Building Cultural Competency: Framework and Practice

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Terms

‘CALD’: Culturally And Linguistically Diverse

‘RACF’: Residential Aged Care Facilities

‘Cultural competence’: ‘Cultural and linguistic competence is a set of congruent behaviours, attitudes and policies that come together in a system that enables effective work in cross-cultural situations’
With the CALD population ageing at a rapid rate, providing culturally appropriate aged care is becoming an important consideration.
Framework to build cultural competence

- Vision & values
  - Policies & practice
    - Language access
    - Cultural knowledge
      - Building & décor
    - Workplace diversity
  - Training
    - Community engagement
Breadth of Cultural Competency

Holistic approach to aged care

Workplace Diversity  Community Engagement

Culturally Competent Service Provision
Framework to build cultural competence

- Vision & values
- Policies & practice
  - Language access
  - Cultural knowledge
  - Building & décor
- Workplace diversity
- Training
  - Community engagement
Globalisation in work (workplace diversity)

- Sourcing qualified staff from overseas
- Sourcing support workers from overseas on temporary work visas
- New migrants
- Bicultural Australians
Building inclusive workplaces

“...a workplace climate that is inclusive, respectful, innovative and supportive of each member of staff. The climate should contribute to the development of each member’s full potential whilst leveraging diversity as an organisational resource.”
Embracing Diversity

- Inclusive policies, practices, language, and behaviour among staff
- Inclusive practice & behaviour towards residents/clients

- Team work & better communication
- Opens new options
- Increases innovation and creativity
- Improves staff and client/resident satisfaction
A culturally competent service…..

A service that has vision mission and values that embraces diversity as its core business and implements the vision through policies and practices that are inclusive of both staff and clients.
Enabling Culturally Appropriate Care

Culturally appropriate care is the end result of a culturally competent service.

Vision and values
Policies & practice
Language access
Cultural knowledge
Training
Workplace diversity
Community engagement
Building & décor
Culturally Appropriate Care

- Client’s *language* used if English is not possible or desired
- Client’s cultural *identity* is affirmed and maintained
- Client is encouraged to *participate* in their cultural, spiritual and community life
- *Health care views* of client are considered while keeping regard to their safety
Framework to build cultural competence

- Vision & values
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  - Community engagement
  - Building & décor
Community Engagement

Consultations - Be informed about CALD client views and needs

Engage - Work closely with CALD communities to improve the service
Community Engagement
Two projects

- Funded by Community Partners Program, Australian Govt
- Auspiced by ACT Health
Overall Aim

Facilitate links between service providers and CALD communities in order to improve access to aged care services by CALD older people.
Overall Project outcomes

- CALD consumers make greater use of aged care services
- CALD communities have the capacity to provide feedback on aged care services
- CALD volunteers participate more widely in supporting clients of aged care services
Communities Involved: Identified by Language

- Tamil
- Cantonese
- Vietnamese
- Hindhi
- Spanish
- Hungarian
- Mandarin
- Japanese

(Tamil, Cantonese, Vietnamese, Mandarin, Hungarian)
Project Approach

- **Partnership Facilitators (PFs):** Bilingual representatives – training.

- **Cultural Ambassadors:** volunteers from community groups who organize events related to the needs of aged people same language – funds.
Project 1: Training - Partnership Facilitators

- Aged care services
- Communication skills
- Facilitating groups
- Community engagement, collaboration
- Skills for community educators
- Demystifying dementia and dementia services

(28 hours, mostly 2hr sessions, 6 months)
Project 1:
Events – Cultural Ambassadors

- Visits to RACFs
- Community events
- Home visits
- Information programs
- Translation of material
- ‘Partnership’ with a service provider
Project 2

Palliative approach to Dementia care - Developing volunteer support

The National Palliative Care Program – Guidelines For Setting up Volunteer Programs
Project 2: Developing bi-lingual volunteer support

Ethnically oriented RACFs:
- Greek
- Croatian
- Italian

Bi-lingual volunteers

Palliative and dementia care education
Project 2: Approach

Stage 1

Forming partnerships

CPP worked with:

- PICAC - ACT
- Alzheimer’s Australia – ACT branch
- Palliative Care Society ACT
- 3 Ethnically oriented RACFs

Working Group – Planning & Evaluation
Project 2: Approach

Stage 2

Palliative Care Dementia Training

CPP & PICAC

PEPA training

CALD Volunteers

RACF Management

RACF staff

Palliative approach to dementia care RACFs

* Program of Experience in the Palliative Approach
Project 2: Process

- Introductory session
- Training
- Volunteer feedback and future planning
Project 2 process:
Introductory session

- Getting to know you - Working group, volunteer coordinators and volunteers
- Explained approaches to training – stories & discussions
- Concepts of palliative care and dementia were introduced
- Helped with willingness to participate
Project 2 process:

Training

Approach to training:

- Inclusive & non threatening – no writing or assessments
- Developing trusting relationships
- Created social comfort through including volunteer co-ordinators in training - more relaxed
- Use of simple English language in training
- Language specific supplementary information

9 sessions x 2 hrs over 5 months
Projects 1&2: Issues

- Concern that services may eliminate the need for family support
- Memory problems are not often talked about as dementia
- Perceived as normal part of ageing
- Misconceptions – a nagging wife causes dementia
- Different cultural values to volunteering e.g. is viewed more informal or intrusive in some cultures
Projects 1 & 2

Lessons learned

- Learning from each other
- Different cultural groups shared personal/cultural experiences
- Knowing that their experiences weren’t isolated
- Greater clarity about ageing issues and services
- Provision of training was the main inducement for participants
Project 1 & 2

Lessons learned

Sustainability

- Partner with language groups already organized around the needs of seniors
- Organizations identified the participants using criteria set by project (language, commitment, both genders etc)
- Organizations not individuals receive payment for participation & funds for resources to run events
Project 1 & 2

Lessons learned

- Involve leaders of community groups/staff volunteer coordinators to help with recruitment
- Involve at least 2 reps from each language group to support one another
- The key to positive outcomes is knowing the group and pitching your training to their needs and abilities.
Project 1 & 2: Lessons learned

- Benefit to RACFs – opportunity to review volunteer programs and provide support to volunteers
- Add value to the work of volunteers in aged care
- Recruitment of volunteers to the industry
- Trainers learn about cultural issues relating to aged care
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References


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