

A principled approach to ethical decision-making

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The aim of this workshop is to assist participants in developing a better understanding of the relationship between the APS Code of Ethics and other norm systems that regulate their professional behaviour. Specific attention is placed on the principles that underlie the Code and how they can be used to approach ethical issues.

Clinical supervision: Managing structure, process, relationships, problems and ethical issues

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Supervision is a key component of psychologists' work and is increasingly regarded as a professional competence requiring appropriate training. This workshop provides an overview of key theoretical and practical considerations in supervision. The aim of this workshop is to encourage participants to examine their supervisory skills and approach relative to their professional practice settings, to examine their own and their supervisees' roles and expectations and to reflect upon the supervisory relationship. The workshop will focus on how supervisors manage this relationship and on identifying and resolving problems and ethical challenges in supervision. Through group discussion, case vignettes and role play, this workshop will explore issues such as consent, confidentiality, multiple relationships, conflicts of interest, documentation, practice dilemmas, providing feedback and dealing constructively with supervisees.

The neuropsychology of attention-deficit/hyperactivity disorder in childhood

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Attention-deficit hyperactivity disorder (ADHD) in childhood is a persistent problem that frequently interferes with a child's family, academic and social functioning and predisposes the child to behavioural, emotional and social problems in adult life. In recent years, ADHD has been conceptualised as involving deficits in self-regulation and the inhibition of behaviour. Concurrent developments in child neuropsychology have led to the emergence of new theories of behavioural inhibition and the operation of the higher cognitive or executive functions. This workshop examines recent work in these areas, and relates the research findings on the cognitive deficits and behavioural excesses associated with ADHD to the theoretical model of behavioural inhibition and executive functions. This model has implications for the clinical assessment and diagnosis of ADHD in childhood, and for the development and implementation of effective psychological interventions for children with ADHD.

Psychological management of chronic headaches

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It has been estimated that globally, the percentages of the adult population with an active headache disorder are 46% for headache in general, 11% for migraine, 42% for tension-type headache, and 3% for chronic daily headache (Stovner et al, 2007). These authors calculated that on the ranking of causes of disability of the World Health Organization (WHO), this would bring headache disorders into the 10 most disabling conditions for the two genders, and into the 5 most disabling conditions for women. Over the last three decades psychologists have contributed to our understanding of headaches and developed highly effective treatments for tension-type headache and migraine. This workshop will present a functional model of chronic headaches that is designed to help understand the variance in headaches – why individuals suffer from headaches at one time rather than another, why they are getting headaches during this period of their lives rather than other periods, why the headache disorder began when it did, and why they are vulnerable to suffering from headaches (Martin, 1993). The model serves to educate patients and inform the assessment and treatment process. The management approach presented will be a form of cognitive behaviour therapy developed by the workshop presenter and validated in a recent randomized control trial (Martin et al., 2007). In this study, the average reduction in headaches resulting from this approach was 68% at the end of treatment and 77% at 12 month follow-up.

'Deep Listening' Workshop – Beyond 'checklist' approaches to cultural competence: Engaging Indigenous clients by Indigenising praxis and integrating Aboriginal ways

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Cultural competence can be more usefully read as shorthand for Indigenising our praxis as psychologists. Although many mental health professionals have expressed a need to better engage with Indigenous clients and communities, a number report difficulty in building enough trust and understanding to have a sound basis for any interventions, whilst some find it difficult to bring their skills to bear in ways that make a difference. This workshop aims to address these concerns by exploring how health professionals might utilise Indigenous ways of relating, particularly the nationally-significant practice of 'deep listening'. Such a mode of listening is a crucial feature of interpersonal communication across diverse Aboriginal nations. Significant cultural notions, such as Dadirri and Ngara will be examined in the plenary session and opportunities for, and barriers to, their incorporation into a professional's repertoire will be further developed in small group sessions facilitated by Indigenous psychologists. In particular, this workshop will address the efficacy of such approaches, which include 'attending to silence', within an integrated model of cross-cultural work that bolsters (localised) cultural awareness measures with strategies to foster cultural safety and develop cultural ease. Through illustrative examples and case scenarios, participants will be able to examine practical measures to minimise the 'Othering' Indigenous clients often report accompanying western modes of professional engagement. A pairing of listening and self-reflection will be offered as a practical means for enhancing cultural safety and ease with Indigenous protocols and ways. Finally, the workshop will address which methods – such as journalling - may assist professionals to develop cultural competence as a meta-skill and thus increase their capacity to strengthen Indigenous Australian well-being.

Psychological responses to disasters: An empirically informed approach to helping the survivors of trauma effectively and safely, in the field and in the clinic

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Involvement in a traumatic event triggers a series of responses which can usefully be seen as the Crisis Response and Recovery Cycle (CRRIC). While it is important to recognise the natural variability intrinsic to psychological phenomena, the CRRIC is a useful model for understanding reactions to trauma and guiding interventions. In the traumatic situation the Crisis Response involves shock, disbelief, then a growing realisation of the reality of the event, which triggers a psychologically frozen survival state. When the traumatic event ends, the Recovery phase can begin, typically involving shock again, depression, mood swings, anger, reflection on the experience, and finally laying it to rest as a bad memory that does not intrude unacceptably into life. Central to this model is the observation that people normally progress through a range of reactions to trauma and benefit most from interventions suited to their present state and needs. The Victorian bushfires focussed attention on responses to disaster and how psychologists have a key role in helping survivors. Yet a sad fact is that the most common cause of PTSD in developed countries is a motor vehicle accident. Effective and protective psychological interventions parallel the development of the CRRIC. Stage 1, during and immediately after a traumatic event, involves Psychological First Aid followed by the application of Skills to Facilitate Recovery. Both of these interventions can be better delivered by non-psychologists, with training and support from us. Available evidence suggests these relatively brief interventions are sufficient to help most survivors heal themselves because most people are reasonably psychologically robust. However, there are usually 10-20% of survivors for whom this won't be enough. For them, Stage 2 involves provision of evidence-based interventions to alleviate or prevent serious or chronic post-traumatic stress reactions. Recent reviews of research show that, when initiated within three months of the traumatic event, these evidence-based interventions can achieve those goals. This workshop will introduce participants to the research base and practice skills for helping trauma survivors safely and effectively, in the field and in the clinic. *Caution:* You are advised that skills practice involves simulation of working in the field. This is intentionally stressful, so intending participants, particularly survivors of past traumatic events, should consider this before registering.

**Presentation skills for psychologists in academia, research, corporate and independent practice:
Using cognitive neuroscience to produce effective, memorable and engaging presentations**

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Slideware such as Powerpoint or Keynote has set the tone for presentations, from the corporate boardroom, through the university setting, and into primary schools. In this workshop, I will look at the cognitive basis and neuroscience behind presentations via slideware, and argue that the evidence base by which most presentations are delivered borders on nil. However, a body of literature exists which informs those who wish to know, how best to present complex information to a wide variety of audiences. By demonstration as well as discussion of the research especially where slideware presentations have contributed to catastrophes, I will challenge many of the ways most people present. The irony is that while many in academia and professional development training will present their research and training based on empirical evidence, the means by which they present those same results is based on tradition and social conformity. Judging from previous workshops, attendees will be left in no doubt why and how to change the way they present.

Writing reports for court: For criminal, family and civil matters

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The workshop will provide participants with skills in writing reports for court in criminal, family and civil matters. Topics covered will include: understanding the legislation, Report structure, Psychometric testing (intelligence, personality clinical and forensic measures), offering an opinion, and resources for rehabilitation. The Workshop will illustrate topics using a variety of case studies. Participants will be required to actively discuss issues from these case studies that will assist their understanding of materials presented. The workshop will also focus on working with Aboriginal & Torres Strait Islander clients, and providing reports that are appropriate in this context. Particular attention will be directed to issues around the Family Court as it relates to aboriginal culture, attachment identity and connections.