

## Newsletter from the National Standing Committee On Bicultural Issues

Since the last Bulletin the Committee has held another meeting (1-2 October) and NSCBI members have been involved in a number of activities. It is our intention to provide regular reports through the Bulletin to keep members informed of developments.

### 1. Meeting with Olive Webb

Members of the Committee met recently (19 October) with the President, Olive Webb, and had useful discussions.

Olive confirmed that Council will be making a specific grant available as an operating budget for NSCBI, and that the Committee will continue to be represented on Council.

### 2. Bulletin to Feature Treaty Implications

It has been suggested that the March 1993 issue of the Bulletin devote a special feature to a discussion of the implications of the Treaty of Waitangi and biculturalism, both for the Society and for psychologists generally.

Fiona Cram and Ray Nairn at the University of Auckland are coordinating the feature content.

NSCBI plans to continue a regular news section within the Bulletin, which will include reports on matters relating to the Treaty and biculturalism.

### 3. Symposium on Bicultural Development

A symposium on bicultural development, especially within the New Zealand Psychological Society, is being planned for the August 1993 Annual Conference. More details will be given as they come to hand.

Expressions of interest in running/participating in a workshop or discussion session or presenting a paper can be sent to either Richard Sawrey (The Family Centre, Box 31050, Lower Hutt); Linda Waimarie Nikora or David Thomas (Psych.Dept, Waikato University).

It was noted that the paper by Marewa Glover, which was presented at the 1992 Annual Conference in Dunedin, attracted considerable interest.

### 4. New Zealand Journal of Psychology

Consideration is also being given to requesting a special issue of the New Zealand Journal of Psy-

chology on bicultural issues, in 1994. It is intended that suitable papers presented at the 1993 Annual Conference could be edited for Journal publication.

### 5. Code of Ethics Revisions

NSCBI input into the current revision of the Society's Code of Ethics is being discussed.

The Canadian Code provides useful ideas for the revision. The NSCBI submissions focus, among other things, on:

- (a) issues relating to the cultural competence of practitioners;
- (b) protecting the "cultural safety" of clients who are not members of the dominant culture;
- (c) the cultural appropriateness of psychological assessment; and
- (d) informed consent being extended to include both whanau and client for Maori clients.

Ray Nairn has been involved in these discussions with the Ethical Issues Committee.

In addition, James Ritchie has suggested that the following statements be incorporated in a preamble or background statement to the Code of Ethics:

\*\*\* Recognizing that clients in New Zealand come from a variety of backgrounds, and

\* Recognizing that cultural factors are involved in both the etiology of client problems and in therapy with them,

\* We affirm that psychologists shall at all times respect cultural differences and provide for them in practice;

\* Psychologists shall familiarise themselves with the text of the Treaty of Waitangi, observe it in letter and in spirit, and be familiar with principles of interpretation desired from it;

\* Psychologists shall promote biculturalism as the foundation of multiculturalism in all aspects of professional practice."

Comments from readers are welcome.

## 6. Accreditation

NSCBI wishes to have input into the review of the accreditation procedures. These procedures were set up by the Society several years ago.

The following points have been noted for the Accreditation Working Party to consider:

- (a) Is accreditation concerned only with specific programmes (i.e. Diploma programmes), or is it concerned with any training programme that can lead to registration as a psychologist?
- (b) What, if any, are/will be the practical consequences of a training programme being refused accreditation?
- (c) What are/will be the practical consequences for a programme being accredited, aside from graduates being able to become directly registered as psychologists? How will programmes demonstrate continuing accountability to the requirements for accreditation?
- (d) What are the training implications of the concept of "cultural safety" for accreditation?
- (e) What will be the implications of any rule changes, changes to the Code of Ethics or to relevant Acts, for training programmes that have been accredited? Who will monitor the desired/required impacts of such changes on training programmes?

## 7. Consultative Committee for

### Revisions of the Psychologists Act

Ray Nairn and Pam Oliver have been involved in the subcommittees associated with the Consultative Committee. Some comments submitted are as follows:

- (a) Registration qualifications. Endorsement of an emphasis on competency, not merely qualifications. Assessment of the cultural sensitivity or cultural competence of courses and practitioners will be required. The Psychologists Board will need to include Maori assessors and/or call on Maori advisors to assist with this task.
- (b) That training programmes which cover the Treaty of Waitangi, cultural practice, cultural safety, or other topics related to Maori, need to have Maori people involved in the accreditation process.

## 8. National Hui on Maori Psychology

Planning is underway for a National Hui on Maori Psychology to be held at a suitable North Island marae late in 1993, following the Annual Conference. More details later.

## 9. Other Matters

Given the costs of travel for NSCBI members outside Hamilton & Auckland to attend meetings, it is planned to have more regionally based meetings in future. These will be Hamilton/Auckland, & Whanganui/PalmerstonNth/Wellington. □

---

## Lawbook Review (continued)

### d) Characteristics of the behaviour of the child in the assessment interview/s, including:

- \* the age appropriateness of language and knowledge
- \* congruent gestures
- \* suggestibility (Note: the child may be susceptible to suggestion but may still be telling the truth)
- \* the affect given the context.

### e) Consistency of information, including:

- \* the consistency of the child's statements in the assessment interview/s with other information
- \* the consistency with patterns of abuse.

### f) Circumstances and style of the assessment interview/s, including:

- \* the degree of rapport achieved
- \* whom the child was living with at the time
- \* who took the child to the interview/s
- \* the comprehensiveness of the interview/s (including the issue of possible sexual abuse and the wider context)
- \* the nature and process of questioning, including the presence of leading, suggestive or directive questions
- \* pressure or coercion.

Note:

Assessment may involve the use of aids such as drawings, dolls and suchlike. □