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Title: Hauora Maori Praxis - Role of video scenarios as an appropriate learning method of the Hauora Maori curriculum for health professional students

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Introduction:

At the University of Otago, the Hauora Maori curriculum contributes to the medical education curriculum and is built on throughout the six-year course. The Hauora Maori curriculum is important in developing the cultural competency of medical students and enhancing their interactions with Maori patients and whānau. The Indigenous Health framework is comprised of the Hui Process and Meihana Model, which were developed at the University of Otago. These models then integrated into the Calgary-Cambridge model and form the core content of the Hauora Maori curriculum.

One of the Hauora Maori teaching team's main focus is 'praxis' – which is the application of theory into practice. In order to assist students in doing this, video scenarios were developed to support the 'flipped' classroom learning method and they have been used post-session to support ongoing professional development of praxis. The videos demonstrate the application of the Hui Process and Meihana Model, giving the students an expectation of what it should look like within a clinical setting. This method allows students to watch videos online at their own pace and spend time in class on more student-centered and practical activities. The use of videos has increased exponentially in medical education and has transformed traditional pedagogical methods.

Aim:

Explore the perceived acceptability and impact of the video scenarios by learners and developers in order to support the further development of video scenarios as a learning method for the Hauora Maori curriculum.

Method:

An action based research method was used for this project and qualitative data was obtained. Four focus groups comprised of fourth, fifth and sixth year medical students and one focus group of Hauora Maori teaching staff, a total of 30 participants, reviewed the current video scenarios. Qualitative data was collected via in depth interviews, using a set of questions and prompts in order to obtain their feedback. The strengths of the videos and areas for improvement were explored and the data was then recorded and analysed. Based on the findings, new video scenarios were scripted, reviewed and filmed. These were then reviewed by the original focus group participants to determine whether they are acceptable to be utilised in the Hauora Maori curriculum in 2017.

Results:

Stage 1

Across the five focus groups, similar themes were highlighted in regards to the video's strengths and areas for improvement. Participants agreed that the learning objectives were conveyed clearly and effectively. However participants also identified aspects of the videos that could be improved to support further learning and understanding in the Hauora Maori curriculum.

Participants reported that the length of the videos were too long and suggested videos should only be approximately five minutes. Participants commented that they thought the whakawhanaungatanga process (making a connection) was well demonstrated in the videos. The pop up words that are displayed on the screen to guide the learner through the aspects of the Hui Process and Meihana Model were well received and thought to be of great benefit for the learner.

All of the focus group participants wanted to see more use of te reo Maori language in the videos, and thought that having a demonstration of how to ask questions surrounding 'tikanga' (cultural beliefs or practices) and 'racism' would be helpful to their learning. A summary slide at the end of the videos was suggested, to outline what went well in the interview and what the student could have done better.

Stage 2

Based on the findings from stage one, eleven new video scenarios were developed and filmed. Sixth year medical students and patient actors were used as 'actors' in the videos. The scripts sought to ensure the videos aligned more closely to the current clinical guide and they showed a range of how the Meihana model and Hui process was applied in different clinical settings and scenarios.

Stage 3

The last stage of research involved participants viewing one of the 'new learning videos' and being asked to comment on the quality of the video as a learning tool via an online survey.

Overall the feedback was very positive and 100% of the participants that responded either strongly agreed or agreed that the videos supported praxis, and that they were acceptable to be used in the Hauora Maori curriculum in 2017.

Some of the comments from the participants included:

"These videos are a huge improvement on previous resources and will add great value to the Hauora Maori curriculum" [5th year medical student].

"The summary slide at the end was great and really brought everything together" [4th year medical student].

"Huge improvement on previous resources" [Hauora Maori teaching staff].

Conclusion:

From the results, video scenarios were determined by medical students and teaching staff to be an acceptable and appropriate learning method of the Hauora Maori curriculum, specifically for assisting students in praxis. The developments of the new

video scenarios are to be incorporated in the 2017 Hauora Maori curriculum at the University of Otago in both the medical and nursing curricula.