

Māori Psychology Workforce & Māori Course Content Data

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Introduction

This paper presents data relating to the:

1. Current Māori psychology workforce; and
2. Inclusion of Māori focused content within university psychology department courses.

Method

Desktop analysis of the following were undertaken:

1. Desktop analysis of Māori psychology workforce data; and
2. Desktop analysis of university psychology department courses/papers.

The data sources for these desktop analyses are described in more detail below.

Māori Psychology Workforce Data

The Ministry of Health (2014) acknowledges that inaccurate and unreliable workforce data collections have been an issue for some time. This is a particular issue for the psychology workforce, with there being no single data set able to accurately and reliably describe the psychology workforce in detail. The annual psychology workforce survey was discontinued post 2010, although DHB Shared Services does provide a dataset pertaining to the DHB psychology workforce.

The data used to describe the Māori psychology workforce was collated from the following sources:

- Annual health workforce surveys (Ministry of Health, 2011a, 2011b)
- Health Workforce Information Programme (HWIP) (2015)
- 2013 Census (Statistic New Zealand, 2015)
- New Zealand Psychologists Board (Anne Goodhead (New Zealand Psychologists Board), Personal Communication, 7 April, 2015; New Zealand Psychologists Board, 2014)
- New Zealand College of Clinical Psychologists (Caroline Grieg (NZCCP), Personal Communication, 26 March, 2015)
- New Zealand Psychological Society (Pamela Hyde (NZPsS), Personal Communication, 26 March, 2015)
- Department of Corrections (Brian Nicholas (Department of Corrections), Personal Communication, February 26, 2105)
- MSD/Department of Child, Youth and Family (Laurence Feehan (Ministry of Social Development), Personal Communication, 27 February, 2105)
- New Zealand Defence (Lt Col S.Kearney (New Zealand Defence), Personal Communication, April 9, 2015)
- Ministry of Education (Anna Priestley (Ministry of Education), Personal Communication, 17 April, 2105)

Brief explanations of the key data sources used to describe the psychology workforce are provided below.

Annual Health Workforce Survey 2010

Data pertaining to the psychology workforce has been collected via a Ministry of Health funded survey being included with Annual Practising Certificate (APC) invoices since at least 2000, until 2010. Post 2010, the survey for psychologists was no longer funded by the Ministry of Health/Health Workforce New Zealand.

In 2010, of the 1936 psychologists who were sent a survey with their APC invoice, 1345 (69.5%) indicated that they were working actively as psychologists, 56 (2.9%) respondents indicated that they were not actively working, and 535 (27.6%) did not respond to the survey (Ministry of Health, 2011a). Despite having data reliability issues in relation to being comprised of only those psychologists who responded to the survey, the 2010 workforce survey is the most comprehensive dataset currently available by which to describe the total psychology workforce.

Health Workforce Information Programme (HWIP)

The HWIP collects and holds, on behalf of the 20 District Health Board's (DHB), the most comprehensive data set on the DHB employed workforce. The data has been captured since 2006 and is made up of 29 workforce variables supported by an agreed data standard and code sets. Regular reports are produced based on the quarterly collection of data from the DHBs. The collection provides the base information to inform workforce development and planning at all levels across the health sector – local, regional and national.¹

Data requests were made directly to DHB Shared Services DHB Workforce Information Project. Data for the DHB psychology workforce from 2007-2014 (identified via the extraction of all data ANZSCO² coded to '272311' (Clinical Psychologist) or '272399' (Psychologists nec) (not elsewhere classified). Unless otherwise stated, the data referred to is at 31/12/07 and 30/09/14.

The following points should be noted when reviewing the data provided by the HWIP.

- Full-time equivalent (FTE), as opposed to headcount, was recommended by DHB Shared Services as the main reporting metric, as it helps to make the workforce position clearer. It is important to distinguish between headcount and FTEs: headcount counts actual numbers of people, whereas FTEs are a measure of 'workforce input' or 'work done', regardless of the number of employees.
- Contracted FTE uses the number of hours that an employee is contracted to work. It is considered a reliable and accurate calculation that is not subject to significant variation over time (i.e. it does not vary with sick leave, annual leave, accrued leave, etc) and is often considered a proxy for 'permanent' employees (DHB Shared Services, 2012).

¹ Provided by Amanda Newton, Project Manager, DHB Workforce Information, Strategic Workforce Services

² Australian and New Zealand Standard Classification of Occupations

University Psychology Department Courses/Papers

The registration of health professionals in Aotearoa is governed by the Health Practitioners Competency Assurance Act 2003 (HPCA Act 2003). For the practice of psychology this legislation is administered by New Zealand Psychologists Board (NZPB). The most common qualification for registration for those who study in Aotearoa is to have a post-graduate qualification from a New Zealand university psychology department. Using methodology similar to that used in my Phd research (see Levy, 2007) publically available online undergraduate and graduate psychology course/paper descriptors from seven³ university psychology departments accredited by the NZPB to offer psychology training programmes from undergraduate level through to post-graduate qualifications required for registration with the were examined in April 2015.

It should be noted that psychology at Auckland University of Technology(AUT) is positioned slightly differently than the other six universities included in this study. At AUT psychology is offered as a subject in the Faculty of Culture and Society via the School of Social Sciences and Public Policy. AUT offers Bachelor of Arts and Health Science degrees (Bachelor, Master, Diploma, Post/Graduate Certificate/Diploma) with an option to major in Psychology. One qualification is accredited by the New Zealand Psychologists Board and offers a pathway to registration as a psychologist – Postgraduate Diploma in Counselling Psychology (Faculty of Health and Environmental Sciences).

Online course/paper descriptors were examined for the following:

- Specifically Māori-focused; and
- Inclusion of Māori-focused content.

Psychology department/school websites/prospectus were examined for:

- Psychology department initiatives aimed at supporting the retention and success of Māori students; and
- Recommendations regarding the inclusion of Māori-focused content in psychology degrees.

Staff research interests as they appeared on Psychology department/school websites/prospectus were examined for:

- The inclusion of either Māori-focused or inclusive of Māori-focused topics.

It should be noted that there was variation in the course/paper information which was available online. In a small number of cases detailed course outlines were publicly available. It may be argued that the approach taken is flawed in that the detailed course/paper outline is required if any reliable assessment of course content is to be made. It is acknowledged that this may be the case for an exact assessment of Māori-focused course/paper content to be made. However the extent to which a course/paper is specifically Māori-focused should be evident from course/paper descriptors. While there are limitations, the methodology undertaken is considered robust enough to provide an overall indication of the extent to which Māori psychologies are visible within current psychology courses/papers.

³ Auckland University of Technology, University of Auckland, University of Waikato, Massey University, Victoria University, Canterbury University, University of Otago

Māori Psychologists Workforce Data

Total Number

As at February 2015, the New Zealand Psychologists Board reports a total of 4600 psychologists on their Register. Of these, 2745 hold current Annual Practising Certificates (APC). The 2745 includes 284 Interns (those actively in their Intern phase and those completing doctorates). The remaining 1855 includes those classified as Inactive, Removed, Voluntary cancellation, Cancelled, Inactive Intern, and Deceased (Anne Goodhead (New Zealand Psychologists Board), Personal Communication, 7 April, 2015).

Data collected by the Ministry of Health from 2005-2010 (2011a, 2011b) shows that the numbers of active psychologists who responded to the annual workforce survey increased from 1000 in 2005 to 1346 in 2010. Census data from 2013 (Statistic New Zealand, 2015) shows a total of 2052 people identified their occupation as psychologist. Of these 92% identified as *clinical psychologists*, 4% as *educational psychologists*, 2% as *organisational psychologists*, and 2% as *psychologist nec*. The number of people identifying their occupation as psychologist had increased from 1647 in 2006 (Statistic New Zealand, 2015).

Māori Psychology Workforce

As at 13/5/2014, of the total number of registrants who provided ethnicity data (2058 out of 4477), a total of 134 identified as Māori (either as a first or second ethnicity). Of these, 105 were APC holders (New Zealand Psychologists Board, 2014).

The census data from 2013 shows that of the total 2052 who identified their occupation as psychologist, 6% (n=120) identified as Māori. Of that 6%, most (n= 108) identified as clinical psychologists (Statistic New Zealand, 2015).

Of those active psychologists who responded to the 2010 annual workforce survey, 4.5% (n=60) were Māori. This was an increase from 3.8% (n=38) in 2005, but was a decrease from 5.3% (n=65) recorded in 2009 (Ministry of Health, 2011b). Consistent with gender trends overall, in 2010, just over two-thirds of psychologists identifying as Māori were female.

Of those active psychologists who responded to the 2010 annual workforce survey and identified as Māori, the most common worktype was clinical psychology (n=49). The next most common worktype was supervision/consulting (n=24). There were 17 Māori psychologists who identified Kaupapa Māori as their worktype in 2010 (Ministry of Health, 2011b). The most common employer for those identifying as Māori was hospital and health service/DHB (n=15) and private practice (self-employed) (n=15). This was followed by university/polytechnic (n=7), Group Special Education (n=6), and Department of Corrections (n=5) (Ministry of Health, 2011b).

The following data has been sourced from directly from the relevant agencies:

- As at 26/2/15 of the total 164 psychologists employed by the Department of Corrections, 12 identify as Māori (Brian Nicholas (Department of Corrections), Personal Communication, February 26, 2105).
- As at 26/2/15 of the 14 psychologists employed by the Ministry of Social Development (MSD) (employed within Child, Youth and Family (CYF)), one identifies as Māori (Laurence Feehan (Ministry of Social Development), Personal Communication, 27 February, 2105).

- As at 9/4/15 there were 25 psychologists employed by the New Zealand Defence Force. Of these, none identified as Māori, although acknowledgement was made that this was a situation the NZ Defence Force hoped to address (Lt Col S.Kearney (New Zealand Defence), Personal Communication, April 9, 2015).
- As at 31/3/15 there were a total of 205 psychologists employed by the Ministry of Education. Of those, 6.8% identified as Māori (Anna Priestley (Ministry of Education), Personal Communication, 17 April, 2105).
- As at 26 March 2015, there were 21 members of the New Zealand College of Clinical Psychologists who identified as Māori (Caroline Grieg (NZCCP), Personal Communication, 26 March, 2015).
- As at 26 March 2015, there were 34 members of the NZPsS who identified as Māori (Pamela Hyde (NZPsS), Personal Communication, 26 March, 2015).

DHB Māori Psychologist Workforce

This section provides data which specifically pertains to the DHB psychologist workforce. Please see earlier notes in the Method section regarding the reporting of this data.

In 2007, of the psychologists employed by DHBs, there were 249.9 FTE who identified as European, 11.6 as Māori, 10.6 as Asian, 1.0 as Pacific, 1.6 Middle Eastern, Latin American, African (MELAA), 21.4 as Other, and 119.7 as Unknown. In 2014, 429.7 FTE psychologists identified as European, 28.8 as Asian, 23.5 as Māori, 4.5 as Pacific, 2.5 MELAA, 31.0 as Other, and 49 as Unknown.

Qualified Workforce

In 2007 there were 10.6 qualified Māori FTE employed by DHBs. Overall, qualified Māori FTE had a mean age of 39.3 years, and a mean length of service of 3.7 years. Of the 10.6, 9.2 were female, and 1.4 was male. Female qualified Māori psychologists had a mean age of 36.5 years, and a mean length of service of 3.5 years. Male qualified Māori FTE had a mean age of 55 years, and a mean length of service of 4.7 years.

In 2014, of a total 569.1 FTE, 537.5 were fully qualified. Of these, 76.5% (411.2 FTE) identified as European, 4.9% (26.5FTE) as Asian, 4.0% (21.7FTE) as Māori, and 0.6% (3.5FTE) as Pacific. Qualified Māori FTE had a mean age of 37.5 years, and a mean length of service of 4.5 years. Of the 21.7, 17.8 were female, and 3.9 were male. Female qualified Māori FTE had a mean age of 36.7 years, and a mean length of service of 4.2 years. Male qualified Māori FTE had a mean age of 41.3 years, and a mean length of service of 5.9 years.

Intern Workforce

In 2007 there was 1.0 intern FTE who identified as Maori. This intern was female, aged 28.5, and a length of service of 0.8 years. In 2014 there was 1.8 intern FTE who identified as Maori. They were female, with a mean of age 26.8 years, and a mean length of service of 0.4 years. From 2007-2014 there was a total of 8.7 intern FTE who identified as Māori.

Desktop Analysis of Psychology Department Courses/Papers

The desktop analysis of psychology department courses/papers covered a wide range of qualifications and psychology sub-disciplines. Qualifications included: Bachelor/Master of Arts/Social Science/Science/Health Science/Applied Psychology; Graduate Diploma/Certificate; and Postgraduate Diploma/Certificate. Psychology sub-disciplines/specialities included: Abnormal; Addiction; Animal Behaviour; Behavioural; Biopsychology; Clinical; Cognitive/Behavioural Therapy; Community; Counselling; Critical; Cross-cultural; Educational; Emergency Management; Experimental; Family; Forensic; Gender; Health; Human Development; Human Factors; Industrial/Organisational; Kaupapa Māori; Learning; Neuroscience; Political; Positive; Perception; and Social.

The following sections summarise the key findings from the desktop analysis. Comment is also made on the extent to which the findings differ from those identified in 2003 (see Levy, 2007).

Undergraduate Courses/Papers

Table 1 summarises the Māori-focused content offered at seven universities in Aotearoa. Undergraduate and graduate psychology course descriptors were examined for the following components:

- Specifically Māori-focused course/paper
- Inclusion of Māori-focused content in course/paper
- Inclusion of reference to culture in course/paper

The numbers reported under each heading in Table 1 refers to the number of courses at each specified level which included the specific component. Each paper is categorised only once, under the heading which best describes it.

Table 1. Māori-Focused Course/Paper Content in Seven Psychology Departments in 2015

Paper Level [Number in () indicates total number of papers at that Level]	Specifically Māori-focused	Inclusion of Māori-focused content
100 Level (15)	0	2
200 Level (36)	2	0
300 Level (74)	0	4
AUT (21)⁴	0	0

Table 1 shows that the majority of papers were not specifically Māori-focused; and did not include Māori-focused content. These findings are outlined in more detail below.

⁴ AUT does not identify its undergraduate courses/papers by 100/200/300 level.

Of the 15 100 Level papers, one mentioned the inclusion cultural psychology with a particular focus on Māori culture and related issues (University of Auckland, 2015), and one mentioned the inclusion of bi-cultural psychology (Victoria University of Wellington, 2015). This is an increase of one paper from what was found in 2003.

There were 36 200 Level papers, two of which were specifically Māori-focused. These were Culture, Ethnicity and Psychology (University of Waikato, 2015a), and Ngā tirohanga rua o te taha hinengaro - Bicultural Perspectives in Psychology (Massey University, 2015a). These are the same courses/papers which were identified in 2003. There were no 200 Level papers that identified the inclusion of Māori-focused content in 2015. This was a decrease from 2003 where two papers were identified as referring to the inclusion of Māori-focused content.

Seventy Four 300 Level papers were recorded. None were specifically Māori-focused. This was a decrease from 2003 when two 300 level papers were specifically Māori focused (Psychology and Māori Development - University of Waikato); Indigenous Psychology in Aotearoa - Victoria University) (Levy, 2007).

Of the 74 300 Level papers, there were four that identified the inclusion of Māori-focused content. These were Introduction to Clinical Psychology (University of Auckland, 2015); Community Psychology (Massey University, 2015a); Community, Culture and Diversity (University of Waikato, 2015a); and Cross-Cultural Psychology (Victoria University of Wellington, 2015). This number was unchanged from the data collected in 2003 (Levy, 2007).

Graduate/Postgraduate Courses/Papers

A total of 222 graduate papers (excluding research and practicum/internship) were recorded across the seven universities. Of these, two, both at the same university, were specifically Māori-focused, these being 'Psychological Applications and the Treaty of Waitangi' and Bicultural Approaches to Clinical Practice (only available for PGDipClin students only) (University of Waikato, 2015b). This is the same number of specifically Māori-focused papers that were identified in 2003. However, of note is that in 2003 both papers were available to all students undertaking postgraduate study and not limited to those only in a postgraduate programme (see Levy, 2007).

Of the 222 courses/papers there 15 which identified the inclusion of Māori-focused content. Six of these were from AUT (Psychological Theory and Practice; Psychological Assessment and Diagnosis; Therapeutic Theories and Skills; Psychological Intervention; Theories of Counselling Psychology; Professional Frameworks) (Auckland University of Technology, 2015a). There were three courses/papers from the Victoria University (Current Issues in Cross-Cultural Psychology; Culture and Social Behaviour; Culture and Human Development); two from the University of Auckland (Community Psychology; Professional Practice in New Zealand); one from Canterbury University (Clinical Intervention); one from Massey University (Advanced Professional Issues in Psychological Practice); and one from the University of Waikato (Foundations of Community Psychology).

Recommendations for Inclusion of Māori-Focused Degree Content

There were four universities who recommended students include specifically Māori-focused courses/papers (usually offered as part of another school/department) as part of their undergraduate and/or graduate psychology degrees. Auckland University highly recommended undergraduate programmes of study include Te Ao Māori: The Māori World (or equivalent) prior to

application to the clinical psychology programme (University of Auckland, 2015). Massey University strongly recommended students completed Te Reo Whakahoahoa: Socialising in Māori; or He Tirohanga o Mua: Māori Custom, Lore and Economics; and recommended considering Hauora Tangata: Māori Health Foundations; or Te Kawenata o Waitangi: The Treaty of Waitangi in New Zealand Society (Massey University, 2015b).

AUT has a Māori Health Plan which explicitly recognised the growing need for health professionals to work with Māori. Māori health study pathways were identified as being included in all Bachelor degree programmes, and all students were encouraged to include at least one Māori health paper in their programme of study (Auckland University of Technology, 2015b). Students wishing to major in psychology as part of a health science degree were required to complete Health and Environment or Māori Health, Development and Environment. For students wishing to follow a Māori development career path, four courses/papers were recommended (Māori Health, Development and Environment; Māori Health Promotion; Applied Primary Māori Mental Health; Utilising Supervision in Practice) (Auckland University of Technology, 2015a).

Waikato University recognised Kaupapa Māori as a distinct speciality area (University of Waikato, 2015b). Psychological Applications and the Treaty of Waitangi was required or recommended for those students specialising in Clinical, Community and Applied Social Psychology.

Department/School Māori Student Support

Six of the seven psychology departments/schools provided initiatives aimed at supporting Māori psychology students. Some positioned initiatives within the context of equal educational opportunities, whilst others specified commitment to the Treaty of Waitangi and commitment to a bicultural or Māori development focus within departments/schools. Visible initiatives included bicultural or Kaupapa Māori committees, Māori-focused teaching and research networks/units, and dedicated support for Māori students (including tutorial and research support, and space/resource allocation). Some departments/schools support initiatives for students were located within broader university-wide initiatives for Māori students. This situation is similar to what existed in 2003 where five out of six universities had support initiatives specifically dedicated to facilitating Māori student success.

Department/School Research Interests

There were two psychology departments who had specific Māori-focused research groups or units (University of Auckland, 2015; University of Waikato, 2015b). Eight other research groups who indicated an interest in issues of relevance to Māori were identified (Psychology and Social Issues Group ; Social Research Group; Race and Cultural Relations Group; Health, Work and Retirement; Near Death Experience Research Group; Young Adults, Drinking Cultures and Social Networking; Roy McKenzie Centre for the Study of Families; NZ Institute of Brain and Behaviour).

There were seven staff members who identified their research interests as being specifically focused on Māori. Areas of interest included matauranga Māori and psychology, Māori development and psychology, Māori leadership and wellbeing, and bicultural practice in psychology. In addition to this, there were five staff members who indicated their research interests were inclusive of Māori-focused topics, for example bilingualism, indigenous world views, colonisation, and bicultural practice.

Two departments did not have any staff who identified their research interests as being either Māori-focused or inclusive of Māori-focused topics. One department offered bi-cultural research support for staff.

Further Research

Limited time was available for this analysis. Other areas which may be useful to consider in the future are:

- Māori-focused competency in selection criteria for specialised programmes
- The presence of Māori staff within psychology training programmes
- Māori-focused research outputs in Department/Schools
- Māori-focused conference presentations and professional development opportunities within NZPsS and NZCCP conferences and professional development programmes

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