



# ShrinkRAP

Newsletter of the New Zealand College of Clinical Psychologists  
THE SPECIALIST ORGANISATION FOR CLINICAL PSYCHOLOGISTS

ISSN 1174-4251 (Print)  
ISSN 1175-3110 (Online)



**ALL THE BEST FOR  
A FABULOUS FUN-FILLED  
FESTIVE SEASON!**



**E ea ai te werawera, o Tāne tahuaroa, me heke te werawera o  
Tāne te wānanga**

*Satisfy the sweat of the cooks by getting a good sweat up while learning*  
(To properly acknowledge the efforts of the cooks, we need to give learning our  
all)

## **Contents**

President's Report for NZCCP Council meeting October 2023 .....	2
NZCCP Membership News .....	2
Benefits of College membership for Clinical Psychology Students - Kaimātai Hinengaro Tāuira .....	3
Applications open for the annual NZCCP Grants and Scholarships.....	4
Journal NZCCP.....	4
NZCCP Webinar Series: Reminder Call for Presenters .....	5
EAP Sharing Corner ( <i>Ethics Advisory Panel Report</i> ) .....	5
Psychometric Security .....	6
Executive Leadership and Director Roles: Is That Work For Us? .....	8
ACC update on the Rehabilitation Improvement Group (RIG) work .....	9
ACC/NZCCP/NZPsS liaison meeting, 30 October 2023 .....	10
Making NCEA more accessible: Changes to Special Assessment Conditions.....	10
Classified .....	11

---

## **President's Report for NZCCP Council meeting October 2023**

*Tricia Stuart & Angus Maxwell*

The Executive is continuing with governance review this year.

The small groups tasked with the acknowledgement to Māori and COE review are making progress. The Executive's focus has been on getting clinical psychology out there in the hopes that the new government will do something and Paul and others have been very active in this space, as well as in the social media space.

There has been action with ACC with a new ISSC contract coming out and as well the College has been involved with other ACC engagement groups.

The website redesign is a focus for next year.

---

## **NZCCP Membership News**

### ***Newly approved NZCCP members***

The National Executive welcomes the following new members who have joined the College since the last ShrinkRAP.

#### **Associate Members**

Alafia Jeelani, Auckland  
 Anna Garland, Canterbury  
 Hannah Hawkins Elder, Wellington  
 James Gillies, Canterbury  
 Lauren Williams, Canterbury  
 McLeod Robertson, Canterbury  
 Megan Chrystal, Wellington  
 Shoni Marshall-Edwards, Auckland  
 Stephen Wright, Manawatu-Wanganui

#### **Full Members**

Alana Bishop, Canterbury  
 Elise Martyn, Bay of Plenty  
 Emerald McPhee, Auckland  
 Janelle Mutton, Wellington  
 Jenny Williams, Wellington  
 Johan Piek, Canterbury  
 Megan Banks, Waikato  
 Michelle Williams, Canterbury  
 Ruth Driver, Auckland  
 Saara Cavanagh, Wellington  
 Veerle Poels, Bay of Plenty

### ***As a Full Member, each may now use the acronym MNZCCP.***

The National Executive congratulates these people on attaining their new membership status.

#### **NZCCP membership Benefits** include:

The [Find a Clinical Psychologist resource](#) which also now has an availability field so you **can indicate** whether or not you are available for new clients and referrals, and also *when* you are available. If you are in private practice and/or you already have a listing please go to <https://www.nzccp.co.nz/your-account/manage-your-private-practice-details-for-publication/> to add or update your private practice details and please make sure that you include your availability! This is an excellent resource if you wish to refer clients to someone of good standing when the client changes location. It also serves to generate referrals for interested clinicians.

**Free access to 25 video recordings/year of the work of master therapists and different therapeutic approaches**, from Psychotherapy.Net for ongoing Continuing Professional Development.

**NZCCP hosted Zoom presentations**: The College continues to host a series of monthly hour-long continuing education webinars for members. Most of these are available to view [here](#).

**Free access to ProQuest's Health Research Premium Collection Central**, the world's most varied collection of health sciences literature.

**Access to excellent Professional Indemnity Insurance**: Members of the College can purchase membership of the [Medical Protection Society \(MPS\)](#), which provides access to legal advice and representation in the event of a hearing. The [Medical Protection Society \(MPS\)](#) also facilitates a free EAP style counselling service for members who may be having difficulties or issues in their personal or professional lives.

The **Facebook group for private practitioners** provides a forum for sharing ideas and information relating to running a private practice. Click on this link and ask to join the group: <https://www.facebook.com/groups/1974851039510715/>. The College's Facebook activity also includes other discussion groups including the [teletherapy discussion group](#), the [family court special interest group](#), [Psychologists Providing Services to NZ Police group](#), [student members group](#), and branch groups for [Auckland](#) and for [Otago/Southland](#). Recently added groups include **"All Members" Facebook group**, which is open to all College members, and the [NZCCP ACC Clinical Psychology Providers Group](#), a discussion/support page for NZCCP members who work under the ACC Contracts. If you're a Facebook user, please feel free to click on and sign up to those groups. Please don't hesitate to let me know if you want me to create more regional or special interest groups within the page.

Please to go the **NZCCP facebook page** at <https://www.facebook.com/nzccp/> to post and to like and share events and other interesting and relevant information.

### **Benefits of College membership for Clinical Psychology Students - Kaimātai Hinengaro Tāuira**

#### *Resources for students*

You can find information on various topics related to clinical psychology work here (<https://www.nzccp.co.nz/membership/members-only-resources/recommended-resources-2/>).

This will grow over time as we ask College members who work in each area to add their "go to" resources. If you have a resource you've found particularly helpful please share it with us by emailing Caroline (Executive Director) at [office@nzccp.co.nz](mailto:office@nzccp.co.nz).

#### *Mentoring programme*

We have had many wonderful senior clinical psychologists offer their support for our [Tuakana/Teina Mentorship Programme](#) for trainee and early-career psychologists. **If you are interested in being part of this scheme, either as a mentor or receiving mentorship, you can sign up [here](#) any time.**

#### *Advocating for students:*

The College leadership meet regularly with government ministers and write letters in support of issues pertaining to clinical psychology students. If there are issues you would like the College to address on your behalf, please let us know by contacting your local student rep or the national student representatives (General Student Representative George Guthrie and Māori Student Representative Irie Schimanski are available to kōrero with at [studentreps@nzccp.co.nz](mailto:studentreps@nzccp.co.nz)).

*NZCCP member benefits for clinical psychology students include:*

- Free [professional indemnity insurance with the Medical Protection Society \(MPS\)](#). MPS also facilitates a free EAP style counselling service for members who may be having difficulties or issues in their personal or professional lives.
- [Free access to 25 video recordings/year of the work of master therapists and different therapeutic approaches](#) from Psychotherapy.Net for ongoing Continuing Professional Development.
- [Annual scholarships](#) and student prizes at our annual conference
- Reduced subscription fees for the first two years of membership of the College after you graduate

- The NZCCP has a strong emphasis on supporting Māori through clinical psychology training and tautoko the kaupapa of [Te Paiaka Tipu](#) (Māori psychology students) and [He Paiaka Totara](#) (Māori psychologists).
- [Short videos for NZCCP student members](#): NZCCP student reps interviewing a number of different clinicians from various fields (i.e. Corrections, private practice, DHB), including our very charismatic Maori psychologists, talking about their work and other extremely useful topics.
- [NZCCP student member Facebook group](#) at <https://www.facebook.com/groups/172521526883530/> for clinical psychology students across New Zealand to connect with each other and the College.

For a full list of please go to [Clinical Psychology Students - Kaimātai Hinengaro Tāuira](#)

The [NZ College of Clinical Psychologists website](#) has lots of other relevant and interesting information and events, also available directly from the following links:

**Professional development events:**

[NZCCP Events](#)

[Other workshops and Seminars](#)

For a more detailed list of what's coming up please go to [National Education Training Timetable](#)

**Job vacancies:**

[North Island](#)

[South Island](#)

### Applications open for the annual NZCCP Grants and Scholarships

The [NZCCP Emerging Leaders Development Grant](#), of up to \$6,000, is offered annually to a Full member or members of the College to assist to them to conduct research and/or participate in an educational opportunity/skills training on the topic of leadership. The purpose of the grant is to enhance leadership capabilities of NZCCP members by supporting further education and/or research in the field of clinical leadership.

The [NZCCP Research/Study Award](#), of up to \$8,000, is offered annually to a Full or Associate member of the College to assist to them to undertake travel or a similar specific activity to further their education or interest in a clinical or research activity related to clinical psychology.

[NZCCP Travel Grant](#). Up to four NZCCP Travel Grants of up to \$1,400 are provided annually to Full or Associate members of the College to assist them to travel to and attend a continuing education opportunity (such as a Conference, Workshop, or substantial organised site visit) either in New Zealand or overseas.

The [President's Award](#), of up to \$2,000, is offered annually to a Student member of the College who is recognised as performing well in their training and as likely to make a positive contribution to Clinical Psychology in the future. The purpose of this award is to assist the student member to undertake the development of their knowledge and skills in Clinical Psychology and its application.

Applications should be completed on the applicable form and submitted with requested supporting documentation to the [office@nzccp.co.nz](mailto:office@nzccp.co.nz) **by 29 February 2024**.

### Journal NZCCP

The next Journal, Vol 33 (2) 2023, will be published in January 2024. The theme for this issue will be EMDR.

We welcome your submissions for this issue.

Articles may be short (even a few paragraphs) or longer, experiential or data driven, and about (for instance) psychological practice, personal experience, or reflections. Material can be published anonymously if you prefer.

Here are some types of submissions:

- case studies
- descriptions of innovative practice
- accounts of your experiences
- empirical research
- poems
- opinion pieces
- reviews of talks you have attended or books you've read
- an opinion about a piece we have previously published.

Please also let us know if there are any other clinical psychologists you think we should approach.

We are very much looking forward to receiving your wonderful submissions (which can be submitted online here: <http://www.nzccp.co.nz/about-the-college/publications-and-resources/journal-nzccp-article-submission/>)!

The Journal will also be welcoming 6 new associate editors to the editorial team in the New Year- Yvonne Mitchel, Claudia Garcia, Zara Mansoor, Cobus Du Plessis, Nicole Winters and Sian Bensa- as we look to continue to build on the growth of the journal of the past few years. Thanks to all who have contributed, reviewed and offered feedback on the journal over the last year.

Thank you for your help,  
Paul, Wade, Liesje & Caroline

### **NZCCP Webinar Series: Reminder Call for Presenters**

The College is keen to continue with the series of bi-/monthly 1-2 hour continuing education Zoom sessions for members.

- These sessions will be held as Zoom meetings, 7-8pm on the first or second Monday or Tuesday of the month, and, dependent on the presenter's preference, could be followed by an up-to-one hour discussion time in which interested attendees could discuss the topic in greater detail.
- The series is intended to cover a wide range of clinical psychology related topics and will be an opportunity for psychologists to learn both about their own field and also to become familiar with work and new developments in other fields of practice.
- It is hoped that the programme will be set well in advance to help members plan their attendance.

We are once again calling for expressions of interest from members who would like to present in this zoom presentation series. If you have a topic that you are passionate about and that you think that other members would get value from learning about, please let us know by contacting me at [office@nzccp.co.nz](mailto:office@nzccp.co.nz) with:

- The title and/or topic of your webinar
- A brief abstract
- Months between February and December 2024 when you will or won't be available to present.

### **EAP Sharing Corner (*Ethics Advisory Panel Report*)**

*Sarah Drummond*

This time round we wanted to share information about an issue that we were asked about but provided absolutely no input! The clinician in question had done an excellent job of working through the ethical issues themselves, checked with MPS around legal issues and had formulated their response.

The issue related to a parent requesting raw data from psychometrics completed as part of an assessment of their child. The clinician had provided a full summary of the assessment results including provision of interpreted percentile ranks and qualitative descriptions. They had also advised the parent that they would be happy to provide the raw data to another psychologist

should they begin working with one but that the information could not be released to untrained individuals.

The clinician consulted colleagues, their supervisor and the "Professional Practice of Psychology in Aotearoa, EAP and MPS which all supported their position. MPS advice also added that the parent is within their rights to complain to the Office of the Privacy Commissioner if they remains unhappy with the response.

Great job in terms of thoroughness making sure there haven't been any recent changes or updates.

### **Psychometric Security**

*Anon NZCCP member*

If your training was anything like mine, you were probably told again and again of the importance of securing neuropsychological and psychometric tests. You will have been advised that the validity of these tests relies on test naivety, and that if released into the public domain, said tests become invalid and prone to manipulation. When you buy these tests (only once you can prove you have the appropriate qualifications!) you will buy them on the condition that they be secured and kept apart from medical records where they may be inadvertently disclosed with other medical information. You will need to agree to other sale and purchase terms which include acknowledging that for example "Pearson Products are protected by various intellectual property laws, including trade secrets, copyright, and trademark" and that Pearson are "unwilling to jeopardise the security and integrity of ... test instruments by consenting to the release of copyrighted and confidential material to those not professionally qualified to obtain them". The test questions and answers, manuals and other materials constitute highly confidential, proprietary testing information that companies take every precaution to protect from disclosure beyond what is absolutely necessary for the purpose of administering a test.

The NZ Psychologists Ethical Code supports these strong assertions in respect of psychometric security advising that "uninterpreted data from assessments is not normally released to persons who are not specifically trained in the use and interpretation of the instruments concerned" and that "Psychologists protect the skills, knowledge and interpretations of psychology from being misused, used incompetently, or made useless by others."

Once you are familiar with these tests, the importance of security becomes obvious. The tests simply can't work the way they should once you *know* how they work! Imagine that this year you have received neuropsychology referrals for a judge, a pilot and surgeon. In each case, their regulatory Boards have concerns about their ability to perform in their designated roles and suspect an underlying neurological cause. Each individual is convinced they are able, and upon being told of an impending neuropsychological assessment, browses the internet to see what that might involve. Any test that is available online is subject to being reviewed and practised. This has significant public health and safety implications and there is evidence that when tests are available in the public domain, this very situation occurs. An Official Statement of the National Academy of Neuropsychology warns that "threats to test security" from release to non-psychologists are "significant" and cites research confirming that "individuals who gain access to test content can and do manipulate tests and coach others to manipulate results, and they are also more likely to circumvent methods for detecting test manipulation". In addition, the Official Statement notes that if these tests were to become invalid through public exposure, the development of new tests would be time consuming and costly, and that test developers and publishers would have a disincentive to invest in them if the life span of the tests were limited.

Certainly I would not wish to undergo a surgical procedure knowing that the surgeon may have manipulated an assessment, nor would I want to fly with the pilot, or have a case before the judge. In the event that tests become public property, there is no way of ensuring the validity of *any* result. Even easier than learning to excel in tests, is learning how to fail well, should you wish to do so. As we all know, manipulation of tests in the 'fake bad' direction is all too common where secondary gains such as avoidance of criminal justice proceedings or access to monetary compensation are sought. There is a public harm reason to refuse release, even in the case of a Privacy Act request

under Principle 6. Tests should only be released to another neuropsychologist with the consent of the client, or the order of a judge (again only to another neuropsychologist). However, there may be pressure to release tests in some situations, as the understanding of neuropsychological tests outside of the psychology profession is limited at best, non-existent at worst. Others, not understanding the implications of a failure of test security, may consider your efforts to secure test materials a bit precious, and may advise that all information must be released if requested. They may advise that they “always” release cognitive tests, not understanding the difference between tests that reside in the public domain and secured tests.

And while you may completely understand and know all of the above, what you might not have been told is how to secure tests when lawyers get involved and insist that the law does not protect test data and that you have no right to withhold it. The legal teams in your hospital or health service will no doubt have dealt with many Privacy Act requests and will likely insist that they can and do release test information, even tests protected by copyright, simply by redacting copyright protected material. However, as we know, the line between neuropsychological test data and test materials is blurry, as revealing the responses to certain tests may also disclose the underlying questions.

The legal team at your place of work will likely never have encountered the “trade secrets” argument for withholding health related information. However, this is the part of the law that applies and your arguments will be much more convincing if you know it and can state it without hesitation at the first sign of trouble. Note - I was not able to do this and tried to explain the necessity of security as it pertains to validity. This was not so successful and I wouldn’t recommend it. My own experience here was of being told that the Privacy Act does not preclude the release of information on this basis and that information can only be withheld on the basis of Section 49 which pertains to the potential for information to cause harm. Citing your ethical obligations as per the Ethical Code will likely be equally unsuccessful (as again, your ethical obligations aren’t noted in the Privacy Act).

Being able to argue Section 52 that pertains to “trade secrets” is key. In a nutshell, the commercial viability of the tests relies on results being valid, and test validity depends on tests being secured from public view. Section 52 protects against the disclosure of information that if made public, would affect its commercial viability. While some have argued the difference between test materials and test data, or test answers, any information that allows a person to gain understanding of how the test works is problematic, and this includes response booklets.

For those who may experience continued pressure to release neuropsychological test information, there is case law in other nations supporting non-disclosure and further to tests being trade secrets (e.g. Wayne vs Kirk 2016). In this case Court agreed that tests are important tools in mental health evaluations and that public disclosure of tests “would invite coaching of future test takers and manipulation of test performances and would invalidate the tests”. A further case (Collins v. TIAA-CREF 2010) states that the request to disclose placed an undue burden on [the psychologist] in asking him to violate both his ethical and contractual obligations.

Raw data “psychologist only files” are perhaps most vulnerable when the psychologists who “own” them are on leave, or move to another role, especially where there is no other psychologist in the service. I have now worked in two different entities where there were different systems for archiving these files and neither were entirely failsafe. Thinking through the vulnerabilities in advance, planning around them and documenting the archival systems in place could help in mitigating the risks. I am personally a bit of a technophobe and trained in the use of pencil and paper tests that I had become very comfortable using. I made the move to a primarily digital assessment platform last year. This was a big move for me and not one that came easily (something that the comprehensive dictionary of swearing that my family was subjected to as I fumbled my way into the 21st Century will attest). However, there are many advantages to using digital platforms once you’re over the hump, and one of these, a very much unforeseen one until recently, was that there is no paper file to hide.

Finally, if you ever find yourself in the position of needing to defend test security, remember that you are not alone, and that your professional body and regulatory board have your back.

## **Executive Leadership and Director Roles: Is That Work for Us?**

*Bay of Plenty member Erin Eggleston was one of the recipients of the 2023 Emerging Leaders Development Grant.*

I recently attended the six-day residential Company Directors course run by the NZ Institute of Directors. The course is for people in executive roles and focused on the professional role of a director on a board, including corporates, listed companies, not for profits and government. Topics were organised over the six days around educational sessions with expert speakers and mock board meetings held on site in our board groups, with the key focus areas generating scenarios for the boards to solve each day. Roughly, there was a day on each of these focus areas:

- Leadership styles, purpose, and board dynamics
- How to approach governance roles as distinct from operations
- Strategy and Risk
- Finance
- Legal responsibilities as a director
- Organisational culture

I was the only health professional in the group, amongst a diverse and impressive range of corporate, government, and iwi leaders. As a board group we soon discovered that the range of experience, personal skills, and diversity of thought only made us stronger and more capable as a board.

I have reflected that our psychology skills, honed over years of assessment and therapy, and the rigour of scientific methods, make psychologists a unique asset to any board, and I certainly took away that I need not restrict myself to healthcare leadership roles.

Many of us have held clinical director, professional lead, clinical advisor, principal psychologist and other clinical leadership roles, as well as running our own small businesses as consultants. The step into governance roles is the next place for us to go and requires that broader lens and a step back from the coal face of clinical practice to using our skills on the business rather than in the business.

"Culture eats strategy for breakfast" (Peter Drucker) is a common catch phrase that points out the need to focus on the humanness of organisations, to create an environment where people bring themselves, and the premise that no matter how detailed the strategy is, if the organisational culture is not right, projects will fail and people will leave. Where have we been with culture in the organisations in which psychologists work? Where are we heading? Is culture why we left that role? What will a 21<sup>st</sup> century healthcare organisation look like?

We know that health professionals have been leaving hierarchical, manager led organisations, and if I look around my colleagues, we have perhaps become frustrated and burnt out by these structures that might not fit who we are and how we like to work. The rise and rise of consulting clinical psychologists, usually situates us outside the team, consulting in and without a say in steering the ship. Frederic Laloux discusses non-hierarchical structures, high responsibility teams of people who do the work, making decisions in line with shared purpose and value. It appears to me that in healthcare, these approaches could draw on our experience and skills as psychologists and perhaps those of us who have been on the side-lines may have a place and need to have a say in what 21<sup>st</sup> century healthcare will look like. Healthcare that has aspiration, purpose, and value to the people delivering it and people receiving it; healthcare that requires clinicians to bring all their expertise to meeting the need that walks in the door, not the prescription of the lowest standard required that is contracted by a bureaucrat.

If we are to get involved at the executive level, we need to upskill in our blind spot areas, particularly finance, risk, and the law. To understand cashflow and the financial implications in addition to being clinically informed and led by evidence is important if we want to have conversations about resources. I was not aware of the range of ratios and financial tools that are used to evaluate financial performance. It is also important to start to become aware of the legal responsibilities of a director to trade with solvency, and consider the health and long-term sustainability of the organisation and make decisions with this lens in mind. We studied many interesting case studies



of insolvency and receivership occurring in recent times in New Zealand, and then applied this learning to debate at our mock board group discussions during the course.

Bravo to those clinical psychologists who have stepped out of the consulting room, to take board positions and become CEOs. My experience in this space is that the blind spot areas are not that hard to learn; the scientist-practitioner skills we have do transfer really well to the harder bit which is thinking about culture, organisational behaviour, values, purpose and contributing our skills for listening, evaluating, reflecting, having difficult conversations, and making a strong personal contribution to board behaviour and dynamics.

The course is expensive, at \$11k (including accommodation and food); however, it is possible to get that 50% funded by your Chamber of Commerce or Regional Business Partner Network. For me, the training exceeded expectations.

Most of us, do our best work behind closed doors with our clients and supervisees. If you are also oriented to the bigger picture and would consider lending your skills to an executive or board role, I recommend backing yourself, you'll be surprised how much you have to offer. I'd like to thank NZCCP for supporting me with the leadership grant towards this course.

### **ACC update on the Rehabilitation Improvement Group (RIG) work**

We wanted to provide you with a quick update on the work being done by the Rehabilitation Improvement Group (RIG).

As you may know, ACC has been undertaking significant mahi to understand opportunities to improve the end-to-end experience of the rehabilitation system for our clients and improve rehabilitation outcomes.

We know there are opportunities to improve the experience for you, as well as for our clients, employers, and staff. To help us achieve this we are working through a design phase, focused on what we want the rehabilitation system to look and feel like, the key steps to get there, and the first steps we need to take. We are working closely with a group of providers from across the sector on this to ensure your views are represented.

Alongside the high-level design work, we're testing some early improvements informed by what our clients, providers, employers, and staff have told us. These initiatives include:

- Trialling improvements within our contact centre to make it easier for our team to support both clients and providers by resolving more of their queries at the first point of contact.
- Testing ways to streamline processes and improve the quality of information we include when referring clients to providers for vocational services.
- Testing ways to streamline processes and improve the timeliness in paying our clients their Weekly Compensation.
- Testing a one-to-one approach for some of our new clients who are off work due to their injury. This will begin in mid-November and will initially be with a small group of staff in our Assisted Recovery teams.

We expect that these improvements will save time and effort for our clients, providers, employers, and staff, and improve service levels and client outcomes.

We will provide you with a further update on the high-level design and these early improvements and next steps in December.

---

## ACC/NZCCP/NZPsS liaison meeting, 30 October 2023



ACC NZPsS+NZCCP  
Minutes 30 October 2

---

### **Making NCEA more accessible: Changes to Special Assessment Conditions.**

The Ministry of Education and New Zealand Qualifications Authority (NZQA) are strengthening NCEA through a multi-year change programme. Making NCEA more accessible is one of our priorities in this work.

Aspects of the design of current NCEA standards and assessments make it hard for some students to succeed. We are addressing this through redesigning the standards and associated resources for teachers, students, and whānau. We are also focusing on our processes and systems which can make it challenging for schools and students to access the support they need.

#### **Designing accessible standards and resources**

Many supporting materials for NCEA – including assessment standards, teaching and learning guides, exemplars and assessment resources have not been designed with Aotearoa New Zealand's diverse student population in mind. And don't consider disability, neurodiversity, or varying learning support needs.

For example, some contain:

- assumptions that unfairly disadvantage disabled students
- contexts or activities that may exclude some students
- limited guidance on how to plan for variability in learning needs.

New standards are part of a change package for NCEA to be implemented over the next four years. New teaching, learning and assessment materials for Level 1 subjects have been developed with specific attention to equity, diversity, and accessibility so teachers can provide all young people with the education they deserve.

In 2024, all schools offering NCEA Level 1 will be using the new standards.

The Ministry of Education will continue to assist schools to provide learning support and deliver inclusive education.

#### **Improving access to Special Assessment Conditions**

Special Assessment Conditions are available to meet a range of physical, sensory, medical, and learning needs in NCEA assessment. Evolving how the Ministry supports and NZQA administers Special Assessment Conditions is part of our work to strengthen NCEA.

#### **A trial to support increased access to Special Assessment Conditions is now available for students who will be working towards NCEA Level 1 in 2024.**

- The trial recognises that the current approval process can be a barrier preventing schools, kura, and other NCEA providers from accessing support for students.
- The trial involves a new optional process to apply for Special Assessment Conditions.
- In 2024, schools, kura, and other NCEA providers will have the option to decide Special Assessment Conditions for students working towards NCEA Level 1 and notify NZQA of the support required.

Previously, schools, kura, and other NCEA providers applied to NZQA on behalf of learners. NZQA would review these applications and approve or decline them. You can find out more about these changes at: [nzqa.govt.nz/gateway-to-more-accessible-ncea-assessment](https://nzqa.govt.nz/gateway-to-more-accessible-ncea-assessment)

We are mindful that these changes aren't going to solve all the challenges facing students. The Ministry and NZQA are committed to continuing improvements to make teaching, learning and assessment more accessible as our work to strengthen NCEA continues.

If you have any questions, please contact us via: [ncea.review@education.govt.nz](mailto:ncea.review@education.govt.nz)



# Trauma Education:

Treating PTSD and Complex Trauma  
presented by Dr Leah Giarratano ([click for biography](#))

Leah is a doctoral-level clinical psychologist and author with vast clinical and teaching expertise in CBT and traumatology since 1995

A highly regarded trauma focused program for all mental health professionals. Offered in Australia and New Zealand and internationally as a self-paced online (home-study) program, face-to-face learning, or via a 4-day livestream

## Trauma Education: Day 1 – 4 overview ([click for detailed narrative](#))

There is a difference in the best-practice treatment for PTSD and Complex PTSD. This program synthesises practical approaches from several modalities that are publishing positive outcomes for these clients, and presents them using actual cases that will underpin your clinical practice in traumatology. The content is applicable to both adult and adolescent populations. The techniques will be immediately applicable for your clinical practice. The program will explain when exposure-based interventions are indicated and appropriate, and when other therapeutic needs must be addressed first.

Day 1-2 is dedicated to treating PTSD clients utilising a cognitive behavioural approach. Day 3-4 is dedicated to the treatment of Complex PTSD (survivors of child abuse and neglect/ developmental trauma) utilising the phase-based approach and incorporating current experiential techniques showing promising results with this population; drawn from Emotion Focused Therapy for trauma, Metacognitive Therapy, Schema Therapy, Attachment pathology treatment, Acceptance and Commitment Therapy, Cognitive Behaviour Therapy, and Dialectical Behaviour Therapy ([click for learning objectives](#))

## [Click for upcoming online offerings](#)

Self-paced online (home study) commencing on delivery of printed materials or on 1 February, 1 April, 1 July, 1 October, and 1 November annually when you pre-register.

14-15 + 21-22 March 2024 Livestream 9am-5pm AEDT for Oceania/Asia

2-3 + 9-10 May 2024 Livestream 9am-5pm CDT for North America

20-21 + 27-28 June 2024 Livestream 9am-5pm AEST for Asia/Oceania

**6-9 August 2024 Live in Auckland City – \$1,790 AUD** normal fee

5-6 + 12-13 September 2024 Livestream 9am-5pm NZST for Oceania

19-20 + 26-27 September 2024 Livestream 9am-5pm BST for UK/Europe

**22-25 October 2024 Live in Brisbane City - \$1,790 AUD** normal fee

21-22 + 28-29 November 2024 Livestream 9am-5pm AEDT for Oceania/Southeast Asia

**\$1,590 AUD.**

**early bird fee** for  
Auckland and  
Brisbane available  
to 31/1/24

**Day 1-4 Online Fee \$1,290 Australian Dollars** ([click for summary of inclusions](#))

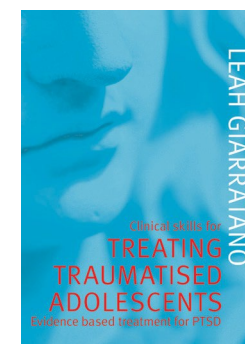
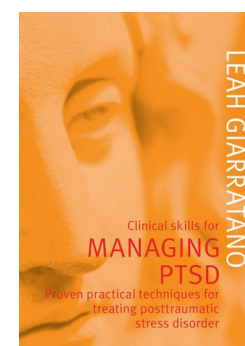
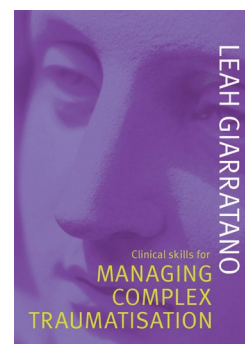
**Livestream:** The four days are split into two days one week apart (9am-5pm with three breaks 15-30 minutes). Livestream is highly interactive with breakout groups and include four-months of complimentary access to self-paced online to consolidate learning.

**Self-paced online** Engaging four months access. Not a recording of a past live event.

**Both online modes** include 4 optional trauma case studies after completing the program to apply the Day 1-4 skills to real cases and improve your trauma case formulations. This optional component ([click for details](#)) attracts 12 CPD/ CE Credits.

**Total time commitment is: 30 or 42 CPD/CE hours.** ([click for CPD/ CE details](#))

Please visit [www.talominbooks.com](http://www.talominbooks.com) for detailed information about this program or [contact us](#) with your questions. Also, [watch Leah present an overview of Day 1-4.](#)



Talomin Books Pty Ltd is approved by the American Psychological Association to sponsor continuing education for psychologists. Talomin Books Pty Ltd maintains responsibility for this program and its content.

# Are you a Clinical Psychologist looking for new opportunities to expand your area of practice?

We are a proudly New Zealand-owned and clinically led multidisciplinary rehabilitation company seeking Psychologists to work with us on our ISSC contract and other mental health contracts across New Zealand.

## Why join us an Active+ provider?

### 1. Clinical-led management team

We pride ourselves on being clinically led, which means our decisions are driven by clinical expertise, and ensuring that our clients are put first.

### 2. Diversity of work

We have a range of contracts for psychologists to work on ensuring diversity of work such as sensitive claims, psychological problems following physical injury, traumatic brain injury, chronic pain and neuropsychological assessments. As well as ACC, Active+ also works with private insurance companies, third party providers, Veteran's Affairs, MBIE and the Police.

### 3. Streamlined referrals

Referrals are sent to you and no invoice production is required, giving you more time to focus on what you do best – providing quality care for your clients.

### 4. Established processes

Our well-established processes ensure smooth operations and efficient client care.

### 5. Extensive network

Joining our team means you become a part of a large nationwide interdisciplinary network of providers and have access to other healthcare professionals to deliver holistic and comprehensive patient care.

### 6. Flexible arrangement

We offer a flexible subcontracted arrangement, ensuring you're not tied down to just working for us. Enjoy the freedom to manage your schedule and work on your terms.

### 7. Training and support

We value your professional growth. You will have access to our comprehensive training materials and receive the support you need to stay at the forefront of your field.

### 8. Nationwide opportunities

Whether you prefer working in-person or remotely, we offer nationwide opportunities, including telehealth options, to match your preferences and lifestyle.

## How to apply

Join the Active+ team and be a part of a rehabilitation company that values your expertise, prioritises professional growth, and provides you with support and flexibility.

To find out further information on how to become a provider for Active+, or to apply please email us on [careers@activeplus.co.nz](mailto:careers@activeplus.co.nz), visit our website below or scan the QR code.



+ Rehab 
 + Mind Health 
 + Physio 
 + Wellness 
 + Occupational Therapy

[activeplus.co.nz](https://activeplus.co.nz)





**DISTANCE**LEARNING

## Study EMDR therapy through Otago.

[otago.ac.nz/emdr](https://otago.ac.nz/emdr)

POSTGRADUATE  
  
WELLINGTON

### Considering training in EMDR Therapy?

In 2024, the University of Otago, Wellington will be offering both basic **and** advanced levels of postgraduate training in **EMDR Therapy**. Taught by leading EMDR educator Dr Tom Flewett, the training is designed for Aotearoa New Zealand's unique culture and provides a great opportunity for mental health professionals to upskill in this important area.

Applications are now open at [otago.ac.nz/emdr](https://otago.ac.nz/emdr)