

4 July 2016

Chief Executive Officer
Australian Psychology Accreditation Council
PO Box 18385
Melbourne
Victoria 3001

Dear Chief Executive Officer,

RE: APAC Standards Consultation Paper – June 2016

Thank for you for the opportunity to review the proposed Accreditation Standard for Psychology Programs (Consultation Paper).

Our department (3DN) supports the mental health needs of individuals with an intellectual disability through the education and training of health professionals, and by conducting research with a particular focus on the neuropsychiatry of intellectual disability. Detailed information about our work can be found in our strategic plan, reports, and products which are viewable on our website: <http://3dn.unsw.edu.au/>.

Since our initial submission to APAC (Available here: <https://goo.gl/Rfc26Y>) we have continued our research in the area of mental health workforce development and have released an intellectual disability mental health core competency framework (Available here: <https://goo.gl/C1cGIA>). Our response to this consultation paper is informed by this research which has involved people with an intellectual disability and co-occurring mental ill health, their family and support persons, and intellectual disability mental health clinical experts.

To enhance the capacity of Australia Psychologist in the area of intellectual disability mental health we present the following comments and recommendations for your consideration.

Accreditation Standards - Psychology Programs:

Domain 3 – Program of Study

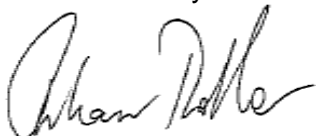
- We recommend that people with an intellectual disability are involved in the education of students. People with an intellectual disability should be engaged in both the development of curriculum and the teaching of students.
- We recommend that the term cultural competence is replaced with the broader term of diversity to ensure that all elements of diversity, including disability are integrated across the program.

Accreditation standards – Graduate Competencies:

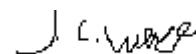
- We suggest that the term diversity is used instead of the term social and cultural diversity. We recommend this because it would cover both of these concepts and encourage readers to use a broader definition of diversity which would be inclusive of disability.
- If the term social and cultural diversity remains in the document there would be value in explicitly defining this term and making it clear that it includes diversity of cognitive and functional capacities.
- We suggest that in addition to taking a lifespan approach that graduates are able to take a developmentally appropriate approach to clinical practice.
- We recommend that graduates also have the skills to apply a longitudinal approach to the assessment of mental ill health.
- When referring to communication skills, it is critical that graduates are able to i) adapt their communication to ensure that it meets the needs of the person, and ii) be able to confirm that the person has understood their communication. This may, for example, include the use of alternative and augmentative forms of communication.
- In addition to professionals, it is also important that graduates collaborate with, and respect the skills and contributions of the person and their support network (including for example family members, and paid support staff).

Should you wish to discuss the content of this letter please do not hesitate to contact me to organise a convenient time for a meeting or teleconference. I can be contacted by phone on (02) 9931 9160 or by email, j.trollor@unsw.edu.au.

Yours Sincerely



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