

The culturally competent teacher – Getting started

Co-facilitated by Tehmina Gladman and Jeannine Stairmand

With support from Jon Cornwall, Louise Beckingsale, Megan Anakin, Joy Rudland, and Dylan Shield

Karakia Timatanga

Tukua te wairua kia rere ki ngā
taumata
Hai ārahi i ā tātou mahi
Me tā tātou whai i ngā tikanga a
rātou mā
Kia mau kia ita
Kia kore ai e ngaro
Kia pupuri
Kia whakamaua
Kia tina! TINA! Hui e! TĀIKI E!

*Allow one's spirit to exercise its
potential
To guide us in our work as well as in
our pursuit of our ancestral
traditions
Take hold and preserve it
Ensure it is never lost
Hold fast.
Secure it.
Draw together! Affirm!*

Objectives

By the end of this session you will be able to:

Describe cultural competence and cultural safety

Identify some of the enablers and barriers to cultural safety

Identify the next steps you can take to begin creating a culturally safe environment

Plan for the session

Our roadmap

Define and compare cultural competence and cultural safety

Discuss some of the enablers and barriers to creating a culturally safe environment

Pair activity: Reflect on your own cultural background

Discussion of next steps to enabling cultural safety in your environment.

Final thoughts



Cultural competency or cultural safety?

Definitions from different health professions

Medical Council cultural safety

The need for doctors to examine themselves and the potential impact of their own culture on clinical interactions and healthcare service delivery.

The commitment by individual doctors to acknowledge and address any of their own biases, attitudes, assumptions, stereotypes, prejudices, structures and characteristics that may affect the quality of care provided.

The awareness that cultural safety encompasses a critical consciousness where healthcare professionals and healthcare organisations engage in ongoing self-reflection and self-awareness and hold themselves accountable for providing culturally safe care, as defined by the patient and their communities.

Cultural competency or cultural safety?

Definitions from different health professions

Nursing Council cultural safety

The effective nursing practice of a person or family from another culture and is determined by that person or family. Culture includes, but is not restricted to, age or generation; gender; sexual orientation; occupation and socioeconomic status; ethnic origin or migrant experience; religious or spiritual belief; and disability.

The nurse delivering the nursing service will have undertaken a process of reflection on his or her own cultural identity and will recognise the impact that his or her personal culture has on his or her professional practice. Unsafe cultural practice comprises any action which diminishes, demeans or disempowers the cultural identity and well being of an individual.

Cultural competency or cultural safety?



<https://youtu.be/dXSiWFIHDrA>

Enabling a culturally safe learning environment

Te Tiriti o Waitangi foundation

Encourage self-reflection and self-critique

Focus on relationship building

Role model the use of culturally appropriate health frameworks (Hui process, Meihana Model)

Barriers to creating a culturally safe learning environment

Making assumptions about students

Accepting the status quo in your environment

Unwillingness to examine our own unconscious biases

Pair Activity - Whakawhanaungatanga

With your partner reflect on your cultural background

Consider the following questions as you introduce yourself and your cultural context:

- Where did you grow up?
- Where are your parents from?
- How do you like to interact with others?
- When people talk to each other in your family how do they take turns?
- What stories do you tell yourself about others' behaviours?

As partner 1 speaks, partner 2 should actively listen, but not interrupt.

When Partner 1 has finished speaking, partner 2 will speak with partner 1 actively listening.

When both partners have had an opportunity to speak, you may choose to ask each other questions to clarify ideas or deepen understanding.

This is not the time to give advice or make judgements.

Culturally safe behaviours to consider

Don't place the cultural burden on students

Take opportunities to learn more about Māori health frameworks

Be an advocate for Māori and Pacific colleagues and students

Use Te Reo when teaching, even if it is individual kupu

Multidisciplinary team approach to teaching

Final thoughts

This is a first step in the journey to becoming more self-aware and creating cultural safety for students, colleagues, and patients.



Otago Medical School
Te Kura Hauora o Otākou

Do you know...
about the Hauora Māori curriculum
within the Otago medical degree?

DYK 19

The Otago Medical School formally acknowledges the Treaty of Waitangi through its commitment to ensuring Māori health is integrated throughout the curriculum and has a focus on Māori health gains and addressing current health inequities.

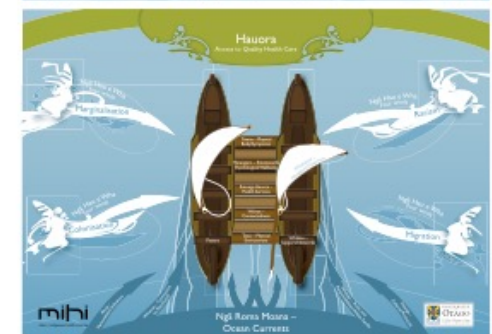
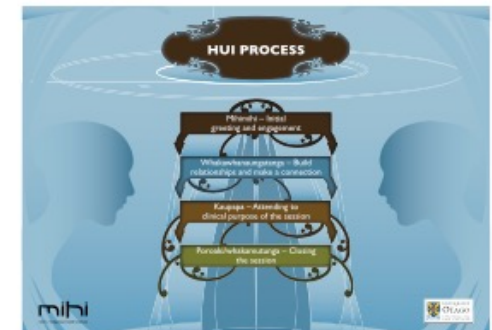
OMS MB ChB Curriculum Master Plan, Nov 2015

Otago Medical School's **Hauora Māori** curriculum is underpinned by Māori health models such as the Hui Process and Meihana Model. These health models are used in conjunction with consultation models to support students and clinicians as they engage with Māori patients / whānau, to improve the quality of history taking, clinical procedures, diagnosis, and management plans. This DYK briefly outlines the Hauora Māori curriculum at the OMS.

What are the Hui Process and Meihana Model?

The Hui Process describes ways to improve the doctor-patient relationship with Māori. It includes mihimihi (initial greeting), whakawhānau (making connections), kaupapa (tending to the purpose of the visit), and poroaki / whakamutunga (tending the session) (Lacey et al., 2011).

The **Meihana Model** describes how to use the kaupapa (purpose of the visit) to extend history taking to reach a broader understanding of Māori patients' presentations. It has been specifically designed to be used by both non-Māori and Māori health practitioners (Pitama et al., 2014).



References

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Karakia Whakamutunga

Unuhia, unuhia

Unuhia ki te uru tapu nui

Kia wātea, kia māmā, te ngākau, te
tinana, te wairua i te ara takatā

Koia rā e Rongo, whakairia ake ki
runga

Kia tina! TINA! Hui e! TĀIKI E!

Draw on, draw on,

Draw on the supreme sacredness

*To clear, to free the heart, the body
and the spirit of mankind*

*Rongo, suspended high above us (i.e.
in 'heaven')*

Draw together! Affirm!