



Indigenising the Psychology Curriculum

Traps & Tips (A Work in Progress)

Traps	Tips	Resources
Competition for space and time within the curriculum	<p>Focus first on fundamental concepts and history</p> <p>Integrate Indigenous knowledge horizontally as well as vertically</p>	<p>AIPEP Resources database (books, videos, articles, etc.) www.indigenouslypsych.org.au</p> <p>Annotated bibliography of Indigenous articles relevant to the psychology curriculum (Judi Homewood)</p> <p>Dudgeon, P., Milroy, H. & Walker, R. (2014). Working Together: Aboriginal and Torres Strait Islander Mental Health and Wellbeing Principles and Practice, Commonwealth of Australia http://aboriginal.telethonkids.org.au/kulunga-research-network/working-together-2nd-edition-(1)/</p> <p>NH&MRC Ethical Guidelines http://www.nhmrc.gov.au/guidelines-publications/e52</p> <p>APS Ethical Guidelines https://www.psychology.org.au/Assets/Files/EG-Aboriginal.pdf (members only)</p>
Psychology is culturally constructed	<p>Introduce critical awareness, reflexivity and alternative psychologies (including Indigenous psychology) in the foundation year</p> <p>Engage with multiple perspectives and theories throughout the course</p> <p>Encourage critical thinking and reflexivity in student assessment and class discussions</p>	<p>AIPEP Resources database (books, videos, articles, etc.) www.indigenouslypsych.org.au</p> <p>Dudgeon, P., Milroy, H. & Walker, R. (2014). Working Together: Aboriginal and Torres Strait Islander Mental Health and Wellbeing Principles and Practice, Commonwealth of Australia http://aboriginal.telethonkids.org.au/kulunga-research-network/working-together-2nd-edition-(1)/</p> <p>Garvey, D. (2008). Indigenous Identity in Contemporary Psychology: Dilemmas, Developments, Directions, Cengage Learning: Thompson https://cengage.com.au/product/isbn/9780170133890/filter/book/type/keyword isbn/keyword all/9780170133890/pageno/1/dispsnum?topicname=search%20results</p>
Absence of organisational/faculty/school leadership	<p>Build on the organisational values and strategic objectives</p> <p>Engage with key stakeholders, champions and leaders within the institution and in the community</p>	<p>Organisational values and strategic documents</p> <p>Graduate Learning Objectives</p> <p>APAC Standards https://www.psychologycouncil.org.au/standards-and-guidelines/</p> <p>APS Ethical Guidelines https://www.psychology.org.au/Assets/Files/EG-Aboriginal.pdf</p>

		(members only)
Ineffective monitoring and oversight	<p>Employ evaluation strategies for all changes – establishing clear objectives and measures of success</p> <p>Set short and long term objectives, in consultation with IEC and Indigenous community, and monitor and report regularly</p>	
<p>Staff attitudes</p> <ul style="list-style-type: none"> - Resistance - Fear 	<p>Provide support (e.g. co-teaching with IEC staff, mentoring, cross-discipline partnership and collaboration, professional development)</p> <p>Employ KPIs and provide constructive feedback on performance</p> <p>Introduce compulsory cultural awareness, safety and/or competency training and monitor compliance and program outcomes</p>	<p>NACCHO Cultural Safety Standards http://www.naccho.org.au/download/cultural_safety/CSTStandardsBackgroundPaper.pdf</p> <p>Universities Australia National Best Practice Framework for Indigenous Cultural Competency https://www.universitiesaustralia.edu.au/uni-participation-quality/Indigenous-Higher-Education/Indigenous-Cultural-Competency-Framework/Indigenous-Cultural-Competency-Framework#.Vflixi6xUDcs</p> <p>NH&MRC Cultural competency in health guide http://www.nhmrc.gov.au/publications/synopses/hp25syn.htm</p> <p>Working together: The Journey Towards Cultural Competence (workshops facilitated by Aboriginal and Torres Strait Islander psychologists) http://www.culturalcompetence.net.au/</p> <p>Doing Reconciliation Locally: RAP Implementation Tips for Member Groups https://www.psychology.org.au/Assets/Files/Doing-Reconciliation-Locally-June2013.pdf (members only))</p> <p>APS Cultural Protocols for Recognising Aboriginal and Torres Strait Islander Country, Traditional Owners and Elders http://www.psychology.org.au/Assets/Files/Recognising-Country-April-13.pdf (members only))</p>
Overburdening Indigenous staff and students	<p>Provide career and cultural support for Indigenous staff</p> <ul style="list-style-type: none"> - Link with IEC, AIPA/IAHA, and other Indigenous support networks <p>Provide cultural support for Indigenous students</p> <ul style="list-style-type: none"> - Link with IEC, ATSIPSN, AIPA/IAHA and other Indigenous student support networks and services <p>Engage with IEC and establish relationships with Indigenous community</p> <ul style="list-style-type: none"> - Actively engage IEC in curriculum development and review - Through IEC, establish relationships with Indigenous community, including AIPA, IAHA and local Indigenous 	<p>Australian Indigenous Psychologists Association (AIPA) http://www.indigenouspsychology.com.au/</p> <p>Indigenous Allied Health Association (IAHA) http://iaha.com.au/</p> <p>APS Aboriginal and Torres Strait Islander Peoples and Psychology (ATSIPP) Interest Group http://groups.psychology.org.au/atsipp/</p> <p>Aboriginal and Torres Strait Islander Psychology Students' Network (ATSIPSN) http://www.psychology.org.au/aipep</p> <p>National Indigenous Research and Knowledges Network (NIRKN) http://www.nirakn.edu.au/</p> <p>National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC) http://natsihec.edu.au/</p>

	<p>health and wellbeing services</p> <p>Provide support and development for non-Indigenous staff (e.g. co-teaching with IEC staff, mentoring, cross-discipline partnership and collaboration, professional development)</p>	
<p>Racism</p> <ul style="list-style-type: none"> - Institutional - Staff - Student - Indirect 	<p>Introduce compulsory cultural awareness, safety and/or competency training and monitor compliance and program outcomes</p> <p>Provide training on anti-racism policies and legislation, activate and utilise complaints procedures</p> <p>Provide training and support on managing racism and difficult conversations in the classroom</p> <p>Provide de-briefing and mentoring for teaching staff</p> <p>Review processes and policies, including seeking Indigenous student feedback, for indirect racism</p>	<p>Indigenous Education Centre (IEC) at your institution</p> <p>Anti-racism policies at your institution</p> <p>State/territory anti-racism legislation (see http://www.racismnoway.com.au/about-racism/legislation/index-State.html)</p> <p>Australian Human Rights Commission https://www.humanrights.gov.au/</p>
<p>Negative student evaluations</p>	<p>Set reasonable expectations for student evaluation scores</p> <p>Recognise that negative scores may reflect discomfort rather than dissatisfaction</p> <p>Use additional evaluation strategies to explore and illustrate student learning and engagement</p>	
<p>Focus on recruitment at the cost of retention</p>	<p>Build ongoing support strategies into recruitment programs for Indigenous students</p> <p>Work closely with the IEC in developing and implementing recruitment strategies</p> <p>Assign a primary contact and support person within the school for Indigenous students</p> <p>Promote support services and opportunities (e.g. scholarships, Abstudy, financial assistance, counselling, medical services, childcare, ITAS)</p> <p>Develop relationships with Indigenous community services</p> <p>Employ flexibility to maximise retention and success (e.g. support deferral and re-entry, flexible delivery, recognise and value life experience)</p>	<p>Indigenous Education Centre (IEC) at your institution</p> <p>Local Aboriginal Community-Controlled Health Organisation (ACCHO) (see http://www.naccho.org.au/about-us/affiliates/)</p> <p>Bendi Lango Bursary http://www.psychology.org.au/bendilango/</p> <p>Indigenous Scholarships http://theaspirationinitiative.com.au/indigenous-scholarships</p> <p>National Indigenous Cadetship Project https://www.ics.employment.gov.au/</p>