Dear Colleague

A warm welcome to St John’s College Oxford and the 12th International Conference on Practice Teaching and Field Education in Health and Social Work. On behalf of the organising committee we wish you a very enjoyable conference and hope you get many opportunities to enjoy the city, network with friends and make new links. We have a packed and exciting programme based on our theme of Innovations in Practice Learning and Teaching, with delegates from many countries and four distinguished speakers.

David Whiting

Members of the Organising Committee
David Whiting: Managing Director
Helena Low: Programme Coordinator
Elena Peleris McHugh: Administrator
Jo Finch: Editor, Journal of Practice Teaching and Learning

Contents

Summary list of presentations .......................................................... 2
Sessions timetable ........................................................................... 8
About the speakers ......................................................................... 10
Abstracts of presentations ............................................................... 12
Presenter biographies .................................................................... 21
Useful information ......................................................................... 30
The reviewers .................................................................................. 32

Note: This document is intended only to assist participants select the presentations they wish to attend. It should not be cited as a source. Please note that workshops and papers are subject to last-minute change or cancellation for reasons beyond the organiser’s control. We can offer no guarantee that particular workshops or papers will be presented.
## Innovations in Practice Learning & Field Education Conference

### Programme Details

<table>
<thead>
<tr>
<th>Themes</th>
<th>Research</th>
<th>Technology</th>
<th>Adult Learning</th>
<th>Practice Education Tools &amp; Models</th>
<th>Interprofessional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Day 1 September 10th

**AUDITORIUM**

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45</td>
<td>Welcome and Introductions</td>
<td></td>
</tr>
<tr>
<td>9.00 – 9.45</td>
<td>'Challenges in Combining Interprofessional Theory and Practice in Field Settings: The Devil is in the Details'</td>
<td>Professor Phillip Clarke</td>
</tr>
<tr>
<td>10.00 – 11.00</td>
<td>Not in Use</td>
<td></td>
</tr>
<tr>
<td>11.30 – 1.00</td>
<td>The quality of practice teaching and learning in team-based rotation placements</td>
<td>Sevi Vassos</td>
</tr>
<tr>
<td></td>
<td>Telling tales from practice educators</td>
<td>A. Murr</td>
</tr>
<tr>
<td></td>
<td>Understanding the expectation of the field supervisors on the readiness of students' competencies for the placement through OSCE scale</td>
<td>Joanne Yuen, Shan Lo</td>
</tr>
<tr>
<td>1.45 – 3.15</td>
<td>Getting your article published in the <em>Journal of Practice Teaching &amp; Learning</em></td>
<td>Jo Finch</td>
</tr>
<tr>
<td>3.45 – 4.45</td>
<td>Developmental feedback: The hardest words. Using forum theatre to develop skills and confidence in giving feedback</td>
<td>Alix Walton</td>
</tr>
<tr>
<td></td>
<td>Employment interview simulation project: Evaluation and application to social work field education</td>
<td>Sabrina Gaon &amp; Danielle Omrin</td>
</tr>
<tr>
<td>4.55 – 5.25</td>
<td>'Exploring the 'swampy lowlands' of practice-based education: Fostering innovation to meet the current challenges in health and social care.'</td>
<td>Dr Jane Morris</td>
</tr>
<tr>
<td>5.30</td>
<td>Closing Remarks and Depart</td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>ROOM</td>
<td>SESSION NO</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>10.00 – 11.00</td>
<td>NORTH</td>
<td>OP 26</td>
</tr>
<tr>
<td></td>
<td>LECTURE</td>
<td>OP 30</td>
</tr>
<tr>
<td>11.30 – 1.00</td>
<td>NORTH</td>
<td>WS 14</td>
</tr>
<tr>
<td></td>
<td>LECTURE</td>
<td>WS 73</td>
</tr>
<tr>
<td>1.45 – 3.15</td>
<td>NORTH</td>
<td>Po 11</td>
</tr>
<tr>
<td></td>
<td>LECTURE</td>
<td>Po 39</td>
</tr>
<tr>
<td>3.45 – 4.00</td>
<td>NORTH</td>
<td>Po 56</td>
</tr>
<tr>
<td></td>
<td>LECTURE</td>
<td>Po 8</td>
</tr>
<tr>
<td>4.00 – 4.15</td>
<td>NORTH</td>
<td>Po 11</td>
</tr>
<tr>
<td>4.15 – 4.30</td>
<td>NORTH</td>
<td>Po 79</td>
</tr>
<tr>
<td></td>
<td>LECTURE</td>
<td>OP 10</td>
</tr>
<tr>
<td></td>
<td>LECTURE</td>
<td>OP 60</td>
</tr>
<tr>
<td>1.45 – 3.15</td>
<td>PRESTWICH</td>
<td>WS 16</td>
</tr>
<tr>
<td>3.45 – 4.45</td>
<td>PRESTWICH</td>
<td>OP 47</td>
</tr>
<tr>
<td></td>
<td>LECTURE</td>
<td>OP 48</td>
</tr>
<tr>
<td>Time</td>
<td>Room</td>
<td>Session Title</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10.00 – 11.00</td>
<td>OP 9</td>
<td>Incorporating service user feedback into practice placement assessments for student radiographers</td>
</tr>
<tr>
<td></td>
<td>OP 29</td>
<td>Say it like it is: Using hostile and involuntary service users in social work education</td>
</tr>
<tr>
<td>11.30 – 1.00</td>
<td>WS 53</td>
<td>A facilitator’s guide to understanding educational groups to support mental health students learning in practice</td>
</tr>
<tr>
<td>1.45 – 3.15</td>
<td>WS 44</td>
<td>Making service users and carers voices count: Exploring the role of the practice educator in supporting democratic involvement in assessment via direct observation</td>
</tr>
<tr>
<td>3.45 – 4.45</td>
<td>OP 34</td>
<td>Structural equation modeling of social work students’ motivation, autonomy, and creativity in health care settings field practicum</td>
</tr>
<tr>
<td></td>
<td>OP 19</td>
<td>Gaming technology in the healthcare learning environment: The journey from cutting room floor to “Hollywood” blockbuster</td>
</tr>
<tr>
<td>NEW SEMINAR ROOM</td>
<td></td>
<td>Technology in field education: Ethical issues and responses</td>
</tr>
<tr>
<td>1.45 – 3.15</td>
<td>WS 4</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Location</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>10.15 – 11.00</td>
<td>Keynote Speaker</td>
<td>AUDITORIUM</td>
</tr>
<tr>
<td>11.30 – 1.00</td>
<td>I’ve had social workers who never said goodbye - and I don’t like it! Enabling constructive citizen feedback for social work students</td>
<td>OP 57</td>
</tr>
<tr>
<td></td>
<td>Professional socialisation of social work students</td>
<td>OP 32</td>
</tr>
<tr>
<td>1.45 – 3.15</td>
<td>Researching the experiences of graduates of the MA/Postgraduate Diploma in Advanced Fieldwork Practice and Supervision: Lessons learned from research and practice</td>
<td>OP 20</td>
</tr>
<tr>
<td></td>
<td>Views of preparedness to practice in social care pre- and post-graduation</td>
<td>OP 43</td>
</tr>
<tr>
<td></td>
<td>Innovation in practice learning and field education: London South Bank University and ‘signature’ pedagogy</td>
<td>OP 24</td>
</tr>
<tr>
<td>3.45 – 4.45</td>
<td>Videotaped family case presentations in social work classes: Developing inter-professional team skills</td>
<td>OP 50</td>
</tr>
<tr>
<td></td>
<td>Teaching staff by using Web 2.0 in health care institutions’ field training</td>
<td>OP 33</td>
</tr>
<tr>
<td>4.55 – 4.25</td>
<td>‘SHARE in the practice learning journey: Creative tools and reflective techniques for professional placements.’</td>
<td>OP</td>
</tr>
<tr>
<td>5.30</td>
<td>Closing Remarks and Depart</td>
<td>OP</td>
</tr>
<tr>
<td>Time</td>
<td>Room</td>
<td>Speaker(s)</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td><strong>NORTH LECTURE ROOM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9.00 – 10.00</strong></td>
<td>OP 15</td>
<td>Patricia MacKenzie &amp; Maxine Gibson</td>
</tr>
<tr>
<td></td>
<td>OP 59</td>
<td>Michael Grant, Deborah Develin &amp; Sarah Burns</td>
</tr>
<tr>
<td></td>
<td>WS 38</td>
<td>Alicia Lohman</td>
</tr>
<tr>
<td><strong>1.45 – 3.15</strong></td>
<td>WS 63</td>
<td>Carol Dicken</td>
</tr>
<tr>
<td></td>
<td>OP 40</td>
<td>Clare Colton</td>
</tr>
<tr>
<td></td>
<td>OP 71</td>
<td>Erna O’Connor</td>
</tr>
<tr>
<td><strong>PRESTWICH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9.00 – 10.00</strong></td>
<td>OP 2</td>
<td>Clare Stone</td>
</tr>
<tr>
<td></td>
<td>OP 76</td>
<td>Mark Doel</td>
</tr>
<tr>
<td></td>
<td>WS 78</td>
<td>Roslynn Scott-Adams &amp; Danielle Stokes</td>
</tr>
<tr>
<td></td>
<td>WS 49</td>
<td>Gabrielle Hesk &amp; Phil Moses</td>
</tr>
<tr>
<td><strong>3.45 – 4.45</strong></td>
<td>OP 65</td>
<td>Andrés Arias Astray</td>
</tr>
<tr>
<td></td>
<td>OP 54</td>
<td>Paul Johnson</td>
</tr>
<tr>
<td>Time</td>
<td>Room</td>
<td>Session Title</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9.00 – 10.00</td>
<td>OP 28</td>
<td>Practice teaching and practice learning in the West of Scotland</td>
</tr>
<tr>
<td></td>
<td>OP 64</td>
<td>Enabling resilience in practice learning in Northern Ireland: A systemic approach in the non-governmental sector</td>
</tr>
<tr>
<td>11.30 – 1.00</td>
<td>WS 46</td>
<td>Digitising experience: The creation and application of immersive simulations in the context of social work training</td>
</tr>
<tr>
<td>1.45 – 3.15</td>
<td>WS 45</td>
<td>Google Cardboard: Virtual reality and risk assessment training: A simple and novel use for a new technology</td>
</tr>
<tr>
<td>3.45 – 4.45</td>
<td>OP 51</td>
<td>“Studentlink”: A career and future focused approach to teaching professional skills</td>
</tr>
<tr>
<td></td>
<td>OP 55</td>
<td>Implications for practice learning: Distance education in social work</td>
</tr>
<tr>
<td>NEW SEMINAR ROOM</td>
<td>WS 69</td>
<td>ScOPTbox: Practice Learning Library</td>
</tr>
<tr>
<td>11.30 – 1.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SESSIONS TIMETABLE* Day 1 September 10th 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Auditorium</th>
<th>North Lecture room</th>
<th>Prestwich</th>
<th>Larkin</th>
<th>New Seminar Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45</td>
<td>Welcome Introductions</td>
<td>Not in use</td>
<td>Not in use</td>
<td>Not in use</td>
<td>Not in use</td>
</tr>
<tr>
<td>9.00 - 9.45</td>
<td>Keynote speaker Dr Phillip Clark</td>
<td>Not in use</td>
<td>Not in use</td>
<td>Not in use</td>
<td>Not in use</td>
</tr>
<tr>
<td>10.00</td>
<td>Not in use</td>
<td>OP 26</td>
<td>OP 17</td>
<td>OP 9</td>
<td>Not in use</td>
</tr>
<tr>
<td>10.30</td>
<td>Not in use</td>
<td>OP 30</td>
<td>OP 27</td>
<td>OP 29</td>
<td>Not in use</td>
</tr>
<tr>
<td>11.00</td>
<td>TEA / COFFEE</td>
<td>TEA / COFFEE</td>
<td>TEA / COFFEE</td>
<td>TEA / COFFEE</td>
<td>TEA / COFFEE</td>
</tr>
<tr>
<td>11.30</td>
<td>OP 22</td>
<td>WS 14</td>
<td>OP 79</td>
<td>WS 53</td>
<td>Not in use</td>
</tr>
<tr>
<td>12.00</td>
<td>OP 41</td>
<td>WS 14</td>
<td>OP 10</td>
<td>WS 53</td>
<td>Not in use</td>
</tr>
<tr>
<td>12.30</td>
<td>OP 67</td>
<td>WS 14</td>
<td>OP 60</td>
<td>WS 53</td>
<td>Not in use</td>
</tr>
<tr>
<td>1.00</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1.45</td>
<td>WS 1</td>
<td>WS 73</td>
<td>WS 16</td>
<td>WS 44</td>
<td>WS 4</td>
</tr>
<tr>
<td>2.15</td>
<td>WS 1</td>
<td>WS 73</td>
<td>WS 16</td>
<td>WS 44</td>
<td>WS 4</td>
</tr>
<tr>
<td>2.45</td>
<td>WS 1</td>
<td>WS 73</td>
<td>WS 16</td>
<td>WS 44</td>
<td>WS 4</td>
</tr>
<tr>
<td>3.15</td>
<td>TEA / COFFEE</td>
<td>TEA / COFFEE</td>
<td>TEA / COFFEE</td>
<td>TEA / COFFEE</td>
<td>TEA / COFFEE</td>
</tr>
<tr>
<td>3.45</td>
<td>OP 23</td>
<td>3.45 – 4.00 POS 11</td>
<td>4.00 – 4.15 POS 39</td>
<td>OP 47</td>
<td>OP 34</td>
</tr>
<tr>
<td>4.15 - 4.45</td>
<td>OP 42</td>
<td>4.15 – 4.30 POS 56</td>
<td>4.30 - 4.45 POS 8</td>
<td>OP 48</td>
<td>OP 19</td>
</tr>
<tr>
<td>4.55</td>
<td>Keynote Speaker Dr Jane Morris</td>
<td>Not in use</td>
<td>Not in use</td>
<td>Not in use</td>
<td>Not in use</td>
</tr>
<tr>
<td>5.20</td>
<td>Closing remarks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Themes**
- Research
- Technology
- Adult Learning
- Practice Education
- Tools & Models
- Interprofessional Learning

International Perspectives is a thread running through others so is not separately identified.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Room</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Registration</td>
<td>New Seminar Room</td>
</tr>
<tr>
<td>9:00</td>
<td>Key note speaker</td>
<td>Prestwich</td>
</tr>
<tr>
<td>9:30</td>
<td>Key note speaker</td>
<td>Prestwich</td>
</tr>
<tr>
<td>10:15</td>
<td>Key note speaker</td>
<td>Prestwich</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch</td>
<td>Prestwich</td>
</tr>
<tr>
<td>12:30</td>
<td>Key note speaker</td>
<td>Prestwich</td>
</tr>
<tr>
<td>1:00</td>
<td>Lunch</td>
<td>Prestwich</td>
</tr>
<tr>
<td>2:15</td>
<td>Key note speaker</td>
<td>Prestwich</td>
</tr>
<tr>
<td>4:15</td>
<td>Closing remarks</td>
<td>Prestwich</td>
</tr>
</tbody>
</table>

Themes: Research, Technology, Interprofessional Learning, Practice Education Tools & Models, International Perspectives is a thread running through others so is not separately identified.
Keynote Speakers

Victor Adebowale

The Right Honourable, Lord Victor Olufemi Adebowale, Baron Adebowale, CBE (born 21 July 1962) is the Chief Executive of the social care enterprise Turning Point and was one of the first to become People’s Peer. He was appointed Commander of the Order of the British Empire (CBE) in the 2000 New Year Honours for services to the New Deal, the unemployed, and homeless young people. In 2001, he became one of the first group of people to be appointed as people’s peers and was created a life peer on 30th June 2001 taking the title Baron Adebowale, of Thornes in the County of West Yorkshire, sitting as a crossbencher. In 2009, he was listed as one of the 25 most influential people in housing policy over the past 25 years by the housing professional’s magazine Inside Housing. He was reckoned by the Health Service Journal to be the 97th most influential person in the English NHS in 2015.

Lord Adebowale joined Turning Point as Chief Executive in September 2001. Turning Point is a care organisation providing services for people with complex needs, including those affected by drug and alcohol misuse, mental health problems and those with learning disability. In addition to providing direct services, Turning Point also campaigns nationally on behalf of those with social care needs.

Lord Adebowale has been involved in a number of taskforce groups, advising the government on mental health, learning disability and the role of the voluntary sector. He is Co-Chair of the Black and Minority Ethnic Mental Health National Steering Group and is a member of the Advisory Council on the misuse of Drugs. He is a patron of the Rich Mix Centre Celebrating Cultural Diversity, a patron of Tomorrow’s Project and the National College for School Leadership. He was a member of the Institute for Fiscal Studies Council. He is a Director of Leadership in Mind organisational development consultancy, a non-exec of the health IT consultancy IOCOM, Chair of Collaborate and in 2015/16 chaired The London Fairness Commission. He has advised governments of all parties on Employment, Housing, Poverty and Public Service Reform.

Phillip G. Clark

Dr. Phillip G. Clark is Professor and Director of both the Program in Gerontology and the Rhode Island Geriatric Education Center at the University of Rhode Island in the US. He was awarded a Doctorate in Public Health from Harvard University in 1979, and during 1980-81 was a Post-Doctoral Fellow in Ethics and Public Policy at Wesleyan University. He has served as a Visiting Professor at the Universities of Guelph and Toronto in Canada (1988-89), a Fulbright Scholar at Buskerud University College in Norway (2007), and a Visiting Professor at the University of Huddersfield and Bournemouth University in England (2013). His experience includes teaching health care teamwork, developing interprofessional health care research and demonstration projects, and consulting on interprofessional educational development and evaluation in the US, Canada, and Europe. He is co-author of Healthcare Teamwork: Interprofessional Practice and Education (2nd ed. Praeger, 2016); his work has been published in The Gerontologist, The Canadian Journal on Aging, Ageing and Society, Journal of Aging Studies, Educational Gerontology, Gerontology and Geriatrics Education, and the Journal of Interprofessional Care. Dr. Clark has served as Principal Investigator or Co-Investigator on over $17 million in grants, and he is a Fellow of the Gerontological Society of America and the Association for Gerontology in Higher Education.
Siobhan Maclean

Siobhan has been a social worker for 28 years and became a practice educator in 1995. Siobhan has worked independently for a number of years. As an independent her work is varied but includes training, devising practice learning resources and consultancy work. Siobhan still very much enjoys working as a practice educator and currently works with a few students a year in an off site capacity.

In 2004 Siobhan was appointed to the position of Secretary of the International Federation of Social Workers, holding this position for eight years. She still maintains close international links and enjoys working to support practice educators in countries where social work education is in the early stages of development.

Siobhan is committed to inter-professional learning and is currently involved in a project bringing together engineering students and those form the health and social care sector to explore risk assessment and decision making in practice. Siobhan has delivered keynote presentations at a range of national conferences.

Siobhan is committed to making the knowledge base accessible to busy practitioners and set up Kirwin Maclean Associates as an independent publishing organisation based on the values and ethics of social work.

Jane Morris

Throughout her career as a health professional and an academic, Dr Jane Morris has had a deep interest in practice-based education and a commitment to fostering a high quality student experience, drawing on a philosophy of learning and teaching that recognizes students as partners in the learning process. She has co-authored two core texts on practice-based education and the development and leadership of interprofessional courses for educators in practice. Through these programmes she created extensive support for health professional students in practice settings.

As Deputy Head of School for Learning and Teaching at the University of Brighton, she has a lead role in learning, teaching and assessment across the School of Health Sciences. She has adopted a strategic approach to academic leadership, drawing on her comprehensive knowledge of academic provision in health as a result of extensive experience of learning and teaching, external examining and external reviewing, in practice-based and academic settings.

Her research focuses on learning and teaching in practice settings and includes facilitation of learning, peer assisted models of practice education, interprofessional learning, feedback and assessment.

As chair of the National Association of Educators in Practice (NAEP), she leads an interprofessional organisation that promotes high quality education in practice.
Abstracts of workshops, oral presentations and poster presentations

OP = oral presentation
Ps = poster presentation
WS = workshop

Getting your article published in the Journal of Practice Teaching and Learning (WS 1)
Dr Jo Finch, Reader in Social Work & Deputy Director Centre for Social Work Research, University of East London, England

This interactive workshop supports aspiring writers who want to turn their conference paper (or other idea) into an article for publication. The workshop explores the aims and remit of the journal, the different types of articles, and how to submit the article. The workshop will offer some “top tips” for getting published.

The TAPE Model: Transparency of Assessment in Practice Education (OP 2)
Dr Clare Stone, Principal Lecturer, University of Central Lancashire, England

The TAPE Model facilitates dialogue between learners and educators to increase the Transparency of Assessment in Practice Education. The model draws attention to the 6 Ws which comprise the measurement of assessment and is suitable to use with students, graduates or any other assessment situation in the workplace or classroom.

Technology in Field Education: Ethical Issues and Responses (WS 4)
Allan Barsky, Professor, and Georgia Brown, Coordinator for Field Education, Sandler School of Social Work, Florida Atlantic University, Boca Raton Florida, USA

This interactive workshop offers participants a framework for managing ethical issues arising from the use technology in social work field education. Participants will apply the most current technology standards in various situations, including issues related to videoconferencing, social networking, digital storage, online advocacy, social robots, and social work apps.

From selection to registration, and beyond: Supporting the student diagnostic radiographer in becoming a compassionate professional (Po 8)
Dr Ruth Strudwick, Associate Professor, Jane Harvey-Lloyd, Associate Professor, and Hollie Hadwen, Lecturer, University of Suffolk, Ipswich, UK

The poster will describe how the university utilise values based recruitment and selection processes, and explore the strategies employed to develop that foundation prior to entering practice placement.

Incorporating Service User Feedback into Practice Placement Assessments for Student Radiographers (OP 9)
Dr Ruth Strudwick, Associate Professor, University of Suffolk, Ipswich, UK

The aim of this project was to evaluate the inclusion of service user feedback in diagnostic radiography students’ practice placement documentation, and to see how this feedback has been used by the students for reflection on their practice.

The role of interprofessional learning in developing transformative health and social work professionals (OP 10)
Dr Ruth Strudwick, Associate Professor, Jane Harvey-Lloyd, Associate Professor, and Hollie Hadwen, Lecturer, University of Suffolk, Ipswich, UK

The purpose of this presentation is to discuss the experience of delivering IPL at our university by using examples from our modules in order to highlight and debate the importance of IPL in preparing health and social care students for their professional roles.
“Can You Hear Me?” The Voice of the Service User (Po 11)
Dr Ruth Strudwick, Associate Professor, Suzanna Pickering, Senior Lecturer, University of Suffolk, Ipswich UK
This poster will describe, outline and evaluate a landmark interprofessional conference that has taken place for the past three years for health, police, social care and education students and professionals from the East of England.

Shaping reflective learning on typical, reoccurring key situations in English social work: a participatory research workshop (WS 14)
Adi Staempfli, Lecturer in Social Work, Goldsmiths University of London London UK
This workshop is for social workers who want to learn about and contribute to the Key Situation reflective learning model’s adaption for English social work. It is part of a participative research project and together we will review the 86 draft key situation titles. For further information see www.keysituations.net.

Integrating Reflective Learning and Professional Identity for Social Work in Health and Social Care - Digital Portfolios in a Graduate Social Work Capstone Course (OP 15)
Patricia MacKenzie, Associate Professor, and Maxine Gibson, Field Coordinator, University of Victoria BC, Canada
This paper outlines student experiences in an MSW digital (web based) portfolio assignment. Student create individual digital portfolio to display their social work practice framework, to examine their situated knowledge, and to outline the transformative moments that occurred during their field experiences in health and social care settings.

Mindfulness Meditation Training for Masters of Social Work Field Students (WS 16)
Mari Alschuler, Associate Professor of Social Work, Youngstown State University, Ohio USA
Masters social work (MSW) students performing fieldwork in community agencies may also have jobs and families - and classes and homework. Time spent in field agencies adds another layer of stress. Mindfulness meditation is an important self-care skill which students can learn and use to enhance their well-being personally and professionally.

Overcoming hesitancy in self-awareness learning in social work: student’s perceptions (OP 17)
Deborah Amas, University of Newcastle, NSW, Australia
The project examines student’s perceptions of self-awareness education in social work, which is a core component of their training. In the research students report that self-awareness education can expose them to vulnerabilities that make them hesitate to self-disclose. Positive practice shared by students is discussed to encourage self-reflection opportunities.

Gaming Technology in the Healthcare learning environment - the journey from cutting room floor to “Hollywood” blockbuster (OP 19)
Sean Morton, Senior Lecturer, and Trevor Simpson, Principal Lecturer, University of Lincoln, UK
Lights Camera Action! A ‘Hollywood’ blockbuster about a group of intrepid explorers who find themselves in the unknown. The world of Virtual Reality and the development of 360 degree virtual reality videos for application on healthcare programmes. Two of the explorers, experienced nurses, were not familiar with VR videos, but felt that their journey into this mysterious realm could be applied and provide a positive experience for students.

Researching the experiences of graduates of the MA/Postgraduate Diploma in Advanced Fieldwork Practice and Supervision: Lessons learned from research and practice (OP 20)
Carmel Halton, Senior Lecturer, and Ruth Murray, Fieldwork Coordinator, School of Applied Social Studies, University College Cork, Ireland
The paper we will present the results of research that
was completed in 2015 and in 2018 with graduates of the MA in Advanced Fieldwork Practice and Supervision programme. Reflection and reflective inquiry is an integrated component of the programme. In this paper we will present evidence from graduates of how learning was facilitated on the programme.

The quality of practice teaching and learning in team-based rotation placements (OP 22)

Sevi Vassos, Lecturer in Social Work, Deakin University, Geelong VIC, Australia, and Karen Todd, Manager of Social Work, Barwon Health Geelong VIC, Australia

This paper reports on a two-year study (2016-2017) of a team-based rotation placement model in health social work. The study identifies that context, relationships, structure and content are the key determinants of quality learning within this model. The findings suggest that the collective dimension of these placements creates pedagogical value.

Developmental Feedback: The Hardest Words. Using Forum theatre to develop skills and confidence in giving feedback (OP 23)

Alix Walton, Senior Lecturer, Royal Holloway University of London, UK

An evaluation of the use of Forum Theatre to assist practice educators to develop skills and confidence in giving developmental feedback to students. The study has taken place over three years, with over 60 practice educators.

Innovation in Practice Learning and Field Education: London South Bank University and ‘signature’ pedagogy (OP 24)

Dr Martyn Higgins, Associate Professor, London South Bank University UK

An integration of academy and practicum develops the focus of social work as a practice paradigm and an enquiry based learning mirrors this integration. The aim of this paper is to review the learning from the adoption of this innovative approach to practice learning and field education.

Digital storytelling and creative assessments with social work students (OP 26)

Denise MacDermott, Course Director, University of Ulster, Siobhan Wylie, Senior Manager, Bryson Practice Learning Centre, and Caoimhe Harkin-MacDermott, Manager, Bryson Care, Northern Ireland

This collaborative presentation will explore digital learning innovation and practice with social work students at Ulster University and Bryson Care Practice Learning Centres. We will share our experiences as academics and practice educators of using digital storytelling and creative assessments with social work students.

Using visual methodology to explore social work student’s perceptions of practice and the impact on practice educators of the drawings (OP 27)

Bridgett Caffrey, Senior Lecturer, Julie Bailey-McHale, Associate Dean Learning and Teaching & Victoria Ridgway, Director of Pre-registration nursing, Rebecca Bailey-McHale, Senior Lecturer University of Chester, and Siobhan Maclean, Managing Director Kirwin Maclean Associates, Staffordshire UK

A discussion and exhibit of research findings from a project using visual methodology exploring emotional climates within social work placements. Highlighting the high emotional impact of practice learning for students and PEs, alongside how diverse the experience is, we examine implications for PE training and social work as a whole.

Practice Teaching and Practice Learning in the West of Scotland (OP 28)

Anne Conlin, Manager, and Tony Hayler, Practice Learning & Development Officer, Learning Network West Glasgow UK

Learning Network West facilitate 450+ placement opportunities in the West Scotland. Our research, set out what the current practice in relation to practice teaching (education) and practice learning was in thirteen local authorities and to identify key enablers and barriers in the development and efficacy of practice teaching. Our presentation will explore some of the findings.
Say it Like it Is: Using Hostile and Involuntary Service Users in Social Work Education (OP 29)

Lee Pollard, Senior Lecturer in Social Work, Sheffield Hallam University, UK

The presentation provides an overview of a learning event in which service users, who have a history of violent and aggressive behaviour, provide insights into their personal histories and attitudes towards health and social care staff. The event is designed to raise awareness of some of the potential issues that the students may face whilst on placement and post qualification.

Creating critically informed practitioners in post-qualifying education using digital learning technology (OP 30)

Paul McCafferty, Lecturer, Queen’s University Belfast and Judith Mullineux, Senior Lecturer, Ulster University Northern Ireland

This presentation describes an e-learning module delivered to newly qualified staff. The presentation outlines underpinning theory and the method of delivery. The presentation will present data measuring the impact of the module on staff learning. Lessons learned will be presented.

Professional Socialisation of Social Work Students (OP 32)

Dr Julia Wheeler, Lecturer in Social Work, Plymouth University, UK

Professional socialisation is a key aspect of social work pre-qualifying training and the final practice placement is crucial in this process. The author undertook doctoral research to explore the impact of the practice supervisor and agency/practice context upon the student’s development of professional identity and the process of professional socialisation.

Teaching staff by using Web 2.0 in health care institutions’ field training (OP 33)

Dr Tamer M Abdelghani, Assistant Professor, Faculty of Social Work, Helwan University, Egypt

This research aims to find out the most widely used Web 2.0 application by faculty members and the main problems affecting the use of Web 2.0 in field training inside healthcare institutions. Our future recommendations include condensed training of faculty members on Web 2.0 applications in learning and filed training.

Structural Equation Modeling of social work students’ motivation, autonomy, and creativity in health care settings field practicum (OP 34)

Nabil Mohamed Abou El Hassan, Associate Professor, Faculty of Social Work, Aswan University, Egypt

Structural equation modeling is important in developing knowledge for the social work profession. It represents an important advancement in social work research. It is focused on testing causal processes inherent in social work theories. The present study aims at modeling the relationships between motivation, autonomy, and creativity among a sample of social work students.

Promoting Fieldwork Success during Clinical Rotations: Development and Implementation of Targeted Action Plans for Skill Remediation (WS 38)

Alicia Lohmann, Associate Clinical Professor, and Shannon Levandowski, Associate Clinical Professor, Texas Woman’s University, Denton, USA

During field education, students often experience great success as they transition from academia to the field. However, some students experience challenges that require direct intervention to support success. This session explores methods to target challenge areas in field education and how to support on site educator through the process.

Promoting Fieldwork Success during Clinical Rotations: Development and Implementation of Targeted Action Plans (Po 39)

Alicia Lohmann, Associate Clinical Professor, and Shannon Levandowski, Associate Clinical Professor, Texas Woman’s University Denton Texas USA

During occupational therapy field education, students often experience great success as they transition from the classroom to the field. However, some students experience challenges that require direct intervention to
support success. This session explores methods to target challenge areas in field education and supports for the on site educator.


Clare Colton MA Social Work Programme Lead Plymouth University Devon UK

The use of language in social work students is a neglected topic. My impending research looks at notions of social work discourse and aims to uncover whether this is the language of power. The focus will be upon how students use language in relation to service users and social workers.

**Telling tales from practice educators (OP 41)**

Anthea Murr, Senior Lecturer, University of Wolverhampton, UK

Telling tales from practice educators: A dialogical narrative analysis of stories about enabling and assessing the practice learning of a struggling student who made a serious mistake. The stories’ interpretive openness as a case of a practice educator failing to fail or a student passably passing is examined.

**Employment Interview Simulation Project: Evaluation and Application to Social Work Field Education (OP 42)**

Danielle Omrin, Social Worker, Sabrina Gaon, Manager Health Disciplines, and Mary-Katherine Lowes, Social Worker, Mount Sinai Hospital, Toronto, Canada

The transition from student to professional is challenging and often filled with pressure to secure relevant employment in a competitive market. MSW students participated in employment interview simulations during their final practicum. Using participatory action research we evaluated the application and utility of this training to social work field education.

**Views of preparedness to practice in social care pre- and post-graduation (OP 43)**

Fiona McSweeney EdD Lecturer Dublin Institute of Technology Dublin Ireland

Dave Williams, Lecturer Dublin Institute of Technology, Ireland

This presentation reports on the views of social care students and graduates on how their educational programme prepared them for practice in the workplace. Participants were interviewed at the end of their final year in college and again approximately twelve months later when they were in the workforce.

**Making Service Users and Carers Voices Count – exploring the role of the practice educator in supporting democratic involvement in assessment via direct observation (WS 44)**

Sarah Williams, Senior Lecturer, Bournemouth University, UK

Melissa Tettenborn Deputy Learning and Development Manager Borough of Poole Poole UK

This practical workshop provides opportunities for participants to view and critically explore unscripted video resources and associated exercises co-produced by service users, carers, students, practice educators and academics at Bournemouth University. The videos were designed to promote more democratic approaches to service user involvement in student learning from practice observation.

**Google Cardboard, virtual reality and risk assessment training: A simple and novel use for a new technology (WS 45)**

Paul Blakeman MA Lecturer in Social Work Nottingham Trent University Nottingham UK

Virtual Reality is now being used to support social work education in a way that is financial very favourable and requires little in terms of technological ability. It is also very popular with students. This workshop will show how this can be done in risk assessment training.
Digitising Experience: The Creation and Application of Immersive Simulations in the Context of Social Work Training (WS 46)

Paul Driver, Creative Media Practice (Education) Educational Technologist, and Vanessa Ferguson, Lecturer in Social Work, Anglia Ruskin University, Cambridge, UK

This workshop will appeal to anyone involved with or interested in teaching health and social care. The authors have devised and delivered interactive virtual sessions using immersive digital technology. Students explored environments that would have otherwise been inaccessible to them at this point in their training.

From QAPL to QAPMP: Grappling with the challenges of ensuring supportive and quality placements for students (OP 47)

Barry Fearnley, Senior Lecturer, Dept of Social Work and Health, Nottingham Trent University, UK

Following a review of the existing monitoring process (QAPL) for practice learning and social work students a revised model (QAPMP) was developed. The paper outlines the process, highlighting the strengths and limitations including how feedback is informing learning and development and illustrate the next steps of implementation.

How do social work learners make use of peer support in practice placements?: An Interpretative Phenomenological Analysis (OP 48)

Beth Moran, Lecturer in Social Work, University of Plymouth, UK

This research considers the emotional impact of social work placements on learners and the role of peer support in managing the vagaries of practice learning. Poems and prose are incorporated into the Interpretative Phenomenological Analysis. Lipsky’s discretion and Hochschild’s emotion work are used as theoretical devices to develop my thinking.

‘Raging against the machine:: Do students benefit from the use of Electronic Management Information Systems in Social Work Education Programmes? (WS 49)

Gabrielle Hesk, Lecturer in Social Work, University of Salford, Phil Moses, Strategy, Analysis and Planning Social Care Network, Manchester, Jim Moores Managing Director, Strategy and Business Development, Social Care Network Manchester, Su McCaughan, Lecturer in Social Work, University of Salford, and Andrea Stanley, Lecturer in Social Work, University of Salford, UK

The workshop will share collaboration between a ‘tech’ company and HEI social work directorate in developing the use of innovative technologies to teach written recording skills to students. You will have the opportunity to experiment with the ‘live tool’ to enhance your own approach to teaching this professional skill.

Videotaped family case presentations in social work classes: Developing inter-professional team skills (OP 50)

Betty Surbeck MSS LCSW PhD Social Work Faculty West Chester University, PA USA

This presentation shows how video-taping social work students help these students increase their proficiency in presenting their perspective on families at multidisciplinary team meetings. The students are videotaped presenting a family or individual to the class who act as members of an interdisciplinary team and then reflect on the videotape.

“Studentlink”: a career and future focused approach to teaching professional skills (OP 51)

Catherine Hilly, Clinical Placement Trainer Occupational Therapy, Heidi Miller. Clinical Placement Trainer Occupational Therapy, Anita Hamilton, Senior Lecturer Occupational Therapy, Penny Taylor, Practice Education Coordinator, Olivia Furniss, Clinical Placement Trainer Occupational Therapy, and Marie Bridgman Clinical Placement Trainer Occupational Therapy, University of the Sunshine Coast, Sippy Downs, Queensland Australia

The ‘Studentlink’ program is an innovative peer-mentoring program designed to address the learning
needs of second year students beginning practice education, and fourth year students about to graduate. Students report this transformative teaching approach increases their understanding of, and confidence in the development of skills required as a health professional.

A facilitator’s guide to understanding educational groups to support mental health students learning in practice (WS 53)

Madeline O’Carroll, Senior Lecturer, and Sarah Campbell, Senior Lecturer, School of Health Sciences, City University of London, UK

The use of groupwork to support student learning is well established in health and social care. Group processes can impact on all participants and this can be challenging for facilitators. This workshop is aimed at educators who wish to develop their understanding of group process.

The Importance of the Group in the Field Work Seminar (OP 54)

Paul Johnson, Professor, School of Social Work, University of Southern Maine, Portland, USA

This paper discusses the importance of the group work process in the Field Work Seminar and how beneficial and meaningful the students find it. The seminar fosters an inclusive approach. Through cooperative learning, students are provided with an array of skills which they can use in their field work placements.

Implications for Practice Learning: Distance Education in Social Work (OP 55)

Renee Michelsen, Clinical Associate Professor, Suzanne Dworak Peck School of Social Work, University of Southern California, Los Angeles, USA

This presentation examines the field liaison role, challenges and surprises encountered in a US distance education social work programme. The information shared is based on experiential learning. Managing student support and progress, administrative expectations, relationships with community-based agencies and methods for organizing and prioritizing in this transformative role are analysed.

Re-branding the Direct Observation with the use of a new measurement tool (Po 56)

Chrissie Edmonds Senior Lecturer in Social Work Sheffield Hallam University Sheffield UK

The poster presentation will consider new ideas of strengthening the direct observation through utilising current thinking on methods of practice observation which could be used to assess social work students. It will examine the role of the direct observation and its value in the assessment of students. It will provide an overview of a new measurement tool which could be utilised by Practice Educators in assessing capability with students on social work practice placements.

I’ve had Social Workers who never said goodbye - and I don’t like it! Enabling constructive citizen feedback for Social Work students (OP 57)

Richard Pearl, Staff Tutor, Open University, Helen Williams, Member of Service User and Carer Advisory Group, and Lynn Williams, Training Coordinator, Cardiff, Wales

The OU Service User and Carer group evaluated citizen feedback from Social Work student reports to explore how useful this was for students’ development - less than 10% was constructively critical and useful. The group has worked to raise awareness of this issue and offer guidance – with positive results.

Learning Disability Nursing and Social Work Integrated Placement - factors contributing to success (OP 59)

Deborah Develin, Senior Lecturer in Practice Education, Michael Grant, Senior Lecturer in Social Work, and Sarah Burns, Senior Lecturer Learning Disability Nursing and Social Work, Sheffield Hallam University, UK

The paper reports on research carried out with Practice Educators, Nurse Mentors and final placement students on a BA (Hons) Learning Disability Nursing and Social Work Programme. Key themes include university placement planning and teaching, student educator and mentor preparation, agency structures and understanding of the programme by placement agencies.
Interprofessional education: implementation of a new discipline in health related courses (OP 60)

Edson Arpini Miguel, Teacher of Pediatrics and Primary Health Care, State University of Maringá, Paraná Brazil

At the State University of Maringá (UEM), the health courses present curricula with disciplines and teacher-centered. We describe the creation of disciplines that work in primary care, with seven courses in the health care area, searching an interprofessional formation. The IPE can be the integration between university and health services.

Developing Strategies to Promote Interprofessional Practice Education (WS 63)

Carol Dicken, Associate Professor, Kingston University / St George’s University of London, UK

This workshop provides the opportunity to discuss benefits and barriers to implementing interprofessional learning with students on placement. It is hoped that the group will share their knowledge, experience and creativity to produce strategies which can be used in a variety of settings to develop and promote interprofessional learning.

Enabling Resilience in Practice Learning in Northern Ireland – A systemic Approach in the Non-Governmental sector (OP 64)

Ciaran Traynor, Learning and Development Officer, Children in Northern Ireland, Castlereagh, and Gillian McAuley, Programme Manager, Sarah McCarthy, Senior Practitioner, & Tina O’Reilly, Senior Practitioner, Extern Newtownabbey, Northern Ireland

This presentation will present the model of social work education and practice learning, which is based on developing and sustaining resiliency and a system’s approach, within Extern’s Practice Development Team. Extern is the lead non-statutory agency in social work education within Northern Ireland.

Reflecting on the Improvement of Groupwork Competencies through Practice Learning and Service Projects (OP 65)

Andrés Arias Astray, Senior Lecturer, Dept of Social Work, Complutense University of Madrid, Spain, Mark J Macgowan, Professor School of Social Work, Florida International University, Miami, USA, Maribel Martín Estalayo, Vice-Dean of Students Affairs, Dept of Social Work, Complutense University of Madrid, Alfonso Pérez Muñoz, Associate Professor, Dept of Social Psychology Complutense, Fernando Chacón, Senior Lecturer, Department of Social Psychology, Complutense University of Madrid, and Luis Nogués, General Director Social Exclusion, Municipality of Madrid, Spain

We examine how participating in Learning & Practice projects improves students’ abilities to participate and lead groups. We use the “Standards-Based Inventory of Foundation Competencies in Social Work with Groups” as a script for discussion and reflection on their gains in competence.

Understanding the expectation of the field supervisors on the readiness of students’ competencies for the placement through OSCE scale (OP 67)

Joanne Yuen Shan Lo, Practice Consultant, and Heidi Hui, Lecturer University of Hong Kong

The study aimed to understand the field supervisors’ expectation on the casework competency of the novice through the focus group discussion on Bogo’s Objective Structured Clinical Examination (OSCE) scale. Three identified areas namely the professional attitude, the knowledge about specific target group and the communication skills would be thoroughly discussed.

ScOPTbox: Practice Learning Library (WS 69)

Fiona Stansfield ScOPT Chairperson, and Gillian Muir, Trustee, ScOPT, Scottish Organisation for Practice Teaching, Scotland

This workshop will be a practical demonstration of ScOPTbox, a web-based practice learning library that supports learning, communication and collaboration. Participants will gain knowledge and practical skills on
utilising a valuable resource for supporting their practice when working with social work students.

**Addressing the emotional and unconscious aspects of practice teaching and learning - the potential of relationship-based practice (OP 71)**

Erna O’Connor, Assistant Professor, Trinity College Dublin Ireland, Helen Cleak, Associate Professor, School of Public Health and Social Work, Queensland University of Technology, Brisbane, Australia, Audrey Roulston, Lecturer, School of Social Sciences Education and Social Work, Queens University Belfast, and Anthea Vreugdenhil, Associate Professor in Social Work, School of Social Sciences, University of Tasmania, Hobart, Australia

Drawing on the findings from an Irish study on practice learning undertaken with social work students, the authors explore the potential of relationship-based practice, with its focus on the interplay of emotional, rational and unconscious elements of human behaviour and relationships, in addressing enduring challenges in practice teaching and learning.

**The Co-supervision Model of Practice Education: evidence and tools for effective facilitation (WS 73)**

Eimer Ni Riain, OT Practice Education Coordinator, and Mairead Cahill, OT Practice Education Co-ordinator, MSc Occupational Therapy Course, School of Allied Health, University of Limerick, Ireland

This workshop aims to provide participants with current evidence and practical skills to effectively facilitate a co-supervision model of student placement (two or more clinicians working together to facilitate student learning). It is based on recent experience and research findings exploring practice educator and student perspectives of the co-supervision model.

**Using Objects as Tools for Creative Practice Learning (OP 76)**

Mark Doel, Emeritus Professor of Social Work, Sheffield Hallam University, UK

This presentation builds on a successful web project, Social Work in 40 Objects, in which 127 participants from 24 countries proposed an Object to help represent social work. This paper will consider the learning from this project with particular reference to the notion of bricolage, and the exciting possibilities for practice learning.

**Building Field Education Partnerships to Support Cultural Humility in Social Work Practice (WS 78)**

Danielle Stokes, Assistant Dean & Director of Online Field Education, and Roslynn Scott-Adams, Assistant Dean & Director of On-Campus Field Education, National Catholic School of Social Service, The Catholic University of America, Washington DC, USA

Creating opportunities for students to embrace cultural humility is an important matter in social work field education. This presentation will examine how a university field education program is collaborating with community agencies to create more opportunities for social work students to learn, embrace, and understand the concept of cultural humility.

**Interprofessional learning in practice – an expert team not a team of experts (OP 79)**

Laura Chalmers, Academic Lead for Interprofessional Learning, Robert Gordon University, Aberdeen, and Ashley Meldrum, Clinical Tutor, University of Aberdeen, Scotland

Interprofessional education (IPE) has to happen out with the confines of the university. An innovative approach to IPE is delivered in practice to several different professions. A simulated multi-disciplinary/profession meeting is set in non-clinical areas (in practice setting) where students come together to make collaborative decisions underpinned by values-based practice.
Dr Tamer M Abdelghani PhD is an assistant professor at the Faculty of Social Work, Helwan University, ARE and currently, is an associate professor at King Faisal University, KSA. He is the head of the Consultations and Programs Unit, Community engagement Development Department, KFU, KSA. He has got many research projects in multimedia in training generalist practice of social work, community partnerships, and social work generalist practice is schools. He published scientific papers in highly impacted journals. He was invited in many conferences as an oral speaker.

Mari Alschuler PhD LISW-S is an Associate Professor of Social Work at Youngstown State University (Ohio, US), a Licensed Independent Social Worker, and a Poetry Therapy Practitioner. Dr Alschuler has contributed journal articles and textbook chapters on applications of poetry therapy to clinical issues such as addiction and depression. She has presented a workshop at Lapidus (UK) and across the US on topics including mindfulness meditation, suicide prevention, LGBTQ issues, journaling and poetry therapy.

Deborah Amas MA PhD is a qualified social worker with over 30 years’ experience in the UK working mainly in child and family practice. Her PhD is being undertaken at the University of Newcastle, Australia. The focus of her research is use of self as it is discussed in social work practice. She has developed published and researched creative learning techniques in practice education and in supervision to support self-aware practice.

Andrés Arias Astray is a Professor of Social Work at Complutense University (Madrid, Spain), Academic Coordinator of Doctoral Program in Social Work, Director of GrupoLab, a research lab on social work with groups, Director of the Postgraduate Course in Social work with Groups, and Steering Committee Member of the European Association of Schools of Social Work.

Julie Bailey-McHale MSc PG Dip (BA Hons) RN is a registered mental health nurse and has worked in higher education for over 16 years. She is particularly interested in practice learning and the ways in which learners understand their experiences and use them to create transformative learning opportunities.

Rebecca Bailey-McHale MSc BSc (Hons) PG Cert Dip HE SCPHN (HV) RN (A) is a lecturer and a registered adult nurse, health visitor and non-medical prescriber. She has worked in higher education for three years. Rebecca is interested in mentorship and practice learning and has worked on several projects using visual methodology to explore this topic.

Allan Barsky JD MSW PhD is a professor at Florida Atlantic University, where he teaches ethics, conflict resolution, addictions, and generalist social work. His book credits include “Interprofessional Practice with Diverse Populations,” “Conflict Resolution for the Helping Professions,” “Successful Social Work Education,” and “Ethics & Values in Social Work.” Dr. Barsky is Past Chair of the National Ethics Committee of the NASW, and received the 2015 “Excellence in Ethics Award” from NASW. He has taught internationally in Israel, the United Kingdom, Canada, Korea, Netherlands, and Finland. Dr. Barsky was the chair of the NASW Code of Ethics Review Task Force from 2015 to 2017.

Paul Blakeman MA is a Senior Lecturer in Social Work at Nottingham Trent University, where he leads the MA course. Prior to entering academia in 2016, he was a field social worker in integrated Community Mental Health Teams. Paul was previously a Registered Mental Health Nurse and Lecturer in Mental Health Nursing at Keele University.

Marie Bridgman has worked as an occupational therapist both in New Zealand and Australia. Her scope of practice includes rehabilitation, both inpatient and community, for various adult populations. Her area of expertise is working alongside clients who have experienced brain injury and assisting them to achieve their goals. Her current role includes supervising and supporting undergraduate occupational therapy students who are placed in clinical settings using alternate models of supervision.

Georgia Brown MSW is Field Education Coordinator at Florida Atlantic University School of Social Work. She received her MSW from the University of Texas at Arlington. She earned her BSW from the University of Central Texas in Killeen, Texas. She has 14 years of experience in child welfare. She held the position of Program Director for the Texas Department of Family and Protective Services. Professor Brown specialized in the family reunification and family preservation programs.

Sarah Burns MSc BA (Hons) has held the post of
Lecturer in Learning Disability Nursing and Social Work at Sheffield Hallam University since 2015. She is a Registered Nurse (Learning Disabilities) and Social Worker, and Alumni. She is the departmental lead the Athena Swan programme, promoting equal opportunities for staff and students academic development in University and Practice. She teaches undergraduate students across a range of disciplines. Past publications include exploring identity and value of the joint qualification post-registration.

**Bridgett Caffrey** MA RN BSc is a senior lecturer in social work at the University of Chester and a Practice Educator. She is a registered social worker, qualifying in 1995, and worked in various roles within adult services. Bridget has a strong interest in developing practice learning, promoting learning from service users and carers and the continuing professional development of social workers.

**Mairead Cahill** MSc BSc (Curr) is a Practice Education Coordinator at the University of Limerick (Occupational Therapy) since 2012. She previously worked as a Regional Placement Facilitator at the University and has facilitated many students while she worked in both hospital and community environments. Her research interests lie in exploring a variety of effective models of Practice Education and has published research on the 2:1 model of student education and interprofessional education model.

**Sarah Campbell** MSc RMN is a Senior Lecturer at City, University of London. She is a mental health nurse with a clinical background in CAMH services (24 years) and Psychoanalytic Psychotherapist (registered with British Psychoanalytic Council). Her extensive experience of group work with children, adolescents and parenting groups led her to complete additional group training, at the Institute of Group Analysis before joining City University 14 years ago to focus on mental health education.

**Fernando Chacón** is a Senior Lecturer in Social Psychology at Complutense University. His research focuses on psychosocial factors related to volunteering and its management. He is currently the president of the Professional Association of Psychologist in Madrid.

**Laura Chalmers** is the Academic Lead for Interprofessional Learning at Robert Gordon University in Aberdeen. Her main focus is in undergraduate health and social care courses. Laura’s philosophy is that education must be memorable: have an impact on the audience. She has a clinical background in critical care and as an academic has focus on all aspects of critical care, clinical simulation and the impact of values based decision making in this field.

**Helen Cleak** PhD is Associate Professor School of Public Health and Social Work Queensland University of Technology Brisbane Queensland Australia

**Clare Colton** MA I have a background in English Literature and an MA in Social Work. As a practitioner I worked with children and young people in care. I undertook the Practice Teacher Award and transferred to academia. I am researching for an education doctorate with a focus on examining how students' language develops and the links to power. My primary interest lies in practice learning.

**Anne Conlin** MCMI. I spent 24 years with Glasgow City Council Community Education teams and latterly as a senior officer responsible for training. From 2007 – 2012 I was the Training Manager for Carers Scotland, a national organisation supporting unpaid cares. Since 2012 I have been the director of Learning Network West and secured post graduate qualification in Management and Leadership in 2016.

**Deborah Develin** BA (Hons) CQSW PG Cert LTHE has held the post of Senior Lecturer in Practice Education at Sheffield Hallam University since 2008. She is the departmental lead for practice education working with a range of stakeholders to secure quality placement experiences. She teaches on undergraduate and postgraduate programmes her focus being preparation for practice, practice education and inter professional education. Previous publications include an evaluation of an inter professional practice learning pilot project and an exploration of practice educator motivation.

**Carol Dicken** CQSW MA. A qualified and registered social worker and practice educator, Carol’s interests include working and learning together across professions. She is Director of Practice Education for the School of Allied Health, Midwifery and Social Care at Kingston University and St George’s University of London. Carol is a committee member of the National Association of Educators in Practice (NAEP); a member of the BASW England Professional Development PPEG; and of NOPT and CAIPE.

**Mark Doel** PhD, Emeritus Professor of Social Work Sheffield Hallam University, is an experienced practitioner, teacher, researcher and author. He has an international reputation in the field of social work education, especially practice education and groupwork. He has edited two journals and authored 21 books, as well as many peer- reviewed research-based articles. He continues to provide training workshops, keynotes, external examination and consultation for students,
social workers, and organisations in the UK and beyond.

**Paul Driver** MA Creative Media Practice (Education) is an Educational Technologist at Anglia Ruskin University. He has 25 years of teaching experience and holds an M.A. in Creative Media Practice (Education). He is an award-winning materials writer, a teacher trainer, graphic designer and book illustrator. Paul's research interests span across many fields, exploring the roles of technology, virtual reality, game design, play, and embodied cognition

**Chrissie Edmonds** has been Senior Lecturer at Sheffield Hallam University since 2013, prior to this occupying an extensive range of roles such as Team Manager, Youth Project Manager, Senior Practitioner in social work fields of youth offending, permanence and through care, substance misuse and therapeutic services. She is also an Independent Practice Educator for student placements within the Voluntary Sector. Most recent publication, Edmonds, Christine (2017). The practice educator lens; bringing student practice into focus using the direct observation. The Journal of Practice Learning and Teaching, 14 (3)

**Dr Nabil Mohamed Abou El Hassan**, MSW Laval University, Canada. PhD of social work Helwan University, Egypt. He is an associate professor at the Faculty of Social Work, Aswan University, ARE and Umm Al Qura University, KSA. He got many research projects in Education and training of social work, Family Mediation, Family counseling, children rights, People with Disabilities, Social policy and Social welfare. Also he published scientific papers in highly impacted journals.

**Maribel Martín Estalayo** is Vice-Dean of Student Affairs at the Faculty of Social Work (Complutense University). She is a lecturer of social work and her research work focuses especially on the epistemology of social sciences in general and social work in particular.

**Barry Fearnley** PhD is Senior Lecturer at Nottingham Trent University (UK) in the Department of Social Work and Health. Barry is Module Leader for Social Work Student Placements and Module Leader Practice Education Stage 1 and Stage 2. Barry has worked as a social worker and in Workforce Development supporting social work students and social workers undertaking their continual professional development. His PhD (2015) explored the everyday experiences of young women who are also mothers.

**Vanessa Ferguson** MA is a social work lecturer at Anglia Ruskin University, Cambridge, UK. Vanessa worked in the adult mental health field for 7 years as a social worker, as an Approved Mental Health Practitioner and Team Leader for an adult crisis team before becoming a lecturer. Vanessa has an undergraduate degree in Psychology and Sociology, and a Master's Degree in Social Work and a post graduate certificate in Higher Education. She recently became a fellow of the HE academy. Vanessa has a continued interest in mental health training.

**Dr Jo Finch** PFHEA is Reader in Social Work and Deputy Director - Centre for Social Work Research Cass School of Education and Communities University of East London. She is also Editor of the *Journal of Practice Teaching and Learning*. Jo's research interests centre on widening participation, practice learning & assessment, psycho-social & practice near research methodologies and social work, radicalisation and PREVENT.

**Olivia Furniss** In her role as a clinical placement trainer within the discipline of occupational therapy, Olivia Furniss provides clinical supervision, support and training to USC undergraduate students whilst they undertake placement. Olivia continues to work closely with community partners to develop and maintain sustainable placement opportunities. Olivia has worked as an occupational therapist in New Zealand, Australia and England across a variety of adult inpatient and community settings, in both public and private practice.

**Sabrina Gaon** MSW RSW is the manager of Health Disciplines (social work and clinical nutrition) at Mount Sinai Hospital. Since becoming the manager 4 years ago, Sabrina has participated in all the preparation and interview panels for students involved in the simulated employment interviews.

**Maxine Gibson** MSW RSW is a Field Education Coordinator and Sessional Instructor at the School of Social Work, University of Victoria. Maxine holds a Social Work Diploma from Red Deer College, as well as a Bachelor and a Master of Social Work degree from the University of Victoria. Maxine is a board member of the provincial British Columbia Association of Social Workers. She has extensive experience working with individuals, children and families in a variety of settings and has practiced in the area of child protection with Indigenous communities. These experiences have inspired her research interests in the areas of field education, child protection, spirituality and social work, vicarious trauma and social worker wellness.

**Michael Grant** MA PG Dip BA CSS PQ has been involved in social work education since 2009 and has held the post of Senior Lecturer in Social Work at Sheffield Hallam University since 2014. He currently teaches on undergraduate and post graduate programmes with a specific focus on mental health and learning
disability. He has a background in practice teaching, and professional development and as the final year tutor for the social work is extensively involved in placement issues and student support.

Hollie Hadwen PGD PGC BSc (Hons) is currently a lecturer in Diagnostic Radiography at University Campus Suffolk. Her interest in promoting, supporting and developing values based practice in radiography education has been intensified by her role as the admissions tutor for the BSc (Hons) Diagnostic Radiography programme.

Carmel Halton PhD is the Director of Practice and Director of Master of Social Work Programme at University College Cork, Ireland. She has worked as a social work educator for over 25 years; previously she worked for many years as a social work practitioner and probation officer. Her research and publication interests include integration of social work theory and practice, supervision for professional practice and the investigation of reflective inquiry in professional social work education. She co-authored a book ‘Continuing Professional Development in Social Work’ which was published in Autumn 2014 by Policy Press. Her recent publication is an online NAIRTL publication www.nairtl.ie which she co edited with Dr Nona Lyons entitled “Learning Over Time: How Professionals Learn, Know and Use Knowledge”.

Dr Anita Hamilton is an occupational therapy educator with fourteen years clinical experience and fifteen years of teaching and research experience. Anita has found that by integrating student-peer mentoring and the development of a graduate ePortfolio students are able to document and reflect on their learning journey in preparation for entry to practice. These transformative teaching approaches facilitate students to develop information literacy, digital literacy and enhance their capacity for knowledge translation beyond the classroom.

Caoimhe Harkin-MacDermott is a qualified social worker, he has extensive experience working with families and children in the statutory and voluntary sectors. She is a practice teacher, assessor and professional supervisor and contributes to the teaching on the Social Work degree at Ulster University. Caoimhe is employed as a Practice Learning Centre manager for Bryson Care. She has a key role in assessing and supporting social work students and is responsible for providing social work placements across the voluntary sector in Northern Ireland.

Jane Harvey-Lloyd MSc DCR(R) PGCE DLC CTC RPS is an Associate Professor in Diagnostic Radiography at the University of Suffolk and Module Leader across a range of courses. Her main interests lie in practice education, enhanced communication skills, emotional intelligence, coaching, the student experience, recruitment and retention of students, supporting practice staff and students, and Interprofessional and Masters Education.

Tony Hayler Once qualifying with a diploma in Youth and Community work I gained employment with Barnardos Scotland and stayed with the organisation for twenty three years, initially as an Intermediate treatment worker diverting young people away from our Children’s Hearing system. I continued in this role taking an interest in systemic family work and becoming a practice teacher in 2000. Over the last 5 years I have taken on the role of Practice learning development officer with the Learning Network West, coordinating and developing placements for the Universities in the West of Scotland.

Dr Martyn Higgins. My PhD and subsequent research have focused on professional and academic pedagogies. In 2016 I was the winner of Social Work Education, The International Journal’s Award for Best Conceptual Paper 2016. I am also a Principal Fellow of the Higher Education Academy.

Gabi Hesk works at the University of Salford as a Lecturer in Social Work on the Practice Learning and Admissions Team. Working in Health and Social Care for over 20 years in C&F positions, Gabi is registered with the HCPC and practices as an off-site Practice Educator and Fostering Panel Chair. Gabi has a keen interest in experiential learning and a passion for community activism, which translate into a diverse range of research interests.

Catherine Hilly has over 17 years of practice in paediatric occupational therapy. She has worked as a clinical trainer with the University of the Sunshine Coast (USCS) since 2014 primarily with the Child and Youth Clinic. She is a member of the Occupational Therapy Australia National Paediatric Reference and is a contributing author to the Guide to Good Practice working with Children and Families (OTA 2016). Catherine has also educated students at the University of Canberra.

Heidi Hui. Registered Social Worker, Certified Cognitive therapist (ACT) and Approved Supervisor (HKPCA) has been working in the social work field instruction for nearly 30 years at the University of Hong Kong and her interested areas are disabilities, mental health, and social work education.

Paul Johnson DSW LCSW is a Professor of Social Work at the University of Southern Maine. Over the past 21 years, he has taught both the graduate and undergraduate Field Work Seminars. Prior to his work
in academia, he was a Social Worker in the United Kingdom and in the United States. He has worked with populations across the lifespan. He has also published numerous articles, including three books, two coedited editions of Groupwork and several book reviews.

Shannon Levandowski OTD MS OTR BCP SCSS is the Academic Fieldwork Coordinator at Texas Woman’s University. She is responsible for monitoring, matching and promoting over 300 student placements yearly. Part of her role at Texas Woman’s University is navigating the educational needs of her students and fieldwork educators in the field.

Joanne Yuen Shan Lo DSW is the assistant lecturer of the University of Hong Kong. She is responsible for teaching social work practice laboratory and field supervision. Her research interests are in youth work, social work practice education, theory and practice integration and social work education in Mainland China.

Alicia Lohmann OTD MOT OTR CBIS ATP facilitates and creates action plans for student success when students are challenged fieldwork. She connects with students and sites personally and professionally to promote success and positive experiences on fieldwork.

Mary-Katherine Lowes MSW RSW is a clinical social worker who has been the hospital’s education coordinator with the Factor-Inwentash Faculty of Social Work at the University of Toronto for the past 10 years. Every Spring Mary-Katherine prepares the hospital’s graduating students for the simulated interviews. Mary-Katherine assists with the organization of all simulated interviews and participates as a panel member.

Paul McCafferty completed his primary degree in Political Science at Queen’s University Belfast before qualifying in social work in 1993. Since this time Paul has worked extensively in a variety of statutory and voluntary organisations both as a practitioner in Children and Family settings and as a social work trainer. Paul completed his Advanced Master’s Award in Social Work and is currently completing his Doctorate in Childhood Studies at Queen’s University Belfast.

Paul’s research interests are in social worker’s knowledge utilisation in decision-making, children’s rights as well as in student supervision. Currently Paul is responsible for the Research, Policy and Practice module as part of the BSW at Queen’s University Belfast. Paul holds his professional Leadership and Strategic Award and is a qualified Practice Teacher/Educator and a member of the European Social Work Research Association (ESWRA).

Sarah McCarthy has been qualified as a social worker for 14 yrs. Her practice experience has been with looked after children, their families and carers. She has also practised within the area of fostering. She has worked in both the statutory and independent sectors. Sarah has recently qualified as a practice teacher and now works in Extern’s Practice Development Team.

Su McCaughan is a lecturer at the University of Salford in the Practice Learning and Admissions Team. She is a registered social worker with the Health Care Professions Council (HCPC) and an HCPC CPD assessor. Her practice career includes 20 years’ experience in Criminal Justice. Her teaching and research reflects a focus in practice education. She is an off-site practice educator and a Fellow of the Higher Education Academy.

Gillian McAuley has been a qualified social worker for 9 years. Her practice experience was mainly in criminal justice. She has been a qualified practice teacher for 6 years and has worked in Extern’s Practice Development Team for the past 4 years. In her current role Gillian now co-ordinates practice learning for the voluntary sector in Northern Ireland.

Denise MacDermott works at Ulster University where she is course director for the undergraduate social work degree programme and teaches on the post qualifying practice teacher programme. Denise qualified as a social worker in 2003 and has extensive experience of supervising staff and students. She is a practice teacher, assessor and professional supervisor. Denise is a Senior Fellow of the Higher Education Academy.

Mark J Macgowan is Associate Dean for Academic Affairs and Professor at the Florida International University (EEUU). Dr. Macgowan has received multiple professional or university awards for excellence in teaching and research. He recently held the Fulbright-Scotland Visiting Professorship at the University of Edinburgh, where he was engaged in teaching and research about global perspectives on evidence-based group work.

Patricia MacKenzie MSW PhD RSW joined the School of Social Work at the University of Victoria as an Associate Professor in July 1999. She has a Master of Social Work degree from UBC and a PhD from the University of Edinburgh. Dr. MacKenzie served as the Associate Dean in the Faculty of Human and Social Development (2003 to 2005) and as Associate Dean of the Faculty of Graduate Studies (2005 to 2012). Prior to arriving at UVic, she was an Associate Professor and Director of the Saskatoon Community Education Center at the University of Regina. She also practiced as a health care social worker in Victoria for several years. Patricia’s primary research interests are in the area of
mentoring, field education, digital portfolios, health care, and interprofessional practice. She teaches in both the BSW and MSW programs and is a research affiliate at UVic’s Institute on Aging & Lifelong Health and the Rural Health Research Network of British Columbia.

**Siobhan Maclean** BA (Hons) CQSW PQSW qualified as a social worker in 1990 working in a variety of settings. She has been a foster carer, an approved social worker and a practice educator. Siobhan now manages Kirwin Maclean Associates Limited. She acts as a researcher, trainer and consultant for a range of social care and social work organisations and is a PE. Siobhan was the European Honorary Secretary for the International Federation of Social Workers

**Fiona McSweeney** EdD lectures in psychology and research methods in the Dublin Institute of Technology. Her primary research area is professional social care education. Past and current research focuses on professional identity, practice teachers’ views of their role, social care students’ transition to practice and students learning on placement.

**Ashley Meldrum** is a clinical tutor in the medical school at the University of Aberdeen and is the placement co-ordinator for all students. Ashley is an accident and emergency nurse with a keen interest in clinical simulation. Interprofessional education is a significant element of Ashley’s portfolio.

**Renee Michelsen** MSS LCSW accomplished field education professional, has presented on field education at the CSWE Annual Program Meeting (APM), Social Work Distance Education Conference, and in the UK at JSWEC. First a field instructor for 20 years, then Field Director at Rutgers University in New Jersey, USA, in 2012 she joined the faculty of the University of Southern California’s (USC) online social work programme. At USC she has served as Interim National Field Director, and Regional Field Director. Currently she is Field Liaison, Regional Field Lead, Clinical Assistant Professor and developer of both synchronous and asynchronous curriculum.

**Edson Arpini Miguel** MD MSc Student of PhD, State University of Campinas, Brazil, since, 2015. Master in Medicine, Federal University of Rio de Janeiro, Brazil, 1996. Teacher of Pediatrics and Primary Health Care State University of Maringá, Brazil, since 2005. Head of education and researches Division, University Hospital, State University of Maringá. Faimer Fellow, Brazil, since 2012.

**Heidi Miller** is a clinical trainer in the occupational therapy discipline at USC. She has had over twenty years’ experience working as an Occupational Therapist, practicing across government and non-government sectors in Australia, New Zealand and South Africa. Her area of practice has been predominantly within mental health. Her current role includes the development of placement opportunities, and supervising and supporting undergraduate students on placements, using alternate modes of supervision.

**Beth Moran** Following twenty years in social care practice working across a wide range of service user groups and in a variety of roles, in 2008 I took up a lecturer post and am Programme Lead, BA (Hons) Social Work at the University of Plymouth. Currently in the thesis stage of an EdD, my interests include developments in social work teaching and learning, as well as promoting the lived experiences of those engaging with social care services.

**Sean Morton** RN BSc (Hons) MA is a Senior Lecturer and qualified as a Nurse in 1993. He has worked across a variety of acute and emergency care settings in the UK and the USA. He is Digital Lead for the school, leading and supporting digital enhancement and application as well as contributing to programmes across the school. Sean has a keen interest in management, emergency care and trauma and development of simulation within the school.

**Phil Moses and Jim Moores** work at Social Care Network and have created an electronic management system called Charms, used by 300+ social care agencies across the UK and Ireland for their case management needs. We have 30,000 users accessing Charms, safely and securely, to store and access information about children in care, foster carers, adopters, vulnerable adults, residential care homes. Charms is used by local authority’s, regional adoption agencies, independent fostering and voluntary adoption agencies and charities for their fostering and adoption based work; residential care homes, supported employment, and shared lives providers use the system.

**Judith Mullineux** completed her primary degree in psychology at Ulster University before qualifying in social work in 1990. During this time, she was employed by Save the Children as a project worker in a replacement to custody project and, later, as a Probation Officer with the Probation Board for Northern Ireland. Judith completed her Master’s in Professional Development in social work and her PhD exploring probation officers’ judgements regarding the likelihood of re-offending. Currently, Judith is the Course Director for the PgDip Professional Development in Social Work and is also Subject Lead. Judith holds her professional Leadership and Strategic Award. She is an active member of the Professional in Practice (PiP) Partnership committee.
in Northern Ireland and a member of the European Social Work Research Association (ESWRA). Judith is a Senior Fellow of the Higher Education Academy (HEA).

**Gillian Muir** has been a Practice Educator in Social Work for 25 years. She has held Practice Learning positions in Local Authority, voluntary sector and HEI. Gillian has been a member of ScOPT since its inception and a Trustee for 2 years. Developing and sharing learning resources is something Gillian enjoys through her work and membership of ScOPT. Developing skills in the use of online learning has been a welcome by-product of her involvement with ScOPT!

**Alfonso Pérez Muñoz** is Associate Professor at the Department of Social Psychology at the Complutense University of Madrid. His research work focuses on the analysis of psychosocial factors related to associationism and social action.

**Anthea Murr** MSc (ani) is a part-time Education Doctorate candidate researching the everyday experiences of social work practice educators. She is a senior lecturer in Social Work at the University of Wolverhampton where she coordinates the Practice Educator Courses and the MA in Social Work. She is a qualified and registered social worker.

**Ruth Murray** BScSc CQSW is the Fieldwork Coordinator for the MSW and BSW programmes. She is a tutor on the MA/Advanced Diploma in Fieldwork Practice and Supervision (Social Work) since its commencement in 2001. She is the Director of this programme since July 2016. Ruth is responsible for organising CPD training in the area of supervision in social work, for social workers in practice. She presented at the Practice Teaching Conference in Glasgow in 2015 with the Practice Learning Coordinator from NUIG Galway. The presentation was the result of joint research completed with the Fieldwork Coordinator from NUIG and herself inquiring into social work students who fail a practice placement. The results of that research were published in the Journal of Practice Teaching and Learning in 2015.

**Eimer Ni Riain** BSc (Curr) OT is a Practice Education Coordinator on the MSc course in the University of Limerick. She has over 20 years of clinical experience. She moved in early 2017, from a busy paediatric service working as a member of an MDT, to practice education. She brings much experience of the reality of clinical demands yet the desire to maximise opportunities for student education, which is an ongoing area of interest for further research.

**Luis Nogués** has been a Lecturer of Social Work at Complutense. He has a deep experience in Learning and Practice Programs. At present, he is the General Director of the Directorate General of Social Exclusion of the City Council of Madrid.

**Madeline O’Carroll** MSc RMN is a Senior Lecturer at City, University of London. She is a mental health nurse with 30 years experience as a clinician and educator. Madeline is a licensed Systems- Centered™ practitioner with extensive training in groupwork. She has been running groups for student nurses for 15 years and is interested in how to support students to manage the emotional impact of working in mental health.

**Erna O’Connor** PhD is Assistant Professor of Social Work. Director of the Master in Social Work programme and Fieldwork Coordinator at the School of Social Work and Social Policy Trinity College Dublin.

**Danielle Omrin** MSW RSW is a clinical social worker and research coordinator at another health care setting in Toronto. She became involved in this research project upon completing her MSW to review our data and assist with the writing of the manuscript.

**Tina O’Reilly** has worked as a social worker in the voluntary sector, with Extern, for over 12 years. Her practice experience has largely been within a criminal justice setting, providing community-based support to ex-offenders. After successfully completing the Northern Ireland Practice Teacher Training Programme, she took up a post within Extern’s Practice Development Team in 2017.

**Richard Pearl** Registered Social Worker, Practice Assessor and Staff Tutor at the Open University with a particular interest in working with the OU Service User and Carer Advisory group in Wales to influence future social work practice.

**Suzanna Pickering** began her career in Social Work in 1980 working in a range of settings mostly within the statutory sector in the London Boroughs and for a short period in a Suffolk Child Care team. She began teaching on the Diploma in Social Work course in Suffolk in 2001 transferring to the BA in Social Work in line with national changes in 2005. Suzanna is Year 3 Lead for the BA in Social Work. Her area of expertise in social work training lies in Developmental Psychology, Community Development and Communication skills. Suzanna also acts as a lead tutor for Social Work and Health in inter-professional learning for undergraduate degrees and the MSc in Crime and Community Safety.

**Lee Pollard** Prof Doc MA BA Dip SW Dip He SW Pg Cert LTHE FHEA Senior Lecturer in Social Work Sheffield Hallam University Sheffield UK began his career in social work in 1995. He has since worked as a
Children and Families Social Worker, Principal Child Protection Training Officer and Safeguarding Children Board Development Officer for Rotherham and Barnsley local authorities. He began his current post as a Senior Lecturer in Social Work at Sheffield Hallam University in 2007. He has written several papers on the subject of fatal child abuse and delivered papers on the subject at a number of conferences, most recently at the ISPCAN International Congress in Dublin and Edinburgh. His most recent publication “Social Worker Experience of Fatal Child Abuse” will be published in the British Journal of Social Work later in 2018.

**Victoria Ridgway** PhD MA PGDE BSc RN is a registered adult nurse and has worked in higher education for 15 years. Her work focuses on the student experience and pedagogic practices in particular how learning in theory and practice influences the student journey and the students learning potential.

**Audrey Roulston** PhD is Lecturer School of Social Sciences Education and Social Work Queen’s University Belfast Northern Ireland

**Roslynn Scott-Adams** PhD LCSW-C is the Assistant Dean, Director of Field Education (On Campus) and Professional Development. She joined the CUA team in 2016. Roslynn works to develop relationships with community providers, manages the field education program, and teaches Social Welfare Policy and Field Education Seminar. Roslynn has 20 years of experience working as a social work leader in the mental health field. Roslynn feels honored to work with students and help them develop as future social workers.

**Trevor Simpson** RN BSc (Hons) MClinRes is a Principal Lecturer and has been a qualified nurse since 1999 and has worked in a range of settings across acute medicine and critical care. He is currently Principal Lecturer for Quality and Enhancement across a range of programmes and contributes to a variety of modules across the school. He has an interest in Adult critical care, professional practice and interprofessional learning in practice as well as enhancing simulated practice through traditional and non-traditional methods.

**Adi Staempfli** MSc PhD is a lecturer in social work at Goldsmiths, University of London and co-president of the Association Network Key Situations in Social Work. He has 15 years’ experience as a social worker and practice educator in substance misuse and mental health services, both in the UK and Switzerland. He has been a lecturer in social work since 2007 and his teaching and research interests are reflective and blended learning.

**Andrea Stanley** is a social work lecturer at the University of Salford and a member of the Practice Learning and Admissions Team. She is a registered social worker with the Health Care Professions Council (HCPC) and is actively involved as a practice educator. Prior to working for Salford University, Andrea held various posts within Mental Health Services and Adult Social Care and her teaching and research interests reflect this practice background.

**Fiona Stansfield** is current Chairperson of ScOPT and has been a Trustee for 2 years. She has been a practice educator for 9 years and is currently employed by the University of Strathclyde as Manager of Practice Learning having held full time practice learning positions in local authorities before joining an HEI. Fiona is passionate about practice learning, supporting students and developing practice learning education and enjoys her work and membership of ScOPT.

**Danielle Stokes** MSW is the Assistant Dean and Director of Online Field Education. She has been with CUA since 2015. Danielle manages the aspects of the online field education office, coordinates students' placement needs, and establishes new community partnerships locally, nationally and globally. She currently teaches Diversity and Generalist Macro Practice. Danielle has over 10 years’ experience in working in public, private, and nonprofit sectors and is passionate about the unlimited possibilities in the social work profession.

**Dr Clare Stone** is a registered social worker and academic at the University of Central Lancashire. Her doctoral research considers perspectives of competence to practise social work and more recently she has researched practice education from a student perspective. Clare’s main interests relate to learning and teaching, practice education and supporting ongoing professional development. She is a Senior Fellow of the Higher Education Academy and an Assessor for Continued Professional Development with the HCPC.

**Dr Ruth Strudwick** DProf MSc BSc (Hons) CTCert PGCE is the Academic director for radiography and the practice placement lead for the BSc(Hons) Diagnostic Radiography course at the University of Suffolk (UoS). She is also the course leader for the Interprofessional Learning (IPL) Programme which includes all pre-registration health & social care courses at UoS.

**Betty Surbeck** MSS LCSW PhD. I have a PhD in social work from Rutgers University (2000) and Master degrees in Social Services and Law and Social Policy from the Graduate School of Social Work and Social Research of Bryn Mawr College. I have extensive experience in public and nonprofit social services agencies and teaching graduate social work students I have published in peer


reviewed journals and I presented at many peer reviewed conferences.

**Penny Taylor** has been the Practice Education Coordinator for the USC Occupational Therapy Program since 2009. Prior to this she worked as an OT for 12 years within the Sunshine Coast mental health services. She provides practice education coordination services for all years of the program, from 1st year experiential learning to 4th year immersion learning. She provides teaching and learning support for both students and practice educators, and has a strong interest in role-emerging placements.

**Melissa Tettenborn** is the Professional Development Officer in Borough of Poole and has a background in both adult and children’s social work. I enjoy supporting professionals at all levels and my expertise lies with NQSWs and third year qualifying social work students. I have a particular interest is practice education and obtaining critical feedback from service users and students.

**Karen Todd** has extensive experience as a social work practitioner and service leader, primarily in the health services sector. Most recently, she has managed a large social work service within a regional health network in Australia. As part of this role, Karen has embedded a sustainable model for social work practice education across clinical areas. This model involves team-based teaching and learning arrangements and the rotation of students across acute, sub-acute and community settings.

**Ciaran Traynor** is a social work and social care educator with 25 years of experience. He is employed by Children in Northern Ireland, Extern and is working as an independent social worker and educator across programmes of care and service sectors.

**Sevi Vassos** PhD has more than 20 years of experience as social work practitioner and service leader across government and community-based settings. She made a transition to academia to pursue her PhD studies, which she completed in 2016. Her main area of scholarship is social work field education, and more specifically practice teaching and learning innovations. Her doctoral research is the first study of team-based rotation placements in the Australian context.

**Anthea Vreugdenhil** PhD is Associate Professor in Social Work and Master of Social Work Coordinator School of Social Sciences University of Tasmania Hobart Tasmania Australia

**Alix Walton** is a Senior Lecturer at Royal Holloway, University of London. Alix teaches on post-qualifying programmes including Practice Education and is Programme Director for the MSc in Advanced Practice. Alix’s research interests include social work pedagogy, work-based learning & professional development and the impact of organisations on social work practice and learning. Alix’s recent research includes studies of social workers workspaces & the experience of hot-desking.

**Dr Julia Wheeler** EdD BSc CQSW EdD BSc CQSW is a Lecture in Social Work at Plymouth University in the School of Health Professions. She completed her professional education in Social Work at the University of Bath. Her doctoral research concerns how social work students develop their professional identity, with a focus on aspects of professional socialisation. She is also interested in research with children and families social work and practice learning.

**Dr Dave Williams** D Soc Sc lectures in professional practice in the Dublin Institute of Technology. His research interests are the experiences of the biological children of foster parents, challenging behaviour and self-harm and social care education.

**Helen Williams** I am a service user with additional physical and learning needs. My involvement with the Open University Service User and Carer Group has led to me having confidence to make my feelings and experiences known to others.

**Lynn Williams** is a Registered Social Worker and Practice Educator with a positive and ongoing interest in ensuring service users and carers have a voice within social work education and continuing professional development. Member of the Open University Cymru Service User and Carer Advisory Panel.

**Sarah Williams** BSc MA PGCE FHEA is an experienced practice educator, author and senior lecturer with lead responsibility for developing and delivering programmes for practice educators at Bournemouth University. She has particular interests in how critical thinking and professional capability can be more effectively developed through work based experiences. With significant leadership experience in the voluntary and independent sectors, Sarah has a strong commitment to meaningful and democratic service user and carer involvement in social work learning.

**Siobhan Wylie** BA, MSW has been a social worker for over 20 years and has a background of working with older people, families and children; she has also worked for over 10 years with Relate as a counsellor. She has been engaged in practice education since 2003, and has run the practice learning centre in Bryson Care in Belfast since 2008. Siobhan has completed research within the field of Advocacy and Learning Disability. Siobhan contributes to post-qualifying training for social workers in Northern Ireland.
Useful information

Venue
St. John's College is a constituent college of the University of Oxford. It was founded in 1555 by the merchant Sir Thomas White, who wanted to provide a source of educated Roman Catholic clerics to support the Counter-Reformation under Queen Mary. Fellows and alumni have included Archbishop Laud, who became Chancellor of the University in 1629 and was executed in the English Civil War, Jane Austen's father and brothers, the early Fabian intellectual Sidney Ball who was very influential in the creation of the Workers' Educational Association (WEA), and Abdul Rasul, one of the first Bengalis to gain the degree of Bachelor of Civil Law at Oxford. More recently, graduates of St John's have included the novelists and poets A.E. Housman, Robert Graves, Kingsley Amis, Philip Larkin and John Wain, as well as former Prime Minister, Tony Blair.

Information about the conference
Oxford is a beautiful and bustling city and is within easy reach of London to the east and the Cotswolds to the west. If you do need transport there are a range of taxi firms available. The City of Dreaming Spires also hosts world renowned museums such as the Ashmolean, the first museum in the world, The Natural History museum and the Museum of the History of Science, located next to the Sheldonian Theatre. Walk up Woodstock Road and view the site of the Old Radcliffe Infirmary, built in 1770 and where the first penicillin injection was given. It is now the site of many Oxford academic centres.

Getting around
If you are staying outside the centre there are well served bus routes. The link for timetables and further information http://city.oxfordbus.co.uk/timetables-fares/

Religion and worship in Oxford
For times at various Oxford venues see www.dailyinfo.co.uk/oxford/guide/religion

Emergencies and medical and dental facilities
St John's does not provide any medical service for guests, but any visitor requiring urgent medical attention should contact the Porter's Lodge on +44 (0) 1865 277300 or call the emergency services directly by dialling 999 (police, ambulance and fire service). In the case of a non-emergency medical issue you can call 111 to speak to a trained advisor.

Shopping
The main shopping area in the centre of Oxford is in the Cornmarket and the nearby newly opened Westgate shopping centre. There are also specialist shops in the Covered Market. Some visitors to the UK also like to visit Bicester Village, a retail outlet 12 miles North of Oxford. Find out more here www.bicestervillage.com.
Housekeeping

Badges
Badges must be worn at all times to enter the sessions, events, and to enter the Opening Reception and Conference Dinner that you have signed up for in advance.

Wi-Fi Internet
Wi-Fi is available in most areas of the College. Wireless connection is available for all delegates on request via the OWL Visitor Network. You will be able to collect personal Wi-Fi codes when you register. If you have an eduroam account you should use this rather than a visitor log in.

Recording devices
Recording devices are not permitted at the conference without prior authorization.

Photographs
We anticipate your permission for photos to be taken during the conference proceedings for possible publication on the website or in publications about the conference. If you do not wish to give your permission to be photographed please contact the Conference Organisers Archer Yates at the registration Desk. If you are taking photographs for social media use in any session, please seek agreement from the participants.

Luggage storage
On the final day of the conference, you are welcome to check your luggage at the Porter's Lodge.

Lost and found
Participants can report lost or stolen items or enquire about found items at the conference registration desk.

Social activities

Sunday 9th September 2018 - Welcome Reception
Join us from 5.00pm - 6.30 pm in the stunning grounds of St John's College for the Welcome Reception. Get to know your peers in a relaxed social setting and enjoy a tipple of something. The cost of this event is included in your conference ticket, however you do need to confirm attendance.

Monday 10th September 2018 - Conference Dinner
One highlight of this year's conference is the conference dinner, taking place in the 16th Century Dining Hall at St. John's College. This magnificent room offers a magical experience of dining at the college that only a few can boast of doing. This is a ticketed event and tickets will be issued with conference badges, to those who have booked. It is essential to have booked by Monday 3rd September.
The Reviewers

Our thanks to the following who reviewed proposals for this conference

Elizabeth Howkins  Past Chair and current member of CAIPE
Marion Helme  Board Member, CAIPE
Sundari Joseph  Senior Lecturer, Research Degrees Coordinator, Robert Gordon University, Vice-Chair, CAIPE
Jenny Ford  Board Member, CAIPE
Maggie Hutchings  Associate Professor, Academic Lead Education Development, Bournemouth University, Vice-Chair, CAIPE
Milika Matiti  Senior Lecturer, University of Lincoln
Jayne Frisby  Lecturer, Interprofessional Education, Kings College London
Susanne Lindqvist  Professor of Interprofessional Practice and Director, Centre for Interprofessional Practice, University of East Anglia, Visiting Professor, Molde University, Norway, Honorary Fellow of CAIPE
Elizabeth Anderson  Professor of Interprofessional Education, University of Leicester, Lead for Patient Safety, National Teaching Fellow
Morag McFadyen  Lecturer in Biomedical sciences, Robert Gordon University, Senior Fellow of the HEA
Mark Doel  Emeritus Research Professor of Social Work, Sheffield Hallam University, Editorial Board Member, Journal of Practice Teaching and Learning
Prospera Tedam  Lead, Social Work Practice Quality, Anglia Ruskin University, Editorial Board Member, Journal of Practice Teaching and Learning
Moira Dunworth  ScOPT Rep, Editorial Board Member, Journal of Practice Teaching and Learning
Graham Ixer  Professor of Social Work and Social Policy, University of Winchester, Editorial Board Member, Journal of Practice Teaching and Learning