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## Poster Abstracts

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### **Stigma and discrimination: Bicultural narratives of recovery from disabling mental health illness.**

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In 1999, the 'Narratives' research team set about recruiting and recording the journeys of 40 people (20 Māori and 20 non-Māori) who had recovered from a disabling mental health illness. We were interested in documenting journeys into and out of a mental health illness, in hearing of the changes made and challenges overcome. One such challenge was the need for participants to make sense of themselves and their worlds within the context of persistent stigmatisation and discrimination from partners, family/whānau, friends, employers, the medical and mental health sector, and society at large. This poster presents the voices of our participants and their experiences.

### **Cultural Competency Training in Aotearoa. Can Multicultural Competency Training be Developed and Measured in a Bi-Cultural Context?**

**Moana Waitoki,**

*University of Waikato*

The purpose of this work-in-progress is to determine whether international studies on multicultural competency training can be applied in a bicultural New-Zealand/Aotearoa context. A training programme will be developed from the international literature on multicultural competency training with particular emphasis on the Treaty of Waitangi in New Zealand. The study will deal specifically with ethnicity with components of multiculturalism (i.e., gender and age). Core domains to be included in the programme are awareness of bi-cultural issues, sensitivity to diversity, increasing awareness of biases and stereotypes, increasing cultural-clinical knowledge, and cultural-clinical skills and developing critical analysis skills when dealing with cultural issues in assessment, treatment and supervision. The programme will be used to develop culturally appropriate skills for health professionals working with Māori and non-Māori in a clinical setting, and clinical psychology students. A cultural competency measure will be developed (based on the Cross Counselling Awareness Scale CCAS and the Multicultural Counselling Inventory - MCI) and administered pre and post to obtain psychometric data for further use in Aotearoa.

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## **Integration of Māori research methodologies with standard behavioural methodology: The example of precision teaching methods to attain behavioural fluency.**

**Margaret H. Williams**

*University of Waikato*

This poster describes my masters thesis study where two experiments were completed to test whether Precision Teaching methods could help students attain behaviour fluency in statistical terms; to test whether application of Māori Research Methodologies could help recruit a higher proportion of Māori participants; and to identify which of individual and/or collective settings apply more appropriately for Māori to gain fluency in statistics. To answer these queries, thirty-six introductory psychology students participated in one of three interventions - one-on-one intervention, group intervention and/or waiting list intervention, then completed evaluation forms describing the research experience. The findings were similar for both experiments in that students gained fluency in statistical terms by means of Precision Teaching methods; Māori participation was high which suggested the Research Methodologies were appropriate to recruit and for the retention of Māori participants; and neither one-on-one learning or group learning proved detrimental towards attaining fluency in statistics. The evaluations suggested that the group method might be more preferred by the participants and the data suggests this is not detrimental to their learning.

## **Conceptualising a Kaupapa Māori Evaluation Methodology.**

**Bridgette Masters**

*The Māori & Psychology Research Unit, University of Waikato*

The intention of this research is not to describe kaupapa Māori research, but to use it as a point of reference for the beginning of the exploration into the development of a Kaupapa Māori Evaluation model and its relevance to a range of groups. There are numerous publications regarding kaupapa Māori research, however specific methods pertaining to evaluation research are in early stages of development. With the number of stakeholders involved in evaluations of health promotion programmes in any community, there is scope for conflict and tensions. A suggested issue lies with reporting and accountability measures that do not fit well with between the different interest groups. By conducting interviews with people from a range of perspectives, it is expected that commonalities, variances, and conflicts shall be identified with regard to Kaupapa Māori Evaluation within an Aotearoa context.

## **Mental Health Research and Development Strategy.**

**Michelle Levy**

*The Māori & Psychology Research Unit, University of Waikato*

The New Zealand Mental Health Research and Development Strategy (MHRDS) is funded by the Ministry of Health, administered by the Health Research Council of New Zealand, and supported by the Mental Health Commission. The overall objective of the MHRDS is to use research and development to identify ways that will improve the planning and delivery of mental health services in New Zealand, and is consistent with the Treaty of Waitangi and with the needs of consumers, family, whānau, and other stakeholders. Michelle Levy from the Māori and Psychology Research Unit (Waikato University) has been contracted to provide Māori Health Research and Policy Advisor in Mental Health to the MHRDS. This poster outlines some of key projects currently being conducted under the Mental Health Research and Development Strategy.

## **How adolescents define emotional conflict between their parents.**

**Rosina Pattison**

*University of Victoria*

This study investigated how adolescents define emotional conflict (EC) between their parents. Previous research (Crawford, 2001) has found that adolescent's well-being is affected most negatively by parental emotional conflict when compared with physical and verbal conflict. What is unknown is what adolescents perceive or experience when parents are in emotional conflict (Cummings & Davis, 1994). In this study young people were interviewed in order to elicit their views and experiences of parental emotional conflict. The participants were 27 first year Psychology students, aged between 17-21 years old. The ethnicity of the group consisted of 11 Māori, 6 Pacific Nation, and 10 Pākehā students. From interviews three main categories were identified; maintenance of conflict, change in behaviour and change in relationship. Three conclusions emerged. Firstly, adolescents are able to recognise EC between parents as separate from verbal and physical conflict. Secondly, adolescents are themselves emotionally affected by EC between parents, and consequently they use both negative and positive coping strategies. Thirdly, adolescents are negatively affected if they do not witness reconciliation between their parents or see salient cues that the conflict has been resolved.

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