

SOAPBOX SYDNEY QUARTERLY

SPRING 2021

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SANTOSHI DAHAL
**HEALTHY
FOOD,
HEALTHY
MIND**

SANTOSHI DAHAL
**I AM NOT
ANTI SOCIAL
I AM JUST
NOT SOCIAL**

KOMALPREET KAUR
**LEADING:
HEAD VS
HEART**

**BUILD
THE
MIC**



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EDITORIAL



Yearill Fam
Editor

Dear readers,

Welcome to the first sale edition of the soapbox quarterly. What is the reason for the change? We have a mission and we cannot flounder.

It's not enough to run a clinic, or to release a magazine. Our society needs much more than this A5 printed sheets. It needs you. You, the person who has the ability to improve the world, even a little. Even a lot.

We are not selling the magazine to you. You are purchasing the magazine for you. Because that \$5.00 will go towards our biggest form of the mic yet; the live version of the magazine, full of community members and unique community-born ideas. I am looking forward to what it will finally look like when its ready; who gets involved, what stories and storytellers find their way to the festival.

Regular readers may have noticed this has been the larger plan for a long time. And, luck be with us, 2021 may be the year.

I am therefore frantically putting myself into the gym on the odd chance that someone pulls me onto a stage; COVID bods are, sadly, unin-

spiring, and we aren't sporting six packs like in that Gerard Butler film.

The reason for this odd, Sydney-wide and quarterly endeavour is that, sadly, many of us are encouraged to forget that we can create our own lives; we can create the spaces around us, we can choose how we exist. I am proud to feature AK in this edition, his article 'the invisible mark' reminds me that it's not enough to just show up; do the work, no one will do it for you.

I hope you find in the next pages some small reminders that you can be, and are, the person to make a difference. It does not need to be a best seller, it does not even have to be seen.

The event is a reminder that we are responsible for our humanity, the humanity in our relationships.

This quarterly magazine has always been a buildup to that reminder.

It's now for sale, though we are not.

*Yours in support,
Yearill Fam.*

Healthy Food, Healthy Mind

By Santoshi Dahal

Interviewee

Name: Surendra Bastola

Gender: Male

Nationality: Nepalese
Staying in Australia since 2009

Profession: Chef

Background; Surendra Bastola is the head chef of Hills Grills, Riverstone Shopping Village, Riverstone.

He has had a passion for cooking since childhood and started his career studying hospitality and cookery in Australia. He has worked as a chef in reputed hotels and restaurants for several years. Being an international student, he has faced struggles but never give up his passion of being a chef. Being the head chef in Hills Grills, Riverstone, he aims to use his knowledge and skill to provide healthy, quality and fresh food to the people in his



community.

Foreword

Our brain is always working hard 24/7 even when we are asleep; it takes care of thought, movement, breathing, senses and so on. Your brain needs a lot of nutrients to function and keep

you well. This means it requires a constant supply of fuel and the “fuel” comes from the foods you eat — and it's what's in that fuel makes all the difference; what you eat directly affects the structure and function of your brain and, ultimately, your mood (Selhub, 2020). Healthy diets, like those

rich in whole foods, support many aspects of mental health including cognitive [brain] function, concentration, memory and mood regulation, as well as reducing the risk of depression and other mental disorders.

Across the world, our diet is becoming less nutritious, affecting mood, memory, energy levels. The good news is that a few simple changes could be enough to make a big difference (Department of Health ,2019). For example, eating lots of fresh fruits, vegetables, nuts, and whole grains can reduce your risk of some mental health conditions such as depression, while eating foods that are high in sugar and saturated fat may increase your risk. The Risk Index for Depression (RID) developed by Swinburne lecturer Dr Joanna Dipnall, reveals that an individual is more likely to become depressed if their diet is poor, their lifestyle is erratic and they do not exercise.

You may have noticed that your mood often affects the types of food you choose, as well as how much you eat. Some foods can lift your mood, energy

levels, and concentration, while others can have the opposite effect (Department of Health, 2019).Your brain is deprived of good-quality nutrition, or if free-radicals or damaging inflammatory cells are circulating within the brain's enclosed space, brain tissue injury can occur. What's interesting is that for many years, the medical field did not fully acknowledge the connection between mood and food. Today, fortunately, the burgeoning field of nutritional psychiatry is finding there are many consequences and correlations between not only what you eat, how you feel, and how you ultimately behave, but also the kinds of bacteria that live in your gut (Selhub, 2020).

Interview questions

1.What does healthy food mean to you?

Healthy food means the food which contains a balance of protein, carbs, vitamins and fibre. Even if food is healthy, it should be balanced. Healthy eating means eating a variety of foods that give you the nutrients that are needed to maintain your health, feel good, and have energy.

2. What changes are you implementing to make the food healthier?

We are converting our equipment from grills and fryers to oven baking and pan fry so our people have healthier options in Riverstone, such as oven baked chicken, oven roasted chicken, baked veggies, pie, dumplings. Similarly, we are also giving the people choice to eat healthier food which increases the





chance of them being physically and mentally healthy.

3. what strategies are you using to create the change?

Healthy food has a good relationship with the human body. If you eat healthy food it can change your thought process, change in mentality. Healthy food leads to healthy body, which helps to improve physical and mental health of the community. If the people in the community are healthy then people encounter less issues and stresses in their life, or overcome them more easily.

4. what do you think about healthy food and healthy mind?

It has a great link. The output of the brain depends on what you have eat. For example, if you have a complete breakfast in the morning, you are feeling better, and

your thought process is different than if you have unhealthy food. A complete breakfast means eating vitamins, carbs, protein, mineral, and fats that are required from your body and these needs are different for every individual. We provide a complete breakfast on the plate such as Sourdough bread, with smashed, avocado with salad and poached egg or Field mushrooms with scrambled egg or premium fatless bacon with wholemeal bread) which is completely rich in required nutrients for the body. In addition, the food needs to be balanced as well even though it is healthy. If you are eating salad only then it is not enough for the mind to become healthy as it is not enough in all sorts of nutrients.

5. How are you going to let the community know that you are serving the healthy and fresh food?

We are creating the website soon where we will post the new healthy menu and also through social media. We have started our Facebook page where we have started posting our healthy menu. Similarly, we would also welcoming feedback from customers directly to continually improve our menu. To sum up I would like to say that my vision in being at Hills Grills is to create a healthy community by serving the community with quality food. I'd like to see more outlets involved to create a change in the community, because healthy food creates healthy body and mind.



*Shop 3/12 Riverstone Parade,
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THE INVISIBLE MARK.

BY A. K.

Years ago when I sat my end of HSC exams, I was so nervous that I threw up before every exam.

Every.

Single.

One.

My mornings became ritual. I would be woken with a start at about 4.00 or 4.30 convinced that I had slept through my alarm.

Upon realizing that I hadn't, my heart would slowly return to normal pace and I would try to get back to sleep. Sometimes I would nod back off, most times however, I wouldn't, I'd just lay there awake and alert, heart pounding in my chest.

I would get out of bed at around 6:45 and have breakfast which I would then usually throw up a few moments later.

"Why bother with breakfast then?", I hear you retort from beyond the other side of my keyboard. It didn't matter if I had breakfast or not, and vomiting on an empty stomach feels worse.

I'd get on the bus and nervously fidget till we got to school.

And then the exam would begin. Everything else that day would be a blur, only the exam mattered. And that dreaded mark at the front of it when the teacher marked it.

I was convinced that number was the determinate of my future, my life, and my own personal value.

That mark

That damned mark.....

Now I sit on the other side of the desk. Literally. I'm a teacher now.

And I see the students when we announce exam dates, as the exams slowly creep up, and of course exam days.

Yesterday was one such day and sitting there supervising I decided to write this.

One thing I never realized at the time, was that my nerves and fears weren't only felt in my own stomach, but those around me. It's not just individual students that

get exam anxiety, its whole classes. And here's a little secret for you non-teachers out there.

Kids doing exams, they smell. Classrooms need to be aired out after exams, because nervous teenagers sweat tonnes of adrenaline. And adrenaline sweat, well, it's the worst kind of B.O known to man.

I love my students.

Now I'm no saint. I don't love all of them, but overall, the reason I became a teacher was not because I have a passion for curriculum. It wasn't some sordid fantasy of power that I'd be able to issue detentions at a whim, or yell at kids half my size. It was because in my life, at school, in those formative years, I knew the difference between teachers who saw me as a name to call out in roll call and a report card to fill in, and those teachers who saw me as a human being, young and inexperienced

in life, a person who struggled with confusion and worry as the real world extended its fingers in to grab me and pull me out into itself.

Somewhere on my path I decided that the other human beings in schools, wide eyed and full of the same confusion that almost choked me were worth dedicating a career to.

Plus...the holidays ARE pretty good... (There! I said it!)

But I digress.

Yesterday I watched 24 capable and extremely well-prepared students sit their first physics exam of the year. 35% of their year 11 grade comes from the outcome of this exam.

I had written the exam and had been dropping hints as to what was in the exam for weeks. I knew their capability and I can tell you now exactly what each of these kids could and should get as the mark at the front of their exam even before they



sat it.

But still

I saw them.

Sweating, physically sweating as if it was a basketball game in the middle of a sauna.

Mouth breathing. Some of them were panting. Tongues stuck to the roof of their mouth and scratching their heads as if they were being interrogated in Guantánamo bay.

Nervously sucking on the ends of their water bottles as they fumbled with their pens and calculators.

One student had to go to the bathroom three times.

And this wasn't to cheat. His face as he raised his hand was sheer desperation and terror.

It was the look of "It's happening!! Please let me out!!" (we all know exactly that feeling)

And I thought to myself,

"What is this insanity?

All this because of an exam?"

And I started remembering the last time I sat an exam. I was doing my master's degree in education 9 years ago. 9 years...

I've been a teacher for over a decade now, I don't get examined.

I don't get grades.

I do have progress meetings, and I am evaluated etc. but it's not based on an exam mark.

It's based-on effort, capacity and growth.

In fact, in my marriage, my friendships, my gardening and bee keeping (yes I keep bees) and everything else I do is NEVER based on exam marks.

I never sat a pre-marriage exam, I didn't have an exam in any of my job interviews and I certainly didn't get examined before I became a dad.

I'm not writing this because I'm looking to reform education. That's for people MUCH smarter than I (or is it me? - ugh I hate grammar).

I'm writing it because I believe there is an invisible mark on the front of each test paper. A mark that actually matters.

A mark that determines the long-term success or failings of my students lives, in their education, careers, relationships, hobbies and even legacy.

I've actually made it a habit to tell my students about this mark. I get them to write on the front of their test papers out of 100 an honest evaluation of their effort preparing for and working on the exam.

Now unfortunately that mark isn't the one I have to put on their report card, but I tell you. That's the only mark that matters.

Because you can't cheat that mark.

You can't fluke it, or get coached into winning it, and it doesn't depend on natural ability or luck. And (my favourite) it doesn't rank in comparison to others. It's your mark and your mark alone.

You are your only competition.

As I wrote this I decided maybe it was time I did it for myself.

It was tough but I spent some time reflecting on my life.

I'd like to invite you to do the same.

Write a list of the things that you do in your life.

Your studies

Your career

Your relationships, your marriage even your hobbies.

Your health choices and anything else you can think of.

Give yourself a mark, an honest one, of your effort and diligence in that area.

An actual important mark.

An invisible mark.



I AM NOT ANTI-SOCIAL. I AM JUST NOT SOCIAL.

SANTOSHI DAHAL

It's perfectly normal to feel nervous in social situations where we might come under the attention of others, whether they're strangers or people we know. Attending a formal function, giving a speech at a wedding, doing a presentation to work colleagues, are likely to cause nervousness and anxiety, both in the lead-up and during the event (Beyond blue, n.d.).

Social phobia (sometimes known as social anxiety disorder) is a type of anxiety disorder to do with social or performance situations. They may have persistent fears about being judged, criticised, ridiculed or humiliated. Most people feel shy or nervous in certain social situations and these situations provoke feelings that extend beyond simple anxiety or nervousness (Better health channel, 2017).

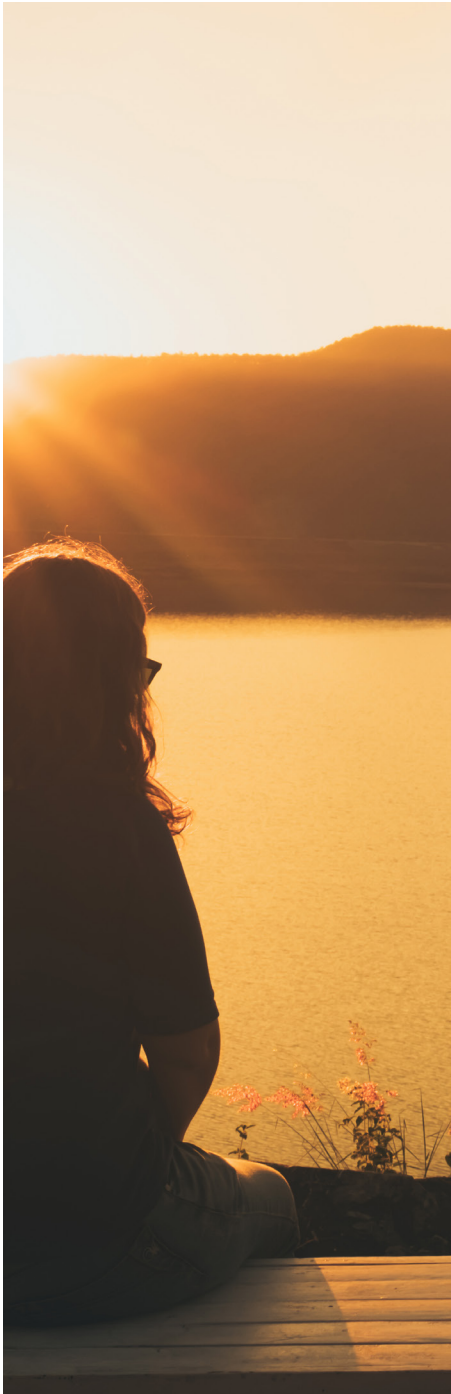
It is estimated that around three per cent of the Australian population experience social phobia in any one year and up to 13 per cent of the population may develop social phobia during their lifetime. In many

cases, social phobia begins with shyness in childhood and progresses during adolescence. When exposed to a feared social situation, a person with social phobia may experience symptoms of extreme anxiety, including blushing, trembling, feeling as if you have nothing to say, accelerated heart rate, shallow, fast breathing, feelings of self-doubt and uncertainty, negative thoughts such as 'I'm making a fool of myself' and so on (Better health channel, 2017).

These techniques are helpful to handle situations that are likely to trigger your symptoms such as:

- Learn stress reduction skills,
- Get physical exercise or be physically active on a regular basis,
- Get enough sleep,
- Eat a healthy, well-balanced diet
- Avoid alcohol
- Participate in social situations by reaching out to people with whom you feel comfortable

Practice in small steps such as



eating with a close relative, friend or acquaintance in a public setting, purposefully make eye contact and return greetings from others, or be the first to say hello in a social situation.

Prepare for social situations can help you begin to face situations that make you nervous: Prepare for conversation, for example, by reading the newspaper to identify an interesting story you can talk about. Focus on personal qualities you like about yourself, focus on qualities you find interesting in the other person. Practice relaxation exercises. Learn stress management techniques. Set realistic goals.

Giving yourself a time limit doesn't hurt either; knowing you have permission (from yourself) to exit the situation at a certain time means you don't overstress. It's alright, you can push for a little more time next time.

Coping and support

Routinely reach out to friends and family members.

Join a local or reputable internet-based support group.

- Join a group that offers opportunities to improve communication and public speaking skills.
- Do pleasurable or relaxing activities, such as hobbies, when you feel anxious.

Over time, these coping methods can help control your symptoms and prevent a relapse. Remind

yourself that you can get through anxious moments, that the anxiety is short-lived and that the negative consequences you worry about so much rarely come to pass.

How to help someone recover from social phobia?

There is a vital role of family and friends in helping the people with social phobia in recovery. Similarly, there are also the ways in which you can help yourself to cope with caring for a person with social phobia. If you are more aware of the condition, the more help you will be. It is important to acknowledge that the person had valid feelings and is not just being difficult; the anxiety is a very real and distressing experience. Giving them a space and encouraging the person to seek professional help by letting him/her know what services are available and offer to accompany the person. Don't involve yourself in the person's avoidance of objects or situations that make him/her anxious. Instead, encourage the person to face their fears step-by-step. If appropriate, offer practical support, such as being with the person when they face their fear – if that is what the person wants. Encourage the person to challenge unrealistic or anxious thoughts. Acknowledge any gains the person makes, no matter how small. Work with the person to re-establish a daily routine that includes enjoyable and/or relaxing activities. Encourage the person to maintain a healthy lifestyle and participate in social activities. Don't expect too much too soon;

recovery can take a while and there may be some ups and downs. Find emotional support for yourself – dealing with and caring for a person with social phobia can be difficult at times. You may need support too. This may involve attending a support group; individual, couple or family counselling; or educational session (Beyond blue, n.d.).

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STREETWORK *TURNING YOUNG LIVES AROUND.*

YOUTH MENTAL HEALTH – A NEW HOLISTIC APPROACH

PREVENTION IS BETTER THAN CURE

Mental health is a state of wellbeing in which a person realises that they have the capabilities to cope with normal stresses of life, can work productively and fruitfully, and are able to contribute to their community. Yet, almost 25%, or a staggering quarter, of young Australians are struggling with mental health issues from debilitating anxiety to suicide, which is the leading cause of death in the 15 to 24 age group.

Rather than dramatizing these horrific statistics, however, **Helen Banu, CEO of North Willoughby-based community organisation StreetWork**, believes that now is the time for change and focusing on new ways to support our youth, importantly, by stepping in early.

Here she shares her thoughts with Sydney-based journalist Louise Weihart.

Research has found that clinician-delivered treatment accounts for only 13% of factors that make a difference to mental health, compared with client-factors and extra-therapeutic factors accounting for 87%, now is the time for our community to explore ways to change its approach to youth mental health. [On becoming a better therapist: Evidence-based practice one client at a time. Washington DC, American Psychiatric Association, B. Duncan, 2010, Washington DC, American Psychiatric Association].

If we want to see real changes, rather than focusing just on therapeutics, we need to really invest in promoting mental health, implementing preventative measures and providing community-based ongoing support. We need to address the balance of

prevention and clinical responses. By striking the right balance, as research indicates, we will see improved outcomes.

Equipping young people with the tools, resources, and skills to support their own mental health, is what is urgently required, and for this to be successful, we need to shift attitudes and beliefs about youth mental health in such a way that we inspire our communities to proactively foster positive mental health habits now, and into the future.

Mental health needs to be made part of every-day conversations and our youth need to feel comfortable and empowered to do this. They need to be able to talk about what's troubling them and be encouraged to seek support.

This is more important than ever before with the coronavirus pandemic and resultant social isolation having had a significant negative impact on the mental health of functioning adults, with the effects on our youth and our vulnerable youth being even more devastating. During 2020, StreetWork's referrals alone increased by more than 40%, accompanied with an even greater sense of urgency for youth in need.

While the causes of mental illness are not always clear, there are a range of risk and protective factors thought to influence a young person's mental health. According to the Duncan report, the most common comorbid factors associated with youth suicide, for example, are mood disorders including depression, followed by drug and alcohol use disorders 29.4%; and anxiety and stress-related disorders.



Some of the dedicated staff at North Willoughby-based community organisation StreetWork (from left): Tom Dent (Youth Services Manager), Chrissy Gabor (Youth Case Worker) and Jerrick Bautista (Youth Case Worker).

"I know that what we do works. StreetWork's one-on-one mentoring and early intervention and prevention program is life changing."



Some of the key pillars for building mental health and fitness and where mentoring programs with early intervention and preventative measures can play an invaluable role include:

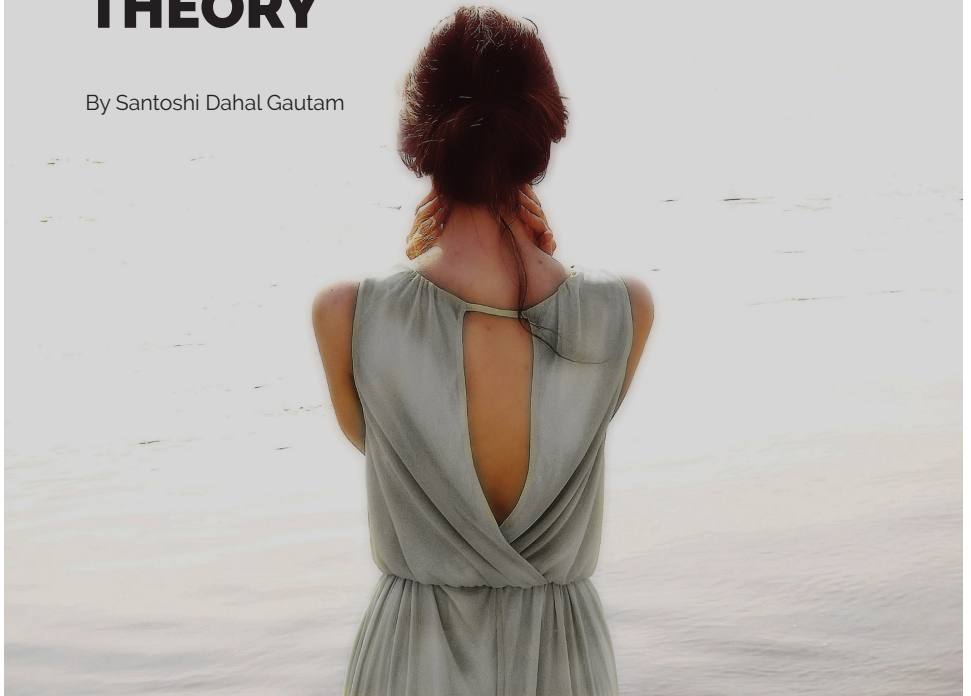
- Building healthy relationships with positive role models.
- Collaborating with stakeholders like families, schools and youth employment services.
- Adopting a strength-based approach to enhance resilience.
- Strengthening capacity and reducing vulnerability.
- Building skills to promote confidence and emotional well-being.
- Enhancing community networks to create a sense of belonging and purpose.

"We build a very genuine and real connection with young people and help them reflect on the options they have, the potential they have."

Speaking about why he enjoys working at North Willoughby-based community organization StreetWork.

EMPOWERMENT THEORY

By Santoshi Dahal Gautam



Empowerment theory is defined as "the transition from the state of powerlessness to the state of more controlled over one's life, which means bringing about change in other people's feeling and capacities, empowering them to become more powerful and confident" (Torrone et al., 2013).

Often, societies are oppressive to those people who has few advantages in the society. Using an empowerment theory helps understand human problems in the context of political, social and economic environment. It also describes these problems as part of how the person interacts with their community and others around them; successful interventions to human problems occur at

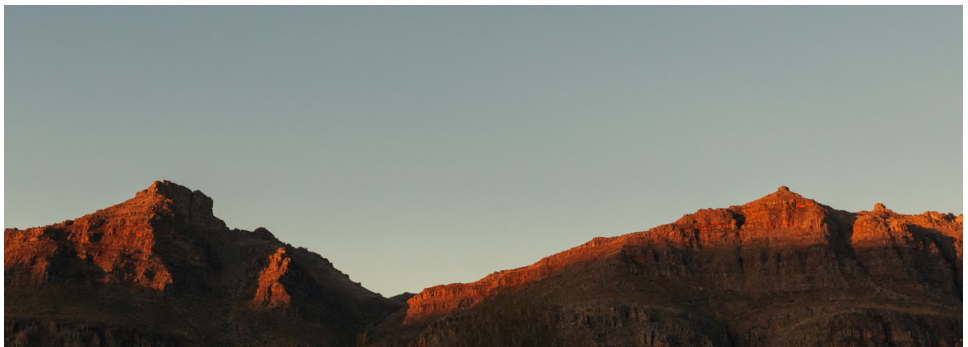
the intrapersonal, interpersonal and community level.

The principle of empowerment theory is central to social work practice. It is applicable in different setting of people in micro and macro level of practice with the people who are in oppression and need to be liberated. Being a social worker, it is our role to support and strengthen the natural abilities and capacities of the people to handle their own problem. The role of the social worker is not to helps the individual to adjust or accept the problem but giving them an opportunity to develop their ability to change the situation. The goal of social work is always to give more power to the people who

are disadvantaged, poor and rejected (Abul, 2016).

Soapbox is a voice of the community where it addresses different issues that are present in society, providing information to people in the community about issues and giving them education and raising their consciousness. Similarly, it is a platform where people have an opportunity to empower themselves by reading that information and empowering others by sharing the information. Soapbox utilizes the various strategies of empowerment theory such as collectivisation, establishing a dialogical relationship, consciousness raising redefining and advocacy (Abul, 2016).

EMPOWERMENT OF SOCIAL WORKERS



ACTIONS



Collectivisation

It aims at creating change by building powerful organizations at a community level which can help in improving the people's lives, making them more aware of their own power and alter the relation of power. Soapbox is launching community programs such as Pizza night where the group of people can share their ideas, meet the people with similar views, ideas that helps in developing strategies and views of community.

Establishing a dialogical relationship

The essence of dialogical relationship is one where in all participants in the dialogue are equal and each learning from the other and each teaching the other. Soapbox is establishing a dialogical relationship with the community by sharing information, articles, case recording, stories and so on directly to the community where they can empower themselves as well as utilize those knowledges to empower other people.

Consciousness Raising

We can change the community by raising the consciousness of the common concern. It is a form where people reflect critically on objective reality and act on that reflection to transform the world. Sometimes

people are able to participate but temporarily unwilling to do so because they might lack consciousness and confidence. Soapbox sharing the information can take a form of community consciousness raising.

Redefining

It is representing an alternative social reality with an alternative definition of the problem. It is a technique which can be used to stimulate the clients first to react to another view of the situation and seeing thing differently for themselves. It helps in reframing the problem and seeing that the

change is possible which can convey the genuine belief to the client that changing or improving the situation is possible which was considered to be unchangeable.

Advocacy

Soapbox is advocating on the behalf of the people by standing along with the people and identifying the different issues and problem that are hidden in the community, as well as possible solutions and making people aware of the problem and empowering them to overcome the problem.



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Leading: Head vs Heart

Komalpreet Kaur

The interpersonal (heart) and intellectual (head) have long been considered twin pillars of social work. Research has shown that decisions are made through a combination of both cognition and emotion. Listening to your head may lead to more success, but not following your heart increases the risk of regret.

What does head vs heart mean?

Instead of thinking about a decision, you feel about it. When people lead with their heart, they are more involved; it may feel like a bigger risk than if they lead with their head (an emotional risk vs a negative practical outcome), but there is also the potential for bigger reward.

Leading with your head: "Leading with your head is about competence and knowledge".

People who lead only with their head can seem unemotional or uncaring about the unique qualities those around them bring to the table. They usually do not know their (or peers) well, they are not intuitive about how to excite or motivate others.

Strengths :

- . Stays focused on goals.
- . Engages in long – range thinking and planning.
- . Takes a big – picture view.
- . Enjoys seeing new possibilities.
- . Scans the horizon for the next big opportunity.



"Leading with your heart is about care and connection"



Weakness :

Doesn't fully consider the effects a change will have on organization culture.

- . May be less focus on team member's individual needs.
- . Complains about lack of progress towards goals.
- . Does not give sufficient attention to the process by which goals are met.
- . Neglects to ensure that the tactical details of the change process are handled.

Leading with your Heart: "Leading with your heart is about care and connection".

People who lead only with their heart can seem overly emotional, basing their decisions on whether someone's feelings may be get hurt. This type of behaviour usually results in the leader avoiding conflict. Heart-only leaders are good at motivating teams, but

usually lack the direction and strategy needed to accompany their motivational skills.

Strengths :

- . Encourages people to join in discussion, decisions.
- . Steps in to resolve process problem, such as conflicts.
- . Listen to all viewpoints.
- . Recognizes and praises others for their efforts.
- . Help reduce stress by lightening the mood.

Weakness:

- . Sees team process and organizational climate as ends in themselves.
- . Fails to challenge or contradict others.
- . Does not recognize the importance of accomplishing tasks.
- . Overuses humour and other conflict-mitigation techniques.
- . Does not emphasize long-range planning.

“Leading with your head is about competence and knowledge”.

Final thoughts:

Although each leadership style brings both a positive and neglective influence. Your goals should be finding a healthy combination between head and heart. Because both play different roles.

Mandela once said, “A good head and a good heart are always a formidable combination”.

My own thoughts:

According to my own thoughts I always work from coordination of both heart and head because your mind suggests your pathway towards your success, but its your heart that helps you walk that path towards your goal.



PROBLEMS FACED BY INTERNATIONAL STUDENTS IN AUSTRALIA WHICH LEADS TO MENTAL HEALTH



The World Health Organization grasps a meaning of wellbeing as physical, mental, and social prosperity (WHO, 2001). Mental Health presently positions as a need inside the universal wellbeing and advancement plan. Governments over the world and wellbeing experts over the orders are currently

progressively mindful of the significance of mental health issues to the general strength of people, networks, urban communities, and even whole countries.

Murray and Lopez (1996) express that the interest has developed as of late for two primary reasons. Here firstly, mental

health is progressively observed as crucial to physical wellbeing and personal satisfaction and in this manner should be tended to as a significant part of improving in general wellbeing and prosperity. Advancing mental health wellbeing through an emphasis on key determinants includes social factors

such as better institution, more prominent efficiency of laborers, improved connections inside families, and more secure networks.

International students voiced experience of a range of economic, social and academic pressures which appear to be different in degree and often in kind from those experienced by 'home' students. These factors in extreme cases may trigger and/or exacerbate mental health problems.

Some of the problems faced by international students in Australia are as follows:

1. Language: English is not the primary language for many international students. But it is mandatory that each candidate should take English capability and proficiency test as to get Visa to Australia. In this, students can face problems with the accent, various style of speech, general understanding, and development. Moreover, such language hindrances limit universal understudies from understanding their individual potential. So, students stress much in this regard.

2. Socio-cultural differences: As indicated by Thomson, Rosenthal, and Russell (2006), "cultural pressure is a conspicuous test to the prosperity of international students, especially where the home and host nations are socially removed". International students regularly have a place with the countries where societies and cultural practices are not the same as the countries where the understudies travel to examine. Subsequently, culture stun is experi-



enced, as a rule bringing about pressure and different types of passionate and mental strife.

3. Academic and financial challenges:

Maybe the most generous test that international face is acclimating to the new scholarly ways and desires. Schools abroad have various desires for schoolwork, cut-off times, references, outstanding task at hand, paper configuration, and correspondence when all is said in done. For example, the reality of academic indignity contrasts in various countries. International students may or do think that it is hard to take on more work or suit the new scholarly arrangement. It may require some investment to get doable with what must be done and when it must be finished. Thus, it might influence their scholarly and learning capacity.

The Department of Home Affairs (2019) strikingly expresses that the Australian Government does not enable international students to work past the standard furthest reaches of forty hours for each fortnight. Inevitably, the international students look for work to satisfy their day by day needs and simultaneously, turn off from a severe report schedule. This at last influences their procedure of learning due to included pressure and nervousness.

Rights-based Approach

The right-based approach can be comprehended as incorporating rights standards, models, and standards into strategy arranging, usage, and results in appraisal to help guarantee that protection rehearses regard rights in all cases



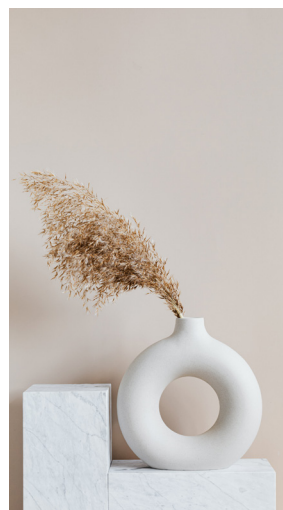
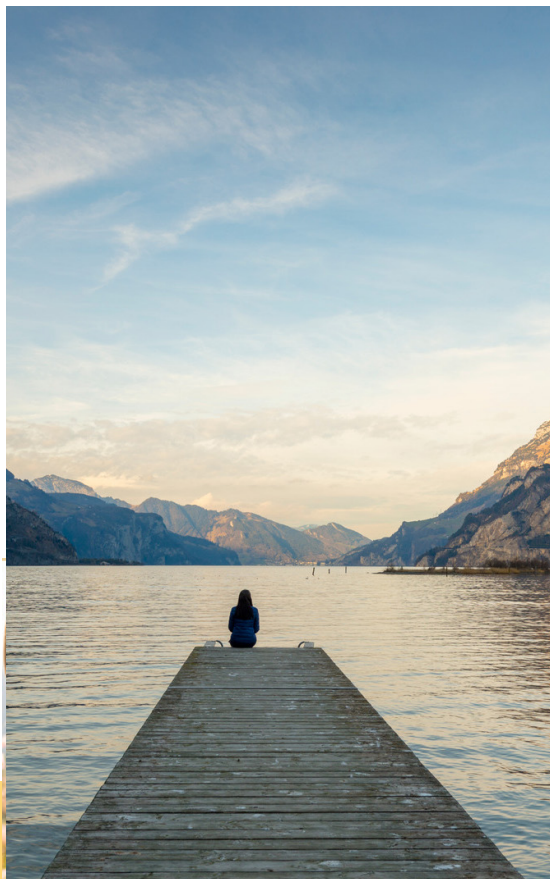
RELATING WITH SOCIAL WORK THEORIES

and supports their further acknowledgment where conceivable. This frequently incorporates endeavours to make human rights and protection commonly and decidedly strengthening interests (Campese, 2009).

By informing the youths about the legal rights and responsibilities, this group work adheres to one of the core beliefs of critical social work – human rights. When the group members become aware about their rights, they become conscious towards safeguarding it. Furthermore, the group members become careful about the responsibilities that might be different to that of their native home environment and culture. Also, spreading such information in group helps in effective indirect dissemination as these members discuss these subjects with their family members and friends from the same community.

Anti-Oppressive Practice

The anti-oppressive theory argues the social unfairness and supporter for the individuals who are being persecuted in the public arena. It questions the structure of the general public that may be at large scale, mezzo and smaller scale levels that mistreated the underestimated gathering of individuals. This hypothesis means to assemble a general public where there will be balance and non-severe practices. The inflexible and inconsistent job of intensity appropriation in the public arena is the primary worry of the counter harsh theory (Morely. Ablett & Macfarlanes, 2019).

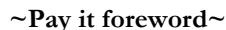
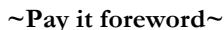
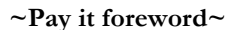


Culturally and Linguistically Diverse communities are one of the population groups that are vulnerable to various types of biases within the community. It is even more difficult for international students who belong to this population group and are newcomers because they do not usually have information about services, they need to seek to overcome any of these unprecedented circumstances. Hence, they fall prey to various type of biases like racism in their educational institutions and their workplaces. It is justifiable to categorize this group as oppressed because the existing inhabitants (privileged) often discriminate solely since these students have not been in the place for long in comparison to them.



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