Premium Cloud engagement in social work: inspiring students to find out more

Sophie Goldingay¹, Darci Taylor², Sarah Epstein¹ & Trish McCluskey²

¹ Social Work
² Health Learning Design Pod
The development of Evelyn’s Story

• ‘wicked problem’: integrate university learning with real life practice

• Course Enhancement Process (CEP): constructive alignment and clarification of course learning outcomes (CLOs)

• High quality digital resource accessed anywhere anytime: social inclusion

• Simulation: to bring to life CLOs

• Evelyn’s Story based on our social work team's practice experiences

Dr Sophie Goldingay
Course Director Bachelor of Social Work
The CEP project

Discipline Specific knowledge and capabilities
Apply a broad and coherent understanding in contemporary Australian and international contexts of the histories, aims, values, ethics, theories and practice approaches of social work. This knowledge is to cover all domains including working with individuals, families, groups, communities, management, research education and social policy. Practise social work reflectively according to the code of ethics and professional practice standards of the Australian Association of Social Workers.

Critical thinking
Analyse, synthesise and apply knowledge of social work theories, methods and skills, with an emphasis on critical social work with the goal of social change.

Problem Solving
Apply social work knowledge and intervention skills to appropriately and creatively respond to the needs of individuals, groups and communities in diverse settings, client groups and geographic locations. Apply research knowledge and skills to evaluate evidence and contribute to the role of research in social work practice.

Self-management
Engage in critical reflective, reflexive and responsive practice, demonstrating an awareness of social location and positioning of self and others. Demonstrate a developing sense of identity, integrity and self-management as a professional social worker in all areas of practice. Participate in on-going professional development including engaging in professional supervision.
Implementing the CEP project

- Faculty Pods: multi-disciplinary team
- Course Teams: Subject matter experts
Simulation

• Growing interest technology based simulations in social work:
  • substance abuse (Osborne et al., 2016)
  • direct practice skills (Wilson et al. 2013)
  • poverty on clients (Vandsburger, 2010)
  • Positive impact on student confidence compared to traditional role play practice
  • Can it develop ability to act in real client situation?

Multi-disciplinary team effort

- Collaboration between Social Work course team and Health Pod
Evelyn’s Story in HSW707

- Addressing Violence and Abuse: Assessment task re-design

Week 1
Evelyn’s Story Video

Week 5 AT1
(individual-case study analysis)

Week 7
Face-to-face Intensive

Week 11 AT2
(group-intervention strategy)

Online

Deakin University CRICOS Provider Code: 00113B
Evelyn's Story
Evaluation of Evelyn’s Story

Voluntary, anonymous online survey
2016 n=12; 2017 n=15 (n=27)

What impact did Evelyn’s Story have on your learning?

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Unable to judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

8 x

Week 7
Face-to-face Intensive

Week 11 AT2
(group-intervention strategy)

Deakin ethics approval HEAG-H 85_2016
ES –relevant & interesting

- **ES helped me see the relevance of course material to SW practice**
- **ES was an interesting way to present course material**

<table>
<thead>
<tr>
<th>Frequency (n)</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Unable to judge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ES –relevant &amp; interesting</strong></td>
<td>18</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
## Engaging with key course concepts

<table>
<thead>
<tr>
<th>Course concept</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Unable to judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical social work</td>
<td>11</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Power</td>
<td>15</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Personal, cultural &amp; structural oppression</td>
<td>19</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Gendered violence</td>
<td>19</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Violence &amp; abuse</td>
<td>15</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

\(n=27; \chi^2(4)\) all significant (p<0.05)
Impact on online discussion

ES was useful in prompting online discussion

<table>
<thead>
<tr>
<th>Frequency (n)</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Unable to judge</th>
</tr>
</thead>
</table>
Using ES in both AT1 & 2 supported me to demonstrate my learning about violence & abuse
Using ES in AT2 allowed me to explore intervention & prevention strategies better than a text-based case study
I have become more aware of structural causes of violence and abuse and how they contribute to experiences of violence.

The importance of reflection and understanding where our perspectives come from.

Need to advocate [or] women in this situation and do all we can...

Structural analysis, Power & violence

Opportunity to explore their own values and beliefs around violence and abuse without having an impact on a real client.

Ethical behaviour

Reflexivity
Themes

...it was realistic which also helped to value the assessment tasks

It's unforgettable I feel like I know her personally

Authenticity

[We discussed] interventions and how they can be linked to theory.

Problem solving

Fantastic method of teaching, being able to use a client's story and interact with the course material.

Online engagement

It's unforgettable I feel like I know her personally

Fantastic method of teaching, being able to use a client's story and interact with the course material.

I think study such as this give the class a unified focus, which is essential when learning online

Critical thinking

Overall really great tool but when dealing with family violence there is also an imperative to be able to engage with and discuss a person's situation to then begin to make an informed plan about that situation WITH the person involved

I have a greater understanding of violence and abuse, and the different intersections of other areas of life.
Giving them more!

feel like there could have been more information that she presented (i.e. location, severity of use, how the relationship changed with David etc) but ultimately I felt like it was a great learning experience.

It is a 'good' story that has left me wanting to know more, how I can work with her partner.
Giving them more!

DHHS

Disability Services

Community Health Centre

Mental Health Service
CHS: Immersion room

Legislation and rights
All areas of social work practice are bounded in some ways by relevant legislation. In the area of family violence, each state has legislation that workers need to know about. Workers also need to understand legal interventions available to women in their state as well as other services women and workers may access, including advice on legal, medical, and other options.


Sexual Assault Crisis Line: [www.sacil.com.au](http://www.sacil.com.au) (or the relevant line in your state)
The Look Out: [www.thelookout.org.au](http://www.thelookout.org.au)

Policy Advocacy

Social Work Practice

For some examples of this, you can explore the links we've provided below:
The Reuse Baby Basy: [https://www.youtube.com/watch?v=QbHlQ9k7Dy](https://www.youtube.com/watch?v=QbHlQ9k7Dy)

This is an audio recording of a short segment of a supervision session in which Evelyn’s worker engages in critical reflection on her work.

Deakin University CRICOS Provider Code: 00113B
DHHS: Immersion Room

David

Background/Demographics
A 35 year old 1st generation Australian man of Irish and English descent. Has previously been served an Intervention Order due to violence towards his partner.

Location
Lives in Melbourne, Victoria

Employment
Is back working at UOFA now in the call centre

Hobbies
- English soccer teams
- Grand Prix racing

Interests
- English soccer teams
- Gambling

Return to the Immersion Room
Conclusions

• Simulation – effective for online engagement
• Multi-disciplinary team approach
• Course wide approach to learning outcomes
• Reflexivity, ethical behaviour, structural analysis
• Problem solving, critical thinking
• Important role of teacher in facilitation
References


