

WORKING TO END RACIAL OPPRESSION

Researchers:
 Sophia Wairoa-Harrison
 Kyle Tan
 Otitlie Stolte
 Logan Hamley

Institutions:
 University of Waikato/Te Whare Wānanga o Waikato
 Waikaremoana Waitoki
 University of Otago/Ōtākou Whakaihu Waka

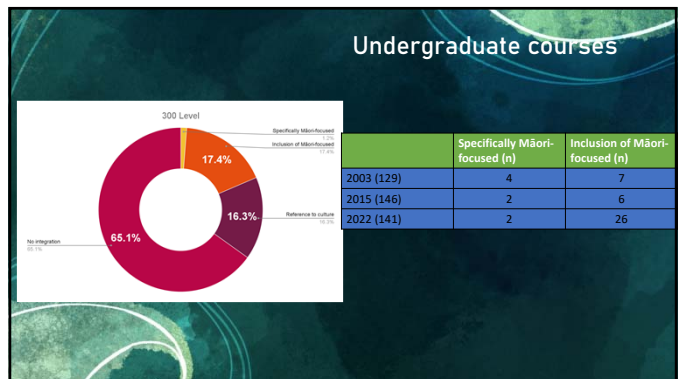
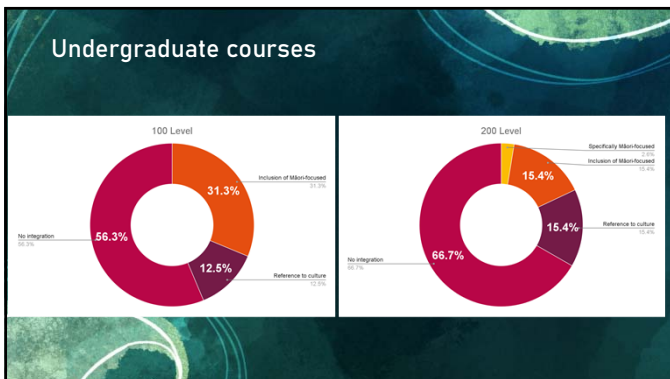
Systemic Racism in Clinical Psychology

WERO: Working to End Racial Oppression
 Introduction

Outline

1. 3 presentations, followed by:
2. Panel and open discussion (including QnA)

**Māori-focused
 Course Content**



Postgraduate training courses

Māori-focused paper content in different scopes of psychology in 2022			
	Specifically Māori-focused (n)	Inclusion of Māori-focused content (n)	Inclusion of culture-focused content (n)
Applied behaviour analysis (18)	0	3	0
Child and family psychology (11)	0	1	0
Clinical psychology (48)	3	16	15
Counselling psychology (8)	0	6	2
Community psychology (7)	0	4	1
Educational psychology (28)	1	11	9
Health psychology (12)	0	2	3
General psychology (4)	0	4	0
Total (136)	4	47	30

Only four (2.9%) courses were specifically Māori-focused:
 Indigenous Research Methodologies (Massey)
 Kaupapa Māori Psychology (Waikato)

Two short courses (completed between 22 to 28 hours) that introduce the Hui Process and Meihana Model (Otago).
 Compared to the analysis in 2015, there were two additional courses in 2022 that were specifically Māori-focused.

There continues to be strong Eurocentric focus in psychology.

Little has fundamentally changed in psychology, even after Dr Michelle Levy lodged the Waitangi Tribunal claim.

Four Decades after a 'Whiter Shade of Pale'

of Psychology, 1987, 16, 58-71

A Whiter Shade of Pale: Taha Maori and Professional Psychology Training*

Max W. Abbott
 Mental Health Foundation of New Zealand
 and
 Mason H. Durie
 Royal Commission on Social Policy

- ### Method
- Kia Whakapapa Pounamu Survey (Professional Programme Directors)
 - Clinical Psychology, Counselling Psychology, Educational Psychology, Behaviour Analysis, Health Psychology, Community Psychology, Child and Family Psychology, Organisational Psychology, and General Psychology Practice
 - Individual and collective hui
 - From September 2022 to February 2023
 - 15 (88.2%) directors returning the survey before February 2023
 - Joint ethics approval from Human Research Ethics Committee, FMIS at University of Waikato and Human Ethics Committee, University of Otago

	Abbott & Durie (1987)	WERO (2023)
Programmes involving Māori staff	0	13 (86.7%)
Link with a Māori advisory body	0	11 (73.3%)
A perception that the number of Māori applying to the programme is inadequate	7 (77.8%)	10 (76.9%) ^a
A perception that Māori graduating from the programme is inadequate	7 (77.8%)	7 (53.8%) ^a
Took steps to address imbalance of Māori students	3 (33.3%)	9 (69.2%) ^a
Prerequisite in Māori culture ^b for entrance into professional psychology programmes	0	8 (53.3%)
Instruction on Māori culture ^b in courses	4 (44.4%)	15 (100%)
Took initiatives to incorporate Māori culture ^b into professional psychology programmes	3 (33.3%)	15 (100%)

Note. Nine directors contributed to Abbott & Durie (1987)'s study. Fifteen directors participated in the 2022/2023 round.
^aTwo directors did not respond to this question as their programmes did not enrol any students in 2022.
^bAspects of Māori culture that we provided as examples include tikanga (protocol), te reo (language) and health models.

Do you think that the shortage of Māori teaching staff members in University Psychology departments is of concern? Please explain your answer

Theme 1: A sign of Eurocentric psychology dominance

Because staff continue to perpetuate WEIRD ways of doing psychology. Psychology as it stands remains largely racist, or at least bias against mātauranga Māori and Māori worldviews. Of the staff that do support Māori in psychology or claim some allyship status, most still privilege their own wellbeing and that of western thought. For psychology students to develop and grow in psychology to best serve Māori and other minoritised communities or ethnic minorities, Māori, indigenous, Pasifika and other minorities peoples should be teaching and researching to model and offer a more balanced psychology.

Do you think that the shortage of Māori teaching staff members in University Psychology departments is of concern? Please explain your answer

Theme 2: Māori staff are overworked

The current numbers of Māori teaching staff members is insufficient to adequately support student learning for foundational bicultural knowledge and skills; there is no capacity for specialised instruction in kaupapa Māori psychology; the limited numbers puts undue pressures on the few Māori staff members that are here; the low numbers also impedes attracting more Māori students and Māori staff.

Māori staff who are there are already overloaded with their work, so taking on more is just not possible.

Incorporating aspects of Māori into your clinical programme: what helped or did not help?

Theme 1: Institutional support and funding

What helped was having professional bodies (our School, our department, our university, our professional body (NZPS, our Board (NZPB) and its committees, such as the accreditation committee) that have expectations that taha Māori can, should, and must be incorporated into all aspects of our programme. They gave me a leg to stand on when I pushed for change.

What does not help: Tightened funding for new positions stops our growth even though there is pressure to take on more students

Incorporating aspects of Māori into your clinical programme: what helped or did not help?

Theme 2: Expectations of Staff

What didn't help was having to re-fight to re-gain ground all the time, especially within the programme staff. Because not all members of the programme staff agreed with the importance of incorporating taha Māori or changing our course content or examining barriers for Māori, I sometimes feel very alone and therefore have to call on others for support.

It is important for all staff to be committed to bicultural practice and we are in the process of developing a Strategic Plan to formalise that commitment and expectation. Staff are important models for students.

Tauira Māori voices

PROGRAMMES

- MĀTAURANGA MĀORI UNDERMINED AND UNDERVALUED
 - Legitimacy questioned
 - Lack cultural responsibility
- UNSAFE AND TRAUMATIC
 - Prevalence of racism
- EUROCENTRIC ENVIRONMENT
- DEFERRAL OF RESPONSIBILITY
 - Addressing racism and discrimination
- EXPECTATION TO PRIORITISE ACADEMIA OVER EVERYTHING ELSE
- LITTLE RELEVANCE TO COMMUNITIES
 - Need for community engagement and input

WHAT HELPED TAUIRA NAVIGATE PROGRAM

- REPRESENTATION: SEEING SELF AS MĀORI REFLECTED IN PROGRAM
- STRENGTH OF MĀORI IDENTITY
- INFORMAL SUPPORT NETWORKS
- ACKNOWLEDGING WELL-INTENTIONS OF PROGRAM STAFF AND CLASSMATES
- SUPPORTIVE COHORT AND STAFF
- DISMANTLING WHITE PRIVILEGE

