Celebrating 25 years of Social Work education at Charles Sturt University

Social Work Education and Practice - Innovations and Insights

2 - 3 November 2016
Convention Centre
Charles Sturt University
Wagga Wagga NSW Australia
MORE INFORMATION:

About Wagga Wagga
Wagga Wagga, or 'Wagga' as the locals know it, sits on the banks of the Murrumbidgee River in southern NSW, almost exactly halfway between Melbourne and Sydney. It is the largest inland city in NSW and is known as the major regional centre for the Riverina and South West Slopes regions. The city, which is well connected by plane, rail or road, has a proud sporting history and a growing cultural and artistic community.

Read more at: www.waggawaggaustralia.com.au

Venue: Convention Centre at Charles Sturt University, off Pine Gully Road.

Conference dinner
The evening gathering is 5:45 for 6pm on Wednesday 2 November, with nibbles, mains and dessert on the deck and grounds at 'The Food Bowl', just behind CSU’s Convention Centre on the Wagga Wagga Campus.

Our dinner speaker is Emeritus Professor, Ross Chambers.

The cost of dinner includes a drink on arrival (beer, wine or soft-drink), after which drinks can be purchased at the bar.

Music will be provided by Sydney Bluegrass band 'The Plough', featuring Daniel Duffy (mandolin); John Paul Healy (fiddle); Sharm Halloran (banjo); and Francis Duffy (guitar).

Visit their facebook site: https://www.facebook.com/theploughband

The evening concludes around 9 - 9:30pm.
Thanks to:

Conference Convenor
Prof Manohar Pawar

Steering Committee
Dr Karen Bell
Prof Wendy Bowles
Dr Susan Mlcek
Dr Cate Thomas

Project Manager
Monique Shephard

Welcome to Country
Aunty Gail Clark

all those who have helped put
the Colloquium together

This Colloquium was made possible by
a COMPACT Grant through Charles Sturt University,
and financial support from the Institute for Land, Water and Society.
Welcome back to Charles Sturt University to join us in celebrating the 25th anniversary of delivering high quality social work, welfare and human services education. From a small beginning with 12 distance education students and two staff in 1991 at Wagga Wagga Campus, social work at CSU has grown to one of the largest social work programs in Australia, offering courses online and at Wagga Wagga, Dubbo, and Port Macquarie campuses.

To mark this silver jubilee, we thank our alumni, current students, industry partners, research and academic colleagues, and the communities who have joined with us over the last 25 years to further social work’s project of enhancing human rights and social justice. We also take this opportunity to reflect on some of our achievements during that time.

Since 1991 CSU has educated thousands of social and welfare workers across Australia, with a particular focus on people in regional, rural and remote areas. Alumni of CSU Social Work have been significantly contributing to the wellbeing of society by working in government and non-government organisations, and in a range of contexts such as communities, schools, hospitals, family and child welfare, the justice system, mental health, palliative care, income support ageing and disability, refugees and so on.

We are proud of the remarkable innovations in learning and teaching, field education and practice, local and international social work, research and scholarship our alumni and staff achieve. We are pleased to welcome you back for this event and to celebrate our achievements as part of social work at CSU.

On behalf of everyone at the university, it is our pleasure to welcome you to Wagga Wagga Campus of Charles Sturt University to celebrate with us.

**Professor Wendy Bowles, Head of School**  
School of Humanities and Social Sciences, CSU

**Professor Manohar Pawar**  
Professor in Social Work and Human Services, CSU
Our first Keynote speaker is Professor Margaret Alston OAM, who previously worked at Charles Sturt University for 21 years. She is now Professor of Social Work and Head of Department at Monash University, where she has established the Gender, Leadership and Social Sustainability (GLASS) research unit.

Professor Alston's influence and interests in the field of social work are broad-ranging. She is a member of the UN Women's Major Group; a past-Chair of the Australian Heads of Schools of Social Work (ACHSSW) and was appointed a Foundation Fellow of the Australian College of Social Work in 2011. She was on the Advisory Working Group for Health Workforce Australia from 2010-14, and is currently on the editorial advisory committee of the British Journal of Social Work. Margaret was awarded an Order of Australia in 2010 for her services to social work and to rural women.

Professor Alston is currently working on an ARC linkage project on social sustainability in Australia's rural dairy communities with the Gardiner Foundation as partner; and is CI on an ARC Linkage with the Victorian Museum and other critical partners examining the historic and contemporary roles of rural women.

For more about Professor Alston, her achievements, publications and other keynotes, visit: http://www.med.monash.edu.au/socialwork/staff/alston.html

Associate Professor Susan Green (BSW, PhD, Grad Cert Indigenous Language, Culture & Heritage) is a Kalari woman of the Wiradjuri nation. She is a mother and grandmother and has worked in higher education for over 20 years.

Susan's thesis was on the Welfarisation of Aboriginal people and concluded that there is a need to decolonise welfare practices and also decolonise the stories of Aboriginal people. Susan has focused on the development of Indigenous social work curriculum and Indigenous social work theory and practice for all of that time. She is currently looking at ways of developing and implementing social work programs that specifically meet the needs of Aboriginal social work students in training to be Aboriginal social workers rather than social workers who also are Aboriginal.

Susan's research interested include Aboriginal welfare, Australian history and decolonisation.
Christine Craik has over 25 years’ experience as a social worker in family support, housing, community health and hospitals where she has focused on domestic violence, sexual abuse, trauma, crisis work and refugees. Christine is currently the program manager of the Bachelor of Social Work (Hons) and the Bachelor of Social Work (Hons)/Psychology at RMIT University in Melbourne where she also lectures in the Masters of Social Work. She is currently completing her PhD and exploring routine domestic violence screening for women in emergency departments of Australian public hospitals. Christine has been National Vice President of the AASW since 2011. She currently also works weekends and after-hours as a crisis worker in the trauma team at the Alfred Hospital.

She is a member of the International Federation of Social Workers; the Asia and Pacific Association for Social Work Education; the International Association of the Schools of Social Work; and Australian and New Zealand Social Work and Welfare Education and Research.

Christine is also a media advocate for the Women’s Domestic Violence Crisis Service and a member of Domestic Violence Victoria.

Emeritus Professor Ross Chambers was Head, School of Humanities and Social Sciences at the time social work was introduced at CSU and was closely involved in the establishment and development of the course. He subsequently served as Dean, Faculty of Arts, (1992-2002) and Deputy Vice-Chancellor (Academic) (2002-2012) at CSU.

Whilst Head of School Professor Chambers coordinated and taught in CSU’s masters program in welfare and social policy. As Dean, he oversaw the introduction at CSU of programs in policing and in theology, with both of which he continues to be involved. He also oversaw the establishment of the Centre for Applied Philosophy and Public Ethics.

As DVC(Academic), Ross had a special interest in indigenous education, including language and heritage recovery; in rural and remote education; and in professional and practice based learning. He established the Education for Practice Institute at CSU. Following his retirement Professor Chambers took up a part-time role in 2013 and 2014 with CSU helping with the establishment of a CSU campus at Port Macquarie.
PROGRAM - DAY 1 (WEDNESDAY)

‘Social Work Education and Practice: Insights and Innovations’
25 Years of Social Work Education at CSU Colloquium

WEDNESDAY – 2 November 2016
8 – 9am Registrations

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9 – 9:45am</td>
<td>Wiradjuri welcome (Aunty Gail Clark); Smoking Ceremony; Welcome to CSU</td>
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<tr>
<td>9:45 – 10:45am</td>
<td>Keynote 1 – Professor Margaret Alston, with introduction by Professor Wendy Bowles</td>
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[BREAK – 10.45am - 11.15am]

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<tr>
<th>Time</th>
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<tr>
<td>11:15 – 12.45pm</td>
<td>THEME 1 – Social work education</td>
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<tr>
<td>Concurrent session 1</td>
<td>Overview – Social work at CSU – Wendy Bowles and Social Work team</td>
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<tr>
<td>Concurrent session 2</td>
<td>Field education - cooperative inquiries – Therese Jones-Mutton and Monica Short</td>
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<td>Professional identity at the forefront of curriculum and practice: Challenges and opportunities for social work - Bernadette Moorhead</td>
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<td>Practice - Keeping children safe exploratory outcome evaluation: Research conducted with the assistance of CSU Social Work students on placement – John Burns</td>
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<td>Virtue-led social work practice - Manohar Pawar, Richard Hugman, Andrew Alexandra and Bill Anscombe</td>
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<td>Re-imagining the use of Recognition of Prior Learning (RPL) in field education – Bruce Valentine and Wendy Bowles</td>
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(LUNCH 12:45 – 1:30pm – 45mins)

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<tr>
<th>Time</th>
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<tr>
<td>1:30 – 3pm</td>
<td>THEME 2 – Community Engagement</td>
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<td>Concurrent session 3</td>
<td>International mobility programs at CSU: Enacting Yindyamarra Winhanganha – Susan Mlcek and Karen Bell</td>
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<td>Concurrent session 4</td>
<td>Perceptions and challenges of the ageing migrant communities and service providers in regional Australia – Sabine Agustine and Ndungi wa Mungai</td>
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<td>Mental wellbeing and (social) work - is it possible? – Fredrik Velander</td>
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<td>Eco social work – Heather Boetto</td>
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<td>Social Work in Schools – Matthew Gray</td>
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[BREAK – 3pm – 3:30pm]

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<th>Time</th>
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<tr>
<td>3:30 – 4:30pm</td>
<td>Plenary 1 – Trends and challenges in practice</td>
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<td>Industry partners and practice leaders – with Therese Jones-Mutton</td>
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<td>Philomena Saw (Department of Human Services); Alison McDonald (ACT Health)</td>
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END OF DAY’S SESSIONS

5:45 for 6pm - Dinner Event– Speaker: Emeritus Professor Ross Chambers
## PROGRAM - DAY 2 (THURSDAY)

‘Social Work Education and Practice: Insights and Innovations’
25 Years of Social Work Education at CSU Colloquium

**THURSDAY – 3 November 2016**
8:30 – 9am Registrations

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<tr>
<th>Time</th>
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<tr>
<td>9 – 10am</td>
<td><strong>Keynote 2 – Associate Professor Sue Green</strong> – introduction by Professor Manohar Pawar</td>
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**BREAK [10am – 10:30am]**

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<th>Time</th>
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<tr>
<td>10:30 – 12 noon</td>
<td><strong>THEME 3 – Anti-oppressive practice</strong></td>
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<td>Concurrent session 5</td>
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<td><strong>Combating whiteness behaviours through culturally responsive practice</strong> – Susan Mlcek</td>
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<td><strong>Teaching human rights in social work</strong> – Ndungi Wa Mungai and Ignatius Chida</td>
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<td><strong>Swapping music chairs: Reflections of a social worker as cancer survivor</strong> – George Rafael</td>
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<td><strong>Gender and social work</strong> – Karen Bell and Heather Boetto</td>
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<td><strong>Application to nonviolence and social work education</strong> – Karen Dempsey</td>
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<td><strong>Challenges and opportunities for Southern African skilled migrants in rural and regional New South Wales, Australia</strong> – Ignatius Chida, Ndungi wa Mungai and Manohar Pawar</td>
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**LUNCH [12noon – 12:45pm]**

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<th>Time</th>
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<tr>
<td>12:45 – 1:45pm</td>
<td><strong>THEME 4 – Innovations in practice and research</strong></td>
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<td><strong>Older people and music festival participation</strong> – John Paul Healy</td>
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<td><strong>Post-conventional social work</strong> – Karen Bell</td>
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<td><strong>The lived experience of acute mental health inpatient care - What’s recovery got to do with it?</strong> – Bronwyn Hyde</td>
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<th>Time</th>
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<tr>
<td>1:45 – 3pm</td>
<td><strong>Plenary 2 – Innovations / future directions in social work education and practice</strong></td>
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<td></td>
<td>Margaret Alston, Christine Craik, Wendy Bowles, Manohar Pawar [closing remarks]</td>
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**AFTERNOON TEA and DEPARTURE from 3pm**
SESSION 1

Paper Title: Overview: Social work at CSU
Presenter: Wendy BOWLES and Social Work team

ABSTRACT

This presentation provides an overview of the development of social work at Charles Sturt University. From humble beginnings 25 years ago, we have grown into one of the largest providers of accredited social work degrees in Australia. Our courses remain accessible to a diverse range of students through both on campus and online education. Our guiding ethos is 'informed action for social justice and human rights' and this underpins our research, our community engagement as well as curriculum development. Drawing on a multidimensional model of social work, our courses reflect the micro, meso and macro aspects of practice.

Paper Title: Professional identity at the forefront of curriculum and practice: Challenges and opportunities for social work
Presenter: Bernie MOORHEAD

ABSTRACT

As educators our core aim is to develop social work graduates who have a professional identity, based on the values and principles of our profession. While this is our aim, how explicit have we been about professional identity at Charles Sturt University (CSU)? In this presentation, I will explore this question by drawing on my own experiences as a teacher, and my doctoral research on the identities of newly qualified social workers (NQSW). I will detail challenges social workers face maintaining a professional identity in modern environments, and ways in which we are responding to these trends, by becoming more explicit about professional identity at CSU. I will argue professional identity needs to be embedded across our whole curricula, and in the field, especially as part of preparing and supporting NQSW. Despite making some important changes at CSU, more can be done to ensure graduates emerge with a coherent professional identity, which is then further supported in the field.

Key words: newly qualified social worker; professional identity; social work education.
Paper Title: Virtue-led social work practice

Presenters: Manohar PAWAR, Richard HUGMAN, Andrew ALEXANDRA and Bill ANSCOMBE

ABSTRACT

By delineating and developing the concept of virtue in social work practice, this paper brings out the significance of virtue-led practice and how it strengthens 'being' of social workers along with their thinking and doing. It updates the progress of an ARC discovery project, 'Virtuous Practitioners: Empowering social workers' and discusses implications of preliminary findings on social work education, research and practice.
Paper Title: Field education – cooperative inquiries  
Presenters: Therese JONES-MUTTON and Monica SHORT  

ABSTRACT

The Australian Association of Social Work requires accredited social work schools to train and support field educators. Research projects applying a cooperative inquiry methodology have increasingly been scaffolding Charles Sturt University field education supervisor training, research and innovation over the last four years. Cooperative inquiry is participatory action research facilitating the collection of field education practice wisdom. It focuses on writing with people rather than about people, drawing out co-inquirers’ practice and experience. CSU is able to meet the AASW requirements by conducting inquiries into specific areas of interest in partnership with field educators. Inquiry topics include: models of off-site supervision, students living with disabilities, supervisors living with disabilities, working with difference on placement, personhood and the value of case studies within practice, research and education. Some of these topics are currently published and others are working towards publication. This accessible approach to research is providing a forum for practitioners to formally contribute to social work knowledge and practice. It builds solid working relationships between the university and the field, upskills supervisors in the workplace and promotes critical reflection around practice. This presentation will showcase how co-operative inquiry is being integrated into the field education program.

Paper Title: Practice - Keeping children safe exploratory outcome evaluation: Research conducted with the assistance of CSU Social Work students on placement  
Presenter: John BURNS  

ABSTRACT

Orange Family Support Service in partnership with Orange Community Health Centre has been facilitating a 6 session parent education program since 2004, targeting parents of at-risk children. The Uniting Care Institute of Family Practice program called Keeping Children Safe (KCS) has been utilised.

The facilitators identified the need for complementary evaluation data on the possible influence that the program has had on parenting and child safety, beyond the life of the
group. A formal exploratory research project was therefore designed. A mixed method approach to the data collection was employed, by which the participants were followed up and interviewed using a structured interview schedule, and referring agencies surveyed via a questionnaire, to obtain both quantitative and qualitative data for analysis.

Social Work students on sequential placements from Charles Sturt University were heavily involved in the design and conduct of the research. In spite of challenges in recruitment of participants, some meaningful data was gathered. It indicated that KCS had a positive influence on the knowledge, attitudes and behaviour of most of the parents interviewed and on their families, as reported by them, beyond the life of the group. The agency feedback, though limited by the amount received, also mostly confirmed that KCS had a positive influence on parenting, child safety and readiness to work with agencies.

The combined results are promising though limitations identified may affect generalisability. The programme can sit well within a range of tailored child protection family level interventions. The research may also encourage a wider evaluation of the KCS program. The contribution of the Social Work students was vital to the conduct and completion of the project, which was also very beneficial for the student’s learning. Ongoing evaluation might generate further opportunities for student placements and avenues for research collaboration

Paper Title: Re-imagining the use of Recognition of Prior Learning in Social Work field education

Presenters: Bruce VALENTINE and Wendy BOWLES

ABSTRACT

This paper discusses the re-imagining of Recognition of Prior Learning (RPL) at CSU as a reflective professional development process, known as Professional Practice Assessment (PPA). PPA replaces the credentialist model of RPL supported by AASW. The paper examines the limitations of the credentialist model and the advantages of the PPA process in respect of students developing social work identity.

Instead of being given a credit for the first field education subject, based on their qualifying work history, students are required to enrol in the subject and undertake a series of social work based assessments directed at developing their social work identity. These assessments mimic the placement experience by progressively reframing each student’s work experience within the social work construct. In demonstrating how they
ABSTRACTS

meet the AASW Practice Standards students complete an assessment that mimics the placement learning plan; two short essays on social work values and practice theories reflect the learning and development essay for the first CSU placement; and finally, students give a presentation that mirrors the mid placement presentation that CSU placement students complete. Key to this process is the academic/professional mentor who combines the roles of field educator and academic liaison.

An evaluation is planned to determine the extent to which students involved in the PPA process are meeting the outcomes of Field Education 1 in comparison to those students who undertake a placement.
SESSION 3

Paper Title: International mobility programs at CSU: Enacting *Yindyamarra Winhanganha*

Presenters: Susan MLCEK and Karen BELL

**ABSTRACT**

This presentation provides an overview of the range of international mobility programs offered to social work students at CSU. With several years’ experience in facilitating these programs and drawing on our research findings, we outline the impacts of these initiatives on students as well as host communities.

*Yindyamarra Winhanganha* is a Wiradjuri phrase adopted by CSU to represent the university’s approach to education. The phrase means ‘the wisdom of respectfully knowing how to live well in a world worth living in’. This ethos is central to our international mobility programs as we encourage our students’ commitment to global citizenship.

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Paper Title: Eco social work

**Presenter: Heather BOETTO**

**ABSTRACT**

This presentation introduces eco-social work as a practice approach for addressing one of the most threatening issues facing the planet – the global environmental crisis. There is worldwide consensus that an environmental crisis of considerable magnitude is taking place, which is having a disproportionate impact on the world’s most disadvantaged citizens. Social work, a profession concerned with human rights and social justice, ought to be concerned with this unfolding social and environmental crisis. Using an ecologically centred approach, the intersection between social work and the natural environment will be explored and located within an ethical mandate of professional national and international policy documents. An ecosocial work practice framework will be conceptualised, including the application of being, thinking and doing dimensions of practice. Finally, current and future challenges for developing eco-social work will be explored, including recommendations for future foci areas.
Paper Title: Perceptions and challenges of the ageing migrant communities and service providers in regional Australia

Presenters: Sabine AGUSTINE and Ndungi wa MUNGAI

ABSTRACT

The proportion of the older people from culturally and linguistically diverse backgrounds is projected to increase significantly over the next decade. The composition has been shifting from a mainly European base to include new source countries from Asia and Africa. This growth and complexity provides a range of challenges for practitioners and policy makers working in this field. A proportion of the new migrants are resettling in regional areas like Wagga Wagga in New South Wales. One of the gaps in knowledge about ageing issues for these migrant groups is what constitutes ‘old age’ and what new aged care services, if any, are needed to accommodate them. The government recognises the age of 65 as the start of old age. However, some cultural groups have a lower life expectancy and experience issues associated with old age at an earlier age. Considering particular challenges associated with the perception of ‘old age’ and appropriate service provision, this paper aims to ascertain the migrant community’s perceptions and age related issues. This paper reports on an exploratory qualitative research using focus group with CALD groups and aged care service providers in Wagga Wagga, New South Wales. The paper also explores the preparedness for emerging ageing issues and highlights specific challenges associated with the concept of ‘aged’ and ageing among service providers in a regional location. Recommendations are made, aimed at designing more flexible and diverse services for aged migrants in regional Australia.

Paper Title: Mental wellbeing and (social) work - is it possible?

Presenter: Fredrick VELANDER

ABSTRACT

Social workers tend to be client focused in their thinking, being and doing, where the client comes before anything else. An aspect of professional social work that tends to be missing, or takes a back seat in our thinking, being and doing, is self-care. In general social workers stay in the profession somewhere between 0 to 5 years after graduation. There is mounting evidence that the reasons social workers leave the profession is because an increased prevalence of stress related illnesses, which is linked to both negative physical and mental wellbeing. Strongly related to this are reduced resources in both the private and public sector when demands are increasing. The consequences of
increased stress also have profound impact on organisations and society as a whole. For example, there is direct correlation between excessive stress and sickness absence, long-term sick leave, staff turnover, cost for recruitment, human errors in service provision and impaired quality in the services provided. Therefore this presentation will turn the looking glass inwards and look at causes and effects of excessive stress, but most importantly will discuss what can be done to turn the current trend around.

Paper Title: Social work in schools

Presenter: Matthew GRAY

ABSTRACT

For the past five years, CSU Social Work students have been undertaking their placements at Tolland Public School, which is located in one of the suburbs of Wagga Wagga. Tolland has been identified by its FOEI (Family Occupation Education Index) as servicing a significantly disadvantaged school community. It has high levels of Indigenous students, a high number of low SES families and is located within a social housing suburb. Many students attending the school are accessing a range of local support services and the school has found the need to be engaged with these services in order to respond to the students’ learning needs. Social Work students from CSU have been working with staff to develop a care coordination model that aims to link the school with these services. This model is being supported by consecutive student placements, which offers a consistent approach. This presentation will outline how the model was developed; the contribution it is making to the school and how, by utilising social work students in explicit ways, the school can takes steps to respond to the needs of students and their families within the school community.
Paper Title: Combating whiteness behaviours through culturally responsive practice

Presenter: Susan MLCEK

ABSTRACT

How do we progress developing cross-cultural competencies for social work students? There are new trends in adaptive social work practice that problematises the idea that cultural competence is a framework that incorporates a ‘one-size-fits-all’ set of strategies that can be used in any context with different cultures, including work with Indigenous Australians. However, both the Australian Association of Social Workers [AASW] and the Indigenous Allied Health Australia [IAHA] suggest adopting a new way of working that asks practitioners to be more culturally responsive. Cultural responsiveness in action, is a framework developed by the IAHA to respond to a "... need for practical strategies to build cultural safety using strengths-based and action-oriented approaches ... This capability framework provides guidance around what we need to know, be and do in order to be culturally responsive" (IAHA Chairperson, Ms Faye McMillan, August 6, 2015). This set of capabilities relates to Indigenous health-care, but its central tenets and principles can be used to inform any human services situation, for example: culture being central to the health and wellbeing of Aboriginal and Torres Strait Islander peoples; holistic and inclusive views of health and wellbeing; adopting a rights-based culturally responsive approach; recognising leadership, strength, resilience and self-determination; understanding the unique professional and cultural perspectives of Aboriginal and Torres Strait Islander peoples; acknowledging the diversity of individuals, families and communities; and undertaking rigorous education, evidence-based practice and research. Will this be enough, going forward into the future? How can we measure its success? This paper suggests social workers undertake their own ‘adaptation framework’, using all the relevant and authentic ‘tools’ they can, to assist in developing their own cultural responsiveness focus.

Ideas:

- Auto-ethnography
- Critical reflection cycles
- Wise practice
- Storying
- Indigenous worldviews
- Decolonising methodologies
- Anti-colonialism strategies
- Yindyamarra Winhanganha - ‘the wisdom of respectfully knowing how to live well in a world worth living in’
Paper Title: Swapping music chairs: Reflections of a social worker as cancer survivor

Presenter: George RAFAEL

ABSTRACT

In this paper, I aim to share my experiences of and reflections on being a surviving cancer patient. Swapping chairs from being clinical social worker/counselor offering psycho-social and therapeutic services to clients having life stressors, cancer and related issues, and to their carers and families to being a recipient of similar services as I myself was diagnosed with Acute Myeloid Leukemia was a difficult and challenging experience. My reflective analysis brings out several thoughts and raises questions about counseling and support approaches, particularly when professional social workers become cancer clients. The stages I experienced as a cancer patient did not match the stages suggested in the literature (For example, see Kubler-Ross’ emotional stages: denial, anger, bargaining, depression, and acceptance). Experiencing cancer and continuing my professional practice, particularly with health professionals (doctors, nurses, allied health include psychologists and social workers) was mostly difficult. I wondered about the role of psychosomatic disorders, severe and clinical depression, stress, or anxiety in causing cancer. I deeply thought about the relevance of psycho-social approaches in working with clients with cancer. Different views of specialists (Hematologists, Oncologists and Allied Health workers) on the cause of cancer made me think more about the cancer I was experiencing. I also thought about the appropriateness of cognitive behavior therapy (CBT) for cancer sufferers. I increasingly felt the need to create additional safety net for professional workers with least resources and support. Sharing my personal experiences and reflections as a cancer survivor and social worker, hopefully, has implications for better understanding of people affected by cancer and for developing and delivering effective support services.

Paper Title: Application to nonviolence and social work education

Presenter: Karen DEMPSEY

ABSTRACT

This presentation describes the Nonviolent or Compassionate Communication model and how one practitioner applies the model to macro meso and micro focused Social Work practice and education with students. Relevance to anti oppressive practice is explored. I have been training in and implementing this model at a personal level and in my Social Work practice for approximately 10 years prompted by my personal reaction of shock at the time of the Cronulla Riots.
SESSION 6

Paper Title: Teaching human rights in social work

Presenters: Ndungi wa MUNGAI and Ignatius CHIDA

ABSTRACT

'The objective of teaching human rights in social work bring these two rich traditions together to produce better equipped social work practitioners. It is an approach that is supported by the United Nations as well as national and international social work associations. We have been teaching human rights since 2005. We aim to teach the theoretical foundations of human rights and link human rights to AASW social work practice standards. The assessment also includes theoretical understanding as well as human rights activism. Online classes provides an opportunity for the online student community to interact with their peers and the lecturer and extend their human rights knowledge. Many students comment on how they start with the assumption that they know everything about human rights but realize there was much more they did not.'

*Charles Sturt University
^Corresponding author. Email: nmungai@csu.edu.au

Paper Title: Gender and social work

Presenters: Karen BELL and Heather BOETTO

ABSTRACT

Gender inequality is a major, ongoing global issue and as such, it is a central concern for social work. At CSU, there has been a substantial record of research and publication over the years in relation to gender. This presentation delivers an overview of this body of research, including research relating to women's health, climate change, rural services, methodology, international social work, migration, ageing and the profession itself. We also identify challenges, issues for further research and opportunities for professional development.
Paper Title: Challenges and opportunities for Southern African skilled migrants in rural and regional New South Wales, Australia

Presenters: Ignatius CHIDA, Ndungi wa MUNGAI, Manohar PAWAR

ABSTRACT

This paper presents the findings of a research on opportunities and challenges relating to migrants who move from developing to developed countries. The research utilises the ‘push and pull theory’ of migration to analyse these migration experiences and is based on seventeen (17) in-depth interviews. The migrants in this research were from the Southern African countries of Botswana, Malawi, Mozambique, South Africa, Swaziland, Zambia and Zimbabwe and resided in rural New South Wales, Australia.

The research identified that economic and social benefits such as better wages, better employment and educational opportunities, stable and safe political conditions, and a better lifestyle as the major factors pulling most migrants to the developed countries. Out of Africa ‘push factors’ were the unfavorable prevailing conditions such as unemployment, prevailing unstable economic and political environments, limited educational opportunities. The research also established that migration was not unproblematic and came with challenges related to the adaptation to the social and economic environment. There are implications on how the countries of origin could retain their skilled manpower and how the countries of migration can support the new migrants and benefit from their skills.

Keywords: ‘push and pull theory’; skilled migrants; Southern Africa; multiculturalism
ABSTRACTS

SESSION 7

Paper Title: Older people and music festival participation
Presenter: John Paul HEALY

ABSTRACT

Music festivals are mostly thought of as the domain of younger people; however there are some music festivals that are more attractive to a broader age group. In particular, Bluegrass and Oldtime festivals have major involvement from older people as audience, performers and casual musical participants. For older people, Bluegrass and Oldtime festivals can be a place for informal learning of their chosen instrument. The festivals present the opportunity for a lifelong learning experience within a shared community. It is often regarded that adult learning is aided by experience, and within the festival space there is ample opportunity for musical participation. Musical participation within a community setting has been seen as generating social connectedness, creating a greater sense of wellbeing and promotes positive ageing. This paper explores the participation of older people in Bluegrass and Oldtime festivals and considers some of the benefits.

Paper Title: Post-conventional social work
Presenter: Karen BELL

ABSTRACT

Social Work, as a global profession, has equity and social justice at its heart. However it is argued that foundation theory at the ontological level has been somewhat neglected in Social Work at times resulting in a reliance on conventional, modernist theoretical perspectives. This reliance is highly problematic for Social Work in that conventional approaches are typically comprised of a series of hierarchical dualisms. These can serve to naturalise individualism and oppression and as such, conventional approaches are at odds with core Social Work aims and values. It is a challenge for 21st Century Social Work to consolidate a distinct foundation theory for Social Work efforts towards social justice and human rights. This presentation explores the capacity of post-conventional theory to conceptualise collectivity, diversity, equity and interdependence. It is argued that post-conventional theory is more consistent with Social Work in the 21st Century at ontological, epistemological and methodological levels.
Paper Title: The lived experience of acute mental health inpatient care - what’s recovery got to do with it?

Presenter: Bronwyn HYDE

ABSTRACT

This research study explores the lived experience of acute mental health inpatient care and uncovers meanings attached to the notion of recovery in this setting by consumers, workers and managers. In particular consideration is given to practice implications for the social work profession. Twenty four individual semi-structured interviews were conducted across three groups – consumers, workers and managers. Hermeneutic phenomenological methodology was employed to explore the phenomenon of acute inpatient care.

Acknowledging the lived experience of workers and managers alongside that of consumers provides a new insight into mental health inpatient care and the meaning of recovery within this setting. Differences are noted between the key groups and these differences accord with current literature on recovery in mental health, however it is the similarities that are of particular note within this study. These similarities challenge the usual dichotomies found in mental health recovery literature that ignore the shared components of both the experience of inpatient care and the meaning of recovery. It is this shared space that provides a focus of practice change and reveals the potential for optimising the recovery experience within an acute inpatient setting.
AUTHOR BIOS

SABINE AGUSTINE
Sabine completed her Bachelor of Arts (1996), Master of Arts (1999) from Guru Nanak Dev University, India and her Master of Social Work (2006) at Flinders University, Adelaide, South Australia. She has worked in social work and community welfare education at various institutes including University of New England and VET sector since 2008. In addition to her work in social work and community welfare education, she has worked in community development and rehabilitation sectors. She has an extensive VET educational goals setting and social work field practice coordination experience.

BILL ANSCOMBE
Bill has a Social Work degree from Sydney University, a Graduate Diploma in Public Administration, a Certificate and Diploma in Theology, a Master’s qualification in Social Policy and in 2009 completed doctoral studies through CSU in Social Work on the topic “Consilience in Social Work”.

Bill worked for 20 years within the NSW Department of Corrective Services where he was principally involved in community based corrections, and was selected for the Department’s Senior Executive Development Program. He subsequently joined CSU in 1993 where he pursued interests in corrections, rural community development, indigenous issues, the rural church, and has been selected by the International Council of Canadian Studies for an International exchange.

Bill returned to CSU in 2002 and continued to operate in a joint appointment between the University and a government department until 2004 before returning to the University full-time. In 2004 he was a member of a three person National Government Review team. He has taught in a wide range of subjects in Social Work and Corrections including Theory and Practice subjects, Practicum subjects and specialist subjects.
KAREN BELL
Karen completed a Bachelor of Arts, majoring in legal studies and philosophy (La Trobe University Melbourne) in 1986, a Bachelor of Social Work with Honours grades (University of Melbourne) in 1988 and a PhD (CSU) in 2010. She has worked in social work education at CSU since 1993. Karen’s practice experience is mainly in health as a generalist hospital social worker and in mental health as an on-site social worker in a regional psychiatric unit. She has also undertaken various contract and locum positions in health and community services over the years. In addition, she worked at Centrelink in direct and indirect practice roles including staff training and development, reviews and projects.

Karen’s doctoral thesis - ‘The experiences and support needs of non-metropolitan women who have used assisted reproduction clinics’ – explores the experiences of rural women in relation to infertility and assisted reproduction and the role of social work and human service professionals in this context. The dominant paradigm in assisted reproduction remains quite traditional, biomedical and individualistic in its ontological orientation. This shapes regulation, research and service provision. A major outcome of this research is its contribution to a post-conventional knowledge base in relation to human reproduction – one that validates women’s epistemic agency. In terms of national health and social services delivery, the research reinforces a need for a multidisciplinary, human rights approach to service delivery in the context of IVF in Australia and internationally.

Research interests include:

- Philosophy of social work, social theory
- Gender, women and social policy
- Social work practicum, international social work
- Assisted reproduction - rural service users and service providers
- Rural and regional service delivery
- International social work, eco social work

HEATHER BOETTO
Heather is a lecturer in Social Work and Human Services at Charles Sturt University, and is in the final stages of her PhD researching in the area of environmental sustainability. She has several publications relating to an eco-social approach with regard to gender, ethics, and education. In particular, Heather has developed an eco-social practice framework for micro practice, and more recently a philosophical eco-social model that is applicable across a wide range of practice contexts. Heather has presented her research at various international conferences, and remains enthusiastic about the changes occurring in the profession relating to eco-social work.
AUTHOR BIOS

WENDY BOWLES
Professor Wendy Bowles, Acting Head of the School of Humanities and Social Sciences, has been a social worker, mostly in the disability field, since 1980. Since moving to a rural and academic life at Charles Sturt University in 1991 her teaching and research interests cover the broad terrain of disability, social work theory, field education, practice and ethics with a focus on rural and regional practice. Wendy established the first field education program at CSU and was instrumental in introducing PPA with Bruce Valentine.

JOHN BURNS
John Burns holds a Master of Social Work, and is a recently retired Social Work and Client Support Services Discipline Department Head with Orange Health Service. He is currently Sessional Social Work Field Educator with CSU.

John has practiced in the fields of Child Welfare and Protection, Social Security, Teaching, Health and Rehabilitation. In over 25 years with Orange Health Service, John worked in Aged Care, Hospital Social Work, Child Protection Counselling, Community Health, Student Supervision and Social Work Management. He obtained his degree in Social Work from the University of NSW in 1975 and Masters Degree from Charles Sturt University in 2010. For his Masters dissertation John reported on an exploratory research project he conducted on co-parenting. John has a long-term interest in parent education in the context of child protection.

IGNATIUS CHIDA
Ignatius has more than 21 years’ experience working in the human services sector both in Australia and overseas in developing countries, bringing an international perspective to teaching and social work practice. Ignatius has worked both for government and non-government human service sectors in the areas of youth work, child protection, disability and community development, and policing. He mainly teaches Theory and practice 1 & 4, Research methods, Social Work and Human Rights, Communication and Human Services, Cross Cultural Competencies, Introduction to Social Welfare and Field Education subjects. Ignatius supervises undergraduate and postgraduate social work students on field placements.

Research interests include international migration, ageing and informal care issues for rural and regional Australia. His masters’ thesis was on issues facing African migrants settling in rural and regional Australia.
KAREN DEMPSEY
Current role - Academic Liaison Charles Sturt University Wagga Social Work Department

I graduated from Social Work in 1976. I am grateful for the policy of free universal higher education introduced by the Whitlam Labor government which played a big role in enabling me to attain a degree in Social Work. Further studies include a Graduate Diploma in Adult Education, and I am a Circle of Security Accredited Trainer. I am currently attending Nonviolence Training Groups two weeks per year with other Australian and New Zealand based practitioners of Nonviolence.

I grew up in a Housing Department area in Sydney and have loved my career in Social Work as it has enabled me to assist many people from a similar socio economic background to my family as well as people generally who are struggling in some way with life. My career has been part-time and diverse and from the age of 30 years often contingent upon roles where I could also have time for parenting my two sons. I have worked as a Youth Worker, Child and Family, in TAFE, Centrelink, Hospitals and Community Health, Aged Care, PANOC (Children and Families at risk of abuse and neglect), and as a Family Care Cottage Counsellor.

In addition to Social Work, I have an interest in Deep Ecology and environmental Social Work. I have been actively involved in Landcare NSW as an area coordinator and in this role I initiated the Little Blowhole Landcare site in Kiama also known as Gurrungutch Dreaming.

I co-ordinate the South Coast Skills for Peace Network, and am a Virtues trained facilitator and use the Virtues framework constantly with students.

MATTHEW GRAY
Matthew is currently in his sixth year as Principal of Tolland Public School. He was worked in Education since 1990 in NSW, interstate and in London. Matthew attended high school in Wagga and completed his teaching degree at CSU Bathurst. Passionate about teaching, working at Tolland provides the opportunity for Matthew to support both students and families to understand the significance of education to open up future possibilities. In his free time Matthew loves spending time with his wife, four young children and two grandchildren mostly reading stories and re-enacting light sabre scenes from Star Wars.

‘The best part of teaching is that it matters and the hardest part of teaching is that it matters every day’ (Todd Whittaker, 2102)
AUTHOR BIOS

JOHN PAUL HEALY
John Paul Healy is a lecturer in the School of Humanities and Social Sciences. Research interests include Social Work Education, Ability, Ageing, Qualitative Methodology and the Sociology of Religion. Member of the Believing in ‘Peoples Living with a Disability’ Research Community, Associate Researcher with the Public and Contextual Theology Strategic Research Centre (PACT).

RICHARD HUGMAN
Richard Hugman is currently Professor of Social Work at University of New South Wales, Australia, and has previously taught, researched and practised in social work in Australia and the UK. He has researched and written extensively about professional ethics, with a particular focus on social work. He served for many years on the ethics committee of the International Federation of Social Workers and from 2008-2014 was its chair. Richard also teaches, researches and practices in the field of international social work and social development. Since 2004 he has worked with UNICEF to support the development of social work in Vietnam. His most recent book is Social Development in Social Work (Routledge 2016).

BRONWYN HYDE
Bronwyn graduated in 1976 with a social work degree from the University of Sydney and commenced work in rural NSW in community health. After gaining a Graduate Diploma in Education Bronwyn taught in the TAFE system before returning to community health social work and for a time worked in child protection in London. In 2001 she commenced work in the mental health field in Orange, NSW. She attained a Graduate Diploma in Mental Health (Child & Adolescent) from the Institute of Psychiatry and her Master of Social Work (Advanced Practice) from Charles Sturt University in 2009. Bronwyn is currently enrolled in the Doctor of Social Work course through CSU and is completing her research on recovery-oriented practice in mental health. She works as the Project Manager in Western NSW Local Health District for a State-wide initiative assisting long term mental health patients transition to community life. She has published three journal articles on recovery in Mental Health.
THERESE JONES-MUTTON
Therese Jones-Mutton is currently the Field Education Coordinator for the Social Work Discipline with the Faculty of Arts and Education. She has a Master’s Degree in Child and Adolescent Welfare along with her Bachelor in Social Work, and BA in Social Welfare. In this role she has been working to develop a solid platform for field education, she is involved with the National Field Education Network, working to address common issues and has published an article around models of social work supervision in rural and remote Australia. She is currently engaged in writing communities around, providing inclusive frameworks for field education and industrial and legal matters relating to Field Education.

Her last practice position was as a social worker at Centrelink in 2011, and prior to this she worked for NSW Health for 15 years. Her work has primarily been focused on case management and counselling approaches.

She is committed to ensuring that her clients and students are able to access the services and education they require to achieve their goals.

ALISON Mc Donald
Alison McDonald has been a social worker for over 30 years. She is currently working in ACT Health as the social work clinical educator and profession lead. There are 150 social workers within ACT health and she is responsible for student placements and student/staff education and research/QI. As profession lead she is the professional voice for social work within a strong medical model and inter professional culture. Alison has worked in 3 states and has a background in Child and adolescent mental health, family work/family therapy, out of home care, program development and contract work for several universities. She has spent many years working in rural communities and has a healthy appreciation for resourcing constraints and the importance of keeping professionally connected.
SUSAN MLCEK
Dr Susan Mlcek’s interests reflect her teaching and learning qualifications and experience, including Andragogy – the science of helping adults to learn. Furthermore, at the heart of her academic practice – in both learning and teaching, and research – lie two influences: the significance of her Indigeneity, and her engagement with Andragogy. From an auto-ethnographical stance, the influence of being Māori-Indigenous with its spiritual and tribal connections, and her ongoing quest to address the ‘science of helping adults to learn’ [Eduard Lindeman 1927, in Brookfield 1987], is woven through personal pedagogy that privileges inclusive practice which is also about working within a social justice framework of equity, access, participation and rights of people.

Recent publications for 2016 include five co-authored chapters [a culturally competent and responsive approach to case management; Indigenous approaches to research; Indigenous health and wellbeing – wise and responsive practice in Primary Health Care; Indigenous healthy ageing and aged care; international programs], and two journal articles [social engineering Indigenous communities; decolonising methodologies to counter diasporic anomie], all with Indigenous themes.

BERNADETTE MOORHEAD
I am currently undertaking doctoral research on how newly qualified social workers (NQSW) experience and foster their identities, during the first twelve months post-qualification. Professional identity is of particular interest to the profession and educators, because NQSW are within an important development phase of their careers, and face a range of issues, including stressful workplaces and negotiating role and organisational identities within broader discourses. It is important we understand the experiences of NQSW, so we can prepare future graduates, and support current practitioners to remain committed to a social work identity.

Research interests:

- Experiences and identities of NQSW
- Professional development and support needs of social work practitioners
- Social work education, field placement
- Hermeneutic phenomenological and critical research methodology
NDUNGI wa MUNGAI
Ndungi has worked in a variety of social work settings in Australia including housing, refugee support, counselling and research. His main teaching subjects are social work and human rights, ethics in social work and social work research methods. Ndungi is an active teacher and researcher and has published several book chapters and journal articles. Recent published works include: The challenges of maintaining social work ethics in Kenya (With Wairire and Rush) (2014); Resettling refugees in rural areas: Africans, Burmese, Bhutanese and Afghans in the Riverina NSW Australia (2014) and Afrocentric social work: Implications for practice issues (2015); the challenges facing single female parents of African background in regional Australia (with Ochala) (2016). Research interests include human rights and ethics, Social work response to climate change, Social work with refugee and migrant resettlement in rural areas.

MANOHAR PAWAR
Manohar Pawar PhD is Professor of Social Work at the School of Humanities and Social Sciences, Charles Sturt University (NSW Australia) and is the president-elect of the International Consortium for Social Development. He has over 30 years of experience in social work education, research and practice in Australia and India. Professor Pawar has received a number of awards, including the citation award for outstanding contributions to student learning (2008, from the Australian Learning and Teaching Council); and Quality of Life Award (2001, from the Association of Commonwealth Universities).

AUTHOR BIOS

GEORGE RAFAEL
George is currently a private Clinical Social Worker with 35 years’ experience in government (including Oncology and Palliative Care at Noarlunga Health Service), and private health settings.

George has presented papers in different International and national conferences, and is a candidate for Doctor of Social Work at Charles Sturt University, focusing on psychosomatic disorders (including some types of cancer) as a result of life stressors.

PHILOMENA SAW
Philomena Saw completed her Bachelor of Social Work in 1998 through LaTrobe University, Bundoora. This followed her successful completion in 1988 of a Bachelor of Behavioural Sciences and a number of years subsequently working in the adolescent welfare system as a Youth Officer. It was these working years at Baltara Youth Training Centre in Parkville, Melbourne which offered her the opportunity to observe the influence a social worker had over the future of young people whose lives were on the brink of spiralling out of control.

Philomena joined the Department of Human Services (DHS) (formerly known as the Department of Social Security or Centrelink) in 1999. Located in Melbourne, she has worked across a number of metropolitan locations and in 2007 moved into the Social Work Manager position. Philomena currently oversees the social work service across 1/3 of Victoria with her team of approximately 55-60 social workers in metro and rural locations, as well as a team of 8 Community Engagement Officers, delivering services to some of the most vulnerable and disadvantaged customers.

One of the portfolios currently held by Philomena is that of facilitating social work student placements with DHS. This has resulted with relationships between DHS and Universities being strengthened, the implementation of a national induction package to assist prospective supervisors and students during placement, research opportunities for students being more widely promoted and undertaken and increased numbers of students each year are now completing their placements within DHS. Importantly, a significant number also transition into paid employment within the department following the successful completion of their studies. Philomena’s commitment to student placements extends past the Victorian border, with a number of CSU students having been able to complete their placements with her staff over the past few years.
**MONICA SHORT**
Monica Short is a lecturer and social researcher at CSU and volunteer social researcher with Bush Church Aid. She has worked for over 20 years in large government organisations, in roles ranging from generic social work positions to senior management. Monica is passionate about teaching field education and case management, and about her research. Her research interests include: mutual dialogic exchanges between theologians, sociologists and social workers about complex social issues; church engagements; social work; (dis)ability and rural issues. Monica has written or published in the following areas: social work, religion, (dis)ability and co-operative inquiry. For publication details, visit: www.csu.edu.au/faculty/arts/humss/staff/profiles/lecturers/monica-short

**BRUCE VALENTINE**
Bruce Valentine - Dr Bruce Valentine is an Adjunct Social Work Lecturer with Charles Sturt University. Prior to joining CSU he spent 38 years in the NSW Public Service working in the fields of health and welfare. He has held various academic positions associated with field education. He has managed the RPL program since its inception in 2004 and, with Wendy, was instrumental in the design and evolution of the PPA process and is the lead researcher for the evaluation of PPA.

**FREDRICK VELANDER**
Dr Fredrik Velander has spent more than 15 years working in the mental health field. Fredrik has completed his Social Work degree at Mid Sweden University and his PhD in International Health at Curtin University. After graduating he worked at the National Institute for Working Life in Sweden in health promotion, with a special focus on mental health, organisational development, professional development and measures to reduce the harms associated with excessive alcohol use. In 2005 he joined the National Drug Research Institute at Curtin University as project coordinator on whole of community action project in Kalgoorlie-Boulder, Western Australia. In 2010 he took up a position as lecturer at Charles Sturt University in Wagga Wagga, New South Wales, and since 2015 he has been acting Course Director for the Human Services degrees.