Libraries and Learning Services

University of Auckland Research Repository, ResearchSpace

Version

This is the Accepted Manuscript version. This version is defined in the NISO recommended practice RP-8-2008 http://www.niso.org/publications/rp/

Suggested Reference

Beddoe, E., & Adamson, C. E. (2016). Educating resilient practitioners. In I. Taylor, M. Bogo, M. Lefevre, & B. Teater (Eds.), *The Routledge International Handbook of Social Work Education* (pp. 343-354). London: Routledge.

Copyright

Items in ResearchSpace are protected by copyright, with all rights reserved, unless otherwise indicated. Previously published items are made available in accordance with the copyright policy of the publisher.

This is an Accepted Manuscript of a chapter published in *The Routledge International Handbook of Social Work Education* on 12/04/2016, available online: https://www.routledge.com/products/9781138890237

For more information, see General copyright, Publisher copyright.

This is the authors' accepted but not finally edited draft.

Beddoe, L., & Adamson, C. (2016). Educating resilient practitioners In I. Taylor, M. Bogo, M. Lefevre & B. Teater (Eds.), *The Routledge International Handbook of Social Work Education* (pp. 343-354). London: Routledge

Educating Resilient Practitioners

Liz Beddoe and Carole Adamson

University of Auckland, New Zealand

Abstract

This chapter addresses the needs for social work students to graduate as practitioners able to demonstrate resilience in the face of competing stakeholder expectations and complex practice environments. Identifying a synergy between social work identity and current research regarding the concept of resilience, the chapter considers strategies for embedding a focus on the development of a resilient practitioner within the social work curriculum. The chapter emphasises the nurturing of skills of critical reflection and self-care, knowledge bases that inform an understanding of resilience, and the creation of reflective processes such as supervision and professional development that can sustain resilience beyond the academy and into professional practice.

Introduction

Social work requires practitioners to demonstrate resilience in the navigation of the environmental and personal demands upon our professional activity. The focus on education for resilience within the social work profession results from a shift in defining social work as a profession of experts dispensing services (whereby the spotlight is firmly on the recipients of these services) to an interactive systems understanding of engagement, the use of the self as a relational tool, and an acknowledgement of the emotional content of the work (for instance, Morrison, 2007). Social workers engage in complex, often high risk and intense interpersonal decision making that emphasises the use of the self in partnership with service users, often in contested or potentially conflicted situations. Effective practice is now recognised as requiring social workers to function in organisational settings where they must balance the tensions between community and government expectations, public scrutiny and resource allocation, as well as engaging sensitively and authoritatively with the challenges in the lives of service users (Badger, Royce and Craig, 2008; Russ, Lonne and Darlington, 2009; Jack and Donnellan, 2010). This places substantial emotional demands on practitioners and is likely to be one of the reasons practitioners become psychologically distressed, 'burned out', ill or leave the profession prematurely (Kinman and Grant, 2011).

Exposure to workplace adversities is now accepted as a challenge to the coping, retention and effective performance of the social worker in practice and to the capacities of educational programmes to prepare graduates for this exposure (Collins, 2007; Morrison, 2007). These adversities are variously documented as ranging from the absorption of the impact of service-user trauma narratives (Bride, 2007; Agllias, 2010; Savaya, Gardner and Strange, 2011) to the challenges

of the organisational culture (Coffey, Dugdill and Tattersall, 2004; Ellett, 2009). These stressors can result in compassion fatigue and emotional burnout, staff turnover and retention issues (with the loss of professional expertise and institutional knowledge) for employers and agencies (Acker, 2004; Ellett, Ellis, Westbrook and Dews, 2007; DePanfilis and Zlotnik, 2008; Kim and Stoner, 2008).

The chapter takes a broad ecological systems approach to the consideration of educating for resilience. It considers first the rationale for resilience as a focus within social work education. This includes acknowledgment of the contested terrain of social work, including its definition; the ways in which its professional environment impacts upon practitioners; and the manner in which educational programmes are envisaged and constructed. The lens of resilience as a means of examining social workers' abilities to develop and maintain sustainable coping strategies in their work is examined and conceptually located. Resilience, we acknowledge, is a contested notion, its meaning open to capture by competing interests. As Diprose (2015) suggests, it is a term that can be used to justify intervening, or not intervening, to support change in peoples' lives. Applying it to social work education, resilience can be constructed as a process whereby students develop skills in managing workplace stress (see, for example, Kinman and Grant, 2011), and as a demonstration of the reflective ability to critically de-construct the social work role within competing tensions of government, agency and community. Clarity over its definition and conceptual identity is therefore crucial.

In our approach, resilience is conceptualised as a relational, dynamic and fluid process rather than as an immutable set of skills or a static personality construct. Our chapter suggests that educating for resilience within the educational setting therefore requires an interactive and contextually aware approach that provides opportunity for students to link and develop existing knowledge, skills, capabilities and reflective capacities with the new challenges of social work practice. From the examination of resilience and its relevance for social work and its education, the chapter leads into a discussion of the research base for the individual, relational and contextual factors which emerge as important contributors to the development of robust graduates able to survive and thrive in social work.

Who defines resilience? Stakeholders and resilience in social workers

The concept of resilience in the research literature is an evolving and debated term, embedded within broader scientific and intellectual developments that have seen the reduction of an emphasis on pathology and an integration of systemic and constructivist influences. It is now conceptualised as a dynamic interaction of the individual with their environment and the mediation of multiple influences that sustain or erode strengths and resilience in the face of adversity (Bottrell, 2009; Bonanno, Westphal and Mancini, 2011). Current perspectives on resilience embrace not only the relational and systemic dimensions of the wider family and social contexts, but also acknowledge notions of hidden strengths (Ungar, 2004), socio-cultural interpretations of our responses to adversity (Ungar, 2008), circular causality and the variability of positive adaptation over time (Keenan, 2010). Correspondingly, the move towards a greater holistic and ecological understanding of the multiple influences on social worker resilience has seen a shift from a focus on the individual

capacities of the practitioner (their personality, past experiences and coping styles) towards the inclusion of the wider context such as social policies, resource allocation, public perceptions of social work and organisational structures and systems. Significantly, the interaction of the individual practitioner with this context has become the subject of research investigation and consideration (Adamson, Beddoe and Davys, 2012; McFadden, Campbell and Taylor, 2014; Grant and Kinman, 2014). The dynamics of social worker resilience are now recognised as being mediated by factors as diverse as access to effective professional supervision (Beddoe, Davys and Adamson, 2014); the knowledge and skills acquired from education and sustained by the availability and uptake of continuing professional development (Rixon and Ward, 2012; Moriarty and Manthorpe, 2013); team relationships and peer support; and the management of work roles and commitments in balance with demands on the social worker from their personal, family and cultural systems (Fouché and Martindale, 2011) .

There is significant philosophical synergy between social work thinking and current research perspectives on resilience. Social work's knowledge bias (Payne, 2001) of a world view that spans the micro to the macro gives us an affinity – aligned with complexity theories, strengths-based practice, the inclusion of indigenous world views and our values concerning social justice and human rights – with research recognition that there are multiple predictors of positive outcomes from adversity (Bonanno, Westphal and Mancini, 2011). Resilience is but one trajectory out of adversity (Norris, Tracy and Galea, 2009) and one person's resilience is not the yardstick for another's (Ungar, 2004). As a process within a complex system, a resilient move may, or may not, result in positive and sustained change. Resilience, in service users, social work students and in social work practitioners, is thus not a uni-dimensional or lineal concept, and this understanding impels social work education to consider multiple developmental processes that assist future social workers to identify, develop and sustain their resilience (Grant, Kinman and Baker, 2014; de las Olas Palma-García and Hombrados-Mendieta, 2014; Rajan-Rankin, 2014).

Social work educators within the academy constantly manage the tensions between the institutional requirements of academic achievement and the professional and developmental processes of student learning. Ife's (2010) construction of social work as encompassing knowledge, values and skills, and Furness and Gilligan's (2004) description of competence as a blend of ability, knowledge and understanding, lend themselves readily to the inclusion of the demonstration of resilience as a key factor in sustained and effective practice in the workplace. Resilience, as a dynamic and relational process, might best be evaluated through a matrix of factors such as observable behaviour, the demonstration of positive attitudinal change and the assessment of reflective/reflexive capacities, all of which the research indicates may contribute (but not in a lineal or positivist fashion) to the enhancement of resilience capacity over time.

There are, however, contextual constraints on our ability to freely utilise the concept of resilience within social work education. Because of its person-in-environment, relational identity (a strength from a social work standpoint), it is not a universally agreed term devoid of coded meaning (Diprose, 2015). It is open to capture by competing ideological agendas, not all of which are philosophically, economically or politically inclined either to recognise the contextually embedded and complex nature of human experience, or the obligations that such inter-connectedness demands. If there is no acknowledgment that the term 'resilience' can be used for different purposes by different

stakeholders, educators may run the risk of seeing the concept as a 'one size fits all' approach to student development that not only ignores the current research but risks imposing a perception of resilience that encourages accommodation or compliance with practice, employment or social conditions. This may create a more rigid interpretation of the 'ideal' social work graduate that does not facilitate the adaptability in practice required by complex practice environments. Complex stakeholder relationships exist between social work education, the representatives of the profession (the professional associations and regulatory bodies), the employing agencies and the wider political environment. These relationships are interdependent, which suggests the need for negotiation over the qualities and abilities of graduates and the potentially contestable concept of the resilient practitioner.

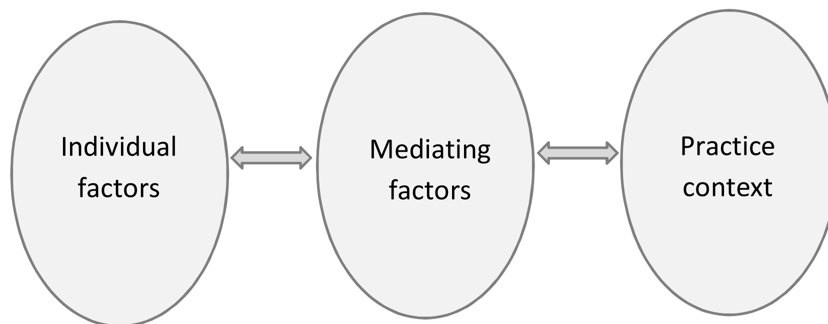
The identity of social work as a professional discipline committed to principles of "social justice, human rights, collective responsibility and respect for diversities" (IFSW, 2014) in itself creates tensions for any resilience focus within social work education. Policy makers and employers, within, what for most jurisdictions is currently a neo-liberal environment, focus on issues of competence in skills and knowledge, public accountability and statutory compliance: employers thus expect that social work education should result in students capable of "hitting the ground running" (Donnellan and Jack, 2015). This expectation that schools of social work are able to graduate 'complete' practitioners, ready for anything, places considerable responsibility on the academy and underplays the evidence that resilience is contextually determined. A social work perspective *and* an understanding of current resilience research suggest that a practitioner's ability to withstand the adversity of complex social work environments is determined, to a significant extent, not only by the individual graduate's abilities but the support and resources within the employment environment. Critiques of the fit between social work education and the demands of the employing and wider political environment, such as the Narey report into the education of children's social workers in England (Narey, 2014), are often in contrast to the profession's construction of what contributes to the making of a social worker.

An illustration of this tension lies in social work education's emphasis on critical reflection, which is considered by many in the profession as the key tool for enabling practitioners to develop a contextual understanding that enables and enhances resilience in the field. Such a focus can be unhelpfully downgraded where there is a preferred emphasis on practitioner compliance with tasks, and the observable skills and performance standards required within organisational settings (Eadie and Lymbery, 2007; van Heugten, 2011; Morley and Dunstan, 2012;). Indeed, critical reflection, and the fostering of reflexive practice that scrutinises the causes of adversity rather than its effects, may not be considered a foundational principle of social work education within some policy environments. Employment within statutory settings, for instance, attempts to shape the social work role to the services determined by government policy: the expectations of social work graduates, schooled in the values of social justice and human rights, may be challenged. The assumptive link between resilience, critical reflection and social work's core values and identity (IFSW, 2014) is of course not lineal or simple: there remains considerable scope for social work education to provide research evidence regarding the complex relationships between reflectivity, resilience and competence. This chapter addresses research evidence for some of the core curriculum and programme design elements considered essential to contribute to the development and maintenance of resilience for practice. A model for practice resilience is first presented, followed by a consideration of specific curriculum content to be incorporated into social work education.

Laying the groundwork for a focus on resilience in the social work curriculum

Described elsewhere in the literature (Adamson, et al., 2012; Beddoe, Davys and Adamson, 2011; 2014), an interactive model for resilience in the social work profession is utilised here. It is suggested that its relational and contextually sensitive perspective can provide a framework for developing students' resilience within the social work curriculum. Alongside the conceptual framing of resilience, it proposes that resilience and other responses to adversities within the social work experience are an expression of the dynamic and fluid relationship between the individual qualities of the social worker (their personal attributes, histories and sensitisation to stress, and their moral and ethical codes); mediating factors (such as work–life balance, developmental learning, coping behaviours and relational skills, supervision and peer support, professional identity and roles, and the knowledge, education and theory utilised); and the practice context (the organisational structures, the political and legal context and the public and community environments in which social work activity occurs).

Figure 1: a framework for resilience



Social work education and the teaching of resilience

Our research (Beddoe, Davys and Adamson, 2011) supported findings reported by Kinman and Grant (2011) whose work strongly argued that social work education can contribute in several important ways to prepare social work students to be resilient practitioners. We recommend the strengthening of these elements in social work qualifying education with a triple focus. First, we consider the journey of the resilient student to resilient practitioner, exploring the importance of giving students tools to develop their professional identity with a realistic set of expectations about the career they are beginning. Second, we will describe the components of a resilience knowledge base within the social work curriculum. Finally, we will examine the importance of career-long strategies for maintaining resilience through post-qualification professional development and supervision. We argue that beginning practitioners must be well supported if they are to retain optimism and competence.

From resilient student to resilient practitioner

For teaching and learning about professional resilience to be transformative, rather than merely informative, social work education can offer many opportunities for personal development. Such

preparation may provide some inoculation against future corrosive experiences (Grant, Kinman and Baker, 2014). Pedagogies for personal and professional development are generally diffused throughout the curriculum rather than forming a discrete topic, as developing reflective practice has become the norm to underpin the aims of integration of knowledge, skill and use of self (Marlowe, et al., 2014). Selection for admission or progress to field education may include exploring information about potential students' previous experience of challenges and how these were managed. Evidence of dispositional optimism, hardiness (Collins, 2007; 2008) and human caring (Ellett, 2009) should all be considered at the selection stage as significant predictors of resilience. Increasing attention to 'fitness to practice' standards required by placement agencies employers and regulators means that educators may find themselves supporting and sometimes 'counselling out' students whose resilience, through prior traumatic exposure, for example, renders them too vulnerable or unsafe for practice (Elpers and Fitzgerald, 2012; Robertson, 2013) . Such gatekeeping requires transparent and fair processes and support systems, and identification of concerns throughout a degree, not just in practicum (Elpers and FitzGerald, 2012).

Learning to reflect may be perplexing and challenging as well as stimulating so needs to be built up slowly (Yip, 2006). Social work students frequently face some difficult learning, such as the painful realization that, to some considerable extent, entering the profession separates social workers from service users. Lehmann (2014), writing about working-class university students, noted that some students can feel distanced from their community and family as a consequence of studying at university, but at the same time feel like 'outsiders' in the university. Students who have left care or been users of mental health services may feel their world is changing and the transition from service-user to service-provider can be difficult. Careful scaffolding of reflective activities, such as journaling and writing critical reflections can enable students to process these changes in the relative safety of education and clinical placement (Marlowe et al., 2014). Related to this, students will become aware of the public perception that social workers are seen as very powerful even when they may often feel vulnerable in the face of client hostility, the corrosive impact of critical media (Beddoe, 2003) and negative community perceptions (Shier and Graham, 2013). Social work organisations produce relentless demands and the pressure to 'do' rather than think. A significant step forward may be the teaching of tools which students can implement to ensure they get sufficient thinking time and support to develop tolerance of anxiety generated by constant exposure to emotionally charged situations (Marlowe, et al., 2014). A common "source of pressure arises from other professionals exhorting social workers to 'do' something" (Ruch, 2007, p.371). While personal skills and attributes can provide significant protections, it is important for students to be made aware of the organisational responsibility to provide a safe practice environment, to avoid the individualization of responsibility leading to stress and anxiety (Taylor, Beckett and McKeigue, 2008).

Our research (Beddoe, Davys and Adamson, 2011; 2014) supported McAllister and McKinnon's argument that personal qualities such as adaptability, positive identity, using social support, personal coping skills, spiritual connections, and meaning making in adversity can be strengthened by resilience enhancing focused educational experiences (McAllister and McKinnon, 2009). Building a 'big picture' of the professional journey ahead is vital to developing a realistic professional self. While most students enjoy their social work study some students will experience stress and Collins, Coffey and Morris (2010) recommended that such students can learn positive coping from the provision of support systems.

Recognising personal journeys and motivations and the need to process these forms a significant part of stress inoculation (Adamson, 2006). Developing a clear professional identity with an understanding of the marginalised and contestable places in which social work resides (Beddoe, 2003) is challenging, frequently requiring educators not to 'fudge' the realities of practice while being careful not to extinguish altruism and hopefulness. McAllister and McKinnon (2009) recommend "Identity building work, in order to explore and articulate such questions as: Who am I with this new professional identity? What do I believe in? What are my aspirations? What will I stand up for?" (p.375). An understanding of embodied cultural identity and the emotional reactions and triggers attached to experiences of racism and other forms of discrimination is also crucial to developing professional identity during the transition from student to practitioner. This is supported by Rajan-Rankin (2014, p. 2439) who found that, while most students initially thought revealing emotions during a professional encounter to be unprofessional, "there was also an appreciation that acceptance of one's own emotions as an integral part of their own self-hood was essential in order to develop a resilient and professional persona".

Our research also confirmed that exposure to positive role models is extremely important in building a positive, resilient professional identity. McAllister and McKinnon (2009) describe the importance of professional cultural generativity and fostering emergent leadership. Developing social workers need to be prepared "to cope with more than present work challenges" (p.375). Our graduates are the future leaders and we can assist them to build better workplaces. Modelling constructive practice requires opportunities to observe and contribute to learning how "to act with engagement, respect and partnership" (p.375). The provision of inter-year meetings, shared meals and other activities as well as more formal peer mentoring can enable experienced students to share their experiences with newer colleagues, pre-placement and support the developing leaders.

Building a resilience knowledge base

A series of recommendations can be suggested as avenues for education-based opportunities to develop those features identified as contributing to personal resilience. Van Heugten (2011, p.47) asserts that social workers should not "stumble upon" concepts of burnout and stress when already in a workplace. Curricula should address human resilience and coping, the impact of trauma including an understanding of the importance of self-care via recognition of the possibilities of vicarious trauma and desensitisation (Miller, 2001; Breckenridge and James, 2010; Grant, Kinman and Baker, 2014). We recommend instruction about subjective well-being and life domains and work–life balance (Fouché and Martindale, 2011). Teaching professional ethics and, in particular, the importance of clear personal and professional boundaries contributes to well-being and appropriate and safe use of self (Wendt, Tuckey and Prosser, 2011). Mindfulness (Shier and Graham, 2011; Chinnery and Beddoe, 2011; Marlowe, et al., 2014) and other awareness-enhancing techniques (see, for example, Mensinga, 2011 on yoga) can support students to develop their capacity for deep reflection. Educators and practitioners demonstrating altruism, setting a good example, mentoring, leading, coaching and motivating others model virtuous activities encouraged in those entering the profession (McAllister and McKinnon, 2009, p.376).

Teaching students about the value and importance of supervision in practice is also important and creates a healthy expectation that this needs to be routinely provided by social service

organisations. In the literature and in our own research we have identified general agreement that curricula should include explicit teaching of self-care, beyond the usual "stress and burnout" workshops and exhortations to make sure supervision is accessed. Teaching students how to maximise their use of supervision for life-long learning (Davys, 2007) and as an effective self-care tool (Davys and Beddoe, 2009; Beddoe, Davys and Adamson, 2014) is vital, and schools of social work need robust processes to ensure students receive quality supervision. In an ideal world all students would be allocated a supervisor to support them in their learning journey and to ensure they graduate with the skills to assertively access and utilise supervision.

Field (practice) educators in our research often emphasised the importance of modelling and encouraging self-care and fostering a long-term desire to develop through formal and experiential learning (Beddoe, Davys and Adamson, 2014). Participants confirmed the importance of social work education promoting realistic expectations of the profession. While the retention of a hopeful stance was vital, so was recognising 'the big picture' and the existence of social and political forces that impose limits on what could be achieved within contemporary workplaces. An enduring belief that they were 'making a difference' was what enabled social workers to get up the morning after a really bad day. A literature review conducted by Stalker et al., similarly found that child welfare workers with emotional exhaustion could still find job satisfaction – what was essential was the continuing belief "that one is truly helping vulnerable children and making a positive difference in their lives" (2007, p.188).

Post-qualification professional development and resilience

Our research has found that self-care and time for refreshment were vital and career-long activities (Adamson, Beddoe and Davys, 2012; Beddoe, Davys and Adamson, 2014). Tools for developing self-awareness were linked to strategies to ensure that social workers know when and how to enable the time for the thinking that is essential for safe practice. Given the substantial investment made by all the parties to social work education, surprisingly little is done in many countries to support the needs of newly qualified social workers, beyond an induction programme which may be offered by some larger employing agencies. For those beginning work in smaller organisations, their support needs will be often be met by immediate colleagues and their supervisor. Access to further professional development may be limited and continuing professional education in some countries is frequently available only for those willing to self-fund and use personal leave.

Franklin (2011) characterises newly qualified social workers as 'green' (as in new, untested) and presenting with a combination of uncertainty and enthusiasm. Field education supervision will have inducted the new practitioner into the world of professional social workers. Their practice will have begun to develop through interaction with experienced practitioners and service users with frequent observation (Beddoe, 2015). Good placements will have provided the opportunity to test students' capacity to demonstrate reflexive, responsive and self-aware practice at a beginning level. However, placement is not 'the real thing' and the early years of practice are stimulating but very testing of resilience.

Several studies have been conducted about the experiences of early-career social workers, with common findings highlighting the importance of supervisor and peer supports and the presence of a learning culture in promoting practitioner wellbeing and retention. Retention to practice, and indeed especially retention in challenging social work fields such as child protection, cannot ignore research

that suggests beginning competence and readiness to work is not in itself enough. What personal resilience that has been built up by attention to coping strategies in initial education must be supported by good induction, excellent supervision and support for continuing education. Guerin, Devitt and Redmond (2010) noted that their study reported many positive aspects of social work experienced by participants in their survey of graduates. There were, however, concerns expressed about the negative impact of organisational features, lack of support and exposure to service-user aggression. Chenot, Benson and Hansung (2009) noted the significance of strong supervisory support in relation to retention, not only in a particular agency but within the field of child welfare in general. The nature of organisational culture is also a pivotal factor: supportive, learning and non-blaming cultures which offer proactive supports to new graduates will be more likely to retain them. In a very different Chinese cultural and organisational context Liu, lam and Yan (2012) found supervision and induction crucial to assisting new social work graduates to understand the work context there, especially when they faced challenges to their emergent social work identities. In an international study considering the work of novice social workers in three countries – Australia, England and Sweden – Healy, Meagher and Cullin (2009) also supported workplace changes to ensure caseload volume, mix and intensity are carefully managed to ensure ongoing development of new social workers rather than subjecting them to overwhelming pressure. Healy and colleagues made an observation that junior doctors rotate through clinical domains over the first years of practice and are not expected to be ready for every possibility, unlike social workers.

Ideally all new graduates would join a structured early career programme such as the English model reported by Carpenter, et al. (2013). This programme included dedicated time for professional development and supervision of the newly-qualified practitioners, supporting materials for participants and comprehensive training for supervisors and programme coordinators. Supervision is now strongly mandated in many countries with licensing or full registration requiring minimum hours of supervision in the period following qualification, thus ensuring that supervision must be made available. However, research in several jurisdictions reports practitioners were not receiving regular supervision (in Australia, Egan, 2012; in Australia and the United Kingdom, Robinson, 2013; in England, Turner-Daly & Jack, 2014). Turner-Daly and Jack (2014) reported that more than half of participants in their recent study indicated that health and well-being was either dealt with in a rather superficial mode or was simply not addressed. Manthorpe, et al. (2013) sought the views of newly qualified social workers, managers and directors on various elements of their support and development in their jobs. Among the findings was that those who had less frequent supervision were less likely to feel they had a manageable workload and to be less engaged with the job. Clearly the profession needs to take charge of this vital work to support the new generation.

Conclusion

Social work education plays an important role in ensuring that social workers graduate with knowledge about the exposure to potentially harmful stress they will face by virtue of their core tasks. Students are well served if their education has incorporated awareness of the risks of stress and burnout, resilience-building activities, positive coping strategies, and has exposed them to positive modelling of supervision, supportive peer-engagement and leadership. What conditions the

newly qualified face on entering the workforce may be beyond our control as educators but we can play a role in advocating for good, early-career supports and inculcating a spirit of optimism and lifelong learning in our graduates. The next part of the journey of the newly qualified practitioner requires professional and organisational commitment to safe workloads, quality induction and commitment to ongoing supervisory support and meaningful, continuing, professional education.

References

Acker, G., 2010. The challenges in providing services to clients with mental illness: managed care, burnout and somatic symptoms among social workers. *Community Mental Health Journal*, 46(6), pp. 591-600. doi:10.1007/s10597-009-9269-5

Acker, G.M., 2004. The effect of organizational conditions (role conflict, role ambiguity, opportunities for professional development, and social support) on job satisfaction and intention to leave among social workers in mental health care. *Community Mental Health Journal,* 40(1), 65-73.

Adamson, C., 2006. Stress, trauma and critical incidents: the challenge for social work education. *Social Work Review*, 18(4), 50-58.

Adamson, C., Beddoe, L. and Davys, A., 2012. Building resilient practitioners: definitions and practitioner understandings. *British Journal of Social Work,* 32(1), pp.100-117. 10.1093/bjsw/bcs142

Agllias, K. 2010. Student to practitioner: A Study of preparedness for social work practice. *Australian Social Work, 63*(3), pp.345 - 360.

Badger, K., Royse, D. and Craig, C., 2008. Hospital social workers and indirect trauma exposure: an exploratory study of contributing factors. *Health & Social Work*, 33(1), pp.63-71.

Beddoe, L., 2003. Danger and disdain: truth or dare in social work education. *Women in Welfare Education* (Australia), 6 (Special Field Education Edition), pp.13-25. Available at: http://www.aaswwe.asn.au/wiwe/default.htm

Beddoe , L., 2015. Social work supervision for changing contexts. In: L. Beddoe and J. Maidment, eds., *Supervision in social work: Contemporary issues*. London: Routledge. pp. 82-95.

Beddoe, L., Davys, A. and Adamson, C., 2011. Educating resilient practitioners. *Social Work Education,* 32(1), pp.100-117. doi: 10.1080/02615479.2011.644532

Beddoe, L., Davys, A.M., and Adamson, C., 2014. Never trust anybody who says "I don't need supervision": practitioners' beliefs about social worker resilience. *Practice,* 26(2), pp.113-130. doi:10.1080/09503153.2014.896888

Bonanno, G.A., Westphal, M. and Mancini, A.D., 2011. Resilience to loss and potential trauma. *Annual Review of Clinical Psychology*, 7(1), pp.511-535. doi:10.1146/annurev-clinpsy-032210-104526

Bottrell, D., 2009. Understanding "marginal" perspectives: towards a social theory of resilience. *Qualitative Social Work*, 8(3), pp.321-339. doi: 10.1177/1473325009337840

Bride, B.E., 2007. Prevalence of secondary traumatic stress among social workers. *Social Work,* 52(1), pp.63-70. doi:10.1093/sw/52.1.63

Breckenridge, J. and James, K., 2010. Educating social work students in multifaceted interventions for trauma. *Social Work Education,* 29(3), pp.259-275.

Carpenter, J., Patsios, D., Wood, M., Platt, D., Shardlow, S., McLaughlin, H., . . . and Blewett, J., 2013. *Early professional development pilot programme (First cohort 2009 to 2011): Final evaluation report*. London: Department for Education.

Chenot, D., Benton, A.D. and Hansung, K., 2009. The influence of supervisor support, peer support, and organizational culture among early career social workers in child welfare services. *Child Welfare*, 88(5), pp.129-147.

Chinnery, S.A. and Beddoe, L., 2011.'Taking active steps towards the competent use of self in social work. *Advances in Social Work and Welfare Education,* 13(1), pp.127-152.

Coffey, M., Dugdill, L. and Tattersall, A., 2004. Stress in social services: mental well-being, constraints and job satisfaction. *British Journal of Social Work,* 34(5), pp.735-746.

Collins, S., 2007. Social workers, resilience, positive emotions and optimism. *Practice: Social Work in Action,* 1(4), pp.255-269.

Collins, S., 2008. Statutory social workers: stress, job satisfaction, coping, social support and individual differences. *British Journal of Social Work*, 38(6), pp.1173-1193.

Collins, S., Coffey, M. and Morris, L., 2010. Social work students: stress, support and well-being. *British Journal of Social Work*, 40(3), pp.963-982.

Davys, A., 2007. Active participation in supervision: a supervisee's guide. In: D. Wepa, ed. *Clinical Supervision in Aotearoa/New Zealand: A Health Perspective.* Auckland: Pearson Education. pp.26-42.

Davys, A. and Beddoe, L., 2009. The reflective learning model: supervision of social work students. *Social Work Education*, 28(8), pp.919-935. doi:10.1080/02615470902748662

de las Olas Palma-García, M. and Hombrados-Mendieta, I., 2014. The development of resilience in social work students and professionals. *Journal of Social Work*, 14(4), pp. 380-397.

DePanfilis, D., and Zlotnik, J. L. 2008. Retention of front-line staff in child welfare: A systematic review of research. *Children and Youth Services Review, 30*(9), pp. 995-1008.

Diprose, K. 2015. Resilience is futile: the cultivation of resilience is not an answer to austerity and poverty. *Soundings, 58*(58), 44-56. 10.3898/136266215814379736

Donnellan, H. and Jack, G., 2015. *The survival guide for newly qualified social workers: hitting the ground running.* 2nd ed. London: Jessica Kingsley.

Eadie, T., & Lymbery, M. 2007. Promoting creative practice through social work education. *Social Work Education, 26*(7), pp. 670-683.

Egan, R. 2012. Australian social work supervision practice in 2007. *Australian Social Work, 65*(2), pp.171-184. 10.1080/0312407x.2011.653575

Ellett, A., 2009. Intentions to remain employed in child welfare: the role of human caring, self-efficacy beliefs, and professional organizational culture. *Children and Youth Services Review*, 31(1), pp.78-88.

Ellett, A., Ellis, J. I., Westbrook, T. M. and Dews, D., 2007. A qualitative study of 369 child welfare professionals' perspectives about factors contributing to employee retention and turnover. *Children and Youth Services Review*, 29(2), pp. 264-281.

Elpers, K. and FitzGerald, E.A., 2012. Issues and challenges in gatekeeping: a framework for implementation, *Social Work Education,* 32(3), pp. 286-300. doi:10.1080/02615479.2012.665867

Fouché, C. and Martindale, K., 2011. Work–life balance: practitioner well-being in the social work education curriculum. *Social Work Education*, 30(6), pp.675-685. doi:10.1080/02615479.2011.586566

Franklin, L. D. 2011. Reflective supervision for the green social worker: Practical applications for supervisors. *The Clinical Supervisor, 30*(2), pp.204-214. 10.1080/07325223.2011.607743

Furness, S. and Gilligan, P., 2004. Fit for purpose: issues from practice placements, practice teaching and the assessment of students' practice, *Social Work Education,* 23(4), pp.465-479. 10.1080/0261547042000245053

Grant, L. and Kinman, G., 2011.Enhancing wellbeing in social work students: building resilience in the next generation. *Social Work Education*, 31(5), pp.605-621. doi:10.1080/02615479.2011.590931

Grant, L., Kinman, G. and Baker, S., 2014. Put on your own oxygen mask before assisting others: social work educators' perspectives on an "emotional curriculum". *British Journal of Social Work*. doi:10.1093/bjsw/bcu066

Grant, L., and Kinman, G. 2014. Emotional resilience in the helping professions and how it can be enhanced. *Health and Social Care Education* DOI: 10.11120/hsce.2014.00040

Guerin, S., Devitt, C. and Redmond, B., 2010. Experiences of early-career social workers in Ireland. *British Journal of Social Work*, 40(8), pp.2467-2484. doi:10.1093/bjsw/bcq020

Healy, K., Meagher, G. and Cullin, J., 2009. Retaining novices to become expert child protection practitioners: creating career pathways in direct practice. *British Journal of Social Work*, 39(2), pp.299-317. doi:10.1093/bjsw/bcm125

Ife, J., 2010. *Human rights from down below: achieving rights through community development*. Port Melbourne, Victoria, Australia: Cambridge University Press.

International Federation of Social Workers (IFSW). 2014. *Global definition of social work*. Available at: http://ifsw.org/get-involved/global-definition-of-social-work/

Jack, G. and Donnellan, H., 2010. Recognising the person within the developing professional: tracking the early careers of newly qualified child care social workers in three local authorities in England. *Social Work Education,* 29(3), pp.305-318.

Keenan, E., 2010. Seeing the forest and the trees: using dynamic systems theory to understand "Stress and coping" and "Trauma and resilience". *Journal of Human Behaviour in the Social Environment*, 20(8), pp.1038-1060.

Kim, H. and Stoner, M., 2008. Burnout and turnover intention among social workers: Effects of role stress, job autonomy and social support. *Administration in Social Work,* 32(3), pp.5-25. doi:10.1080/03643100801922357

Kinman, G. and Grant, L., 2011. Exploring stress resilience in trainee social workers: the role of emotional and social competencies. *British Journal of Social Work*, 41(2), pp.261-275. doi:10.1093/bjsw/bcq088

Lehmann, W., 2014. Habitus transformation and hidden injuries: successful working-class university students. *Sociology of Education*, 87(1), pp.1-15. doi:10.1177/0038040713498777

Liu, Y., Lam, C.-M. and Yan, M.-C., 2012. A challenged professional identity: the struggles of new social workers in China. *China Journal of Social Work,* 5(3), pp.189-200. doi:10.1080/17525098.2012.721166

Manthorpe, J., Moriarty, J., Hussein, S., Stevens, M. and Sharpe, E., 2013. Content and purpose of supervision in social work practice in England: views of newly qualified social workers, managers and directors. *British Journal of Social Work*. doi:10.1093/bjsw/bct102

Marlowe, J. M., Appleton, C., Chinnery, S.-A. and Van Stratum, S., 2014. The integration of personal and professional selves: developing students' critical awareness in social work practice. *Social Work Education,* 34(1), pp.60-73. doi:10.1080/02615479.2014.949230

McAllister, M. and McKinnon, T., 2009. The importance of teaching and learning resilience in the health disciplines: a critical review of the literature. *Nurse Education Today*, 29(4), pp.371-379.

McFadden, P., Campbell, A. and Taylor, B., 2014. Resilience and burnout in child protection social work: individual and organisational themes from a systematic literature review. *British Journal of Social Work*. doi:10.1093/bjsw/bct210

Mensinga, J., 2011. The feeling of being a social worker: including yoga as an embodied practice in social work education. *Social Work Education*, 30(6) pp.650-662. doi:10.1080/02615479.2011.586562

Miller, M., 2001. Creating a safe frame for learning: teaching about trauma and trauma treatment. *Journal of Teaching in Social Work,* 21(3-4), pp.159-176.

Moriarty, J. and Manthorpe, J., 2013. Post-qualifying education for social workers: a continuing problem or a new opportunity? *Social Work Education*.doi:10.1080/02615479.2013.806468

Morley, C. and Dunstan, J. 2012. Critical reflection: A response to neoliberal challenges to field education? *Social Work Education, 32*(2), pp.141-156. 10.1080/02615479.2012.730141

Morrison, T., 2007. Emotional intelligence, emotion and social work: context, characteristics, complications and contribution. *British Journal of Social Work*, 37(2), pp.245-263.

Narey, M. (2014). *Making the education of social workers consistently effective: Report of Sir Martin Narey's independent review of the education of children's social workers* Retrieved from https://www.gov.uk/government/publications/making-the-education-of-social-workers-consistently-effective

Norris, F.H., Tracy, M. and Galea, S., 2009. Looking for resilience: understanding the longitudinal trajectories of responses to stress. *Social Science & Medicine*, 68(12), pp.2190-2198.

Payne, M., 2001. Knowledge bases and knowledge biases in social work. *Journal of Social Work*, 1(2), pp.133-136. doi:10.1177/146801730100100202

Rajan-Rankin, S., 2014. Self-Identity, embodiment and the development of emotional resilience. *British Journal of Social Work,* 44(8), pp.2426-2442. doi:10.1093/bjsw/bct083

Rixon, A. and Ward, R., 2012. What difference does it make?: social work practice and post-qualifying awards. *Practice Social Work in Action*, 24(3), pp.147-159. doi:10.1080/09503153.2012.679256

Robertson, J.S., 2013. Addressing professional suitability in social work education, *The Journal of Practice Teaching and Learning,* 11(3), pp.98–117. doi:10.1921/2402110307

Robinson, K. 2013. Supervision found wanting: Experiences of health and social workers in non-government organisations working with refugees and asylum seekers. *Practice: Social Work in Action, 25*(2), pp. 87-103. 10.1080/09503153.2013.775238

Ruch, G., 2007. “Thoughtful” practice: child care social work and the role of case discussion*. Child & Family Social Work*, vol.12, no.4, pp.370-379.

Russ, E., Lonne, B. and Darlington, Y., 2009. Using resilience to reconceptualise child protection workforce capacity. *Australian Social Work*, 62(3), pp. 324-338.

Savaya, R., Gardner, F. and Stange, D., 2011. Stressful encounters with social work clients: a descriptive account based on critical incidents. *Social Work,* 56(1), pp.63-69. doi:10.1093/sw/56.1.63

Shier, M. L. and Graham, J.R., 2011.'Mindfulness, subjective well-being, and social work: insight into their interconnection from social work practitioners. *Social Work Education,* 30(1), pp.29-44.

Shier, M.L. and Graham, J.R., 2013. Subjective well-being, social work, and the environment: the impact of the socio-political context of practice on social worker happiness. *Journal of Social Work,* 15(1), pp.3-23. doi: 10.1177/1468017313503449

Stalker, C.A., Mandell, D., Frensch, K.M., Harvey, C. and Wright, M., 2007. Child welfare workers who are exhausted yet satisfied with their jobs: how do they do it? *Child & Family Social Work*, 12(2), pp.182-191.

Taylor, H., Beckett, C. and McKeigue, B., 2008. Judgements of Solomon: anxieties and defences of social workers involved in care proceedings. *Child & Family Social Work*, 13(1), pp.23-31.

Turner-Daly, B. and Jack, G., 2014. Rhetoric vs. reality in social work supervision: The experiences of a group of child care social workers in England. *Child & Family Social Work*, doi:10.1111/cfs.12191

Ungar, M., 2004. *Nurturing hidden resilience in troubled youth.* Toronto: University of Toronto.

Ungar, M., 2008. Resilience across cultures. *British Journal of Social Work*, 38(2), pp. 218-235.

Van Heugten, K., 2011. *Social work under pressure*. London: Jessica Kingsley.

Wendt, S., Tuckey, M.R. and Prosser, B., 2011. Thriving, not just surviving, in emotionally demanding fields of practice. *Health & Social Care in the Community*, 19(3), pp.317-325.

Yip, K.-S., 2006. Self-reflection in reflective practice: a note of caution. *British Journal of Social Work,* 36(5), pp.777-788.

Author Biographies

Liz Beddoe is an associate professor in the School of Counselling, Human Services and Social Work at the University of Auckland in New Zealand. Liz's teaching and research interests include critical perspectives on social work education, health social work and professional supervision. Liz has published articles on supervision and professional issues in New Zealand and international journals. She has co-authored *Best Practice in professional Supervision* (Jessica Kingsley, 2010) with Allyson Davys and *Social Work Practice for Promoting Health and Wellbeing: Critical Issues* with Jane Maidment (Routledge, 2014). Correspondence to e.beddoe@auckland.ac.nz

Carole Adamson is a senior social work lecturer in the School of Counselling, Human Services and Social Work at the University of Auckland in New Zealand, where her research and teaching focuses on mental health, trauma, resilience and stress. She has research interests in developing resilient practitioners and in social work curriculum for stress, trauma and disaster preparation and response. A major focal point in her work is the articulation of theoretical perspectives and frameworks for social work practice that can integrate current, contextually-aware best practice and which can enable social work students to be effective practitioners in complex environments. Correspondence to c.adamson@auckland.ac.nz