



# Social Dimensions of Health Institute - Seminar



**Thursday 19th September, 2013  
at 3pm**

led by

**Roger Dunston**

Associate Professor  
International Health Centre for Health  
Communication (UTS)  
Centre for Research in Learning and Change  
University of Technology, Sydney

**Why is significant practice  
change in health so difficult  
to achieve? Insights from  
practice theories and  
ethnographic research**

This seminar (which is FREE to attend)  
will be held in

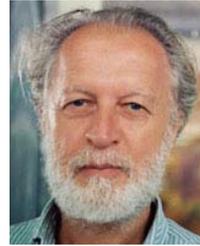
**Room 1G06  
Dalhousie Building  
University of Dundee**

**ALL WELCOME**

For catering purposes, if you would like to  
attend then please contact  
Rosanne Bell, [r.c.bell@dundee.ac.uk](mailto:r.c.bell@dundee.ac.uk) or  
Fred Comerford, [fac1@st-andrews.ac.uk](mailto:fac1@st-andrews.ac.uk)



# Social Dimensions of Health Institute



Associate Professor Roger Dunston joined the Faculty of Arts and Social Sciences (FASS) in early 2007. He is a senior health services manager, educator and health policy analyst with over 30 years experience within the health sector.

Roger is primarily located as part of the **Centre for Research in Learning and Change** with a focus on the development of new forms of collaboration - engagement, research and educational development - between FASS/UTS and the health sector. This work builds on already existing FASS research strengths.

His previous positions have spanned a broad range of practice areas - clinical practice – hospital and community health services; health services management – the tertiary health care context; service review and health policy development – NSW Department of Health; education provision and program design – involving work in a range of health and community service areas.

Prior to joining UTS, Roger was Director of Social Work at Royal North Shore Hospital, Sydney; foundation chairperson of Allied Health Services RNSH; Director of the Allied Health Division, Royal North and Ryde Hospitals; and Senior Research Fellow, Centre for Health Services Development, University of Wollongong. Roger also held an adjunct senior lecturer position in the Faculty of Medicine (Northern Clinical School), University of Sydney. For over ten years he was a part-time member of the Faculty of Community Medicine at the University of New South Wales, where he was involved in innovative approaches to professional learning for medical and psychology students. A central feature of Roger's practice is his strong involvement with professional learning, service re-design and improvement, consumer participation, and organisational and educational change.

Most recently Roger has been appointed as the coordinator of a new health research programme focusing on health within and external to the formal health system. In June of this year he was appointed as Associate Director (UTS) in a new UTS/Hong Kong Polytechnic University collaboration, the International Research Centre for Health Communication.

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My presentation provides an overview of some current research being undertaken at the Centre for Research in Learning and Change, Faculty of Arts and Social Sciences, University of Technology Sydney. Whilst diverse in its practice foci – early childhood health services, integrated primary health care, a residential rehabilitation centre for mothers with chronic alcohol and drug and mental health issues, and the development of health professional education across all health disciplines in Australian higher education – a common focus is on the achievement and the difficulty of achieving significant service and practice change. A further commonality is the use within many of our studies of socio-material theories, in particular, practice theories, and the use of ethnographic methods to get close to and stay close to practice as this is occurring in the workplace.

I will briefly outline the different perspectives on practice, learning and change that are offered by socio-material theories when contrasted with more individually and cognitively focused approaches to practice, learning and change. Socio-material theories argue that professional 'practices' are deeply embedded historical and cultural formations, intimately entangled with identity, status and being in the world. Arguing for significant change is frequently seen and experienced as disturbing and destabilising. These issues are not well identified in many programs of service redesign. I will conclude by exploring some of these implications as we have seen them in our research.

## SDHI 10<sup>TH</sup> ANNIVERSARY

*SDHI is celebrating 10 years of producing and facilitating innovative cross-institutional and multidisciplinary research in St Andrews and Dundee*