

Assessing Hauora Māori in Medical Students in Clinical Settings

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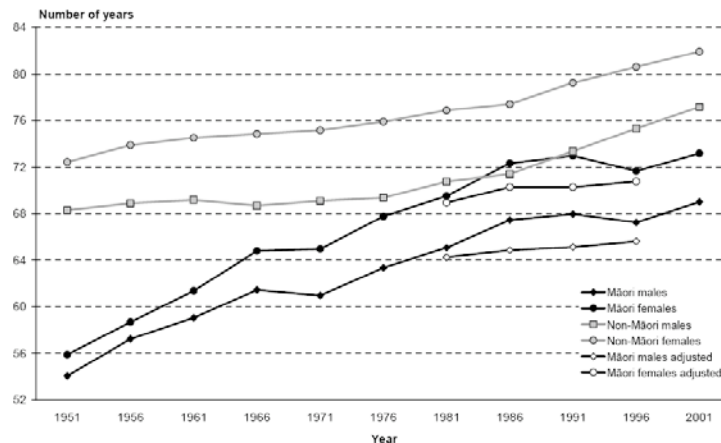
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Background

- Health professional education programmes in Aotearoa/New Zealand must ensure that their graduates can contribute to improving Māori health and promote equitable outcomes for patients, communities and populations

Figure 2.5: Life expectancy at birth, by gender and ethnicity, 1951–2001



Context

- In the medical programme at the University of Auckland, Hauora Māori (Māori health) is one of the four curricular domains
- The Faculty of Medical and Health Sciences (FMHS) has recently adopted a common graduate profile in Hauora Māori



Graduate profile

- In respect to Māori health, graduates will be able to:
 - Engage appropriately in interactions with Māori individuals, whānau and communities
 - Explain the historic, demographic, socioeconomic, and policy influences on health status
 - Explain how ethnic inequalities in health are created and maintained and how they may be reduced and eliminated
 - Identify approaches to reducing and eliminating inequalities including actively challenging racism

Graduate profile

- In respect to Māori health, graduates of the FMHS will be able to:
 - Explain the influence of one's own culture and that of the health system on patient and population health outcomes
 - Engage in a continuous process of reflection on one's practice and actively participate in self-audit in respect of the Treaty of Waitangi
 - Identify and address professional development needs as a basis for life-long learning about Māori health

Background

- Much of students' preparation for practice takes place in clinical settings
- Assessment is a particular challenge in this context
 - Paucity of appropriate assessment tools
 - Staff capacity: Many clinical teachers currently feel unprepared to teach and assess Māori health



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- Ako Aotearoa National Project Fund – Research and Implementation Project
- Aim: To develop and evaluate assessment tools and methods, and associated staff development processes, for assessing Hauora Māori in workplace-based medical education



Phase 1

- Collaborative approach to developing new ways of assessing Hauora Māori in clinical attachments
 - Literature review
 - Workshops with clinical teachers
 - Focus groups with students



Source: NZ History Online. 'All in a day's work - living in the 20th century'.

Phase 2

- Piloting, implementation and evaluation of the new assessments in a clinical attachment
 - Year 4 General Medicine (6 week attachment)
 - Two intervention sites and one control site
 - Intervention sites = new assessments and staff development
 - Control site = existing assessment (case report)

Data collection and analysis

- Students (Pre- and post- attachment questionnaires/focus groups)
 - Engagement with Hauora Māori learning
 - Acceptability / validity of the assessment
 - Knowledge & attitudes (?)
- Staff (Pre- and post- attachment questionnaires/interviews)
 - Acceptability / validity of the assessment
 - Effectiveness of staff development
- Compare change across teaching sites

Key outcomes

- Development of more valid and reliable and approaches to assessing Hauora Māori in workplace-based education. Includes:
 - Advancing theory (e.g. development of assessment tasks)
 - Practical knowledge (e.g. informing staff development requirements)
- Findings will be applicable in professional education across a broad range of disciplines

Questions/Challenges

- How should we assess educational impact?
 - Engagement with Hauora Māori learning?
 - Change in students' knowledge and attitudes?
- How can we attribute any differences to the intervention itself, as opposed to other characteristics of the teaching site?
- How can we ensure that the outcomes are sustainable?