

UNIVERSITY
of
OTAGO



Te Whare Wānanga o Ōtago
NEW ZEALAND

Where to start?

Reflection on a new curriculum in Hauora
Māori for Early Learners in Medicine

Joanne Baxter

2010

He mihi



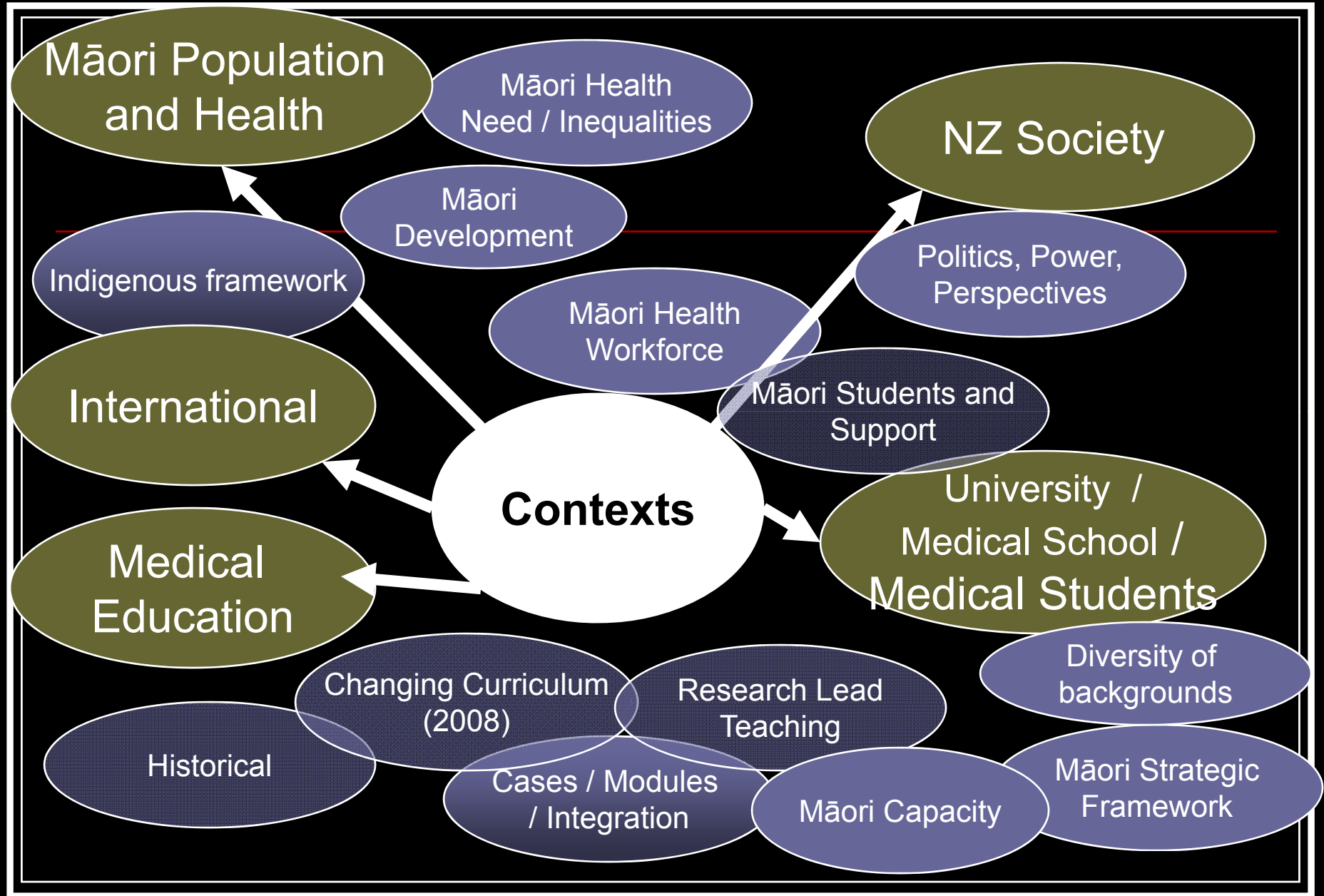
Overview

- Background contexts
- “Early Learning in Medicine – Hauora Maori Immersion”
- Challenges and Opportunities
- Conclusion



1. Background Contexts

Otago Medical Course
Diversity of Students
Hauora Māori Curriculum



Changing curriculum Otago

- 2008 new curriculum
- 240 Students per year (270 in 2011)
- Years 2 /3: Early Learning in Medicine (Dunedin)
 - Integrated cases
 - Early Clinical Skills
 - Healthcare in the community
 - The module programme (Block modules and Vertical Modules)

Modules

- Block modules: based on body systems
e.g. cardiovascular disease, respiratory disease (6 weeks each)
- Vertical modules: run through the course
e.g. Hauora Māori

Diversity of students

250 students 2010

- 150 1st year health sci
- 40-50 international
- 40-50 graduate / other

Maori / Pacific / Rural



Context: Hauora Māori Curriculum Otago

- Across Faculty of Medicine Otago (Wellington, Christchurch, Dunedin) Hauora Māori curriculum development
- Working towards – cohesive, across years and across locality curriculum
- Mapped to agreed learning objectives
- Aligned with Australasian Medical School Indigenous Curriculum

Year 2 / 3 Dunedin

- Foundation
- Immersed teaching in 2nd year
- Integrated (around health issues) in 3rd year

2. Early Learning in Medicine Hauora Māori Immersion Block

Course: Foundation in Hauora Māori

- 250 students
- 12 Learning Objectives (spanning “foundation”)
- Themes
 - 1. Context for Hauora Māori
 - 2. Te Ao Maori: Foundation for Medical Practice
 - 3. Lifelong learning in Hauora Māori
 - 4. Weaving the threads
- Lectures
- Block: across 4 days

**Hauora Māori
Foundation**

240

120

120

240

*Day 1 (afternoon)
Tues*

I Context

Day 2 Wed

**II Te Ao Māori
Or
III Life-long learning**

Day 3 Thurs

**III Life-long learning
Or
II Te Ao Māori**

*Day 4 (morning)
Friday*

**IV Weaving
the threads**

Hauora Māori in Year 2 – Who?

■ Who?

- Hauora Māori staff Dunedin, Wellington, Christchurch (including researchers)
- Visiting Lecturers
- Māori from wider University
- Community (Ara i te Uru Marae and Panel)
- Epidemiology tutors
- Panel members

Hauora Māori in Year 2: Course contents

■ 1. Context

- Introduction, Māori Health and Health Status
- Determinants and Approaches in Māori Health
- Introduction to Māori Society
- Introduction to the Historical Context
- Introduction to marae

Course contents

2. Te Ao Māori: Foundation for Medical Practice (Marae)

- Powhiri (welcome) Korero – models of health
- Workshops
 - Tikanga
 - Te Reo
 - Mihimihi
- Korero Whakamutunga (farewell)



Hauora Māori in Year 2: Course contents

- 3. Lifelong learning in Hauora Māori
 - Overview of Lifelong learning (Lecture)
 - Tutorial: Critical Appraisal
 - Applying the evidence
 - Learning from patients and whānau (Video and self-reflection)

Hauora Māori in Year 2: Course contents

- 4. Weaving the threads
 - Test (formative)
 - Short answers
 - Multichoice
 - Panel – questions and answers

Hauora Māori in Year 2: Evaluation from students

- How valuable for you? (1 to 5) – Median 1.9
- Course increase your interest? – 1.9
- Learn to value new viewpoints? – 1.5
- Reached a deeper understanding of Māori Health? – 1.9
- Marae visit as a learning experience? – 1.1

2008 Evaluation from students: Best Aspects

- *'Marae visit '*
 - *Fun, Learnt a lot, Singing, Good food, Workshops, Good feeling, Better environment to learn in, Experiencing the atmosphere, Help understand concepts*
- *Panel discussion*
- *Te Reo Māori*
- *Foundation was laid*
- *Just everything*

Best Aspects

“The marae visit! As an international student, the experience is truly an eyeopener and it changes my initial impression about Māori.”

Evaluation from students: Changes

- *Too many readings*
- *Concepts hard to understand*
- *Maori language hard to keep up with*
- *Critical appraisal – too much like epidemiology*
- *Student lead tutorial didn't work*

Evaluation from students: Suggestions

- *More time on the marae*
- *More singing*
- *More te reo Māori*
- *Less readings*
- *Could we have a hangi or crayfish*

3. Opportunities and Challenges

Challenge: The diversity of students

- Differing knowledge
- Differing attitude and interest
- Need to 'un-do' attitudes
- Some students - no foundation understanding
- Managing: overstretch for some, boring for others, hostility from others, others fully engaged and wanting more
- Safety, Māori tauira

“Not all student are familiar with Maori culture (esp international student) so maybe provide some basics”

*“I think a lot of students think the course as
‘privelege’ and PC – Maybe explain its
purposes more – it upsets me to hear the
cynacism”*

*Changes wanted:
“Pacifics immersion, Asian immersion,
Arabs immersion”*

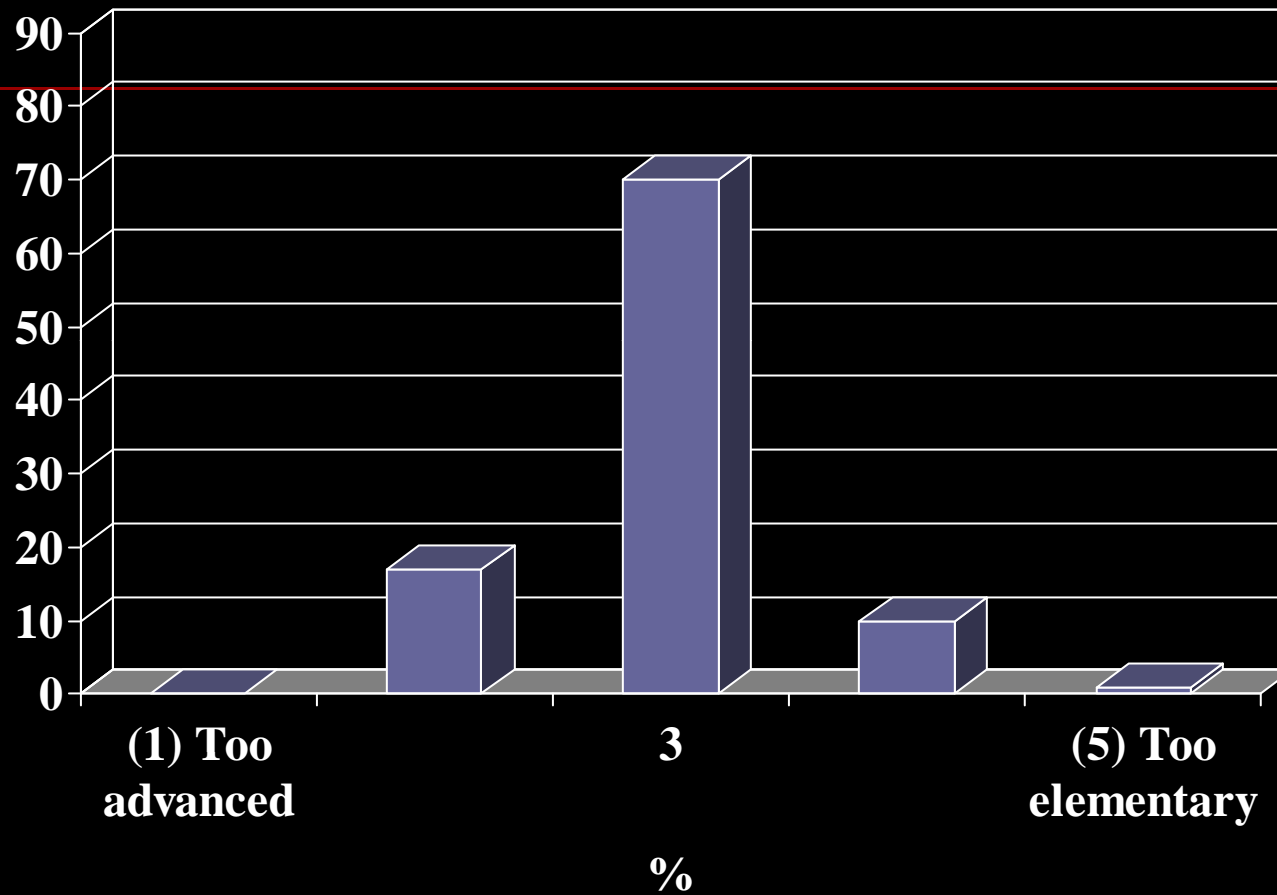
“found this week exhausting! I usually just don’t talk about Maori stuff with my friends – this week brought out a lot of (surprisingly extreme) racism, but also showed me a lot of people who were really nice..It made me realise I need to start learning how to deal with racism and not get so upset.”

*“the course was too biased towards Maoris..
Why didn't someone tell the other side of
the story!”*

“less statistics. I want to know what Maoris are like and their culture. Its not important to know statistics”

“awesome! Don’t change a thing..”

How do you view the level of course content?



More Challenges

- Fitting in with the frame of the curriculum
- Capacity
- Resources
- Skills and Training
- Time
- Assessment and outcomes

More Challenges

- Dealing with minds AND hearts
- “have to” (as opposed to “want to”)
- Upbringing and attitudes
- Undoing e.g negative media portrayals

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Cartoonist's view — Tremain



Letters to the editor

HIDDEN CURRICULUM

“The norms, values and social expectations indirectly conveyed to students by the styles of teaching, unarticulated assumptions in teaching materials and the organizational characteristics of educational institutions.... the influence of the hidden curriculum on educational outcomes is equal to or greater than the overt or intended curriculum”.

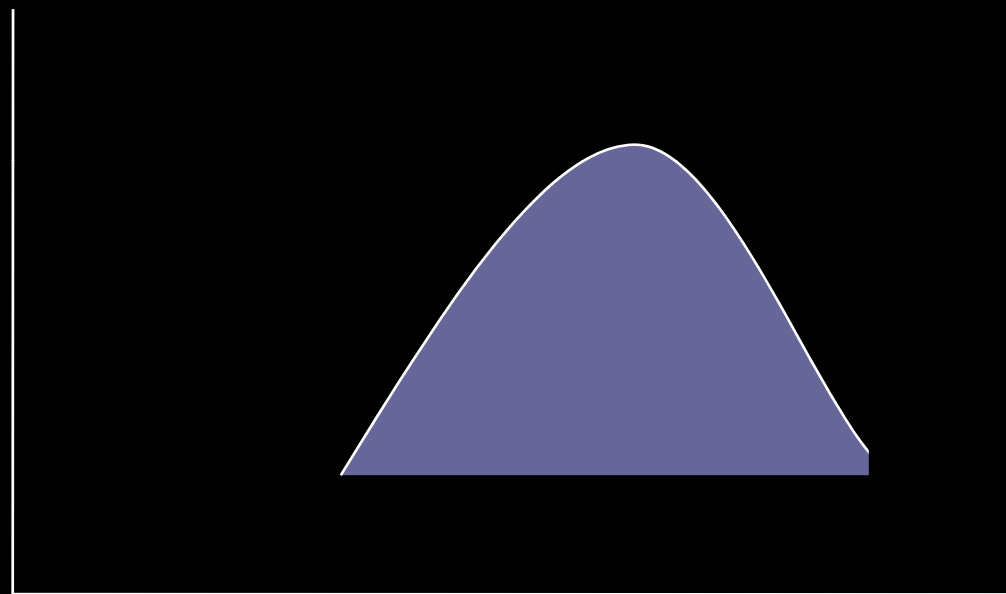
Hidden curriculum –challenges / opportunities

- What else is being learnt?? Case-based learning – the challenge of the stereotype
- Critical reflection – teachers and students
- What else can we teach?? (and how?)
- ?? Working with the hidden curriculum in Hauora Māori

What to achieve?



What to achieve?



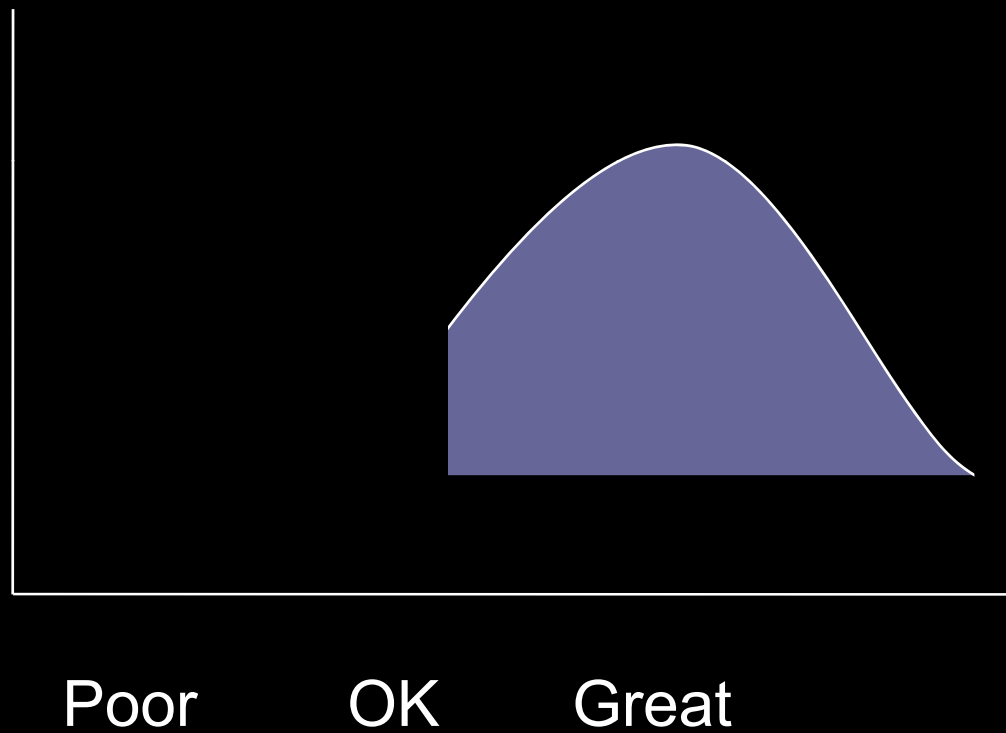
Poor

OK

Great

And..

What to achieve?



4. Conclusions

Conclusions

- Contexts - important to understand when developing an delivering Hauora Māori teaching
 - Student diversity
 - Structure of course
 - Capacity
 - Educational aims and methods
- Foundation important early in course however one size doesn't fit all
- Hidden and overt curriculum – both need to be understood and worked with
- Immersed teaching, integrated and independent
- Experiential learning – great but be careful
- Self reflection / Critical analysis
- and to what end?.....

***“Education is the most powerful weapon
which you can use to change the
world.”***

Nelson Mandela