

# First Peoples Health Unit Operational Plan 2019

## FPHU Key Roles and Functions

The key role of the FPHU as it relates to the work of the 2019 First Peoples Health Unit Operational Plan is focused on the recruitment, retention, completion and employability of First Peoples students and First Peoples health and cultural safety education and training of the wider student cohort. The important functions of the FPHU will be to:

1. Develop knowledge, tools and resources that enable the Health Group, Schools, Programs and academics to enhance the cultural safety of services so that First Peoples students can access timely high quality and tertiary education
2. Support the Health Group in the translation and operationalisation of key national, state and local policies such as Universities Australia, the Australian Health Practitioners Regulatory Authority (AHPRA) and the Council of Australian Government (COAG) Closing the Gap Initiative
3. Convene and support key governance structures accountable for ensuring continuous quality improvement and performance in First Peoples Health
4. Ensure cultural integrity by developing First Peoples Health Curriculum standards to drive the implementation of the Aboriginal and Torres Strait Islander Health Curriculum Framework (Department of Health, 2014)
5. Establish a First Peoples Health Higher Degree Research (HDR) student cohort
6. Provide internal consultancy services relating to the Health Group and University-wide Corporate services
7. Strengthen international partnerships in First Peoples Health and cultural safety to elevate the research program led by the Unit
8. Represent the First Peoples voice at key Health Group, University, Community and International Health related fora.

The FPHU has and will continue to have planned and deliberate collaboration with the following University corporate services in relation to Health Group activities:

- Development and Alumni (D&A)
- Office of Marketing and Communications (OMC)
- Human Resources (HR)
- Office of Planning Services (OPS)
- The Office of Indigenous Community Engagement, Policy and Partnerships
- GUMURRII Indigenous Education Support Unit (GUMURRII)
- Australian Indigenous Mentoring Experience (AIME)

To oversee the implementation of the Operational Plan, major First Peoples Health governance structures will be established as follows:

1. First Peoples Health Leadership Council
2. First Peoples Health Industry Committee
3. First Peoples Health Curriculum Committee
4. First Peoples Health Student Network
5. First Peoples Health Staff Network

The key focus areas for 2019 will be:

1. First Peoples health student retention, completions and employability and
2. Non-First Peoples health students' cultural capability development



Health Group program priorities for 2019 to achieve the key focus areas will be:

1. Bachelor of Nursing
2. Bachelor of Midwifery and
3. Graduate Entry Medical Program

To implement these roles and functions in 2019 the FPHU will work in partnership with the Health Group, relevant University wide corporate services and First Peoples health community organisations, industry and partners. The Operational Plan includes the goals of the First Peoples Health Plan that its initiatives contribute to, for example, G1.2 is Goal 1.2 of the First Peoples Health Plan, 'To co-ordinate and increase programs and activities serving community needs in First Peoples Health'.

### **Supporting the Health Group**

The initiatives of the First Peoples Health Unit address the key planning issues and priorities of the Health Group as they relate to the recruitment, retention, completion and employability of First Peoples students and cultural safety education of the wider student group. The First Peoples Health Unit will:

1. Support Schools to address program accreditation as they relate to First Peoples Health leadership, curriculum, students, staff and communities including the Bachelor of Midwifery 2018/2019, Bachelor of Nursing 2019 and Medical Program Curriculum Review 2018/2019 (internal) and NEW Sunshine Coast Offering (G2.10, G3.3, G3.19 & G3.20)
2. Support Health group academics to implement First Peoples Health curriculum initiatives including a cultural capability professional development program (G3.3, G3.19, G3.20 & G3.21, G2.11, G3.20 & G3.21)
3. Examine and align current Health group investment with community organisation, industry and partners needs in First Peoples Health and explore opportunities for meeting community organisation, industry and partners in First Peoples Health (G1.4, G1.12 & G2.9)
4. Work with Human Resources (HR) and the Health Group's leadership team to increase the proportion of First Peoples Health Level D and E academic staff across the Health Group (G2.2 & G3.1) specifically, supporting the recruitment of a Level E to the School of Medicine, 2019
5. Establish joint, adjunct and academic title positions as boundary-spanning connections between community organisation, industry and partners in First Peoples health and the FPHU (G1.13)
6. Report on the Rural Health Multi-Disciplinary Training – First Peoples Health Key Performance Indicators (G1.6, G1.14, G1.15, G1.16, G1.17, G1.22)
7. Identify, support and transition emerging areas of First Peoples Health research excellence, with critical mass and opportunities for national and international leadership, to Menzies Health Institute Queensland (MHIQ) (G1.1, G1.2, G1.4, G1.5, G4.1, G4.4, G4.5, G4.9 & G4.12)
8. Explore the potential and pathway for the Health group to establish a Centre of Excellence of First Peoples Health including participation in the Regional Health Collaborative to obtain endorsement with NHMRC (G4.1, G4.3, G4.5, G4.6, G4.9, G4.10, G4.11, G4.12 & G4.13)
9. Work with Griffith University's data custodians to access First Peoples health specific data for the Health Group to promote data sovereignty for First Peoples Health (G2.4)
10. Work with industry partners and communities to identify research priorities and processes that will be of most benefit to them (G1.1, G1.2, G1.4, G4.1, G4.4, G4.5, G4.9 & G4.12)
11. Develop the multidisciplinary partnerships across the Health Group that will be able to work with First Peoples researchers and build the research capacity of the FPHU and other First Peoples academics and research staff in the Health Group (G4.3, G4.5, G4.9 & G4.12)
12. Retain and grow an existing First Peoples Higher Degree Research (HDR) First Peoples cohort with a focus on encouraging women and pipeline to employment opportunities within the Health Group (G4.1, G4.2, G4.3, G4.5, G4.6, G4.7, G4.8 & G4.12).

The First Peoples Health Unit's Operational Plan has been guided by Griffith University's Employability and student life cycle frameworks and the Griffith Health Model of Student Transition (Lizzio, 2011). The Operational Plan describes First Peoples Health initiatives related to curriculum, industry and students at different stages of the student experience: transition towards (future students), in (commencing students), through (continuing students), up and out (graduates) and back (alumni) to university.



## Lifecycle Stage: Transition Towards

### Curriculum Enabled

1. In collaboration with Griffith Online, design, deliver and evaluate a First Peoples Health and Cultural Safety Massive Open On-line Course (MOOC) (G1.2, G1.4, G1.12, G3.18, G4.5 & G4.12)
2. In collaboration with the Office of the Dean, Learning and Teaching (Health), design, deliver and evaluate a digitalised First Peoples Health and Cultural Safety micro credential (G1.2, G1.4, G1.12, G3.18, G4.1, G4.5 & G4.12)
3. In collaboration with the Queensland Aboriginal and Torres Strait Islander Child Protection Peak (QATSICPP) and the School of Human Services and Social Work finalise the evaluation of a new course (7050HSV, delivered T3, 2018) and monitor the transition of a student cohort into a Graduate Certificate in Human Services (G1.2, G1.4, G1.12, G3.18, G4.5 & G4.12)
4. In collaboration with the Queensland Aboriginal and Islander Health Council (QAIHC) and the School of Medicine, Public Health and Health Services design, develop and evaluate a new course (delivered T3, 2019) (G1.2, G1.4, G1.12, G3.18, G4.5 & G4.12)
5. In collaboration with Siggins Miller Consultants and Menzies Health Institute – Queensland (MHIQ), design, deliver and evaluate a digitalised First Peoples Health Services Financial Sustainability micro credential (G1.2, G1.4, G1.12, G3.18, G4.1 & G4.5)
6. In collaboration with the Bachelor of Midwifery program, design, develop and evaluate a new course (delivered T1/T2, 2019) (G1.2, G1.4, G1.12, G3.18 & G4.5).

### Industry Engaged

1. Tailor the design, delivery and evaluation of First Peoples Health and Cultural Safety curriculum initiatives to the needs of the Queensland Aboriginal and Torres Strait Islander Community Controlled Services and Queensland Health Indigenous Health Units of the Logan and Gold Coast Hospital and Health Service (HHSs) (G1.2, G1.4, G1.12, G3.18 & G3.19, G4.5 & G4.12)
2. Develop a targeted internal and external First Peoples health marketing and communications strategy to maintain a strong and consistent brand (G1.18 & G1.27)
3. Continue to participate in local external partnerships to each Griffith University campus to co-ordinate and increase programs and activities serving Aboriginal and Torres Strait Islander health partners' and community needs (G1.1, G1.2, G1.4 & G1.5)
4. Launch the Inaugural Health Group First Peoples Health Engagement Sub-Plan (G1.2, G1.9, G1.18 & G1.19)
5. Launch the Inaugural Health Group First Peoples Health Research Sub-Plan (G4.1 – G4.13)

### Student Enacted

1. In collaboration with the Office of the Dean, Learning and Teaching (Health) review the First Peoples Selection and Admissions Guidelines for Griffith Health Programs and the Aboriginal and Torres Strait Islander Direct Entry processes (G3.7 & G3.9)
2. In collaboration with AIME and GUMURRII develop a plan to successfully transition potential First Peoples health students towards Griffith health programs (G1.14 & G1.15).

## Lifecycle Stage: Transition In

### Curriculum Enabled, Industry Engaged and Student Enacted

1. In collaboration with the Health Group Office of the Dean Learning and Teaching and building on the strategies of a First Peoples Health Transition and Success Consultant, develop, pilot and evaluate innovative curriculum enabled, industry engaged and student enacted strategies to promote retention of First Peoples students in the Health Group (focused on building science capability) (G3.7, G3.8 & G3.9)
2. In collaboration with the Health Group Employability Working Party; First Peoples health industry partners and the First Peoples Health Student Network, plan, design and map program-level First Peoples Health employability-related initiatives across the Health group (G1.2, G1.4, G1.5, G1.9, G1.12, G3.12, G3.15 & G3.23)
3. Develop a Career Focus Module for First Peoples Health and clinical placements in First Peoples health settings (G1.2, G1.4, G1.5, G1.9, G1.12, G3.12, G3.15 & G3.23)
4. Develop a First Peoples Health Learning and Teaching Academic Plan (G3.1 – G3.26)



## Lifecycle Stage: Transition Through

### Curriculum Enabled

1. Support the Health group in the development of standards and processes to embed the Aboriginal and Torres Strait Islander Health Curriculum Framework including curriculum and assessment design and evaluation which provides programmatic scaffolding of knowledge and skill acquisition and development (G3.17, G3.19, G4.3, G4.4, G4.5, G4.6, G4.9, G4.10, G4.11 & G4.12)
2. Design, deliver and evaluate a suite of First Peoples Health Inter-Professional and Simulation Based Learning (FPH IP-SBL) activities (G1.2, G1.4, G1.5, G3.17, G3.19, G4.3, G4.4, G4.5, G4.6, G4.9, G4.10, G4.11 & G4.12)
3. Build a Blackboard site with First Peoples Health resources for academics including train-the-trainers professional development (G3.3, G3.19 & G3.20)
4. Monitor, maintain and evaluate the quality of First Peoples Health E-Learning Portal (G3.20, G3.21, G4.3, G4.4, G4.5, G4.6, G4.9, G4.10 & G4.12)
5. Increase First Peoples Health clinical placements and develop clinical placement standards and best practice guidance for the Health Group's Clinical Placement Officers (G1.6, G3.23 & G3.24).

### Industry Engaged

1. Facilitate and increase awareness of mentoring opportunities for First Peoples Health students with First Peoples Peak Health Workforce Industry Organisations e.g. Australian Indigenous Doctors Association (AIDA), Council of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINAM) and the Indigenous Allied Health Association (IAHA) (G1.9, G1.10, G3.12, G3.13 & G3.15)
2. Strengthen international partnerships with First Peoples Health Units from Canada, United States, New Zealand and Hawaii through formalisation of a Memorandum of Understanding (MOU) (G5.1, G5.2 & G5.3).

### Student Enacted

1. Co-ordinate the 'Close the Gap' First Peoples Health awareness campaign in partnership with Hope4Health and the First Peoples Health Student Network (G1.2, G1.9, G1.18 & G1.19).

## Lifecycle Stage: Transition Out and Transition Up and Back

### Industry Engaged

Explore opportunities to engage with and ensure the First Peoples Health Alumni and Development portfolio showcases the achievements of Griffith Health First Peoples health Alumni in the health industry (G1.19, G1.21 & G1.22).

## References

Department of Health (2014) Aboriginal and Torres Strait Islander Health Curriculum Framework. Canberra: Commonwealth of Australia.

Lizzio, A. (2011) The Student Lifecycle: An integrative framework for guiding practice. Brisbane: Griffith University.

