

Aboriginal Student R&R Workshop

FRAME

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Acknowledgement of Country



Why is Aboriginal health important?

- *Level of need*
- *Obligation*
 - *Social justice agenda*
 - *Building a better health workforce*
 - *Accreditation*
 - *Funding requirements*



The Past is the Present

- *The role of medical practitioners in Aboriginal policy*
 - *We have a history and an obligation to acknowledge and remember this*



Guidance

- *AMC Standards*
- *RHMT contract & reporting requirements*
- *AIDA Healthy Futures*
- *What is happening elsewhere*
- *LIME GPCS*



Experience of other schools

- *Newcastle / JMP*
- *UWA*
- *UNSW*
- *UAuckland*
- *UOtago*
- *SoMF*

Healthy Futures (AIDA 2005)

- *Requirements for success*
 - *Pathways into medicine*
 - *Aboriginal health unit*
 - *CDAMS Framework (2004) implemented*
 - *Student support*
 - *learning environment*
 - *whole of student focus*
 - *Community engagement*



AMC Standards (2012)

- *Recruitment and graduation of Aboriginal students*
- *Aboriginal staff*
- *Engagement / Partnership with Aboriginal Community/ies*
- *Aboriginal health and health related content*

RHMT requirements

- *Aboriginal student enrolments and progress to graduation*
- *Aboriginal graduate support into employment*
- *Aboriginal staff employment and supports*

LIME GPCS



Student Recruitment and Retention

- *Entry pathways*
- *Community engagement*
- *Bridging or premed program*
- *Alternative entry criteria*
- *Safe learning and working environment*
- *Support - scholarships, Aboriginal health unit, tutors*
- *Reputation*
- *ONGOING*

Meaningful Curriculum

- *Constructive alignment!*
 - *Outcome driven*
 - *Stepwise content*
 - *Linked assessment*
- *CDAMS Indigenous Health Curriculum Framework (2004)*

What does this depend on?

- *Executive support*
- *Meaningful resourcing*
- *Embedded*
- *Structural (not dependent on individual/s)*
- *Ongoing*
- *The Right People in place*

What's it like on the inside?

- *Reflections from a student, graduate, Aboriginal health academic*

Entry/ opportunity

- *No weird expensive test*
- *Peer Support*
- *Staff Support*
- *Family Support*
- *Resource support*



Retention / survival

- *Shenton House as home*
- *Aboriginal Health specialisation program: Marr Mooditj, Derby, Alice Springs*
- *Opportunities for inspiration and networking beyond med school; PriDOC, AIDA, LIME*

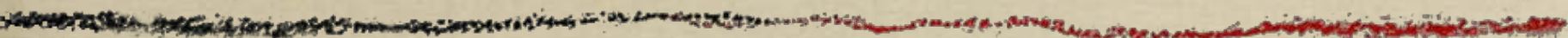


And beyond

- *Accessible postgraduate training*
- *Ongoing career mentorship*
- *Collegiate support*

“In a real sense all life is inter-related. All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be....”

- Martin Luther King Jnr

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- *Small group discussion*
 - *Feed back to larger group*
 - *Questions*

What is Your Approach?



*Cameron Bloom,
Guardian2016*

How will this be achieved?



*Cameron Bloom,
Guardian2016*

Small Group Discussion

- *What are the opportunities at your school / site?*
- *What are the barriers?*
- *What resources / people are needed?*
- *In a resource neutral approach how might you leverage change?*
- *Who needs to be involved?*

Feedback and Questions



Cameron Bloom, Guardian 2016

