

Having the Hard Conversations

Strengthening pedagogical effectiveness by working with student and institutional resistance to Indigenous health curriculum

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Partner institutions: Provincial Health Services Authority of British Columbia, The University of Notre Dame (Fremantle), University of Manitoba, Children's Hospital Oakland (California), University of Auckland, The University of Queensland, University of Otago and University of Hawai'i

This National Senior Teaching Fellowship has developed a variety of **Web Resources** designed to be of practical assistance to educators. *Having the Hard Conversations: A guide to good practice in Indigenous health education* is freely downloadable from: <http://www.flinders.edu.au/medicine/sites/poche.adelaide/cultural-safety.cfm>.

The **Guide** offers a comprehensive suite of responses to the dilemma of how best to maximise the continuing engagement of a student or health professional with Indigenous health and cultural safety education, despite the personal, professional and political challenges thrown up by the nature of curriculum material and pedagogical approaches. Six three-minute **Video Resources**, drawn from interviews with key national and international scholars in this field, aim to assist educators further in this process (Challenges / Cultural Safety / Power Imbalances / Self-Reflection / Listening / Mechanisms of Change). Along with a 13 minute video, for use in organisational change contexts, they are also freely available for download. Learning objectives and questions/prompts for facilitators are also available for each video.

Over two days in April 2015, a **Symposium and Roundtable** *Having the Hard Conversations: Good practice in working with resistance to Indigenous health and cultural safety* attracted 42 national and international participants with expertise in the field, who contributed to the further development, or refining, of issues, approaches and good practice strategies. A number of **Dissemination Workshops** (Melbourne, Perth, Sydney and Canberra) followed, in 2015 and 2016, which provided opportunity for educators and other stakeholders – including the National Aboriginal & Torres Strait Islander Higher Education Consortium (NATSIHEC) and the Australian Government Office of Learning and Teaching (OLT) – to engage with the issues, and strategies-in-response, arising from the fellowship's literature review, interviews, and other elements of its program of work. Numbers of participants at each site ranged from 45 to 70). The developing findings of the fellowship also informed a further 16 national and international **Seminars, Webinars** and **other Fora**.

A number of **direct Consultations** with government and industry, including the Australian Government's Department of Health and Ageing, and the Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM), provided opportunities to embed fellowship findings in the implementation of nationally relevant policies and training.

Academic Outputs included five keynote **Conference Presentations, invited Plenary Presentations** and **Invited Public Seminars**, as well as seven **Concurrent Sessions**. Two fellowship-related, **refereed Journal Articles** have been published - Sjoberg, DB and McDermott, DR (*International Journal of Critical Indigenous Studies*, 2016) and Laverty M, McDermott, DR and Calma T (*Medical Journal of Australia*, 2017) – with a third article submitted and a fourth in draft form.

Print and Electronic Media Coverage included informed fellowship-related content in *The Australian* newspaper's Higher Education Supplement, along with interviews with Indigenous radio and ABC Television News. Both activities and content continue to inform educational discourse and practice in the form of freely available, web-based video-recordings of seminars/webinars (Australia and Canada), as well as post-conference video interviews.

Social Media Coverage of fellowship content also informed academic and community discourse alike through extensive tweeted coverage of such events as *Teaching While Black* (two seminars in April 2018), an international conference presentation (International Federation of National Teaching Fellows World Summit, May 2018), a national conference keynote (@SpeechPathAus, July 2018), a Poche Key Thinkers Forum '*Outing' Unconscious Bias* (August 2018) and a research retreat for @crealthequity (November 2018). All spawned further Twitter activity, including discussions and video-posts. Further fellowship dissemination resulted from an invited week of guest tweeting activity (#SevenDays) for @WePublicHealth, part of @croakeyblog (11-17 June 2018).



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