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**Realising our value through Clinical Education: Health students' experiences of clinical placements in Indigenous contexts**

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# 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

Focus on Rural and  
Remote AND  
Medicine/Nursing

Student Anxiety, ,  
inadequacy or under-  
appreciation

Authentic Work Integrated  
Learning Experiences

Graduate Attributes

Sustainable and Strengths-  
based

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





# Australia's Indigenous Growth

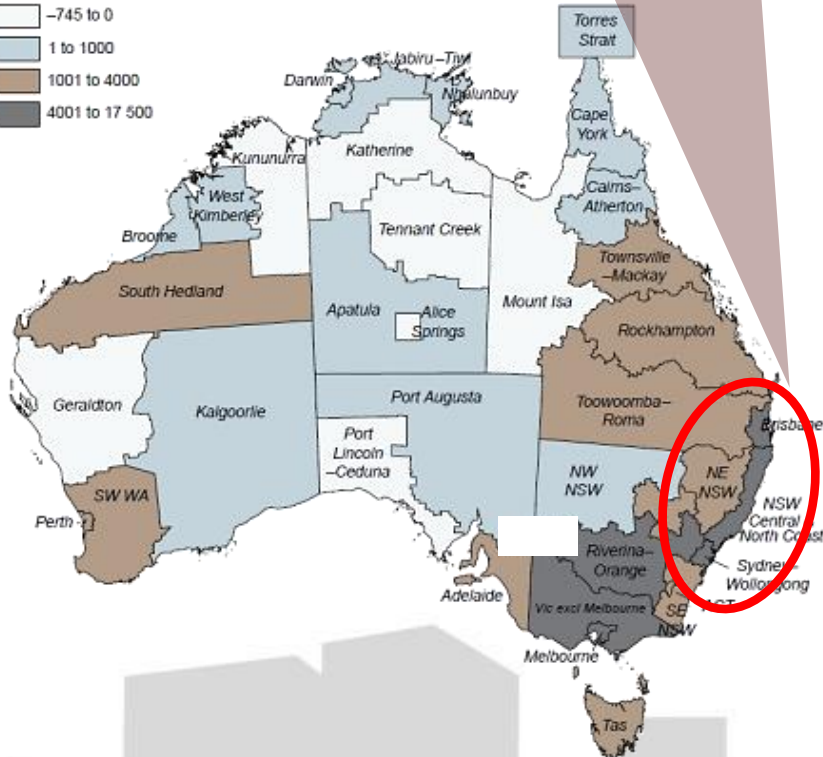


Half of National growth in 3 largest regions

URBAN Population

Number of people

- 745 to 0
- 1 to 1000
- 1001 to 4000
- 4001 to 17 500



Indigenous Region	ABS 2016	2011-2016 Growth	% Growth
Brisbane	70,735	17,467	33%
NSW Central & North Coast	69,775	17,456	33%
Sydney-Wollongong	66,015	13,842	27%





REDHILL CLINIC - 1973

1973

Social Work and Medicine

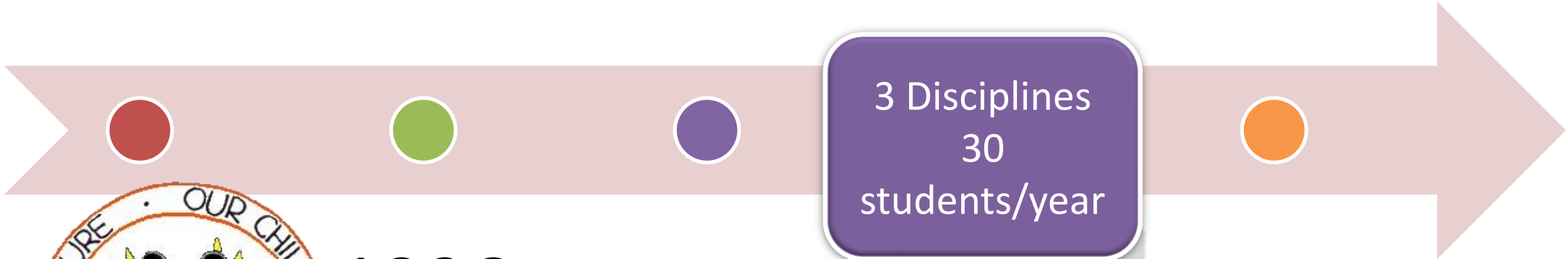
# Student Placement development



2010

27 Disciplines  
400+ students/year

2019

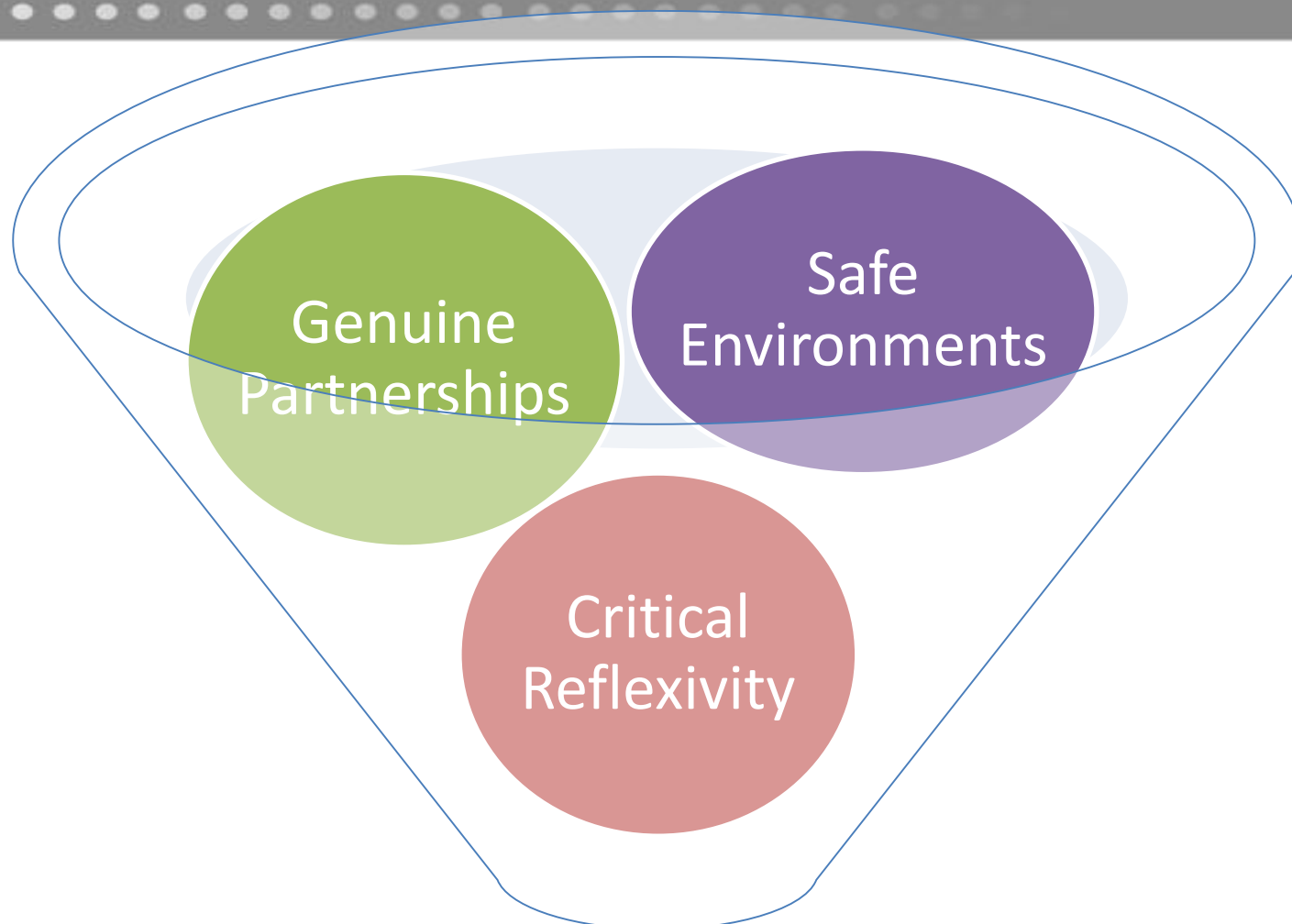


3 Disciplines  
30 students/year



1996





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

93% adequate supervision

90% felt their contribution was valued

93% satisfied with placement quality

98% would recommend to other students

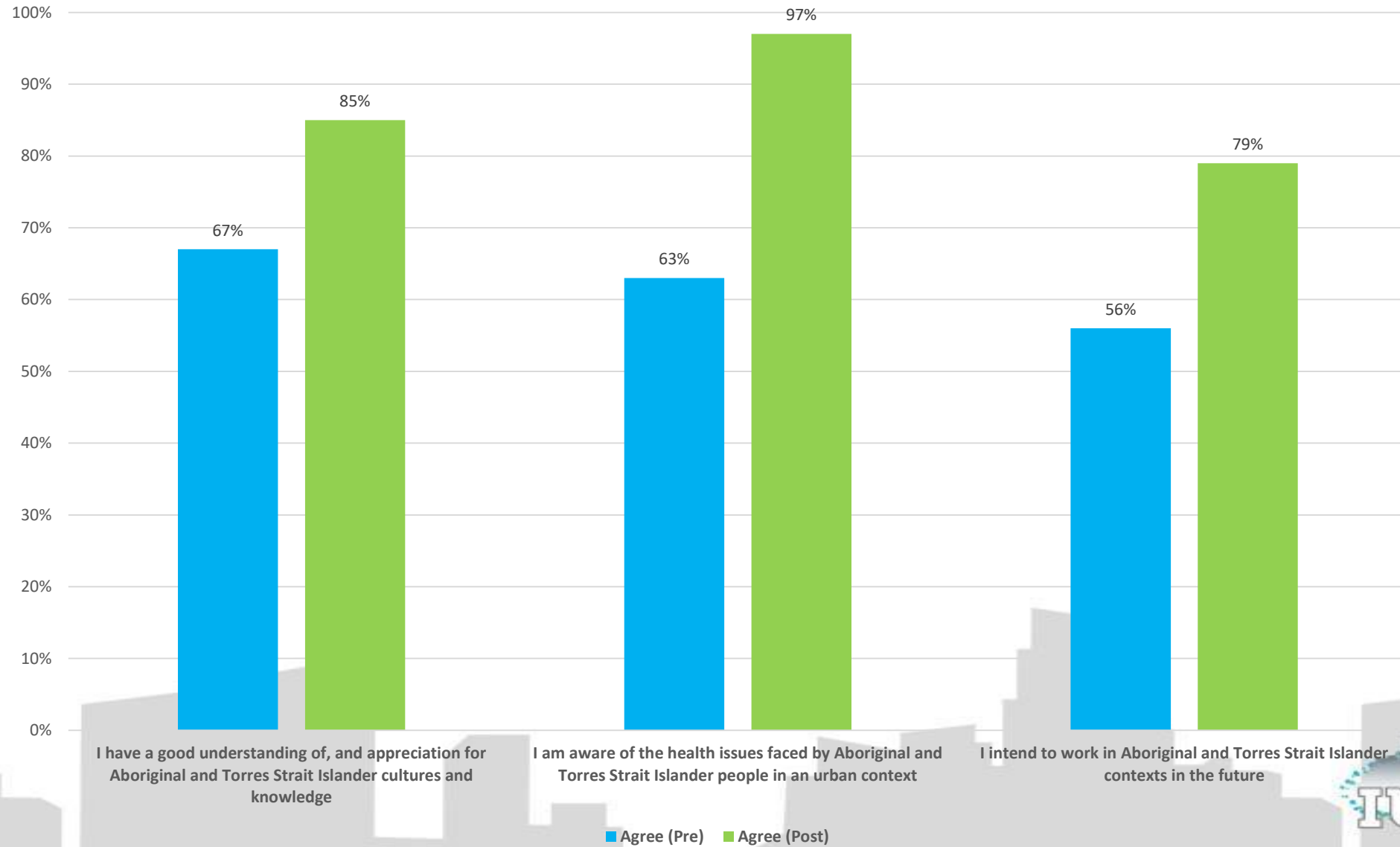
87% would apply for a job

40+ Employees



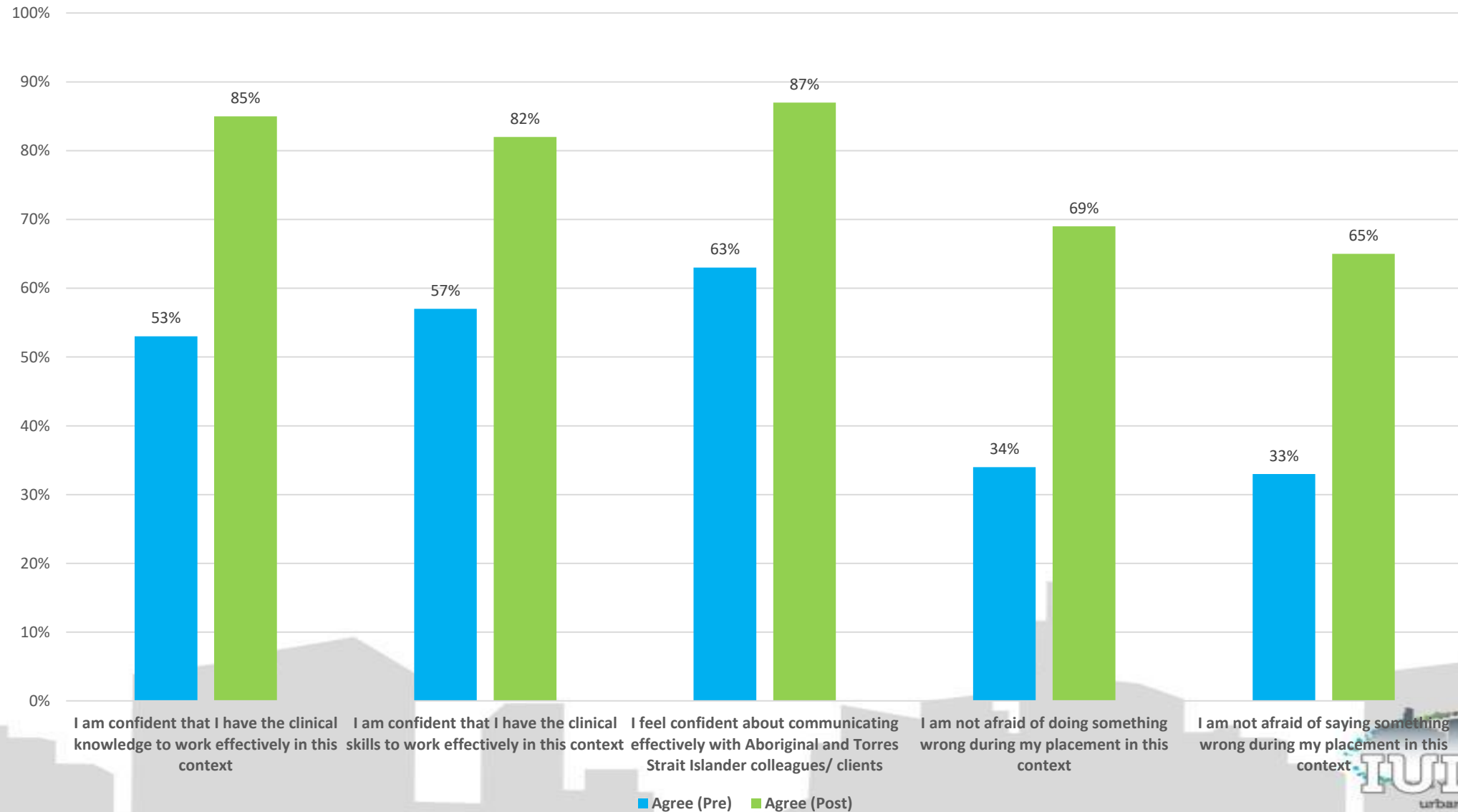
# Results cont...

Awareness and Self-Development: Pre and Post Placement



# Results cont...

## Skills Development: Pre and Post Placement



## Results cont... Positives

### **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.



## Results cont... Improvements

### **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](http://www.iuih.org.au)  
**E:** [training@iuih.org.au](mailto:training@iuih.org.au)

# References

1. Universities Australia. (2011). *National Best Practice Framework for Indigenous Cultural Competency*. Canberra: Australian Government Department of Education, Employment and Workplace Relations. Retrieved September 9, 2015, from <https://www.universitiesaustralia.edu.au/uni-participation-quality/Indigenous-Higher-Education/Indigenous-Cultural-Compet>
2. Wilson, A.M., Magarey, A.M., Jones, M., O'Donnell, K. & Kelly, J. (2015). Attitudes and characteristic of health professionals working in Aboriginal health. *The International Electronic Journal of Rural and Remote Health Research, Education Practice and Policy*, 15(2). Retrieved September 18, 2015 from [http://www.rrh.org.au/publishedarticles/article\\_print\\_2739.pdf](http://www.rrh.org.au/publishedarticles/article_print_2739.pdf).

Architecture (99)	Arts (1)	Audiology (1)	Business/ Commerce (19)	Counselling (2)	Dentistry (2)
Education (1)	Engineering (1)	Exercise Physiology/ Human Movement Studies (6)	Health Science/ Public Health (14)	Human Services (5)	Marketing & Communications (1)
Medical Imaging (1)	Medicine (45)	Nursing/ Midwifery (20)	Nutrition & Dietetics (18)	Occupational Therapy (156)	Optometry (14)
Pharmacy (6)	Physiotherapy (11)	Podiatry (9)	Political Science (3)	Psychology (3)	Social Work (6)
	Speech Pathology (7)	Sports Coaching (18)	Aboriginal and Torres Strait Islander Primary Healthcare (4)		

# 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 use throughout my professional career.” (*Population Health Student 1*)