

Activity	<b>Aboriginal Health Reflective Task</b>
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### Assessment description

Introduction and Intended Learning Outcomes	<p>Improving the health of Aboriginal and Torres Strait Islander people is a national priority, and as such, Aboriginal and Torres Strait Islander health is an essential and fundamental aspect of both the Royal Australian College of General Practitioners (RACGP) and Australian College of Rural and Remote Medicine (ACRRM) curricula.</p> <p>At EV GP Training (EV), our aim is to train general practitioners (GPs) who are culturally safe and capable practitioners.</p> <p>The intended learning outcomes of this task are that registrars will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a capacity to reflect upon their emotional response to the material.</li> <li>• Describe their own pre-existing knowledge and attitudes about Aboriginal and Torres Strait Islander people and culture.</li> <li>• Describe how they will put into practice what they've learned during this activity</li> </ul>
Assessment Task	<p>Each registrar will view or read one (or more) resource from the list provided. They will then write a personal reflection or response to this resource (minimum of 500 words).</p> <p>It is important that this is not simply a descriptive review of the material, or a reiteration of the facts/ideas set out in the resource, but rather, a reflection of the registrar's <b>personal</b> response to what they have read or viewed.</p> <p>The attached assessment rubric may also serve as a framework for writing as registrars will be assessed according to four elements:</p> <ul style="list-style-type: none"> <li>- A description of their emotional response to the material</li> <li>- A description of their pre-existing knowledge &amp; attitudes</li> <li>- A description of what they've learned from the task</li> <li>- How they will change their practice or address any learning needs that arise from the task</li> </ul>
Assessment submission process	<p>The registrar will e-mail their reflective piece as an electronic document (Word document, not PDF) to a designated person at EV. Registrars will be advised well in advance of the due date.</p> <p>Registrars will indicate the length of the reflective piece (e.g. a word</p>

	<p>count), excluding any title.</p> <p>File name should be in the format: Surname, Resource Name (e.g. <i>Jones, Rabbit Proof Fence.doc</i>).</p>
Assessment Criteria	<p>See the rubric for the assessment criteria.</p> <p>Reflective pieces will be assessed by a cultural educator. A good standard of written English and legibility helps the assessor but is not part of the assessment criteria. Reflective pieces must be a minimum of 500 words (excluding headings or subtitles)</p> <p>The reflective piece will be assessed as either 'satisfactory' (<math>\geq 12/20</math>) or 'not yet to standard' (<math>&lt; 12/20</math>).</p> <p>Registrars whose work is deemed 'not yet to standard' will be asked to submit further reflections on an individualised basis.</p> <p>Work demonstrating plagiarism (when a person claims someone else's ideas or words as their own without acknowledgement of the source) will be deemed unsatisfactory and asked to be resubmitted.</p>
Feedback	<p>The reflective pieces will be distributed to cultural educators to assess. Registrars will receive written feedback.</p> <p>The cultural educator reading each piece will contact the individual registrar if the reflective piece is deemed 'not up to standard' with further instructions.</p>
Learning Resources	<p>Registrars will be provided with a list of resources. Other resources not listed can be used <u>with prior approval from the Cultural Advisor or Medical Educator</u>.</p>
Remediation and late submissions	<p>Submission of reflective pieces by the due date is imperative to ensure pieces can be distributed in a timely fashion for assessment. Failure to submit the reflective piece by the due date without any prior discussion of extenuating circumstances is not looked upon favorably.</p> <p>If extenuating circumstances will prevent the registrar from submitting their reflective piece in time, then contact must be made with either Sian McDowell (Metro) or Lisa Kassell (Rural) as soon as possible so that alternative arrangements can be made.</p>
Referencing	<p>Any citations should be accurately referenced. (Harvard or Vancouver referencing)</p>

**EV Aboriginal and Torres Strait Islander Health Reflective Piece  
Assessment Criteria Rubric**

*Registrar name:*  
*Resource used:*  
*Assessor name:*

Area	Assessment	Comment
Description and reflection upon <i>emotional</i> response to material	<p>/4</p> <p><b>0-1/4 = Minimal or no mention of emotional response</b></p> <p><b>3-4/5 = Rich description of emotional response</b></p>	
Description of own pre-existing knowledge and attitudes about Aboriginal and Torres Strait Islander people and culture	<p>/5</p> <p><b>0-1/5 = Minimal or no insight or discussion into pre-existing knowledge or attitudes</b></p> <p><b>4-5/5 = Rich description of registrar's own pre-existing knowledge/attitudes</b></p>	
Description of what the registrar has learned from completing this reflection	<p>/4</p> <p><b>0-1/4 = Minimal or no description of learning</b></p> <p><b>3-4/5 = Rich description of what's been learned. Can describe what they will do next if they feel the activity hasn't resulted in any new learning.</b></p>	

<p>Description of how the registrar will apply what they've learned in their clinical practice</p>	<p style="text-align: center;"><b>/7</b></p> <p><b>0-1/7 = Minimal or no description of planned further learning or changes in practice</b></p> <p><b>3-4/7 = Can describe 1-2 things they will change in practice</b></p> <p><b>6-7/7 = Comprehensive plan for change in practice or further learning</b></p>	
<p style="text-align: center;"><b>Overall</b></p>	<p style="text-align: center;"><b>/20</b></p> <p style="text-align: center;"><b>(score of 12 or more = satisfactory)</b></p>	

*As at April 2020*