

Is there a role for psychologists and mental health professionals in addressing nicotine addiction and facilitating smoking cessation?

BOWMAN, J., WYE, P. (University of Newcastle), TERRY, M. (Hunter New England Health), & BORLAND, R. (Cancer Council Victoria)
jenny.bowman@newcastle.edu.au

Tobacco smoking is a significant health concern for the Australian community, representing the largest cause of preventable morbidity and mortality. Despite decreasing rates of overall prevalence in the community, particular sub-groups continue to smoke at very high levels and with resultant harmful consequences, including people with substance abuse and other psychiatric conditions. Given the vulnerability of such sub-groups to harm arising from nicotine addiction, as well as the relevant knowledge and skills relating to addiction and behaviour change that psychologists and other mental health professionals might be expected to have at their disposal, it seems that these health professionals could have a valuable role to play in addressing nicotine addiction and facilitating smoking cessation. This professional forum will explore whether this potential role is currently being realised, and provide evidence suggesting that it is not. Further, it will engender discussion and debate about why this may be the case, and what might be done to change the situation. The forum will draw on data from a number of research projects, undertaken at both public health and clinical ends of the spectrum, as well as on the experience of mental health services in implementing a smoke free policy and smoking cessation care. The opportunity and need for both research and clinical practice change in this area will be highlighted, as well as a need for policy and structural change at government and health department level.

Issues in promoting emotional and social wellbeing and psychological services in the remote communities

BRADBURY, R. (Independent Practice), HAYTHORNTHWAITE, S. (Wurli-Wurlinjang Health Service), JOHNSON, M., CAMPBELL, P. (Independent Practice), & BIN BAKAR, M. (Chairman of the Stolen Generation)
rbrad@ozemail.com.au

This forum will address two main issues. The first is the development of grassroots programs of social and emotional wellbeing that can be provided to people who live and work in the remote communities in the Kimberley region, and the second is to discuss how best practice can be achieved by psychologists who work in the remote communities, and what support from the Society can improve retention and prevent professional burnout. It is hoped that participants will also discuss their experience in remote areas. While there are many differing characteristics, there are some general issues which emerge, primarily to do with breaking the cycles of despair and helplessness and empowerment in essentially non-literate remote cultures. The expectations of professionally trained workforces for literacy to break barriers is a long-term goal: the short term one is survival of the communities and those who work with them. The forum welcomes the contribution of Dr Mark Bin Bakar, also known as Mary G. He is a Kitja and his skin is that of a Jowandi man. He is currently national Chairman of The Stolen Generation. He has a regular radio program and is known throughout the region as a musician and social commentator whose focus is to promote social and emotional well being. His way of reaching the communities, giving hope and inspiration, is to perform as Mary G, an indigenous social sage, much the same as Barry Humphries started out. Mary G is a character who has significant potential to generate psychological messages and the promote programs for the isolated communities which allow expression of feeling in an essentially non-literate world. Through performance, the precursors of dysfunctional behaviour can begin to be addressed and empowerment through mastery in a non-verbal way can be achieved. Mark has a long-term plan to harness the talent in the communities to develop greater self efficacy. Respect and professional support for his work though his inspiration and creativity is such that he stands alone in communicating at many levels. His recent address to The United Nations in Geneva on Human Rights attests to his strength and vision.

It's not just a black and white issue': What role can psychologists play in providing therapy to Aboriginal people and how can non-Aboriginal psychologists make a difference?

CLARK, Y. (University of Adelaide), MEREDITH, S. (Department of Health, South Australia), & BRAUNSTEIN, R. (Independent Practice)

yvonne.clark@adelaide.edu.au

With mounting evidence that Aboriginal people are at high risk for the development of mental health disorders, there is clearly the potential for psychologists to contribute their expertise in this area. However, there are some important, and sometimes contentious, practice issues to be resolved when non-Aboriginal psychologists work with Aboriginal people. There is a variety of views amongst psychologists and amongst Aboriginal people about the appropriate role for non-Aboriginal psychologists. As a result, psychologists are often uncertain and anxious about becoming engaged in this work. In this forum, we will present an overview of the role of non-Aboriginal psychologists in partnership with Aboriginal people in providing psychological services. Two non-Aboriginal psychologists will reflect on their experiences and their learning in working with Aboriginal people and we will then invite questions and discussion on these issues from the audience.

Private Practice Forum

ERNST, B. (Australian Psychological Society), COXON, L., BRABIN, P., WHITE, J., STOKES, D. (Australian Psychological Society), & STEVENS, B. (Independent Practice)

b.ernst@psychology.org.au

This forum is being convened by Bev Ernst, Private Practice Adviser at the APS and comprises topics of relevance to psychologists engaged in private practice with the involvement and collaboration of the APS Private Practice Reference Group. Topics will include a discussion on the establishment of private practice network groups, including the benefits, problems and experiences of these groups. The number of such groups that have been established across the country has grown steadily. The goal of these groups is to enhance support and networking opportunities for private practitioners. The presenters, Leonie Coxon from Perth and Penny Brabin from Melbourne, both have extensive experience as private practitioners and in running such groups. The second topic will discuss the range and type of "mini" assessment tools available to practitioners, paying particular attention to validity, relevance and cost and will be presented by Jack White from Adelaide. The final section of the forum will be a debate on the merits or otherwise of a 50 vs. 30 minute therapy session under the Better Access initiative. The topic will be debated by two proponents of alternative positions and then opened to discussion from the floor. There will also be an opportunity for private practitioners to raise relevant issues at the end of the forum.

North of Capricorn: Perspectives from research and practice in the outback

BRADBURY, R. (Independent Practice), WALKER, B., PAPANDREA, K. (University of Adelaide), & EDWARDS, S. (NT Department of Education & Training)

rbrad@ozemail.com.au

This forum will offer a range of perspectives and insights from practitioners and researchers, raise questions and unanswered dilemmas and offer insights into current plans for the future management of the outback and psychological services required. The purpose will be to allow an opportunity for sharing of new knowledge and insights, from both the desert and the regional towns and cities of northern Australia. Included will be a keynote speaker who will describe the formal planning and discussion being held about the future of our outback and desert. Presentations from researchers and practitioners of rural and remote psychology have been invited and it is anticipated that new findings will be presented. Further to the success of the 2008 Hobart forum and the DVD made of our presenters, a recording will again be planned so as to provide opportunity for non-attendees to share in these important presentations.

Educational and developmental psychology training programs: At the crossroads

FLETCHER, J. (University of Western Australia), BOWLES, T. (Australian Catholic University), & MILNE-HOME, J. (University of Western Sydney)

jan@psy.uwa.edu.au

There are now fewer graduate training programs in educational and developmental psychology than there were five years ago. This is despite the contribution that graduates from the program have been making to the workplace and the growing need for skilled practitioners in areas such as education, disability services and aged care. This forum will provide a brief overview of the history of graduate training in

Educational and Developmental in Australia, looking at the forces that have led to the opening and closing of programs as well as the achievements of the programs and their graduates. The speakers, who represent training programs in three states, will lead discussion on current threats to graduate training, strategies for dealing with these and opportunities for future growth.

Supervisor training and accreditation in Australia: Should this be included in the National Registration and Accreditation system?

HAMMOND, SW. (Australian Catholic University), GEFFEN, G. (Psychologists Board of Queensland), O'DONOVAN, A. (Griffith University), GONSALVEZ, CJ. (University of Wollongong), GRENYER, B. (Council of Psychologists Registration Boards of Australasia), & BARSON, F. (Psychologists Registration Board of Victoria)

sabine.hammond@acu.edu.au

There is a growing consensus that supervisor training is essential but there is less agreement about the most effective models and methods. This professional forum aims to consider the applicability of a national supervisor training model in light of State/Territory Registration Board experiences and current literature on supervision. With changes to national registration and accreditation, the States and Territories will need a unified approach to training, accreditation, and credentialing of professional supervisors of psychology. In the forum, panel members will address the following topics: 1. Models and methods of supervision training. What are the models and methods currently in use? What does the data support? What are the core supervisor competencies? At what stage during the psychologist's career should supervisor training take place? For how long? How should the relevant competencies be taught and evaluated and by whom? The paper will discuss these issues within the context of the available scientific literature and international trends (C. J. Gonsalvez). 2. Different supervisor accreditation and training models in use in Queensland and other States are presented, followed by discussion of the advantages of these models and how they can be implemented on a national level (A. O'Donovan). 3. A comparison of supervision guidelines of all States and Territories for the 4 + 2 registration pathway and talk about the Victorian Registration Board's approach to the supervision program (F. Barson). 4. Results of the evaluation of the Queensland Psychologists Board Supervisor Training and Accreditation Program: Achievements and required improvements (G. Geffen). 5. Issues for implementation at the national level (B. Grenyer).

Practice forum in counselling psychology: Catalysts for change

HOSIE, E. (APS College of Counselling Psychologists)

edhosie@gmail.com

Counselling psychologists are experts in psychological therapy. They work across a broad spectrum of work places and a broad spectrum of issues from severe and enduring mental health disorders to difficulties experienced in the course of living. This forum will focus on current issues faced by counselling psychology by examination of a case study. Whilst a panel of counselling psychologists will examine the case study the session will allow for audience participation and comment. Future directions for counselling psychology will part of this presentation.

An essential tool for psychologists working with young clients: The development and application of the "APS Guidelines for working with young people"

JOYCE, M. (APS Ethical Guidelines Committee), & SYMONS, M. (Australian Psychological Society)

m.joyce@patrick.acu.edu.au

For psychologists working with young people, complex issues of consent and level of parental involvement are ever present. The relationship status between the parents will also affect the work of a psychologist with a young client. The legal context in which the psychologist practises, including whether the Family Court has been involved, further contributes to the complexities. The *APS Guidelines for working with young people* were developed by the APS Ethical Guidelines Committee over an extended period and incorporated legal input from Family Court lawyers, suggestions from Psychologist Registration Boards, and a range of responses from APS members. This forum will provide participants with a chance to hear how the guidelines were developed, to learn about key aspects of the guidelines which act like a decision-making process, to become aware of the prevailing legal landscape for this client group, and to identify possible practice pitfalls to avoid. There will be opportunities for participants to raise points of discussion.

Current Australian Government health initiatives and reforms

LITTLEFIELD, L. (Australian Psychological Society)

l.littlefield@psychology.org.au

There are a number of challenges facing the Australian health care system associated with the ageing of the population, the growing burden of chronic disease, and health workforce shortages. In tandem with this, the complexity and amount of health care delivered within the community through the primary care system has increased as the result of trends such as reductions in length of hospital stays, an increased focus in ageing at home, ongoing impacts of deinstitutionalisation in areas such as mental health and disability, and better knowledge and expectations of best practice treatment in the community. In response to these challenges and trends, the Rudd Government has undertaken a number of major health reform processes, including: the National Health and Hospitals Reform Commission, which has been established to develop a long-term health reform plan for Australia; the National Primary Health Care Strategy, which is a key element of a commitment to improving primary health care service delivery to support Australia's health needs; and the Preventative Health Taskforce, which is focusing on preventative health programs and strategies to address the burden of chronic disease caused by obesity, tobacco and excessive consumption of alcohol. These reform processes are likely to result in a major health reform program which will have a significant impact on all practising psychologists and their role within the health system. The forum will present the major proposed changes to current health service delivery and arrangements for health practitioners that have resulted from these reform processes and discuss the implications for practising psychologists. The forum will also include a discussion of recent and proposed changes to the delivery of psychological services under the two major Government mental health initiatives – Better Access to Mental Health Care (delivered through the Medicare Benefits Scheme) and Better Outcomes in Mental Health Care (delivered through the Access to Allied Psychological Services (ATAPS) scheme in Divisions of General Practice).

Future directions for Australian psychology education and training

LITTLEFIELD, L., & VOUDOURIS, N. (Australian Psychological Society)

l.littlefield@psychology.org.au

The education and training requirements for the profession of psychology in Australia have been closely scrutinised over the last few years due to changes to models of higher education, international pressures associated with the demand for professional global mobility, and significant current and emerging health workforce shortages. In response to these pressures to review the system of education and training for Australian psychologists, in early 2008 the APS formed the National Psychology Education and Training Reference Group comprising academics, practitioners, registration board members and other experienced senior psychologists in the discipline and profession from across Australia. The Reference Group has conducted an analysis of the future training needs of the psychology profession and discipline and canvassed a wide range of possible training structures to meet these needs. Through an extensive consultation process with academic and practitioner groups as well as the Council of Psychologists Registration Boards and APS office bearers, the Reference Group has developed a proposed new model of education and training for Australian psychology. The challenge of developing a revised model of training has been to attempt to meet the government imperatives to increase the health workforce – which carries significant implications for the nature and length of psychology training – while ensuring there is maintenance of high standards of education and training for the profession of psychology. The forum will provide details of the proposed new model of psychology education and training, which may include a greater 'applied' focus in the undergraduate degree, some changes to the fourth year Honours degree, a new degree at the fifth year of training, and the concept of 'psychology assistants'. The forum aims to increase participants' understanding of the need for the proactive development of a new model of training, and will provide ample opportunity for participants to engage in discussion of the pros and cons of the proposed model.

Update on the new national registration and accreditation scheme for psychologists

LITTLEFIELD, L., STOKES, D., & VOUDOURIS, N. (Australian Psychological Society)

l.littlefield@psychology.org.au

The impending national registration and accreditation scheme for health professionals – due for implementation in mid-2010 – has significant implications for the profession of psychology. The new scheme will influence the nature of psychological practice in wide reaching ways such as how information

about practitioners is collected and stored, how practitioners are investigated and disciplined for misconduct, and how much control the government has over psychological training and practice. The major proposed new arrangements for registration under the national scheme include recognition of specialist practitioners on the register, criminal history checks for registrants, compulsory professional indemnity insurance, and demonstration of continuing competence as a condition of ongoing registration. Details of the final arrangements for the new scheme are still being confirmed as the implementation date draws near. This forum will provide an update on the latest information regarding the new arrangements for the registration of professional psychologists and the accreditation of their education and training programs under the scheme. The forum will increase participants' understanding of the advocacy and arguments the APS has made on behalf of the psychology profession and will provide opportunities for questions and discussion regarding the new scheme.

Identification of cross-disciplinary capacity for enhancing the professional education of multidisciplinary mental health practitioners

MORRISSEY, S. (Griffith University), DAVIDSON, G. (University of the Sunshine Coast), & REDDY, P. (Deakin University)
s.morrissey@griffith.edu.au

There is growing interest in collaborative cross-disciplinary educational models for preparing mental health professionals who work in integrated or multidisciplinary mental health services. The strengths of integrated and multidisciplinary mental health service models may be attributed to their patient-focus as well as to their suitability for managing case complexity. Integrated and multidisciplinary models of primary health service delivery have also been shown to be effective and suitable for delivery of health services in regional and remote rural areas and for Indigenous clients. However, while the mental health professions have started to work collaboratively in multidisciplinary teams in the clinical context, better ways of working in multidisciplinary teams need to be modelled, learned and shared. The forum includes three short presentations. Firstly, it reports on a current Australian Learning and Teaching funded project, *Developing Cross-Disciplinary Leadership Capacity for Enhancing the Professional Education of Multidisciplinary Mental Health Practitioners*, which aims to develop effective, collaborative, cross-disciplinary leadership frameworks for university learning and teaching that enhance the preparation of the multidisciplinary mental health workforce in accordance with the Australian Health Ministers Advisory Council National Mental Health Education and Training Advisory Group (AHMAC, 2002) *National Practice Standards for the Mental Health Workforce*. It then reviews progress directed nationally toward professional development of health practitioners who work in multidisciplinary mental health services and settings. Finally, it looks at progress within the Mental Health Interdisciplinary Network. The Forum provides an opportunity for extended discussion and debate of these initiatives in cross-disciplinary mental health training.

The teaching of psychology in high schools: History, international context, current practices and future impact

PROVOST, S. (Southern Cross University)
steve.provost@scu.edu.au

Psychology is taught in high schools in a number of states and territories around Australia. The nature of curricula and the way that these programs interact with the teaching of psychology in universities has long been a source of discussion and concern for academics and the APS. The new Federal Government's desire for the adoption of national curricula provides an important opportunity for the advancement of psychology as a scientific discipline, and for constructive interaction between university and school educators. This Professional Forum will bring together a panel of experts to discuss key issues in the development of pre-university psychology education. They will provide a brief summary of current practices around Australia, issues surrounding these practices, and international case studies. The current changes underway in Australia will be described, and the potential role that can be played by educators and the APS will be discussed. Time will be allowed for a meaningful discussion of these issues, and any others raised at the time, to take place. This discussion will be recorded, and will be disseminated through the website of the Teaching, Learning and Psychology Interest Group of the APS to provide a focus for ongoing debate and commentary on this important topic.

The role of psychologists in today's environment movement and in corporate social responsibility

SAUNDERS, P. (L. N. Consulting), EARL, J. (University of New South Wales), RESER, J. (Griffith University), HALL, R. (Environmetrics Pty Ltd), BURKE, S. (Australian Psychological Society), & GRIDLEY, H. (Victoria University)

paulsaunders@inc.com.au

The APS Environment Interest Group aims to develop greater understanding to all members of the role psychology and psychologists are playing in the Environment Movement and in Corporate Social Responsibility. The forum will have a panel of speakers from Victoria University, Griffith University, University of New South Wales and Australian psychologists working in the field of Environment, Community and Organisational Psychology. The Forum will share with members the research that has been conducted by the Environment Interest Group into the way Australian psychologists are perceiving climate change, the role the APS is playing, and the different ways psychologists are actively involved in the environment industry and working with corporations on corporate social responsibility. The Environment Interest Group conducted a survey of APS members and the results will be shared at this forum. The panel will also share research and information on the role psychology and psychologists are playing in this space overseas. The forum will allow the opportunity for APS members to openly discuss the importance of our role in helping people, communities and organisations in addressing the environment issues facing our planet. The forum will explore the different roles psychologist play – from natural disaster work, clinical work, urban design, to community and organisational projects. The forum is designed to share case studies and real examples of psychologists working in addressing psychological issues related to the environment, and will help put into context the psychological impact of climate change and discuss different models that can be applied by psychologists to address this issue. This is a great opportunity for delegates to gain a clear understanding of how they can participate in the climate change phenomenon facing our planet.

International Professional Development Forum

THOMAS, T. (RMIT University), & VERBYLA, D. (Australian Psychological Society)

trang.thomas@rmit.edu.au

Professional Development in Egypt, Vietnam, Cambodia, Italy, Machu Picchu: A meeting on the APS International PD program. All members who are interested in the APS International PD program, especially past and future participants, are invited to a lunch time meeting to discuss future planning for this very exciting and popular program.

Professionalism, professional development and the new APS PD points system and endorsement

VERBYLA, D. (Australian Psychological Society)

d.verbyla@psychology.org.au

The Australian Psychological Society's standing, its credibility, is defined by its professionalism. "Professionalism is the intrinsic motivation . . . the way in which a person relies on a personal high standard of competence in providing professional services . . . a person's willingness to pursue professional development opportunities that will improve skills within the profession" (Vansandt, 1990). It is expected that as psychologists engage in professional development (PD) activities, there will be a simultaneous internal development of professionalism. The desired outcome of PD efforts is a distilling of a professional identity which involves establishing one's identity as a psychologist by internalising standards of the field (ethics and standards of practice) and undergoing introjection of and socialisation into a professional role by refining interpersonal and self-reflective skills. For APS members, it is an investment in the future guaranteed by the standards set by the APS. For our clients the APS branding is seen as a promise of excellence when a practitioner proudly displays our logo. The APS places high currency upon PD and we are obliged to ensure that our members are able to meet those demands through progressive education based on adult principles that may involve assessment. Maintaining that value is the developmental process of acquiring, expanding, refining, and sustaining knowledge, proficiency, skill, and qualifications for competent professional functioning that result in professionalism and, yes, this takes much effort. The potential impact of non-compliance on public confidence is unacceptable for our profession. This paper/forum will outline the new points system for PD with examples of Level 2 activities for both recipients and providers. It will be emphasised that the content of applications for APS endorsed PD must reflect evidence-based psychological interventions.

Primary Care Psychology in Australia: Recent developments in early intervention mental health service delivery

VINES, R., ROUFEIL, L. (APS Public Interest Advisory Group), & BALLINGER, S. (Independent Practice)
robynvines@bigpond.com

Primary Care Psychology is a relatively new development in Australia, endorsed by decisions made at COAG (Council of Australian Governments) in February 2006, and the long-overdue introduction of Medicare funding for psychological services in November 2006. Service delivery models involving appropriately trained psychologists working collaboratively with general practitioners/family physicians are key to these new developments. Working under the public health system in general practice (family medicine) requires different models of early intervention and care than those traditionally used by privately practicing psychologists, or those working in the hospital or community health sector. The Professional Forum will discuss: how to maximise best practice; evidence-based outcomes for those suffering from high prevalence common mental disorders and chronic disease conditions in our communities; why and how some current treatment models need to adapt to facilitate collaborative care between the professions; new shared-care approaches to treatment; and how to enhance post-graduate training models to ensure that specialist psychologists and GPs/family physicians are adequately equipped to work effectively together in the primary care setting. The Forum will provide a “Report Card three years on: progress, threats and opportunities” – and will outline current problems in shared care from the perspective of the psychologist and the GP and dilemmas in professional policy development (e.g. autonomy vs. true collaboration). The speakers will elaborate on these new developments and how they enhance access to treatment of high prevalence mental disorders in metropolitan, regional and rural settings across Australia. Brief reference will also be made to developments overseas and how Australia compares with other countries in relation to primary mental health care service delivery – with particular reference to Canada and the UK.

Professional issues for clinical psychologists

WILMOTH, D., & CICHELO, A. (College of Clinical Psychologists)
drwilmoth@iinet.net.au

This professional forum will discuss contemporary issues relevant to members of the College of Clinical Psychologists. These issues will include: development of competency-based assessment for members of the College, impact of National Registration on members of the College, changes in professional development, proposed changes in education and training, governance of College and state sections, and guidelines for e-therapy. Other topics will include how to meet member needs through a website and other internet applications, and needs of rural and remote members. A brief summary of the current status of each of these issues will be presented and then participation from the audience will follow with the goal of discussing the issues as well as developing possible solutions. A similar forum was held in 2008 which was very positive and involved a large number of college members.