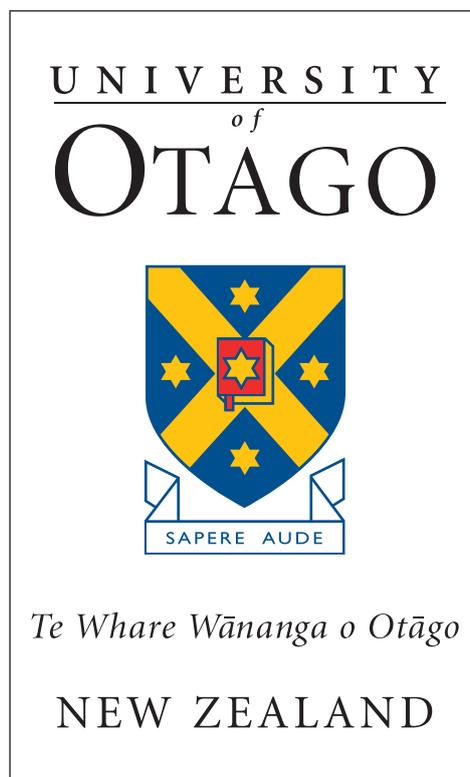


THE OTAGO MEDICAL SCHOOL  
HAUORA MĀORI CURRICULUM



Prepared by the Hauora Māori Subcommittee of the  
MB ChB Curriculum Committee, Otago Medical School

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# THE PLACE OF THE HAUORA MĀORI CURRICULUM WITHIN THE OTAGO MEDICAL SCHOOL

## INTRODUCTION

The purpose of this document is to provide Otago Medical School staff and students an overview of the Hauora Māori curriculum.

“The Otago Medical School formally acknowledges the Treaty of Waitangi through its commitment to ensuring Māori health is integrated throughout the curriculum and has a focus on Māori health gains and addressing current health inequities.” (OMS Curriculum Master Plan, Nov 2015 pg. 2).

The Otago Medical School is accountable to align policies and practices with the standards for assessment and accreditation of primary medical programmes by the Australian Medical Council (AMC, 2012). This includes being a provider that; uses educational expertise of indigenous peoples (1.4.1), has effective partnerships with indigenous health sector to promote the education and training of medical graduates (1.6), provides, recruits, trains and supports indigenous staff (1.8.3), includes addressing Māori health within its purpose statement (2.1), produces advocates for Māori health (3.4 and 3.8), covers indigenous health within the curriculum (3.5), ensures student intakes target Māori cohorts (7.1), has specific admission policies in relation to admission/recruitment/retention of Māori students (7.2.3), includes clinical learning environments and provides students with provision of culturally competent health care to Māori (8.3.3). The overarching glossary within the AMC document, also highlights that medical school decision making should include Māori staff and Māori health stakeholders (AMC, 2012).

The Hauora Māori sub-committee of the MB ChB faculty curriculum committee oversees a coordinated Hauora Māori curriculum throughout the MB ChB programme (HMSC TOR, 2018). This is inclusive of the recommended content of the CDAMS Indigenous Health Curriculum Framework (Phillips, 2004), that identifies specific content areas (including: traditional history and colonisation; culture, self and diversity; indigenous societies, cultures and medicines; population health; models of health service delivery, clinical presentations and diseases, communication skills, working with indigenous peoples – ethics, protocols, and research), pedagogical principles and approach, delivery and assessment, process for curriculum development, and resources, capacity and workforce development issues (Phillips, 2004).

The Hauora Māori sub-committee works to align the OMS strategic direction, policies and outcomes with the University of Otago Māori Strategic Framework. This involves meeting expectations within: demonstrating accountable leadership that contributes to whānau, hapū and iwi; contributing to research that contributes to Māori communities and increases understanding of te ao Māori and mātauranga Māori; the delivery of quality programmes and teaching; actively engages and increases the use of te reo Māori and tikanga within practice, provides an environment that fosters Māori student success, supports Māori staff growth and development (University of Otago Māori Strategic Framework, 2022).

The Hauora Māori sub-committee also aligns with the principles and values documented in the OMS Culture, Self and Diversity curriculum document (2015), and with the Social Accountability Plan (2017). The Hauora Māori sub-committee members contribute to other MB ChB faculty curriculum sub-committees to ensure appropriate oversight and input into the overall programme. The Associate Dean Māori at each campus take the lead in the oversight of the Hauora Māori curriculum at each site (inclusive of regional areas aligned to the main campuses), including advocacy for appropriate resources to enable the aspirations and intent of the Hauora Māori sub-committee Terms of Reference to be enacted.



## AIMS OF HAUORA MĀORI CURRICULUM

To prepare graduates to work alongside Māori patients, whānau, providers and community to support Māori health advancement, through:

- Acknowledgement of Māori as the indigenous peoples of Aotearoa/New Zealand, and understanding the ongoing impact of colonisation and racism on current Māori health status.
- Demonstrating an ability to support Māori community initiatives and following Māori health leadership/guidance.
- Demonstrating Hauora Māori competencies that identify and respond to individual patient/whānau/community expectations e.g. use of te reo Māori, inclusion of tikanga within health service delivery, inclusion of whānau within the health journey etc.
- Delivery of health services that support equitable health outcomes for Māori patients/whānau/community.
- Advocating for health system and/or policy changes that support health equity that is tailored to diverse needs within Māori communities.

## HAUORA MĀORI CURRICULUM LEARNING OUTCOMES

Students will describe and/or demonstrate:

1. The role of the Treaty of Waitangi in maintaining indigenous health rights for Māori in Aotearoa/New Zealand and in contributing to Māori health advancement.
2. Te Ao Māori and Māori health models and their role in supporting Māori health advancement.
3. Te Reo Māori and its role in Māori health advancement.
4. Current health status of Māori, the determinants of health and the mechanisms that create and maintain health inequities for Māori.
5. Critical appraisal of health research utilising tools that challenge how knowledge paradigms can manifest within health systems and professional practice that impacts on Māori health advancement.
6. Critical analysis of the health system and health service gaps on clinical presentations, service delivery and Māori health advancement.
7. The role of social justice and its links to addressing Māori health inequities.
8. Engagement in social accountability processes with Māori health stakeholders.
9. Interacting with Māori patients and whānau using Māori health models/concepts/approaches in tandem with appropriate clinical models to support Māori health advancement.

10. Utilise understanding of the social, cultural and health system determinants of end-of-life and palliative medicine, and an awareness of Māori concepts, values and tikanga related to grief, death, dying and tangihanga, to promote equitable and culturally safe care for Māori patients/whānau/community (PEOLC).

It is expected that further Hauora Māori learning outcomes may be developed within other domains. In order to achieve these learning outcomes, it is expected that students will be exposed to equitable and sufficient learning opportunities across all OMS sites. This core curriculum will include clinical experience and exposure to specific case presentations, which will be detailed in this document.

Students may further engage in the Hauora Māori curriculum through optional activities such as; selective placements, rural GP placements (with high Māori populations or Māori health professionals), electives and community service activities e.g. health screening.

## CORE HAUORA MĀORI CURRICULUM

### Core Content

1. Māori history of Aotearoa/New Zealand.
2. The Treaty of Waitangi.
3. Tools of colonisation.
4. Determinants of health, and mechanisms that prioritise access to health determinants.
5. Levels of racism.
6. Māori health models utilised in health service delivery and policy including; Te Whare Tapa Wha (Durie, 1998), Te Pae Mahutonga (Durie, 1999), and Te Wheke (Pere, 1991).
7. The Hui Process (Lacey et al, 2011) and the Meihana Model (Pitama et al, 2014) and their applicability to clinical practice in reducing health inequities.
8. Te Ao Māori, including the role of te reo Māori and tikanga in health service delivery and policy.
9. Social Justice and Equity.
10. Working alongside whānau and Māori communities.
11. The impact of research on Māori health advancement.

### Core clinical experiences

1. Opportunities to visit/work alongside Māori health providers/services.
2. Opportunities to work alongside Māori health clinicians.
3. Opportunities to utilise a range of learning methods to reinforce Māori health models aligned to the Core Content.
4. Opportunities to utilise a range of learning methods to reinforce role of the Hui Process and Meihana Model to clinical practice, including role-playing and simulated patients.
5. Opportunities to reinforce learning and application of the Hui Process and Meihana Model to clinical practice, including immersion and on-line module opportunities.
6. Interviewing Māori patients within clinical environments including taking a full history, which supports application of the Hui Process and Meihana Model to clinical practice.
7. Working within a team that has Māori patients within their care.
8. Opportunities to visit Māori centered Hauora environments e.g. marae, Kura Kaupapa Māori etc.

### Core case presentations (CPs)/conditions (CCs)

The Hauora Māori curriculum recognises that Māori health inequities occur within multiple health conditions and also can be produced through pathways of care. Therefore, the Hauora Māori curriculum draws from the OMS list of core presentations and core conditions to illustrate Māori incidence and prevalence rates of illness/disease, intervention rates (or lack of), and current initiatives/approaches that are maintaining or reducing health inequity. To date cardiovascular disease, respiratory disease, mental health and women's health have been priority areas within case-based teaching across the three sites, this has been supported through joint online learning modules. This content also aligns with *Other Core Lists* including Core Diagnostic and essential drug list.

### Core Professional Activities (CPAs)

The Hauora Māori curriculum recognises the role of clinician behaviours and competencies in impacting health outcomes for Māori. Therefore, the Hauora Māori curriculum includes the Core Professional Activities (CPAs), which reinforce "some of the most common and important roles and tasks required of medical professionals and require integration of knowledge, skills and attitudes into a meaningful whole." These activities "integrate knowledge and skills across domains and across the complex applied practice of medicine." To date this includes managing patients who are acutely unwell/deteriorating, challenging patient interactions, chronic illness management, clinical reasoning, care at end-of-life, core procedures, cultural competence, doctor-patient consultation, environmental factors, Patient safety, error and harm, evidence based practice, health advancement, impaired competence/autonomy, individualized and patient-centered care,, Māori patient consultation, navigating illness, patient impairment/disability, peri-operative care, professional conduct 1: patients and family/whānau, professional conduct 2: institutions, staff, colleagues and peers, professional conduct 3: personal and professional development, quality improvement, research methods, shared-decision-making and teamwork in healthcare (OMS Curriculum Map, accessed 22 July 2019 <https://medmap.otago.ac.nz/ui/activities>).

## Levels of Learning

The Hauora Māori sub-committee of the MB ChB committee, have identified the desirability of having a skill set along with the level of learning to be achieved. This aligns with the MB ChB curriculum map guide.

<b>Level 1 – Knows about</b>	<b>Knows key concepts, principles and facts in relation to Māori health, determinants and interventions to support Māori Health advancement</b>
<b>Level 2 – Knows how</b>	Interprets, organises, understands and knows how to apply relevant knowledge, skills and/or professional attitudes/ behaviours to Māori health advancement
<b>Level 3 – Shows how</b>	Demonstrates understanding and describes how knowledge, skills and professional attitudes/behaviours can be applied to support Māori health advancement
<b>Level 4 – Does</b>	Critically analyses and applies knowledge of Māori health and related research. Demonstrates skills and professional attitudes/behaviours within one's own practice that contribute to improved health outcomes and reduced health inequity for Māori

Set	Curriculum Map LO	LL HSFY	LL ELM 3	LL ALM 4	LL ALM 5	LL ALM 6
Treaty of Waitangi and Māori health advancement	The role of the Treaty of Waitangi in maintaining indigenous health rights for Māori in Aotearoa/ New Zealand and in contributing to Māori health advancement.	1	2	3	3	4
Te Ao Māori and Māori health models	Te Ao Māori and Māori health models and their role in supporting Māori health advancement.	1	1	2	3	4
Te Reo Māori	Te Reo Māori and its role in Māori health advancement.	1	2	3	4	4
Māori health status and determinants	Current health status of Māori, the determinants of health and the mechanisms that create and maintain health inequities for Māori.	1	2	3	4	4
The role of Critical analysis in Māori health advancement	Critical appraisal of health research utilising tools that challenge how knowledge paradigms can manifest within health systems and professional practice that impacts on Māori health advancement.	1	2	3	4	4
Social Justice	The role of social justice and its links to addressing Māori health inequities.	1	2	3	4	4
The impact of Health Systems on Māori health outcomes	Critical analysis of the health system and health service gaps on clinical presentations, service delivery and Māori health advancement.	1	2	3	4	4
Social Accountability	Engagement in social accountability processes with Māori health stakeholders.	1	2	3	3	4
Māori health and clinical models in patient care and consultation interactions	Interacting with Māori patients and whanau using Māori health models/concepts/approaches in tandem with appropriate clinical models to support Māori health advancement.	1	1	2	3	4
Palliative Care and End of Life Care	Utilise understanding of the social, cultural and health system determinants of end-of-life and palliative medicine, and an awareness of Māori concepts, values and tikanga related to grief, death, dying and tangihanga, to promote equitable and culturally safe care for Māori patients/whānau/community.	1	1	2	3	4

## ASSESSMENT AND EVALUATION OF HAUORA MĀORI

Students undertaking the Hauora Māori curriculum are currently assessed through multiple assessment methods including; MCQs, SAQs, Case Presentations, Māori patient short cases and OSCE. The Hauora Māori sub-committee is supportive of constructive alignment and programmatic assessment. Feedback from assessment provides further learning opportunities within the Hauora Māori curriculum. Assessment outcomes also present evaluation data to review and reflect on further refinement of the OMS medical curriculum.



If a convener wants to include assessment and evaluation of Hauora Māori learning outcomes, within their block or vertical module, they should meet with the Hauora Māori Convener for that site/year programme. If required, the Hauora Māori convener will consult with the Hauora Māori sub-committee. There are current collaborations between the Hauora Māori sub-committee and block/vertical modules that demonstrate collaborative learning and methods, including the development of online modules with MCQ assessments and OSCE stations written in partnership. Guidelines for the use of te reo Māori within an assessment is included as Appendix A, and the Hauora Māori Glossary is included as Appendix B.

The processes to evaluate the Hauora Māori curriculum itself align, and are consistent, with MBChB evaluation processes such as through regular module digests.

The Hauora Māori sub-committee has a standing member on both the MB ChB Assessment committee (MASC) and the MB ChB Education Research and Evaluation Committee (MEREC) who provide advice and guidance to these sub-committees on behalf of the Hauora Māori sub-committee. All high-stake exams involving the assessment of Hauora Māori will be reviewed by the Hauora Māori sub-committee.

## SHARED HAUORA MĀORI CURRICULUM RESOURCES

The Hauora Māori subcommittee is committed to the development of resources that supports constructive alignment within the campus. All OMS staff are encouraged to utilise these resources.

1. The HAUORA MĀORI GLOSSARY.
2. AKI HAUORA APP (for iPhone and Android) that aligns with the Hauora Māori glossary.
3. The Hui Process and Meihana Models (Lacey et al 2011, Meihana et al 2014)
4. THE CLINICAL GUIDE 1 to using the Hui Process and Meihana Model in clinical practice.
5. THE CLINICAL GUIDE 2 which specifically details how to explore ngā hau e whā and ngā roma moana components of the Meihana Model within a clinical interview.

Other resources available to staff are identified in Appendix C – Recommended Hauora Māori Resources. All resources can be located on med-moodle (<https://medschool.otago.ac.nz/course/view.php?id=1738>).

The Hauora Māori subcommittee also invites OMS staff to review the Hauora Māori med-moodle pages to review current content within the Hauora Māori Vertical Module, and to attend learning sessions to support their own professional development.

A short-course on the Hui Process and Meihana Model is hosted each year at the UOC campus, enquiries about this course can be made directly to [suzanne.pitama@otago.ac.nz](mailto:suzanne.pitama@otago.ac.nz)



## GUIDELINES FOR INCLUDING HAUORA MĀORI CONTENT WITHIN CURRICULUM

The Hauora Māori sub-committee encourages the integration of the Hauora Māori learning outcomes and core content within other block and vertical modules. The Hauora Māori vertical module focusses on mastery of models and theory taught within a Māori framework, while it is the expectation that other block and vertical modules will apply these models and theory within their respective disciplines. The following guidelines from the Culture, Self and Diversity curriculum provide a guide (Culture, Self and Diversity, 2015) for OMS staff to consider, and then are encouraged to partner with Hauora Māori teaching teams within the relevant OMS site.

1. Consider the context of the potential Hauora Māori content
  - Review the University of Otago Hauora Māori learning outcomes and the Māori health models aligned with the content area and the level of student learning e.g. Te Whare Tapa Wha, Hui Process/Meihana Model.
  - Consider the purpose of including Hauora Māori content within your current curriculum.
  - Review and discuss with the Hauora Māori Domain group current curriculum, and how your proposed new curriculum will support constructive alignment.
  - Review how systemic, institutional and clinical biases currently contribute to Māori health inequities. Ensure such biases are acknowledged and not reinforced within your curriculum development.
  - Consider what resources your discipline can contribute to Māori health advancement.
  - Consider the cultural safety of the student cohort when constructing the curriculum.
2. Consider the content of the curriculum
  - Ensure that the curriculum does not include negative stereotypes or profiling.
  - Seek to create curriculum where the context also represents physical, emotional and mental wellbeing instead of solely illness.
3. Consider the application of the curriculum
  - Draw on the evidence to include incidence and prevalence rates representative of a Hauora Māori context.
  - Identify gaps in the evidence in relation to evidence-based medicine in understanding Hauora Māori, and the teaching of Hauora Māori within your discipline.
4. Review their potential question
  - Ensure that the language used is affirming and appropriate.
  - Assign occupations that reflect the diversity in the workforce of New Zealand.
  - Use real life cases with common conditions and presentations, which are inclusive of the diversity in New Zealand.
  - Avoid constructing stems/questions where individuals are blamed/framed for their current health inequities.
  - Ensure that the patient is not presented as non-compliant or non-adherent.
  - Ensure that all components of the curriculum design are culturally safe, including being mindful of the impact of this curriculum and how it is delivered on Māori students and staff.
5. Review their potential question
  - Double check that stems/questions are constructed using inclusive language representing the diversity of common presentations and conditions.
  - Double check that stems/questions are constructed using inclusive language that considers diverse realities of Māori patients/whānau and communities.
  - Have the question reviewed by the local Hauora Māori course convener.

## APPENDIX A – WORKING GUIDELINES FOR TE REO MĀORI IN ASSESSMENT

The Hauora Māori sub-committee would like to clarify the role and intent of the HMVM glossary of te reo Māori.

In short:

1. The glossary is intended to alert students and staff at the OMS to words that are commonly used (as reflected in the levels) within the health environment in Aotearoa New Zealand.
2. The glossary is aligned with the Aki Hauora App that is available to students and staff for free (both android and apple devices), and we encourage them to use this app which is game based to become more familiar with the glossary.
3. The Aki Hauora App will be updated when required to ensure ongoing relevance for this tool to clinical practice.
4. In terms of assessment, it has been agreed by the Hauora Māori sub-committee that exams utilising te reo Māori must map to the glossary.
  - a. For OSCE, the expectations are that if students know the te reo Māori being used, they use it back in context during the consultation.
  - b. Within an OSCE if students do not know the te reo Māori being used, the expectation is that the student will actively enquire to the meaning of the word/concept and then use it back in context during the consultation.
  - c. For MCQ and/or SAQ the glossary is divided into levels (aligned with the Aki App, and attached as an appendix to this letter). It is expected students will progress through the different levels of te reo over the programme. From 2021 te reo translations will not be provided in examinations for the following years: ELM 2 – level 1-3, ELM 3 – levels 1-5, ALM 4/5 – levels 1-14, ALM 6 – 1-20.
  - d. Te reo Māori within OMS documents and examinations should not be italicised, but normalized by using consistent font and size.
  - e. The components of the Meihana Model (which are in te reo), are not presented in the glossary due to the comprehensive explanations required for each component, although these are well described in publications (Pitama et al 2014, Pitama et al 2017). However, it is expected that students by the end of Year 3 will know their definitions and meanings. When referring to the Meihana Model, each component should be signalled with the use of a capital letter, specifically; Āhua, Hinengaro, Ngā Hau e Whā, Ngā Roma Moana, Ratonga Hauora, Tikanga, Taiao, Tinana, Wairua, Whakaterere, Whānau. This differs from when using these words are not in the context of the Meihana model, where lower case characters are expected.
5. In terms of the glossary's connection to the curriculum map, it correlates to the Hauora Māori learning outcome 3: Demonstrate confidence in utilising te reo Maori with Maori patients, whanau, community and other rōpū Maori and identify its role in Maori health advancement. (Te Reo Māori).



## APPENDIX B – HAUORA MĀORI GLOSSARY

From 2021 te reo translations will not be provided in examinations for the following years: ELM 2 – level 1-3, ELM 2 – levels 1-5, ALM 4/5 – levels 1-14, ALM 6 – 1-20.

Level 1	
Ata mārie/mōrena	Good morning
Hongi	Pressing noses (greeting)
Huri	Turn/rotate
Ingoa	Name
Kia kaha	Be strong/keep going
Kia ora	Greetings (informal)
Pō mārie	Good night
Tēnā koe	Greetings to one
Tēnā kōrua	Greetings to two
Tēnā koutou	Greetings to three/more
Titiro	Look
Whakarongo	Listen
Āe	Yes / to agree
Kāore	No
Aroha mai	Sorry

Level 2	
Matua	Father
Mātua	Parents
Mokopuna	Grandchild
Pēpē /pēpi	Baby
Pōua/koro/koroua	Grandfather
Tāua/kuia	Grandmother
Teina	Younger sibling of same gender
Tīpuna/tūpuna	Ancestors/grandparents
Tuahine	Sister
Tuakana	Elder sibling of a same gender
Tungāne	Brother
Whaea/māmā	Mother
Whakapapa	Genealogy

Level 3	
Kaitiaki	Guardian/custodian
Kaumātua	Elder
Kōtiro	Girl
Manuhiri	Visitors/guests
Māori	Indigenous population
Tākuta	Doctor
Tama	Boy
Tamariki	Child
Tāne	Male/man
Tohunga	Expert
Wahine	Woman
Whāngai	Foster/Adopted child
Noa	Balance/neutrality
Tapu	Under restriction
Whānau	Family/support networks
Hauora	Health/wellbeing

Level 4	
Inu	Drink
Kai	Food
Kōrero	Talk
Moe	Sleep
Pakaru	Broken
Reo	Language
Taiao	Physical environment
Tautoko	Support
Tika	Correct/appropriate
Wai	Water

Level 5	
Harikoa	Happy
Hōhā	Annoyed/frustrated
Makariri	Cold
Mamae	Sore/hurt
Māuiui	Sick/unwell/fatigued
Pōuri	Sad
Riri	Angry
Rongo	Feel/sense
Wera	Hot

Level 6	
Kainga	Home/address
Marae	Meeting place
Urupā	Cemetery
Wharekai	Dining house
Wharemate	House of the dead
Wharenui	Meeting house
Wharepaku	Toilet

Level 7	
Ihu	Nose
Kakī	Neck
Kanohi/mata	Face
Karu/whatu	Eyes
Korokoro	Throat
Makawe	Hair (head)
Pāpāringa	Cheek
Poho/uma	Chest
Pokohiwi	Shoulder
Rae	Forehead
Taringa	Ear
Ū	Breast
Upoko/māhunga	Head
Waha/māngai	Mouth

Level 8	
Hope	Hips
Kumu/nono	Backside/bottom
Matimati/matikara	Fingers and/or toes
Pito	Navel
Pona/turi	Knee
Ringaringa	Hand
Tinana	Body
Waewae	Leg
Whare tangata	Womb/uterus
Whatianga/tuke	Elbow

Level 9	
Ate	Liver
Kiri	Skin
Kāōpiro	Intestines
Manawa/ngākau	Heart
Pūkahukahu	Lungs
Puku	Stomach
Roro	Brain
Tākihi	Kidney
Tara/teke	Vagina
Ure	Penis

Level 10	
Atua	God
Awhi	Caring/nurturing
Hapū	Pregnant/subtribe
Hara	Breach of tapu/sin
Hākari	Feast
Himene	Hymn
Hui	Meeting
Iwi	Tribe
Ratonga Hauora	Health Services

Level 11	
Karakia	Prayer
Karanga	To call
Kaupapa	Topic/agenda
Koha	Gift/contribution
Mākutu	To be cursed
Mana	Influence/status
Mana Whenua	Local people
Mauri	Life force
Ngā hau e whā	Denotes the four winds

Level 12	
Poroaki	Farewell/to take leave
Pōwhiri	Welcome
Ringawera	Kitchen hand
Rongoā	Medication/healing
Tangata whenua	Indigenous people
Tangi	Weep/cry/feel mournful
Tangihanga	Funeral & burial ceremony
Tikanga	Appropriate cultural protocols
Tūpāpaku	Body of the deceased

Level 13	
Waiata	Song
Wairua	Spirit/spiritual
Whaikōrero	Oration/orator
Whakamā	Uncomfortable
Whakanoa	Ritual to remove tapu
Whānau pani	Bereaved family
Whenua	Land or placenta
Whakawhanaungatanga	Making a connection

Level 14	
Hauora hinengaro	Mental health (noun)
Hinengaro	Mind/intellect/thought
Mate	Deceased, unwell
Mimi	Urine
Patero/pīhau	Pass wind/flatulence
Tangata whaiora	Patient/client seeking wellness
Toto	Blood
Tūtae	Faeces

Level 15	
Ko _____ tōku ingoa	My name is _____
Ko wai tō ingoa?	What is your name?
E hia ō tau?	How old are you?
He tauira tākuta au	I am a medical student
He tauira nēhi au	I am a nursing student
Kei te pēhea koe?	How are you?
Kei te pai au	I am well
Me koe?	And you?
E noho rā	Be well (when you are the one leaving)
Ka kite anō	I will see you again (informal)
He pātai tāu?	Do you have any questions for me?

Level 16	
Kei te pai koe?	Are you ok?
Nō hea koe?	Where are you from?
Nō _____ au	I am from _____
Noho ai koe ki hea?	Where do you live?
Noho ai au ki _____	I live in _____
Me au hoki!	Me too!
He aha te kupu Māori mō _____?	What is the Māori word for?
He aha te kupu Pākeha mō _____?	What is the English word for?
Aua	I don't know
He aha?	What?
Kei hea a (insert place name) _____?	Where is _____?

Level 17	
Huangō	Asthma, breathing difficulty
Manawa hē	Heart failure
Mate huka	Diabetes
Mate manawa	Heart attack
Mate pōrangī	Psychotic/Psychosis
Mate pōuri	Depression
Mate pukupuku	Cancer
Mate tākihi	Kidney disease

Level 18	
Ka pai rānei tāku aro ki ō karu?	Is it ok if I examine your eyes?
He pai ō karu!	Your eyes are good!
Tāpatu to karu	Cover your eye
Mauī	Left
Matau	Right
Ka pai rānei tāku aro ki tō ha?	Is it ok if I check your breathing?
Ka pai rānei tāku aro ki tō tuarā?	Is it ok if I examine your back?
He pai tō ha!	Your breathing is good!
Ka pai rānei taku aro ki tō taukapa toto?	Is it ok if I examine your blood pressure?
He pai tō taukapa toto!	You have good blood pressure!

Level 19	
Kei hea tō mamae?	Where is your sore/pain?
Kua pāngia koe e (insert illness or disease)	Have you ever had _____?
E hia haere ana koe ki te wharepaku?	Would you like to go to the toilet?
Ka pai rānei te titiro ki tō (insert body part)?	May I look at your _____?
Ka pai	Good work/well done
E tu ki konei	Stand here
Homai tō _____ (insert body part)	Give me your _____
Kaua e titiro	Don't look

Level 20	
E Huri	Please turn
Tangohia o hū	Remove your shoes
Tangohia o tōkena	Remove your socks
Ka pai rānei tāku aro ki te tāroaroa o tō tinana?	Is it ok if I measure your height?
Ka pai rānei tāku aro ki te taumaha o tō tinana?	Is it ok if I measure your weight?
He pai tō taumaha!	Your weight is good!
Ka pai rānei tāku aro ki ō taringa?	Is it ok if I examine your ears?
He pai ō ringa!	Your ears are good!

## APPENDIX C – RECOMMENDED HAUORA MĀORI RESOURCES

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