

Title	Contribute to a Māori cultural assessment of a person accessing mental health and addiction services		
Level	4	Credits	10

Purpose	People credited with this unit standard are able to: explain the cultural assessment of tangata whai ora; develop a cultural assessment plan with a tangata whai ora; contribute to the cultural assessment of a tangata whai ora; contribute to the analysis of cultural assessment findings for a tangata whai ora; and contribute to a report on the cultural assessment of a tangata whai ora in mental health and addiction services.
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Classification	Health, Disability, and Aged Support > Mental Health and Addiction Support
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Available grade	Achieved
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Guidance Information

1 Legislation relevant to this unit standard includes:

- Oranga Tamariki Act 1989 (Children’s and Young People’s Well-being Act 1989);
- Substance Addiction (Compulsory Assessment and Treatment) Act 2017;
- Crimes Act 1961;
- Criminal Procedure Act 2011;
- Criminal Procedure (Mentally Impaired Persons) Act 2003;
- Health and Disability Commissioner (Code of Health and Disability Services Consumers’ Rights) Regulations 1996;
- Health Practitioners Competence Assurance Act 2003;
- Intellectual Disability (Compulsory Care and Rehabilitation) Act 2003;
- Mental Health (Compulsory Assessment and Treatment) Act 1992;
- Misuse of Drugs Act 1975;
- Privacy Act 1993;
- Protection of Personal and Property Rights Act 1988.

2 New Zealand Standards relevant to this unit standard include:

NZS 8134.0:2008 *Health and disability services Standards – Health and disability services (general) Standard*;
 NZS 8134.1:2008 *Health and disability services Standards – Health and disability services (core) Standards*;
 NZS 8134.2:2008 *Health and disability services Standards – Health and disability services (restraint minimisation and safe practice) Standards*;
 NZS 8134.3:2008 *Health and disability services Standards – Health and disability services (infection prevention and control) Standards*.

All standards are available from <https://www.standards.co.nz>.

3 References:

- Barlow, Cleve. (1991). *Tikanga whakaaro: Key concepts in Māori culture*. Auckland: Oxford University Press.
- Le Va, Pasifika within Te Pou, The National Centre of Mental Health Research, Information and Workplace Development. (2009). *Real Skills plus Seitapu – Working with Pacific Peoples*. Auckland: Le Va. Available at: <https://www.leva.co.nz/resources/lets-get-real---real-skills-plus-seitapu---working-with-pacific-peoples-le-va>
- Mead, H. M. (2016). *Tikanga Māori: Living by Māori values* (Revised ed.) Wellington: Huia Publishers.
- Mental Health Commission. (2001). *Cultural assessment processes for Māori: Guidance for mainstream mental health services*. Wellington: Mental Health Commission. Available at: <https://thehub.sia.govt.nz/resources/delivery-of-cultural-assessment-for-maori/>
- Ministry of Health. (2004). *Guidelines for cultural assessment – Māori: Under the Intellectual Disability (Compulsory Care and Rehabilitation) Act 2003*. Wellington: Ministry of Health. Available at: <https://www.health.govt.nz/system/files/documents/publications/idccrguidelines-culturalassessment.pdf>
- Te Pou o te Whakaaro Nui & Ministry of Health. (2018). *Let's get real: Real Skills for people and whānau with mental health and addiction needs*. Auckland: Te Pou o te Whakaaro Nui. Available at: <https://www.tepou.co.nz/initiatives/lets-get-real/107>
- Taskforce on Whānau-Centred Initiatives. (2010). *Whānau Ora: Report of the Taskforce on Whānau-Centred Initiatives to Hon Tariana Turia, Minister for the Community and Voluntary Sector*. Wellington: Ministry of Social Development. Available at: <https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/planning-strategy/whanau-ora/index.html>
- The Werry Centre. (2014). *Real Skills Plus ICAMH/AOD, 2014. A competency framework for the infant, child and youth mental health and alcohol and other drug workforce*. Auckland: The Werry Centre for Child & Adolescent Mental Health Workforce Development. Available at: <https://www.werryworkforce.org/sites/default/files/pdfs/Real%20Skills%20Plus%200Dec%202014%20170315.pdf>

4 Support should aim to: maintain, improve, or restore a person's independence and/or interdependence; utilise the person's existing strengths; and, where possible, utilise the resources of the local community.

5 This unit standard cannot be assessed against in a simulated environment. For assessment, learners must demonstrate competence in the workplace through paid or unpaid employment, or in placements negotiated by an education provider.

- 6 Learners seeking credit for this unit standard are required to demonstrate competence of working with tangata whai ora in a holistic manner in accordance with models of practice within te ao Māori. Tangata whai ora needs must be responded to in accordance with tikanga practices of te ao Māori and in iwi/Māori/mental health and addiction service settings in which assessment is taking place.
- 7 Support provided for tangata whai ora may include natural supports.
- 8 *Taonga heke* (or *Māori values*) include - but are not limited to - the following values that are relevant and in constant usage by Māori in specific mental health contexts: kaitiakitanga, kotahitanga, manaakitanga, pukengatanga, rangatiratanga, reo, ukaipotanga, wairuatanga, whakapapa, whanaungatanga.
- 9 Definitions:

Contribute/contribution in the context of this unit standard refers to the level of agreed input that the candidate provides into carrying out the cultural assessment of tangata whai ora. This input is given under broad guidance and assessment, and in accordance with the candidate's designated role within a multi-disciplinary team.

Cultural assessment refers to a holistic approach to ascertaining the collective cultural engagement or experiences of tangata whai ora and their connections to their cultural base, with the main objective of supporting tangata whai ora on their journey towards better health and wellbeing. By establishing this cultural identity, tangata whai ora have a foundation on which to build relationships, reconnect with marae, hapū, and/or iwi, identify appropriate support services, expand their networks, and be more receptive to supporting themselves. A cultural assessment may be undertaken by one or more cultural assessors and is underpinned by an awareness of Māori values.

Cultural assessment criteria refers to factors such as: cultural engagement, access experiences of the tangata whai ora, connections of the tangata whai ora to her/his cultural base, the needs and interests of the tangata whai ora, current networks and services supporting the tangata whai ora, self-determination of the tangata whai ora, and improving the health and wellbeing of the tangata whai ora.

A *cultural assessment plan* refers to how the cultural assessment will be conducted and includes details of the hui or whānau planning meetings. It incorporates flexibility, accessibility, appropriateness, respect, and safety for all concerned. A cultural assessment plan is not only used to determine the cultural knowledge of tangata whai ora - it provides an assessment tool for planning treatment and rehabilitation programmes and interventions. The cultural assessment plan has clear objectives and goals that establish a framework for the inclusion of culturally determined factors into treatment of tangata whai ora.

A *cultural assessor* refers to someone who is attuned to, and operates within, the constructs of Māori values, and has experience and knowledge of working in the health sector. Where applicable, utilisation of appropriate people with further knowledge of whakapapa, kawa, tikanga, te reo Māori, and spiritual assistance may be either desirable or necessary.

Natural supports refer to any assistance, relationships, or interactions provided to tangata whai ora and their whānau by other families/whānau, friends, peers, co-workers, or community volunteers. In a specifically Māori context, natural supports may include but are not limited to: kaumātua, kuia, tohunga, whānau, iwi, and hapū.

Organisation's policies and procedures are the policies and procedures of the employing organisation of the candidate and include ethical codes, standards, and other organisational requirements.

Tangata whai ora in the context of this unit standard refers to a person accessing mental health or addiction services. Tāngata whai ora may also be known as patients, consumers, clients, tūroro, or service users in particular contexts and settings.

Tāngata whai ora needs may be physical, spiritual, mental, or related to their whānau.

Outcomes and performance criteria

Outcome 1

Explain the cultural assessment of tāngata whai ora in mental health and addiction services.

Performance criteria

1.1 Māori cultural assessment of tāngata accessing mental health and addiction services is explained in terms of relevant factors and the primary references.

Range relevant factors include but are not limited to – purpose, rationale, how Māori cultural assessment assists with intervention, safety, outcomes for tāngata, application of Māori values.

Outcome 2

Develop a Māori cultural assessment plan with tāngata accessing mental health and addiction services.

Performance criteria

2.1 The contents of the cultural assessment plan are negotiated and agreed with tāngata in accordance with relevant criteria and in accordance with the primary references, the organisation's policies and procedures, and the boundaries of the learner's role.

Range relevant criteria include – clearly stated, unambiguous, and concise; goals and objectives for the Māori cultural assessment; cultural assessment criteria; identification of support people and whānau to be involved in the cultural assessment; where and when the cultural assessment will take place taking into account accessibility, respect, and safety; candidate's role(s) in the cultural

assessment; collection, analysis, reporting, and presentation of cultural assessment information.

Outcome 3

Contribute to the cultural assessment of tāngata accessing mental health and addiction services.

Performance criteria

3.1 Contributions to the cultural assessment are in accordance with the learner's role in the cultural assessment plan, and in accordance with the primary references and the organisation's policies and procedures.

Range contributions may include - but are not limited to – organisation of whānau hui, environment, manaakitanga, assistance, hosting the whānau hui; hui protocols of whanaungatanga, whakatau, karakia, accessing sources of information; provision of information agreed with tāngata accessing mental health and addiction services and whānau inclusive of kaumātua; evidence is required of two contributions to the cultural assessment.

3.2 Information is gathered, organised, recorded, and stored in accordance with the organisation's policies and procedures.

Outcome 4

Contribute to the analysis of cultural assessment findings for tāngata in mental health and addiction services.

Performance criteria

4.1 Contributions to understanding the cultural assessment are in accordance with the cultural assessment criteria and, the learner's role in the cultural assessment the primary references, and the organisation's policies and procedures.

4.2 Contributions to understanding the cultural assessment focus on developing strategies or actions to support tāngata to improve their health and wellbeing and the wellbeing of whānau.

Outcome 5

Contribute to a report on the cultural assessment of tāngata accessing mental health and addiction services.

Performance criteria

5.1 The report covers all matters that are the responsibility of the learner in terms of the learner's role in the cultural assessment plan.

- 5.2 The wellbeing plan of tāngata accessing mental health and addiction services reflects the cultural assessment report.

Planned review date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	21 July 2011	31 December 2021
Review	2	MM 2020	N/A

Consent and Moderation Requirements (CMR) reference	0024
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This CMR can be accessed at <https://www.nzqa.govt.nz/framework/search/index.do>

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.