JAMES COOK UNIVERSITY
AUSTRALIA

2nd AMHHEC Conference

6 - 7 July 2018

James Cook University
Townsville, Queensland

Conference Information and Book of Abstracts

Australasian Mental Health and Higher Education Conference

'Building a more resilient culture within higher education and the local community'

Edited by Margaret-Anne Carter and Abraham Francis

CRICOS Provider Code: 00117J

The Second Australasian Mental Health and Higher Education Conference 2018
Douglas Campus, Townsville, Qld, Australia.

ISBN 978-0-9954470-9-7

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Published by:
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CRICOS Provider number 00117J

James Cook University (JCU) is committed to building strong and mutually beneficial partnerships that work towards closing the employment, health and education gap for Australian Aboriginal and Torres Strait Islander peoples.

Our students come from many backgrounds, promoting a rich cultural and experiential diversity on campus.

We acknowledge the Australian Aboriginal and Torres Strait Islander peoples as the Traditional Owners of the lands and waters where we operate our business. We honour the unique cultural and spiritual relationship to the land, waters and seas of First Australian peoples and their continuing and rich contribution to James Cook University and Australian society. We also pay respect to ancestors and Elders past, present and future.

Kassandra Savage (JCU Alumna), 'Coming Together and Respecting Difference', acrylic on canvas, 2014, 90cm x 90cm.

Why JCU?

An exceptional learning experience in one of the most exciting places on Earth.

A brighter future

James Cook University (JCU) is Australia's leading University for the Tropics. We offer a world-class learning experience with the aim to give you, our students, the best possible start to your career.

Our strengths lie in quality teaching and practical training for the workforce. Our small class sizes ensure you receive the attention from your lecturers and tutors that will help you excel.

At JCU you are encouraged to experience opportunities outside the lecture theatre - under the sea, in local clinics and offices, overseas and in the rainforest and outback. You'll leave your study life prepared for the competitive demands of the global workforce.

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Welcome from Conference Chairs

Welcome to this exciting Second Australasian Mental Health and Higher Education Conference 2018 (AMHHEC). Our multidisciplinary conference committee comprises JCU mental health champions and community members who have volunteered their time to work tirelessly to bring this program to you. This year our organising committee has expanded, moving beyond education, social work, psychology and wellbeing, to encompass local community membership and JCU staff from medicine, nursing, research, business and library services. This increased spirit of active involvement across the university and wider community has added an innovative flavour to our conference this year.

The aim of our conference is imagining futures, continuing to scrutinise and discuss the realities of mental health in higher education, and ways forward for creating and sustaining more resilient cultures within higher education. A number of new initiatives have been incorporated into the AMHHEC program, resulting in more vibrant, engaging and relevant learning experiences.

As conference chairs, we are excited by the exceptionally broad content and the outstanding speakers at the conference. The diversity of presenters from around Australia, New Zealand, Asia and England who are students, staff, researchers, practitioners, professionals, community members, carers and consumers who provide multidimensional insights into mental health and higher education ranging from the theoretical to the practical.

This year we have an increased range of NGOs and local community groups collaborating and sponsoring us to promote mental health and wellbeing in the community. An additional attraction is the cultural evening, which provides an opportunity for relaxing and enjoying the company of fellow delegates. We have scheduled a post conference intercultural conversations event that will provide a platform for culturally linguistically diverse communities (CALD) to engage in intercultural conversations on wellbeing.

We hope that your 2018 AMHHEC experience is outstanding and memorable, as well as rewarding both professionally and personally.

A/Prof Margaret Carter and
A/Prof Abraham Francis

Welcome

Dear Delegate,

Second Australasian Mental Health and Higher Education Conference

Welcome to the Second Australasian Mental Health and Higher Education Conference (AMHHEC), which will build on the wonderful work of the inaugural Conference in 2017.

This conference will undertake important and necessary work. Almost half (45.5%) of Australian adults aged between16-85 experience mental health issues in their lifetime, with approximately one in five experiencing mental ill-health in any one year. With the prevalence of mental ill-health in Australia being greatest among 18 -24-year olds, mental health issues inevitably impact, both directly and indirectly, on the more than 1.3 million students who currently attend Australian universities, and the 100,000 full-time equivalent staff who work in them.

The overall aim of the conference is to build a more resilient culture within higher education and the wider community, and I am pleased that you are here to engage in finding ways to make that happen. I am sure the conference program will stimulate discussion and provide an excellent forum for sharing mental health initiatives, preventions and interventions, research and practices to support students, staff and the broader community.

This is a wonderful time of the year to be visiting Townsville, one of James Cook University's three tropical campuses. Our strategic intent is to create a brighter future for life in the tropics worldwide through discoveries that make a difference. I have high expectations that this conference will continue contributing to this intent by making a significant and lasting contribution, not only to the mental health of Australian students and staff, but those across the Tropics.

On behalf of James Cook University, I wish you every success for the 2nd AMHHEC in Townsville this July.

Yours sincerely,

Professor Sandra Harding
Vice Chancellor and President

Welcome from Dorothy Savage

Dorothy Savage is a proud Bindal and Biriah woman from the Birrigubba Nation of Queensland. She is a Traditional Owner of the Townsville area. She also has South Sea Islander heritage. Dorothy has strong family values and cultural beliefs.

She is currently employed as an Adjunct Lecturer for Social Work based at JCU. Her connections to JCU span many years and her career background includes 27 years working with Education Queensland. Dorothy sees her role at JCU as supporting students with academic studies and cultural and social wellbeing so they can engage in university life successfully. Her vision is to see more Aboriginal and Torres Strait Islander people graduate and become leaders in their professional fields. Dorothy believes that with a strong sense of identity and belief in oneself almost anything is possible to achieve.

Dorothy has contributed substantially to the Social Work program at JCU for approximately seven years where she lectures in WS2121, a Social Work subject that seeks to prepare Indigenous and non-Indigenous students for working respectfully and successfully with Aboriginal and Torres Strait Islander families and communities. She also provides guest lectures in a number of other subjects, has been involved in a range of research projects at JCU and has published in peer-reviewed professional journals.

Dorothy is also chairperson of the Aboriginal and Torres Strait Islander Social Work and Human Services Advisory Committee. This committee won an award for excellence in 2016. Dorothy, along with lecturer Sue Gair – Social Work, have recently received a citation award for outstanding commitment to leadership, learning and scholarship in Social Work education in 2017.

Conference organising committee

Associate Professor Margaret Anne Carter
Associate Professor Abraham Francis
Doctor Beryl Buckby
Associate Professor David Lindsay
Simone Ross
Doctor Smriti Krishna
Larissa Siliezar
Kimberley Anderson
Doctor Liz Tynan
Doctor Sandra Wallace
Claire Ovaska
Jeremy Audas
Kylie Bennett

Program Summary

Friday, 6 July 2018 – Conference Day 1

7.00am - 7.45am	Registrations Open	Building 134, Education Central
7.45am - 7.55am	Welcome to Country	Building 134, Education Central
7.55am - 8.10am	Official Opening of Day 1 and Conference Welcome	Building 134, Education Central
8.10am - 10.10am	Keynote Presentations and Responses	Building 134, Education Central
10.10am - 10.20am	Platinum Sponsor Presentation	Building 134, Education Central
10.20am - 10.30am	Hounds 4 Healing Presentation	Building 134, Education Central
10.30am - 10.55am	Morning Tea, Poster Display and Exhibition Viewing	Building 134, Education Central
11.00am - 12.15pm	Panel	Building 134, Education Central
12.20pm - 12.50pm	Session One A - Breakout Sessions	Building 134, Education Central
12.55pm - 1.40pm	Lunch, Poster Display and Exhibition Viewing	Building 134, Education Central
1.45pm - 1.55pm	Performance: The Allegro Choir	Building 134, Education Central
2.00pm - 3.40pm	Session One B, C & D Breakout Sessions	Building 134, Education Central
3.45pm - 4.10pm	Afternoon Tea, Poster Display and Exhibition Viewing	Building 134, Education Central
4.10pm - 4.25pm	Guided Mindfulness Session	Building 134, Education Central
4.25pm - 5.20pm	Keynote Presentation and Response	Building 134, Education Central
5.20pm - 5.45pm	Plenary Speaker	Building 134, Education Central
5.45pm - 5.55pm	Reflection on Day	Building 134, Education Central
6.00pm - 8.45pm	Dinner and Cultural Evening	Building 134, Education Central outdoor entertainment area

Saturday, 7 July 2018 – Conference Day 2

7.00am - 7.45am	Registrations Open	Building 134, Education Central
7.45am - 7.50am	Welcome and Opening of Day 2	Building 134, Education Central
7.50am - 9.50am	Keynote Presentations and Responses	Building 134, Education Central
9.50am - 10.15am	Plenary Speaker	Building 134, Education Central
10.15am - 10.40am	Morning Tea, Poster Display and Exhibition Viewing	Building 134, Education Central
10.45am - 12.20pm	Session Two A & B - Poster Presentations and Breakout Sessions	Building 134, Education Central
12.25pm - 1.10pm	Lunch, Poster Display and Exhibition Viewing	Building 134, Education Central
1.15pm - 2:55pm	Session Two C & D - Breakout Sessions	Building 134, Education Central
3.00pm - 3.25pm	Afternoon Tea, Poster Display and Exhibition Viewing	Building 134, Education Central
3.25pm - 3.55pm	Session Two E - Breakout Sessions	Building 134, Education Central
4.00pm - 5.00pm	Plenary and Response	Building 134, Education Central
5.15pm - 5.25pm	Conference Close + AMHHEC 2020 Launch	Building 134, Education Central

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Keynote Speakers

Professor Ian Hickie

Co-Director for Health and Policy, The University of Sydney's Brain and Mind Centre

Ian Hickie is Professor of Psychiatry at the University of Sydney's Central Clinical School, and is Co-Director for Health and Policy at the University's Brain and Mind Centre. He is an NHMRC Senior Principal Research Fellow (2018-22), having previously been one of the inaugural NHMRC Australian Fellows (2008-12). Since its inception he has been one of the Commissioners in Australia's National Mental Health Commission (2012-current), overseeing enhanced accountability for mental health reform and suicide prevention in Australia.

Ian is an internationally renowned researcher in clinical psychiatry, with particular reference to depression and other mood disorders, early intervention, use of new and emerging technologies and suicide prevention. In his role with the National Mental Health Commission, and his independent research, health system and advocacy roles, he has been at the forefront of the move to have mental health and suicide prevention integrated with other aspects of health care (notably chronic disease and ambulatory care management).

Professor Rachael Field

Professor in the Bond University Law School

Rachael is a Professor in the Law School at Bond University, co-director of the Bond Dispute Resolution Centre, a member of the Executive of the Centre for Professional Legal Education, founder of the Wellness Network for Law, and co-founder of the Australian Dispute Resolution Research Network.

She is an Australian Learning and Teaching Fellow and a Senior Fellow of the Higher Education Academy.

In 2013 Rachael was named Queensland Woman Lawyer of the Year.

Professor Ross W. Prior

Learning and Teaching in the Arts in Higher Education, University of Wolverhampton

Ross W. Prior, PhD, is the inaugural Professor of Learning and Teaching in the Arts in Higher Education at the University of Wolverhampton, United Kingdom. He is a Fellow of the Royal Society for Public Health (UK) and Chair of the Arts Learning and Teaching Research Group (ALTR) at the University of Wolverhampton. His record of research surrounding learning and teaching spans a range of educational and training settings.

Professor Prior is best known for his book 'Teaching Actors: knowledge transfer in actor training' and his work in applied arts and health, particularly as the Founder and continuing Principal Editor of the Journal of Applied Arts and Health.

Engaged in various public policy consultations, Professor Prior especially consults within arts, educational and health settings and has authored several government reports on arts provision in England. His own research mainly explores a range of issues relating to learning and teaching in the arts.

Keynote Speakers

Richard Hill
MA, MEd, MBMSc, DPC

Practicing Psychotherapist and Counsellor

Richard Hill is a practicing psychotherapist and counsellor, an author, educator, and professional supervisor. He is acknowledged internationally as an expert in human dynamics, communications, the brain and the mind. He is a regular speaker on the topics of neuroscience and psychosocial genomics, has developed special training courses for suicide prevention and is the originator of The Curiosity Approach.

Richard is President of the Global Association of Interpersonal Neurobiology Studies, a select member of the International Psychosocial Genomics Research Group, an Esteemed Member of the International Council of Professional Therapists, director of the Mindscience Institute and Managing Editor of The Neuropsychotherapist. He holds Masters degrees in Arts; Education; and Mind and Brain Sciences. His books include Choose Hope and How the 'Real World' Is Driving Us Crazy!, as well as numerous articles, journal papers and book chapters, including Perspectives on Coping and Resilience and Strengths Based Social Work Practice in Mental Health, published worldwide.

Associate Professor Russell Roberts

Associate Professor, Charles Sturt University, Adjunct Clinical Associate Professor, University of Sydney

Referenced as one of the 50 most influential rural Australians, Associate Professor Roberts is the Editor in Chief of the Australian Journal of Rural Health, Chair of the National Alliance for Rural and Remote Mental Health and Chair of the Australian Rural and Remote Mental Health Symposium and board member of the Australia and New Zealand Mental Health Association. He has served on the NSW Mental Health Commission Advisory Council and Director of Clinical Training at Griffith University in Queensland. He is the Co-Chair of the Australian Equally Well Implementation Committee tasked to oversee the national implementation of actions to improve the physical health of people living with mental illness. Russell has extensive experience as a clinician, academic and service director.

As the director of a mental health service he led an organisation of over 1000 staff, delivering comprehensive services across the spectrum of care. Facilities in his organisation ranged from Australia's largest integrated mental health hospital, to teams in some of Australia's most remote locations.

With state, national and international awards in E-mental health and Aboriginal workforce development, Russell has over two decades of experience in developing, implementing, and consolidating new and innovative health services across a range of complex environments. He has led the development of a number of innovative, programs such as the Mental Health Emergency Care Rural Access Program, the Mental Health Rural Outreach Service, and the Aboriginal Workforce Development Program.

Masters of Ceremony

FRIDAY
Professor Nola Alloway
Dean of the College of Arts, Society and Education, James Cook University

Professor Nola Alloway, the Dean of the College of Arts, Society and Education (the College that is hosting the AMHHEC), will be our MC for Friday's proceedings.

SATURDAY
Professor Melanie Birks
Head, Nursing and Midwifery College of Healthcare Sciences

Professor Melanie Birks, Head, Nursing and Midwifery, for James Cook University's College of Healthcare Sciences, will be our MC for Saturday's proceedings.

Panel Members

Jeremy Audas

General Manager for Service Delivery of the Mental Illness Fellowship of North Queensland

Jeremy has spent several decades in the management and delivery of human and community services. For the last seven years he was CEO of a community mental health organisation providing a wide range of mental health services across northern Queensland.

He is a member of the Qld Mental Health Commission's Advisory Council and is interested in how we can collectively improve the mental health and wellbeing of all members of our communities.

Raquel Peel

Researcher and Guest Lecturer at JCU

Raquel Peel is currently doing a PhD at JCU and holds a Bachelor of Psychology with Honours and a Bachelor of Arts with a double major in Art History and Music. She has conducted research in suicide, bullying, stigma, religiosity, rural health and romantic relationships. Her honours research on suicide was awarded best student paper at an international conference in Singapore in 2017. Since then, her work on bullying in the workplace has been published by the Conversation.com and generated great interest. Raquel enjoys promoting scientific research to engage both academics and members of the general public. Her most recent research on romantic relationships has received a lot of media attention including TV and radio interviews, newspaper articles, and a publication on ABC News. As a current postgraduate student, she is passionate about raising awareness of mental health in higher education and has written the Mental Health Program for HDR Candidates for JCU.

Professor Tarun Sen Gupta

Professor of Health Professional Education (and GP), College of Medicine and Dentistry

Tarun Sen Gupta is Associate Dean, Learning & Teaching, and Professor of Health Professional Education at JCU's College of Medicine and Dentistry.

He has a background in remote medical practice and has worked in undergraduate and postgraduate medical education since 1993.

Panel Members

Doctor Benjamin Veness

Doctor and Churchill Fellow

Dr Benjamin Veness, currently training in psychiatry in Melbourne, was awarded a Churchill Fellowship to investigate student mental health interventions and services overseas. His Fellowship involved travel to the United States, Canada, the United Kingdom, China and Singapore, and culminated in the publication of his report, The Wicked Problem of University Student Mental Health.

Dr Veness also has experience as a member of the governing body of a large Australian university, having served two terms as a Fellow of Senate of The University of Sydney.

Julie Watson

Director of Social Work for the Townsville Hospital and Health Service

Julie Watson is Director of Social Work for the Townsville Hospital and Health Service (THHS), based at the Townsville Hospital. She has a strong interest in rural and remote health, workforce planning and professional development for Allied Health Professionals.

Working for Queensland Health for most of her career, Julie commenced work as a social worker at the Townsville General Hospital in 1987. She has since worked in a range of roles that have involved project management, planning, training, community engagement, management and clinical work.

Julie is a strong advocate for community and consumer input in the health setting and is currently on the Board of the Townsville Hospital Foundation (THF). She has been involved in a range of projects including some significant telehealth projects and the redevelopment of the Townsville Hospital. She was responsible for facilitating consumer input and community engagement throughout these projects.

Her research interests have included utilising e-health in the clinical setting, improving services for Papua New Guinea patients at TTH, and discharge against medical advice in the TTH Emergency Department.

Panel Facilitator

Paula Tapiolas

Chief of Staff at ABC North Queensland

Paula Tapiolas is Chief of Staff at ABC North Queensland and has more than 20 years of experience across print, broadcast and digital media. Paula is dedicated to telling the stories of North Queensland and won a Queensland Media Award in 2004 for her coverage of the Palm Island riot.

Plenary Speakers

Doctor Petrina Barson

General Practitioner

Dr Petrina Barson is a General Practitioner and an Honorary Fellow of the Department of General Practice at The University of Melbourne.

Dr Barson is a certified teacher of Compassion Cultivation Training (CCT) originating at Stanford University's Center for Compassion and Altruism Research and Education. She has been teaching CCT to medical students at the University of Melbourne since 2014 and is currently researching mental health outcomes of this teaching.

Dr Barson is committed to education that promotes human flourishing and connection with a sense of meaning in employment and higher education.

Doctor Chitra Venkateswaran

Professor of Psychiatry and Palliative Care, Amrita University

Dr Chitra Venkateswaran is a Professor of Psychiatry and Palliative Care at Amrita Insitute of Medical Sciences, Amrita University. She is also the Clinical Director of Mehac Foundation, a not-for-profit organisation focusing on strengthening mental health care in the communities in India.

With many years' experience as a clinician, teacher and leader in the mental health sector, Dr Venkateswaran has also collaborated and developed partnerships with schools, universities and local councils.

As founder of a community-based mental health service she has developed models of long-term care for mental health in the community, focusing on a range of initiatives and activities.

Angajan M. K.

Founder, Life Mastery Foundation

Angajan helps people globally, from all walks of life, to overcome depression, enhance their Happiness Quotient, combine dynamic action with mental peace and balance high ambition and performance (without the frustration).

For more than 25 years, Angajan has been deeply involved in the study, research and assimilation of Vedanta, Management and Leadership philosophy, life mastery, spiritual literature of the East and West, human values, and the human mind. He is an enthralling keynote speaker having presided at several prestigious events and conferences on the global stage. He has coached top-notch business leaders and inspired tens of thousands of distinguished audiences to achieve peak performance and live a life in harmony with the laws of the universe.

Samantha Wild

Indigenous Integration and Development Coordinator, QUT

Samantha is a proud Wakka Wakka and South Sea Islander woman and draws from her own personal experiences to influence and inspire change for Aboriginal and Torres Strait Islander communities. Samantha is the Indigenous Integration and Development Coordinator at the Queensland University of Technology. She is also Director for her consultancy business Awakening Cultural Ways, focusing on Aboriginal and Torres Strait Islander policy and program development in relation to social and emotional wellbeing, mental health and cultural healing frameworks.

Samantha is a member of the Queensland Mental Health and Alcohol and Drug Advisory Council and Director of the National Aboriginal and Torres Strait Islander Leadership in Mental Health. She has a strong interest in improving health and wellbeing for Aboriginal and Torres Strait Islander youth and advocating for trauma-informed and cultural-designed health and social supports. She has been committed to working in Aboriginal and Torres Strait Islander health and affairs for the past decade.

Abstracts

Promoting mental health and wellbeing in higher education settings

Professor Ian Hickie
Professor of Psychiatry, Co-Director, Brain and Mind Centre, University of Sydney

Internationally, there has been growing recognition of the need to support actively the development of mental health and wellbeing throughout late adolescence and early adult life. These are developmental periods where underlying brain changes are still very active and where brain, cognitive and social development is being shaped by social and educational challenges, as well as exposure to other environmental risk factors. Consequently, there is an opportunity, and a responsibility, to ensure that post-secondary school environments, in education, training and employment provide experiences and strategies that promote optimal mental health and wellbeing.

Conceptualisation of these challenges needs to recognise that optimal mental health depends on the ongoing development of both personal autonomy and strong social connectedness. Additionally, there is a strong need to link mental health and wellbeing with other important physical health factors (eg sleep-wake cycles, physical fitness) and minimisation of exposure to other environmental harms (eg excessive alcohol and other drug exposure, sexual assault, interpersonal trauma).

Increasing evidence from developmental studies, including those we have conducted in Australia, indicate that as this is a high period of risk of onset of major mental disorders, strategies also need to be in place in higher education settings to promote recognition of illness and effective early intervention strategies. New digital health and social strategies also provide new opportunities to respond to the challenges of promoting better mental health as well as identifying opportunities for effective early intervention.

All higher education institutions now have a responsibility to deploy an active and effective strategy to promote mental health and wellbeing.

The well-being of academics: Professional self-care imperatives to sustain mental wellness in the academic world

Doctor Rachael Field
Professor in the Bond University Law School

This keynote address considers the issue of academic wellbeing in the age of neo-liberal universities. Drawing on a study of law academics in the UK and Australia, it explores some of the key stressors and psychological challenges of working in academia. The paper emphasises the importance of engaging in self-care (and also identifies some practical approaches to this task). It also highlights, however, the need to work on systemic changes to improve the wellbeing of academics working in neo-liberal universities. While the focus of this paper's research foundation is the wellbeing of law academics, the paper argues that much of its analysis and many of its conclusions apply across disciplines and to non-academic staff.

Session One A, 12.20 – 12.50

Even harder for international students

Susi Woolf
Charles Darwin University

The transition to tertiary study can present serious challenges for all students as they have to adapt to new academic cultures in new educational environments. This can also be the case for international students, many of whom are 'sojourners' in Australian universities after having left their own countries possibly for the first time. For international students to overcome the challenges they face, they need resilience. However, while 'the raw material of resilience is intellect physical robustness and emotional stability' (Caruana, 2014, p94), external support mechanisms contributing to motivation, often provided by parents, are mostly absent.

They may lack the resilience to adapt to the culture of an academic institution. Especially for these students, periods of adaptation and adoption can be very stressful often affecting their grades, retention rates and potentially exacerbating and contributing to causing mental health issues. According to Matsumoto & Hwang (2013), 'successful intercultural adaptation and adjustment involves the adoption of behaviors that accomplishes goals and achieves tasks while at the same time minimizing negative adjustment outcomes and maximizing positive ones'. Referring specifically to international students, Nash suggests that students need enhancement of their interpersonal skills to help them adjust socially and academically and emotionally (2011). Students need to learn new skills and develop qualities to help them survive independently in a range of new settings (Gu, Schweisfurth & Daya 2009). Dao, Lee, & Chang, (2007), (cited in Hamamura & Laird 2014) suggest that challenges with acculturation can result in higher levels of 'psychological problems' for international students than local domestic students. This presentation will present a review of the literature regarding mental illness for international students, especially in Australia, and consider effective strategies for supporting these students during their time at university.

A pastoral care system: Faculty and peer support in the Auckland Medical Program

Doctor Fiona Moir
University of Auckland, New Zealand

In 2011, the pastoral care structure in the medical programme at The University of Auckland was reviewed. A pastoral care sub-committee was set up with staff and student membership and representatives from the wider University including the Health and Counselling Service. Students developed the format for pathways of care: a series of flow charts showing where to get help for 'academic', 'wellbeing' and 'financial' issues. These documents are updated annually and are available on the student portal with electronic links to relevant websites or services, staff members' email addresses and programme policies. Several peer support initiatives have been implemented after an initial evaluation. Pastoral care initiatives within the medical school have been aligned with strategic wellbeing objectives of the wider University. Feedback from student representatives has been used to develop and refine support offered. There is clearer transparency about sharing of students' health care information and separation of academic and wellbeing issues.

Over time, new staff pastoral care roles had been established, with clear roles and responsibilities, and duplication and gaps in the system have been minimised. As student numbers increase, those in years 4 to 6 spend at least two years out-of-Auckland at distant clinical schools, and some of the challenges and solutions of providing pastoral care at cohort sites in diverse locations will be outlined. This presentation will outline the Terms of Reference for the Auckland Pastoral Care Sub-Committee and will highlight some of the achievements, challenges and lessons learned from the last seven years.

Heartbreak leads to mental health difficulties in higher education

Raquel Peel and Doctor Beryl Buckby
James Cook University, Australia

The issue a client brings through the door is often not the issue counsellors and psychologists end up working on. Relationship break-ups are at the core of why most people seek counselling. The same is possibly true in the context of higher education. Students and staff members who seek counselling for common mental health difficulties such as anxiety and depression could be, in fact, heartbroken. A series of 15 semi-structured interviews with

psychologists around Australia revealed that although relationship difficulties are one of the main reasons clients seek counselling, that is not the issue they report in the first session. The most common issues presented by clients are anxiety, depression, substance abuse, adjustment disorder and personality disorder. Yet, a major gap in the literature exists regarding the effect of romantic relationship break-ups on the mental health of individuals. A recent meta-analysis provides evidence that both negative relationship quality and relationship break-ups are strongly associated with poor mental health outcomes.

Enacting ethical practices of wellness, hope, optimism and self-compassion in higher education

Associate Professor Margaret Carter & Donna Goldie
James Cook University, Australia

In today's increasingly globalised environments academics and professional staff in contemporary tertiary education are being challenged to engage with increasingly diverse students including international, Aboriginal and Torres Strait Islander, rural and regional populations. There is also a growing prevalence of mental health difficulties experienced by significant numbers of students resulting in academics engaging in workspaces that can be demanding, challenging and emotionally taxing. Within this reality, many academics are rethinking teaching and learning spaces and pedagogical practices in response to the neoliberal context of higher education, the complex needs of students, and the demarcation of online and offline words. Acknowledging these realities, our session will explore academics enacting innovative practices grounded in optimism and self-compassion despite impacting contextual factors.

Using technology to improve the mental health of university students: The Uni virtual clinic

Doctor Lou Farrer
Australian National University

Of the millions of people enrolled in university, up to 50% will experience a mental disorder in any one year, but very few will seek help. University-based services are often over-burdened and under-resourced. Anonymous, evidence-based, online interventions can circumvent these problems and improve students' access to the help they need. The Uni Virtual Clinic (UVC) is a transdiagnostic online mental health service designed for university students. This paper reports on the development of the UVC and a pilot trial examining its feasibility and effectiveness.

The UVC was developed through a rigorous participatory design process that involved several interlinked stages of stakeholder engagement, and iterative prototype development and testing. University students with elevated psychological distress (n=200) were recruited and randomised to receive either the UVC intervention or a waitlist control condition. Assessments at baseline, post-intervention, and three month follow-up were administered to assess depression, anxiety, academic performance, quality of life, help seeking, alcohol use, engagement and satisfaction with the intervention.

Results: The Uni Virtual Clinic offers psychological symptom screening and online therapy modules targeting major mental disorders and related issues affecting university students. Data collection for the pilot trial is ongoing, and the results of quantitative and qualitative analyses will be presented. Future directions for the universal implementation of digital tools within universities will also be discussed, as well as the potential utility of the UVC in university counselling services.

Conclusion: Mental health problems developed and untreated at university have lifelong impacts in the workplace, on relationships, and on health in later adulthood. If shown to be effective, the UVC has the potential to be a game-changer in the way mental health services are delivered to students at university and may reduce the prevalence of mental disorders in a high-risk group of young people.

Stigma and silence: Students living with mental health issues and the wicked problem of institutional non-disclosure

Susan Grimes
University of Newcastle, Australia

Recent research has identified that most students legally qualified for disability support in Australian higher education choose not to disclose to their institutions. This means that they are unable to access support and accommodation developed to ensure an appropriate academic outcome. The reasons given for remaining hidden from the institution include lack of knowledge, the perception that students have appropriate strategies to deal with their learning challenges, and a deliberate choice to avoid perceived stigma and discrimination. This presentation will consider those students with the learning challenge of living with mental health issues and gives voice to their reasoning behind the decision to remain hidden and silent. Reasons given for a decision of non-disclosure includes: that they will be treated as a less academically able student; they expect their future employment prospects to be impacted; they have a lack of faith in the institutions' willingness to support them; and their perception that receiving assistance is cheating, from their own and others' perspectives. This presentation considers the role of higher education institutions in providing support that is not labelled, in line with students' own perception of themselves as non-disabled, and promoting a more appropriate 'normal' student image that includes help-seeking.

Session One B & C, 2pm – 3.05pm

The Personal Experience of Togetherness: Using Expressive Arts in Higher Education.

Professor, Ross W. Prior
Learning and Teaching in the Arts in Higher Education, University of Wolverhampton, England

In the current climate of economized higher education within an age of neo-liberalist ideology, a cheaper and mass-market method of delivering educational content and tasks has been facilitated by the use of computers and the Internet. Online environments are being used to connect (and disconnect) students, academic staff and the academic setting. Whilst there are some benefits in delivering work online, not least of which can be seen for remote communities, the consequence is a disconnect with real-life interaction with human beings – the absence of authentic, unmediated togetherness.

How can universities enhance the learning experience for both staff and students? How can universities foster a sense of togetherness and inclusion to make higher learning demanding, challenging and enjoyable? How can universities create a fulfilling campus life again? How can educators further promote the benefits of working, playing and creating together?

This workshop aims to explore what 'togetherness' might mean – what it might look like, sound like, smell like and feel like. Participants will experience a range of art-based strategies that can be employed across curricula and also used to inform the non-curricula in developing a sense of togetherness. This inclusive and interactive workshop is designed for all.

Pragmatic and effective mindfulness programs for students: Experiences from 2.5 years of teaching health professional students at James Cook University

Doctor Andrew Roberts, Kimberley Owens, Simone Ross, Ernest Jennings
James Cook University, Australia

The College of Medicine and Dentistry at JCU has created a mindfulness and self-care program, which was inspired by a similar program at Monash University. Program implementation was primarily motivated by high levels of anxiety and depression in medicine students, the desire to equip the students with self-care tools and to highlight

the requirement to embed self-care as part of their professional development.

The program is now in year three and is being taught to year one medicine, dentistry and pharmacy students in a lecture format over eight, one-hour sessions, divided between semesters one and two. Additional program resources include online access to session recordings, readings, apps and videos. The program is evaluated via pre and post program anonymous surveys.

This workshop explores some of the findings from our first few years of the program. We wish to share our findings and explore with other wellbeing practitioners their experiences in creating and embedding effective wellbeing programs. Topics to be explored include:

- How to create a coherent structure to a mindfulness program
- What are the barriers to engagement in a mindfulness program and how can we overcome them?
- Constraints of university commitments and fitting in with busy curriculums
- What qualifications and experience should a mindfulness teacher have?
- The logistics of running a program – group size, time
- Getting the balance right between academic knowledge and engaging practical exercises
- Exploring the limits of mindfulness – how to fit a mindfulness program into a general self-care program
- Connecting mindfulness and self-care programs to the curriculum

This workshop targets delegates wanting to develop a mindfulness based wellbeing program for an already existing university curriculum, wanting to introduce a mindfulness based component to an existing wellbeing program or wanting to share their own experiences of implementing a similar program.

The contribution of self-compassion to humanising pedagogy

Ms Sandra Walden Pearson
University of Notre Dame, Australia

Aims

- Identify impacts of neoliberalism in higher education that risk dehumanising teaching and learning.
- Introduce research on contemplative pedagogy as an approach to humanising teaching and learning for subjective wellbeing, and sustainable 4th Industrial Revolution workforce participation.
- Explore self-compassion, as an expression of contemplative pedagogy, for its potential to humanise higher education culture, and enhance both higher education and local community mental health resilience.

The rising demands of neoliberalism on the higher education sector risk dehumanising the staff and student teaching and learning experience. It can lead to the business of university being perceived as 'organisation as bully', with a first casualty being the human epistemological dimension of teaching practice. Contemplative pedagogy, which centres on mindfulness, offers a humanising approach to teaching that may mitigate the dehumanising potential of neoliberalism. Contemplative pedagogy celebrates human connection in teaching and learning. It presents opportunity for staff to connect more fully with essentially human pedagogical experiences, such as meaningfulness and purpose, conducive to subjective wellbeing. In addition, it potentialises student wellbeing through transition, engagement, satisfaction and retention outcomes supportive of sustainable 4th industrial revolution workforce participation. Self-compassion, as an expression of contemplative pedagogy, incorporates mindfulness. Self-compassion enables a cognitive approach to self-kindness and self-distancing from psychological stress. Research suggests self-compassion, as an expression of contemplative pedagogy, may engender humanising pedagogy with mental health outcomes that promote resilient ways forward, for staff and students.

- Key impacts of neoliberalism in higher education risk dehumanising teaching and learning.
- Contemplative pedagogy offers an approach to humanising teaching and learning for subjective wellbeing and sustainable 4th Industrial Revolution workforce participation.
- Self-compassion, as an expression of contemplative pedagogy, potentialises humanising a higher education culture, and enhancing both higher education and local community mental health resilience.

SAFE-DRS: 5 years of health and wellbeing curriculum in the medical programme at the University of Auckland

Doctor Fiona Moir
University of Auckland, New Zealand

SAFE-DRS is a comprehensive multi-year, multi-component health and wellbeing curriculum, which was introduced to the Auckland medical programme in 2013, as part of the Personal and Professional Skills (PPS) domain. There are seven SAFE-DRS components (Self-care and Skills, Accessing Help, Focussed Attention, Emotional Intelligence, Doctor as Patient and Colleague, Reflective Practice, and Stress-Resistance). These themes are re-visited and built on year by year, as students progress through the medical programme, and topics are aligned with other curricular content and year-level tasks to demonstrate their relevance and add context. The SAFE-DRS curriculum was designed to be flexible and has been refined over the last five years in response to student and staff feedback. Old and new topics will be included in this presentation and the reasons for any changes outlined. The presentation will therefore document the evolution of the curriculum over a five-year period.

The authors will summarise the core SAFE-DRS components and will include some detailed examples of learning objectives, teaching processes and specific student tasks as an example of curricular content. The SAFE-DRS curriculum is assessed in multiple ways, and the assessment strategy and an example of rubrics will be outlined. The results of a student evaluation at the end of 2013 will be included. For those interested in introducing a wellbeing curriculum to their own institution, suggestions as to how to overcome potential barriers to implementation will be included, along with some 'arguments' for the inclusion of such a curriculum and practical tips about the reality of embedding and refining it.

Caring for the carer

Arif Ongu
University of Technology, Sydney, Australia

Carers are often neglected and in the university context may not even be recognised as carers. University staff, are expected to offer support, guidance and practical assistance to students experiencing symptoms of mental ill health in the role of carer. In addition, they must manage the potential impact of these symptoms on the classmates and other staff around the affected individual. Although the implementation of mental health first aid training in universities is increasing, the majority of university staff have not had adequate training to equip them to support students experiencing mental ill health.

In addition, universities are increasingly becoming more stressful places to work. This work stress not only impacts on the resilience and mental wellbeing of staff, it directly affects the ability of staff to appropriately and effectively support students and colleagues experiencing mental ill health.

Any policy aimed at increasing the mental wellbeing of our students needs to start with the creation of supported, resilient carers. Overworked and overwhelmed academics do not make flexible empathic supporters for students experiencing mental ill health, particularly when they may have limited insight into their own mental wellbeing and symptoms. Supporting the wellbeing and resilience of staff is not only an ethical imperative and part of our duty of care, but also essential for any effective support to be offered to students. For any of our excellent programs to work, staff expected to deliver those programs need to be well enough to do so.

Universities need to be fair and just employers to provide authentic support to their staff and students. They need to offer professional learning and development in mental health literacy and support and opportunities for debriefing but more than anything else they need to lead by example, demonstrating their commitment to staff wellbeing.

The HeadCASE initiative: Exploring the mental health benefits of a post-graduate peer community

James Dalitz, Eileen Siddins
James Cook University, Australia

Current research expresses concern for the mental health of post-graduate students and the impact of stressors they can experience within the university environment. Post-graduate mental health policies developed by tertiary institutions support the identification and remediation of post-graduates with poor mental health and wellbeing. However, there is limited research into the implementation and evaluation of strategies that can enhance post-graduates' resilience and protect their mental health. This presentation explores literature regarding precedent factors that influence the mental health of post-graduates and strategies that universities can promote to enhance post-graduate student mental health and wellbeing. Additionally, the presentation introduces a preventative initiative that has been trialled at an Australian University: the HeadCASE community. HeadCASE is student-driven community initiative with the objective of improving social connectivity and addressing isolation amongst post-graduate students in a university setting. This initiative provides social and academic engagement opportunities for research students, potentially enhancing their resilience and supporting good mental health. Implementing proactive strategies that enhance student connectivity may support post-graduate students' mental health and provide them with the resources they need to thrive within their degree.

Curriculum- based interventions to foster academic wellness in University students

Associate Professor Renae Acton, Margaret Anne Carter
James Cook University, Australia

Universities face a growing imperative to support and sustain students' wellbeing. In acknowledging the reality that higher education students experience dis-stress and mental health difficulties at higher rates than other community members, it is clear that proactive and ethical responses are increasingly necessary in higher education. Curriculum interventions that target and develop students' academic wellness can develop and consolidate students' competences across three domains: emotional intelligence and resilience, social belonging and self-efficacy. We present a suite of strategies that enable the development of students' protective orientations, and which culminate to perform a preventive function and allow students to achieve despite the pressures of academic learning. These systematic innovative practices enacted in our postgraduate guidance, counselling and career development programs complement traditional university-wide counselling interventions. Our approach to academic wellness reflects a commitment to student flourishing where wellness competences at university are also beneficial in future professional practice.

Unpacking the mental health issues among professionally qualified Nurses in India: Implications for Learning and teaching in higher education

Sachu K. Sam, Assistant Professor Anekal C. Amaresha
Christ-Deemed University, India

This presentation intends to showcase the current research, conducted as part of the Masters project in Social Work that aims to study the mental health issues of professionally qualified nurses working in metropolitan city hospitals in India. Data was collected through Google survey forms using semi-structured tool for capturing socio-demographic profile, and Perceived Stress Scale, a most widely used tool in scientific research for assessing the perception of stress. The results indicated that nurses are having moderate to high-level of stress which leads to various mental health issues. Particularly, unmarried nurses working in the private sector hospitals and nurses who are earning less have reported higher levels of stress-related issues. A thematic analysis and the testimony of nurses indicated that a lack of evidence-based training and appropriate orientation, high demand on their time during their time and studies have had an impact on their well-being. This presentation will discuss the outcome of the research with a particular focus on the well-being of nurses and how an in-depth understanding of the mental health issues among professionally qualified nurses can be addressed in the higher education sector in India. Based on the research, the author will aslo present strategies to be condisdred in the higher education sector.

Unpacking the too hard basket: Teaching teachers to foster student engagement

Alice Herbert
James Cook University, Australia

Recent policy initiatives have acknowledged the important role secondary school teachers have in engaging students through curriculum and pedagogy. However, these policies are jargon-laden and fail to provide actionable steps for fostering student engagement. In addition, the advent of concurrent reforms, such as the national curriculum, standardised testing and teaching standards, have resulted in secondary school teachers feeling overworked and underprepared to focus on engaging their students: student engagement is piled into the "too hard basket". When student engagement is not prioritised, students find their work uninteresting, they become easily distracted and opt out of school activities and the school community. These students are prone to social isolation, low self-esteem and unwillingness to complete school, impacting their mental health. Research suggests a bidirectional relationship between student engagement and mental health: students who are academically and socially engaged are more likely to have higher achievement and feel a sense of belonging. Similarly, students who experience positive mental health are able to engage in their learning and perceive schooling as relevant to their future goals. When students develop engagement habits in secondary school, they are able to successfully transition to higher education where they can successfully adapt to and self-regulate their learning. For teachers to effectively engage secondary school students, they must unpack the "too hard basket". Professional development and teacher training are practical strategies that assist secondary teachers to understand and support student engagement. This presentation will review literature on these practical approaches to foster student engagement and discuss professional development programs that use formal training, collaborative planning, personalised coaching and systematic feedback to develop a learning community focused on similar beliefs about improving student engagement.

Mental health experiences and coping strategies of Sub-Saharan Africa refugee students in Northern Queensland

Frank Darkwa Baffour
James Cook University, Australia

Africa is one of the leading continents with the highest refugee population. Protracted civil wars in countries like the Democratic Republic of Congo, Liberia, Sudan, Somalia, Burkina Faso, Togo, Mali, Chad, Kenya and recently Libya have led to majority of Africans fleeing to countries across the globe for refuge. Political tyrants, religious persecutions and terrorist attacks across the continent of Africa have also contributed to the upsurge in African refuge population. Today, majority of the African refugees have resettled in Norway, Sweden, Germany, United Kingdom, United States and Canada and Australia. Before refugees fled to seek solace in other countries they have experienced torture, rape, defilement, witnessed the death of loved ones and gone through countless of degrading treatments. As a result of the harsh treatments in their home countries, refugees experience post-traumatic stress disorders at the receiving countries. Coupled with these are the challenges of adjusting to the conditions at their new homes. Recent research has reported that majority of the resettled refugees in Australia have relocated to Victoria, New South Wales and Queensland. It is believed that majority of the resettled refugees are enrolled in schools. Given the stress associated with the average student in dealing with the demands of academic life, refugee students are faced with additional stress stemmed from

their past experiences. Hence there is the need for a separate program to help them cope with the demand of academic and the trauma of their past. This study seeks to explore the mental health experiences and coping strategies adopted by Sub-Saharan African refugee students in Northern Queensland. The study will have policy implications on refugee students.

Session One D, 3.10pm – 3.40pm

Making wellbeing accessible: Learnings form flourishing at school

Jason van Schie
Managing Director at People Diagnostix Australia

The Flourishing Profile (FP) survey was developed and refined in a collaborative research effort between People Diagnostix and researchers at Murdoch University. More than 7,500 adolescents from 15 Australian secondary schools participated in the research, making this one of the largest validation studies of a positive psychology measure.

Rather than seeking to identify those who are distressed, or "at risk", the Flourishing Profile (FP) survey uses a positive psychology approach to assess the degree to which individuals have developed the "pillars" of good mental health to stay well and optimise quality of life. The FP survey is a leading indicator of mental health, useful for proactive wellbeing interventions at both an individual and collective level.

The FP survey forms the basis of Flourishing at School (FAS) – a cloud based software platform in use by dozens of secondary schools in Australia and abroad. In addition to serving as a wellbeing "needs analysis" and tracking wellbeing overtime, FAS provides individual staff and students, as well as schools as a whole resources for self-development, classroom interventions and wellbeing goal setting.

In this presentation, Jason van Schie will discuss how technology is increasing the efficacy of schools in doing evidence based, proactive mental health interventions. He will also discuss the opportunities and challenges in adapting the approach to a tertiary audience.

'I do feel lonely around here sometimes': exploring the affective aspects of first generation students' experiences

Doctor Amani Bell
Western Sydney University, Australia

University students experience high levels of mental illness - they are five times more likely to be diagnosed with a mental health disorder than the general population. This 'silent epidemic' has been referred to a wicked problem that requires a range of innovative solutions, created in partnership with students. This presentation explores data gathered from focus groups with students at an Australian university. Twenty four Indigenous and non-Indigenous first generation (and also non-first generation) students discussed their journeys to and through university. While mental health was not the specific focus of the initial project, many students spoke about the affective aspects of their experiences.

Adapting to university was described by many students as challenging, uncomfortable and disorienting, and the importance of support networks and programs for all students was highlighted. Most students said that their friends were their biggest support network, and some discussed feelings of loneliness and difficulties in making friends. Non-first generation students often had the advantage of high school classmates starting university at the same time, but first generation students and those moving from outside the area were less likely to have a pre-existing group of friends at the university. Students struggled to come to grips with the many formal avenues of support, and some expressed apprehension about accessing such support, due to possible stigma, unfamiliarity, and difficulty of navigation. Cultural dissonances were jarring for some first generation students, who experienced few common experiences with other students. There were particular challenges for some Indigenous students in being away from family and community, and finding some of the content, such as colonisation, emotionally difficult. The presentation concludes with suggestions for practice made by the students in the study.

Trauma-Sensitive Yoga: a somatic approach to supporting mental wellbeing

Doctor Jo Mensinga, Simone Dewar
James Cook University

Social Work and Yoga Private Practitioner Trauma-Sensitive Yoga (TSY) is becoming a popular modality for working with people who have experienced trauma and is a useful approach for supporting mental wellbeing in the general population. Developed in the USA by David Emerson, in association with Bessel van der Kolk, TSY is offered as an adjunct therapy to address cognitive, emotional and physiological symptoms. In this interactive information session, Simone will talk about the TSY work she and Dr Jo Mensinga, Lecturer at James Cook University, have been collaborating on since 2016. Simone will provide an overview of the literature on TSY and will speak about the TSY groups they have facilitated. Simone will also reflect on the learnings Jo and she have gained on how a TSY approach supports their own mental wellbeing as an academic, and sessional tutor and student respectively. Audience members will then be invited to participate in a short chair-based TSY session to have an embodied experience of this approach.

Employment trends for counselling in Australia - 2017

Thomas Parker
Australian Counselling Association

Counselling is a growth field, particularly in the mental health space, with a large number of new opportunities available to Registered Counsellors. The Australian Counselling Association is Australia's largest peak body for counselling and psychotherapy and has committed to numerous projects that raise the profile of counselling in Australia. Among them was an examination of paid employment trends in counselling across Australia. The purpose of this research was to test the hypothesis that there are limited employment opportunities for counsellors – this is a frequently held belief with many counsellors feeling under-represented in the employment market.

During a twelve-month span, the Australian Counselling Association's office of Industry Liaison was able to track employment opportunities for Registered Counsellors in real time. In that process, ACA could determine what roles most frequently appearing for counsellors, average pay, locations of those roles and identified further areas of study are needed moving forward. For international students, this information is invaluable in navigating a new culture, different terminology and a different environment to one they may have previously experienced. With the raised awareness of mental ill health in the Australian context and the type of services that Registered Counsellors provider; there has been a vast increase in the total employment opportunities available to Registered Counsellors, and by extension – those seeking help. There has been significant interest in the directions that those trends are taking.

The outcome of this research allowed ACA to map the different major employer groups across Australia, identify niche markets for Registered Counsellors, promote the abilities of Registered Counsellors to employer groups, demonstrate the breadth and depth of the counselling industry in Australia and provide a clearer picture of the roles that are available to Registered Counsellors across Australia. This presentation will show the breakdown of the counselling roles across the country and illuminate the areas in which Registered Counsellors are having an impact in the industry of Health Care and Social Assistance. As a result of this research, Registered Counsellors are better educated about how they can work with persons and groups experiencing mental health issues. With mental health issues affecting and impacting whole-of-community, registered counsellors are well positioned to employ their counselling skills in meaningful areas they may not have been aware of previously. Moreover, once more informed about mental health in their counsellor training, student counsellors are better prepared and present as more resilient as they join the profession at the commencement of their careers.

Learning from Our Past: How can traditional Aboriginal and Torres Strait Islander knowledges support healing and mental wellbeing for families, their member student and kinship after suicide loss.

Mercy Baird
James Cook University, Australia

The recent genomic study conducted by Safo Malaspinas et al, (2016) published in Nature Journal confirmed that Aboriginal culture is one of the oldest living culture on Earth. Consequently, consideration needs to be given to the knowledge of their heritage, their lands, their environment has sustained the ancients for thousands of years. In Aboriginal society to-day, this knowledge lives on through a range of mediums such as tribal heritage, kinship relationships, cultural practices, sacred lands and waters sites, song-lines and story-lines.

My research, "Aboriginal and Torres Strait Islander Familial suicides; learnings from families and kinship about the healing journey", aims to investigate important and valuable information of healing and mental wellbeing held by key community members. The findings will inform and be applied through various means to both community and higher education students to contribute to a more resilient culture within higher education and the wider local Indigenous community.

The impact of suicide takes its' toll on families, kinships and whole communities leaving deep catastrophic impact on the emotional, mental, physical and spirituality of those left behind. The cycle of noxious grief, despair and psychological distress dominates the mental health and wellbeing of families and communities. Thorne (2016) in the newspaper article informs that, people are fatigued by funerals, and as an Indigenous woman, I share his experience.

Indigenous students in higher education are individuals belonging to the wider tribal and kinship system, therefore, when a suicide occurs, they are also impacted by grief and loss of individuals who suicide.

According to the Aboriginal and Torres Strait Islander Suicide Prevention Evaluation Project Report, (ATSISPEP, 2016), it reported that effective and meaningful ways as to what works for the mainstream, non-Indigenous people in Australia is non-existence.

As for Aboriginal and Torres Strait Islander people, effective, cultural and mental wellbeing innovations remains obscure, let alone, what is sustainable and meaningful healing knowledge.

International students' mental health and their experience of higher education in Australia: Rethinking our modes of teaching to enable better learning outcomes for all students

Doctor Bhuva Narayan
University of Technology, Sydney. Australia

A 2016 Australian study of international students and mental health identified three broad dimensions to mental ill health amongst international students: adjusting to unfamiliar academic practices, managing everyday life in a different cultural context, and recognising and seeking professional help for mental health problems. In the 2016 QILT survey, international students rated their overall experience in the Australian higher education sector six points lower than their domestic peers, with learner engagement five points lower and teacher quality four points lower. There has been a discourse around teaching quality and student quality in discussions surrounding this issue, but the challenges international students experience in Australia goes well beyond the classroom. However, the pedagogical question arises as to what teaching staff can do to support the learning of international students from diverse backgrounds and with different learning needs.

In this paper, we discuss the need to stop looking at the issue through a deficit model and look at the rich range of knowledge that we (and our classrooms) can gain from international students; many of them have been top performers in their home countries before they come here, but quickly get disheartened when they are stereotyped in a negative way, on top of all the culture shock and other adjustments they go through. Many are also struggling with other life issues as some landlords and employers exploit them also, for they are not always aware of their rights.

The solutions go beyond just teachers and university support systems; we need to get domestic students on board in dealing with this issue, for the perceptions of domestic students play a big part in an international students' day-to-day experience in the classroom. Part of the issue also lies with our Westernised, Australian-focused content and modalities in many of our subjects. Giving room for flexibility in content choice and assessment choice, but still within the scope of a subject's learning outcomes has yielded positive results for some of us.

Keynote Speaker, 4.25pm

Curiosity – a learning AND teaching state

Richard Hill
Practicing psychotherapist and counsellor, an author, educator, and professional supervisor. Sydney, Australia

Educators know that interested, curious students pay attention and learn more. Stimulating their curiosity makes the job of teaching and the task of being a student so much more successful and enjoyable. Recent research has establishing some of the neural mechanisms that explain this conceptual connection between curiosity and education. A study by Matthias Gruber and colleagues showed that when the brain is in a state of curiosity, learning is enhanced. They noted that curiosity activated the dopaminergic regions of the substantia nigra, ventral tegmental area, and the nucleus accumbens, which then showed a functional connectivity with the hippocampus. They also found that learning is enhanced not just for the target learning but for peripheral and non-related learning as well. The implication is that curiosity creates a brain state that is primed for learning. So, what is a "state of curiosity" and how does it relate to the rigors of higher education? A neural "curiosity complex" will be proposed that provides insight into the broader scope of positive effects that emerge in response to curiosity. "Three pillars" of curiosity will be shown to not only promote a learning state, but also an ideal state to promote mental health, well-being and personal growth.

Plenary Speaker, 5.20pm

Compassion cultivation in higher education – is it a missing ingredient for mental health?

Doctor Petrina Barson

Compassion can be defined as 'a sensitivity to suffering in self or others, leading to a desire or commitment to relieve that suffering'. Dr Barson has been teaching Compassion Cultivation to medical students at the University of Melbourne since 2014. Her students report significant benefits to their mental health and their sense of connection to their original motivation for enrolling in a medical degree.

Dr Barson will draw on this experience, and on the latest research into the relationship between mental health and compassion for self and others, to argue that compassion cultivation may be an important missing ingredient in promoting mental health in higher education.

The cultivation of mindfulness allows an individual to observe the flow of experience in a detached, calm and non-judgemental way, potentially rendering them less 'buffeted' by difficult experiences, and less reactive. It therefore opens up the possibility of greater choice in one's responses to life's circumstances,

but does not in itself direct those choices. Compassion cultivation rests on the skills of mindfulness, but strengthens the innate human capacity for compassion so that it guides an individual's choices. This 'warms up' the practice of mindfulness, extending it into the territory of prosocial ethics, and training the heart towards positive intentions and emotions while at the same time developing its capacity to 'hold' difficult emotions. It therefore has the potential to allow students to connect with a greater sense of meaning in their studies and career paths, and to nurture themselves in the process of pursuing these paths.

Keynote Speaker, 7.50am

Well-doing and well-being in higher educatin: Art-led cummunitas for realigning learning and teaching

Professor Ross W. Prior
Learning and Teaching in the Arts in Higher Education, University of Wolverhampton

The corporatizing of the modern university has arguably shifted how students see themselves – and how academics see students and how students see academics. Increasingly, education is being economized in an age of neo-liberalist ideology. Have we moved so far from the ideal that education was for self-improvement and enlightenment and is now about getting a degree in the hope to get a job? When we once valued 'education for education's sake' it was easier to accept the notion of university as a 'rites of passage', a time to explore and test oneself and the discipline being studied. Higher education once provided space to be experimental, creative, reading thoroughly and above all, to be critically, socially, and ethically engaged. Students, once politically charged, debated and tested ideas, social mores, values, beliefs, subverting and reconceptualising. True to the etymology of the word, 'education' was authentically about 'leading out' (L. educere) not 'leading into' (L. inducere).

Universities spend considerable resources on recruiting students, promoting why students should attend university but arguably spend far less on how they enable students to be effective learners. It is time to pay attention to two responsibilities in higher education: well-doing and well-being. The condition of doing well involves thriving, prosperity, achievements and targeted well-meaning ideologies. However, we are far too focused on behavioural well-doing with an array of agendas and not sufficiently focused on experiential well-being.

Aimed at those who have a responsibility for policy and practice in relation to education, health improvement and community, this keynote promotes the urgent case for realigning higher education through acknowledging the fundamental importance of communitas – defined as 'inspired fellowship' to enable human, personal, spiritual and social well-being. It will be argued that universities must feel empowered to take seriously the mental health of their staff and students, and in so doing, the role of the arts may well provide one plausible answer in realigning the culture of higher education.

Keynote Speaker, 8.50am

Equally Well. Quality of life – equality in life

Associate Professor Russell Roberts
University of Sydney. Australia

Many people living with mental illness have excellent physical health and live long, productive and contributing lives. Unfortunately, this is not the experience for all. People living with mental illness die, on average, between 50 and 59 years of age. People living with severe mental illness are 7 times more likely to die early of cancer, 6 times more likely to die of cardiovascular disease, 4 times more likely to die of respiratory disease and 5 times more likely to smoke. For every one person with a mental illness that dies due to suicide, 10 die early of preventable physical health conditions. Overall, 80% of those with a mental illness also have a mortality-related physical health condition. The total economic cost of physical illness in people living with mental illness has been estimated at $15 Billion per annum, almost 1% of the GDP. Things do not have to be this way. People living with mental illness have the right to quality health care. Effective mental health and physical health care improves the quantity and quality of life of those with a mental illness. This presentation describes the national leadership model for implementing the recently released Equally Well National Consensus Statement on improving the physical health of people living with mental illness in Australia. It also examines the impact of poor mental health and physical health on university life and the ways in which academics, students and human services professionals can be involved and partner in this national initiative. https://equallywell.org.au

Plenary Speaker, 9.50am

A community model of mental health promotion- Its relevance in higher education: The story of Mehac in India

Doctor Chitra Venkateswaran
Professor of Psychiatry and Palliative Care, Amrita University. India

Mental health is a vital aspect of health and essential to human development. Despite advances in policy and delivery of services India still has a fragmented mental health system which needs to grow is several dimensions. Stigmatisation and negative attitudes towards people with mental illness are widespread among the general public. As in other parts of the world, the prevalence of mental disorders in India is high; those with an enormous societal impact like depression, substance use and indicators like suicide are increasing at an alarming pace especially among the youth and student population.

The cross cultural perspectives on mental illness, and the context specific issues faced by people and in particular the young generation, and students pursuing higher education demands attention from the policy makers, researchers and practitioners in providing an appropriate and evidence based support. Moreover, while adjusting to the new demands and expectations, students remain extremely vulnerable to mental health issues. Studies suggest that there are various factors that contribute to poor mental health experienced by students in higher education sector in India.

Mental health promotion requires action from various stakeholders involving government and non-governmental or community-based organizations. A community based model in Kerala, India works proactively in the community, establishing partnerships and enabling community participation to provide long term care for those who have poor access to mental health care. The program makes efforts to promote mental health literacy ,with the youth too, knowing the attitude and values of students tend to influence society the most. This presentation will highlight the initiatives of Mehac in responding to mental health issues in communities, and share how the model facilitates mental health promotion.

Session Two A, 10.45am - 11.45am

Caring for our Future Carers: Mental Illness in Medical Students

Sarah Melen
Australian Medical students Association & Deakin University

Australian medical students represent the future of the Australian medical profession. Such a population should be safeguarded from burnout and mental distress, so as to provide the utmost care for our aging population. Unfortunately, this is not the case.

Australian medical students have higher rates of mental health issues and suicidal ideation compared to the general population. When they enter university, medical students have the same levels of psychological wellbeing as other university students, but throughout medical school this decreases. Unfortunately, the stresses of medical school are recognised as a direct contributor to medical student mental illness. Australian universities, therefore, have a duty to protect their medical students from undue mental distress.

Similarly, hospitals have an obligation to protect their employee doctors and medical students from undue mental distress. The alarming rates of doctor suicides unfortunately demonstrates inadequate support from hospitals and medical training facilities in safeguarding the mental health of doctors.

For medical students and doctors, this combined lack of support, unrealistic expectations, predisposing personality factors, and stigmatising medical culture have created the current difficult situation where many are distressed, but most are too afraid to speak up and seek help. These barriers require the combined efforts of individuals, institutions, organisations and governments to overcome.

This paper will examine some of the major factors recognised as contributing to the increased rates of mental illness and suicide in the medical profession (including bullying and harassment, mandatory reporting, stigma and unsafe working hours); will describe some of the ways students, doctors, universities, hospitals, organisations and governments can work individually and cooperatively to improve this concerning situation; and will draw on initiatives undertaken by the Australian Medical Students Association (AMSA) as examples of advocacy, campaigns and projects that can be effective in reducing the rates of mental illness in medical students.

Creating a support group for mature aged students at James Cook University, Cairns.

Doctor Ernest Jennings
James Cook University, Australia

Being an international mature student can present many challenges for the not so traditional student. The face of education is evolving and many mature adults, once again, find themselves behind a student's desk listening to lecturers their age or even younger. Though elated to be given an opportunity to enhance one's own life through higher learning, it does not come without some fear, nervousness and feelings of isolation. It is these emotions that may make the transition to university much more difficult for the mature aged student. For this purpose, 'James Cook University Mature Students Group' has been created.

The aim of this group is to provide a support system for mature aged students. It is to create an outlet where mature students from all disciplines of study can encourage, empower and engage with one another. Mature aged students often find balancing family and university life, interacting with much younger students, obtaining effective studying skills and adjusting to a new life in a new country very challenging. Having this support system is crucial not only for one's own mental health but it significantly increases success in academic performance.

Many mature aged students have stated that a group such as this was long overdue. There are many mature aged students at James Cook University who strongly desire to associate with other mature students. 'James Cook University Mature Students Group' gives them this opportunity. It exists for students who may be experiencing difficulties in adapting to university life, as well as adapting to a new country. It reinforces that during their academic journey at James Cook University, they are never to feel alone in the pursuit of higher education.

Evidence-based supervision model for mental health practitioners: A systematic review

Yuan Cao
Relationships Australia - Queensland

Clinical supervision is a crucial component of training and continuing professional development for mental health practitioners. Although there is evidence on positive impacts of supervision in general, the concept of "supervision" has been defined and practised in varied ways across different studies, limiting the usefulness of the results in guiding evidence-based supervision in either a clinical or educational setting. Therefore, through a systematic review of the existing literature, the current study aims to find out the quantity and quality of evidence supporting each of the three dominant supervision models in mental health, namely developmental, process-based, and competency-based supervision models. Effects of each of the three supervision models reported in past studies will also be summarised in the current review, on topics such as level of satisfaction of the supervisee and improved outcome for the clients. Preliminary results suggest that developmental supervision models have attracted the most amount of research attention, but also with the most heterogeneous levels of methodological quality. The authors will present the method, result and discussion sections of this review study in more detail at the conference. It is believed that the findings will be helpful in guiding educators and practitioners in improving supervisory practise in the training of future mental health practitioners.

Evaluation of an interactive e-book as an effective resource for student engagement and learning in anatomy.

Doctor Alexandra Trollope
James Cook University, Australia

The aim of this project is to build on a previous project which explored student engagement with a custom made E-book on the embryological development of organs, by accessing student learning as well as student engagement with the resource (will be completed in May 2018).

E-textbooks have several advantages over conventional paper textbooks, including portability and being able to incorporate interactive mediums (sound and videos). Additionally, if academics develop their own E-books, they can only include material that is very specific for their subject, have links to relevant websites, and include practice tests and easily update the resource every year. However, it is very time consuming for academics to generate their own e-books, and there is limited evidence on the effectiveness of using E-books as a teaching resource in tertiary education. Therefore, it comes as no surprise that current literature shows little uptake of e-books in tertiary education. Empirical data is needed to demonstrate the effectiveness of E-Books in tertiary education.

So far we have found that the use of Embryology E-books significantly improved students' learning experiences in the Anatomy practical class across 'overall quality' ($p<0.001$), 'level of engagement with the resources' ($p<0.001$) and 'overall enjoyment of learning Embryology' ($p<0.001$) however the resource appeared to reduce the level of interaction with peers. In particular, the E-book resource made the most significant difference to male students' across all of the areas assessed.

Advocacy 101: How to effect change in your university

Doctor Benjamin Veness
Doctor and Churchill Fellow

This practical workshop has been designed to help student attendees at the Australasian Mental Health and Higher Education Conference develop advocacy skills that will help them to improve their own university's support for its students' mental health. Attendees will leave the workshop having worked on an advocacy plan relevant to their institution, with at least one specific, measurable and achievable action item to follow-up on after the Conference.

The workshop will be led by Dr Benjamin Veness, who has significant experience in advocacy, most particularly from his year as national president of the Australian Medical Students' Association (AMSA). In this role, Benjamin was the public face of Australia's 17,000 medical students, responsible for direct liaison with journalists, politicians, bureaucrats and other external stakeholders throughout the year. In this and other roles, Benjamin has appeared in television, radio, online and print media, most recently as an invited guest on Triple J Hack.

Of particular relevance to this workshop, Benjamin also has experience as a Fellow of the Senate of the University of Sydney, where he was elected by the undergraduate student body for two consecutive terms. Prior to the workshop, you may find it helpful to familiarise yourself with Benjamin's Churchill Fellowship report, available online and titled, "The Wicked Problem of University Student Mental Health".

Mental health in context: The what, where and how of supporting tertiary student mental health.

Michelle Walter
Melbourne Graduate School of Education. Australia

This workshop will provide an evidence-based approach combined with lived experience to enable those working within the tertiary space to better identify, respond to and support students experiencing mental health distress.

Increasingly, tertiary institutions are being recognised as sites of considerable potential for mental health promotion, prevention and intervention. However, many universities are ill-equipped to respond to the complex mental health needs of their students. Recognising how, and where, mental health 'shows up' in higher education is a crucial first step in addressing the unmet need for support.

This workshop takes a multi-level, context based approach in order to improve the mental health literacy of those working within the context of the higher education institution. While tertiary students are diverse, and therefore have diverse mental health needs, they share common stressors and challenges that are specific to the tertiary education context. This workshop will examine prevalence, most frequently occurring types of illness and key exacerbating factors specific to the higher education context. It will focus on ways students can be supported on both an interpersonal and institutional level, equipping participants to recognise and respond to student mental health needs within the context of their own institutions. This is an interactive, activity based workshop that will provide many opportunities for questions and discussion.

Tertiary institutions have great potential to be effective spaces for mental health promotion, prevention and intervention. Those who work with tertiary students need to be equipped to recognise and understand mental health within the specific context of higher education in order to provide appropriate mental health support.

Humanising teaching and learning for mental health through self-compassion

Ms Sandra Walden Pearson
University of Notre Dame. Australia

Aims

- Recognise self-compassion may engender humanising pedagogy and learning experiences, and potentialise mental health outcomes that promote resilient ways forward, for staff and students, respectively.
- Utilise experiential understanding to initiate skills development of curriculum design reconceptualization, based on self-compassion's demonstrated capability and potential to humanise experiences and outcomes for mental health.

Content

- Identify key issues and challenges of curriculum design that risk dehumanising teaching and learning, and the development of maladaptive ways forward for both staff and students. These include funding and staffing cuts, for example. (pair activity: identify a relevant key issue and challenge experienced, and or observed, and impacts on curriculum and pedagogy- share with whole group)
- Associate business imperative impacts with students' transition, engagement, satisfaction and retention, exacerbation of existing mental health and resilience issues and challenges, and or contribution to their manifestation. (small group activity: describe any association observed between points made in the preceding pair activity and student mental health and resilience- share with whole group)
- Examine the nature and elements of self-compassion as an approach to the reconceptualization of curriculum design to embrace teaching and learning. (small group activity: drawing on outcomes of foregoing pair and small group activities, apply an element of self-compassion to the provided curriculum item example and describe how this may promote resilient ways forward, for staff and students, respectively)

Conclusion

- Research suggests self-compassion may engender humanising pedagogy and learning experiences, and potentialise mental health outcomes for staff and students, respectively, that benefit local community.
- Curriculum design reconceptualization, based on self-compassion's demonstrated capability and potential to humanise pedagogy and learning experiences and outcomes, shows promising mental health experiences and outcomes.
- The applied process of combining experiential understanding of curricula with self-compassion elements, reflected in this interactive workshop, can help to inform an approach to humanising teaching and learning for resilient ways forward.

The power of self-mastery for mental health and productivity

Angajan M. K.
Life Mastery Foundation. South Africa

Aim. To empower the supporting staff with self-mastery, emotional mastery, stress mastery, right attitude and motivation to respond to complex mental health issues.

The world today focuses more on external advancement and ignores one's inner development. Uncontrolled emotions, excessive desire, impulsive behavior, ill feeling and aggression play havoc among intelligent and capable people.

1. Self-mastery. Self-mastery helps one to maintain a balanced state of equanimity to operate from a state of serenity advantage rather than stress disadvantage. It enhances self-esteem, wisdom, confidence, temperamental strength, courage and power. People with high self-esteem have superior mental health and are less likely to be depressed.

2. Emotional mastery. Mental health professionals are susceptible to ETD (emotionally transmitted disease). Emotions are infectious, clouds one's decisions and saps energy. A tsunami of uncontrolled emotions leads to stress and depression, clouded reasoning and wrong decisions. Self-mastery acts as an insulation against emotional infection.

3. Stress mastery. It is essential to identify the behavioral changes necessary & coach professionals in mental serenity, compassion and empathy; resulting in increased performance. Self-mastery teaches one to respond with reason rather than react with emotion; to be proactive rather than reactive with their inner responses.

4. The power of right attitude and self-motivation. A positive attitude and right mental temperament is the medium through which knowledge, skills and experience express. Changing the attitude from "what can I get" rather than "what can I give" brings a paradigm shift, from victim to victor disposition and stimulates healing feelings.

Conclusion: Mental health professionals need to be broad minded sharp thinkers, with a clear head and mature heart; serene & compassionate. This formidable combination in health Professionals is bound to lead to strengthened person -caregiver relationships.

Session Two B, 11.50am - 12.20pm

Surviving and thriving though post-graduate research – and beyond

Renae Acton
James Cook University

Post-graduate research is an induction into an academic climate that necessitates purposeful critique of ideas in order to improve, strengthen and enrich knowledge. Unfortunately, being (and becoming) within this culture is often a process of negotiating an unrelenting sense of not-knowing enough, not-knowing it 'right' and not-knowing 'it' at all. Through my research encounters, I came to recognise these moments of not-knowing (or cognitive disjuncture) as important along the knowledge generation journey. In this presentation, I draw on the processes that supported me as I navigated academic anxiety, cognitive crisis, and 'imposter syndrome' over the six years it

took to successfully research and develop my doctoral thesis. I elaborate these under four key themes: deliberately exposing the 'mess' of academic research through orientations that value vulnerability and candour; participation in multidisciplinary collaborative writing and research groups; normalising stress (and establishing resilience while managing times of dis-stress); and the requirement for professional mentoring apprenticeships with supportive supervisors. Now at the completion of my doctoral research journey I share these insights in the hope they will allow post-graduate students (with support from their supervisors and institutional administrators) to cultivate a sense of confidence and ultimately succeed in academia – and beyond.

Mindfulness program for health professional students: Evaluation results from two years of teaching medicine, dentistry and pharmacy students at James Cook University

Doctor Kimberley Owens, Doctor Simone Ross, Doctor Ernest Jennings, Andrew Roberts
James Cook University, Australia

University students experience more stress related impacts on personal wellbeing than other members of the general population. Health professions students are a cohort that experience this more so than other student cohorts. Recently, mindfulness education programs aimed at equipping students with specific ways of addressing and managing life stresses have resulted in demonstrated benefits in all levels of education, and more specifically in other Australian medicine courses. In 2015, staff from the College of Medicine and Dentistry at James Cook University commenced a small pilot program aimed at introducing and evaluating a mindfulness program for year 1 Medicine and Dentistry students. The pilot program ran across the two semesters of 2016 and consisted of both face to face theoretical and practical sessions and the provision of online resources. Pilot program evaluation results provided direct evidence and rationale for continuing the program beyond the pilot year. Consequently, the program has continued in 2017 and 2018 for both Medicine and Dentistry students cohorts and has led to the inclusion of first year Pharmacy student cohorts in the 2017 and 2018 programs. A quick overview of the program and program evaluation results to date will be presented with discussion of key findings and potential future steps.

Paving the way for unique wellbeing intervention in higher education: A needs assessment of visual art students

Eileen Siddins
James Cook University, Australia

In Australian research, the mental health needs of students from different disciplines have been addressed through intentional redesign of curriculum. Evidence-based curriculum reformation has been advanced for a range of specific disciplines including law, medicine, science and performing arts. However, there is room for further advancement of intervention within other disciplines. In Australian contexts, there is limited research that provides an evidence-base for art curriculum reformation—to address the mental health and wellbeing needs of visual art students. This presentation will discuss a mixed methods approach to representing the voices of visual art students, to provide a needs assessment and recommendations for future curriculum reformation. By involving the students in decision-making processes of future intervention, it is possible that sustainable, uniquely tailored techniques can be designed to enhance their wellbeing. In doing so, visual art students' academic achievements, including successful completion of their degree and transition into the workforce, may also be increased. Such enhancement of mental health in students may ultimately provide transformation with Australian art communities, who have previously been described as socially marginalised.

Developing and using contemporary digital resources for student learning in mental health and social work: A collaborative approach

Associate Professor Abraham Francis & Doctor Amy Forbes
James Cook University, Australia

The increased use of video and other media in teaching reflects higher education trends in promoting the integration of online, blended, and collaborative learning. At JCU, this integration began in 2014 with the release of the JCU Learning and Teaching Blueprint 2014-2016. This blueprint defined and enacted an institution-wide curriculum vision of learning and teaching scholarship. In response, the mental health in social work subject under the Social Work curriculum was targeted for review. This subject focuses on the serious and often confronting topic of mental health. Students are expected to gain a critical understanding of mental health and mental health issues and the forms of intervention available in the field. Working together, an interdisciplinary team of social work academics, learning and teaching as well as video production specialist, and a university librarian identified knowledge and skills gaps in the subject that impede students' ability to acquire the knowledge and training necessary to respond effectively to the challenges associated with the delivery of effective mental health services to the community; and to explore how video and other technology may be developed and produced for specific purposes within the subject. The review reinforced what was already suspected: that there was very limited use of learning technology and hence, with the support of practitioners, students and researchers, the materials were produced. The team identified and articulated the 3Cs – competence, confidence and compassion, as the foundation upon which students can integrate their understanding of mental health with social work theories, skills and values. The curriculum enhancements and video use have been in effect since 2015. Students report positive engagement and learning that impact on their development as competent, confident and compassionate professionals in practice. This presentation will highlight the process of developing these tools through collaborative partnerships and further engagement with the students.

Promoting Community well-being through cross cultural community collaborations and partnerships: Experiences and reflections from North Queensland Hindu Community

Doctor Smriti Murali Krishna
James Cook University, Australia

North Queensland Hindu Community (NQHC) Inc. is a Townsville based Registered Charity, promoting the Hindu way of life. This presentation will focus on the activities that are undertaken by a group of professionals who are members of NQHC, in promoting well-being in the local communities in North Queensland. The team will share their experiences and reflections on engaging with communities in addressing the issue of mental health. The core theme of the activities of NQHC is Social integration through partnerships and collaboration in promoting community well-being. With a particular emphasis on building resilient communities, NQHC has reached out to both migrant and local communities to explore the value of understanding spirituality in the context of promoting positive mental health.

The activities of the organisation are managed by a Committee with expertise in various fields. Various Professionals such as doctors, nurses, social workers, teachers, Engineers, Academics and entrepreneurs together with pensioners and home makers contribute to the organisations activities on a voluntary basis. NQHC activities aims to address the following issues faced by our community; dealing with isolation in a foreign culture, lack of sense of belonging, discrimination, language barriers and lack of confidence to be proud of who we are. NQHC attempts to address these issues by promoting mental health well-being through variety of activities such as spiritual discourses, yoga, art, and educational activities together with celebration of cultural events and festivals. NQHC volunteers reach out to the local Townsville community through professional integration by adopting specific approaches to

intervention, instrumental in creating changes in the local community.

Spirituality is the core of human existence, and spiritual values are necessary for human and universal well-being. Resilience is an important focus in any community development practice. NQHC is committed to improving the wellbeing of the community and upholding Hindu spiritual values. The organisation strongly believes that by upholding spiritual values, we could improve understanding of different values or beliefs shared between various cultural and ethnic groups to create cross cultural partnerships, resulting in resilience and harmony among local communities.

Reef grief: A human response to the Anthropocene

Doctor Maxine Newlands
James Cook University, Australia

The Great Barrier Reef's back-to back bleaching in 2016/17 was a warning shot to the Australian psyche. Australia identifies with the Great Barrier Reef at both a national and emotional level (Goldberg et al, 2016). Responses to rapid environmental change are a growing area of social research and commentary.The two unprecedented bleaching events of 2016 and 2017 left Marshall et al. (2017) saying, "It's easy to feel overwhelmed when confronted with reports of the second mass bleaching event on the Great Barrier Reef in as many years". Increasingly the sense of lost, the feelings, and responses of professionals and community volunteers who work closely with offshore marine environments are a form of grief. Reef grief, a term we give to a complex set of professional understandings about how rapidly reef environments are changing. These include feelings of loss and solastalgia, a neologism describing a form existential distress caused by environmental change, from the Latin solacium (comfort) + Greek algia (pain).

This research is of social and educational significance as rapid changes in the Anthropocene are leading to a reconsideration of the purpose of professional and community reef work. This paper firstly explores the term Reef Grief through the concepts of solastalgia to establish how we may include a greater emphasis on education and communication and even activism to help overcome Reef Grief. Secondly, a mixed method approach will explore how professionals and community volunteers are feeling about the reef bleaching events and, how they may be reconceiving dimensions of their respective professional and community roles in response. We conclude with recommendations for further understanding Reef Grief as one aspect of the sociological and educational impacts of climate change in our region.

Session Two C, 1.15pm - 2.15pm

Developing a student support program via program logic modelling

Doctor Simone Ross, Ernest Jennings
James Cook University, Australia

Developing student well-being programs can be complex, time consuming, and at times confusing. Often a program relies on a team of staff (and students) to identify key priorities and activities and the program impinges on already full curricula.

The College of Medicine and Dentistry at James Cook University, has a program called 'Home Group'. It is a small group program with a clear student support focus on social, professional, and academic learning, and plays a vital role in the early identification of students at risk academically. Senior students are hired into the program as Facilitators. The Home Group Program in the discipline of medicine has recently developed its own program logic model – a visual statement showing the link between its underlying purpose, strategic aims (priorities), activities to meet the aims, plus the outcomes for students. By making explicit why the college considers student support an important endeavour, student stakeholders (students and student facilitators) are focused on achieving these outcomes.

This workshop aims to produce an understanding of the need for building a theoretical evidence base for support programs and learn how to apply program logic modelling approach from statement of purpose to outcomes and impacts. In this workshop, current logic model theory will be presented and the workshop will break down into smaller groups wherein participants are assisted to apply program logic model to the development of their own student support program. The Home Group program logic model will be presented as a 1-page diagram to help assist with this endeavour.

This workshop targets delegates wanting to build an evidence base for a student support program, or to develop a program logic model for an already existing program.

Help-seeking for mental health within the higher education institution: A context-based approach to supporting the mental health of tertiary students

Michelle Walter, Melbourne Graduate School of Education. Australia

This workshop will provide participants with a detailed and context based understanding of help-seeking for mental health within higher education institutions. It will explore some of the common barriers to help-seeking experienced by tertiary students and will enable those working within the higher education space to begin to identify and challenge/ overcome those barriers within the context of their own institutions.

Despite the seemingly self-evident nature of help-seeking, the concept has increasingly proved complex, especially in relation to mental health. This is borne out by the mismatch between the high rates of mental health distress evident in tertiary students and their low rates of help-seeking for mental health support. With increasing numbers of Australian young people enrolling in higher education, tertiary institutions are well situated as sites for intervention, where young people can be encouraged and supported to engage with services they may otherwise not encounter. However, to enable those experiencing mental health distress to seek help, substantial, existing barriers must be identified and overcome. Barriers may include stigma, visibility, low personal and institutional mental health literacy, lack of appropriate services and opaque, overly bureaucratic processes. This workshop provides an interactive, activity-based approach that enables participants to begin to explore these barriers within the context of their own institutions. It combines an established evidence-based approach with emerging data on tertiary student help-seeking practices and a lived experience perspective. There will be many opportunities for questions and discussion.

Help-seeking for mental health is a complex process which needs to be understood in context, so that appropriate supports can be put in place to enable tertiary students to access services when they need them/in a timely manner.

Thinking IN the System

Richard Hill, Practicing psychotherapist and counsellor, an author, educator, and professional supervisor.
Sydney, Australia

In order to understand how we function as human beings, both physically and mentally, it is necessary to understand the nature of complex systems. In continuing the educational theme of curiosity as a necessary mental state for both learning and teaching, this workshop will explore the systems nature of Curiosity. Although educational formats often follow a Newtonian, linear precept, effective education cannot be fully experienced in a linear form. It is through understanding the unpredictability of our lived experience that educators can better appreciate how to engage both their and their student's resilience, engagement, effectiveness and mental stability. We will explore, both theoretically and experientially, the ways in which the interpersonal system that exists in relational experiences, of which teaching is clearly one such system, is affected by conditions in the inner and outer environment. This is fundamental to understanding why and how mental health issues arise. We will also explore the natural principles of human interaction that can be beneficially utilised, and

how working against our natural cycles and rhythms can disrupt both teaching, learning and mental health. Group exercises will reveal how brain states and mind states can be affected surprisingly easily for the better - and for the worse. We will examine and explore the concepts of feedback and the effects of rigidity and chaos on professional situations. How do we best utilize our knowledge base and technical expertise? Which is the best approach to use and when? These questions are easier to understand, and answer, when you are thinking IN the system.

Writing therapy and the academhy

Doctor Ffion Murphy
Edith Cowan University, Australia

This one-hour interactive workshop will summarise key research in the field of writing therapy and engage participants in therapeutic writing experiments. Writing therapy can be regarded as a complex and evolving set of claims, assumptions, theories and practices. Belief in the remedial potential of the writing process has grown over the past three decades, with numerous random controlled trials indicating benefits to physical and mental health and wellbeing and broad-ranging and innovative use of creative and expressive writing in counselling and health care. Various factors appear responsible for writing's positive physiological, cognitive and emotional effects, including the opportunity for disclosure, disinhibition, catharsis, image-making, emotional expression, cognitive restructuring, revised perspectives, attention, self-regulation, and creation of structured, explanatory narratives. The workshop will conclude by asking whether universities could engage various student cohorts in carefully designed writing interventions as part of a suite adjunctive strategies to improve their health and wellbeing.

Definitions of wellbeing: Findings from a systematic review

Denise Svane
James Cook University, Australia

Wellbeing is a very popular topic, yet there is no widely accepted definition of wellbeing. Wellbeing has been described as a 'wicked problem', meaning that it is difficult to define. This workshop will explore wellbeing definitions identified through a systematic literature review. A synopsis of the review will be presented outlining the themes, similarities and differences in the definitions offered in the research. The key outcomes of this workshop are sharing of research findings on definitions of wellbeing from a Systematic literature review.

In this interactive workshop, participants will have the opportunity to share their own understandings of wellbeing in relation to their area of expertise and in regard to the definitions presented from the literature review. Firstly, participants will have some time to explore their own definition of wellbeing and examine their definition with others. Participants will be invited to share any interesting comments from these conversations that may have reinforced their own ideas, or alternatively challenged their thinking. Finally, participants will discuss and record the wellbeing practices they have used in a fun, fast paced activity. This information will be collected and shared with participants after the conference.

Session Two D, 2.20pm - 2.50pm

Motivations to be an artist: emergent findings relevant to mental health and wellbeing

Professor Ryan Daniel
James Cook University, Australia

There is an ongoing stream of creative individuals seeking to study the arts at the higher education level, both in Australia and abroad. This is despite the well-documented challenges of pursuing a career in an area which is renowned for its oversupply of labour, employment uncertainty and life-long career stressors. These stressors are both physical and mental in nature, with recent literature proposing that artists are more likely to experience mental health challenges than many other disciplines of practice. The research question which therefore emerged was to what extent artists' motivations reflect mental health issues and what are the implications for higher education providers? In order to develop a response to this question within the Australian context, interviews were held with twelve current undergraduate artists as well as twelve practitioners in industry, in order to explore what motivates them to pursue or continue a career as an artist. The exploration of their motivations revealed a range of issues relevant to mental health, including what drives them to be an artist, what sustains their interest despite considerable challenges, and the potential for artists to be affected by mental health conditions and to engage in unhealthy coping practices. The findings propose considerable implications for higher education providers of degrees in the arts, in terms of the policies and procedures that are put in place to support both staff and students.

Mindfulness Program for Health Professional Students: evaluation results from two years of teaching medicine, dentistry and pharmacy students at James Cook University

Doctor Kimberley Owens, Doctor Simone Ross, Doctor Ernest Jennings, Doctor Andrew Roberts
James Cook University, Australia

University students experience more stress related impacts on personal wellbeing than other members of the general population. Health professions students are a cohort that experience this more so than other student cohorts. Recently, mindfulness education programs aimed at equipping students with specific ways of addressing and managing life stresses have resulted in demonstrated benefits in all levels of education, and more specifically in other Australian medicine courses. In 2015, staff from the College of Medicine and Dentistry at James Cook University commenced a small pilot program aimed at introducing and evaluating a mindfulness program for year 1 Medicine and Dentistry students. The pilot program ran across the two semesters of 2016 and consisted of both face to face theoretical and practical sessions and the provision of online resources. Pilot program evaluation results provided direct evidence and rationale for continuing the program beyond the pilot year. Consequently, the program has continued in 2017 and 2018 for both Medicine and Dentistry students cohorts and has led to the inclusion of first year Pharmacy student cohorts in the 2017 and 2018 programs. A quick overview of the program and program evaluation results to date will be presented with discussion of key findings and potential future steps.

Exploring the role of empathy and mental health literacy on wellbeing in undergraduate university students.

Renee Ericksen
James Cook University, Australia

Mental illnesses develops primarily in adolescence and young adulthood. Given that over half of university students are aged between 17 and 24 years, and that university students experience higher rates of stress, anxiety and depression than the general community, a significant majority of university students comprise an at-risk population. The wellbeing of university students is an ongoing issue of concern for universities who seek to support students and, in the process, maintain attrition rates.

Knowledge and beliefs about mental disorders which aid their recognition, management and prevention is known as mental health literacy. A lack of mental health literacy compromises the wellbeing of the at-risk individual and increases the likelihood that the at-risk student will drop out of university. In contrast, individuals with greater mental health literacy are more likely to recognise symptoms of stress, anxiety and depression earlier; seek appropriate help earlier; have better treatment outcomes and higher levels of empathy.

The research indicates that students in higher education struggling with stress, anxiety and depression are more likely to have lower mental health literacy and are more likely to turn to friends and family for help than pursue

professional assistance such as counselling or university wellbeing programs. This literature further indicates that peer support is invaluable for persons experiencing mental health difficulties while delays in help seeking impact treatment success. The longer a mental illness goes untreated, the less effective treatment outcomes are.

Students with greater levels of empathy are more likely to study traditional gendered subjects such as psychology, nursing and education which have higher proportions of female students. Although the link between mental health literacy and empathy is well established, few studies have assessed how these factors together relate to wellbeing in university students across different disciplines. This is what my research intends to do. In my proposed honours study, I intend to identify cohorts with lower levels of mental health literacy and empathy to direct appropriate interventions to higher education students. My intention is to support at-risk students, improve mental health literacy, and where appropriate, reduce the rate of attrition.

Perspectives from Tern (Complex-trauma informed program for young people at headspace)

Gayle Roe & Cassandra Parry
headspace, Townsville, Australia

While trauma was not a component to the Youth Mental Health Report by Mission Australia (2017), Phoenix Australia (2013) state that by the age of 16 years, more than two thirds of children will have experienced at least one traumatic event. Some identified traumas in which a child or adolescent is exposed to are, actual or threatened death, serious injury, physical abuse, exposure to domestic violence, or sexual violence. While it is acknowledged that not all young people exposed to such events will develop significant psychological problems, for those that do, the current model of the Tern Program provides young people with the time and resources required to engage in a meaningful therapeutic process.

In this session we will introduce the Tern program. The Tern Program has the vision to provide a service delivery model of trauma informed care for young people. Our team will explain how the program leverages off and build upon the existing services and relationships, within the headspace service delivery model, including; physical health, alcohol and other drugs, social recovery groups, education and vocational support. We will focus on the service deliverables of the Tern Program within headspace Townsville and Mackay. We will introduce the audience to the Tern program, through the journey of a Tern client. We will discuss the delivery and effectiveness of the program, measurement instruments used to assess the program, the involvement of the community agencies and youth reference groups in supporting the program.

How can mental health service providers and researchers help reduce stigma in mental health and autism?

Yulin Cheng
Centre for Suicide Research and Prevention. Hong Kong.

It is estimated that one in a hundred people has autism. Although autism is not a mental disorder, many research have established that autistic people are at a higher risk of developing mental health problems with suicide being identified as one of the leading cause of early death in autistic adults. Nonetheless, research has not been able to explain why but only speculate that the higher risk of incidence is due to the core deficits of autism. Despite growing concern on the plight of autistic people, the autistic voice often remains unheard in research that concerns them. On the other hand, while intervention programmes for depression and anxiety can be designed to target autistic individuals, it is not uncommon for people with autism to remain undiagnosed while some may choose not to divulge their autism for fear of stigma or lack of understanding. The implication is that universal programmes directed at everyone in the population will not be adequate to address the needs of autistic people as they do not recognise the full diversity of human experiences.

The author will share from her experience how researchers and mental health service providers may perpetuate the stigma of mental health and autism. Suicide prevention is often perceived as the end goal but this runs the risk of dismissing mental health issues as less important. The promotion of mental health should not be treated merely as a means but an end in itself. What is needed is a paradigm shift in thinking about mental health and an inclusive universal design that takes into account the needs of diverse population. The promotion of good mental health practice is not the sole responsibility of support services and mental health disciplines but should be embedded throughout the university. Best research and inclusive practices will be discussed.

Session Two E, 3.25pm - 3.55pm

Impacts on mental health and wellbeing of acquired disability from workplace injury: Preliminary thoughts form a PhD candidate

Ms Philippa Rose
James Cook University, Australia

Aim: To discuss the importance of exploring psychological impacts and adjustment to disabling workplace injuries on Mental Health of "White Collar" Australian men.

Literature suggests that most work-based rehabilitation plans focus on work tasks and suitable duties. However, few consider the psychological impacts that a life changing injury/illness or disability has upon the worker. A safe and sustainable return to work program can ensure the maintenance of work skills, knowledge and workplace relationships, and assist the worker to regain work fitness both physically and psychologically. For most men, work provides a sense of identification, purpose and enacted role linked to their masculinity. So the loss of employment may not be only a loss in income, it also may be a loss of social connections, sense of purpose, social identity and sense of self.

A range of authors describe adjustments to workplace injury/disability as including coping with the loss and grief related to a significant change in one's body, adjustment both physically and mentally to how an individual must now interact with the community and the social, physical and intimate environments, and the psychological transitions needed as result of the acquired disability. The majority of victims of Australian workplace injuries are men due to their predominance in, as well as the nature of the work environment in transport, manufacturing, electricity, gas, water, agriculture, forestry, fishing and waste industries.

Limited literature explores and addresses how Australian men transition and psychologically adjust to acquired disability is not clear. Whilst there have been a small range of studies on psychological adjustment to acquired disability, few have specifically examined the unique gendered psychological adjustments that Australian "White Collar" men undertake to acquired disability sustained through workplace injury.

This presentation describes the aims, background and design of this PhD project, building on a previous Honours project, which will contribute towards closing the gap in research on the unique gendered experiences of Australian "White Collar" men's adjustment to acquired disability due to a workplace injury in remote, regional and metropolitan areas.

Further research is required in order to fully understand the psychological adjustment process that "White Collar" men make when adjusting from an Able-bodied self to a differently-abled self.

Resilience in higher education: Is there a pill for that?

Doctor Beryl Buckby
James Cook University, Australia

One antidote to milder forms of anxiety and depression is the individual's ability to cope with adversity, otherwise known as resilience. While university policies and programs commonly support intervention for mental health, the development of student resilience

is often delegated to First Year Experience Coordinators. However, a growing body of qualitative and quantitative evidence indicate that resilience is an accumulation of learning to cope with adversity starting in childhood and developing over time, learning how to problem solve, make thoughtful decisions and learning from mistakes. Evidence suggests that acceptance is the strongest contributor in resilience. The ability to experience guilt, embarrassment and feelings of shame are likely to be significant for students in transition from high school to university. It is therefore important to understand the factors that contribute to resilience to immunize new students to university life. In contrast greater life adversities of mature age students provides realistic expectations of the challenge ahead. Research has indicated that factors such as first in family, low self efficacy, experiences of racism and being of low socio-economic status are risk factors for low resilience and higher drop-out rates. In contrast students with prosocial friendships, professional support, stable family life, high self-esteem, and who are able to self-regulate are more resilient to the stressors of university. Students presenting with personality factors such as persistence, cooperativeness, average levels of reward dependence and the willingness to embrace challenges, do better at university. For things to improve should there be a whole of community response to prepare students?

The frail forgotten

Lisa Macnaughton, Margarita Karpathios & Amanda Cooms

Across Australia the number of elderly frail patients utilising the hospital system is increasing at a faster pace than bed access. Often, medically stable but waiting in hospital for an appropriate discharge location. This cohort of individuals are at risk of depression either pre-existing and often exacerbated during admission will end up with a diagnosis during admission. Shame, hopelessness and loss of control over any decision leads to the disempowerment and stigma as age influences decisions about treatment. Dare be eccentric and have your capacity questioned. These are just a few of the day-to-day experiences of social workers working within the Gerontology culture, needing to advocate for patients who are diagnosed with mental health conditions.

Method: Chart reviews were conducted on a number of patients who were waiting for an outcome post recovery as to their ability to return home or needing a higher level of care such as residential aged care facility (RACF). Information was further gathered through social workers working with the individuals and team meetings to establish key issues impacting on this group of individuals to look at challenging the systems and to try to engage a number of important stakeholders to tackle these challenges as a whole-of-community.

Objective: The review identified a number of issues impacting on this group of individuals including; disengagement, weight loss, withdrawal from socialising, feelings of vulnerability, stigma, the challenge of having mental health review patients on a regular basis, medication regimes changed (to manage the geriatric diagnosis), loss of voice of the individual as they try to navigate these systems.

Importance: The aim of the project in identifying early individuals who are at risk is to optimise early intervention and advocacy. As well as, to look at changing practices across the health service to influence procedures

Towards a Better Understanding of the Psychiatric Assistance Dog Team

Doctor, Janice Lloyd
James Cook University, Australia

A psychiatric assistance dog is a specific type of service dog that is trained to assist its handler who has been diagnosed with a mental health condition such as post-traumatic stress disorder, schizophrenia, depression, anxiety, or bipolar disorder. In 2011, the not for profit organisation 'mindDog' was set up in Australia to assist people living with mental health issues to procure, train and certify psychiatric assistance dogs to help them in their daily lives.

Literature searches reveal that little is known about the demographics of people who own psychiatric assistance dogs, the type of dogs used or the functions the dogs provide. An understanding of the relationship between owners and their dogs may help inform the appropriate choice of dog, training and use of assistance dogs for people living with mental health issues to better support their needs.

Psychiatric assistance dog owners registered with 'mindDog' (clients) were invited to participate in an anonymous on-line survey to explore these matters. Preliminary findings suggest psychiatric assistance dogs perform a plethora of roles that support the needs of a broad range of people, including adults in higher education. These general findings can be used to inform clients and medical doctors, who play a pivotal role in their patients' application process for a 'mindDog', about how the dogs may be of assistance

New Access

Stevie Kuhn, Isabelle Ramsey
Centacare, North Queensland. Australia

Rural and remote communities often face immense barriers when accessing mental health services in their regions. This is mostly due to issues such as isolation, financial burdens, lack of services including trained professionals, and the absence of psychoeducation delivered to the community. Due to these barriers, a vast number of community members in these areas feel isolated and in some cases, fall through the cracks. This results in individuals developing more complex mental health issues or reaching a state of crisis. What is the way forward for these individuals?

In recent years, a lot of emphasis has been put onto the importance of early intervention implementation in our communities. One way that this has been done is by the development of New Access. NewAccess is an early intervention program aimed at providing accessible, free and quality services to those who are suffering from mild to moderate levels of anxiety and depression. NewAccess actively seeks to get participants involved in their own recovery and places an importance on psychoeducation as well as empowerment for the individual and thus, building community resilience. Building resilience among individuals is an important part in paving the way in developing stronger communities. Becoming healthy, socially connected and prepared, make stronger individuals and in turn, more resilient communities.

NewAccess is a program that was developed by beyondblue and the CBT Institute. Within the North West Queensland Region, New Access has partnered with the Northern Queensland Primary Health Network and is delivered by Centacare North Queensland. It is the collaboration of these organisations that allow much needed evidence based interventions to become more readily available to our regions.

Plenary Speaker, 4pm

Cultural Resilience in Higher Education

Sam Wild
Queensland University of Technology & Awakening cultural Ways, Australia

The health and wellbeing of Aboriginal and Torres Strait Islander students is paramount in order to ensure equality in performance and educational outcomes. Cultural considerations and social and emotional framework will be discussed in consideration to cultural resilience, mental health and wellbeing. The discussion will explore Samantha's personal experiences of higher education and the opportunities for education has created in advocacy and public health practice for Aboriginal and Torres Strait Islander mental health and suicide prevention work.

Plenary Speaker, 4.25pm

5 time tested daily practices for positive mental health

Angajan M. K.
Life Mastery Foundation. South Africa

To provide short and effective daily practical exercises to maintain positive mental health.

This presentation aims to outline simple yet effective daily practices to take control of one's mental health; whilst in dynamic action. Our mind goes with us wherever we

go and is a part of whatever we do; hence we need to pay adequate attention to it. We can maintain a healthy diet & regular physical exercises to ensure good physical health. However, what daily exercises can we do to maintain good mental health?

Many who invest time in physical health ignore the importance of investing adequate time and effort in mental health. Our mental health determines the quality of our life, how we think, our choices and decisions, our response to complex and stressful situations, our family and social relations and stress-free living.

There are many people in the world, although physically disabled, are mentally healthy and enjoy a complete and meaningful life. Most people are so focused upon the external world, that they are not aware of the condition of their mental health. In this ignorance; they ignore many warning signs and rarely take any measures to maintain their mental health.

One may have adequate academic qualification; but one's productivity may not be commensurate with that qualification. Taking responsibility for one's mental health helps us to balance one's qualification, knowledge and skills effectively; to maintain one's vision for life, motivation, direction, initiative, right mental attitude and pursuit of higher value systems.

This formidable combination of knowledge & mental wellness ensures optimum efficiency, productivity, growth and renewed happiness.

Speaker Biographies

Renae Acton

James Cook University, Australia

Renae Acton is currently lecturing in Education at James Cook University. Her research interests include pedagogy, higher education, and spatial teaching practice. The role of affect in the wellness of educators and in effective professional relationships is also an ongoing area of investigation.

Anekal C. Amaresha

Christ-Deemed University, India

Anekal C. Amaresha is an Assistant Professor of Social Work at Christ-Deemed to be University. His areas of interest are Public Health and Mental Health. He has 7 years of clinical experience in the tertiary care mental health setting. He has published several articles in highly impacted journals and has presented his research at national and international conferences. He was a recipient of International Travel Award from ICMR, India for 2014

Frank Darkwa Baffour

James Cook University, Australia

Frank Darkwa Baffour, originating from Ghana, has a bachelor's and a master's degree in Social Work from the University of Ghana. Baffour is currently pursuing his PhD in Social Work at James Cook University, Australia. Baffour's research interests are; Crime, Recidivism, Criminal Justice Social Work, Juvenile Delinquency and Mental Health.

Mercy Baird

James Cook University, Australia

Mercy Baird is a PhD student currently studying at James Cook University, Cairns Campus. Mercy grew up in the Aboriginal community of Yarrabah. She has worked extensively with Aboriginal and Torres Strait Islander Deed of Grand in Trust communities (DOGIT) across Queensland Indigenous communities since the late 1980's to current time. Her focus is primarily on local family and kinship healing, community empowerment agendas through qualitative research and community engagement.

Petrina Barson

University of Melbourne

Dr Petrina Barson is an Honorary Fellow in the Department of General Practice at the University of Melbourne, and has been teaching clinical and communication skills to medical students since 2002. She is also a certified teacher of the Compassion Cultivation Training (CCT) originating at Stanford University's Center for Compassion and Altruism Research and Education. CCT is a program which draws from traditional contemplative practice and the science of mindfulness and compassion. She has been teaching CCT to medical students at the University of Melbourne since 2014, and is currently researching the outcomes of this teaching. She is a mother, a doctor, a poet and an activist on issues of climate change and refugee rights. She understands compassion as an innate human capacity which transcends all religious and cultural divides.

Amani Bell

Western Sydney University, Australia

Associate Professor Amani Bell is the Innovative Research Universities' second Vice-Chancellors' Fellow, and is based at Western Sydney University. Previously she was an academic developer at The University of Sydney. Her research takes a participatory approach to exploring the challenges and opportunities of higher education. She is lead editor of the book 'Understanding Experiences of First Generation University Students: Culturally Responsive and Sustaining Methodologies', published by Bloomsbury in 2018.

Beryl Buckby

James Cook University, Australia

Dr Beryl Buckby is a Clinical Psychologist and Lecturer in the Undergraduate and Postgraduate Master of Psychology (Clinical) Programs at JCU. Her teaching and research encompasses Clinical supervision and psychopathology, Young-age onset dementia, mental health well-being particularly Interventions for stress-related conditions such as PTSD, as well as suicide and suicide prevention in North Queensland Communities. Her current focus is Interprofessional education and communication and the role Psychologists play in enhancing person-centred care.

Speaker Biographies

Yuan Cao

Relationships Australia - Queensland

Ms Yuan Cao is a Research Officer working at Relationships Australia Queensland. She is a registered psychologist and a late-stage PhD student at the University of Queensland.

Margaret Anne Carter

James Cook University, Australia

Margaret-Anne Carter is an Associate Professor in Education at James Cook University (JCU). Since beginning work at JCU (2010)- initially in Singapore and currently, Australia – Margaret-Anne's scholarly work – locally, nationally and globally – has focused on leading socially sustainable behaviour change. In 2017, Margaret-Anne was awarded a national citation for outstanding contribution to student learning for leading a transformative and ethical community of inquiry approach in the postgraduate guidance and counselling program JCU.

Yulin Cheng

Centre for Suicide Research and Prevention. Hong Kong.

The author, Yulin Cheng, is a research assistant at the Centre for Suicide Research and Prevention, Hong Kong. Her research interests is in the wellbeing and lived experiences of individuals on the autism spectrum. She is also autistic.

Amanda Cooms

Amanda is an Aboriginal woman, proud of her heritage studying social work later in life to be able to change the system for Aboriginal and Torres Strait Island people. A strong passion for social justice and sharing her practice wisdom both lived and theoretical to encourage people to work from a culturally safe framework. The mix of mental health and Indigenous Australian's sees Amanda spending significant time stretching the systems thinking to **provide better outcomes.**

James Dalitz

James Cook University, Australia

James Dalitz is a casual lecturer, tutor and project officer and a Master of Education student at James Cook University with diverse interests including mathematics education, collaborative peer learning and student wellbeing. His research is published in the Mathematics Educational Research Group of Australasia conference proceedings.

Ryan Daniel

James Cook University, Australia

Professor Ryan Daniel is a senior researcher in creative arts and creative industries at James Cook University, Australia. His research is published in Studies in Higher Education, Creative Industries, International Journal of Cultural Policy, Arts and Humanities in Higher Education, Music Education Research and the British Journal of Music Education.

Simone Dewar

James Cook University, Australia

Simone Dewar is a Social Worker and Yoga Teacher. She currently works in private practice offering counselling and supervision three days per week, and as a Social Worker in Palliative Care the other two days of the working week. Previously, Simone worked predominately in community organisations supporting women survivors of sexual assault and/or domestic violence. She has taught yoga since 2010 in a range of settings and currently focuses on Trauma-Sensitive Yoga, and Restorative Yoga. Simone is completing an Honours thesis and is curious about the intersection between grief, trauma and the body.

Renee Ericksen

James Cook University, Australia

Renee Ericksen (B. Psychological Science) is a fourth year Honours student studying Psychological Science at James Cook University. Her special interest areas are psychopathology, psychological neuroscience and environmental psychology. Renee is particularly interested in researching the role of empathy and mental health literacy in university students to discover how these factors impact student wellbeing and the study areas students choose to pursue. In the future, Renee would like to continue researching and achieve a PhD.

Doctor Lou Farrer

Australian National University

Dr Lou Farrer is a Research Fellow at the Centre for Mental Health Research at the Australian National University, and a counsellor at the ANU Counselling Centre. She has extensive expertise in the field of e-mental health and has conducted research to develop and evaluate digital treatments in a variety of settings and populations. She has been working in university student mental health for the last 6 years, in both a research and clinical capacity.

Rachael Field

Bond University

Rachael is a Professor in the Law School at Bond University, co-director of the Bond Dispute Resolution Centre, a member of the Executive of the Centre for Professional Legal Education, founder of the Wellness Network for Law, and co-founder of the Australian Dispute Resolution Research Network. She is an Australian Learning and Teaching Fellow and a Senior Fellow of the Higher Education Academy. In 2013 Rachael was named Queensland Woman Lawyer of the Year.

Amy Forbes

James Cook University, Australia

Dr Amy Forbes is the Bachelor of Arts Course Coordinator and past Associate Dean (Learning and Teaching) at JCU. She is a former print and television journalist in Manila, Philippines.

Abraham Francis

James Cook University, Australia

Dr Abraham Francis is an Associate Professor in Social Work and Human Services, and Associate Dean (Learning and Teaching) at James Cook University in Australia. He convenes the subject Mental Health in Social Work.

Donna Goldie

James Cook University, Australia

Donna is a PhD researcher and sessional academic in the College of Arts, Society and Education at James Cook University, Townsville, and has and has gained experience and knowledge through many years working in diverse areas of the field of Education. Currently, her key research areas include, meaningful student engagement, cyber safety and mental health and wellness in tertiary education. Donna is committed to supporting individual students and staff to work ethically, authentically and effectively within their chosen fields.

Susan Grimes

University of Newcastle. Australia

Susan Grimes is a PhD candidate and sessional Lecturer at the University of Newcastle. She has extensive experience in both university and school sectors. She has performed the roles of advocate, teacher and mentor for students living with the learning challenges of dyslexia and autism within both sectors.

Alice Herbert

James Cook University, Australia

Alice Herbert is a secondary teacher in the Queensland state school department. She has recently graduated from her Masters of Education at JCU and is currently studying her PhD in practical strategies to re-engage secondary students.

Herbert, A. (2017). Closing the Rhetoric Reality Gap: Effectively implementing engagement and wellbeing policies in Queensland State Secondary Schools. International Journal of Innovation, Creativity and Change, 3(3), 1–16.

Ian Hickie

Co-Director for Health and Policy, The University of Sydney's Brain and Mind Centre

Professor Ian Hickie is Co-Director, Health and Policy at The University of Sydney's Brain and Mind Centre. He is an NHMRC Senior Principal Research Fellow (2018-22), having previously been one of the inaugural NHMRC Australian Fellows (2008-12). Since its inception, he has been one of the Commissioners in Australia's National Mental Health Commission (2012-current) overseeing enhanced accountability for mental health reform and suicide prevention in Australia. He is an internationally renowned researcher in clinical psychiatry, with particular reference to depression and other mood disorders, early intervention, use of new and emerging technologies and suicide prevention. In his role

with the National Mental Health Commission, and his independent research, health system and advocacy roles, Professor Hickie has been at the forefront of the move to have mental health and suicide prevention integrated with other aspects of health care (notably chronic disease and ambulatory care management).

Richard Hill

Practicing psychotherapist and counsellor, an author, educator, and professional supervisor. Sydney, Australia

Richard Hill is a practicing psychotherapist and counsellor, an author, educator, and professional supervisor. He is acknowledged internationally as an expert in human dynamics, communications, the brain and the mind. He is a regular speaker on the topics of neuroscience and psychosocial genomics, has developed special training courses for suicide prevention, and is the originator of The Curiosity Approach. Richard is President of the Global Association of Interpersonal Neurobiology Studies, a select member of the International Psychosocial Genomics Research Group, an Esteemed Member of the International Council of Professional Therapists, director of the Mindscience Institute and Managing Editor of The Neuropsychotherapist. He holds Masters degrees in Arts; Education; and Mind and Brain Sciences. His books include Choose Hope and How the 'Real World' Is Driving Us Crazy!, as well as numerous articles, journal papers and book chapters, including Perspectives on Coping and Resilience and Strengths Based Social Work Practice in Mental Health, published worldwide.

Ernest Jennings

James Cook University, Australia

Ernest Jennings is an Academic within the College of Medicine and Dentistry at JCU. He is First year co-ordinator of the Dental Course, Academic Advisor and co-ordinates the Dentistry Home Group and Mindfulness programs. Ernie's educational research focuses on curriculum design to maximise student learning and on student well-being.

Margarita Karpathios

Margarita has worked for a number of years in the mental health and hospital system. Margarita has a passion for advocacy and client centred care. Always participating in shared learning and practice wisdom to develop skills of others. Working across a number of areas within the hospital Margarita has a vast level of **experience and knowledge.**

Stevie Kuhn

Centacare, North Queensland, Australia

Stevie Kuhn and Isabelle Ramsey are employees of Centacare North Queensland and are currently delivering the New Access program to the entire North West region. Stevie Kuhn has completed her bachelor of Psychological Science and Isabelle Ramsey has completed her Bachelor of Social Science. Both authors have undergone intensive training to be able to deliver the New Access program

Janice Lloyd

James Cook University, Australia

Dr Janice Lloyd is an Associate Professor in Veterinary Behaviour, Welfare and Ethics in the Discipline of Veterinary Sciences at James Cook University. Janice teaches into all five years of the undergraduate veterinary science degree, as well as several health-related postgraduate courses. Her research interests are in human-animal relationships with a focus on service and assistance dogs, and the behaviour and welfare of various species of animals.

Angajan M. K.

Life Mastery Foundation. South Africa

After 30 years of study, research and assimilation of world scriptures Angajan founded the Life Mastery Foundation, dedicated to the dissemination of value education, principal centered living, life skills; as well as higher human values, philosophical, cultural, and moral education. Through the foundation, he helps people globally, from all walks of life, to overcome depression, enhances their Happiness Quotient, to combine dynamic action with mental peace; balance high ambition and performance without frustration.

Lisa Macnaughton

Lisa has been a social worker for many years worked in a number of different acute settings, university, non-government and government agencies. Passionate about advocating for individual rights especially the elderly and individuals with mental health issues. In her spare time, she loves the creative arts and brings this into her therapy and intervention. She is also keen to explore how animals are able to be utilised as part of th**erapeutic intervention.**

Sarah Melen

Sarah Melen is a final year medical student and Bachelor of Psychology (Class I Honours) graduate. She published her honours project in the journal 'Mindfulness' in 2016. Sarah has been heavily involved with AMSA Mental Health and her medical society mental health and wellbeing initiative 'UQMind' since 2016. She is very passionate about improving the mental health and wellbeing of medical students and doctors, and is interested in the complex issues contributing to suicide i**n the medical profession.**

Jo Mensinga

Social Work and Yoga Private Practitioner

Jo Mensinga is a Lecturer in the Department of Social Work and Human Services at James Cook University where she teaches in both the undergraduate and Master's qualifying social work program. Prior to joining the university Jo specialised in relationship counselling, but was also actively involved in women's issues, child abuse and domestic violence work. She has researched in the area of social work professional practice including child protection decision-making, mentoring, supervision practices, and practitioner learning and development. Jo has also explored social work career choice. Her current interest is researching the contribution yoga can make to practitioner reflection and well-being.

Fiona Moir

University of Auckland, New Zealand

As Senior Lecturer in the Department of General Practice and a Director of Medical Student Affairs at the University of Auckland, Fiona has co-developed the SAFE-DRS wellbeing curriculum alongside pastoral care policies and care pathways. She is also a Director of Connect Communications, an education business providing training in supervision, wellbeing and communication skills. In 2008, she co-developed The CALM website for stress management. Her PhD focussed on peer-led interventions to improve student mental health.

Smriti Murali Krishna

James Cook University, Australia

Dr. Smriti Krishna is a senior scientist within the College of Medicine and Dentistry, JCU, who is a keen mentor and professional supervisor to post graduate and higher degree research students. She has a strong commitment to translational research beneficial to the patients. With career spanning across several countries, Smriti has developed a strong passion towards multiculturalism, community integration and broader community engagement. She enjoys working with culturally and linguistically diverse groups, rural and remote communities. She is a compassionate community focused individual with a strong desire to promote change. She believes in maximising human potential by identifying strength and promoting the talent, thus bring together diverse community group for successful creative outcomes.

Ffion Murphy

Edith Cowan University, Australia

Ffion Murphy is a Senior Lecturer in the School of Arts and Humanities at Edith Cowan University. She has explored theories of writing therapy via fiction, research articles and teaching. She is currently investigating aspects of therapeutic, recuperative and commemorative writing relating to the First World War.

Bhuva Narayan

University of Technology, Sydney, Australia

Dr. Bhuva Narayan is a Senior Lecturer in the School of Communication at the University of Technology Sydney and coordinates the Information and Knowledge Management Program. Dr. Narayan has lived, studied, and worked across four different countries over the past three decades and is passionate about developing pedagogical strategies for teaching international students in higher education within an Australian context. Dr. Narayan's research interests are in human interactions with information and ICT, information literacy, human learning, cultural diversity, social media, and libraries.

Speaker Biographies

Maxine Newlands

James Cook University, Australia

Dr Maxine Newlands is senior lecturer in Political science. Maxine works closely on several Great Barrier Reef Related projects. Maxine's work focuses on the human dimension of the Great Barrier Reef through the lens of environmental governance and communication practices. Maxine is the Associate Editor (Reviews) for the Journal of Environmental Education, a Research Fellow at the Cairns Institute of Tropical Societies and a Fellow of the UK Higher Education Academy (FHEA).

Arif Ongu

University of Technology, Sydney, Australia

Arif is first and foremost a community worker. Born in Turkey and growing up in Sydney's South-western suburbs, Arif has lived experience of exclusion, discrimination, and underprivilege. After 20 years fighting (non-violently) against injustice and prejudice in the community and mental health sector, he moved to UTS where he has spent the last seven years focusing on accessibility, inclusion and training for culture change. He is also on the executive of the Equity Practitioners in Higher Education Australasia.

Kimberley Owens

James Cook University, Australia

Kimberley Owens is an Academic at the College of Medicine and Dentistry. Kim coordinates the third year of the six year undergraduate medicine program, and is co-lead of the Mindfulness Program. Additionally, Kim is involved in the Medicine Home Group program as a facilitator.

Thomas Parker

Australian Counselling Association

Thomas Parker (Tom) is the Australian Counselling Association's Industry Liaison Officer, having held the position for two years. Tom has conducted numerous lectures and presentations at universities and conferences across Australia and internationally in the role of Industry Liaison Officer. Tom's main area of focus is raising the profile of counselling in Australia and providing support to Registered Counsellors.

Cassandra Parry

James Cook University, Australia

Cassandra Parry is an APHRA registered Occupational Therapist and OT Australia Member. She has a bachelor's degree in occupational therapy from James Cook University, having graduated in 2005. Cassandra's career has spanned 13 years and has seen her acting in numerous roles for the Townsville Mental Health Services group. Her mental health experience began with the Townsville Acute Care Team, where she served in crisis support. This role demonstrated the too often debilitating effect of re-traumatisation of Townsville youth in cycling between services. Youth mental health has been Cassandra's passion for the past 7 years. She has worked as a senior mental health clinician in the Young Person's Early Intervention Team (YPEIT, formerly Early Psychosis Team), and more recently she has had the privilege to work at headspace Townsville. This aligned with her philosophy around targeted, youth-friendly services with a 'no wrong door' approach. Her role at headspace has seen her coordinate the Suicide Prevention Program; establish young person group therapy programs such as Wise Choices and Brief Intervention Youth Mental Health. In the last year she has taken a leadership role as Clinical Lead which continues to ensure she is at the forefront of service provision, access and best care approaches for youth in Townsville.

Raquel Peel

James Cook University, Australia

Raquel Peel is a researcher and guest lecturer at James Cook University (JCU). She is currently doing a PhD at JCU and holds a Bachelor of Psychology with Honours and a Bachelor of Arts with double major in Art History and Music. She has conducted research in suicide, bullying, stigma, religiosity, rural health, and romantic relationships. Her honours research on suicide was awarded best student paper at an international conference in Singapore in 2017. Since then, her work on bullying in the workplace has been published by the Conversation.com and generated great interest. Raquel enjoys promoting scientific research to engage both academics and member of the general public. Her most recent research on romantic relationships has received a lot of media attention including TV and radio interviews, newspaper articles, and a publication on ABC News. As a current postgraduate student, she is passionate about raising awareness of mental health in higher education and has written the Mental Health Program for HDR Candidates for JCU.

Ross W. Prior

Learning and Teaching in the Arts in Higher Education, University of Wolverhampton, England

Ross W. Prior, PhD, is the inaugural Professor of Learning and Teaching in the Arts in Higher Education at the University of Wolverhampton, United Kingdom. He is a Fellow of the Royal Society for Public Health (UK) and Chair of the Arts Learning and Teaching Research Group (ALTR) at the University of Wolverhampton. His record of research surrounding learning and teaching spans a range of educational and training settings.

Professor Prior is best known for his book 'Teaching Actors: knowledge transfer in actor training' and his work in applied arts and health, particularly as the Founder and continuing Principal Editor of the Journal of Applied Arts and Health.
Engaged in various public policy consultations, Professor Prior especially consults within arts, educational and health settings and has authored several government reports on arts provision in England. His own research mainly explores a range of issues relating to learning and teaching in the Arts. He is an internationally known figure presenting his research and keynote speaking across the world. His latest book 'Using art as research in learning and teaching: multidisciplinary approaches across the arts', published by Intellect/University of Chicago Press, is to be released in 2018.

Isabelle Ramsey

Centacare, North Queensland. Australia

Stevie Kuhn and Isabelle Ramsey are employees of Centacare North Queensland and are currently delivering the New Access program to the entire North West region. Stevie Kuhn has completed her bachelor of Psychological Science and Isabelle Ramsey has completed her Bachelor of Social Science. Both authors have undergone intensive training to be able to deliver the New Access program

Andrew Roberts

James Cook University, Australia

Andy Roberts lectures on the Mindfulness Program at JCU. After a twelve-year career in corporate finance, he took a masters degree in Applied Positive Psychology at UEL in 2006. His dissertation was on introducing mindfulness into organisations. He is an accredited emotional intelligence coach, using the Mayer Salovey Caruso profiling, a yoga teacher and owns two mind and body centres in London with a team of 40 practitioners.

Russell Roberts

University of Sydney, Australia

Professor Roberts is the Editor in Chief of the Australian Journal of Rural Health, Chair of the National Alliance for Rural and Remote Mental Health and Chair of the Australian Rural and Remote Mental Health Symposium, and board member of the Australia and New Zealand Mental Health Association. He has served on the NSW Mental Health Commission Advisory Council and Director of Clinical Training at Griffith University in Queensland. He is the Co-Chair of the Australian Equally Well Implementation Committee tasked to oversee the national implementation of actions to improve the physical health of people living with mental illness. He is referenced as one of the 50 most influential rural Australians. Russell has extensive experience as a clinician, academic and service director. As the director of a mental health service he led an organisation of over 1,000 staff, delivering comprehensive services across the spectrum of care. Facilities in his organisation ranged from Australia's largest integrated mental health hospital, to teams in some of Australia's most remote locations. Between 2005 and 2012 he led the commissioning of a $43 million of new facilities and services in rural Australia including the recruitment and training of over 400 health professionals to rural NSW to provide these services.

Speaker Biographies

With state, national and international awards in E-mental health and Aboriginal workforce development, Russell has over two decades of experience in developing, implementing, and consolidating new and innovative health services across a range of complex environments. He has led the development of a number of innovative, programs such as the Mental Health Emergency Care Rural Access Program, the Mental Health Rural Outreach Service, and the Aboriginal Workforce Development Program.
Russell brings together 15 years of experience as a clinician with 20 years as director of services that provided 204,000 inpatient admissions and 1.3 million occasions of service. He has published 26 refereed journal articles, books and book chapters, over 50 conference presentations, 13 keynote speeches and been awarded $4.725 Mill in research grant funding.

Gayle Roe

headspace, Townsville. Australia

Mrs Gayle Roe has a Bachelors of Psychology, a Masters of Forensic Psychology and a Diploma in Clinical Neuropsychotherapy. Mrs Gayle Roe is a clinical psychologist, whom is currently completing her Masters of Public Health. As an Aboriginal woman from the Wangan and Jagalingou mob, Mrs Roe started the first six years of her career supporting her community in managing their trauma. Following this introduction to mental health services, she spent 12 years working within the Department of Defence, and with the Townsville Veteran community. Her roles included that of a combat trauma clinician, Mental Health Promotions Officer, and ATODs Officer. All these opportunities had then placed her in the esteemed position as Project Manager for the Ex-ADF Suicide Prevention Project, with the North Queensland Primary Health Network; allowing her to work with Black Dog Institute, Beyondblue, Australian Institute for Suicide Research and Prevention and many more national agencies. Currently she is working at headspace Townsville as a child and adolescent trauma clinician.
Trauma psychology and suicide prevention, have been major areas of interest throughout her career, influencing not only her public sector work, but also her private practice. Mrs Roe's private work has afforded her extensive experience working with first responders in emergency services such as Qld Fire and Rescue, State Emergency Services and Qld Police. She is a Master Trainer for the Applied Suicide Intervention Skills Training (ASIST) program constructed by Livingworks, and a Master Trainer for the Standard Mental Health First Aid (MHFA) course designed by Mental Health First Aid Australia. As of 2018 Mrs Roe has been invited to act as a member of the Broderick Review Implementation Working Group, which is the investigation into sexual harassment and bullying within James Cook University.

Philippa Rose

James Cook University, Australia

Ms Philippa Rose B.Ed, B.Soc. Work (Hons) is a PhD student and practising Social Worker specialising in complex trauma and PTSD. Ms Rose in her Honours Thesis identified a gap in literature on the Psychological Adjustment in white collar men who experienced disabling workplace injuries. Her PhD thesis aims to contribute to closing this gap in current research.

Simone Ross

James Cook University, Australia

Simone Ross is an Academic at the College of Medicine and Dentistry, JCU. Simone leads the Home Group and International Mentor student support programs for the year 1-3 medicine students, and is co-lead of the Mindfulness Program. Simone's research focuses on the mental well-being and leadership training of medical students.

Sachu K. Sam

Christ-Deemed University, India

Sachu K. Sam is a Social Work student at Christ-Deemed University. Sam is very passionate to work with vulnerable groups. Sam has presented a part of his academic research and got appreciation from many scholars during the International Symposium on "Social Inclusion" jointly organized by Manipal Academy of Higher Education and James Cook University. Sam was part of many organizing committees of academic conferences held at Christ- Deemed university.

Eileen Siddins

James Cook University, Australia

Eileen Siddins is a PhD candidate who has interests in the improvement of higher art education, particularly regarding ways to build art student wellbeing and resilience. Her research is published in the Journal of Arts & Humanities and the Australian Counsel of Arts & Design Schools website.

Denise Svane

James Cook University, Australia

Denise Svane currently leads a small team offering mentoring and supportive counselling to children ages 0 to 18 who are at risk of mental illness. Previous work as a KidsMatter Project Officer and within the Education Department advising schools on a whole school approach to mental health and wellbeing provided her with a depth of knowledge on wellbeing. Denise's Doctoral study shows great potential to uncover how schools could have a positive effect on the wellbeing of disengaged students.

Alexandra Trollope

James Cook University, Australia

Alexandra Trollope is a Senior anatomy lecturer at JCU. Alexandra has received a Teaching Citation for her outstanding contribution to student learning, which was entered into the Australian Awards for University Teaching (AAUT) last year and 2 Inclusive Practice awards. Alexandra's teaching has been strongly influenced by transitional pedagogy, focusing on the transition of students into University life. Alexandra's use innovative online and blended learning resources is effective in engaging and inspiring the students.

Jason van Schie

Managing Director at People Diagnostix. Australia

Jason van Schie has a wealth of experience consulting to workplaces and schools locally and internationally in the areas of health, wellbeing and safety.
Over the past decade Jason has focused his attention on preventative health initiatives for the purpose of increasing wellbeing, productivity, safety and academic outcomes. In recent years, he has turned to technological solutions (including software development and eLearning) with the intent to make wellbeing accessible both geographically, and economically.

Benjamin Veness

Doctor and Churchill Fellow

Dr Benjamin Veness, a doctor currently training in psychiatry in Melbourne, was awarded a Churchill Fellowship to investigate student mental health interventions and services overseas. His Fellowship involved travel to the United States, Canada, the United Kingdom, China and Singapore, and culminated in the publication of his report, The Wicked Problem of University Student Mental Health.
Dr Veness also has experience as a member of the governing body of a large Australian university, having served two terms as a Fellow of Senate of The University of Sydney.

Chitra Venkateswaran

Professor of Psychiatry and Palliative Care, Amrita University, India

Dr Chitra Venkateswaran is a Professor of Psychiatry and Palliative Care at Amrita Insitute of Medical Sciences, Amrita University. She is also the Clinical Director of Mehac Foundation, a not-for-profit organisation focusing on strengthening mental health care in the communities in India.
With many years' experience as a clinician, teacher and leader in the mental health sector, Dr Venkateswaran has also collaborated and developed partnerships with schools, universities and local councils. As founder of a community-based mental health service she has developed models of long-term care for mental health in the community, focusing on a range of initiatives and activities.

Speaker Biographies

Sandra Walden Pearson

University of Notre Dame, Australia

Sandra Walden Pearson is a University of Notre Dame Australia, School of Business PhD candidate.

Sandra's most recent conference presentation was at IFKAD2017 (St Petersburg), where her research on positive coping strategies, on exposure to perceived psychosocial workplace adversity, such as conventional and or cyberbullying, was met with keen interest.

Michelle Walter

Melbourne Graduate School of Education. Australia

Michelle Walter is a qualified secondary teacher and PhD candidate at the Melbourne Graduate School of Education. Her research focuses on the mental health of university students, help-seeking and the role of universities in promoting mental health. She intends to use her research to help universities better support students with mental health problems. She has lived experience of mental illness and is interested in promoting creativity in research and mixed methodologies.

Sam Wild

Queensland University of Technology & Awakening cultural Ways. Australia

Samantha is a proud Wakka Wakka and South Sea Islander woman and draws from her own personal experiences to influence and inspire change for Aboriginal and Torres Strait Islander communities. Samantha is the Indigenous Integration and Development Coordinator at the Queensland University of Technology. She is also Director for her consultancy business Awakening Cultural Ways, focusing on Aboriginal and Torres Strait Islander policy and program development in relation to social and emotional wellbeing, mental health and cultural healing frameworks.

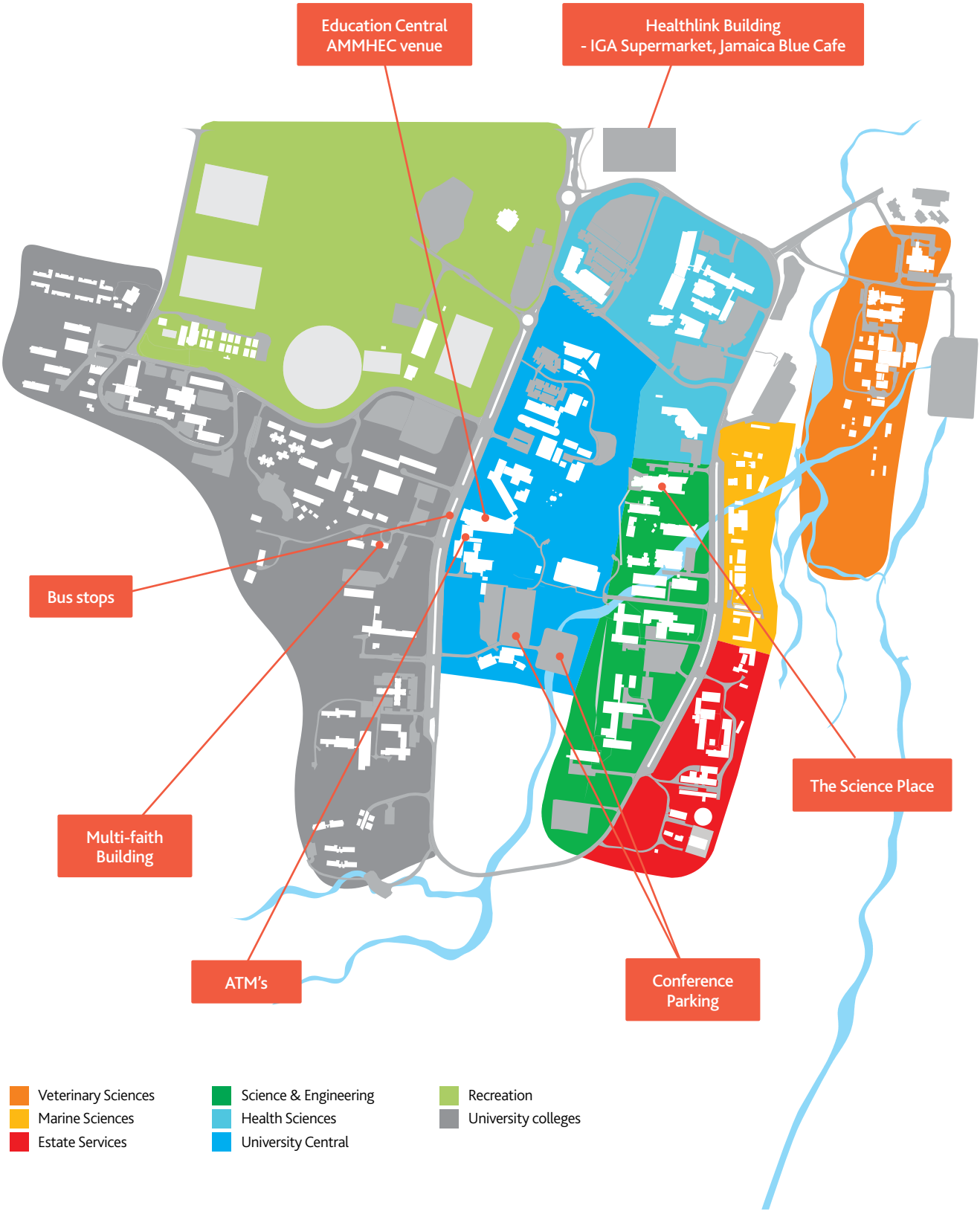
Samantha is a member of the Queensland Mental Health and Alcohol and Drug Advisory Council and Director of the National Aboriginal and Torres Strait Islander Leadership in Mental Health. Samantha has a strong interest in improving the health and wellbeing for Aboriginal and Torres Strait Islander youth and advocating for trauma informed and cultural designed health and social supports. She has been committed to working in Aboriginal and Torres Strait Islander health and affairs for the past decade.

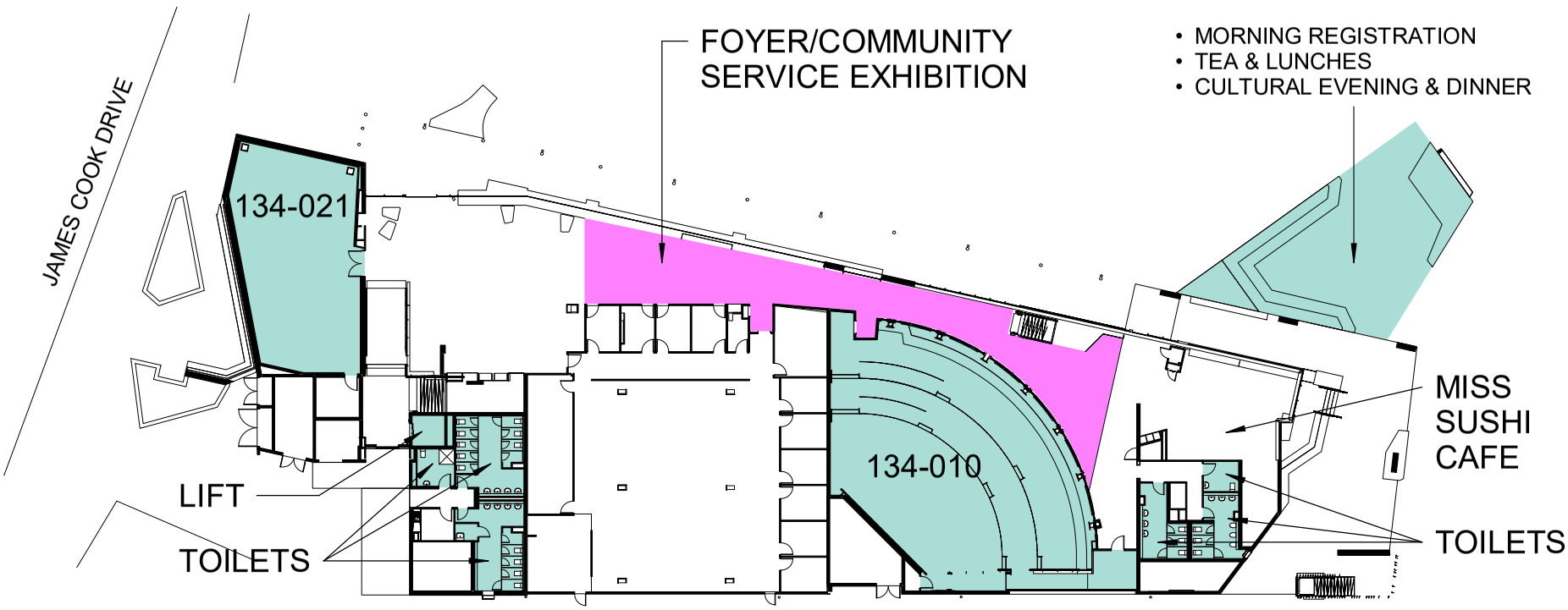
Susi Woolf

Charles Darwin University

Susi is a lecturer at Charles Darwin University where she coordinates and lectures common core units on cultural intelligence and capabilities and academic literacies to domestic and international first year students face-to-face and online. She is particularly interested in supporting students in their transition to higher education in Australian university contexts. Previously she has presented papers on the need for resilience and intercultural competence to be included in units for all students transitioning to university.

JCU Townsville campus map





EDUCATION CENTRAL (134) - GROUND FLOOR

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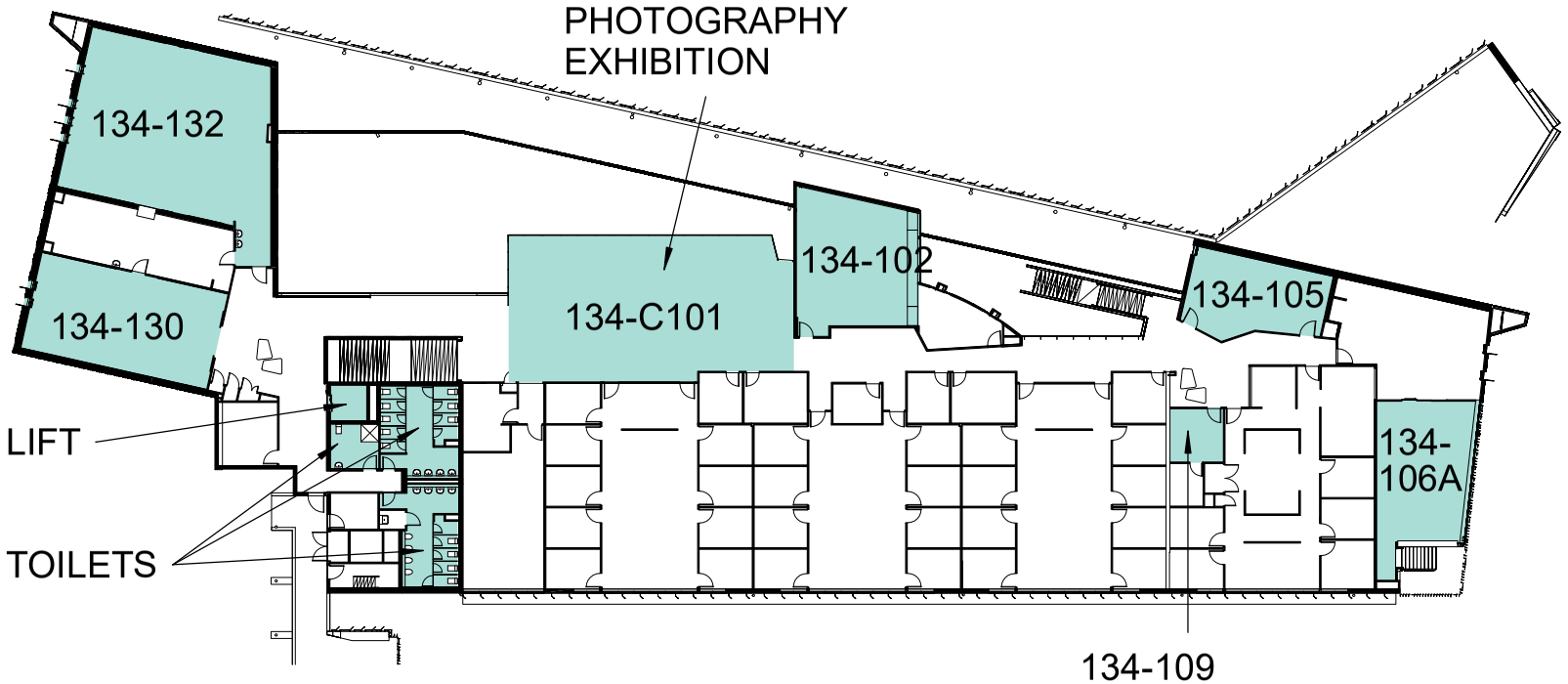

EDUCATION CENTRAL (134) - FIRST FLOOR

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Conference Information

Venue

The conference venue is "Education Central" (Building 134), which is located along James Cook Drive, Douglas (a suburb of greater Townsville) at 1. James Cook Drive. Douglas, QLD, 4814 Within Education Central – building 134, is the lecture theatre – room 010, as well as many other rooms and spaces, which will be the venues for the conference.

Registration and Help Desk Opening Times

The Registration and Help Desk can be found in the foyer area of the ground floor of Education Central. This desk will be attended from 7.00am on both days of the conference, and until approximately 6.00pm on both days of the conference.

Name Badges

All delegates (includes presenters) will be provided with a name badge, which must be worn at all times within the conference venue and at catering breaks.

Satchels

All delegates will receive a conference satchel upon registration. The satchel will include materials supplied by sponsors and the conference book of proceedings and abstracts.

Refreshments

Morning and afternoon teas and lunches are included in the Conference Registration fee. Tea and coffee will be served each morning, and remain available throughout the day. The area adjacent to Education Central, across the lawn, will be the service area for all refreshments.

Special Diets

If you have indicated a special dietary requirement on your registration form, please identify yourself to the Registration and Help desk and they will be pleased to assist.

Dinner & Cultural Evening

Included in the cost of registration is the Cultural Evening and Dinner, to be held on Friday 6th July from 6.00pm – 8.45pm at Education Central. A sumptuous dinner of traditional Indian food will complement an evening of fun, vibrant multicultural music and dance. A keynote presentation by A/Prof Satish Karunakaran will be an added highlight. Additional tickets to the evening may be purchased from the Registration and help desk or online, at a cost of $15.

Conference Program

The Conference program incorporates a variety of sessions including Keynote and Plenary presentations, 60-minute interactive workshops, 30-minute break out sessions and Poster displays. Session information including theme, location, speaker and times are as per the Program. Please check with Registration and Help desk staff regarding any Program changes.

Instructions for Presenters and Session Chairpersons

Presenter(s) and Session Chairs, please be at your allocated room 10 minutes before the start of your session. Presenters, please locate and introduce yourself to your session Chair. If using a Power Point presentation, please ensure that it has been pre-loaded and also bring a spare copy on a USB stick to the room of your presentation. Sessions will be strictly timed to ensure the program runs to schedule. Registration and Help desk volunteers can assist with any queries regarding session processes.

Accessibility

The AMHHEC conference aims to be inclusive in its organisation, functions and activities. People with a disability are encouraged to participate fully in all aspects of the Conference program. We encourage all delegates to be mindful of inclusive practice and language when preparing Conference presentations. If you have any particular accessibility requirements please contact the Registration and Help desk volunteers.

Internet Access

Free Wi-Fi access has been enabled for all Conference delegates. To access the internet, go to your device's network settings and select the network listed below. The password must be entered in lowercase.

NETWORK NAME (SSID): AMHHEC
PASSWORD: amhhec2018event

TWITTER Handle: @AMHHEC

Mobile Phones

As a courtesy to presenters and delegates, please ensure that mobile phones are turned off or in silent mode during all sessions and social functions.

Multi Faith Rooms

Multi faith facilities are available to all Conference delegates. Please contact the staff at the Registration and Help desk if you wish to use the Muslim Prayer rooms or Multi faith Prayer and Meditation facility, which is located in building 131, Monkhouse Road, adjacent to (across the road from) Education Central.

Security

The University Security Office is located in the Student Mall, and may be contacted in an emergency on the following numbers:
From an external or mobile phone dial: 4781 5555 or 1800 675 559
From an internal land line phone dial: 15555

General Inquiries

From an external or mobile phone dial: 4781 6000

From an internal land line phone dial: 16000

Email contact for JCU Security is securitycontrol@jcu.edu.au

ATM

ATMs' can be found in the following locations:

Westpak – The Student Mall area (in the wall of the Refectory)

Rediteller – The Student Mall area (in the wall of the Refectory)

Commonweath Bank – in the foyer of the northern entrance of the Eddie Koiki Mabo Library-building 18.

The Co Op Book Shop in the Student Mall area contains a Post Office where cash may be accessed on a weekend.

Together with all Queensland's other universities, JCU will be implementing a Smoke-free Campus Policy, commencing 1 July 2018. This policy applies to all Australian JCU locations, including campuses, study centres, research stations, properties and the Cairns Student accommodation, which is already smoke-free. The policy continues to prohibit smoking in JCU buildings and vehicles, including boats. The policy affects all students, staff, visitors, contractors, tenants and controlled entities. Student accommodation in Townsville will transition to the smoke-free status as of 1 January 2019.

Please visit the Smoke-free JCU webpage for further information and quit smoking support options.

Conference Schedule

Day One. Friday 6 July

Master of Ceremonies: Professor Nola Alloway

TIME	PROGRAM	ROOM
7.00am	**Registrations Open:** Education Central – Building 134 ground floor	
7.45am	**Welcome to Country:** Mrs Dorothy Savage	134-010
7.55am	**Official Opening Day One:** JCU Vice Chancellor Professor Sandra Harding	134-010
8.05am	**Welcome:** Professor Nola Alloway	134-010
8.10am	**Keynote Presentation:** Professor Ian Hickie – Promoting mental health and wellbeing in higher education settings	134-010
8.55am	**Response to Keynote:** Professor Iain Gordon	134-010
9.10am	**Keynote Presentation:** Professor Rachael Field – The wellbeing of academics: Professional self-care imperatives to sustain mental wellness in the academic world	134-010
9.55am	**Response to Keynote:** Dr Benjamin Veness	134-010
10.10am	**Platinum Sponsor presentation:** Queensland Country Credit Union	134-010
10.20am	**Hounds 4 Healing**	134-010
10.30 - 10.55am	**MORNING TEA AND COMMUNITY SERVICES EXHIBITION** **Poster display and exhibition viewing – ground floor and first floors + Reach-Out Zone** **Formal poster presentations are scheduled on Day 2, Saturday morning**	

Friday Mid-Morning Session

Stream 1: University Policies, Procedures and Supports
Stream 2: Teaching and Learning Practices
Stream 3: Supporting Staff in Responding to Complex Mental Health Issues
Stream 4: Whole-of-Community Approaches
Stream 5: Stigma and Discrimination Reduction

TIME	PROGRAM
11am - 12.15pm Room 134-010	**Panel** *Focus: Supporting staff in higher education to build resilience in students coping with life pressures and the expanded responsibilities that accompany transition to and studying at university* **Panel members:** **Jeremy Audas:** Community mental health consultant and member of the QLD Mental Health Commission Advisory Council **Raquel Peel:** JCU PhD Candidate **Prof Tarun Sen Gupta:** JCU College of Medicine and Dentistry and General Practitioner **Dr Benjamin Veness:** Psychiatry Registrar and Churchill Fellow **Julie Watson:** The Townsville Hospital Director of Social Work **Facilitated by:** Paula Tapiolas: Chief of Staff for ABC North Queensland

12.20PM	30 MINUTE BREAK OUT SESSIONS					
	STREAM 1 134-021	**STREAM 1 134-103**	**STREAM 1 134-102**	**STREAM 2 134-106A**	**STREAM 4 134-105**	**STREAM 5 134-010**
Session One A 12.20 – 12.50pm	**Session Chair:** Claire Ovaska **Title:** Even harder for international students **Author:** Susi Woolf	**Session Chair:** A/Prof David Lindsay **Title:** A pastoral care system: Faculty and peer support in the Auckland Medical Program **Author:** Dr Fiona Moir	**Session Chair:** Dr Bhuva Narayan **Title:** Heart break leads to mental health difficulties in higher education **Author:** Raquel Peel, Dr Beryl Buckby, Dr Kerry McBain	**Session Chair:** Simone Ross **Title:** Enacting ethical practices of wellness, hope, optimism and self-compassion in higher education **Author:** A/Prof Margaret Anne Carter, Donna Goldie	**Session Chair:** Dr Chitra Venkateswaran **Title:** Using technology to improve the mental health of university students: The Uni virtual clinic **Author:** Dr Lou Farrer	**Session Chair:** Dr Petrina Barson **Title:** Sigma and silence: Students living with mental health issues and the wicked problem of institutional non-disclosure **Author:** Susan Grimes
12.55 – 1.40pm	**LUNCH** **Poster display and exhibition viewing – ground and first floors + Reach-Out Zone** **Formal poster presentations are scheduled on Day 2, Saturday morning**					

Day One. Friday 6 July

Master of Ceremonies: Professor Nola Alloway

Friday Mid-Afternoon Session

Stream 1: University Policies, Procedures and Supports
Stream 2: Teaching and Learning Practices
Stream 3: Supporting Staff in Responding to Complex Mental Health Issues
Stream 4: Whole-of-Community Approaches
Stream 5: Stigma and Discrimination Reduction

TIME	PROGRAM
1.45pm	**Performance: The Allegro Choir** Education Central – building 134, ground floor, main lecture theatre

2 - 3.40PM	60 MINUTE INTERACTIVE WORKSHOPS 2PM – 3PM		30 MINUTE BREAK OUT SESSIONS			
	STREAM 2 ROOM 134-105	**STREAM 2 ROOM 134-102**	**STREAM 2 ROOM 134-106A**	**STREAM 2 ROOM 134-010**	**STREAM 3 ROOM 134-130**	**STREAM 4 ROOM 134-021**
	SESSION ONE B & C	**SESSION ONE B & C**				
Session One B Break out 2 – 2.30pm	**2pm-3pm** **Session Chair:** Claire Ovaska **Title:** The personal experience of togetherness: Using expressive arts in higher education **Author:** Professor Ross W Prior	**2pm-3pm** **Session Chair:** Dr Beryl Buckby **Title:** Pragmatic and effective mindfulness programs for students: Experiences from 2.5 years of teaching health professional students at James Cook University **Author:** Andrew Roberts, Kimberley Owens, Simone Ross, Ernest Jennings	**Session Chair:** Dr Petrina Barson **Title:** The contribution of self-compassion to humanising pedagogy **Author:** Ms Sandra Walden Pearson, Dr Vidya Sagar Athota	**Session Chair:** **Title:** SAFE-DRS: 5 years of a health and wellbeing curriculum in the medical program at the University of Auckland **Author:** Dr Fiona Moir	**Session Chair:** Dr. Chitra Venkateswaran **Title:** Caring for the carer **Author:** Arif Ongu	**Session Chair:** A/Prof David Lindsay **Title:** The HeadCASE initiative: Exploring the mental health benefits of a post-graduate peer community **Author:** James Dalitz, Eileen Siddins
Session One C Break out 2.35 – 3.05pm			**Session Chair:** Dr Petrina Barson **Title:** Curriculum-based interventions to foster academic wellness in University students **Author:** Renae Acton and A/Prof Margaret Anne Carter	**Session Chair:** Jeremy Audas **Title:** Unpacking the mental health issues among professionally qualified Nurses in India: Implications for Learning and teaching in higher education **Author:** Sachu K. Sam, A/Prof Anekal C. Amaresha	**Session Chair:** Dr Chitra Venkateswaran **Title:** Unpacking the too hard basket: Teaching teachers to foster student engagement **Author:** Alice Herbert	**Session Chair:** A/Prof David Lindsay **Title:** Mental Health experi-ences and coping strategies of Sub-Saharan Africa refugee students in Northern Queens-land **Author:** Frank Darkwa Baf-four
	STREAM 1 ROOM 134-105	**STREAM 1 ROOM 134-102**	**STREAM 2 ROOM 134-106A**	**STREAM 4 ROOM 134-010**	**STREAM 4 ROOM 134-130**	**STREAM 5 ROOM 134-021**
Session One D Break out 3.10 – 3.40pm	**Session Chair:** Claire Ovaska **Title:** Making wellbeing accessible: Learnings from flourishing at school **Author:** Jason van Schie	**Session Chair:** Dr Beryl Buckby **Title:** 'I do feel lonely around here sometimes': Exploring the affective aspects of first genera-tion students' experiences **Author:** Dr Amani Bell	**Session Chair:** Dr Petrina Barson **Title:** Trauma-Sensitive Yoga: A somatic approach to supporting mental wellbeing **Author:** Dr Jo Mensinga, Simone Dewar	**Session Chair:** Jeremy Audas **Title:** Employment trends for counselling in Australia - 2017 **Author:** Thomas Parker	**Session Chair:** Dr Chitra Venkateswaran **Title:** Learning from our past: How can traditional Aboriginal and Torres Strait Islander knowledge and kinship structures support healing and mental wellbeing for families and kinship after suicide **Author:** Mercy Baird	**Session Chair:** A/Prof David Lindsay **Title:** International students' mental health and their experience of higher education in Austral-ia: Rethinking our modes of teaching to enable better learning outcome for all students **Author:** Dr Bhuva Narayan
3.45 – 4.10PM	**AFTERNOON TEA** **Poster display and exhibition viewing – ground and first floors + Reach-Out Zone** **Formal poster presentations are scheduled on Day 2, Saturday morning**					

Friday Late-Afternoon Session

TIME	PROGRAM	ROOM
4.10 - 4.25pm	**Guided Mindfulness Session:** Andrew Roberts	134-010
4.25 - 5.10pm	**Keynote Presentation:** Richard Hill – Curiosity – a learning AND teaching state	134-010
5.10 - 5.20pm	**Response to Keynote:** Jeremy Audas	134-010
5.20 - 5.45pm	**Plenary Speaker:** Dr Petrina Barson – Compassion Cultivation in Higher Education: Is it a missing ingredient for mental health?	134-010
5.45 - 5.55pm	**Reflecting on Today:** Prof Tarun Sen Gupta – Summing up, and invitation to move outside for the alfresco Cultural Evening dinner and entertainment	134-010

Day One. Friday 6 July

Master of Ceremonies: Professor Nola Alloway

Friday Evening Session

6 – 9pm — **DINNER & CULTURAL EVENING**
Please register for the Cultural Evening to assist catering planning
Please note – Dinner & Cultural Evening are included in cost of registration

TIME	PROGRAM
6.00pm	**Cultural Evening opening** **Complimentary drinks available**
6.00pm	**Cultural entertainment 1:** Rhythm Connection
6.30pm	**Opening of Cultural Evening by MC Favardin Daliri** **Dinner service to begin**
7.00pm	**Keynote Presentation:** A/Prof Satish Karunakaran, Consultant Neuropsychiatrist, TTH
7.20pm	**Cultural entertainment 2:** Traditional Karen dances
	Cultural entertainment 3: Indian Bollywood Dances
	Cultural entertainment 4: Rhythms Bhangra dance & workshop
	Cultural entertainment 5: Chinese Choir
	Cultural entertainment 6: Chinese Lion Dance
	Cultural entertainment 7: Grand Finale & all participants
8.45pm	**MC concludes the evening**

Cultural Evening Menu

Vegetarian Samosa
Indian Pastries stuffed with delicately spiced potato and peas then deep fried and served along with Tamarind chutney

Tandoori Chicken Tikka
Chicken pieces marinated in yoghurt and ground spices cooked over charcoal in the tandoor and served with mint chutney

Mains

Travancore Goat Curry
One of the curry hubs speciality traditional Goat curry with all the authentic flavours of Kerala spices

Butter Chicken
All time popular dish made with Portions of chicken roasted in clay oven and tossed into a moderate spicy tomato gravy

Beef Dry Fry
Traditional south Indian popular delicacy with Beef pieces roasted in freshly ground spices and sautéed with onions and coconut slices gives it a rich and aromatic flavour

Mixed Vegetable Curry
Mixed vegetable curry cooked in rich gravy with aromatic spices and herbs

Dhal Makhni
North Indian Popular curry made with Black lentils simmered in tomato and butter gravy with aromatic spices

Desserts

Mango Kulfi
Popular Indian gelato made with Mango

Sides and Accompaniments

Pulao Rice, Naan Bread, Pickle, Pappad, Rait

Day Two. Saturday 7 July

Master of Ceremonies: Professor Melanie Birks

TIME	PROGRAM	ROOM
7.45am	**Welcome:** Opening of Day Two	134-010
7.50am	**Keynote Presentation:** Professor Ross W Prior – Well-doing and well-being in higher education: Art-led communitas for realigning learning and teaching	134-010
8.35am	**Response to Keynote:** Professor Ryan Daniel	134-010
8.50am	**Keynote Presentation:** A/Professor Russell Roberts – Equally Well. Quality of life – equality in life	134-010
9.35am	**Response to Keynote:** Professor Richard Nile	134-010
9.50am	**Plenary Speaker:** Dr Chitra Venkateswaren – A community model of mental health promotion- Its relevance in higher education: The story of Mehac in India	134-010
10.15 - 10.45AM	**MORNING TEA** **Poster display and exhibition viewing – ground and first floors + Reach-Out Zone**	

Saturday Mid-Morning Session

Stream 1: University Policies, Procedures and Supports
Stream 2: Teaching and Learning Practices
Stream 3: Supporting Staff in Responding to Complex Mental Health Issues
Stream 4: Whole-of-Community Approaches
Stream 5: Stigma and Discrimination Reduction

	POSTER PRESENTATIONS ROOM 134-021 SESSION CHAIR: KIMBERLEY ANDERSON	60 MINUTE INTERACTIVE WORKSHOP 10.45AM – 11.45AM				
		STREAM 1 134-102	STREAM 1 134-105	STREAM 2 134-010	STREAM 2 134-130	STREAM 3 134-106A
Session Two A Posters 10.45 - 11.33am **Session Two A 60 min interactive workshop 10.45 - 11.45am**	**Stream 5 - 10.45am** **Poster presentation:** **Title:** "Caring for our Future Care: Mental illness in medical students" **Author:** Genevieve Moseley and Sarah Melen **Stream 2 - 10.57am** **Poster presentation:** **Title:** "Creating a support group for mature aged students at James Cook University, Cairns" **Author:** Dr Ernest Jennings **Stream 2 - 11.09am** **Poster presentation:** **Title:** "Evidence-based supervision model for mental health practitioners: A systematic review" **Author:** Ms Yuan Cao **Stream 2 - 11.21am** **Poster presentation:** **Title:** "Evaluation of an interactive E-book as an effective resource for student engagement and learning in anatomy" **Author:** Dr Alexandra Trollope	**Session Chair:** Dr Chitra Venkateswaran **Title:** Advocacy 101: How to effect change in your university **Author:** Dr Benjamin Veness	**Session Chair:** A/ Prof David Lindsay **Title:** Mental health in context: The what, where and how of supporting tertiary student mental health **Author:** Michelle Walter	**Session Chair:** Claire Ovaska **Title:** Humanising teaching and learn-ing for mental health through self-compassion **Author:** Ms Sandra Walden Pearson and Dr Vidya Sagar Athota	**Session Chair:** Dr Beryl Buckby **Title:** Cultivating global compassion - connecting with meaning in higher education **Author:** Dr Petrina Barson	**Session chair:** Larissa Siliezar **Title:** The power of self-mastery for mental health and productivity **Author:** Angajan M. K.

	30 MINUTE BREAK OUT SESSIONS					
	STREAM 1 134-021	STREAM 2 134-102	STREAM 2 134-105	STREAM 2 134-010	STREAM 4 134-130	STREAM 4 134-106A
Session Two B 11.50am – 12.20pm	**Session Chair:** Kimberley Anderson **Title:** Surviving and thriving through post-graduate research– and beyond **Author:** Renae Acton	**Session Chair:** Dr Chitra Venkateswaran **Title:** Mindfulness program for health professional students: Evaluation results from two years of teaching medicine, dentistry and pharmacy students at James Cook University **Author:** Kimberley Owens, Simone Ross, Dr Ernest Jennings, Andrew Roberts	**Session Chair:** A/Prof David Lindsay **Title:** Paving the way for unique wellbeing intervention in higher education: A needs assessment of visual art students **Author:** Eileen Siddins	**Session Chair:** Claire Ovaska **Title:** Developing and using contemporary digital resources for student learning in mental health and social work: A collaborative approach: **Author:** A/Prof Abraham Francis and Dr Amy Forbes	**Stream 4** **Session Chair:** Dr Beryl Buckby **Title:** Promoting community well-being through cross cultural community collaborations and partnerships: Experiences and reflections from North Queensland Hindu Community **Author:** Dr Smriti Murali Krishna	**Stream 4** **Session Chair:** Larissa Siliezar **Title:** Reef Grief: A human response to the Anthropocene **Author:** Dr Maxine Newlands

Day Two. Saturday 7 July

Master of Ceremonies: Professor Melanie Birks

12.25 - 1.10PM	LUNCH Poster display and exhibition viewing – ground and first floors + Reach-Out Zone

Saturday Mid-Afternoon Session

Stream 1: University Policies, Procedures and Supports
Stream 2: Teaching and Learning Practices
Stream 3: Supporting Staff in Responding to Complex Mental Health Issues
Stream 4: Whole-of-Community Approaches
Stream 5: Stigma and Discrimination Reduction

60 MINUTE INTERACTIVE WORKSHOPS
1.15PM – 2.15PM
SESSION TWO C & D

	STREAM 1 134-105	STREAM 1 134-102	STREAM 1 134-010	STREAM 2 134-106A	STREAM 1 134-130
Session Two C 1.15pm – 2.15pm	**Session Chair:** Dr Beryl Buckby **Title:** Developing a student support program via program logic modelling **Author:** Simone Ross, Ernest Jennings	**Session Chair:** Dr Chitra Venkateswaran **Title:** Help-seeking for mental health within the higher education institution: A context-based approach to supporting the mental health of tertiary students **Author:** Michelle Walter	**Session Chair:** A/Prof David Lindsay **Title:** Thinking IN the system **Author:** Richard Hill	**Session Chair:** Claire Ovaska **Title:** Writing therapy and the academy **Author:** Dr Ffion Murphy	**Session Chair:** Jeremy Audas **Title:** Definitions of wellbeing: Findings from a systematic re-view **Author:** Denise Svane

30 MINUTE BREAK OUT SESSIONS

	STREAM 1 134-105	STREAM 2 134-102	STREAM 3 134-010	STREAM 4 134-106A	STREAM 5 134-130
Session Two D 2.20 – 2.50pm	**Session Chair:** Dr Beryl Buckby **Title:** Motivations to be an artist: Emergent findings relevant to mental health and wellbeing **Author:** Professor Ryan Daniel	**Session Chair:** Dr Chitra Venkateswaran **Title:** Mindfulness program for health professional students: Evaluation results from two years of teaching medicine, dentistry and pharmacy students at James Cook University **Author:** Kimberley Owens, Simone Ross, Dr Ernest Jennings, Andrew Roberts	**Session Chair:** A/Prof David Lindsay **Title:** Exploring the role of empathy and mental health literacy on wellbeing in undergraduate university students **Author:** Renee Ericksen	**Session Chair:** Claire Ovaska **Title:** Perspectives from TERN (Complex-trauma informed program for young people at head-space) **Author:** Gayle Roe, Cassandra Parry	**Session Chair:** Jeremy Audas **Title:** How can mental health service providers and researchers help reduce stigma in mental health and Autism? **Author:** Yulin Cheng

2.55 – 3.20PM	AFTERNOON TEA Poster display and exhibition viewing – ground and first floors+ Reach-Out Zone

Saturday Late-Afternoon Session

Stream 1: University Policies, Procedures and Supports
Stream 2: Teaching and Learning Practices
Stream 3: Supporting Staff in Responding to Complex Mental Health Issues
Stream 4: Whole-of-Community Approaches
Stream 5: Stigma and Discrimination Reduction

30 MINUTE BREAK OUT SESSIONS

	STREAM 4 134-130	STREAM 4 134-102	STREAM 4 134-105	STREAM 4 134-010	STREAM 4 134-021
Session Two E 3.25 - 3.55pm	**Author:** Session Chair: A/ Prof David Lindsay **Title:** Impacts on mental health and wellbeing of acquired disability from workplace injury: Preliminary thoughts from a PhD candidate **Author:** Ms Philippa Rose	**Session Chair:** Dr Petrina Barson **Title:** Resilience in higher education: Is there a pill for that? **Author:** Dr Beryl Buckby, Dr Sarah Lutkin, Dr Kerry McBain	**Session Chair:** Larissa Siliezar **Title:** The frail forgotten **Author:** Lisa Macnaughton, Margarita Karpathios, Amanda Cooms	**Session Chair:** Jeremy Audas **Title:** Towards a better understanding of the psychiatric assistance dog team **Author:** Dr Janice Lloyd	**Session Chair:** Claire Ovaska **Title:** New Access **Author:** Stevie Kuhn, Isabelle Ramsey

TIME	PROGRAM	ROOM
4..00 - 4.25pm	**Plenary Speaker:** Sam Wild – Cultural Resilience in Higher Education	134-010
4.25 - 4.50pm	**Plenary Speaker:** Angajan M. K. – 5 time tested daily practices for positive mental health	134-010
4.50 - 5.00pm	**Response:** A/Professor Nonie Harris	134-010
5.00 - 5.15pm	**Where to from here?**	134-010
5.15 - 5.25pm	**Conference close + AMHHEC 2020 launch:** A/Prof Margaret Anne Carter and A/Prof Abraham Francis	134-010

Notes

Volunteer Team

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Ben Mahony
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Doris Scholten
Marcia Thorne

The Second Australasian Mental Health and Higher Education Conference is an international conference open to researchers, mental health practitioners, educators, professionals, staff, students, carers and consumers working with/in higher education.

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