Empowering Indigenous health competencies in a mainstream public health program

Lisa Jackson Pulver, Melissa Haswell, Sally Fitzpatrick, Megan Williams and Lois Meyer

Muru Marri

School of Public Health and Community Medicine
Dr Ilse Blignault, Professor Lisa Jackson Pulver, Ms Sally Fitzpatrick, Professor Jan Ritchie, Megan Williams

Elders, both Aboriginal and not, many extremely important conjoints, critical friends & research students locally, regionally, nationally and from around the world.
Muru Marri’s Identity

The name ‘Muru Marri’ reflects the breath and diversity of the Unit’s work as well as its grounding within our local community. ‘Muru’ in the Eora language means ‘path’ and ‘Marri’ means ‘many’; together they reflect the many paths we travel, guided and embedded within the local community. This reflects our premise that there are many ways to improve Aboriginal health but all rely on engaging, listening and working with community.

Muru Marri’s vision is to contribute to the healing, positive health and well-being of Aboriginal and Torres Strait Islander peoples through research, teaching, service, representation on peak local, national and international bodies and public advocacy, guided by local and national community priorities.
In its >10 year life, Muru Marri has always been guided by a community-informed and integrated Strategic Plan.
Vibrant Research Activities

Representing/supporting to communities, committees and organisations

Developing and teaching Indigenous Health curriculum

Engaging/supporting Aboriginal students and researchers

Increasing visibility, consistency and impact of Indigenous health
Vibrant Research Activities

- Ongoing data quality improvement and SEWB measurement research

- Completed in depth case studies of six programs promoting SEWB among Indigenous youth and a major report guiding policy and practice for FAHCSIA

- Supervision of 4 ILP Medicine, 3 PhD & 3 DrPH Students

- Principal Investigators on four current Class 1 grants

- Completed two multi-site youth program evaluations in 2012 for Red Cross and Save the Children

Developing and teaching Indigenous Health curriculum

- New Public Health stream in Aboriginal Health and Wellbeing

- Developed and delivering three Indigenous specific courses: 9630, 9632, 9634 and Environmental Health in MPH

- Developed/update d Indigenous content in Medicine and MPH/MMH

- DrPH / PHOTP Workshop in 2012, SPHCM staff training in 2013

Engaging/supporting Aboriginal students and researchers

- Established cohort of 8 Aboriginal students from Community Control HS; New cohort beginning In 2013 ~6 students

- Co-founding and supporting Shalom Gamarada residential scholarship program

- Multiple annual contributions to Indigenous pre-medicine program

- Employed, trained and mentored three Aboriginal researchers in 2012

Increasing visibility, consistency and impact of Indigenous health

- Completed baseline audit of Indigenous content in MPH/MMH courses in 2011

- Developed and distributed flier on Muru Marri IHU and AHWB Stream flier

- Frequent lectures and facilitation within medicine and other MPH courses

- Growing student enrolment in Indigenous-specific courses 74 completions since 2010

Representation/support to communities, committees and organisations

International

* WHO SRG Equity IUHPE SW Steering Comm
* Int Grp Indig Hlth Meas
* INIKHD (Indig Knowl Devel Grp)
* Peoples' Health Movement
* Inst Health Res, Canada

National

* Lowitja/CRCATSIH Board
* NH&MRC ATSIHAC & RAC
* AGATSIS, ABS
* NAGATSIHID, AHMAC Dp Chair
* Natl Perinatal Stats Unit/AIHW
* ANTaR, NSW Secretary
* Doctors for the Environment Austr
* PHAA SIGs, CAHA
* Healthinfonet, Board
* Close the Gap Steering Comm
* Med Deans and LIME Network

State/Territory

* SA Health Performance Council
* Ageing Research Council SRF
* NSW Health D&A Adv Group
* NSW MH Commission
* Ageing Research Centre, Consultant
* Prince of Wales IMR, SRF

Local

* Kinchilla Boys Home
* Abor Med Serv, Western Sydney
* Waminda Womens Pr, Nowra
* Gamarada Healing & Lifeskills NSW
* Oolong House, Nowra
* SOWCA, SCSG Illawarra
* Red Cross/ SAM Our Way
* Yothu Yindi/Garma NT
* Panyappi Mentoring, SA
* Ngala Nanga Mai NSW
* Board Medicare Local
Youth engagement, social and emotional wellbeing and empowerment program evaluation; juvenile justice; drug and alcohol, and service enhancement.

Understanding early life determinants of cognitive growth and impairment, meanings and experiences of carers.

Home visitation for healthy start to life, resilience, wellbeing and nutrition promotion among young parents, rheumatic heart disease.

Culturally and clinically appropriate care in general practice; measuring outcomes and cost benefit of healing, empowerment and drug and alcohol rehabilitation programs.

TWO WAY LEARNING

Healthy adolescence to young adulthood

Healthy pregnancy, parenting and early start to life

Healthy childhood and positive life trajectories

Healthy older ages

Healthy Adulthood

Workforce development and improved management of community-controlled and mainstream health services

Capacity building in program delivery

Evaluation research and measures of empowerment and social and emotional wellbeing

Early childhood and adolescent social and emotional wellbeing

Data quality

Research translation

Research with which we are involved or leading.
Aboriginal and Torres Strait Islander student and continuing / fixed term staff numbers in Faculty Medicine

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Undergraduate</td>
<td>18</td>
<td>18</td>
<td>30+</td>
<td>38 #</td>
<td>47</td>
<td>54</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Staff Professional</td>
<td>n/a</td>
<td>n/a (21)</td>
<td>3 (24)</td>
<td>3 (26)</td>
<td>4* (27*)</td>
<td>4* (27*)</td>
</tr>
<tr>
<td>Staff Academic</td>
<td>1 (*)</td>
<td>1 (9)</td>
<td>2 (11)</td>
<td>2 (14)</td>
<td>3* (15*)</td>
<td>3* (15*)</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>23</strong></td>
<td><strong>21</strong></td>
<td><strong>39</strong></td>
<td><strong>47</strong></td>
<td><strong>59+</strong></td>
<td><strong>77+</strong></td>
</tr>
</tbody>
</table>

* # 253 students overall
  + 230 students overall
Lifelong learning ....
Example of Horizontal integration: International Health

Indigenous Peoples: Their strengths, challenges and a glimpse of their wisdom

Lisa Jackson Pulver & Melissa Haswell
Muru Marri
Creating our own space

Creating our best future
- Expressing ideas, knowledge and values
- Lifelong Learning
- Lifelong Growing
- Seeing and spreading opportunities

Loving Life Feeling Happy
- Authentic Identity
- Healing family, Land and nation
- Knowing & living my culture
- Speaking Out
- Sharing stories
- Creating new things
- Being Heard
- Respected and respectful
- Accepting myself
- I belong and contribute
- Feeling my spirit
- Discovering my place
- Gaining Hope
- Understanding Country
- Learning my culture
- Feeling Accepted
- Someone cares
- Opening up

My life means something
- Achievement
- Breaking barriers
- I can learn
- Overcoming fear
- I am creative
- Focused
- Energy
- Confident
- Reliable
- Capable
- Fun and joy from positive actions
- Trying new things
- Beating shame
- Skilful

Healing SPACE

Social + Emotional Turbulence + Distress
- Relationships + Actions
- From transgenerational trauma, disadvantage, cultural dislocation

FEAR
- Anger
- Disappointed
- Unemployed
- Child removed
- Self harm
- Drug abuse
- Drop out of education
- Crime
- Violence
- Alcohol misuse
- Incarceration

Disinterested
- Hollow
- Bored
- Failure
- Hopeless
- Rejected
- Helpless
- No identity
- Sadness
- Numb

Disconnected
- Slack
- Unable
- No confidence

Rage
- Voiceless
- Yearning
- Alone
- Closed

Engaging
- I am strong
- Trying Out
- Engaging
- Slippering
- Falling
- Stuck
### Underpinning Principles of Authentic Assessment Informing Our Approach
1. An authentic context that reflects the way the knowledge will be used in real life
2. Authentic ill-defined activities with real-world relevance and complexity
3. Access to expert thinking and modelling of processes for supporting learning
4. Multiple roles and perspectives through cross-collaborative work
5. Collaborative construction of knowledge
6. Opportunity for meaningful reflection
7. Opportunity to articulate views and arguments and present them in a shared space
8. Scaffolding, coaching and feedback from peers and academic teacher to support professional capabilities
9. Development of polished performances or products.

Adapted from Herrington and Herrington, 2006

### Underpinning Principles of Holistic Standards Based Assessment Informing Our Approach
1. Provides assessment criteria that align with graduate competencies for professional practice in Indigenous settings
2. Applies integrated assessment criteria to determine level of student performance
3. Sets expectations of that performance to reflect high level synthesis, analysis and evaluation
4. Demonstrates the ability to respect a variety of world views regarding diverse environments, and to articulate well-reasoned recommendations and decisions
5. Recognises that all students bring into the classroom their own understandings, skills and knowledge
6. Rewards the shifts in knowledge that demonstrate generative learning processes and transformative understanding
7. Recognises all students as learners in a process of growth and development that continues well after graduation.


<table>
<thead>
<tr>
<th>GUOC electives</th>
<th>Analyse Health Indicators</th>
<th>Analyse Social Determinants</th>
<th>Describe Historical Context and Impact</th>
<th>Evaluate Policies &amp; Programs</th>
<th>Apply Economic Evaluation</th>
<th>Demonstrate Reflective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Perspectives of Indigenous Health</td>
<td>★ ★ ★</td>
<td>★ ★</td>
<td>★ ★</td>
<td>★ ★</td>
<td>★ ★</td>
<td>★ ★</td>
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<tr>
<td>Aboriginal Health and Well Being Across the Lifespan</td>
<td>★ ★</td>
<td>★ ★ ★</td>
<td>★ ★</td>
<td>★</td>
<td>★</td>
<td>★ ★</td>
</tr>
<tr>
<td>Case Studies in Aboriginal and Torres Strait Islander Health</td>
<td>★ ★</td>
<td>★ ★ ★</td>
<td>★</td>
<td>★ ★</td>
<td>★</td>
<td>★</td>
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### Approach linked to Course Purpose and Outcomes

<table>
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<tr>
<th>Example from Public Health Perspectives of Indigenous Health</th>
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<tr>
<td>- To reduce overwhelming feelings students may have about complexity of Indigenous health</td>
</tr>
<tr>
<td>- To provide a safe and supported space for students to discuss issues from their work and community settings</td>
</tr>
<tr>
<td>- To enable students to envision an Australia where the gap in opportunity between Indigenous and non-Indigenous Australians is closed and view challenges from an empowered perspective</td>
</tr>
<tr>
<td>- To enable students to reflect upon challenges, consider possible strategies, and name possible individual actions each can take</td>
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</table>

A multi-stage scenario planning task assessed through a group report and individual student’s contributions and collaboration online, based on their understanding of ‘Closing the Gap’. Assesses students’ ability to collaboratively develop and document a future scenario and strategy for ending Indigenous health inequalities recognising current trends and policies and the issues involved in advocating for and contributing to their envisaged scenario.

<table>
<thead>
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<th>Example from Aboriginal Health and Wellbeing Across the Lifespan</th>
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<td>- To enable students to reflect on and change the lens through which they view Indigenous health and wellbeing</td>
</tr>
<tr>
<td>- To emphasise the power and importance of listening, respect, sharing and being open and creative as core requirements for working with Aboriginal and Torres Strait Islander people</td>
</tr>
<tr>
<td>- To facilitate empowerment and wellbeing of students in their daily lives and workplaces</td>
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</table>

A report integrating theory and principles from empowerment literature with real-life learning gained through participation in compulsory workshop which includes Part 1 of the Family Wellbeing Program (Tsey et al., 2009), an empowerment program developed by Aboriginal people embedded in Indigenous worldviews.

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<thead>
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<th>Example from Case Studies in Aboriginal and Torres Strait Islander Health</th>
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<td>- To enable students to develop deeper understanding of the complex and diverse contexts at individual, family, organizational and structural levels that impact on Aboriginal and Torres Strait Islander peoples’ health at critical life stages</td>
</tr>
<tr>
<td>- To critically analyse existing policy and practice</td>
</tr>
<tr>
<td>- To develop collaborative and respectful skills needed to work effectively to propose and implement appropriate cost-effective strategies that address important health issues across the lifespan</td>
</tr>
</tbody>
</table>

Written report on two case studies seeking demonstration of capacity to identify the strengths, risks and challenges within the cases and proposes and justifies an informed and innovative response that is context-appropriate to the scenarios and shows sophisticated understanding and reflects on the implications for broader public health action.
- Create a safe learning space to build pride
- About what matters to us
FAMILY WELLBEING EMPOWERMENT PROGRAM
BUILD PRIDE APPROACH – BRAINSTORM, UNDERSTANDING, IDEAS SHARING, LEARNING, DISCUSSING, PRACTICING, REFLECTING, INTEGRATING, DELIVERING, EVALUATING
Evaluation: are we really empowering?

- Sally Fitzpatrick DrPH

- The Growth and Empowerment Measure (GEM) was developed and validated to assist the measurement of psycho-social growth and empowerment, which hold salience with transformative learning (Haswell et al., 2010). GEM contains the Emotional Empowerment Scale (EES14) and 12 Scenarios (12S). Over three semesters, 22 students out of a total 38 completed the measure before (in class) and at the end of semester (home) and provided informed consent to participate in our study of understanding their experiences within our courses.

- Early analysis of this small dataset show a statistically significant increase in average scores on both scales over time (paired T test, EES14: T= 2.82, df 20, p=0.01 and 12S: t=-2.32, df21, p=0.03). While preliminary and limited at this stage, and by no means demonstrating cause and effect, the findings are consistent with the qualitative information provided by students describing positive changes in the way they feel about themselves and their working lives as a result of participating in our courses.
12 Scenarios
Showed good reliability on a range of tests
Cronbach’s alpha consistently >0.85
Two principle components emerged in factor analysis with oblimin rotation

Healing and Growth Subscale

1  Dealing with painful feelings
2  Personal and Family Safety
3  Able to say no
5  Engaging with Learning
8  Able to speak out and be heard
10  Improving relationships
11  Reaction to judgement

Meaning and Purpose Subscale

4  Able to make changes
6  Developing Spirituality
7  Establishing identity
9  Valued in workplace
12  Working toward a better community
References
