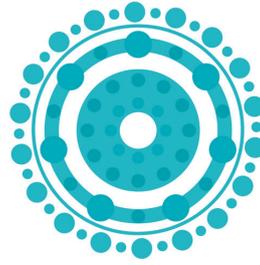




THE LIME NETWORK

Leaders in Indigenous Medical Education



AIDA

AUSTRALIAN INDIGENOUS
DOCTORS' ASSOCIATION

LIME / AIDA Indigenous Health Education Workshop for Specialist Medical Colleges March 2019 - Evaluation Report



BACKGROUND

The Leaders in Indigenous Medical Education (LIME) Network and the Australian Indigenous Doctors' Association (AIDA) convened an *Indigenous Health Education Workshop for Specialist Medical Colleges* on 12-13 March 2019.

The LIME Network is a program of Medical Deans Australia and New Zealand dedicated to improving the quality and effectiveness of teaching and learning of Indigenous health in medical education, as well as best practice in the recruitment and graduation of Indigenous health professionals. Since 2004, the LIME Network's focus has been on working with medical schools to facilitate collaboration, build the capacity of those working in the field and to develop resources that encourage best practice approaches. With renewed funding (2017-2020) from the Australian Government Department of Health, the LIME Network now has the opportunity to engage more directly with Specialist Medical Colleges.

AIDA's purpose is to contribute to equitable health and life outcomes, and the cultural wellbeing of Indigenous people, by reaching population parity of Indigenous medical students and doctors, and supporting a culturally safe healthcare system. AIDA's strategic goals comprise: growing Indigenous doctors; shaping health outcomes; communicating and celebrating; culture and traditional knowledge; best practice and sustainability.

If you have any questions or comments, please contact us via:

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W: www.limenetwork.net.au

WORKSHOP OVERVIEW

The two-day workshop was held in Canberra at ANU University House from 12-13 March 2019.

The workshop was designed for:

- Those responsible for coordinating education across the Specialist Medical Colleges;
- Those responsible for development, implementation and review of Aboriginal, Torres Strait Islander and Māori health curriculum within Specialist Medical Colleges;
- Those responsible for development and implementation of Aboriginal, Torres Strait Islander and Māori recruitment, retention and graduation initiatives within Specialist Medical Colleges.

Objectives

- Increasing the capability of trainees and Fellows to work more effectively with Aboriginal, Torres Strait Islander and Māori peoples;
- Improving Aboriginal, Torres Strait Islander and Māori trainee recruitment, support and graduation initiatives;
- Engaging with experienced Aboriginal, Torres Strait Islander and Māori health education academics interested in sharing knowledge and expertise;
- Sharing experiences across Specialist Medical Colleges to increase collaboration and build on successes;
- Building knowledge of AMC Standards and the requirements relating to Aboriginal, Torres Strait Islander and Māori health;
- Increasing knowledge of pedagogical approaches to Aboriginal, Torres Strait Islander and Māori health in a vertically integrated context (university through to specialisation);
- Enabling participants to become agents for cultural safety and institutional change within Specialist Medical Colleges and the college training sector.

FACILITATORS

- | | |
|---------------------------|---|
| • A/Prof Lilon Bandler | Associate Professor, Indigenous Health Education, University of Sydney |
| • Dr Marilyn Clarke | Royal Australian & New Zealand College of Obstetricians & Gynaecologists |
| • A/Prof Kelvin Kong | John Hunter Hospital / Conjoint Associate Professor UNSW / UoN |
| • Ms Odette Mazel | Research Fellow and Senior Program Manager, The LIME Network |
| • A/Prof Peter O'Mara | Head of Discipline Indigenous Health, University of Newcastle |
| • Prof David Paul | Associate Dean (Aboriginal Health), University of Notre Dame Fremantle |
| • A/Prof Shannon Springer | AIDA Vice-President
A/Professor of Aboriginal and Torres Strait Islander Health, Bond University |
| • Dr Stewart Sutherland | Lecturer in Indigenous Health, Australian National University |

PROGRAM AND PARTICIPANTS

PROGRAM

Key sessions in the program included:

- Welcome to Country and Learning on Country
- Overview of Current Initiatives: LIME, AIDA, Te ORA
- Cultural Safety in the College Environment
- Cultural Safety in Clinical Teaching and Learning Spaces
- Australian Medical Council Accreditation
- Creating Institutional Change: Implementing Strategies to Address Formal, Informal & Hidden Curricula
- Curriculum Development and Implementation
- Pathways to Graduation
- Making Indigenous Health Core Business: Confronting Challenges, Building on Successes



PARTICIPANTS

Participants included representatives from the following Specialist Medical Colleges:

- Australasian College of Sport and Exercise Physicians (ACSEP)
- Australian and New Zealand College of Anaesthetists (ANZCA)
- Australian College of Rural and Remote Medicine (ACRRM)
- College of Intensive Care Medicine of Australia and New Zealand (CICM)
- Royal Australasian College of Dental Surgeons (RACDS)
- Royal Australasian College of Surgeons (RACS)
- The Australasian College for Emergency Medicine (ACEM)
- The Australasian College of Dermatologists (ACD)
- The Royal Australasian College of Medical Administrators (RACMA)
- The Royal Australasian College of Physicians (RACP)
- The Royal Australian & New Zealand College of Radiologists (RANZCR)
- The Royal Australian and New Zealand College of Obstetricians and Gynaecologists (RANZCOG)
- The Royal Australian and New Zealand College of Ophthalmologists (RANZCO)
- The Royal Australian and New Zealand College of Psychiatrists (RANZCP)
- The Royal Australian College of General Practitioners (RACGP)
- The Royal College of Pathologists of Australasia (RCPA)
- The Royal New Zealand College of General Practitioners (RNZCGP)

EXPECTATIONS

An evaluation was completed by 66% of the workshop participants (n=30/45).

Indigenous Status

- 7% Aboriginal, Torres Strait Islander and/or Māori
- 93% Non-Indigenous

Work:

- 70% Specialist College Staff
- 17% Education / Training
- 23% Medical Practitioner
- 10% Other

REASONS FOR ATTENDING & EXPECTATIONS

When asked *What were your main reasons for attending the workshop? What did you hope to gain?* responses covered four major categories:

- Networking with others and accessing advice;
- Recruitment and support of Indigenous trainees and Fellows;
- Curriculum and policy development;
- Advice regarding AMC Accreditation.

93% of respondents indicated that their expectations of the workshop were fulfilled. Those who indicated the workshop *met their expectations* outlined reasons falling into four broad categories:

- Development of **networking** and sharing opportunities;
- Provision of **ideas, resources and contacts** for assistance;
- Development of a **safe space** for conversation; and
- Participation in what promises to be a **positive, ongoing learning journey** for their organisations.

Those who indicated their expectations *were not fulfilled* (7% n=2) pointed to a need for 'practical, action-oriented outcomes', 'tangible actions' and the difficulty of presenting targeted information to a group whose organisations are at varying stages of embedding Indigenous health activities into their policies and curricula.

 [The] content of presentations [was] both aspirational and challenging. [The] opportunity to talk with, and share ideas with peers, was invaluable. 

 A deep immersive experience that started with the pre-reading and promises to just be the first step on an exciting journey. 

 I have learnt so much. I have found something practical I can use in every presentation. 

 [I wanted] to gain a better understanding of barriers and enablers in relation to access of Indigenous people into medical specialist training. 

KEY THEMES AND FINDINGS

[The workshop] made me pause and reflect, and hold us to account for our work.

ORGANISATIONAL CHANGE

When asked 'What single change could you make within your organisation as a result of this workshop?', responses generally fell into four main categories:

- **Advocacy** - increasing organisational discussion around Indigenous health education and celebrating wins;
- **Developing networks** - with LIME, AIDA, Te ORA and other Specialist Colleges;
- **Strengthening curriculum and learning opportunities** - for trainees, Fellows, supervisors and Specialist Medical College staff;
- **Policy development and change** - Developing Indigenous Health Strategies and Reconciliation Action Plans, embedding Indigenous health activities into organisational Strategic Plans, and developing policies around Indigenous trainee recruitment and support.

Current process / policy in attraction and recruitment; small changes can definitely be made.

Identifying the hidden curriculum supporting a broader range of people associated with the College to improve cultural competency & Indigenous health.

More structured mechanism for managing our work in this area and reporting on it to our Aboriginal and Torres Strait Islander members and others.

Embed commitment to Indigenous health in the strategic plan.

Celebrating our "wins". Making sure that the successes we have are celebrated and widely shared.

Develop CDP modules...and mandate for all College staff and fellows.

MOST BENEFICIAL

The most beneficial aspects of the workshop identified by participants included:

- **Networking** with other Colleges;
- **Creating links** with Indigenous health organisations;
- **Inspiration, motivation** and the opportunity for reflection.

Finding out about what everyone else is doing and might work or be a good basis for development in my environment.



KEY THEMES AND FINDINGS

HIGHLIGHTS

Highlights identified by participants included:

- Welcome to Country - Uncle Wally Ball, including Learning on Country;
- The shared experience with other Colleges and the development of a peer network;
- Creation of a safe space for discussion, and a strengths-based focus;
- Personal stories and the insights of the facilitators;
- Evidence-based presentations, including on recruitment and trainee numbers;
- The overview of current initiatives from LIME, AIDA and Te ORA;
- The presentation from the Australian Medical Council;
- The presentation on the AIDA/JCU Stronger Future Project;
- Small group discussions and panel presentations.

 The formal first Welcome to Country - increased my understanding of the importance and significance of this culture. 

 Hearing from Indigenous practitioners what their experiences have been. Hearing about the strategies and tactics that have worked for them. Understanding that this stuff is difficult to give effect to, and that taking small, incremental steps is okay. 

KEY THEMES AND FINDINGS

When asked *'What were the key themes, outcomes and/or findings of the workshop for you?'*, participants pointed to a number of items, which can be categories in the following themes:

- **Starting the journey**, understanding the issues & valuing Indigenous health education;
- **Identifying changes**, including those that can be made with little effort, as well as larger, long term changes;
- **Recognising institutional barriers and systemic issues**, supporting policy changes;
- **Encouraging leadership**, and whole of organisation buy-in;
- **Maintaining a breadth of stakeholders involved**: trainees, Fellows, supervisors, College & health service staff;
- **Teaching and learning**: the importance of Indigenous health curriculum;
- **Recruitment and support**: the importance of programs and activities to gain and support trainees;
- **Developing networks** to progress work in this space, sharing across the Colleges.

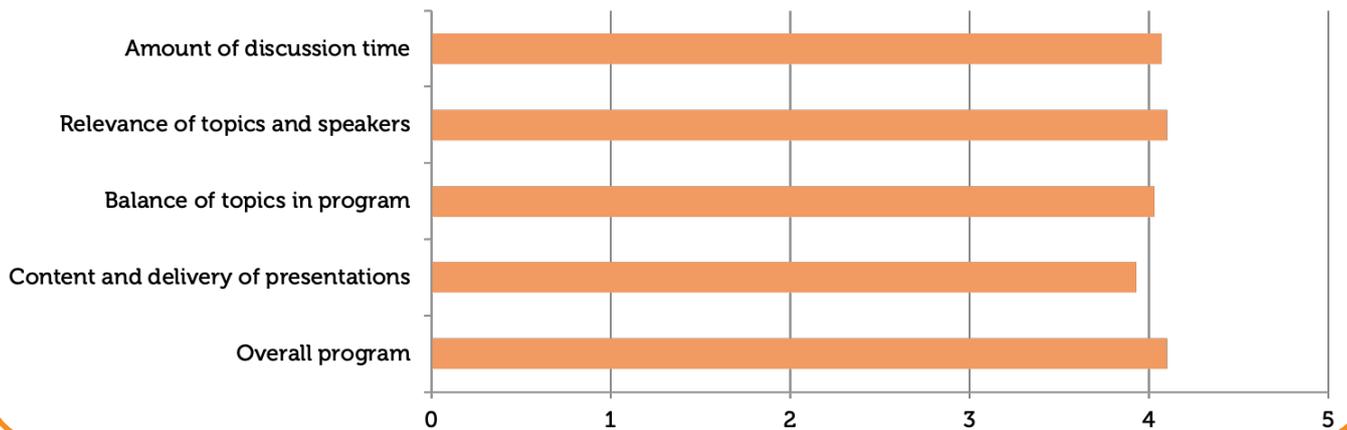
 There is a lot of work to do to improve Aboriginal, Torres Strait Islander & Māori peoples health and experiences of trainees, however, it is possible to achieve change step by step. 

 The need to build upon the collaborative approach to recruitment and cultural competency. 

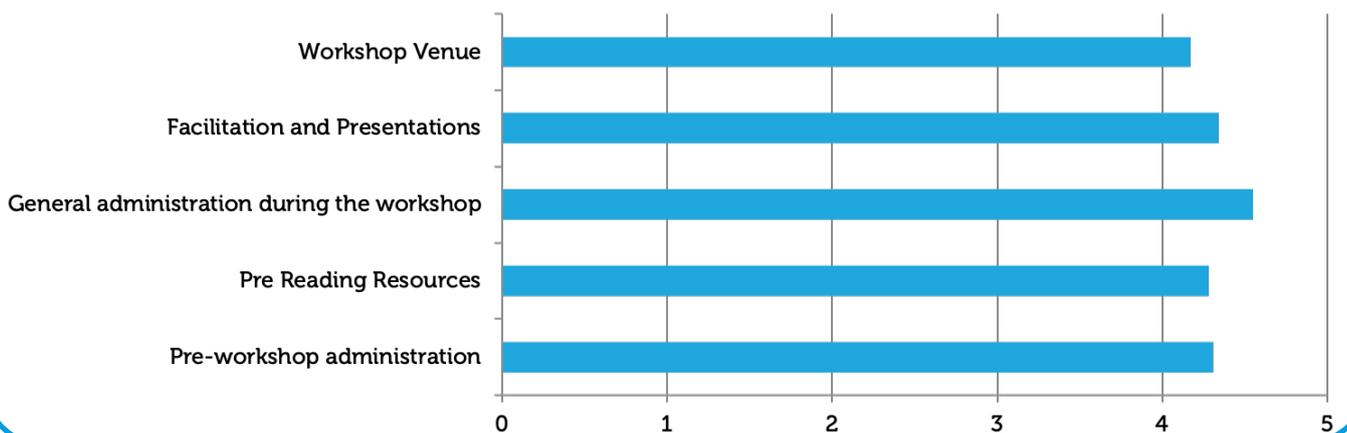
 All colleges are working towards improving representation of Indigenous workforce. There's a lot more to be done and room for improvement. 

EVALUATION RESULTS

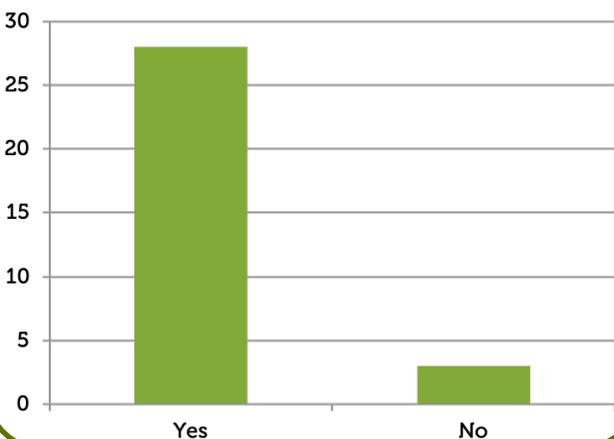
Opinion About the Workshop Program
Weighted Average out of 5



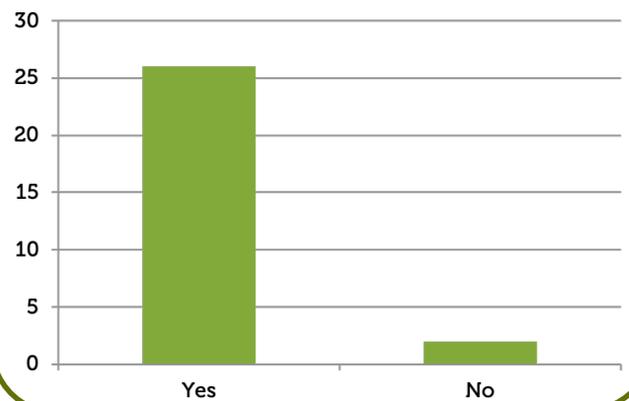
Opinion About the Workshop Organisation
Weighted Average out of 5



Were your Expectations Fulfilled?



Would you Recommend this Workshop to Your Colleagues?



OUTCOMES & SUGGESTED ACTIONS

The LIME Network to:

- progress development of a Colleges peer network, similar to the LIME Reference Group, with regular workshops/meetings and opportunities for sharing challenges, successes and ideas around Indigenous health education implementation;
- develop the next College-focused workshop at LIME Connection VIII in Christchurch, November 2019;
- create a Pathways into Specialisation online tool, including videos and a searchable database for prospective trainees, in collaboration with AIDA;
- work on additional activities related to elevating champions in the Specialist space - sharing success stories, champions and positive strategies as project outlines on the LIME website, with contact details for more information.

AIDA to:

- publish Journeys into Medicine 2 - Indigenous doctors' stories to be used as role models; examples for prospective trainees;
- finalise the AIDA-led NMTAN Specialist Trainees in the Medical Workforce project and work with Colleges on implementing the agreed minimum/best practice standards and monitoring strategies;
- Finalise the Strong Futures project and provide learnings to Colleges;
- Liaise with Colleges and LIME on the information required to develop the Pathways into Specialisation tool.

College representatives to:

- sign up as a LIME Member to receive updates on events, news and resources;
- sign up as an AIDA member/Associate Member via the AIDA website;
- log in to the LIME Accreditation Tools - document College activities in relation to the AMC Standards on Indigenous health. track progress against the Standards and identify gaps;
- consider integration of Indigenous health into Specialist Medical College conference programs - a Plenary session, stream or day focused on Indigenous health;
- consider inclusion of Aboriginal Health Workers in Specialist Medical College conference programs;
- consider developing organisational protocols around racism - similar to bullying, sexual harassment policies. Include advice on how non-Indigenous people address & stand up to racism when they see something;
- develop and implement a Reconciliation Action Plan;
- develop and implement an Aboriginal and Torres Strait Islander employment strategy;
- implement prominent visual displays: Aboriginal and Torres Strait Islander artwork; posters specifically aimed at Aboriginal and Torres Strait Islander people; Aboriginal and Torres Strait Islander flags;
- provide cultural safety training for all staff;
- organise and participate in events such as NAIDOC and Reconciliation Australia events; practising Welcome to Country and Acknowledgement of Country;
- register to attend the LIME Connection & AIDA conferences.



RESOURCES

BACKGROUND READING:

- Jones, CP et al. (2009). [Addressing the social determinants of children's health: a cliff analogy](#). J Health Care Poor Underserved.; 20(4 Suppl):1-12. [Video version](#).
- Jones, R et al. (2019) [Educating for Indigenous Health Equity: An International Consensus Statement](#) Academic Medicine: 94(4): 512-519.
- Smedley, B (2008) [Moving Beyond Access: Achieving Equity In State Health Care Reform](#) Health Affairs; 27(2):447-455.
- Springer, S et al. (2018) [Putting action into the revised Australian Medical Council Standards on Aboriginal and Torres Strait Islander and Maori health](#), N Z Med J.; Feb 23;131(1470):79-86.
- The LIME Network, [Accreditation Tools for Specialist Medical Colleges](#) – note this is a PDF version of the online LIME Accreditation Tools for Specialist Medical Colleges.
- Pitama, S et al. (2018) [Implementation and Impact of Indigenous Health Curricula: A Systematic Review](#) Med Educ. Jun 22

LIME NETWORK:

- [Good Practice Case Studies](#)
- [Accreditation Tools](#) (contact us for log in details)
- [Pathways into Medicine](#)
- [Pathways Videos](#)
- [Slice of LIME Seminars](#)
- [Indigenous Health Curriculum Framework](#)
- [LIME Connection](#)
- [LIME Membership](#)

AIDA:

- [Cultural Safety Position Paper](#)
- [Cultural Safety Fact Sheet](#)
- [Cultural Safety Tool Kit](#)
- [AIDA Conference](#)
- [AIDA Membership](#)

OTHER RESOURCES:

- [AMC Accreditation Standards](#)
- [Reconciliation Australia](#)
- [Culturally Responsive Clinical Practice: Working with People from Migrant and Refugee Backgrounds – Competency Standards Framework](#)

