

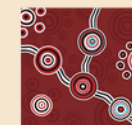
AIPEP Learning Resource

Psychology Board of Australia Professional Competencies for
Psychology

Competency 8 Resource Map



AIPEP
Australian Indigenous
Psychology Education Project
www.indigenouslypsyched.org.au



Transforming Indigenous
Mental Health and Wellbeing
www.TIMHWB.org.au

Acknowledgement of Country

We acknowledge and pay our respects to the sovereign custodians of the lands where we are situated today, and to Elders past and present. We also wish to acknowledge and respect the continuing culture, strength, and resilience of all Aboriginal and Torres Strait Islander peoples and communities.



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The AIPEP Artwork



About the artist

Alta Winmar is connected to the First peoples of Country in the South-West & Wheatbelt regions (Noongar) of Western Australia. Her kinship links her to Balladong/Menang/Koreng family groups. Alta is a proud Yorga (woman) gravitating to the field of the arts. This has given her a lot of opportunities to work, engage, and initiate cultural programs through education and sharing. Her journey has always been connected to the creative side.

In one of her recent positions with Sister Kate's Home Kids Aboriginal Corporation, Alta worked in delivering programs that focused on cultural healing using art as a great tool that helped mothers, children, and families to engage with their cultural identity and giving them opportunities to heal. Alta's last exhibition was in 2023 where she collaborated with her sister to present works to honour Elders during NAIDOC Week. In the same year, Alta was commissioned to produce a large artwork for the Perth Festival Ever Now Song Circle. She is currently working with the Perth Festival and is taking time to create visual pieces to exhibit.

Learning Circles

This art represents life, learning and acquiring and passing down knowledge. The centre image is a tree showing the cycles of life with many branches of people coming together, connecting to each other, mother land, sea, and sky above. The flowers are the outcomes of people from many areas coming together in peace to talk, think and share knowledges. The cycles of life hold us, the people, all the animals, all the plants, the living earth, the seas and the sky together and throughout time. The cycles of life hold all living things together from the past to now in the present, and into the future. It is through the cycles of life and understanding that a small ripple from a centre moves through, connects, and is absorbed like knowledge is acquired, to be shared for the growth of all mankind.

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About this resource



Psychology Board of Australia (PsyBA) has announced critical reforms in psychology professional competencies which will better meet the needs of Aboriginal and Torres Strait Islander peoples, families and communities. These reforms align with the [Australian Health Practitioner Regulation Agency \(AHPRA\) Aboriginal and Torres Strait Islander Cultural Safety Strategy \(2020-2025\)](#), which governs psychological training, accreditation, and practice in Australia. Central to reform is a greater emphasis on cultural safety and Aboriginal and Torres Strait Islander health equity and human rights. The changes commence December 1st 2025:

- New [Code of Conduct](#)
- Updated [professional competencies](#) for psychologists (the professional competencies)

To meet the minimum threshold for the new professional competencies by the December 1st 2025 commencement date, PsyBA encourages readers to self-assess against the professional competencies using the [self-assessment template](#) to support continuing professional development learning plan and ensure they meet competencies relevant to intermediate and advance training levels. PsyBA has provided a useful [Factsheet](#) on Competency 8 which includes a sampling of Indigenous-authored resources for learning at foundational, intermediate and advance training levels. The [Australian Indigenous Psychology Education Project \(AIPEP\)](#) has developed this resource to compliment the PsyBA Factsheet on Competency 8. To simplify development of learning plans, this document maps resources to the Competency 8 sub-competencies. Relevant aspects of other Code of Conduct including Principle 2 are also provided, to reflect the holistic and integrated nature of these enhanced professional practice standards. Whilst the resources focus on Competency 8 skills and knowledge, some are relevant to multiple competencies. This document is ordered by resource type. The majority of the listed resources are produced by Indigenous scholars and with Indigenous governance. Indigenous and non-Indigenous authorship has been indicated to assist readers.

This resource is not foundational learning; that important work needs to be done by readers alongside the use of this resource. It is intended to support psychologists' transition to the enhanced professional practice standards. Whilst this document provides a more comprehensive resource list and competency mapping, it is by no means a complete and finite list. New relevant resources including videos, papers, and journals are created each year, and it is up to the individual psychologist to pursue the information and content required to meet Competency 8 within their personal learning goals and professional practice requirements.

The goal of this AIPEP factsheet is to support capacity building of the psychology workforce to align with the changes to professional practice standards from 1st December 2025. This AIPEP factsheet may be useful for anyone in their psychology journey, including:

- Students of psychology programs as well as lecturers and course convenors
- Provisional psychologists
- Registered psychologists (including with an area of practice endorsement)
- Board endorsed supervisors including those offering Masterclasses.

It is recommended this AIPEP factsheet is read together with the following documents:

- [PsyBA Code of Conduct](#)
- [PsyBA Professional Competencies](#)
- [PsyBA Fact sheet: Competency 8](#)
- [PsyBA Self Assessment Template](#)



Psychology Board of Australia (PsyBA)

Competency 8

Demonstrates a Health Equity and Human Rights Approach When Working with Aboriginal and Torres Strait Islander Peoples, Families, and Communities

8.1

Works with knowledge and understanding of the historical, political, social and cultural context of Aboriginal and Torres Strait Islander Peoples, families, and communities, including the ongoing impacts of colonisation and racism.

8.2

Demonstrates culturally responsive healthcare which considers the diversity of Aboriginal and Torres Strait Islander Peoples, families, and communities (e.g. there are different Nations, language groups, clans, culture) and there are intersecting forms of diversity (e.g. See C7 . 1 for a list of diverse social identity groups).

8.3

Applies the principles of culturally safe care to psychological practice.

8.4

Applies the principles of trauma-aware and culturally informed care.

8.5

Demonstrates the ability to reflect on and learn from Aboriginal and Torres Strait Islander cultures and Aboriginal knowledges.

8.6

Understands the importance of self-determined decision-making for Aboriginal and Torres Strait Islander Peoples, families, and communities, and works in partnership to achieve health outcomes within an Aboriginal health frame of reference.

8.7

Consults appropriately with Aboriginal and Torres Strait Islander Peoples, families, communities, and organisations to support collaboration in achieving health outcomes.



Videos

RESOURCE	DETAILS	SUB-COMPETENCIES	OTHER PSYBA STANDARDS
<p>Indigenous & non-Indigenous authors Australian Indigenous Psychology Education Project (AIPEP) (2021). Pearson Australia</p>	<p>A three-part series of videos on Indigenous Psychology, presented by Pearson Australia in association with Professor Pat Dudgeon AM:</p> <ul style="list-style-type: none"> • Video 1 (16 min): Introduction to Indigenous Psychology • Video 2 (11 min): Kaartajin Ngundabut Indigenous Cultural Knowledges • Video 3 (9 min): The Role of Psychologists in a Changing Time 	<p>8.1 8.2 8.3 8.4 8.5 8.6 8.7</p>	<p>Principle 2 Principle 3 Principle 7 Competency 1 Competency 3 Competency 7</p>
<p>Indigenous & non-Indigenous authors Australian Psychological Society. (2022, November). Indigenous Psychology and Decolonising Neuropsychology in Australia. 6 hr 30 min</p>	<p>This CPD activity is recorded content from the 2022 APS College of Clinical Neuropsychology Conference, where the Australian Indigenous Psychologists Association (AIPA) was invited too curate a stream dedicated to 'Indigenous Psychology and Decolonising Neuropsychology'. Psychologists in Australia are invited to: critically reflect on the historical and cultural contexts of conceptualisations of mental health and wellbeing; examine internalised and oppressive ideologies and theories that influence clinical practice and consider knowledge systems for Aboriginal and Torres Strait Islander mental health and wellbeing; and consider decolonising strategies. The presenters are Indigenous Psychologists and members of the Australian Indigenous Psychologists Association; Professor Pat Dudgeon AM (keynote), Vanessa Edwige, Belle Selkirk, Tanja Hirvonen, and Mary Goslett.</p>	<p>8.1 8.2 8.3 8.4 8.5 8.6 8.7</p>	<p>Principle 2 Principle 3 Principle 7 Competency 1 Competency 3 Competency 4 Competency 5 Competency 7</p>
<p>Indigenous authors Centre for Best Practice in Aboriginal and Torres Strait Islander Suicide Prevention. (2024, March). Our Wellbeing, Our Way: Aboriginal and Torres Strait Islander Social and Emotional Wellbeing. 7 min</p>	<p>This video tells the story of how colonisation has impacted the Social and Emotional Wellbeing of Aboriginal and Torres Strait Islander people and communities; the importance of self-determination towards a path of healing; and the ways people and communities today strengthen their Social and Emotional Wellbeing.</p>	<p>8.1 8.4</p>	<p>Principle 2 Competency 3 Competency 7</p>
<p>Indigenous authors Combo, M. (2019, March). Trauma Informed Care for Aboriginal and Torres Strait Islander clients. <i>Insight Queensland</i>. 41 min</p>	<p>An overview of trauma informed healthcare practices with Aboriginal and Torres Strait Islander clients, with a focus on why this approach is essentially important for use with this population.</p>	<p>8.1 8.4</p>	<p>Principle 2 Competency 7</p>
<p>Indigenous & non-Indigenous authors Danny, F., & Muirhead, T. (2020, May). Journey of Health and Wellbeing. Department of Health Western Australia. 10 min</p>	<p>A short animation presented from an Indigenous perspective on the impact of colonisation on wellbeing of Aboriginal and Torres Strait Islander peoples and a path to healing through connection to culture.</p>	<p>8.1 8.4</p>	<p>Principle 2 Competency 3 Competency 7</p>
<p>Indigenous author Healing Foundation. (2018). Intergenerational Trauma Animation. 4 min</p>	<p>Short animation presented from an Indigenous perspective on intergenerational trauma for Aboriginal and Torres Strait Islander peoples due to colonisation.</p>	<p>8.1 8.4</p>	<p>Principle 2 Competency 7</p>



<p>Indigenous and non-Indigenous authors McMullen, S., Ohan, J., Thielking, M., & Selkirk, B. (2025). Working Together in Psychology Higher Education. Transforming Indigenous Mental Health & Wellbeing.</p>	<p>This webinar reflects on the value of the Working Together Book, 10 years on, for teaching and practice of psychology in Australia. Facilitated by Noongar woman and AIPEP lead, Belle Selkirk, in conversation with Kooma woman and academic, Dr Stacey McMullen, Professor's Monica Thielking and Jeneva Ohan (committed to allyship), this webinar demonstrates the ways that Indigenous and non-Indigenous psychology educators and psychologists can use this resource to support their work <i>with</i> and <i>about</i> Aboriginal and Torres Strait Islander peoples.</p>	<p>8.1 8.2 8.3 8.4 8.5</p>	<p>Principle 2 Competency 3 Competency 7</p>
<p>Indigenous author Transforming Indigenous Mental Health & Wellbeing. (2025). Climate change and global Indigenous psychology. WA Museum Boorla Bardip. 1 hr 17 min</p>	<p>This webinar features collective wisdoms from the Gathering of Global Indigenous Scholars in psychology; Dr. Valentine, Dr. Mark Baez, A/Professor Moana Waitoki, and A/Professor Jeffrey Ansloos, facilitated by Professor Pat Dudgeon AM and Dr. Stuart Sutherland. This presentation examined the impact of climate change on mental health, particularly for First Nations peoples, whose lives are closely connected to the land. It highlighted that natural disasters like droughts and floods, caused by climate change, harm ecosystems and disrupt Social and Emotional Wellbeing (SEWB). The talk emphasised that Indigenous knowledge, which focuses on caring for the land, is crucial for maintaining wellbeing, and disruptions to this connection can lead to mental health issues such as anxiety and depression. It also showcased how integrating Indigenous knowledge into climate adaptation and mitigation strategies can help sustain wellbeing and called for restorative justice to support communities facing climate challenges.</p>	<p>8.1 8.5 8.6 8.7</p>	<p>Principle 2 Competency 7</p>
<p>Indigenous author Transforming Indigenous Mental Health & Wellbeing. (2025). Mental Health is Political: Global Indigenous struggles for racial justice and collective healing. 2024 Robin Winkler Lecture, University of Western Australia. 1 hr 34 min</p>	<p>This webinar features collective wisdoms from the Gathering of Global Indigenous Scholars in psychology; A/Professor Jeffrey Ansloos, and Dr. Mark Baez, facilitated by Professor Pat Dudgeon AM and Dr. Stuart Sutherland. The 2024 Robin Winkler Lecture, hosted by UWA's School of Psychological Science, addressed the misconception of the 'neutral observer' in psychology, emphasising that research is influenced by the perspective of the researchers. The lecture examines how societal positions and worldviews shape our research questions and findings. The speakers shared examples from their work, illustrating that incorporating Indigenous knowledge and practices enriches and ethically grounds research, particularly in areas like mental health, social justice, and community wellbeing.</p>	<p>8.1 8.5 8.6 8.7</p>	<p>Principle 2 Competency 1 Competency 7</p>
<p>Indigenous & non-Indigenous authors Selkirk, B., Alexi, J., & Dudgeon, P. (2024). Decolonising Psychology. AIPEP & Emerging Minds.</p>	<p>In this two-part series, Professor Pat Dudgeon AM, Belle Selkirk and Dr. Joanna Alexi share their experiences in decolonising psychology and take listeners on a journey through the impactful work of the Australian Indigenous Psychology Education Project (AIPEP).</p> <ul style="list-style-type: none"> • Part one (32 min) • Part two (20 min) <p>Listeners are also recommended to read the corresponding factsheet: Psychology education needs to reflect the lives of aspiring Aboriginal and Torres Strait Islander students.</p>	<p>8.1 8.2 8.3 8.4 8.5 8.6 8.7</p>	<p>Principle 2 Principle 3 Competency 1 Competency 3 Competency 4 Competency 5 Competency 7</p>
<p>Indigenous author Watego, C. (2023). Black Joy is For Black People. 8 min</p>	<p>Chelsea Watego, a Munanjahlj and South Sea Islander woman and scholar speaking on the power of Black joy in a settler colonial state - a power derived not from an appeal to settler sensibilities to be seen as a human, but in just being, in spite of it all.</p>	<p>8.5 8.6</p>	<p>Principle 2 Competency 7</p>



Factsheets and Best Practice Guides

RESOURCE	DETAILS	SUB-COMPETENCIES	OTHER PSYBA STANDARDS
<p>Indigenous & non-Indigenous authors Carlin, E., Fong, S. & Lowe, J. (2023). Q&A Imperfect Allyship. Transforming Indigenous Mental Health and Wellbeing & Kimberley Aboriginal Medical Service.</p>	<p>This factsheet has been developed to support non-Indigenous people to enact allyship with Aboriginal and Torres Strait Islander peoples, and how it relates to trauma-informed care.</p>	<p>8.2 8.3 8.4 8.5 8.6 8.7</p>	<p>Principle 1 Principle 2 Principle 3 Competency 3</p>
<p>Non-Indigenous author Australian Psychological Society. (2016, September 15). Apology to Aboriginal and Torres Strait Islander people.</p>	<p>The Australian Psychological Society (APS) is the largest professional association for psychologists in Australia which promoted the advancement of psychological knowledge, professional standards, and ethical practice in Australia. At the 2016 APS Congress, following the keynote speech by Australia's first Indigenous psychologist, Professor Pat Dudgeon AM, the APS made a formal Apology to Aboriginal and Torres Strait Islander people, acknowledging psychology's role in contributing to the erosion of culture and to their mistreatment.</p>	<p>8.1 8.2 8.3 8.4 8.5</p>	<p>Principle 2 Principle 3 Competency 2 Competency 3 Competency 6 Competency 7</p>
<p>Indigenous & non-Indigenous authors Australian Psychological Society. (2023, January 26). Supporting Aboriginal and Torres Strait Islander peoples experiencing intergenerational trauma.</p>	<p>This article by the APS features leading recommendations by Indigenous psychologists and scholars. It discusses topics such as culturally informed care, trauma informed care, Social and Emotional Wellbeing, and cultural safety. An important message from this article: "non-Indigenous psychologists can provide psychological support to Aboriginal and Torres Strait Islander peoples experiencing intergenerational trauma, but they must think beyond scientific training and Western processes, say these psychologists."</p>	<p>8.1 8.2 8.3 8.4</p>	<p>Principle 2 Competency 1 Competency 7</p>
<p>Indigenous & non-Indigenous authors Carlin, E., & Cox, Z. (2023). Positive partnerships: Working alongside Aboriginal Community Controlled Health Organisations to support Aboriginal and Torres Strait Islander Social and Emotional Wellbeing. Transforming Indigenous Mental Health & Wellbeing. DOI: 10.5281/zenodo.10208116</p>	<p>This factsheet has been developed to understand safe ways of working with Aboriginal Community Controlled Health Organisations.</p>	<p>8.1 8.2 8.6 8.7</p>	<p>Principle 2 Principle 3 Competency 7</p>
<p>Indigenous author Gayaa Dhuwi (Proud Spirit) Australia. (2024). Culturally Responsive Approach to Assessing Mental Health and Suicide Prevention.</p>	<p>Highlights the importance of centring Aboriginal and Torres Strait Islander perspectives and culturally safe mental health assessment and suicide prevention for Aboriginal and Torres Strait Islander peoples, families, and communities and includes relevant existing national policies and frameworks.</p>	<p>8.2 8.3</p>	<p>Principle 2 Competency 4 Competency 5</p>



<p>Indigenous author Gayaa Dhuwi (Proud Spirit) Australia. (2024). <u>Integrating Cultural and Clinical Perspectives for Mental Health and Suicide Prevention Outcomes.</u></p>	<p>Highlights the importance of utilising best practice Western and Indigenous approaches to addressing mental health and suicide prevention outcomes. Integration of Indigenous approaches to mental health care aligns with culturally responsive practice.</p>	<p>8.2 8.3</p>	<p>Principle 2</p>
<p>Indigenous author Gayaa Dhuwi (Proud Spirit) Australia. (2024). <u>Nine principles of Aboriginal and Torres Strait Islander Social and Emotional Wellbeing.</u></p>	<p>The landmark nine principles of Aboriginal and Torres Strait Islander Social and Emotional Wellbeing was originally articulated in the Ways Forward Report (Swan & Raphael, 1995). These principles aim to provide a comprehensive and culturally appropriate framework for improving mental health and wellbeing.</p>	<p>8.1 8.2 8.3 8.4 8.6 8.7</p>	<p>Principle 2 Competency 7</p>
<p>Indigenous and non-Indigenous authors Milroy, H., Prichard, L., Collova, J., & Kashyap, S. (2024). <u>A culturally safe research process in mental health.</u> Transforming Indigenous Mental Health and Wellbeing & Emerging Minds. DOI: 10.5281/zenodo.10828298</p>	<p>This factsheet is an executive summary of the article, <u>Co-designing research with Aboriginal and Torres Strait Islander consumers of mental health services, mental health workers, Elders and Cultural Healers</u> (Milroy et al., 2022). The ways culturally safe research can be conducted are described, to learn about the state of cultural safety in mental health services, with Aboriginal and Torres Strait Islander community members, mental health service users, Elders, mental health workers, and Cultural Healers.</p>	<p>8.1 8.2 8.3 8.4 8.5 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 1 Competency 7</p>
<p>Indigenous and non-Indigenous authors Carlson, B., O'Sullivan, S., Day, M., Rey, J., Kennedy, T., Bakic, T., & Farrell, A. (2021). <u>A guide to writing and speaking about Indigenous People in Australia.</u> Macquarie University. DOI: 10.25949/5tfk-5113</p>	<p>This factsheet was developed by the Department of Indigenous Studies in the Faculty of Arts, Macquarie University (Dharug). It provides an overview of appropriate ways to write and speak about Indigenous peoples in Australia. It is useful for psychology education and teaching, academic research and professional writing, such as in case notes or reports.</p>	<p>8.2 8.3</p>	<p>Principle 2 Principle 3</p>
<p>Indigenous and non-Indigenous authors Selkirk, B., Alexi, J., & Dudgeon, P. (2023). <u>Psychology education needs to reflect the lives of aspiring Aboriginal and Torres Strait Islander students.</u> Transforming Indigenous Mental Health and Wellbeing & Emerging Minds. DOI: 10.5281/zenodo.10783657</p>	<p>To support aspiring Aboriginal and Torres Strait Islander students to engage in psychology education in Australia, psychology curricula and teaching and learning programs should reflect Aboriginal and Torres Strait Islander worldviews and lived experiences. Students are more likely to study subjects in which their realities are reflected. This factsheet corresponds with the two-part <i>Emerging Minds</i> series with Professor Pat Dudgeon AM, Belle Selkirk and Dr Joanna Alexi who share their experiences of decolonising psychology and take listeners on a journey through the impactful work of the <u>Australian Indigenous Psychology Education Project</u> (AIPEP). This resource may also be useful for those within the field of psychology education.</p>	<p>8.4 8.7</p>	<p>Principle 2 Competency 1 Competency 7</p>
<p>Indigenous author Lowitja Institute. (2024). <u>Policy Brief: Embedding cultural safety: National Cultural Safety Training Standards and organisational action for cultural safety.</u></p>	<p>A policy briefing document which accompanies the <u>Lowitja Discussion Paper on Cultural Safety in Australia</u>. This document highlights why cultural safety is important in health care and policy; defines differences in key cultural training terms; outlines why consistency in terminology is important; outlines pathways for embedding cultural safety into healthcare.</p>	<p>8.2 8.3 8.4 8.6</p>	<p>Principle 1 Principle 2 Competency 1 Competency 2 Competency 6 Competency 7</p>



<p>Indigenous author Transforming Indigenous Mental Health and Wellbeing. (2025). Factsheet: Aboriginal Participatory Action Research: A Collaborative, Indigenous-Led Approach to Research and Change</p>	<p>This factsheet provides an overview of <i>Aboriginal Participatory Action Research (APAR)</i>, a transformative, strengths-based research method grounded in Aboriginal and Torres Strait Islander knowledge systems, cultural practices, and worldviews. APAR extends beyond traditional research by focusing on action and collaboration. This factsheet summarises the key principles and core concepts of APAR, as well as examples of APAR in practice. This factsheet is linked to the Lowitja APAR discussion paper by Dudgeon et al. (2022).</p>	<p>8.1 8.2 8.3 8.4 8.6 8.7</p>	<p>Principle 2 Competency 1 Competency 2 Competency 7</p>
<p>Indigenous author Transforming Indigenous Mental Health and Wellbeing. (2020). Working with Aboriginal and Torres Strait Islander young people and their families. The Healing Foundation.</p>	<p>This factsheet has been developed by child and adolescent psychiatrist, Professor Helen Milroy AM in partnership with The Healing Foundation to help increase awareness and understanding of intergenerational trauma. It has been designed to be used in conjunction with the Healing Foundation's Intergenerational Trauma Animation.</p>	<p>8.2 8.3 8.4</p>	<p>Principle 2 Principle 7</p>
<p>Indigenous author Transforming Indigenous Mental Health and Wellbeing. (2021). Factsheet A: Social and Emotional Wellbeing. DOI: 10.5281/zenodo.10141197</p>	<p>A factsheet which summarises a holistic and interrelated framework for conceptualising health, mental health, and wellbeing for Aboriginal and Torres Strait Islander peoples. This framework was developed by Australia's leading Indigenous Psychologists, led by Professor Pat Dudgeon AM, Australia's first Indigenous psychologist.</p>	<p>8.1 8.2 8.3 8.4 8.6</p>	<p>Principle 2 Competency 1 Competency 7</p>
<p>Indigenous author Transforming Indigenous Mental Health and Wellbeing. (2022). First Nations Youth and the Justice System. DOI: 10.5281/zenodo.10042664</p>	<p>This factsheet is an executive summary of the article 'First Nations peoples and the law' by Milroy and colleagues (2021).</p>	<p>8.1 8.2 8.4</p>	<p>Principle 2 Competency 7</p>
<p>Indigenous author Transforming Indigenous Mental Health and Wellbeing. (2022). The Dance of Life. DOI: 10.5281/zenodo.10042685</p>	<p>A factsheet which presents a series of paintings, created by Professor Helen Milroy AM, Australia's first Indigenous psychiatrist. These paintings are the framework for a multidimensional model of health and wellbeing from the perspective of First Nations peoples.</p>	<p>8.1 8.2 8.3 8.4 8.6</p>	<p>Principle 2 Competency 1 Competency 7</p>
<p>Indigenous author Transforming Indigenous Mental Health and Wellbeing. (2025). Factsheet: The Lancet Commission on Self-harm.</p>	<p>This factsheet presents an overview of the Lancet Commission on Self-harm (2024), where international academics developed recommendations for improving self-harm-related intervention practices and policy change. This factsheet provides an overview of the literature relating to self-harm, including suicide and disability. Risk factors for self-harm for Indigenous populations globally are summarised, including the role of colonisation and racism, with specific consideration of the Australian Indigenous context. This is non-Indigenous populations. Key outcomes from Roundtables for Indigenous self-harm are presented.</p>	<p>8.1 8.2 8.7</p>	<p>Principle 2 Competency 1</p>
<p>Indigenous author Transforming Indigenous Mental Health and Wellbeing. (2025). Working with Aboriginal and Torres Strait Islander Peoples in Research.</p>	<p>This factsheet provides culturally responsive and safe ways of working with Aboriginal and Torres Strait Islander peoples in research.</p>	<p>8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 4</p>



Report and Discussion Papers

RESOURCE	DETAILS	SUB-COMPETENCIES	OTHER PSYBA STANDARDS
<p>Indigenous author Atkinson, J. (2013). Trauma-informed services and trauma-specific care for Indigenous Australian children (Resource Sheet No.21). Australian Institute of Health and Welfare & Australian Institute of Family Studies.</p>	<p>The resource sheet reviews limited available literature and practice-based evidence of existing trauma-informed services for Aboriginal and Torres Strait Islander children and families. An overview of trauma specific for Aboriginal and Torres Strait Islander children is provided, including a neurodevelopmental framework which emphasises culture and Indigenous healing. The core values of trauma-informed services are summarised, examples of services and tools are provided.</p>	<p>8.1 8.2 8.3 8.4 8.6 8.7</p>	<p>Principle 2 Competency 7</p>
<p>Indigenous & non-Indigenous authors Day, M., Carlson, B., Bonson, D., & Farrelly, T. (2022). Aboriginal and Torres Strait Islander LGBTQIASB+ people and mental health and wellbeing. Australian Institute of Health and Welfare. DOI: 10.25816/nmvs-nc70</p>	<p>This report highlights existing evidence and gaps in understanding the compounded risk of suicide and suicide-related behaviours in Aboriginal and Torres Strait Islander peoples who are LGBTQIASB+. A range of intersecting experiences are discussed, including discrimination and violence, disconnection and exclusion from community and culture. Sources of resilience are identified, and recommendations offered.</p>	<p>8.1 8.2 8.3 8.4 8.6</p>	<p>Principle 2 Competency 1 Competency 5 Competency 6 Competency 7</p>
<p>Indigenous & non-Indigenous authors Darwin, L., Vervoort, S., Vollert, E., & Blustein, S. (2023). Intergenerational trauma and mental health. Australian Institute of Health and Welfare. DOI: 10.25816/v8ta-1t17</p>	<p>This report review existing literature to define the link between intergenerational trauma and Aboriginal and Torres Strait Islander peoples' mental health and identify current best practice policies and programs. An Indigenous Standpoint which privileges Indigenous research and voices is adopted. Existing policy frameworks, program initiatives, and community-led approaches are discussed.</p>	<p>8.1 8.2 8.3 8.4 8.5 8.6 8.7</p>	<p>Principle 2 Competency 1 Competency 7</p>
<p>Indigenous & non-Indigenous authors Dudgeon, P., Bray, A., Blustein, S., Calma, T., McPhee, R., Ring, I., & Clark, R. (2022). Connection to community. Australian Institute of Health and Welfare. DOI: 10.25816/tqxj-5629</p>	<p>Authors review scholarly articles, government reports and grey literature, to authors outline how strong and healthy connections to community protect people from suicide. The paper discusses several protective factors resulting from community connection which work to prevent suicide by strengthening resilience and increasing Social and Emotional Wellbeing. It also identifies approaches which do not work to prevent suicide among Indigenous Australians, gaps in research on this topic and concludes with several recommendations for further research.</p>	<p>8.1 8.2 8.3 8.4 8.6 8.7</p>	<p>Principle 2 Competency 1 Competency 7</p>
<p>Indigenous & non-Indigenous authors Dudgeon, P., Blustein, S., Bray, A., Calma, T., McPhee, R., & Ring, I. (2021). Connection between family, kinship and Social and Emotional Wellbeing. Australian Institute of Health and Welfare. DOI: 10.25816/jx22-vq08</p>	<p>This report reviews the role of trauma in the lived experience of Aboriginal and Torres Strait Islander people, including how trauma is compounded by family violence and substance misuse, as well as the stress caused by personal, cultural and institutional racism. The protective role of healthy, supportive, loving and nurturing connections to family and kinship networks is discussed and the interrelatedness to cultural continuity. Implications for policy context, recommendations for suicide prevention initiatives, and culturally safe and responsive work are discussed.</p>	<p>8.1 8.2 8.3 8.4</p>	<p>Principle 2 Competency 1 Competency 5 Competency 7</p>



<p>Indigenous & non-Indigenous authors Dudgeon, P., Gibson, C., Walker, R., Bray, A., Agung-Igusti, R., Derry K., Gray, P., McPhee, R., Sutherland, S., Gee, G. (2025). <u>Social and Emotional Wellbeing: a Review</u>. The Lowitja Institute. DOI: 10.48455/4f9e-3v29</p>	<p>This resource provides a comprehensive and contemporary review of the Social and Emotional Wellbeing (SEWB) framework. This builds on the nine principles of SEWB outlined in the <i>Ways Forward</i> report (Swan & Raphael, 1995) and the initial conceptualisation of the SEWB framework by Gee et al (2024; in Working Together book). This resource provides a background to the development of the SEWB framework, and the existing evidence for the SEWB framework as a valid model for Aboriginal and Torres Strait Islander health, mental health, and wellbeing. Strategies for implementing a strengths-based approach are presented. For psychologists, these strategies map well to the <u>PsyBA professional practice standards</u>.</p>	<p>8.1 8.2 8.3 8.4 8.5 8.6 8.7</p>	<p>Principle 2 Competency 1 Competency 7</p>
<p>Indigenous authors Edwige, V., & Gray, P. (2021). <u>Significance of culture to wellbeing, healing and rehabilitation</u>. Bugmy Bar Book The Public Defenders.</p>	<p>Commissioned by the <u>Bugmy Bar Book</u>, the purpose of this report is to collate research regarding the significance of culture to Aboriginal and Torres Strait Islander people and the significant benefits of connecting to culture, family and community as part of culturally appropriate treatment and care to promote wellbeing, rehabilitation and healing. This resource may be useful for psychologists working in legal settings and has applicability across other sectors including health.</p>	<p>8.1 8.3 8.4 8.5</p>	<p>Principle 2 Competency 7</p>
<p>Indigenous & non-Indigenous authors Hamilton, S., Doyle, M., & Bower, C. (2021). <u>Review of Fetal Alcohol Spectrum Disorder (FASD) among Aboriginal and Torres Strait Islander people</u>. <i>Australian Indigenous Health Bulletin</i>, 2(1). DOI: 10.14221/aihjournal.v2n1.1</p>	<p>This review provides a comprehensive synthesis of the available information on Fetal Alcohol Spectrum Disorder (FASD) among Aboriginal and Torres Strait Islander people. The review outlines the harms of alcohol use in the context of colonisation, cultural perspectives on assessment and diagnosis, effective prevention programs and a summary of state and national policies. Health impacts, educational outcomes and the effects of FASD on vulnerable populations such as children in protection and young people in the justice system are discussed. This review notes FASD assessment, treatment and public health programs must also consider the history of trauma incurred by Aboriginal and Torres Strait Islander communities due to colonisation.</p>	<p>8.1 8.2 8.3 8.4 8.6 8.7</p>	<p>Principle 2 Competency 1 Competency 4</p>
<p>Indigenous author Kimberley Aboriginal Medical Services. (2022). <u>Social and Emotional Wellbeing: A Welcome Guide for the Aboriginal Workforce</u>. University of Western Australia. DOI: 10.26182/z4gr-4975</p>	<p>This is a resource for Aboriginal and Torres Strait Islander people working in Social and Emotional Wellbeing (SEWB) teams. It has applicability for psychologists wanting to understand the history of the SEWB, the SEWB model and framework, how SEWB services are led by and for Aboriginal and Torres Strait Islander people. It offers some reflections and insights from the Kimberley SEWB workforce and client base to help show SEWB in practice. Several useful readings are provided.</p>	<p>8.1 8.2 8.3 8.4 8.6 8.7</p>	<p>Principle 2 Competency 1 Competency 4 Competency 5 Competency 7</p>
<p>Indigenous author Lowitja Institute. (2020). <u>Culture is Key: Towards cultural determinants-driven health policy - Final Report</u>. The Lowitja Institute, Melbourne. DOI: 10.48455/k9vd-zp46</p>	<p>This report is a synthesis of cultural determinants research and policy advocacy in Australia. It is a useful resource to psychologists for understanding protective aspects of cultural identity to the health and wellbeing for Aboriginal and Torres Strait Islander peoples. The underpinning policy, interrelatedness to social determinants and rights-based approach are outlined and a critical examination of how the concept is embedded in to policy are discussed.</p>	<p>8.1 8.2 8.3 8.4 8.5 8.6 8.7</p>	<p>Principle 2 Competency 1 Competency 7</p>



<p>Indigenous & non-Indigenous authors Martin, G., Lovelock, L., & Stevenson, B. (2023). <u>An overview of Indigenous mental health and suicide prevention in Australia.</u> Australian Institute of Health and Welfare. DOI: 10.25816/gv9g-ge98</p>	<p>This literature review provides an overview of Indigenous mental health and suicide prevention in Australia. Essential foundational information links the high prevalence of mental illness and suicide with the impact of colonisation, transmission of trauma across generations, and ongoing socioeconomic marginalisation of Indigenous Australians. Frameworks including the Social and Emotional Wellbeing are discussed. It provides an overview of contemporary Australian policy responses and directions and outlines risks and protective factors for mental health and suicide prevention.</p>	<p>8.1 8.2 8.4</p>	<p>Principle 2 Competency 1</p>
<p>Indigenous and non-Indigenous authors Mohamad, J., Stacey, K., Chamberlain, C., & Priest, N. (2024). <u>Cultural Safety in Australia, Discussion paper.</u> The Lowitja Institute, Melbourne.</p>	<p>The purpose of this paper is to: outline key developments in the history of cultural safety in Australia; clarify how cultural safety training and education differs from other types of cultural training (e.g. cultural competency); synthesise existing understandings about cultural safety and cultural safety training and propose a revised set of nationally consistent of quality standards for cultural safety training and other supportive actions; link the focus on cultural safety training standards with other parallel and subsequent mechanisms which are being or can be implemented to embed cultural safety, such as health professional curriculum standards, policy, organisational change strategies, and resources to guide and assess progress with cultural safety organisational change initiatives.</p>	<p>8.1 8.2 8.3 8.4 8.6</p>	<p>Principle 2 Competency 1 Competency 2 Competency 3</p>
<p>Indigenous & non-Indigenous authors Murrup-Stewart, C., Truong, M., & Joshi, A. (2025). <u>Aboriginal and Torres Strait Islander perspectives on what works in social and emotional wellbeing programs.</u> Australian Institute of Family Studies, Melbourne.</p>	<p>This paper summarises the evidence on Aboriginal and Torres Strait Islander peoples' experiences of a range of diverse programs which address Social and Emotional Wellbeing. It looks at what the success factors were for participants in these programs. The paper provides some considerations for practitioners and other professionals working to support Aboriginal and Torres Strait Islander peoples' health and Social and Emotional Wellbeing. These include; cultural safety, strengths-based approaches, relational approaches which foster connection and belonging, and holistic programs with authors providing a summary of activities based on the evidence. These general considerations may be applied to a variety of health, Social and Emotional Wellbeing programs and services.</p>	<p>8.1 8.2 8.3 8.4 8.5 8.7</p>	<p>Principle 1 Principle 2 Principle 3 Competency 1 Competency 7</p>
<p>Non-Indigenous authors Tubex, H., Rynne, J., & Blagg, H. (2020). <u>Throughcare needs of Indigenous people leaving prison in Western Australia and the Northern Territory.</u> Australian Institute of Criminology.</p>	<p>This report is useful for psychologists who work with clients who are or have been incarcerated. Non-Indigenous researchers with existing relationships with community leaders in regional and remote Aboriginal and Torres Strait Islander communities across Western Australia and the Northern Territory conducted interviews with men and women with lived experience of prison and local service providers. This report highlights the critical nature of a thorough exit plan from prison and the need to acknowledge Indigenous involvement in the criminal justice system and the ongoing consequences of colonisation as context. Recommendations during imprisonment and after release and involving Indigenous people and the broader community in developing effective throughcare strategies are discussed.</p>	<p>8.1 8.2 8.3 8.4 8.7</p>	<p>Principle 2 Competency 1 Competency 7</p>
<p>Indigenous & non-Indigenous authors Truong, M., & Moore, E. (2023). <u>Racism and Indigenous wellbeing, mental health and suicide.</u> Australian Institute of Health and Welfare. DOI: 10.25816/k4r5-e446</p>	<p>This report provides an overview of how racism affects Indigenous Australians, with key issues including the impact on mental health and Social and Emotional Wellbeing, racism as a barrier to accessing healthcare, indicators of cultural wellbeing, and protective factors. The policy context, as well as existing programs which address cultural safety in the health system are summarised, as well as strategies for best practice recommendations.</p>	<p>8.1 8.2 8.4</p>	<p>Principle 2 Competency 7</p>



<p>Indigenous & non-Indigenous authors Selkirk, B., Alexi, J., Hirvonen, T., Goslett, M., Ohan, J., & Edwige, V. (2024). <u>Listening More: Embedding Cultural Safety in Supervision. A Guide for Psychology Supervisors.</u> The University of Western Australia. DOI: 10.26182/6kc9-em03</p>	<p>Listening More is a suite of resources intended to be used together to support supervisors in being culturally safe and responsive in their supervision of Australia's psychologists, specifically when working with Aboriginal and Torres Strait Islander peoples. Although intended for psychology supervisors, the knowledges presented are relevant to all psychologists, psychology educators and psychologist in training.</p> <ul style="list-style-type: none"> • <u>Guide for Psychology Supervisors</u> • <u>Reflective Journal for Psychology Supervisors</u> • <u>Manual of Resources for Psychology Supervisors</u> 	<p>8.1 8.2 8.3 8.4 8.5 8.6 8.7</p>	<p>Principle 2 Principle 3 Principle 10 Competency 1 Competency 2 Competency 3 Competency 4 Competency 5 Competency 6 Competency 7</p>
<p>Indigenous & non-Indigenous authors Swan, P., & Raphael, B. (1995). <u>Ways forward: national Aboriginal and Torres Strait Islander mental health policy national consultancy report.</u> Department of Prime Minister and Cabinet.</p>	<p>Although 30 years old, The <i>Ways Forward</i> report remains a critical document in Aboriginal and Torres Strait Islander mental health policy and advocacy. For the first time, it systematically documented the mental health needs of Aboriginal and Torres Strait Islander peoples through community consultations. It was one of the first documents to highlight the impact of colonisation, dispossession, the Stolen Generations, and systemic racism on Aboriginal and Torres Strait Islander mental health. It emphasises self-determination and community-controlled services as central to improving mental health outcomes and calls for mental health care to be integrated with Aboriginal and Torres Strait Islander concepts of health and wellbeing, recognising the interconnectedness of land, culture, community, and spirituality. Many of the recommendations outlined in <i>Ways Forward</i> remain unfulfilled.</p>	<p>8.1 8.2 8.3 8.4 8.5 8.6 8.7</p>	<p>Principle 2 Competency 7</p>
<p>Indigenous & non-Indigenous authors Watego, C., Singh, D., & Macoun, A. (2021). <u>Partnership for Justice in Health: Scoping Paper on Race, Racism and the Australian Health System.</u> Discussion Paper. The Lowitja Institute, Melbourne. DOI: 10.48455/sdrt-sb97</p>	<p>This document defines key terms (race, racism, antiracism, critical race theory; race and culture, cultural competence, cultural safety), provides a literature review on existing approaches to research on racism in health, and outlines future political directions for research on race and racism in Australian healthcare.</p>	<p>8.1 8.2 8.3 8.4 8.6</p>	<p>Principle 2 Principle 6 Competency 1 Competency 2 Competency 3</p>



National Frameworks and Guidelines

RESOURCE	DETAILS	SUB-COMPETENCIES	OTHER PSYBA STANDARDS
<p>Indigenous & non-Indigenous authors Commonwealth of Australia. (2021). National Aboriginal and Torres Strait Islander Health Plan 2021-2031</p>	<p>This national policy document outlines the cultural determinants and their interrelatedness to social determinants of health for Aboriginal and Torres Strait Islander peoples, across the lifespan as it related to current health priorities.</p>	<p>8.2 8.6 8.7</p>	<p>Principle 2 Competency 7</p>
<p>Indigenous & non-Indigenous authors Department of Prime Minister & Cabinet. (2017). National Strategic Framework for Aboriginal and Torres Strait Islander Peoples' Mental Health and Social and Emotional Wellbeing 2017-2023</p>	<p>This document may be useful to psychologists to understand an Aboriginal and Torres Strait Islander perspective of health, mental health, and wellbeing. This strategic Framework including nine principles and a model of Social and Emotional Wellbeing is intended to guide and inform best practices and reforms. The Framework may be useful for psychologists to understand expected service provision; guide the development and direction of mental health and Social and Emotional Wellbeing programs; frame integrated Aboriginal and Torres Strait Islander mental health and Social and Emotional Wellbeing activities; inform policy development, research and evaluation; and support program implementation. <i>The renewed national strategic framework is currently under review.</i></p>	<p>8.1 8.2 8.3 8.4 8.6 8.7</p>	<p>Principle 2 Competency 1 Competency 5 Competency 6 Competency 7</p>
<p>Indigenous authors Gayaa Dhuwi (Proud Spirit) Australia. (2024). National Aboriginal and Torres Strait Islander Suicide Prevention Strategy 2025-2035</p>	<p>This strategy, developed in partnership with Gayaa Dhuwi (Proud Spirit) Australia, sets a path for all governments to work in genuine partnership with Aboriginal and Torres Strait Islander peoples, organisations and communities to reduce the rates of suicide and self-harm amongst Aboriginal and Torres Strait Islander peoples by driving culturally safe and responsive solutions. Core principles, enabling factors, and key priorities are outlined.</p>	<p>8.1 8.2 8.3 8.4 8.6 8.7</p>	<p>Principle 2 Competency 1 Competency 4 Competency 5 Competency 6 Competency 7</p>



Research Methodologies and Ethical Guidelines

RESOURCE	DETAILS	SUB-COMPETENCIES	OTHER PSYBA STANDARDS
<p>Indigenous author Aboriginal Health and Medical Research Council. (2023). NSW Aboriginal Health Ethics Guidelines: Key Principles.</p>	<p>The Aboriginal Health and Medical Research Council (AH&MRC) Human Research Ethics Committee have set out guiding principles to assist researchers to design meaningful, ethical, and culturally appropriate research projects to minimise harm and mitigate risks for Aboriginal Communities participating in research in New South Wales.</p>	<p>8.1 8.2 8.5 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 1 Competency 4 Competency 7</p>
<p>Indigenous author Australian Institute of Aboriginal and Torres Strait Islander Studies. (2022). AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander research.</p>	<p>Developed by the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), this is an ethical code that all research with Aboriginal and Torres Strait Islander peoples and communities must adhere to nationally. It is underpinned by four guiding principles, each frame a set of responsibilities for researchers, institutions and review bodies when conducting Aboriginal and Torres Strait Islander research.</p>	<p>8.1 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 1 Competency 2 Competency 7</p>
<p>Indigenous & non-Indigenous authors Dudgeon, P., Bray, A., Darlaston-Jones, D. & Walker, R. (2022). Aboriginal Participatory Action Research. The Lowitja Institute.</p>	<p>Focusing on key Indigenous wellbeing paradigms, discourses, and disciplines this discussion paper presents a distinctive Aboriginal Participatory Action Research (APAR) approach as a transformative Indigenous Research Methodology.</p> <p>It explores Indigenous Standpoint Theory, Indigenous Knowledge Systems, Indigenous Research Methods and Methodologies as key elements in decolonising research, building self-determination in communities, and contributing to Indigenous Social and Emotional Wellbeing and Indigenous Psychology. This discussion paper considers guiding principles, research protocols and ethical guidelines.</p>	<p>8.1 8.2 8.5 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 1 Competency 4 Competency 7</p>
<p>Indigenous author Kimberley Aboriginal Health Research Alliance. (2024). Kimberley Aboriginal Health Research Model (KAHRM).</p>	<p>This is a handbook for guiding research with Aboriginal communities and organisations, as well as projects that are initiated by others seeking collaboration with Aboriginal communities and organisations in the Kimberley region of Western Australia. It is an accessible, place-based model of ethical and culturally appropriate ways of engaging in research with Aboriginal and Torres Strait Islander peoples.</p>	<p>8.1 8.2 8.5 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 1 Competency 4 Competency 7</p>
<p>Indigenous authors Morey, K., Franks, C. Pearson, O., Glover, K., & Brown A. (2023). Research ACCORDing to whom? Developing a South Australian Aboriginal and Torres Strait Islander Health Research Accord.</p>	<p>This peer-reviewed document, the South Australian Aboriginal Health Research Accord (Accord) reflects implementation of ethical practice in Aboriginal health research within South Australia. Developed through an iterative mixed-methods approach that centres the voice of Aboriginal communities, nine key principles are outlines with a description of its application in research practice. The Accord aims to guide researchers, universities, research institutes, consultants, governments and service providers in the appropriate processes required when developing and conducting health research with Aboriginal peoples in South Australia and can guide ethics committees.</p>	<p>8.1 8.2 8.5 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 1 Competency 4 Competency 7</p>



<p>Indigenous & non-Indigenous authors National Health and Medical Research Council. (2018). <u>NHMRC Ethical Guidelines for conducting research with Aboriginal and Torres Strait Islander peoples (2018)</u></p>	<p>The National Health and Medical Research Council (NHMRC) has released two revised guidelines: 1) <u>Ethical conduct in research with Aboriginal and Torres Strait Islander peoples and communities: Guidelines for researchers and stakeholders 2018</u> 2) <u>Keeping research on track II 2018</u> Together, these guidelines provide relevant advice about ethical conduct in research with Aboriginal and Torres Strait Islander communities. They should also be read alongside the <u>AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander Research 2020</u>.</p>	<p>8.1 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 1 Competency 2 Competency 7</p>
<p>Indigenous author Smith, L. (2021). <u>Decolonising methodologies: Research and Indigenous peoples</u>. Bloomsbury Publishing</p>	<p>This is a seminal book on decolonising research methodology with Indigenous populations and is cited widely within an Australian context. This book provides a detailed study of a decolonising research methodology within a Maori context. It positions the development of Maori research and follows the transition from “Maori as the researched” to “Maori as the researcher”. Western imperial science and research is critiqued from a decolonial lens and the validity of Maori knowledge and ways of knowing are presented.</p>	<p>N/A</p>	<p>Principle 2 Principle 11 Competency 1 Competency 7</p>
<p>Indigenous & non-Indigenous authors Telethon Kids Institute/The Kids. (2022). <u>Guidelines for the Standards for the Conduct of Aboriginal Health Research</u>.</p>	<p>This resource provides an example to assist psychologists conducting research with Aboriginal and Torres Strait Islander peoples. This Guideline is designed to support Telethon Kids Institute (TKI) researchers to understand what actions and activities they must take throughout their research projects to meet the best practice expectations outlines by both the Institute and the NHMRC, as it relates to conducting research with Aboriginal and Torres Strait Islander children and families.</p>	<p>8.1 8.2 8.5 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 1 Competency 4 Competency 7</p>



Peer-reviewed Publications

RESOURCE	DETAILS	SUB-COMPETENCIES	OTHER PSYBA STANDARDS
<p>Indigenous & non-Indigenous authors Anderson, Howe, Fox & Diamond. (2024). <u>Adopting an Indigenous rights-based approach to working with Aboriginal and Torres Strait Islander students: Repositioning school psychology to address Competency 8.</u> <i>Journal of Psychologists and Counsellors in Schools</i>, 34(4), 372-387. DOI: 10.1177/2055636524130037</p>	<p>This paper provides detailed insights into the evolving role of school psychologists in relation to the requirements of PsyBA Competency 8 and argues for the significance of an Indigenous rights-based approach to providing professional psychological services in education.</p>	<p>8.1 8.2 8.3 8.5 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 2 Competency 7</p>
<p>Indigenous authors Barry, D., & Guerin, B. (2024). <u>Conceptualising Anangu Pitjantjatjara Yankunytjatjara mental health beliefs.</u> <i>Australian Psychologist</i>, 59(3), 212-227. DOI: 10.1080/00050067.2024.2322716</p>	<p>This peer-reviewed paper provides an overview of how senior Anangu Pitjantjatjara Yankunytjatjara (Anangu) peoples describe and explain mental health from their own perspectives without resorting to Western frameworks. They explain complex interactions between fundamental ancient beliefs of cultural processes and the changing Western influences since colonisation and examples are given of each of these. The same looking Western behaviours of “mental health” could arise from alternative traditional contexts. In addition to providing useful insights into Anangu conceptualisations of mental health, this paper is an example of research conducted by Indigenous authors that uses Indigenous research methodologies to centre Indigenous (Anangu) perspectives.</p>	<p>8.1 8.2 8.3 8.5 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 1</p>
<p>Indigenous & non-Indigenous authors Black, E. B., Toombs, M. R., & Kisely, S. (2018). <u>The Cultural Validity of Diagnostic Psychiatric Measures for Indigenous Australians.</u> <i>Australian Psychologist</i>, 53(5), 383-393 DOI: 10.1111/ap.12335</p>	<p>This systematic review of the literature examined the methods used to diagnose psychiatric disorders in Indigenous Australians and identified the cultural validity of these approaches. Of 12 articles, half were of diagnostic tools and none had been validated for use with Indigenous Australians. Another six used practitioner assessment and a discussion of cultural competence on behalf of the practitioner was lacking. This research highlights the issues with the cultural validity of using Western psychiatric methods with Indigenous Australians.</p>	<p>8.1 8.3 8.4</p>	<p>Principle 2 Principle 11 Competency 1 Competency 7</p>
<p>Indigenous & non-Indigenous authors Butler, T. L., Anderson, K., Garvey, G., Cunningham, J., Ratcliffe, J., Tong, A., Whop, L. J., Cass, A., Dickson, M., & Howard K. (2019). <u>Aboriginal and Torres Strait Islander people's domains of wellbeing: A comprehensive literature review.</u> <i>Social Science & Medicine</i>, 233, 138-157. DOI: 10.1016/j.socscimed.2019.06.004</p>	<p>This paper is a systematic review of existing peer-reviewed and grey literature to identify these wellbeing domains for Aboriginal and Torres Strait Islander people. Findings included nine broad interconnected wellbeing dimensions: autonomy, empowerment and recognition; family and community; culture, spirituality and identity; Country; basic needs; work, roles and responsibilities; education; physical health; and mental health. The need for a wellbeing instrument which includes factors culturally relevant to Aboriginal and Torres Strait Islander people is discussed.</p>	<p>8.1 8.2 8.3 8.4 8.6</p>	<p>Principle 2 Principle 11 Competency 1 Competency 7</p>



Indigenous & non-Indigenous authors
Chamberlain, C., Gee, G., Gartland, D., Mensah, F. K., Mares, S., Clark, Y., Ralph, N., Atkinson, A., Hirvonen, T., McLachlan, H., Edwards, T., Herrman, H., Brown, S. J., & Nicholson, A. J. M. (2020). **Community perspectives of complex trauma assessment for Aboriginal parents: 'its important, but how these discussions are held is critical'**. *Frontiers in Psychology, 11*, 2014.
DOI: 10.3389/fpsyg.2020.02014

The research article is an example of co-design in research. It describes views of predominantly Aboriginal stakeholders regarding (1) the relative importance of domains proposed for complex trauma assessment, and (2) how to conduct these sensitive discussions with Aboriginal parents. Findings and implications are discussed, from an Indigenous perspective that is culturally - and trauma - informed.

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Indigenous & non-Indigenous authors
Chau, T., Tiego, J., Brown, L., Coghill, D., Jobson, L., Montgomery, A., Murrup-Stewart, C., Sciberros, E., Silk, T. J., Spencer-Smith, M., Sullivan, D. P., & Bellgrove, M. A. (2023). **Against the use of the Strengths and Difficulties Questionnaire for Aboriginal and Torres Strait Islander children aged 2-15 years**. *Australian & New Zealand Journal of Psychiatry, 57*(10), 1343-1358.
DOI: 10.1177/000486

This paper evaluated the Strengths and Difficulties Questionnaire (SDQ), a widely used screening tool for emotional and behavioural problems in children, among Aboriginal and Torres Strait Islander children from the Longitudinal Study of Indigenous Children. This paper is a valuable resource for two reasons. First, based on caregiver and teacher reports, results indicated that the SDQ subscales and summary scores do not provide a valid index of emotional and behavioural problems in Aboriginal and Torres Strait Islander children. Second, the process of the research demonstrates cultural humility on the part of non-Indigenous researchers and an openness to learning from and changing course based on feedback from Indigenous scholarship.

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Indigenous & non-Indigenous authors
Clark, Y., Gee, G., Ralph, N., Atkinson, C., Brown, S., Glover, K., McLachlan, H., Gartland, D., Hivonen, T., Andrews, S., & Chamberlain, C. (2020). **The Healing of the Past by Nurturing the Future: cultural and emotional safety framework**. *Journal of Indigenous wellbeing, Te Mauri-Pimatisiwin 5*(1), 38-57

The Healing the Past by Nurturing the Future (HPNF) research project aims to co-design perinatal awareness, recognition, assessment and support strategies for Aboriginal and Torres Strait Islander parents who have experienced childhood complex trauma. This paper provides a guiding document for emotional and cultural safety protocols and synthesises the existing safety aspects within the HPNF project. Utilising a community-based participatory action research (CBPAR) approach, elements of this framework are drawn from the literature; HPNF protocols; investigator expertise, consultations, and feedback from workshops. Various themes about safety are discussed in relation to four main groups of people impacted by the HPNF project: parents; service providers; project staff, investigators, and stakeholders; and the broader Aboriginal and Torres Strait Islander community.

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Principle 2
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Indigenous author
Daniels-Mayes, S. (2023). **Researching Indigenous people living with a disability: The urgent need for an intersectional and decolonising approach (BlakAbility)**. *First Nations Health and Wellbeing - The Lowitja Journal, 1*, 100004.
DOI: 10.1016/j.fnhli.2023.100004

This commentary argues for the urgent need for research using intersectionality embedded with decolonising knowledges and practices and Indigenous Standpoints on disability, informed and led by those with lived experience. This paper may provide intersectional perspectives within psychology education and professional practice that counter Western conceptualisations of disability which are pervasive within psychology.

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Competency 1
Competency 7

Non-Indigenous authors

Dingwall, K.M., Lindeman, M. A., & Cairney, S. (2014). **“You’ve got to make it relevant”: barriers and ways forward for assessing cognition in Aboriginal clients.** *BMC Psychology*, 2(13), 1-11.
DOI: 10.1186/2050-7283-2-13

Indigenous & non-Indigenous authors

Dudgeon, P., Bray, A., D’costa, B., & Walker, R. (2017). **Decolonising psychology: Validating social and emotional wellbeing.** *Australian Psychologist*, 52(4), 316-325.
DOI: 10.1111/ap.12294

Indigenous & non-Indigenous authors

Dudgeon, P., Bray, A., & Walker, R. (2023). **Embracing the emerging Indigenous psychology of flourishing.** *Nature Reviews Psychology*, 2(5), 259-260.
DOI: 10.1038/s44159-023-00176-x

Indigenous & non-Indigenous authors

Dudgeon, P., & Walker, R. (2015). **Decolonising Australian psychology: Discourses, strategies, and practice.** *Journal of Social and Political Psychology*, 3(1), 276-297.
DOI: 10.5964/jspp.v3i1.126

Indigenous & non-Indigenous authors

Gee, G., Bright, T., Morgan, A., Atkinson, C., Andrews, S., Clark, Y., ... Chamberlain, C. (2024). **Aboriginal and Torres Strait Islander Complex Trauma and Strengths Questionnaire: psychometric evaluation.** *Australian Journal of Psychology*, 76(1).
DOI: 10.1080/00049530.2024.2335917

This study aimed to identify the barriers to and potential ways forward for cognitive assessment with clinicians who work with Aboriginal people in remote Northern Territory. This was done through semi-structured interviews with health professionals (psychologists, occupational psychologists, a speech pathologist, aged care nurses and a physician) who were all non-Indigenous with the exception of one Aboriginal psychologist. Themes related to common barriers, useful approaches and areas of need are reported.

Aboriginal and Torres Strait Islander Social and Emotional Wellbeing (SEWB) is a multifaceted concept which acknowledges a person’s wellbeing is determined by a range of inter-related domains: body, mind and emotions, family and kinship, community, culture, Country, and spirituality. This paper explores the meaning of these seven interrelated domains of SEWB, as well as the role of social determinants of disadvantage and wellbeing for Aboriginal and Torres Strait Islander peoples.

This brief commentary outlines out Indigenous psychology draws on the oldest continuing knowledge systems (from Indigenous Australians) yet remains largely ignored by dominant Western psychological theories and practices. It is argued this exclusion results in ongoing negative effects on Indigenous Social and Emotional Wellbeing and requires urgent decolonisation efforts.

This paper discusses the role of psychology in Australia and the negative impact that certain disciplinary theories and practices have had on Aboriginal and Torres Strait Islander peoples. The failure of mainstream policy makers and mental health practitioners to recognise the key, distinctive cultural and social determinants which contribute to Aboriginal health and wellbeing are discussed. An overview of the growing response by Aboriginal psychologists, critical social theorists, and their allies to decolonise psychological theory and practice to redress this situation is discussed.

This study investigated whether a range of risk and protective factors, including social and cultural determinants of Social and Emotional Wellbeing, were associated with post-traumatic stress outcomes among clients from an Aboriginal community-controlled counselling service in Melbourne, Australia. The study explored potential relationships between trauma exposure, child removal from natural family, experiences of racism, gender and trauma symptom severity. It also investigated whether personal, relationship, community and cultural strengths and determinants of wellbeing, as detailed in the Aboriginal Resilience and Recovery Questionnaire, moderated the relationship between trauma exposure and post-traumatic stress symptom severity.

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Indigenous authors

Gibson, C., Crockett, J., Dudgeon, P., Bernoth, M., & Lincoln, M. (2018). [Sharing and valuing older Aboriginal people's voices about social and emotional wellbeing services: a strength-based approach for service providers](#). *Aging & Mental Health*, 24(3), 481-488.

DOI: 10.1080/13607863.2018.1544220

Indigenous & non-Indigenous authors

Illes, J., Perreault, M. L., Bassil, K., Bjaalie, J. G., Taylor-Bragge, R. L., Chneiweiss, H., Gregory, T. R., Kumar, B. N., Matshabane, O. P., Svalastog, A. L., & Velarde, M. R. (2025). [Two-Eyes Seeing and other Indigenous perspectives for neuroscience](#). *Nature*, 638(6), 58-66.

DOI: 10.1038/s41586-024-08437-2

Indigenous & non-Indigenous authors

Kelly, M. M., Marriott-Statham, K., Clapham, K., Metusela, C., & Mackay, M. (2024).

[Understanding the cultural determinants of health: A scoping review](#). *First Nations Health and Wellbeing - The Lowitja Journal*, 2, 100036.

DOI: 10.1016/j/fnhli.2024.100036

Non-Indigenous authors

Kilcullen, M., & Day, A. (2018). [Culturally informed case conceptualisation: Developing a clinical psychology approach to treatment planning for non-Indigenous psychologists working with Aboriginal and Torres Strait Islander clients](#). *Clinical Psychologist*, 22(3), 280-289.

DOI: 10.1111/cp.12141

Indigenous & non-Indigenous authors

Liddelow-Hunt, S., Lin, A., Hill, J. H. L., Daglas, K., Hill, B., Perry, Y., Wilson, M., & Uink, B. (2023). [Conceptualising Wellbeing for Australian Aboriginal LGBTQA+ Young People](#). *Youth*, 3(1), 70-92.

DOI: 10.3390/youth3010005

Experiences of services relating to Social and Emotional Wellbeing were explored through an Indigenous research methodology with older Aboriginal men and women on Wiradjuri Country. Emerging themes focus on negative, positive and preferred experiences of Social and Emotional Wellbeing service provision. Findings contribute to the development of a strength-based approach, which supports the implementation of responsive and effective services that address Elders, older peoples and their communities' Social and Emotional Wellbeing issues and aspirations.

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This paper explores an Indigenous approach integrating Western and Indigenous knowledge systems. Two-Eyes Seeing, and includes consideration of an Australian context. It outlines how this approach within neuroscience and mental health research can incorporate Indigenous epistemologies, cultural humility, and ethical allyship. The historical exclusion of Indigenous perspectives from brain science is outlined and a practical guidance on collaborative, decolonised methodologies is suggested. The benefit of Two-Eyed Seeing is situated within case studies in disability, suicide prevention, migration, and environmental health. This resource is valuable for psychologists committed to culturally safe practices, trauma-informed care, and ethical engagement with Indigenous peoples in research, clinical settings, and policy development. *Note: while this research reflects a global Indigenous perspective, at least one author is Aboriginal and Torres Strait Islander*

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This scoping paper reviewed existing publications relating to cultural determinants of health as an emerging concept in the literature and explored their use within healthcare curricula. Converging themes were found, as well as the need for a clearer representation of this as a concept in the literature. Gaps were observed in the healthcare curricula and education. This paper provides a current overview of an emerging strengths-based topic which counters deficit-based language about Aboriginal and Torres Strait Islander peoples which determines health research and education. This paper is also an example of Indigenous research methodology conducted by Indigenous researchers.

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This paper presents a culturally informed approach to case conceptualisation for non-Indigenous psychologists working with Aboriginal and Torres Strait Islander clients. It has utility for learning and teaching as well as professional practice including supervision. The model draws together mainstream case formulation processes with culturally specific understandings of Social and Emotional Wellbeing. A worked case example is used in this paper to illustrate how the non-Indigenous psychologist can integrate influence of the broader social and cultural context into the case conceptualisation to enhance culturally responsive practice.

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This research is a qualitative exploration of wellbeing among Aboriginal LGBTQA+ young people aged 14-25 years old in the Perth metropolitan area of Western Australia. Through thematic analysis of semi-structured interviews and focus groups, the following themes were identified as significant to participants' wellbeing: identity, family, community, visibility, services, stigma and navigating.

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<p>Indigenous & non-Indigenous authors Milroy, H., Kashyap, S., Collova, J., Mitchell, M., Ryder, A., Cox, Z., Coleman, M., Taran, M., Briand, C. B., & Gee, G. (2024). <u>Walking together in friendship: Learning about cultural safety in mainstream mental health services through Aboriginal Participatory Research.</u> <i>Australian and New Zealand Journal of Psychiatry</i>, 58(6), 498-505. DOI: 10.1177/00048674241246444</p>	<p>This is an Indigenous-led research project which utilised Indigenous research methodologies (Aboriginal Participatory Action Research). Aboriginal and Torres Strait Islander mental health service users, carers, community members, mental health professionals and Cultural Healers share their perspectives, to better understand conceptualisations of cultural safety.</p>	<p>8.1 8.2 8.5 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 1 Competency 7</p>
<p>Indigenous & non-Indigenous authors Milroy, H., Kashyap, S., Collova, J., Mitchell, M., Derry K. L., Alexi, J., Chang, P. E., & Dudgeon, P. (2022). <u>Co-designing research with Aboriginal and Torres Strait Islander consumers of mental health services, mental health workers, elders and cultural healers.</u> <i>Australian Journal of Rural Health</i>, 30(6), 772-781. DOI: 10.1111/ajr.12945</p>	<p>This paper presents the foundation of a research project through co-designing a qualitative interview with Aboriginal and Torres Strait Islander consumers and community members about experiences of cultural safety with mainstream mental health services. An Aboriginal-led research team conducted focus groups to understand the clear, sensitive, and culturally appropriate ways of asking about experiences in mental health care, to co-design an interview on this topic. Participants were Aboriginal and Torres Strait Islander consumers of mental health services, carers, mental health workers, Elders and Cultural Healers, living in Metropolitan and Regional Western Australia. This research paper highlights how the process of working with Aboriginal and Torres Strait Islander peoples in research is as important as the outcome. It demonstrates why Aboriginal and Torres Strait Islander leadership, self-determination, and relationship-building with communities are essential.</p>	<p>8.1 8.2 8.4 8.5 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 1 Competency 7</p>
<p>Indigenous & non-Indigenous authors Milroy, H., Watson, M., Kashyap, S., & Dudgeon, P. (2021). <u>First Nations peoples and the law.</u> <i>Australian Bar Review</i>, 50(3), 510-522. DOI: 10.3316/agispt.20211109056541</p>	<p>This paper offers a contextualising of the overrepresentation of First Nations peoples in the criminal justice system and invites a deepening of understanding relating to the historical context, together with unresolved contemporary issues of sovereignty, self-determination, and the need for truth-telling. It is a useful resource for psychologists wishing to further understand the current situation, including the historical and contemporary contexts which contribute to the risk of young First Nations peoples coming into contact with the justice system. The authors make recommendations for prevention and healing, from a First Nations perspective.</p>	<p>8.1 8.2 8.3 8.4 8.5 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 7</p>
<p>Indigenous & non-Indigenous authors Murrup-Stewart, C., Searle, A. K., Jobson, L., & Adams, K. (2019). <u>Aboriginal perceptions of social and emotional wellbeing programs: A systematic review of literature assessing social and emotional wellbeing programs for Aboriginal and Torres Strait Islander Australians perspectives.</u> <i>Australian Psychologist</i>, 54(3), 171-186. DOI: 10.1111/ap.12367</p>	<p>This systematic review assessed 33 Social and Emotional Wellbeing programs across Australia to better understand what Aboriginal community members think about the programs and how they could be improved. Findings included the kinds of program activities and approaches which are most suitable, what program characteristics are successful or desired, and experiences of wellbeing change before and after program participation. Perspective about culturally inappropriate services and negative experiences were also offered. These findings have significant implications for the health and wellbeing sector; specifically, research, policy, program design and implementation, evaluation methods, and self-determination.</p>	<p>8.2 8.3 8.4 8.5 8.6 8.7</p>	<p>Principle 2 Principle 11 Competency 1 Competency 5 Competency 7</p>



Indigenous & non-Indigenous authors
 Newton, D., Day, A., Gillies, C., & Fernandez, E. (2015). [A review of evidence-based evaluation of measures for assessing social and emotional well-being in Indigenous Australians](#). *Australian Psychologist*, 50(1), 40-50.
 DOI: 10.1111/ap.12064

A systematic review of available Social and Emotional Wellbeing measures, classifying in terms of the evidence base which exists to support their use. This is useful for learning or professional practice to understand the qualities of existing measures. The need to recognise the gold standard status for Indigenous measurement tools cannot be ascribed based on evidence-based assessment criteria alone is discussed.

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Non-Indigenous authors
 Ponturo, A., & Kilcullen, M. (2021). [A systematic review of evidence-based psychological interventions and Aboriginal and Torres Strait Islander people](#). *Clinical Psychologist*, 25(2), 198-211.
 DOI: 10.1080/13284207.2021.1934429

This qualitative systematic review explored evidence-based psychological therapies with Australian Aboriginal and Torres Strait Islander clients. Across 12 articles, therapies included Narrative Therapy (NT), Cognitive-Behaviour Therapy (CBT), Acceptance-based Therapies (ACT) and Multisystemic Therapy (MST). This paper may be useful in understanding the acceptability and suitability of these Western psychotherapies for Aboriginal and Torres Strait Islander clients.

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Indigenous & non-Indigenous authors
 Rodaughan, J., Murrup-Stewart, C., & Berger, E. (2024). [Aboriginal practitioners' perspectives on culturally informed practice for trauma healing in Australia](#). *The Counseling Psychologist*, 52(7), 1113-1141.
 DOI: 10.1177/00110000241268798

This paper explores how Aboriginal practitioners in Australia conceptualise and use culturally-informed practices when supporting Aboriginal children and families to heal from trauma. This paper is an example of centring Indigenous perspectives and Indigenous research methodologies. It may also be useful for professional psychologists to understand approaches to trauma care when working with Aboriginal and Torres Strait Islander children and families.

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Indigenous & non-Indigenous authors
 Rungan, S., Denzil, T., Daley, D., & Edwige, V. (2022). [What does the term childhood behavioural disorders mean in the context of Aboriginal culture within Australia? Part 1: 'Not just using the words'](#). *Journal of Paediatrics and Child Health*, 58(11), 1942-1945.
 DOI: 10.1111/jpc.16232

Part one of a two-part series (see below), this paper explores the meaning of childhood behavioural disorders (CBD) in the context of Aboriginal culture through conversations with Aboriginal community leaders. The importance of understanding cultural frameworks, parenting styles, and social dynamics before making diagnoses is highlighted. The need for a culturally informed approach which acknowledges Aboriginal parenting strengths, values the role of extended family and avoids deficit-focused perspectives is outlined, emphasising the impact of colonisation, trauma, and historical injustices on Aboriginal communities and how these continue to shape the experiences and challenges faced by children.

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Indigenous & non-Indigenous authors
 Rungan, S., Liu, H. M., Edwige, V., Smith-Merry, J., & Eastwood, J. (2022). [What does the term childhood behavioural disorders mean in the context of Aboriginal culture within Australia? Part 2: Historical and social context](#). *Journal of Paediatrics and Child Health*, 58(11), 1946-1951.
 DOI: 10.1111/jpc.16219

This paper is part two of a two-part series (see above). This paper examines the historical and social contexts which have shaped the definitions of childhood and behavioural disorders in Western frameworks. It contrasts these with Aboriginal understandings of childhood, emphasising holistic health concepts which integrate physical, mental, emotional, and spiritual well-being. The impact of colonisation, including disrupted kinship systems, cultural disconnection, and intergenerational trauma, on the Social and Emotional Wellbeing of Aboriginal families is discussed. The importance of culturally responsive, flexible diagnostic systems and empowering Aboriginal communities to co-design and deliver health and mental health services which reflect their cultural strengths and values is highlighted.

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<p>Indigenous & non-Indigenous authors Selkirk, B., Dudgeon, P., Gibson, C., & Alexi, J. (2025). <u>Decolonising tertiary psychology student support in Australia: empowering Aboriginal and Torres Strait Islander psychology students.</u> <i>Australian Journal of Psychology</i>, 77(1). DOI: 10.1080/00049530.2025.2478083</p>	<p>The focus of decolonising psychology is on epistemic justice for Indigenous knowledges and delivering culturally responsive services. Indigenous psychologists play a vital role in the decolonising process. Despite recommendations and initiatives aimed at decolonising psychology tertiary programs, such as increasing the representation of Indigenous peoples' completing tertiary education programs, completion rates remain below parity. Through an Indigenous-led, Indigenous-governed and Indigenous-aligned research methodology, this study explores the current strategies and initiatives within Australian psychology tertiary programs, which support Aboriginal and Torres Strait Islander psychology students. Eighteen representatives from Australian psychology higher education providers participated in an online survey. Data were analysed using qualitative content analysis. Key themes found and future initiatives to support Aboriginal and Torres Strait Islander psychology students are discussed.</p>	<p>8.1 8.2 8.3 8.5 8.6 8.7</p>	<p>Principle 2 Principle 10 Principle 11 Competency 1 Competency 7</p>
<p>Indigenous & non-Indigenous authors Smith, P., Rice, K., Schutte, N., & Usher, K. (2022). <u>Reflexivity: a model for teaching and learning cultural responsiveness in mental health.</u> <i>Australian Psychologist</i>, 57(4), 209-214. DOI: 10.1080/00050067.2022.2078648</p>	<p>This article sets out a model of cultural responsiveness which positions reflexivity at the centre and as the source and force which drives the cultural responsiveness dynamic. Implications for the use of this model within psychology teaching and learning contexts, as well as professional practice, are discussed.</p>	<p>8.2 8.3 8.4</p>	<p>Principle 2 Principle 11 Competency 1 Competency 2 Competency 3 Competency 7</p>
<p>Indigenous & non-Indigenous authors Smith, P., Rice, K., Schutte, N., & Usher, K. (2023). <u>Development and validation of the Cultural Responsiveness Assessment Measure (CRAM): A self-reflection tool for mental health practitioners when working with First Nations people.</u> <i>International Journal of Social Psychiatry</i>, 70(1), 190-200. DOI: 10.1177/00207640231204211</p>	<p>This Indigenous-led research aimed to develop and to validate a measure of cultural responsiveness which would assist mental health practitioners to work with Aboriginal and Torres Strait Islander peoples. The Cultural Responsiveness Assessment Measure (CRAM) is a tool for practitioners and students to evaluate their own culturally responsive practice and professional development.</p>	<p>8.2 8.3 8.4</p>	<p>Principle 2 Principle 11 Competency 1 Competency 2 Competency 3 Competency 7</p>
<p>Indigenous & non-Indigenous authors Thomas, A., Cairney, S., Gunthorpe, W., Paradies, Y., & Sayers, S. (2010). <u>Strong Souls: Development and Validation of a Culturally Appropriate Tool for Assessment of Social and Emotional Well-Being in Indigenous Youth.</u> <i>Australian and New Zealand Journal of Psychiatry</i>, 44(1), 40-48. DOI: 10.3109/00048670903393589</p>	<p>This is a validation study of the Strong Souls screening measure for Social and Emotional Wellbeing (SEWB) of Indigenous adolescents from the Northern Territory participating in the longitudinal Aboriginal Birth Cohort (ABC) Study.</p>	<p>8.1 8.2 8.3 8.4</p>	<p>Principle 2 Principle 11 Competency 1 Competency 4</p>



Indigenous author

Westerman, T. G. (2021). [Culture-bound syndromes in Aboriginal Australian populations](#). *Clinical Psychologist*, 25(1), 19-35. DOI: 10.1080/13284207.2020.1843967

This paper provides findings of a study into culture-bound syndromes in a sample of urban and rural Aboriginal Australians. Several distinct syndromes are proposed, cultural triggers are identified, and an adaptation of the DSM-IV Outline for Cultural Formulation is proposed for an Aboriginal Australian context. This paper may be useful for psychologists seeking guidance in the formulation of assessment with Aboriginal clients experiencing culture-bound syndromes.

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Indigenous & non-Indigenous authors

Westerman, T. G., & Dear, G. E. (2024). [The Westerman Aboriginal Symptom Checklist – Youth Version: national data from a clinical sample of Aboriginal youth](#). *Australian Psychologist*, 59(6), 523-532. DOI: 10.1080/00050067.2024.2376870

The Westerman Aboriginal Symptom Checklist for Youth (WASC-Y) is a culturally valid assessment of mental health and suicide risk and the moderating influence of cultural resilience. This paper provides psychometric validation in a clinical sample of young Aboriginal and Torres Strait Islander peoples across Australia accessing mental health services. This paper is also useful for understanding suicide-related symptoms of this cohort.

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Indigenous & non-Indigenous authors

Westerman, T. G., & Wettinger, M. F. (1997). [Psychological assessment of Aboriginal people. Psychologically speaking](#). Perth: Western Australian Psychological Society.

This is a foundational text which outlines the approach non-Indigenous psychologists should take when engaging with Aboriginal and Torres Strait Islander peoples and communities for psychological assessment and intervention. Cultural limitations of psychological assessment approaches are discussed, with specific discussion on IQ tests, personality and mental health assessment, child and family assessment; and psychological treatment approaches

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Books and Book Chapters

RESOURCE	DETAILS	SUB-COMPETENCIES	OTHER PSYBA STANDARDS
<p>Indigenous author Atkinson, J. (2002). Trauma trails, recreating song lines: The transgenerational effects of trauma in Indigenous Australia. Spinifex Press</p>	<p>This book is an accessible and foundational reference for understanding intergenerational and transgenerational trauma from an Indigenous perspective for Aboriginal and Torres Strait Islander peoples which also illustrates a strengths-based and healing-informed perspective.</p>	<p>8.3 8.4</p>	<p>Principle 2 Competency 7</p>
<p>Indigenous & non-Indigenous authors Dudgeon, P., Bray, A., & Walker, R. (2020). <u>Self-determination and strengths-based Aboriginal and Torres Strait Islander suicide prevention: An emerging evidence-based approach.</u> In <i>Alternatives to Suicide</i> (pp. 237-256). Academic Press. DOI: 10.1016/B978-0-12-814297-4.00012-1</p>	<p>This book chapter explores the emerging international evidence-base within Indigenous suicide research which supports holistic, strengths-based, culturally safe prevention and focuses on the importance of self-determination and cultural-continuity within communities. The social and cultural determinants of Aboriginal and Torres Strait Islander suicide are discussed along with culturally specific understandings of living well, or Social and Emotional Wellbeing. The results of the Aboriginal and Torres Strait Islander Suicide Prevention Project (ATSISPEP) are highlighted.</p>	<p>8.1 8.2 8.6 8.7</p>	<p>Principle 2 Competency 7</p>
<p>Indigenous & non-Indigenous authors Dudgeon, P., Milroy, H., & Walker, R. (Eds.) (2014). <u>Working Together: Aboriginal and Torres Strait Islander mental health and wellbeing, principles and practice (2nd ed).</u> Department of Prime Minister and Cabinet, The Kids Research Institute Australia/Kulunga Aboriginal Research Development Unit in collaboration with the University of Western Australia.</p>	<p>Foundational text critical for all psychologists to read, reflect on, and integrate into their practice. Six parts: History and Contexts; Issues and Influences; Standards, Principles and Practice; Assessment and Management; Working with Children, Families and Communities; and Aboriginal Healing Models and Programs.</p> <p>See also the Working Together Book 10 Years Later website for additional resources.</p>	<p>8.1 8.2 8.3 8.4 8.6 8.7</p>	<p>Principle 2 Principle 3 Principle 4 Principle 5 Principle 6 Competency 1 Competency 3 Competency 4 Competency 5 Competency 6 Competency 7</p>
<p>Indigenous & non-Indigenous authors Lilienfield, S., Lynn, S. J., Namy, L. A., & Dudgeon, P. (Eds.) (2025). <u>Psychology: From Inquiry to Understanding (4th ed).</u> Pearson Australia.</p>	<p>This is a textbook aimed at psychology undergraduate education; however, this updated version has applicability to all psychology students, psychology educators, psychologists and psychological scientists. The fourth Australian edition highlights the latest debates and emerging areas of research in psychology. Importantly, each chapter brings Aboriginal and Torres Strait Islander lived experiences, perspectives and knowledges into the study of psychology. Chapter 2, Indigenous Psychology, includes essential knowledges for psychology students, psychology educators, and psychologists in the workforce. This edition celebrates and showcases how Aboriginal and Torres Strait Islander knowledges and perspectives can sit alongside other knowledges in psychology to enhance psychology graduates' knowledge, responsiveness and competencies in working with diversity.</p>	<p>8.1 8.2 8.3 8.4 8.6 8.7</p>	<p>Principle 2 Competency 1 Competency 4 Competency 5 Competency 7</p>



Indigenous & non-Indigenous authors
 Milroy, J., Platell, M., & Kashyap, S. (2022). [The Interface: Western Tools and the Mental Health and Wellbeing of Aboriginal and Torres Strait Islander Peoples.](#) In Mercer, B., Macdonald, H., & Purves, C. (Eds.) *Psychological Interventions from Six Continents*. Culture, Collaboration, and Community, Routledge, New York.
 DOI: 10.4324/9781003124061

From an Indigenous perspective, this book chapter highlights the imitations and potential harms of using Western-based psychological diagnostic assessment and screening tools with Aboriginal and Torres Strait Islander peoples. It summarises psychological screening tools which have been developed for Aboriginal peoples and situates their use within case studies including Aboriginal Community Controlled Organisations, and suggests the way forward is for psychological assessment tools to be used in a culturally responsive way.

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Indigenous author
 Muller, L. (2020). [A theory for Indigenous health and human service work: Connecting Indigenous knowledge and practice.](#) Routledge.
 DOI: 10.4324/9781003114802

This book offers a deep insight into Indigenous Australian ways of working with people, in the context of a decolonisation framework. It is an invaluable resource for both Indigenous and non-Indigenous practitioners and researchers in health, social work, community work, education and related fields including psychology.

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Indigenous authors
 Tujague, N., & Ryan, K. (2023). [Cultural Safety in trauma-informed practice from a First Nations perspective: Billabongs of knowledge.](#) Springer Nature.

This book is an accessible and foundational reference for all psychologists to read, reflect on, and integrate into their practice when working with Aboriginal and Torres Strait Islander peoples, families, and communities. Focuses on trauma- and culturally -informed practice, incorporates self-reflexive activities, and is healing-informed.

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Websites and Clearing Houses

RESOURCE

DETAILS

[Australian Indigenous Health InfoNet](#)

As part of Edith Cowan University, the Australian Indigenous HealthInfoNet provides a repository of research and other knowledge to support those working in the Aboriginal and Torres Strait Islander peoples, families, and communities. The Australian Indigenous HealthInfoNet contains sub-portals for specific topics:

- [Cultural Safety](#) - resources specific for psychologists
- [Cultural Ways](#) - resources specific for learning about how to appropriately engage with Aboriginal and Torres Strait Islander peoples
- [Social and Emotional Wellbeing](#) - resources specific to health, mental health, and wellbeing from an Aboriginal and Torres Strait Islander perspective

[Australian Indigenous Psychology Education Project](#) (AIPEP)

The Australian Indigenous Psychology Education Project (AIPEP) sits under TIMHWB and has three key objectives:

- Develop frameworks, guidelines, and strategies to increase the capability of psychology graduates to work effectively with Aboriginal and Torres Strait Islander peoples.
- Increase the recruitment, retention and graduation of Aboriginal and Torres Strait Islander students in psychology degrees.
- Provide guidance on the professional development of workforce capabilities required for appropriate and effective work with Aboriginal and Torres Strait Islander peoples.

The AIPEP website contains [Outcome Frameworks](#), and a range of [resources](#), including for [Psychology Supervisors](#) that related to these three objectives.

[Centre of Best Practice in Aboriginal and Torres Strait Islander Suicide Prevention](#) (CBPATSISP)

The Centre of Best Practice in Aboriginal and Torres Strait Islander Suicide Prevention (CBPATSISP) promotes evidence-based suicide prevention practice that empowers individuals, families and communities and respects their culture. The Clearing House shares promising and best practice programs, services, guidelines, resources and research, recognising the important work of communities and organisations and supporting others to further develop their own Indigenous suicide prevention initiatives.

[Gayaa Dhuwi Proud Spirit Australia](#) (GDPSA)

Gayaa Dhuwi (Proud Spirit) Australia is the national peak body for Aboriginal and Torres Strait Islander Social and Emotional Wellbeing, mental health, and suicide prevention. As a community-controlled organisation, it is governed and controlled by Aboriginal and Torres Strait Islander experts and peak bodies working in these areas to promote collective excellence in mental health care.

[Lowitja Institute](#)

The Lowitja Institute is Australia's only national Aboriginal and Torres Strait Islander community-controlled health research institute. The organisation is named in honour of its namesake and co-patron, the late Dr. Lowitja O'Donoghue AC CBE DSG. The online library provides resources led by the Lowitja Institute, and include policy, research, and practice discussion papers relating to Aboriginal and Torres Strait Islander health, mental health, and wellbeing.

[Transforming Indigenous Mental Health and Wellbeing](#) (TIMHWB)

The Transforming Indigenous Mental Health and Wellbeing (TIMHWB) project focuses on enhancing mental health outcomes for Aboriginal and Torres Strait Islander peoples by integrating culturally safe practices, addressing systemic inequalities, and promoting Indigenous-led solutions. Through three streams: 1) Workplace development; 2) Research and innovation; and 3) Community partnerships and engagement, TIMHWB fosters partnerships between Indigenous communities, researchers, and service providers to co-design and implement strategies that prioritise self-determination, resilience, and Social and Emotional Wellbeing.



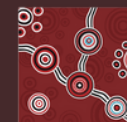
Let's work



together.



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