



EDUCATING A CULTURALLY COMPETENT HEALTH WORKFORCE FOR PASIFIKA COMMUNITIES



A Wintec/ K'aute Pasifika
clinical partnership project



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“la teu le vā”

Nurture the space between us

(Samoan proverb)



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Disclaimer

These results are not official statistics. They have been created for research purposes from the Integrated Data Infrastructure (IDI) which is carefully managed by Stats NZ. For more information about the IDI please visit <https://www.stats.govt.nz/integrated-data/>.

Foreword

*Pasifika people
in New Zealand
represent a rich
diversity
of cultures*

Established in 1924, the mission of Wintec is to build stronger communities through education, research, and industry relevant careers by delivering education and engaging in activities to improve the economic and social wellbeing of the Waikato and broader Midlands region. K'aute Pasifika is equally established in the community having spent over 20 years building and improving health and social service access for Pasifika people. The connection with Wintec is long standing through health and education and the time was right to increase our collaboration through joint endeavour that lifts both organisations in the strongest possible partnership. The project on which this report is based is core to our work and relationship and the mutual commitment by both our entities to prepare a health workforce with the cultural competence to enhance the health and socioeconomic status of the communities we serve.

Pasifika people in New Zealand represent a rich diversity of cultures from many different Pacific Islands including Samoa, Cook Islands, Tonga, Niue, Fiji, Tokelau, Tuvalu and Kiribati. Individually and collectively they are major contributors and innovation leaders in New Zealand society. Albeit these strengths, various socioeconomic indicators point to areas of disadvantage and hardship such as income levels, home ownership, health status, life expectancy and educational attainment at levels lower than the general population.

Extensive evidence exists linking culturally competent care with enhanced health and social outcomes. Thus, increasing the cultural competence Wintec's graduate professionals is an important activity by which flaws in health and social care delivery systems may be addressed. K'aute Pasifika currently provides culturally diverse work placement opportunities which complement the teaching and learning experience delivered in Wintec classrooms and on-line forums.

Our project has sought and analysed stakeholder views to inform an action plan to further build cultural insight, competence and humility of professionals in training. Identified strategies include delivery of cultural training for Wintec educators in parallel to provision of curriculum requirements and preceptor/clinical supervision for staff at K'aute Pasifika Trust.

As partners in education and practice, our joint efforts come together to support the development of professionals with capacity to work effectively with Pasifika people and in broader cross-cultural contexts.

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Executive Summary

Introduction

The connection between Wintec and K'aute Pasifika is long standing through health and education and the time is right for collaboration that lifts both organisations is the strongest possible partnership. Significant opportunity exists for Wintec's CHASP/CSSHP and K'aute Pasifika to work together in developing innovative strategies to enhance opportunities for student engagement in the delivery of services offered through K'aute Pasifika and to evaluate these.

Literature review

Pacific Islanders typically have lower health status and life expectancy than other New Zealanders. Implementation of Māori initiatives are not always appropriate for Pasifika peoples and there is a need to develop Pacific-specific initiatives. Evidence suggests tailored teaching and learning interventions may be required to promote participation and academic success of underrepresented minority groups in New Zealand, such as Pasifika. However, the focus needs to be on more than just Pasifika students and also on increasing non-Pasifika student capacity to work with the Pasifika community in a culturally acceptable and competent manner. There is a consistent shortage of Pacific primary health care workers in New Zealand and Pasifika are underrepresented across all health occupations. The literature identifies a complex range of factors that may contribute to this including high levels of mobilization in the skilled professional workforce and blurring of boundaries. Student-led placements with Indigenous populations have been identified as a feasible and meaningful way of developing a workforce ready to serve Indigenous and minority populations.

Method

A mixed method study design incorporating Talanoa was implemented to address the following key objectives:

1. Map current Wintec student placement provision within K'aute Pasifika against regional population health needs
2. Identify discipline-specific and interdisciplinary educational opportunities available at K'aute Pasifika through consultation with K'aute Pasifika staff
3. In partnership between Wintec and K'aute Pasifika, develop a 5-year strategic plan for enhancement of cultural competence of Wintec staff and students in working with Pasifika people

Findings: Weaving together narratives

Our Talanoa identified three major themes through which current and potential student placements could be better understood: *the student experience*, *vā/relationships*, and *transformation*. The first theme, *student experience*, was divided into subthemes, which expressed how students are valued, quality experiences for students are important to K'aute Pasifika staff, cultural practices are significant in placements at K'aute Pasifika, authentic experiences and interprofessional practices are essential and readily occur at K'aute Pasifika. The second theme, *vā/relationships*, was conceptualised as a network, with K'aute Pasifika at the centre, surrounded by the relevant partnerships. Equally as important as who those partners were, was the connections and space - or *vā* - between them. The third theme, *transformation*, was divided into three sub-themes: growth, capacity for more, and workforce development. These themes were understood in the context of the health data to create a clearer picture of the health needs for the Pasifika community in Kirikiriroa/Hamilton.

Development Priority	Planned actions 2020-2025
<p>1</p> <p>Clinical Placements</p>	<ul style="list-style-type: none"> • Current state assessment • Qualitative interviewing with K’aute Pasifika staff • Scoping growth potential • Joint mapping of organizational activities and growth plans • Evaluation of previous student experiences to inform future planning • Clinical placement planning • Development of a formal placement agreement 2021-2024 • Annual review of placement numbers, scope and agreement • Explore and expand partnership to include students from the Centre for Education and Foundation Pathways • Joint evaluation of Wintec/K’aute Pasifika development partnership
<p>2</p> <p>Curriculum Development and Alignment</p>	<ul style="list-style-type: none"> • Current state assessment • Joint evaluation of Wintec/K’aute Pasifika development partnership • Review programmes of study for content that builds Pasifika cultural competence • Search the literature and make inquires to determine current best practice guidelines and audit tools available for evaluating practice/teaching against Pacific Cultural Competencies and determine if these are ‘fit for purpose’ • Seek collaborative funding opportunities to develop an audit tool for evaluating Pacific Cultural Competence • Develop audit tool and conduct audit evaluating course curriculum, content and placement objectives against Pacific Cultural Competencies • Seek student and staff feedback about changes made and the impact and progressive implementation of curriculum changes in response • Identification and development of interprofessional course delivery options • Generate a plan to embed relevant data collection into teaching and learning evaluation • Evaluation/annual review of teaching and learning of interprofessional course delivery experiences against Pacific Cultural Competencies
<p>3</p> <p>Preparation for Placement (Wintec and K’aute Pasifika)</p>	<ul style="list-style-type: none"> • Current state assessment • Qualitative interviewing with K’aute Pasifika staff and survey of Wintec staff • Scoping faculty development needs • Pasifika cultural training for CHSSP and CHASP faculty • Development of a pre-placement information sheet for students placed at K’aute Pasifika Trust • Training for Wintec staff supporting students at K’aute Pasifika • Orientation of K’aute Pasifika staff to curricula outline and placement objectives • Collaboratively seek funding to support professional development opportunities for K’aute Pasifika and Wintec staff • Generate a plan to embed data collection for evaluation of professional development packages • Evaluation of professional development packages to better prepare staff for student placements. • Update and rerun suite of professional development packages to prepare for placements



Development Priority

Planned actions 2020-2025

4

Preparation for Placement (Students)

- Current state assessment
- Qualitative interviewing with K'aute Pasifika staff and students on placement
- Scoping student pre-placement and placement needs
- Evaluation of previous student experiences to inform future planning
- Development of student orientation pack
- Deliver pre-placement student orientation regarding working with Pasifika peoples
- Embed data collection for evaluating student experiences of preparation for and placement at K'aute Pasifika
- Evaluate data collection for evaluating student experiences
- Update and rerun student orientation pack
- Update and rerun pre-placement student orientation regarding working with Pasifika peoples

5

Student Assisted Service Provision

- Collaborative discussion re student assisted placement models
- Continue collaborative discussion re student assisted placement models
- Generate and implement plan to trial a student-assisted interprofessional clinic at Wintec Rotokauri Campus
- Trial student-assisted interprofessional clinic at Wintec Rotokauri Campus
- Evaluation of student-assisted interprofessional clinic trial at Wintec Rotokauri Campus
- Generate plan for implementing a student-assisted service provision with K'aute Pasifika Services
- Trial of student-assisted interprofessional clinic at K'aute Pasifika
- Evaluation of student-assisted interprofessional clinic trial at K'aute Pasifika
- Continued evaluation of student-assisted interprofessional clinic at Wintec Rotokauri Campus
- Sustainable implementation of student assisted interprofessional clinics
- Continued evaluation of student-assisted interprofessional clinics

Actions for 2021

A clear action plan for 2021 is outlined which was co-constructed and agreed between K'aute Pasifika and Wintec and derived from the Strategic Plan.

*...the time
is right for
collaboration
that lifts both
organisations*



Introduction

Historical relationship

K'aute Pasifika

On 28 June 1999, K'aute Pasifika was registered as a charitable trust under the Charitable Trusts Act 1957. This was a grass roots effort to tackle issues that were of concern to local Pacific communities. A concept of unity was key to the original vision and mission statement of K'aute Pasifika. The vision is, "dynamic, healthy, strong, educated, collaborative, sustainable Pacific communities living to their full potential." The mission was, and is to this day, "To improve the holistic wellbeing of Pacific communities."

Key to the work of K'aute Pasifika is the organization's role in supporting Pacific people, although it does not restrict itself solely to these communities. K'aute staff and clients include Māori and people of other backgrounds. K'aute Pasifika has a strong history of community involvement and continues to demonstrate inclusion through its client base and the culturally diverse make-up of the K'aute workforce.

K'aute Pasifika currently provide a range of initiatives, including:

Health services

- B4 Schools check
- Cervical screening checks
- Child, adolescent and adult mental health and addictions services
- Community day programme
- Chronic disease
- Immunisations
- Sexual and reproductive health promotion
- Smoking cessation
- Sore throat promotion
- Well child
- Pacific homebased support

Social services

- Family wellbeing and family violence programmes
- Integrated safety response
- Gambling harm prevention
- Housing navigator
- Whanau resilience
- Community connectors
- Affordable energy for all
- Tama Tane

Whanau ora

Employment

- Tupu Aotearoa
- NIU YOU

Education

- Pacific education support
- Talanoa ako

In 2019 K'aute Pasifika celebrated its 20th Anniversary, and in 2020 another milestone was celebrated as land and funding was earmarked for a Pan Pacific Community Hub. Construction of the hub, on a prominent central city site donated by council, is due to commence in 2021. The hub will include a large modern fale, a central community meeting and focus point, and will also incorporate head office for K'aute Pasifika, a medical clinic and pharmacy dispensary, our nurse-led services, social workers and education programmes, and a Pan Pacific Early Childhood Centre. The vision of the Hub is to create a place that offers a whole of family, wraparound service which operates across all the wellbeing domains.

Wintec

Wintec is a key educational provider in the Waikato region, helping to build stronger communities through education, research and the development of career pathways. It places particular emphasis on students learning industry-relevant skills in innovative ways, in educational settings that reflect 'the real world'.

Wintec's Centre for Health and Social Practice (CHASP) offers students the opportunity to develop a career in a range of health-related professions, including counselling, health and wellbeing, nursing, midwifery, occupational therapy, physiotherapy, and social work. CHASP offers learning opportunities for students committed to improving people's lives and prepares them to enter a vocation where they can make a difference. Students become part of a community that is dedicated to social care, health, well-being and protection. CHASP understands the needs of our stakeholders are always changing, so deliver fit-for-purpose programmes that are responsive to changes in the health and social practice sectors. Staff at CHASP value inclusion, diversity, and the achievement of potential in all of our staff and students and our treaty partnership between Tangata Whenua and Tauwiwi underpins everything we do.

The Centre for Sport Science and Human Performance (CSSHP) offers students the opportunity to develop a career in sport and exercise science; ideal for people who are passionate about sport, health, fitness, wellbeing, or human performance. Whether students are driven to help others reach their goals, prepare for competition and achieve excellence, or are an elite athlete wanting the knowledge to reach their potential in competitive sport, Wintec's CSSHP can provide students with a qualification that is recognised and respected worldwide. The CSSHP programmes offered provide students with the opportunity to understand the science behind how the body works, generating insight and the ability to get better results for their future clients or themselves.

*Students
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Together united

The ties between K'aute Pasifika and Wintec are longstanding. K'aute Pasifika founder, Leaupepe Elisapeta (Peta) Karalus, is a former staff member and tutor at Wintec's nursing school. In 1998 there was a growing awareness of Pacific people's poor engagement with existing services. With encouragement from Maori nursing colleagues from Wintec, and other key community leaders, a community initiative was mooted. A community meeting was held over a weekend at the then Wintec Marae, and included representatives from the 7 Pacific groups with a known presence in Hamilton at the time. This meeting established that all could come together for a common good, and in June 1999 K'aute Pasifika Trust was formed and the constitution registered.

At the time of its beginnings, K'aute had no money, no contracts and no building. Supported into a building on Commerce Street by Hamilton City Council, Peta and Toivau Colquhon initially worked without pay – Toivau was also working nights at the DHB as NICU nurse. They would open the building and wait to see who showed up. In 2001, K'aute Pasifika secured its first contract - a .5 Well Child contract that marked K'aute's entrance into the service delivery world.

Soon after K'aute began a Pacific-focused private training arm, which was for some time located at Wintec's city campus. Students would often pathway into key Wintec programmes such as nursing. More recently K'aute has operated the Pasifika Power Up/Talanoa Ako programme, funded by the Ministry of Education, from Wintec facilities. This programme provides students with tutoring/mentoring, with parents and families also attending in partnership to understand NCEA, pathways to further education and training, and the support they can provide for their children. Wintec provides the programme rooms and facilities without charge.

Other elements of the relationship between K'aute Pasifika and Wintec include the support provided for the Pasifika Hub development, including a major 2020 planning fono which was hosted by Wintec in the Atrium. Edgar Wilson, Regional Engagement Manager for Wintec, serves as chair of the K'aute Pasifika board. In 2021 four new Health study scholarships for Pasifika students were announced by Wintec. The scholarships are named in honour of Leaupepe Peta Karalus.

Given these meaningful ties and the synergies and commonalities in our missions, the time is right for collaboration that lifts both organisations in the strongest possible partnership. An overview of this project was reported in ITP Hauora Research and can be found in Appendix A.

.....
*...all could come
together for a
common good*
.....



Pasifika and healthcare

With more than 22 different Pacific communities represented, Pacific peoples are a large and growing proportion of New Zealand's population, representing 8.1 percent of people recorded in the 2018 census (StatsNZ, 2020). These numbers however are not matched in the health workforce. Pacific health professionals make up 1.2% of doctors, 3.4% of nurses, 1.4% of midwives, 1.0% of physiotherapists, 1.0% of dentists and 0.7% of pharmacists in New Zealand (Pacific Perspectives, 2013). Research suggests Pacific patients are 'better off with Pacific workers with whom they share language, culture and can communicate' (Ape-Esera, Nosa, & Goodyear-Smith, 2009, p. 129), and perhaps in part due to the lack of Pasifika workers, Pasifika peoples are underrepresented in the population accessing health and disability services (Ministry of Health, 2014). Compared to other New Zealanders, Pacific peoples have generally lower health status and life expectancy (Ape-Esera, Nosa and Goodyear-Smith, 2009; Sopoaga, 2011).

New Zealand's Primary Health Care Strategy (Ministry of Health, 2001) has focused on improving Pacific people's access to primary health services and has a high focus on youth due to the high proportion of Pacific peoples under the age of 15-years (Teevale *et al.*, 2013). Particular challenges have been reported by Pacific peoples seeking help to address tobacco use, drug and alcohol use, long term health conditions and acute health conditions (Teevale *et al.*, 2013). Key barriers highlighted by Pasifika people included that they 'didn't know how', or 'couldn't contact the health professional'. Alarming, about 10% reported experiencing unfair treatment from health professionals due to their ethnicity (Teevale *et al.*, 2013).

There is a need for Pacific-specific approaches, initiatives and services

Such factors underscore the urgent need for a health workforce with greater Pacific cultural competence. Pacific cultural competence is defined as 'the ability to integrate or acknowledge Pacific values, principles, structures, attitudes and practices in the care and delivery of service to Pacific clients, their families and communities' and is reinforced by the Pacific Health and Disability Workforce Development Plan (Tiatia, 2008, p. 7). The national strategy guiding public health workforce development currently aims to bring together Māori and Pacific disability plans (Ministry of Health, 2012, 2017) to create an overarching framework (Ministry of Health, 2020). It should be noted in this context how implementation of kaupapa Māori initiatives are not always appropriate for Pasifika people. There is a need for Pacific-specific approaches, initiatives and services (Ape-Esera, Nosa and Goodyear-Smith, 2009).

Ensuring Pacific people's access to appropriate healthcare services requires a greater understanding of Pasifika needs and aspirations (Tiatia, 2008). This should be supported by collection of more accurate ethnicity data and investment in the development of ethnic specific research methodologies (Southwick, Kenealy, & Ryan, 2012). Such methods should embrace Pacific values, languages, philosophies and cultural practices and privilege Indigenous Pasifika knowledge. Talanoa, or narrative dialogue, is one such example (Seiuli, 2016).

Pasifika in tertiary health education

Pasifika students have long been underrepresented in health and disability training programmes (Collins, Jones, & White, 1993; Crampton, Weaver, & Howard, 2012). Lower levels of achievement in these programmes, which have been Eurocentric in focus, has also been observed (Brown, Power, Bowmar, & Foster, 2018). Factors contributing to this are complex. A contributing factor may be that secondary education insufficiently prepares or promotes Māori and Pacific learners for entry into tertiary health programmes, and alternative entry pathways are needed to promote

equity and increase participation (Curtis *et al.*, 2015). There is a growing awareness that the current standardised approach, which tends to privilege certain knowledges, is unlikely to achieve optimal outcomes and promote participation and academic success of non-European groups, and that tailored interventions may be required (Sopoaga *et al.*, 2017).

To improve outcomes for Pacific peoples, however, the focus needs to be on more than increasing the number of Pacific health students. Given the limited access of “Pacific for Pacific” services, emphasis must also be placed on ensuring that members of the healthcare workforce from other backgrounds have capacity to effectively work and engage with Pacific peoples (Ape-Esera *et al.*, 2009). Developing a workforce ready to serve Pacific peoples requires involving the Pacific community in genuine ways to ensure students are offered authentic learning opportunities and enter the workforce able to meet the needs of the community.

An example of educational practices improving a workforce capacity is that outlined by Sopoaga (2011). Here a Pacific immersion programme for medical students included spending a weekend with a local Pacific family, which helped students to ‘observe and experience the context for Pacific peoples’ and the complexities that impact their health outcomes, such as ‘income, employment, education, housing, transport, smoking, diet and nutrition’ (p. 315). The programme exposed students to Pacific strengths, such as family and community connections, to challenge the negative factors and stereotypes often portrayed. Students reported feeling better prepared to work with Pacific people in the future (Sopoaga, 2011; Sopoaga *et al.*, 2017). The programme highlights the value of creating authentic learning opportunities for healthcare students to work with Pasifika populations.

Local Pasifika health needs

Ministry of Health data reveals some of the picture of local Pasifika health needs. The following data was accessed via Statistics New Zealand’s Integrated Data Infrastructure (IDI), an innovative research database which holds deidentified information about people and households across Aotearoa New Zealand (Statistics New Zealand, 2020). Our application to access the IDI was approved on 23 October 2020.

Immunisation Rate

The following table shows rates of vaccination coverage for Pasifika people in Hamilton who, when turning the milestone ages of 6 months and 5 years, were recorded in the National Register as being fully immunised (Ministry of Health, 2021). Rates for the entire city population are also shown as a comparison.

This is a snapshot look at coverage with no grace period – it shows whether each child was fully immunised when they turned each age, even if they had the required vaccinations the day after. Included in these counts are all people born between 1 January 2012 and 31 December 2018 and included on the national register.

Percentage of residents¹ on the NIR who had completed all age appropriate immunisations

	Hamilton Pasifika	Hamilton Total
6 months	56%	63%
60 months (5 years)	76%	82%

¹ Includes members of the IDI current resident population at 30 June 2020 (Gibb, Bycroft, & Matheson-Dunning, 2016). Location information is derived from the prioritised IDI address_notification table, which provides the most recently held address held in the IDI.



...many of these conditions can be significantly lowered by lifestyle changes and/or effective primary care

The national register records the percentages of Pasifika infants fully immunised at 6 and 60 months in Hamilton City is somewhat less than the total for the city. Given the clearly established importance of vaccination for public health (World Health Organisation, 2012), efforts to increase these rates are essential, and K’aute Pasifika is involved heavily in immunisation outreach.

Chronic Conditions/Significant Health Events

The Ministry of Health tracks New Zealanders who have been diagnosed with or who have experienced any of six defined chronic conditions/significant health events. These conditions include diabetes (type 1 or 2), gout or cancer, while the events include a traumatic brain injury, stroke, or acute myocardial infarction (heart attack). These are diagnoses with a high likelihood of ongoing, long term or recurring effects and that can have a significant impact on people’s lives (Ministry of Health, 2020).

Shown below are the number of Pasifika people in Hamilton who have been diagnosed with or experienced one of these conditions or events. This information is taken from various national health data collections, primarily hospital admission data, and reflect only actual diagnoses made within the health system. Undiagnosed incidence will not be included and thus there will be some degree of undercount.

Current residents¹ ever diagnosed or treated for key significant health event/ chronic condition

Chronic condition or significant health event	Hamilton Pasifika	Hamilton Total
Gout	390	4,455
Cancer	153	6,669
Diabetes	1,233	16,773
Acute myocardial infarction (heart attack)	81	2,841
Stroke	71	2,031
Traumatic brain injury	534	8,871

Confidentiality rules have been applied to all cells, including randomly rounding to base 3. Individual figures may not add up to totals, and values for the same data may vary slightly between different text, tables and graphs.

¹ Diagnoses amongst members of the IDI current resident population at 30 June 2020 (Gibb, Bycroft, & Matheson-Dunning, 2016). Location information is derived from the prioritised IDI address_notification table, which calculates the most likely current address for that person from address records from across the datasets in the IDI.

Data show the significant level of chronic disease existing in the community. The most obvious challenge is the number of people with diabetes: the 1,233 Pasifika people with diabetes in Hamilton represent approximately 13% of the local Pasifika population, and in Hamilton 16,773 diabetes sufferers represent over 10% of the city. These numbers are stark given the risk diabetes poses to long-term health outcomes, especially when poorly controlled. Cancer diagnoses are not insignificant and while it would typically be considered less serious, gout is a common and painful condition which indicates an increased risk of many other health problems. Of significant health events, traumatic brain injury is the most common.

It is notable that the risk of many of these conditions/experiences can be significantly lowered by lifestyle changes and/or effective primary care. This need is a driver of many of K’aute Pasifika programmes and forms the basis of the integrated healthcare model which will underpin the Pan Pacific Community Hub.

“la su’i tonu le mata o le niu”

*To go about an undertaking
in the proper way*

(Samoan proverb)

Enquiry objectives

Our enquiry addressed the following key objectives:

1. Map current Wintec student placement provision within K’aute Pasifika, in the context of local population health needs
2. Identify discipline-specific and interdisciplinary educational opportunities available at K’aute through consultation with its staff
3. In partnership between Wintec and K’aute Pasifika, develop a 5-year strategic plan for enhancement of cultural competence of Wintec staff and students in working with Pasifika people

Ethics

Ethical approval for this study was obtained from the Wintec Human Research Ethics Group (WTFE15130820) in September 2020. All participants gave informed consent and it was acknowledged that while K’aute Pasifika would be identified as the employer, no individuals would be.

Methods

“Fai’aki e ‘ilo ‘oua ‘e fai’aki e fanongo”

Do it by knowing, not by hearing

(Tongan proverb)

In this project we sought to work in partnership in order to strengthen curriculum content relevant for Wintec students working with Pasifika people and communities, to increase interdisciplinary engagement between health professional teams in CHASP/CSSHP and community-based service providers, and to strengthen graduate competence in working with Pasifika health and social service providers in providing culturally competent care to Pasifika people. In order to investigate opportunities for enhanced engagement between Wintec and K’aute Pasifika, particularly related to clinical placements, and to address the key objectives of this study we engaged in Talanoa (Vaiolleti, 2016) with K’aute Pasifika staff. ‘Talanoa’ (meaning to talk or speak in Samoan, Tongan and Fijian) is also a Pacific research method, defined by (Vaiolleti, 2016) as “an open, informal conversation between people in which they share their stories, thoughts and feelings”. We drew on these Talanoa conversations to co-construct a 5-year strategic plan for further cooperation and to determine actions for enhancing the cultural competence and knowledge of our graduating workforce for Pasifika communities.

Findings: Weaving together narratives

#1: Current student placement provision

To “map current Wintec student placement provision within K’aute Pasifika, against regional population health needs” (Objective #1), we analysed data from our Talanoa about current student placements. The Talanoa identified three major themes through which current and potential student placements could be better understood. The first theme, the student experience, will be discussed here and is divided into the subthemes: students are valued, quality experiences, cultural practices, authentic experiences, and interprofessional practices. The other main themes, *vā/relationships* and *transformation*, will be discussed in the next section.

Students are valued

In 2019-2020, K’aute Pasifika provided placements for Wintec students associated with the Certificate in Health and Wellbeing (Level 4), Midwifery (Bachelor of Health Science), Nursing (Bachelor of Health Science and Masters of Health Science) and Occupational therapy (Bachelor of Health Science). Students were highly valued by K’aute Pasifika staff:

...we love having people in our space, especially if we can give them a good experience because then that means they go out and tell everybody else we’re great...

...none of the students have been a problem ... They’ll just get in there and they’ll just do it. They don’t moan about anything, they’ll just jump in wherever they can...

...I did have someone shadowing us, it was actually really good for me because I had to explain our processes and that actually helped me clarify my own thinking...

Quality experiences

It was clear that K’aute Pasifika staff valued “being able to fill their [students’] time with quality experiences” and that preparation was key to achieving positive outcomes. This was defined as having clear aims: “having that clear pathway and end game [is important]”; K’aute staff having an understanding of the objectives of the placement and the student requirements: “though they are here to learn from us, they are also here to do their own stuff to pass their papers”; students coming prepared from a cultural perspective; and also having sufficient physical space to welcome and host the student: “space is a very crowded and sometimes the resources available when we have students [are limited]”.

Cultural practices

One of the most important attributes seen to be contributing to the student learning experience was the cultural framework in which K’aute Pasifika operates:

...the culture’s definitely a big thing. There’s so many different cultures here. Different languages, different faiths. Different levels of faith too...

...it’s coming into a place of culture. There’s a whole lot of culture, there’s a whole lot of faith and belief and things like that...

... we do it in a way that’s different to westernized...

This resulted in the organization operating much like a family, welcoming students into it: “It’s like coming into a family, you can feel comfortable to talk to everybody”. Additionally, the multicultural K’aute Pasifika client-base provides authentic opportunities for students to engage:

...we deal with a lot of Pacific Island families and stuff like that. That cultural thing will have to come into it as well when you go to visit people, so they’ve got to have some sort of understanding of that sort of stuff...

Working with these communities was thought to generate learning opportunities to adapt and implement interventions in a culturally acceptable and responsive manner:

...We do it in a really cultural way, making lessons based around Tongan and Samoan myths and legends...

...the skill set I’m looking for is ... that they can pick up stuff about, obviously, interaction with Pacific communities and being able to relate...

Authentic experiences

Aside from being immersed in, and authentically experiencing, Pasifika culture, Wintec student placement at K’aute Pasifika also generates authentic learning experiences about primary health care that are unique, holistic and provide genuine opportunities for students to take a lead. Students see the clients “real-world” through home visits and there is a focus on sustainability rather than productivity:

...[we have] the ability to go out in to homes, which is something different that you don’t get from a lot of other health providers. Other primary health services do a lot in the office, whereas we go out. We go to their homes, our counsellors go into the schools. We take away barriers. For the students, you don’t get to see that in other places like the hospital or GP clinics, rest homes...

...the main difference between us and other providers are that they are too outcomes focused. Where they’re pushing them just to get any job, we’re focusing on sustainability...

This sustainability is fostered through holistic practices and creating wrap-around services, which was also seen as a point of difference:

...there’s a greater need. Some of the people, a lot of people in the community, what they need is someone to listen and know how to listen. It’s not just medications and then inject those in their body to calm them down...

...[the new initiative] came about through our operations manager wanting to provide that holistic service through all different services, whether its health, education and also employment...

Opportunities for students to take a lead with wellbeing calls and facilitating follow ups were frequently commented on, noting that taking the lead can sometimes be the “hardest thing” for students, yet it is “a good platform for them to launch their career”.

Interprofessional practices

A striking value in the learning experiences for Wintec students placed at K’aute Pasifika was the immersion in an authentically interprofessional environment. All participants referred to the diversity of skills and knowledge within the team and that this was capitalized on to provide clients with a wrap-around service that genuinely served their needs. This too generates valuable learning opportunities for students:

...we’ve also got the opportunity because a lot of them, they [students] need to spend a couple of days in each service then they get a fair idea of all the services that we provide...

... [benefits of placement with K’aute Pasifika are] the knowledge of all our staff really, because it’s so broad. We’re not just health focused, we have social services, we have employment, we have Whanau Ora...

In summary, staff believe K’aute Pasifika can provide students with a quality experience working within unique and effective culturally-focused, interprofessional services and value and welcome placements by students.

#2: Opportunities for expanding student learning experiences

In terms of identifying possible future educational opportunities available at K'aute Pasifika (Objective #2), Talanoa identified three major themes through which current and potential student placements could be better understood. The first theme, *the student experience*, was described in the previous section and largely informed our mapping of current student placement provision. The second and third themes informed our understanding of the opportunities to expand student learning experiences through K'aute Pasifika. The second theme, *vā/relationships*, was conceptualised as a network, with K'aute Pasifika at the centre, surrounded by the relevant partnerships. Equally as important as who those partners were, was the connections and space - or *vā* - between them. The third theme, transformation, had three sub-themes: growth, capacity for more, and workforce development.

Vā/Relationships

Key to K'aute Pasifika's success are its relationships with its partners. *Vā*, or nurturing the *vā* is a concept common the across the Pacific region and means 'to respect and maintain the sacred space, harmony and balance within relationships' (Education Gazette Editors, 2020). It reflects more than just the physical space between entities, it is conceptual and relational space too:

Va is the space between, the betweenness, not empty space, not space that separates but space that relates, that holds separate entities and things together in the Unity-that-is-All, the space that is context, giving meaning to things. The meanings change as the relationships/the contexts change (Wendt, 2002).

In this way, K'aute Pasifika's *vā* within and with others helps define some of the current, potential opportunities for expanding student learning. The long-standing and established relationship between K'aute Pasifika and Wintec was noted by participants: "there's obviously been a good relationship already established".

K'aute Pasifika and Wintec

To nurture the *vā* of between these organisations it was identified that this needs to be a reciprocal relationship, "so it's not just dumping the student here and go 'here you go, you're with [staff member]'". Positive outcomes are most achievable for all agents in the relationship when reciprocity is upheld and authentic:

...when tertiaries want to build relationships, make sure that the communication and the relationships are built well and properly. Because it's not just for the organisation and the tertiary. It is about student, because if the student gets a job offer from the organisation, that is a success for the student, the organization and the tertiary...

However, the relationship between K'aute Pasifika and Wintec was not seen as static and opportunities to expand and enhance the relationship further emerged in both directions:

...there is some relationship that we've been trying to get with the [health programme] students...

... I feel like all the tertiary institutes have sat in the room and had lunch and said, 'let's send all our students to K'aute', because probably in the last month I've had contact from all of them...





K'aute Pasifika and Wintec students

The relationship between K'aute Pasifika and Wintec students was also described as having two-way benefits:

...you want them to pass. So, you give them the tools, give them the help that they're going to need...

...it was actually really good for me because I had to explain our processes and that actually helped me clarify my own thinking...

Again, value was placed on the ongoing nature of this relationship, with staff interested in where students progressed after placement and seeking to maintain the connection with Wintec:

...[it's about] being able to report back, like, the student came in and they've pretty much gone, but then what, where did they go?...

...when the students go back and get ready for their graduation, there is that symposium, invite these [K'aute Pasifika] team leaders to come in so they can see. You guys [Wintec] can make them feel valued...

Growth

Over recent years, the growth within K'aute Pasifika has been rapid and diverse and there are pending plans for this expansion to be consolidated and supported in a new, purpose-built venue, the Pan Pacific Community Hub. Development of the Hub was described as “transformational” for K'aute Pasifika. Some of the service growth was represented in the breadth of service provided:

...it started off as a health organisation and over the years they've seen the need in the community and then been able to fight for the contracts to then serve communities and the families involved...

Due to the rate of growth there has been a lag in in-house capacity and infrastructure to support this growth, particularly around student placements:

...we've grown so quick in a short space of time...

...we haven't had the inhouse capability for a while...

The need for a student placement strategy, processes and a placement coordinator were clearly identified to streamline processes.

Capacity for more

The influx of student placements was experienced as overwhelming at times, given the current capacity of the service:

...I can see that they're flooding in, flooding out...

...we can't have five students in at the same time, with the amount of staff that we have...

The Pan Pacific Community Hub was described as a transformational opportunity that will increase capacity for taking on more students. This was perceived as a real opportunity, “there's a lot of opportunity”, its a “huge opportunity for students”, “there's definitely more opportunity”:



...there'll be so much more room so there'll be the space to have a steady flow of students. Massive opportunities...

Alongside greater numbers of student placements, the opportunity for placing students from a “broader range” of programmes of study was also identified, there is “the potential for more, for a broader cross section of students in placements”.

Workforce development

The importance of developing a workforce that is ready and competent to work with Pasifika people was identified as a critical area of need:

...there's a real gap for Pacific nurses, social workers, counsellors...

...we won't be able to do this job forever so obviously there's going to be that turnaround...

Many examples were shared of how student placements at K'aute Pasifika were perceived as an opportunity to meet this need by growing the organisation's workforce:

... If you had a number [of students] come through and four out of six get a job from that, then that's a good thing. That's the whole reason why they study...

... if that relationship is going well there is a good chance of that student to get a job offer from here...

However, it was clear this was an opportunity for the workforce beyond K'aute Pasifika too, increasing students' awareness of the career options available to them in culturally-focused and primary health services:

... How do you know if you want to work somewhere like this if you haven't even heard of it ... At the end of it, they might not choose to work in primary health but at least they've been exposed to it and know...

... they learn the work we do. So the hope is they let all their mates know. For us, that's probably our benefit...

...gives them a little bit of an insight of what they're going to be in for when they do finish so that they understand...

In summary, there is a high degree of importance placed on nurturing the relationships between K'aute Pasifika and Wintec (staff and students). Alongside the transformational growth occurring at K'aute Pasifika, there is scope for Wintec student placement expansion. Having more students take up learning opportunities through K'aute Pasifika will further increase the number of graduates who step into the workforce prepared to be responsive to the needs of the Pasifika population.

...there is a high degree of importance on nurturing the relationships...

#3: 5-year strategic plan

“Ala ‘i Sia, Ala ‘i Kolonga”

Skillful at Sia, Skillful at Kolonga
– *The ability to be adaptable to new environments,
places or situations*

(Tongan proverb)

Through this project, we have highlighted how K’aute Pasifika can provide students with quality learning experiences working within unique and effective culturally-focused, range of interprofessional services and how they value and welcome student placements. There was a high degree of importance placed on nurturing the relationships between K’aute Pasifika and Wintec (staff and students). Furthermore, through the transformational growth occurring at K’aute Pasifika, there is scope for Wintec student placement expansion. Having more students take up learning opportunities through K’aute Pasifika will further increase the number of graduates who step into the workforce prepared to be responsive to the needs of the Pasifika population.

The final objective of this project (Objective #3) was to use the data gathered to inform and co-construct a 5-year strategic plan for enhancement of cultural competence of Wintec staff and students in working with Pasifika people. This plan is presented here:

1

Clinical Placements

- 2020**
 - Current state assessment
 - Qualitative interviewing with K’aute Pasifika staff
 - Scoping growth potential
- 2021**
 - Joint mapping of organizational activities and growth plans
 - Evaluation of previous student experiences to inform future planning
 - Clinical placement planning including
 - Numbers and year levels
 - Type of placement nursing, midwifery, counselling, social work, exercise physiology, early childhood, massage, occupational therapy and physiotherapy
 - Opportunities for interprofessional placement
 - Development of a formal placement agreement 2021-2024
- 2022**
 - Annual review of placement numbers, agreement and scope of opportunities (for example range of student disciplines that can be supported)
 - Joint evaluation of Wintec/K’aute Pasifika development partnership
 - Explore and expand partnership to include students from the Centre for Education and Foundation Pathways (i.e. Te Paetahi Akoranga Bachelor of Teaching: ECE)
- 2023-2025**
 - Annual review of placement numbers, agreement and scope of opportunities
 - Joint evaluation of Wintec/K’aute Pasifika development partnership

2

Curriculum Development and Alignment

- 2020**
- Current state assessment
 - Joint evaluation of Wintec/K'aute Pasifika development partnership
- 2021**
- Review programmes of study for content that builds Pasifika cultural competence
 - Search the literature and make inquiries to determine current best practice guidelines and audit tools available for evaluating practice/teaching against Pacific Cultural Competencies and determine if these are 'fit for purpose'
 - Seek collaborative funding opportunities to develop an audit tool for evaluating Pacific Cultural Competence
 - Develop audit tool for evaluating course curriculum, content and placement objectives against Pacific Cultural Competencies
 - Conduct audit to identify and enhance Pasifika content in current curricula for nursing, midwifery, counselling, social work, exercise physiology, early childhood, massage, occupational therapy and physiotherapy
 - Seek student and staff (K'aute Pasifika and Wintec) feedback about changes made and the impact
- 2022**
- Audit of each course's curriculum against Pacific cultural competencies
 - Obtain student and staff (K'aute Pasifika and Wintec) feedback to review current curriculum content designed to enhance Pasifika Cultural Competence
 - Identification and development of interprofessional course delivery options
 - Generate a plan to embed relevant data collection into teaching and learning evaluation
- 2023-2025**
- Progressive implementation of curriculum changes in response to feedback/evaluation
 - Evaluation/annual review of teaching and learning of interprofessional course delivery experiences against Pacific Cultural Competencies

*...graduates who step into
the workforce prepared to be
responsive to the needs of the
Pasifika population*

3

Preparation for Placement (Wintec and K'aute Pasifika)

- 2020**
 - Current state assessment
 - Qualitative interviewing with K'aute Pasifika staff and survey of Wintec staff
 - Scoping faculty development needs
- 2021**
 - Pasifika cultural training for CHSSP and CHASP faculty (50% target)
 - Development of a pre-placement information sheet for students placed at K'aute Pasifika Trust
 - Training for Wintec staff supporting students at K'aute Pasifika
 - Orientation of K'aute Pasifika staff to curricula outline and placement objectives
 - Collaboratively seek funding to support professional development opportunities for K'aute Pasifika and Wintec staff
 - Generate a plan to embed data collection for evaluation of professional development packages
- 2022-2025**
 - Evaluation of professional development packages to better prepare staff (Wintec and K'aute Pasifika) for student placements.
 - Update and rerun suite of professional development packages to prepare for placements (Wintec and K'aute Pasifika)



4

Preparation for Placement (Students)

- 2020**
 - Current state assessment
 - Qualitative interviewing with K'aute Pasifika staff and students on placement
 - Scoping student pre-placement and placement needs
- 2021**
 - Evaluation of previous student experiences to inform future planning
 - Development of student orientation pack
 - Deliver pre-placement student orientation regarding working with Pasifika peoples
 - Embed data collection for evaluating student experiences of preparation for and placement at K'aute Pasifika
- 2022-2025**
 - Evaluate data collection for evaluating student experiences
 - Update and rerun student orientation pack
 - Update and rerun pre-placement student orientation regarding working with Pasifika peoples

5

Student Assisted Service Provision

- 2020**
 - Collaborative discussion re student assisted placement models
- 2021**
 - Continue collaborative discussion re student assisted placement models
 - Generate and implement plan to trial a student-assisted interprofessional clinic at Wintec Rotokauri Campus
- 2022**
 - Trial student-assisted interprofessional clinic at Wintec Rotokauri Campus
 - Evaluation of student-assisted interprofessional clinic trial at Wintec Rotokauri Campus
 - Generate plan for implementing a student-assisted service provision with K'aute Pasifika Services
- 2023**
 - Trial of student-assisted interprofessional clinic at K'aute Pasifika
 - Evaluation of student-assisted interprofessional clinic trial at K'aute Pasifika
 - Continued evaluation of student-assisted interprofessional clinic at Rotokauri Campus
- 2024-2025**
 - Sustainable implementation of student assisted interprofessional clinics
 - Continued evaluation of student-assisted interprofessional clinics

“Oua lau e kafo kae lau e lava”

Stay positive and count your blessings

(Tongan proverb)

Development Priority	Actions for 2021
1 Clinical Placements	Joint mapping of organizational activities and growth plans
	Evaluation of previous student experiences to inform future planning
	Clinical placement planning**
	Development of a formal placement agreement 2021-2024
2 Curriculum Development and Alignment	Review programmes of study for content that builds Pasifika cultural competence
	Search the literature and make inquires to determine current best practice guidelines and audit tools available for evaluating practice/teaching against Pacific Cultural Competencies and determine if these are 'fit for purpose'
	Seek collaborative funding opportunities to develop an audit tool for evaluating Pacific Cultural Competence
	Develop audit tool for evaluating course curriculum, content and placement objectives against Pacific Cultural Competencies
	Conduct audit to identify and enhance Pasifika content in current curricula
	Seek student and staff (K'aute Pasifika and Wintec) feedback about changes made and the impact
3 Preparation for Placement (Wintec and K'aute Pasifika)	Pasifika cultural training for CHSSP and CHASP faculty (50% target)***
	Development of a pre-placement information sheet for students placed at K'aute Pasifika Trust
	Training for Wintec staff supporting students at K'aute Pasifika
	Orientation of K'aute Pasifika staff to curricula outline and placement objectives
	Collaboratively seek funding to support professional development opportunities for K'aute Pasifika and Wintec staff
	Generate a plan to embed data collection for evaluation of professional development packages
4 Preparation for Placement (Students)	Evaluation of previous student experiences to inform future planning (repeat from #1)
	Development of student orientation pack
	Deliver pre-placement student orientation regarding working with Pasifika peoples
	Embed data collection for evaluating student experiences of preparation for and placement at K'aute Pasifika
5 Student Assisted Service Provision	Continue collaborative discussion re student assisted placement models
	Generate and implement plan to trial a student-assisted interprofessional clinic at Wintec Rotokauri Campus

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Appendix A:

Evaluation of partnership will ensure health graduates are fit to serve Pasifika community:
Published in ITP Hauora Research



Staff from K'aute Pasifika and Wintec.

Back row, left to right: Ema Tokolahi – Wintec post-doctoral research fellow; Uilinitone Vaoesea – K'aute Pasifika Trust; William Tauelangi – K'aute Pasifika Trust; Patrea Andersen – Academic lead Wintec Centre for Health & Social Practice; Sarah Halliday – K'aute Pasifika Trust; and Silaumea Peterson – K'aute Pasifika Trust.

Front row, left to right: Greg Smith – Director Wintec Centre for Sport Science & Human Performance; Sharon Brownie – Director Wintec Centre for Health & Social Practice; Rachel Karalus – Chief Executive Officer K'aute Pasifika Trust; and Sau Lau – Young K'aute Pasifika Trust. *by K'aute Pasifika*

Evaluation of partnership will ensure health graduates are fit to serve Pasifika community

Heather Wilson / Dec 7, 2020

Wintec: The approval of K'aute Pasifika's new Pan Pacific Community Hub has created the momentum for the Waikato Institute of Technology (Wintec) to evaluate their already strong relationship with the Pasifika organisation.

The new Hub in central Hamilton will allow for an expansion of existing services. It will create a place that offers a whole of family, wrap-around service which operates across all the wellbeing domains.

K'aute Pasifika and Wintec have been partners since 2005, with Wintec providing classroom accommodation, computers, and IT support for K'aute's training arm, and their students progressing into Wintec programmes via education pathways. Over this period, Wintec students have completed clinical placements at K'aute Pasifika across a range of health and wellbeing disciplines.

"If we're going to produce graduates that are really going to be able to serve people from Pasifika communities, there needs to be an authenticity of their learning experience," says Professor Sharon Brownie, the project's principle investigator, and head of Wintec's Centre for Health and Social Practice.

The aim of the research is to ensure students learn industry-relevant skills in innovative ways, in educational settings that reflect both 'the real world' practice context and the diversity of the population they will work with.

The evaluative research process is currently under way. The multi-disciplinary research team includes academic staff from exercise physiology, physiotherapy, and nursing. The process consisted of comprehensive Talanoa (semi-structured interviews) with 11 key staff across a range of services at K'aute Pasifika, followed by return consultations with the leadership team to discuss themes emerging during initial analysis.

K'aute Pasifika have been involved in the design of the research project from its initiation. This component of the research will map current service provision and gaps, and expand placement opportunities. From there the two organisations will develop a five-year expansion strategy.

"It's a research project that is very much 'done with', not 'done to,'" explains Brownie.

The project's two post-doctoral research fellows are in the early stages of thematic analysis; however, three major themes have started to emerge.

Firstly, relationships – particularly with the Pasifika concept of 'va' in mind, where the need to respect and maintain the sacred space, harmony and balance within relationships is important.

Secondly, hospitality and K'aute Pasifika's willingness to partner in workforce development.

And, thirdly, the mechanics of the partnership. Questions around this include how can K'aute Pasifika's tutors engage with Wintec tutors to understand and influence the curriculum and prepare workbooks, as well as aid the cultural development of Wintec staff.

The team will use the results to enhance two aspects of the existing partnership. To ensure the alignment of a significant proportion of clinical placements with Pasifika organisations and services, and to enhance educational outcomes for Māori and Pasifika learners. Through K'aute Pasifika, students can experience wrap-around family health or chronic disease services and will work with a team of health professionals from different disciplines.

Pasifika clinical placements also foster a growing understanding of the nuances of Pasifika cultural identities.

'Central to Wintec's mission is to ensure that we are producing nurses, midwives, physiotherapists, social workers and counsellors who are fit for purpose – who can answer the needs of our Pasifika community.

'We believe that the project will achieve what it set out to achieve in terms of strengthening the relationship, identifying further opportunities for authentic clinical experience, expanding interprofessional engagement for our students and strengthening the two-way relationship so our tutors understand more about K'aute Pasifika's services,' says Brownie.

The project will allow Wintec and K'aute Pasifika to continue working together with the added confidence that their relationship is a shared mission to the benefit of both organisations, the graduates they produce and the communities they serve.

The project received community-based research funding from Trust Waikato which has helped resource two part-time post-doctoral fellows to join the research team. K'aute Pasifika holds funding to allow Wintec staff to attend cultural training at the Pasifika organisation – providing opportunity to expand the impact of the partnership across all Wintec health and social practice programs.

Professor Sharon Brownie has broad health and social service executive experience across the health, education, economic development and employment sectors. She has worked in Australia, New Zealand, East Africa, Fiji and the Middle East. Her leadership roles have included significant capacity building, workforce development, business growth and change management mandates. While in these roles, she has actively maintained practice in the fields of both nursing and midwifery. She is the Director of Wintec's Centre for Health and Social Practice. Email Sharon Brownie

Appendix B:

Community Scoop » Enhancing Cultural Competency The Pasifika Way

Enhancing cultural competency the Pasifika way
Tuesday, 02 February 2021



Pasifika leader Peta Karalus (right) is upskilling Wintec educators including Centre for Health and Social Practice academic, Halyn van der Water.

Raising equity and unleashing potential for Pasifika people in education starts with culturally competent educators and K'aute Pasifika and Wintec are working to address this in engaging ways.

Well-known Pasifika leader, and the founder of K'aute Pasifika, Leaupepe Elisapeta (Peta) Karalus says the value of understanding our culturally diverse community is vital.

“Learning about cultural diversity is critical in being able to effectively and respectfully work with people from all backgrounds.”

Teaching the educators is all part of the journey for Karalus who engaged Wintec Health and Social Practice, and Sport and Human Performance educators recently in a series of interactive workshops.

“We're excited to have begun what we believe is an invaluable opportunity and grateful to the participants, their spirit of curiosity and their openness to learning.”

The workshops were delivered by K'aute Pasifika and funded by the Lottery Community Grant funding as part of a joint project with Wintec to foster better cultural understanding by enabling staff to be more responsive to the needs of Pasifika people.

“One of the challenges Pasifika people face in mainstream environments is a lack of understanding or awareness of our worldview, our identity and what is important to us as Pasifika peoples from a diverse range of Pacific islands which span Oceania,” says K'aute Pasifika Chief Executive, Leaupepe Rachel Karalus.

“Being culturally competent, aware, responsive and humble is critical to the successful engagement of people in all contexts, whether you are working with people in the fields of education, health, financial literacy, employment, wellbeing and/or providing social support. We are delighted to support our strategic partner in the delivery of cultural competency courses as this is reflective of one of our key values, being reciprocity.”

Wintec Chief Executive, David Christiansen says that cultural competency in teaching practice and equitable outcomes for Pasifika learners are critically important for Wintec and its diverse Pasifika community.

“Wintec has a strong Pasifika lens on learner outcomes, qualification completion, progression and employment. To achieve this and understand and support our Pasifika learners better, it is important we work reciprocally with our Pasifika community, and our partnership with K’aute Pasifika is invaluable in achieving this.

“Culturally competent teaching practice at Wintec has a two-fold influence; by empowering our teachers, we can improve outcomes for our Pasifika learners by creating appropriate, supportive environments, and we are also enabling all our learners to take their cultural knowledge into the workplace.”



A multi-disciplinary team from Wintec is working with K’aute Pasifika on a research project to ensure health graduates are culturally competent and can respond to the needs of our Pasifika community through authentic and innovative learning experiences.

Wintec Centre Director, Health and Social Practice, Dr Sharon Brownie says the cultural competency workshops are an outcome from the research project.

“Translating our collaborative K’aute Pasifika/Wintec research to practice is a key step in the delivery of culturally attuned education. Faculty workshops with direct Pasifika leadership and delivery are an essential step in this direction.”

K'aute Pasifika and Wintec have been partners since 2005, with Wintec providing facilities and IT support for K'aute training, and K'aute students progressing into Wintec programmes via education pathways. Wintec students have completed clinical placements at K'aute Pasifika across a range of health and wellbeing disciplines.

Recently Wintec announced four new health study scholarships for Pasifika learners, named after K'aute Pasifika founder and Pasifika leader, Leaupepe Elisapeta (Peta) Karalus in recognition of her significant contribution and valued work in the Pasifika community.

The scholarships were developed to encourage more Pasifika people to take up health careers in areas such as nursing, social work, counselling, physiotherapy, and midwifery. The first recipients will be announced in February.

Wintec along with national education body, Te Pūkenga is building strategies to raise equity for Pasifika and Māori learners by forming supportive learning communities.

In 2020, Wintec engaged two Pasifika leads, Colin Tuua and Rose Marsters who are working to strengthen the Pasifika community at Wintec and raise equity for Pasifika learners.





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