

# UQ Poche Centre for Indigenous Health

## 2019: Year in Review



**Potential** by Sid Domic, Potential represents the potential in all of us. The plant doesn't reach its full potential until it flowers, a symbol of its expression and growth. In the image, the U shapes represent the UQ community—staff, students, Indigenous community, our partners, everyone. From the UQ community comes their individual growth, directed towards the centre circle which represents a focal point of all this knowledge and energy. This creates the flower, which is symbolic of our potential as a community working together. Also, Potential is a reflection of a DNA cross-section, which makes us what we are.

# Executive Summary

The University of Queensland (UQ) Poche Centre for Indigenous Health was established following a \$10million donation (invested in an endowment in perpetuity) from Mr Greg Poche AO and Mrs Kay van Norton Poche in late 2014. The Centre draws together Indigenous and health expertise across the University and works closely and collaboratively with Aboriginal and Torres Strait Islander community organisations and health providers.

With a mandate to respond to challenges in urban Indigenous health, the UQ Poche Centre undertakes a broad range of research and workforce development activities targeted at improving health outcomes across the life-course. This Annual Report provides an overview of the Centre's activities and achievements in 2019.

Highlights for 2019 include:

- The partnership between UQ and the Institute for Urban Indigenous Health (IUIH) winning the 2019 Australia Awards for University Teaching (AAUT) National Award for Programs that Enhance Learning.
- Continuing to support the InspireU Health camp for Year 11 and 12 high achieving Aboriginal and Torres Strait Islander students to participate in a week long camp designed to provide an insight into studying health sciences at UQ.
- Completing two Lowitja Institute funded initiatives including Roles and Ritual: The Inala Wangarra Rites of Passage Ball Case Study; and Moving beyond the front line: A 20-year retrospective cohort study of career trajectories from the Indigenous Health Program at UQ.
- Providing undergraduate and postgraduate coursework students with an opportunity to work alongside some of the university's leading academics through the UQ Summer and Winter Research Scholarship Program.
- Continuing to support the next generation of Indigenous researchers through support of higher degree students as well as awarding of three Poche Higher Degree Research Top Up Scholarships.

## Our Vision

Provide national leadership in urban Indigenous health research and workforce development. We will achieve this by working collaboratively with Indigenous community organisations and health providers and developing a skilled, culturally responsive, health workforce.

## Our Mission

1. Develop a skilled and available workforce, both Indigenous and non-Indigenous, to respond to the challenges in Aboriginal and Torres Strait Islander health, through:
  - supporting Indigenous people to make informed choices and create pathways into a career in health; and
  - contributing to the education and training of both Indigenous and non-Indigenous researchers and practitioners working in Indigenous health.
2. Improve urban Indigenous health outcomes across the life course, through:
  - translational research, in collaboration with primary care providers and hospitals that respond to needs identified by Indigenous communities. The Centre's research focus is on improved models of health service delivery to urban Indigenous people, with a major emphasis on prevention and education, across the life-course – maternal and child health, the health of young people, and the health of adults and older persons; and
  - encouraging more Indigenous undergraduate students into postgraduate research programs and supporting the development of Indigenous researchers.







## New faces at UQ Poche



### **Dr Leanne Coombe, Program Leader (Education and Research)**

In July 2019, Dr Leanne Coombe commenced a secondment at the UQ Poche Centre as Program Leader (Education and Research). This role has oversight of the educational and research activities of the Centre. Consistent with the Poche Centre mission these activities focus, in partnership with UIH, on the health of Indigenous Australians living in urban environments.

Leanne holds a substantive role as the Academic Lead in Curriculum Design and Integration within the Faculty of Medicine. She is an experienced educator and researcher in Indigenous public health having previously held lecturing positions at the University of Western Australia (in the Centre for Rural and Remote Oral Health) and at the University of Melbourne (School of Population and Global Health) interspersed with health services experience working for the Commonwealth Department of Health and Ageing and for the Apunipima Cape York Health Council. Leanne holds a Master of Public Health from UQ and a Doctor of Public Health from Flinders University. She is a Senior Fellow of the Higher Education Academy, an executive member of the Public Health Indigenous Leadership in Education Network, and a member of the World Federation of Public Health Associations Professional Education and Training Working Group.



### **Shane Drahm, Program Leader (External Engagement and Health Career Pathways)**

In July 2019, Mr Shane Drahm was appointed to the position of Program Leader, External Engagement and Health Career Pathways within the UQ Poche Centre.

Shane is a Darumbal man from Central Queensland who comes to this new role with a wealth of experience, most especially from his previous substantive role as Director of the UQ Aboriginal and Torres Strait Islander Studies Unit and his temporary role as Acting PVC – Indigenous Engagement.

The Program Leader (External Engagement and Health Career Pathways) role has direct responsibility for leading those parts of the Poche Centre's portfolio of activities that relate to (a) the Centre's external engagement with key partners for the effective promotion and improvement of Indigenous health; and (b) the Centre's programs to create and facilitate pathways to health careers for Indigenous people.



### **Professor James Ward, Director**

In November 2019, it was announced that Professor James Ward would be commencing at the UQ Poche Centre as Director in February 2020.

James is a descendent of the Pitjantjatjara and Nurrunga clans of central and southern Australia and a national leader in Aboriginal and Torres Strait Islander health research. James has a long history working in Aboriginal communities, beginning as a men's health educator for 29 remote communities in central Australia.

James brings a wealth of knowledge and experience to the UQ Poche Centre Director role having previously held various roles in Aboriginal public health policy for both government and non-government organisations, the Inaugural Program Head of the Aboriginal Program at the Kirby Institute, University of New South Wales and more recently Head of Infectious Diseases Research Program - Aboriginal Health, at the South Australian Health and Medical Research Institute (SAHMRI).

James has been awarded funding applications totalling \$23M since 2013; including \$7.14M as CIA on NHMRC funded grants and has authored > 110 publications. He has led national research projects in sexually transmissible infections and blood borne viruses, including issues surrounding injecting drug use. His work has influenced policy and practice significantly over the last five years contributing to national guidelines, and policy and practice.



# Workforce Development

The UQ Poche Centre is committed to developing a skilled and available workforce, both Indigenous and non-Indigenous, to respond to the challenges in urban Indigenous health. The Centre has continued to provide leadership in embedding Indigenous perspectives in teaching and learning. Significant contributions were made in curriculum development and delivery of teaching throughout the Faculty of Medicine and Faculty of Health and Behavioural Sciences (HaBS) programs. The Centre also participates in the Faculty of Medicine's Indigenous Health Committee and HaBS Reconciliation Action Plan Committee.

## Game-Changing Educators Module 1: History & Culture

START COURSE

DETAILS

## Game-Changing Educators Module 2: Contemporary Health

START COURSE

DETAILS

## Game-Changing Educators Module 3: Cultural Safety in the Classroom

START COURSE

DETAILS

## Game-Changing Educators Module 4: Classroom Scenarios

START COURSE

DETAILS

### *Teaching Fellowship - Embedding Indigenous knowledge in the training and development of the health workforce*

Condy Canuto's UQ Teaching Fellowship to embed Indigenous perspectives in HaBS programs has continued to progress with all four online modules developed this year. A workshop for HaBS staff including the Head of Schools, Teaching and Learning Directors, Program Coordinators and other relevant staff was held in September 2019 to introduce participants to the online modules to help inform their decision making regarding which courses would have Indigenous health embedded in 2020.

### *Teaching Innovation Grant - Game-Changing Educators: Teaching Indigenous health in a culturally safe transformative learning environment*

In 2019, the Teaching Innovation Grant (TIG) to support pedagogical challenges within the Doctor of Medicine (MD) and Master of Public Health (MPH) programs has continued to progress. All four online modules have been developed this year with the pilot for all course coordinators and tutors in the MPH core courses, as well as the Health, Society and Research and Clinical Sciences courses in Phase 1 of the MD to be undertaken in 2020.

Two course coordinators in HaBS have also piloted the modules in semester 2, 2019, to support roll out of the student facing modules developed as part of Condy Canuto's Teaching Fellowship within their courses. A research project to interview students about the changes in teaching practices has been undertaken as part of the 2019/2020 Summer Research Program.

### *Interprofessional Education Curriculum*

During 2019, the HaBS Interprofessional Education Curriculum (IPE) Committee have developed an Interprofessional Collaborative Practice (IPCP) curriculum. This program scaffolds IPE activities for students enrolled in programs in HaBS (and Medicine) from the core interprofessional first year Professions, People and Healthcare course through to graduate entry into the workforce. Within the IPCP Curriculum, Faculty level learning outcomes have been mapped to the Canadian Interprofessional Health Collaborative Competency Framework and the levels of IPE attainment of *exposure*, *immersion* and *competence*. The IPCP learning activities that compose the curriculum will be scaffolded across six modules. It is planned that the advanced module will focus on Interprofessional Collaborative Practice in Indigenous Health, with Poche Academic staff taking a lead role in its development over the coming year, showcasing the interprofessional teaching program already in place through our partnership with IUIH and scaffolding onto the content in the student facing modules developed as part of Condy Canuto's Teaching Fellowship. A video link showcasing the IPE program already being delivered at the Murri School in Brisbane is provided here:

[https://www.youtube.com/watch?time\\_continue=193&v=ew\\_Boqq1ic&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=193&v=ew_Boqq1ic&feature=emb_logo)

## Student Placements

An integral part of the Centre's activities is supporting career opportunities and placements in Indigenous health through the UQ partnership with IUIH.

In 2019, 362 UQ students had the opportunity to undertake placements at IUIH including clinical placements, research placements and project placements as well as other community fieldwork activities

Of the students undertaking placements at IUIH, three students identified as Aboriginal and/or Torres Strait Islander. One was a health science/public health student and two are training to be physiotherapists.

Feedback from students has been positive with comments including:

"The people were the best part of my placement. The clinic was so welcoming and lovely this made my placement enjoyable and fun." *(Medicine Student)\**

"Working in a truly interdisciplinary environment. Other team members (outside of my discipline) were approachable and were willing to share their story and related their experiences of working in Indigenous health." *(Physiotherapy Student)\**

\*Comments from IUIH 2018/2019 placements report

| Discipline area                | Sem 1      | Sem 2      | Total students |
|--------------------------------|------------|------------|----------------|
| Architecture                   | 99         | 0          | 99             |
| Business/ Commerce             | 18         | 6          | 24             |
| Counselling                    | 1          | 1          | 2              |
| Dentistry                      | 0          | 9          | 9              |
| Exercise Physiology            | 0          | 5          | 5              |
| Health Sciences/ Public Health | 1          | 6          | 8              |
| Human Services                 | 0          | 1          | 1              |
| Medicine                       | 41         | 1          | 42             |
| Nursing/ Midwifery             | 1          | 7          | 8              |
| Nutrition & Dietetics          | 5          | 2          | 7              |
| Occupational Therapy           | 4          | 116        | 120            |
| Pharmacy                       | 2          | 1          | 3              |
| Physiotherapy                  | 1          | 16         | 19             |
| Political Science              | 2          | 1          | 3              |
| Psychology                     | 0          | 2          | 2              |
| Social Work                    | 1          | 0          | 1              |
| Speech Pathology               | 0          | 2          | 2              |
| Sports Coaching                | 0          | 10         | 10             |
| <b>Total</b>                   | <b>176</b> | <b>186</b> | <b>362</b>     |

## 2019 Australian Awards for University Teaching

The Indigenous Health Education and Workforce Development team (Dr Leanne Coombe (Poche), Dr Alison Nelson (IUIH), Renee Brown (IUIH), Jodie Copley (SHRS), Anne Hill (SHRS), Emma Crawford (SHRS), Condy Canuto (SPH) Jon Willis (Poche), Dr Lisa Fitzgerald (SPH) and Professor Murray Phillips (HMNS)) were the recipients of the AAUT 2019 Award for Programs that Enhance Learning.

The partnership which was formed in 2010 between UQ and IUIH developed a strategic initiative to address the need for an Indigenous health education and workforce development program that would appropriately educate future healthcare workers to provide culturally-safe services for Aboriginal and Torres Strait Islander peoples.

The Faculties of HaBS and Medicine at UQ partnered with academic staff from the UQ Poche Centre, the Aboriginal and Torres Strait Islander Studies Unit and IUIH, to develop and deliver culturally-safe and strengths-based curricula in medicine, nursing, allied health and public health university education programs. Teaching practices foster experiential, situated and transformative learning environments and provide opportunities for students to actively interact and partner with Aboriginal and Torres Strait Islander peoples, in the classroom and through inter-professional work-integrated learning opportunities.



Image: Renee Brown, Dr Alison Nelson and Dr Leanne Coombe from UQ's Indigenous Health Education and Workforce Development team





## Engagement

### Deadly Choices Queensland Statewide Workshop

In January 2019, the Poche Centre hosted the Deadly Choices (DC) Queensland Statewide Workshop which brought together DC program officers from across the state for leadership development, team building and networking activities. Approximately 120 participants attended the workshop over 3 days.

### InspireU Health

The UQ Poche Centre has continued to fund the InspireU Health Sciences camp in 2019. This year's camp attracted 18 Year 11 and 12 students from schools across Queensland. The week long on-campus program provided students with experience of University life and insight into careers in health. The program included activities and workshops across the breadth of health disciplines, sessions on what to expect at university, careers in Indigenous health, cultural activities and time spent with IUIH.

### Murri Carnival

The Poche Centre supported the Senior Murri Carnival in the form of funding, engagement and the delivery of educational sessions. UQ were amongst the major sponsors for the Under 13, 15 and 17 Girls and Boys component of the Queensland Senior Murri Carnival 2019. These divisions consisted of 48 teams and almost 1000 12 - 17-year-old school students, who have at least 90% attendance at school and have received a health check prior to the commencement of the carnival. UQ, led by the Poche Centre, was represented at the carnival by staff and students from the Centre and the Aboriginal and Torres Strait Islander Studies Unit, and played a significant role in the education component delivered in the first half of day 1 of the carnival. Mandatory for all under 13 – 17 players to attend, UQ delivered a range of activities under the direction of 10 students from the Bachelor of Health, Sport and Physical Education program.

### UQ Poche Affiliates

The Centre has continued to expand the network of expertise and depth in Indigenous health and wellbeing through the formal appointment of 14 Affiliates at the University, as well as 13 Adjunct and Honorary Staff.



Image courtesy of Deadly Choices Twitter - @DeadlyChoices



Image courtesy of ATSIIS Unit Twitter - @atsisug



## Research

### Lowitja Projects Wrap Up

Several Lowitja funded projects led by Associate Professor Chelsea Bond were finalised in 2019.

#### *Roles and Ritual: The Inala Wangarra Rites of Passage Ball Case Study*

This participatory action research project primarily used film, in-depth interviews and photovoice to gather qualitative data from young men participating in the 2018 Rite of Passage program, their partners, families, and stakeholders. The research project utilised a Participatory Action Research framework and the Most Significant Change technique for participants to explore the significance the program had upon their lives. Further details about the project available: <https://poche.centre.uq.edu.au/roles-and-ritual>

#### *Moving beyond the front line: A 20 year retrospective cohort study of career trajectories from the Indigenous Health Program at The University of Queensland*

This project examined critical success factors for enabling Aboriginal and Torres Strait Islander leadership across the health system as demonstrated by alumni of the UQ Indigenous Health Program (1994–2005) who now work in various leadership roles throughout the country. Further details about the project available: <https://www.lowitja.org.au/page/research/research-categories/health-services-and-workforce/workforce/projects/beyond-the-front-line>

#### *Canada-Australia Racism Working Group*

The aim of the discussion paper was to share knowledge and influence binational action to address racism experienced by First Nations Peoples of Canada and Australia. The discussion paper is available:

<https://www.lowitja.org.au/page/services/resources/Cultural-and-social-determinants/racism/canada%E2%80%93australia-indigenous-health-and-wellness-racism>

#### *National Health Justice Partnership*

Funded, by the Lowitja Institute, a Scoping Paper was prepared to assist the National Health Justice Partnership consider what is offered by existing scholarship about race and racism in the health system, and in particular, to identify a research approach that may support the National Aboriginal and Torres Strait Islander Health Plan's vision of 'a health system free of racism' (2013).

### UQ Poche Seed Funding

The UQ Poche Centre for Indigenous Health Research Collaboration Seeding Grant scheme was re-established in late 2019 for delivery in 2020. The scheme is designed to promote research collaborations to improve health outcomes among Aboriginal and Torres Strait Islander peoples. The following projects have been funded through the 2020 round:

| Chief Investigator | School / Institute                           | Project Title                                                                                                                                         |
|--------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jodie Copley       | School of Health and Rehabilitation Sciences | Goal setting and outcome measurement in health service delivery for urban Aboriginal and Torres Strait Islander people - what makes it real?          |
| Linda Selvey       | School of Public Health                      | Overcoming Barriers to Accessing Hepatitis C Direct Acting Antiviral (DAA) Treatment in Primary Care: A Continuous Quality Improvement (CQI) approach |
| Mark Western       | Institute for Social Sciences Research       | Exploring the feasibility of predictive risk modelling to support home support prioritisation for people with high risk chronic conditions            |

## 2019 Summer & Winter Research Scholarships

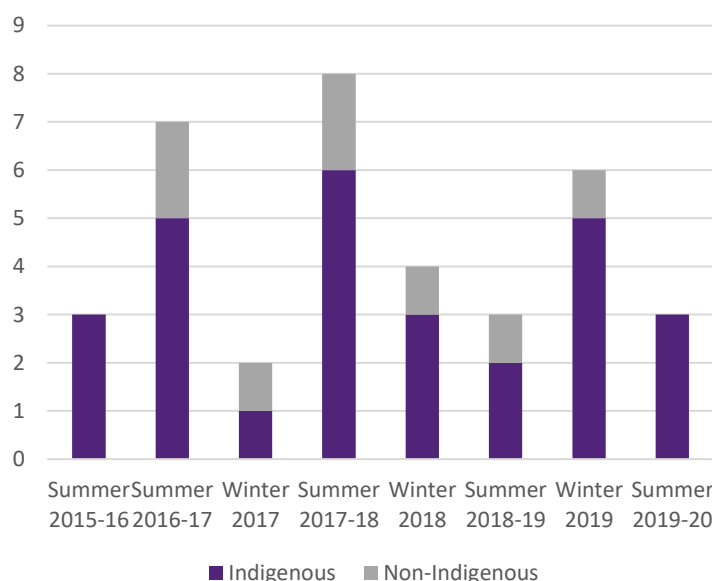
The Summer/Winter Research Program is coordinated by the UQ Student Employability Centre in conjunction with the University's Schools and Centres. The program provides an opportunity for undergraduate and postgraduate coursework students to develop their research skills and 'test drive' future research studies or a career in research.

The UQ Poche Centre has participated in the program since 2015 and continues to be the unit of choice for Aboriginal and Torres Strait Islander students participating in the program.

In 2019 student researchers worked on projects with Poche Academic staff, Poche Affiliate staff across UQ, and the Centre's partners including:

- Transformative cultural education for Game-Changing Educators in Indigenous Health: Students' perspectives (Dr Leanne Coombe and Associate Professor Jon Willis)
- Indigenous Birthing in an Urban Setting (IBUS) Study (Dr Sophie Hickey)
- Racism in the Health Justice System (Associate Professor Chelsea Bond and Helena Kajlich)
- Sport, Stories and Identity: Rugby League in Cherbourg's Past and Present (Professor Murray Phillips and Associate Professor Gary Osmond).

Summer and Winter Research Participation



## HDR Top Up Scholarships

In 2019, the UQ Poche Centre welcomed a further three higher degree by research candidates on Poche scholarships bringing the total number of Poche Scholars to nine.



### Tracy Hardy, PhD Candidate

Project Title: Exploring the impact of government nutrition-related policies for Aboriginal and Torres Strait Islander Peoples in urban, regional and remote areas

Supervisory team: Professor Amanda Lee, Professor Bronwyn Fredericks and Dr Katherine Cullerton



### Janet Stajic, PhD Candidate

Project Title: Recognition of the work and understanding concepts of "health" and "health care" of Aboriginal and/or Torres Strait Islander Health Workers and Practitioners in urban South East Queensland

Supervisory team: A/Prof Deborah Askew, A/Prof Chelsea Bond, Dr Bryan Mukandi



### Trudie Broderick, PhD Candidate

Project Title: A Place at the Table: Queer Indigenous Women in Australian Health Law and Policy

Supervisory team: Professor Heather Douglas and Dr Allison Fish





## Contact Us

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