

Waitemata District Health Board - eCALD Cultural Celebration

Waitemata District Health Board's CALD (culturally and linguistically diverse background) programmes have been so successful at improving the cultural competence of its staff, they have been rolled out to New Zealand's entire health workforce.

The eCALD® education programme was developed at the Waitemata DHB to improve cross-cultural communication by providing online and face-to-face cultural competence training for its workforce.

The programme's success led to the Ministry of Health funding a roll-out of the courses to the public health workforce across Auckland in 2010 and nationally in 2015.

Waitemata District Health Board (DHB) serves the communities of Rodney, North Shore and Waitakere. It provides hospital and community services from North Shore and Waitakere hospitals and 30 community sites throughout the district.

The DHB also provides child disability, forensic psychiatric, school dental and alcohol and drug services to the region on behalf of the other DHBs in Auckland and employs more than 6,800 people.

Auckland is now a super-diverse city with almost 50 per cent Māori, Pacific, and Asian peoples, and 44 per cent of its population born outside New Zealand. Waitemata District Health Board (DHB) serves the largest population of any DHB in New Zealand (more than 600,000 people living in North and West Auckland).

The cultural diversity of the district is reflected in the DHB's employees. This increasing diversity means health practitioners are experiencing more cross-cultural interactions with patients and colleagues

The eCALD® programme provides a suite of courses for working with patients, including Culture and Cultural Competency, which is a pre-requisite to doing any of the other courses, working with migrant patients, working with refugee patients, working with interpreters and other topics.

Video Link:

<https://vimeo.com/286802765>



There is also a suite of courses covering working alongside others from different cultures. Topics include working in culturally diverse teams, intercultural competence for the migrant and managing culturally diverse teams.

“Course design includes a theoretical framework for recognising differences in cultural values, starting with an awareness of our own cultural beliefs and attitudes,” says eCALD® National Programme Director Sue Lim. “Our courses are evidence-based and incorporate theory, experiential and reflective learning. The aim is to enhance learners’ knowledge, skills and attitudes needed to work with cultures different from our own.”

The overall programme has been developed in stages since 2005. For each course, the team assessed the staff learning needs, did extensive research and produced multi-media content.



Materials were produced for online and face-to-face courses, which are piloted with 10 to 15 participants before being finalised for release.

All eCALD® courses and online resources are accessible via a secure Learning Management System.

The courses are promoted to staff via the staff intranet, through internal communications, and at new staff orientation. Courses are also promoted at clinical/service leader meetings and senior management meetings.

The eCALD® programme sits within the DHB’s Institute for Innovation and Improvement, which is sponsored by the Chief Executive, ensuring it’s supported at the most senior level.

In 2011, the University of Auckland undertook an independent evaluation of the programme, finding that the completion of Module 1, Culture and Cultural Competency, had a significant impact on participants’ cultural competence.

To date, more than 27,000 learners nationally have used the eCALD® programme. On average 1700 new visitors access the website and its resources each month.

Feedback and evaluation metrics from employees have been overwhelmingly positive about the impact on their cultural awareness, and importantly, their increased confidence to engage with culturally diverse colleagues and patients.

A staff member who completed the Culture and Cultural Competency module said: “I think that far too often there is a lack of understanding between cultures and individuals and this needs to be addressed. This course has given useful information that I think could help a lot of people in their everyday practice and engagement.”

Participants also described ways in which they had used the learning in practice.

“It just made me far more aware - whereas perhaps culture would have been the bottom of the list of when you’re asking a patient questions, I now put it much nearer the top, thinking about where they come from, who they are, what their cultural background is and whether the questions that I’m asking seem appropriate for them.”

Another said: "I have better awareness of cultural issues such as appropriate introduction and checking acceptable ways of addressing patients, including significant others in consultation, and understanding attitudes to authority and advice."

"I am more aware of some of the barriers to health care and go outside the usual box to facilitate access to the service I am involved with. I'm more aware of the journey and experience that they are going through."

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YOUR WORKPLACE MORE INCLUSIVE

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