

Indigenous mental health – New Zealand

ST2-INDNZ-EPA1 – Interviewing a Māori patient

Area of practice	Indigenous – New Zealand	EPA identification	ST2-INDNZ-EPA1
Stage of training	Stage 2 – Proficient	Version	v0.6 (EC-approved 08/01/14)
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.</p>			
Title	Interviewing a Māori patient.		
Description Maximum 150 words	<p>The trainee can engage a tangata whaiora Māori (Māori consumer) to conduct a psychiatric assessment and build a therapeutic alliance. They are able to create a culturally safe context for the interview including an appropriate environment, approach, assessment framework and the presence of appropriate supports, eg. whānau (family). The trainee can adapt their communication style to meet the needs of the tangata whaiora and whānau and promote engagement.</p>		
Fellowship competencies	ME	1, 2, 3	HA
	COM	1, 2	SCH
	COL	1, 2, 3	PROF
	MAN		1, 2
Knowledge, skills and attitude required	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p>Ability to apply an adequate knowledge base</p> <ul style="list-style-type: none"> • Understand how colonisation processes have impacted on Māori cultural identity and the fragmentation of traditional customs, language and disconnection with lands and the implications this may have on presentation. • Recognise that Māori are a heterogeneous group from different areas with different dialects and customs. • Understand the role of the Treaty of Waitangi and the implications for Māori health and wellbeing, particularly with regard to Articles 2 and 3. • Understand that knowing where the tangata whaiora (consumer) is from (ie. tribal area) is an important tool in engagement and forming a therapeutic alliance. • Understand the different Māori cultural nuances of interaction in the doctor–patient relationship, eg. tāngata whaiora not making eye contact as a sign of respect or feelings of whakamā (shame)/feeling stink. 		

	<ul style="list-style-type: none"> • Understand the role of cultural advisors and the skills involved in working alongside Māori and whānau. • Understand that some symptoms may represent culturally defined phenomena and may not represent psychopathology although both can co-exist. • Up-to-date understanding of the epidemiology of Māori mental health and disproportionately poor health outcomes with knowledge of the causative factors. • Awareness of the cultural concepts of tapu (sacred) and noa (ordinary) and their application to the doctor–patient relationship. • Recognise that poor engagement and therapeutic alliance may reflect a lack of trust towards the dominant culture and models of health which do not embrace traditional cultural ideology and practice. <p>Skills</p> <ul style="list-style-type: none"> • Engage and collaborate with cultural support staff when interviewing a tangata whaiora and their whānau (family) for the first time. This may involve traditional rituals of encounter such as mihi (greeting), whakatau (welcome), karakia (ritual chants/prayers), etc. • Recognise that whānau speak for themselves offering their experiences and perspectives of the illness. • Encourage te reo Māori (Māori language) during the interview and consultation process. (Note, the trainee needs to be guided by the preference of the tangata whaiora for te reo Māori, English or both and adapt accordingly.) • Utilise culturally appropriate assessment tools to identify important cultural dimensions where relevant. • Apply Māori models of hauora (health), eg. Te Whare Tapa Whā, to the clinical situation. • Communicate cultural dimensions both verbally and in writing. <p>Attitude</p> <ul style="list-style-type: none"> • Aware and self-reflective of own cultural biases and how these may impact on understanding tangata whaiora.
	<p>Assessment method</p> <p>Progressively assessed during individual and clinical supervision, including three appropriate WBAs.</p>
<p>Suggested assessment method details</p> <ul style="list-style-type: none"> • Observed Clinical Activity (OCA). • Mini-Clinical Evaluation Exercise. • Case-based discussion. 	<p>References</p> <p>OAKLEY BROWNE MA, WELLS JE & SCOTT KM, eds. <i>Te Rau Hinengaro: the New Zealand mental health survey</i>. Wellington: Ministry of Health, 2006.</p> <p>Glossary</p> <p>hauora – health and wellbeing.</p> <p>karakia – often defined as ritual chants and prayers, karakia provide a mechanism to clear and mediate spiritual pathways.</p>

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mihī – speech of greeting, acknowledgement, tribute.

noa – to be made neutral, ordinary or unrestricted and made free from the extensions of tapu.

tangata whaiora (s)/**tāngata whaiora** (pl) – a term used to describe a person who uses services; it is literally translated to mean a person who is pursuing health, wellness and recovery.

tapu – a term used to describe something sacred, prohibited, restricted, forbidden.

te reo Māori – the Māori language.

whakamā – to be ashamed, shy, embarrassed. Whakamā can be experienced by an individual or a group (eg. whānau). It can also affect how a collective might relate to an individual.

whakatau – a welcome or welcome speeches.

whānau – extended family, family group. In the contemporary context, the term is also used to include friends who may not have any kinship ties to other members.

Glossary of Māori terms from:

TE POU O TE WHAKAAARO NUI. *He rongoa kei te kōrero. Talking therapies for Māori: wise practice guide for mental health and addiction services.* Auckland: Te Pou o Te Whakaaro Nui, 2010.

COL, Collaborator; COM, Communicator; HA, Health Advocate; MA, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar

**** In NZ, unless the trainee has already done these earlier, we strongly suggest that they complete the Te Iho Assessments as part of these two Maori mental health EPAs. The assessments are available here: <http://www.psychtraining.org/telho1.html>. We suggest that the Case be used for a Case-based Discussion. The completed assessments are emailed to the Director of Training who will confirm their satisfactory completion to the supervisor and trainee.**

ST2-INDNZ-EPA2 – Management plan for a Māori patient

Area of practice	Indigenous – New Zealand	EPA identification	ST2-INDNZ-EPA2
Stage of training	Stage 2 – Proficient	Version	v0.5 (EC-approved 08/01/14)
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.</p>			
Title	Develop a mental healthcare management and recovery plan for a Māori patient.		
Description Maximum 150 words	<p>The trainee can develop an innovative management and recovery plan for a tangata whaiora Māori (Māori consumer). They understand Māori models of health and traditional healing practices and address these in the management plan where appropriate. The trainee understands the role of whānau (family) in supporting recovery and is able to form collaborative relationships with the whānau as appropriate.</p>		
Fellowship competencies	ME	4, 5, 6, 7	HA 1
	COM	1, 2	SCH
	COL	1, 2, 3	PROF 1, 2
	MAN		
Knowledge, skills and attitude required The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p>Ability to apply an adequate knowledge base</p> <ul style="list-style-type: none"> • Understand the crucial role of whānau (family) in supporting the treatment and recovery of Māori with mental illness. • Understand the different roles and responsibilities within whānau and the nature of whānau relationships with tāngata whaiora (consumers). • Understand the role of cultural advisors and the skills involved in working alongside Māori and whānau. • Knowledge of Māori models of health, eg. Te Whare Tapa Whā, Te Wheke, Te Pae Mahutonga, etc. • Awareness of the traditional healing practices that Māori may consider using to support health and wellbeing. • Recognise that tāngata whaiora may consider waiata (songs), karakia (ritual chants/prayers) and te reo Māori (Māori language) as contributors to their recovery. • Awareness of available kaupapa Māori (Māori ideology) services and supports. 		

	<p>Skills</p> <ul style="list-style-type: none"> Collaborate with a whānau adviser to support tāngata whaiora to connect or reconnect with their whakapapa (genealogy), marae (meeting grounds), whānau, hapū (subtribe) and iwi (tribe). Support tāngata whaiora to engage in activities that optimise cultural linkages and whānau connectedness. Encourage te reo Māori during the consultation process. (Note, the trainee needs to be guided by the preference of the tangata whaiora for te reo Māori, English or both and adapt accordingly.) Incorporate Māori models of hauora (health) in the management plan, where appropriate. Incorporate, where appropriate, traditional healing practices into the management plan. Utilise appropriate outcome measures (eg. Hua Oranga, Health of the Nation Outcome Scales [HoNOS]) and adjust management plan accordingly. <p>Attitude</p> <ul style="list-style-type: none"> Advocate for self-determination and autonomy. Recognise and support the resourcefulness of tāngata whaiora and whānau.
<p>Assessment method</p>	<p>Progressively assessed during individual and clinical supervision, including three appropriate WBAs.</p>
<p>Suggested assessment method details</p>	<ul style="list-style-type: none"> Case-based discussion. Mini-Clinical Evaluation Exercise.
<p>References</p> <p>Glossary</p> <p>hapū – a kinship group, commonly a subtribe or a section of a larger kinship group.</p> <p>hauora – health and wellbeing.</p> <p>iwi – an extended kinship group, tribe, nation, people, nationality, race; often refers to a large group of people descended from a common ancestor.</p> <p>karakia – often defined as ritual chants and prayers, karakia provide a mechanism to clear and mediate spiritual pathways.</p> <p>kaupapa Māori – Māori ideology; a philosophical doctrine incorporating the knowledge, skills, attitudes and values of Māori society.</p> <p>marae – a traditional meeting place for whānau, hapū and iwi members.</p> <p>tangata whaiora (s)/tāngata whaiora (pl) – a term used to describe a person who uses services; it is literally translated to mean a person who is pursuing health, wellness and recovery.</p> <p>tapu – a term used to describe something sacred, prohibited, restricted, forbidden.</p> <p>te reo Māori – the Māori language.</p>	

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waiata – song. The most performed songs are waiata which take many forms and are used for a variety of purposes. Waiata are often performed at the end of speeches to support what has been said, they can also be sung to remove tapu or to engage, entertain, calm or comfort the listener.

whakapapa – genealogy, lineage, descent.

whānau – extended family, family group. In the contemporary context, the term is also used to include friends who may not have any kinship ties to other members.

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