

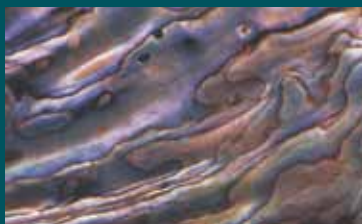


The New Zealand  
Psychological Society

*Te Rōpū Mātai Hinengaro o Aotearoa*

# Psychology Aotearoa

VOLUME 9 NUMBER 1 HARATUA/ May 2017



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Tēnā koutou ngā kaiwhakamatau hinengaro

“My abandonment of my first language is...so deeply personal that I resist any interpretation”: it is a “kind of suicide.”<sup>1</sup>

As psychologists, we know how significant a language is to constructing our identity. Who

remembers their undergraduate papers comparing and contrasting the Sapir-Whorf theory with those of Bruner and Piaget? Even the most committed behaviourist will recognise the power of language to categorise and make meaning of our lived experience.

This year, I have been part of an unplanned and unsystematic social experiment. I have chosen to speak only Te Reo Māori on Saturdays.

So far, most of those people I met in the Wellington region were Pākehā/Tauīwi. Frequent, unsolicited, reasons were offered for why they do not speak Te Reo Māori e.g. the lack of time; children; the lack of natural language ability; a perception that Tangata Whenua do not want us to learn the language; claims they understand more than they can speak or referring to times when they did speak Te Reo.

There have been a few rolled eyes, suggestions that I am “guilt-tripping them” and demands that I speak in English. A few friends sidle away from me at parties and cold callers quickly hang up. However, the majority of people seem warm to hearing Te Reo spoken and many even curious. Very few were able to reply in more than a few set, everyday Māori phrases. A surprising number ask me how to say “yes” or “thank you” in Te Reo. I have no reason to believe that as a group of psychologists we are any different.

Learning Te Reo Māori like any new skill does require effort and prioritisation, if not in our Continuing Competence Programme (CCP) goals then as proactive citizens in our everyday lives. At the opening of the French Film festival in Wellington, the president of Alliance Française Wellington proudly boasted that French was the second most widely spoken language in our city. Maintaining cities of diverse cultures and languages is vital but should we prioritise Te Reo Māori as the first language of this country?

Our Code of Ethics requires<sup>2</sup> us to actively support Te Tiriti o Waitangi? The Waitangi Tribunal formally recognised Te Reo Māori as a ‘taonga’ (a valued possession) in 1986 and the following year Te Reo Māori was established as an official language of this country.<sup>3</sup> As 3% of registered psychologists identify as Māori<sup>4</sup>, this kōrero is probably directed to you as non-Māori, who I suspect have minimal fluency in Te Reo. For those of you that are fluent in Te Reo, I salute you and I hope you might be able to support our colleagues with this kaupapa. For those of us that are Pākehā/Tauīwi, as the dominant culture, we have a responsibility to help challenge the current structures that have prevented this language from flourishing and consequently the wellbeing of its peoples?

Hana O'Regan argues, after significant gains, that one of the biggest threats to Te Reo Māori is apathy.<sup>5</sup> Alex Barnes and Melanie Nelson suggest that if we want to be true allies to Māori we need to be meeting as Pākehā/Tauīwi and learning Te Reo Māori. Other themes they address are the prejudice from other Pākehā; the lack of persistence from Pākehā who come and go with their learning of the language; internal/external tensions; the urgency and sustainability of the language; going beyond a few high profile Pākehā who speak the language and learning Te Reo as a collective; avoiding a gushy, romanticised idea of indigenous people/s; and not being too earnest.<sup>6</sup>

The NZPsS, National Standing Committee on Bicultural Issues (NSCBI) is the group of Māori and non-Māori psychologists that was established “to provide monitoring, education and promotion around enhancing biculturalism in all facets of psychological practice, teaching and theorizing” and who are vital to advising the NZPsS

2 Code of Ethics Review Group. (2012). Code of Ethics for Psychologists Working in Aotearoa/New Zealand: NZ Psychological Society, NZ College of Clinical Psychologists and NZ Psychologists Board.

3 The Waitangi Tribunal. (1986). Report of The Waitangi Tribunal on The Te Reo Maori Claim (Wai 11). Retrieved from [https://forms.justice.govt.nz/search/Documents/WT/WT\\_DOC\\_68482156/Report%20on%20the%20Te%20Reo%20Maori%20Claim%20W.pdf](https://forms.justice.govt.nz/search/Documents/WT/WT_DOC_68482156/Report%20on%20the%20Te%20Reo%20Maori%20Claim%20W.pdf)

4 New Zealand Psychologist Board, electronic communication, 25 August 2016.

5 Karetu and Waite, 1998 cited in O'Regan, H. (2006). State of the Reo Nation: Māori Language Learning. State of the Māori Nation: twenty-first century issues in Aotearoa. M. Mulholland. Auckland, Reed Publishing (NZ) Ltd. “...the Maori language is a powerful social force for the reconstruction of the damage and deteriorated self-image among

6 Barnes, A., & Nelson, M. (2013). Alex Barnes and Melanie Nelson. In J. Margaret (Ed.), Working as Allies: Supporters if Indigenous Justice Reflect. Grey Lynn, Auckland: Auckland Workers Educational Association.

1 Yiyun Li, a Chinese writer now living in the US, cited in Laity, P. (2017, 17 March). Confrontation with the Past. The Guardian Weekly, p. 77.

Executive.<sup>7</sup> “He Paiaka” is a group of recently formed Māori psychologists that are now considering their own self-determination and structures for managing their affairs. Upskilling in Te Reo Māori and knowledge of tikanga as a Te Reo Pākehā/Tauīwi group becomes even more significant. This way there is the chance for a meaningful dialogue with tangata whenua, and aspire to become “...the kind of Pākehā that Māori had in mind when they signed the Treaty.”<sup>8</sup>

Some might propose that offering good psychological skills is enough to support the various peoples in the iwi, hapu and whānau in our country. Suzanne Pitama and colleagues’ research suggests that GPs who spoke Te Reo Māori in their surgeries had a better response and they were perceived as going beyond tokenistic efforts such as brochures or signs.<sup>9</sup> It is not unreasonable to extrapolate that for many Māori who are reluctant to seek help from health care professionals, this might be a matter of life or death. How many tangata whenua who are distressed, unable to learn or have family difficulties feel unable to approach a psychologist for a service?

A Pākehā friend recently referred to the “Māori renaissance”. She may have noticed my raised eyebrow, and quickly qualified this by saying “Quentin, you don’t know how bad it was before”. Renaissance conjures up images of enlightenment, an explosion of new ideas where science and art collide. The ferment of different cultures provides the alchemy of new thinking and practical solutions. The NZPsS 2017 conference in Christchurch provides just such a starting point for the beginning of this renaissance with a theme of “The Art and Science of Psychology in Aotearoa.”<sup>10</sup>

What would it be like to have a space for speaking Te Reo Māori/Te Reo Pākehā and exchanging Māori/Pākehā ideas that do not always translate in each culture? I read many accounts of Mason Durie’s, Te Whare Tapa Whā model requiring us to consider human beings holistically, in terms

of the mind, spirit, body and whānau.<sup>11</sup> In a Te Reo Māori class, I reported I had just returned from a psychology conference. I will never forget the incredulous look from a kuia (female elder). She genuinely could not understand that you would go somewhere to discuss people/s only in terms of their individual hinengaro (mind).

What would it be like as the NZPsS’ 2018 jubilee year approaches, for all 3229 registered psychologists to commit to helping each other to learn Te Reo Māori in the next five years? What kind of renaissance might this initiate?

Ka ngaro te reo, ka ngaro taua, pērā i te ngaro o te moa.<sup>12</sup>

Quentin Abraham

11 Durie, M. (2001). *Mauri Ora: The Dynamics of Maori Health*. Auckland: Oxford University Press.

12 If the language be lost, they will be lost, as dead as the moa

## NEW: Leadership Mentoring Service

In recognition of the need for the development of leaders within the field of psychology, the Society is expanding the mentoring service to psychologists who are interested in developing their leadership practice and competence. The Leadership Mentoring Service aims to support leadership development by connecting psychologists who are interested in leadership or are new to leadership roles with existing leaders within the profession.

We are encouraging psychologists interested in this service to think broadly about leadership roles; both in terms of those volunteering to be mentors and those interested in connecting with a mentor. In particular, team leadership, managerial positions, and thought leadership might all be relevant roles relevant to the mentoring service..

If you would like to put yourself forward as a mentor on the NZPsS database please go to this webpage for the form: [www.psychology.org.nz/members-only/find-a-leadership-mentor/#cid=884&did=106](http://www.psychology.org.nz/members-only/find-a-leadership-mentor/#cid=884&did=106)

7 Duirs, A. (2005). National Standing Committee on Bicultural Issues (NSCBI): A Brief History. *The Bulletin of the New Zealand Psychological Society*, 105(November), 12-13. Retrieved from <http://www.psychology.org.nz/wp-content/uploads/2014/04/Bulletin-Nov05-NSCBI-history.pdf>

8 Black, R. M. (2010). Treaty People Recognising and Marking Pākehā Culture in Aotearoa New Zealand. (Doctor of Philosophy (PhD) Doctoral), University of Waikato, Hamilton, New Zealand. Retrieved from <http://hdl.handle.net/10289/4795> p153

9 Pitama, S., Ahuriri-Driscoll, A., Huria, T., Lacey, C., & Robertson, P. (2011). The value of te reo in primary care. *Journal of Primary Health Care*, 3(2), 123-127

10 NZPsS Conference 2017 see <http://www.psychology.org.nz/pd-events/annual-conference/>



## Editorial



Tena Koutou everyone

By now I sincerely hope we can provide you with a welcome relief from American politics with some interesting commentary from local psychologists! We do always

hope to provide some stimulating articles for reflection and debate on a range of issues related to our field. But nowhere near as contentious as Trump!

We hope, for those of you in need, to wean you off your social or international news media addictions which have no doubt been fuelled hugely by recent events. Even the non-behaviourists amongst you will recognise the magnetism of American politics. Sadly, we are attracted to 'bad' news! We hope that you will be lured away with some writings which may restore your faith in people and their good work. While on this point, we want to hear from you. We welcome submissions from you on things you think the readership would appreciate, be it opinion, research, or practice. This is one way we can keep each other informed about new, interesting or contentious goings on. If there is anything you would like to hear about or offer please just get in touch with Pam or me. We will do our best to respond.

This edition is not however free from politics! In Charles Waldegrave's keynote speech from last year's conference he provides a challenge to psychologists on a political and social front. He asks what psychologists are doing in relation to the critical issues of our time. How are we dealing with the growth of inequality, marginalisation or climate change? How are we ensuring we consider culture and context in our dealings with individuals and families? Charles asserts that the popular conceptions of psychologists are out of step with how we would want to be perceived and offers a thought-provoking critique of our 'business-as-usual'.

Many of the themes of Charles' keynote are also the central focus of the Asia Pacific Psychology Alliance (APPA), which had its inaugural meeting late last year. Waikaremoana Waitoki, Director of the National Standing Committee on Bicultural Issues, attended amongst others and reports back. This forum seeks to unite members from the Asia Pacific region and develop a governance entity. The report provides an insight into what the discipline of psychology sees as its most important mission as it goes about establishing

international relationships. Interestingly and appropriately as I see it, concerns are for strengthening 'socially, culturally and indigenously informed' approaches, supporting professional and ethical practice in terms of training, research and practice and advocacy for psychology within public policy are some examples together with the need to establish governance structures.

Psychology's development in one of our neighbouring Asian countries, Malaysia, is presented by Goh Chee-Leong. This interesting journey shows how in a relatively brief time since the 1980s psychology has grown to the extent that their Psychological Society has 500 members. This in a country of 30 million people. The council of the society recently selected 11 priority issues for psychology to address, for example poverty, physical and mental health, aging, violence, and corruption to name a few. This is indeed impressive!

Trish du Villier, Professional Leader for Psychology in the Auckland DHB writes the second in our series of 'Working at the top of our Scope'. Trish shares her reflections on what this means to her having worked in her field, mental health, for over 30 years. How does this resonate with others in similar, or different scopes? For me it describes the way psychology can be applied to the ever increasing size of systems from the individual to the organisation and what it takes to shift one's focus. It raises the question however, of what compels us as psychologists to broaden our lens in this way? Who is suited to such work and what are the rewards? Trish has her answer, what do others think?

An interview with Sarah Donaldson, a psychologist in a rural community is interesting in a similar way to Trish's account of applying psychology to a different environment or system. Sarah writes about bringing psychology to the rural farming community and displays remarkable adaptability in doing so. This has been a sector truly in need and creative efforts like Sarah's are paying off.

Quentin Abraham presents a summary on supervision from a panel of diverse speakers at the National Educational Psychology forum in Auckland last year, one of whom was myself! The panel reflected on how we support psychologists at different stages of their career. In addition, how does the practice of supervision need to adapt to our changing world? The discussion was rich indeed and highlighted the diversity in the forms of supervision that can and should take place in practice environments to match the developmental or cultural needs of the supervisee. Kahu Flutey put out a welcome call for a revival of Te Ao Māori supervision models by indigenous psychologists. Also of note in the korero was the centrality

of the place of quality relationships in our supervision as in our work with clients.

Our student section covers a very personal array of articles from personal journeys of studying psychology in later life to alienation from the psychology community whilst living away. Anna and Ariana, our Student Forum editors introduce this section in an inspiring way. All contributors share personal revelations and I am indebted to them for illustrating how success in their endeavours followed an intense challenge. Lara Greaves reflects on her PhD journey and provides some extremely pragmatic advice to any aspiring student. Learn about use of IPA as a research method (no, it's not a beer!). Chloe Duncan describes her research using interpretive phenomenological analysis (IPA), which produces some rich and interesting results. Alan Law writes about his experiences as an ex-pat overseas and then returning to Aotearoa New Zealand and finding the reception he got less than helpful.

Our outgoing student rep Michele Blick is the subject of our one-on-one interview. Her passion and enthusiasm for the field is refreshing and heart-warming. Michele shares with us some of her journey through personal experience as a teacher and mother to becoming a psychologist. No doubt some of this will resonate with us. We wish Michele all the best and thank her for all the dedication she put into the role whilst studying and juggling motherhood and life!

As well as all of this, we have four stellar book reviews, which are so interesting one hardly needs to read the books! Seriously, we are indebted to our book reviewers and welcome anyone who wishes to put pen to paper after an interesting read!

So, I hope you are sufficiently inspired to leave your various preoccupations aside and devote some time to sampling our rich and interesting selection. As I have said, we would like to hear from you, either commentary, suggestions or submissions on something you feel passionate about in your working world!

Kia kaha,

Hei konā mai,

Fiona Howard

## NZPsS News

### Congratulations to new life members

Each year the Executive congratulates NZPsS members who have completed 30 years of continuous membership of the Society. We list new Life Members below and we feature contributions from Dr JaneMary Castelfranc-Allen and Martin Visser about their journey in psychology.

Dr JaneMary Castelfranc-Allen

Ann Flintoft

Colin Hopkirk

Neville Robertson

Greg Tims

Martin Visser

#### Dr JaneMary Castelfranc-Allen



Between them, the cultures, values and principals of my parents that they instilled in me have been an integral part of my career and have steadied me in rough waters. So, firstly, thank you to them and my immediate family for accepting and supporting what has been an interesting work life.

I came to my paternal family country of Aotearoa/New Zealand in 1987 with three small sons, needed to support them, and was accepted into Waikato University because of age and citizenship more than educational achievement. No law degree was offered at that time so I chose psychology (dubbed the housewife's degree then) and took my sons along. I practiced IQ tests on them, added philosophy (ethics) and worked all hours as a tutor and lived off the DPB. Almost one year was spent in/out of hospital and I fell behind, fearful that the wave of new graduates meant I needed to do a Masters in order to get work. Applied behaviour analysis made sense, was effective, and incorporated accountability and, having been thrown in the deep end working my internship in acute admissions at Tokanui Hospital, I gained the post-graduate clinical degree in 1986. It came with no mental health warning or boxes of

tissues.

Clinical practice was evidence based and I was once described as “further right than Genghis Khan” but I was committed to help. My work encompassed ACC sexual abuse and trauma assessments and therapy, child and adult therapies, and Family Court S133 and S178s. I was offered a research assistantship by Don Baer at Kansas University allowing in-State fees and my Dad helped pay the rent. Away from home and family for the first time ever, I worriedly immersed myself in studies and a doctoral dissertation on how question form can effect children’s answers, graduating in 1991. It was a privilege to be mentored by Don Baer and his effect on my research and practice life has endured. I declined a research teaching position at John Hopkins University on ethical grounds and returned to NZ to teach child development, clinical practice and research under two FRST grants. My career has been a ‘snakes and ladders’ board and the unfounded complaint by colleagues about my research findings knocked me back decades.

Around the same time, my husband Barry Parsonson, was invited by Prof Marine Chitashvili to go to Tbilisi, Georgia, near the end of their civil-war, to establish professional codes of conduct for psychologists. This was ‘give-back’ time. Neither of us realized how long, how many times, or how enriching our connections with Georgia would be. We discovered and responded to the dearth of normality or joy for the infants and children in the ‘closed’ State ‘orphanages’ and the absence of any humane governmental care. Since 1996, alongside Barry, I have established two NGOs, worked and trained professionals in child welfare, consulted under UNICEF contracts on the emotional attachment and social/cultural needs of the institutionalized children, helped reconnect families, developed ways and systems to improve state care, and transition into foster families. Mid 2008, in a fit of madness, we returned to form, teach and supervise a cadre of Georgian psychologists and psychiatrists whose practicum included working with traumatised displaced families from the Russian-Georgian conflict, and consult for the WHO mental health action group. The training was adopted as a graduate course at Tbilisi State University.

Since then, I have focussed in Georgia on establishing psychology and law, co-training judges, teaching/supervising a group of Georgian women professionals and supporting their commitment to forge the first psycho-legal services in Georgia. In the USA, I was a visiting professor and researcher at James Madison University and, concurrently, Professor Lorraine Hope at Portsmouth University, UK, supported my Georgian and US-based

research developing an innovative interview and therapy combo for traumatised individuals in investigative contexts. I now wear several ‘hats’, including professional supervision of Georgians and New Zealanders; making wine from our small vineyard (!); assessments for Family, Criminal and Appeal Courts and MSD; and research. I am interested in ICC and UN support for adults and children who have been displaced and/or violated and who are potential witnesses. I try to remain an evidence-based advocate, a practical trainer, and internationally aware, and have one fingernail a different colour from the rest as a reminder of the importance of one.

### Martin Visser



After being informed that I have thirty years’ membership of the New Zealand Psychological Society I have taken the opportunity to reflect and muse on aspects of my career as a psychologist. Three vignettes come to mind.

I remember vividly my early years of clinical training at Sunnyside Hospital, (now

Hillmorton) and my internal dis-ease at watching or interviewing patients behind a one-way mirror. Patients were not required to give consent and were not informed of who was behind the mirror. They were also not privy to the discussions by those critiquing the interview. The power imbalance of this process was never discussed by the teachers with us naïve students. Many years later, in Dulwich, Adelaide, I experienced a process where the client was invited to see who was watching the interview, and invited to watch the watchers discuss the interview, (reflecting team). I began to comprehend the powerfulness of our profession as clinical psychologists and how it is possible to use that to engage in a process that is transparent and intensely therapeutic.

My early clumsy attempts to categorise patients with a DSM III diagnosis also stands out as causing me dis-ease. Diagnosis often seemed contrived and irrelevant especially when it came to intervention. Today, I am still saddened as clients tell me of a two-month admission to Hillmorton, where a diagnosis was made and symptoms managed but their story was barely explored and the effects of childhood trauma either missed or deemed irrelevant. I have become bilingual, using a diagnosis when it is useful to inform an insurance company or a medical professional



of a client's difficulty, but finding other ways of speaking with the client that use different constructs and are therapeutically more potent, for example instead of "panic attacks" I might speak of "false alarms", instead of "depression" I might use "oppression" or "grief" or "meaning making".

The Christchurch earthquakes invited me to review the dynamics of the client-therapist relationship. As we both had life shattering experiences and thousands of trauma-triggering aftershocks, conversations inevitably began with how our families and houses fared. Clients needed to know I knew something of their experience. This paralleled what was happening in every dynamic of our community, from BBQs, sports clubs, to shops and churches. As a mental health professional, I had special skills to assist with the effects of trauma and loss, but like the community which was healing itself by frequent conversations of the trauma, clients expressed interest in my experience and so our shared trauma and vulnerability facilitated their therapy.

The background for these musings was five years in addictions including three at Queen Mary Hospital, Hanmer Springs, where I was the first psychologist. I then travelled and did joinery for 4 years in London and the Algarve, Portugal. I then took a clinical psychologist position in Croydon, London. The last twenty-five years have been in private practice in Christchurch. I love my work and am constantly heartened by the emerging stories of clients' strength and wisdom, as therapeutic conversations are engaged in.

## Bringing our lights out from under the bushel: Practice and research insights that inspire policy change

**An abbreviated version of the opening address for the New Zealand Psychological Society Annual Conference 2016**

**Charles Waldegrave**



Charles Waldegrave leads the Family Centre Social Policy Research Unit, Lower Hutt, Wellington.

When a group of professionals meet for an annual conference, it can offer an occasion to reflect on how they are perceived, and how congruent that is with their own perceptions and goals. In the case of psychologists, popular conceptions include the views that: they are 'shrinks' who read minds; they focus on personal issues rather than social issues; they are more concerned with human pathologies than human resilience; they are able to help 'psych people up'; and they talk a lot of jargon frequently referred to as 'psychobabble'.

This is vastly different from the ways psychologists view themselves and set their own goals. In the diverse fields that they find themselves in, be they clinical, industrial, technological, research, educational or other, they tend to see their work at a high level being centred on: wellbeing - the state of being comfortable, healthy and/or happy (1); motivation - the desire and ability to do things (2); and capability – not simply solving presenting problems like mental health, relationship complexities or inadequate resources, but helping people realise their potential as human beings (3).

The lack of congruence between popular views of psychology and those of psychologists themselves may reflect a profession that could challenge itself a little more. If wellbeing, positive motivation and human capability are at the heart of our profession, how are we addressing the critical issues of our time, for example. Four substantial issues come to mind:

- The increasing inability of modern welfare states to protect the vulnerable and their fundamental needs, like income and housing sufficient to participate in society
- The growth of inequalities – precarious insecure work and extreme income differences
- Marginalisation - ethnicity, gender, disability, sexuality, difference
- Climate change and the destruction of the planet's resources

Two questions worthy of discussion are: What does psychology have to contribute to these critical issues for society and the planet?; and what are we actually doing about these in our various professional spaces? One could hypothesise that if psychologists genuinely contributed to the debate and solutions to these 'real' issues, the public perception of them would be more congruent with their own perceptions and professional goals?

### **Belonging, Sacredness and Liberation**

To avoid simple theoretical talk and root my responses to these questions in praxis, I will share some ways we at the Family Centre have endeavoured to address them in our professional research and practice over three decades. In the early stages, we formed a three tikanga organisation, Māori, Pacific and Pakeha/European, in response to the call of the Treaty of Waitangi and New Zealand's obligations to its colonial activity in the Pacific.

At the same time, we introduced the notion of shared values into our work. We spent time together asking what are the values that we want to characterise the nature and quality of our work? We settled on three primary concepts that emerged out of a genuine cultural dialogue. When assessing the quality of our work, we agreed it should be measured against the inter-relationship of three overarching values: belonging; sacredness; and liberation.

The first, belonging, referred to the essence of identity, to who we are, respecting and highlighting people's cultured and gendered histories, and their ancestry. The second sacredness, referred to the deepest respect for humanity, its qualities and the environment. The third was liberation which referred to freedom,

wholeness and justice. It was the inter-dependence of these concepts that was important, not one without another. Not all stories of belonging are liberating, for example, and some experiences of liberation are not sacred. It was the harmony between all three concepts that authentically characterised the values we agreed to.

### *Liberation*

Let's take the notion of liberation as a high-level value in psychological practice. It refers to self-determination, maximising people's right to choose and freedom from unreasonable and unfair constraints. Liberation in this sense is both individual and collective. People seek individual self-determination as well as collective self-determination as gender groups, cultural groups, disability collectives, etc.

At the micro level, liberation refers to freedom from the problems that constrain healthy, happy and holistic wellbeing. In a therapeutic setting for example, it identifies movement from problem centred meaning construction to liberating meaning construction that inspires hope and resolution. This can be a primary goal in therapeutic discourse as people are supported to view events in their lives that have constrained them, and find new ways to move forward.

At the macro level, liberation indicates an inclusive society, social and economic wellbeing, safety and trust. These are primary goals for governments and civil society in (so called) developed democratic societies. Psychologists have much to bring to these processes in workplace, educational, policy, research and technological settings, but it requires a view of the high-level values as one addresses the pragmatic tasks in particular settings.

This brings a considerable challenge

for psychologists, however. There is now a substantial body of literature that associates cultural marginalisation, gender inequities, and low income households with physical and mental ill health. The studies consistently show a distinct relationship between inequalities in society and physical and mental ill health. Poorer people die earlier, consistently have the poorest health and the highest hospitalisation rates (4). Furthermore, when there is an overall improvement in a country's population health status, the health inequalities do not decrease.

Given the substantive evidence of the relationship between inequality and physical and mental ill health, it is reasonable to suggest that many of the problems that families present to psychologists result from poverty, inadequate housing, unjust economic planning, unemployment, abuse, racism and so on. As such, where this is the case, they can be conceived as the symptoms of inequality. However, these symptoms are usually construed in mental health or social relationship categories by psychologists, and considered to be simply personal, intra-psychic or intra-family disorders.

The afore noted studies suggests a notion that many, though obviously not all, of the mental health and relationship problems people have are the consequences of power difference and injustice. Such a notion only infrequently features in psychological literature or as a major theme in therapeutic conferences. If it did however, there would be considerably more exploration and analysis around public policy ethics and social justice themes and less exclusive focus on mental health symptoms and the bounded space of individuals, couples or families.

### *Belonging and Sacredness*

We learn to value certain ways of

acting in the world over others through the primary expressions of care that impart culture, socioeconomic status, and gendered cues. Words take on specific meaning, and words with associated emotions and body cues amplify that meaning. In our homes, we learn the behaviours that are accepted and welcomed and those that we consider to be shameful. We learn to interact and communicate through explanations and modelling from the intimate group we are born into or placed in. Our sense of security, predictability, and order stems from our cultured and gendered experience of belonging, and is also influenced by the socioeconomic position through which we express it. Socioeconomic status in modern democracies is more fluid than it used to be, and changes for some people during the course of their lifetime.

Within cultures, particular meanings are accorded to certain events and physical entities. We may wear certain clothing, acknowledge certain types of people, and express particular rituals. Each of these actions has ordinary or sacred meaning in a particular culture. A monetary gift or a formal acknowledgement in front of peers; a hongi, a kiss or a handshake; a glass of wine or a tea ceremony; a diamond in Europe or a fine mat in the Pacific; a cross in Christendom or a crescent in Islam; gatherings of women or activities with children, each take on special significance. Each has a sacred quality.

This sense of belonging runs very deep for human beings. It provides the basis for primary loyalties, social networks, and social behaviour. This is not static, of course; each generation is influenced by developments and change. Nevertheless, it is the persistence of the significance of this identity through generations, and its power to explain and create meaning for people, that suggests it would be very wise for psychologists and other helping professionals to respect and honour it (5).

This persistence of multigenerational identity raises serious questions about modern psychological notions of subordinating particular cultural and gendered ways of doing things to a more commodified, globalised, and universalised approach. This is not to say that there is no place for globalisation, it is rather to suggest that the “melting pot” idea of universalising policy and institutions has taken an excessively one-dimensional approach, within and between countries, that has seriously marginalised large groups of people in inequitable ways (6).

I do not think it is unfair to say, that we in psychology, like most of the professions in New Zealand, have been slow to understand the significance of this in relation to the commitment most of our institutions claim to the Treaty of

Waitangi, and beyond that to the people of the Pacific. We, who profess to understand notions of primary attachment, and the finer points of human interaction, have, in my opinion, greatly under-estimated the different notions of belonging in non-Pakeha (European) cultures and the significance of the things they consider to be sacred.

Despite, for example, our knowledge of the complexities of biological and social inheritance, policy development and psychological services for families are frequently based on universal stereotypes. Western cultures, for example, tend to favour notions of individual self-determination over extended family or collective notions of self-determination. As a consequence, most clinical psychological and psychotherapeutic theories posit individual self-worth, in one form or another, as the primary goal of therapy. That is because destiny, responsibility, legitimacy, and even human rights are essentially individual concepts in most Western cultures. It follows that concepts of self, individual assertiveness, and fulfilment are central to most of these approaches.

However, for many of the cultural communities within Western countries, and for most cultures internationally, collective notions of family and groups of families’ wellbeing are favoured over individual ones (7).

Spirituality offers another important aspect that stands out. Psychologists and other social scientists often boast that their discipline is a secular science. They are suspicious of notions like love or transcendence because they cannot measure or verify them. Families in non-western cultures frequently associate healing with spiritual practices and traditions (8). At the Family Centre, Māori and Pacific people when working with people from their culture, often share dreams, prayers and numinous experiences that are important to the life of the family and the issues of health and wholeness. When violations are being talked about, there is often a need for spiritual rituals of protection. Those important aspects are considered sacred, and yet they are frequently disregarded by psychologists. As such clinical practice is often perceived as being culturally unsafe for the client family.

Alternative knowledge and plurality for those whose values are different is often minimized or ignored. Social scientific claims to objective knowledge that is neutral, independent and verifiability usually dominates, even though many psychologists question such claims. A strange world of universalised therapeutic and policy prescriptions emerge in such a context. In a therapeutic setting, for example, families, whose traditions of meaning and ways of doing things may be centuries old, are often co-opted into the

world and constructions of the therapist or counsellor. The metaphors of the families' culture are usually absent. So too are their rituals, healing traditions and spirituality. Sadly, I am constrained to say this must be seen as an unintentional, but nevertheless a very effective form, of continuing colonisation. Tragically it happens when the families are in very vulnerable states.

The consequences of this universalised approach, as it works its way through our social and economic systems, are all too apparent. Within New Zealand and like countries such as the United Kingdom (9) they manifest themselves in the statistical measurements of outcomes. The social, educational, health and economic results for many indigenous and immigrant people, for example, are consistently poorer than for the mainstream. This strongly suggests that most immigrant and indigenous cultures approach learning, socialization, and economic activity from different perspectives than the mainstream, and educational and other systems disadvantage them, while favouring those more in tune with the mainstream.

Effective clinical psychological practice needs to be developed by people from those cultures. All cultures have people who have the confidence of their community and know the emphases and meanings that enable health and wellbeing.

### Research and Policy Initiatives

For many years, we worked as family therapists with clients primarily from the poorest parts of the Hutt Valley. Because these values provided a basis for us to reflect on our work, we soon began to ask questions like:

- What is good therapy when families are poor?
- How are relationships addressed when parents who struggle to feed their families are not able to access decent housing?

We noted that many families who came to us arrived with problems that included psychosomatic illnesses, violence, depression, addiction, delinquency, marital and partnership stress, psychotic illnesses, parenting problems, relationship stress and the like. For many, though obviously not all, when we tracked the onset of these problems, we found them to be associated with events like unemployment, bad housing, homelessness, racist, sexist and/or heterosexist experiences. These can be extremely depressing ongoing experiences that eventually lead parents and children into states of stress that open them up to physical and mental illnesses.

When people come to therapists depressed and in bad housing, and their clinical or social problems are treated within the conventional clinical boundaries, they are simply

made to feel a little better in poverty. Unintentionally, but nevertheless very effectively, they adjust people to poverty. One could even say, they simply make people happy in poverty and fail to address the causal factors.

Some clinical psychologists will argue that their job is to address the mental health issues only, and overlay that with a moral argument that others are better equipped to address the broader social, economic and cultural issues. The problem is there are very few others funded to do this work, and psychologists often fail to connect clients with such organisations and support them. Furthermore, this creates a silo effect whereby the causes and the symptoms are separated, not for the benefit of the client, but for the tidy categories of the professionals. We should be on guard against the cynical claims by critics, that we make money off people's misery. A harsh criticism indeed, but worth reflecting on.

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*When assessing the quality of our work, we agreed it should be measured against the inter-relationship of three overarching values: belonging; sacredness; and liberation.*

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Two developments at the Family Centre, emerged out of these reflections. The first was to develop an approach to therapy called 'Just Therapy' which takes the cultural, gender and socio-economic contexts into the heart of the therapeutic encounter (10). This has since emerged as an internationally recognised approach to therapy and we have been contracted in every continent to guide psychologists and other helping professionals to connect the personal, social, economic and cultural matters in therapy (11).

The second development was to assemble an evidential base of research data that could demonstrate transparently the hardship issues the families we were seeing faced, in order to inform policy makers. We considered this development further honoured the client relationship as we sought to break the silence of the pain we witnessed in boundaried therapy rooms, without breaching the confidentiality of the client.

Many research projects emerged, funded by a mixture of contracts with Ministries of Government and research funding bodies. Among them, for example, were (12):

- Socio-cultural Factors Associated with Food Security and Physical Activity for Māori and Pacific People in Aotearoa New Zealand: *Ministry of Health and the Health Research Council of New Zealand* (2010)



- The Impacts and Opportunities for Māori from Recent Changes to Social Housing Provision: *Tē Puni Kokiri* (2013)
- Resilience in Sole Parent Families: A Qualitative Study of Relational Resilience in Māori, Pacific and Pakeha Sole Parent Families: Foundation for Research, Science and Technology and Ministry of Social Development (2011, and published in Family Process 2016)
- An investigation into defining a living wage for New Zealand: *Living Wage Campaign Aotearoa* (2013)
- Measuring Elder Abuse in New Zealand: Findings from the New Zealand Longitudinal Study of Ageing (NZLSA): *FRST, Office for Seniors, MSD* (2015)

The most significant, though, was the work of the New Zealand Poverty Measurement Project (NZPMP), we carried out with the School of Government at Victoria University over 15 years, funded by the Foundation for Research, Science and Technology. Through it, we developed transparent, internationally comparable poverty thresholds which have since been adopted by Government Ministries (13) and formed the basis of measurement used when poverty numbers are quoted in New Zealand. Prior to the mid-nineties when we published our first papers (14), people and organisations highlighting the growing levels of poverty were often accused of anecdotes. With NZPMP, we were able to establish a range of measures which included transparent weekly budgets and statistical disaggregation into ethnicity, family type, housing cost, employment/unemployment, etc.

The research was identified by Ministries of Government to have provided much of the evidence base

for key policies including: the increase in superannuation levels (2000); the return to income related rents in Housing New Zealand Corporation houses (2000); and the Working for Families package (2004-2007) (15). Each of these policies continue today, and in some cases have been added to, despite the change of government from Labour to National in 2008.

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*Social scientific claims to objective knowledge that is neutral, independent and verifiability usually dominates, even though many psychologists question such claims.*

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The point of these research to policy examples is that they emerged out of a set of agreed values that enabled us to reflect on the quality of our engagement with people and stretch our practice to authentically address the 'real issues' as well as the presenting ones. They inspired us to learn new skills and travel beyond our comfort zones to bring change not only temporarily to individuals and families, but also to the society and communities where people live.

### **Bringing our Lights out from Under the Bushel**

The purpose of this address has been to challenge some of the self-satisfied behaviour, we as psychologists sometimes display, and encourage a few reflective insights into ways our work can link much more relevantly into the key issues of our time. Many of us have the privilege of working with people when they are vulnerable and when they are challenged. Such work deserves the quality of excellence that goes beyond symptoms to causes, and beyond improvements to capabilities.

The context of our work is set within a global market paradigm where inequities are growing and

the planet is being destroyed. We have a contribution that can add to the quality of life for many, by going beyond our 'work as usual' and applying our professional capabilities as a force in society to enhance the values of social inclusion, collective responsibility, respect for difference and a clean planet. We can do this stuff because wellbeing, motivation and capability are at the front and centre of all these issues.

I conclude with some succinct insights from those who write and speak more elegantly than I do:

- *Rise up with me against the organisation of misery:* La Bandera, Pablo Neruda
- *The miserable have no other medicine, but only hope:* Claudio in Measure for Measure, William Shakespeare
- *It may well be that we will have to repent in this generation. Not merely for the vitriolic words and the violent actions of the bad people, but for the appalling silence and indifference of the good people who sit around and say, "Wait on time."* A Testament of Hope: The Essential Writings and Speeches, Martin Luther King Jr.

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## Really? You can study psychology in High School?

**Hannah Cameron**



Hannah Cameron teaches psychology at Nayland College in Nelson. She is the Chairperson of the New Zealand Association of Psychology Teachers. Hannah has previously taught psychology in secondary schools in the UK. Having attended a school where psychology was not offered Hannah grudgingly studied A level psychology through correspondence. Finding this an isolating and frustratingly silent experience Hannah is now a passionate advocate for students to be afforded the opportunity to study psychology at high school level.

“Really? You can study psychology in high school? I didn’t know that”. And often; “I wish it had been available when I was at school!” These are typical responses from adults in New Zealand when they discover that psychology is available as an NCEA (National Certificate of Educational Achievement) subject. Believe it or not psychology has been on offer in some New Zealand schools in some form or another since the 1980s. Students who study psychology at school are challenged, engaged, enjoy its ‘real life relevance’ and achieve well. However full psychology courses are only offered in a handful of schools. In the UK psychology is regularly in the top four most popular A level subjects alongside English, history, and biology. Psychology is also well established and popular as a senior subject in Australia. So why are many New Zealand schools reluctant to offer psychology courses? The simple answer is that currently the system works against them. The good news is that this is changing. Slowly. But it is changing.

The main problem lies with the New Zealand system for gaining University Entrance (UE). Currently students studying psychology at NCEA level 3 are disadvantaged when it comes to applying for degree courses in comparison to those studying many other academic subjects. To understand why we need to consider the structure of NCEA qualifications. Courses at NCEA Level 3 generally offer either ‘unit standards’ or ‘achievement standards’. To apply for university, students need to have obtained 80 credits at NCEA level 3 with at least 14 credits from at least 3 subjects taken from an approved list. ‘Approved’ subjects are those that offer achievement standards. Psychology is not on this list of approved subjects because, up until this year, the qualifications obtained were unit standards rather than achievement standards. This means that many schools are reluctant to encourage students to take psychology

because it is perceived as limiting their chances of achieving UE. If students choose all 5 of their Level 3 courses from the approved list they stand a greater chance of obtaining 14 credits in 3 of them. The very exciting news is that new achievement standards for psychology were developed and registered at NCEA levels 1 and 2 last year and those for Level 3 are being developed and should be registered for use by December of this year. Possession of shiny, new achievement standards is not enough to gain automatic addition to the list of approved subjects however, next, a process of consultation with Universities New Zealand must take place and this is expected to take a full year. Currently the estimation is that psychology will finally ‘count’ for Level 3 students who complete their NCEA qualification in 2019.

The New Zealand Association of Psychology Teachers (NZAPT) has been instrumental in the progress of the new achievement standards. First through lobbying the Ministry of Education for the change to occur and secondly through the provision of expertise and consultation on their development. The standards provide the benchmark for student assessment as well as a framework around which to develop teaching programmes. Having trained and previously taught psychology under the British A level system I think there is much to appreciate about the flexibility of the NCEA qualification. The standards set for assessment, while requiring specific skills, are refreshingly broad and therefore open to interpretation by individual schools. Teachers in New Zealand are entrusted with designing courses in a way which is liberating compared to the very prescriptive nature of British specifications. The newly developed achievement standards at level 1 and 2 and those currently being developed for use at level 3 provide

a scaffolded route through broad but key areas such as research methods, approaches, fields of psychology, issues and debates. There is a skills' focus at each level which is designed to be progressive. For example, at Level 1 students should develop some knowledge and understanding of psychological theory and research. At Level 2 the emphasis shifts to the application of theory to scenarios or real life situations and at Level 3 the step up is to begin to develop critical thinking and to analyse and evaluate the theory and research. One of the Level 2 standards focuses on approaches in psychology and students are asked to; "Examine different psychological approaches used to explain a behaviour." The skill of 'examining' an approach requires understanding and application but both the behaviour and the approaches can be selected by individual schools, teachers or indeed students. For example, at the school where I teach – Nayland College in Nelson – we look at approaches used to explain addictive behaviours and we focus on behaviourist, biological, psychodynamic, cognitive and socio-cultural perspectives. Other schools may choose different approaches and select behaviours such as aggression, criminality or eating habits.

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*The New Zealand Association of Psychology Teachers (NZAPT) has been instrumental in the progress of the new achievement standards.*

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As well as flexibility in the scope of topics chosen NCEA also allows for flexibility in assessing students' understanding. Where traditionally courses may have been examined at the end of a year in a 'remember it all' test now a whole range of assessment methods are available. Whilst it is exciting that, as part of the new achievement standards, for the first time an external, national assessment will be developed for one of the Level 3 standards, for the most part the standards in psychology can be internally assessed. Internal assessments are designed by teachers and can take the form of tests, research reports, blogs, web pages, articles etc. A Level 3 unit we run at Nayland College is a film study where students apply psychological theory on the causes of criminal behaviour to the central character from a film. Another assessment requires students to make a short video applying theories of motivation to a context of their choice. Providing students present evidence of their skill and the submission is recorded for moderation purposes almost anything goes. Moderation occurs both internally and externally via a national moderator to ensure standards are consistent within and across schools.

This flexibility and the real-life relevance of psychology go some way to explaining the popularity of the subject

but students enjoy studying psychology for a number of reasons. There's no denying it has a certain trendy appeal. TV and popular culture help – if not portraying a realistic picture of the subject, at least the marketing of its glamorous nature means we can do the real sell once they are captive in our classrooms. Increasing our understanding of ourselves and of others' behaviour is enduringly appealing especially for teenagers in the most egocentric phase of life. Some of our students have had experience of hardship or mental health issues and some who have experienced psychology services may be seeking answers or even trying to 'fix' themselves. Some find real insight. Some really enjoy being able to spot trends or apply theory to contexts they know. And some enjoy the opportunities psychology affords for practical learning. Psychology offers great opportunities for education outside the classroom and hands on activities. At Nayland College we look at psychopathologies and treatments and have had a visit from a GP as well as a clinical psychologist speaker to explain how she uses cognitive behavioural therapy to treat anxiety disorders. The research methods standard allows students to gain experience of designing and conducting their own research project and some of these have been conducted with younger children at local primary schools or ECE centres in the field of developmental psychology. Students at Avondale College have visited Auckland zoo when looking at evolutionary and comparative psychology.

One of the most exciting aspects of psychology for both teachers and students is its dynamic and contemporary nature. Students understand that much of the research we discuss is current and ongoing. One of my favourite aspects of teaching psychology is seeing students develop the ability to think critically. Developing skills in discussion, questioning and evaluating evidence which are transferable to other subjects and to higher education is a real strength of the discipline. Psychology provides students with insight into the scientific method and can enable them to question the rigour of science in ways traditional sciences may not. Psychology can enable reluctant scientists to participate and engage in scientific thinking. Whichever taxonomy of learning is used critical thinking, analysis and evaluation are high level skills and these are routinely required of students of psychology. For example, issues of gender and cultural bias may be discussed in relation to psychological research but an awareness of such issues can open up critical thought for many students. Psychology appeals to science and humanities fans alike and enables a wide range of students to succeed. The profile of students taking psychology probably follows higher education trends and is somewhat female dominated but, anecdotally at least, seems to be appealing more and more to boys too.

The New Zealand Association of Psychology Teachers is a small but growing organisation. Often psychology teachers are the only teacher of their subject in schools so subject association support is particularly important. The Association can provide guidance on setting up and designing courses, offers access to a shared bank of resources for members and an annual professional development workshop in November. This is always a useful opportunity to network, forge relationships, share teaching ideas, exchange and moderate samples of student work, learn about others' provision and discuss teaching programmes.

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*The newly developed achievement standards at level 1 and 2 and those currently being developed for use at level 3 provide a scaffolded route through broad but key areas such as research methods, approaches, fields of psychology, issues and debates.*

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The Association takes a collaborative approach and members are encouraged to be active participants rather than passive recipients both as members and at the annual workshop. Last year the workshop was hosted by the Psychology Department at Victoria University in Wellington and this was a fantastic opportunity for high school teachers to remind ourselves of the exciting atmosphere of a working research department as well as to strengthen relationships between teachers at high school level and higher education staff. Being on site and learning first-hand about the structure of the undergraduate programmes meant I felt better able to advise students in my school about the progression to studying psychology at degree level. It was reassuring for us to hear that the university teaching staff felt our programmes were well structured and prepare young people appropriately for moving on to study psychology at university. In particular, I was able to change the language we ask students to use in research write ups to be consistent with that used by Victoria. Students who go on to study psychology at university generally tell us they feel well prepared in both knowledge and skills for degree level study. A particular focus of discussion at last year's workshop was around developing biculturally relevant and inclusive elements into our teaching programmes and this is an area in which the Association is keen to continue to progress. A further element of our future focus is on continuing to strengthen relationships with higher education institutions as well as with other relevant organisations such as the New Zealand Psychological Society. I would encourage your members to seek out schools in your area, make contact and find out whether they offer psychology courses. Teachers are almost always open to professional insight and the offer

of a visiting speaker on subject specific areas or career opportunities is usually very welcome. We have already been approached by a number of schools keen to begin programmes and once psychology is finally added to the list of approved subjects for university entrance we expect something of an explosion in popularity. Look out for psychology coming soon to a high school near you!

NCEA Psychology Standards at Levels 1, 2 and 3, along with a link to the TKI Teaching and Learning Guide can be found at:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/psychology/levels/>

The NZAPT website (currently under redevelopment), including ways to join can be found at:

<http://www.psychteachers.org.nz/>

***PsychDirect is a referral search facility that allows NZPsS members to have their practice details accessed by members of the public looking for a psychologist in private practice in New Zealand.***

***PsychDirect is linked directly from the NZPsS Home page via the menu item "Find a Psychologist". The listings on PsychDirect are available to NZ registered, Full Members of the Society with a current APC, offering private psychology services in New Zealand.***

***PsychDirect is searchable by psychology work area, geographic location, and client type and/or psychologist surname. "Additional languages spoken" is a further option which is very helpful when looking for help with specific cultural requirements.***

***PsychDirect is now offered free of charge to all existing and new members.***



## Reflection- Working at the top of our scope what does this mean for me?

**Trish Du Villier**



Trish Du Villier has been a clinical psychologist for over 30 years working in Adult Community Mental Health for most of that time. She has been the Professional Leader for Psychology in Mental Health at Auckland District Health Board Mental Health Services for the past 8 years. She also works clinically at Taylor Centre Community Mental Health in Central Auckland. Trish speaks fluent French, has 3 daughters and 2 step-sons and loves gardening and cooking.

I am a clinical psychologist working in community mental health centre in a DHB and I am also the Professional Leader for Psychology in mental health.

What is my scope? I have been a psychologist for over 30 years and my clinical work has centred on doing assessments and providing interventions within a multidisciplinary environment mostly in adult mental health.

In thinking about “top of scope” I guess we need to identify what our scope is. When I googled the word “scope” the definition was 1. “the extent of the area or subject matter that something deals with or which is relevant”, 2. “the opportunity or possibility to do or deal with something.”

So what is the extent or range of the work of a psychologist, what is our opportunity, latitude, capacity to practice and therefore what does the idea of working at the top of that mean?

In my clinical work, I work with high-risk complex clients. I have also been in a couple of leadership roles providing quality assurance to my organisation regarding psychologist

practice as well as mentoring/support/guidance to the psychologists and providing a voice to the DHB from a psychologist’s perspective. My work has included a limited amount of my own research as well as learning and applying models such as DBT and CBT to my client group. I have also been a supervisor of other psychologists and clinicians during most of my time as a psychologist. I have presented my cases in multidisciplinary meetings, consulted with colleagues about clients who are not my own, run groups, devised training for colleagues and presented my work at conferences. I worked at Maternal Mental Health and with problem gambling for a while; my focus was on applying the same sorts of skills to those populations.

If I was to identify the skills needed to do the work, what would they be? Technical skills around assessment and testing, interpersonal and rapport building skills, presentation skills, the ability to articulate a point of view, writing skills, knowledge of different models, formulation and intervention are some of the skills that come to mind.

In my DHB, psychologists are able to apply for merit progression and

a salary increase by demonstrating “stretch” and doing tasks over and above their job descriptions. Is this the “top” of that particular psychologist’s scope? I think that top of scope has individual, professional and organisational aspects.

When I first started my career, the work I felt able to do and stretch to was very different to what I do now, 30 years later. As an individual I remember when I first decided to apply for a leadership position in our DHB. This required me to stretch my vision from my small multidisciplinary team and service to the wider organisation. It required me to change my focus from what I did in my therapy room with one client to what I said in a clinical governance meeting which covered the whole service. That necessitated practising and using the same set of skills—listening, assessment, for example, but in a different way. It also required stretching the skills I practised in the therapy room. For example, articulating a strategy for a client turned into doing the same thing in front of a group of managers. As an individual, it has involved taking the risk of stepping into new territory; taking the skills I had as a psychologist and adding new ones like leadership



skills whilst controlling the anxiety that comes with doing anything new.

From a professional point of view psychologists are ideally placed to stretch into new areas ourselves as well as areas where we can be seen as supporters, supervisors and consultants in new ways of working for our colleagues. Psychologists have started occupying roles we have not previously had such as lead clinicians, clinical directors for example. In assessing a new client, synthesising what we have discovered into a formulation and developing a treatment plan we develop and demonstrate the ability to put together ideas in a unique and creative way—transferring that to an organisation or a service is not such a huge shift.

In my DHB I have been very active in the roll-out of “Stepped Care” for adult services. This has presented both possibilities and challenges. The possibilities are that the service is influenced into being more psychologically minded and to value psychological interventions as a first line treatment. The challenges for us however are to not be defensive and to recognise that other clinicians have ‘psychological skills’ and training as well and to value that without giving away our role. This is a bit of a tightrope. As a Professional Leader, I want my DHB to employ more psychologists, however the best way to do that is for the service to really appreciate the evidence of the efficacy of psychological interventions. Others can perform some parts of the interventions needed for a particular client that don’t need our level of expertise so that we psychologists can help more people. By sharing our knowledge we benefit in creating colleagues who appreciate what we offer. It is those with some knowledge of psychological interventions who can appreciate our work best. I don’t think that not participating in these kinds of developments is a useful strategy. I think that leading and helping shape the future service is a much more effective way to go.

If we look around there are already psychologist colleagues in positions of leadership in healthcare in Aotearoa and as they forge the way I think it is important for us to all follow their example. From an organisational point of view in my DHB, I observe an increasing willingness to let us move into areas previously exclusively occupied by medics. About time!

The challenge for us is to take up the challenge and responsibility this represents and to step forward. It also involves us supporting our colleagues who put themselves forward. Starting a new trend, exploring new territory can be challenging, lonely and isolating.

Going back to the definition, our challenge of working at the top of our scope is to stretch the extent of the area

or subject matter that psychologists deal with or which is relevant, and to grasp the opportunity or possibility that this represents wherever we work.

## An interview with Sarah Donaldson, a psychologist in a rural community



Sarah lives with her husband and three children on their sheep and beef farm 16 kms from Martinborough in South Wairarapa. Sarah has over 15 years’ experience in clinical psychology working in a variety of settings both in New Zealand and the United Kingdom. She now specialises in working in rural mental health through her role as Wellness Coordinator with East Coast Rural Support Trust (ECRST) and with

her business Tea: Health & Wellbeing Consultants Ltd. Sarah also continues to work part-time on their farm. The Ministry of Primary Industries often seeks her feedback on matters relating to rural mental health and in 2016 she was part of a select Expert Advisory Panel to assist with the development of a framework to improve rural mental health and addictions outcomes, which was presented to the Government in November 2016. We interviewed Sarah about her work in the Wairarapa.

### *Could you tell us about where you practice as a psychologist and what brought you to this area?*

I actually grew up in the Wairarapa and always had strong links to the rural community but left at 18 years to undertake my training. After returning from working and travelling overseas I worked in Hawkes Bay for a fantastic group practice - Gains Psychology (now Geneva Health) but returned to the Wairarapa when I married my husband who was a local sheep and beef farmer. We went on to have our children in fairly quick succession and my focus changed to being that of full-time mother and support during busy farm periods. When my husband decided that

after 28 years in farming he wished for a change in career, I spent the next 12 months managing the farm until their two-family properties were leased. Following this I returned to part-time psychology work whilst still working part-time as a farmhand for our neighbour and leasee. I became increasingly passionate about wanting to support the rural community and hence when I was asked to help out with the Rural Support Trust work this seemed like the perfect avenue to do so. I now mostly work in the Wairarapa and Tararua areas, often travelling to very remote areas to visit rural clients on farms but also to various locations in NZ to present workshops.

### *Tell us something about your practice in a rural area.*

Two years ago, there was a new rural mental health initiative which recognized the need for more education and support in light of increasing industry challenges such as the dairy downturn alongside the higher incidence of suicides in rural areas in comparison to urban areas. Since then both the Ministry of Primary Industries (MPI) and the Rural Health Alliance Aotearoa NZ (RHAANZ) have been working collaboratively to boost support for rural communities. In particular, this has seen the promotion and expansion of the Rural Support Trusts which operate throughout the country.

In my role with the Rural Support Trust I work closely with our local area coordinators and their team of facilitators (a range of rural support staff) providing consultation and mentoring with people who have health issues. Often, I may co-work with them on cases requiring short term psychological intervention or in cases where we cannot access other appropriate avenues of support in the

community. Most often we need to bring the support to the farm to break down the many barriers rural people face when needing to access help. I also provide training to farm industry groups, farm discussion groups, rural professionals and rural communities. We are trying to build more awareness and understanding of the signs when people are unwell, what to do and generally have more of a collective community approach to supporting those in need.

In my role within my wellness business, my business partner Sarah Percy (dietitian) and I provide individual health and wellbeing plans for individuals but increasingly we are undertaking more workplace wellness programmes and training which are now including rural organisations. We have also been working alongside Farmstrong ([www.farmstrong.org.nz](http://www.farmstrong.org.nz)) a rural health campaign designed to proactively support rural people access farmer friendly health resources - mainly through social media. This initiative has been gaining huge momentum and now has All Black Sam Whitelock as their mentor and ACC as a strategic partner.

### *What are some of the wellbeing issues that your clients from a farming community experience?*

The most common issue I encounter in the farming community is stress and demanding workloads leading to depression and burnout, which then also affect relationships and work/business capacity. Often there is a culture in farming that the harder you work, the better the farmer you are, which can be a driver for unsustainable workloads. In addition, on smaller scale properties it can be difficult to financially justify extra labour units which can mean long and demanding work schedules for owners and staff particularly during busy periods such

as spring. Other common issues which impact on people's wellbeing status are financial pressures, relationship issues, isolation and loneliness, succession issues, and employment or contract issues. For example, conflict between a farm owner and a sharemilker. Another group that can be at risk are young farm workers, who may be again working long hours, be quite isolated and at times lacking support networks, particularly if they are living alone in a farm cottage. And often what many people don't realise is how many of our rural areas still do not have cell phone cover or decent internet service.

The rural suicide rate which has dropped in the recent statistics, still has a higher incidence rate compared to urban rates. However, our statistical methodologies are somewhat flawed and it is difficult to get a clear picture of all the factors at play or accurate incidence rates. In NZ we are still working out a clear and unified definition of "rural" which is integral to collecting data of any kind. Fortunately, these issues are now being recognized and beginning to be addressed with more research in this area.

### *Are these issues different do you think from those experienced by people living in urban areas?*

While rural people face many of the same challenges and issues urban people face, often the nature of the issues and what rides on them differs. For example, for many farming is not just a job or career; their financial livelihood, family life, lifestyle, housing may all be dependent on it. Therefore, if you are unwell or facing challenges there is a lot at stake. There are also many external factors which are very influential in farming yet outside people's control such as the weather, volatile prices and schedules,

regulations and public perceptions. A culmination of these can be very stressful as we have seen in the South Island where the earthquakes have come on top of many battling severe drought. For most, one of the top stressors is seeing their livestock suffering in hard conditions. But different rural areas also have vastly different needs depending on where you are. For instance, living rurally in Northland has completely different challenges than living on the West Coast of the South Island as does a young male dairy farm worker in Manawatu compared to a new mum living remotely on a sheep farm on the East Coast.

The younger generation are becoming more accepting of mental health and the need to recognize its importance. However there still remains in many rural circles a strong stigma attached to mental illness as well as a stoic attitude. Whilst the latter allows many rural people to be resourceful and resilient it can mean it makes it harder to let others know when you are not coping. This is coupled with the geographic barrier where specialist help (if it is available) may require long travel times and may mean at least half or a whole a day off the farm, which just may not be possible in some circumstances particularly during spring. For instance, if you have no one else to milk your cows that day – you can't simply leave them, that would become an animal welfare issue.

Furthermore, recruitment of suitably qualified health professionals to the provinces remains a challenge.

### *What are some of the areas of your practice that you particularly enjoy?*

I particularly like that my role is less clinical and more personable in nature. By working in a mobile capacity, you visit people in their own environment on the farm where they are comfortable and usually you are sitting around the kitchen table. Whilst the travel is time consuming you get to meet some amazing people and see some beautiful parts of the country. In addition, it is really stimulating to be involved at the coal face through to proactive work regionally and at a national level in rural mental health initiatives such as the Framework and collaborative work like Farmstrong.

Like other areas of practice the most rewarding part is seeing a change or improvement in someone's wellbeing and health. For example, I saw a farmer who had been depressed for 10 years then a couple of months later he greeted me at the door looking like a different person-just so physically and mentally well and happy. That is what makes it worthwhile. I also enjoy integrating psychology strategies and theory with practical farm practice so that rural people

can relate to concepts and not dismiss interventions as "warm fuzzy new age crap".

Presenting and training with rural community groups- I love the sense of community that is embodied in our rural culture and being able to connect with these people and enhance learning on topics that until recently had mostly been under the radar rurally.

### *What are some of the challenges of working in a rural area?*

- Lack of resources and recruiting mental health professionals with a rural affinity or background.
- Convincing people that seeking help is not a weakness.
- Efficiency- you may only be able to see two people a day due to travel but it's definitely worth it, if it means someone will connect and get help where they wouldn't otherwise have come to town to get it.

### *What are three pieces of advice you would give to a psychologist working in a rural area?*

Don't be afraid of being "real" - and play down the title "psychologist" as it still scares rural people hugely. Try to breakdown the extra barriers that rural people face in accessing support, e.g. visit them on the farm and allowing longer initial meetings to have a cup of tea and build rapport.

Ensure you are strongly connected not just with professional support but equally important is networking with local rural providers and key people in rural communities. In particular, link with your local Rural Support Trust Wellness Coordinator – they are all desperate to have more access to psychology providers. They or their support staff can often join you to meet and connect with people during first contact. Check out <http://www.rural-support.org.nz/> to find your local contacts.

# Effective supervision for educational psychologists

Quentin Abraham



Quentin Abraham is President of the New Zealand Psychological Society. He is an educational psychologist with 26 years' experience.

Quentin worked as practice advisor at Victoria University, training and supervising educational psychologist entering the field. For many years he worked for the Ministry of Education providing intensive intervention for children in their schools, their homes and their communities. He currently works in private practice providing support to young people and their carers. He also provides consultative support to adults struggling with postgraduate or workplace learning. He supervises trainees, practicing psychologists and other professionals, especially those working with young people. Previously he trained in systemic family therapy in the UK, he worked as senior specialist psychologist, a primary school teacher and as a residential social worker. He founded and moderates the widely used Educational and

Developmental Psychology Online Forum. He has a level of fluency and ongoing commitment to promoting the use of Te Reo Māori.

**Panel Discussion – Quentin Abraham (Chair), Liz Winfield, Fiona Howard and Juliet Kendall**

## Introduction

E ngā mana, e ngā reo, e ngā kārangaranga o ngā hau e whā, tēnā rā koutou katoa. Anei he rōpū hirahira hei whakatakoto te kaupapa o te wā nei. Kua tae mai nei i tēnei rā ki te whakawhiti kōrero, whakawhiti whakaaro hoki. Nō reira, tēnā koutou katoa.

Quentin Abraham chaired a panel of four psychologists to explore what is effective supervision for educational psychologists at this year's Educational Psychologist Forum in Auckland. The audience consisted of approximately 50 psychologists ranging from psychology students, practicing educational psychologists within the Ministry of Education, non-governmental organisations and private practice as well as those involved in research and tertiary education.

Themes included:

- Career stages and supervision needs

- Accountability, quality and standards
- Relationship, support and reciprocity
- Cultural and Tangata Whenua
- Different types of supervision

Liz Winfield spoke as a registered educational psychologist and her role as a Practice Advisor for the Ministry of Education; Kahu Flutey contributed as a registered psychologist but also as a Specialist Advisor for Explore, a national provider of behaviour support services. Fiona Howard is a clinical psychologist and senior tutor at Auckland University who also delivers workshops and writes about supervision in Aotearoa/New Zealand. Finally, Juliet Kendall presented as an early career registered educational psychologist working for IDEA Services for families and young people who have children with a diagnosis of ASD.

The panel members were asked to consider the following questions (i) What do we do to support newly practicing educational psychologists? (ii) What do we do to support longstanding practicing educational

psychologists? (iii) How do we incorporate local and global changes? (iv) What changes need to take place in supervisory practice? The remaining 20 minutes was allocated to questions, contributions and ideas for the future.

## Supervision in Aotearoa New Zealand

In setting the scene, Quentin Abraham noted that we give a high priority to supervision in our country. It is a required core competency to practise as a psychologist in Aotearoa/New Zealand<sup>iii</sup>. The recently ratified Global Competencies for Psychology do not elevate supervision in this way. Nevertheless, these global competencies acknowledge the significance of supervision under other core competences such as acting professionally and seeking feedback to reflect on one's work.<sup>iv</sup>

There are many models of supervision but most incorporate three components (i) Accountability to meet professional standards; (ii) Developing and accessing professional knowledge (iii) Provision of support and maintenance of wellbeing.<sup>v</sup> These three functions need to be balanced in



the supervisory process. The recent requirement by the New Zealand Psychologists Board to require supervisors to sign off a practitioner's Continuing Competency Programme (CCP) may have shifted the balance of supervision to address an increasing accountability function in Aotearoa/ New Zealand.

### Themes

The contributions from the panelists are collated under 5 themes:

#### Career stages and supervision needs

All contributors acknowledged the need for a different type of supervision at different stages of an educational psychologist's career. This was captured in Kahu Flutey's whakatauki (proverb) *Mā te huruhuru, ka rere te manu* (With feathers the bird will fly).

*Nestling feathers* (Te Timatanga) – the bird is just beginning to develop its downy feathers. The psychologist starts with an open-mind, a willingness to learn, ready to be self-reflecting, self-critical and aware of their own cultural background. They acknowledge that other cultural realities might be different to their own.

*Fledgling feathers* – the bird has developed feathers that enable them to fly but they just sit on the edge of the nest exercising their wings and learning to fly from branch to branch. At this stage, the psychologist has a growing awareness and knowledge of recognising what they know and do not know. They are active in seeking advice and support from Māori networks both internal and external to the organisations they work for (e.g. Māori psychologists or cultural advisors). They prioritise Tangata Whenua cultural supervision to enable them to understand the diverse realities of Tangata Whenua. They will have a basic understanding of Te Reo Māori, beginning with pronouncing Māori words correctly and able to identify and understand basic protocols of engagement.

*Fully mature feathers* – the bird has reached its maturity with all the necessary skills for survival. At this stage, the psychologist is able to articulate key kaupapa Māori concepts and their implications for practice. They will be able to align the two knowledges of cultural and clinical practice and weave them together to provide a seamless integration of Māori-specific notions and clinical theories. They can demonstrate the use of kaupapa Māori assessment tools and intervention models.

Most panel members acknowledged the need to have access to a more experienced supervisor as the fledgling educational psychologist prepares to leave the nest. Juliet

Kendall highlighted that in one's early career, the supervisor is the mediator to help the new psychologist cross the boundary into the professional world. The supervisor holds a considerable amount of power in shaping the early years of practice. It is important that this power is not misused and that there is mutual respect.

As a new psychologist, this is about your supervisor having a faith in your abilities and for them to be able to instill a sense of confidence and an appreciation for what you do know.

#### Accountability, quality and standards

Liz Winfield argued that supervision is central to the development of professional competence, defined as 'the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values and reflection in daily practice for the benefit of the individual and community served' (Epstein and Hundert, 2002 p.226). Therefore, regular supervision is a requirement to maintain professional competence and a high quality service to clients. She made reference to the Ministry of Education's supervision framework that draws on recent literature, interviews and a supervision survey of 380 practitioners and managers. The stated purpose of supervision is for practitioners "to return to their work with more knowledge, skills and insight".

Liz Winfield also noted that local area teams required leadership and planning to ensure sustainable supervision programmes were made available across teams and high standards maintained. Fiona Howard echoed the need for us to resist the culture of austerity to protect the space for supervision so there is time for critical reflection. The intention is that we go beyond processing casework but also consider the cultural and political context that impacts on our work. Her survey of what psychologists are seeking for the future includes how we are supported to take up leadership positions, which will require good supervision.

#### Relationship, support and reciprocity

All panelists emphasised the significance of the supervisory relationship. Liz Winfield spoke to the transformational conversation and reciprocity that creates the space for problem solving, reflection and testing of attitudes, beliefs and experiences, "Ako mai, ako atu."

Juliet Kendall talked about the delicate dance that the supervisor has in helping early career psychologists find solutions to their concerns themselves but not letting them flounder so they can gain confidence in their work.

Having a supervisor who can read your needs in this regard



is essential and can determine whether you leave supervision feeling ready to conquer the world or alternatively with more concerns and questions than you entered with.

Fiona Howard argued not just paying attention to the supervisee/supervisor relationship but also the relationship with the client. There is a need to seek feedback from clients, perhaps bring an audio or video tape of practice or to observe practice. This way the supervisor can assess whether the supervisory relationship has been successful in creating change for the client.

### Cultural and Tangata Whenua

Kahu Flutey called for the revival of Te Ao Māori supervision models by indigenous psychologists in Aotearoa so that Tangata o te Tiriti can begin to have an idea of what Tangata Whenua cultural supervision might look like (see Elkington 2014<sup>viii</sup> and Ministry of Education, 2010<sup>ix</sup>).

She argued that Tangata Whenua cultural supervision should be undertaken by psychologists in Aotearoa New Zealand. Te Tiriti o Waitangi was seen as the 'wind beneath our wings', or the guiding framework, that identifies links between cultural dimensions of casework and the Treaty principles of partnership, protection and participation. These principles can promote self-directed learning, reflective practice and draw from two worldviews/sources of knowledge - Te Ao Māori and Te Ao Tangata te Tiriti.

Fiona Howard also stated that we needed to place cultural competence and Tangata Whenua models of supervision at the centre of our focus in supervision so we can critique our practice from different worldviews. The New Zealand Psychologists Board requires us to maintain our cultural competencies and this includes

supervision.<sup>x</sup>

Juliet Kendall noted the need for educational psychologist supervisors who are passionate about their profession, are respectful and they themselves model being culturally competent.

### Different types of supervision

Although most of the focus was on the traditional dyadic forms of supervision with a supervisor/supervisee, all contributors acknowledged the different types of supervisory support such as peer to peer and group supervision.

Juliet Kendall spoke about peer to peer group supervision of early career practitioners with educational psychologists that work in different situations in the Wellington region. "Coming from an organisation that has a multi-disciplinary structure, having this network of other early career educational psychologists helps to ensure that my professional identity is maintained and that I continue to build relationships with individuals who will likely be the future of the profession".

Fiona Howard also supported flexible formats for supervision, noting that group supervision can be economic and effective if people come prepared and are trained to facilitate well.

There was an acknowledgement that there are greater options for supervision that employ technology (see The New Zealand Psychologists Board, 2012).<sup>xi</sup> Juliet Kendall felt we should embrace these opportunities to work across boundaries including geographical locations, time zones and perhaps scopes of practice. Networking via online forums, Skype meetings with team members that extend from Palmerston North to Invercargill was already happening. She queried if such technology might disrupt the

status quo of dyadic supervision by us networking and deriving support from a range of sources.

Fiona Howard agreed that E-supervision was already with us and it placed greater demands on us to ensure privacy and confidentiality.

### Questions and Discussion

There was a wide range of questions to our panelists including:

1. Did the early career peer group have a trained facilitator? *No, but they used a similar structure and format to that learnt in training.*
2. Is there is a difference between coaching and supervision? *Most agreed that coaching tended to focus on a specific goal and whilst supervision might use coaching skills it tended to be a more two-way process.*
3. What evidence should be collected to evaluate progress in supervision? *Kahu Flutey talked about reviewing case documents in her organisation and Fiona Howard proposed a regular end of session review with supervisor/supervisee, as well as observation, video/audio tapes.*
4. Who should offer cultural supervision? *Kahu Flutey believed that the "gold standard" was supervision by someone who was both Tangata Whenua and a psychologist.*
5. When should you become a supervisor? *Answers ranged from soon after training but sitting in with an experienced supervisor, to waiting to gain two years' practical field experience and completing formal supervisors' training.*

### Endpiece

As educational psychologists we are asked to work to the top of our scope, with increasingly challenging and demanding work. We wonder if we all

might need to keep returning to our original nests to have our bedraggled feathers preened. As Fiona Howards notes:

“The heart of good supervision, when it can hold you in your practice at the hardest moments, lift you when you feel most worn down, and open up new possibilities when you’re stuck.”

Regular, high quality supervision is not a luxury or something just for a fledgling psychologist but a requirement to keep ourselves, our clients and our profession healthy. Are we like the kōkako regularly to be found in pairs<sup>xiii</sup> for our supervision or do we emulate the pukeko assembling in groups for supervision and if so with what hierarchy or accountability structures?<sup>xiii</sup> In these larger groups we would need to sing with the strength of a tui<sup>xiv</sup> so each voice is heard especially over distance. As we introduce more audio and video conferencing there are questions as to how often we might need to meet “kanohi ki te kanohi” (face to face). The well-known whakatauki, Ko te manu e kai ana i te miro, nōna te ngahere. Engari, ko te manu e kai ana i te mātauranga, nōna te ao (The bird that consumes the miro berry, owns the forest. However, the bird that consumes knowledge, owns the world). In supervision, the savouring of berries is as much to do with the quality of the relationships, the understanding of yourself and the interrelationship with the forest (our communities) as it is to do with acquiring the berries of knowledge.

Nō reira, koutou mā. Thank you to the conference organisers and to all those who participated in the Educational Psychology Forum 2016 in Auckland this year, tēnā rā koutou.

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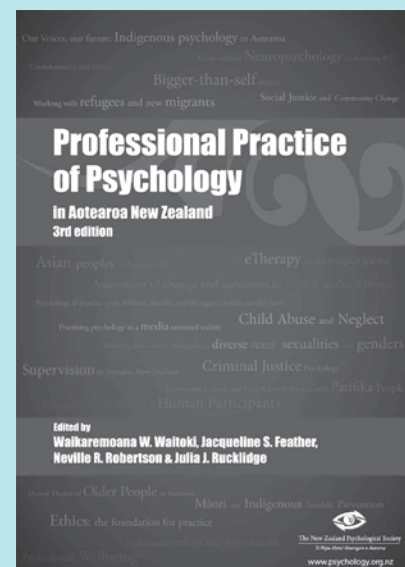
<sup>xii</sup> Kokako are known for the clarity and volume of their song which carries far across the forest.

In the early morning, a pair may sing a duet for up to half an hour with other kokako <http://www.doc.govt.nz/nature/native-animals/birds/birds-a-z/kokako/>

<sup>xiii</sup> Pukeko live in permanent social groups and defend a shared territory that is used for both feeding and breeding.

<http://nzbirdsonline.org.nz/species/pukeko>

<sup>xiv</sup> Tui: Voice: a loud and complicated mix of tuneful notes interspersed with coughs, grunts and wheezes. In flight, tui maintain contact and harass raptors with a repetitive scream. <http://nzbirdsonline.org.nz/species/tui>



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# The inaugural meeting of the Asia Pacific Psychology Alliance (APPA)

December 28-29, 2016, Industrial Consultancy & Sponsored Research, Indian Institute of Technology Madras, India.

**Dr Waikaremoana Waitoki**



Dr Waikaremoana Waitoki is a Bicultural Director of the New Zealand Psychological Society and co-convenor of the National Standing Committee on Bicultural Issues (NSCBI). She is a Senior Research Officer in the Māori and Psychology Research Unit in the School of Psychology at the University of Waikato. She is a working party member of the Asia Pacific Alliance, and a former member of the International Project on Competence in Psychology.

## Preamble

In July, 2016, in Yokohama, Japan member countries of the International Union of Psychology Sciences convened a two-day forum to discuss the formation of an Asia Pacific alliance of psychological societies. The meeting coincided with the launch, later in the week, of the International Declaration on Core Competencies in Psychology, a project that the Society has been a part of since 2013 ([www.psykologforeningen.no/foreningen/english/ipcp](http://www.psykologforeningen.no/foreningen/english/ipcp)). Hosted by the International Union of Psychological Sciences, the goal of the forum was to consider ways of supporting and developing psychological communities in the Asia Pacific region.

Representatives from the New Zealand Psychological Society included Dr Kerry Gibson (President), Dr Pamela Hyde (Executive Director), and I (Bicultural Director). Members of the the College of Clinical Psychologists included Debra Moore, (President), Malcolm Stewart (Vice-President) and members of the Psychologist's Board Ann Connell (Board Chair), Dr Monique Faleafa (Deputy Chair) and Steve Osborne, (Registrar, Chief Executive).

The goal of the forum is to consider ways of supporting, and developing the psychological communities in the Asia Pacific region, to form an alliance of organisations – the Asia Pacific Psychology Alliance (APPA); and to develop a governance entity that would act as a supporting, umbrella organisation. Over a two-day period, a small working party, representing country members of the Union, drafted a declaration for endorsement by the General Assembly of the Union. Following a unanimous vote of endorsement, the Yokohama Declaration was signed on 27th July.

It was also decided in Yokohama, that the working party will continue for an interim period of approximately 1-2 years to progress the goals of the Declaration (a synopsis is provided below).

In December, the working party met for 2 days in Chennai in December 2016. Despite being after Christmas, the meeting coincided with the National Academy of Psychology (NAOP), conference and allowed us to take advantage of having the President of the Union, Professor Saths Cooper, attend the meeting. At the meeting were representatives from Australia,

Malaysia, Sri Lanka, China, Japan, Bangladesh, New Zealand and India.

The notes below were developed by Professor Simon Crowe, former President of the Australian Psychological Society and formed the basis of the working party agenda. Each member partnered with a colleague to develop a position paper and presentation for the meeting. I partnered with Dr Shamala Kumar from Sri Lanka to work on Principle 1.

## Principle 1: The broader application of psychology:

Statement from the Yokohama declaration:

*“The fundamental role of the application of socially, culturally and indigenously informed psychological science in the well-being of our societies and especially of the most vulnerable individuals and populations”.*

Dr Shamala Kumar, Postgraduate Institute of Management, University of Sri Jayewardenepura & Dr Waikaremoana Waitoki, the New Zealand Psychological Society and the University of Waikato. Issues to be addressed:





1. Development of working definition of what is a socially, culturally and indigenously informed psychological science.
2. How comprehensively is psychological science being applied in our various jurisdictions, particularly to the most vulnerable individuals and populations?
3. What are the impediments to this application?
4. How would it be possible for us to be able to more comprehensively reinforce the role and application of a scientifically informed psychology to these issues?
5. Mapping out a programme of achievable gains with regard to these issues over the next three years.

**Position paper 2: Developing and strengthening, regional psychology organisations, specialties and disciplines**

Statement from the Yokohama declaration

*“The need to develop and strengthen professional, scientific and regulatory organizations of psychology in the region to accomplish their mission.*

*The importance of an effective collaboration with local,*

*regional and international organizations”.*

*The importance of cooperation across different specialties within psychology and with other disciplines.*

Professor Simon Crowe, School of Psychology and Public Health, La Trobe University, Melbourne, Australia. Issues to be addressed:

1. An outline of the current state of play with regard to the current profile of professional, scientific and regulatory organisations of psychology in the respective regions.
2. Do each of these organisations perform similar or distinct functions?
3. What is the mix of specialties (i.e. clinical / educational / developmental/ organisational / forensic / neuropsychological etc.) both nationally and transnationally and is this the right mix for our respective members?
4. What are the goals of the respective organisations and how will APPA contribute to the achievement of these aims?
5. Should we be considering a transnational regulatory framework for the member countries of the forum and if so, how might this be able to be achieved?
6. What would be the benefits, detrimental effects and the costs of the move to a regional regulatory arrangement?

**Position paper 3: Research, training and professionalism**

Statement from the Yokohama declaration

*“The need to promote research, training and professional conduct with the highest quality and ethics within the contemporary context of diverse societies and cultures”.*

Professor Mohammad Mahmudur Rahman, Department of Clinical Psychology, University of Dhaka, Bangladesh. Issues to be addressed:

1. How can the research agenda contribute to the respective development of psychology in the member states?
2. How can the training of psychological practitioners contribute to the respective development of psychology in the member states?
3. How are breaches of ethics dealt with within the respective regimes?
4. What are the unique and the common ethical issues and dilemmas in the respective jurisdictions and how might the forum contribute to resolving these issues?

5. Are there too many, too few or a just right number of researchers and clinical practitioners in our member states? Can the forum redress the problems arising from under or oversupply?
6. What are the constraints on the research agenda in each of the jurisdictions: funding, university governance arrangements, constraint of access to appropriate equipment and facilities, access to suitable publication outlets, or other issues?
7. Are there constraints on the practitioner training agenda in each of the jurisdictions: i.e. suitably trained supervisors, appropriate venues for supervision, access to suitable resources such as appropriately developed and normed testing instruments, regulatory constraints, or other issues?

#### Position paper 4: Psychology and the public

Statement from the Yokohama declaration

*"The need to advocate the participation and contribution of psychology to public policy."*

*The need to promote societal recognition of psychological knowledge and of the profession of psychology".*

Professor Simon Crowe. Issues to be addressed:

1. How effective are the local psychological representatives in advocating for the importance of psychology to public policy and in the wider view?
2. Which three things should the forum focus on as the important goals for psychology's participation in the policy debate?
3. Why are we not effective in bringing our concerns to the

public's attention?

4. How can we improve our effectiveness? Are there demonstrations of best practice in our member states from which we can learn?
5. How can the forum coordinate a program of public policy, education and development for the whole region if this is the desired outcome?

#### Position paper 5: Governance and structure

Statement from the Yokohama declaration

*"We commit to the development of an Asia Pacific Psychology Union to promote psychology as a science and practice in our region and agree to pursue the goals arising from the present declaration".*

Professor Goh Chee Leong, Faculty of Behavioural Science, HELP University, Malaysia, and Professor Prakash Padakannaya, Department of Psychology, University of Mysore, India.

Issues to be addressed:

1. How should the Asia-Pacific Psychology Alliance (APPA) organise itself?
  - a. Is our membership correct?
  - b. Do we represent our respective countries, or do we represent APPA?
2. How should the members be elected to APPA?
3. What would the constitution of the Alliance look like?
4. If we are incorporated, where should we incorporate?
5. What should be the funding model for APPA?
  - a. A country subscription payment model?
  - b. A grant from the International Union of Psychological Science to

fund our activities?

c. Perhaps a grant in the beginning and then a move over time to self-funding?

6. How will we disseminate our views, opinions and decisions?
  - a. Do we need a newsletter/blog?
  - b. How will we establish our web presence?

Dr Kumar and I presented on Principle 1 from the perspective of marginalised communities. We felt that an Alliance had to be more than a repetition of what occurs in other countries where there is an inequitable distribution of resources between the wealthy and the underprivileged. Our abstract reflected a strong social and cultural justice view:

*We focus on Principle One of the Yokohama Declaration which gives recognition to the necessity to broaden psychological science to be informed by local sociocultural and economic aspects in teaching, research and practice in the Asia-Pacific region. The Principle represents a challenge to dominant, contemporary paradigms within psychology which, although derived from mostly Western settings, are assumed to be universal. It gives challenge to an imported, primarily monolingual literature that reflects the concerns of those in power, and rarely acknowledges historical and contemporary conditions that form the stories of our region.*

*By including sociocultural influences into psychological science, Principle One offers opportunities to grow psychological activities that considers multiple epistemologies while also maintaining the dignity of local traditions and histories. The challenge for the Asia Pacific Psychology Alliance (APPA) is to support a process of embedding local realities into the discipline and profession.*

*We advocate that APPA incorporate a mandate for the creation of forums through which (1) individuals and peoples, marginalized in psychological research, theory and teaching, are*



heard (2) local psychologists and psychological associations are strengthened and given voice both locally and internationally, and (3) the exchange of local and non-local psychological knowledge and resources is facilitated.

### ***Our presentation at the working party meeting***

1. Being able to present first gave us an opportunity to name the considerable difficulties that each region faces as they seek to ensure that psychology is relevant for their communities. Dr Kumar and I also advocated for a wording change in Principle 1.
2. We commented to the group that in Aotearoa New Zealand, the Asia and Pacific population numbers are growing. Furthermore, there is no overtly visible, Asian-Pacific psychology from which members of those communities, either as psychologists, or consumers of psychology, can see themselves, their worldviews or their cultural needs. The psychology that is taught to these groups reflects a mainstream paradigm in the same way that it is for Māori. Psychology therefore, needs to be relevant to our local communities, many of whom have significantly different needs.
3. An Alliance is a stepping stone to ensuring that the knowledge intrinsic and relevant to each country and their communities, are included in everyday psychological activities.
4. We felt that 'vulnerable' was a deficit term that shifts attention away from the causes of disparities, and that the term marginalised enabled issues of power to be noted. At the conclusion of the meetings (held over 2 days), the group decided that a change was not necessary, as the focus on all the Principles ensured that marginalised peoples would be included at all times.
5. It would appear that the Asian Pacific Alliance is well supported because it has a significant membership base. In Aotearoa New Zealand, we would be falling behind if we did not support the growth of Asian and Pacific psychology.

The working party felt that an Alliance should include as many peoples and organisations as required, this means community groups, organisation, government departments and their agents, regulatory authorities and universities. In general, each of the Principles provoked a great deal of discussion about the need to ensure that each country is supported, and that those most at risk, are safe. I noted that we would like to be proud of our achievements, and that monitoring the development of psychology is important. For example, in 2016 the Australian Psychological Society (APS) and the American Psychological Association, in

2015, apologised for their actions as psychologists and as an organisation, when they failed to protect the most marginalised members of their communities. It was agreed that we would like our future generations to be safe in the psychology that they receive.

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*The goal of the forum is to consider ways of supporting, and developing the psychological communities in the Asia Pacific region, to form an alliance of organisations – the Asia Pacific Psychology Alliance (APPA); and to develop a governance entity that would act as a supporting, umbrella organisation.*

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### **Where to from here?**

The members represented in Chennai expressed a desire to work towards the formation of an Asia Pacific Psychology Alliance (APPA) by the end of 2017 which was also strongly supported by IUPsyS (the International Union of Psychological Science). It was proposed that the Alliance has committed membership under a governing body, with representatives from each country. Membership will include organisations that belong to the IUPsyS and affiliated members. There may also be taskforces, or working groups that will consider specific goals, such as: Indigenous psychology, research collaborations, regional capacity building, practice of psychology, and teaching of psychology. (Note that these are proposed ideas that will be discussed with each country organisation).

At present, there are 15 signed member countries and provisions are needed to include additional countries. The goal is to have the formal signing of the new APPA governance structure in Bali during the ARUPS conference and to hold the first official APPA Council meeting during that conference. Other concerns were that smaller countries do not have the financial capacity to attend working party meetings, or possibly the governing body. This is still under discussion. I proposed that the wealthier countries contribute a levy to assist the less wealthy countries. The IUPsyS, offered to consider a small grant for members, approximately (\$200.00). In order to accomplish this target, we have set a roadmap (available on request) for 2017. There are two working party meetings scheduled; one in June, and the second in Bali, in October.

Recommendations as the Bicultural Director to the New Zealand Psychological Society:

1. That the Executive recognise the significance of Asian and Pacific psychologies
2. That the Executive develop a strategic plan to support

the development of Asian and Pacific psychologies in Aotearoa New Zealand

3. That a working party is established to develop a pathway for Asian and Pacific Psychologies in Aotearoa New Zealand, and to support the goals of the Asia Pacific Alliance
4. That membership to the working party includes members of the College of Clinical Psychologists, academics and where necessary, lay members
5. That the Executive establish a scholarship for an Asian and a Pacific psychology student
6. That two streams are established – Pacific psychology, and Asian psychology at the annual conference
7. That keynote addresses are actively sought from either Asian or Pacific communities, and that they should not, as a rule, take the place of the bicultural keynotes
8. That the Executive continue involvement in progressing the goals of the Yokohama Declaration

As an Executive, we are very proud to endorse the APPA and its goals. We recognise that we have an exciting journey ahead and we look forward to engaging with a range of psychologies from the Asia Pacific regions. Currently, there is a special issue of the *New Zealand Journal of Psychology* that is focussed on Māori and Pacific psychologies – including Indigenous psychologies from the Asia regions. In the future, we would like to see our unique psychologies reflected across the teaching, research and practices spaces.

Nāku noa

Waikaremoana Waitoki

## Psychology in Malaysia

**By Chee-Leong Goh, President, PSIMA (Malaysian Psychological Society); Treasurer, IUPSyS (International Union of Psychological Science)**

### Quick Facts about Malaysia

- Malaysia has a population of just over 30 million people in the area approximately the same size as New Zealand.
- Its capital Kuala Lumpur is home to over 8 million people (in the larger metropolitan area also known as the Klang Valley)
- The country is uniquely multicultural in that in its population comprises of Malays, Chinese, Indian and a large variety of indigenous groups representing different religions (Muslim, Buddhist, Hindu, Christian) and language groups (Malay, Mandarin and other Chinese dialects and Tamil plus many indigenous dialects).
- A former Portuguese, Dutch and British colony, it gained independence in 1957

### Quick Facts about Psychology in Malaysia

- Psychology has a 40-year history in Malaysia. The first psychology department was established in the 80s in the National University of Malaysia (UKM: Universiti Kebangsaan Malaysia).
- Psychology as a field has seen massive growth in the last 10 years as understanding and interests in the field has grown.
- There are currently over 3000 undergraduate psychology students and 1000 postgraduate psychology students in over 20 psychology departments across the country.
- There are over 500 members of the Malaysian Psychological Society (PSIMA: Persatuan Psikologi Malaysia) which is a body that represents the field of psychology in the country and consists of both academics and practitioners. PSIMA represents Malaysia in IUPSyS (The International Union of Psychological Science).
- There are approximately 130 clinical psychologists in Malaysia. Most are members of the Malaysian Society for Clinical Psychology (MSCP). Until recently there was no law requiring the registration for clinical psychologists but that has changed in 2016 with the passing of the Allied Health Act which states that clinical psychologists must have a minimum Masters level qualification in clinical psychology and the stipulated supervised hours.

### **Making Psychology Matter: the challenge of psychology in Malaysia today**

The last 10 years has since a massive growth in interest in psychology. In 1999, there were only three psychology departments in the country. Now there are more than 20 and psychology has become one of the most popular undergraduate fields particularly in private universities and colleges.

*Most psychological services, including clinical services, are still only available in the larger cities which is an issue in a country where the majority of the population is rural.*

A large part of that growth can be attributed to a growing awareness and understanding of psychology, particularly the realization that psychology is a vast field that expands far beyond the scope of clinical psychology and mental health. More employers, government leaders and members of the public now realize that the principles of psychological science can be applied to fields like organizational management, economics, marketing, sports, engineering, politics and governance, community development, health and safety, and many others.



In fact, the biggest drivers of growth in psychology has been in the area of work psychology, where many consulting firms, large multinationals and government linked companies have started hiring psychology graduates to boost their ability to manage talent within their organizations.

However, the journey for psychology in Malaysia is still very much at its beginning stage. We realize that there is still much room to grow. There remain many gaps and opportunities. For instance, there is still a lack of awareness and understanding among the majority of the population,

particularly in rural settings. Most psychological services, including clinical services, are still only available in the larger cities which is an issue in a country where the majority of the population is rural. There is a lack of representation in key government services, for example, there are as yet no school/educational psychologists assigned to service national schools. Psychology is still underrepresented in the mental health arena dominated by medical practitioners.

One of the current priorities for PSIMA (The Malaysian Psychology Society) is lobbying to get a Psychology Act passed to recognize professions in psychology other than clinical psychology. To accomplish this, there needs to be greater awareness among policy makers and the general public about the role psychology can play in the development of the country.

As a developing field in a developing nation, we are ever mindful of the need to be relevant to the needs of our nation. In the last two years PSIMA has taken steps to chart a new direction for psychology, ensuring we become an outward looking profession.

In 2015, the Council of the Malaysian Psychology Association (PSIMA: Persatuan Psikologi Malaysia), in its efforts to increase the impact and relevance of psychological science in the country, identified 11 priority issues for the psychology community to address and these were as follows;

1. Intergroup relations
2. Poverty
3. Quality of schools
4. Physical health
5. Corruption
6. Mental health
7. Work culture and environments
8. Disaster response
9. Crime
10. Youth issues
11. Aging population

Working teams were formed comprising of researchers and practitioners to develop work in each of the 11 areas, and these teams came under the remit of newly established bureau called the Bureau for National Development, under the leadership of Professor Hairul Nizam, also the President-elect of PSIMA. The goal was for each of these teams to develop research and interventions in each of

their chosen areas that could form the foundation for advocacy and policy work.

In July 2016, a special conference called BPSIMAS (Biannual Psychology for Malaysia Symposium) was convened to explore these 11 areas and to spark interests and discussion among the psychology community. The symposium which was hosted at IIUM (International Islamic University of Malaysia) attracted over 400 participants which was a promising sign.

Even more encouraging, in November 2016, PSIMA organized MAPSA (Malaysian Psychology Student Assembly) which was a conference platform targeted at undergraduate psychology students. With the theme “Psychology Matters”, it attracted over 1,200 student participants and was hosted at HELP University, Kuala Lumpur. There were over 25 plenary speakers, 20 workshops, and over 200 undergraduate student research presentations. With the goal of inspiring the new generation of psychologists and encouraging them to think about how to apply psychology to national issues, the conference was a great success and underscored the momentum and potential that exist.

In March this year the Psychology Academic Council which comprises of Deans and Heads of the various psychology programmes in the country, organized an event called ECUP (Enhancing the Curriculum for Undergraduate Psychology) where academics from over 12 universities spent a day discussing and debating new directions for undergraduate psychology and developing a new set of learning outcomes that distinguish psychology from other degrees. Part of the discussion was how to integrate new elements into the curriculum that reflect the changing nature of work and new industries which attract

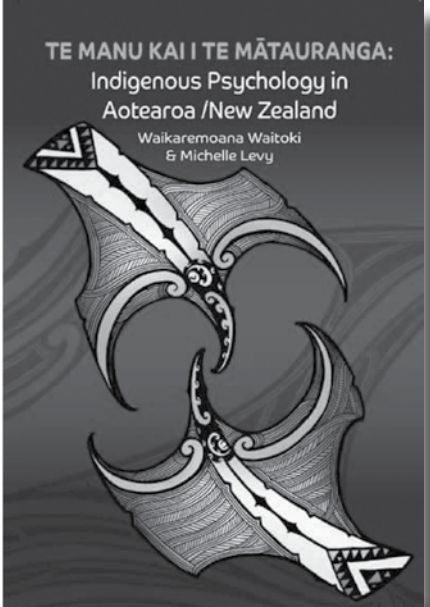
psychology graduates. Once again, the theme was relevance, in this case ensuring that psychology graduates have the relevant skills for their chosen work context.

*The future of psychology in Malaysia is still undetermined. If as a field, we prove relevant to the needs of our ever-growing nation and continue to spread our influence in a diverse array of areas, then we will thrive.*

From May 13-14, 2017 PSIMA will be hosting its annual national conference with the theme “The Psychology of Peace”, a theme that surely is appropriate given recent developments in world politics. In a world where violence and the differences that divide us are being emphasized, surely there is an important role for psychology to play in bringing communities together. Sessions addressing issues like interracial and religious relations and terrorism will feature. This conference hopes to be another platform for PSIMA to encourage psychologists to explore ways to have a meaningful impact on their larger community.

The future of psychology in Malaysia is still undetermined. If as a field, we prove relevant to the needs of our ever-growing nation and continue to spread our influence in a diverse array of areas, then we will thrive. If we shrink and become conservative and inward looking, we will quickly become obsolete. Charles Dickens once commented, perhaps unfairly, that “the one great principle of English law is to make business for itself”. It stands as a stark warning for psychology not to become self-serving. We exist to serve society. We will continue to exist, if we truly serve society.

**TE MANU KAI I TE MĀTAURANGA:**  
**Indigenous Psychology in**  
**Aotearoa /New Zealand**  
Waikaremoana Waitoki  
& Michelle Levy



***Te Manu Kai i Te Mātauranga:  
Indigenous Psychology in  
Aotearoa/New Zealand***

NZPsS Members	<b>\$45.00</b>
Non-Members	<b>\$55.00</b>
NZPsS Student	<b>\$30.00</b>
Non-NZPsS Student	<b>\$35.00</b>

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## One on One - with Michele Blick



Michele Blick was invited as our 'one on one' contributor.

*Michele is a newly graduated educational psychologist and is currently working in an RTLB cluster in south-east Auckland. Her undergraduate degree majoring in history was completed at Victoria University, Wellington (including two years studying at the University of Southern California) and she graduated as a primary school teacher from Wellington College of Education. She furthered her teaching career in New Zealand and California, completing an MA Education at California State University, Los Angeles (CSLA). While teaching full-time at an elementary school, she lectured in the MA Education programme in the evenings and was selected as a Master Teacher at CSLA. This position involved mentoring trainee teachers.*

*After teaching for numerous years at the early childhood, primary and intermediate levels, she decided to combine her passion for education and psychology in a professional capacity. While completing a Master of Educational Psychology, Michele worked at Massey University as a research assistant in the School of Psychology and the Institute of Education. In 2014, she was a Massey University Summer Scholar.*

*Michele was the first elected student representative on the NZPsS Executive from 2015-2017. In addition, she has been a committee member of the IEDP since 2015.*

### One aspect of your role(s) that you find really satisfying

It is a privilege to work alongside children and whānau. When I meet a child and whānau, I am aware of He Urunga Tū: Entrance to Engagement. This framework reminds me that I am a manuhiri invited to work with a family.

### One event that changed the course of your career

Early in my teaching career, I had a child in my class with a diagnosis of autism. Although this child was in my class every day for a full year, I had limited knowledge of how to meet his needs. I felt uneasy about this situation and felt that it was my responsibility to address the gaps in my knowledge. At the time, I was studying towards a Master of Education (Literacy). While literacy has always been an

area of passion, I realised that this qualification wasn't going to provide me with the knowledge and skills that I needed to adequately support the needs of diverse learners. Adding psychology to my background in education is the perfect combination to ensure that I have the training to effectively support those with whom I am working.

### One alternative career path you might have chosen

I have a teaching qualification from New Zealand in addition to a California teaching credential. When I returned home after living in the States, I was approached by several film companies to tutor the child actors on Disney films being shot in New Zealand. The flexibility and pay were attractive and I worked in the film industry for a while. However, when I was asked to work on *The Lion, the Witch and the Wardrobe*, the long days and the intensity of a shoot were becoming too difficult whilst juggling four young children.

### One learning experience that made a big difference to you

At last year's NZPsS Annual Conference, I attended Sonja Macfarlane's workshop. I was three quarters of the way through my internship and this workshop came at the perfect time. Sonja shared her knowledge and experience in a way that was respectful, accessible and mana-enhancing. She created an environment of power sharing by listening to, acknowledging and affirming people's contributions. This workshop had a profound impact on me. It encouraged deep reflection and increased my understanding of biculturalism in Aotearoa/New Zealand. Furthermore, the learning gained from this workshop and the focus on a humanistic and relational approach is applicable when working with people from all cultures.

### One book that you think all psychologists should read

I am currently reading *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision*



*of two cultures*. The book explores the cultural displacement of new immigrants. The author shares the perspectives of the doctors and of the Hmong family, highlighting their divergent views as they make choices that they believe are in the child's best interest. The book exposes the cultural incompetence of the medical practitioners and how damaging this is for the family. Reading this book provided me with an insight into how it feels for people of a minority culture living within a dominant culture.

### **One challenge that you think psychology faces**

Unpaid internships. With concern about the lack of diversity in the psychology workforce, how will this change without ensuring that the study of psychology is accessible for a diverse population?

### **One thing that psychology has achieved**

My recent studies in educational psychology at Massey University had a strong emphasis on ensuring that my practice is grounded in psychological theories, models and frameworks that are relevant in the New Zealand context rather than relying solely on imported Western psychology. Angus Macfarlane's Braided Rivers Model demonstrates the intertwining and integration of Te Ao Māori, kaupapa Māori and Western perspectives. Relationships, collaboration and power-sharing are principles that I apply when working with people from all backgrounds. While there is still much work to be done, it is heartening to see progress.

### **One aspiration for New Zealand psychology**

I hear colleagues lament the lack of unity within the psychology workforce. Maybe being new to the profession brings with it fresh energy and enthusiasm ... and possibly a degree of naivety. I am always on the lookout for opportunities to connect with psychologists from other scopes. I am eager to learn from other psychologists, identify commonalities and make connections. The NZPsS Annual Conference is an event at which I am always busy doing so!

### **One social justice issue psychology should focus on**

There are many, however, I have seen how a lack of access to affordable housing has an impact on wellbeing. A couple of years ago I was working as a research assistant in a number of schools located in South Auckland. I was aware of a nearly appointed teacher aide who was grateful to have found work that fitted in with her role as a mother and allowed her to decrease her reliance on benefit payments. One winter morning I arrived to find that she was not present. The teacher informed me that the teacher aide was not able to make it to work on the days that it rained. This

was due to flooding in the garage in which she lived with her children ... As I travelled home one evening from work last year, I listened to a primary school child interviewed on Radio New Zealand about living in a van with seven family members. She said that she loves to read and the hardest part for her was that she is unable to read at night when it is dark. As an educational psychologist and an avid reader, I felt so sad to hear this. This is not the New Zealand to which I was so eager to return home when I was living overseas.

### **One big question**

Donald Trump – really? What does this say about humankind?

### **One regret**

I've certainly made mistakes in my life - big and small. However, they prompt self-reflection and serve as opportunities for learning and growth. Often, the greatest challenge for me when I make mistakes is self-compassion. One regret is my schooling ... I do wonder how some of my choices and life experiences might have been different if I had not attended Catholic schools that I would describe as harsh, authoritarian, and educationally mediocre.

### **One proud moment**

I feel proud every time I see my children work hard to reach their potential or demonstrate compassion towards others.

### **One thing you would change about psychology**

Psychology has so much to contribute to societal issues. However, psychologists sometimes miss the opportunity to publicly engage with the issues as is our responsibility according to Principle 4 of the Code of Ethics – Social Justice and Responsibility to Society. I have been reflecting on why this is so. It appears to be due to multiple reasons, some of which include a hesitance to speak out due to workplace policies and culture that silence psychologists, a tentative approach on the part of psychologists because of the complexity of many issues, and being time-poor. As a member of the NZPsS, I appreciate the opportunity to contribute to conversations taking place in society through submissions, position statements and interaction with other psychologists.

### **One piece of advice for aspiring psychologists**

Explore opportunities to take on leadership positions. Opportunities are available at all career stages. The benefits include the development of leadership skills, building professional identity and competence, and networking with colleagues. The development of leadership skills is beneficial for the psychologist both professionally and personally, serves to strength the profession, and provides service to society.



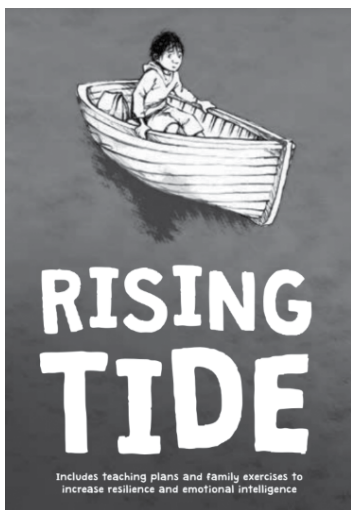
Peter Stanley- Review Editor, pstanley0@xtra.co.nz

We have four book reviews for this issue. The books described by Kirsty Ross and Paul Prangle are both by New Zealand writers and they concern specific psychological phenomena (respectively, affective states in children and the determinants of intelligence). The two books that I have reviewed discuss both psychological topics and socioeconomic trends in Australia and the United States, and their messages are as relevant for here as they are for there.

These four books represent a small sampling of a very large repository of highly intelligent, engaging, and relevant texts that might be more regularly brought to our readers' attention. Please contact me if you are willing to make a contribution by writing a review.

## Rising tide

*Reviewed by Kirsty Ross, PhD, Senior Clinical Psychologist & Senior Lecturer, Massey University, Palmerston North*



This is the third book in The Worry Bug series by the Kotuku Creative group, and it targets children aged 8-12 years old. It is available in English as well as in Te Reo. It is a delightful story that centres on a ten-year-old boy (Ari) who is trying to manage some big worries. Ari lives with his parents and two sisters in

a small rural town, and is having a great deal of trouble with writing, reading and spelling, which he is trying to keep a secret. The effort of trying to hide this leads him to experience physical symptoms of anxiety, negative cognitions, and feelings of shame, sadness, and worry; it also results in him avoiding situations where his secret might be found out. He avoids friends, family, and his kind and supportive teacher, leading to him missing out on key supports. A major event involving his beloved Koro leads to a series of events that ultimately mean that he discovers that his much-admired father and Koro also have the same difficulties, and Ari realises that sharing his problems and worries leads to him learning that they are often not as bad as he feared.

The story illustrates the five part CBT model very well, with Ari having physical, cognitive, emotional and behavioural responses to situations where his worries are triggered. His pattern of avoidance – and how it worsens the situation – is also nicely depicted, as is the loneliness of keeping his secret

(and the resulting worries) to himself. The cognitive and social processes that are typical of this developmental stage are incorporated into the story in a way that I think most children this age will identify with. While the importance of family is still evident in the story, the growing desire for independence, along with an increasing awareness of the opinions of peers that is characteristic of this age, is also included.

*Rising Tide* also includes therapy notes that are intended for use by teachers in schools, parents in the home, and by therapists in individual work. The therapist notes are well explained, and are designed to scaffold between home and school. They incorporate and link to competencies in the NZ Curriculum so will fit in nicely with schools' needs to demonstrate the relevance of the topics to their required teachings. The topics and tasks could be delivered in a variety of settings and formats (individually as well as in groups). The activities take advantage of the cognitive and social processes of middle childhood, and mix concepts such as magical thinking with cognitive errors to create a set of tasks that will meet the needs of children across the specified age range. The emphasis for teachers and parents on managing their own emotions, and adopting and modelling the skills to children is very appropriate for this age range, and the systemic focus of identifying supports will be beneficial for all children.

The English version of the story, and the therapist notes, beautifully incorporates Māori culture; and the therapeutic notes, which use the metaphor of a family Korowai, weaving together the family values as a protective cloak, is just lovely. Similarly, the idea of developing new family Kowhaiwhai builds on the idea of stories through art and that families can change their stories and commit to new ways of being.

I think this book and the resources attached to it are a wonderful addition to what we can suggest to families, schools and therapists supporting children with anxiety. If

I were to offer any suggestions or constructive comments to the publishers, it would be to suggest that they highlight that the skills discussed in the therapist notes can be generalised to other emotional states, not just anxiety. When using the strategies, it would be beneficial to add in ways to encourage and teach people to calm down physical responses before they engage in cognitive strategies and accessing social supports. This is suggested in the actual story when Ari takes some deep breaths, but it would be helpful to include some specific calm breathing and relaxation techniques in the package of resources. Also, some of the language in the therapist resources is quite sophisticated – for example, ‘dominant and subjugated stories’ are terms that therapists would be very familiar with, but might be quite daunting for parents. The terms themselves are well explained; however, I would like to think that this book can be used by people with varying degrees of formal education, so I hope that some of the more ‘technical’ terms do not put people off, or have them feel that they couldn’t use the strategies. Finally, the website link given on the final page of the book leads to an error message, although the resources themselves, and research supporting the ideas, were easy to find on The Worry Bug website, under the section “The Rising Tide”.

In conclusion, this book beautifully sets out complex psychological processes in a way that children aged 8-12 will understand and relate to. It incorporates biculturalism and key theories relevant and supported in the literature on children and anxiety – attachment theory, systems theory, narrative therapy, and CBT. It also incorporates key developmental processes (both cognitive and social) in the therapeutic strategies, along with tasks that can be tailored to individual family values and beliefs. The application to both school and home would hopefully mean that children would be receiving consistent and positive messages, and modelling and strategies from the key people in their lives. If delivered in a group format, it should also involve social support from peers. I will be recommending this book to people wanting to support and assist with children with mild levels of anxiety. Those with distress at a higher level would likely benefit from having therapist coaching of the children and their parents, in order to successfully implement the strategies that are described for children like Ari.

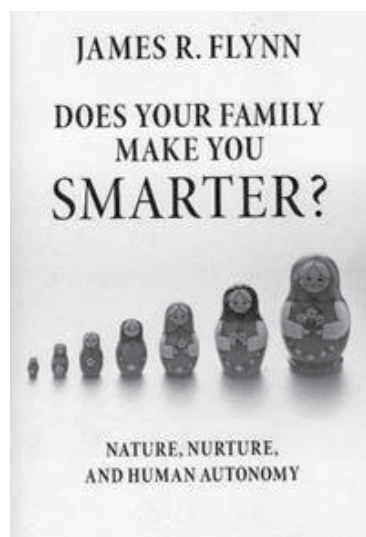
Dickson, S. (2016). *Rising tide*. NZ: Kotuku Creative. Therapist notes by J. Burgess-Manning.

ISBN: 978-0-473-36872-2 (English version);  
978-0-473-36873-9 (Te Reo version)

\$19.90

## Does your family make you smarter? Nature, nurture and human autonomy

Reviewed by Paul Prangle, MEd, PGDIP Ed Psych,  
Psychologist, Ministry of Education, Tauranga



If books were likened to water, we would see some like a babbling brook, with the contents trickling happily over the mindscape, entertaining and lightening the mood. Others could be likened to a canal or trade waterway, moving forward with serious intent and transporting ideas to where they are

needed. On this continuum then, James Flynn's latest book would be more likened to heavy water- made for a specific and serious purpose and useful to a specific market only.

While not considered to be entertainment for the mass market, *Does Your Family Make You Smarter?* is however an excellent addition to Flynn's significant body of work and an important contribution to the widespread and long-standing debate on the existence of, and the subsequent format of, the concept of intelligence.

James Flynn is Professor Emeritus at the University of Otago, Dunedin, and he has won great credibility and respect in academic and psychological circles for his ongoing research into intelligence. He is a prolific writer of articles, chapters, and books on his topic and has applied his concise and impressive logic to not only the existence of the concept but also how it may apply in racial, socio-economic, and self-improvement areas amongst others.

His most well-known contribution is his discussion of a phenomenon that shows year on year increases in intelligence scores since IQ tests were developed over half a century ago. While many theorists and writers had been noting this idea, Flynn's arguments were considered so lucid and compelling, that the idea itself has become referred to as the 'Flynn Effect'. This term was first postulated by Richard Herrnstein and Charles Murray in their 1994 book *The Bell Curve* and it is now in common usage.

Flynn has written a number of seminal books on intelligence, including his 2007 work *What is Intelligence?*

his 2012 *Are We Getting Smarter? - Rising IQ in the 21st Century*; and the almost 'pop' psychology (but still serious) offering *How To Improve Your Mind – 20 Keys to Unlock the Modern World* (2012).

*Does Your Family Make You Smarter?* is best read in context with these other works above, and it carries on the theme, concentrating on the statistical and philosophical groundings for Flynn's observations that, not only has IQ apparently risen over the past years, but also that family circumstance, and whether one lives in a good or bad socio-economic area, has a direct bearing on one's useable intelligence.

In carrying on the general theme of the preceding works, this book makes several assumptions – first that the reader has followed the debate on the concept of 'intelligence' and has come down on the side of its existence. Secondly, the book assumes that one has a better-than-working knowledge of statistics as, throughout, the narrative is laden with statistical theory and examples, along with multiple figures, tables and boxes giving high-level statistical examples to support the developing logic. Indeed the 160 pages devoted to exploring the title's query, and including the examples above, are further supported by more than 70 pages of appendices which in themselves could amount to a small statistical handbook. This is not a book for the numeraphobes amongst us!

Given the above though, I still found this book to be an elegant and nicely logical treatise on a much-debated subject. It is sprinkled with personal thoughts and anecdotes from the writer and in some places, it 'humanises' what could be a very heavy topic.

Flynn notes that past research has relied heavily on historical twin and adoption studies to explore aspects of intelligence (Chapter 10, in particular, has good coverage of many of the scientific theories of intelligence, and of many of the pre-eminent theorists such as Bandura, Gardner and Jensen). Many of these studies conclude that, by about age 17, people's cognitive abilities are solely determined by their genes, but here Flynn develops an argument firmly against this notion. Using IQ tables that have existed 'hidden away' in test manuals for over 65 years, Flynn astutely analyses these statistics and shows that family environment can have a significant effect – either positively or negatively- on a person's useable intelligence. The use of pre-existing data is an inspired move and Flynn's analysis of it to isolate family factors is very clever.

Wading firmly into the age-old 'nature vs nurture' debate, Flynn holds that genes are important but not solely responsible for IQ, and argues strongly that intelligence

is also affected by human autonomy, that we each have the capacity at least to choose to enhance our cognitive performance.

In this book then, Flynn presents a unique new method for estimating the effects of the family on a range of cognitive abilities, and along with the family effects he shows in this analysis, he adds his autonomy contentions to his previous work on intergenerational trends and he forms a new general theory of intelligence.

The author concludes that his theory has good explanatory power and that, as yet, he has not found a genuine alternative. He is modest enough though to note in his final chapter that no theory is perfect and that the meta-theory of psychology and the scientific theories of psychology have at least a working 'fit'. He suggests we should continue debate to further develop the details but he would be surprised if the general heuristic was found to be wanting in the longer term.

This is a serious book for those studying psychology, and especially for those wanting to form an opinion as to the relevance of concepts of intelligence. It is not an easy read, but it is one that rewards perseverance and it has some good messages overall.

Flynn, J. R. (2016). *Does your family make you smarter? Nature, nurture and human autonomy*. Cambridge, UK: Cambridge University Press.

ISBN: 978-1-316-60446-5

\$31.34 (Paperback). Book Depository

## **Fragile nation: Vulnerability, resilience and victimhood**

*Reviewed by Peter Stanley, PhD, Counselling Psychologist, Tauranga*

As the cover and title of this book indicates, this text is about vulnerability, victimhood, and personal resilience in Australia. Tanveer Ahmed is a Sydney-based psychiatrist and he uses clinical case studies as a springboard for social, cultural, and political comment. The author's fundamental thesis is that a contemporary preoccupation with self-fulfillment has left people incapable of coping with adversity, and it has resulted in a flourishing of a therapeutic complex. The drivers of this change, from 'character' to 'personality,' and from 'ego' (in the psychoanalytic sense) to 'the self' (and entitlement), have included the rise of meritocracy, the decline of religion, changes in the family,





and the growth of social media. Moreover, there are also class-specific characteristics, and for the middle classes these have included such pursuits as perfectionism, authenticity, social justice, and virtuous eating. Meanwhile, the white working class in Australia, as elsewhere, has suffered from

lack of identity and representation, and these people have responded with anger and severe conservatism.

*Fragile Nation* explores the dynamic of vulnerability in detail. The author contends that the cult of personality, aided by positive psychology, means that self-actualisation is an individual imperative and personal feelings are elevated to the level of objective truth. This mindset tends to ensure that the regular challenges of daily life are seen through a subjective lens as either the consequence of a biologically-based disability (mental illness) or as caused by the experience of injustice and oppression. In either case, the person is not to blame. With diagnosis, the mantle of victimhood is likely to lead to enfeeblement and disengagement. When there are perceptions of oppression, personal crusades can arise as can the resentment-based movements of identity politics. What is less often considered by men and women in society today is personal responsibility, psychological coping strategies, and the moral obligations of social connectedness.

The author observes that “A difficult aspect of being a psychiatrist is the incessant requirement to offer a diagnosis when for the majority of patients, it holds a limited relevance” (p. 42). Ahmed is critical of the move to medicalise normal behaviour, and he provides special scrutiny of post-traumatic stress disorder (PTSD) and of disease interpretations of addiction. PTSD is unlike most other psychiatric syndromes, because it specifies a cause (trauma) which can function as a personal explanation. The subjective measurement of traumatic effects has promoted ‘concept creep,’ and it has contributed to widespread changes in our relationship with adversity. The author cites the situation of some elite Sydney secondary schools where up to a third of senior students are registered for a disability

provision. Equally, the biological view of addictions has been ‘normalised,’ and this is despite some startling counter evidence. Chairman Mao threatened to kill drug dealers and addicts (as President Duterte of the Philippines is now doing) and he had a massive impact on the prevalence of substance abuse. Ahmed asks, how is addiction different from other diseases, like pneumonia and tuberculosis, in that threat of punishment can halt it?

It needs to be said that, in the past, this author has been accused of plagiarism. However, this book contains numerous careful acknowledgements and, in doing so, it acts as a guide to much useful further reading. Importantly, for me, *Fragile Nation* provides some fresh takes on some old issues, such as class, race, immigration, and the medical model; and it is possible that Tanveer Ahmed is part of a new intellectual movement that could be termed post-conventional (or post-conformist) thinking. The author makes the point that psychiatry is advantaged over other medical specialties in that it has influences across welfare, disability, law, and popular culture. Of course, psychology has these opportunities as well and especially when it devoids itself of diagnosis and from following a stereotypic view of psychiatry. On a more practical level, this book gives enthusiastic endorsement to individual casework, which the author sees as requiring a strong therapeutic relationship and involving family members in the treatment process. Ahmed concludes that therapy is essentially about redefining purpose and meaning: and a genuine self is to be found in positive relationships and in purposeful activities.

Ahmed, T. (2016). *Fragile nation: Vulnerability, resilience and victimhood*. Redland Bay, QLD: Connor Court.

ISBN: 978-1-925501-34-6

\$22.14 (Paperback). Book Depository

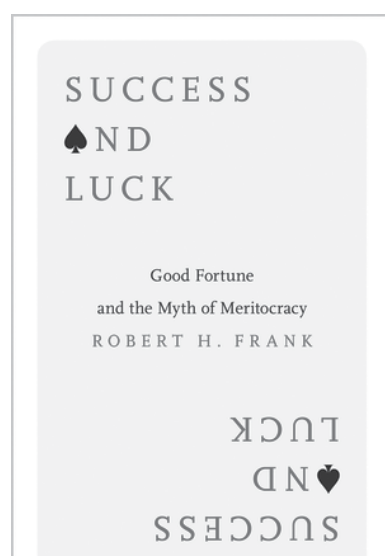
## Success and luck: Good fortune and the myth of meritocracy

Reviewed by Peter Stanley, PhD, Counselling Psychologist, Tauranga

*Success and Luck* is actually an economics treatise, and it is also a discussion of the significance of luck in our lives. Frank argues principally for a revision of the tax system in the United States, to rebuild the country’s failing infrastructure, and to allow succeeding generations of Americans to enjoy the same bounty as previous cohorts. However, it is the author’s detailed examination of the

power of luck in the life course that will probably hold the greatest interest for most readers. The book begins with the poem *Fifth Philosopher's Song* by Aldous Huxley which makes the oft-forgotten point that, for each of us, the moment of conception was an extraordinarily chancy event: "A million million spermatozoa/All of them alive;/Out of their cataclysm but one poor Noah/Dare hope to survive". Following the miracle of birth, we may slowly come to realise that it is with amazing good fortune that we live in a developed country with health care, an education system, and a host of other sophisticated facilities and supports. And in addition, we can discover that we have in fact won the coveted prize of being a member of the middle class.

Frank cites events from his own life, and from numerous other circumstances, to illustrate the decisive role that luck can play. In 2007, the author suffered an episode of sudden cardiac death (which has a two percent survival apparently) and he came back from it by a succession of fluky actions, and these included being resuscitated at the scene by a friend, receiving expert attention by paramedics who happened to be passing, and having the option of being helicoptered to a specialist treatment facility. Similarly, the stellar business success of Bill Gates was founded on a series of chance events that included attending a private school, precisely in the late 1960s, that provided programming terminals with instant feedback. This rare access was pivotal in promoting his uncommon mastery of software writing. Microsoft was also launched at a propitious time, but it was the astonishingly favourable negotiations around MS-DOS royalties that resulted in the company's runaway success.



The author sees the rhetoric of meritocracy as enormously harmful because it hides the contribution of chance events. Everywhere, there are strong presumptions that the labour market rewards talent and effort, that we all make 'choices,' and that we can in fact 'manage' our careers. To this are

added personal attributions, which another writer (Gilovich quoted by Frank) describes rather well:

*We readily spot the advantages others enjoy (that we don't)*

*and the difficulties we face (that others don't), meanwhile merrily blind to our own advantages and the tribulations of others. And, being the jumping-to-conclusions machines that we are, we're prone to weaving the evidence into a "victim me"/"deserving me" narrative.* (p. 81)

As Frank demonstrates, the most purely meritocratic and intense human systems are in reality the most dependent on luck. When there are a lot of people chasing a highly valued prize (such as entry to medical school, or to clinical psychology) the field will be crowded with very able and hard-working people. Indeed, most of the contestants will be close to maximum skill and effort levels. Those that cross the line will need to have a number of known (and unpredictable) factors align, and such alignments are reliant on the random allocation of good luck.

Frank, who is a reputable economist, sees the US economy as heading for a major crisis as the bulk of the baby boomers retire. There is simply not going to be enough money to support services, and already the country has US\$3.6 trillion backlog in infrastructure maintenance. Income inequality is also a critical issue, and not least because it has spawned unstoppable expenditure cascades, where the rich foster aspirations for other people with regard to houses, consumer goods, and family celebrations (with US\$76,000 now being spent on average on weddings in Manhattan). The author proposes a progressive consumption tax to limit spending by the wealthy, and from which savings and investment would be exempt. What does this proposal have to do with the previous assertions about luck? According to Frank, citizens who acknowledge that their success is the product of good fortune, as well as the result of ability and hard work, are (like Bill and Melinda Gates) much more willing to show gratitude, and to 'give back' so that others can also have lucky lives.

Frank, R. H. (2016). *Success and luck: Good fortune and the myth of meritocracy*. Princeton, NJ: Princeton University Press.

ISBN: 9780691167404

\$33.00 (Hardback). Book Depository

## Editorial



**Anna Kurek**  
NZPsS Student Forum Editor



**Ariana Krynen**  
NZPsS Student Forum Editor

As summer fades into autumn, and campuses around New Zealand come alive, the team at NZPsS has been hard at work on a new edition of *Psychology Aotearoa*. We would like to take this opportunity to welcome both new and returning students to this new academic year and to the Student Forum.

The start of an academic year is often filled with a renewed sense of purpose, goals, and motivation. Many of us anticipate seeing old friends, making new friends, embarking on new challenges, learning new things, setting new goals, and taking on new courses or a new challenging year in a professional programme. Despite it being a new academic year, many of us are already busy conducting research, writing and publishing papers, and/or starting practical placements or internships, whilst also working on new and creative ideas. It truly is remarkable how quickly this academic year has again transformed into a busy time, which led us to reflect on some of the struggles associated with the most hectic parts of the academic calendar. As students transition from the excitement associated with the start of a new chapter, the realities of student life can feel overwhelming and discouraging. Stress is a huge part of university culture, and when stress levels run high, or we aren't making the grade we thought we should, many of us might begin questioning our path, our choices, and the road that lies before us in accomplishing our goals. In response to, and in support of, this stressful period, we reached out to several of our peers about their own personal experiences and obstacles throughout their academic pursuits.

Together, we have put together a Student Forum section dedicated to sharing inspirational stories from students about their academic journeys, including their perseverance

through self-doubts and obstacles to successfully achieving their goals. First, Alan Law discusses his experiences of studying psychology in New Zealand and abroad, and the challenges of returning home after many years as both an expat and repat. He hopes to inspire conversation among other expats, as well as local academics, in the field of psychology with the aim of building a community that supports others in the transition of moving, or returning, to New Zealand. Wendy Brown writes an inspirational story of overcoming self-doubt, the imposter syndrome, and the challenges that come with being a mature student. Wendy's piece strives to illustrate that age, life circumstance, or stage in life should not stand in the way of your dreams, big or small. Lara Greaves, a PhD candidate in social psychology, shares some words of wisdom for those considering completing a PhD based on her own experience. Finally, Chloe Duncan talks about her personal experience using interpretative phenomenological analysis for her Master's thesis, including the value of a strong supervisory relationship when using this methodology.

In celebration of mental health awareness, we hope that you will find this Student Forum section as inspirational as we did throughout its creation.

Mauri ora!

Anna & Ariana

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## Coming home: some repatriate impressions

Alan Law



Alan Law has psychology degrees from the University of Auckland and Birkbeck College, University of London. He is currently in New Zealand finishing his PhD dissertation on adolescence and the development of later life wisdom, which will be competed through the Bremen International Graduate School of Social Sciences and Jacobs University. During his 18 years away from New Zealand, he taught English in Italy, Sweden, Spain and England, and psychology in the Czech Republic and online. He is interested in education in general, but specifically now in the importance of encouraging positive attitudes towards lifelong learning in younger and older people alike. He has two children and has recently been

juggling stay-at-home parenting, teaching, and writing.

I left New Zealand in 1998 with an undergraduate degree and postgraduate certificate in psychology, fully expecting that one day I'd return to pick up where I left off after a short break. That short break became 18 years, and although I now have an MSc and am still finishing a PhD, during my time away I was blissfully ignorant of psychology in Aotearoa and on my return feel rather alienated. I offered to write something of my experience in the hope that it inspires conversation.

My PhD dissertation centres around a longitudinal investigation of personality development and the contribution of this to later life wisdom. I've learned far more by doing this than I would have thought, and, by studying in Germany, definitely developed my quantitative analysis skills beyond what I would have expected. Ultimately, I have reached the conclusion that at least to some extent, adolescent personality characteristics can predict later life wisdom – exciting news for some, and worrying for those who thought wisdom came hand-in-hand with getting older. Studying as I was, as a fellow at a Graduate School in Bremen, where others were very much focused on social and intercultural social science topics, with every presentation, I was asked 'What about culture?' as if this was a vital objection that would invalidate extant research into wisdom. To be fair, there is not a lot of empirical work on wisdom that involves culture, but there are good reasons for that – not the least of which is disagreement about whether and how wisdom can be assessed at all – and to date I have worked with the assumption that what I am studying transcends manifest cultural differences. Whether this is correct is an unanswered empirical question.

In Bremen, much of the cross-cultural work my colleagues did focused broadly on migration -what is currently trendy

in Europe are questions relating to social cohesion and immigration. While *any* differences between ethnic groups might be of interest to a wisdom researcher, I think New Zealand's diverse ethnic makeup might offer excellent opportunities to look at cultural differences that are *not* immediately related to migration. Aside from these cultural questions, with the international reputation of the Dunedin Study and the release of findings from Growing Up in New Zealand, suddenly my home started to look like a good place to continue working on longitudinal research.

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*Are expat New Zealand students, researchers, educators and academics wanted back at all?*

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The one biggest change in New Zealand I started to detect when I began looking into jobs and universities was the frequency with which I saw the words "Treaty of Waitangi" and it seemed to me that issues concerning Māori in particular were so much more integrated into courses and employment policies. I got the impression I needed to catch up a lot on what I'd missed in the 18 years I'd spent away from New Zealand psychology. As a member of the British Psychological Society, and a regular reader of their Research Digest, I wondered what was happening in New Zealand psychology and how I would ever know without being here.

Two problems became apparent as I started looking into coming back. Firstly, my network in New Zealand had evaporated. My first supervisor had left the country. Many of those I remembered had now retired. As an expat, I received regular communications from Kea, who describe themselves as New Zealand's borderless nation: they try to connect the more than 1 million Kiwis overseas with each other and with work opportunities. After ignoring their emails for a while, a few years ago I started reading their material, completing their surveys, and ultimately telling



them in disgust that I wasn't interested any more. I doubt it's their fault, but their networking is heavily focused on business and there is no academic or research presence – it's not for educators or researchers. There is some psychology there, though: searching with a keyword of "psychology" reveals links to two consultancies in London, but nothing academic or research-related. Little surprise that the results of their 2015 Every Kiwi Counts survey show "repats" do not seem to work in education or academia, that the second biggest reason for expat status is a lack of opportunities in New Zealand, and that repats have more negative opinions about New Zealand than expats and "friends of New Zealand". Having a network will clearly help any repat re-integrate, and rebuilding a network is clearly my own responsibility. But I wonder if there's any point. Are expat New Zealand students, researchers, educators and academics wanted back at all? Has anyone attempted to keep track of psychology graduates abroad? While I very much appreciate the response from the NZPsS when I contacted them seeking membership, I have been disappointed that of all the New Zealand-based university academics I have emailed in the last four years, the only one that replied to my email was connected through a friend. The lack of response seems cold and unwelcoming compared with the warm communications I have with researchers elsewhere.

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*...my clear impression is that a research career is better pursued outside New Zealand.*

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The second problem was that established academics based in New Zealand that I met abroad warned me that post-doctoral fellowships were now extremely rare. For years now, I have subscribed to various services that send notifications when appropriate opportunities are advertised. While I see one or two a month from U.S. universities, and at least three or four in Europe, I don't think I've ever received notification of one here in New Zealand. I registered with the NZ university career portals and have only seen a few lecturing positions, some hourly paid lecturing, a few natural science postdoctoral fellowships, and one or two that involve psychology peripherally, and a smattering of research assistant positions for which a psychology background is useful but not necessary. Of course, I may have missed something, but I see no reason to be optimistic that New Zealand is going to start advertising for postdocs. This is probably no surprise: my clear impression is that a research career is better pursued outside New Zealand. Does that explain the cold response to my emails? A research career is only the most interesting option I have, and my eggs are not all in that basket – and I don't

want to give the impression that I feel entitled to a research career here. I am slightly concerned, though, at the wastage of skills if my case is not unique.

I have offered the perspective of a recently returned expat, or repat, as I now should call myself. Broadly speaking, I have identified a lack of interest in expat New Zealand students and researchers and I hope this stimulates conversation. I suspect this is common to all social sciences, and the causes, like a lack of funding, are probably obvious. But this does not mean that nothing should be done to improve communication with expats. Facilitating network-building is easier than ever before thanks to the variety of web-based services, and the benefits can be for all involved. For example, I am happy to recommend the Graduate School in Bremen I attended and to share information about opportunities to study in Europe. But with whom and how? How many other expats might be able to help in similar ways – and how many of them would act as ambassadors for New Zealand research? Reaching out with purpose has the potential to amplify the voice of New Zealand researchers, both at home and abroad, and could ease some of the difficulties of the journey back home.

### **Mentoring Service for those new to NZ or recently graduated**

The Society has set up a mentoring database to assist members who are new to NZ or who have recently graduated giving them the opportunity to talk with an established colleague.

#### **How is mentoring different from professional supervision?**

Mentoring is different from professional supervision. Supervision is a formal relationship focused on work with clients within which the supervisor often carries responsibility for the safe practice of the supervisee. Mentoring, on the other hand, is an informal supportive relationship designed to help new graduates or newcomers to New Zealand to negotiate the broader professional environment. This might for example involve discussing opportunities for career development or offering reflections about what helped you in your own career. It would not ordinarily involve discussion of actual client work. Professional supervisors usually charge a fee for supervision whereas a mentoring relationship is normally a collegial relationship without a fee.

**If you would like to put yourself forward as a mentor on the NZPsS database please contact us at [pd@psychology.org.nz](mailto:pd@psychology.org.nz) and we will provide more information.**

# Sewing to psychology: The journey of a lifetime

Wendy Brown



Wendy Brown lives in the Bay of Plenty and is a Masters of Arts (psychology) student at Massey University. She completed a Bachelor of Arts in 2015 with a major in psychology and a minor in rehabilitation. Last year Wendy finished her Postgraduate Diploma in Arts (psychology) and she is currently completing her Master's thesis in advance care planning. Wendy volunteers for Victim Support in her spare time, working with those who have experienced trauma. Her goals for this year are to gain further opportunities to put her therapeutic skills into practice and to secure an internship for 2018. Wendy is looking to register as a psychologist under the general registration scope of practice. If you would like to contact Wendy please email her at [wendy.brown@xtra.co.nz](mailto:wendy.brown@xtra.co.nz).

When we are young we think of our future as a series of dreams to be pursued. We look forward to walking in the sunny meadows of our married years and scaling the heights of the career mountain. If we do not look too closely at the reality of our parents' experiences, but instead, listen to their dreams for us, we feel that there is nothing that cannot be achieved. In hindsight, I have come to realise that life is a maze where dreams still twinkle in the gloom, but pursuing them takes effort and careful navigation. The maze can seem to lead us directly toward our dreams, but it can also fold back upon itself, returning us to the beginning again. This is what happened to me when I left school at age 15 and started work as a machinist in a sewing factory, then forty years later found myself once more at the beginning, facing the long journey towards becoming a psychologist.

My father was a blue-collar man. He worked various jobs as a storeman, painter and caretaker. My mother worked in an office. My parents too, had begun their lives with dreams of love, home, family and financial security. Sadly, trauma blighted both their childhoods but my parents did their best to create the family environment that they dreamed about but had not experienced. The bills were paid, we had enough to eat, and both my parents managed to remain within the, often painful, confines of the family. Knowing their history now, I admire them greatly for staying the distance. Without doubt, they loved their children and each other.

I left school abruptly after a visit from a Canadian cousin stirred up dreams of travel. My mother wanted me to return to school but I refused, so my father immediately found me work in a sewing factory. I sewed women's garments, some days joining side-seams, some days making collars. However, I aspired to something more and within two years I had found my way into an accountant's office and

from there into an administrative job in a government department.

My horizons were broadened with classic 'O.E.' stints in Australia and Europe. Extending my experiences outside of my family and community gave me a stronger sense of myself as an independent and capable person. This, in turn, gave me the confidence to seek promotion at work and a return to study. I enrolled in a Certificate in Management with the local polytechnic. Then, having dipped my toe in the tertiary tide I followed up by enrolling in a Bachelor of Arts at Massey University. I felt an uncomfortable and ill-fitting pride in finally studying at university level.

Sadly, my mother had died before I enrolled in the degree and my remaining family did not comment on my upward mobility. I felt that a gap was opening between us, though this could well have been more my feeling than theirs. I know one thing for sure, I felt like an imposter aiming too high and, it was within this frame of mind that I lost momentum and abandoned my degree. Apparently, this level of education was a sociocultural step too far for me at that time.

On reflection, it was fortunate that my employer was paying for my education and I felt a responsibility to continue with an alternative course of study. So, I went on to complete an undergraduate Diploma in Business endorsed in Communication Management. Clearly, at this stage in my life, I was a diploma-level person, though having been promoted to management roles and a senior internal auditor position within a large organisation, I should have taken the hint that I had the ability to do more.

It was around this time too that I decided to undergo psychoanalysis in its 'object relations' form. I wanted to explore why I did not feel at ease with myself or in my

relationships with others. This proved to be an arduous part of my maze-journey, but it was during this phase of self-discovery that my interest in psychology was kindled and became a twinkle in the gloom.

But again, the maze took a different direction. I started a family, a challenging, frustrating, joyful and profoundly rewarding experience. Six years later I returned to work, beginning at the bottom of the organisational ladder again. These years out of the workforce had not helped my view of myself as a capable corporate woman and I felt that a job doing the photo-copying might be my limit.

Over the next 14 years I moved up and down the career ladder taking on a number of roles including organisational trainer, case manager as well as a return to a leadership position. Then, in my fifties I ran out of steam. My husband and I were planning for retirement, and I was again, a stay-at-home mother to my teenagers. I returned to a series of administrative jobs which I felt required me to progressively fold myself up into a much smaller person than I really was. This seemed an acceptable compromise on the work-life balance front, but it was not really. Working at less than my ability, squashed my spirit.

Epiphanies are often just the renaming of crises after a happy ending, or so it seems to me. My personal epiphany looked very much like a crisis. It arrived when my youngest child left home. I was in my mid-fifties, unhappy in my job, and scratching around to find meaning in my life. An agnostic worldview did not help.

I was haunted by one other thing, that incomplete degree that I had started so very many years before. Sitting in the empty nest, pecking at the threads

of my life, I decided that I would honour what abilities and talents I possessed and finish my degree. But in what? English, my original major, was no longer the pathway forward for me. My life experience and personal interest did not spell out 'secondary school teacher'. However, I had begun to secretly dream that maybe it spelled out 'psychologist'. Having undergone my own journey of self-discovery, and having spent a lifetime in the social sector observing the challenges that others faced, I felt that this was an area where I had something to offer. Besides, becoming a psychologist fitted with my lived-experience of the world as a better place when people are at peace with themselves and positively connected to each other.

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*Extending my experiences outside of my family and community gave me a stronger sense of myself as an independent and capable person.*

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I quit my job and plunged into fulltime study. The first year my results were considerably better than I had achieved previously at university. Encouraging, but most likely a fluke. The second year and my marks were again high. I allowed myself to think that perhaps I had made the right choice after all. In my final year, I completed my degree with nine papers graded in the 'A' range. I received a Massey Scholar Award, an Outstanding Achiever Award from the College of Humanities and Social Sciences, and I had also been awarded three scholarships up to this point. I could feel the last vestiges of imposterhood melting away and my chosen career solidifying into something I could and should be doing.

I have discovered that the psychologist's journey is a testing one. Travelling through the maze, I have managed to avoid many dead-ends,

but I have faced tough choices about which direction to take. One of the hardest choices was not to apply for the lengthy doctoral programme, especially after becoming absorbed by the postgraduate clinical and therapeutic papers. In this one respect, I acknowledge age as a limiting factor. I have therefore chosen to follow the path to the general scope of registration so I can get on with the mahi in whatever form that may take.

This year I am completing my MA (psychology) by thesis only. I have received a scholarship from Arohanui Hospice to undertake research on advance care planning. Being a baby boomer myself, this is a topic of great interest to me. I also look forward to the chance to submit a journal article on the same subject, as required by the terms of my grant.

My journey through the maze continues. The skies are clearer and my path is well marked, though I know that there are still choices and challenges ahead of me. Along with completing my thesis, I am attending workshops in applied therapeutic skills; looking for opportunities for practical experiences; as well as seeking an internship for 2018. Post internship, I hope for the opportunity to work with clients as a psychologist in an assessment and therapeutic setting. Having a regular income again would be very nice too.

My sense of purpose and self-efficacy has increased as each year of study finishes well and the next part of the maze opens before me. Perhaps there is something in Chapman's (2017) findings about the role academic assessment plays in reinforcing or extinguishing imposter syndrome in adult students. Achieving academically was certainly a powerful factor in raising my own expectations of myself.

Am I alone in this middle-aged

journey? Not completely. My journey reflects a growing social phenomenon called the encore career stage of life. Just like myself, other baby boomers, faced with longer, active lifespans are seeking to refresh their lives with new, socially-meaningful careers (Freedman, 2006). Certainly, choosing for an encore career has rejuvenated and energised my life. It has woken me up again to the possibilities that the future still holds for me. My children are proud of my choices and I hope that, on some level, I am modelling possibilities for their lives as well.

At this stage in my life I feel more supported than ever by family and friends. My husband has been the touchstone in my maze journey, always there, always encouraging. Psychologists that I am acquainted with, have also been very supportive of my goals. One particular psychologist has become a mentor to me. Her encouragement and advice has been of immense value. In the future, I hope to pay this support forward by taking someone under my wing just as my mentor did for me. I remain a pragmatist though. Not every dream is achievable and mine has felt overwhelming at times, but when someone finds that intersection in the maze where aptitude meets passion it would be a shame not to help them dare to turn that corner.

I invite you all therefore, to share my story with anyone you meet that still has a dream to pursue. There is much that can be accomplished, at any stage of life, through perseverance, hard-work and a determination to disregard that nagging voice of self-doubt.

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## So you want to do a doctorate? Reflections on the PhD journey

Lara Greaves



Lara Greaves (Ngāti Kuri and Ngāpuhi) is a PhD candidate in social psychology at the University of Auckland with the New Zealand Attitudes and Values Study. Lara studies sex, politics, ethnicity, and sometimes religion – all the topics that make people feel awkward in social situations. She now works at a place called COMPASS (Centre of Methods and Policy Application in the Social Sciences, phew I remembered what it stands for!) in the Faculty of Arts. In her spare time, Lara enjoys “food and drink”, coffee, talking, travel, and is the worst player on her social soccer team.

Kia ora koutou, I'm Lara. I currently have a full draft of my PhD thesis and am feeling super proud of it. As an aspiring academic, I was asked to write something to other postgraduate students that are interested in the research side of psychology. Part of my thesis included looking back over my growth as a researcher, so I thought I might as well touch on my journey here. Basically, these are some things that freaked me out during my PhD that you should probably consider if you are thinking of doing one and here are some tips that may be useful.

**Money.** This seems to be the first potential stressor for a grad student. It's a lot harder to get to the end of your PhD if you don't have a scholarship and/or steady stream of flexible work. Even if you do have a scholarship, the summer and mid-year period between teaching can get a bit touch-and-go, especially with the high cost of living in the cities.

**Looking and applying for scholarships is productive procrastination.**

There are alternative sources for scholarships around the place (besides your university) - Universities NZ (<http://www.universitiesnz.ac.nz/>) and givME (probably accessible for free through your uni library databases page) are good places to find funding.

**Teaching is fun and money.** Shamelessly ask everyone you know for tutoring work. Try looking through your department handbook for the names of the academics in charge of courses and email them. Supervisors are also good people to ask. If you're in a place that has other universities/polytechs/wānanga then maybe sign up for their job listings too. You'll start off nervous, but it's like anything, you need practice. Then, once you tutor a lot it seems like people are more open to you having the odd lecture, then that turns into more experience, and before you know it you're picking up more and more.

**Does your lab group have a good lab culture?** Well, maybe you should all get drinks? It's really good to have a support network and some of my lab buddies have become my best buddies. This isn't just me - I have found legitimate academic work that says that whining about grad school is identity



building (e.g. Mewburn, 2011). So do a favour to yourselves by going outside (maybe even off campus!) and having some food and/or drink. Also, one of the PhD students in our department set up a regular morning tea for masters and PhD students, which helps.

**Can you publish something?** I have been fortunate here to be working under a prolific publisher (Chris Sibley), but for others I see it has been a harder process. I started by publishing my first couple of papers with the *New Zealand Journal of Psychology*. This was a great way to get to grips with the process before trying for international journals. *MAI Journal* has also been a great outlet and really supportive (if you do indigenous/Pacific work). I think that having someone who has published a fair bit as a co-author helps too as they can help you package the work and provide comments like a reviewer does before it goes out to review. I got some great advice from Chris early on that eventually the work will find its home but you have to keep trying! It can be disheartening and you definitely grow a thicker skin. Just remember that everyone says that you really do need to publish if you want to be an academic.

**Conferences.** The first few conferences I went to I arrived in the city/country on the day of the conference, I tried to make it to every session, and tried to save money by staying in hostels/places far away from the venue. This meant I was mega exhausted throughout the conference and couldn't make the most of it. In the last couple of years it seems as though my stamina has increased and I enjoy them a lot more, even though this means my accommodation costs are a little higher.

Also, don't be afraid to go to conferences when you don't know

anyone. Showing up to a conference by yourself can be great since it forces you to talk to strangers rather than just hang out with people from your university.

**Do you want to be an academic? Do you though?**

**Some people will just never understand what you are doing with your life.** No, I'm never going to have patients. No, political psychology does not mean counselling politicians. No, academics aren't people who couldn't make it in the "real world".

**Turn your pain into something productive.** I kept a journal and it provided great material for the discussion section of my thesis, although this will depend a bit on your area within psychology. There were stories held within it that I otherwise would have forgotten and now I find it amusing to reflect on (and will in the years to come).

**It might be a good idea to establish a relationship with a counsellor or psychologist.** It seems like our mates over in clinical psychology are better at this than us, but the rates of mental illness for graduate students and academics are atrocious. Even if you aren't seeing them a lot, it's great to have an established relationship with a mental health professional for those times when you have no idea what you're doing with your life. Shout out to Stanzi here!

**... because everyone seems to have a rough patch or some challenge.** It might be the mid-thesis blues, or the disappearing supervisor, or imposter syndrome - something will probably get to you.

**Don't leave your thesis until the last minute.** You know not to do this, plus you have probably met a few haggard looking graduate students who have extended their thesis hand-in date to the absolute maximum. But hey, it's

your life.

**Hurry up and learn EndNote or another referencing software.** I have two regrets in life: one is not learning EndNote sooner, and the other is not appropriate for this journal.

**And while you're doing that, get a good, proper academic CV.** These have all sorts of weird conventions and rules, but you need to keep this up-to-date otherwise it'll be a nightmare later on and you'll forget things. See Kelsky below. Also, try to get a bit of a Google profile for yourself and your research going e.g., researchgate, Google Scholar, your university profile page (if you get one); you might be surprised who googles you.

**You'll often (read: always) feel like you should be writing.** Make sure that you schedule writing time and protect it by saying no to people. I don't go anywhere on Wednesdays, I'm busy, I'm writing. I don't mark assignments on Wednesdays either. But you need to balance this with time off.

**Sometimes you'll really need your supervisor(s) and other times you just won't.**

**How long is a piece of string?** Your PhD might take more than 3 years. This is something to keep in mind. It will seem as though you just got started and then suddenly people you tutored are doing doctorates too?!? Stuff does go wrong, even despite your best efforts: participants can be hard to recruit, experiments don't turn out, babies happen, relationships break down, you take on too much work and so on.

**That means: always have a plan B.** Sometimes you'll really want to get out. At first I was just anxious about it, but later I would ameliorate these feelings by browsing market research jobs. Realistically though, sometimes people leave PhDs. Keeping in mind

that both nations have different systems to New Zealand, recent completion rate figures show that for the United Kingdom around 60% of people finish their PhDs, and 49-57% in the United States. I could not find figures for New Zealand or Australia, although we have shorter programmes so it seems as though more people finish.

**But... you get to sleep in on**

**Thursdays.** Everyone your age might have more money than you, but you have a lot more freedom and some days you won't believe this is your life (in a good way!). You have a great deal of flexibility that can be awesome if you are fairly good at managing your time.

**You'll also get a lot of advice.** Like this advice. Why do I think I'm qualified to give advice? Geez. And be forewarned, sometimes you get contradicting advice and it can be hard to discern what exactly you want to do. Just remember, we're not like professional athletes or anything, so it's not like we need to be in a hurry.

**Finally, my favourite resources:**

**To increase stress on the journey to decreasing stress**

The Professor Is In: *The Essential Guide to Turning your Ph.D. into a Job* by Karen Kelsky – she has a great blog/Facebook too.

*How to Write a Lot: A Practical Guide to Productive Academic Writing* by Paul J. Silvia.

**To decrease stress**

Sh\*t Academics say (<https://academicssay.tumblr.com/>).

Everyone goes through a phase where they get way too into PhD Comics (<http://www.phdcomics.com/>).

Academia Obscura (<http://www.academiaobscura.com/>) is fun, see also their social media.

## Interpretative phenomenological analysis as a methodology for the first-time researcher

Chloe Duncan



Chloe grew up on the West Coast of the South Island and originally trained as a chef. When her first daughter was born, she decided it was the perfect time to finally study psychology, something that had been gently nagging at her for years. She completed two diplomas and an undergraduate degree but longed to follow a pathway to registration as a psychologist so she enrolled in a Master of Science in psychology with Massey University. Chloe has worked as a volunteer with Victim Support, working with victims of crime and trauma, an experience she has valued greatly. She spent 2016 writing her Master's thesis, something she had to continue from Australia, where she and her family moved part way through the year. She looks forward to putting her studies and experience with Victim Support into practice in the field of mental health.

When choosing a methodology for the thesis component of my Master's degree I was instinctively drawn to interpretative phenomenological analysis (IPA). Phenomenology describes the study of experience as it is understood by the individual in a unique context (Smith, Flowers, & Larkin, 2009). I felt there was something authentic about exploring a phenomenological aspect of human experience using a phenomenological methodology. My research journey took what was little more than a gut feeling and developed it into my own unique and educating experience with IPA. I hope that by sharing what was gained through my own research journey, I might help other budding researchers determine whether IPA could be a good fit for them and their research.

### Explorative Research is a Valuable First Step

The first aim of my thesis was to explore the lived experience of being diagnosed with a disorder of learning and achievement (specific learning disorders and attention deficit hyperactivity disorder). The second aim was to examine the influence of growth and fixed mindsets on that experience. The research topics did not yet have a corpus of literature exploring their interaction, therefore I had very little from which to draw theories about my second research question. I was able to conduct thorough research on the individual concepts of disorders of learning and achievement and growth and fixed mindsets separately, but that could not tell me how they might interact. Choosing IPA as my methodology allowed for my participants to inform me, with no need for me to make assumptions or present hypotheses based on prior research.

The underlying tenet of IPA is to explore psychological phenomenon

and the way that is interpreted and understood by those who experience it, and to offer interpretations that are firmly grounded in participant accounts, but which go beyond them as well (Smith et al., 2009). Exploring experience without the necessity of first viewing it within a well-developed framework allows IPA researchers to delve into topics that are relatively unexplored. There still appear to be many who believe measurable variables are the holy grail of science. Statistically analysed variables are indeed valuable and provide insight into the very nitty-gritty of psychological constructs but it is important to remember that without exploratory investigations, those variables we so desire to measure might never even make themselves known to us. To identify the specifics of experience, we must first explore it in its entirety; I believe IPA provides a foundation from which we can do that.

### Limited Access to Large Samples

Seasoned researchers may have well-developed networks for participant recruitment including connections with other institutions and researchers. In contrast, students may have very little access to this for their own participant recruitment, and find a large portion of their workload taken up by gathering a large and diverse sample of the population of interest. Relieving students of this pressure, IPA is based on in-depth analysis of a small number of participants.

For those of us who live in small-town New Zealand, recruiting can be even more of a challenge. I aimed to gather a sample of six adults with disorders of learning and achievement who had received a diagnosis during their schooling years. I advertised through as many different local institutions as I could, including a community noticeboard Facebook

page. However, after filtering applicants per the inclusion criteria I had set for my study, I only found four suitable participants. I spent much time agonising over this before it occurred to me that I was measuring the durability of my research design against the positivist standard that 'more is more.' When I returned to the literature, I was reminded that for a student research project using IPA, three to six participants is recommended (Smith et al., 2009). When a larger sample is used, the ability to explore the experience in depth may be sacrificed (Hefferon & Gil-Rodriguez, 2011).

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*Phenomenology describes the study of experience as it is understood by the individual in a unique context...*

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IPA encourages small, homogenous samples which are purposefully selected for their experience with the factor(s) of interest (Smith et al., 2009). Unlike other methodologies, the ultimate aim of IPA is not to use findings to make generalisable statements about the wider population (Smith et al., 2009). While there is still an argument for the ability to generalise findings from IPA studies to the population of interest, something Hefferon and Gil-Rodriguez (2011) prefer to call transferability, ideography and appreciation for the individuality of experience always takes precedence. IPA is a methodology that sees the value in small samples (single cases included), where other methodologies may view them as limitations. The participants of my research valued educators and support staff who saw beyond their diagnoses to their individuality; IPA appreciates individuality as well.

### Flexibility of Design and Process

One criticism of IPA is the lack of a predetermined, step-wise process.

While some new to researchers might find this a terrifying prospect (my pre-thesis-self included), it provided me with a valuable and immersive learning journey. Flexibility is a necessity of IPA as the researcher allows participants to lead the study in any direction that is significant to them; they are the expert after all! This is reflected in the semi-structured interview process, where the interviewer uses a predetermined series of questions and prompts to varying degrees, depending on the level of guidance each participant requires (Smith et al., 2009). Three of my participants provided rich data that was largely elicited by my question prompts, while the fourth led the interview to an area that I had not anticipated – one that was of great significance to her. While she, like the others, spoke about her experience as a young person diagnosed with a disorder of learning and achievement, she also discussed her experiences as an adult working in the alternative education sector with youth who very much resembled her younger, struggling self. This proved to be extremely important as her insight consolidated what other participants had told me about the need for supportive, understanding and well-educated support staff. This participant highlighted that need from both perspectives and added a valuable, unforeseen layer of understanding.

A flexible research process may be beneficial for beginning researchers because there is no obligation for them to 'get it right' the first time. With IPA, it is possible to move back and forth through the process of analysis and interpretation, increasing the depth of meaning and understanding as you go (Smith et al., 2009). For a student researcher, it can be freeing to be fully encouraged to step back and further develop something that you may not have mastered on the first

attempt.

### The Value of a Strong Supervision Relationship

Building depth of meaning is key and a knowledgeable and encouraging supervisor can help facilitate that. The relationship between student and supervisor is always important, however, with IPA it needs to be particularly close. One role of the supervisor in IPA is to view students' interpretations from a unique perspective that cannot quite be characterised as an outsider. The supervisor grows to be familiar with participant data, reading extract after extract from interviews, but they are not quite as immersed in the detail as the student. This may at times allow the supervisor to more readily bring the 'big picture' back into view. Supervisors can add to interpretations or challenge them, providing checks along the way that may be second nature to a seasoned IPA researcher, but that a student needs to be reminded of.

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*Arguably, one of the most important things to remember in any supervisor/student relationship is that the supervisor is a resource to be used for the benefit of the research project itself.*

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During the theme development stage of my interpretation, I became convinced that there were five overarching themes of importance coming through in the participant data. Because I was immersed in the detail I was seeing the data in extreme detail, but my supervisor could take a step back and point out that those five themes may be derivatives of one or two more comprehensive issues. By condensing my five overarching themes into two, no detail was lost, rather, another layer of depth was reached as I came to appreciate the much larger issues of importance that lay beneath and wove those five themes together.

Arguably, one of the most important things to remember in any supervisor/student relationship is that the supervisor is a resource to be used for the benefit of the research project itself. If an experienced, trusted supervisor can provide guidance and suggestions, the research will develop and mature, the student's skills alongside it. As discussed above, IPA has received criticism for a lack of an outlined process and this is another reason the supervisor's role is significant; their job is to guide their student on a relatively unworn track.

Critique is important and should be embraced, but there may be instances where students disagree with advice. With IPA there is no right or wrong answer, subjectivity and interpretation are embraced (Smith et al., 2009). While this may make many in the science community squeamish,

subjectivity is presented in a transparent way, with the researchers 'interpretive lens' (their unique viewpoint) openly addressed (Smith et al., 2009). Participant extracts are provided alongside researcher interpretations so that readers can test the strengths of any claims that are being made and come to their own, differing conclusions where required (Smith et al., 2009).

In summary, IPA is a flexible research method that has the potential to collect rich data on human experience. The small sample sizes, ability to move back and forth to refine the interpretative process, and the necessity for a close supervisor working relationship may all be beneficial for a beginning researcher. IPA provided me with the methodology to locate a link between two previously unconnected issues and to present my findings in a way that captured the individuality of human experience. In addition, it also allowed for the identification of valuable insights into ways that young people with similar struggles may be better supported in the future. IPA can be viewed as a viable first step in researching a relatively unexplored phenomenon; a fitting parallel to students who are themselves taking their first steps into research. When searching for a methodology that has the potential to get to the heart of experience in context, I recommend considering IPA.

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# The Science & Art of Psychology in Aotearoa New Zealand Tuia te pūtaiao, tuia te aronui

New Zealand Psychological Society  
2017 Annual Conference

30 August - 2 September  
Rydges Latimer Hotel  
CHRISTCHURCH



## KEYNOTE SPEAKERS:

**Michael Corballis:** The wandering mind

**Suzanne Pitama:** The role of health professional education in addressing Māori health inequities

**Devon Polaschek:** Twenty-five years into the correctional rehabilitation revolution: Keeping the science and art of psychology relevant

**Gil Reyes :** The necessity of a longitudinal public health approach to responding to disasters: An all-hazards model of resilience to pervasive adversities

**Ruth E Mann:** Developing a rehabilitative culture in forensic contexts

**Julia Ioane:** Pacific and psychology – through the lens of a Samoan psychologist. Are we there yet?

**Opening speaker:** Dr Philip Bagshaw, Charity Hospital, Christchurch

**Guest speakers:** Dr Martin Dorahy, Dr Kim McGregor, more to be confirmed.

## Pre-conference workshops on 30 August:

Workshop #1: 9.00am- 12.30pm *Tools and tips for working with forensic clients* – presenter: Ruth Mann

Workshop #2: 1.30pm- 5.00pm *What works and what doesn't work?* – presenter: Ruth Mann

Full day workshop, 9.00am – 5.00pm *Practical applications of Psychological First Aid (PFA) within a Compassionate Community Framework (CCF)*– presenter: Gil Reyes

Full day workshop, 9.00am – 5.00pm *“Mahia te mahi” – A guide to establishing and developing collaborative relationships with Māori* – presenter Aroha Waipara-Panapa

Full day workshop, 9.00am – 5.00pm *A framework for practising coaching psychology*– presenter: Sam Farmer

Full day workshop, 9.00am – 5.00pm *Introduction to working with clients with sexual violence trauma*- presenter: Kim McGregor

## Other happenings at conference

During one day of conference we will have the Science Media SAVVY Express which offers 15 minute, one-on-one media training sessions for researchers. Participants get personalised coaching to help them speak on camera about their research in an engaging way, and also receive a polished 90 second video edited from their best takes during the session.

Please check the website [www.psychology.org.nz/pd-events/annual-conference](http://www.psychology.org.nz/pd-events/annual-conference) for updates.