Realising our value through clinical education: Health students’ experiences of clinical placements in Indigenous contexts

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Background to Indigenous Health Placements

- Culturally Responsive Care
- Authentic Work Integrated Learning Experiences
- Sustainable and Strengths-based

- Focus on Rural and Remote AND Medicine/Nursing
- Student Anxiety, inadequacy or under-appreciation
- Graduate Attributes
- Pressure for Student Placements
Vision

• Healthy, strong and vibrant Aboriginal and Torres Strait Islander children, families and communities

Mission

• Family health and wellbeing through integrated health and social support services
### Indigenous Region

<table>
<thead>
<tr>
<th>Region</th>
<th>ABS 2016</th>
<th>2011-2016 Growth</th>
<th>% Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brisbane</td>
<td>70,735</td>
<td>17,467</td>
<td>33%</td>
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<td>NSW Central &amp; North Coast</td>
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<td>Sydney-Wollongong</td>
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<td>13,842</td>
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</tbody>
</table>

Half of National growth in 3 largest regions

Australia’s Indigenous Growth

Indigenous Population Australia's Indigenous Growth

**URBAN Population**

The image contains a map of Australia highlighting the growth in Indigenous population in three major regions: Brisbane, NSW Central & North Coast, and Sydney-Wollongong. The table shows the number of people in 2016 and the growth percentage.

- **Brisbane**: 70,735 people, growth of 17,467 people (33%)
- **NSW Central & North Coast**: 69,775 people, growth of 17,456 people (33%)
- **Sydney-Wollongong**: 66,015 people, growth of 13,842 people (27%)
Timeline of Student Placement development

1973: Social Work and Medicine

1996: 3 Disciplines, 30 students/year

2010: IUIH Institute for Urban Indigenous Health

2019: 27 Disciplines, 400+ students/year
Critical Reflexivity
Genuine Partnerships
Safe Environments
Critical Reflexivity
Culturally Responsive Student Placements
Student Placements at IUIH

• Central coordination of student placements
  • Student orientation and support
  • Staff Clinical Education support
• Teaching and curriculum design
• Pre and post placement surveys
• Student Propa Ways: Cultural Skills Program
Aim/s

• This study aimed to evaluate students’ experiences regarding their clinical placements, including any changes in confidence, knowledge and intention to work in Aboriginal and Torres Strait Islander contexts in the future.
Methods

• Pre and post placement surveys administered using a web-based interface
  • Demographic questions
  • five-point Likert items
  • open-ended response items
• Questions relate to students’ perceptions of:
  • the learning environment,
  • skills development,
  • awareness and self-development,
  • supervision
  • overall experience.
• Open-ended response items:
  • positive and negative aspects of the practicum,
  • how these impacted students’ learning,
  • suggestions for improving the student placement program.
• Survey data were enumerated; free text comments were categorized and summarized.
Results

• 473 student placements across 27 disciplines in the 2018-2019 financial year

• Representing 12 universities and two RTO’s.

• Almost all of the students were engaged in an inter-professional experience or placement.

• 120 students (46% response rate) completed a pre-placement survey, and 62 students (25% response rate) completed a post-placement survey.

• Of the 62 students who completed the post-placement survey, 52 (84%) had completed the pre-placement survey. The results of the pre and post placement surveys were compared.
Results

- 87% would apply for a job
- 98% would recommend to other students
- 93% felt their contribution was valued
- 90% felt their contribution was valued
- 93% satisfied with placement quality
- 93% adequate supervision
- 40+ Employees
Results cont...

Awareness and Self-Development: Pre and Post Placement

- I have a good understanding of, and appreciation for Aboriginal and Torres Strait Islander cultures and knowledge: 67% Agree (Pre) vs. 85% Agree (Post)
- I am aware of the health issues faced by Aboriginal and Torres Strait Islander people in an urban context: 63% Agree (Pre) vs. 97% Agree (Post)
- I intend to work in Aboriginal and Torres Strait Islander contexts in the future: 56% Agree (Pre) vs. 79% Agree (Post)
I am confident that I have the clinical knowledge to work effectively in this context

I am confident that I have the clinical skills to work effectively in this context

I feel confident about communicating effectively with Aboriginal and Torres Strait Islander colleagues/clients

I am not afraid of doing something wrong during my placement in this context

I am not afraid of saying something wrong during my placement in this context

Skills Development: Pre and Post Placement

Agree (Pre)  Agree (Post)
Positive aspects of the placement:
• the people at the placement site;
• being made to feel welcome and valued;
• the interdisciplinary environment;
• the opportunities to learn about culture and work with Aboriginal and Torres Strait Islander clients and colleagues;
• the hands-on nature of the placement.
Negative aspects of the placement:
• travel between clinic sites, and reduced patient attendance were noted.

Suggestions to improve the placement experience:
• Some students suggested creating a group for current placement students to interact and share their placement experiences.
What makes it work?

• Innovation in Placement Structures
• Sector-Driven
• Sector Owned
• Genuine long-term partnerships
• Outcomes driven
• Ongoing Quality Improvement approach
• Adaptability

Funding a Clinical Educator Coordinator in the sector

Strong, robust and safe relationships

Student learning needs Sector needs
Any questions?

W: www.iuih.org.au
E: training@iuih.org.au

Support Mechanisms

• IUIH
  – Key contacts for trouble-shooting
  – Clinical Education Training (face-to-face; and e-learning)
  – Mid-placement meetings

• University
  – Careful selection of students
  – Regular student meetings
  – Key contact for trouble-shooting
  – Rapid response
Approaches to Cultural Integrity

• Student Propa Ways Curriculum:
  – This is another tool to enable us to encourage the development of a culturally competent and confident workforce, by helping student to understand our Ways, to align and embed their practice in our Ways, and to reflect on and understand their lens and journey, and how that affects their practice.
  – 5 week curriculum in which students receive an email once weekly which outlines the task for that week (video, podcast, reflective activity) and are asked to complete a reflection sheet to discuss with their supervisor or fellow students.
What are the aims of the ‘Student Propa Ways’ program?

– To develop placement students’ cultural skills;
– To encourage reflective practice;
– To allow students to consider how they might integrate newly developed cultural skills into their practice; and
– To facilitate a forum for open discussions about cultural skills between students and their supervisors.
Feedback from the Student Propa Ways Program

• 86% of students indicated that they felt the Propa ways program helped them feel more confident when working with Aboriginal and Torres Strait Islander people;
• 95% felt that the program improved their understanding of, and appreciation for Aboriginal and Torres Strait Islander cultures and knowledge;
• 90% of students felt that the Propa ways reflection sheet allowed them to reflect on their learnings each week;
• 100% of students felt the program helped them better understand how IUIH and its Member Services interact with Aboriginal and Torres Strait Islander people.
Feedback from the Student Propa Ways Program

• “I liked the fact that we could write a reflection without having to hand it in to anyone. I felt this way I could go deeper and found it was more enjoyable as I did not need to follow an academic style.” (Nursing Student 1)
• “My favourite task was the 'my story' reflection. I had not previously reflected on my whole life and unconscious bias associated with my upbringing.” (Podiatry Student 1)
• “The program improved my understanding of the services IUIH provide to the Indigenous population and the view of IUIH from the community’s perspective. It was a good program as it allowed me to reflect personally and build my knowledge of appropriate health care practices. This instils cultural appropriateness and confidence, which I can used throughout my professional career.” (Population Health Student 1)