

# **Welcome to the CMPH 2025 Retreat Day 2**



# WE ARE ON KAURNA LAND

Flinders University acknowledges the Traditional Owners and Custodians of the lands on which its campuses are located, these are the Traditional Lands of the Arrernte, Dagoman, First Nations of the South East, First Peoples of the River Murray & Mallee region, Jawoyn, Kurna, Larrakia, Ngadjuri, Ngarrindjeri, Ramindjeri, Warumungu, Wardaman and Yolngu people. We honour their Elders past, present and emerging.

Today, over **400 ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS** are enrolled in courses at Flinders University.



# Session 5

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## **Aboriginal and Torres Strait Islander Cultural Protocols for CMPH**

Richard Fejo, Campus Elder NTMP & Kathleen  
Martin, Program Director, Aboriginal & Torres  
Strait Islander Pathways in Medicine





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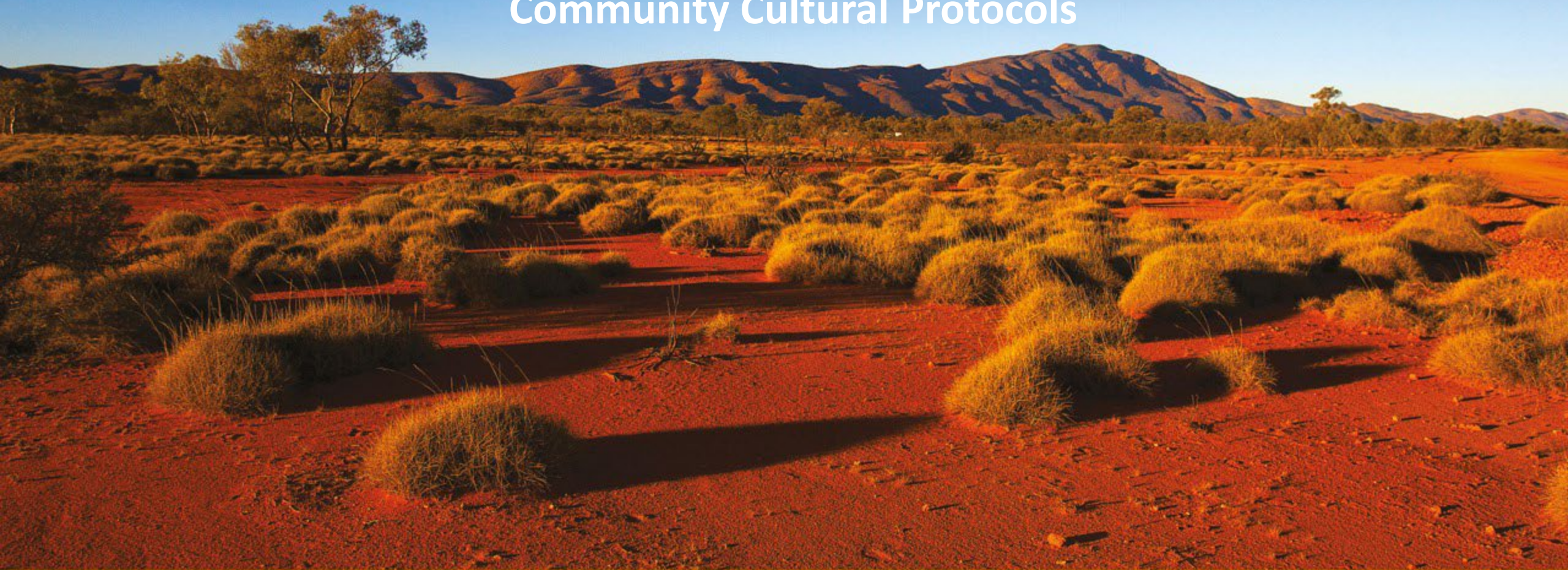




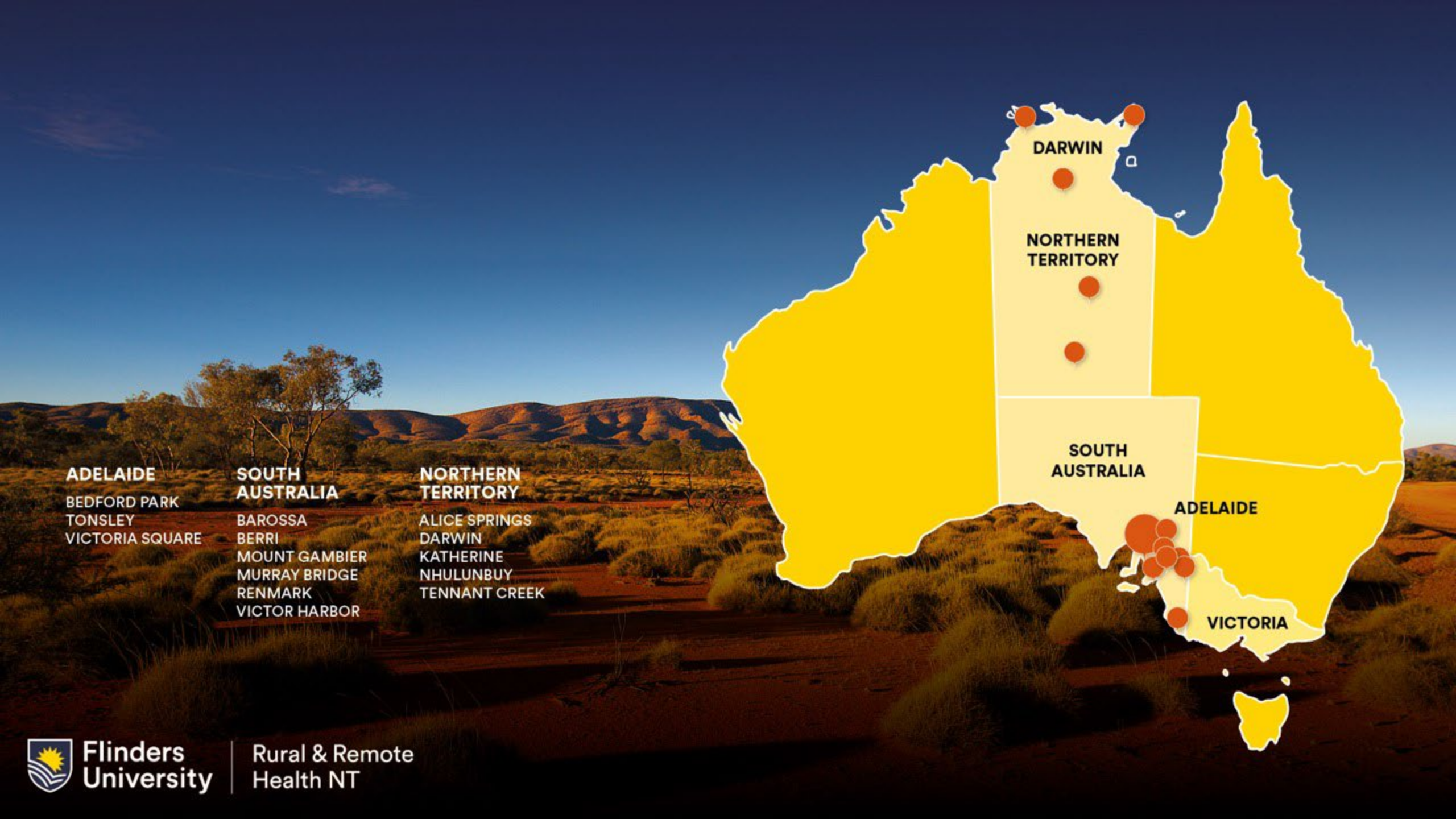
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## Community Cultural Protocols



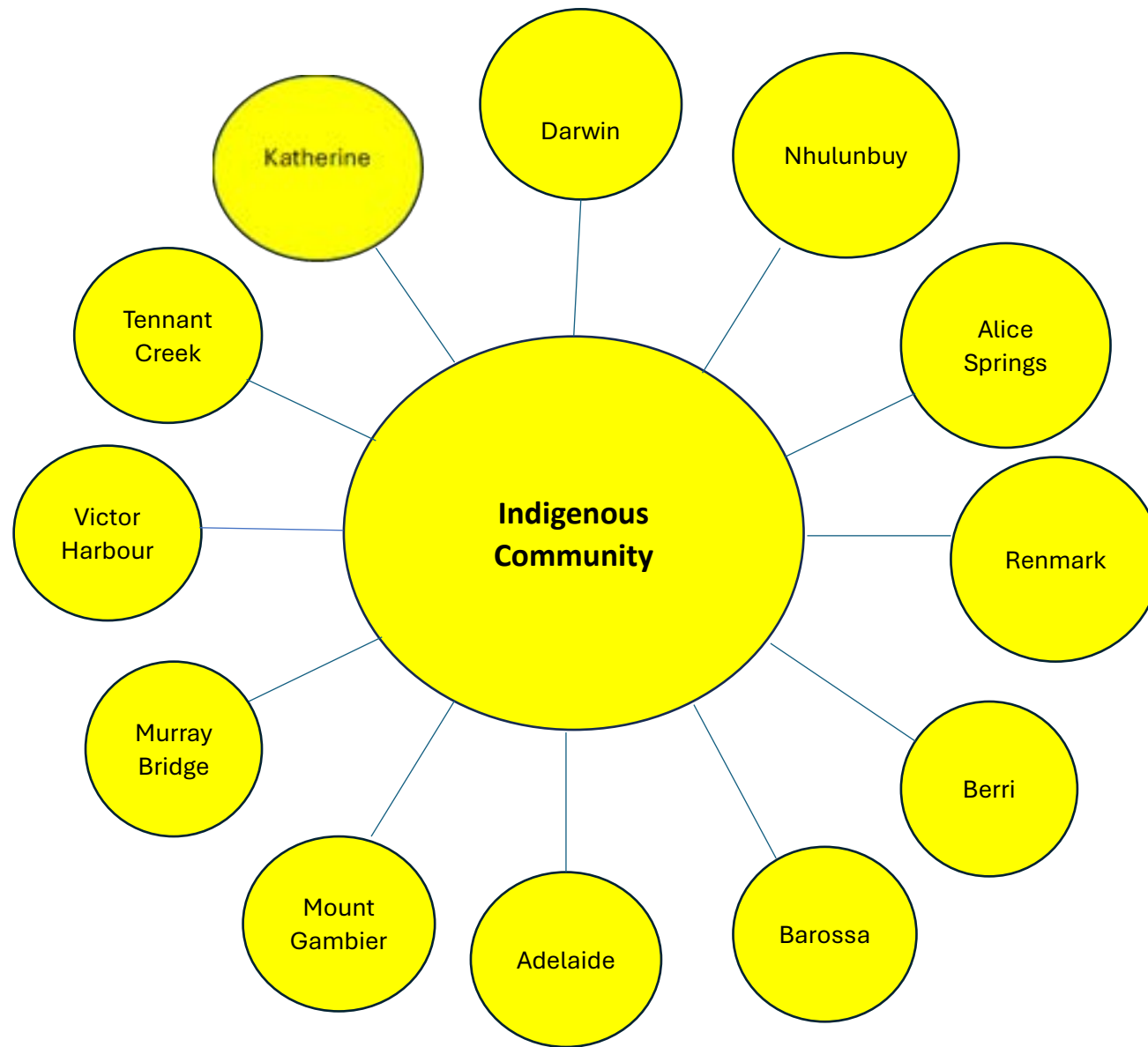




**ADELAIDE**  
BEDFORD PARK  
TONSLEY  
VICTORIA SQUARE

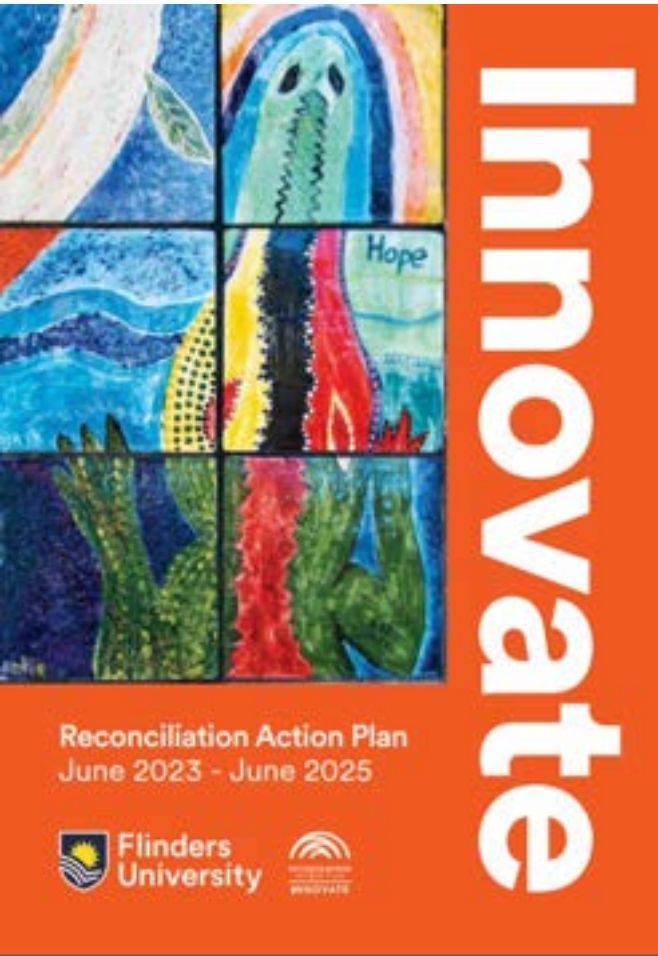
**SOUTH AUSTRALIA**  
BAROSSA  
BERRI  
MOUNT GAMBIER  
MURRAY BRIDGE  
RENMARK  
VICTOR HARBOR

**NORTHERN TERRITORY**  
ALICE SPRINGS  
DARWIN  
KATHERINE  
NHULUNBUY  
TENNANT CREEK





# RECONCILIATION ACTION PLAN



## 4 Domains of the Reconciliation Action Plan

- Relationships
- Respect
- Opportunities
- Governance and Reporting



# Indigenous Workforce Strategy

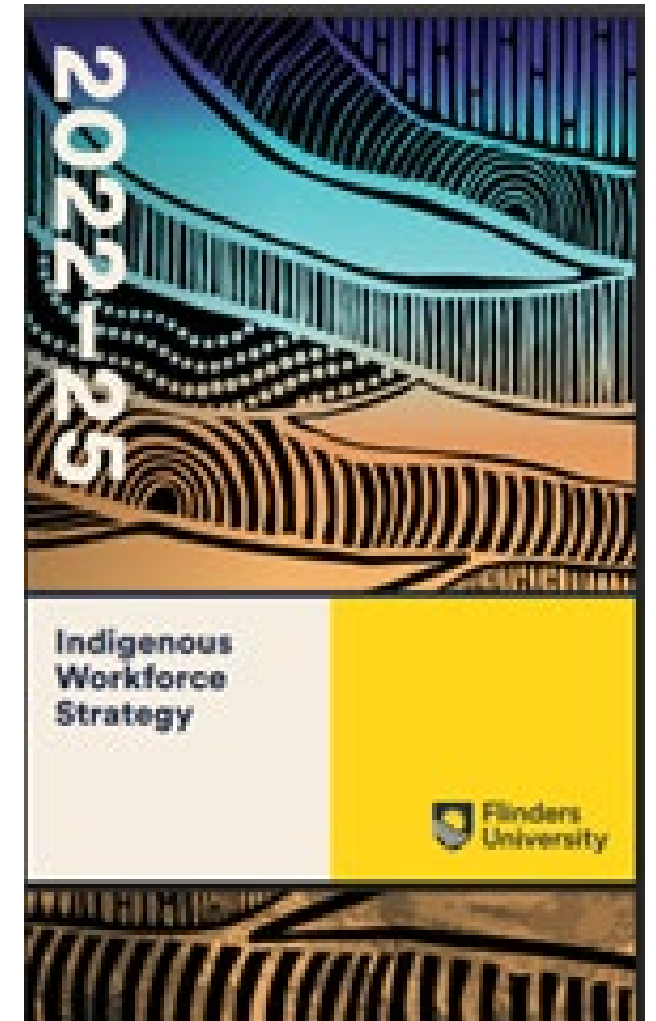
Priority Areas 2. & 3

## 2. Culture and Retention

Flinders University will foster a work environment which is inclusive, culturally affirming, and safe to support the retention of Aboriginal and/or Torres Strait Islander Staff.

## 3. Development and Advancement

Flinders University will foster an environment which supports the aspirations of Aboriginal and/or Torres Strait Islander staff to achieve individual success and to contribute to the success of their communities.





# **AMC Accreditation – Providing a Culturally Safe Environment for Staff and Students.**



# What is a Community Cultural Protocol?

According to ChatGPT

*“A community Cultural Protocol is a document or set of guidelines developed by an Indigenous or local community to outline their cultural values, traditional knowledge, and expectations for engaging with external parties, such as researchers, business, or government entities”.*



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# Questions

- Write down questions that you would like to know, and we will check back in the end to see if they have been answered or what further resources will you need?



# What's this all about?

- Introduction to Aboriginal and Torres Strait Islander Peoples
- Applying Community Cultural Protocols
- Significant Events and dates in the Aboriginal and Torres Strait Islander Calendar
- Glossary of useful terms and appropriate terminology
- Community Cultural Protocols
- **NT** - Larrakia protocols (Darwin), - Yolngu protocols (Nhulunbuy), - Dagoman, Jawoyn and Wardaman protocols (Katherine), - Warumungu protocols (Tennant Creek), - Arrernte protocols (Alice Springs)
- **SA** - First Nations of the Southeast protocols, - First Peoples of the River Murray & Mallee Region protocols, - Kurna People protocols, - Ngadjuri People protocols, - Ngarrindjeri People protocols, - Ramindjeri People protocols,
- Aboriginal and Torres Strait Islander community engagement





# What can I do?

## Group Activity:

Take 10 minutes to think and write down what you think needs to be included in the Cultural Community Protocols.

For example: dress codes when visiting these area's, conduct when visiting these area's



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# Cultural Protocols

Updated Larrakia Cultural Protocols.

The Larrakia have always welcomed people to our lands, despite our ongoing struggle for proper recognition of our rights. The Larrakia aim to foster relationships according to our cultural protocols, which we ask you to respect.

- Larrakia are the Aboriginal owners of all the land and waters of the greater Darwin and rural area, including identified Aboriginal living areas.
- Aboriginal law requires respect for the cultural authority of the Aboriginal owners.
- We speak for our country, and we have an obligation, along with our neighbours to care for our country.
- Visitors should respect that we retain traditional knowledge, such as stories about significant sites.
- All visitors are responsible for their behaviour and should respect the guidance of Larrakia.
- Learning about country is everybody's obligation including visitors, residents, NGOs and government.
- Inappropriate behaviour reflects badly on Larrakia people, and we do not accept it.





# Clothing Protocols

## Acceptable

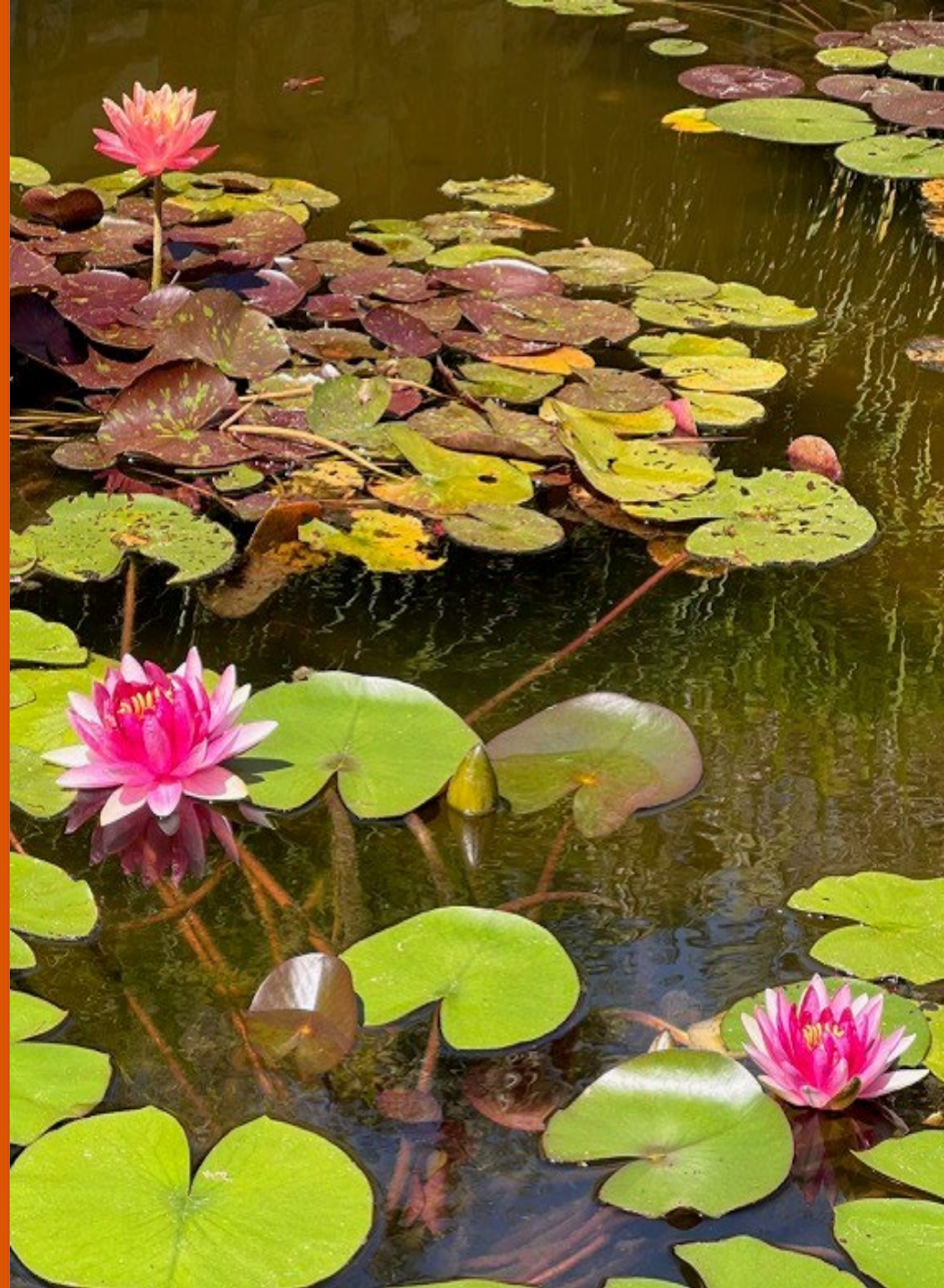
- skirts and dresses (below the knee, not above)
- blouses, shirts and tops with sleeves
- loose trousers
- loose-fitting uniform
- comfortable, enclosed shoes.

## Unacceptable

- short skirts (above the knee)
- singlets
- sleeveless tops
- tops showing midriffs
- tight-fitting shorts and active wear
- tight-fitting or very casual jeans
- thongs or flip-flops.



# Feedback from Group Work



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# What happens next

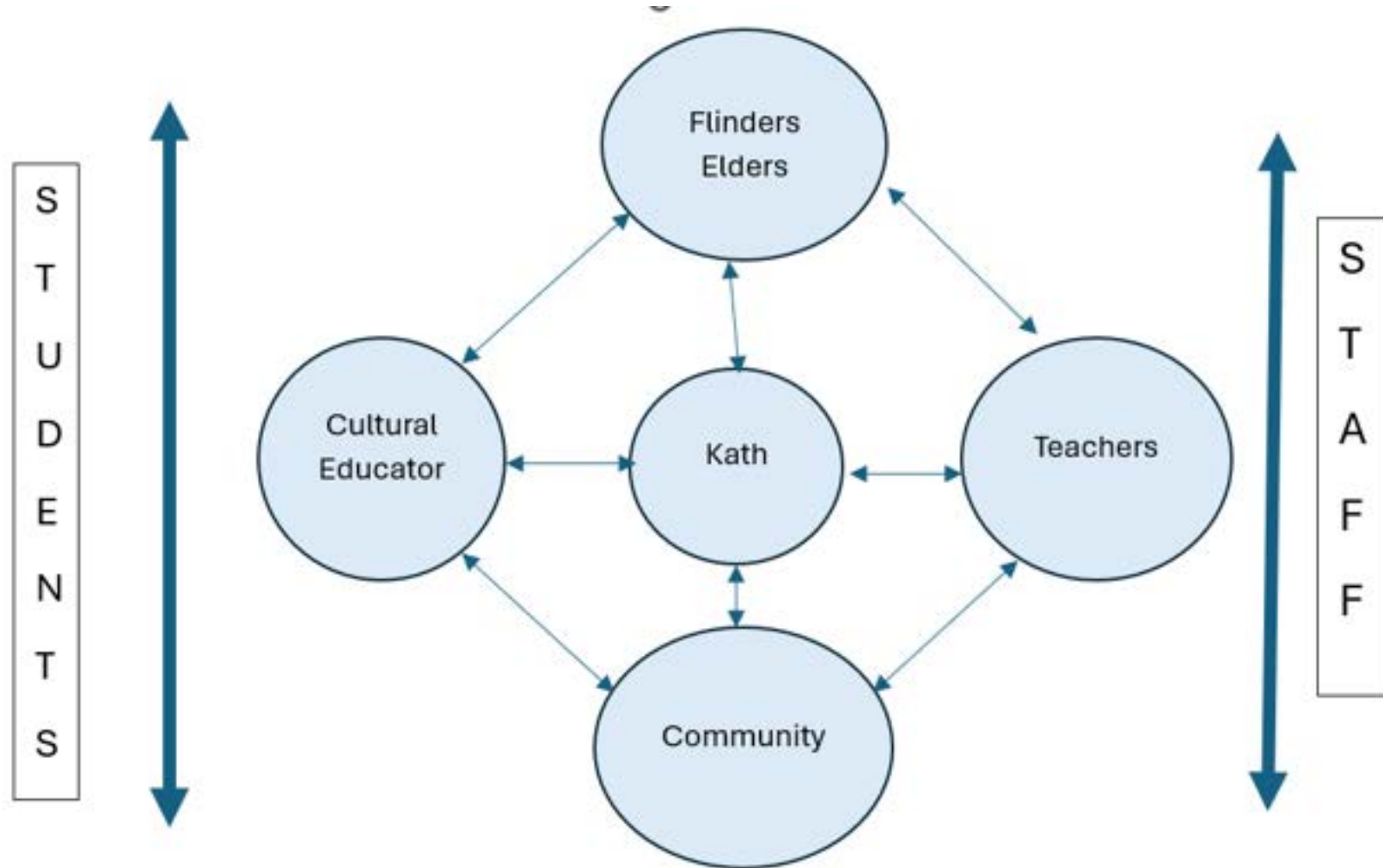
- Collate your feedback.
- Get local Aboriginal and Torres Strait Islander staff to work together to develop local Community Cultural Protocols.
- Consult with local community and get their input.
- Send out the draft to staff in the college for feedback.
- Get approval from the College and University.
- Work with the RAP Implementation Working Group to assist with monitoring the use of the Community Cultural Protocols.
- Design a web so that the Community Cultural Protocols can be accessed by all staff.



# What needs to happen

- Staff Orientation
- Student related protocols
- Research
- Engagement
- Events
- Everyday





Morning tea  
10.30 – 11.00am



# Session 6

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## **HILTS: High-Impact Learning and Teaching Strategies**

Professor Karen Lower & Professor Michelle Picard

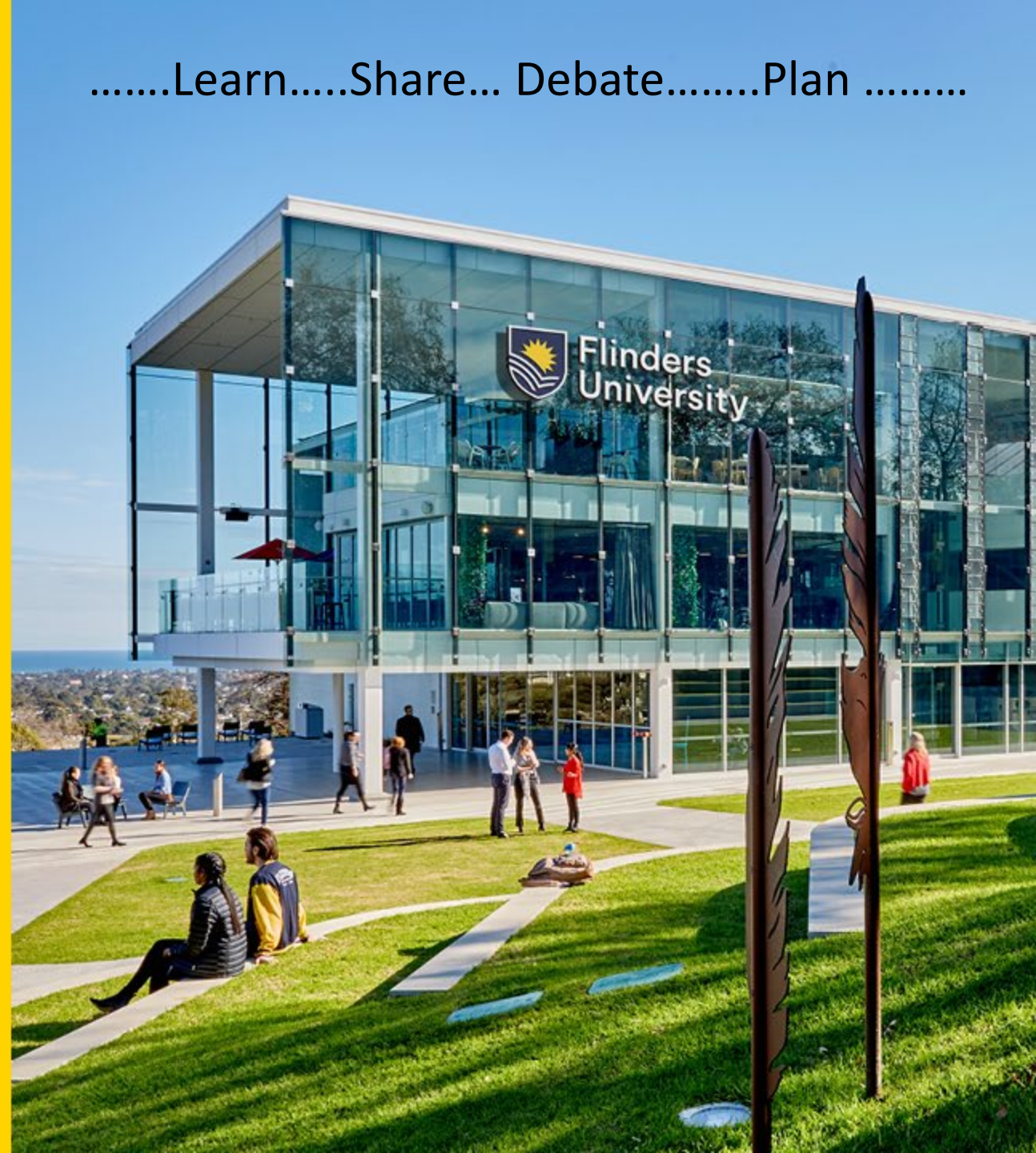
World Café workshop - Alistair Standish, Annabelle Wilson, Christine Barry, Inta Rudaks, Svetlana King, Nayia Cominos, Amy Hickman, Yohannes Melaku, Rowena Lavery, Mehrnaz Keyhanfar

.....Learn.....Share... Debate.....Plan .....

# Learning and Teaching Innovation, Flinders Learning & Teaching Academy, SoTL 2025: An Introduction

26 March April 2024

Facilitator: Professor Michelle Picard







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# Learning and Teaching Innovation 2025: What?

Flinders Online; Long-Term Document Retention LMS Data, Piloting new 24/7 support, Central & College Leadership initiated

e.g. Responses to Accreditation; new courses-  
College Leadership & TPD/Course Coordinator Initiated

e.g. Review of a course/major, set of assessments  
Individual in liaison with course coordinator,  
responses to CQAGs, bespoke workshops & training

Courses taught e.g. FSP, regular student and staff  
workshops, Service One, ELMO support, Learning  
Designer quick tips & queries, [Flinders Learning & Teaching Academy](#)

Students: Studiosity, Study Buddy & Study Buddy Drafts  
& resources, staff: self-paced workshops, resources,  
both: 24/7 Canvas Support, other LTIs





# Learning and Teaching Innovation: What & Who?

University preparation programs

- have a focus on PATHWAYS (Dr Lalitha Velautham)

Student learning support services

- have a focus on STUDENT SUPPORT (Dr Kung-Keat Teoh)

Learning and teaching programs and services

- have a focus on PEDAGOGY / TEACHING AND LEARNING (Ms Cassandra Hood)

Learning technology enhanced services

- have a focus on LEARNING TECHNOLOGIES (Ms Jackie Cornell)

Projects

- have a focus on PROJECTS that sit across our core business (Ms Melanie Worrall + relevant leaders)

# Day to Day Support & Queries

## MNS CLUSTER TEAM supporting MPH, NHS and SE

**Location 1:** Sturt South, Rm 213 | **Location 2:** Physical Sciences, Rm 1001

**Contact:** Service One | 8201 5000 | [mns.elearning@flinders.edu.au](mailto:mns.elearning@flinders.edu.au)

<b>Location 1:</b>	<b>Sally Hadley</b>	eLearning and Media Support Officer
	<b>Tariq Mohammad Abdul</b>	eLearning and Media Support Officer

<b>Location 2:</b>	<b>Lowell Lin</b>	eLearning and Media Support Officer
	<b>Vacant Position</b>	eLearning and Media Support Officer

## CENTRAL TEAM

**Location:** Oasis building, Level 1

**Contact:** Service One | 8201 5000 | [portfolio.elearning@flinders.edu.au](mailto:portfolio.elearning@flinders.edu.au)

<b>Jason Lange</b>	Team Leader Training and Resources
<b>Michael Cox</b>	Team Leader Learning Technology Projects
<b>Lawrence James</b>	Team Leader Learning Content Creation
<b>CentPrasen Rathore</b>	Creative and Digital Content Producer (on leave until June 2025)
<b>Morgan Gallagher</b>	Creative and Digital Content Producer (0.6FTE)
<b>Liz Tilly</b>	eLearning and Media Support Officer
<b>George Filipov</b>	eLearning and Media Support Officer

College Education Rep & Key contact: Cassandra Hood

([Cassandra.hood@flinders.edu.au](mailto:Cassandra.hood@flinders.edu.au))





# Evidence-based practice in HE

- *Evidence-based practice in higher education learning and teaching refers to instructional strategies and methods that are supported by rigorous research and proven to be effective in enhancing student learning outcomes.*

## *Affordances of Evidence-based practice*

- Transparency: Making learning objectives and assessment criteria clear to students.
- Active Learning: Engaging students in activities that require them to actively process and apply information.
- Formative Practice: Providing regular, low-stakes assessments with timely feedback to help students improve.
- Data Analytics: Using data to inform and improve teaching practices and student learning.
- Metacognition: Encouraging students to reflect on their own learning processes.
- Sense of Belonging: Creating an inclusive environment where all students feel valued and supported.
- These practices are designed to create a more equitable and effective learning environment by leveraging research-backed methods.

(Forgette, 2023)



# Scholarship of Learning & Teaching

*In the context of the Higher Education Standards Framework (Threshold Standards) 2021 (HES Framework), 'scholarship' refers to those activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field [of HE learning and teaching].*

- Evidence: in policies & operations, recognition, leadership in course delivery, students engaged with scholarship, resource allocation, activities including PD*

*(TEQSA, 2022)*

# Forms of Scholarship

- peer reviewed **scholarly output**/publication/communication (e.g literature reviews, conference presentations, journal publications)
- scholarly review, original research or teaching practice that collectively **contribute to course development**
- **synthesising and communicating advances** in evidence-based practice (e.g. presentations/podcasts/feature articles on current knowledge, practice, or teaching and learning in a field)
- **teaching practice engaging the latest ideas**, debates and issues (e.g. improved pedagogies, learning processes, curricula, academic policies and learning materials)
- **contributions to relevant professional bodies or communities of practice** (e.g. development of new standards, knowledge resources, codes of practice)
- active and ongoing involvement in relevant **scholarly academic societies, editorial roles or peer review**
- undertaking **higher level qualifications** that lead to scholarly activity, in particular higher degrees by research
- undertaking advanced specialised practice or scholarly **secondments**.

(TEQSA, 2022)



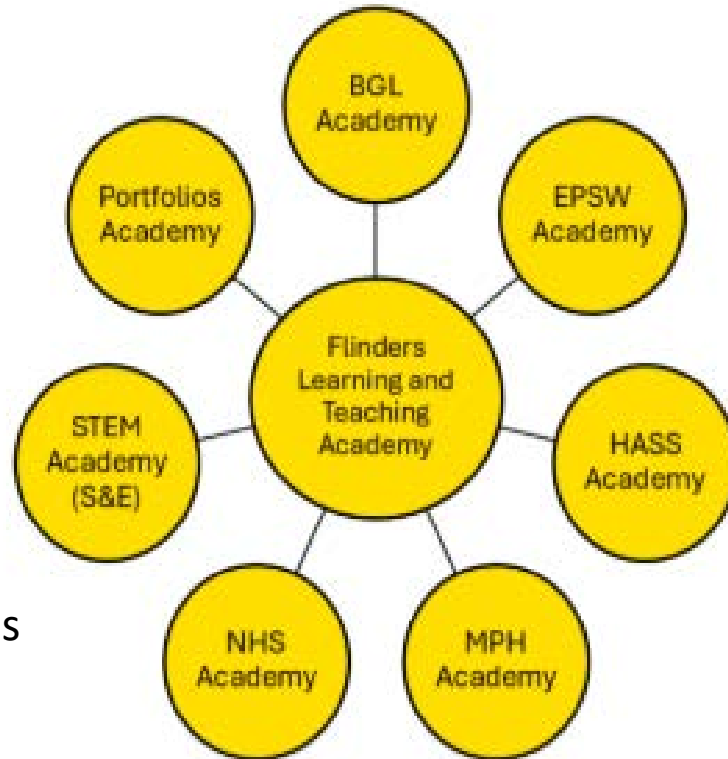
# Flinders Learning and Teaching Academy Hub: A Vehicle of SoTL

## Reward & Recognition:

- STEMM awards
- AAUT, University & College
- HE organisation awards (e.g. CAULLT)
- Advance HE Fellowships
- Recognition of engagement, mentorship & leadership (certification & additional support)

## Scholarly Outputs & Reviewing:

- OAPA reviewer & editor courses
- Support for small grant applications



## Professional Bodies & CoPS:

- FLTA CoPs
- CAULLT
- HERDSA support
- HERGA support

## Advances, scholarship, new ideas:

- DVCS Central, soon FLTA Sharepoint blog
- FLTA events and presentations, SoTL symposium
- LTI training & training during projects/activities

# Attend Central Flinders Learning and Teaching Hub Events

Ongoing and Contract academic staff: Go to OKTA and Staff Learning Portal:

[https://flinders.csod.com/LMS/catalog/Welcome.aspx?tab\\_page\\_id=-67&tab\\_id=-1](https://flinders.csod.com/LMS/catalog/Welcome.aspx?tab_page_id=-67&tab_id=-1)

Direct Enrolment Link SoTL Symposium:

<https://flinders.csod.com/samldefault.aspx?oid=2&returnUrl=%252fDeepLink%252fProcessRedirect.aspx%253fmodule%253d36>

Casual staff and affiliates:





# World Café

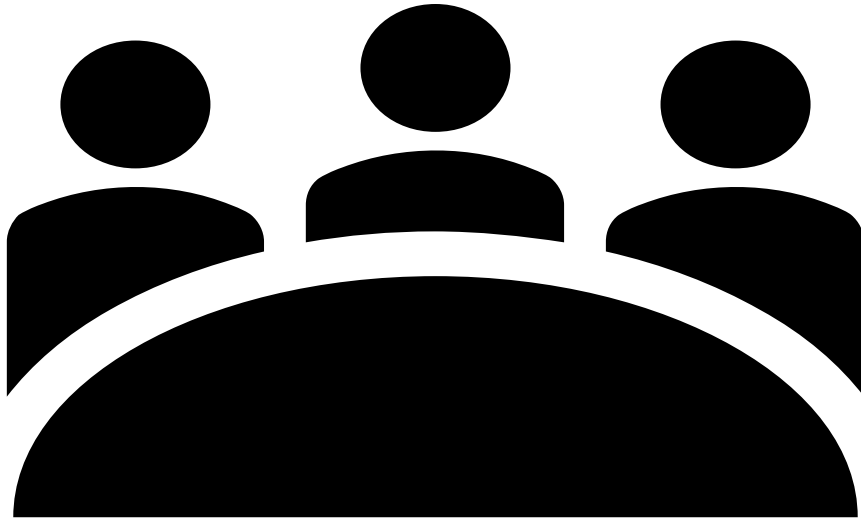


Table 1: Strategies

Table 2: Evidence

Table 3: Needs

# Lunch

12.30 – 1.30pm



# Session 7

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## **Your Voice: Building a stronger workplace culture**

Jayanthi Jayakaran

Richard Edwards

Dominique Posthumus

Lorraine Karunaratne

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# Session Overview

- Your Voice Survey  
Highlights & Observations
- Current & Future Actions
- Influencing our Culture –  
Key Actions
- Games Master- Spaghetti &  
Marshmallows

# Findings from 2024 'Your Voice' survey

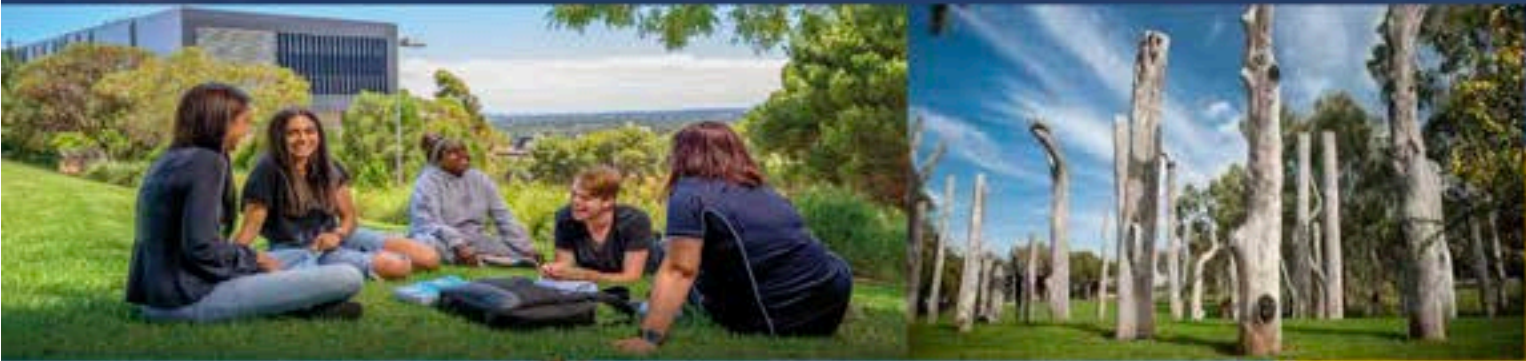
## Survey Highlights and Observations

Richard Edwards





# Acknowledgement of Country



**ADELAIDE**  
BEDFORD PARK  
TONSLEY  
VICTORIA SQUARE

**SOUTH AUSTRALIA**  
BAROSSA  
BERRI  
MOUNT GAMBIER  
MURRAY BRIDGE  
RENMARK  
VICTOR HARBOR

**NORTHERN TERRITORY**  
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# Methods

- Conducted 3 June 2024 - 1 July 2024
- 108 questions, 30 sub-domains
  - **Outcomes** - Engagement, Wellbeing, Progress
  - **Drivers** - Participation, Purpose, Production, People, University
- Responses
  - Total 281 (48% RR excluding casual, 29% including casual)
  - 163 Professional staff
  - 118 Academic staff
- Response Classification
  - % **Strongly Agree / Agree** vs Mixed / Disagree / Strongly Disagree

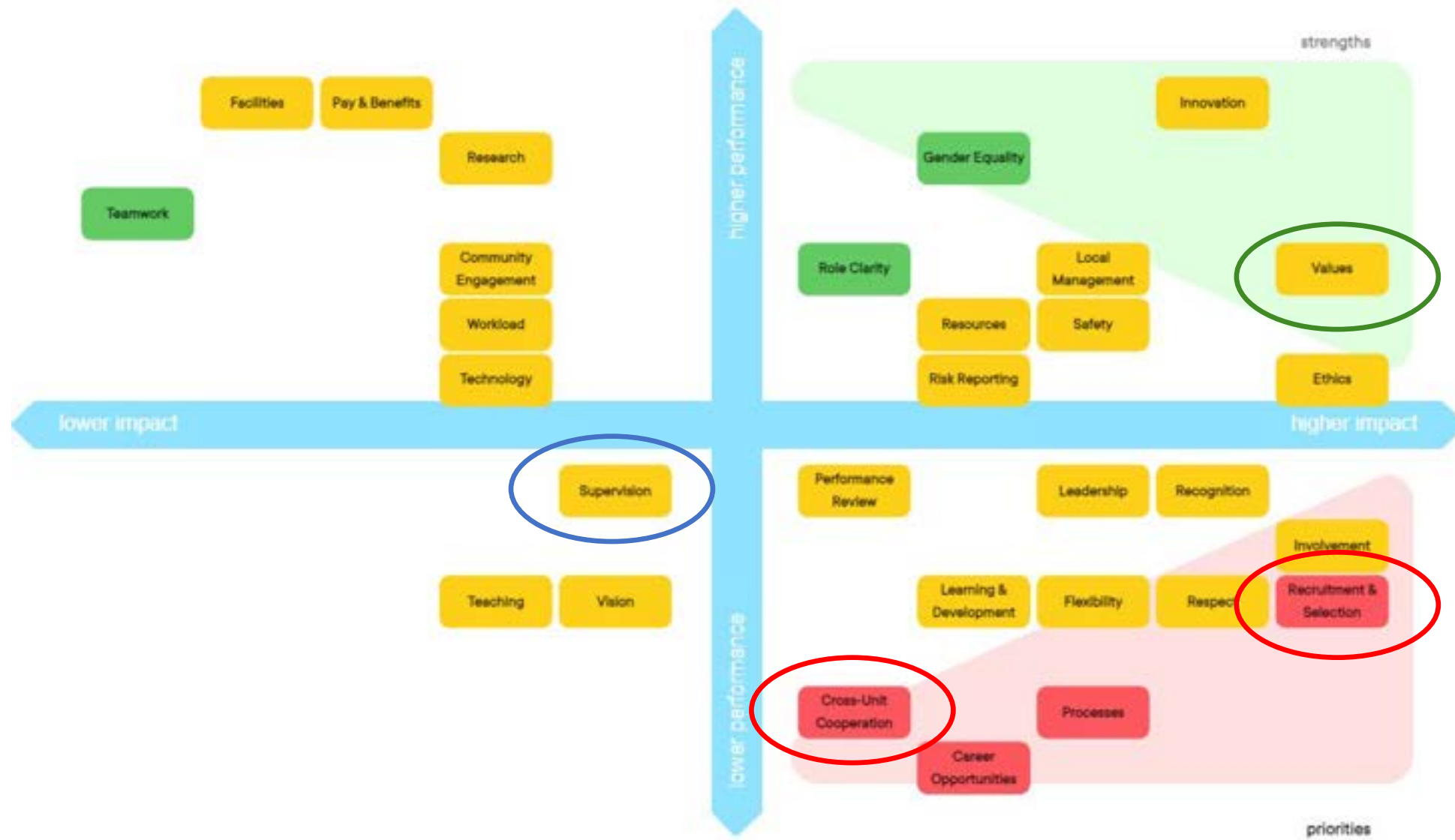
	Absolute level	Difference
High	≥ 80%	≥ + 10%
Moderate	50-80%	+/- 10%
Low	<50%	< - 10%



# Performance overview







## Top Questions

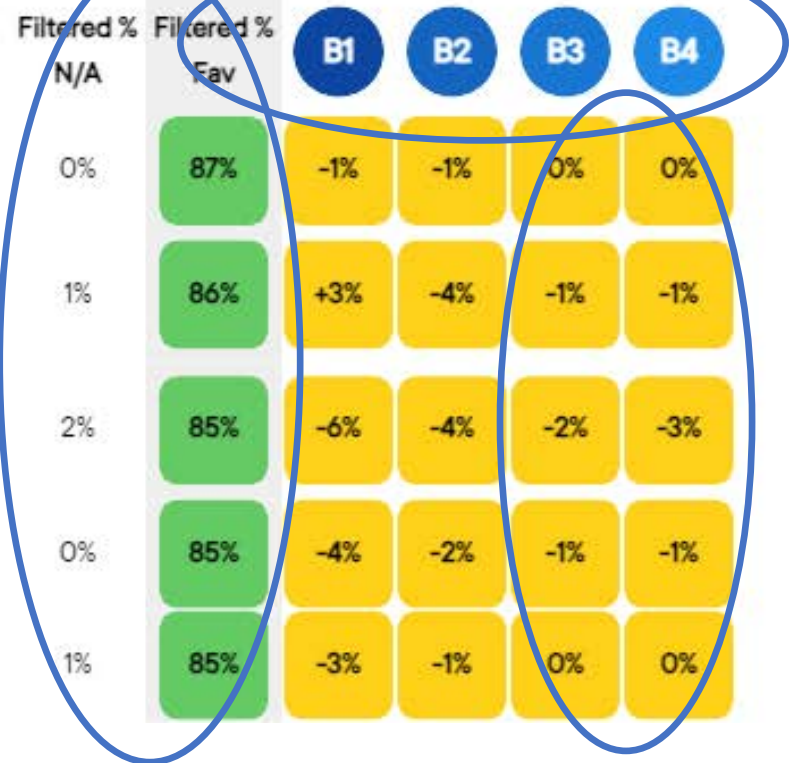
vs All Flinders

vs All Units

vs 2022

vs IRUs

Category	Q#	Question
Engagement	90	I like the kind of work I do
Gender Equality	17	In my organisation, gender-based harassment and sexual harassment is not tolerated
Gender Equality	18	My immediate supervisor/manager genuinely supports equality between genders
Teamwork	71	My co-workers give me help and support
Values	5	I believe in the overall purpose of Flinders University

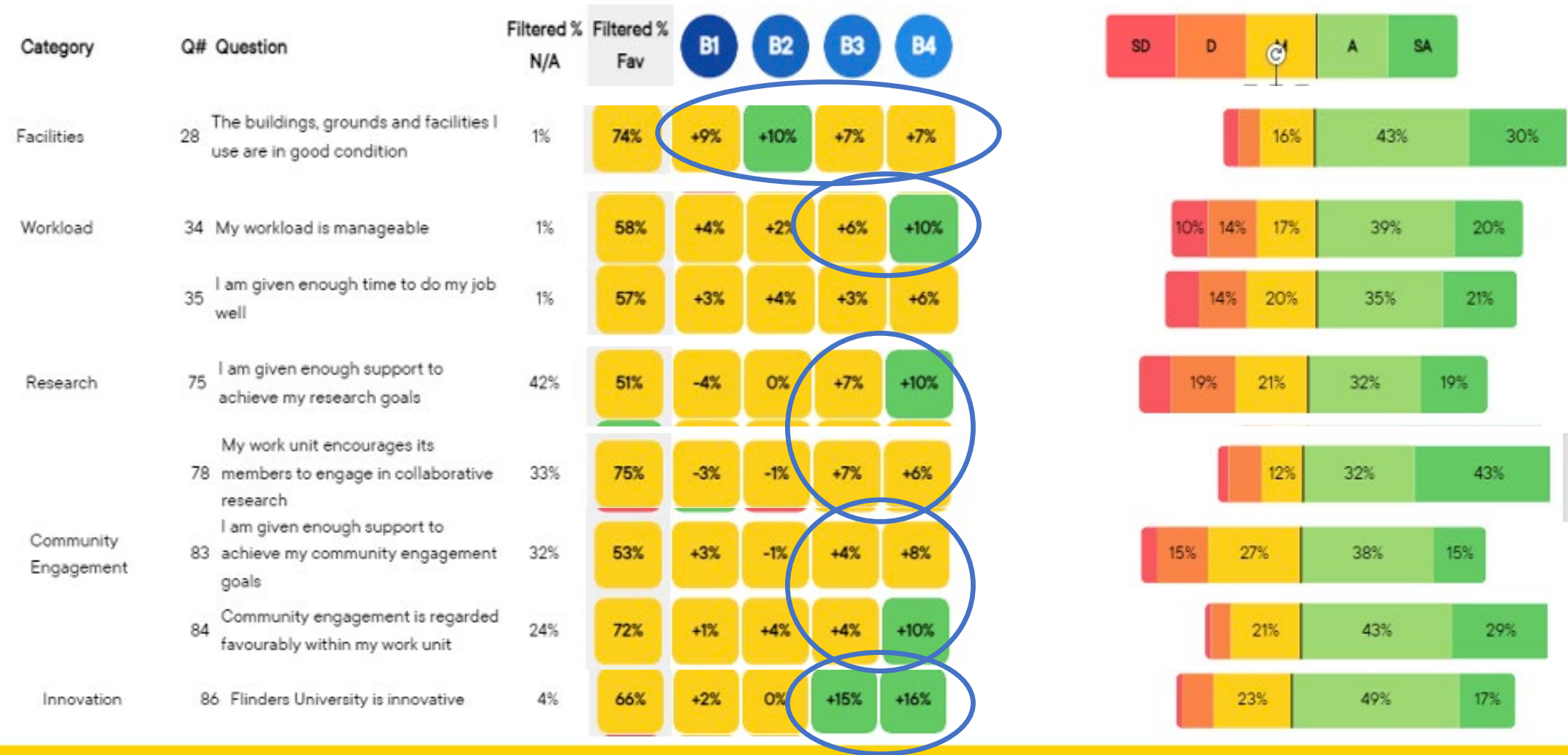


# Other high scoring (>80%) Qs

Category	Q#	Question	Filtered % N/A	Filtered % Fav	B1	B2	B3	B4	
									SD D C A SA
Values	6	I believe in the values of Flinders University	1%	82%	-3%	-2%	-2%	0%	14% 35% 47%
Role Clarity	11	I understand my goals and objectives and what is required of me in my job	1%	81%	+1%	-4%	-3%	-3%	33% 48%
	12	I understand how my job contributes to the overall success of Flinders University	0%	82%	+3%	-4%	-5%	-4%	10% 39% 43%
Pay & Benefits	55	I am satisfied with the benefits I receive (super, leave, etc)	1%	84%	+2%	+3%	+9%	+10%	12% 46% 38%
Research	76	Research is regarded favourably within my work unit	29%	80%	-5%	+2%	+3%	+1%	10% 26% 54%
	77	Research by co-workers within my work unit is of a high quality	35%	80%	-6%	-3%	+3%	+3%	14% 34% 45%
Engagement	91	I am proud to tell people that I work for Flinders University	0%	80%	-3%	-2%	0%	+2%	14% 37% 43%
Organisation Objectives	108	The future for Flinders University is positive	10%	81%	+5%	+5%	+16%	+19%	14% 51% 30%

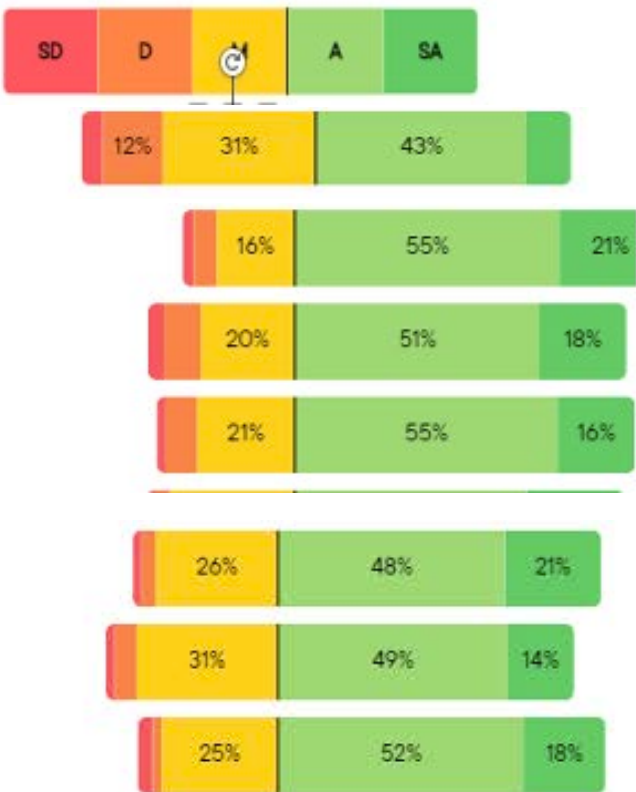


# Other positive findings



# Other positive findings (cont.)

Category	Q# Question	Filtered % N/A	Filtered % Fav	B1	B2	B3	B4
Change	101 The pace of change within Flinders University is appropriate	8%	52%	+7%	+6%		
Student Satisfaction	102 Flinders University offers services to students that are high quality	35%	76%	0%	+3%	+11%	+13%
	103 Flinders University understands the needs of its students	36%	69%	0%	+1%	+8%	+12%
	104 Students are generally satisfied with our services	41%	71%	-7%	-1%	+9%	+11%
External User Satisfaction	105 Flinders University offers services to external users that are high quality	43%	69%	+4%	0%	+4%	+5%
	106 Flinders University understands the needs of its external users	45%	63%	+9%	+1%	+2%	+6%
Organisation Objectives	107 The goals of Flinders University are being reached	23%	70%	+1%	0%	+13%	+16%



## Bottom Questions

Category	Q#	Question
Career Opportunities	56	Enough time and effort is spent on career planning
Processes	25	At Flinders University it is clear who has responsibility for what
Career Opportunities	58	There are enough opportunities for my career to progress at Flinders University
Processes	24	Our processes are efficient
Change	99	Change is handled well at Flinders University

Filtered % N/A	Filtered % Fav	B1	B2	B3	B4
6%	28%	-6%	-9%	-8%	-8%
1%	35%	+4%	-1%	-5%	0%
5%	37%	-6%	-4%	-2%	-1%
1%	38%	+3%	+4%	+3%	+6%
7%	42%	+9%	+4%	+9%	+13%

vs 2022

vs All Flinders

vs All Unis

vs IRUs



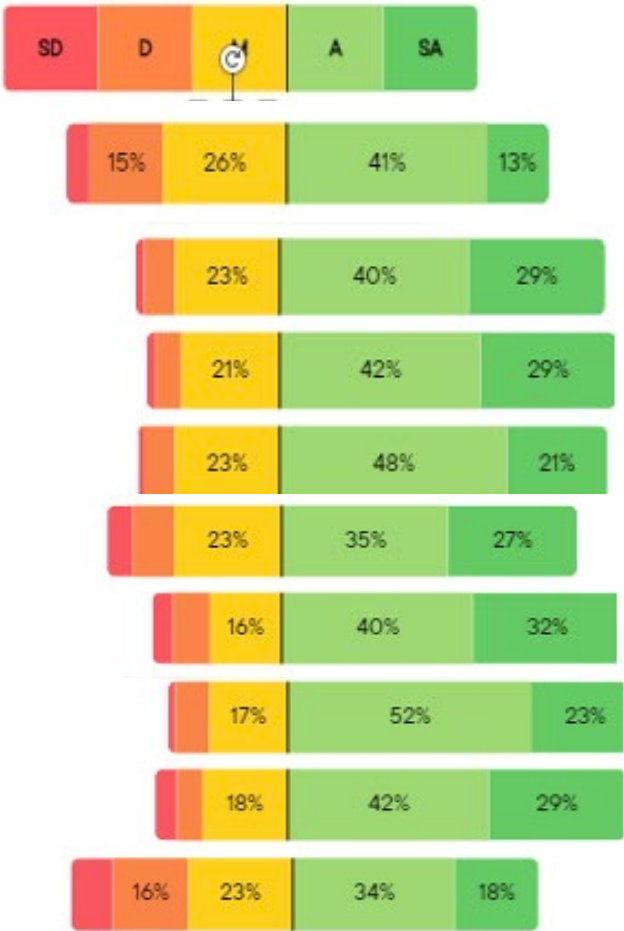


# Other low scoring (<50%) Qs



# Other findings for improvement

Category	Q# Question	Filtered % N/A	Filtered % Fav	B1	B2	B3	B4
Vision	1 I am aware of the vision senior management has for the future of Flinders University	4%	54%	-4%	-7%	-11%	-8%
Ethics	8 Flinders University is ethical	2%	69%	-7%	-4%	-2%	-2%
	9 Flinders University is socially responsible	3%	71%	-9%	-4%	-4%	-3%
	10 Flinders University is environmentally responsible	4%	70%	-1%	-6%	-2%	-6%
Respect	13 Staff treat each other with respect	0%	63%	-10%	-9%	-12%	-14%
	14 Discrimination is not tolerated at Flinders University	1%	72%	-5%	-4%	-6%	-5%
Safety	32 Staff are aware of their work health and safety responsibilities	1%	74%	-8%	-5%	-6%	+1%
	33 Supervisors and managers demonstrate safe behaviours	1%	72%	-12%	-6%	-6%	-2%
Learning & Development	43 There is a commitment to ongoing training and development of staff	1%	52%	-1%	-9%	-5%	-2%

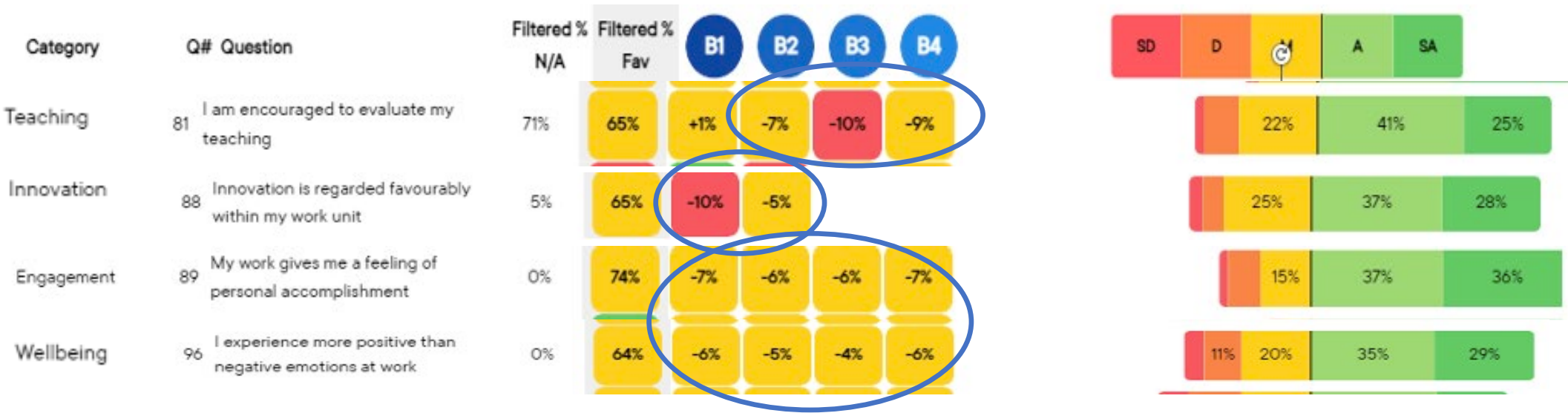


# Other findings for improvement (cont.)

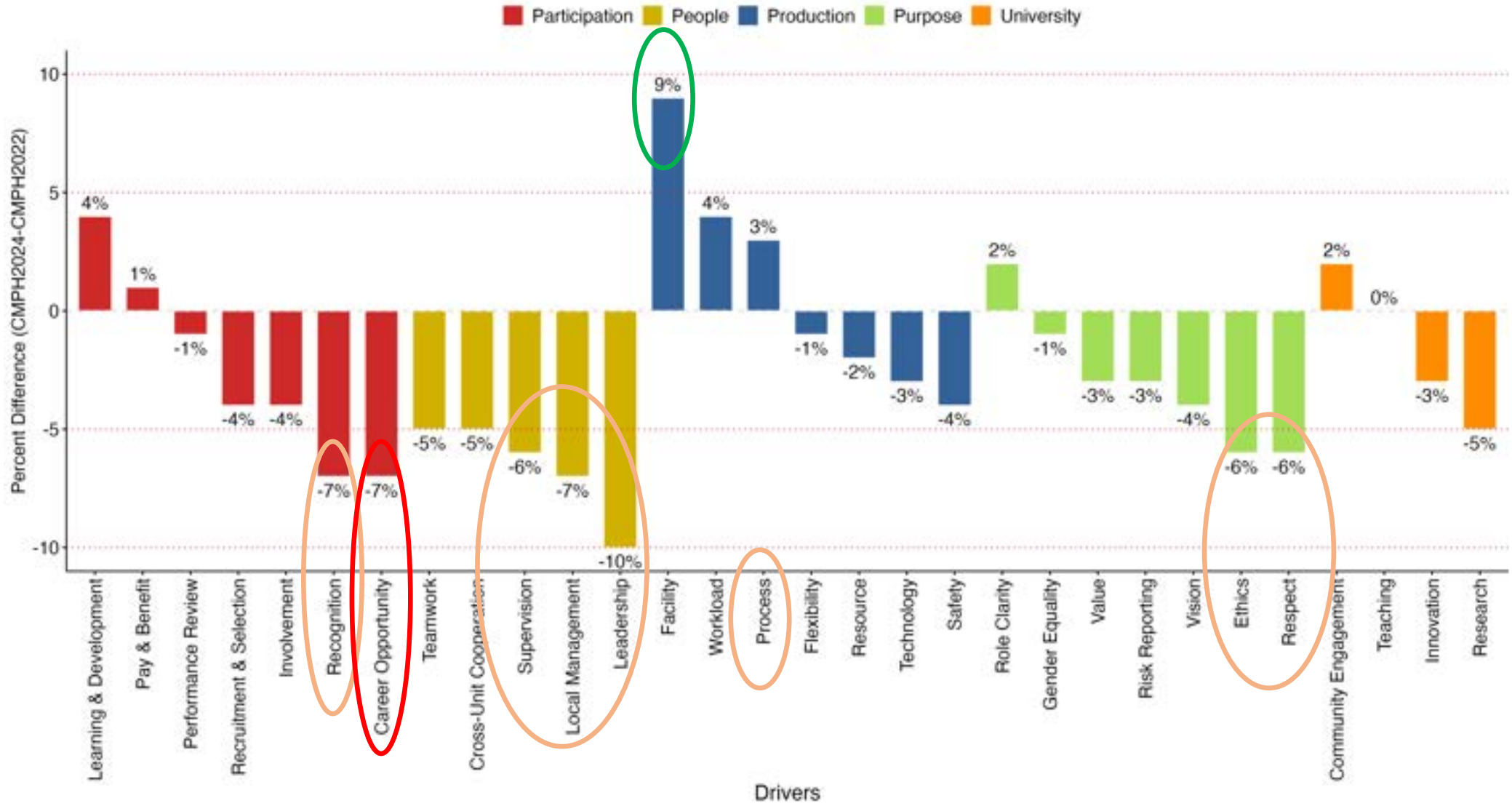




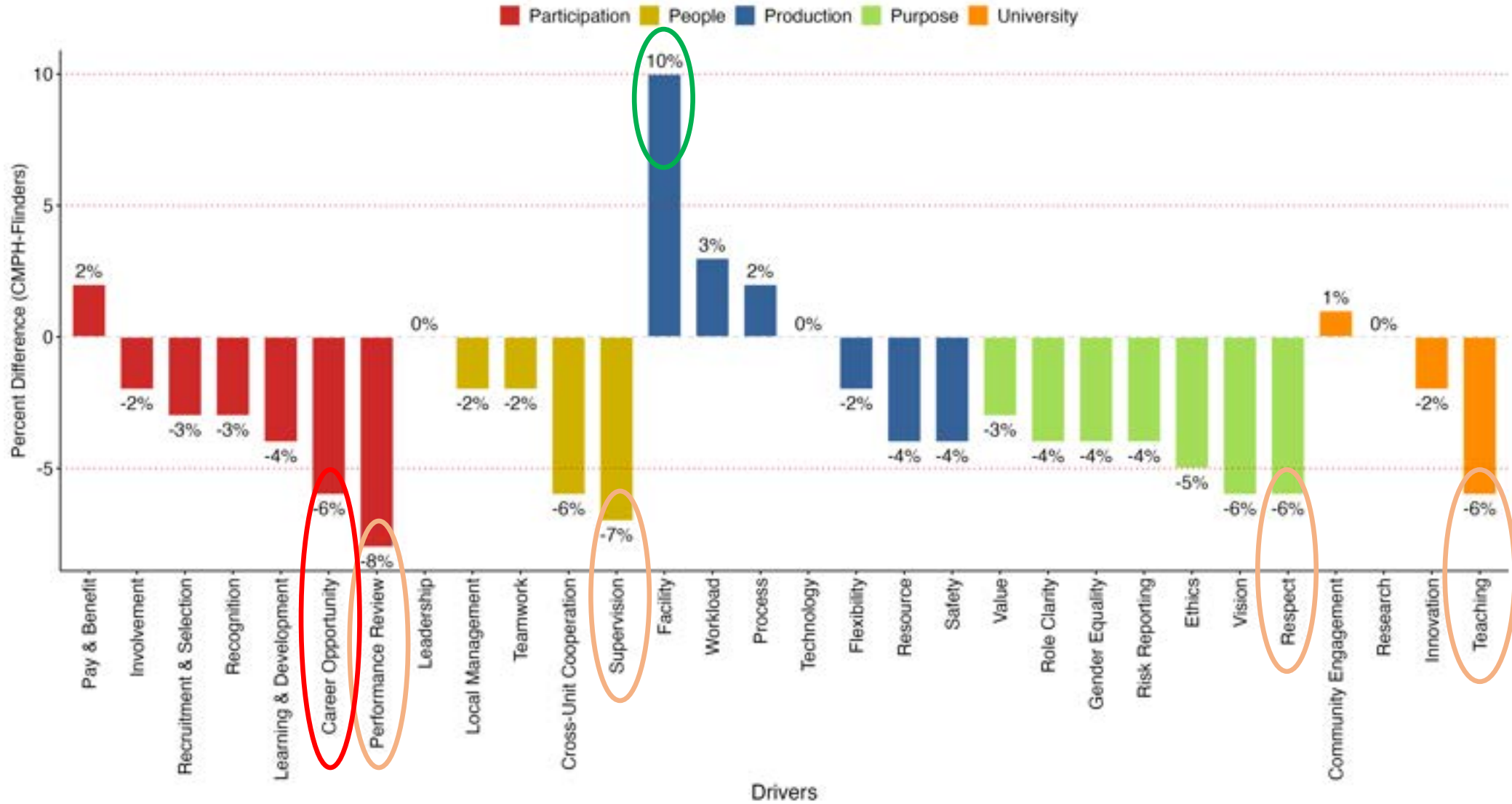
# Other findings for improvement (cont.)



# Drivers: CMPH2024 vs CMPH2022

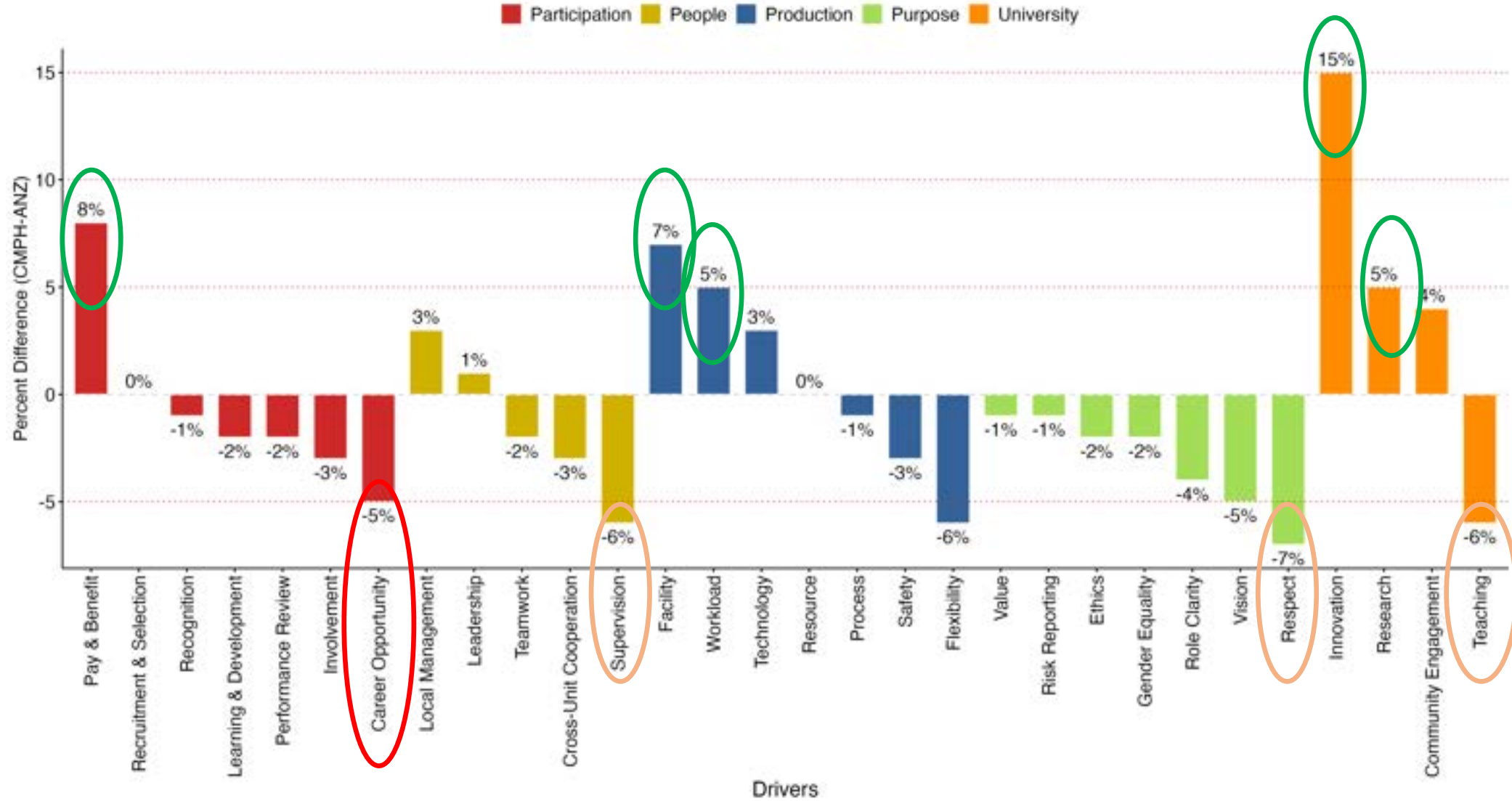


Drivers: CMPH vs Flinders

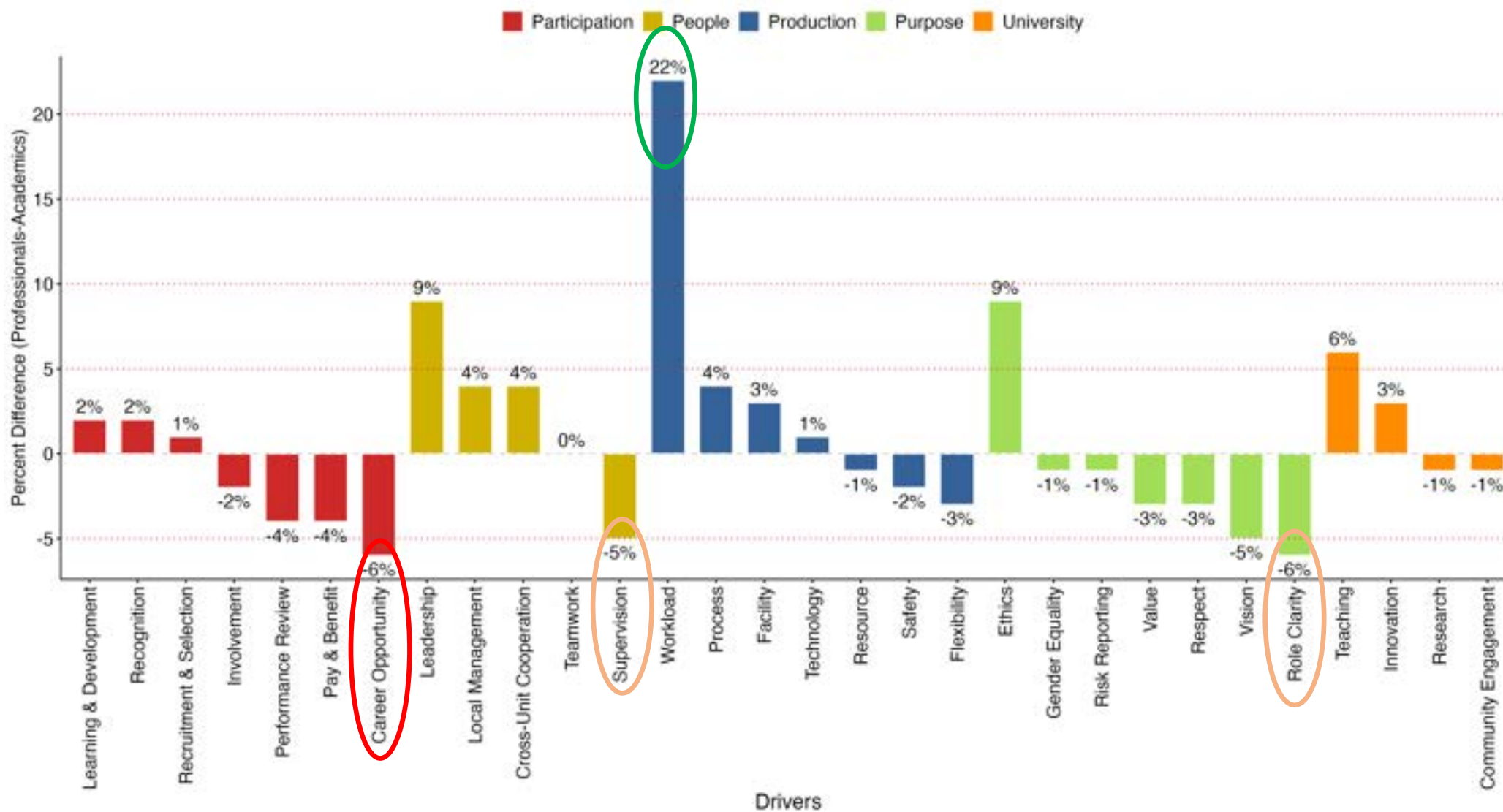




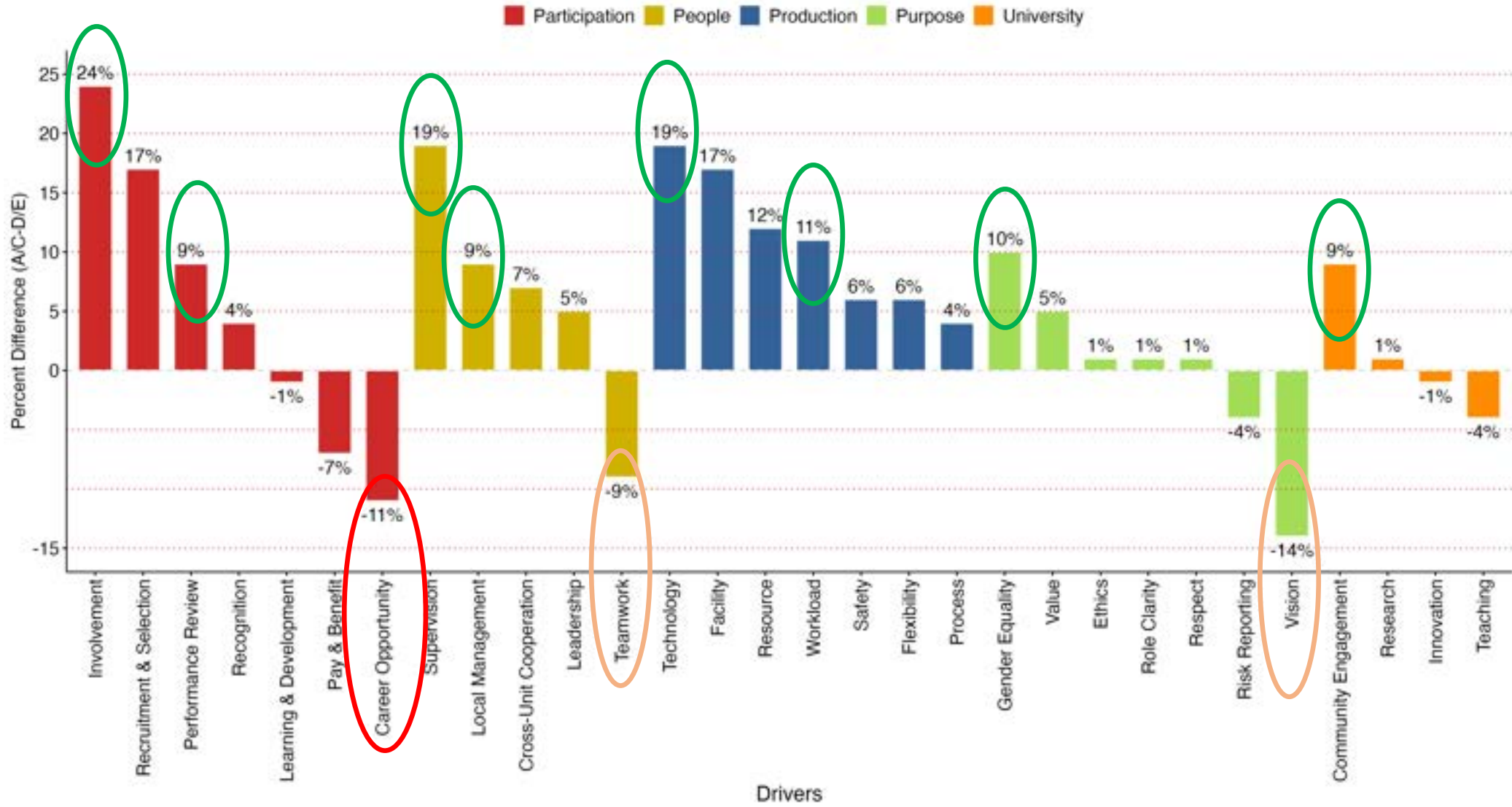
Drivers: CMPH vs ANZ



# Drivers: Professionals vs Academics

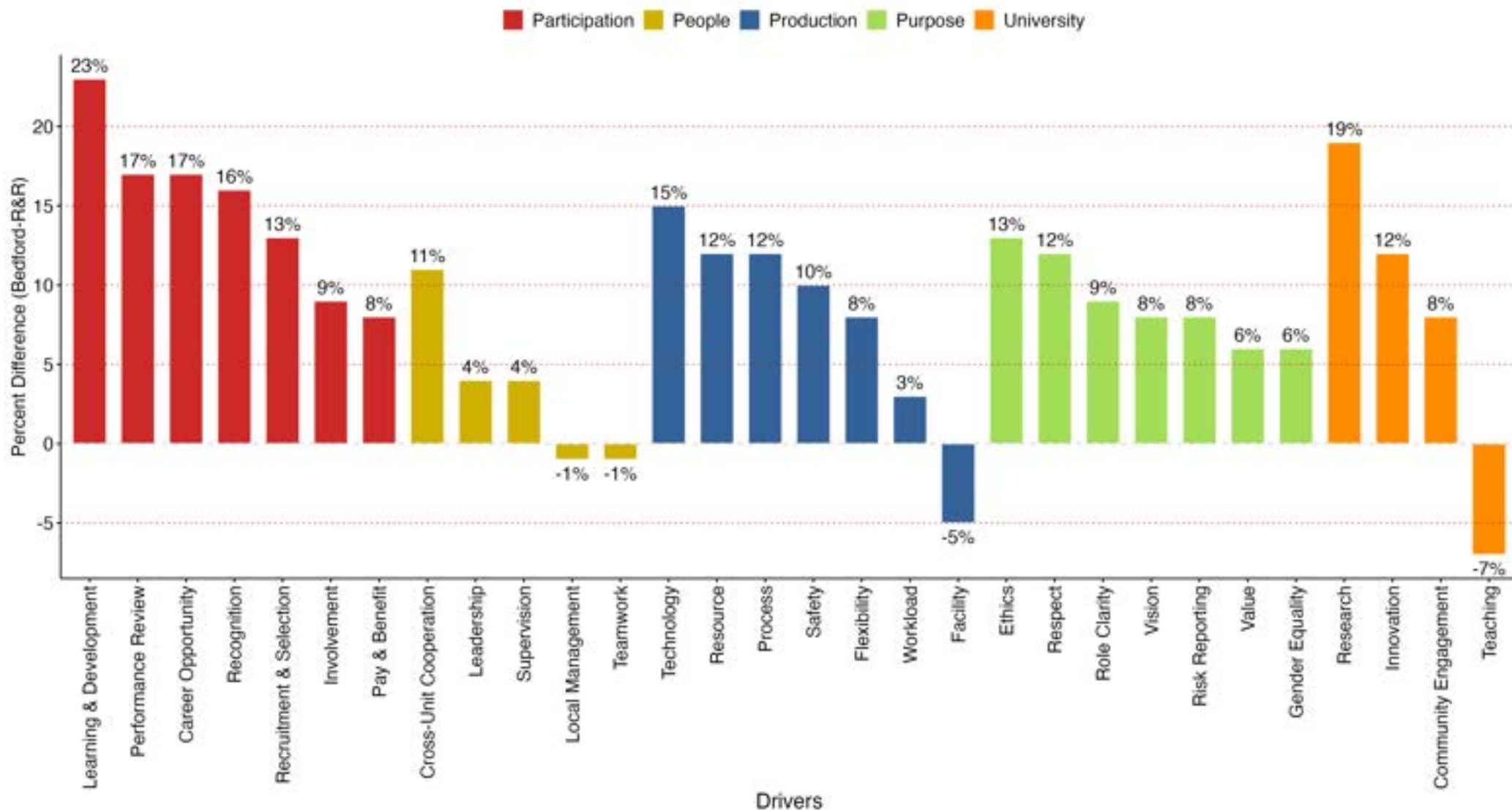


# Drivers: Level A/C vs D/E





# Drivers: Bedford vs R&R



# Summary

- Very comprehensive information with some caveats (e.g. RR/selection bias)
- Lots of positives for the college
  - Satisfaction with work and contribution to university
  - Flinders Uni sense of purpose, values, goals and upward trajectory
  - Team members and collegial support
  - Gender equity
  - Innovation culture and student experience (cf other universities)

# Summary (cont.)

- Some opportunities for improvement
- [University processes and Change Management]
- Career Progression – Academic staff (Levels A-C) and Professional staff
- Areas of low/declining scores
  - Respectful behaviours and University ethics
  - Supervision and Performance Review
  - Support for teaching evaluation
  - Recruitment and Onboarding
  - Support for innovation
- Experience for RR staff
- Many areas may benefit from further investigation



# Personal reflections

- Culture of positivity (mostly)
  - Innovation
  - Can-do
  - Ambition for improvement and excellence
  - Embracing change
  - Sense of purpose and collective endeavour
  - Trajectory of College/University
- Excellent senior and junior academic and professional staff – competent, highly motivated, team players, values-driven, positive attitudes
- Complexities of roles and responsibilities, ‘matrix’ structure
- Strong and principled leadership

# Current and future actions aligned with 'Your Voice' feedback

Lorraine Karunaratne

Alignment with our College culture

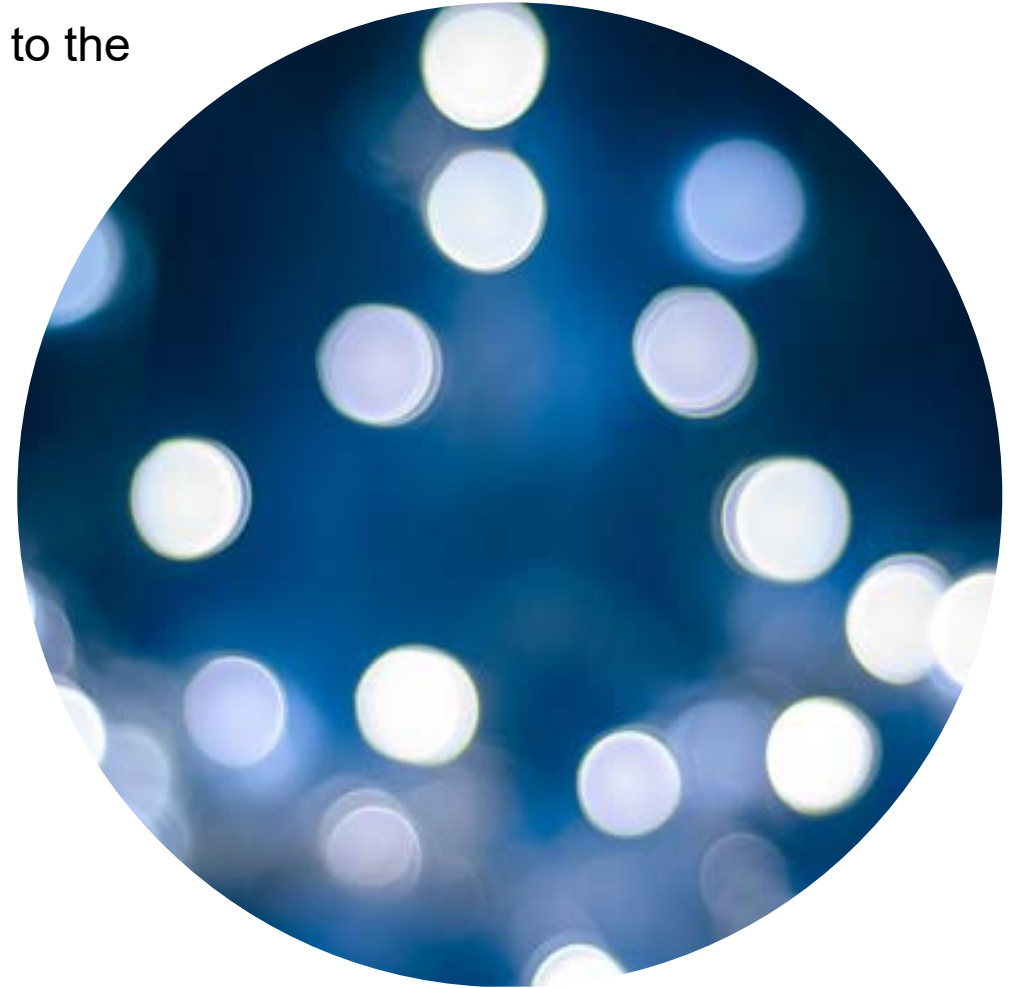
'Your Voice' alignment		Current Actions
	Cross-unit cooperation	CMPH College Services Leaders Group
	Engagement/Wellbeing	Professional Teams Social Events
	Career Opportunities	Career progression discussion panels
	Involvement	College Monthly Forums
	Leadership	New discipline leadership structure
	Processes	DoCS-led 'process pain-points' project
'Your Voice' alignment		Future Actions
	Local Management	College onboarding and orientation
	Leadership	College supervisor training
	Career Opportunities	Career planning and skills development
	Involvement/Wellbeing	Supporting a common sense of belonging, regardless of campus location

# Influencing our culture through 'Your Voice'

1. Recognise and optimise the strengths
2. Identify a **small number of key actions** that would lead to the most positive impact

Themes to support the identification of these key actions:

- Teamwork
- Trust
- Change
- Wellbeing at work
- Respect
- What do you need from leaders and/or colleagues to do your job well?





# Activity



'Theme' posters are positioned around the room



Use the **orange** sticky notes on your table to highlight current strengths within our College aligned with each theme



Use the **blue** sticky notes on your table to highlight ways that we as a College could improve in alignment with each theme



For all themes, feel free to put your sticky notes in the blue or orange boxes if you would prefer



You can complete the activity on your own, in pairs or in groups – whatever works best for you

# Next steps

We will collect and collate your responses about strengths and potential improvements aligned with each of our culture-based themes

We will share the collated responses with you

Informed by your input, we will identify and communicate key actions that will build on existing strengths and focus on achievable improvements

# Team Activity

## Spaghetti and Marshmallow Tower

Dominique Posthumus

01

Build a tower  
with spaghetti  
and  
marshmallows

02

10 minutes to  
complete the  
task

03

Final towers  
need to stand  
upright with a  
marshmallow on  
top

04

Tallest tower  
wins a prize

Towers will be  
measured!

05

Group activity at  
your seated table



# Team Activity

## Next step

Jayanthi Jayakaran

01

Recognise strengths and weaknesses

02

Identify **key actions** for optimised positive outcomes and purposeful impact

03

Themes to support key actions

Place your notes on the butchers' paper or in a box, or share your insights with the group



Teamwork



Trust



Communication



Respect



You can complete the activity on your own, in pairs or in groups – whatever works best for you

# Next steps

Collect and collate all responses



```
graph TD; A[Collect and collate all responses] --> B[Share collated responses with you]; B --> C[Identify and communicate key actions that will build on existing strengths and focus on achievable improvements];
```

Share collated responses with you

Identify and communicate key actions that will build on existing strengths and focus on achievable improvements

Afternoon tea

3.00 – 3.30pm



# Session 8

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## **Consumer and Community Involvement in Research and Education**

“CCI? I’m a lab scientist, what’s in it for me?” – Karissa Barthelson

FHMRI CCI Steering Group Survey QR code completion – Dr Miia Rahja

MPH consumer engagement - Dr Michal Wozniak, Associate Professor  
Voula Gaganis

# Consumer and community involvement

## *I am a lab scientist, what's in it for me?*

Dr. Karissa Barthelson

Race Against Dementia – Dementia Australia Research Foundation Postdoctoral Fellow

Childhood Dementia Research Group  
College of Medicine and Public Health  
Flinders Heath & Medical Research Institute  
Flinders University

# APPLYING FOR A FELLOWSHIP AT THE END OF MY PHD

The fellowship application had the usual sections to fill out:

- Scientific proposal
- Significance statement
- Career development statement

*“How will people living with dementia, their carers and/or the public be involved in this research?”*



Dementia  
Australia™  
**Research  
Foundation**

**RACE  
AGAINST  
DEMENTIA**





**Australian Government**  
**National Health and  
Medical Research Council**



**Australian Government**  
**Department of Health  
and Aged Care**



## RESOURCES FOR INVOLVING CONSUMERS IN RESEARCH

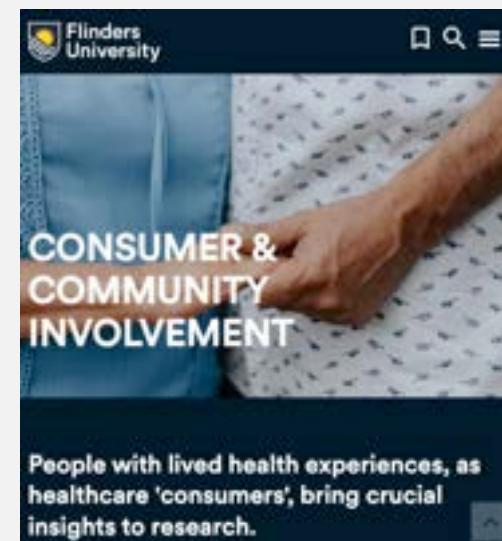


» Lived Experience Expert Group » Consumer  
Involvement for Researchers

**Consumer Involvement for  
Researchers**



**Flinders  
University**



## A CONSULTATION ON MY FELLOWSHIP PROPOSAL



The leading Australian organization representing children living with Sanfilippo syndrome and their families

- A call was put out to families on their register
- Three families agreed to meet with me via Zoom
- A lot of effort was spent preparing for this call
- Helped develop my skills in presenting my research to lay audiences

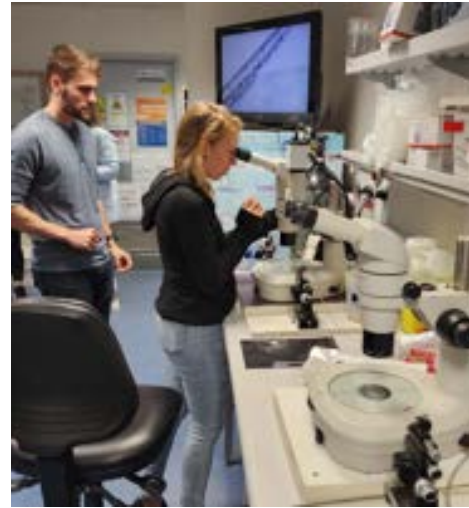


## HOW DID THE CALL GO?

- Spent ~10 mins describing the research with plenty of time for discussion
- Gained valuable feedback based on their lived experience
- Gained insights into what their life looks like – gave perspective and helped with my resilience
- Important that a representative from the Sanfilippo Children's Foundation was there – helped keep in check about the reality of where the research is along the translation pipeline



WHAT AM I DOING  
SINCE THEN?



Lab tour of the zebrafish facility at UofA

## REFLECTIONS ON ENGAGING WITH CONSUMERS AND THE SANFILIPPO COMMUNITY

- The relationships I have built with the Sanfilippo community is the most meaningful part of my career
- Their lived experiences has given me valuable insights to what is important to them
- Helped me to build resilience
- Engaging with them has made me a better researcher



## Help Shape CCI Support at FHMRI – Quick **Survey + \$350 Prize Draw!**

How do we strengthen consumer and community involvement (CCI) in research at FHMRI?

Complete the survey and enter a prize draw for a  
**\$350 FHMRI Microgrant**  
to support your consumer engagement.

**Survey closes this Friday.**





# Consumer and Community Involvement in Research Masterclass



This **interactive foundation level** [course](#), run for both researchers and consumers, addresses key gaps in knowledge and practical skills for meaningful consumer-researcher partnerships.

**Date/Time:** Tuesday 8 April 2025, 9:30AM – 2:30PM

**Venue:** SAHMRI, Auditorium (Ground Floor) – North Terrace

Lunch and morning tea provided.

**Start Strong and  
Step Into CCI**

***1-day in-person  
course***

5 FHMRI Scholarships available (worth \$249 each)

To be considered for a scholarship, email [consumers@flinders.edu.au](mailto:consumers@flinders.edu.au)  
with your nomination by **Friday 28 March 2025**  
(1 nomination per research group)



# Session 8 (cont...)

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## **Consumer and Community Involvement in Research and Education**

The role of consumers in designing courses – Professor  
Karen Lower, Dr Michal Wozniak, Associate Professor  
Voula Gaganis





# MPH Consumer Engagement

Perspectives from MD &  
Laboratory Medicine

Presenters: Michal Wozniak & Voula Gaganis





# Consumers Engagement

Key questions:

1. How did you approach involving consumers in your course development?
2. Why did you involve consumers?
3. From your perspective, how did consumer engagement in the course improve it?
4. How can we do this better in the future?

1. What was your approach?



2. Why involve consumers?



3. How did the course improve?



4. How can we do better?





<https://www.menti.com/alfths1n84qv>  
Mentimeter

Within your specific  
context, how do you  
define a consumer?



# CONSUMERS

Who are they?

## The Lived Experience

Current and past patients, along with their family, friends and carers are known as health consumers. These consumers fulfil a vital role in assisting researchers, clinicians and educators to better understand the lived experience of therapies and treatments. Having access to this experience is highly valued and can help to direct research investigations and health treatment advancement.

Being involved in medical research can also be personally rewarding, knowing you are contributing to better outcomes for future patients.

<https://www.tri.edu.au/research/health-consumers>

### STAKEHOLDERS

Individuals or groups who are affected by or can influence the medical program.<sup>10</sup>

This encompasses:

- people and groups internal to the education provider such as students and those contributing to the design and delivery of training and education functions, including but not limited to leadership, staff, supervisors and committees
- external partners who contribute directly to training and education, such as training sites
- other external people and groups with an interest in the process and outcomes of medical training and education, such as prevocational training providers, health consumers and their representatives, health workforce bodies, health jurisdictions, regulatory authorities, professional associations, Aboriginal and/or Torres Strait Islander and Māori people and organisations, and other health professions.

A **health consumer** "is a person who has used, or may potentially use, health services, or is a carer for a patient using health services."<sup>11</sup>

A **health consumer representative** is a person who provides a consumer perspective, contributes consumer experiences, advocates for the interests of current and potential health service users, and takes part in decision-making processes."<sup>12</sup>

A **health jurisdiction** is an Australian state or territory health department or ministry, the Australian Government Department of Health and Aged Care or the New Zealand Ministry of Health.

A **training site** is an organisation, health service or facility at which the student undertakes clinical experiences and clinical placements.

The AMC groups health consumers under stakeholders with other groups such as staff, supervisors, committee, external partners, health jurisdictions, other health professions etc. Excerpt from their Glossary.



# CONSUMERS

## Who are they?

Within this review, consumers have been defined as those who use the services of health practitioners (e.g. patients), their carers and those who advocate on their behalf. A comment may be made on the choice of the term, 'consumer'. The Dental Board of Australia has adopted a shared Code of Conduct, developed with other National Boards, that uses the terms, 'patients' and 'clients' to describe those who might access the services of the dental profession. At one stage, the dental profession would likely have been uncomfortable with the use of any term other than 'patient' to describe those who access professional oral health care. Increasingly, other terms such as 'service-user' and 'consumer' have been adopted to describe those who access health services. Many advocacy groups have chosen to refer to themselves as 'health consumers' rather than patients. The

University of Sydney review commissioned by the Australian Dental Council (ADC) to survey the available academic and grey literature in relation to the involvement of consumers in the design and delivery of examinations and assessments which test and verify competency for entry to a profession.

It is becoming an increasing expectation across healthcare sectors that consumers be involved in directing care through their involvement in advisory groups, research and student education. It is now accepted that involving consumers in all service delivery aspects is crucial to ensure services are consumer-focused, safe, and high quality ([Australian Commission on Safety and Quality in Health Care, 2017](#)) and current healthcare practice is therefore leaning towards a consumer directed approach by encouraging active consumer involvement in shaping the future of healthcare services. In the healthcare context, consumers are defined as the recipients of healthcare services ([National Health and Medical Research Council, 2014](#)). Consumers can either be individuals, carers, family members, friends, significant others, or a group ([National Health and Medical Research Council, 2014](#)). Synonyms for consumers include 'clients', 'service users' and 'patients.'

Y.E. Soon, et al. Consumer involvement in university education programs in the nursing, midwifery, and allied health professions: a systematic scoping review. *International Journal of Nursing Studies* 109 (2020) 103619



# Consumer Engagement: MD & Lab Med Perspectives



## MD - Health Consumer

- Service to community
- Deliver education that align with community needs
- Broad – individuals, carers, family, friends, interest groups

## MD - Stakeholders

- Students
- Healthcare jurisdictions, organisations and facilities

## Lab Med – Industry Stakeholders

- Diagnostic Pathology Labs
- SA Pathology, Clinpath, ACL
- Involved in course development, accreditation, advisory group

## Lab Med – Health Consumer Organisations

- Advocacy groups/ foundations, e.g. Jodie Lee Foundation (Colorectal Cancer screening tests)
- Involved in Advisory Group





# Consumers Engagement

Key questions:

1. How did you **approach involving consumers** in your course development?

1. What was your approach?



2. Why involve consumers?



3. How did the course improve?



4. How can we do better?





# Consumers Engagement

Key questions:

2. Why did you **involve** consumers?

1. What was your approach?



2. Why involve consumers?



3. How did the course improve?



4. How can we do better?







# Consumers Engagement

Key questions:

3. From your perspective, how did consumer engagement in the course **improve** it?

1. What was your approach?



2. Why involve consumers?



3. How did the course **improve** it?



4. How can we do better?





# Consumers Engagement

Key questions:

4. How can we do this better in the **future**?

1. What was your approach?



2. Why involve consumers?



3. How did the course improve?



4. How can we do better?



Thank you to  
all our  
fantastic day 2  
presenters and  
facilitators!





Networking on Level 8  
4.30 – 6.00pm