



THEME: "ALL ENDINGS ARE ALSO BEGINNINGS, WE JUST DON'T KNOW IT AT THE TIME"

## QUT Field Ed Newsletter

# QUT

### December 2013

IN THIS ISSUE

## Welcome to our Summer Issue

Welcome to the Summer edition of Field Ed. Where has the year gone! Time seems to be going faster and faster or maybe it is an age thing! I know that we are all looking forward to some time off to recharge our batteries, and spend time with family, friends and loved ones during the festive season, so we hope that you all get the chance to do that.

On behalf of the team I wanted to thank you all for your support, guidance, mentoring and teaching of our students over the year; your role is crucial in training the workforce of tomorrow. We, as with other universities could not do our job without your support, and we certainly recognise the added work and pressure that this brings with it, as well as the sense of satisfaction!

The Social Work programs at QUT have grown over the last year as you will see through our fast facts.... both the Bachelor but in particular the Masters of Social Work (Qualifying) degree. This has brought with it its challenges but also opportunities. We have had two fabulous groups of final placement students who graduated this year – we proud of every one of them and their achievements, as I am sure you are as Field Educators who have supported them. A number of students from semester 2 have already secured work, many with their final placement agencies, which is always great to know!

In this issue we have a wonderful article from Dr Suzette Fox, Clinical Educator with Queensland Health, Metro North. For your information, Suzette, Dr Phil Crane and Anna Spencer presented the research project on advanced health directives at the Australian & New Zealand Social Work & Welfare Education & Research (ANZSWWER) Symposium held in Western Australia on the 3-4<sup>th</sup> October 2013. Anna Spencer and I also presented on the SWISS website – it was a fabulous Symposium bringing together Academic and Field Educators discussing the theme *Imagining Futures for Social Work Education and Research*.

I also wanted to take this opportunity to thank our agency partners and in particular those with whom we have established student units: Queensland Health, Queensland Health: Children's Health Services, Jabiru, Community Living Association, Mater Hospital, Micah Projects Inc and Uniting Care Community. We look forward to continuing to work with you over 2014 and on behalf of the Field Education Unit Team, we'd like to wish you all a safe, joyous and relaxing festive season!

Cheers

Fotina (Field Education Unit Coordinator)



### SW Supervisor Bio

We introduce you to Glenys Smith who provides Supervision to those students who do not have a Social Worker supervising them on placement.

Page 3



### Eating Disorders Clinic

Two of our students (Karly on the left and David on the right, and Associate Professor Ingrid Wagner in the middle) reflect on their final Masters of SW placement at Multidisciplinary Eating Disorder Clinic. Page 2

# Eating Disorders Clinic

By David Hadley and Karly Rubins

It's wonderful to have the chance to reflect on our final placement of the Masters of Social Work program. We were offered the opportunity to work alongside Associate Professor Ingrid Wagner of the QUT School of Public Health and Social Work. This entailed a 500 hour placement at the newly established Multidisciplinary Eating Disorder Clinic located within the QUT Health Clinic at Kelvin Grove. Our placement, like most social work placements, was both exciting and challenging; and involved a diverse range of learning opportunities in different areas of eating disorder treatments.

Our placement began with an immersion into the literature surrounding Structural, Strategic and Narrative Family Therapies. This provided the foundation for our developing understanding of how these key theories relate to the current family based eating disorder treatment known as the Maudsley Method. Current research suggests that the Maudsley Method has efficacy rates of between 75-90%, making it the treatment of choice for adolescent Anorexia Nervosa (AN). The Maudsley Method opposes the traditional notion that families are pathological or should be blamed for the development of AN. On the contrary, this model of treatment treats parents with respect and empathy; understanding that the eating disorder has had a major impact on family life. This agnostic position provides a working platform to quickly take on the medical issue of acute starvation by bringing the team and family together on the same page without conflicting issues.

Treatment typically lasts 12 months and moves through three clearly defined phases. The first phase involves restoring the weight of the young person through engaging the family in treatment. The purpose of the second phase is to transition control of eating back into the care of the adolescent. The third and final stage involves exploring adolescent themes, establishing the

transition to the adolescent and parent relationship and future problem solving techniques.

The Maudsley Method was introduced to Australia by Associate Professor Ingrid Wagner and was initially utilised within the public health sector. There is a shortage of trained clinicians utilising this method in Queensland and this scarcity has provided the opportunity for QUT to not only support families who are experiencing eating disorders, but also train clinicians in the Maudsley Method.

Ingrid, with the support of QUT, developed and facilitated a three day workshop on eating disorders and the Maudsley Method. This was achieved by inviting a number of experts in the field including Professor Daniel Le Grange who was a co-creator of the Maudsley Method. Our role as students was multifaceted and involved assisting with the development of the Blackboard website which provided participants with a variety of resources as well as having the privilege of attending the training.

The second part of our placement gave us the opportunity to learn about the Skills-Based Learning Group for Carers affected by eating disorders which was developed by Professor Janet Treasure at the Maudsley Hospital in London. This involves six collaborative group sessions which provide well needed understanding and skills for parents and carers experiencing the complexity involved in looking after a loved one with an eating disorder. We were supported in this task by the Eating Disorder Outreach Service (EDOS) who provided training and ongoing support. Our role as students was to co-facilitate the group with Ingrid Wagner which provided psycho-education on eating disorders and experiential learning for the parents to



understand how to implement these skills. This gave the participants the opportunity for reflection, observation and active experimentation. This experience provided us with the chance to not only learn the skills ourselves, but to put this into action to guide others in understanding the techniques to help restore their loved one back to health. Some of the skills include: taking a Motivational Interviewing (MI) stance, understanding patterns of behavioural and emotional parenting styles, understanding the stages of change, communication skills and settings boundaries.

Both of these interventions take an agnostic stance whereby we didn't look for causality or cast blame. Rather, we viewed the family with respect and when appropriately supported, they had the ability and wisdom to help their loved one recover. As students, these experiences gave us the unique opportunity to see how our social work training - which emphasises a systemic and ecological perspective (viewing the person within the context of their environment) - supports us to work effectively in family based treatments. We will treasure this learning experience as it has given us a greater respect of working in a social work paradigm.

- David Hadley & Karly Rubins

Have you checked out our **Social Work Integrated Supervision Support Website?** This QUT website is an innovative, interactive resource for field educators of Social Work and Human Services students:

<http://www.swiss.qut.edu.au/>



# Introducing Glenys Smith

Glenys Smith is a social worker in private practice. She has worked as a social worker for some 30 years. During that time she has had the opportunity and privilege to practice in a number of areas - including child and family welfare, community mental health, vocational and rehabilitation services, older person's mental health and wellbeing. She has particular interest in working with war veterans, peacekeepers and their families. She is the national social work adviser to the Department of Veterans' Affairs. She also provides clinical assessment, counselling and group facilitation for *Veterans and Veterans' Families Counselling Service (VVCS)*.

Glenys holds a Master of Social Welfare, Administration & Planning from the University of Queensland. She has previously practiced in criminal justice, administrative and family law settings and has expertise in mediation and conflict resolution, having trained at the Faculty of Law at QUT. She has hands-on practitioner and management experience in the planning and delivery of human services, with a range of clients and in private, government and not-for-profit sectors.

Examples include her membership of the Social Security Appeals Tribunal, and also her work to the Queensland Government's 'Forde Inquiry' – as a counsellor assisting adult victims of childhood trauma. She has held clinical and management positions within vocational rehabilitative and acquired brain impairment services.

Glenys has a strong commitment to continuing education and has ongoing association with QUT. Until 2010, she assisted in the development and co-ordination of the postgraduate leadership and people management program within social work at the University of Queensland and has written accredited tertiary programs for the University.

Glenys strives to ensure best practice, underpinned by reflective ethical consideration. For this reason her private consultancy work incorporates clinical supervision, leadership and management coaching, team building and conflict resolution, change management, as well as high level complaint and investigative work.

Glenys has been providing external social work supervision for QUT for the last 2 and a half years, and during that time has mentored and supported many of our students.

We want to extend our heartfelt thanks to Glenys for all her work and support to date!

# Congratulations to our Graduates!

***Whilst we have students 'beginning' their summer placements...we also bid farewell to final year Social Work and Human Service Students who reach an "ending" in terms of their studies....but simultaneously "begin" their careers.***

The Field Education Team facilitated the final round of placement workshops for our final year students who had completed their studies and their final field education placement. As teachers it is always a great privilege witnessing the growth and development of our students as they transition from students to emerging practitioners' to graduates. We thoroughly enjoyed being part of the presentations that students gave about their practice frameworks and are very much looking forward to working with this cohort as our colleagues in the field. We would like to acknowledge and thank our field work supervisors who dedicate time, energy and resources in supporting our students to successfully make this transition from university life to the Social Work and Human Service industry – without you this would not be possible.

- Eleesa Johnstone



In one of their final Reflection's, a SW student found this poem on the Internet, and stated they identified with it, in terms of what it meant to be a Social Worker...so we thought we would share it here with you.

## Being a Social Worker means...

- You will never be bored.
- You will always be frustrated.
- You will be surrounded by challenges.
- So much to do and so little time.
- You will carry immense responsibility and very little authority.
- You will step into people's lives and you will make a difference.
- Some will bless you some will curse you.
- You will see people at their worst- and their best.
- You will never cease to be amazed at people's capacity for love, courage, and endurance.
- You will see life begin and end.
- You will experience resounding triumphs and devastating failures.
- You will cry a lot.
- You will laugh a lot.
- You will know what it is to be human and to be humane.

# Research in Practice

- Dr Suzette Fox, Social Work & Welfare Clinical Educator, Queensland Health

Over the past 12 months two innovative research projects undertaken at the Royal Brisbane and Women’s Hospital (RBWH) have strengthened the collaborative relationship that exists between Queensland University of Technology (QUT) and the Queensland Health Social Work Clinical Education program at RBWH.

A field placement initiative in Semester 1 2013, allowed QUT students to undertake focused inquiry into practice challenges at RBWH which contain legal and social considerations. The specific aim was to gain greater understanding about how the use of Advanced Health Directives (AHD) can be improved and about current practice in the area. This practice need arose because of limited uptake of the service in hospitals. The project successfully brought the QUT Faculty of Law and the School of Public Health and Social Work, Faculty of Health, together with the Legal Services Department RBWH and Department of Social Work Services RBWH. A team of six students participated in the ‘Royal Research Project’ as a shared placement/project. Over the semester they developed a survey to be administered to various categories of hospital staff. The social work emphasis on the wider social and family context provided an important lens through which to view the problem. In functioning as a small learning team, the social work students learnt to negotiate inter-professional interactions, being cognizant of differences in status and power that were presented by a shared placement between social work and law. The innovation provided an excellent opportunity for research theory and methodology to be applied in practice as students gained real experience in understanding how research can improve service delivery.

A second research project was part of the Queensland Regional Training Network (QRTN) Clinical Innovation initiative. In this project the Department of Social Work Services RBWH partnered with 3 local universities, University of Queensland, ACU and QUT, to trail a clinical rotational model for final year social work students. This was the Placement Rotation in Aged Care (PRAC) model where six students on field placement at RBWH rotated in pairs across both acute and subacute clinical settings in aged care. In partnership with universities, participants were purposively selected into the trial on the basis of key selection criteria. Key outcomes were around the development of knowledge, skills and positive attitudes for working with older people as students engaged with older people in acute and sub acute clinical settings, and participated in a specially designed program of learning about ageing. A small study was designed to evaluate the clinical placement model. The study utilized a mixed methodology consisting of a pre-test-post-test, content analysis of a reflective writing task and in-depth interviews at the end of placement. The study set out to examine student attitudes prior to and at the conclusion of the field placement to determine whether the placement experience made a difference to their attitudes. Findings are to be used to inform the future delivery of clinical education in aged care and contribute to discussions about equipping emerging clinicians to work in the sector as a viable employment option.

Both projects utilized the education affiliations that exist under the Student Deed Framework and agreement between the universities and Queensland Health. This enabled the usual placement processes to facilitate recruiting students into the projects as either a component of the field placement or the actual placement itself. The projects have been a successful collaboration between the three universities and Social Work Clinical Education at RBWH, creating opportunities to link practice standards with education outcomes, engage in practice research and enhance social work education via university-industry collaboration.



FAST FACTS



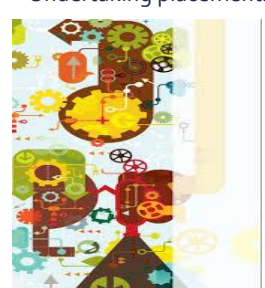
**238**  
The number of SW and HS students that undertook placements in 2013.



FAST FACTS



**69**  
There was this many more students in 2013 than in 2012, undertaking placements



# QUT Anti-Poverty Week 2013

- Matthew Poon (MSW student who completed his first placement with QUT Counselling Services)

The primary focus for my placement with QUT Counselling Services, was National Anti-Poverty Week. This involved developing a better understanding around students' experiences of financial stress, including the underpinning issues. In addition to this, we aimed to promote the range of financial resources to students, from within QUT and external organisations. To achieve this, we had to develop connections with various stakeholders including internal departments, academic staff, external organisations and student bodies.

More specifically, we had a presence at the weekly (Tuesday) Market at Kelvin Grove, and then at the QUT Anti-Poverty Week main event, held at the Garden's Point campus. The main event included a range of installations, representatives from various welfare organisations, student associations and cooking demonstrations.

## What QUT is doing?

Provide financial assistance such as equity scholarships, student loans, financial counselling, food bank and Oodgeroo unit. Other services such as Student accommodation, Careers and employment, International student services, Student Guild and student engagements are also provided.

By being involved in Anti-Poverty week, we hoped for the following outcomes:

- Reduce the number of students facing financial difficulty and offer resources to them when needed;
- Improve the availability of financial education to students; and
- Connect the various entities, both internal and external to work together towards the common goal of reducing student poverty.

This placement offered me some key learning around working with different stakeholders and within a large organisation. Some of these included the following:

- Different stakeholders maintain different perspectives around student poverty. Moreover, their planned method of intervention is quite diverse. To explain further, we had academic staff focussing on the 'big picture' such as social injustices impacting on students, to other practical more individual interventions such as teaching how to shop 'on the cheap';
- Some stakeholders were highly action orientated and task focused, whilst others are more reflective, exploring the meaning that underlie those actions;
- Working in a large organisation, I learnt there are "a decent amount of checks and balances to ensure each person's action is in line within their working guidelines". I understand these are necessary, but also found that this can present many challenges for creative ideas; and
- One of the benefits of working in an office full of PhD students is that we get to meet like-minded people and have a taste of what it is like being a PhD student. Furthermore, there are both local and international students and therefore an opportunity to have a better understanding of other cultures.

In organising and participating in the Anti-Poverty week event, I learnt many things. The following are a few examples of my insights, reflections and observations:

- An effective strategy around distributing information to students (so that they actually took it with them), was simultaneously handing out the information with lollies!
- Location! Location! Location! By locating our stall near the refectory (where there is a narrower passage way), we were able to promote our information and 'capture' our audience;
- Students became more receptive to our 'advances' when they quickly learn we were there to help them, as opposed to 'selling' them something;
- Free food was a key strategy on the event day, to engage and encourage people to stop and take notice of what was going on;
- Stallholders who were pro-active in handing out materials were more engaging and managed to get much more attention to their services than the ones who just stayed behind the desk;
- The installations were also quite engaging to make people take notice and think;
- It was a great opportunity for different stakeholders to work hand in hand and build rapport; and
- Good opportunity for students to explore the range of services in a non-threatening, 'one-stop shop' like environment.

The Anti-Poverty event held by QUT will not be a one-off event. I learnt that there is much to be done on an on-going basis to keep the momentum going. Hopefully future students on placement at QUT Counselling Services will gain the opportunity to continue this important work.

## Case Study Snapshot

*I actually referred a student in financial trouble to Student Equity and she discovered she was eligible for a scholarship to support her study and overall situation.*

ANTI-POVERTY  
13 - 19 October 2013 WEEK



ANTI-POVERTY  
13 - 19 October 2013 WEEK



ANTI-POVERTY  
13 - 19 October 2013 WEEK

