

two months after the program revealed changes in attitudes and practice in the provision of interdisciplinary care. This research provides preliminary evidence for the effectiveness of a DVD training package designed to be used by health professionals from disciplines working with people with chronic conditions. Importantly, once developed, the costs associated with the training package are low, while the potential to reach large numbers of health professionals in a timely manner is great.

Drink before you think: the role of implicit cognitions in alcohol consumption

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A recently proposed dual-process model of health risk behaviour, the Prototype Willingness Model (PWM) suggests that there are two separate pathways and antecedents to health risk behaviour. The reasoned pathway of the PWM focuses on behavioural intentions, and accounts for the more reasoned and deliberate processes involved in the performance of health risk behaviours. In contrast, the social reaction pathway focuses on behavioural willingness, and assumes that health risk behaviour is as an automatic and impulsive reaction to the social situation an individual finds themselves in. If a dual-process health behaviour model such as the PWM can assess both implicit and explicit alcohol-related cognitions, it may be able to provide a more comprehensive understanding of why individuals initiate and maintain their drinking behaviour. Therefore, the current research aimed to investigate the relationship between the variables of the PWM and explicit and implicit alcohol-related cognitions, with a particular focus on the relationship between implicit cognitions and the social reaction pathway. A university sample of 61 individuals completed an alcohol-related Implicit Association Test (IAT) as well as a questionnaire assessing quantity and frequency of alcohol consumption, explicit alcohol-related cognitions and assessments of standing upon the variables of the PWM. The results suggest that the PWM accounts for significant variability in alcohol consumption among individuals. As well as this, implicit alcohol-related cognitions appear to influence decisions about whether or not to engage in alcohol consumption through both the rational and socially reactive pathways as proposed in the PWM. The current findings support the suggestion that a measure of an individual's implicit alcohol-related cognitions is important for understanding alcohol use because implicit alcohol-related cognitions significantly influenced individual's decisions to drink, regardless of whether those decisions were made after a thoughtful or a more automatic process. The results of this study also hold implications for alcohol advertising in Australia and alcohol-based interventions. Due to the fact that this is the first study to assess the relationship between the PWM and alcohol-related cognitions, further research needs to be done into this area to extend the results found here.

Trauma training and practice in New Zealand

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Courtois and Gold highlight the need for graduate psychology programs in the United States to include trauma-related material throughout the curriculum in order to meet the need for trauma-related services in the population. The need for such training is not limited to the United States however. The intent of this paper is to (a) survey graduate training programs in clinical and educational (school) psychology in New Zealand to ascertain their existing provision of training in working with individuals exposed to traumatic events, (b) discuss the need to increase culturally appropriate trauma-focused training in graduate education in New Zealand, and (c) discuss an existing program provided by the New Zealand Ministry of Education to provide support to schools and children who have been exposed to traumatic incidents. Preliminary data indicate that the training needs of graduate students in psychology in New Zealand closely parallel those in the United States described by Courtois and Gold. The Ministry of Education, however, does provide excellent support in training professionals in the management of traumatic incidents in schools. Unfortunately, these services are focused only on the school community and not individual children who may have been affected by trauma. Recommendations will be made regarding trauma training in New Zealand at both the graduate and post-graduate level to meet the unique needs of the bi/multicultural community in Aotearoa/New Zealand.