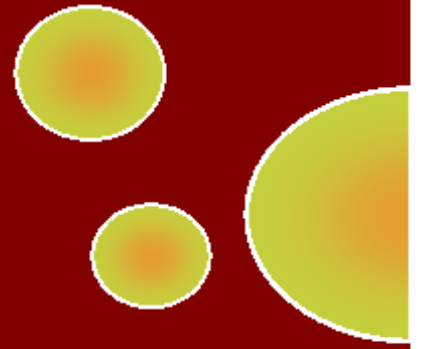
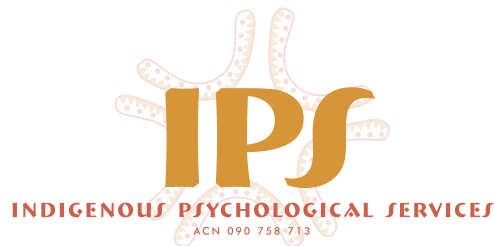


**IPS' Aboriginal
Mental Health
E-Learning
Training
Programs**



INDIGENOUS PSYCHOLOGICAL SERVICES
ACN 090 758 723

**Indigenous Psychological Services
PO Box 1198
East Victoria Park WA 6981
Tel: (08) 9362 2036
Fax: (08) 9362 5546
Email: ips@ips.iinet.net.au
www.indigenoupsychservices.com.au**



TRAINING PACKAGES TO BE LAUNCHED IN E-LEARNING IN AUGUST 2011

- Module 1: Developing Cultural Competence in Aboriginal Mental Health Practice
- Module 2: Aboriginal Child Rearing Practices and Impacts
- Module 3: Therapies for use with Aboriginal people
- Module 4: Introduction to Aboriginal mental health assessment and culture bound syndromes with Aboriginal populations
- Module 5: Cultural identity – understanding the importance of cultural differences within the Aboriginal culture – cultural connection and disconnection
- Module 6: Aboriginal depression and cultural grieving
- Module 7: Post Traumatic Stress and Attachment
- Module 8: Aboriginal Suicide Prevention and Intervention
- Module 9: The use of cultural consultants and traditional healers
- Module 10: Psychological Testing and accreditation in the WASC-Y
- Module 11: Developing, delivering and evaluating effective Aboriginal mental health intervention programs

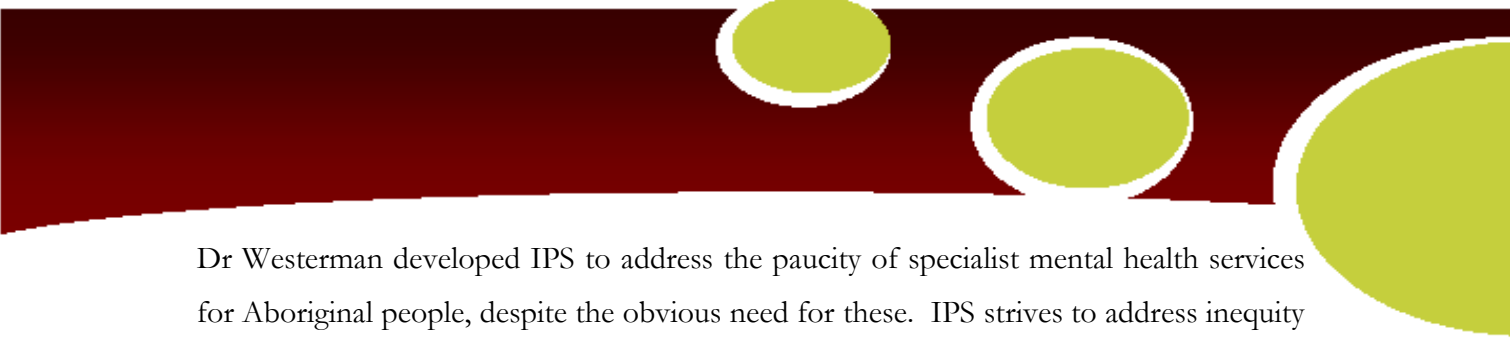


INTRODUCTION

Welcome to the Indigenous Psychological Services (IPS) e-learning brochure. This brochure provides information on the range of training programs that will be available in e-learning for our clients in August 2011. This brochure is intended to provide further information on the content and learning objectives of these modules. From this information individuals are then able to express interest in any or all of the e-learning modules. Following the availability of e-learning in August, IPS will then contact those who have expressed interest in e-learning or have been previous clients of IPS to discuss the particular needs of their organization. Once you express interest in e-learning, IPS will then keep you updated regularly regarding progress on the availability of e-learning.

ABOUT IPS

Indigenous Psychological Services (IPS) is a private company founded in 1998 by Dr. Tracy Westerman of the Nyamal people of the North West of Western Australia. Dr Westerman is a recognised leader in the Aboriginal mental health field having won numerous awards and accolades both within Australia and internationally which recognises an extensive track record of best practice research and practice (view Dr Westerman's biography at www.indigenoupsychservices.com.au). The basis of these awards has primarily been in the development of a unique range of Aboriginal mental health workforce development products, psychological tests, assessment protocols and community intervention programs that are unique in Australia and many which are world firsts (Canadian Health, 2009).



Dr Westerman developed IPS to address the paucity of specialist mental health services for Aboriginal people, despite the obvious need for these. IPS strives to address inequity in access to appropriate services through two primary mechanisms. First, that development and ongoing validation of models of ‘best practice’ in service delivery for Aboriginal people is prioritised. IPS continues to undertake research that enables its programs and products to remain at the forefront of the understanding within the field of the complexity of Aboriginal mental health assessment and intervention. Second, the development of numerous culture-specific workforce development products ensures that culturally specific capacity is developed within existing services. These products have been developed from within the Aboriginal culture and validated over the past twelve years of operations Australia wide. IPS’ work commenced from its origins in Western Australia and has now been embraced Australia wide across South Australia, Queensland, the Northern Territory, Victoria and New South Wales. This has led IPS to have a base of operations in New South Wales to allow proximity to other states of Australia. The pure volume of Aboriginal people who access IPS’ services and particularly training programs are in and of themselves reflective of the view from within the market regarding the ‘value’ that IPS’ programs provide to organisations and individuals alike.

IPS SERVICES

1 Training Delivery

IPS has developed 24 unique training packages specifically for Indigenous people based on the PhD research of Dr Tracy Westerman which explored cultural differences in the presentation, causes and treatment of mental illness generally. IPS currently trains an average of 1,000 people across Australia annually since 2001 and has a reputation for the provision of high quality training in Aboriginal mental health that is envious. Those interested in IPS training workshops should contact IPS directly. Dr Westerman also holds regular public training workshops throughout Australia which are posted on the IPS website. These workshops are regularly booked out within weeks of being advertised. Further details of IPS’ Training packages can be found on the IPS website at: <http://www.indigenouspsychservices.com.au/viewStory/Mental+Health+Training>. IPS’ e-learning program will offer our clients access to the most in-demand Aboriginal mental health and psychological assessment training packages Australia wide.



2 Community Mental Health Intervention Programs

IPS has been involved in the development, delivery and evaluation of Aboriginal specific mental health intervention programs since 2002 with the aim of addressing the disproportionate rates of mental illness within rural and remote Aboriginal communities. IPS has increased its capacity to deliver these programs in the past two years through the identification of a number of highly skilled consultants who have been trained in IPS' unique programs. It is the intention of IPS to continue to develop this capacity via the identification of more consultants Australia wide and therefore ensure a greater level of delivery into remote Aboriginal communities.

Whilst IPS has provided a significant amount of work in the area of suicide prevention, programs have also been delivered across other areas such as trauma management, anger management, conflict resolution, family violence and so forth. IPS has continued to demonstrate the success of their programs in a field which has very few success stories to tell and particularly given that delivery occurs into the most complex and chronically affected communities Australia. The level of response that IPS achieves in these communities is at a level that is unmatched in the field. For additional information on IPS' community intervention programs please go to:

<http://www.indigenouspsychservices.com.au/viewStory/Community+Intervention+Programs>



3 Research

IPS is committed to a continually high standard of research, through ensuring active participation in ongoing research. IPS has conducted research into the following areas:

- Aboriginal mental health
- ADHD in Aboriginal people
- Suicide prevention in Aboriginal communities
- Developing community based interventions
- IPS has developed FIVE psychometric tests that are acknowledged world firsts. This includes:
 - The Westerman Aboriginal Symptom Checklist – Youth. The only culturally and scientifically validated screening tool for use with Aboriginal youth worldwide as acknowledged by Canadian Health (2009)
 - The Westerman Aboriginal Symptom Checklist – Adults. Based upon the WASC-Y the WASC-A is to be available in July 2011. It stands as the only uniquely culturally developed and psychometrically validated scale for screening Aboriginal adults for depression, anxiety, suicidal behaviours, alcohol and drug use, impulse control and for cultural resilience as a moderator of risk
 - The Acculturation Scale for Aboriginal Australians to determine the extent of connection and disconnection with culture for individual Aboriginal clients,
 - The Acculturative Stress Scale for Aboriginal Australians. This determines the individual impacts of racism, marginalisation and acculturation. It has been used in clinical as well as forensic environments,
 - The Aboriginal Mental Health Cultural Competency Test (CCT); the General Cultural Competency Test (GCCT) and the Cultural Needs Survey (CNS). The GCCT and CNS are currently undergoing psychometric validation so are not counted in the unique tests that have been developed by IPS, however, they will soon complete the validation process. Refer to the next section for the impacts of these tests.



4. Aboriginal Mental Health Cultural Competency Intervention Programs


IPS has developed the only known test of Aboriginal mental health cultural competency worldwide (known as the CCT) resulting in the ability to not only define the core components of Aboriginal mental health cultural competency (i.e. what predicts cultural competence in practice). As a result of this ground breaking research, IPS has been able to develop and deliver a significant number of Aboriginal mental health cultural competency intervention programs (CCIPs) Australia wide (refer to <http://www.gtp.com.au/ips/inewsfiles/Aboriginal%20Mental%20Health%20Cultural%20Competency%20brochure.pdf>) which directly targets worker cultural competencies; provides targeted professional development intervention and then evaluates the impact of targeted workforce development. In the past year, IPS has provided these services across the locations of Lismore, Blacktown, Campbelltown, Tamworth & Dubbo, Many Rivers AMS, Richmond Fellowship (National). This has involved a combination of 213 individual practitioners who have demonstrated significant shifts in Aboriginal mental health cultural competencies as a result of IPS targeted training intervention programs (refer to http://www.gtp.com.au/ips/inewsfiles/IPS_CCIPs_Outcomes.pdf).



HOW E-LEARNING WILL WORK


IPS' e-learning program will aim to provide an additional level of access for our clients to our training workshops that continue to be in enormous demand Australia wide. The e-learning program will offer a range of options to ensure that there is flexibility with regard to the choice of modules which ultimately means that IPS is able to tailor an e-learning programs to the specific service needs of the organisation. Broadly e-learning will the following steps:

1. Selection of relevant modules for staff. IPS will be offering 11 distinct modules that focus on different areas of Aboriginal mental health. This brochure provides available Modules as well as associated learning outcomes from which organisations can select any or all for their staff. Organisations are also able to discuss their specific needs with IPS and we are then able to design a suggested program for you.
2. Once the modules are selected clients are able to purchase e-learning for a set number of staff to undertake the e-learning program annually.
3. Assessment of competencies/client outcomes. Organisations are then able to select the option Each module requires that staff 'pass' a range of questions specific to demonstration of competencies in each of the modules prior to be able to move onto the next module. This is referred to as the "On-Line assessment option" (see next point)
 - a. On-line assessment option. Participants will be required to pass questions pertaining to cultural competencies relevant to the Module they are undertaking. In addition, participants are also able to complete the Aboriginal Mental Health Cultural Competency Test (CCT) prior to their e-learning experience as well as at the conclusion,
 - b. Completion only option: Organisations are also able to opt to have their staff simply work through the modules without on-line assessment.

- 
4. Feedback to organisations: This can come in two forms depending upon the assessment option selected by organisations in Step 3 (above):
- a. On-line assessment option. Organisations receive reports detailing the number of staff who have completed e-learning, and completion outcome data in NON-IDENTIFYING form. Additionally, if clients select the Aboriginal Mental Health Cultural Competency Test for staff to complete both at the commencement and then conclusion of their e-learning training experience IPS is able to provide reports to organisations which provide detailed analysis of improvements in cultural competencies attributable to the e-learning undertaken. A certificate of completion is provided to participants also,
 - b. Completion only option: For those who complete each module a certificate of completion is provided.

For information about IPS' e-learning program and to register your interest contact IPS on (08) 9362 2036
Email: ips@ips.iinet.net.au
www.indigenouspsychservices.com.au

We look forward to discussing your e-learning needs with you!



Dr Tracy Westerman PGDipPsych,MPsych,PhD
Managing Director



MODULE 1: DEVELOPING CULTURAL COMPETENCE IN ABORIGINAL MENTAL HEALTH

This e-learning module will cover the following areas:

- The client - practitioner relationship and why this is essential to cultural competence in Aboriginal mental health practice
- Learn the importance of prevailing beliefs and attitudes and the need to be 'culturally aligned' with your client – an introduction to cultural empathy and the cultural compatibility hypothesis
- Identify the core causes of practitioner error when working with Aboriginal clients
- Learn how to minimise the impact of practitioner bias/error – a range of strategies to increase service uptake, engagement and therapeutic alliance
- Learn how to manage cultural dilemma within a framework of ethical duty of care with Aboriginal clients – demonstrating the difference between doing the clinical duty of care and cultural safety in practice
- Learn about the concept of Cultural Competence in Aboriginal mental health practice through understanding the core components of cultural competence from the available research
- Learn about the value of being able to measure and assess cultural competencies via the Aboriginal Mental Health Cultural Competency Test (CCT: Westerman, 2003, 2011 in preparation)
- Learn how to effectively target the development of cultural competencies through a range of workforce development strategies including training, cultural supervision, mutual learning contracts and IPS' Aboriginal mental health cultural competency intervention programs (CCIPs)
- Learn how to develop my own personal cultural competency profile and use this as a plan for future development of cultural competencies – complete the CCT on line*



MODULE 2: ABORIGINAL CHILD REARING PRACTICES AND IMPACTS

This e-learning module will cover the following areas:

- Learn about the different parenting practices of Aboriginal people in relation to westernized parenting practices
- Learn about the evidence that is available to support the existence of different parenting practices including how these difference translate into different skills and abilities in Aboriginal people
- Learn the reasons for these different parenting practices in terms of cultivation of particular abilities and skills in children relative to the culture, environment and beliefs that are required in order to effectively manage the different environments in which Aboriginal people live
- Learn about the results of these different parenting practices and how they translate into practice with Aboriginal clients
- Participants will learn how these different learning styles result in the need to adapt basic counseling microskills to ensure that they are delivered in a way that focuses on these differences
- Participants will be provided with and learn to use an empirically tested engagement model for use with Aboriginal people
- Participants will learn how to utilize these difference learning styles to develop interventions to increase the likelihood of clients retaining these strategies long term



MODULE 3: THERAPEUTIC INTERVENTIONS WITH ABORIGINAL CLIENTS

This e-learning module will cover the following areas:

- Module 2 is a pre-requisite for this Module
- Learn how to use your knowledge of cultural learning style differences to adapt existing mainstream therapeutic models with Aboriginal people
- Participants will learn about a number of therapeutic framework that have been developed specifically for use with Aboriginal people
- Participants will learn how to explore the preconditions for successful assessment and therapy with Aboriginal people
- Participants will learn how differences in child rearing practices impact upon the methods under which a number of therapeutic frameworks need to be adapted for use with Aboriginal clients including CBT, Narrative Therapy etc.,
- Participants will learn about the value of combining traditional and mainstream treatment approaches with Aboriginal people
- Participants will learn how to incorporate cultural and spiritual concepts into therapeutic engagement



MODULE 4: INTRODUCTION TO ABORIGINAL MENTAL HEALTH ASSESSMENT AND CULTURE-BOUND SYNDROMES

This e-learning module will cover the following areas:

- Learn about the differences in how Aboriginal people make sense of mental health – the need to interaction between culture, spirituality, physical dimensions, mental wellbeing, etc., Understand the extent to which cultural beliefs impact upon the individual manifestation and expression of unwellness
- Learn about the different risk factors for the development of mental ill health in Aboriginal people
- Learn about the role of cultural resilience as a moderator in the development of mental ill health (protective factors)
- Learn about the concepts of differential clinical and cultural diagnosis in working with Aboriginal people
- Learn about clinical and cultural co-morbidity
- Learn about the limitations of the Diagnostic Statistical Manual Fourth Edition-TR (DSM-IV-TR) in mental health assessment with Aboriginal Australians
- Learn how to incorporate cultural factors into mainstream mental health assessment and diagnostic formulation
- Learn about the concept of culture-bound syndromes and the evidence for their existence in Aboriginal Australian populations
- Participants will learn about the specific culture bound syndromes that exist in Aboriginal Australian populations and how to assess for these in practice
- Participants will be provided with an assessment framework that will enable them to determine the difference between culture-bound phenomena and clinical disorders. Participants will be guided through the assessment framework by exploring a practical case example of spiritual ‘visits’ that are a normal aspect of cultural grieving and how to distinguish this from the clinical disorders of psychoses and schizophrenia
- A short introduction to other mental illnesses including:
 - Attention Deficit Hyperactivity Disorder (ADHD) and Aboriginal people – is this a relevant construct. The impact of parenting practice differences – participants are strongly advised to undertake Module 2 as a pre-requisite to understanding the cultural elements necessary to consider in the assessment of ADHD
 - Alcohol and other drugs – issues that confound assessment and intervention with Aboriginal people



MODULE 5: CULTURAL IDENTITY – UNDERSTANDING THE IMPORTANCE OF CULTURAL DIFFERENCES WITHIN THE ABORIGINAL CULTURE – ASSESSING CULTURAL CONNECTION AND DISCONNECTION

This e-learning module will cover the following areas:

- Participants will learn to appreciate that there is significant differences in beliefs, cultural practices and sense of connection and disconnection with individual Aboriginal people
- Participants will learn the importance of assessing individual beliefs of Aboriginal people at the first point of engagement
- Learn about the importance of being able to engage with Aboriginal clients in discussion about cultural identity
- Learn about the important components of cultural identity based upon research into cultural beliefs and identity
- Participants will be guided through the Acculturation Scale for Aboriginal Australians (ASAA: Westerman, 2003, 2011) as a method of assessment – and accreditation in the use of this tool
- Learn how to use the ASAA as a method of ensuring effective engagement, psychological testing and assessment (cognitive and mental health), understanding learning styles (useful for counseling and any other teaching environment), and the development of intervention programs (this includes counseling and therapy),
- Learn about the different theoretical models of Acculturation including Assimilation; Separation; Integration and Marginalisation and the relationship with mental health outcome with Aboriginal people
- The use of the ASAA in an applied case study – assessing the difference between psychoses and being sung/ cursed in assessment.



MODULE 6: ABORIGINAL DEPRESSION AND CULTURAL GRIEVING

This e-learning module will cover the following areas:

- Learn about the concept of depression for Aboriginal people from the available research and whether this is considered to be a relevant construct
- Learn about whether the Aboriginal sense of wellness is compatible with the ‘disease’ model and how this impacts upon the understanding as well as manifestation of depression in Aboriginal people
- Learn about the existing research and be provided with a critical appraisal of the methodology of this body of research
- Learn how the limitations of the existing research has led to significant gaps in our understanding of depression as well as the lack of empirical foundation upon which to further expand our ability to prevent depression in Aboriginal people
- Learn about the epidemiological research and what it tells us about the prevalence of depression in Aboriginal populations compared with non-Aboriginal
- Learn about the range of cultural issues that can impact upon the presentation of depression and accurate assessment of depression in Aboriginal people
- Participants will learn about reactive depression in Aboriginal people with a specific focus on cultural grief reactions, acculturative stress, dissociative identity disorder, dissociative fugue and a range of other conditions that impact upon Aboriginal people under the Mood Disorder category
- Learn about specific cultural grief reactions and understand the importance of Aboriginal people undertaking particular grieving rituals specific to their clan, skin or language group
- Learn about the concept of sorry time and understand the importance of this ritual in grief resolution
- Pathological grief reactions – what is ‘normal’ and what is ‘not normal’ for Aboriginal people
- Understanding the role of spirituality – why are spiritual visits such a common grief reaction for Aboriginal people
- Resolution of pathological cultural grief reactions – what is the role of the clinician, the healer and elders
- Participants will be taught how to utilise mainstream intervention/therapeutic approaches in combination with cultural interventions to address culture bound depression using an applied Case example



MODULE 7: POST TRAUMATIC STRESS DISORDER (PTSD) AND ATTACHMENT IN ABORIGINAL PEOPLE

This e-learning module will cover the following areas:

- Participants will learn about Post Traumatic Stress Disorder (PTSD) and the history behind its evolution as a diagnosable mental illness
- Participants will learn about the research into the cultural interpretation and manifestation of PTSD
- Participants will learn that there are differentials across cultures in terms of what defines trauma and how it is interpreted
- Participants will learn to understand what makes some individuals more vulnerable to the development of PTSD than others. This will include an understanding of the very significant role that Aboriginal culture and particularly social-historical treatment of Aboriginal people have had significant impacts on this increased vulnerability. Forcible removal, ongoing marginalisation, racism, increased exposure to negative events and the pathologising of Aboriginal people as a cultural group by society in general will be discussed. Participants will also learn about the role of cultural practices such as payback, sorry cutting and other behaviours that are differentially interpreted by Aboriginal people as non-traumatic
- Participants will learn that successful treatment of PTSD follows a different course to treatment of non-Aboriginal clients. This involves being able to contextualise trauma within the prevailing beliefs of the community and intervening within the multiple layers of trauma that impact on at the individual level for Aboriginal clients
- Explore the impact of removal policies on the individual in terms of how attachment can be affected. This includes the understanding the different individual reactions to these early trauma such as removal from key attachment figures (mother, father, aunty, uncle, cousins, land etc) and how to determine how these distinct individual reactions lead to attachment capacity in future relationships including the parenting relationship
- Participants will learn how to work with distinct attachment styles and how this holds the key to the prevention of intergenerational trauma for those children of Stolen Generations peoples
- Participants will learn about the optimum nature of Aboriginal parenting styles and how this holds the key to the treatment or attachment disorders in Aboriginal people. Participants are strongly advised to complete Module 2 to fully understand the different parenting styles of Aboriginal people
- Participants will learn how best to deliver treatment programs (with a focus on parenting programs and attachment generally) to maximise outcomes for Aboriginal clients.
- Participants are again **STRONGLY** encouraged to complete Module 2 to understand the specific learning styles of Aboriginal people and how best to deliver intervention strategies in a way that capitalises on Aboriginal learning styles



MODULE 8: SUICIDE PREVENTION IN ABORIGINAL COMMUNITIES

This e-learning module will cover the following areas:


- Learn about the available research into suicides in Aboriginal communities and the impact of this research
- Learn about the nature of Aboriginal suicide – what are some of the differences that are clear based on the available research
- How these differences are able to be used to prevent suicides in Aboriginal communities – participants will be walked through an applied case example which has been utilised with numerous Aboriginal communities and at risk individuals in IPS’ practice Australia wide
- Participants will learn about the important role that cultural plays in suicide prevention – how this can moderate risk and be an important aspect of the design of treatment programs. Participants will also be talked through the key components of cultural resilience as determined by research
- Participants will be taught how to engage effectively with suicidal Aboriginal by being walked through an empirically tested engagement model developed and tested with 189 Aboriginal people at suicide risk
- Learn how to raise the question of suicide with an Aboriginal client through the use of an applied model developed specifically for suicidal Aboriginal people
- Learn about the challenges that are evident due to the incompatibility of the notion of suicide with the Aboriginal belief system how to work at a level of cultural respect whilst also managing individual risk.
- Be provided with and utilise an Aboriginal specific Risk Assessment Tool with a number of applied case examples – when culture collides with mainstream risk.
- The value of cultural consultants in increasing the validity of suicide risk assessments it is advised that participants complete Module 9 for a more comprehensive training on the use of cultural consultants and traditional healers.
- Post-vention – what to do after a suicide attempt or death in a community – an applied model to the prevention of copycat suicides.
- Developing Suicide Intervention Programs for Aboriginal people. IPS’ success in the development, delivery and evaluation of Whole of Community Suicide Intervention Programs in 16 Aboriginal communities Australia wide. It is strongly advised that participants complete Module 11 for a more comprehensive training on the development, delivery and evaluation of Community Intervention Programs,
- OPTION: Module 10: ACCREDITATION in the Westerman Aboriginal Symptom Checklist – Youth aged 13-17 (WASC-Y) – the ONLY uniquely developed and validated psychological test for Aboriginal youth worldwide (Canadian Health, 2009) and the Westerman Aboriginal Symptom Checklist – Adults. These tests focus on screening for suicide risk.



MODULE 9: THE USE OF CULTURAL CONSULTANTS AND TRADITIONAL HEALERS

This e-learning module will cover the following areas:

- Participants will learn about cultural consultants and the including what defines a cultural consultant and determining whether you need to engage a cultural consultant when working with Aboriginal people
- Participants will learn how the use of cultural consultants can significantly improve testing, assessment and therapy outcomes with Aboriginal clients
- Undertaking appropriate research and networking of the Aboriginal community prior to the use of the cultural consultant model
- Learn about the different types of cultural consultants that are useful in mental health practice
- Learn how to determine whether my client needs a cultural consultant
- Learn how to clarify the role of your non-Aboriginal colleagues as cultural consultants and navigate your way through the range of cultural dilemmas that can impact upon their effectiveness.
- Learn how to select the right cultural consultant for the presenting issue and how to validate the role of the cultural consultant
- Ensuring the informed cultural and clinical consent of the client when utilising cultural consultants
- Ensuring cultural and clinical confidentiality with clients when engaging a cultural consultant
- Ensuring that you talk to the right people (e.g., Client, Elders, Family members, work colleagues) before selecting a cultural consultant
- Learn how to apply the cultural consultant model through an applied case study
- How cultural consultants can be used in facilitating engagement, minimising test and assessment bias



MODULE 10: PSYCHOLOGICAL TESTING WITH ABORIGINAL CLIENTS AND ACCREDITATION IN THE WESTERMAN ABORIGINAL SYMPTOM CHECKLIST FOR YOUTH AND ADULTS

This e-learning module will cover the following areas:

- Participants will learn about the positives and negative of psychological testing with Aboriginal clients
- Learning about the causes of bias or error in the use of psychological tests with Aboriginal clients
- How to minimise the impacts of test bias with Aboriginal clients – the role of acculturation and acculturative stress as contributors to test bias
- What is currently being used in practice – is there such a thing as a ‘culture-fair’ test?
- What tests are better than others in terms of cultural bias
- Learn how to test Aboriginal people cognitively when required to calculate Intellectual Quotient (IQ) scores
- Mental health testing – what is currently being used and what is available for Aboriginal Australians
- The value of unique psychological tests just for Aboriginal people - the value of such approaches to psychometric testing
- An introduction to the Westerman Aboriginal Symptom Checklist for Youth (WASC-Y) aged 13 to 17 years; the Westerman Aboriginal Symptom Checklist – Adults – (WASC-A) and other unique tests
- Participants will be accredited in the WASC-Y and WASC-A but **MUST** have completed Modules 1, 2, 4, 5, 6 & 8 in order to be **ACCREDITED**



MODULE 11: DEVELOPING, DELIVERING AND EVALUATING EFFECTIVE ABORIGINAL MENTAL HEALTH INTERVENTION PROGRAMS

This e-learning module will cover the following areas:

- Learn about the history of mental health interventions in Aboriginal communities with Aboriginal people including what we can learn about models of effective practice
- The social-historical perspective of community based interventions and how this has impacted upon the approach taken by service providers
- What is community development and how to ensure that communities ‘develop’ as a result of an intervention program
- Learn how to effectively engage the Aboriginal community as proactive partners in community intervention programs – examples from best practice intervention and research
- An applied example of effective long term community interventions – the IPS Whole of Community Intervention Programs and Whole of Community Trauma Intervention Programs – how community governance can work to ensure culturally effective services
- Learn about different cultural governance approaches that ensure the productive role of the Aboriginal community, elders and stakeholders in ongoing program development, delivery and evaluation
- Learn how to identify skills and capacity – how to be clear about what Aboriginal communities are capable of and ensure ongoing participation