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Research for this document was completed by RMIT social work students, Natalie Bevilacqua and Phoebe Hyams. All information published is true and correct to their knowledge.

Preston Institute of Technology Social Work Students 1975.
In the Beginning

PIT / RMIT School of Social Work

The 1964 Martin Report on Tertiary Education recommended among other things, ‘a greater diversity of institutions of Higher Education’ (Committee on the Future of Tertiary Education in Australia, 1964:171). As a result of these recommendations, Colleges of Advanced Education (CAEs) were established. They emerged as a part of what was referred to as a binary system of education. Preston Institute of Technology (PIT) was established in Melbourne as a result of these new developments in Tertiary education and became a College of Advanced Education. At the time it was argued that universities and CAEs should be ‘different but equal’ (Jones & Ainley, 1987:2). There was an attempt to differentiate CAEs from universities in terms of the supposed interests of students, the ‘applied’ emphasis in studies, the extensiveness of relationships with industry, a primary emphasis on teaching and the provision for part-time studies. Vocational education was emphasised at CAEs (Jones & Ainley, 1987). This was a critical issue for social work.

The P.I.T. School of Social Work was established in 1973 in the outer north suburb of Melbourne. Up until then, only one social work program existed in Victoria, the three-year Diploma of Social Studies at the University of Melbourne. Most students undertook the Diploma in association with a Bachelor of Arts (BA). The P.I.T. School of Social Work had to prove it was capable of matching University resources and to produce a new type of social worker. The School was the first in Australia to offer a 4-year integrated undergraduate program, which was aimed at combining social work theory with practice and skill development. This program was the first to promote the notion of a generic practitioner. It was the first attempt to create a School of Social Work rather than a department within another School or Faculty (School of Social Work, 1976).

The Social Work School played a significant part in the administrative and organisational (as well as educational) activities of the institution. The Head of School and various staff were members of various committees, boards and executives. The social work staff contributed to the general activities of the institution as well, for example, the setting up of childcare facilities. The School had a role in the community also, through contact and memberships with educational and professional groups such as the V.I.C. (Victorian Institute of Colleges) and the A.A.S.W. (Australian Association of Social Workers). It also contributed to professional education as it was the first Australian school to launch an international journal on social work education and a monograph series known as P.I.T. Press Occasional Papers along with a National Summer School for the Health Professionals, which became an annual event (School of Social Work, 1976). In 1987 the Eleventh Annual Summer School drew 400 people to twenty-seven workshops (Caroll, 1995).

The P.I.T. Social Work program led the way in offering innovative placements outside traditional social welfare settings deliberately to test the concept of generic social work in the field. The field education teachers were given high priority by the program and a highlight was their sit-down three-course lunch with wine! Emphasis was on quality teaching rather than the pursuit of higher degrees by the staff, with the focus on collaboration and teamwork. It was possibly the only program anywhere in Australia that abolished numerical grading. The emphasis was on qualitative feedback to students. The rationale was that this would eliminate cross-student competition (Preston Institute of Technology, 1975).

As a result of trying to come to terms with the complex issue of Social Welfare education, the Social Work School established an Associate Diploma in Welfare Studies. The school also created the Graduate Diploma in Social Science (Drug Dependence) along with a Graduate Diploma in Community Development. A Centre for the Education and Training in
Addiction Studies (CETAS) was established, and to address rural issues, the Social Work program was offered in Bendigo (Caroll, 1995).

Relationships between social work staff and students were strong. Part of orientation included a holiday camp for new students at the beginning of each year, while at the end of the year there was entertainment with the staff and students performing revues on stage. Free alcohol and flowing drinks played a part of end of year break ups.

Like a number of colleges in the Victorian Institute of Colleges (VIC) system, P.I.T. had its beginnings as a Technical college within the Education Department. In 1967, it was affiliated with the V.I.C. system and in 1968 became the Preston Institute of Technology (School of Social Work, 1976). Later, the amalgamation of two colleges of advanced education, Coburg State College and Preston Institute of Technology formed the Phillip Institute of Technology (Phillip Institute of Technology, 1983). Phillip Institute began life with 2378 full time and 1910 part time students, an academic staff of 265 and a general staff of 206 and was regarded as having one of Australia’s foremost social work programs (Carroll, 1995). Integral to this was a shift in the curriculum to a framework incorporating structural, feminist and anti-discriminatory perspectives (School of Social Science and Planning, 1998).

Following the merger of Phillip Institute of Technology with the Royal Melbourne Institute of Technology in 1992, the Social Work program moved from Bundoora to the City campus. The Department of Social Work merged with the Department of Social Science and became the Department of Social Science and Social Work (School of Social Science and Planning, 1998). In 1998 the Department of Social Sciences and the School of Social Work merged with the Environment and Planning programs to form the School of Social Science and Planning. The founding Head of the new School was the Professor of Social Work, Martin Mowbray.

These various mergers bought the different components of the new School together on the one campus, and these increased opportunities for the development of Social Work education within a multi-disciplinary context consistent with shifts in the human service industry and the increasing complexities of work in the human services. A common course architecture with the other programs in the School was introduced in 1st Year, based on the degree of commonality in the programs. The provision for students to undertake part of their study alongside students pursuing other vocationally oriented degrees within and across schools was aimed at allowing students to develop understanding and skills across occupational areas. However, the programs still operate as separate degree programs. Other changes since the establishment of the School of Social Science and Planning include a range of specialisations within the program with the objective of providing specialist knowledge and skills in addition to the social work core (School of Social Science and Planning, 1998). These changes were necessary not only to reflect the broader context in which social work practiced, but also to sustain the vitality of the social work program in the rapidly changing landscape of higher education (School of Social Science and Planning, 1998).

The social work staff remain actively involved in community activities and RMIT continues the tradition established over its history of maintaining a high quality field education program and pursuing its commitment to innovative and progressive practice. The Social Work program continues to be in high demand with a large number of students enrolled over the four years. Recent innovations include the introduction of the course An International Perspective in Community Development, which to date has provided the opportunity for students from a range of disciplines and other Universities to engage in a unique cross-cultural learning experience in Bangladesh. The commitment to critical approaches to social work continues in the program’s curriculum. One of the more recent

References
Carroll, B. 1995 A Decade of Achievement. Phillip Institute of Technology, RMIT Press.
School of Social Work, 1976 Submission to the Australian Association of Social Workers for Accreditation of the Social Work Degree Course as meeting the Standards laid down for admission of Graduates to the A.A.S.W.Preston Institute of Technology, Bundoora.
School of Social Science and Planning, 1 998 Submission to the Australia Association of Social Workers for the Reaccreditation of the Bachelor of Social Work Degree. Faculty of the Constructed Environment, RMIT University, Melbourne.
In 1973 Frances Donovan became the founding head of the School of Social Work at the new Bundoora campus of the then Preston Institute of Technology. Frances remained Head of School until her retirement from that position in February 1982.

Throughout her lifetime Frances was very much admired as one of the pioneers in the field of social work in the country, especially social work education. During her time at Preston Institute she created what numerous people have regarded as the best four-year social work degree in the country. Notable among Frances’s achievements were the establishment of Social Work as a School in its own right, and the introduction of the social work degree as a Bachelor of Social Work. Previously this had been a Bachelor of Applied Science (Social Work) under the Victorian Institute of College’s system. The four-year program was the first of its kind in Australia, with social work subjects integrated across all four years of the program. The course was renowned for its innovative teaching methods and placed an emphasis on generic social work which equipped each student for practice using a range of social work interventions from casework to policy development and research.

To complement this approach, students undertook their field placements in a variety of settings that were considered to be unusual, such as politicians’ offices and women’s refuges. Frances had a very hands-on approach to her role as Head of School, undertaking class-room teaching in social administration and also supervising students in their field education placements. During these years at Bundoora, Frances’s extensive knowledge and expertise in management were called upon when she played an integral part in the amalgamation of Preston Institute of Technology with Coburg Teachers’ College to form Phillip Institute of Technology (PIT) in January 1982. Frances was also responsible for the introduction of the Associate Diploma of Welfare Studies and the Graduate Diploma of Community Work in the School of Social Work at PIT.

Prior to her position as the Head of the School of Social Work at PIT, Frances’s career had spanned many areas and attracted several honours. This included teaching in secondary and tertiary education, and personnel management. Frances taught and inspired many when she lectured on social administration to social work students at Melbourne University. She was also a founding member of social work at the University of Western Australia. Her clear dedication to the field of social work lead to her being awarded a Member of the Order of Australia [AM] in 1990 for her contribution to social work.

After her retirement as the Head of Social Work at PIT in 1982, Frances continued to work tirelessly until quite recently as a consultant for organisations, reviewing their organisational structure in areas that included child protection, industrial welfare, local government, consumer affairs, citizens’ advocacy and aged care. Despite her retirement Frances continued her involvement with tertiary education as a Principal Fellow in the Department of Social Work at Melbourne University, until her death in August 2004. In her retirement she also co-authored two books with colleague Professor Alun Jackson – the first in 1991 entitled Managing Human Service Organisations, and more recently ‘Managing to Survive: Managerial Practice in Not-for profit Organizations (1999)’.

During her lifetime Frances Donovan was a woman who inspired many and was admired by those who knew her. Frances has left behind a significant legacy in social work education, particularly in relation to the concept of a four-year integrated social work curriculum.
30 Years of Theory

The School of Social Work offers students a four-year, full-time degree course that prepares them for work as professional social workers. The course is of a standard that is equal to other professional social work courses in Australia and it has been planned in conjunction with the Australian Association of Social Workers.

Staff and students in an end-of-year revue, from the private collection of Patsy Littlejohn.

1975 Curriculum
The first year introduces the student to the fundamental concepts of social work and their origins. Current issues surrounding social work and its place within the wider welfare context are also introduced. Focus is on professionalism along with related issues of the values of the social work profession.

Social work curriculum in second year is divided into two parts. The first being a ‘Skills Program’ and the second being a case study sequence. Five segments make up the skills program: Interviewing skills; Group process; Public speaking; Meeting procedures; and Administrative skills. Basic processes from each of these five segments are taught by means of role plays, structured exercises, the use of video tape feedback and so on. The skills program is intended to develop basic helping procedures and the above five elements have been selected on the basis that these are likely to be used by the generic practitioner.

In the second part, case studies are presented to the students and analysed in which ever way seems most appropriate to the students. The purpose of this is to familiarise students with work undertaken by social workers in different settings along with the process of looking at social work intervention situations in a critical manner.

Both sequences noted above run throughout the academic year. In addition to this, students carry out a one-week observation placement in both first and second year.

Third year is essentially devoted to the P.I.T. generic intervention model. A study of the basic theoretical positions in the intervention model starts the teaching year followed by a critical examination of the concept of generic social work. The year is finished by a study
of the commonly used roles adopted by social workers (advocate, therapist, broker, and so on).

Students carry out fieldwork on the basis of three days per week for the first eight months of the academic year. Students are expected to produce a document at the end of their placement that analyses their field of practice. This project concludes with the presentation of the document at a one-day seminar for staff, fieldwork supervisors and the other students.

Fourth year social work is intended to complement the field-of-practice focus in the third year of the course. Theory will consist of an overview of interventive technology at each of the six system levels identified in the P.I.T. intervention model. The main interventive possibilities in individual work, group work, family work, community work, organisational change and societal change will be studied. The emphasis will be on covering a wide range of interventive systems currently in use at each system level. The purpose in providing a wide range of interventive possibilities is that the new social worker should have knowledge of interventive resources available so they can make reasonable recommendations with regard to referral.

Fieldwork in fourth year is designed to place the students within a limited geographical area. It is envisaged that about half the students will be placed in hospital social work departments, government and voluntary social work agencies within the area and the remainder placed in other locality based organisations. It is hoped that this will give students the opportunity to examine the resources and needs of a particular area with regard to generic social work practice. It is envisaged that academic staff will undertake some supervision of students in non-social work settings. An important element of the student’s work will be the presentation of a document analysing the fieldwork experience.

Staff in 1989. Photo supplied by the private collection of Lionel Sharpe.

1989 Curriculum
The Social Work course introduces students to four inter-related areas of knowledge and skill: theories for understanding human behaviour and society, practice and policy issues, theories for practice, and social change skills.

Theories for human behaviour and society include the study of law, economics, politics, psychology, social biology and sociology. Social work practice is studied in each year of
the course. This includes theories for practice, skill workshops and social work research.

Theories and practice skills focus on exploration in Year 1, social assessment in Year 2, intervention with individuals, families and small groups in Year 3, and community work, social policy analysis and formation and organisational development in Year 4.

Contextual material and practice and policy issues are integrated with theory and skills classes where possible. Year 1 provides an introduction to policy issues, with particular reference to income security and employment. Year 2 is designed around the theme of health and mental health. Year 3 and 4 practice and policy issues are offered as electives to students in both years and may include topics such as Housing, Substance Abuse, Family and Children’s Policy, Immigrants and Social Work Practice.

Fieldwork is an integral component of the course. During the second, third and fourth years students undertake a minimum of 141 days or 987 hours of social work practice in agencies, under supervision of professional social workers. This is additional to the field visits and social work practice laboratories.

In Year 1 students attend field visits integrated with classroom curriculum. In Year 2 students are placed in groups of four, and are involved in a community project for ten weeks, four days a week. The third and fourth year fieldwork is community work, social policy analysis and formulation or organisational development. It is a four-day a week placement throughout the second semester. Fieldwork is carried out in non-semester time as well as during the semester.

1995 Curriculum

From the beginning the social work degree has spanned four years. There are also a variety of research degrees that can lead to Master of Social Work degrees. The undergraduate degree strives to prepare students to work effectively in fields such as social work, community services and social policy. The staff who teach social work are strongly committed to social justice and reform. The department has always considered that field experience is an imperative aspect of the course. Students are familiarized with the concept in First Year when they commence a series of observation visits to various agencies. The first field placement begins in Third Year and is usually based around one-to-one counselling. In the Fourth Year placement it is most often expected that students...
will complete a research project.

2003 Curriculum
The RMIT Social Work Program is for people who are serious about making a difference and are committed to justice and equality. The philosophy of the RMIT Social Work program is that social workers strive for social change to redress social inequalities and injustice. Continuous interaction between theory and practice is emphasized within the course and a variety of different learning situations are used. These have included class discussion, lectures, seminars, role plays and workshops just to name a few.

Social work is a profession that incorporates a number of different activities, all of which seek to redress social inequality and injustice. While some social workers help formulate and implement social policies, participate in social research, manage programs or assist community groups to develop services, others provide personal services to individuals, families and small groups the course attempts to cover all these areas over the four year period.

The course is particularly concerned with the experience of marginalization, poverty, and oppression and seeks to understand how social divisions such as class, gender, cultural diversity, sexual preference, age and disability influence the life experience of people. The social work course is accredited by the Australian Association of Social Workers. All graduates of the course are eligible to join.

* Please see the following timeline for our interpretation of the changes that have occurred in the last 30 years.

Timeline Of The Curriculum
1970's – PIT as RMIT was then known has always favoured a radical approach. During the ‘70s this was known as Generic Social Work this theory believes that it is important to prepare students to utilise any theory which would be helpful to the situation and intervention. To initiate change across systems, the systems perspective was also used.

1980's - During this time PIT was still teaching from a radical perspective however, they also incorporated the Structural approach and the Feminist perspective. The new Head of School introduced the Developmental model as she pioneered this theory. As a result, the course changed focus.

1990’s - Curriculum was still largely based on the same theories used in the previous decade. However the critical perspective we are taught to day was introduced towards the end of the decade.

2000’s – While similar subjects are still taught today as they were in the ‘80s and ‘90s we have done away with the Developmental Model and now are taught from a more critical perspective. Although the four year program is still highly regarded, it does not appear to be as radical as it once was.
Sources

- 1989 Hitchhiker’s Guide to the School of Community Services and Policy Studies, Phillip Institute of Technology.
- 1995 School of Social Science and Planning Handbook, Faculty of the Constructed Environment, RMIT University.
- 2003 School of Social Science and Planning Handbook, Faculty of the Constructed Environment, RMIT University.
30 Years of Thought: Thoughts on the course from staff and students

- When Phillip Institute of Technology started in 1973 it was seen as an alternative University with alternative ways of teaching it was ‘exciting and innovative,’ because it offered a ‘new type of social work education.’
- ‘The placements were atypical’
- The course was surrounded ‘by a non competitive environment. It was geared completely towards social work students. This is still what makes the course dynamic and stimulating.’
- In the eighties PIT was renowned for its ‘politically progressive stance’ and the ‘progressive curriculum.’ Wendy Weeks was very influential with this.
- Highlights of the course were the end of year reviews played out by the staff and students.
- ‘There was a real closeness between the staff and students.’
- In the beginning the school of Social Work was ‘mind-blowing’ the staff had an ‘extraordinary enthusiasm’
- The course had a ‘pioneering spirit’
- ‘The course is very supportive of its students’
- ‘The course has stimulated and challenged me with its passionate lecturers and knowledgeable student body.’
- There were smaller numbers of students back then along with smaller numbers of staff
- Many friendships were formed along the way
- The course was a positive experience
- The social work school was an important part of PIT
- The lecturers were very encouraging
- There were no grades, you either passed or failed
- The lecturers knew the profession and the administration staff knew the students
- There was a sense of leadership from Frances Donovan
- It was the only course to offer a broad education that was social work based and not tacked on to another course
- The social work school at PIT was different to any other social work school because it had a four social work course
- It was a great course
30 Years of Influence

PIT Mission Statement

- Philip Institute of Technology will endeavour to provide the most appropriate educational experience for students who will assume professional, social and personal roles in a changing society.
- The Institute will endeavour to otherwise serve the community of which it is an integral part, particularly taking account of National and State needs and priorities.
- The Institute will seek to meet the needs of the community both nationally and locally. Locally it will continue to serve a broad geographic area across the north and north-western regions of Melbourne by offering advanced education courses and related community services that warrant provision on a regional basis. Nationally it will maintain and develop those courses and activities, which have resulted or will result in the establishment of specialised centres of excellence at the Institute.
- The Institute further recognises that the northern and western regional communities have had a lower level of participation in higher education than some other regions of Victoria and therefore will attempt to provide a level of educational programs, which will redress this imbalance of educational opportunity. Historically the Institute has encouraged participation from country areas and will continue this trend.
- The Institute will endeavour to meet those wider community needs for non-award courses, community services, research and consultancy which it is specially equipped to do by virtue of its location, expertise, capacity, facilities or potential.

RMIT Mission Statement

In the 21st Century RMIT University exists to:

- Provide technical and professional education that develops people for leadership and employment
- Undertake research programs that address real world issues within an international and community context.

Philosophy of Social Work

- The philosophy of RMIT Social Work program is that social workers strive for social change to redress social inequalities and injustice.
- Continuous interaction between theory and practice is emphasized. Social work is a profession that incorporates a number of different activities, all of which seek to redress social inequality and injustice.
- The social work program teaches students to formulate and implement social policies, participate in social research, manage programs and assist community groups to develop services.
- The course strives to develop students’ skills and knowledge in working with individuals, families and small groups.
Published Material by Social Work Staff

The published material included here is not a complete list.

June Allan

Books

Book Chapters


Allan, J. 2000 ‘Maintaining the partnerships between educators and practitioners’ in L. Cooper, & L. Briggs (Eds) Fieldwork in the Human Services, Allen & Unwin, St Leonards, NSW.

Refereed Publications


Allan, J. 1992 ‘Parenting Education in Australia: A Structural Perspective’, ERIC Database and Microfiche Collection (ED number 342 483), Cleaninghouse on Elementary and Early Childhood Education, University of Illinois, Urbana-Champaign, USA.


Reports
Harling, M. Allan, J. & Skene, M. 2003 Counselling Resource and Brokerage Pilot Program Report, Southern Grampians & Glenelg Primary Care Partnership in conjunction with RMIT Centre for Applied Social Research.

Charlesworth, S., Campbell, I., Probert, B. with the assistance of Allan, J. & Morgan, L. 2002 Balancing work and family responsibilities: Policy implementation options, a report for the Victorian Department of Premier and Cabinet & Department of Innovation, Industry and Regional Development, RMIT University, Melbourne.


Conference Presentations
Allan, J., & Skene, M. 2003 'Working in partnership to improve access to counselling services in South West Victoria', paper presented at Community and Regional Engagement Forum, RMIT University.


Allan, J. 1995 'Parenting in the 90's and Beyond: Conference Summation', Parenting in the 90's and Beyond, National Conference on Parenting, Melbourne.


Allan, J. 1990 'Families Today'. Guest Speaker, Australian Association of Adolescent Health (Victorian Branch), University of Melbourne.


Consultancies
June Allan (research consultant / co-project coordinator) with Jill Warne, Community Connections, Warrnambool. Helen & Geoff Handbury Fellowship (2002 - 2003): 'Sustainable Volunteerism in Rural Communities'.

June Allan (research consultant / co-project coordinator) with Dr Margaret Skene (CEO Southern Grampians & Glenelg PCP) (2001 - 2003): 'Improved Access to Counselling in Rural and Remote Areas'.
Scholarly Award
Allan, J. Hess, L. Hawkins, L. Kelly, M. Pitt, M. Quinn, M and Robie, C. 2003 RMIT Regional Research Award (Offshore) for 'Local / Global Partnerships: RMIT and Bangladesh'.

Concetta Benn

Books


Benn, C. 1981 The Developmental Approach, University of N.S.W., Social Welfare Research Centre.

Benn, C. 1983 "Localism: The Latest Fad in Social Service Delivery?" in J. Dixon and D.L. Jayasuriya (Eds) Social Policy in the 1980's, Canberra College of Advanced Education.

Phil Boas

Books


Refereed Publications


Linda Briskman
All Grown Up Now

30 Years of Social Work Education at RMIT University

School of Global Studies, Social Science and Planning

Books


Book Chapters


Refereed Publications


Other
Berry, M., Briskman, L., Costello, S. & Ngwenya, T. 2003, Victorian Indigenous Elders and Housing Study, Aboriginal Housing Board of Victoria, Melbourne

Susie Costello

Book Chapters

Conference presentations

Research Grants and Consultancies

Christine Craik

Conference Papers
The Primary and Community Health Network Conference 2003. The paper for this as since been published on the Primary and Community Health Network website.

Scholarly Awards
The Direct Care Award in October 2003 for Innovation and Excellence in Primary Health Care in Victoria for the Beyond Survival Program, a sexual abuse support program for adult female survivors.

Jim Crawley

Books


Book Chapters

Refereed Publications
Sharpe, L., & Crawley, J. 1983 'Developing a Graduate Diploma in the Field of Substance


**Other**

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**Frances Donovan**

**Books**

Jackson, A. & Donovan, F. Managing to survive: Managerial practice in not-for-profit organisations. Allen & Unwin, St.Leonards, N.S.W.

**Book Chapters**

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**Valerie Gerrand**

**Refereed Publications**

**Book Chapters**

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**Linette Hawkins**

**Book Chapters**

**Refereed Publications**


Conference Papers


Scholarly Award

Lew Hess

Refereed Publications

**Conference Papers**


**Scholarly Award**

Hess, L., Hawkins, L., Allan, J., Kelly, M., Pitt, M., Quinn, M., & Robie, C. 2003 RMIT Regional Research Award (Offshore) for 'Local / Global Partnerships: RMIT and Bangladesh'.


Refereed Publications

Conference Papers


Hough, G. 1990 ‘Service ideology and service planning’, paper presented at the VICSAAP Conference, La Trobe University.


Jenny Martin

Books

Book Chapters


Refereed Publications


Martin, J. 2000, 'Mental Health Needs of Women Prisoners', Just Policy, No. 18, April,
Victorian Council of Social Services, Melbourne.


Issues papers, occasional papers and conference proceedings


Martin J. 1982 ‘Evaluation of Ministry of Housing Movable Unit Scheme’, Ministry of Housing Estate Management Division, Melbourne, Australia.

Conference Papers


Education Conference Kauai, Hawaii, USA.


Martin J. 1996 ‘Mental Health Services for Chinese People’, Adult Mental Health Social Workers Conference, Storey Hall RMIT, Melbourne, Australia.
Press and Radio Presentations
Martin, J. 2003, ‘Chinese Immigration to Australia and Chinese Culture’, live interview with Peter Thompson, Radio National, Breakfast with Peter Thompson, including AM at 7.10am, 4th of November 8.15am.

Martin, J. 2002, 'Gender Issues and Mental Health' live interview with Yvonne O'Dell, Radio 3AK, 18th of September, 6.10pm.

Interviewed and quoted in article by Carol Nader, 'Study on Wedded Bliss Says Sanity Runs in the Family', The Age, News, 18th of September 2002 p.3.

Martin, J. 2001, 'Conflict Resolution over Christmas', pre-recorded interview with Rebecca Marden, Radio FM, 29th of November 1.30pm.


Martin, J. 2000, 'Mental Health and Community Care', interview with Bruce Skeggs, Radio 3INR 96.5FM, Personalities on Parade, 13th of June, 9.30am.


Quoted in article in Warrnambool Standard, 'Mental Health Disaster Fear', 19th of May 2000, p.4.


Book Reviews
Martin, J. 2003, Diagnosis in Social Work, Australian Social Work,


Radio Presentations
Martin, J. 2003, 'Chinese Immigration to Australia and Chinese Culture', live interview with Peter Thompson, Radio National, Breakfast with Peter Thompson, including AM at 7.10am, 4th of November 2003, 8.15am.

Research Grants and Consultancies
Martin J. 2003, RMIT University VRI Grant: $14,000 'Work finder' Project in progress in partnership with RMIT Business, Psychology, Social Work and Macromedia with Trang Thomas and Elspeth McKay.

Vivien McCutcheon
McCutcheon, V.1981 ‘A Case for Atypical Placements’ in Contemporary Social Work
Martin Mowbray

Book Chapters


Refereed Publications


Mowbray, M. ‘Community capacity building or state opportunism?’ Community Development Journal, forthcoming.


Mowbray, M. 1994 ‘Wealth, Welfare and the City: Developments in Australian Urban


Conference Papers

Working Papers
Mowbray, M. 1994 Transforming the Great Australian Dream: The Quarter Vs the 30th of an Acre Block’, Working Paper 41, Canberra, Urban Research Program, ANU.

Scholarly Awards
Mowbray, M. 1994 Awarded the Peter Harrison Memorial Prize for a paper on National Urban Planning and Development, Australian National University.

Bob Pease

Books

Pease, B. 2002 Men and Gender Relations, Tertiary Press, Melbourne.


Perspectives, Allen & Unwin, Sydney and Routledge, London. (authored one chapter and co-authored three chapters.)


**Book Chapters**


**Refereed Publications**


Pease, B. 2002 ‘Rethinking Empowerment: A Postmodern Reappraisal for Emancipatory


Research Grants and Consultancies
Pease, B., 2003 Finalisation of VRI-funded research project on Migrant Masculinities.

Marjorie Quinn

Books

Book Chapters


**Refereed Publications**


**Conference Papers**


Quinn, M. 1995 Organiser of Other Wisdoms/Other Ways – a five day Seminar Series in Melbourne led by staff from the Family Centre, Lower Hutt, Aotearoa, New Zealand.


**Scholarly Award**

Quinn, M., Hess, L., Hawkins, L., Allan, J., Kelly, M., Pitt, M., & Robie, C. 2003 RMIT Regional Research Award (Offshore) for ‘Local / Global Partnerships: RMIT and Bangladesh’

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**Peter Redding**

**Refereed Publications**


**Lionel Sharpe**

**Refereed Publications**


Sharpe, L. 1996 Motivational Interviewing in Perspective, VAADA VINE, No 55.

Sharpe, L. 1995 Does Residential Treatment have a Future? VAADA VINE, No. 53
Sharpe, L 1995 Drugs, Money and Governments - an uneasy relationship, VAADA VINE, No. 52.

Conference Papers

Wendy Weeks

Books
An article from Openline
25 August 1993:

Preston, Phillip, RMIT... Social Work founding member given a fond farewell

Ms Patsy Littlejohn, who is retiring after 20 years of dedicated service to Phillip Institute of Technology and RMIT, was farewelled at a gathering of friends, fellow professionals and RMIT colleagues at the Bundoora campus recently.

Head of the Department of Social Work, Associate Professor Jacques Banlet, said Ms Littlejohn was a founding member of the then School of Social Work at the Preston Institute of Technology 20 years ago, and a loyal, reliable member of staff who would be greatly missed in the University and across the profession.

"Patsy has been a reassuring stable pole around whom the turmoil of successive amalgamations has broken loose."- Phillip 11 years ago, RMIT just recently," Professor Banlet said. "It is thanks to people like Patsy that the Department has maintained its identity and its sense of purpose.

"Patsy will be remembered for her dedication and warm manner, her cheerfulness, her professionalism and her adaptability to a changing environment, without ever losing sight of what social work and community service professionals are or should be about."

Ms Patsy Littlejohn (centre) shares some memories with former colleague (left) Ms Delys Sargent and (right) Ms Lena Thomas, at Ms Littlejohn’s farewell function at the Bundoora campus.
An article from The Age
October 1990:

March of the caring men a first
An article from The Herald October 1972:

On course to help those in need

By Rosemary Williams

MISS Frances Donovan has just been appointed head of the new Bachelor of Social Work course which begins at the Preston Institute of Technology next year.

And it’s not very difficult to understand why. Besides her academic qualifications — Diploma in Social Studies and Master of Arts in Social Administration — Miss Donovan has had extensive practical experience in all aspects of social work.

At the moment she is a lecturer in the Diploma of Social Studies course at Melbourne University and vice-president of education for the Victorian branch of the Australian Association of Social Workers.

“Until now,” said Miss Donovan, “the only social workers’ course in Victoria was the diploma at Melbourne University. But they can take on only about 100 students per year, and they are having difficulty filling their places.”

So far, 30 students have signed up for the new course. “I think we’re going to fill our places easily,” said Miss Donovan.

“We expect to be able to turn out only about 30 a year initially and later it will depend on our finances and the demand to employ them.”

“Suitability for the profession is very important, so we are hoping that we may be able to work out some more flexible entry than merely having a student success at the Higher School Certificate.”

Miss Donovan — “There has been a great demand... for another training centre.”

woman’s type of career. She said she had time for the work and was salaried for the work. A lot of people think she doesn’t realize that social workers are in their social function.
A Final Note

The research presented in this document chronicles the changes and achievements that the university as an educational institution and in particular the Social Work course have experienced in the last three decades. The timeline presents some of the many curriculum modifications that have occurred during over this period.

It is evident that the Social Work Program here at RMIT has much to be proud of. As students of the current program, we have found this entire project fascinating and we feel privileged to be a part of this major success.

- Natalie Bevilacqua and Phoebe Hyams.

Past and present administration staff for the Social Work department. Photo from the private collection of Patsy Littlejohn.