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Best practice in disaster recovery after large scale natural disasters

Kevin Ronan, Alison Schafer, Libby Gawith, Darryl Wade and Susie Burke

Meeting the mental health and psychosocial wellbeing needs of a disaster affected community are a priority task for Government and health professionals. Skilling up the workforce, and providing ongoing support, are critical components of this task. In this Forum we hear from a selection of disaster experts reporting on lessons learnt from Black Saturday Bushfires, Queensland Floods, Cyclone Yasi and the Christchurch earthquake. Psychologist disaster experts who were involved in the training and support of health professionals following recent natural disasters in Australia, report on the accumulated wisdom from those involved in the recovery, and provide recommendations for a best-practice framework for the future. Topics include: United Nations guidelines on mental health and psychosocial support in emergency settings, community recovery, Psychological First Aid (what is needed before an emergency?, what is useful after an emergency?), lessons learnt from training in Skills for Psychological Recovery, lessons learnt from training in clinical interventions for significant mental health problems, and a proposed national framework to respond to emergencies that integrates preparedness, response and recovery, and maximizes the use of local mental health practitioners in any affected area. This forum will be valuable for Government and non-government agencies responsible for post-disaster community recovery, as well as for psychologists providing psychosocial and mental health care to disaster affected people.



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Challenges and roles of Australian school psychologists: Ideas for a sustainable profession

Monica Thielking (Swinburne University) and Darren Stops (CEDP Chair, Tasmania)

Around Australia, school psychologists are known by a range of titles, including guidance officers or school counsellors. Whilst there are some nation-wide similarities in relation to the role of school psychologists, the variation of job titles may also reflect the variation of roles that school psychologists undertake depending on which State or Territory or what educational sector, geographical region or school that psychologists work in within Australia. Furthermore, there is an increasing perspective from those outside the psychology profession about what activities should make up the school psychologists' role. So what does it mean to be a psychologist who works in schools? How much do schools really need psychologists? And how much control does the psychology profession have over what is or is not part of school psychologists' roles. The aim of this professional forum is for school psychologists and those who are interested in school-based psychological services to participate in a shared reflection on the role of psychology within the Australian educational sector, as well as discuss ideas for the future sustainability of this profession. Ideas will be sought about the ways in which school psychologists can better advocate for improved school psychological services, especially in relation to the role that psychology can play in education at large and in identifying and supporting at risk students to reach their educational potential. An outcome of this professional practice forum will be a possible publication in an Australian educational or psychological journal of the themes and ideas discussed.



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Cognitive task analysis and the preparation of professionals

Anama Morriss

Cognitive task analysis methods have been used to probe and make explicit the mental practices that result in expert's insights and decision making. Clark, Roth, Hoffman et al describe the various cognitive task analysis methods and their application. Gladswell highlighted the ability of experts to reach conclusions and make decisions swiftly, based on limited data. Experts when asked to describe how they reached their conclusion omit large chunks of information unless deep probing using cognitive task methodology. Yet the content of the tertiary curriculum for practitioners is determined from the reflection of senior practitioners about what they think ought to be relevant to new novices. When expert practitioners gave instructions to novices to enable them to achieve their same results the novices could not replicate the expert's results. Indeed the information provided was less than 40% of that required. Employers often complain about new graduates not being ready to work as a practitioner and the profession recognises this by requiring a period of supervised practice. Cognitive Task Analysis methods offer two contributions to the development of professionals. One is to make explicit the thinking strategies of experts with a view to informing educational programs that develop practitioners. The second is to equip supervisees as action researchers who through observation and structured and deep questioning can work with their supervisor to uncover the cues observed, models and principles applied that enabled them to successfully respond to their clients. This Profession and Practice session will outline the relevant research, propose a method to test this proposition, report on a pilot with S.A. Organisational Psychologists and promote discussion on the implication of Cognitive Task Analysis methods for the profession.



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Contemporary practice issues for psychologists supporting clients with intellectual and other developmental disabilities

Kylie Bowden, L. Webber (Office of the Senior Practitioner), Keith McVilly (Deakin University) and Vivienne Riches (CDS and The University of Sydney)

Psychologists play an important role in assessing and developing evidence-based interventions for people with a disability, including those who display challenging behaviours that place them at risk of being subject to restrictive practices and trauma. In 2010 the APS in consultation with experts in the field, including members of the APS Intellectual and Other Developmental Disabilities Interest Group developed a practice guide aimed at assisting psychologists and non-psychologists to reduce the use of restrictive practices, by considering appropriate assessment tools and alternative biopsychosocial and developmental interventions. These guidelines were approved by the APS in 2011. The forum will explore the recommendations in the new APS practice guidelines, together with contemporary issues relating to specific assessment tools and linking these to the development and use of evidence-based therapeutic interventions. Evidence-based interventions such as Positive Behaviour Support and Cognitive Behaviour Therapy aimed at improving the quality of life of people with a disability will be discussed. Exploration of these topics will provide support and direction towards the use of best practice for those working in the disability sector whilst also highlighting further research needs in this area. There will be an opportunity for participants to raise issues of concern from their own practice that will inform the future activities of the APS Intellectual and Other Developmental Disabilities Interest Group.



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Continuing professional development for the psychology profession in Australia: A brave new world

Louise Roufeil, Jac Smit, Paul Campbell and Judy Malone

The aim of this professional forum is to present a brief overview of the recent changes to the continuing professional development (CPD) landscape for psychologists in Australia, examine the ways in which the profession has responded, and explore opportunities to improve access to quality CPD. From July 2010, the Psychology Board of Australia (PBA) commenced mandatory CPD requirements for the maintenance of registration that have been matched by the Australian Psychological Society (APS) in an attempt to minimise the increasingly complex CPD environments for psychologists. Overlaying this is the additional requirement for specific learning activities pertaining to Focused Psychological Strategies (FPS) for psychologists providing services under the Better Access initiative. In this forum, a panel will present a summary of the current CPD requirements for psychologists and an overview of the APS actions to support psychologists to meet the new requirements. In particular, we will focus on some of the recent internet-based strategies adopted by the APS to improve the availability of quality CPD for psychologists working in rural, regional and remote Australia. The forum will include a presentation of a CPD framework for psychologists and examples of various approaches to the completion of learning plans for psychologists working in urban and non-urban environments. There will be ample opportunity for feedback on current CPD initiatives and on-going areas of need.



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Current trends and challenges for sport and exercise psychology – What now for our discipline?

Gene Moyle (C), Sandy Gordon, Tracey Veivers and Tim Hannan (College of Sport and Exercise Psychologists, APS)

With an ever changing landscape including National Registration, endorsed areas of practice, establishment of Sport and Exercise Psychology coordinators within National Sporting Organisations, changes to the National and State Sporting Institutions, this forum looks to explore through collegiate discussion the impacts, current and future implications for our profession across training, supervision, research and applied practice in Australia.



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How can the APS's CPD program harness the digital revolution?

Jac Smit (Australian Psychological Society) and Kym Stack (Creative Director , Omni AP)

This forum will explore the challenges facing the profession and in particular the APS in supporting the growing need for structured and informal CPD to its 20,000+ members throughout the diversity life cycle of a diverse professional practitioner. The digital age will transform healthcare it is important that the health professions and their professional associations engage with these changes. This forum will explore these developments and suggest potential criteria for matching 'needs' with suitable approaches that utilize these technologies.



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Impact of the changes to the Better Access and Better Outcomes (ATAPS) initiatives on psychologists

Lyn Littlefield (Australian Psychological Society)

The 2011-2012 Federal Budget provided substantial new investments in mental health, including to the Access to Allied Psychological Services (ATAPS), but critical reductions in funding for the Better Access initiative, the most successful mental health program in the last 30 years. These changes present a range of challenges and opportunities for psychologists. This forum will discuss the changes and their impact on consumers and service providers and in particular the opportunities and threats for psychology practitioners. An overview of the purpose of each program will be presented, followed by analysis and discussion of the impact of the announced changes. The forum will provide insight into the APS advocacy in relation to the changes to Better Access, including information about APS surveys of members and their clients using Better Access, and how the survey results have helped inform public statements, discussion with government, input to policy development, and the APS response to the Senate's Inquiry into the Commonwealth funding and administration of mental health services. It is important for government to be fully aware of psychology's potential contribution to the mental health of Australians. This forum will provide an opportunity to discuss APS advocacy for psychologists' vital role in the Better Access and ATAPS initiatives, and to reflect on how best to employ these initiatives to deliver efficient, effective and appropriate mental health services for the Australian community.



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Lobbying for endorsement: Community College perspectives

Ken Robinson , Anne Sibbel, Lynne Cohen and Heather Gridley (College of Community Psychologists, APS)

In December 2010, members of the APS College of Community Psychologists were delighted to find that they had been successful in convincing Australian Health Ministers to endorse that area of practice. This paper presents a process evaluation based on critical incident technique proposed by Flanagan (1954, *Psych Bull*, 51, 327-357). Critical incidents included an initial meeting to develop strategy and identify resources across members representing different States, meetings to coordinate national and state efforts with the APS College of Health Psychologists, working with students enrolled in Community Psychology (CP) courses in their lobbying of Ministers, eliciting support from key 'champions' of CP, arranging for key third parties such as the WA Chamber of Minerals and Energy to write letters to the WA Minister for Health supporting CP as an area for endorsement, writing letters and emails to Ministers of Health and continuing that correspondence, personal lobbying of those Ministers and their advisors, developing an information kit and letter templates for members to use and adapt for their own communications with local MPs and other key stakeholders, lobbying local Members to ask questions in parliament, and developing both paper and online petitions to mobilise support amongst other psychologists and interested people throughout Australia and internationally. In participating in these multilevel processes, our members were able to develop a deeper understanding of lobbying, political and bureaucratic processes involved including the need for a Ministerial champion to support our case from within the Ministerial Committee. Ongoing maintenance of the vital contacts made will be important to advance CP and indeed psychology in Australia.



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National Registration forum: Standards of psychology practice

Brin Grenyer, Ann Stark and Gina Geffen (Psychology Board of Australia)

The National Registration and Accreditation scheme commenced on 1 July 2010. Within this scheme, several major changes to the way psychologists are regulated were approved by Ministerial Council. First, the development of national standards has provided the opportunity for greater uniformity and consistency in the handling of notifications and complaints against psychologists, including the development of a new performance pathway to handle complaints of malpractice. The first presentation will outline the extent of the problem of malpractice and implications from a study of 10,000 practicing psychologists. Second, the requirements of the national law for a new continuing professional development system has allowed psychologists greater flexibility in determining their professional development needs, whilst putting in place certain obligations for peer consultation. Third, the recognition of specialties allows psychologists with relevant professional qualifications and supervised experience to have these noted on the public register. The registrar program leading to endorsement provides a period of supervised specialised practice and further development of competencies obtained from professional masters or doctorate study. This forum introduces these reforms and outlines the changes and implications of the new obligations on psychologists.



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Neurotherapy: Research has reached critical mass for recommendation as primary treatment for ADHD

Jacques Duff and Richard Clark

Attention-deficit/hyperactivity disorder (ADHD) is a pervasive developmental disorder reported to affect between 2-20% of children. The disorder is characterised by inappropriate levels of inattentiveness, impulsivity, and hyperactivity. Genetic and electrophysiological studies have suggested dysfunction in dopamine-mediated frontal and norepinephrine-mediated parietal attentional systems. The mainstream treatment for ADHD has been stimulant medication, which blocks the reuptake of Dopamine, making more available in synapses. Stimulants provide short-term benefits for around 60% of children with ADHD, however, long-term benefits have not been demonstrated, and adverse side effects are often intolerable, prompting parents to seek alternative more effective treatment. A 1995 APS position paper recommended Cognitive and Behavioural interventions as adjuncts to medications, a view vindicated by the large longitudinal MTA study. However, while CBT is useful in modulating some of the behaviours of children with ADHD it does not result in strong effect sizes on the core deficits of ADHD, as does medication. In contrast, Neurotherapy (EEG-Biofeedback) has shown promise as a safe treatment for children with ADHD. Several recent controlled studies have compared Neurotherapy with stimulant medication, and found Neurotherapy to be as effective as stimulants in permanently redressing core symptoms in around 70%-80% of children with ADHD, without adverse side. A recent Metaanalysis reports that the research has reached critical mass the authors arguing that Neurotherapy is an effective and efficacious treatment for ADHD, devoid of adverse side effects and with effect sizes comparable to those of stimulant Medication. Consequently, the APS Neurotherapy Interest Group has asked the APS to revise the 1995 guidelines for treatment of ADHD. The group has requested that Neurotherapy should be recommended as primary treatment for ADHD, with CBT as an adjunct, while stimulant medications can be used in the short term.



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New models of education for the psychology profession

Lyn Littlefield and Nicholas Voudouris (Australian Psychological Society)

This forum will provide an opportunity for discussion and debate concerning the future of Australia's pathways of psychologist education and training and how those pathways can be reformed to best meet the many challenges they face. The first part of the session will consist of two presentations. Professor Lyn Littlefield, Executive Director of the APS, will report on the work of the APS's National Education and Training Reference Group, which is currently engaged in a major review of the education pathways leading to professional practice. Dr Nicholas Voudouris, Acting CEO of the Australian Psychology Accreditation Council, will report on accreditation issues arising from pressures for change in the higher education sector. In particular he will focus on the increasing emphasis on competency-driven models, and the need for quality assurance systems which can support them. The remainder of the session will be dedicated to questions and discussion.



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Psychology and climate change: What Australian psychology students are doing around the country

Don Hine, Methuen Morgan, Michelle Ellul, Sophie Guy, Elise Margetts and Louise Christie

Increasing numbers of Australian psychology students are seeking opportunities to do research in the diverse field of environmental psychology, ranging from studies of individual behaviour change, farmers' attitudes, or the development of environmental values, through to studies on people's perceptions and understandings of climate change. Increasingly, students are undertaking environmental projects not just within environmental psychology departments, but also under the banner of social psychology, community psychology, developmental psychology, organisational psychology, and even in geography departments! Encouraging research in environmental psychology is a vital part of helping Australia, and the world, develop and adopt effective strategies for reducing environmental threats, and helping us to adapt to significant changes in our environment. In this forum, hear a selection of students from Australian universities discuss their research interests and projects. The forum will be chaired by (Prof Don Hine), and include students from University of New England, Griffith University, and Melbourne University.



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Psychology, the APS and mothering: Supporting mothers and mothering at a personal and professional level

Emma Sampson, Kylie Cann, Colleen Turner, Catherine D'Arcy and Heather Gridley (Australian Psychological Society)

While the discipline of psychology has its foundations in human development, psychology's role in supporting mothers in the transition into early parenting, both personally and professionally, has largely been overlooked. Historically, mothers, particularly single mothers, have often been perceived as a burden on the state, and workplaces and researchers alike have constructed mothers as difficult to accommodate and/or as victims in need of assistance. The aim of this forum is to identify what contributes to the isolation and stigmatisation experienced by many mothers, and to examine structural impediments to their full participation in professional and community life. By inviting researchers, practitioners - and mothers - to reflect on what supports mothers' wellbeing, this interactive session offers a starting point for considering how to best provide support and structures that enhance the wellbeing of mothers and optimise their participation in society. The session will focus on how psychology is situated to support new mothers and to foster our understanding of early parenting experiences. It provides a critical look at the evidence base for popular parenting models, then focuses on how policies are more broadly contributing or inhibiting the wellbeing of mothers, families and children. Facilitators will then invite forum participants to consider ways in which psychology as a discipline and profession (and more specifically the APS as an organisation) might support mothering and families more broadly. Are our research and practice operating 'in the interests of community wellbeing' where mothers are concerned? At an organizational level, how can the APS support mothers to maintain links to their profession, and benefit from the diverse experiences mothers bring to the discipline? At a professional (psychology) and community (public policy) level, the session considers how we rate in terms of 'mother-friendliness'. The forum will be a family-friendly event. Mothers are encouraged to attend, and assistance with childcare can be provided upon request.



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Science, research, evidence based practice and practice based evidence in counseling psychology

Elaine Hosie, Roger Cook, Jan Grant and Sophie Holmes, Tom Schick and Marilyn Cobain (APS, College of Counselling Psychologists)

Theory and scientific research evidence inform the practice of psychology. Counselling psychologists are trained in assessment, diagnosis and treatment of a wide range of mental health disorders. Typically they work with clients who are able to function in everyday life but whose difficulties impair that functioning. This practice forum will examine the research in counselling psychology and explore ways in which research informs the practice of psychology in four different paradigms. The nexus between theory, the scientific research evidence and the practice based evidence of counselling psychology will be explored. Four practitioners, each using different evidence based interventions will respond to a case study from their own particular theoretical perspective and experience in the field. Discussion will focus on case formulation, diagnosis and treatment from each practitioner perspective. The forum will allow time for audience participation about practitioner issues and concerns.



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Supervision and peer supervision: Standards and guidelines face demands and fears

Denise Charman (Cairnmilla Institute), John Alder (Cairnmillar Institute), Rebecca Mathews (Australian Psychological Society) and Nadine Pelling (University of South Australia)

Supervision and peer supervision have become an increasingly pertinent activity for psychologists. Formalised supervision arrangements are now included as means of entry to the profession, entry to APS Colleges and compulsory continuing professional development. The identification of supervision competencies and standards has received greater attention as the helping professions strive to reach a level of consensus, and assurance of intended outcomes, from the diverse practices in these professions. This forum presents viewpoints of the movement toward supervision standards, training, approaches and outcomes. Presentations begin with the path to the development of national supervision standards and the current status of these standards. Followed by a report on supervisees concerns/fears at the early stage supervision. This presentation will provide an overview of beginning level supervisee fears as they begin to contemplate face to face client contact. The fears presented by supervisees are described in terms of their worst imagined client case scenarios. Generally the supervisee presented worst client case scenarios presented over time have been within the following content categories: client in great pain/harm to client expected, difficult or recalcitrant clients, clients presenting a danger to the therapist, clients directly questioning the therapist's competence, and having to follow through with one's ethical responsibilities regarding such things as mandatory reporting. Ways in which to honour supervisees by addressing their fears through working on the content areas described above using knowledge, self/other awareness, and skill exercises are addressed. A supervisors perspective is presented in a study of the diversity in supervisor approaches to supervising counselling competence. A survey of 12 counselling psychology supervisors captures their approach to facilitating counselling competencies and assessing attainment. The development and participation in peer supervision groups is outlined in the creation and utilization of peer group consultation guidelines. Prospects and limitations to the further development of these groups is considered.



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The Australian health reforms - opportunities and threats for psychology

Lyn Littlefield (Australian Psychological Society)

In recent years Australia has seen very significant reform to the health system. Some of these changes include the establishment of Medicare Locals in the primary health care sector, Local Hospital Networks in the acute sector and a new organisation called Health Workforce Australia. These reforms bring both opportunity and threat for the profession and practice of psychology. This forum will consider the workforce reform agenda including trends toward a more generalist workforce, opportunities for clinical placements and supervision, and training innovations such as simulated learning. The specific impacts of the reforms on the psychology workforce will be considered, including psychologists' scope of practice (such as potential rights to prescribe medications) and the possibility of psychology assistants. The forum will also provide information about the role of Medicare Locals, their distribution, establishment, role and function within the primary health care landscape, and the potential role of psychologists in their governance structures and roll out of funding and services. The challenges and opportunities for psychologists and the delivery of psychological services within the context of these health reforms will be explored, with the opportunity for questions and more detailed discussion of specific areas of interest.



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The Australian Psychological Society Reconciliation Action Plan Scorecard 2010-11

Heather Gridley (APS), Simon Crowe (APS), Pat Dudgeon (Reconciliation Australia), Christine King, Tom Calma and Liz Orr

One of the four planks of the APS Strategic Plan is to 'actively contribute psychological knowledge for the promotion and enhancement of community wellbeing', which involves ensuring that the public interest is always prominent in APS policy and decision making. More than three years on from the Prime Minister's Apology to the Stolen Generations, and as part of its commitment to Indigenous health and wellbeing, the APS Board is working in partnership with the Australian Indigenous Psychologists Association (AIPA) to engage in a reconciliation process as an organisation. This is a significant development for the discipline and draws to gather many different Indigenous activities across different levels and areas within the Society under one overarching plan. The RAP is being developed with the support of Reconciliation Australia as the peak national body building and promoting reconciliation between Indigenous and non-Indigenous Australians for the benefit of all Australians. The three key principles of relationships, respect and opportunities underpin the RAP process. Two core strategies for developing strong RAPs are recommended; ensure shared ownership across all levels of an organisation and involve as many people as possible in the process and indigenous collaboration – listening to and learning from Aboriginal and Torres Strait Islander people is an essential part of the process. This forum will take the form of a progress report on the development of the APS plan to date. Presenters will include spokespersons from AIPA, APS and Reconciliation Australia.



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The report is written, but where's the action?

Janet Fletcher, Vicki McKenzie, Robin Harvey and Angela Bromfield

Assessment is a major activity of educational and developmental psychologists. Following an assessment psychologists typically write a report summarising the client's strengths and difficulties and suggesting action considered appropriate for the client. Too often that action does not eventuate. One reason for this is that the report has not effectively communicated its intended message. This forum is designed to promote reflection on what psychologists need to take into account to ensure their reports are effective communications. It will start with a brief overview by Janet Fletcher of the nature of typical educational and developmental reports and a summary of research carried out in Western Australia to investigate what psychologists and teachers think makes an effective report. Vicki McKenzie and Angela Bromfield will then describe a Victorian study of factors that influence the implementation of school psychologist report recommendations. A practitioner's perspective will be presented by Robin Harvey, an educational and developmental psychologist in private practice, who will outline changes to the structure and content of her reports that have improved uptake of recommendations for her child clients and that have been positively commented on by both parents and teachers. Finally forum participants will have the opportunity to discuss issues they face in report writing, to address issues raised by the presenters and to share practice ideas that they have found helpful.



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Violence, gender and power: What it's all about and what we can do?

Heather Gridley, Susie Burke and Jacinta Wainwright (Australian Psychological Society), Winnifred Louis (University of Queensland), Karen Carlson, Liz Mulder (Family Violence Counselling and Support Service) and Emma Sampson (The Australian Psychological Society)

While psychologists are often seen as working more on an individual level in addressing violence, there is in fact a long tradition of psychologists researching and writing on the causes and consequences of many different types of violence, including war and international violence. The negative impact of violence on the health and wellbeing of individuals, groups and communities is also of concern to psychology. Psychologists often work with individuals and groups who experience or use violence, seeking to both prevent the violent behaviour and address the impact. The aim of this forum is to consider the nature and dynamics of violence in our society, the prevalence, causes, costs and means of preventing violence, as well as answering frequently asked questions about violence, and exposing common myths and misconceptions that are prevalent in the wider community. Specifically, the forum will address issues around violence, gender and power. The panel will provide evidence to show who is most affected by violence and data about societal attitudes and policies that support and facilitate violence (for example, militarism, xenophobia). An analysis of gender, identity and power will be provided, locating violence as a consequence of both direct and structural inequalities in most contexts and societies around the world. In the context of family violence in particular, panelists will present research which attests to the necessity of examining family violence in the context of the relationship over time rather than focusing on individual incidents to identify patterns of offending. Strategies to prevent, address and respond to violence will then be discussed at an individual and societal level.



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What psychologists have to offer: Volunteering/Community Service Forum: Raising the possibilities

Erica Frydenberg (University of Melbourne), Tony Pitman, Winnifred Louis (University of Queensland), Bob Rich, Prasuna Reddy (University of Melbourne) and Trang Thomas (RMIT University)

There is well-established research that engaging in pro-social behaviour enhances well-being. Much of our daily work as psychologists can be construed in such a way but in a professional organisation that represents diverse interests, age, geographic & demographic groupings there is potential for us to think further and facilitate our capacity to contribute maximally to the wider community. This Forum seeks to bring to the fore the many ways in which psychologists do and can contribute to offer services to their communities and beyond. The Forum will consider the role of psychologists from diverse perspectives. Following the presentation by panel members there will be engagement by the participant group. The presentation from panel members will include the Not for Profit sector (Tony Pitman CEO Oz Child), working in developing countries and communities (Prisuna Reddy), Volunteering as an individual in times of crises or in one's own communities (Bob Rich) and utilising the resources of an APS Interest Group (Winnifred Louis). The role of a professional organisation such as the APS and the possibilities for members to engage in pro-social initiatives will be considered.



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What should be the aims of undergraduate psychology education?

Jacquelyn Cranney (University of New South Wales), Simon Crowe, Mick Hunter, Iain Montgomery and Leigh Mellish

The aims of this forum are to (a) update delegates on current issues in undergraduate education, (b) provide a variety of perspectives, and (c) provide a forum for discussion and debate on this topic. Specifically, this forum will present information on the current status of national and international projects examining the aims and outcomes of the psychology major. A panel of speakers from industry, the professions and universities will offer their perspectives on preferred learning outcomes for undergraduate psychology students, and the implications for learning, teaching, and assessment strategies and for accreditation standards. The major discussion themes will be recorded and will provide input to current initiatives on undergraduate psychology education. This how-to session is presented under the auspices of the APS Teaching, Learning and Psychology Interest Group, and the Australian Psychology Educators Network, and is supported by the Australian Learning and Teaching Council.



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Working on disaster with The Red Cross forum

Susie Burke (Australian Psychological Society), Andrew Coghlan (Red Cross), Lyn Page, Sarah Miller and Kevin Ronan (Central Queensland University)

In this Forum we showcase the many ways in which the APS is working together with the Red Cross to support Australian communities following emergencies and disasters. The APS is currently involved with the Red Cross through their personal support program (program development, peer support, and evaluation), the development of resources for preparing for disasters, and psychological first aid immediately following a disaster. The panel will include Red Cross emergency services team ('how is psychological input valued in the programs ARC runs with disaster affected communities'); APS psychologists (reporting on volunteer work as psychologists with the Red Cross in Tully and Mission Beach after Cyclone Yasi), the APS National Office Disaster Team (talking about opportunities for psychologists to work in disasters).