



THE UNIVERSITY OF  
MELBOURNE

Department of Medical Education &  
School of Population and Global Health  
University of Melbourne

Centre for Health Communication and Participation  
La Trobe University

North Western Melbourne Primary Health Network

## Teaching about Health Literacy in Health Professional Education and Training Symposium



1.30pm–5.00pm  
Tuesday  
13 September 2016

Gryphon Gallery  
1888 Building  
Grattan St  
University of Melbourne

**phn**  
NORTH WESTERN  
MELBOURNE



# Welcome

Health literacy is increasingly a priority for governments, organisations, health professionals, and communities as it is key to supporting people to better manage their health. It also has the potential to improve health-related outcomes. Health professional education has an important role in achieving these goals by advancing health literacy practices of health professionals.

This symposium at the University of Melbourne provides a forum for health professional educators, researchers, practitioners, policy makers, and community members with an interest in health professional education. Presenters have been asked to address one or more of the issues below, reporting on their research, perspectives, and/or case studies of educational innovations or interventions. *What* core health literacy issues and practices should the education and training curriculum contain?

- *Where* in the education and training pathway system and curriculum does health literacy fit?
- *When* is the optimal time for health professionals to be informed about health literacy issues and practices? How should education and training about health literacy be built upon in the curriculum?
- *What* educational and training modes (web-based / online / face to face) are most appropriate to engage health professionals?
- *Which* health professionals should learn what skill set in relation promoting patients' health literacy?

We hope you enjoy the opportunity to discuss with colleagues these important questions.



Robyn Woodward-Kron on behalf of the convenors

## The convenors

A/Prof Robyn Woodward-Kron, Department of Medical Education, University of Melbourne  
Dr Lucio Naccarella, School of Population and Global Health, University of Melbourne  
Dr Sophie Hill, Centre for Health Communication and Participation, La Trobe University  
Ms Michelle Ferrari, North Western Melbourne Primary Health Network  
Ms Margo Collins, Department of Medical Education, University of Melbourne

# Program

|                      |   |  |
|----------------------|---|--|
| <b>1.15pm</b>        | <b>Arrival and registration – Gryphon Gallery, 1888 Building</b>  |  |
| 1.30pm               | <i>Welcome, Overview of Symposium and Purpose</i><br>Lucio Naccarella, University of Melbourne  |  |
| <b>1.40pm</b>        | <b>Panel: The Policy and Practice Context Panel</b><br>Chair, Robyn Woodward-Kron, University of Melbourne  |  |
| 1.45pm               | <i>The Victorian Context and Challenges</i> , Sophie Hill, La Trobe University  |  |
| 1.50pm               | <i>Health Literacy and Health Systems</i> , Lucio Naccarella, University of Melbourne   |  |
| 1.55pm               | <i>Victorian Policy Context</i> , Lidia Horvat, Department of Health and Human Services   |  |
| 2.00pm               | <i>Curriculum Opportunities in Medical Education</i> , Robyn Woodward-Kron, University of Melbourne   |  |
| 2.05pm               | <b>Questions and Discussion (10min)</b>   |  |
| <b>2.20pm</b>        | <b>Session A – Gryphon Gallery</b><br>Chair, Robyn Woodward-Kron  | <b>Session B – Foundation Life Members Room</b><br>Chair, Sophie Hill  |
| 2.20 – 2.40pm        | Elisha Riggs, Jane Yelland, Philippa Duell-Piening, Stephanie Brown<br>Murdoch Children's Research Institute<br><br><i>Health Literacy Interventions to Improve Refugee Maternal and Child Health</i>   | Gail O'Donnell, Michal Morris, Joanne Richardson, Lucio Naccarella<br>Health West Partnership, CEH, CoHealth, UoM<br><br><i>Taking Action to Build Health Literacy Capacity Amongst the Primary Health Care and Community Service Sector in the Western Metropolitan Region of Melbourne</i> |
| 2.40 – 3.00pm        | Michelle Ferrari<br>North Western Primary Health Network<br><br><i>Training and Support to Improve the Health Literacy Environment in Primary Care Settings</i>   | Anita Trezona, Sarity Dodson, Richard Osborne<br>Deakin University<br><br><i>Development of the Organisational Health Literacy Responsiveness (Org-HLR) Self-Assessment Tool</i>   |
| <b>3.00 – 3.30pm</b> | <b>Refreshments – Gryphon Gallery</b>   |  |
| <b>3.30pm</b>        | <b>Session C – Gryphon Gallery</b><br>Chair, Michelle Ferrari   | <b>Session D – Foundation Life Members Room</b><br>Chair, Robyn Woodward-Kron  |
| 3.30 – 3.50pm        | Jo Hughson, Fiona Marshall, Oliver Daly, John Hajek, Robyn Woodward-Kron, Anna Parker, David Story, Wally Smith, Greg Wadley<br>University of Melbourne, Western Health<br><br><i>Enabling Health Literacy of CALD Maternal Care Patients with Technology: A Whole of Hospital Approach</i> | Lisa Collison, David Malone, Bronwyn Morris-Donovan<br>Australian Primary Health Care Nurses Association (APNA)<br><br><i>Health Literacy – Improving Communication and Participation in Health and Health Care Delivery</i>   |
| 3.50 – 4.10pm        | Lucio Naccarella, Bernice Murphy<br>University of Melbourne, Centre for Culture, Ethnicity and Health (CEH)<br><br><i>Building Health Literacy Professional and Organisational Capacity via the Health Literacy Demonstration Training Course</i>   | Betty Haralambous, Paulene Mackell, Marcia Fearn, Xiaoping Lin<br>National Ageing Research Institute (NARI)<br><br><i>Developing Resources to Assist Health Professionals Deliver Culturally Appropriate Services to Older People</i>  |
| <b>4.10 – 4.40pm</b> | <b>Discussion – Gryphon Gallery</b><br>Chair, Sophie Hill   |  |
| <b>4.40pm</b>        | <b>Close</b>  |  |

# The Policy and Practice Context – Panel Presentations

Given that health literacy is widely recognised as being content and context specific, resulting in multiple and evolving definitions, conceptualisations, interventions and measurement, panel members are asked to reflect and provide key implications or recommendations for health professional education and training from their work and discipline perspective.

## ***The Victorian Context and Challenges***

Dr Sophie Hill, Centre for Health Communication and Participation, La Trobe University

The complexity of many service settings and high patient demand, in conjunction with throughput funding models, has created very challenging work environments for health professionals. The 2014 Victorian Consultation on Health Literacy identified health professionals as part of the equation for improving health literacy of consumers and carers. Training in health literacy and effective communication for health professionals was seen as a major gap. This was the case not only at tertiary level, but throughout professional careers. The ‘What’ and ‘Where’ of the implications of this finding will be discussed.

## ***Victorian Policy Context***

Lidia Horvat, Senior Policy Officer, Department of Health and Human Services, Victoria

Health literacy is an *enabler* of communication and participation in healthcare. It is also a “*product* of good communication between a clinician and their patient, and of health systems that are responsive to the needs of patients” (Phillips 2016). In developing a more coherent health care policy framework, health literacy is a key quality and safety issue, and interconnected with equity, person and family centred care, cultural responsiveness, shared decision making and healthcare rights. This presentation considers a new Department of Health and Human Services policy initiative currently in development.

## ***Health Literacy and Health Systems***

Dr Lucio Naccarella, Centre for Health Policy, School of Population and Global Health, University of Melbourne

Health literacy is increasingly being recognised as a dynamic multi-layered system issue, and as the product of the interaction between individual (patients, health professionals), organisational and system level health literacy. Despite the growing number of health literacy training programs for health professionals, such programs still predominantly educate for health literacy competence and not capability – the ability to apply competencies in the face of the growing complexity of the health care system. This presentation raises key issues for where, what and how we educate and teach about health literacy.

## ***Curriculum Opportunities in Medical Education***

Robyn Woodward-Kron, PhD, Associate Professor in Healthcare Communication, Department of Medical Education, Melbourne Medical School, University of Melbourne

Educating future doctors to have the communication skills to effectively meet all patients' health care needs is a core goal of medical education. Indeed, communication skills teaching, learning, and assessment is well established in medical curricula and is internationally required for medical course accreditation. However, the term 'health literacy' rarely features in curriculum documents. This presentation provides recommendations on where, what, and how teaching about health literacy can be meaningfully incorporated into medical education. It includes identifying opportunities for student communication skills' development to enhance patient understanding.

# Session A: Gryphon Gallery

## *Health Literacy Interventions to Improve Refugee Maternal and Child Health*

Elisha Riggs, Murdoch Children's Research Institute  
Jane Yelland, Murdoch Children's Research Institute  
Philippa Duell-Piening, Foundation House, Victorian Foundation for Survivors of Torture  
Stephanie Brown, Murdoch Children's Research Institute

### **Abstract**

Low health literacy is inextricably linked to poor health outcomes. For people from refugee backgrounds, engagement with health information, healthcare services, and preventative health activities is challenging. People settling in a new country can be expected to have low health literacy as they navigate a new health system and for many a new language and culture. Improving health literacy can make a significant contribution to the health outcomes for people of refugee background.

The healthcare setting offers a dynamic learning environment for health professionals with potential to support clinicians in adopting novel ways to better meet the health literacy needs of refugee populations. Building workforce capacity in health literacy skills is likely to translate into people having a better understanding of health information so that they can make more informed decisions about their health.

Teach-back is a potentially useful tool for clinicians to develop health literacy skills. It is an evidence-based communication strategy that requires health professionals to ask individuals to repeat back what they have explained but in their own words. It can be used to explore understanding and how people will use health information. However, there is little evidence of how this communication tool is used when clinicians work together with interpreters to provide health care. This presentation will share findings from an innovative partnership project that aimed to trial teach-back with interpreters in an antenatal setting with refugee background women.

### **Presenter Information**

Dr Elisha Riggs is a public health Research Fellow within the Healthy Mothers Healthy Families research group at Murdoch Children Research Institute. Her work focusses on building partnerships between health services and refugee communities to co-design strategies to improve health literacy and reduce health inequalities.

Dr Jane Yelland is a Senior Research Fellow within the Healthy Mothers Healthy Families research group at Murdoch Childrens Research Institute and holds a NHMRC Career Development Fellowship. Her research focusses on maternal health and new approaches in health care to meet the needs of vulnerable families.

Philippa Duell-Piening coordinates the Victorian Refugee Health Network which is auspiced by the Victorian Foundation for Survivors of Torture. The focus of her work is developing health service systems to be more responsive to the needs of people from refugee backgrounds.

Professor Stephanie Brown is a social epidemiologist and NHMRC Senior Research Fellow. She is head of the Healthy Mothers Healthy Families research group at Murdoch Childrens Research Institute.

# Session A: Gryphon Gallery

## *Training and Support to Improve the Health Literacy Environment in Primary Care Settings*

Michelle Ferrari, North Western Primary Health Network

### **Abstract**

Primary Health Networks (PHNs) have been established with the key objectives of increasing the efficiency and effectiveness of medical services for patients, particularly those at risk of poor health outcomes, and improving coordination of care to ensure patients receive the right care, in the right place, at the right time. Within its six priority areas of activity, North Western Melbourne PHN (NWMPHN) views improving health literacy as a critical enabler to improving population health. A core pillar of our work is primary care capacity building and workforce support. This presentation will outline approaches to supporting primary care professionals to improve the health literacy environment for patients. With an emphasis on universal precautions and a whole-of-practice approach, NWMPHN is working to increase awareness amongst primary care professionals of their role in health literacy, and providing meaningful tools, resources and support to implement improvements. Practical resources will be highlighted including a Primary Care Health Literacy Assessment Tool and a demonstration video for clinicians on using the teach-back method.

### **Presenter Information**

Michelle Ferrari is Director of Coordinated Care at North Western Melbourne Primary Health Network. The focus of her team's work is improving health outcomes for priority populations and strengthening enablers of patient-centred, coordinated care including improving the health literacy environments of primary care settings.

## Session B: Foundation Life Members Room

### *Taking Action to Build Health Literacy Capacity Amongst the Primary Health Aged Care and Community Service Sector in the Western Metropolitan Region of Melbourne*

Gail O'Donnell, HealthWest Partnership (HWP)

Michal Morris, Centre for Culture, Ethnicity and Health (CEH)

Joanne Richardson, cohealth (formerly Western Region Health Centre)

Lucio Naccarella, The University of Melbourne

#### **Abstract**

Health Literacy is identified as a key result area in HealthWest's 2013-2017 Strategic Plan. The Health Literacy project is designed to develop the health literacy knowledge, skills and organisational capacity of the health and community services sector in the western metropolitan region of Melbourne.

The presentation will focus on the development, implementation and evaluation of several health literacy professional development initiatives over 2013-2015. These include three health literacy training courses, two senior executive sponsors' workshop, three public forums and the development of a health literacy Community of Practice (CoP) for health professionals. To date six member agencies (HealthWest Partnership, cohealth, Western Health, Mercy Health, Royal District Nursing Service, Diabetes Victoria) have supported two staff each year to attend the 2013, 2014 and 2015 training courses, and to participate in the CoP, seminars and workshops.

Ongoing evaluation has revealed that the health literacy professional development initiatives have built both individual, organisational and system capacity through:

- Developing leadership in health literacy within participating organisations
- Building networks / partnerships among member organisations
- Developing health literacy workforce knowledge and skills
- Developing ways to use and apply health literacy resources (tools, frameworks)
- Serving as a catalyst for building organisational infrastructure (policies and procedures) to authorise and embed health literacy into routine practice.

Key evaluation findings have identified both internal and external barriers and enablers for building health literacy capacity within organisations which have implications and learnings for both organisational workforce development and undertaking transformational and incremental change within organisations.

#### **Presenter Information**

Gail O'Donnell is the HealthWest Partnership Executive Officer. She has a strongly held belief that a shared commitment to quality systems can deliver positive outcomes for individuals and organisations. Gail has been involved in Quality Improvement & Community Services Accreditation.

Michal Morris is the General Manager of the Centre for Culture, Ethnicity & Health. In this role Michal is responsible for a range of innovative training, cultural competence and social marketing initiatives, delivered across a number of major sector programs.



Joanne Richardson is a Manager in the Prevention portfolio at cohealth – one of the largest community health organisations in Australia, servicing a broad area of high-growth communities across Melbourne’s northern, western and inner suburbs.

Dr Lucio Naccarella is a leading primary health care services researcher and evaluator, with interests in systems change, multidisciplinary primary health care team work, primary care organizations and primary medical care workforce reforms, from a policy, research and practice perspective.

## Session B: Foundation Life Members Room

### *Development of the Organisational Health Literacy Responsiveness (Org-HLR) Self-Assessment Tool*

Anita Trezona, Sarity Dodson, Richard Osborne,  
Health Systems Improvement Unit, Deakin University

#### **Abstract**

Health literacy is a multi-faceted concept encompassing the actions and abilities of individuals, but influenced by social and environmental factors, and the responsiveness of health systems. Health literacy responsiveness refers to the capacity of organisations to ensure that programs, services and information are available and accessible to individuals and communities with varying health literacy strengths and limitations. This paper presents the Organisational Health Literacy Responsiveness (Org-HLR) Self-Assessment Tool and the processes involved in its development. A series of concept mapping workshops and an adapted online concept mapping consultation were undertaken, involving more than 200 professionals working in the health and social services sectors across Victoria and Australia. Participants shared their views on the ways organisations can better support and respond to the health literacy needs of their clients and communities. Using quantitative and qualitative methods the Org-HLR Framework was developed, which informed the structure, domains, impact areas and performance indicators of the Org-HLR Self-Rating Tool. The seven domains are: i) Policy and funding mandate; ii) Leadership and culture; iii) Systems, processes and policies; iv) Access to programs and services; v) Community engagement and partnerships; vi) Communication with consumers; and vii) Workforce. Implementation of the tool is supported by a guide, which was informed by a review of existing self-assessment tools as well as a targeted consultation involving professionals working in the health and social services sectors. The tool is currently being tested with organisations in the North West Metropolitan region.

#### **Presenter Information**

Anita is currently undertaking a PhD on health literacy within the Health Systems Improvement Unit at Deakin University. She is the Health Literacy Project Coordinator at Inner North West PCP and Chairperson of Women’s Health in the North. Anita previously held policy and program roles with the Commonwealth Government, as well as health promotion management, coordinator and consultant roles in Victoria.

## Session C: Gryphon Gallery

### *Enabling Health Literacy of CALD Maternal Care Patients with Technology: A Whole of Hospital Approach*

Jo Hughson<sup>1</sup>, Fiona Marshall<sup>2</sup>, Oliver Daly<sup>2</sup>, John Hajek<sup>1</sup>, Robyn Woodward-Kron<sup>1</sup>, Anna Parker<sup>1</sup>, David Story<sup>1</sup>, Wally Smith<sup>1</sup>, Greg Wadley<sup>1</sup>

<sup>1</sup> University of Melbourne, <sup>2</sup> Western Health

#### **Abstract**

In Australia, access to maternal health services by culturally and linguistically diverse (CALD) women, particularly recent immigrants is considerably lower than the general population, with health professionals reporting substantial linguistic, health literacy, cultural and health belief barriers to delivering safe and effective healthcare to mother and child. Digital resources that utilise multimedia are one means of overcoming these barriers, yet there is little multilingual information available for CALD maternal patients. While pregnancy apps are the most prevalent health apps, few if any are multilingual or take into account cultural factors.

The We-HeLP project is an initiative by Western Health to enhance maternal and child health outcomes by providing web-based pregnancy information. Informed by co-design principles, the scoping phase of the project comprised interviews investigating the needs of CALD patients, interpreter services, and other maternal care health professionals (midwives, physiotherapists, obstetricians) in order to inform the development of a culturally appropriate web-based pregnancy app. The app is for health professionals and patients to improve patient access to and knowledge about pregnancy and local health resources, and facilitate health-seeking behaviour. The target population in the first instance was Vietnamese patients at Western Health. The paper reports on the findings of the health professional interviews.

Communication issues, low health literacy, access and transportation issues, and time constraints were identified as key barriers to patient uptake of pregnancy and postpartum information. Health professionals indicated that the proposed resource could help in addressing all of these barriers. The findings also suggest the need for an app that can be embedded in patient care since access to interpreter services is limited in the round the clock nature of obstetric care. Further, our findings highlight the utility of training health professionals about culture-specific health literacy issues as a way to enhance communication with individual cultural groups.

#### **Presenter Information**

Jo Hughson has a PhD in linguistics, and is a research fellow in the School of Languages and Linguistics, The University of Melbourne (UoM).

Fiona Marshall is a registered nurse, Western Health, and was the project coordinator for the WeHELP project.

Oliver Daly is a staff specialist Obstetrician and Gynaecologist at Western Health and the WeHELP project lead.

John Hajek is director of the Research Unit for Multilingualism and Cross-cultural Communication (RUMACCC), School of Languages and Linguistics, UoM.

Robyn Woodward-Kron is Associate Professor in healthcare communication in the Department of Medical Education, UoM. Her research includes intercultural healthcare communication.

Anna Parker holds a Master of Bioethics and is a research manager and researcher in the Melbourne Medical School, UoM.

David Story is Professor and Chair of Anaesthesia, UoM and consultant anaesthetist at The Austin and other hospitals.

Wally Smith is a Senior Lecturer in Computing and Information Systems, UoM, working in health informatics and human-computer interaction.

Greg Wadley is a Lecture in Computing and Information Systems, UoM, also working in health information and human-computer interaction.

## Session C: Gryphon Gallery

### *Building Health Literacy Professional and Organisational Capacity via the Health Literacy Demonstration Training Course*

Lucio Naccarella, University of Melbourne,  
Bernice Murphy, Centre for Culture, Ethnicity and Health (CEH)

#### **Abstract**

From 2013 in partnership with HealthWest Partnership and cohealth, the Centre for Ethnicity, Culture & Health (CEH), has developed and delivered annual Health Literacy Demonstration Training Courses (the course). The courses are designed to develop the health literacy knowledge, skills and organisational capacity of the health and community services sector in the western metropolitan region of Melbourne.

This presentation will focus on the development, implementation and evaluation of the health literacy demonstration course over 2013-2015. The courses consisted of 4 face-to-face one-day modules held quarterly over a 12 month period. Between the modules, participants were required to undertake a small project of approximately 40 hours within their organisation, to embed learnings and create sustainable health literacy practices change. Typically ten agencies have participated in each of the annual courses, with two people per organisation attending (total of 20 course participants per course). To date 30 organisations and 59 professionals have participated in the courses.

From 2013 the University of Melbourne has been commissioned to evaluate the adoption and implementation of the courses. Evaluation findings are based on the analysis of: precourse surveys and semi-structured interviews with the course trainers; nominated organisation representatives; and course participants. Overall the evaluations have revealed that the courses are:

- Developing **leadership** in Health Literacy
- Building **networks / partnerships** among course participants
- Developing health literacy **workforce knowledge and skills**;
- Developing ways to use and apply health literacy **resources**
- Serving as a catalyst for **building organisational infrastructure**

The evaluation findings are discussed in relation to the course structure and content and existing health professional education and training evidence and theoretical frameworks.

### **Relevance to policy, research and/or practice needs**

While the 2014 National Statement on Health Literacy by the Australian Commission on Safety and Quality in Health Care provides a policy platform and impetus for taking action on health literacy, supporting health literacy professional education and training remains a priority with the growing complexity and fragmentation of the health care system.

### **Presenter Information**

Dr Lucio Naccarella is a leading primary health care services researcher and evaluator, with interests in systems change, multidisciplinary primary health care team work, primary care organizations and primary medical care workforce reforms, from a policy, research and practice perspective.

Bernice Murphy is a project manager with experience in both the government and non-government sectors. Bernice has been at CEH since May 2014 and manages the capacity building projects and professional development. Projects include a learning and development project with staff at Whittlesea City Council and working with Fisheries Victoria staff on developing appropriate information resources for newly arrived communities.

## Session D: Foundation Life Members Room

### *Health Literacy – Improving Communication and Participation in Health and Health Care Delivery*

Lisa Collison, David Malone, Bronwyn Morris-Donovan  
Australian Primary Health Care Nurses Association (APNA)

#### **Abstract**

The online module provides nurses with information and examples to improve communication, understanding and participation in health, through improving individual health literacy of patients and the health literacy of the environment. It provides nurses with interactive opportunities to reflect on the health literacy of their patients and on their health environment in order to develop strategies in an 'Action Plan' for improved health literacy.

#### **Presenter Information**

Lisa is an experienced Registered Nurse and a professional development coordinator with the Australian Primary Health Care Nurses Association. She has worked for more than 25 years in Primary Health Care, much of this in leadership roles, whilst enjoying a variety of culturally diverse and demographic practice settings which have influenced her career.

## Session D: Foundation Life Members Room

### *Developing Resources to Assist Health Professionals Deliver Culturally Appropriate Services to Older People*

Betty Haralambous, Paulene Mackell, Marcia Fearn, Xiaoping Lin  
National Ageing Research Institute (NARI)

#### **Abstract**

In 2006, 59% of Australian adults were identified as having low health literacy levels and 80% of older adults (ABS, 2006). This figure is further exacerbated for individuals and communities with low English language proficiency and who were born overseas. Only 33% of people born overseas have adequate or better health literacy, and only 26% for people whose first language is not English.

Depression and anxiety are common in older people and if not identified or managed can have a profound impact on their quality of life. Available screening tools and services do not always capture the experience of older people from culturally and linguistically diverse backgrounds.

NARI was funded by beyondblue to complete a study of depression and anxiety among older Chinese immigrants which resulted in a number of resources to help health professionals detect depression and anxiety among this group, including translated screening tools and tip sheets on screening depression and anxiety among this group. The study discovered diversity in health literacy in different groups of the Chinese population, based on the immigration experience. In a study of dementia detection rates among older Asian immigrants, it was found that many people

do not know how to access services, particularly Memory Clinic Services, and that appropriate information / education is needed. We also found that many health professionals providing services to this population were not aware of the conditions demonstrating that health literacy education is required for both identified community groups and health professionals who are supporting them.

This presentation will provide an overview of these studies, the implications for the Chinese community, health professionals and researchers.

### **Presenter Information**

Betty Haralambous has been at NARI since 2003. She has extensive project management experience and has worked in the health promotion team for over a decade on a range of project focusing on the health and wellbeing of older people from culturally and linguistically diverse backgrounds.

Xiaoping Lin is a research officer at NARI. She has a background in psychology and her main research interests include mental health and family relationships in late life. Due to her immigration experience, she is particularly interested in cultural diversity in the ageing process and has worked on a number of projects exploring the ageing experience among older immigrants.

Paulene Mackell has a background in Social Work and Anthropology and has led a number of projects since she joined NARI in 2012. Her work has involved creating a number of evidence-based resources for clinicians working with older people in hospital and resources for older people who are in hospital. She has also developed resources for clinicians and Aboriginal health workers who are working with older people in the Kimberley region of WA.

Marcia Fearn is a researcher with NARI where she is involved in both health promotion and service evaluation projects. Marcia's research interests include person-centred care; psychological impacts on physical health; coping strategies in illness, chronic disease and ageing; and service evaluation. She was involved in the development of the Person-centred Health Care for Older Adults (PCHCOA) survey and more recently has undertaken an evaluation of the Benetas Person-centred Assessment and Care Planning tools and the RMH Assessment and Planning Unit. In addition, she has explored the impact of telephone cognitive behaviour therapy for people with chronic obstructive pulmonary disease who are depressed and/or anxious through a randomised controlled trial.

## Discussion: Gryphon Gallery

To conclude the symposium, participants will be invited to discuss the questions informing this symposium and to reflect on and synthesise the key messages of the afternoon. The audience will be invited to consider where opportunities exist to build the skills and capacity of the health professional workforce.