



Social Work Education and Homelessness: Mobilising Academia–Industry Partnerships to Create a Homelessness Subject

Juliet Watson, Sharlene Nipperess & Guy Johnson

To cite this article: Juliet Watson, Sharlene Nipperess & Guy Johnson (2021): Social Work Education and Homelessness: Mobilising Academia–Industry Partnerships to Create a Homelessness Subject, Australian Social Work, DOI: [10.1080/0312407X.2021.1989606](https://doi.org/10.1080/0312407X.2021.1989606)

To link to this article: <https://doi.org/10.1080/0312407X.2021.1989606>



Published online: 17 Nov 2021.



Submit your article to this journal [↗](#)



View related articles [↗](#)



View Crossmark data [↗](#)



Social Work Education and Homelessness: Mobilising Academia–Industry Partnerships to Create a Homelessness Subject

Juliet Watson , Sharlene Nipperess, and Guy Johnson

School of Global, Urban and Social Studies, RMIT University, Melbourne, Victoria, Australia

ABSTRACT

Homelessness is a significant issue facing many Australian people, and one that social workers are likely to encounter in their professional lives. At present, though, there are no guidelines for social work programs on how to transfer homelessness knowledge into social work education programs. Social work curricula need to be informed by homelessness research, policy, and practice to reflect the contemporary Australian terrain, and to be responsive to emerging concerns. One approach, discussed in this article, is the mobilisation of an academia–industry partnership to create a dedicated homelessness subject for social work students. The subject, profiled here, offers an example of how social work can incorporate homelessness knowledge to benefit graduates, the sector, consumers, and academia.

IMPLICATIONS

- Homelessness is a critical issue for social work practice, policy, and research, the impacts of which graduates are likely to encounter regardless of their specific fields of practice.
- There are no current guidelines for including homelessness in Australian social work education programs.
- A dedicated social work subject can furnish graduates with a strong foundation for entering the homelessness sector.
- Academia–industry partnerships have the potential to provide a systematic method of translating homelessness knowledge to future social workers through educational programs.

ARTICLE HISTORY

Received 4 November 2020

Accepted 1 October 2021

KEYWORDS

Homelessness; Housing; Social Work Education; Social Work Practice; Industry; Partnerships; Social Justice; Social Work Policy; Higher Education Providers; Academic Subjects; Academia; Social Work–Industry Partnerships; University–Industry Partnerships

Homelessness is a key challenge faced by social workers in their professional lives. Irrespective of employment in the homelessness field, the presence or absence of safe, affordable, and appropriate housing affects people's lives in areas that are key foci of social work practice, policy, and research. Social work educators need to prepare students through the design and development of homelessness curricula that are evidence based and that provide graduates with relevant practice, policy, and research knowledge. However, in Australia, homelessness education is not observably embedded in social work programs. In this article, we argue for the incorporation of homelessness education into social work curricula. A novel approach we discuss here is collaboration between

academia and industry to meet the educational needs of students and the workforce. We illustrate this through a new social work education subject that has been developed through an academia–industry partnership—The Unison Housing Research Lab.

Why Understanding Homelessness is Important for Social Work Graduates

Homelessness is a serious issue faced by many Australians. According to the Australian Bureau of Statistics (ABS), over 116,000 Australians were counted as homeless on census night in 2016—a 14% increase in 5 years (ABS, 2018)—and more than 1 in 10 people have experienced homelessness at some point (ABS, 2010). Homelessness is also a housing issue; the persistent increase in homelessness across Australia can be traced to the limited supply of affordable rental properties, both private and social. Social housing is a scarce resource, making up only 4.2% of Australian households (Australian Housing and Research Institute, 2017). Moreover, the amount of social housing stock being constructed as a proportion of all housing is at a historic low. This occurs at a time when demand has never been higher. An estimated 850,000 households nationally meet the income eligibility criteria for social housing but choose not to apply (Productivity Commission, 2018, p. 172). A further 190,000 households are on waitlists nationally (Australian Institute of Health and Welfare, 2018).

Homelessness is more than the absence of housing. It is connected with a wide range of social issues that affect people's lives that are key foci of social work such as trauma (Robinson, 2011; Taylor & Sharpe, 2008), domestic and family violence (Murray & Theobald, 2014; Spinney, 2012; Theobald et al., 2021; Tually et al., 2008), alcohol and other drug use (Johnson & Chamberlain, 2008; Mallett et al., 2005), intergenerational homelessness (Flatau et al., 2009), education and labour (Gerrard, 2015, 2017), and links with the criminal justice and child protection systems (Baldry et al., 2002; Mendes et al., 2011). Accordingly, establishing social work as a fundamental component in ending homelessness can be a spur for reassessing other complex social problems (Henwood et al., 2015), with a person's housing conditions touching on many issues that contribute to people coming into contact with a social worker, be it through service provision, community work, policy development, or research. In Australia, homelessness has been identified as an important field of practice for social workers (Darcy & Stubbs, 2005; Zufferey, 2011), and Australian social workers have contributed substantially to homelessness research, policy, and practice (e.g., Coleman, 2018; Grace & Gill, 2014; Horsell, 2013; Horsell & Zufferey, 2018; Johnson et al., 2008; Murray et al., 2018; Murray et al., 2020; Murray & Theobald, 2014; Parsell, 2011; Parsell et al., 2017; Phillips & Kuyini, 2018; Roche, 2015; Stonehouse et al., 2020; Watson, 2016, 2011; Watson & Cuervo, 2017; Watson & Nipperess, 2019; Zufferey, 2017, 2009, 2008; Zufferey & Kerr, 2004; Zufferey & Parkes, 2019). Nevertheless, this has not translated to homelessness becoming a priority area of social work education, which has implications for effective workforce development.

Social Work Education and Homelessness

As yet, there is no consistent and systematic method of disseminating homelessness knowledge to future social workers through educational programs. In Australia,

homelessness education is not embedded in social work programs, nor does there exist an initiative such as *The Grand Challenge of Ending Homelessness*, adopted by the American Academy of Social Work and Social Welfare, which specifically calls upon the profession to play its role in preventing and ending homelessness, including through education (Henwood & Aykanian, 2020). The structural and systemic underpinnings of homelessness and the associated social issues make it imperative that social work graduates have a thorough understanding of how the homelessness and housing service systems operate, regardless of the field in which they go on to be employed. Integrating the study of homelessness into social work curricula is an acknowledgement that the presence or absence of appropriate housing influences aspects of life that are central to social work.

The primary focus of this article is not to present empirical findings; rather, it explores the importance of the field of homelessness for social work education and how it can be incorporated into curricula. Nonetheless, core social work subjects were reviewed to identify if any specifically cover homelessness. The Australian Association of Social Workers (AASW) is responsible for developing educational standards and the accreditation of social work programs (Napier & George, 2001). The AASW lists all accredited programs on its website. In 2021, there were 31 separate higher education providers (HEPs) offering a total of 92 accredited programs. These programs included bachelor (AQF level 7), honours (AQF level 8) and master (AQF level 9) programs, and a combination of double bachelor and master degrees. Five of the 92 programs were being phased out at the time of writing. Each program handbook entry was systematically examined to identify subjects that specifically addressed homelessness and housing. The titles of all core social work subjects were scanned for key terms including “homelessness”, “housing”, “housing instability”, and “housing precarity”. In addition, the *Australian Social Work Education and Accreditation Standards* (ASWEAS) (AASW, 2020) was scrutinised for guidelines for the inclusion of homelessness in social work programs. The professional accreditation process has several purposes including:

- serving the public good by maintaining the integrity and accountability of the profession
- providing assurance to employers, government, and the public
- delivering an independent quality-assurance process for evaluating social work programs provided by HEPs
- describing the base-level standard of practice that clients and service users should expect from social workers
- assisting student and graduate mobility, both within Australia and overseas (AASW, 2020, p. 6).

Accordingly, the ASWEAS sets out the AASW’s requirements for HEPs in relation to graduate attributes, learning outcomes, and assessment; required curriculum; field education; degree requirements and admissions; and governance, staffing, and program delivery. No specialist homelessness core subjects were found in any social work program handbooks. Content on homelessness may be infused through social work programs or offered through elective subjects, but if and how this is done is not clear. The ASWEAS (AASW, 2020) includes no information on homelessness and housing instability to guide HEPs. This contrasts with the previous accreditation standards (see AASW,

2012), which, though limited, did explicitly require consideration of “inadequate housing” in relation to mental health and “housing” in relation to the wellbeing of children and families, as well as instructing all social work programs to address the field of practice of “housing and homelessness”. Social policy is a requisite component of social work education, and the current ASWEAS (2020, p. 21) expects graduates to be able to “(c)ritique the potential discriminatory aspects of legislation, policy and practice in Australian institutions”. Again, it may be inferred that homelessness and housing instability is given attention through the social policy materials used in the programs. Overall, though, how and to what extent housing and homelessness content is included in the curriculum is very much left to the discretion of individual HEPs.

Explicit subject-based curricula in social work programs have not been largely documented. Evidence-based research on stand-alone homeless subjects comes predominantly from the US, although this is still relatively scarce. Notwithstanding the *Grand Challenge to End Homelessness*, social work education in the US, like Australia, is not required to offer homelessness-specific curriculum (Cronley et al., 2020). There is, however, evidence that homelessness material is being incorporated into curricula through class-based learning, research projects, program evaluation, policy analysis, skills development, and graduate research assistantships (Cronley et al., 2020; Smith-Maddox et al., 2020). An example of a stand-alone homelessness subject, developed in the US, is a 10-week seminar series that, in collaboration with a youth homelessness shelter, brought together graduate students and homeless young people with the aim of building social connections (Bender et al., 2020). Rather than being targeted solely at social workers, an interdisciplinary student cohort was included, and this was found to improve empathy and understanding of homeless people across disciplines, and to be beneficial for devising creative and collaborative responses to the learning outcomes. Another interdisciplinary stand-alone elective subject, targeted at social work and other health and welfare disciplines, uses a combination of class-based activities, lectures, and field education (Siegel et al., 2020). Again, interdisciplinarity was viewed as a strength but was also noted as presenting challenges for evaluation and addressing the different needs of the student cohort. Finally, Cronley et al. (2020) made the argument that the gap in homelessness education should be filled by social work students undertaking two homelessness subjects during their course work. This approach, they contend, would provide the requisite attention to homelessness, with the first subject covering homelessness history and policy and the second subject comprising homelessness theory and practice.

Academia–Industry Engagement

One approach to incorporating homelessness curriculum into social work programs explored in this article is through industry engagement. These relationships have long been vital for social work education and have historically centred on field education for students (Camilleri & Humphries, 2005), with collaboration being “a hallmark of social work placement learning in Australia” (Rollins et al., 2017, p. 49). Such partnerships have led to new ways of supervising placements in homelessness agencies such as through the development of learning communities “that promote the shared values and goals of the stakeholders and help foster greater collaboration between them”

(Harris et al., 2010, p. 557). We contend that industry partnerships also provide opportunities for further teaching and research collaboration within universities. Reciprocal relationships between universities and industry extends the dissemination and translation of knowledge beyond the classroom (Grady, 2010) and advances both social work education and the sector through richer learning opportunities (Bledsoe-Mansori et al., 2013), thus contributing to narrowing the academia–industry divide.

A review of the recent literature shows an emerging body of work, conducted internationally, that has explored the implications of industry partnerships for social work education beyond field placements. The most recently documented empirical work on homelessness and social work–industry partnerships has come from the US, a likely outcome of the *Grand Challenge to End Homelessness*. These studies have highlighted how partnerships have been employed, for example, to train graduate students in homelessness program evaluation through reviewing the effectiveness of permanent supported housing for homeless families coming into the child welfare system (Lery et al., 2020); to use social work programs to house a community partnership to increase access for eligible individuals who are at risk of homelessness to social security disability benefits (Donaldson et al., 2020); to assist social work students to learn macrolevel skills in relation to youth and transgender youth homelessness through a range of activities such as running a community forum, fundraising, and advocacy (Aguiniga & Bowers, 2018); and to include interdisciplinary teaching through the integration of the arts and humanities into social work methods to promote community engagement (Moxley et al., 2012). However, these studies demonstrate that although knowledge about homelessness is a key outcome of these curricula endeavours, it is not necessarily the primary focus of the subjects being taught. Furthermore, such partnerships can be fragile (Driessens et al., 2016), potentially making longer-term educational benefits fleeting.

In 2017, RMIT University and Unison Housing, one of Victoria’s largest community housing providers, launched an academia–industry partnership to implement a collaborative teaching program and to conduct policy- and practice-relevant homelessness and housing research informed by the experiences of service users and providers. RMIT University has a long history of working with industry, and although this strategy was driven largely by the desire to commercialise research undertaken in the hard sciences, it has also opened up new opportunities for social work. Unison delivers social and affordable long-term rental accommodation for people on low incomes, including welfare support payments. It also operates an Initial Assessment and Planning (IAP) service, which is a primary access point for people experiencing, or at risk of, homelessness, and assesses and responds to housing and support needs. The RMIT–Unison partnership led to the establishment of The Unison Housing Research Lab. The Lab is purposively positioned alongside the Social Work and Human Services Cluster within the School of Global, Urban and Social Studies (GUSS) at RMIT University. This was a strategic move to assist the integration and sustainability of homelessness education into the social work curriculum. Through consultation with RMIT Social Work and Unison, The Lab established the aim to create an industry- and evidence-informed undergraduate homelessness subject to tackle the gap of homelessness-specific preparation for social work students. A social work academic was employed to institute the subject, which was launched in 2019.

Homelessness Subject

Cronley et al. (2020, p. S24) argued that “ideally, schools of social work are best able to educate students about homelessness through formal course work”. Furthermore, we contend that social work curricula need to be underpinned by a critical social work perspective, meaning that the social work curricula is “informed by an eclectic range of critical social theories” (Pease & Nipperess, 2016, p. 5). These include structural and poststructural analyses of power, and building on human rights, feminist, antioppressive, antiracist, and postcolonial frameworks. A critical approach acknowledges that social workers are counted upon to dismantle structures that create and perpetuate intersectional privilege and oppression (Theobald et al., 2021). Social workers and social work students, therefore, hold a unique position from which to interpret and engage with homelessness.

Course work renewal that incorporates academic and industry perspectives better prepares social work graduates for professional life. It recognises the changing needs of students, educating them with a view to gaining employment (Litchfield et al., 2010). Although classroom-based learning activities cannot be used as a substitute for work placements and learning on the job, Litchfield et al. 2010, p. 520) argued that modern education has a responsibility to “systemically address student learning of professional attributes” while also accommodating specific discipline requirements. We have found that mobilising an academia–industry partnership offers unique opportunities to students through the creation of a stand-alone homelessness subject that is interactive, reflexive, and responsive to the changing terrain of homelessness and that embraces a range of perspectives including those of consumers, advocates, and workers. Collaboration with Unison has allowed social work students direct access to industry experiences including the needs of, and challenges facing, the sector. The partnership means that industry perspectives can be embedded in the subject curriculum alongside critical social work perspectives in timely, ongoing, and reflexive ways that are sensitive to changes in policy and practice.

The subject—*Homelessness: Contemporary themes, policy and practice*—is coordinated by The Lab’s resident social work academic. In addition to written and online course materials, students engage with consumers, workers, managers, advocates, and researchers through workshops and agency visits. The subject is structured to expose students to the context of homelessness in Australia, while also locating this within larger global concerns. This is grounded in the broader societal conditions that produce and maintain the dynamic and precarious environment of homelessness. Examining definitions of homelessness, and the contexts from which they emerge, provide the students with foundational knowledge for exploring current theoretical, policy, and practice issues. The students advance their analytical skills through learning about critical frameworks that challenge commonly held misconceptions about how homelessness is understood and experienced. Through these critical frameworks, the students are introduced to the impact of stigmatised ideas of homelessness that contribute to oppression. Unpacking discourses of stigma and how they are maintained through institutional and informal mechanisms (Bradley-Engen, 2011) are vital ways of contesting the limited and homogeneous representations of homeless people and of challenging the perpetuation of individualised and blaming explanations of homelessness. Consequently, attention is given to how homelessness is a distinct form of material inequality and cultural marginalisation,

the meanings and processes of which are inextricably connected to political, social, and welfare environments (Farrugia & Watson, 2011). This approach moves away from narrow explanations of homelessness that repudiate societal responsibility and instead emphasises the structural and intersectional conditions of homelessness. More broadly, the students gain an understanding of the importance of critical frameworks for the homelessness sector. These include why, and for what purpose, research is undertaken; how it is applied to policy and practice; and the skills to analyse research and policy documents in their future workplaces.

Since 2019, this elective subject has been delivered three times as an intensive subject and once during a standard 12-week semester. Although open to all students in GUSS—and students from a range of disciplines including psychology, business studies, youth work, criminology and justice studies, and international studies have taken the subject—it is targeted to social work students. Both teaching models were piloted to gauge the most effective form of delivery. The intensive subject proved to be the preferred mode of delivery for students due to consolidation of learning and reduced competing demands from other study and work commitments. The intensive subject is capped at 25 student enrolments to protect the integrity of the accelerated model. Each time the intensive subject has been offered it has been filled to capacity, demonstrating student interest in homelessness. From 2021, at the request of the Social Work and Human Services Cluster, 20 enrolments were allocated to social work students, reflecting the growing recognition of the importance of homelessness education for graduates.

Developing learning activities that students perceive as authentic enhances engagement in the learning (Open Universities Australia, 2013). Authenticity, in the form of workplace applicability through practice, policy, and research skills underpins the design of the subject. The subject is thus guided by the following learning outcomes and capability development. On completion of the subject the students are expected to be able to (1) define and articulate the concept of homelessness and how it is affected by policy, practice, and research; (2) critically analyse, synthesise, and reflect on how factors such as housing market conditions, race, class, gender, sexuality, ability, and place contribute to homelessness; (3) identify and appraise policy and practice contexts affecting the delivery of homelessness services; and (4) critically analyse and apply theoretical frameworks that inform homelessness research, policy, and practice.

In order for students to achieve the learning outcomes and capabilities, while also meeting expectations of the homelessness and housing sector, the topic areas and assessment tasks covered in the subject were generated through consultation with Unison, the RMIT University Social Work department, homelessness research academics, and homelessness advocates. Collaboration with Unison, in particular, has meant that the course work has been developed with the needs of the sector in mind alongside attending to the scholarly requirements. This approach forms the basis of a range of themes that are used to structure the course work. The current themes, which determine the subject reading material, teaching, and assessment tasks, consist of defining and enumerating homelessness, becoming homeless, the dynamics of homelessness, the homelessness and housing sector, homelessness advocacy, consumer perspectives, homelessness and institutional interactions, gender and homelessness, and Indigenous homelessness. Four full days of face-to-face workshops take place over a 2-week period and include presentations by members of The Lab, specialist services including Unison, consumers, and

advocates. Students also visit specialist housing and homelessness agencies—a core aspect of industry-to-student knowledge transfer in the subject—and this is available to students due to the Unison partnership and other industry connections. These visits offer valuable educational opportunities for students to observe agency environments and to engage with professionals.

The subject has three assessment tasks. First, a written summary of the readings, which is assessed prior to the workshops to ensure all students have the necessary preparatory knowledge and which alerts teaching staff to potential gaps that may need to be remedied in class. Second, a small-group presentation based on the agency visits. This enables students to share their observations and to critically reflect on praxis. Finally, a written critical analysis that ties together the subject themes with the conceptual frameworks that have been explored throughout the teaching period. Overall, the subject exposes students to homelessness as a complex and dynamic terrain that requires examination and contestation of dominant socially, politically, and culturally entrenched assumptions, and it imbues students with an understanding of the impact of social structures on people's lives. These are all core facets of critical social work education in Australia. Its basis in an academia–industry partnership has resulted in a practice- and policy-relevant subject that not only prepares social work graduates for entering the workforce, but also provides the opportunity to create a sustainable educational model that can be replicated and that will inform the work of future social work practitioners, policymakers, and researchers. The intensive subject will continue to be offered for the foreseeable future and will be updated reflexively in response to new research, policy development, changes in the field, and the emerging needs of students, consumers, and industry.

Conclusion

A social work education provides graduates with the foundation to work across a range of occupations. However, this can make it difficult for social work programs to allocate sufficient attention to particular specialty areas. In Australia, the AASW is responsible for setting the educational and accreditation standards for social work programs through the ASWEAS. At present, homelessness is not included as required content. Homelessness is clearly a vital component of social work, yet little is known about if and how this is being incorporated into course work, and there is a scarcity of guidance on pedagogical methods for implementation. In this article we have outlined a new approach advanced through an academia–industry partnership. The dedicated homelessness subject, run through The Unison Housing Research Lab, is founded on an evidence base that recognises the Australian institutional and service contexts and encompasses research that looks to the current and emerging needs of the sector and people experiencing homelessness. The model presented here offers an example of how a homelessness subject can be built, drawing on expertise from scholars, industry, consumers, and activists. In doing so, this subject contributes to future social workers operating as activists and change agents across practice, policy, and research.

Disclosure Statement

No potential conflict of interest was reported by the author(s).

Funding

Juliet Watson and Guy Johnson receive funding from Unison Housing.

ORCID

Juliet Watson  <http://orcid.org/0000-0002-0855-8944>

References

- Aguiniga, D., & Bowers, P. (2018). Teaching note-partnering macro social work students and agencies addressing youth homelessness: A model for service learning. *Journal of Social Work Education*, 54(2), 379–383. <https://doi.org/10.1080/10437797.2017.1336138>
- Australian Association of Social Workers (AASW). (2012). *Australian social work and accreditation standards*.
- Australian Association of Social Workers (AASW). (2020). *Australian social work and accreditation standards*.
- Australian Bureau of Statistics. (2010). *General social survey: Summary results, Australia, 2010*.
- Australian Bureau of Statistics. (2018). *Census of population and housing: Estimating homelessness, 2016*.
- Australian Housing and Research Institute. (2017). *AHURI Brief: Census data shows falling proportion of households in social housing*. <https://www.ahuri.edu.au/research/ahuri-briefs/census-shows-falling-proportion-of-households-in-social-housing>
- Australian Institute of Health and Welfare. (2018). *Specialist homelessness services annual report 2016–17*. <https://www.aihw.gov.au/reports/homelessness-services/specialist-homelessness-services-2016-17/contents/clients-services-and-outcomes>
- Baldry, E., Macdonald, D., Maplestone, P., & Peeters, M. (2002). *Ex-prisoners and accommodation: What bearing do different forms of housing have on the social reintegration of ex-prisoners*. Australian Housing and Urban Research Institute.
- Bender, K., Wilson, J., Adelman, E., DeChants, J., & Rutherford, M. (2020). A human-centered design approach to interdisciplinary training on homelessness. *Journal of Social Work Education*, 56(Suppl. 1), S28–S45. <https://doi.org/10.1080/10437797.2020.1743218>
- Bledsoe-Mansori, S. E., Bellamy, J. L., Wike, T., Grady, M., Dinata, E., Killian-Farrell, C., & Rosenberg, K. (2013). Agency–university partnerships for evidence-based practice: A national survey of schools of social work. *Social Work Research*, 37(3), 179–193. <https://doi.org/10.1093/swr/svt015>
- Bradley-Engen, M. S. (2011). Stigma and deviant identity. In C. D. Bryant (Ed.), *The Routledge handbook of deviant behaviour* (pp. 190–194). Routledge.
- Camilleri, P., & Humphries, P. (2005). Creating synergy: Developing new forms of partnership between university and industry. *Australian Social Work*, 58(1), 26–35. <https://doi.org/10.1111/j.0312-407X.2005.00181.x>
- Coleman, A. (2018). I've got your back: Learning with homeless people about care, mutuality and solidarity. In B. Pease, A. Vreugdenhil, & S. Stanford (Eds.), *Critical ethics of care in social work: Transforming the politics and practices of caring* (pp. 74–83). Routledge.
- Cronley, C., Murphy, E. R., & Petrovich, J. C. (2020). Homelessness from a holistic paradigm: Bridging gaps in curriculum through supplemental education opportunities. *Journal of Social Work Education*, 56(Suppl. 1), S16–S27. <https://doi.org/10.1080/10437797.2020.1723762>
- Darcy, M., & Stubbs, J. (2005). Housing and contemporary social work practice. In M. Alston & J. McKinnon (Eds.), *Social work: Fields of practice* (2nd ed., pp. 194–206). Oxford University Press.
- Donaldson, L. P., Streeter, C. L., Larkin, H., Briar-Lawson, K., Meyer-Adams, N., Lupfer, K., Elder, J., & Grimshaw, A. (2020). The SOAR model as an effective mechanism for university-

- community partnerships to end homelessness. *Journal of Social Work Education*, 56(Suppl. 1), S99–S110. <https://doi.org/10.1080/10437797.2020.1741481>
- Driessens, K., McLaughlin, H., & van Doorn, L. (2016). The meaningful involvement of service users in social work education: Examples from Belgium and The Netherlands. *Social Work Education*, 35(7), 739–751. <https://doi.org/10.1080/02615479.2016.1162289>
- Farrugia, D., & Watson, J. (2011). “If anyone helps you then you’re a failure”: Youth homelessness, identity and relationships in late modernity. In S. Beadle, R. Holdsworth, & J. Wyn (Eds.), *For we are young and...? Young people in a time of uncertainty* (pp. 142–157). Melbourne University Press.
- Flatau, P., Eardley, T., Spooner, C., & Forbes, C. (2009). *Intergenerational homelessness and the intergenerational use of homeless services*. Australian Housing and Urban Research Institute.
- Gerrard, J. (2015). The limits of learning: Homelessness and educating the employable self. *Discourse: Studies in the Cultural Politics of Education*, 36(1), 69–80. <https://doi.org/10.1080/01596306.2013.831661>
- Gerrard, J. (2017). *Precarious enterprise on the margins: Work, poverty, and homelessness in the city*. Palgrave MacMillan.
- Grace, M., & Gill, P. R. (2014). Improving outcomes for unemployed and homeless young people: Findings of the YP4 clinical controlled trial of joined up case management. *Australian Social Work*, 67(3), 419–437. <https://doi.org/10.1080/0312407X.2014.911926>
- Grady, M. D. (2010). The missing link: The role of social work schools and evidence-based practice. *Journal of Evidence-Based Social Work*, 7(5), 400–411. <https://doi.org/10.1080/15433711003591101>
- Harris, L., Jones, M., & Coutts, S. (2010). Partnerships and learning communities in work-integrated learning: Designing a community services student placement program. *Higher Education Research & Development*, 29(5), 547–559. <https://doi.org/10.1080/07294360.2010.502288>
- Henwood, B. F., & Aykanian, A. (2020). Advancing social work education to meet the grand challenge of ending homelessness. *Journal of Social Work Education*, 56(S1), S1–S3. <https://doi.org/10.1080/10437797.2020.1744417>
- Henwood, B., Wenzel, S.L., Mangano, P.F., Hombs, M., Padgett, D.K., Byrne, T., Rice, E., Butts, S., & Uretsky, M.C. (2015). *The grand challenge of ending homelessness*. Working Paper No. 9. American Academy of Social Work and Social Welfare.
- Horsell, C. (2013). Homelessness, social policy and difference. *Advances in Social Work and Welfare Education*, 15(2), 39–55.
- Horsell, C., & Zufferey, C. (2018). Homelessness in Australia. In C. Zufferey & N. Yu (Eds.), *Faces of homelessness in the Asia Pacific* (pp. 133–145). Routledge.
- Johnson, G., & Chamberlain, C. (2008). Homelessness and substance abuse: Which comes first? *Australian Social Work*, 61(4), 342–356. <https://doi.org/10.1080/03124070802428191>
- Johnson, G., Gronda, H., & Coutts, S. (2008). *On the outside: Pathways in and out of homelessness*. Australian Scholarly Press.
- Lery, B., Haight, J. M., & Roscoe, J. N. (2020). Skills for collaboration: Training graduate students in using evidence to evaluate a homelessness program. *Journal of Social Work Education*, 56 (Suppl. 1), S111–S118. <https://doi.org/10.1080/10437797.2020.1742260>
- Litchfield, A., Frawley, J., & Nettleton, S. (2010). Contextualising and integrating into the curriculum the learning and teaching of work-ready professional graduate attributes. *Higher Education, Research and Development*, 29(5), 519–534. <https://doi.org/10.1080/07294360.2010.502220>
- Mallett, S., Rosenthal, D., & Keys, D. (2005). Young people, drug use and family conflict: Pathways into homelessness. *Journal of Adolescence*, 28(2), 185–199. <https://doi.org/10.1016/j.adolescence.2005.02.002>
- Mendes, P., Johnson, G., & Moslehuddin, B. (2011). *Young people leaving state out-of-home care*. Australian Scholarly Publishing.
- Moxley, D., Feen-Calligan, H., & Washington, O. (2012). Lessons learned from three projects linking social work, the arts and humanities. *Social Work Education*, 31(6), 703–723. <https://doi.org/10.1080/02615479.2012.695160>

- Murray, S., & Theobald, J. (2014). Domestic and family violence. In C. Chamberlain, G. Johnson, & C. Robinson (Eds.), *Homelessness in Australia: An introduction* (pp. 179–195). UNSW Press.
- Murray, S., Theobald, J., Haylett, F., & Watson, J. (2020). *Not pregnant enough? Pregnancy and homelessness*. RMIT University.
- Murray, S., Theobald, J., & Watson, J. (2018). *Pregnancy and homelessness: Service responses*. Launch Housing.
- Napier, L., & George, J. (2001). Changing social work education in Australia. *Social Work Education*, 20(1), 75–87. <https://doi.org/10.1080/02615470020028382>
- Open Universities Australia. (2013). *Designing and developing learning units*. OUA Course Developers' Guide 2013.
- Parsell, C. (2011). Responding to people sleeping rough: Dilemmas and opportunities for social work. *Australian Social Work*, 64(3), 330–345. <https://doi.org/10.1080/0312407X.2010.538705>
- Parsell, C., Petersen, M., & Culhane, D. (2017). Cost offsets for supportive housing: Evidence for social work. *British Journal of Social Work*, 47(5), 1534–1553. <https://doi.org/10.1093/bjsw/bcw115>
- Pease, B., & Nipperess, S. (2016). Doing critical social work in the neoliberal context: Working on the contradictions. In B. Pease, S. Goldingay, N. Hosken, & S. Nipperess (Eds.), *Doing critical social work: Transformative practice for social justice* (pp. 3–24). Routledge.
- Phillips, D., & Kuyini, A. (2018). Consumer participation at specialist homelessness services: Do the homeless have a say in the services they receive? *International Social Work*, 61(6), 1095–1115. <https://doi.org/10.1177/0020872817695644>
- Productivity Commission. (2018). *Introducing competition and informed user choice into human services: Reforms to human services – productivity Commission inquiry report*. <https://www.pc.gov.au/inquiries/completed/human-services/reforms/report>.
- Robinson, C. (2011). *Beside one's self: Homelessness felt and lived*. Syracuse University Press.
- Roche, S. (2015). The salvaging of identities among homeless men: Reflections for social work. *Australian Social Work*, 68(2), 228–243. <https://doi.org/10.1080/0312407X.2014.955807>
- Rollins, W., Egan, R., Zuchowski, I., Duncan, M., Chee, P., Muncey, P., Hill, N., & Higgins, M. (2017). Leading through collaboration: The national field education network. *Advances in Social Work and Welfare Education*, 19(1), 48–61.
- Siegel, D. H., Smith, M. C., & Melucci, S. C. (2020). Teaching social work students about homelessness: An interdisciplinary interinstitutional approach. *Journal of Social Work Education*, 56 (Suppl. 1), S59–S71. <https://doi.org/10.1080/10437797.2020.1741479>
- Smith-Maddox, R., Brown, L. E., Kratz, S., & Newmyer, R. (2020). Developing a policy advocacy practice for preventing and ending homelessness. *Journal of Social Work Education*, 56(Suppl. 1), S4–S15. <https://doi.org/10.1080/10437797.2020.1723761>
- Spinney, A. (2012). *Home and safe? Policy and practice innovations to prevent women and children who have experienced domestic and family violence from becoming homeless*. Australian Housing and Urban Research Institute.
- Stonehouse, D., Threlkeld, G., & Theobald, J. (2020). Homeless pathways and the struggle for ontological security. *Housing Studies*. Advance online publication. <https://doi.org/10.1080/02673037.2020.1739234>
- Taylor, K., & Sharpe, L. (2008). Trauma and post-traumatic stress disorder among homeless adults in Sydney. *Australian and New Zealand Journal of Psychiatry*, 42(3), 206–213. <https://doi.org/10.1080/00048670701827218>
- Theobald, J., Watson, J., Murray, S., & Bullen, J. (2021). Women's refuges and critical social work: Opportunities and challenges in advancing social justice. *The British Journal of Social Work*, 51 (1), 3–20. <https://doi.org/10.1093/bjsw/bcaa213>
- Tually, S., Faulkner, D., Cutler, C., & Slatter, M. (2008). *Women, domestic and family violence and homelessness: A synthesis report*. Flinders Institute for Housing, Flinders University.
- Watson, J. (2011). Understanding survival sex: Young women, homelessness and intimate relationships. *Journal of Youth Studies*, 14(6), 639–655. <https://doi.org/10.1080/13676261.2011.588945>

- Watson, J. (2016). Gender-based violence and young homeless women: Femininity, embodiment and vicarious physical capital. *The Sociological Review*, 64(2), 256–273. <https://doi.org/10.1111/1467-954X.12365>
- Watson, J., & Cuervo, H. (2017). Youth homelessness: A social justice approach. *Journal of Sociology*, 53(2), 461–475. <https://doi.org/10.1177/1440783317705204>
- Watson, J., & Nipperess, S. (2019). Nationless, homeless and seeking asylum: Considerations for social workers. In S. Nipperess & C. Williams (Eds.), *Critical multicultural practice in social work: New perspectives and practices* (pp. 193–206). Routledge.
- Zufferey, C. (2008). Responses to homelessness in Australian cities: Social worker perspectives. *Australian Social Work*, 61(4), 357–371. <https://doi.org/10.1080/03124070802428175>
- Zufferey, C. (2009). Making gender visible: Social work responses to homelessness. *Affilia*, 24(4), 382–393. <https://doi.org/10.1177/0886109909343559>
- Zufferey, C. (2011). Homelessness, social policy and social work: A way forward. *Australian Social Work*, 64(3), 241–244. <https://doi.org/10.1080/0312407X.2011.607770>
- Zufferey, C. (2017). *Homelessness and social work: An intersectional approach*. Routledge.
- Zufferey, C., & Kerr, L. (2004). Identity and everyday experiences of homelessness: Some implications for social work. *Australian Social Work*, 57(4), 343–353. <https://doi.org/10.1111/j.0312-407X.2004.00164.x>
- Zufferey, C., & Parkes, A. (2019). Family homelessness in regional and urban contexts: Service provider perspectives. *Journal of Rural Studies*, 70, 1–8. <https://doi.org/10.1016/j.jrurstud.2019.08.004>