



Australian Government

Department of Education and Training

Australian Indigenous Psychology Education Project (AIPEP) – Curricular approaches to increasing cultural competence and Indigenous participation in psychology education and training

Final Report 2019

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Australian
Indigenous
Psychology
Education
Project
(AIPEP)



THE UNIVERSITY OF
**WESTERN
AUSTRALIA**

The School of Indigenous Studies

www.IndigenousPsychEd.org.au

Support for the production of this report has been provided by the Australian Government Department of Education and Training. The views expressed in this report do not necessarily reflect the views of the Australian Government Department of Education and Training.



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2019

ISBN 978-1-76051-706-9 [PRINT]
ISBN 978-1-76051-707-6 [PDF]
ISBN 978-1-76051-708-3 [DOCX]

Acknowledgements

The AIPEP Team would like to acknowledge the many contributors to the Project, including research participants, subscribers to the AIPEP mailing list, members of the Aboriginal and Torres Strait Islander Psychology Students Network (ATSIPSN) and participants at conference presentations and workshops. In particular, we would like to acknowledge our major community partner, the Australian Indigenous Psychologists Association (AIPA), and members of the following groups:

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List of Acronyms used

AIPA	Australian Indigenous Psychologists Association
AIPEP	Australian Indigenous Psychology Education Project
APAC	Australian Psychology Accreditation Council
APS	Australian Psychological Society
ATSIPSN	Aboriginal and Torres Strait Islander Psychology Students Network
HEC	Human Ethics Committee
HODSPA	Heads of Departments and Schools of Psychology Association
HREC	Human Research Ethics Committee
IAHA	Indigenous Allied Health Australia
NACCHO	National Aboriginal Community Controlled Health Organisation
NHMRC	National Health and Medical Research Council
NRC	National Reference Committee
NSCBI	National Standing Committee on Bicultural Issues
NZPsS	New Zealand Psychological Society
PAR	Participatory action research
PsyBA	Psychology Board of Australia
SEWB	Social and emotional wellbeing
WIL	Work integrated learning
WNSWLHD	Western New South Wales Local Health District

Executive summary

Australia is facing a crisis in the mental health and wellbeing of Aboriginal and Torres Strait Islander people. Aboriginal and Torres Strait Islander Australians aged 18 years or over report experiencing high to very high levels of psychological distress at a rate more than twice (and a suicide rate at least twice) that of non-Indigenous people. The severe under-representation of Aboriginal and Torres Strait Islander people in the profession of psychology, with less than 1% of all psychologists identifying as Aboriginal or Torres Strait Islander, is a contributor to this mental health gap.

The work of psychology, as a discipline and a profession, is critical to the resolution of these inequities and the associated loss of life. The Australian Indigenous Psychology Education Project (AIPEP) was funded by the Office for Learning and Teaching (OLT) within the Australian Department of Education and Training to investigate and develop strategies to:

- increase the capability of psychology graduates to work appropriately and effectively with Aboriginal and Torres Strait Islander peoples, and
- increase the recruitment, retention and graduation of Aboriginal and Torres Strait Islander students in psychology degrees.

AIPEP, which commenced in July 2013, was led by Professor Pat Dudgeon and a collaborative team of academics, Indigenous consultants and the Australian Psychological Society (APS). A series of primary and secondary data analyses, involving a wide range of stakeholders, was undertaken using qualitative and quantitative methods. The significant findings of the Project fall under four themes.

Professional and student representation

There are major limitations to the availability and reliability of statistical data detailing the representation of Aboriginal and Torres Strait Islander people in psychology training and the psychology profession. The data available indicate that, while participation numbers are increasing, representation remains well below population parity of three per cent.

Recruitment and retention of students

There is much that can be done to increase recruitment of Aboriginal and Torres Strait Islander students, including leadership from the top and an active focus on cultural safety. However, student retention and graduation must also be a major focus. Strategies must include financial assistance and support, cultural connection and care, and strong relationships between schools and departments of psychology and Indigenous Education Centres.

Curriculum

An appropriate curriculum content and pedagogical approach is fundamental to the training of culturally competent psychologists and the recruitment, retention and graduation of Aboriginal and Torres Strait Islander psychology students. Curriculum must include information on Australia's colonisation history and its impact on Aboriginal and Torres Strait Islander peoples, as well as skills in self-reflection and reflexivity to enable the contextual framing and critique of

majority views and perspectives. Work integrated learning (WIL) is recognised as an important learning opportunity for psychology students at all levels and an opportunity to form meaningful partnerships with Aboriginal and Torres Strait Islander organisations for two-way learning.

Professional capabilities

In order to work respectfully and appropriately with Aboriginal and Torres Strait Islander people, psychology professionals must develop core capabilities related to each of the requirements set out by the Psychology Board of Australia (PsyBA). Consideration of and responsibility for these capabilities is critical at the education, employer and individual practitioner levels.

With the insights gained from previous literature and the AIPEP research, a series of outcome papers has been developed to support the achievement of the AIPEP aims.

Aims	Outcome papers
1. Indigenous knowledge and content in undergraduate and postgraduate psychology training	<ul style="list-style-type: none"> AIPEP Curriculum Framework
2. Recruitment and retention of Aboriginal and Torres Strait Islander psychology students	<ul style="list-style-type: none"> AIPEP Guidelines for Increasing the Recruitment, Retention and Graduation of Aboriginal and Torres Strait Islander Psychology Students
3. Graduate and professional development of workforce capabilities required for appropriate and effective work with Aboriginal and Torres Strait Islander peoples	<ul style="list-style-type: none"> AIPEP Workforce Capabilities Framework

Collectively, the AIPEP outcome papers provide a template for meeting the standards set out by the Australian Psychology Accreditation Council (APAC), workforce competencies specified by the Psychology Board of Australia (PsyBA) and ethical obligations stipulated by the Australian Psychological Society (APS), and will contribute to:

- increasing the number of Aboriginal and Torres Strait Islander psychologists
- culturally responsive psychological services, and
- closing the gap between Aboriginal and Torres Strait Islander and non-Indigenous health, education, employment and economic status.

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Chapter 1. Project Context and Aims

The Australian Indigenous Psychology Education Project (AIPEP) was funded by the Australian Department of Education and Training's Office for Learning and Teaching, with support from the Australian Psychological Society (APS), to develop frameworks, strategies and recommendations to increase the capability of psychology graduates to work appropriately and effectively with Aboriginal and Torres Strait Islander people, and to increase the recruitment, retention and graduation of Aboriginal and Torres Strait Islander students in psychology undergraduate and postgraduate programs. This three-year project (2013–2016) emerged in recognition of psychology's vital role in and responsibilities for addressing the mental health crisis facing Aboriginal and Torres Strait Islander Australians, and the benefit gained by psychology, as a discipline and profession, when Aboriginal and Torres Strait Islander knowledges and participation are incorporated as core values, capabilities and content.

AIPEP involved a multi-pronged research approach that gathered information, insights and experiences from a range of key stakeholders and data sources in order to inform the development of curriculum guidelines, recommendations for increasing participation and graduation of Aboriginal and Torres Strait Islander students in psychology programs, best practice examples and professional development. AIPEP was informed by a multi-disciplinary national reference committee (NRC) and guided by Indigenous governance, values and partnership.

In response to its research findings, AIPEP produced three key outcome documents (Curriculum Framework; Recruitment, Retention and Graduation Principles; and Workforce Capabilities Framework) to provide guidance and direction for future action.

The mission of AIPEP is to:

- contribute to closing the gap between the health outcomes of Aboriginal and Torres Strait Islander¹ and non-Indigenous peoples, and
- build a more sustainable and equitable society by increasing Aboriginal and Torres Strait Islander peoples' participation in psychology education and training.

The **aim** of AIPEP is to increase:

- Indigenous knowledge and content in undergraduate and postgraduate psychology training
- Recruitment and retention of Aboriginal and Torres Strait Islander psychology students
- Graduate and professional development of workforce capabilities required for appropriate and effective work with Aboriginal and Torres Strait Islander peoples.

¹ The term 'Aboriginal and Torres Strait Islander' is used here to refer to the 230 or more Aboriginal and Torres Strait Islander peoples/clans, which are autonomous and sovereign nations. 'Indigenous' is only used to refer to Aboriginal and Torres Strait Islander peoples and other Indigenous peoples, such as Maori in Aotearoa/New Zealand or First Nations peoples in Canada.

Rationale

Mental health issues are second only to cardiovascular disease as a cause of the health gap between Aboriginal and Torres Strait Islander and non-Indigenous peoples (Vos, Barker, Stanley & Lopez, 2007). Nearly one-third (32 per cent) of Aboriginal and Torres Strait Islander Australians aged 18 years or over report experiencing high to very high levels of psychological distress – 2.5 times the rate of non-Indigenous Australians (Steering Committee for the Review of Government Service Provision, 2011). This gap is increasing. Anxiety and depression account for more than half the total burden of mental illness among Indigenous adults (Vos et al., 2007). The overall suicide rate among Aboriginal and Torres Strait Islander peoples was twice that of non-Indigenous peoples between 2001 and 2010. This increases to five times the non-Indigenous rate for 15- to 19-year-olds (Australian Health Ministers' Advisory Council, 2015).

The data speak to the profound intergenerational effects of colonisation and dispossession and 200 years of entrenched discrimination (Australian Institute of Health and Welfare, 2015; Calma, 2008). The data also speak to the limited knowledge of culturally appropriate treatments and ways of working effectively with Aboriginal and Torres Strait Islander clients (Westerman, 2002), a key contributor to which is the lack of Aboriginal and Torres Strait Islander input into the psychology curriculum, at both undergraduate and professional practice levels.

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People Final Report (Behrendt, Larkin, Griew, & Kelly, 2012) recommended that Indigenous knowledge and perspectives be included in all programs to provide a foundation of Indigenous cultural competency. In the context of psychology education in Australia, the *Health Practitioner Regulation (Administrative Arrangements) National Law Act 2008*² (QLD) provides that Australian Psychology Accreditation Council (APAC) develop and monitor standards for psychology education and training. APAC Standard 3.1.7 stipulates that psychology education must include 'intercultural diversity and Indigenous psychology' (APAC, 2010, p. 41). In addition, the Indigenous Education Symposium at the International Conference on Psychology Education recognised that lessons can be learned from First Nations people in the discipline and profession of psychology (Dudgeon, Darlaston-Jones & Clark, 2011).

The current under-representation of Aboriginal and Torres Strait Islander people in higher education is particularly evident in mental health education, with the first Australian Aboriginal psychologist graduating only as recently as 1987 (IHEAC, 2012).

There are three core areas through which the profession of psychology can help address this gap: the development of undergraduate and postgraduate curriculum; increasing the recruitment, retention and graduation of Aboriginal and Torres Strait Islander psychology students; and development of the workforce capabilities required for appropriate and effective work with Aboriginal and Torres Strait Islander peoples.

² <https://www.legislation.qld.gov.au/LEGISLTN/ACTS/2008/08AC062.pdf>

Chapter 2. Project Approach

Methodology

Indigenist research

AIPEP took a purposive Indigenist research methodological approach with Indigenous leadership, partnership and oversight, the privileging of Indigenous voices, and recognition of and respect for Indigenous worldviews and social mores (Martin, 2003). Time and effort were invested in developing and maintaining relationships and partnerships, as well as building two-way communication strategies for the sharing and dissemination of information (Putt, 2013). The Project was designed and conducted in accordance with the *National Health and Medical Research Council (NHMRC) Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander health research* and the *APS Guidelines for the provision of psychological service for, and the conduct of psychological research with, Aboriginal and Torres Strait Islander people of Australia* (APS, 2015, NHMRC, 2003).

The principles of ethical research and Indigenist research were paramount in conceptualising, scoping and implementing the Project. The Project Team followed the recommendations of Fielder, Roberts and Abdullah (2000; as cited in Bishop, Vicary, Andrews & Pearson, 2006, p.32), including the establishment of a National Reference Committee (NRC) with majority Aboriginal and Torres Strait Islander membership, identifying key Aboriginal and Torres Strait Islander stakeholders throughout the research process, and acknowledging and valuing Indigenous participants and cultural expertise.

AIPEP was led from the outset by respected Aboriginal psychologist Professor Pat Dudgeon. Professor Dudgeon, based in the School of Indigenous Studies at The University of Western Australia, is the Deputy Chair of the Australian Indigenous Psychologists Association (AIPA), a Commissioner with the National Mental Health Commission and a respected leader in Aboriginal communities, academia, mental health professional networks and government.

The AIPEP Project Team also included Professor Jeannie Herbert AM, Pro Vice Chancellor (Indigenous Education), Foundation Chair of Indigenous Studies at Charles Sturt University and a respected leader in Indigenous education. The senior Indigenous team members were supported by three Indigenous consultants with expertise in evaluation (Professor Susan Page), Aboriginal and Torres Strait Islander mental health workforce (Mr Tom Brideson) and Indigenous health curriculum (Dr Gregory Phillips).

AIPA, the primary professional association for Aboriginal and Torres Strait Islander psychologists, was involved in the Project from conception and was a key industry and community partner. AIPA was represented on the NRC and AIPA members participated in and facilitated focus groups. AIPA was also involved in the analysis and interpretation of data and the presentation of findings at key forums and conferences.

The AIPEP Project Team recognises the authority and professional and cultural expertise of Indigenous team members, partners and consultants. The AIPEP Team respects the risks Aboriginal and Torres Strait Islander stakeholders face should their community deem their work or adherence

to cultural protocols inappropriate (Wright, 2011). By respecting Indigenous leadership and governance, AIPEP also recognises the important part the project plays in healing and reconciliation (Dudgeon, Kelly & Walker, 2011; Wright, 2011).

As well as the key conceptual and implementation partnership with AIPA, AIPEP has been guided and overseen by key Aboriginal and Torres Strait Islander stakeholders represented on the NRC. The NRC provided an important forum through which to hear the insights and perspectives of a diverse group of stakeholders, as well as created an important opportunity for Aboriginal and Torres Strait Islander stakeholders to meet with and influence key authorities in the discipline and profession of psychology including APAC, the Heads of Departments and Schools of Psychology Association (HODSPA) and the APS. AIPEP therefore focused not only on the decolonisation of practices for its own research objectives but also on the institutional structures that create and reinforce the training and research practices of psychology within higher education.

AIPEP recognises that Indigenous knowledge is informed by Indigenous ways of knowing, doing and being. As such, approaches and assumptions, particularly those specifically relating to Aboriginal and Torres Strait Islander research participants and data, were regularly discussed and checked against Indigenous experiences and perspectives within the Project Team and the NRC (Dudgeon et al., 2011; Martin, 2003; Wright, 2011).

Reflexivity in the research design and data interpretation allowed time and space for the 'decolonisation' of research methods and for critical learning and development for non-Indigenous researchers (Martin, 2003; Wright, 2011). At times, this conflicted with the meeting of key performance targets as set out in the original research agreement (Dudgeon et al., 2011; Putt, 2013). However, the AIPEP Project Team recognised that the Project outcomes would be compromised without this focus, and that Project procedures are an illustration of best practice for funding bodies (Bishop et al., 2006).

Participatory Action Research

Participatory Action Research (PAR) focuses on active engagement of research participants and key stakeholders throughout the research process (Bergold & Thomas, 2012). PAR recognises the empowering and transformative role of research and respects the importance of participant ownership and partnership (Bergold & Thomas, 2012; Putt, 2013). In so doing, PAR also involves the processes of defining the 'community' it is focusing on and creating safety in relation to participation and research outcomes (Bergold & Thomas, 2012).

Methods

AIPEP used a multi-method approach to gather information and perspectives from a range of key stakeholder groups within a PAR framework. Qualitative data were collected using interviews, focus groups, workshops and an online survey. Quantitative data were collected through the online survey and student and professional statistics.

Primary data collection

Participant groups included in the research are detailed in Table 1.

Table 1. Research participant groups by research strategy and ethics approval

Participant Group	Research Strategy	Ethics Approval
Aboriginal and Torres Strait Islander psychologists and psychology graduates	Semi-structured focus groups (three focus groups; 13 participants)	The University of Western Australia (UWA) Human Ethics Committee (HEC) Western Australia Aboriginal Health Ethics Committee ³
Staff employed in Indigenous Education Centres (IECs) in Australian universities	Semi-structured interviews and focus groups (11 interviews/focus groups; 15 participants)	Aboriginal Health Research Ethics Committee South Australia ⁴ Northern Territory Department of Health and Menzies School of Health Research Human Research Ethics Committee (HREC) Aboriginal Health and Medical Research Council New South Wales Ethics Committee
Psychology educators employed in schools or departments of psychology in Australian higher education institutions	Semi-structured interviews and focus groups (22 interviews/focus groups; 33 participants)	UWA HEC Macquarie University (MQ) HREC
First-year psychology students at an Australian university	Semi-structured focus groups (30 participants)	MQ HREC
Psychologists and other mental health professionals working with Aboriginal and Torres Strait Islander peoples	Semi-structured symposium (five participants)	UWA HEC Charles Sturt University HREC
	Online survey (n=64) Semi-structured interviews (n=10)	UWA HEC

Further information about the research methods is provided in Appendix C. A profile of research participants is provided in Appendix D.

Secondary data collection

Several strategies were used to gather information about student and professional representation, including accessing existing data sets, requesting information directly from departments or schools of psychology and submitting data requests to the Australian Department of Education and Training.

³ of the Aboriginal Health Council of Western Australia (AHCWA).

⁴ of the Aboriginal Health Council of South Australia (AHCSA).

Psychology educators were also asked to provide information on units of study, teaching resources, pedagogical approaches and assessment strategies that included Indigenous content and knowledges, or other examples of teaching that help to prepare students to work effectively and appropriately with Aboriginal and Torres Strait Islander peoples.

Further information was gathered from Project Team members, previous reports and research, and stakeholders. APS members were also asked to provide case studies, unit information and other resources.

Chapter 3. AIPEP Primary Data Findings

Each primary data set was thematically analysed in relation to three key areas of the Project outcomes: recruitment, retention and success of Aboriginal and Torres Strait Islander psychology students; the content and pedagogy of the psychology curriculum; and professional capabilities required to work effectively and appropriately with Aboriginal and Torres Strait Islander peoples.

The findings illustrate great interest in and support for the AIPEP goals and objectives. However, little action has occurred in terms of curriculum, strategic or organisational change. What is being done is disparate and without a clear strategy for sharing and learning across the discipline. Evaluation, monitoring and reporting is rare and initiatives are highly dependent on individual champions. While students are keen for more content and experience, there is low confidence and competence among psychology educators to develop and implement strategies, particularly in relation to curriculum. The mental health workforce is concerned with the lack of preparation of psychology graduates to work with Aboriginal and Torres Strait Islander peoples.

Many of the themes arising in the data impact on all three key areas; for example, 'organisational leadership and enabling culture' as a theme and issue is important for all three key areas – recruitment, curriculum and workplace capabilities. This is illustrated in Figure E in Appendix E.

Recruitment, Retention and Graduation

The AIPEP research findings illustrate that recruitment, retention and graduation of Aboriginal and Torres Strait Islander psychology students are inextricably linked to the school and program culture, curriculum, and availability of pathways and supports within the community, family and higher education institution.

Organisational leadership and enabling culture

Organisational leadership, at both the higher education institution level and the faculty and school or department level, emerged as a fundamental factor in attracting Aboriginal and Torres Strait Islander students to the discipline of psychology and to particular psychology programs. Where there is leadership and ownership of an inclusive culture and curriculum, there are inevitable flow-on effects within the organisational hierarchy. Leadership also facilitates the ease with which change can happen and the availability of support to assist individuals and teams to make change.

The truth is what motivated it was, it had nothing to do with psychology. It's the university overall that changed and the curriculum got changed. (IEC participant – AS)

Conversely, where leadership is not present, action tends to be ad hoc and dependent on individual champions.

And it depends on whether you've got a head of school who happens to be interested or a head of school who happens not to be interested ... we need to have something

that's structural, that's not driven by individuals because ... as soon as the individuals either leave that place or they get moved from one topic to another, it just goes.
(Psychology educator – B2)

In contrast, institutional and overt racism continues to be a barrier to both entry and retention of Aboriginal and Torres Strait Islander students. Several psychology educators wrote about their own experiences with student racism in the classroom and in assessment tasks.

There was anonymous feedback [on student evaluations]. Anyway, I was absolutely livid about the disgraceful things that were written, quite racist things. I had a good look at them and then incorporated that sort of behaviour into my next series of lectures the following year – talking about racism in psychology and people writing nasty comments about teachers based on their ethnicity or other factors that are nothing to do with the business at hand. And [I] couldn't believe it. The feedback was even more vile. (Psychology educator – B2)

Organisational reputation also impacts on family and community support for student participation in higher education, and in psychology in particular. Past experiences of institutional racism in education understandably affect the way in which higher education is viewed by families and communities. When a higher education institution has strong links with community and is seen as a culturally safe environment, families and communities are more likely to be aware of and discuss higher education options and more likely to encourage and support student participation.

Similarly, individual staff attitudes and awareness are both a reflection of and a contributor to organisational culture and leadership.

We know nationally that there are requirements in terms of all courses that are needing to have, what is still being called, an 'Indigenous cultural competence' component. I think that most academic staff are really struggling with that and not just in [our area]. Across the country. They don't know what it means. They don't know how to do it. They don't know what difference it makes to the outcomes ... before we can actually put it into the curriculum we've got to educate ourselves as to how to do that ... Generally speaking, if people are to start and take ownership of what happened here to Aboriginal Australians, well it's a whole different way of starting to look at ourselves. (IEC participant – A3)

Curriculum

Psychology is a very tricky business because psychology is a culturally biased discipline. (Psychology educator – A4)

Participants called for visibility of Indigenous ways of knowing and doing in the psychology curriculum. Aboriginal and Torres Strait Islander participants wanted to see themselves reflected in the curriculum through explicit Indigenous content, and reflexive practice that allowed the questioning of the dominant Western paradigm.

I found myself, throughout the course, every kind of theory or whatever, actually translating that – 'How is this going to apply, or what bit is going to be relevant' – and thinking through how it would be relevant for our mob. (Indigenous psychologist – All)

Some psychology educators expressed concerns about how the inclusion of Indigenous content might impact on student feedback about teaching – a crucial metric for Heads of Departments to evaluate teaching quality. In contrast, one educator was certain that including Indigenous content was not negotiable.

I think the principle of choice for students is overrated ... If someone doing medicine said 'Oh, I don't like learning antibiotics or anesthetics ... just doesn't flip me on', you'd get kicked out! There are certain things, if you decide this is necessary, you don't have a choice. And so I'm not all that sympathetic to the argument that some students just won't [be accepting of Indigenous content]. Tough luck! Go into another course then. (Psychology educator – AG)

Psychology student participants, albeit self-selected, were for the most part positive about the inclusion of Indigenous knowledge in the curriculum.

[Indigenous content] should be integrated at every step. (Psychology student focus group – PS4)

I'm just really happy this is being done, this project. (Psychology student focus group – PSI)

Workforce participants indicated that, while it has improved over time, the education of psychologists is still not adequately preparing graduates to work with Aboriginal and Torres Strait Islander peoples.

It is apparent that the content they receive is variable and/or limited, and this varies between universities, so they are not well prepared in fundamental concepts and an understanding of real Australian history on which to develop culturally respectful professional and clinical practice. (Workforce survey – WSII)

A major and repeated theme was that curriculum change is complex and Indigenous content is often viewed as being in competition with other requirements.

Too much stuff coming down – it's overload ... too many initiatives and you prioritise. You prioritise stuff based on the students at your door in tears. (Psychology Educator – D4)

Pathways and outreach

Pathways into higher education and between undergraduate and postgraduate study, including outreach into schools and the community, focus on the recruitment aspect of student engagement and success. These processes are critical to the development of relationships and support structures that impact the aspirations, motivations and preparedness of potential students as they enter psychology programs.

Pathways include alternative entry programs, relationships with Vocational Education and Training (VET) programs, recognition of prior learning and credit for relevant studies, and foundation studies.

The university also is willing to do a lot of direct entry and also the alternative pathway. I wouldn't say [it's] more lenient but they're willing to take people in. Whereas some of the other universities are a bit more stringent in their alternative entry pathway. (Workforce interview – WFI)

AIPEP research participants noted that, even within existing mandated structures, there is flexibility to support the entry and continuation of students.

Some participants also recommended the establishment of specific 'identified' places for Aboriginal and Torres Strait Islander students within psychology courses as a strategy to help raise the number and proportion of Aboriginal and Torres Strait Islander students. At one higher education institution, Aboriginal and Torres Strait Islander students who meet the cut-off score for the honours program are immediately offered a place. These are additional places so that Aboriginal and Torres Strait Islander students are not competing for, or 'taking away', places from other students.

Outreach programs in high schools, workplaces and Aboriginal and Torres Strait Islander communities support recruitment, retention and graduation in a number of ways. These include highlighting psychology as a career option, prerequisite subject needs, support options, cultural and peer support programs (including the Indigenous Education Centre) and Aboriginal and Torres Strait Islander role models who have previously graduated, are currently studying or are working within the higher education institution.

Outreach programs develop relationships fundamental to the mutual understanding and development of trust and safety critical to student engagement strategies. They provide the opportunity to address negative experiences, barriers and stereotypes that may act against awareness, willingness and success in the study of psychology at the higher education level. Such relationships then create the opportunity for further engagement and conversation, as described by one participant.

Sometimes high-schoolers will ring up and say, 'I've got a half-day spare, can we come in and have a university experience?' So we organise for the students to go off to engineering and sciences, nursing and other places, so they can have some practical things happen. The DVC, the Deputy Vice Chancellor, quite often comes in and gives them an inspiring speech. (IEC participant – B3)

Financial incentives and assistance

Research has repeatedly found that financial resources are critical to Aboriginal and Torres Strait Islander students' enrolment, retention and graduation success (Kinnane, Wilks, Wilson, Hughes & Thomas, 2014). AIPEP participants reiterated the call for comprehensive and appropriately implemented financial support programs and incentives – in particular, scholarships, bursaries and traineeships that motivate and enable greater participation in the study of psychology.

There is also need for guidance and support in accessing, understanding and complying with the requirements of relevant financial programs, including raising awareness of the availability of government assistance, scholarships, bursaries and other assistance packages, and assistance with applications and compliance, including enrolment, deferral and withdrawal procedures.

It was acknowledged that many Aboriginal and Torres Strait Islander psychology students are mature-aged women with children and other family responsibilities. In 2009, 40 per cent of Aboriginal and Torres Strait Islander students were women aged 25 and over (Department of Education, Employment and Workplace Relations, 2012 p.15). Practical factors such as affordable housing and child-care were, therefore, seen as important in ensuring that students participate fully in their higher education experience.

Support

Support programs to address cultural, academic and emotional challenges that may face Aboriginal and Torres Strait Islander psychology students entering and pursuing higher education were seen as critical by participants. Some existing models were discussed:

[O]ut at the physiotherapy campus. It's fantastic. So they know they've got X number of students, get in the tutors, they go through the course material before lectures so they can make sure the students understand it, help them with assignments. The staff are proactive in terms of doing that pastoral care type of thing. (Indigenous psychologist – All)

It was recognised that Indigenous Australia is not homogeneous and there is no 'one size fits all' response. Participants therefore called for multiple and flexible support strategies. It was also acknowledged that navigating the higher education system and accessing unfamiliar services can be very difficult. Induction programs for Aboriginal and Torres Strait Islander students must, therefore, include introduction to the range of services available and emphasise the availability of such services throughout the higher education experience.

Role models

Aboriginal and Torres Strait Islander students and graduates identified role models as one of the key supports assisting their educational journey and transition into the workforce.

Whether it be a family member or friend, a member of the psychology staff (not necessarily Aboriginal and/or Torres Strait Islander) or staff within the Indigenous Education Centre, having someone who believed in their ability and was willing to provide one-on-one support and guidance had a significant impact on Aboriginal and Torres Strait Islander students' experiences in higher education institutions.

And I think a few key people in the psych school, like [staff member] were very supportive and were very encouraging for Indigenous students to follow through, just because I think they'd seen a few people drop out early and not finish. People like her are very keen to see us finish, so that was helpful. (Indigenous psychologist – D9)

The support received from role models included academic support in relation to the Western focus of psychology education. Coming from a different cultural background means that students need to continually adjust their identity to fit within Western normative expectations or to translate the Western norms into an Indigenous perspective.

People argue against you and push you away as not having authority or credibility because they're referencing you against a [Western] system. (IEC participant – 83)

This was particularly challenging when students entered masters programs. Participants reported that culture was regularly ignored as a factor in teaching about therapeutic interventions, or was presented as a 'variable to be controlled'.

The paradox of invisibility: Being ignored versus being the expert

One of the greatest challenges that Aboriginal and Torres Strait Islander students experience is the paradox of being both invisible and, at the same time, hyper-visible in the learning environment. Invisibility is related to the lack of Indigenous knowledges, culture, beliefs and values in the curriculum as well as the lack of cultural relevance many concepts and theories have for Indigenous peoples. It also relates to the notion that higher education is a 'white space' within which 'black students' (and potentially staff) do not belong.

At the same time, Aboriginal and Torres Strait Islander students also experience hyper-visibility as they are expected to be 'expert in all things Indigenous'. Consequently, requests for Aboriginal and Torres Strait Islander students to 'educate' their non-Indigenous peers and lecturers can become an additional burden in an already challenging context.

Anytime anything comes up that has anything to do with Indigenous, everyone looks at you. You've got the whole room looking at you to see what your response is going to be. (Indigenous psychologist – D9)

Students who continue in their higher education experience and go on to higher degrees or academic careers must also navigate additional burdens; consequently, the demands are unrelenting and often result in negative outcomes for the individual.

Indigenous staff, there's this expectation that they'll do their job plus all the Indigenous stuff that needs to be done within the university plus they have their own Indigenous cultural commitments. And that's not a fair ask of them ... They're expected to do everything and if they do research that isn't about Indigenous health, people look at them like they're weird. They're ... seemingly not entitled to have their own research interest as well. (Psychology Educator - G2)

Cohort recruitment

Being the only Aboriginal or Torres Strait Islander student in a course or on a campus can lead to social and cultural isolation. Many of the AIPEP research participants spoke of their anxiety at being the 'only one', which links with the theme of invisibility.

I was like, 'Really? Where? Here? There's another one here?' I was like, 'Oh my God!

There's another one around the place'. (Indigenous psychologist – D9)

Ideally, higher education institutions should implement and encourage cohort recruitment strategies for specific disciplines. Strategies that aim to recruit groups of students into the same higher education institution or campus and to actively support their engagement as a peer group can also prove beneficial.

Building partnerships with Aboriginal and Torres Strait Islander communities and organisations can facilitate cohort recruitment. Similarly, targeted marketing to high schools that teach psychology, and schools with large Aboriginal and/or Torres Strait Islander student groups, could be highly effective in encouraging cohort enrolments. Strategic relationships with relevant TAFE courses and with employers could have similar positive outcomes.

Indigenous Education Centre relationships

Developing respectful relationships and partnerships with IECs is a fundamental aspect of any recruitment, retention and graduation strategy aimed at increasing Aboriginal and Torres Strait Islander student participation.

IECs were acknowledged by AIPEP research participants as the cultural advisers on Aboriginal and Torres Strait Islander matters within higher education institutions, and the primary link between institutions and Aboriginal and Torres Strait Islander communities.

I just think here we try and concentrate on getting people into university and undergraduate studies – wherever they may be, whatever course that may be – providing a sort of intellectual hub for the community but also bridging that gap between Indigenous communities and academia. And like I said, supporting students whilst they're undertaking their undergraduate and postgraduate studies. (IEC participant – AS)

Relationships with institutions' IECs enable the school or department and its staff to increase awareness and competence in dealing with Aboriginal and Torres Strait Islander matters, provide opportunities for collaboration with the IEC and other areas of the institution (for example, co-teaching), offer an element of cultural safety for students, and provide a contact and conduit to existing outreach and induction strategies for Aboriginal and Torres Strait Islander students.

Psychology Curriculum

The content, pedagogy and all other aspects of the curriculum are fundamental to the development of competent graduates capable of working effectively and appropriately with Aboriginal and Torres Strait Islander peoples. As well as the previous findings related to recruitment, retention and graduation, the AIPEP research focused on topic areas critical to the development of graduate capabilities and explored the relevance of work integrated learning (WIL).

Curricular topic options

The AIPEP workforce survey listed seven relevant curriculum topics and asked participants to rate the importance of their inclusion in the psychology curriculum (Figure 1). All seven topics were rated as being of high importance by the vast majority of participants. Most importantly,

100 per cent of participants reported that cultural engagement and safety should be included in the psychology curriculum.

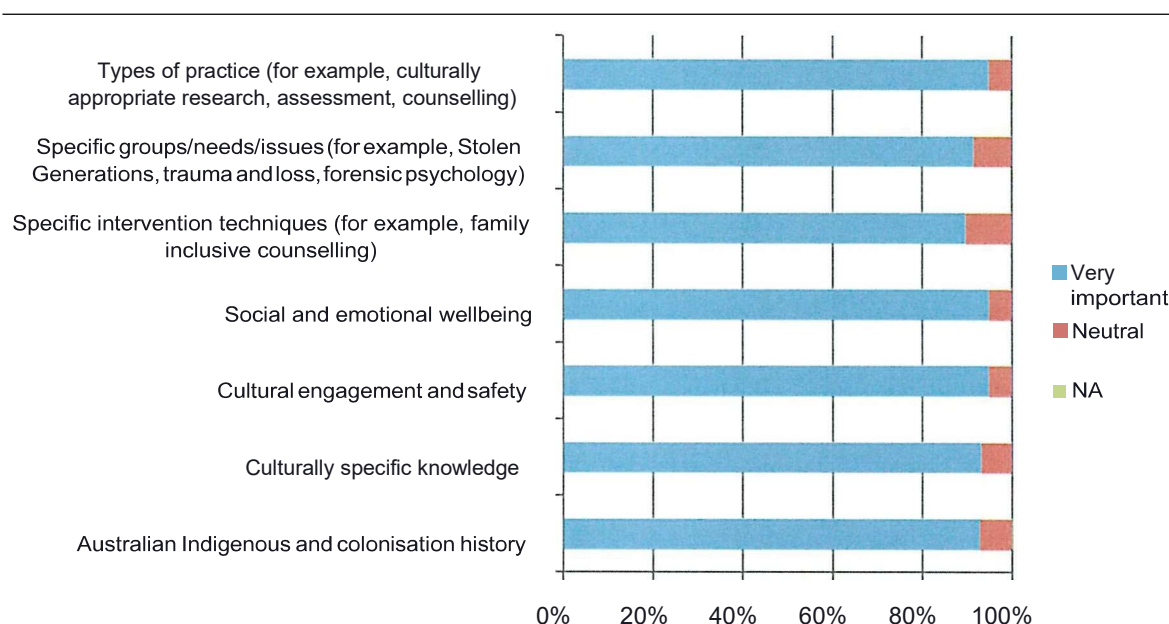


Figure 1: Workforce survey results: Curriculum topics by rating of importance

Survey participants were also asked to list other curriculum areas that should be included in psychology training. The areas suggested can be grouped under five broad headings: trauma and its impact; engagement and listening; whiteness and privilege; racism and Aboriginal diversity; and culturally specific knowledge and understanding.

In contrast, psychology student participants with little exposure to Indigenous knowledge at the higher education level reported that they wanted less emphasis on the challenges facing Aboriginal and Torres Strait Islander Australians and a greater focus on strengths and resilience.

I think also there is a lot of focus on the problems that Indigenous people have in Australia, whereas there's very little focus on the beauty of their culture, the history of their culture, how their culture works, how the different tribes work, languages everything like that ... There really is a lot of focus on the problem side of it.
(Psychology student focus group – PS3)

WIL/Placements/Internships

Apprenticeship is the best teaching method. (Workforce survey – WS59)

Psychology is one of the few disciplines that does not routinely provide undergraduate students with work placement opportunities prior to graduation. It is worth noting that many workforce survey participants indicated that most of the graduates who enter the workplace have never knowingly met an Aboriginal or Torres Strait Islander person. Coupled with the lack of appropriate curriculum, there is no doubt students' capacity to work appropriately and effectively with Aboriginal and Torres Strait Islander peoples is affected.

I guess it varies a lot but most of them just haven't had personal contact with Aboriginal people and so they don't really understand what it's like for Aboriginal people. (Workforce interview – WFI)

There was strong support for WIL at the postgraduate level. However, participants also acknowledged that undergraduate skill development is crucial to support transition into a wide range of employment settings. It was recognised that the knowledge and capacity developed by psychology graduates can influence more than just the professional practice of psychologists; it also impacts on the social interactions and relationships graduates have in their personal and professional lives.

Support for workforce experience was, however, tempered by practical concerns relating to 'space' within the curriculum and the capacity of Indigenous services and supervisors to take on student placements. Participants recognised that students need foundational knowledge and a commitment to lifelong learning before commencing WIL within an Indigenous service or with Aboriginal and Torres Strait Islander peoples. It is arguable, however, that many of these perceived barriers can be managed with creative and innovative approaches to curriculum and assessment, especially at the undergraduate level.

Integrating workplace experience into psychology training may help build relevance for both Aboriginal and Torres Strait Islander and non-Indigenous students, facilitating their attraction to psychology training as well as retention and success. The majority of AIPEP research participants who were asked about WIL were strongly in favor of this approach.

Professional Capabilities

The three workforce data sets (workforce symposium, workforce survey and workforce interviews) were used as the primary focus for analysis of the professional capabilities required by psychologists working with Aboriginal and Torres Strait Islander peoples. Data from other participant groups were also used to inform the model. As with the curriculum themes, the data indicated that capabilities need to be discussed at multiple levels to recognise and understand professionals' positions in relation to the development of their own awareness, capacity and capability. The capabilities emerging from AIPEP data can be organised under three key themes: values, knowledge and skills.

Values

Values of respect, trust, honesty, openness and a commitment to lifelong learning were identified as the foundation upon which professional competency for working with Aboriginal and Torres Strait Islander peoples is built.

Workforce survey participants also recommended reflection and checking of assumptions as key areas of training and information needed for practising psychologists. Developing respect requires self-reflection and the ability to critically reflect on assumptions and accepted norms.

[O]ne thing that, for me, is fundamental ... is actually positioning North American psychology in its proper place, as one of the many possible psychologies or paradigms that we can possibly have, or group of paradigms. So at the moment it's positioned as the Holy Grail, but actually it's just one of many. And when you do that you immediately create space for other psychologies and ways of understanding human behavior. (Indigenous psychologist – All)

Knowledge

Knowledge of Australian colonisation history, alternative worldviews, relevant legislation, ethical guidelines, epistemologies and Indigenous spirituality were a second fundamental aspect of psychologists' competency requirements for working with Aboriginal and Torres Strait Islander peoples.

Knowledge, appreciation and understanding of the history of colonisation and its impact on the health and wellbeing of Aboriginal and Torres Strait Islander communities were seen to be essential in the training of undergraduate, postgraduate and practising psychologists.

They are not well prepared in fundamental concepts and an understanding of real Australian history on which to develop culturally respectful professional and clinical practice. (Workforce survey – WS3)

Australian settlement history illustrates the strength of Aboriginal and Torres Strait Islander peoples to resist colonisation and survive and thrive despite dispossession, persecution and ongoing racism. Hence, psychologists' knowledge in this area will influence an understanding of the strengths and resilience of Aboriginal and Torres Strait Islander peoples and cultures, and the role this can play in effective psychological practice.

Participants repeatedly referred to the need to understand trauma, including inter- generational trauma, and its therapeutic options. Trauma-informed care is an emerging and effective approach for many Aboriginal and Torres Strait Islander people who have been affected by historic and ongoing trauma. Calls for the inclusion of trauma-related areas in the psychology curriculum and professional development were present in all participant groups.

Workforce survey participants also called for culturally specific knowledge and understanding in areas such as family obligations, acculturation stress, culture-bound syndromes, and traditional healing methods learnt from Elders.

Skills

AIPEP participants listed specific skills that were central to effective and appropriate psychological work with Aboriginal and Torres Strait Islander peoples. These were particularly focused around the development of relationships and partnerships and included areas such as engagement, cultural responsiveness, deep listening, ethics and professional boundaries.

Chapter 4. AIPEP Secondary Data Findings

The measurement, collection and reporting of statistics relating to Aboriginal and Torres Strait Islander peoples' representation in the Australian population and sub-groups is fraught with methodological, historical and socio-political challenges. Strategies and methods to measure Aboriginal and Torres Strait Islander representation have changed over time, as have social factors, including racism, and historical factors, such as the discovery of Aboriginal and Torres Strait Islander heritage by people, or descendants of people, removed from their family and communities as part of the Stolen Generations (Kinnane et al., 2014).

Aboriginal and Torres Strait Islander identification is a self-reported measure and is therefore affected by false positives (non-Indigenous persons inaccurately reporting themselves as Aboriginal and/or Torres Strait Islander) and false negatives (persons not reporting their Aboriginal and/or Torres Strait Islander identity by choice or because they are not aware of their heritage).

Since 1978, it has been accepted that an Aboriginal and Torres Strait Islander person is:

- a person of Aboriginal or Torres Strait Islander descent,
- who identifies as being of Aboriginal or Torres Strait Islander origin and
- who is accepted as such by the community with which the person associates.

(ABS, 2010)

Large quantitative data mechanisms do not have the capacity to test these criteria accurately, especially the last criterion. These variations and limitations make the accurate portrayal of Aboriginal and Torres Strait Islander participation in higher education and the psychology profession difficult. The figures presented in the following section should be considered within this context.

Aboriginal and Torres Strait Islander Students in Higher Education

This section provides an overview of Aboriginal and Torres Strait Islander student participation in psychology training programs within a broader context of higher education participation and by exploring the challenges presented by the complexity of psychology education.

The participation of Aboriginal and Torres Strait Islander peoples in higher education studies has continued to increase over time. Between 2001 and 2013, Aboriginal and Torres Strait Islander student numbers rose from 8656 to 13,723 (Department of Education, 2013). However, between 2001 and 2013 the Aboriginal and Torres Strait Islander student representation did not rise above 1.6 per cent of all commencing domestic students, and has not exceeded 0.2 per cent of all other domestic student cohorts.

The complexity of psychology training

In March 2015, there were 494 higher education courses accredited by APAC, the external accreditation body operating under the *Health Practitioner Regulation National Law Act 2009*

(QLD). Psychology courses can be undertaken in a number of ways, including three-year undergraduate degrees, fourth-year honours programs, four-year sequences and postgraduate programs at masters or doctoral level (APAC, 2010).

Psychology is relatively unique among health sciences qualifications in that it may be offered as both a practitioner qualification and a discipline of study. For this reason, psychology can be studied at the undergraduate level as part of a wide range of courses, including arts, science, commerce and health sciences.

All of these factors mean that obtaining student data on accredited psychology courses is extremely difficult. This is further complicated for Aboriginal and Torres Strait Islander student figures, where issues of access and data privacy are extremely important. The APS has made unsuccessful attempts to obtain figures directly from departments and schools of psychology (2011) and from the then-Department of Education, Employment and Workplace Relations (2012). The 2011 call to heads of psychology resulted in only two responses and data was, therefore, unusable. The 2012 data included irrelevant courses and was, therefore, also unusable.

APS College-approved postgraduate courses

The Australian Department of Education and Training collects and reports on student figures in APS College-approved postgraduate psychology courses. APS College-approved courses are:

... psychology units of study (Field of Education code 090701) that contribute to courses that are accredited for the purposes of professional registration by the Australian Psychological Society (APS) College of Clinical Psychologists, the APS College of Clinical Neuropsychologists, the APS College of Counselling Psychologists, the APS College of Educational & Developmental Psychologists, the APS College of Forensic Psychologists, the APS College of Health Psychologists, the APS College of Sport Psychologists or the APS College of Community Psychologists.

(Australian Government, 2012)

While this is only a small sub-section of accredited psychology courses, these data can provide some indication of Aboriginal and Torres Strait Islander student participation in psychology generally, and provide a good indication of students participating in specialist professional psychology training.

In May 2015, a second data request was submitted to the Department of Education and Training for historical data (2008–2013) on Aboriginal and Torres Strait Islander student numbers within the domestic student cohort. Along with this data, information detailing student gender and full-time and part-time enrolments were supplied. Where numbers are less than five, to protect individual privacy, the Department of Education and Training does not provide exact numbers. This means that proportions cannot always be calculated.

Between 2008 and 2013, the number of Aboriginal and Torres Strait Islander students enrolled in APS College-approved postgraduate psychology courses almost doubled (from 10 in 2008 to 19 in 2013). The majority of these students (68 per cent in 2013) were women.

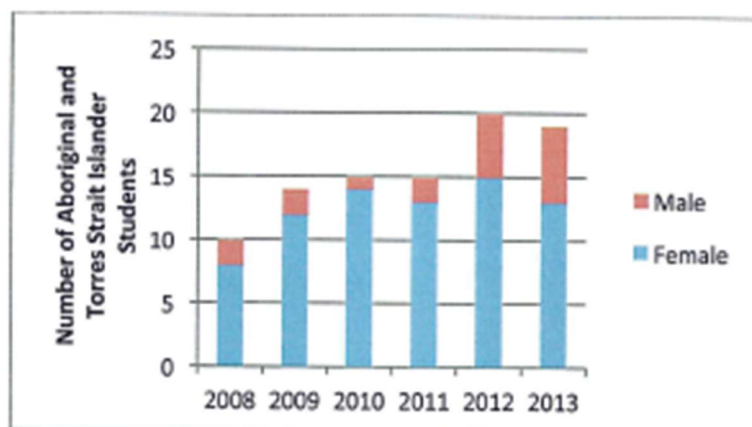


Figure 2: Aboriginal and Torres Strait Islander domestic student enrolments in APS College-approved postgraduate psychology courses by gender 2008–2013.

The majority of Aboriginal and Torres Strait Islander students studying APS College-approved postgraduate courses are enrolled full-time. However, this proportion has decreased from 80 per cent studying full-time in 2008 to 63 per cent in 2013.

Aboriginal and Torres Strait Islander Psychologists

Aboriginal and Torres Strait Islander peoples' representation in the field of psychology is illustrated by two national data sets: the Australian Census conducted by the Australian Bureau of Statistics, and the Health Workforce Survey conducted by the Australian Department of Health through the Australian Health Practitioner Regulation Agency (AHPRA) and analysed by the Australian Institute of Health and Welfare (AIHW).

Psychologists and the Australian Census

The Australian Census is conducted every five years and is compulsory for all persons residing in Australia and its territories on Census night. Since 1995, the measurement of the Aboriginal and Torres Strait Islander population is undertaken through self-reporting (ABS, 2010).

Given the vast array of occupations and professions available, the Census questions about occupations are open-ended and categorised during data analysis. Occupation is assessed through the following questions:

- *'In the main job held last week, what was the person's occupation - Give full title',*
and
- *'What are the main tasks that the person usually performs in the occupation'.*

(ABS, 2011)

Because qualified psychologists may hold a wide range of occupational titles (including psychologist, counsellor, manager, case worker, human resources manager and consultant), the profession is likely under-represented.

With these limitations in mind, the most recent Census figures suggest that, in real terms, the number of Aboriginal and Torres Strait Islander psychologists almost doubled between 2006 (44, or 0.33 per cent of all psychologists) and 2011 (84, or 0.45 per cent of all psychologists). Despite this real increase, the proportion of Australian psychologists identifying as Aboriginal and Torres Strait

Islander rose by only 0.1 per cent.

Registered psychologists

Since 2011, a national workforce survey has been conducted at the time of annual registration with PsyBA, the national regulation body for psychology. Participation in the survey is voluntary and data are analysed and reported by AIHW. This assessment of the psychology workforce is limited to registered psychologists and therefore excludes psychology graduates in work settings and roles not requiring registration with PsyBA (for example, psychology educators in higher education).

Aboriginal and Torres Strait Islander representation is measured through self-reporting (PsyBA, 2014). The survey found that the number of registered Aboriginal and Torres Strait Islander psychologists has risen from 108 (0.48 per cent of all psychologists) in 2011 to 158 (0.57 per cent of all psychologists) in 2014. This is markedly higher than the figures reported in the Australian Census. Consistent with Census data, the Health Workforce Survey found that, as a proportion of all psychologists, the proportion of Aboriginal and Torres Strait Islander psychologists has increased by less than 0.1 per cent in the four years measured.

Chapter 5. AIPEP Outcomes

Two one-page representations of the Project are included as Appendix F. A report by the External Evaluator is included as Appendix G.

Outcome Papers

Three outcome papers have been developed to guide and support the work required to achieve the AIPEP aims as informed by the AIPEP research findings and existing evidence.

Collectively, the AIPEP outcome papers provide a template for meeting the standards set out by APAC, workforce competencies specified by PsyBA and ethical obligations stipulated by the APS Code of Ethics, and will contribute to increasing the number of Aboriginal and Torres Strait Islander practising psychologists; increasing the number of culturally responsive psychological services; and closing the gap between Aboriginal and Torres Strait Islander and non-Indigenous education, employment and economic status.

AIPEP Curriculum Framework

The objective of the AIPEP Curriculum Framework is to ensure Aboriginal and Torres Strait Islander knowledges are embedded within undergraduate and postgraduate psychology education. The research context and previous work in this area (including other curriculum frameworks) that have informed the Framework are described and a set of 11 pedagogical principles established. The Framework is structured around the APAC Standards for psychology training programs (2010). At the time of publication in 2016, the APAC Standards were under review. These Standards have since been updated and now make explicit reference to the AIPEP Curriculum Framework (Dudgeon et al., 2016a).

Indigenous governance and its relationship to the evaluation, review and implementation of the psychology curriculum are discussed, as are critical aspects of design, implementation and sustainability of change in the curriculum. A conceptual model of 'stepped progression' is presented to assist in the implementation of the framework.

AIPEP Guidelines for Increasing the Recruitment, Retention and Graduation of Aboriginal and Torres Strait Islander Psychology Students

The objective of the AIPEP Guidelines for Increasing the Recruitment, Retention and Graduation of Aboriginal and Torres Strait Islander Psychology Students is to provide evidence-based strategies to increase the recruitment, retention and graduation of Aboriginal and Torres Strait Islander psychology students in accredited undergraduate and postgraduate programs. A set of guidelines fundamental to an effective approach to increasing Aboriginal and Torres Strait Islander psychology student recruitment, retention and graduation is established. Thirteen critical factors are presented in relation to organisational strategy and continuous quality improvement, and specific areas of merit-based selection, accountability, monitoring and evaluation are also discussed (Dudgeon et

al., 2016b).

AIPEP Workforce Capabilities Framework

The objective of the AIPEP Workforce Capabilities Framework is to document the knowledge, skills and values required to build the capacity and competency of all psychology graduates to work appropriately and effectively with Aboriginal and Torres Strait Islander peoples. The Framework establishes nine principles and describes professional capabilities against the PsyBA core capabilities for registration (2013; replaced in 2017). The Framework also discusses WIL, particularly in relation to how this learning opportunity can be utilised at the undergraduate level. Workplace mentoring and support strategies, and the importance of partnership and collaboration, are also discussed in relation to WIL (Dudgeon et al., 2016c).

AIPEP Website and Resources Database

The AIPEP outcome papers are supplemented by the AIPEP website and resources database, located at www.IndigenousPsychEd.org.au. The database contains a range of resources such as journal articles, books, book chapters, news items, videos, podcasts and academic units of study. The AIPEP resources database is a PsyBA-recommended resource for those sitting the National Psychology Exam.

Student Network

A social media network of Aboriginal and Torres Strait Islander psychology students was created using the LinkedIn professional forum. This network – referred to as the Aboriginal and Torres Strait Islander Psychology Students Network (ATSIPSN) – is co-moderated by the AIPA Executive Officer and the AIPEP Project Manager, ensuring Indigenous leadership and mentoring, as well as collaboration and partnership with AIPEP. ATSIPSN is a closed group, ensuring privacy and safety for conversations and communications online, and has been used to share information about scholarships, events and topics of interest, as well as to gain feedback from students on issues of particular relevance to the Project. Notably, as a result of the network two students contributed their insights at the AIPEP 'How To' session at the APS Conference in September 2015.

Conference and Professional Presentations

Since its first year, the AIPEP Team has placed a significant focus on the dissemination of knowledge and encouraged conversation and two-way feedback on the Project aims and objectives. This has meant that the Project, its impetus, objectives and recommendations have been discussed in a range of forums both nationally and internationally (see Appendix H for a full list of national and international presentations). These have included conferences, meetings, and professional development workshops. Audiences have included psychologists, psychology educators, Indigenous allied health professionals, teaching and learning academics, researchers and heads of higher education psychology departments and schools.

Several papers have been delivered at psychology conferences in Australia, New Zealand, Japan and the United States. One paper was given at an Ethics Conference and explored the engagement of researchers with ethics processes in Indigenous contexts.

Stakeholder Engagement and Endorsement

At the commencement of the Project, the AIPEP Team mapped out the diverse stakeholder groups relevant to AIPEP. These include Aboriginal and Torres Strait Islander psychologists and psychology graduates; Aboriginal and Torres Strait Islander psychology students; other Indigenous health professional associations and representative bodies; members of departments and schools of psychology; accreditation and registration bodies; and employers.

In February 2016, a meeting (the Leadership in Indigenous Mental Health meeting) was held with leaders of the APS, APAC and HODSPA to discuss the AIPEP outcomes and call for commitment to continue collaboration to implement the AIPEP recommendations. This meeting, co-chaired by Professor Dudgeon and Professor Allan Fels, Chair of the National Mental Health Commission, resulted in a Statement of Commitment, signed by AIPA, APS and APAC, that is included in the introduction of the three AIPEP outcome documents.

The PsyBA, which is responsible for setting the core capabilities required of psychology professionals and for managing the registration and regulation of psychologists, was invited to become a member of the AIPEP NRC and the Leadership in Indigenous Mental Health meeting. The PsyBA advised that its statutory obligations did not allow it to participate but emphasised its commitment to the Project. The PsyBA Chair and Board have subsequently been invited to provide feedback on the draft outcome papers, with particular emphasis on the AIPEP Workforce Capabilities Framework, which is framed around PsyBA core capabilities.

Appendix F lists further outcomes from engagement with key stakeholders since July 2016.

Chapter 6. Critical Success Factors

Indigenous governance, oversight and stakeholder engagement

Defining 'Indigenous governance', including the discussion of issues such as decision-making, ethics and authorship, has been an important and ongoing process for the AIPEP Team.

Reflections from the College of Deans of Australian Medical Schools (CDAMS) Indigenous Medical Curriculum project (Phillips, 2004), led by Dr Gregory Phillips, was invaluable and provided important content and context for the NRC meeting held in March 2014. Ongoing reflection and reflexivity in reviewing the Project Team's management strategies ensured strong Indigenous leadership, representation and stakeholder input, as well as an Indigenous research approach to the interpretation of data and the development of guidelines and recommendations.

Appropriate ethics processes

Approval from existing Aboriginal Health Ethics committees (HECs) was an important aspect of the Project at the outset. It took some time to understand the processes required by each Aboriginal HEC and to respond to their queries and concerns. Each committee had different procedures and expectations of the Project.

For future projects, the ethics application process should commence immediately on receipt of funding approval to ensure sufficient time for application.

Face-to-face communication

Project Team teleconference meetings were held approximately every fortnight to ensure continuing momentum and to facilitate communication within a geographically disparate team. However, the greatest gains came from face-to-face meetings due to the time dedicated to discussion.

This was also the case with NRC meetings. The budget did not allow for more than one face-to-face meeting per financial year. A teleconference held in late 2014 indicated that this form of meeting was much less productive and less culturally appropriate.

Team-members' and Project Manager's time

AIPEP was an ambitious project that gathered broad perspectives and remained true to its commitment to Indigenous governance. Time is a vital aspect of any project, but it is particularly significant when working in Aboriginal and Torres Strait Islander areas. The original project proposal tended to underestimate the time required to gain ethics approval; establish clear Indigenous governance, cultural protocols and responsibilities within the project team; liaise, consult and engage with key stakeholder groups (including AIPA, the National Aboriginal Community Controlled Health Organisation (NACCHO), HODSPA, APAC and PsyBA); develop inter-institution partnership agreements and reporting protocols for ethics (including data storage) and budget management; and establish a national reference committee and organise mutually appropriate meeting times.

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Appendix A

Certification by Deputy Vice-Chancellor (or equivalent)

I certify that all parts of the final report for this OLT grant provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: AJC. Date: 28 June 2016

Professor Alec Cameron
Deputy Vice-Chancellor (Education)
The University of Western Australia

Appendix B

Research Methods – by Participant Group

Table A. Research methods by participant group

Aboriginal and Torres Strait Islander psychologists and psychology graduates	
Recruitment strategy	<ul style="list-style-type: none"> • Invitation to AIPA members with annual gathering invitation [n=84] • Invitation to psychology members of the IAHA • Promotion through ATSIPSN
Venues	Perth, Adelaide and Brisbane
Facilitators	<ul style="list-style-type: none"> • Professor Pat Dudgeon - AIPEP Project Leader (Perth) • Ms Joanne O'Connor - Indigenous Facilitator (Adelaide) • Ms Stacey Vervoort - Indigenous Facilitator and AIPA member (Brisbane) <p>AIPA facilitators provided with Indigenous Facilitators' Kit that included the workshop schedule, invitation templates, information sheets, consent forms and transcription procedures.</p>
Recording and transcription	<p>Workshop recorded and additional notes taken on butcher's paper. Recordings transcribed verbatim and de-identified during the verification process.</p> <p>Verification undertaken by a non-Indigenous Project team member (Perth) and the Indigenous Facilitators (Adelaide and Brisbane) with input from and final approval by the Project Leader.</p>
Notes	<p>A follow-up workshop (held in conjunction with the AIPEP Project Team) was held in April 2015 with members of the AIPA Steering Committee, the Indigenous facilitators and two other Indigenous psychology representatives. Preliminary findings from the research and draft guidelines and principles were presented.</p> <p>Workshop participants were asked whether findings reflected their own experiences and whether the guidelines and principles were appropriate and likely to be effective.</p>

Indigenous Education Centre (IEC) staff	
Recruitment strategy	<ul style="list-style-type: none"> • A group of 21 institutions selected to provide a spread across all states and territories (excluding the ACT) and including regional and city-based campuses. One private higher education provider was included. • A list of heads of IECs for each institution developed using information available from institution websites (the private institution was not included in the IEC interviews as it did not have an identified IEC or equivalent service). • Heads of IECs contacted directly by email introduction with an attached PDF letter. Follow-up emails and phone calls were made in some cases.
Venues	<ul style="list-style-type: none"> • Interviews and focus groups were held on the relevant higher education institution campus or by phone.
Interviewers/ Facilitators	<ul style="list-style-type: none"> • Associate Professor Jacky Cranney • Associate Professor Dawn Darlaston-Jones • Dr Sabine Hammond • Dr Jillene Harris • Associate Professor Judi Homewood
Recording and transcription	<ul style="list-style-type: none"> • Interviews and focus groups recorded and transcribed verbatim. • De-identification occurred during the verification process. • Verification undertaken by non-Indigenous Project Team members with input and final approval by the Project Leader.
Psychology educators	
Recruitment strategy	<ul style="list-style-type: none"> • A group of 21 institutions selected to provide a spread across all states and territories (excluding the ACT) including regional and city-based campuses. One private higher education provider was included. • A list of the head of the department or school of psychology for each institution developed using information available from institution websites. • Heads were contacted directly by email introduction with an attached PDF letter. Follow-up emails and phone calls were made in some cases.
Venues	<ul style="list-style-type: none"> • Interviews and focus groups were held on the relevant higher education institution campus or by phone
Facilitators	<ul style="list-style-type: none"> • Associate Professor Jacky Cranney • Associate Professor Dawn Darlaston-Jones • Dr Sabine Hammond • Dr Jillene Harris • Associate Professor Judi Homewood
Recording and transcription	<ul style="list-style-type: none"> • Interviews and focus groups recorded and transcribed verbatim. • De-identification occurred during the verification process. • Verification undertaken by non-Indigenous Project Team members.

First year psychology students	
<p>A small grant was awarded to Associate Professor Judi Homewood to conduct focus groups with first-year undergraduate students at Macquarie University to investigate student views and experiences of Indigenous content in the psychology curriculum. This small study was external to the original OLT grant and enabled the Project Team to consider a further dataset.</p> <p>Participants received 60 minutes of course credit.</p>	
Recruitment strategy	<ul style="list-style-type: none"> • Advertisement on Macquarie University 'Subject Pool' webpage and Macquarie University Psychology Society Facebook page.
Venues	<ul style="list-style-type: none"> • Macquarie University
Facilitators	<ul style="list-style-type: none"> • Non-Indigenous Project Officer (employed by Macquarie University)
Recording and transcription	<ul style="list-style-type: none"> • Focus groups recorded and transcribed verbatim. • De-identification occurred during the verification process. • Verification undertaken by the Non-Indigenous Project Officer (employed by Macquarie University) with input and final approval by Associate Professor Judi Homewood.
Workforce symposium	
Recruitment strategy	<ul style="list-style-type: none"> • Invitation to attend a workforce symposium or participate in an online survey included in all conference delegate packs. • Two symposia held during the conference. • Symposia were two hours in duration and structured around seven key questions, which focused on the competencies needed by mental health professionals to work effectively with Aboriginal people and communities.
Venues	<ul style="list-style-type: none"> • New South Wales Rural Mental Health Conference (Albury, November 2013)
Facilitators	<ul style="list-style-type: none"> • Dr Jillene Harris
Recording and transcription	<ul style="list-style-type: none"> • Focus groups recorded and transcribed verbatim. • De-identification occurred during the verification process.

Workforce survey	
Recruitment strategy	<ul style="list-style-type: none"> • APS website • APS email newsletter 'APS Matters' • Direct email to: <ul style="list-style-type: none"> - AIPEP NRC members - AIPEP mailing list - AIPEP Aboriginal and Torres Strait Islander psychology student list • Project Manager's LinkedIn newsfeed • ATSIPSN LinkedIn newsfeed
Venues	<ul style="list-style-type: none"> • Online using Survey Monkey <p>The survey was open from October 2014 until 31 January 2015 and collected both qualitative and quantitative data.</p>
Workforce interviews	
Recruitment strategy	<ul style="list-style-type: none"> • Workforce survey participants invited to express their interest.
Venues	<ul style="list-style-type: none"> • All interviews were conducted by phone.
Facilitators	<ul style="list-style-type: none"> • Dr Jillene Harris
Recording and transcription	<ul style="list-style-type: none"> • Interviews recorded and transcribed verbatim. • Transcripts later de-identified during verification by the interviewer.

Appendix C

Research Participants

Aboriginal and Torres Strait Islander psychologists and graduates

Three workshops were held with Aboriginal and Torres Strait Islander psychologists and psychology graduates. The first workshop was held in conjunction with the AIPA annual gathering in May 2014 in Perth, Western Australia. Eight members of AIPA participated in the workshop, which was facilitated by the Project Leader, Professor Pat Dudgeon, and a Project Team member, Associate Professor Dawn Darlaston-Jones.

To supplement this data, two further workshops were held and facilitated by Indigenous psychologist Ms Stacey Vervoort (Brisbane workshop) and Indigenous psychology graduate Ms Joanne O'Connor (Adelaide workshop). Three participants were involved in the Adelaide workshop, which was held in December 2014. The Brisbane workshop was held in January 2015 with two participants. Twelve participants were women and one was a man. One woman participated in two workshops.

Higher education

Indigenous Education Centre staff

Interviews and focus groups with staff of higher education institution IECs were conducted between February and September 2014. A total of 11 interviews/focus groups were held with 15 staff from 11 universities. Eleven participants were women and four were men.

In eight interviews there was one participant, while three focus group interviews (that is, the same questions were asked of the group) were conducted with two or more staff. Two interviews were conducted via phone.

The number of staff in IECs is typically smaller than in psychology departments and IEC staff are stretched across the breadth of the institution. This meant that interviews could not be scheduled with all centres at participating institutions.

Psychology educators

Interviews and focus groups with psychology educators from higher education institutions were conducted between February and September 2014. A total of 22 interviews/focus groups were held with 33 staff from 19 institutions. At four institutions two interviews/focus groups were held, reflecting the number of staff with expertise or interest in the area.

In 15 interviews there was one participant, while seven focus groups were conducted with two or more staff. Five interviews were conducted via phone. Sixteen participants were women and 18 were men.

Psychology students

Thirty first-year psychology students (24 women and six men) participated in one of six focus groups in August 2014. The age of the participants was not recorded.

Workforce

NSW Rural Mental Health Conference symposium

Two concurrent symposia were held with conference delegates at the New South Wales Mental Health Conference held in Albury in 2013. The symposia were facilitated by non-Indigenous members of the AIPEP Project Team, Dr Jillene Harris and Associate Professor Russell Roberts. The symposia involved nine participants (seven women and two men). All participants worked in the mental health field (five nursing, one clinical leader and three allied health). The age of participants was not recorded.

Symposium one involved five participants (four women and one man). Four participants were nurses and one was a clinical leader.

Symposium two involved four participants (three women and one man). Unfortunately all data from this symposium were lost with the withdrawal of the facilitator from the Project Team. Data analysis therefore refers only to Symposium one.

Workforce survey

Sixty-four responses to the workforce survey were received. The majority of participants were women (64 per cent), and provided services designed to meet the needs of Aboriginal or Torres Strait Islander people or communities (86 per cent). Seven participants (11 per cent) did not indicate their gender.

Nearly one-third of participants (30 per cent) worked in regions of NSW and 22 per cent in regions of Queensland. No participants worked in regions of the Australian Capital Territory (ACT).

Almost two-thirds of participants (64 per cent) were psychologists. Seven participants (11 per cent) did not indicate their profession.

Workforce interviews

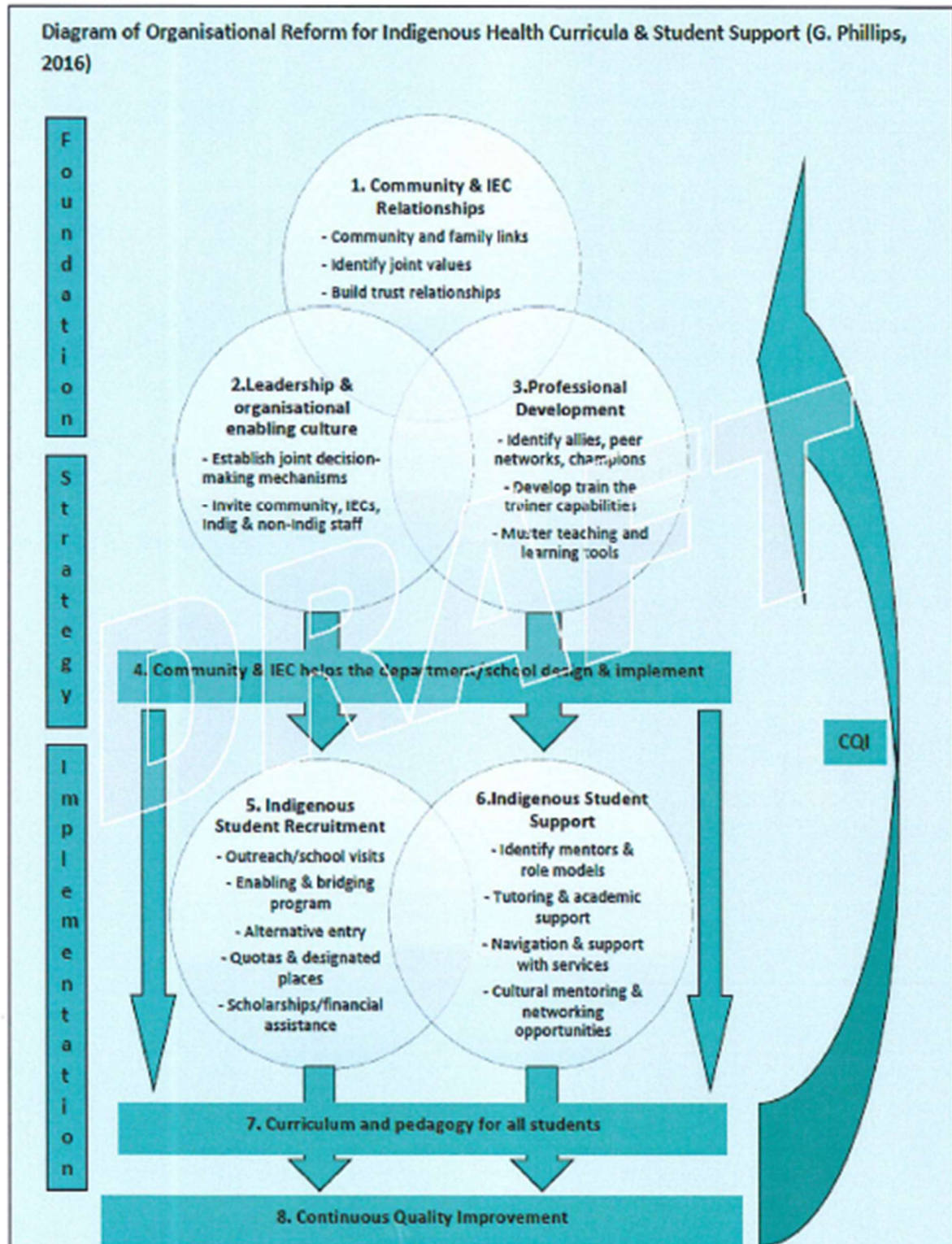
Ten workforce interviews were conducted between January and March 2015. Seven participants were women and three were men. All interviews were conducted by phone.

Participants were based in the Australian Capital Territory (one), New South Wales (two), Queensland (three), South Australia (two) and Victoria (two).

Appendix D

Organisational reform for Indigenous health curricula and student support

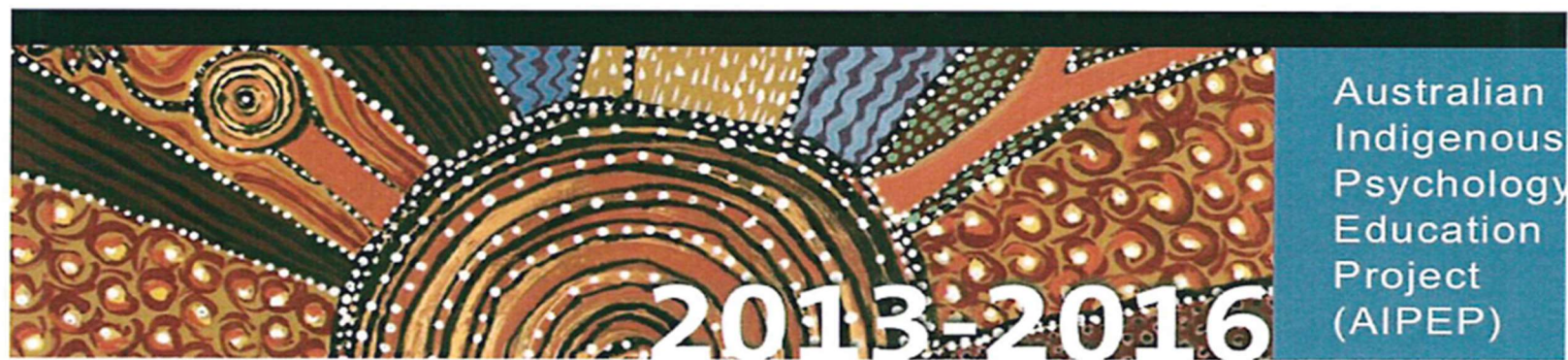
Figure E. Organisational reform for Indigenous health curricula and student support



Appendix E

One-page Representation of AIPEP





AIPEP was funded in response to the mental health crisis facing Aboriginal and Torres Strait Islander peoples, the under-representation of Aboriginal and Torres Strait Islander peoples in the profession of psychology, and the under-preparedness of psychology graduates for working with Aboriginal and Torres Strait Islander peoples.

Three papers have been developed to guide implementation of AIPEP recommendations against three key aims:

AIMS	OUTCOMES
Indigenous knowledge and content in undergraduate and postgraduate psychology training	AIPEP Curriculum Framework
Recruitment and retention of Aboriginal and Torres Strait Islander psychology students	AIPEP Guidelines for Increasing the Recruitment, Retention and Graduation of Aboriginal and Torres Strait Islander Students
Graduate and professional development of workforce capabilities required for appropriate and effective work with Aboriginal and Torres Strait Islander peoples	AIPEP Workforce Capabilities Framework

Other outcomes include:

- ◆ Statement of Commitment signed by peak industry bodies
- ◆ Aboriginal and Torres Strait Islander Psychology Students Network (ATSIPSN)
- ◆ Searchable resources database
- ◆ Professional workshops and presentations

www.IndigenousPsychEd.org.au

Appendix F

External Evaluator's Report

Evaluation for the Project was iterative and ongoing, with the External Evaluator, Professor Susan Page, contracted in the early stages of the Project and in regular contact with the Project Team during the life of the project. The Evaluator regularly attended Project Team meetings, including both face-to-face meetings and regular teleconferences. The Evaluator was also present at meetings focused on stakeholder engagement.

Formative Evaluation

To assist in formative evaluation, a set of critical success factors was identified early in the Project and listed on each Project Team meeting agenda for reflection. A Gantt chart was also developed and revised in response to any changes as the Project progressed.

A mid-way evaluation survey was undertaken by the External Evaluator at a face-to-face Project Team meeting in November 2014, with feedback provided to the group at a subsequent teleconference. It was clear from the responses at that time that project management and team cohesion were largely going well. The responses to what could be improved suggested three inter-related issues: workload, the number of meetings and concerted focus on deliverables. Evaluator recommendations at that time included continuing to regularly revisit the issue of workload as the project progressed, revisiting the frequency and type of meetings needed to keep the project focused and on track, and a focus during the next phase of the project on ensuring that the deliverables could be met.

Sub-groups were established to work on particular activities and focused and streamlined communication and workload management. In the final six months of the Project, teleconferences were reduced so that sub-groups were able to focus on finalising reports and outcome papers. A final face-to-face meeting was held in late June 2016 for final review of the report and outcome papers and discussion of future directions. This meeting also provided an opportunity for the team to reflect on aspects of the project that had been successful and areas that could provide a learning opportunity for future projects. Some key learnings have been covered in the discussion of critical success factors in Chapter Six. In addition, it was recommended that future Indigenous projects involving a multi-disciplinary team explore in depth the requirements, historical significance, and meaning of the NHMRC *Values and Ethics: Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research* and APS *Guidelines for the provision of psychological services for, and the conduct of psychological research with, Aboriginal and Torres Strait Islander people of Australia* (APS, 2015; NHMRC, 2003). Such a discussion would assist in establishing a common understanding of cultural protocols, Indigenous governance and the principles of spirit and integrity, reciprocity, respect, equality, survival and protection, and responsibility.

Summative Evaluation

The project objectives, as stated in the funding agreement were:

1. Description, including statistics and examples, of best practices for recruiting and retaining Indigenous students in psychology and mental health training programs.
2. Description, including statistics and examples, of the extent of integration of

Indigenous content and cultural competency training in psychology and mental health training programs and how this affects undergraduate and postgraduate participation and graduation.

3. Guidelines on the specific competencies required for psychology and mental health graduates to practise in Indigenous mental health, endorsed by the Australian Indigenous Psychologists Association and promoted by the Australian Psychological Society.
4. Integrated Curricula and Support Frameworks to maximise Indigenous student participation, presence of Indigenous content and cultural competency for all students.
5. Professional development workshops to support adoption and adaption of the Guidelines and the Frameworks by psychology and other disciplines/professions.
6. Recommendations for whole-of-university approaches.
7. Project website with details of the project and including its outcomes.
8. Dissemination of project findings and outcomes through conferences and publications.

At the commencement of the Project, on the recommendation of Mr Thomas Brideson, Senior Aboriginal and Torres Strait Islander Mental Health Workforce Consultant, the Project was amended to focus entirely on the psychology profession rather than psychology and other mental health professions. This also met the recommendations of the NRC, which was concerned that the Project was overly ambitious.

The Project was further revised following the withdrawal of the major industry partner, the Western New South Wales Local Health District (WNSWLHD). WNSWLHD withdrew from the Project following the resignation of Associate Professor Russel Roberts from WNSWLHD and AIPEP. WNSWLHD's withdrawal affected both the resourcing of the Project (significant in-kind contribution from WNSWLHD was lost) and capacity to meet a number of key deliverables – specifically, the workforce component. The Project Team effectively refocused the Project and developed innovative strategies to ensure access to data to inform and evaluate the AIPEP Workforce Capabilities Framework.

Access to statistics on the representation of Aboriginal and Torres Strait Islander peoples in psychology training programs and the psychology profession was difficult to obtain.

Chapter Four discusses these challenges in more detail, as well as providing the data available. As a result of the engagement with key stakeholders, HODSPA has committed to further exploring ways to access student statistics to establish both baseline and longitudinal measures of Aboriginal and Torres Strait Islander representation at undergraduate, fourth-year and postgraduate levels. AIPEP has also communicated with AIHW to discuss the data challenges with the Census and Health Workforce Survey data on the psychology profession.

AIPEP has communicated and engaged with a broad range of stakeholders throughout the Project, including the NRC, members of the AIPEP mailing list, APS members, Aboriginal Community Controlled Health Organisations (ACCHOs) and Aboriginal Medical Services (AMSs), ATSIPSN and PsyBA. Communication and engagement has also occurred through conference and workshop presentations. As a result, a number of higher education institutions have called on AIPEP to provide support in the implementation of curriculum and student engagement strategies.

AIPEP has maintained its partnership with AIPA and has developed strong relationships with IAHA, resulting in an invitation to collaborate on a submission to the APAC Standards review, which was to be finalised by July 2016. The Statement of Commitment, signed by the APS, APAC and AIPA, is a significant achievement of AIPEP and a clear demonstration of the effective engagement of stakeholders to maximise the long-term outcomes of the Project. HODSPA has also committed to support a professional development workshop for psychology educators to provide guidance and support for the implementation of the AIPEP frameworks and guidelines.

Stakeholder engagement has also ensured that both organisations and individuals have had opportunities to provide feedback on the AIPEP frameworks and guidelines. The NRC briefing teleconference held in June 2016 indicated that these documents are both user-friendly and valuable tools for those on the ground. The AIPEP team is keen to monitor the implementation of the frameworks and guidelines and will focus its attention on institutions with a clear commitment and strategy.

Both the AIPEP Project Team and its NRC agree that the Project has produced valuable outcomes that are supported by stakeholder commitment. It is also agreed that there is much to be done to ensure that this work does not go to waste, and to ensure implementation, monitoring and accountability of industry bodies such as APAC, HODSPA, PsyBA and the APS for progress.

Appendix G

Conference Presentations, Professional Workshops and Published Papers

Conference Presentations and Professional Workshops

Table G. Conference presentations and professional workshops: 1 July 2013 – 30 June 2016

National			
Event Date	Presenter	Paper	Event title, Location
27/9/13	Associate Professor Dawn Darlaston-Jones	The Australian Indigenous Psychology Education Project (AIPEP): Changing the face of Psychology Education	School of Arts and Sciences Research Conference, University of Notre Dame, Fremantle, WA
8/10/13	Professor Pat Dudgeon, Dr Sabine Hammond	The Australian Indigenous Psychology Education Project (AIPEP): Changing the Face of Psychology Education	HoDSPA Meeting, Cairns, Qld
12/10/13	Dr Sabine Hammond, Ms Heather Gridley, Associate Professor Jacky Cranney	The Australian Indigenous Psychology Education Project (AIPEP): Changing the Face of Psychology Education	48 th APS Annual Conference, Cairns, Qld
11/11/13	Dr Jillene Harris, Associate Professor Russell Roberts	Australian Indigenous Psychology Education Project (AIPEP)	Workforce Symposium (NSW Rural Mental Health Conference), Albury, NSW
14/11/13	Associate Professor Dawn Darlaston-Jones	Australian Indigenous Psychology Education Project (AIPEP)	WA Network for Dissemination (WAND) Sharing Day, University of Notre Dame, Perth, WA
17-18/11/13	Professor Pat Dudgeon	Keynote address	APS Western Australian State Conference, Perth, WA
26/11/13	Professor Pat Dudgeon	Understanding Emerging Aboriginal and Torres Strait Islander Mental Health Paradigms (Keynote address)	IAHA Conference, Adelaide, SA
9/5/14	Ms Katrina Newnham	Project Update	APS Reconciliation Action Plan (RAP) Working Group Meeting, Melbourne, Vic
10-11/6/14	Associate Professor Jacky Cranney, Associate Professor Judi Homewood	Australian Indigenous Psychology Education Project 2013-2016 (Poster)	OLT Conference 2014: Learning and teaching for our times – higher education in the digital era, Sydney, NSW
7/7/14	Associate Professor Jacky Cranney	Australian Indigenous Psychology Education Project 2013-2016 (Poster)	International First Year in Higher Education Conference, Darwin, NT
29/9/14	Professor Pat Dudgeon, Dr Sabine Hammond	Australian Indigenous Psychology Education Project (AIPEP)	HoDSPA Meeting, Hobart, Tas

30/9/14	Professor Pat Dudgeon, Associate Professor Jacky Cranney, Associate Professor Dawn Darlaston-Jones, Ms Heather Gridley, Dr Sabine Hammond	Increasing cultural competence and Indigenous representation in psychology	49 th APS National Conference, Hobart, Tas
20/5/15	Dr Sabine Hammond, Ms Heather Gridley, Dr Gregory Phillips	Increasing cultural competence and Indigenous representation in psychology	Centre for Forensic Behavioural Science 2015 Seminar Series, Clifton Hill, Vic
22/8/15	Associate Professor Dawn Darlaston-Jones, Ms Stacey Vervoort	Our role, our responsibility: Psychology working to close the gap	University of Queensland, School of Psychology's Centre for Health Outcomes Innovation and Clinical Education (CHOICE) Conference, Brisbane, Qld
30/9/15	Professor Pat Dudgeon (Chair), Ms Yvonne Clark, Associate Professor Jacky Cranney, Associate Professor Dawn Darlaston-Jones, Dr Paul Harnett, Dr Jillene Harris, Professor Jeannie Herbert, Associate Professor Judi Homewood, Ms Katrina Newnham	How do Departments of Psychology embed Indigenous issues and Cultural Responsiveness into the Curriculum, and support Indigenous Students?	50 th APS National Conference, Broadbeach, Qld
1-2/12/15	Dr Jillene Harris, Ms Kelly Hyde	AIPEP – Psychology working to close the gap	IAHA National Conference, Cairns, Qld
29/1/16	Dr Sabine Hammond, Ms Katrina Newnham	Embedding Indigenous knowledges and cultural responsiveness into the psychology curriculum	School of Psychology Planning Day, Australian Catholic University, Melbourne, Vic
28/4/16	Professor Pat Dudgeon, Dr Gregory Phillips	Australian Indigenous Psychology Education Project (AIPEP)	HoDSPA Meeting, Perth, WA
28-29/4/16	Associate Professor Judi Homewood	Australian Indigenous Psychology Education Project: Closing Psychology's Gap	OLT Conference 2016: Learning and Teaching 2030, Melbourne, Vic
Accepted papers			
15/9/16	Professor Pat Dudgeon, Associate Professor Dawn Darlaston – Jones, Dr Jillene Harris, Associate Professor Judi Homewood	The outcomes and future of AIPEP - increasing cultural competence and Indigenous representation	APS Congress, Melbourne, Vic
International			
Event Date	Presenter	Paper	Event title, Location
9/7/14	Associate Professor Judi Homewood	Barriers to increasing Indigenous content in psychology education	International Congress of Applied Psychology (ICAP): From crisis to sustainable well-being, Paris, France

24/5/15	Dr Sabine Hammond	The Australian Indigenous Psychology Education Project (AIPEP): Ethical considerations	Ethics in Practice Conference, Dunedin, New Zealand
9/8/15	Dr Sabine Hammond	Addressing Challenges in Increasing Cultural Competence and Indigenous Participation in Psychology	American Psychological Association (APA) Convention, Toronto, Canada
Accepted papers			
29/7/16	Associate Professor Dawn Darlaston-Jones, Professor Pat Dudgeon	Australian Indigenous Psychology Education Project (AIPEP): Directions for Education & Practice	31 st International Congress on Psychology (ICP), Yokohama, Japan

Published Papers

- Darlaston-Jones, D., Herbert, J., Ryan, K., Darlaston-Jones, W., Harris, J., & Dudgeon, P. (2014). Are we asking the right questions? Why we should have a decolonization discourse based on conscientisation rather than Indigenising the curriculum. *Canadian Journal of Native Education*, 37(1), 86–104.
- Dudgeon, P., Darlaston-Jones, D., Phillips, G., Newnham, K., Brideson, T., Cranney, J., Hammond, S., Harris, J., Herbert, J., Homewood, J., & Page, S. (2016a). *Australian Indigenous Psychology Education Project Curriculum Framework*. Perth, WA: University of Western Australia. Retrieved from <http://www.indigenousspsyched.org.au/resource/australian-indigenous-psychology-education-project-aipep-curriculum-framework>
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- Dudgeon, P., Harris, J., Newnham, K., Brideson, T., Cranney, J., Darlaston-Jones, D., Hammond, S., Herbert, J., Homewood, J., Page, S. & Phillips, G. (2016c). *Australian Indigenous Psychology Education Project Workforce Capabilities Framework*. Perth, WA: University of Western Australia. Retrieved from <http://www.indigenousspsyched.org.au/resource/australian-indigenous-psychology-education-project-aipep-workforce-capabilities-framework>

Appendix H

AIPEP Activities and Additional Outcomes since 1 July 2016

Conference Presentations

- Hammond, S., & Dudgeon, P. (2018, August). *How to train a culturally safe workforce: Learnings from Australia*. Invited address presented at the 126 Annual Convention of the American Psychological Association, San Francisco.
- Hammond, S., & Dudgeon, P. (2018, June). *Ensuring culturally safe workforces and workplaces for First Nations people*. Presented at the 11th International Conference on Workplace Bullying and Harassment, Bordeaux, France.
- Hammond, S., & the AIPEP team (2017, March). *Culturally responsive psychology education: Outcomes of the Australian Indigenous Psychology Education Project (AIPEP)*. Poster presented at the 2nd International Convention of Psychological Science, Vienna, Austria.
- Hammond, S., Phillips, G., & the AIPEP team (2016, November). *Creating and Sustaining Cultural Change in Psychology Education and Representation: The Outcomes and Future of AIPEP*. Paper presented at the Lowitja Institute International Indigenous Health and Wellbeing Conference.
- Dudgeon, P., Cranney, J., Darlaston-Jones, D., Hammond, S., Harris, J., Herbert, J., & Newnham, K. (2016, September). *The outcomes and future of AIPEP – Increasing cultural competence and Indigenous representation*. Forum presented at the Inaugural APS Congress, Melbourne, Australia.
- Dudgeon, P., Darlaston-Jones, D., Hammond, S., & AIPEP team (2016, July). *Australian Indigenous Psychology Education Project (AIPEP): Directions for education and practice*. Paper presented at the 31st International Congress of Psychology, Yokohama, Japan.

Publications

- Dudgeon, P., Carey, T., **Hammond**, S., Hirvonen, T., Kyrios, M., Roufeil, L., & Smith, P. (in press). The Australian Psychological Society's Apology to Aboriginal and Torres Strait Islander People: Going beyond the Apology in the teaching and training of psychologists. In N. S. Rubin & R.L. Flores (Eds.), *The Cambridge handbook of psychology and human rights*, Chapter 37. Cambridge University Press.
- Darlaston-Jones, D., & Dudgeon, P. (2016). Australian Indigenous Psychology Education Project (AIPEP): Directions for Education & Practice. *International Journal of Psychology*, 51(S1), 309-310.

Recognition by Key Stakeholders

Accreditation Standards

The 2019 APAC Accreditation Standards make explicit reference to the AIPEP and include specific standards and evidence requirements.

See https://www.psychologycouncil.org.au/standards_review

In July 2018, training for APAC site visitor assessors included a presentation on AIPEP, its implementation, and relevant accreditation standards and evidence for implementation of the AIPEP documents and recommendations.

HODSPA

In April 2017, HODSPA sponsored a full-day workshop, facilitated by Professors Dudgeon, Phillips and Hammond, on implementing AIPEP in psychology departments and schools. Many of the workshop participants have been active participants and/or taken leadership roles in implementing the relevant frameworks and in increasing Aboriginal and Torres Strait Islander Student numbers in psychology. The support and commitment by departments and schools of psychology is also reflected in increasing interest by students in learning to understand relevant historical and social contexts and to work in culturally responsive ways.

Psychology Board of Australia

The AIPEP documents have been included in the required readings for the National Psychology Examination, see <https://www.psychologyboard.gov.au/Registration/National-psychology-exam.aspx>.

Australian Health Practitioner Registration Agency (AHPRA)

AIPEP is represented on the AHPRA Aboriginal and Torres Strait Islander Health Strategy Group (ATSIHSG). The ATSIHSG is co-chaired by Professor Gregory Phillips. The PsyBA and APAC, together with the other National Boards and Accreditation Authorities and AHPRA have committed to an Aboriginal and Torres Strait Islander health strategy focusing on patient safety for Aboriginal and Torres Strait Islander peoples.