



AIPEP

Psychology working to close the gap

Indigenous Allied Health Australia Conference

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Acknowledgement of Country

We acknowledge the Traditional Owners of lands on which we meet and pay respect to Elders both past and present.

Disclaimer

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The views expressed in this presentation do not necessarily reflect the views of the Australian Government Office for Learning and Teaching or the APS.

Australian Indigenous Psychology Education Project (AIPEP)

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Industry partner: The Australian Psychological Society (APS).

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AIPEP Reference Group

The Australian Indigenous Psychologists Association (AIPA)

Indigenous Allied Health Association (IAHA)

National Aboriginal and Torres Strait Islander Health Worker Association (NATSIHWA)

National Aboriginal Community Controlled Health Organisation (NACCHO)

National Standing Committee on Bicultural Issues (NSCBI) of the New Zealand Psychological Society (NZPsS)

Australian Psychology Accreditation Council (APAC)

Heads of Departments and Schools of Psychology Association (HoDSPA)

Australian Psychological Society (APS)

APS Aboriginal and Torres Strait Islander Peoples and Psychology Interest Group (ATSIPP)

Aboriginal and Torres Strait Islander psychology students

Teaching staff with specific expertise

AIPEP Aims

1. Establish best practice for recruiting and retaining Indigenous students in psychology.
2. Establish the current level of integration of Indigenous content and cultural competency training in psychology programs.
3. What competencies do psychology graduates need to work effectively with Indigenous people?

Indigenous Psychologists

	Census (2011)	Health Workforce Survey (2013)
Psychologists	84 (0.45%)	139 (0.59%)
Psychiatrists	8 (31%)	
Counsellors	544 (3.3%)	
Social Workers	461 (2.7%)	

Approximately 500 more Indigenous psychologists are needed to reach population parity of 3%

Indigenous Psychology Students

Difficult to get accurate data.

DET has figures on APS College Accredited postgraduate psychology courses.

	2008	2013
APS College Accredited	10	19
Representation	0.6%	0.78%
Gender		W 63%
Full Time	80%	63%

Indigenous representation in APS College Accredited psychology courses is


- Below national average for higher education programs (1.6%)
- Below population parity (3%).

Recruitment and Retention

- Key factors for success include:
- Organisational leadership and enabling culture =>resources support , reduce racism and discrimination.
- Curriculum Indigenous visibility in curriculum =>relevance, critical reflexivity => questioning Western paradigm
- Pathways flexibility in /out/across from undergrad. to post grad, from TAFE to Uni, high school to uni.
- Cohort recruitment

Recruitment and Retention

- **IEC relationships** Respectful relationships with IECs who are cultural advisors, provide: opportunities for collaboration, cultural safety for students and staff, contact , outreach and induction.
- **Support** and awareness of and access to what's available.
- **Financial incentives** e.g. scholarships
- **Role models and mentors** => someone who believes in the student's capacity to succeed; who wants the student to be there.



Aboriginal and Torres Strait Islander Psychology Students' Network (ATSIPN)

ATSIPSN is an online network:

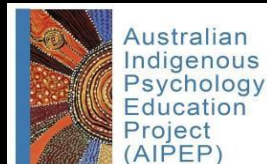
Linked in page for Aboriginal and Torres Strait Islander psychology students.

Offers information, connection and support for Aboriginal and Torres Strait Islander psychology students at undergraduate and postgraduate levels.

Information posted on the network includes notice of scholarships, events, and opportunities, as well as articles, reports and issues of interest.

Is a **closed group** ensuring privacy and safety for conversations and communications.

Moderated by the Executive Officer of AIPA
and the Project Manager of AIPEP.



AUSTRALIAN INDIGENOUS PSYCHOLOGISTS ASSOCIATION

Representing Aboriginal and Torres Strait Islander psychologists across Australia

www.indigenouspsychology.com.au

Why Workforce?

- Mental health issues are second only to cardiac disease as a cause of the Indigenous health gap.
- Psychology has limited knowledge of culturally appropriate treatments and ways of working effectively.
- Lack of knowledge is contributed to and reinforced by the under-representation of Indigenous people in psychology.
- Prospective Indigenous students want to work with their people.
- Lack of relevance leads to lack of retention.
- Psychology is one of the few health disciplines that does not provide undergraduate students with work placement.

Workforce Competencies

Data for workforce competencies :

- *Targeted at people working with Indigenous people either as psychologists or in mental health.*
- *Good representation across all states.*
- *Representation of allied health disciplines.*

1. **Symposium at NSW Rural Mental Health Conference
(Nov. 2014)**
2. **Online survey hosted on APS website advertised through networks
(Oct. 2014 – Jan. 2015)**
3. **Interviews from the survey
(Feb 2015 – April 2015).**

The following curricula topics were rated of high importance by Workforce Survey participants:

- Australian Indigenous colonisation history
- Culturally specific knowledge
- Cultural engagement and safety
- Social and emotional wellbeing
- Specific intervention techniques (e.g. family inclusive counselling)
- Specific groups/needs/issues (e.g. Stolen Generations, trauma and loss, forensic)
- Types of practice (e.g. culturally appropriate research, assessment).

- *'[they] need to have a history of the Aboriginal people and disposition and the stolen generation and all of the traumatic stuff that the people have been through and an awareness that is still continues.'*
- *'.... There was nothing in their training that prepared them for working with Aboriginal people. Apart from the usual range of psychological skills, there was nothing in terms of cultural awareness: ways of working with Aboriginal people that are quite different and probably at odds with what they might have been taught.'*

Work Integrated Learning (WIL) ?

- Would practical experience and work placement better prepare graduates for work with Aboriginal and Torres Strait Islander people?
- Work Integrated Learning (WIL) is a potential means to increase the appropriateness of psychological services.
- Many Indigenous students who enrol in psychology do so in order to help and work with their people => relevance.

WIL

Strong support => Practical experience and work with Indigenous people and communities were seen as the most significant preparation for psychologists who will work with Indigenous peoples.

“My guess is the most significant learning occurs when working with Aboriginal & Torres Strait Islander people and communities”.

“The main preparation seems to come more from practical experience and volunteering/work vs. academic knowledge”.

Practical Concerns

- The capacity of Indigenous services and supervisors to take on student placements.
- Students need foundational knowledge first.
- Students must *want* to be there.

WIL or Experience?

- Many non Indigenous students have never knowingly met an Indigenous person.
- *'.....most of them just haven't had personal contact with Aboriginal people and so they don't really understand that [sic] it's like for Aboriginal people....'*
- *' Well I think real life experiences in sitting with Indigenous people I think there's some nervousness. They may read a whole lot of stuff.. but then the actual lived experience isn't what they're exposed to...'*
- *' but you know, many urban Australians and psychologists have not interacted with Aboriginal people.. So I think it's important that that happens, they can meet Aboriginal people and hear directly from them about their world views and about their experiences.'*
- *'a lot of the city kids have not ever seen an Aboriginal person and many of them are quietly fearful, because they think they'll be angry about what we non-indigenous people have done to them. And so they come with a lot of fearfulness and apprehension.'*
- Being able to sit with, listen to and engage 1:1 is important.
- Scaffolding across the years => general (novice) to specific (entry level).
- Volunteer or immersion experiences recommended.
 E.g., Culture camps, midnight basketball.

Mentoring and Supervision

- Cultural mentoring and or supervision to assist in interpreting experiences.
- Capacity of organisations to provide this.

Partnership

- Need for HE and Indigenous organisations and communities to engage in the planning of this.
 - 'They are vital, non-negotiable vital and particularly when there is a good working relationship between the university and the placement and the service that it goes into because that service is really able to communicate to the universities what is required of fully qualified professionals and also they may have particular ethics or values and expectations that they would have if they were to employ a graduate. And that's a very important feedback loop into universities.....There hasn't always been clear industry reference groups or clear industry feedback into courses.'*
- Reciprocal benefits.
- Local recognition of the competencies that the student develops.

Workforce Take Home Messages

- Colonisation history and the link between this and contemporary Indigenous social and emotional well being is the **single most important preparation** for psychology graduates wanting to work with Indigenous people.
- Most non-indigenous psychology students have never spent time with an Indigenous person. Opportunities need to be built into the university experience either as part of curriculum (e.g. **Work integrated learning**) or as part of the student experience (e.g. **Volunteer, culture camp**).
- There is a need for **HE to develop partnerships with Indigenous communities and organisations** in order to find reciprocal ways to meet the needs of both – students can contribute if Indigenous people are included in planning of, and agreement about, what the student will do.

Online Curriculum Resources

www.Indigenoupsyched.org.au

Psychology Board of Australia recently reviewed and endorsed **the AIPEP website:**

- *"This website contains many excellent resources relating to Aboriginal and Torres Strait Islander social and emotional wellbeing, and is relevant to the content and scope of the national psychology exam curriculum. For this reason, the committee has decided to add this text to the Recommended Reading List for the national psychology exam." Dr Jillian Bull, AHPRA*
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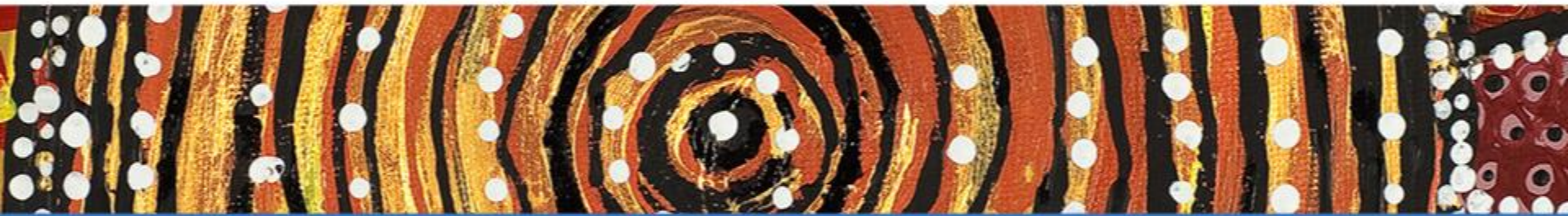
AIPEP

HOME



RESOURCES

SEARCH FOR RESOURCES, ARTICLES, REPORTS, AND LINKS TO ORGAN



Principles and practices of cultural competency: a review of the literature

23 July 2008

 [Training](#)  [Academic Unit](#)

This paper explores the principles and practices of cultural competency which are currently being adopted in some of Australia's leading tertiary institutions. By developing curriculum and pedagogical frameworks to educate and train students to begin their journey of becoming culturally competent service providers, the model aims to prepare a future workforce that can begin to address the disparities in the access to services which continue to negatively impact upon the health and general wellbeing of Australian Indigenous peoples. Drawing on the literature, the paper explores the principles associated with cultural competency. To illustrate the way in which tertiary institutions have modified their service teaching curricula, the paper describes programs in North America and Australia documented in the literature. In addition, the paper draws on interviews conducted with scholars who have (respectively) made significant contributions to the development of three exemplary models of cultural competency curriculum frameworks. The benefits of implementing cultural competency frameworks are discussed in relation to Indigenous students, non-Indigenous students, the service organisations which will employ them, and importantly, the Indigenous and non-Indigenous clientele (and their communities) for whom the graduates of these programs will provide services. The paper concludes by highlighting the flexibility of the cultural competency model.

For further information

www.Indigenouspsyched.org.au

To join our mailing list email:

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