

Internal Assessment Resource

Psychology Level 1

This resource supports assessment against Achievement Standard 91843

Standard title: Demonstrate understanding of ethical principles in psychological practice in Aotearoa/New Zealand

Credits: 3

Resource title: What is the tikanga here?

**Resource reference:** Psychology 1.5B Version 1

This resource:

* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

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| Date version published by Ministry of Education | January 2017  To support internal assessment from 2017 |
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| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. Teachers may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

**Context/setting**

This activity requires students to demonstrate their comprehensive understanding of ethical principles in psychological practice in Aotearoa/New Zealand.

Students will need to be familiar with The Code of Ethics for Psychologists Working in Aotearoa/New Zealand, 2002.

Possible contexts for the assessment task could include:

* tangi/funerals
* confidentiality of counselling
* medical drug trials.

**Conditions**

You could give students guidance on appropriate styles and format/structure of different presentation tools. However, this achievement standard does not actually assess format or style.

The students could work in groups but will be assessed individually.

As a guide, assessment against this standard should reflect approximately 30 hours of teaching, learning and assessment, in and out of the classroom.

Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

**Resource requirements**

Students will need access to computers, the Internet, appropriate resources, and information from a variety of sources, such as photographs, newspaper extracts, and/or notes from textbooks.

**Additional information**

***Teacher Resources***

The Code of Ethics for Psychologists Working in Aotearoa/New Zealand, 2002 has four principles as set out below:

1. Respect for the Dignity of Persons and Peoples
2. Responsible Caring
3. Integrity in Relationships
4. Social Justice and Responsibility to Society

The Code of Ethics is published by the New Zealand Psychological Society to guide ethical practice and safeguard individual and community wellbeing ([psychology.org.nz](http://www.psychology.org.nz)). The Code of Ethics acknowledges the importance, relevance and legal standing of The Treaty of Waitangi in Principle One: Clause Three with the following statement: [*“Psychologists practising in New Zealand recognise that the Treaty of Waitangi sets out the basis of respect between Māori and non-Māori in this country.”*](http://www.psychology.org.nz)

Resources to support teachers with understanding tangi (should this context be chosen) include:

* Higgins, Rawinia. 2014. Tangihanga - death customs. Retrieved from <http://www.teara.govt.nz/en/tangihanga-death-customs>
* Barlow, Cleve. (1991). Tikanga Whakaaro: Key concepts in Māori culture. Oxford: Auckland.

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Student instructions

**Introduction**

This assessment activity requires you to demonstrate your understanding of the ethical principles from the Code of Ethics for Psychologists working in Aotearoa/New Zealand (2002).

You are going to be assessed on your comprehensive understanding of ethical principles in psychological practice in Aotearoa/New Zealand that are relevant to a particular context by collecting information and presenting your findings.

Teacher note: Insert due dates and time frames.

**Task**

Your task is to demonstrate comprehensive understanding of ethical principles from the Code of Ethics for Psychologists working in Aotearoa/New Zealand (2002) that are relevant to your chosen Aotearoa/New Zealand context, study or scenario.

In your evidence make sure you include:

* the ethical principles in psychological practice in Aotearoa/New Zealand
* the need or purpose for these principles to be upheld
* how the ethical principles are upheld, or not, in the context, study or scenario you have studied
* the wider effects on psychological practice in Aotearoa/New Zealand
* how the possible examples show that the principles may be unique to Aotearoa/New Zealand.

Present your information. You can choose how best to do this, for example, written paragraphs, transcripts, videos, audio recording, a site/blog/webpage.

You will be assessed on the quality of your ideas, not the length of your response. However, as a guide you might need to write about 600-800 words.

**Assessment Schedule: Psychology 91843 - What is the tikanga here?**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student demonstrates understanding of ethical principles in psychological practice in Aotearoa/New Zealand by:   * describing the need for ethical principles in psychological practice in Aotearoa/New Zealand * including examples of the principles in an Aotearoa/New Zealand context, study or scenario.   **For example (partial evidence):**  *In the context of researchers studying the different protocol around tangi one ethical principle that was upheld was respecting the Dignity of Persons and Peoples. The researchers did this by meeting with people from that area and learning the tikanga of the way they were holding their tangi.*  *The examples above are indicative samples only* | The student demonstrates in-depth understanding of ethical principles in psychological practice in Aotearoa/New Zealand by:   * explaining the need for ethical principles, their purpose and their effect on psychological practice in Aotearoa/New Zealand * including examples of the principles in an Aotearoa/New Zealand context, study or scenario * giving examples of where the principles may or may not have been applied in an Aotearoa/New Zealand context, study or scenario.   **For example (partial evidence):**  *In the context of researchers studying the different protocol around tangi one ethical principle that was upheld was respecting the Dignity of Persons and Peoples. The researchers did this by meeting with people from that area and learning the tikanga of their tangi. The reason this was needed was because the people were honouring the person who had died and any lack of awareness by the researchers might further upset the mourners.*  *One ethical principle that was not upheld was responsible caring because the researcher asked people questions when they were grieving.*  *The examples above are indicative samples only* | The student demonstrates comprehensive understanding of ethical principles in psychological practice in Aotearoa/New Zealand by:   * explaining the need for ethical principles, their purpose and their effect on psychological practice in Aotearoa/New Zealand * including examples of the principles in an Aotearoa/New Zealand context, study or scenario * considering the wider implications of ethical principles on psychological practice in Aotearoa/New Zealand using examples. Examples may include reasons why the principles are unique to Aotearoa/New Zealand.   **For example (partial evidence):**  *In the context of researchers studying the different protocol around tangi one ethical principle that was upheld was respecting the Dignity of Persons and Peoples. The researchers did this by meeting with people from that area and learning the tikanga of a tangi. The reason this was needed was because the people were honouring the person who had died and any lack of awareness might further upset the mourners. It is important to follow the Code out of respect to tikanga. The wider implications on psychological practice are that research can be better informed, more considerate to others’ cultural beliefs and allow for individual differences. This shows the ethical principle, Respect for the Dignity of Persons and Peoples.*  *The examples above are indicative samples only* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.