

Impacts of whakama and implications on hauora outcome



**ASSIGN
BUSTER**

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1. 1 Choose any four of the following and briefly analyse what effect each one would have on the hauora of a Māori client.)

Shame: Sometimes Māori clients feel shame to explain personal problems and personal diseases with other person. They feel unsafe or shame to expose their body parts in the front of other person. They feel shy to discuss their problem with female doctor or health worker. The outcome of this problem is that if one doctor or nurse take care to the Māori client by this client trust on him or her and they discuss their problem openly.

Self doubt: Some client have self doubt about somethings so they took wrong way. When the client have self doubt about somethings they dropped their confidence level and it put bad effect on client, s health because they do not explain their problem properly so that's why doctor or nurse cannot treat the client properly . The outcome of this is that if the doctor or nurse treat, communicate and take care in good way by this client put trust on them.

Feeling inferior: Some client feel inferior to discuss our problems with others and they feel agitate while exposed their body parts in the front of doctor and health worker and they feel uncomfortable when they explain their problem with doctor and health worker. If doctor, health worker and client have a good understanding between them client cannot feel inferior.

Feeling misunderstood: Some Māori client feeling misunderstood regarding culture when their body. Sometime health worker change the client, s pad

but not ask him in that situation client feel misunderstood so if health worker communicate with the client before doing their work it is beneficial for client.

1. 2 Select any 4 and analyse the impact of each one within a hauora context.

One to one consultation with a health worker: If client discuss their sexually problem with same gender they not feel shy this is very benefical for him because they like privesy and they explain their problem openly. Docter and health worker treat him with right way so it helpful for him.

One to one consultation with a health worker of a different gender: Client feel hesitate when he discuss their problem with different gender . They cannot explain their problem properly and caregiver also cannot explain their problem to the male doctor . So doctor cannot give the treatment to the client properly and it is not good for client, s health.

Consumer survey: It is not a affective way because Māori client do not response to survey. Doctor cannot give treatment to the client in proper way by this problem cannot be solve and it is not good for client health. So face to face approach is more beneficial

Group consultation with a health worker of a different gender: It may be inappropriate and it is very hard for client because they feel uncomfortable to discuss their problem in the front of other so it put negative empact on client.

1. 3 Identify and analyse 2 adverse socio cultural and 2 socio economic

factors which could cause whakama and affect hauora outcomes for Māori
<https://assignbuster.com/impacts-of-whakama-and-implications-on-hauora-outcome/>

Adverse socio cultural factor one

Lack of identity: Māori are affected by lack of identity because of cultural and economic factors. Lack of connection, generational impact. These issues put big impacts on Māori health. So if care giver have a knowlage about culture, language by this way they can easly understand the client

Poor education achievement: if care giver have a knowledge about language and cultura by this they can understand the problem of client because if they have no knowledge they can not understand client problem.

Adverse socio economic factor

Education: The Māori people economic factor is not good. Mosty Māori peoples have not peoperly skilled and they do not paid. More Māori are not doing work government take them all the skilles . They are very important part of newzealand economy because this is a land of Māori.

Employment: Mostly Māori people not doing work and they face many difficulties due to lack of education. They face health and income problem.

2. 1(a) Negative impacts of whakama on hauora

Isolation and feeling unsafe while in hospital setting: Sometime Māori client feel shy and uncomfortable with other. They cannot discuss their problem confidently because they feel shame by this problem doctor cannot take him proper treatment and it puts bad effect on his health.

Feelings of whakama if using rongoa: some Māori clients feel inferior to discuss our problem with others. They feel agitate in the front of doctor and health worker when exposed their body parts and they feel inferior when explain their peoblem in front of doctor.

Literacy: It can also put effect on Māori client. If Māori client can less literate that can be put effect on their health and our income.

2. 1(b) Positive impacts of whakama on hauora

Tikanga best practice guidelines: If care giver give respect to the client and sharing all resources by this client share all the problem with care giver .

Good repport is

Literacy: Literacy is also the effect on hauora. Do good arrangement of education for Māori client because education improve the literacy and economic condition. By education Māori safe their culture.

Code of rights: Treat the client with respect, treat with care and receive the right servicesand explain all the condition to the client and listened the client carefully in this way client put trust on the care giver and share all the problem openly this is very good for his health.

1. 1(b)

Relationship
grouping

Interconnections

First principles

Key concepts

Kohungahun Matua: -parent

Whanua-relationship Whakapapa-matua and

<p>ga- Maatua Matua</p>	<p>Kohungahunga: - children</p>	<p>between parent and child</p>	<p>kohungahunga has a strong relationship and</p>
<p>Tamariki</p>	<ul style="list-style-type: none"> • They take care of them , educate them and help them • They fulfill the all that basic needs of them. • They guide him in all the important decision making in life. 	<ul style="list-style-type: none"> • Whanau- Its main responsibility of Whanaungatanga-matua to take care of kohungahunga and provide him a safe and caring environment • Whenua- Maatua ensures that child is getting safe land to grow up. • Tinana- matua always remember to take care of child’s body movement caring his body. 	<p>is deeply attached with the matua. provide him all that th needed to be survive. Kaitiakitanga – they al make him feel his is in safe hands and they w always take care of the</p>

- Hinengaro – all the feelings and the thoughts of the child is highly appreciated by maatua

	Rangatahi: -youth	Wairau	
	Pakeke: -adult	They build relationships	Whakapapa
	Kaumatua: -elder,		The traditional knowledge is nurtured and is not lost
Rangatahi	<ul style="list-style-type: none"> • These relations are generational 	Teach Māori language.	Whanauntanga
Pakeke	<ul style="list-style-type: none"> • They provide guidance 	Hinengaro	Strengthens the relationship, language
Kaumatua	<ul style="list-style-type: none"> • They give knowledge about their culture and religious beliefs 	They provide leadership they become role models, provide guidance.	cultural belongings and mentor.
Pakeke	Pakeke: -adult	Wairua-	Kaitiakitanga-
Kaumatua	Kaumatua: -elder	They build relationships	Exercise mana of hapu and iwi through kawanatanga
	<ul style="list-style-type: none"> • They are intergenerational 	Teach Māori	
	<ul style="list-style-type: none"> • The kaumatua are 		

		language.	
	the role models	Hinengaro-	
	They pass down about the marae, iwi and hapu by oral history story or by singing wayata	They provide leadership they become role models, provide guidance.	<ul style="list-style-type: none"> • Provide guardianship.
	Tuakana: -Elder siblings		
	Teina- Younger siblings		
	<ul style="list-style-type: none"> • They are in the same family and they respect each other. 	Hinengaro	
Tuakana		Looks at the role of older and younger. The siblings.	Whanauntanga-
Teina	<ul style="list-style-type: none"> • They may be the role models for others. • Includingly they also provide knowledge and guidance 		They guide each other
Tane	Tane: -man	Whenua-	WhanaungatangaRelat
Wahine	Wahine: -woman	They teach to respect the culture.	hip with Marae they pl their roles and
	<ul style="list-style-type: none"> • The men have leadership quality 		

	<p>in them and they command the family</p> <ul style="list-style-type: none"> • The women has the role of kahikaronga • They both look after each other 	<p>Wairau</p> <p>They meet at marae build relationships and both are role models.</p>	<p>responsibility.</p> <p>Tikanga-</p> <p>Follow the protocols</p>
Hapu	<p>Hapu: -sub-tribes</p> <p>Iwi: -tribes</p> <ul style="list-style-type: none"> • They are intergenerational. 	<p><u>Whanua</u> -</p> <p>They support the families. They have nuclear and extended families,</p>	<p><u>Whakapapa</u></p> <ul style="list-style-type: none"> • They have connections. • Pass on cultural identity
Iwi	<ul style="list-style-type: none"> • Mana they share cultures, teach from elders to the youngest • Tane is the leader 	<p><u>Whenua</u> -</p> <p>They provide knowledge on how to look after the land and how to protect it.</p>	<p><u>Whanaungatanga</u></p> <p>Strengths the relations</p> <p>Whakapapa extends th whanua members.</p>
Kohungahun ga	<p>Kohungahunga: -infant,</p> <p>Wahine: -mother</p>	<p>Whanua-</p> <p>The relations between mother and father before</p>	<p><u>Whanaugatanga -</u></p> <p>Extends the whanau.</p>
Wahine	<p>Matua: -parent</p>	<p>father before</p>	<ul style="list-style-type: none"> • Strengthens the relationships
Matua	<ul style="list-style-type: none"> • There is very close relation between 		<ul style="list-style-type: none"> substances like

the mother and the infant, mother feeds the baby through umbilical cord, looks after the baby, nurtures the needs and wants.

- Fulfill all the necessities
- Protect the baby from any kind of danger.

pregnancy and after. Tinana - Mother looks for the basic necessity of infant.

feeding teaching language and customs. Kaitiakitanga - They provide guardianships Looks after the child a teach them knowledge

1. 2

First principles	Key concepts	Development	Maintenance	Continuity
Whenua- They teach to respect the culture.	Whanaungatanga- Relationship with marae they play their roles and responsibility. Kaitiakitanga follow the protocols	<ul style="list-style-type: none"> • Teaching on how to protect the land • The knowledge the gain about the 	<ul style="list-style-type: none"> • know how to look after the land • making your self confidence in learning 	<ul style="list-style-type: none"> • Through building relationships learning more about Māori

Wairua-

They

meet at

marae

build

relationshi

ps and

both

being role

models.

about the

culture

culture

language

identity

maintaining the

identity

Wairua-

They

build

relationsh

ips

Teach

Māori

language.

Hinengaro

They

provider

leadershi

p they

Kaitiakitanga

Excise mana of hapu

and iwi through

kawanatanga

Provide guardianship

• Introducing

cultural

identity

from the

very basic

spiritual

down into

the deeper

information

• Being role

models.

• Hui-

gathering

for

funerals

• Learning

karakia

and its

importanc

e(prayers)

Setting

examples to the

youths

• By

learnin

and

practic

mihi-m

• Whaka

Continuing g

examples an

aspects for

others to lea

about.

become
 role
 models,
 provide
 guidance.

Whauna Whanaugatanga-
 The extends thewhanau.

relations between mother and father before pregnancy and after.
 • Strengthens the relationships substances like feeding teaching, language and customs

Whanaugatnagali
 nked through relationships.

- Procreation
- Proper diet of the child

Participating in the stuff the child will learn.

Maintaining personal hygiene for the child.

The growth a support to th child given b the parents

- Keeping the chi away f harmfu substa

Kaitiakitanga
 Tinana They provide guardianships
 Mother Looks after the child
 looks for and teach them
 the basic knowledge
 necessity

Exercise

Whanua- Whakapapa-
 Teach The traditional

- Learning the

- Meeting up in marae.

- Usual gather

about the

marae/ha knowledge is nurtured

pu/iwi and is not lost

Provide Whanauntanga-

security strengthens the

Support relationship, language

them in cultural belongings and

times of mentor.

need.

traditional

knowledge.

Strengthening

the relationship

Making them do

things that they

can learn about

with

families

and

friends

- Support

them

Hinengaro

-

Looks at

the role of Whanauntanga-

the older They guide each other.

and

younger

siblings.

- Provide leadership

- Providing guidance

- Leading

the

friendship

or family,

being a

role model

for them

- Showing

them the

correct

path

- Living

accord

e to m

and va

- Contin

to edu

others

Maintaining

positive attit