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86 | Social work's role in developing domestic violence curriculum across disciplines: Critical reflections from working with dentistry

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Educating health and human services practitioners on how to work in the space of domestic violence (DV) is one compelling demand for society, now and into the future. This paper considers the role social work can play in addressing this demand through the design and delivery of curriculum across disciplines. The author is involved in a project that collaboratively designed and delivers a scaffolded curriculum to teach dental undergraduates how to recognise, respond and refer appropriately to patients who are experiencing DV.

This paper results from the critically reflective process in which the author engaged throughout the project. With reflection focusing on questions such as: 'Why is social work important in teaching DV to Dentists?'; 'What does social work bring to the collaboration that is unique?'; 'How does a critical or feminist social work lens apply?' and 'What is social work's perspective on DV?' The insights gained through this reflective process, the collaborative project and the design and delivery of DV curriculum to dentistry undergraduates, is then examined in relation to the 'Family Violence Curriculum Best Practice Guide' (AASW, 2018) which affirms and validates the authors experience of curriculum development and what social work offers in this space across disciplines.

87 | Developing a critical approach to 'outcome' measurement for social work

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Social workers are increasingly exposed to technical practice. The language of evidence is now pervasive as are a number of data driven practices such as 'community indicators', 'program outcome indicators', and 'collective impact' frameworks. These measurement technologies provide a semblance of visibility, transparency, certainty and simplicity for democratic governments who need to be seen to be rational. However, the policy discourses underpinning the selection of indicators and data can constrain and control how social problems and their solutions are framed.

This paper reports on an interview and document based study that explored the development and use of community wellbeing indicators in Victoria. Analysis showed that the dominance of positivist epistemologies in a number of overlapping disciplines in the field meant that data driven, evidence-based practices were taken for granted and not exposed to any serious critique.