

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

**E kore au e ngaro, he kakano ahau: Whakapapa sharing in the
context of therapy.**

A thesis
presented in partial fulfilment of the requirements for a
Doctorate
in Clinical Psychology

at Massey University, Wellington Campus,
New Zealand

Arna Mitchell
2014

ABSTRACT

Māori experience disproportionately negative outcomes in mental health in New Zealand. The adaptation of therapeutic assessments and interventions to allow more culturally appropriate work with Māori occurs, however, little research promoting an understanding of client's experience of these adaptations exists. One such adaptation is the sharing of whakapapa (genealogy) between therapist and client. Whakapapa sharing involves a level of therapist self disclosure not yet investigated in psychological literature. This Māori centred analogue study investigates the client's experience of whakapapa sharing during the first session of therapy. A mixed, between and within subjects design was used, both quantitative and qualitative data were collected and analysed. 30 Māori women between the ages of 18 and 40 participated in two sessions of Acceptance and Commitment Therapy, participants were allocated to either a Whakapapa Sharing group or a Therapist Non-Disclosure group. All participants completed questionnaires measuring the therapeutic alliance, therapy expectancy, outcome of therapy and a cultural questionnaire measuring participant knowledge of their own whakapapa. Participants from the Whakapapa Sharing group also reported on their experience of the sharing. Quantitative analyses revealed no group differences in either the therapeutic relationship measure or the outcome measure. All participants from the Whakapapa Sharing group, regardless of their level of knowledge of their own whakapapa, reported the whakapapa sharing as a positive experience. Further analysis of the qualitative data revealed five main themes; the whakapapa sharing process reported to promote engagement, was perceived as important for Māori, allowed the establishment of connections between therapist and client, provided clients with information with which to form judgements about the therapist and the sharing was seen to be an equitable experience. These

themes were arranged into a theoretical model, in which, all five were hypothesised to have a relationship with the power imbalance inherent between therapist and client. Whereby four of the themes were hypothesised to contribute to a decrease in the imbalance of power and the final theme was seen as a result of the decrease in the power imbalance. These tentative findings suggest that the exchange of whakapapa between a therapist and client may serve to decrease the power imbalance in the therapeutic relationship, and as such, it is an appropriate process of engagement in a therapeutic setting with Māori clients, who often experience marginalisation.

NGA MIHI

He mihi mahana, he mihi maioha, he mihi aroha hoki ki te hunga tautoko o tenei ara roa. Ki te whakaaro ahau ki tenei mahi, ka puta mai te whakatauki “*Ma whero ma pango ka oti te mahi.*”

I feel fortunate to have had much support from friends and family throughout my journey at university. I would like to acknowledge The Health Research Council of New Zealand and Te Rau Puawai at Massey University; without their financial support this project may not have been possible.

I would also like to acknowledge my supervisors, Prof. Ian M. Evans, Dr Simon Bennett and Dr Averil Herbert for their patience and support.

To the Mitchell family, thank you for the dinners and fun family times and thank you for understanding when I have had to prioritise my study.

To my siblings, Matthew, Liam, Ripeka and Ihaka, thank you for being understanding and supportive towards me. I have respect for you all and for who you have become. Matt, our big brother, you have my love and support always.

To the amazing women that made up the CHERUBS whanau, thank you for sharing your stories with me and listening to mine. I hope we have the opportunity to work together in the future as I have so much respect for the work you all do.

Beautiful Lucia, you have been a rock to me throughout this mahi, my toka tu moana. I feel privileged to have had you in my class and in my life. You are a source of strength and wisdom and I thank you for all the support you have given me.

To my fun, intelligent and vibrant Eve. Thank you for giving me reprieve, keeping me sane, getting up to mischief and always making me laugh. I am fortunate to have had you in my life and look forward to future good times.

To my Dad, I have no words to describe your role in my life. You are always available when I need you. Thank you for modelling to me the kind of person I would like to be.

To my husband Mark, thank you for your patience and understanding throughout this journey. Thank you for the sacrifices you have made and thank you for stepping up to support me in so many different ways. You truly have gone above and beyond for me and I am so fortunate to have you in my life. You are my best friend and you make me smile and laugh everyday.

TABLE OF CONTENTS

ABSTRACT	ii
NGA MIHI	iv
TABLE OF CONTENTS	vi
LIST OF TABLES.....	viii
LIST OF FIGURES	ix
FORWORD	1
CHAPTER ONE: INTRODUCTION	4
The Therapeutic Alliance	6
Cultural Competence	11
Whakawhanaungatanga	15
Therapist Self Disclosure.....	16
Research Objectives	19
CHAPTER TWO: METHOD.....	21
Participants and Recruitment.....	21
Design.....	22
Measures and Materials	23
Procedure	28
CHAPTER THREE: QUANTITATIVE RESULTS	35
Group Mean Differences	35
Correlations	47
CHAPTER FOUR: QUALITATIVE RESULTS	54
Descriptive Categories.....	56
Additional Feedback.....	60
Themes.....	63

Making a Connection.....	63
Importance of Exchange for Māori	65
Equitable Relationships	69
Perception of the Therapist.....	71
Improved Engagement.....	72
Model.....	74
CHAPTER FIVE: DISCUSSION	79
Implications	82
Limitations.....	86
Future Research	88
Summary.....	90
REFERENCES	93
APPENDICES	101
Appendix 1: Glossary	101
Appendix 2: Advertising Sheet.....	104
Appendix 3: Experience of Whakapapa Sharing Questionnaire	105
Appendix 4: Therapy Protocol	106
Appendix 5: Information Sheet	108
Appendix 6: Consent Form.....	111
Appendix 7: Whakapapa Sharing Script	112
Appendix 8: Koha Receipt	114

LIST OF TABLES

Table 1	Descriptive Statistics for the Overall Scores on the Working Alliance Inventory.	37
Table 2	Descriptive Statistics for the Goals Subscale of the Working Alliance Inventory.	39
Table 3	Descriptive Statistics for the Bond Subscale of the Working Alliance Inventory.	41
Table 4	Descriptive Statistics for the Tasks Subscale of the Working Alliance Inventory.	43
Table 5	Descriptive Statistics for the Symptoms Checklist - Revised - 10 Items.	44
Table 6	Descriptive Statistics for the Credibility/Expectancy Questionnaire.	46
Table 7	Pearson Product Moment Correlation Coefficient Between the Therapeutic Expectancy, Therapeutic Relationship and Outcome Measures at Time 1 and 2.	48

LIST OF FIGURES

Figure 1	Flow diagram illustrating the procedure for participant measure administration and intervention.	33
Figure 2	Group mean scores on the WAI after the first and second sessions of therapy.	36
Figure 3	Group mean scores on the Goals subscale of the Working Alliance Inventory after the first and second session of therapy.	38
Figure 4	The Non-Disclosure group and Whakapapa Sharing group mean scores on the Bond subscale of the Working Alliance Inventory at Time 1 and Time 2.	40
Figure 5	The Non-Disclosure group and Whakapapa Sharing group mean scores on the Tasks subscale of the Working Alliance Inventory at Time 1 and Time 2.	42
Figure 6	The Non-Disclosure and Whakapapa Sharing group mean scores on the SCL-R-10 prior to therapy and following therapy.	44
Figure 7	The Non-Disclosure and Whakapapa Sharing group mean scores on the Credibility/Expectancy Questionnaire prior to and following therapy.	46
Figure 8	The relationship between participants' mean scores on the WAI at Time 1 plotted against their mean scores on the CEQ at Time 2.	49
Figure 9	The relationship between participants' mean scores on the CEQ at Time 1 plotted against their mean scores on the WAI	50

at Time 2.

Figure 10	The relationship between participants' mean scores on the WAI at Time 2 plotted against their mean scores on the CEQ at Time 2.	51
Figure 11	The relationship between participants' mean scores on the WAI at Time 1 plotted against their mean scores on the SCL-R-10 at Time 2.	52
Figure 12	Participants' scores on the Māori Culture Questionnaire plotted against their mean scores on the Working Alliance Inventory.	53
Figure 13	Framework illustrating the relationship between the themes identified from the qualitative analysis.	74