

Te Auahatanga i tēnei Ao Hurihuri Innovation in changing times



3-6 December 2013 | Victoria University of Wellington



Australian and New Zealand
Student Services Association
ANZSSA Conference 2013

Sponsors



Ako Aotearoa—The National Centre for Tertiary Teaching Excellence is delighted to sponsor the ANZSSA Conference. We support educators and organisations across all parts of the tertiary sector in Aotearoa New Zealand to achieve the best possible educational outcomes for all learners.



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Disclaimer

All reasonable skill and care are used to ensure the information contained in this handbook is accurate at the time of printing. However, matters covered in this handbook are subject to a continuous process of review and to unanticipated circumstances.

Presentation types

Presentations at the conference will fall under one of these four categories.

Oral Presentations

These are presentations on significant programmes, projects and research, which will be allocated a 40-minute time slot in the conference programme (25–30 minutes of presentation time plus 10–15 minutes of discussion and question time).

Roundtable Discussion Sessions

These are an opportunity to facilitate exploration of and discussion on a selected topic, which will be allocated a 40-minute time slot in the conference programme.

Poster Presentations

These allow presenters to display materials on a topic of interest in poster (A1) format. Presenters are encouraged to provide very brief summary handouts for participants. Presenters will be available to speak about their posters during lunch between 12.40 and 1.40pm on Thursday 5 December, and poster materials will be displayed throughout the conference.

International Café Session

This is a student services version of speed dating!

Come and be part of the fun on Thursday 1.40–3.05pm.

Try a taste of several different international topics/ issues presented by visiting international and local student service professionals in small groups. Through conversations with others, learn about the many different views on the topics.

How it works

- At each café table the student services professional will give a 5-minute quick topic update and begin the discussion with those around the table—ideas and thoughts will be recorded and summarised for publication later.
- You will have 3–4 chances to move around and ‘speed date’ in the time allowed

More information on the topics will be available at the conference registration desk.



Wednesday, 4 December

7.45–8.45am	Registration Alan MacDiarmid Foyer				
8.45–9.30am	Powhiri and conference opening Te Herenga Waka Marae				
9.30–10am	Morning tea Te Herenga Waka Marae				
10–11am	Keynote 1: Professor Marcia Devlin, University of Ballarat, Melbourne HU LT 323				
11.10–12noon	Stream 1 AM 101	Stream 2 AM 102	Stream 3 AM 104	Stream 4 AM 106	Marae Stream Te Herenga Waka Marae
	Jane Foster Mytern SMS: An innovative approach to increase students' achievement, sense of wellbeing and levels of resilience	Jim Elliott & Michelle Orr (RT) Who is responsible for orientation?	Karen Smith & Liz Chinlund e-Portfolios as a tool for supporting student reflection on graduate attributes and employability skills	Merrin McCracken & Jackie Weinman Learning access plans: What are we learning?	Nicola Panapa, Marc Wilson & Tash Buist (RT) PSYC Survivor: Transitioning students into the school and wider university
12–1pm	Lunch Alan MacDiarmid Foyer				
1–2.10pm	Ako Aotearoa Presentation: Pete Hodgkinson & Nicholas Huntington CO LT 122				
2.10–3pm	Seher Arslan & Annie Andrews Student minds: Promoting mental health and wellbeing on campus	Misha Monstead All for one and one for all: Designing a tiered orientation and mentoring program	Mervyn Protheroe & Fiona Breen The impact of academic advice on student completions at an Institute of Technology	Laura Dimock, Stuart Martin, Maria Goncalves-Rorke & Matt Houston (RT) Can student support services effectively mitigate the impact of financial stress on study?	Peni Fa'alogo & Moana Oh Increasing Māori and Pacific postgraduate participation within a holistic learning continuum
3–3.30pm	Afternoon tea Alan MacDiarmid Foyer				
3.30–4.20pm	Philomena Renner Addressing the spectrum of student distress and promoting student success	Aaron Osmachenko Mindfulness: A mediator of interpersonal style in predicting academic adjustment	David Essex Off-campus students—out of sight but in mind	Jo Hodge & Erikka Helliwell (RT) An ecological approach to working with students	Tanya Griffiths & Natasha Harrison (RT) Is change necessary to move forward?
4.20–5.10pm	Matt Houston & Lucy Treadwell Managing mental health issues in halls of residence: The Student Support Coordinator response	Catherine Mann & Daniel Persaud Building bridges: Connecting student development and wellbeing	Mary Silvester Cracking the reading code	Davina Morley & Leeanne Purdom Trans support group and bisexuality discussion group (Dancing on the Fence): Our experience running sexually and gender diverse student support groups	Maria Williams & Dayna Eggeling Balancing students' cultural needs with the institute's demands: A novel approach to academic mentoring
5.20–6.20pm	AGM with informal drinks AM 101				

Stream 2

AM 102

Wednesday, 4 December

3.30–4.20pm

Learning Objectives

By the end of this presentation participants will:

1. have an understanding of the theoretical link between interpersonal style and tertiary education adjustment
2. know how mindfulness can potentially assist individuals with insecure attachment styles with first-year tertiary adjustment
3. be presented with evidence for mindfulness based interventions targeting first year experience students.

Mindfulness: A mediator of interpersonal style in predicting academic adjustment

Aaron Osmachenko, University of Southern Queensland

Chair: Mark Rainier, Massey University

Abstract

The transition to university not only requires academic learning, but there are also a range of social skills that are required for adaptation to tertiary level education. The current research identified interpersonal style and mindfulness as frameworks and theoretical perspectives to address first-year university students' adjustment to their new milieu. This qualitative research examined the relationship between students' attachment styles, mindfulness and academic adjustment using self-report measures with students who identified as being in their first-year of university. The methodology used to examine these relationships was a demographic-matched design, with groups of self-identified mediators and non-mediators. The results indicated that in a meditative sample of first-year university students who scored higher in insecure attachment style, their results negatively predicted academic adjustment, and this was partially mediated by higher scores in mindfulness. However, this was not the case for students who endorsed higher levels of avoidant attachment style. Research implications and limitations are discussed with future research suggestions, which may provide the impetus for further work in the area of student adjustment to first year of university.

Bio

Dr Aaron Osmachenko's research presented here was part of his studies in clinical psychology. He is currently a Psychologist in Student Services at the University of Southern Queensland and is dedicated to understanding and assisting tertiary education students adjusting to the demands of engaging in their educational goals. In particular, Aaron is interesting in student First Year Experience. He intends to undertake further research about the effectiveness of group therapy modalities in assisting tertiary education student adjustment to university.

Stream 4

AM 106

Thursday, 5 December

11–11.50am

Learning Objectives

By the end of this presentation participants will:

1. recognise the history of participation of students from low socioeconomic backgrounds in higher education
2. learn a theoretical framework to underpin the evolution of Student Services departments
3. assess the framework against one's own expert knowledge in this area and consider implementation.

Supporting students from low socioeconomic backgrounds: A theoretical framework for student services (ROUNDTABLE)

Christie White, University of Southern Queensland

Chair: Maria Goncalves-Rorke, Victoria University of Wellington

Abstract

The traditional student profile in higher education in Australia is potentially changing, with an increase in energy to raise the participation rates of students from low socioeconomic backgrounds over the past few years. People from low socioeconomic backgrounds have historically low rates of participation in higher education. Previous research suggests that there are complex factors associated with their participation rates and they may have specific non-academic support needs. In Australia, while there is some existing research to suggest that non-academic support services make a significant contribution to the student experience, there appears to be little research that investigates the ability of those services to adequately support students from low socioeconomic backgrounds. This roundtable discussion will outline the results of a doctoral study seeking a theoretical framework to inform the development of Student Services departments in higher education to take account of changes in the traditional student cohort. The discussion will help explore this concept in practical terms and assess its resonance with experts in the field.

Bio

Christie White is the Director of Student Services and Social Justice at the University of Southern Queensland (USQ). A psychologist by trade, Christie's role is now focused on achieving strategic outcomes for the University, enabling students from diverse backgrounds to not only participate in higher education but succeed as well. Her leadership role at USQ includes playing a crucial role in the University's response to critical incidents. She is currently undertaking a Doctor of Education, with her research aiming to develop a theoretical framework to enable Student Services in higher education to adequately support students from low socioeconomic backgrounds.

Stream 1

AM 101

Friday, 6 December

10.40–11.30am

Learning Objectives

By the end of this presentation participants will:

1. recognise the history of participation of students from low socioeconomic backgrounds in higher education
2. learn a theoretical framework to underpin the evolution of Student Services departments
3. assess the framework against one's own expert knowledge in this area and consider implementation.

Responding to trauma: Achieving institutional objectives and meeting professional ethics—it can be achieved (ROUNDTABLE)

Christie White, University of Southern Queensland

Chair: Marion Kirker, Victoria University of Wellington

Abstract

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