

Contemporary issues in psychology practice

Psychology Board of Australia Brisbane Forum

Hotel Grand Chancellor Brisbane, Thursday 25 May 2017

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- 1. Current issues in psychology regulation and workforce reform, including specialist title and expanding scopes of practice, reform of training models and international benchmarks
- 2. Social media and online communication with clients, including issues in e-therapy; Advertising your practice and how to represent your title, qualifications and services to others
- 3. The complexity of private practice including pitfalls in entering into contracts with others, issues in billing and communication, principles of confidentiality when balancing duty to employers, employees and the psycho-legal context.
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Update on training and education reform

Psychology Board of Australia

May 2017

4th International Congress on Licensure, Certification and Credentialing of Psychologists



Sydney 2010 – developing a "2030 vision"

Developing a framework for international psychology standards

Friday July 2nd to Sunday July 4th Sydney, Australia 2010



Development of international competencies

- Sydney (July 2010)
- Stockholm (July 2013)
- Paris (July 2014)
- Milan (July 2015)
- Yokohama (July 2016)





Core competencies in psychology - 2016

http://www.psykologforeningen.no/foreningen/english/ipcp

International Declaration on Core Competences in Professional Psychology

Adopted by

International Association of Applied Psychology (IAAP) 15. June 2016

International Union of Psychological Science (IUPsyS) 25. July 2016







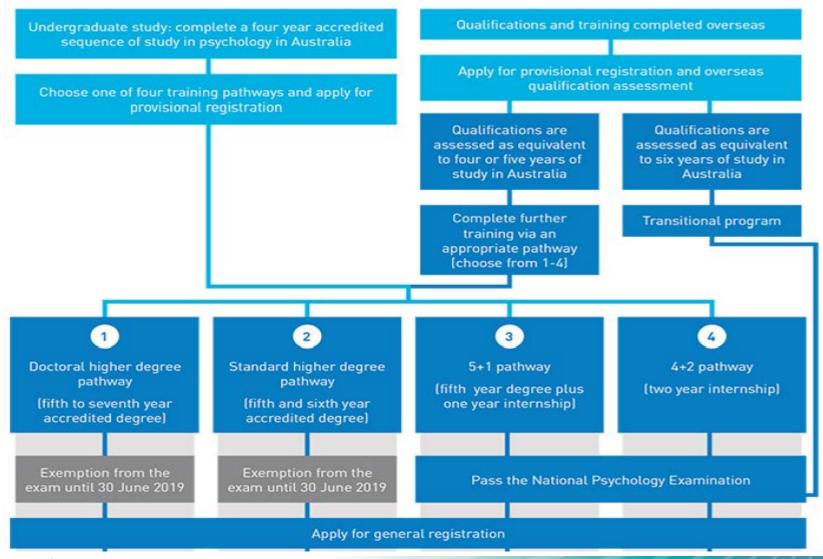
The attendees at the Asia Pacific Psychology Leadership Forum, ICP 2016, Yokohama, representing IUPsyS members, affiliates and other colleagues in the Asia Pacific Region recognize:

- The fundamental role of the application of socially, culturally and indigenously informed psychological science in the well-being of our societies and especially of the most vulnerable individuals and populations
- The need to develop and strengthen professional, scientific and regulatory organizations of psychology in the region to accomplish their mission.
- The importance of an effective collaboration with local, regional and international organizations.





Training pathways to general registration





Education and training reform - a priority for the Board

- Ministers have approved the Board's revised general registration standard which came into effect in May 2016
- The standard maintains the current pathways to registration – the status quo remains
- However, Minsters have asked the Board to work over the next three years on options for further reform of these pathways



Starting point for reform agenda - National psychology education forum

- The starting point for the reform agenda was the national psychology education forum hosted by the APS, APAC HODSPA and the Board – Canberra Hotel Hyatt – 4 December 2015
- A Collaborative Working Party agreed to undertake further work in a number of areas in response to feedback from participants at the December 2015 National Forum.



National Forum... to recap the issues.

- 4+2 is below international standards
- 4+2 burden for the Board:
 - Board oversees this program but is not an education provider
 - Individualised programs every one is different
 - Marking case studies
 - Approval processes are complex
 - High cost to all registrants in administrating such a large and complex program across Australia



- 4+2 Burden for supervisors, interns and employers:
 Employers and supervisors are the educators
 - Significant commitment from supervisors
 - Burden of paperwork and administration of requirements
 - Risks to the public foundation competencies of 4+2
- Other issues for the 4+2
 - No other country puts this burden of training on employers
 - International benchmarks and mutual recognition constrained
 - Challenges for universities to create more professional places



National Forum recommendation

...the current 4+2 program be recommended for retirement as a pathway to registration.

Masters accredited professional training to become the minimum standard i.e. 5+1



Growth in 5+1 programs

- 2016 10 programs taking 250 students a year
- 2017 15 programs taking 350 students a year
- Reduction in 4+2 burden will create more placement opportunities as placement reduces from 2 years to 1 year

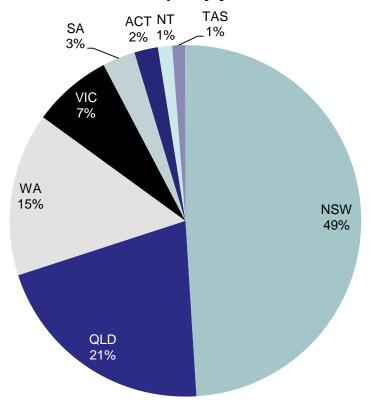


4+2 National Overview (Dec 2016)

Provisional registration pathway	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	No PPP	Total
4+2 Internship	30	654	17	281	39	16	98	197		1,332
5+1 Internship	4	191	2	120	3	13	166	52	1	552
Higher Degree program	69	548	11	492	134	33	896	293	4	2,480
Transitional Program	1	9		7	1		6	2	4	30
Total	104	1,402	30	900	177	62	1,166	544	9	4,394

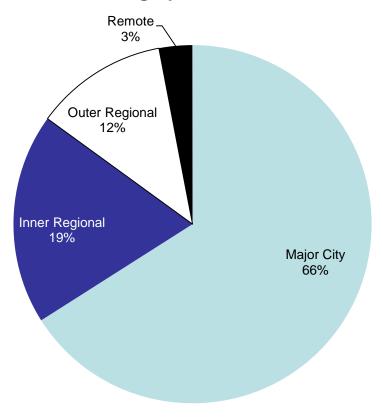


4+2 internships by jurisdiction





Geographic location



*Based on Australian Bureau of Statistics postcode remoteness classification



Summary of Qld placements

Provisional registration pathway	QLD	Percentage of total provisional registrations in QLD
4+2 Internship	281	31%
5+1 Internship	120	13%
Higher Degree program	492	55%
Transitional Program	7	1%
Total	900	100%



- 281 4+2 placements in QLD at 111 unique employers
- 52% of placements are Major Regional City, 18% are Inner Regional, 27% Outer Regional and 3% Remote
- ACU, USQ and USC currently offer a 5+1 program
- ACU, USQ, Bond University, CQU, Griffith, JCU, QUT and UQ offer higher degree programs.



Final points ...

- Growth in 5+1 programs is expected to take up all the current 4+2 places
- Workplaces that rely on 4+2 route will be consulted
- Consultation on transition timeframes
- Supervision arrangements and shortages may be assisted by changes to accreditation and regulation
- Board working with Heads of Schools, Workforce leaders, Accreditation Council and Profession around options for reform



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Social media in psychology

Ms Vanessa Hamilton
Practitioner Member Psychology Board of Australia

Social media and psychology practice

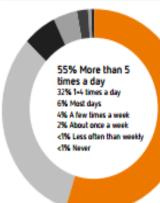


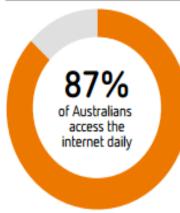




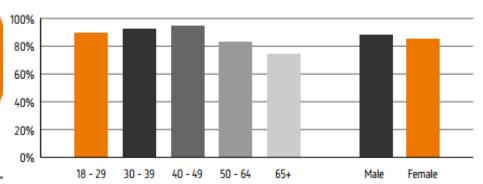


Proportion that access the internet daily

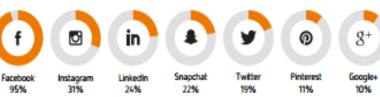




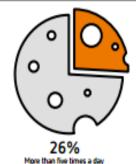
Proportion that access the Internet daily

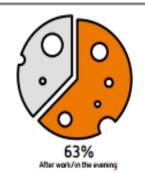


Social networking sites used this year



Frequency of using social networking sites When we socially network





19% who do not use social media sited concerns about privacy

Source: Sensis Social Media Report 2016



Psychology in a digital world

- We are amidst a culture of sharing
- Ethical and legal issues
 - Security and interpretation of information
 - Maintenance of therapeutic boundaries
 - Advertising our practice



Security of client's and therapist online information

- Australian Privacy Principle 11
 - entity must take such steps as are reasonable in the circumstances to protect the information:
 - from misuse, interference and loss; and
 - from unauthorised access, modification or disclosure
- APS Code of Ethics
 - A3 Informed consent
 - A4 Privacy
 - A5 Confidentiality



SOCIAL MEDIA POLICY

Security of online client information

 What are my policies regarding social media and online communication and how aware are my clients?

- How do I protect all client related information?
- How can I also respect the client's right to privacy outside the therapy session?
 - APS Code Ethics A4 Privacy



Security of a psychologist's personal information

What do we want our client's to know about us?

- How do we maintain the boundary between our professional and personal opinions and values?
 - APS Code of Ethics A3 Respect and C Integrity
- Remember the legacy of the digital footprint



eTherapy

- Online and digital modes of communication and therapies raises challenges in immediacy of access and interpretation of information
 - Refers to both provision of sessions online as well as electronic forms of communication
- How do we consistently meet the needs of all our clients?
 - APS Code of Ethics B3 Professional responsibility
- Legal and regulatory issues to consider
 - Need to be registered in jurisdiction where the service is delivered



Provision of psychological care digitally

- Do my clients have a clear understanding of my availability?
- Do my client and I have a shared understanding of the best method to communicate in times of risk or heightened distress?
- Do I have a plan in place of if a client crosses a boundary?
- How can I minimize the risk of misinterpretation when communicating digitally?



Advertising your practice

- Must comply with the National Law and other relevant legislation and codes
 - National Law, s133 and s113-119
 - APS Code of Ethics, C2 Communication
 - Other Consumer Law legislation
- Aim to be useful in communicating services available
 & help consumers make informed decisions
- Good advertising protects the public and our profession as a whole



Good advertising practice

- Honest
- Accurate
- Complete
- Always communicate in a way the intended audience can understand
 - www.accc.gov.au/business/professionalservices/medical-professionals
- Be particularly careful about statements on the internet and social media sites



Advertising your qualifications and titles

- Use the protected titles
 - Psychologist
 - If you hold an AOPE use the title, e.g.
 Forensic Psychologist
- Be careful in using the title Dr in advertising to avoid misleading the public
 - E.g. Dr Jane Jones (Psychologist)
- Avoid using descriptors that may confuse the public



A Psychologist's obligations

- Always holding the client, community, and profession best interests in mind
 - Ensure the boundaries between personal and professional communication can be maintained
 - Establish policies and procedures for communicating digitally
 - Ensure the ongoing security of information sent electronically
 - Advertise your practice to assist with clients making informed decisions about their healthcare



Be prepared and take care

- Be aware of the relevant legislation, ethical principles, and guidelines
- Remembering information communicated digitally
 - Is open to interpretation
 - Maintains a digital footprint
- If in doubt, consult



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Professor Alfred Allan
Practitioner Member Psychology Board of Australia
and

Ms Joanne Muller
Community Member Psychology Board of Australia

Legal-ethical self care

Risk of harm to others

Privacy legislation

- Policy and procedure
- Security of digital data
- Mandatory breach of notification scheme



Tension between clients' private interests and the public interest

- Forceful requests by government, lawyers and police
- Privacy legislation and Code
- Terminology "may" give permission, but must still consider whether it is right



Protect yourself by

- Being part of competent professional community
- Consulting
 - Senior colleagues
 - Insurer
 - Lawyer



Australian Safety and Quality Framework for Health Care specifies three core principles for safe high-quality care:

- care is consumer centred,
- driven by information, and
- organised for safety.

Raises some questions:

- Is this in the best interests of the client?
- Is the care provided meeting clients needs?
- Is the care evidence based and respecting the client's choice/therapy goals?
- Are you staying within the role of a psychologist?
- Is it an abuse of the power imbalance?



Some areas more obvious than others:

- sexual relationship
- any financial relationship (other than payment fees for clinical services)

Examples of financial relationships:

- client providing services such as cleaning/filing to 'pay' for psychology services
- Entering into a business relationship with the client
- Allow a relative or associate to seek money from a client
- Seeking money from client for any other reason than to pay for clinically appropriate psychology services



Less obvious examples of not acting in the client's best interest:

- Communicating in a manner that is not confidential eg on open social media
- Planning based on the availability of Medicare funded consultations rather than client needs
- Directing, encouraging, or placing pressure on employed psychologists to maximise the utilisation of Medicare supported consultations



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Improving Responsiveness to Aboriginal and Torres Strait Islander People for the National Registration and Accreditation Scheme

Marion Hale

Community Member Psychology Board of Australia

Initiatives to Improve Health Equity for ATSI People

- Developing an Aboriginal and Torres Strait Islander Health Strategy for the National Scheme
- Apology from Australian Psychological Society
- Cultural competency and curriculum developments
- Reconciliation Action Plan for National Scheme



Developing and Aboriginal and Torres Strait Islander Health Strategy for the National Scheme

Vision

 Patient safety for Aboriginal and Torres Strait Islander peoples in Australia's health system is the norm, as defined by Aboriginal and Torres Strait Islander peoples



Developing and Aboriginal and Torres Strait Islander Health Strategy for the National Scheme

Goals

- building a culturally safe registered health workforce and be leaders in achieving workforce outcomes to improve the health of Aboriginal and Torres Strait Islander peoples
- increasing Aboriginal and Torres Strait Islander participation in the registered health workforce



Developing and Aboriginal and Torres Strait Islander Health Strategy for the National Scheme

Goals

- support greater Aboriginal and Torres Strait Islander people's access to the National Scheme by:
- understanding how Indigenous communities access the scheme, and
- coordinating a consistent approach across the scheme in building access and participation



Australian Psychological Society Apology





Australian Psychological Society Apology



"This is a tremendous moment for Australian psychology. The Aboriginal and Torres Strait Islander people and psychologists are delighted that the APS has taken this important step." Professor Pat Dudgeon - a Fellow of the Society and Australia's first Aboriginal psychologist



Cultural Competency & Curriculum Developments in Psychology.





Cultural Competency & Curriculum Developments in Psychology

EQUALITY VERSUS EQUITY



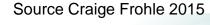
In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.





Cultural Competence & Curriculum Developments in Psychology

The Australian Indigenous Psychology Education Project (AIPEP), funded by the Office of Learning and Teaching





Cultural Competence & Curriculum Developments in Psychology

Project produced:

- IPEP Curriculum Framework
- AIPEP Guidelines for Increasing the Recruitment, Retention and Graduation of Aboriginal and Torres Strait Islander Psychology Students
- AIPEP Workforce Capabilities Framework



What is Cultural Responsiveness?





Cultural Competence & Curriculum Developments in Psychology

Further information on this important subject can be found at:

http://www.indigenouspsyched.org.au/



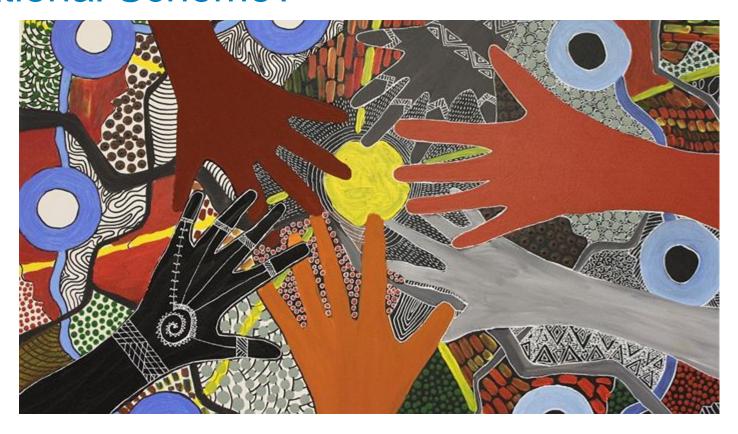
The Reconciliation Action Plan

What is a Reconciliation Action Plan?





Why are we developing a RAP for the National Scheme?





What do we have so far?



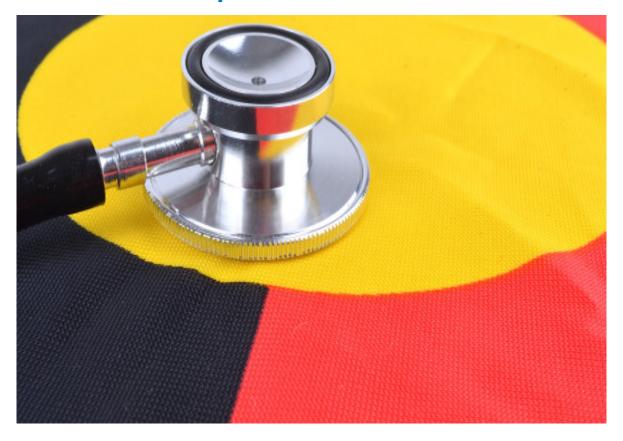


What are doing well?



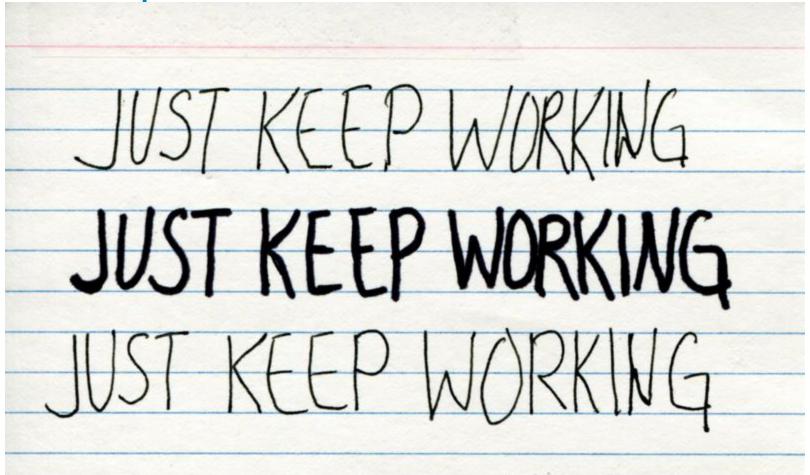


What can we improve on?





Next steps





More information...

- Website <u>www.psychologyboard.gov.au</u>
- Questions and correspondence
 - Chair, Professor Brin Grenyer
 - psychologychair@ahpra.gov.au
- General enquiries: use email enquiry form on website

