

Editorial

As 2016 draws to a close, change is afoot in the *Advances* team. This editorial introduces the new team of Carole Adamson and Lynne Briggs. We have agreed to take on the editor roles for *Advances*. This will relieve Liz Beddoe from a post she has carried since 2013, with previous co-editors being Karen Healy and Sue Gair. As incoming editors, we want to take a moment to acknowledge the tremendous effort that these colleagues have put in over the years as editors for *Advances*. Although we have both been reviewers, being an actual 'editor' is a new and different role for us, thus we are very grateful to Liz for her ongoing support and guidance as we transition into the editorship role of the journal. Just a little bit about us:

Lynne Briggs is the Head of School at Griffith University and is a New Zealander who crossed the Tasman five years ago. Prior to that, Lynne was an academic at the University of Otago and has a long history of social work practice in health and mental health with the Canterbury District Health Board. A primary goal of her research has always been to make research and evaluation a much more lively activity in the clinical setting and in social work education. Although her overall research endeavours explore the concept of demoralization and the specialist area of interventions in disasters, given her role with Griffith in the internationalization of social work education, this has also been included in her research agenda.

Carole Adamson is a Senior Lecturer at the University of Auckland, having previously taught at Massey University's Albany and Wellington campuses and at Plymouth University in England. Her teaching focus is on working with students to make sense of social work, in an introductory course and in a best practice course at final year level, and also in mental health, stress, trauma and resilience. Her research focus is on resilience and on social work curriculum, with recent publications on teaching about disasters and animals within the curriculum.

Getting this issue out with Liz is a first for us and we have enjoyed looking at the articles submitted and working with you in getting them ready for publication. Every issue has an "Editors' Choice," a challenging task to say the least, as all the articles are interesting. For this issue we have selected the article by Kirsty Oehlers and Robin Shortland-Jones: "A reflection on a teaching activity with a focus on emotions conducted with first year social work students". What makes this article appealing is the attention paid to the reflective process as it really contributes to the development of emotionally literate social work practitioners. The authors explain the psychological and theoretical framing for a teaching activity conducted in a first year social work class and give examples of the texts produced. As such, they reflect on their experiences as academics conducting

this activity and look at the implications for teaching when lecturers are aware that some students are facing significant emotional challenges.

Other articles in this issue include the one authored by Barbara Staniforth and Petro Booyesen “Counselling training in social work in Aotearoa New Zealand. Are we there yet?” This article considers the role of counselling in social work practice, an area of that is often contested by other professionals who do not see it as being part of the social work role. Another article, by Carole Adamson and John Darroch, “When Ida came to class” explores the relatively new and rare component of including animals within social work education. The knowledge base and conceptual understandings in which to address an animal-inclusive consideration of human service organisations in the disaster context as well the relationship between domestic/intimate partner violence and animals is discussed.

In their article “Practice what you preach: Creating partnerships and decolonising the social work curriculum”, Ryan Al Natour and Jane Mears discuss efforts made to include Aboriginal and Torres Strait Islander ways of knowing, being and doing into teaching practice in social work education. The authors situate their efforts to decolonise our teaching and practice within Australian historic and contemporary contexts, reflecting on their struggles and experiences of decolonising the social work curriculum.

Ines Zuchowski’s article, “On becoming a researcher: The value of writing throughout the research process” is a reflection on the academic writing process and how central this endeavour is in the doctoral researcher’s journey, a topic with which many *Advances* readers will strongly identify.

An article by Lesley Cooper and Lynne Briggs adds to the ongoing discussion of the contribution social work education can make to social worker readiness for practice in disasters, addressed fully in the Special Issue 16.2 (2014) on the topic published as “Disaster-informed curriculum for social work and welfare education”. In “The Great Shakes: Disasters, simulations and learning”, the authors explore the place of simulations as powerful pedagogical tools for preparation of students and practitioners if they are called upon to respond to real and complex post-disaster practice scenarios. An example is provided, drawing on experiences in the Christchurch earthquakes of 2010-2011.

A firm favourite with its reviewers was “Selection of social work students: A literature review of selection criteria and process effectiveness” by Catherine Hughes, David McNabb, Paul Ashley, Roz McKechnie and Helen Gremillion. This article is an extensive literature review of international debates concerning student selection, and suggests that there is no simple formula for selecting students who will go on to complete their social work programme, and that many of the tools used during the selection process are unreliable predictors of eventual student success.

Last, but not least, this issue concludes with “Research pods: Breaking down barriers, demystifying research for social work students and practitioners in the practice setting” by Cherie Appleton, Matt Rankine and Jenny Hare. Demystifying research for social work students and practitioners in practice is an ongoing challenge in social work

education. This article reports on the establishment of “research pods”, an integration of field placements with continuous research opportunities for students and practitioners.

Two Special Issues are planned for 2017-2018. The Australian Council of Schools of Social Work (ACSSW) is hosting a special edition of *Advances*, to be contained within the second issue of 2017, with the theme being “A critical inquiry into social work education”. The scope of the special edition encompasses current issues, debates and future directions in national and international social work education. The Australian Fieldwork Network is hosting the first issue of 2018 with a special issue, entitled “Frontiers of Field Education”, with Mim Fox, Monica Short and Neil Hall as guest editors. Abstracts for this are due by 6 February 2017. Please check the ANZSWWER website for the contact details for the Special Issue editors.

As incoming editors, we are keen to hear from you about research and innovation in social work and welfare education and reflections on what inspires your students. We particularly welcome articles that explore research and innovation in culturally inclusive and anti-oppressive education in social work and human services programs.

Carole Adamson and Lynne Briggs

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