

CATSINaM

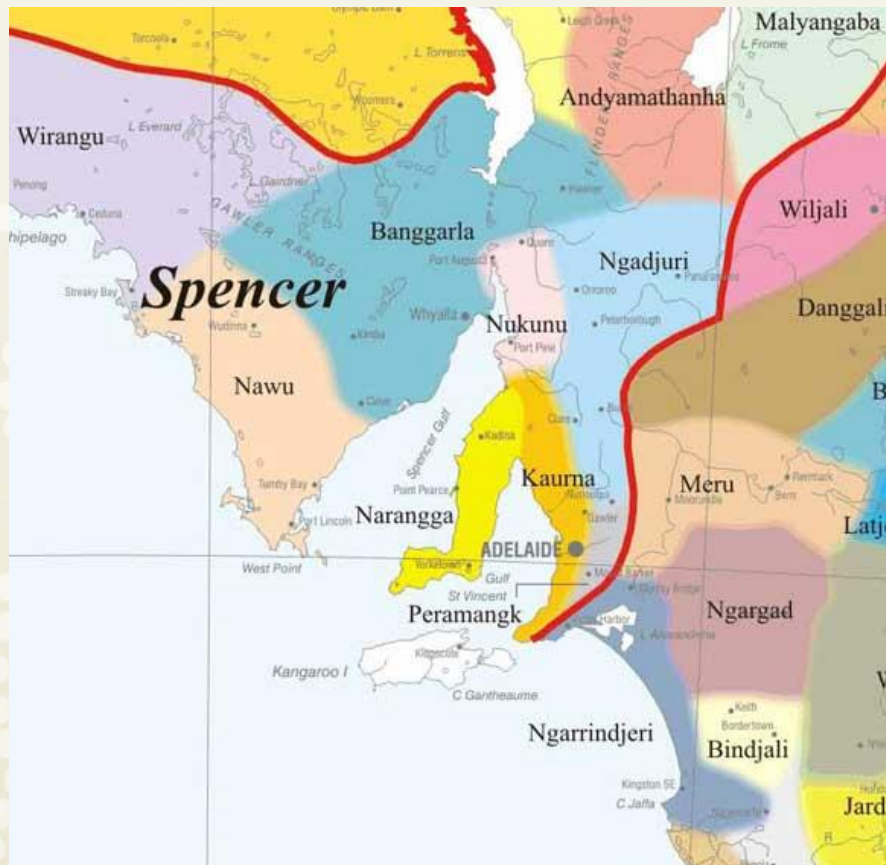
CONGRESS OF ABORIGINAL AND TORRES
STRAIT ISLANDER NURSES AND MIDWIVES

Indigenous Nurses Aotearoa Conference 2015

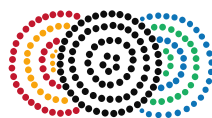


Unity and Strength through Caring

Home







Unity and Strength through Caring



CATSINaM
CONGRESS OF ABORIGINAL AND TORRES
STRAIT ISLANDER NURSES AND MIDWIVES

Purpose

-  Learning about us
-  Getting to know you
-  Navigating how we can work together
-  Beginning of the conversation

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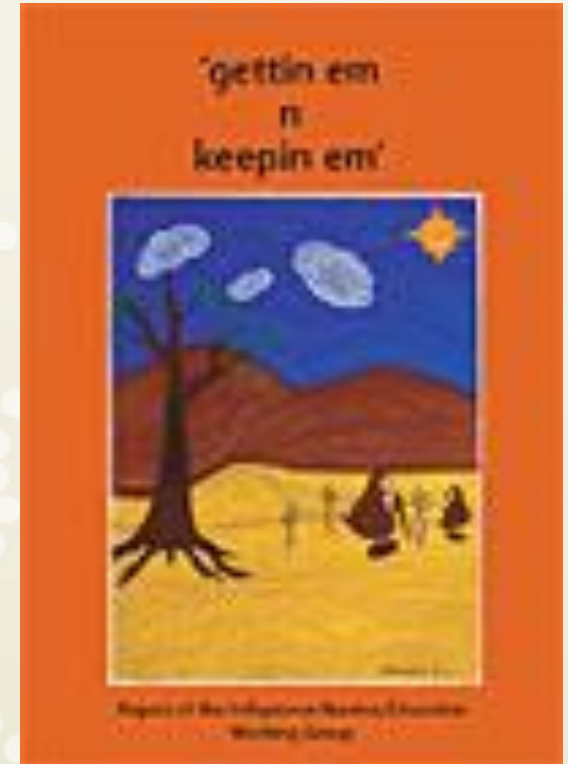
Policy context: Aboriginal and Torres Strait Islander Health

- Indigenous persons have a life expectancy at birth which is **17 years less** than a non-Indigenous person – or 10 years based on ABS changing how they calculate this?
- Indigenous Australians have **2.5 times** the burden of disease compared to non-Indigenous Australians
- Indigenous Australians have:
 - **5 times** the burden of disease due to diabetes
 - **4.5 times** the burden disease due to cardiovascular disease
 - **4 times** the burden of **disease and disability** due to intentional injuries such as suicide or harm from violence
- We are sick for a long time!!!
- Only **36% of Indigenous students** complete their nursing and midwifery studies compared to approximately **64% of non-Indigenous students** – more on this soon...

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A brief history of CATSINaM

- First meeting held August 1997 to establish CATSIN in 1998
- 2002: 'Gettin em and Keepin em'
 - Submitted to DoHA and OATSIH
 - Recommendations to overcome challenges facing Aboriginal and Torres Strait Islander Nurses
 - Still largely relevant today – CATSINaM continuing to advocate on this
- Since 2012 changes in: governance, name and Secretariat location

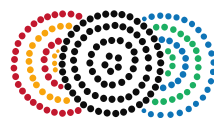


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CATSINaM Board

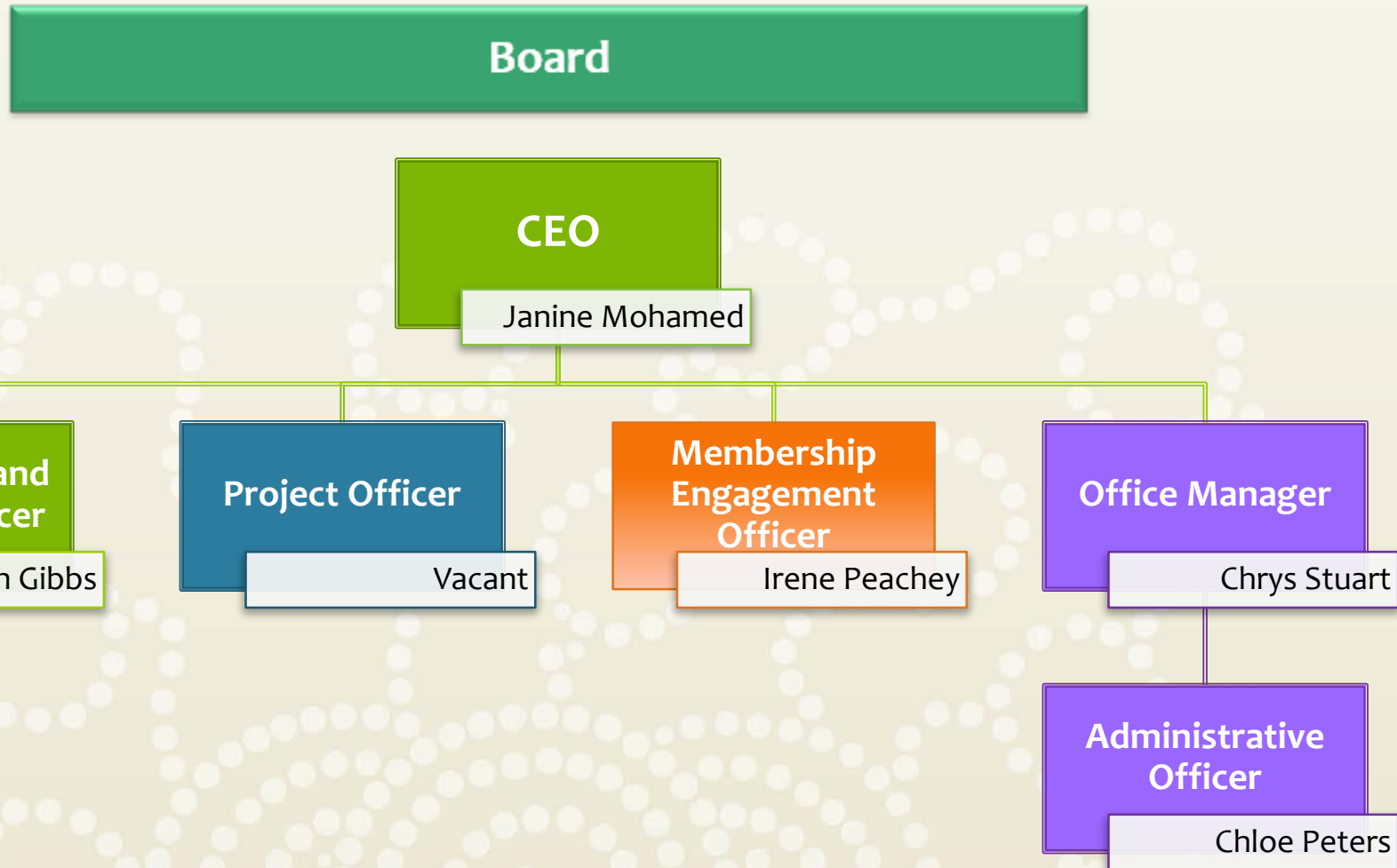


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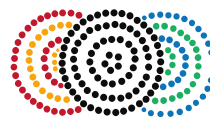


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CATSINaM Team in Canberra



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Our Members

Full Members : Registered nurses and midwives

Enrolled nurses and Assistants in nursing

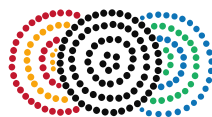
Students in enrolled nursing, registered nursing and midwifery

Affiliate Members : Individual and Organisational



In all health sectors

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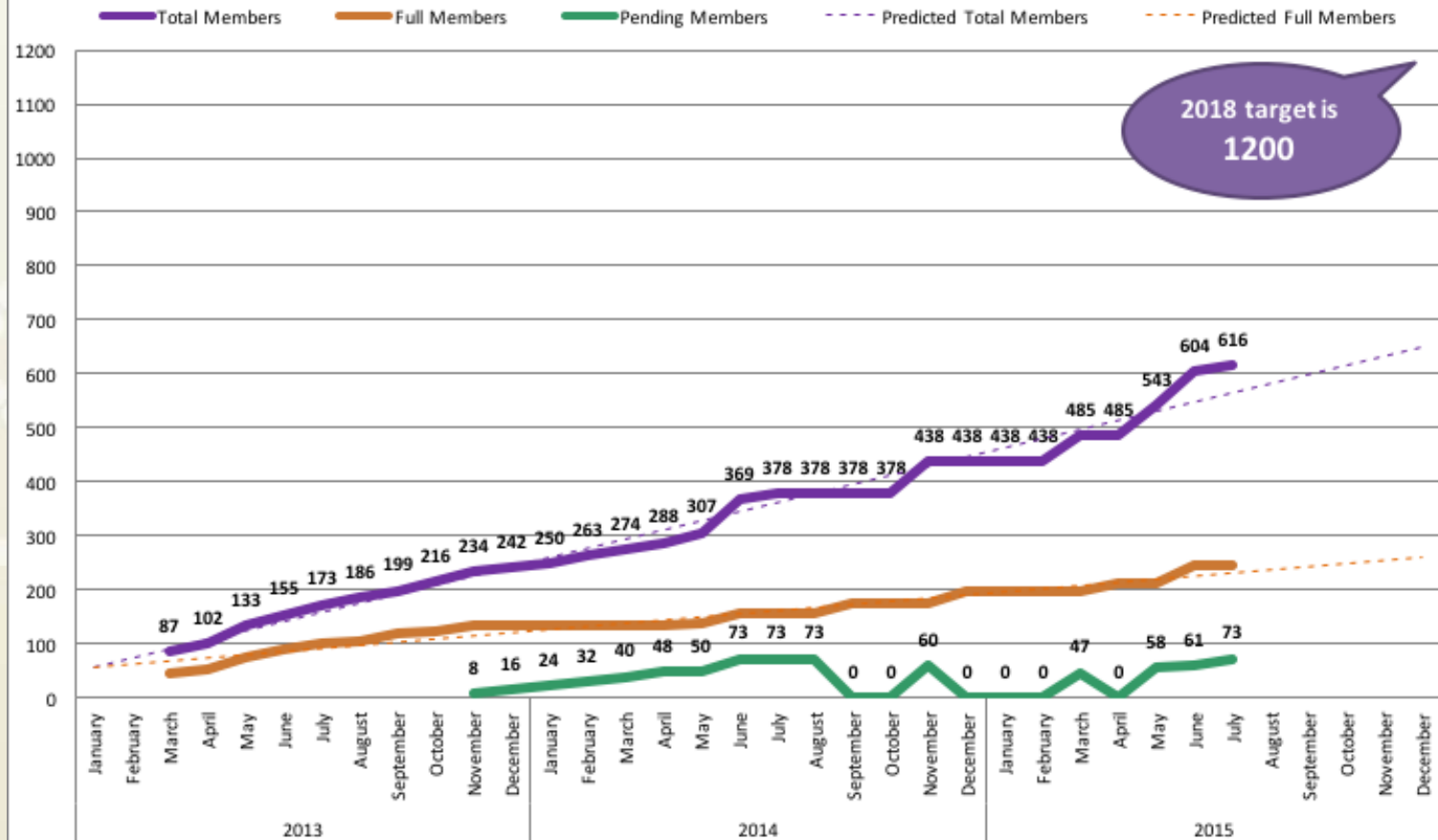


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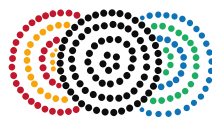
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CATSINaM Predicted National Membership

(based on monthly membership statistics)



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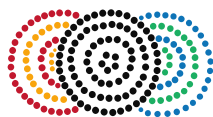


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Recent Achievements

- Close the GAP and the NHLF
- Parliamentary Breakfast
- Governance Positions - ANMAC
- Clinical Coordinators Meeting
- Membership Drives, Newsletters & Dinners
- 3 current policies and 2 planned 'Uniqueness of our Nurses' & 'Birthing on Country' Positions Papers
- Media Releases & Communications
- Submissions & Funding Proposals
- Career pathways
- Referral/introduction Letters
- Review and re design of our Mentoring Program
- CPD – Resilience
- Media ie DVD's
- Developing a research agenda and working with our partners i.e. Lowitja
- Annual Conference & AGM
- Data and info graphics
- Consultation and Reports
- R&R Strategies Report



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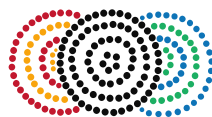
Recent Achievements

- Held a National Summit on Cultural Safety in Nursing and to raise profile and understanding of CS– led to universities and peaks taking on cultural safety training
- Promoted and provided three cultural respect/safety trainings to non-Aboriginal colleagues – planning a fourth
- Implementation of the Aboriginal and Torres Strait Islander Health Curriculum Framework
- Advocacy with ANMAC to include ‘cultural safety’ in the curriculum accreditation standards for all professions

Economic Analysis

- Nursing & Midwifery Recruitment & Retention
- NEW University Completions
- New website, **newsletter** and active in social media – produced a DVD - Resources on our website i.e. Scholarships
- Establishment of a Leaders in Indigenous Nursing and Midwifery Education Network or LINMEN to improve quality of teaching and resources used in curriculum and strategies for supporting students and staff

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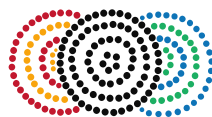
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LINMEN's draft goal:

To increase the capacity of nurse and midwife graduates to provide culturally safe care (this is judged by Aboriginal and Torres Strait Islander Australians)



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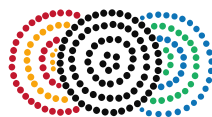
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What changes do we want?

- Non-Indigenous nurses and midwives receive a good grounding in what cultural safety and respect are, and understand that this as a life-long journey
- Greater numbers of our Members in the health system in all sectors
- Our Members are resilient and connected
- Culturally respectful health systems where Aboriginal and Torres Strait Islander people experience cultural safety and have better health outcomes

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Where to embed CST/Cultural Respect



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 How many Indigenous nurses and midwives do we need?

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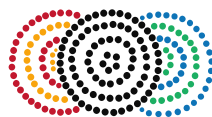
Workforce Needs

	Current (No and % representation)	Population parity only	Need due to higher birth rate or BoD	Increase
Midwives	186 (0.81%)	608	852	4.6 times
RNs	1,745 (0.73%)	6,363	12,727	7.3 times
ENs	829 (1.61%)	1,328	2,655	3.2 times

- The **representation** of Aboriginal and Torres Strait Islander Australians across the professions is **extremely low**
- The **geographical distribution** of Aboriginal and Torres Strait Islander nurses and midwives does not match either jurisdictional populations as a whole or where people live, i.e. metropolitan, regional or remote

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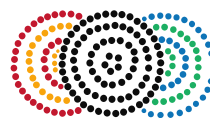
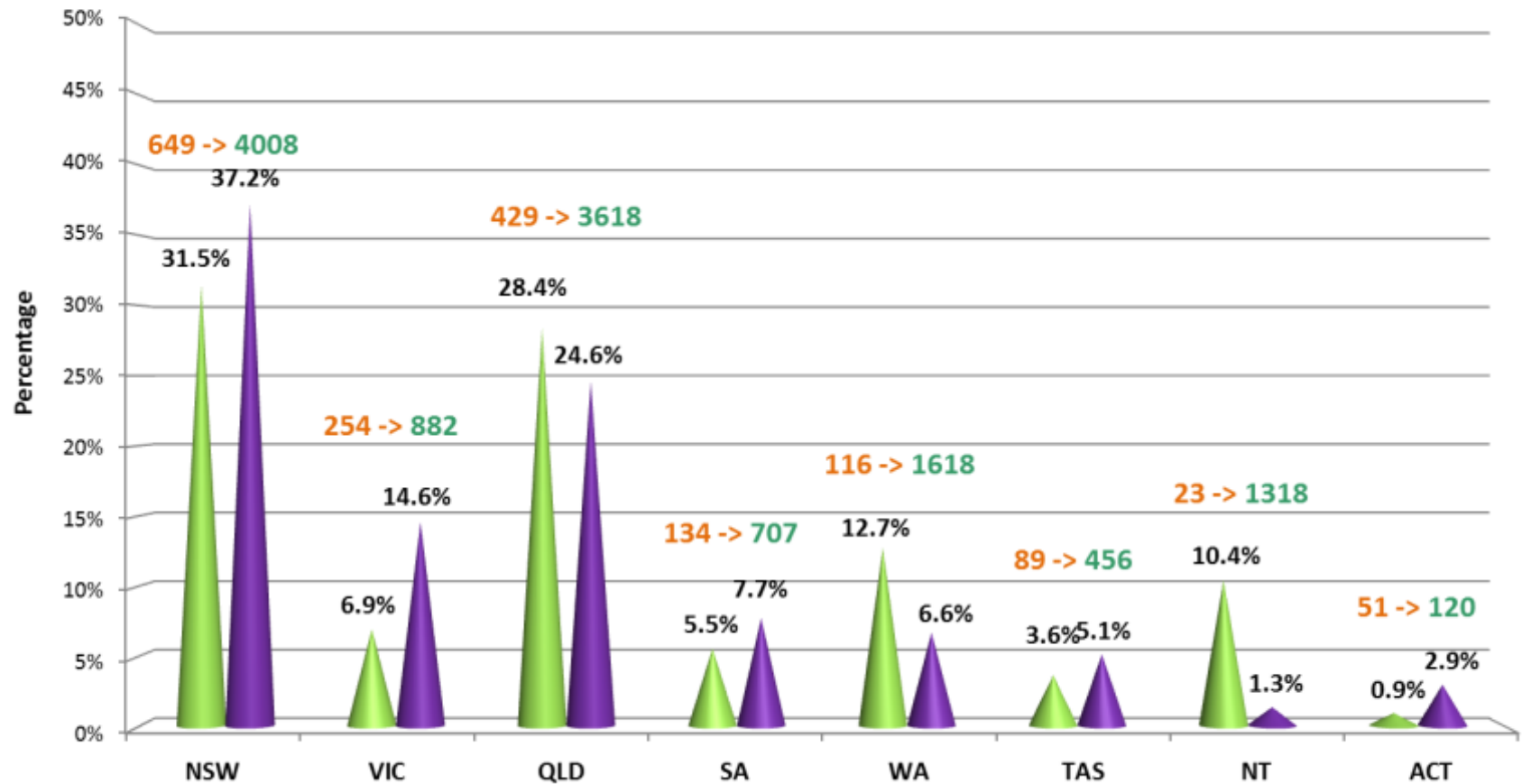
Based on 2013 AIHW data for midwives and RNs, and 2012 AIHW data for ENs



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Registered nursing workforce needs

■ Aboriginal & Torres Strait Islander Australian population distribution ■ Aboriginal & Torres Strait Islander registered nurses workforce distribution
Actual number of Aboriginal & Torres Strait Islander registered nurses # Required number of Aboriginal & Torres Strait Islander registered nurses



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Representation in nursing and midwifery

Occupations	Indigenous health professionals	% of total health professionals
Nurse Educators and Researchers	21	0.40%
Nurse Managers	81	0.64%
Midwives	70	0.50%
Registered Nurses	1709	0.83% ★
Midwifery and Nursing Professionals	3	0.85%
Enrolled and Mothercraft Nurses	287	1.60%
Nursing Support and Personal Care Workers	1438	2.04% ★



Common work

- LINME
- Cultural Exchange
- CPD – Resilience and Emotional Intelligence & Mentoring Program
- Documents and Advocacy Learnings
- PRIDoC –
 - provides a space for Indigenous doctors to express themselves culturally,
 - to gain strength from our international peers in expressing our cultures, and to learn and reaffirm what makes Indigenous doctors different.
 - This strengthens Indigenous doctors to lead the way in teaching the importance of health and culture back in their home countries.

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***New Zealand Nurses Association
Auckland, 2015***

Indigenous Nursing and Midwifery Workforce Development

Roianne West (PhD, RN, BN, MMHN)
Professor First Peoples Health
Griffith University

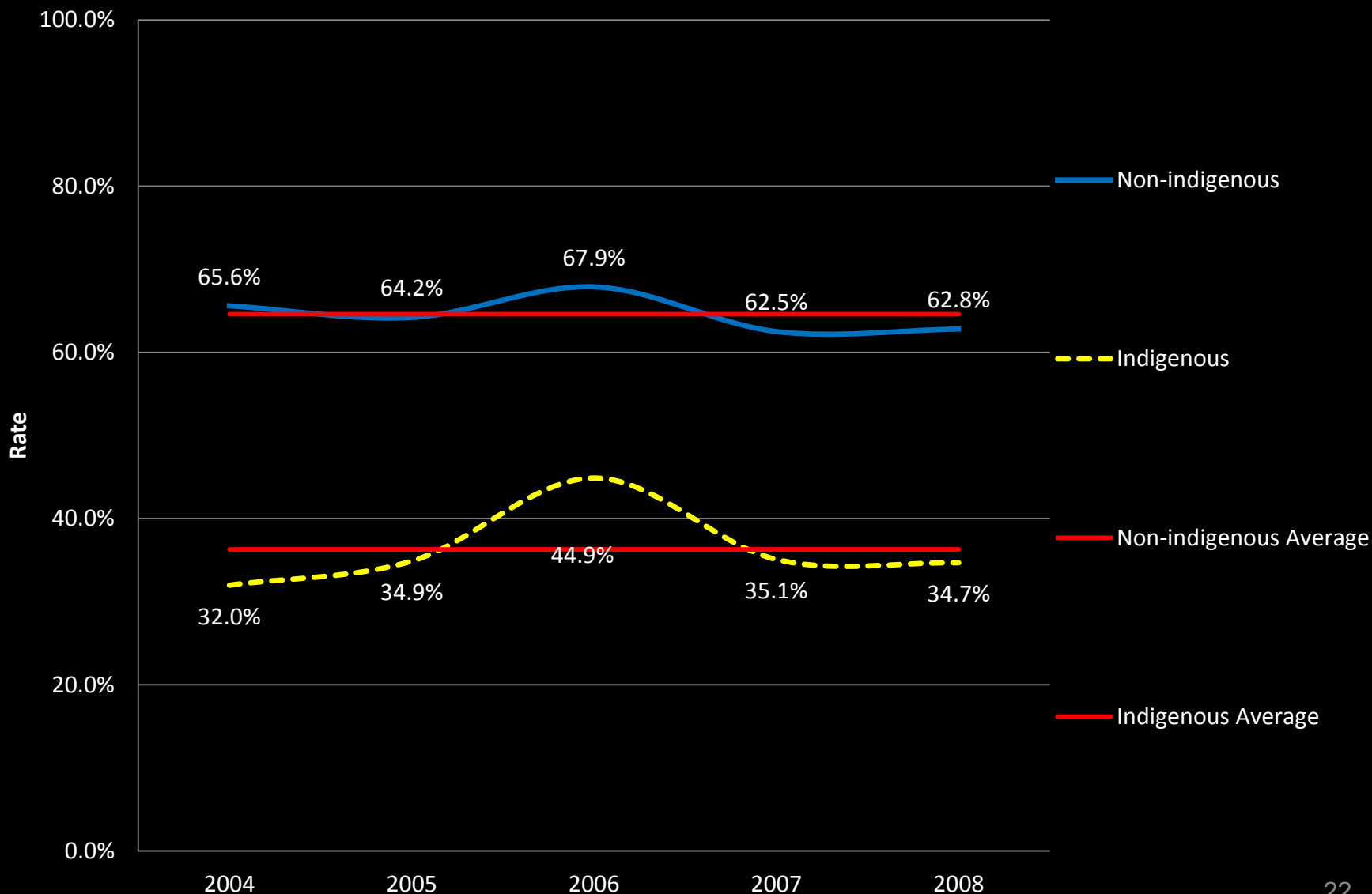




Research Questions

- 1. What are the national commencement numbers, progression, attrition, and completions rates for Indigenous nursing students since the publication of the final report of the Indigenous Nurse Education Working Group (Indigenous Nursing Education Working Group, 2002) when compared to non-Indigenous nursing students?
- 2. What are the factors identified by *Indigenous nursing students* and *academics* as ***enablers*** to successful course completion?
- 3. What are factors identified by *Indigenous nursing students* and *academics* as **barriers** to successful course completion?
- 4. What strategies are perceived as resulting in improved completion rates as identified by Indigenous nursing students and academics?

National Nursing Completion Rates Pre-registration Nursing Courses Indigenous Non-indigenous Comparison by Year



What do we know about Indigenous nursing and midwifery students ?

- **Commencements** has increased however, still remains below parity;
- **Progression** – 16.6% *difference*
- **Attrition** – 10.1% *difference*
- **Completion** – 28.3% *difference*
- Consistent (across nearly a decade).

Enabler #1

Individual Student Characteristics

- I. Motivations for choosing nursing
- II. Personal attributes for success
- III. Life and work experience
- IV. *Appropriate timing*





Enabler # 2

Academic Knowledge Awareness and Understanding

- I. Indigenous academics (nursing and others)
- II. Non-Indigenous nursing academics



Enabler # 3

Relationships, connections and partnerships

- I. Nursing schools and Indigenous Education Support Units;
- II. Indigenous nursing students and other students;
- III. Indigenous students and wider university resources;
- IV. Indigenous students and academics; and
- V. Indigenous students and industry



Enabler # 4

Institutional Structures Systems and Processes

- I. University leadership
- II. Teaching and learning
- III. Policy and procedures
- IV. Support from university leadership

Enabler # 5

Family and community knowledge awareness and understanding

- I. Family and community understanding of university
- II. Support from family and community
- III. Complex social issues
- IV. Family and community obligations and responsibilities

Strategy # 1

Appoint an Indigenous nurse academic in all schools of nursing



Strategy # 2

**Development and implementation of resilience
building
training tailored for Indigenous nursing students**



Strategy # 3

Develop partnerships between Schools of Nursing and Indigenous Education Support Units



Strategy # 4

Develop and implement a cross-cultural awareness program specifically for academics in Schools of Nursing



Strategy # 5

Development of a critical nursing curriculum

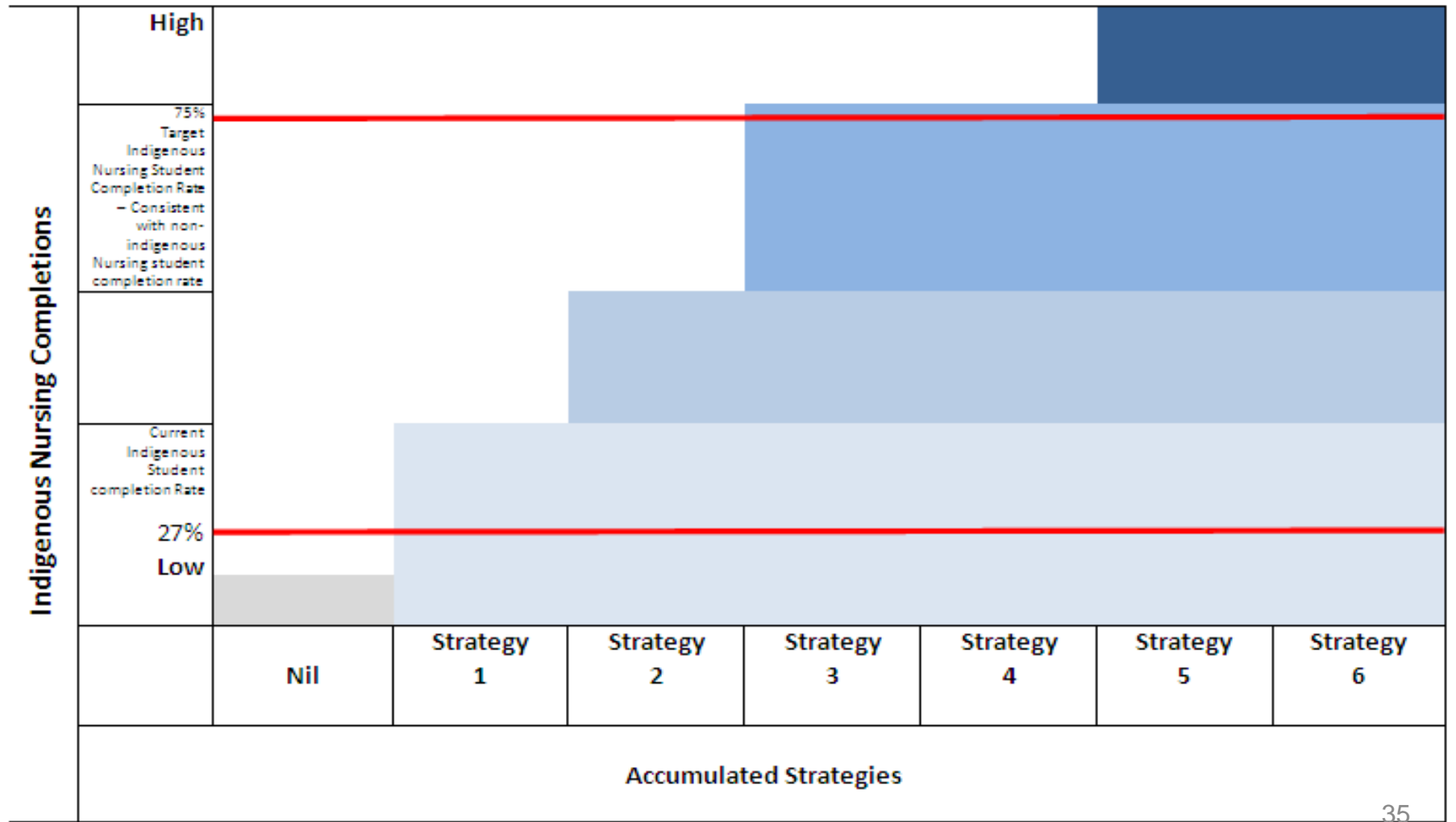
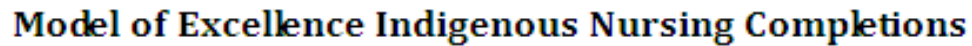


Strategy # 6

**Development of pathways from school through
the VET sector and University sectors.**



Model of Excellence of Indigenous Nursing Completions



Education

1. Revision of Undergraduate nursing courses in Australia to ensure that future Indigenous nursing students do not face the same level of disadvantage evident in results;
2. To provide a foundation of evidence that can inform more effective targeted strategies to support Indigenous students in Schools of Nursing.



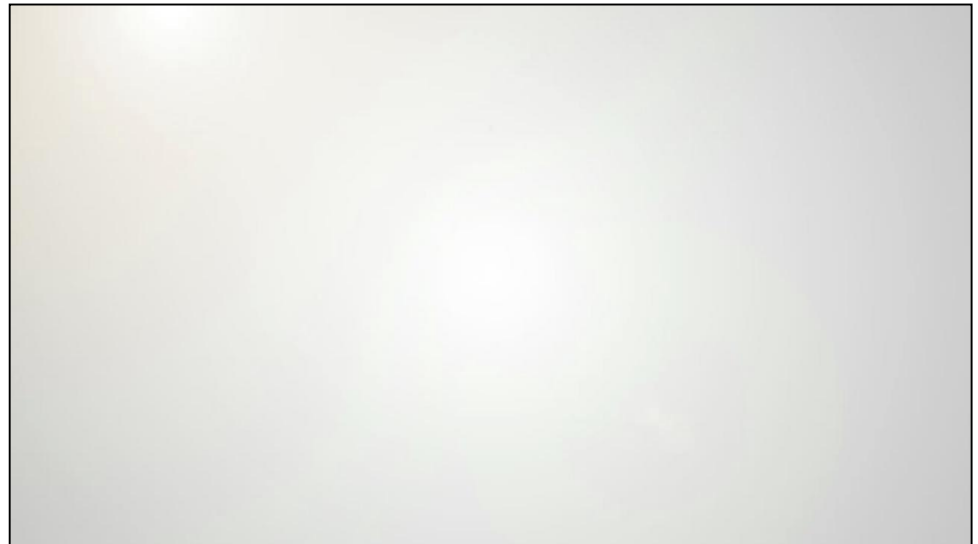


Policy

1. Targets for key indicators including enrolments, progression, attrition and particularly completion rates to be developed by all states, territories and nationally;
2. Development and implementation of a National strategy for the Recruitment and Retention of Aboriginal and Torres Strait Islander Undergraduate Nursing Student *entitled “Creating Walking Tracks to Success”* be considered by the Office of the Chief Nurse, Department of Health and Ageing; and
3. Development and implementation of an Indigenous nursing education model of excellence.

Connect 'n' Grow

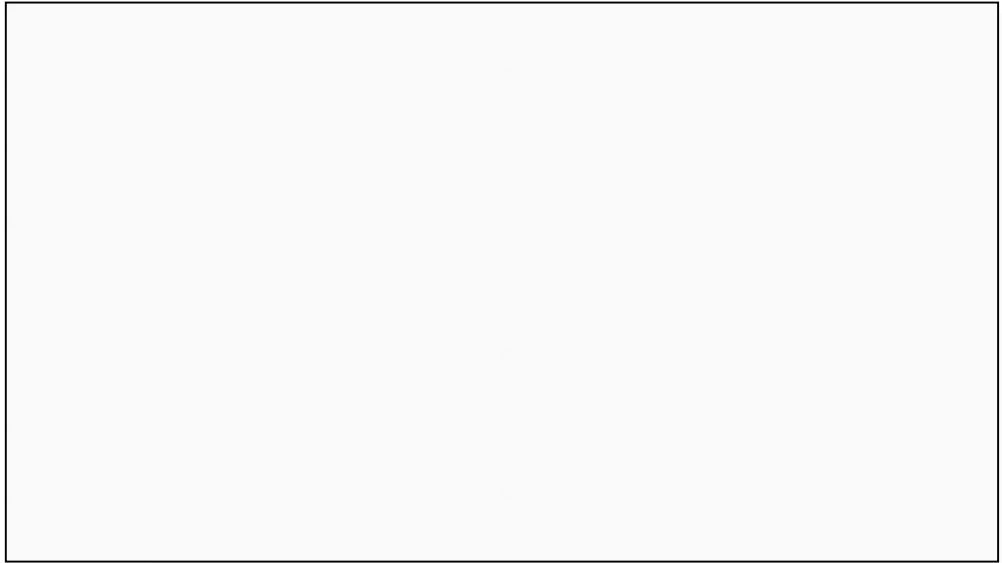
HLT21307 - Certificate II in Aboriginal and Torres Strait Islander Primary Health Care



AIM

- To empower, inspire and facilitate pathways for Aboriginal and Torres Strait Islander students to under-graduate health programs Griffith university.

Griffith University - "Hands Up" - First People's Aspirations and Pathways to Health Programs



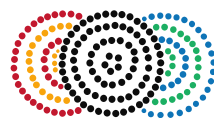


Indigenous Australians die 17 years younger
than non-Indigenous Australians.

Demand Indigenous health equality

**Indigenous
Registered Nurses
and Midwives**
leading Australia's
health workforce in
Closing the Gap
within a generation

Thank you



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