skills in the online space. Such moves have resulted in rigorous debate within the discipline. In addition to pressure from the university sector, there are a range of reasons to move teaching of these skills into this space including access, inclusivity and development of authentic skills and assessment. Within this changing context, the authors were awarded a small grant which enabled them to redevelop the interpersonal skills subjects, within the BSW and MSW courses at JCU, to facilitate the development of students' interpersonal skills in an online space. The subjects were delivered in a limited mode with a compulsory on-campus workshop. Additionally, there were a number of fully online activities including skills practice, peer review, online recording of interviews and online submission of assessment tasks. The redevelopments were evaluated and the findings relating to the experience and effectiveness are presented in this paper.

95 | They "Have my Back": Remaining Rigorous in a Reduced Traditional Placement Environment

Author/s: Ronnie Egan, Linette Hawkins, Judy Williams, Christina David and Trish Hayes

RMIT University

The field education team at RMIT undertook a research project in 2016 to evaluate the experience of all stakeholders who participated in offsite supervision. The stakeholders included students, off site supervisors, task supervisors and the RMIT field education team staff. The research built on an earlier evaluation of the offsite supervision model undertaken in 2014. With increasing numbers of students in an environment where there are less available social work supervisors, the research highlights the benefits, challenges and sets the scene for further research into the off site supervision experience, and with more specific attention to the task supervision and nature of the environment (agency) in which the student is situated.

96 | Neoliberalism and Mental Illness Diagnosing Practices: Nowhere to Look?

Author/s: Dr Emma Tseris

The University of Sydney

This paper will explore the contemporary biomedical industrial complex, and its impact on social work practice in mental health contexts. In doing so, it will investigate the role played by critical theory - in social work literature and beyond - to draw attention to the relationship between psychopharmacology, biomedicine, and neoliberalism. This raises