Putting it in there: “PSYC 575 Indigenous Psychologies” as a for-credit university paper in New Zealand

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Overview

- Foundations
- Challenges confronting Maori
- Health Policy and pathways for action
- Is there an adequate canon?
- Is there the committed staff?
- Curriculum design
1. There are many psychologies in the world. Western Psychology is but one. It does not have all the answers to challenges that confront the world’s peoples.

2. Indigenous knowing and world views are poised to contribute to the relief of suffering in their own communities and in their own relevant ways.

3. The indigenous psychology canon of published material has grown exponentially over the last 3 decades.

4. There are increasing numbers of experienced and capable academics to teach in the area.

5. Working responsively and respectfully with diverse peoples, including students, is an ethical responsibility.
New Zealand – Quick Stats

Population clock

4,608,093
as at Friday, 14 Aug 2015 at 04:06:28 p.m.
Asian Ethnicities

Top 5 Asian Ethnicities

Japanese
Korean
Filipino
Indian
Chinese

0 20,000 40,000 60,000 80,000 100,000 120,000 140,000 160,000
Proportions of people with high levels of psychological distress
By ethnic group and gender
2013/14

Source: Ministry of Health
Proportion of population, who are 15 years or older, who are obese
By ethnic group and gender
2013/2014

Source: Ministry of Health
Potentially hazardous drinking, among all adults aged 15 years and over
By ethnic group and gender
2013/14

Source: Ministry of Health
Proportion of the population who currently smoke tobacco
15 years and older, by ethnic group and gender
2013/14

Source: Ministry of Health
Groups perceived as being most discriminated against in New Zealand
By top 10 unprompted first responses
2011

- Asians
- Maori
- White people/ Europeans
- Recent immigrants
- Pacific peoples
- Poor/low income
- Indians
- White/European men
- Muslims/Islamic
- Older people/superannuitants

Source: Human Rights
### Causes of Death

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
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</thead>
<tbody>
<tr>
<td>Maori</td>
<td>Ischaemic heart disease</td>
<td>Ischaemic heart disease</td>
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<tr>
<td></td>
<td>Lung cancer</td>
<td>Lung cancer</td>
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<tr>
<td></td>
<td>Diabetes</td>
<td>Chronic obstructive pulmonary disease</td>
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<tr>
<td></td>
<td>Suicide</td>
<td>Cerebrovascular disease</td>
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<tr>
<td></td>
<td>Motor vehicle traffic</td>
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<tr>
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<tr>
<td></td>
<td>Suicide</td>
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</table>

*Source: Ministry of Health*
The elements, directions, threads and pathways for action that make up He Korowai Oranga set the direction for how to achieve pae ora.

These pathways are not mutually exclusive, but are intended to work as an integrated whole.
Te Ara Tuatahi (Pathway 1): Development of whanau, hapu, iwi and Maori communities

- This pathway acknowledges the need to foster conditions that build on the strengths and assets of whanau and encourage their health and wellbeing.

Te Ara Tuarua (Pathway 2): Maori participation in the health and disability sector

- This pathway supports Maori participation at all levels of the health and disability sector.

Te Ara Tuatoru (Pathway 3): Effective health and disability services

- This pathway acknowledges the need for timely, high-quality, effective and culturally appropriate health and disability services for Maori as consumers of health services.

Te Ara Tuawha (Pathway 4): Working across sectors

- Everyone at all levels of the health system and wider social sector must work together to improve Maori health.
Growing the literature Web of Science (N=8,165)

Published items in each year

- 1996
- 1997
- 1998
- 1999
- 2000
- 2001
- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015
Maori & Psychology theses (N=89)

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<td>1980s</td>
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Number of theses:
- 2010s: 42 Masters, 52
- 2000s: 32 Masters, 37
- 1990s: 13 Masters, 37
- 1980s: 1 Masters, 1
Number of records resulting from a search on “indigenous psycholog*” (no-exclusions)

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### Number of records in final dataset

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PSYC 575
Indigenous Psychologies

WHAT DO STUDENTS NEED TO KNOW?
Typical approach

- Methods
- Theory
- Knowledge production
"Curriculum Assignments Reading Placements"
- Applications
Our approach to curriculum design

- Working principles
  - Remain uniquely Maori
  - Nurture and nourish the present generation
  - Create flourishing futures
- Maori values framework
  - Manaakitanga, Wairuatanga, Kotahitanga, Rangatiratanga, Whanaungatanga
- Knowledge, skills and competencies
Working principles
Working principles

- Remain uniquely Maori
- Language, culture, heritage, relatedness, belonging, continuities

- Nurture and nourish the present generation
- Survival, basic needs, nourishment, flourishing, life course development

- Create flourishing futures
- Sustainability, education, creating synergies, cultural use of technologies
Maori values framework

Kotahitanga

Whanaungatanga

Manaakitanga

Rangatiratanga

Wairuatanga

Wairuatanga
Rangatiratanga

- Leadership / followership
- Responsibility
- Strategy
- Theory
- Sovereignty
- Resistance
- Liberation
Manaakitanga

- Care
- Protection
- Reciprocity
- Obligation
- Cycles
- Partnerships
- Nourishment
- Basic needs, survival
Wairuataanga

- Spirit
- Spiritual knowing
- Spirituality
- Time, presence, history, futures
- Religion
- Communion
- Environment
Whanaungatanga

- Connectedness
- Relatedness
- Belonging
- Role responsibilities
- Positionality
Kotahitanga

- Unity
- Oneness
- Togetherness
- Peace
- Balance
Incorporating principles, values and attributes

- Manaakitanga
- Wairuatanga
- Kotahitanga
- Rangatiratanga
- Whanaungatanga

Create flourishing futures
Nurture and nourish the present generation
Remain Uniquely Maori
Knowledge, skills and competences
On successfully completing all aspects of this paper, students will:

- understand the historical and socio-economic circumstances Indigenous peoples face

- understand liberation practices, social justice, anti-colonialism, and Indigenism and how these concepts apply to helping practice, social interventions and policy analysis;

- Have critical strategies to recover and support Indigenous values, practices, and structures in the learning, healing, and decolonization processes of individuals, families, communities, and nations;

- Empower Indigenous identity through concepts like rangatiratanga, wairuatanga, manaakitanga, whanaungatanga and kotahitanga;

- Support Indigenous scholars and practitioners to fully explore Indigenous helping practices, knowledges, and research.
Kia ora tatou