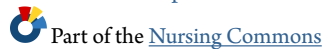

Theses

2018

Aboriginal women yarning about experiences as undergraduate nursing students in
Western Australian universities

Melanie Robinson
The University of Notre Dame Australia

Follow this and additional works at: <https://researchonline.nd.edu.au/theses>



COMMONWEALTH OF AUSTRALIA
Copyright Regulations 1969

WARNING

The material in this communication may be subject to copyright under the Act. Any further copying or communication of this material
by you may be the subject of copyright protection under the Act.

Do not remove this notice.

Publication Details

Robinson, M. (2018). Aboriginal women yarning about experiences as undergraduate nursing students in Western Australian
universities (Master of Nursing (Research)). University of Notre Dame Australia. <https://researchonline.nd.edu.au/theses/182>

This dissertation/thesis is brought to you by ResearchOnline@ND. It has
been accepted for inclusion in Theses by an authorized administrator of
ResearchOnline@ND. For more information, please contact
researchonline@nd.edu.au.



References

- Australian Bureau of Statistics (2016). Retrieved from <http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>
- Australian Institute of Health and Welfare 2014, 'Australia's health 2014', Australia's health series no. 14. Cat. no. AUS 178, AIHW, Canberra. Aboriginal and Torres Strait Islander Health Curriculum Framework (2014). Report Department of Health. Canberra
- Absolon, K. & Willett, C. (2005). Putting ourselves forward: Location in Aboriginal research. In L. Brown. & S. Strega, (Eds.). *Research as resistance; Critical, Indigenous and anti-oppressive approaches*. Toronto: Canadian Scholars
- Airini, Brown, D., Curtis, E., Johnson, O., Luatua, F., O'Shea, M. (2009). *Success for all: Improving Maōri and Pasifika student success in degree-level studies (Final Report)*. Auckland: Uniservices.
- Airini, Curtis, E., Townsend, S., Rakena, T., Brown, D., Sauni, P., et al. (2011). Teaching for student success: Promising practices in university teaching. *Pacific Asian Education*, 23(1), 71–90.
- Airina, M., Ewen, S. & Reid, P. (2014). What helps and hinders Indigenous student success in higher education programmes: a qualitative study using critical incident technique. *Higher Education Research & Development*. 34 (3), 486-500.
- Arabena, K. (2013). Future initiatives to improve the health and wellbeing of Aboriginal and Torres Strait Islander people. *Medical Journal Australia*. 199, (1), 22-23.
- Andrews, M. & Squire, C. & Tamboukou, M (Eds). *Doing Narrative Research* (pp.197-222). London: Sage Publication.
- Aseron, J., Greymonring, S.N., Miller, A. & Wilde, S. (2013). Cultural Safety Circles and Indigenous Peoples' Perspective: Inclusive Practices in Higher Education. *Contemporary Issues in Education Research*. 6 (4), 409-416.
- Asmar, C., Page, S. & Radloff, A. (2015). Exploring anomalies in Indigenous student engagement: findings from a national Australian survey of undergraduates. *Higher Education Research & Development*. 34 (1), 15-29.
- Australian Institute of Health and Welfare (AIHW) Report. (2017). Commonwealth Government. Canberra Australia. National Capital Printing.

- Australian Universities. (2011). National Best Practice Framework for Indigenous Cultural Competency.
- Australian Universities. (2011). National Best Practice Guidelines for Collection Indigenous Status in Health.
- Aveling, N. 2012. Don't talk about what you don't know on (not) conducting research within the Indigenous context. *Critical Studies in Education*. 54 (2), 203-214.
- Barton, S. (2004). Narrative Inquiry: locating Aboriginal epistemology in a relational methodology. *Methodological Issues in Nursing Research*. 45 (5), 519-526.
- Behrendt, L., Larkin, S., Griew, R., & Kelly, P. (2012). Review of higher education access and outcomes for Aboriginal and Torres Strait Islander People: Final Report. Canberra: Department of Industry, Innovation, Science, Research and Tertiary Education.
- Bell, J.S. (2002). *Narrative Inquiry: More than just telling stories*. *TESOL Quarterly*. 36 (2), 207-212.
- Best, O. & Nielsen, A.M. (2015). An Aboriginal nurse-led working model for success in graduating Indigenous Australian nurses. *Contemporary Nurse*. 48 (1), 59-66.
- Best, O. & Stuart, L. (2014). An aboriginal nurse led working model for success in graduating Indigenous Australian nurses. *Contemporary Nurse*. 48, (1), 59-66
- Bessarab, D. & Ng'andu, B. (2010). Yarning about Yarning as a Legitimate Method in Indigenous Research. *International Journal of Critical Indigenous Studies*. 3 (1), 37-50.
- Biddle, N. & Yap, M. (2010). Report Demographic and Socioeconomic Outcomes Across the Indigenous Australian Lifecourse. The Australian National University E Press. Canberra. Australia.
- Bruner, J. (1986). Actual minds possible worlds. US: Harvard.
- Brunner, J. (2004). Life as Narrative. *Social Research*. 71 (3), 691-710.
- Brown, J. (1996). The "I" in science: Training to utilise subjectivity in research. Oslo: Scandinavia University.
- Bunda, T., Zipin, L. & Brennan, M. (2012). Negotiating university 'equity' from Indigenous standpoints: a shaky bridge. *International Journal of Inclusive Education*. 16 (9), 941-957.

- Caine, V. & Estefan. (2011). The experience of Waiting: Inquiry Into the Long-term Relational Responsibilities in Narrative Inquiry. *Qualitative Inquiry*, 17 (10), 965-971.
- Canagarajah, A. S. (1996). From critical research practice to critical research reporting. *TESOL Quarterly*. 30, (2), 321–331.
- Carjuzaa, J. & Fenimore-Smith, J.K. (2010). The Give Away Spirit: Reaching a Shared Vision of Ethical Indigenous Research Relationships. *Journal of Educational Controversy*, 5 (2), 1-12.
- Cassidy, J. (2006). The Stolen Generation Canada and Australia: The Legacy of Assimilation. *Deakin Law*. 11 (1), 131-176.
- Chilisa, B. (2012). Indigenous Research Methodologies. Thousand Oaks, CA: Sage. 343 pages. Available in paperback (ISBN 978-1-4129-5882-0). *The Canadian Journal of Program Evaluation*, 29(1), 138.
- Chilisa, B. & Gaelebale, N.T. (2014). Mixed Methods in Indigenous Research: Building Relationships for Sustainable Intervention Outcomes. *Journal of Mixed Methods Research*, 8 (3), 222-233.
- Clandinin, D. (2006). Narrative Inquiry: A Methodology for Studying Lived Experience. *Research Studies in Music Education*. 27 (X), 44-54.
- Clandinin, D. (2013). Engaging in narrative inquiry. California: Left Coast. (2007). Handbook of narrative inquiry: Mapping a methodology. Thousand Oaks: Sage.
- Clandinin, D & Rosiek, J. (2007). Mapping a landscape of narrative inquiry: Borderland spaces and tensions. In D. Clandinin (Ed.). Handbook of narrative inquiry: Mapping a methodology. Thousand Oaks: Sage.
- Curtis, E., Wikaire, E., Kool, B., Honey, M., Kelly, F., Poole, P., Barrow, Cultural Respect Framework 2016-2026. (N.D.)
- Creswell, J.W. (2013). *Qualitative Inquiry & Research Design Choosing among five approaches*. California Sage Publications.
- Day, A., Nakata, V., Nakata, M. & Martin, G. (2015). Indigenous students' persistence in higher education in Australia: contextualising models of change from psychology to understand and aid students' practices at a cultural interface. *Higher Education Research and Development*. 34 (3), 501-512.
- Dean, C. (2010). A Yarning Place in Narrative Histories. *History of Education Review*. 39 (2), 6-13.
- Denzin, N.K. (2009). The elephant in the living room: or extending the conversation about the politics of evidence. *Qualitative Research*. 9 (2), 139-160.

- Department of Education, Employment and Workplace Relations (DEEWR) Higher Education Report, 2009.
- Devlin, M. (2009). Indigenous Higher Education Student Equity: Focusing on What Works. *The Australian Journal of Indigenous Education*. 38 (1), 1-8.
- Doyle, L. & R. Hill. (2008). "Our children our future: achieving improved primary and secondary educational outcomes for Aboriginal students.
- DIISRTE higher education statistics (2012a). Unpublished internal data from the University Statistics Section, Department of Industry, Innovation, Science, Research and Tertiary Education, Canberra.
- Dury, A, & Thompson, S.C. (2012). Reducing the Health Disparities of Indigenous Australians: time to change the focus. *BMC Health Services Research*. 12, (151), 2-11.
- Durey, A, Thompson, SC & Wood, M. (2011). Time to bring down the twin towers in poor Aboriginal hospital care: addressing institutionalised racism and misunderstandings in communication. *Internal Medicine Journal*. 42, (1) 17-22.
- Elston, J.K., Saunders, V., Hayes, B., Bainbridge, R. & McCoy, B. (2013). Building Indigenous Australian Research Capacity. *Contemporary Nurse*. 46 (1), 6-12.
- Frazer, H. (2004). Doing Narrative Research. *Qualitative Social Work*. 3 (2), p.179-201.
- Fredericks, B., Adams, K., Finlay, S., Fletcher, G., Andy, S., Briggs, L. & Hall, R. (2011). Engaging the Practice of Indigenous yarning in Action Research. *Action Learning Action Research Association*. 17 (2), 20-11.
- Garvey, G., Rolfe, I.E., Pearson, S., & Treloar, C. (2009). Indigenous Australian medical students' perceptions of their medical school training. *Medical Education*. 43 (11), 1047–1055.
- Geia, L.K., Hayes, B. & Usher, K. (2013). Yarning/Aboriginal storytelling: towards an understanding of an Indigenous perspective and its implications for research practice. *Contemporary Nurse*. 46 (1), 13-17.
- Goold, S.S. & Usher, K. (2006). Meeting the health needs of Indigenous people: How is nursing education meeting the challenge. *Contemporary Nurse*. 22, (2), 288-293.
- Green, B. (2013). Narrative Inquiry and Nursing Research. *Qualitative Research Journal*. 13 (10), 62-71.
- Hatch, J. A. & Wisniewski, R. (Eds.). (2002). Life history and narrative. Routledge.

- Hollway, W. & Jefferson, I. (2000). *Doing qualitative research differently: Free association, narrative and interview method*. Thousand Oaks: Sage.
- James, R. Bexley, E. Anderson, A., Devlin, Marcia, Garnett, R., Marginson, S. & Maxwell, L. (2008). *Participation and equity: a review of the participation in higher education of people from low socioeconomic backgrounds and Indigenous people*. Centre for the Study of Higher Education. Melbourne (Victoria).
- Josselson, R. (2006). Narrative research and the challenge of accumulating knowledge. *Narrative Inquiry*. 16 (1), 3-10.
- Josselson, R. & Lieblich, A. (2009). Reflections on the Narrative Study of Lives. *Narrative Inquiry*. 19 (1), 183-198.
- Johnson, M. (1987). *The body in the mind: The bodily basis of meaning, imagination and reason*. Chicago: University of Chicago
- Johnstone, M.J. & Kanitsaki, O. (2009). The spectrum of 'new racism' and discrimination in hospital contexts. *Collegian*. 16, (2), 63-69.
- Joyce, M. (2015). Using Narrative in Nursing Research. Art & Science Research Series 12. *Nursing Standard*. 29, (38), 36-41.
- Kinnane, S., Wilks, J., Wilson, K., Hughes, T., & Thomas, S. (2014). 'Can't be what you can't see.' Report Transition of Aboriginal and Torres Strait Islander Students into Higher Education. Sydney. NSW.
- Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto: University of Toronto.
- Liamputtong, P. (2009). Qualitative Data Analysis: conceptual and practical considerations. *Health Promotion Journal of Australia*. 20 (2), 133
- Lombardi, L. & Clayton, B.L. (2006). Indigenous Australian Accountants: Why so Few? An Historical & Cultural Perspective. *Global Business and Economics Anthology*. 1 (), 63-74.
- Martin, K.L. (2003) Ways of Knowing, Ways of Being and Ways of Doing: a theoretical framework and methods for Indigenous re-search and Indigenist research. *Journal of Australian Studies*. 27 (76), 203-21
- Milne, T., Creedy, D.K. & West, R. (2016). Integrated systemic review of educational strategies that promote academic success and resilience in undergraduate Indigenous studies. *Nurse Education Today*. 36 (), 387-394.
- Nagal, T., Thompson, C., Spencer, N., Judd, J. & Williams, R. (2009). Two way approaches to Indigenous mental health training: Brief training in brief intervention. *Australian e-Journal for the Advancement of Mental Health*. 8 (2), 1-7.

- Nakata, M., Nakata, V. & Chin, M. (2008). Approaches to the Academic Preparation and Support of Australian Indigenous Students for Tertiary Studies. *The Australian Journal of Indigenous Education*. 37 (Supp), 137- 145.
- Patton, M. (2015). *Qualitative research and evaluation methods*. Los Angeles: Sage.
- Papps, E., & Ramsden, I. (1996). Cultural Safety in Nursing the New Zealand Experience. *International Journal of Quality in Healthcare*. 8 (5), 491-497.
- Peiris, D. Brown, A. & Cass, A. (2008). Addressing inequities in access to quality healthcare for indigenous people. *Canadian Medical Association Journal*. 179 (10), 985-986
- Pinnegar, S., & Daynes, J. G. (2007). Locating narrative inquiry historically. *Handbook of narrative inquiry: Mapping a methodology*, 3-34.
- Polkinghorne, D.E. (1995). Narrative configuration in qualitative analysis. *International journal of Qualitative analysis*. 8 (1), 5-23.
- Ray, L. (2012). Deciphering the “Indigenous in Indigenous methodologies *AlterNative: An International Journal of Indigenous Peoples*, 8 (1) 85-99.
Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People Final Report. (2012)
- Rochecouste, J & Malcolm, I. (2003). Aboriginal and Torres Strait Islander literacy in higher education: emerging linguistic evidence. *Literacy and Numeracy Studies*, 12, (2), 15-30.
- Rowse, T. (2009) Official Statistics and the Contemporary Politics of Indigeneity, *Australian Journal of Political Science*. 44 (2), 193-211.
- Reissman, C. (2008). *Narrative methods for human science*. Los Angeles: Sage.
- Salmon, P. & Kohler-Riessman, C. (2013). Looking back on Narrative Research: An Exchange.
- Sandelowski, M. (2000). Focus on Research Methods: Whatever happened to Qualitative Description. *Research in Nursing & Health*. 23 (4), 334-340.
- Shahid, S, Finn, L & Thompson, SC (2009). Barriers to participation of Aboriginal people in cancer care: communication in the hospital setting. *Medical Journal of Australia*. 190, 574-579.
- Shahid, S, Finn, L, Bessarab, D & Thompson, SC. (2009). Understanding, beliefs and perspectives of Aboriginal people in Western Australia about cancer and its impact on access to cancer services. *BMC Health Services Research*, 9, 132.
- Short, D. (2003). Reconciliation, Assimilation and Indigeous First Peoples of Australia. *International Political Science Review*. 24 (4), 491-513.

- Simons, L., Lathlean, J. & Squire, C. (2008). Shifting the Focus: Sequential Methods of Analysis with Qualitative Data. *Qualitative Health Research*. 18 (1), 120-132.
- Slyter, S., Cramer, J., Pugh, J. & Twigg, D. (2016). Barriers and Enablers to Retention of Aboriginal Diploma of Nursing students in Western Australia: An exploratory descriptive study. *Nurse Education Today*. 42 (X),17-22.
- Smith, B. (2007). The state of the art in narrative inquiry: some reflections. *Narrative Inquiry*. 17 (2), 391-398.
- Smith, B. & Sparkes, A.C. (2006) Narrative inquiry in psychology: exploring the tensions within. *Qualitative Research in Psychology*, 3 (3),169-192.
- Smith, L. Tahiwai. (1999). Decolonizing methodologies: Research and Indigenous peoples. London: Z Books.
- Streubert, H. & Carpenter, D.R. (2010). Qualitative research in nursing: Advancing the humanistic imperative. Philadelphia: Wolters Kluwer Lippincott Williams & Wilkins.
- Stuart, L. & Nielsen, A. (2011). Two Aboriginal registered nurses show us why black nurses caring for black patients is good medicine. *Contemporary Nurse*. 37 (1), 96-101.
- Taylor, A. (2011). Coming, ready or not: Aboriginal children's transition to school in urban Australia and the policy push. *International Journal of Early Years Education*. 19 (2), 145-161.
- Taylor, K, Thompson, S, Smith, J, Dimer, L, Ali, M & Wood, M. (2009). Exploring the impact of an Aboriginal Health Worker on hospitalised Aboriginal experiences: Lessons from cardiology. *Australian Health Review*. 33 (4), 549-557.
- Usher, K. Miller, M. & Turale, S. (2005). Meeting the challenges of recruitment and retention of Indigenous people in nursing: outcomes of the Indigenous Nurse Education Working Group Meeting. *Collegian*. 12 (3), 27- 31.
- Value and Ethics Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research. (2003). National Health & Medical Research Council. Commonwealth of Australia.
- Walker, M., Fredericks, B., Mills, K. & Anderson, D. (2014). Yarning as a Method for Community-Based Health Research with Indigenous women: The Indigenous Women's Wellness Research Program. *Healthcare for Women International*. 35 (10), 1216-1226.
- Walter, M. M. (2010). The politics of the Data: How the Australian Statistical Indigene is Constructed. *International Journal of Critical Indigenous Studies*. 3 (2), 45-56.

- West, R., Usher, K., Buettner, P.G., Foster, K. & Stewart, L. (2013). Indigenous Australians participation in pre-registration tertiary nursing courses: A mixed methods study. *Contemporary Nurse*. 46 (1), 123-134.
- West, R., Usher, K. & Foster, K. (2010). Increased number of Australian Indigenous nurses would make a significant contribution to ‘closing the gap’ in Indigenous health: What is getting in the way. *Contemporary Nurse*. 36 (1-2), 121-130.
- West, R., West, L., West, K & Usher, K. (2010). Tjirtamai – ‘To care for’: A nursing education model designed to increase the number of Aboriginal nurses in a rural and remote Queensland community. *Contemporary Nurse*. 37 (1), 39-48
- Westerman, T. (2018, January 20). Going the Distance. West Weekend, 9-12.
<http://tracywesterman.com.au/2018/01/20/west-weekend-feature-article-20-01-2018/>
- Wilks, J. & Wilson, K. (2015). A profile of the Aboriginal and Torres Strait Islander higher education student population. *Australian Universities Review*. 57 (2), 17- 30.
- Wikaire, E. & Ratima, M. (2011). Maori Participation in the Physiotherapy Workforce. *A Journal of Aboriginal and Indigenous Community Health*. 9 (2), 473-495.
- Young, J., Stupans, I., Scutter, S. & Smith, L. (2007). Retaining Indigenous Students within Health Sciences Courses at the University of South Australia. *Focus on Health Professional Education: A Multi-disciplinary Journal*. 9 (1), 33-43.

Every reasonable attempt has been made to acknowledge the owners of copyright material. I would be pleased to hear from any copyright owner who has been omitted or incorrectly acknowledged.