

Welcome

This
month's theme

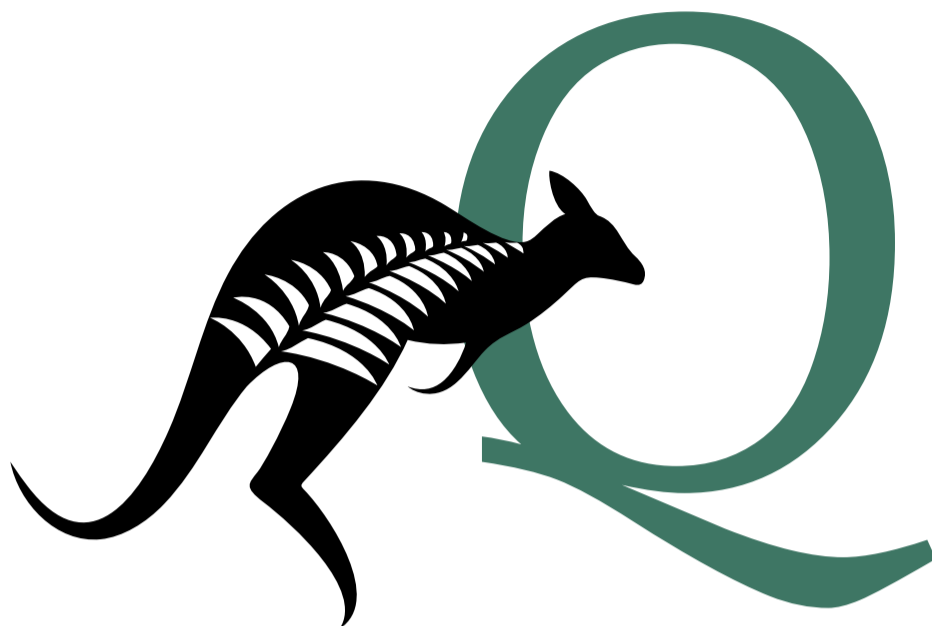
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JANZSSA

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& A
Questions & ANZSSA

Australian and New Zealand Student Services Association, Inc.

Letter from the President

Hello and welcome to the November edition of Question and ANZSSA.

Our theme for this newsletter is on student diversity. This edition contains some excellent articles from members on diversity, and the need to hear and reflect upon the student voice. I commend these articles to you.

Genuine engagement with the student voice is also emerging as a strong theme in the Hobart conference. We have deliberately included student panellists, and an opening student keynote (hurrah)! Our Monday morning keynote, Sam Johnson, will speak on the topic of *Experts or all of us? Global realities about our changing world*. Undoubtedly, these panels and discussions will prove thought provoking and engaging.

As the annual conference draws nearer, it is our great pleasure to be able to announce some final additions to the program. These sessions will greatly add to our themes of "Visible" and "Valuable" that are spanning the conference.

Firstly under the Visible theme, Judith Kingston, a marketing professional, will be presenting a session tailored directly for student services personnel around increasing visibility of our services within a crowded message market. All service providers need to be nimble in presenting the great work we undertake, and in formats that generate interest and engagement from

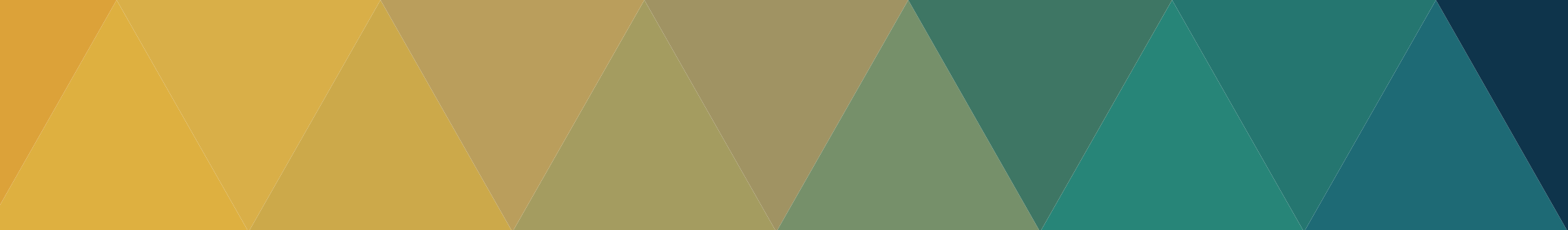
key stakeholders. I think this is going to be a great opportunity for us to develop better skills in this core area of service presentation.

Secondly, under the Valuable stream, we are delighted to be able to present an advance abridged screening of the film "the Hunting Ground". This documentary was screened at the Sundance film festival in the US in 2015, and is due to be released in Australia next year. It challenges all University staff to consider responses to sexual harassment and assault, to reflect upon our policies and practices, and to engage in broader campaigns to reduce harassment and assault on campus.

This session will follow the afternoon panel "Sexual Harassment and Assault – Australian and International Perspectives", bringing diverse insights into this critical issue on campus.

The conference streams and sessions have taken shape, with many thanks to all of the presenters and session facilitators. It is wonderful to see such a broad selection of topics, and to be able to showcase innovation and

11/15



excellence from all corners of our world. I encourage all members to spread the word of the conference to other folk within your institutions. This is proving to be another “bumper year” for the conference, and I look forward to welcoming you to Hobart soon.

For those members not able to attend the Hobart conference, please remain engaged through the website and through our newsletters, as we are hoping that some of our 2015 conference topics and presentations will be available through 2016 as a professional development “road show” – watch this space!

Professional development continues to be a strong theme for ANZSSA, and we are exploring the provision of a more formal Student Services professional development course, the Student Services Qualification Project.

ANZSSA is supporting a project to develop a professional qualification in Student services in Higher Education for Australian and New Zealand universities and tertiary training institutes. A discussion document has been produced which you are invited to read and provide comment on. The project manager, Marie-Jo Wilson from the University of Auckland, will be attending the conference in Hobart and invites those interested in this project to come to an informal discussion over lunch Monday 7 December from 12.30 to 1.30 in the Wellington room to provide feedback and discussion. To receive a copy of the document or to contact Marie-Jo if you are not able to attend the conference email m.wilson@auckland.ac.nz

That’s all for now!

Jordi

President, ANZSSA



This month's theme is **Supporting Diverse Student Populations**.

Supporting Domestic Students from Refugee Backgrounds at University

Lauren Miles, Georgina Ramsay, Evonne Irwin and Sally Baker

University of Newcastle, Australia

In the context of increasing numbers of people fleeing their homes due to conflict, which the global media have termed a 'refugee crisis', migration to Australia for humanitarian reasons is set to remain steady. The number of Humanitarian Entrant Background (HEB) visa holders entering Australia has grown exponentially in the last three years: in 2012–13, Australia saw a stark rise in the number of people processed under the visa sub-class 200 (Refugee), from approximately 6,000 to 12,012. The announcement by the Australian government in September 2015 of an additional 12,000 places for people escaping the Syrian conflict to settle in Australia highlights the need for assessing the support that institutions such as universities are offering to ensure the effective transition into a new country and life.

An essential part of resettlement and establishing a place in society is acquiring the sociocultural and economic capital offered by participation in education. Whilst researchers have started engaging with this issues that young students from refugee backgrounds face in the school context (Taylor & Sidhu, 2012; Earnest et al, 2010; Matthews, 2008; Woods, 2009), higher education has received less attention (although see Earnest et al., 2010; Morrice, 2013; Harris & Marlowe, 2011; Naidoo et al., 2015). From that small body of literature, questions have been asked about how well universities are responding to the needs of refugee students. As there is little research that qualitatively explores how refugee students experience undergraduate study, there is little empirical evidence to illustrate the range and impact of anecdotally-reported challenges that these students face, which has obstructed them from being foregrounded as of national, institutional and local significance.

The Centre of Excellence for Equity in Higher Education (CEEHE) at the University of Newcastle has funded this research project to explore the experiences of current undergraduate students at the University who identify as being from a refugee background. Being mindful of potential power dynamics in research relationships with

people from marginal spaces, the project has intentionally taken a participatory approach, which has included forming a reference panel comprising students from refugee backgrounds who have shaped the interview themes driving the data collection. This participatory approach is of central importance to our project, which seeks to strengthen the refugee student voice, and to make a stronger case for exploring how the academy might change to accommodate the diversity of the 'refugee experience'.

In our preliminary analysis, we have identified several emerging themes that resonate the findings of a study conducted by Naidoo et al. (2015), who explored the educational experiences of students from refugee backgrounds and teachers/academics in schools and universities. The common themes include placing attention on the processes of building trust with staff; developing understandings of how these students experience education — particularly adapting to new cultural and linguistic ways of being, doing and knowing; building more robust and inclusive communication practices of support and academic staff; and acknowledging the limitations of institutions relying on online support mechanisms in first year of university transition support, especially when students are moving from other education domains such as TAFE or enabling programs.

It is evident that a lack of understanding and knowledge from university staff members about students from refugee backgrounds is not only a barrier to success but increases the sense of isolation, decreases sense of belonging and in the words of one participant, creates a sense of 'emptiness' in students. Moreover, with these participants experiencing a lack of social connection as a significant and unexpected aspect of their university studies, the students described how they were more likely to seek support from friends or relations outside of the university because they did not feel socially connected to systems of support on campus. These social dimensions of how students from a refugee background experience university emerged as significant in our research, and thus constitute underexplored areas for future research and practice in higher education contexts.

It appears to be the case that there is a need for specialised staff and spaces as contact points for students from refugee backgrounds. The complex ongoing effects of trauma and loss of country and culture can be better

addressed by staff members with adequate training and an understanding of the common issues refugee students face. While international students can have some shared experiences and cross over in challenges to accessing employment and a sense of belonging in Australian society, the experience of forced migration (loss of income and assets, interrupted education, lack of access to appropriate health care and other support services) requires specialist attention. It is imperative that universities acknowledge the cultural backgrounds, language proficiencies, knowledges and navigational capacity of students are not homogenous. As the capacity to aspire is “shaped by social, cultural and economic experiences, as well as the availability of navigational maps to assist with directions for these aspirations is not equally distributed” (Naidoo et al: 2015, p. 89), we need to be mindful of our own navigational maps and how they might align (or mislead) our refugee students.

There are a number of effective and affordable training programmes available that can better prepare and equip university staff in meeting the needs of students from a refugee background. There are also specialist outreach counsellors who can be accessed at no cost for the student or university to deal with counselling needs that cannot be met by a generalised service. One example of useful training is titled Core Concepts in Working with People from Refugee Backgrounds developed and delivered by the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (<http://www.startts.org.au/training/>). Additionally, the Forum of Australian Services for Survivors of Torture and Trauma (FASSTT) is a network of Australia’s eight specialist rehabilitation agencies that work with survivors of torture and trauma who have come to Australia from overseas. There is a member agency in each state or territory.

The Centre of Excellence for Equity in Higher Education at the University of Newcastle will be holding an inaugural one-day symposium on students from refugee backgrounds in higher education on 20 November 2015. This symposium has been developed out of a interdisciplinary and multi-agency Community of Interest hosted at UON, which seeks to share interests, experience and practices so as to explore how students from refugee backgrounds experience, access and engage in their undergraduate studies. To find out more about the symposium or the research project please contact us as ceehe@newcastle.edu.au or visit www.newcastle.edu.au/ceehe.

This article has been developed from a research project, titled ‘Exploring experiences of access and belonging

in higher education: reciprocal research with refugee students as an underrepresented equity group’, which was funded by the Centre of Excellence for Equity in Higher Education, University of Newcastle.

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Chasing The Rainbow

Chip Matthews, Student Support Adviser, University of Auckland

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How do you work effectively in a space when you know so little about that space? In December last year I assumed the role of Student Support Adviser, a newly appointed role with responsibility for the student equity portfolio. One of the cohort groups was the LGBTI student community. No precedent or structure existed for providing support for this group and I personally had limited experience within this space.

My first experience in the LGBTI space happened around 8 years ago, in my other life as a musician. I began recording and playing for a well-known artist who 'came out' around the same time. Being a passenger on that ride as she traversed this public outing gave me, what I thought was a good basis for an understanding of the LGBTI community, in a "some of my best friends are..." sort of way. However coming into this role, those illusions were soon swept aside.

Being a cis-gendered, straight, male, one of the initial challenges was simply how I would put myself into a space in which I barely existed; as in, how would I as a cis, straight person, put myself into a world with which I had no real past experience, or knowledge? Luckily, my office is located next door to one of the people within the University who are passionate about the LGBTI space, Carol Cameron (Student and Academic Services Manager, Faculty of Arts). It was the work and drive of Carol and people such as Terry O'Neill (Director – Student Equity) that have helped establish the networks and visible framework that now currently exist within the University.

Initially, my work in this area was focussed on educating myself. I had fantastic champions of the LGBTI space to help. Attending the Queers in Tertiary held at AUT helped enlighten me to the myriad of experiences, and journeys that LGBTI people had and continue to have. Additionally, it made me aware of the fantastic work of groups such as Rainbow Youth, a charity who supports queer and gender diverse youth in New Zealand. And yet...it barely touches the surface of this experience with which I have such little experience.

It would be fair to say that I have approached my role with some trepidation. This is not due to the work within this space; but more around not wanting to do, or say, the wrong thing. Trying to further my understanding on the

space, and intersectionality within the space resulted in making me somewhat nervous. I needed to learn how to be a good ally; for this is not my lived experience, this is not my story; I am not the one in combat boots. So, the question was and remains: how do I establish a student support framework for LGBTI, when I am outside the community? How do I make peace with not knowing, what I do not know? What is my connection point to the community?

One of the connection points was the Rainbow Kaiawhina, a student role formed as part of the wider Tuakana Arts programme¹. However, the Rainbow Kaiawhina role was a more holistic position, located within a team of Tuakana whose work is more academically focussed. With it being outside the normal Tuakana model, we have had to forge new ground. Trying to embed the Rainbow Kaiawhina as a place of support for the LGBTI cohort has revealed other challenges.

The first issue was about finding the specific target group. Just because you want to help, does not mean they want your help. Secondly, if there is a need for support, what does that support look like, and how can it be delivered? Finding the group was initially about having a visible presence. As part of that, we piggybacked the annual Queer Quad – an LGBTI focused event replete with home-baking, information, and good vibes. This was an obvious choice, as it already has a presence within the Faculty of Arts, with strong support from champions such as the then Department of Faculty Operations, Jarrod Shearer. Additionally, it was a soft form of profile-raising, as it was couched within an already accepting and understanding environment.

Unfortunately, being part of the Queer Quad garnered little ongoing interaction with our LGBTI students, beyond the event. The decision was made to try a weekly office hour, hosted by our Rainbow Kaiawhina. There was little student interest in this initiative. There could be a variety of reasons to this, such as how this role fits within the Tuakana programme, where it exists outside the normal subject-focussed roles, or that it points to the need to further promote, these new roles. Or, perhaps was it a case of cart before the horse? Maybe it highlighted the need to establish the cohort, before providing an office hour service?

¹ Tuākana Arts is a Māori and Pacific learning community that supports Māori and Pacific Students in Arts in a culturally familiar environment to maximise their success.

Supporting a safe, inclusive environment
for LGBTI students and staff.

www.equity.auckland.ac.nz/lgbti



The next initiative was more centred on community-building; this involved holding a movie night. The timings of things meant that we did not hold the movie night until week 10 – late in the semester. As with the office hour, there was little in the way of participation. Rather than looking at this as wholly negative, it serves more to galvanise the commitment to provide support, with the obvious proviso of needing to at first, establish the role within the LGBTI student community.

Looking ahead, we will look at rolling out new initiatives, as we continue to build the support frameworks for LGBTI. But any framework we create must have the student voice. Currently, we are exploring the options of either initiating our own faculty-based survey around the queer student experience, expectations, and needs within our faculty.

We will continue to look at ways we can increase engagement, acknowledging that it is possible that the needs of the cohort are vastly different from what we are attempting to provide. We will continue to look proactively at ways to build relationships, run relevant events, panel discussions or similar in the hope that as we build we learn more about the space so many of us know or understand so little about.

Overcoming the barriers of diversity: A new landscape for University counselling services

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Online counselling is an emerging mode of therapy being offered to support individuals within the community, with services like Lifeline, Beyond Blue and Suicide Callback offering online forums and text appointments in addition to more traditional modes of therapy such as telephone and face-to-face sessions. The online option offers increased accessibility, convenience and affordability of services. Whilst not without pitfalls, the uptake of such services is increasing, especially within the adolescent and early adulthood population. Within

the University sector there are a number of barriers we face overcoming barriers which exists merely through the diverse population we are engaging with including geographic location, cultural and language differences of our student population and the constraints on time some students face in being able to balance study, work and family commitments.

An increasing amount of universities offer distance education programs and modules to increase the accessibility to education to those who live in geographically isolated areas or who need a modified program with flexible delivery to suit work or family commitments. These students have been able to access academic support during their study through communicating online or by telephone with staff, similarly to those who attend on campus programs. Academic online study support has lead the way and it is now time for other support services to play catch up. Offering the same access to counselling resources and support online enables equal access to services for these students and removes a barrier in dealing with a growing diversity of the types of students universities are now seeing.

Australian universities appeal to a large number of international students. These students may be on short stays for exchange or are engaged for the duration of their whole programs. They are represented in both undergraduate and post graduate programs and as students need access to academic and general support whilst study at the university. It is important that we not only recognise but learn to overcome the cultural and language barriers in being able to meet the needs of these students also. Offering support for students on their well-being and mental health through a diversity of methods, like health promotion activities, online counselling and face-to-face counselling are important to allow greater choice and flexibility about how these students chose to engage. One of the advantages of offering online services in the form of psychoeducation for example allows the student to take their time in reading and understanding the information. Or a benefit of offering text based counselling with this group can allow for use of translating software so that students can access help in their native language, hopefully increasing the understanding in the therapeutic relationship.

Overcoming the barrier that geography and language can play in supporting student's well-being are not the only benefits of online counselling. It also enables students who are on campus but are juggling study, work and family commitments an avenue of support which may

have more flexible hours of availability, through either after hours sessions or through resources that guide self-directed help. The option of self-directed help might also break down the barrier of stigma that some students feel around asking for help when they are struggling with their wellbeing and maintain good mental health.

In embracing this new mode of delivery of counselling services the University of Newcastle has developed a 3-pronged approach to offering online counselling services to increase the visibility, accessibility and sustainability of counselling services on campus. The first step is the development and utilisation of a blog on issues affecting student health and wellbeing. Part of this blog is also devoted to information about other online tools and smartphone applications that may be helpful, tip sheets, links to community events and services, all of which allow students to choose the way in which they consider and adopt strategies to look after their mental health. The blog is updated at least twice weekly during semester times and less frequently during semester breaks, however uptake of the blog in statistics suggests that students are still engaging with this resources and the archives during semester break.

The second approach involves offering online drop-in sessions for students to be able to ask questions and get advice from a counsellor about issues affecting them without having to make an appointment. This approach allows for increased flexibility in when and how students engage. At this stage we offer four drop-in times, two during normal business hours and the other two during the evening, which allows for time differences for our students who are located off campus or on our Singapore campus. These times are also set to ensure that students who are off campus on placements during business hours also have access to support during these times and are not left without access to counselling support as a result of their study commitments. This is particularly useful for those students on placements in remote areas or away from their support network.

The third stage is offering individual online sessions using messenger and video chat software. The content of these

Blog

Weekly posts on issues of wellbeing, mental health and student success

Weekly reviews of smartphone applications and/or online resources

Access to community and online resources

Emergency and after hours services

Skype Drop-In

No appointment necessary

Text based instant messenger mode on Skype

Offered four times per week

Daytime: Thursday 2:30-3:30 and Friday 9-10

Evening: Tuesday 7-8 and Thursday 8-9

Individual

Appointments booked via HWA assessment, Skype Drop-In or e-mail

onlinecounsellor@newcastle.edu.au

Offered via Skype (text or video) or BlackBoard Instant Messenger

Daytime and some evening appointments available

sessions are the same as those offered in face-to-face sessions and in some cases advantageous as they offer students a log of the session for reflection and review between sessions or as a resource to review as part of the relapse prevention phase of therapy. Again there

is a mix of daytime and some evening appointments, and student uptake of the appointments has been growing steadily.

The uptake of the online services has been growing with the help of successful engagement and promotion activities; early results indicate students who otherwise wouldn't have engaged with counselling as well as those who would have are utilising the different approach to therapy and support on campus. Further evaluation will help refine the services and direct the growth and sustainability of online counselling services for university students. Further outcomes will be available during a presentation at the ANZSSA conference in December this year and published as part of the conference proceedings.

Theme for December newsletter

Next month's theme is **Supporting Employability and Careers of Students**. Members are encouraged to submit contributions about activities, initiatives, research and professional development related to this theme. Any piece, big or small, would be very much appreciated.

Please send all contributions (including photos) to ANZSSA@vuw.ac.nz by Monday 23 November 2015.

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Are there any exciting programs or initiatives you are engaged in at your tertiary institution? Spread the word! We'd love to hear from you.

Please send all stories to: ANZSSA@vuw.ac.nz

ANZSSA collaborates with ATLAANZ & ISANA for Aotearoa symposium

At the ANZSSA/ISANA joint conference in Adelaide in 2014, New Zealanders gathered and discussed options for collaborating to deliver high quality, Aotearoa-based professional development events that are relevant, accessible and reasonably priced. A symposium held at Victoria University of Wellington on 19 October 2015 was the result of these and ongoing discussions.

Three professional organisations – ANZSSA, ISANA (International Education Association) and ATLAANZ (Association of Tertiary Learning Advisers of Aotearoa New Zealand) - pooled resources to organise a symposium on the theme Family and Facebook: Creating connections for students via family, community, web and social media. Two Australian keynote speakers shared their research, with Dr Cathy Stone

Keynote speakers Dr Cathy Stone and Dr Catherine Gomes

speaking about supporting and engaging first-in-family university learners and their families and Dr Catherine Gomes describing international student social media use in Australia and Singapore.

The programme provided a range of opportunities for discussion and reflection. Attendees led a soundbite session in which groups discussed hot topics for the tertiary sector and student services professionals. A highlight of the day was a student-led session that both challenged and affirmed our approaches to our work with students. The symposium is currently being evaluated and initial feedback indicates that this joined-up approach, working across organisations, worked well for our members. Thanks to all who contributed to the programme.



Student panel provides a thought provoking session



Soundbite sessions



Time to network...



Attendees from across Aotearoa



... and to reflect on good practice

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This section is for little tid bits or gems of information that could be helpful for ANZSSA members.

Please send all FYIs to ANZSSA@vuw.ac.nz

2015 Annual General Meeting of ANZSSA

The Annual General Meeting of ANZSSA will take place from 12pm – 130pm on Tuesday 8th December 2015, at the Wrest Point Convention Centre, Hobart, Tasmania.

Members who wish to add items to the agenda must do so in writing to the Secretary of ANZSSA – Ashvin Parameswaran (ashvin.parameswaran@sydney.edu.au) - no later than Monday 23rd November, 2015.

To view the current 2015 Annual General Meeting agenda, Nomination form for election to the ANZSSA Executive, proxy vote form and meeting minutes from the 2014 Annual General Meeting, please click [here](#).

Please return all completed nomination forms to the Secretary at ashvin.parameswaran@sydney.edu.au by Monday, 23rd November 2015. Nominations after this date may not be accepted.

The Annual General Meeting is scheduled within the programme of the 2015 ANZSSA Conference. Venue and programme details can be found at: <http://www.conferencedesign.com.au/anzssa2015/program.html>

Inside Out – An Online Resource for Supporting Sex, Gender and Sexuality Diversity

Inside Out was recently launched in Aotearoa New Zealand. It is an online learning resource that helps increase understanding and support of sex, gender and sexuality diversity. Whilst it is a guide for educators, it also a great resource for anyone working with young people.

To view this online resource, please visit: insideout.ry.org.nz



This section is for little tid bits or gems of information that could be helpful for ANZSSA members.

Please send all FYIs to: ANZSSA@vuw.ac.nz

ANZSSA welcomes a new professional focus group – Higher Education Health Providers Network

The members of the University Health Providers Network are pleased to be joining ANZSSA as a professional focus group. The network includes practice managers, campus nurses, health promotion officers, doctors, reception staff and other health providers working in university health services. The network is highly collaborative and supportive of its members, exchanging information, ideas and innovations. This group will be the core of the ANZSSA professional focus group.

We have four stated objectives as we begin our journey with ANZSSA.

Objectives of the Group:

- To support and facilitate education and training opportunities for all staff working in higher education health services.
- To work collaboratively and inclusively with all members in both formal and informal settings, to promote networking opportunities and sharing of ideas and knowledge amongst group members.
- To influence and inform policy discussions within higher education and more broadly in areas relating to the delivery of health and health related services to higher education communities.
- To advocate for higher education health services to be viewed as a key stakeholder, relevant and central to student and staff health and wellbeing.

As convenor of the group I welcome the opportunity to raise our network's profile and connect with new members. I am being supported in my role by a group of highly professional and experienced managers including:

- Belinda Campain, Director University Health Services, Monash University
- Anne McGlashan, Manager, Health Services, Melbourne University
- Glenda Langford, Manager, Health and Wellbeing, Swinburne University
- Emma Morgan, Head, Health Service, Griffith University
- Marlene Assim, Manager Southern Cross University Health Clinic, Southern Cross University
- Leonie O'Keefe, Practice Manager, QUT

The next network meeting will be held on 13 -14th July 2016, to be hosted by Southern Cross University at Ballina, New South Wales, if you are interested in attending and would like more information please email marlene.assim@scu.edu.au

Recently some members of the group attended the Australia and New Zealand Practice Managers Conference in Hobart. This provided an opportunity to listen to speakers discuss healthcare innovations and the future, health and cultural literacy, improving and sustaining organisational performance in primary care, chronic disease management and integrated care, financial performance and future funding models. These are all issues relevant to the delivery of health services in higher education settings and areas of interest and focus for our membership. We look forward to broadening our network, providing ongoing education and working with ANZSSA.

Kim Turudia

Convenor, University Health Providers Network

kim-jane.turudia@deakin.edu.au

Journal of College Student Development Seeking Nominations and Applications to Join Editorial Board

The Journal of College Student Development is seeking nominations and applications for new members to join its editorial board for a three-year, renewable term beginning March 2016. Our rigorous double-masked review process is vital to the quality of our journal. JCSD is published eight times a year and accepts fewer than 10% of the roughly 420 manuscripts submitted each year. Project Muse ranks JCSD as its second most downloaded journal. JCSD seeks to publish empirical articles related to student learning and development from colleagues whose research is based in U.S. institutions, as well as those whose research is based in other countries. Consequently, we have a strong need for editorial board members with international expertise.

Editorial Board members are expected to review 10-12

manuscripts per year. Self-nominations are welcomed. Individuals with established publication records and advanced methodological expertise are particularly encouraged to apply. Selection will be completed by mid-January 2016.

To apply:

Send letter of interest highlighting your scholarly expertise, with a CV by 20 November 2015 to Gwendolyn Archibald at gwendolyn-archibald@uiowa.edu.

For more information contact the Editor, Debora Liddell at debora-liddell@uiowa.edu or Senior Associate Editor, Dafina-Lazarus Stewart at dafinas@bgsu.edu.

Professional Qualification in Student Services

ANZSSA is supporting a project to develop a professional qualification in Student Services in Higher Education for Australian and New Zealand universities and tertiary training institutes. A discussion document has been produced which you are invited to read and provide comment on. The project manager, Marie-Jo Wilson from the University of Auckland invites you to an informal discussion on the document. This opportunity to provide feedback and participate in this important discussion will take place at the ANZSSA conference in Hobart, over lunch Monday 7 of December in the Wellington Room. To receive a copy of the document or to contact Marie-Jo if you are not able to attend the conference, email m.wilson@auckland.ac.nz

Australian & NZ University Health Providers Network Conference

Wednesday 13 & 14 July, 2016, Ballina

This conference will provide a great opportunity for education and networking in Australia's "paradise"... Ballina. There will be guest speakers, presentations and time to share ideas and innovations. Join in the discussions and support the network.

Ramada Hotel, 2 Martin Street Ballina, NSW 2478
www.ramadaballinabyron.com.au | fly into Ballina/Byron Airport

For more information please email marlene.assim@scu.edu.au

Wellbeing in Tertiary Study Symposium: Understanding and responding to violence

19th/20th Nov 2015, Victoria University of Wellington, New Zealand

This is the sixth of our annual symposia and this year we are focusing on understanding and responding to violence (sexual and interpersonal) within our educational communities.

We are delighted to announce that our keynote speakers are: Lesley Elliott - Sophie Elliott Foundation Founder. Dr Cathy Stephenson - Vice Chair Doctors for Sexual Abuse Care. Izzy O'Neil - National Women's Rights Officer Tertiary Women New Zealand. Andy Gourley - Founder and Director of Red Frogs Australia. Professor Chris Marshall. Diana Unwin Chair in Restorative Justice, Victoria University of Wellington. Dr Jan Jordan. Lecturer and Criminologist, Victoria University of Wellington.

Attendance at the symposium is free and is open to academic and professional tertiary staff, halls of residence staff, student leaders and people working or with an interest in the sexual and interpersonal violence treatment and prevention areas.

Please register to attend by emailing your name and details to: counselling-service@vuw.ac.nz

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The Journal of the Australian and New Zealand Student Services Association (JANZSSA) is your professional development journal

Submission for JANZSSA

Submissions are invited to JANZSSA, published twice-yearly in April and October. JANZSSA accepts submissions for refereed papers (double-blind peer reviewed) and non-refereed papers, as well as best practice case examples, conversation pieces, reports and book reviews. JANZSSA is the ideal forum for publication of papers directly related to the work and interests of those who are working with students and interested in improving the student experience. Manuscripts for submission to JANZSSA must be submitted electronically at

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Submission guidelines can be found at <https://submissions.scholasticahq.com/sites/janzssa-journal-of-the-australian-and-new-zealand-student-services-association/for-authors>

Alternatively you can email cathy.stone@newcastle.edu.au for more information.