Cultural Competence Training for Remote Health Practitioners

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Geoffrey Angeles
Kerry Taylor
I would like to acknowledge the traditional owners of this land, the Gimuy Wala bara Yidinji Yirrganydji people, and pay my respects to the Elders past, present & future. Thank you for allowing us to be here.
Introduction

Northern Territory Medical Program

NTMP

Poche
Northern Territory

Centre for Remote Health
What do we do to ensure cultural competence?
Student feedback

• “xxxx hospital (RA5) caters very well to students, encourages learning both the medical aspects and social/cultural aspects of xx (name of town). Most beneficial placements of my clinical years”

• “Indigenous patient interaction and insight, independent assessment of patients. Supportive team that prompted thinking and learning”

• “This was an amazing experience. I loved every minute of it and I only wish that every medical student could have this opportunity”
Feedback from Students on placement from other institutions

• “Provide the same training about Aboriginal / Indigenous health to all medical students throughout medical school. Aboriginal health was poorly taught during medical school. However, the information provided during my placement in (name of town, RA5) was engaging and informative.”

• “appreciated how to overcome language and cultural barriers”
What does this mean for Indigenous staff – personal reflections?

• Aboriginal people in Australia are not homogenous, we are different in the languages we speak, our cultural beliefs, our family structures and how we conduct our ceremonies” (Kath Martin 2017)

• “It is encouraging for us all to be involved and witness this exciting transformation” (Geoff Angeles 2017)

• “There was no curriculum for teaching our culture to non–Indigenous people. The difficult task was to explain a very different culture or cultures that may seem to have little relevance to medical students” (Colleen Hayes 2017)
Summary
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