

Psychology Programme Directors

Start of Block: INFORMATION AND CONSENT

INFORMATION AND CONSENT

Kia Whakapapa Pounamu: Te Tiriti, Equity, Diversity, and Inclusion in Psychology

Research Information Sheet - Questionnaire

Tēnā koe,

Thank you for showing an interest in this project. Please read this information sheet carefully before deciding whether to participate.

Who are we? Established in 2020, via a MBIE Endeavour fund, the Working to End Racial Oppression (WERO) is a multi-stage research programme that aims to challenge and address the racial oppression in Aotearoa New Zealand. This WERO research focuses on three dimensions of racism within the field of Psychology in Aotearoa: its costs, systems and the potential responses that exist.

Core research team includes: • Dr Waikaremoana Waitoki (University of Waikato)

- Dr Damian Scarf (University of Otago)
- Dr Otilie Stottle (University of Waikato)
- Dr Kyle Tan (University of Waikato)
- Joanna Chan (PhD student; University of Otago)

What is the Aim of the Project? The psychology field within Aotearoa New Zealand has a long-standing history of discussions calling for the diversification of the profession and provision of bicultural and culturally competent psychological services. An analysis of students enrolled in clinical psychology training programmes from 1994 to 2014 revealed a substantial over-representation of Pākehā/European females in the sociodemographic diversity of trainees, while every other sociodemographic group is notably under-represented (Scarf et al., 2019). The primary aims of this research are to 1) assess the extent current practices within psychology training programmes have progressed in meeting Te Tiriti o Waitangi aspirations in both training cohorts and course content; and) examine the barriers and facilitators for Māori and minoritised groups from participating effectively in psychology training and workforce.

With your participation in this research, we hope to contribute to the efforts already made in this field to diversify, decolonise, and indigenise psychology; and lead to both stronger policies and a future workforce that is diverse and inclusive to reflect the communities the profession aims to

serve. Your contribution will also provide a signpost for follow-up studies to be conducted at regular intervals to evaluate the progress of psychology training programmes.

What Type of Participants are being sought?

All current directors of a psychology training programme. There is an option of referring us to the previous director for response if you wish to.

What will Participants be Asked?

This questionnaire builds on earlier works by Abbott and Durie (1987), and by Nathan (1999), which examined the extent taha Māori (Māori perspectives) and cultural diversity were included within the selection interview process and training programme content. The survey is consisted of four sections: 1) programme staff; 2) Māori advisory group; 3) programme students; 4) programme content.

The survey should take no longer than 30 minutes to complete. This may be less if you skip some sections or longer if you decide to write more about your experiences.

Who are Participants' Right?

As one of the few directors of the training programme in Aotearoa, your participation is unlikely to be anonymous. However, responses provided may be more a reflection of the programme you direct, rather than a reflection of your personal views. Due care will be taken to remove specific identifying features as particular information will not be attributed to specific programmes, unless highlighting positive aspects of a programme.

You are reminded of your right to decline to answer any particular question(s), in the event that you may feel hesitant or uncomfortable, and you may withdraw from the project at any stage without disadvantage to yourself. If you choose to proceed with the study, a summary of the research analysis will be provided to you at the end of the study, if you wish to receive one.

All raw responses will be stored on two-factor authenticated password-protected accounts and computers for at least 10 years. Only the research team will have access to the data.

What if Participants have any Questions?

If there are any questions, concerns, or complaints about the study, you are welcome to contact:

Waikaremoana Waitoki: moana.waitoki@waikato.ac.nz

Damian Scarf: damian@psy.otago.ac.nz

Ottillie Stolte: ottillie.stolte@waikato.ac.nz

Kyle Tan: k.tan@waikato.ac.nz

This study has been approved by the University of Waikato Te Pua Wānanga ki te Ao - Faculty of Māori and Indigenous Studies Human Research Ethics (FMIS HREC). If you have any concerns about the ethical conduct of the research you may contact the Convenor of FMIS HREC (Dr Haki Tuaupiki; haki.tuaupiki@waikato.ac.nz).

I have read the information above and agree that I understand my rights and what the survey involves.

- ☐ I agree to take part in the project. (1)
- ☐ I do not agree to participate in this project. (2)

Skip To: End of Survey If I have read the information above and agree that I understand my rights and what the survey invol... = I do not agree to participate in this project.

End of Block: INFORMATION AND CONSENT

Start of Block: DEMOGRAPHICS

DEMOGRAPHIC INFORMATION

What University are you the Psychology Programme Director at?

- ☐ University of Auckland (1)
- ☐ Auckland University of Technology (2)
- ☐ University of Canterbury (3)
- ☐ Massey University (4)
- ☐ Victoria University of Wellington (5)
- ☐ University of Waikato (6)
- ☐ University of Otago (7)
-

Which scope of psychology are you the Psychology Programme Director of?

- ☐ Health Psychology (1)
 - ☐ Counselling Psychology (2)
 - ☐ Rehabilitation Psychology (3)
 - ☐ Educational Psychology (4)
 - ☐ Organisational Psychology (5)
 - ☐ Child and Family Psychology (6)
 - ☐ Behaviour Analysis (7)
 - ☐ Community Psychology (8)
 - ☐ Clinical Psychology (9)
 - ☐ Other (please state): (10)
-

How many years have you been in this role?

▼ Less than a year (1) ... More than 30 years (32)

If there is anything that you wish to let us know about the duration of your role, please comment here:

Did you complete your psychology training from a New Zealand university?

☐ Yes. Name the university: (1)

☐ No, I graduated from overseas. Name the country: (2)

Display This Question:

If Did you complete your psychology training from a New Zealand university? != Yes. Name the university:

If you graduated from an overseas university, how many years have you been involved in psychology training in Aotearoa New Zealand?

▼ Less than a year (1) ... More than 30 years (32)

End of Block: DEMOGRAPHICS

Start of Block: PROGRAMME STAFF

SECTION 1: PROGRAMME STAFF

How many Māori staff members are involved in your psychology training programme?

Faculty staff members (1)	▼ 0 (1) ... 10 or more (11)
Staff external to faculty (2)	▼ 0 (1) ... 10 or more (11)

What pre-requisites pertaining to knowledge of Māori culture and customs are required of staff involved in your psychology training programme before their appointment? Select all that apply.

- ☐ Te Reo Māori (1)
 - ☐ Kaupapa Māori and Indigenous Psychologies (2)
 - ☐ Te Tiriti o Waitangi/The Treaty of Waitangi (3)
 - ☐ Tikanga Māori (4)
 - ☐ None of the above (5)
 - ☐ Other (please state): (6)
-

Once staff are appointed, what training, if any, is provided or recommended for staff to familiarise themselves with Māori culture and customs? Select all that apply.

- ☐ Workshops delivered by Māori staff within the same school/department/faculty (1)
 - ☐ Workshop delivered by external faculty in the university (2)
 - ☐ Workshops delivered by external Māori organisations (3)
 - ☐ Professional developmental opportunities such as enrolling in a paper in a tertiary teaching certificate (e.g., Postgraduate Certificate in Tertiary Teaching) (4)
 - ☐ None of the above (5)
 - ☐ Other (please state): (6)
-

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

☐ No (3) _____

☐ Yes (2) _____

Page Break

Display This Question:

If Do you think that the shortage of Māori teaching staff members in University Psychology departmen... != No

If you answered **YES** to the previous question on the shortage of Māori staff, what steps have been taken to rectify this problem? Please select all that apply.

☐

Active recruitment of Māori staff (1)

☐

Career development opportunities for current Māori staff by supporting their doctoral research and/or psychologist registration (2)

☐

Attempts to make recruitment process more culturally responsive for Māori (3)

☐

No steps have been taken so far (4)

☐

Other (please state): (5)

Display This Question:

If If you answered YES to the previous question on the shortage of Māori staff, what steps have been... = Active recruitment of Māori staff

Or If you answered YES to the previous question on the shortage of Māori staff, what steps have been... = Career development opportunities for current Māori staff by supporting their doctoral research and/or psychologist registration

Or If you answered YES to the previous question on the shortage of Māori staff, what steps have been... = Attempts to make recruitment process more culturally responsive for Māori

Or If you answered YES to the previous question on the shortage of Māori staff, what steps have been... = Other (please state):

If steps were taken to rectify this problem, what were the outcomes of these steps taken?

Page Break

Display This Question:

If Do you think that the shortage of Māori teaching staff members in University Psychology departmen... != Yes

If you answered **NO** to the previous question on the shortage of Māori staff, please indicate reasons for answer. Please select all that apply.

☐

There are existing Māori staff supporting the psychology programme (1)

☐

Recruitment of Māori staff is not a priority for the school/department/faculty at the moment (2)

☐

Other (please state): (3)

Page Break

Were there any difficulties in recruiting Māori psychology staff at your school/department/faculty? Please select all that apply.

- ☐ Yes, there are no Māori applying for the role (1)
- ☐ Yes, Māori who applied for the role are not trained or registered psychologists (2)
- ☐ No, no difficulty (3)
- ☐ Other (please state): (4)
-

End of Block: PROGRAMME STAFF

Start of Block: ADVISORY GROUP

SECTION 2: ADVISORY GROUPS

Does your programme have links to a Māori Advisory Body for consultation and training purposes? (e.g. local iwi, kaumatua, University Māori Department)

- ☐ Yes (1)
- ☐ No (2)
-

Page Break

Display This Question:

*If Does your programme have links to a Māori Advisory Body for consultation and training purposes?
(... != No*

If you answered YES to the previous question, please provide examples of how these Māori Advisory Bodies contribute to the programme. Please select all that apply.

- ☐ Provide training or supervision for clinical psychology students (1)
 - ☐ Research consultation (2)
 - ☐ Input into selection interview process (3)
 - ☐ Other (please state): (4)
-

Display This Question:

*If Does your programme have links to a Māori Advisory Body for consultation and training purposes?
(... != Yes*

If you answered NO, what are possible reasons for this? Please select all that apply.

- ☐ Current seeking contacts with the the Māori department/faculty/division at the university (4)
 - ☐ Currently seeking contacts with kaumatua Māori from a local community (5)
 - ☐ Currently seeking contacts with Māori organisations outside the university (6)
 - ☐ Not sure about the appropriate Māori groups to contact (7)
 - ☐ Other (please state): (8)
-

What is your view on the possibility of contracting out parts of the training programme to Māori educational organisations, such as Te Whare Wānanga o Aotearoa, or other Māori institutes of learning?

End of Block: ADVISORY GROUP

Start of Block: PROGRAMME STUDENTS

SECTION 3: PROGRAMME STUDENTS

What process must students go through to apply for a position in your psychology training programme? Please select all that apply.

- ☐ Completion of an application (1)
 - ☐ Obtained reference letters (2)
 - ☐ A selection interview process (3)
 - ☐ Students must first identify a supervisor (4)
 - ☐ Obtained evidence of community experience (5)
 - ☐ Obtained evidence of knowledge on on Māori culture (e.g., tikanga, te reo Māori, Māori health models) (6)
 - ☐ Obtained evidence of knowledge on cultural diversity (e.g., ethnicity, socioeconomic background, religion, LGBTQIATakatāpui+) (7)
 - ☐ Other (please state): (8)
-

How are students being evaluated and selected into your psychology training programme? (e.g., rating scales, standardised interview questions, diversity of selection committee, culturally relevant selection interview protocols)

Page Break

How would you rank order the following factors in your decisions on admitting applicants?

Rank from 1 (highest influence) to 5 (lowest influence)

_____ Academic performance (e.g., GPA and quality of thesis) (1)

_____ Interview performance (2)

_____ Previous work experience and community engagement (3)

_____ Commitment to Te Tiriti o Waitangi (4)

_____ Whakapapa Māori identification (5)

Page Break

When an applicant is Māori , what steps are taken to provide Māori representation on the panel?

In what ways are Māori applicants encouraged to have whānau support present at interviews?
Please select all that apply.

- ☐ Eligibility to bring a whānau member is made clear during the application process (1)
- ☐ Applicants are informed via phone and/or mail before the interview (2)
- ☐ Other (please state): (3)

Do any of the questions during the interview require knowledge of Māori culture and customs?
(e.g. are applicants asked about taha hinengaro).

- ☐ Yes (1)
- ☐ No (2)

Page Break

Display This Question:

*If Do any of the questions during the interview require knowledge of Māori culture and customs?
(e.g... != No*

If you answered YES, please provide examples of either questions or aspects of Māori culture that are asked about. Please select all that apply.

- ☐ Relevance of the Treaty of Waitangi/Te Tiriti o Waitangi to psychology practices (1)
 - ☐ Differences between Māori and Pākehā approaches to mental health (2)
 - ☐ Knowledge of working with Māori (3)
 - ☐ Fluency in Te Reo Māori (4)
 - ☐ Other (please state): (5)
-

Page Break

Do you think that the annual intake number of Māori psychology students for your psychology training programme is adequate for:

Application to the programme (1)	▼ Yes, absolutely (1) ... No, not at all (3)
Acceptance to the programme (2)	▼ Yes, absolutely (1) ... No, not at all (3)
Graduation from the programme (3)	▼ Yes, absolutely (1) ... No, not at all (3)

Please give reasons for your answer on the annual intake number of Māori psychology training students.

Display This Question:

If Do you think that the annual intake number of Māori psychology students for your psychology train... [No, not at all] (Count) >= 1

If you answered NO to the previous question about Māori student numbers, what steps have been taken or do you think could be taken to rectify this imbalance? Please select all that apply.

- ☐ Active recruitment of Māori staff (1)
 - ☐ Active promotion of psychology training programmes for Māori students (2)
 - ☐ Attempts to make selection process more culturally responsive for Māori students (3)
 - ☐ Scholarship programmes for Māori students (4)
 - ☐ Incorporation of Māori focussed contents into psychology papers (5)
 - ☐ No steps have been taken so far (7)
 - ☐ Other (please state): (6)
-

End of Block: PROGRAMME STUDENTS

Start of Block: TRAINING PROGRAMMES

SECTION 4: PSYCHOLOGY TRAINING PROGRAMMES

4.1 Kaupapa Māori and Indigenous Psychologies

Kaupapa Māori Psychology is grounded in a cultural knowledge base that centres the philosophies and worldviews of tangata whenua Māori. In your view, how much does the psychology training curriculum incorporate Kaupapa Māori and Indigenous Psychologies?

0 10 20 30 40 50 60 70 80 90 100

Please indicate percentage ()



If incorporated, how is this content covered? Please select all that apply.

- ☐ Guest lectures (1)
 - ☐ Workshops (2)
 - ☐ Visit to Māori health services (3)
 - ☐ Visit to marae (10)
 - ☐ Māori input into delivery of training programmes (4)
 - ☐ Consultation with Māori advisory boards (5)
 - ☐ Consultation with Māori staff or departments within the university (6)
 - ☐ Consultation with kaumatua (7)
 - ☐ None of the above (9)
 - ☐ Other (please state) (8)
-

If not incorporated (or covered well), what are reasons for this? Please select all that apply.

- ☐ No funding support (1)
 - ☐ No support from school/department/faculty on new teaching endeavours (2)
 - ☐ Students are already overloaded with other clinical training requirements (3)
 - ☐ Limited Māori staff available for consultation (4)
 - ☐ We do not have relationships with Māori organisations (5)
 - ☐ Do not know where to start (6)
 - ☐ It can be difficult to do the right thing and not be seen as tokenistic (7)
 - ☐ None of the above (9)
 - ☐ Other (please state) (8)
-

Page Break

Please rate the extent Kaupapa Māori approach is required in psychology practice.

- ☐ Not important at all (1)
 - ☐ Slightly important (2)
 - ☐ Moderately important (3)
 - ☐ Very Important (4)
 - ☐ Extremely important (5)
-

How much more or less time should be dedicated to content specific to Kaupapa Māori and Indigenous Psychologies within the psychology training curriculum?

- ☐ Much more (1)
 - ☐ Slightly more (2)
 - ☐ About the same (3)
 - ☐ Slightly less (4)
 - ☐ Much less (5)
-

Page Break

What initiatives have been made by yourself or other staff to incorporate aspects of Māori culture (e.g., tikanga, te reo Māori, Māori health models) into your training programme? Please give examples of these initiatives

If initiatives have been made to incorporate aspects of Māori culture (e.g., tikanga, te reo Māori, Māori health models) into your training programme what helped or did not help? (e.g. funding restrictions; departmental politics etc.).

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4.2 Cultural competency with different ethnic/cultural groups

In your view, how much of the psychology training curriculum is dedicated to cultural competency training?

0 10 20 30 40 50 60 70 80 90 100

Please indicate a percentage ()



How is cultural competency content covered? If not, what are reasons for this?

Page Break

Please rate the extent knowledge on cultural competency is required in psychology practice.

- ☐ Not important at all (1)
 - ☐ Slightly important (2)
 - ☐ Moderately important (3)
 - ☐ Very important (4)
 - ☐ Extremely important (5)
-

How much more or less time should be dedicated to training on cultural competency?

- ☐ Much more (1)
 - ☐ Slightly more (2)
 - ☐ About the same (3)
 - ☐ Slightly less (4)
 - ☐ Much less (5)
-

What is your view on involving people of culturally diverse backgrounds (e.g., ethnicity, socioeconomic background, religion, LGBTQIA/Takatāpui+) in the training of students?

In your view, how much of the psychology training curriculum is dedicated to LGBTQIATakatāpui+ content?

- ☐ None (1)
- ☐ A little (2)
- ☐ A moderate amount (3)
- ☐ A lot (4)
- ☐ A great deal (5)

If covered, how is this content covered? If not what are the reasons for this?

Page Break

Please rate the extent knowledge of LGBTQIATakatāpui+ content is required in psychology practice.

- ☐ Not at all important (1)
 - ☐ Slightly important (2)
 - ☐ Moderately important (3)
 - ☐ Very important (4)
 - ☐ Extremely important (5)
-

How much more or less time should be dedicated to LGBTQIATakatāpui+ content?

- ☐ Much more (1)
- ☐ Slightly more (2)
- ☐ About the same (3)
- ☐ Slightly less (4)
- ☐ Much less (5)

End of Block: TRAINING PROGRAMMES

Start of Block: Block 5

4.3 Equity, Diversity & Inclusion

What is your view on targeted admission schemes for underrepresented groups (e.g., Māori, Pasifika, low socioeconomic background, male, LGBTQIATakatāpui +)?

What does your programme do well in terms of diversity and inclusion?

Page Break

You've finished! Ngā mihi nui for completing our survey.

This is the final place to make comments within the survey. Do you have any additional comments? For example, you can tell us the type of questions that you would like us to ask in future.

End of Block: Block 5
