

QRTN Abstract

Title: Enhancing clinical education for Aboriginal and Torres Strait Islander health workers: a university/Vocational Education & Training (VET) sector collaboration.

Authors: Kristy Hill (James Cook University (JCU)), Judith Hoskins (TAFE North Cairns), Catrina Felton-Busch (JCU), Nichole Harvey (JCU), Roy Rasalam (JCU), Sabina Knight (Mt Isa Centre for Rural and Remote Health, JCU), Peter Malouf (JCU), Scott Davis (Greater Northern Australia Regional Training Network (GNARTN)) & Jane Mills (JCU).

Presentation: Spoken

Introduction: Throughout 2014 and 2015 a series of three, two-week residential blocks were conducted by TAFE North Cairns in collaboration with James Cook University to deliver upskilling training, including simulation education, for Aboriginal and Torres Strait Islander health workers in north Queensland.

Aim of the project: The project goal was to assist eligible Aboriginal and Torres Strait Islander Health Workers to qualify for a Certificate IV in Aboriginal and Torres Strait Islander Primary Health Care Practice and be able to apply for registration with the Aboriginal and Torres Strait Islander Health Practice Board of Australia.

Methods used to bring about change:

Strategies developed for delivering quality clinical education in a collaborative environment include:

- Shared resources – simulation equipment, teaching staff (knowledge and expertise), lesson plans and other equipment and resources
- Regular meetings to explore innovative teaching strategies and enhance simulation opportunities
- A commitment to providing quality clinical education

Outcomes

As the partnership strengthened so did student satisfaction and learning outcomes/pass rates. Students consistently reported the simulation training was the highlight.

Conclusion: Lessons Learnt/Recommendations for wider application:

- Importance of promoting collaboration and cooperation between health and higher education providers: It is recommended for future training that time spent by higher education (University/VET sector) building relationships with health industry is a solid investment in positive training outcomes and health industry (health worker and employer) satisfaction.
- Language Literacy Numeracy (LLN) support needs: It is recommended that LLN assessment be conducted prior to students attending residential training in order for learning support staff to develop and implement individualised learning support plans.