

## Multicultural Community Quality Use of Medicines (QUM) Program

Since 2004, the Federation of Ethnic Communities' Council of Australia (FECCA) and NPS have been working together within the overarching Multicultural QUM Program to enhance the health of culturally and linguistically diverse (CALD) Australians by increasing awareness and knowledge about QUM through innovative projects.

### The 'Families get to know their medicines' project

The project was initiated by FECCA in partnership with NPS, Community Languages Australia, Queensland LOTE Centre and Ethnic Schools Association Queensland Incorporated. The partners hoped to reach the "hard to reach" about QUM. It placed an importance of community networks, tapped into and contributing to existing infrastructures and aimed for sustainability. It took place in Afters Hours Ethnic Schools (AHES) in Queensland where children learn the language their family's country with Chinese, Greek and Vietnamese communities.

#### Curriculum package

- A quality curriculum with 7 lessons
- Fully translated and tested for accuracy with community members
- Values language learning
- Increases awareness and knowledge about QUM
- Free resource benefits schools and communities
- Story telling and games homework for a "Kitchen table" discussion

#### Messages

- Get to know your medicines
- Avoid medicine mix ups
- What is a medicine?
- OK to ask questions
- What questions to ask
- Tell GP about other medicine
- Best not to share medicine



#### Philosophy

Innovative ideas are needed to reach the diverse Australian community. Young people can be a bridge for reaching older family members in CALD communities. Kitchen table discussions embed health messages in intergenerational exchange of information. Language and culture are harnessed as assets for promoting health rather than viewed as barriers.

#### Working WITH communities

The project aimed to engage with CALD communities via consultation and participation throughout the planning and implementation to ensure:

- Community ownership of the project
- Socio-cultural appropriateness of project design and messages
- Relevance and responsiveness to local needs and priorities.



Table 1. Percent of children getting help on homework

Help from:	Chinese %	Vietnamese %	Greek %
Someone at home	83	57	69
Mum	70	46	59
Dad	39	36	38
Brother/sister	18	18	11
Grandparent	11	3	61
Someone else	13	9	11
Trouble getting help	9	20	32



#### Evaluation methods

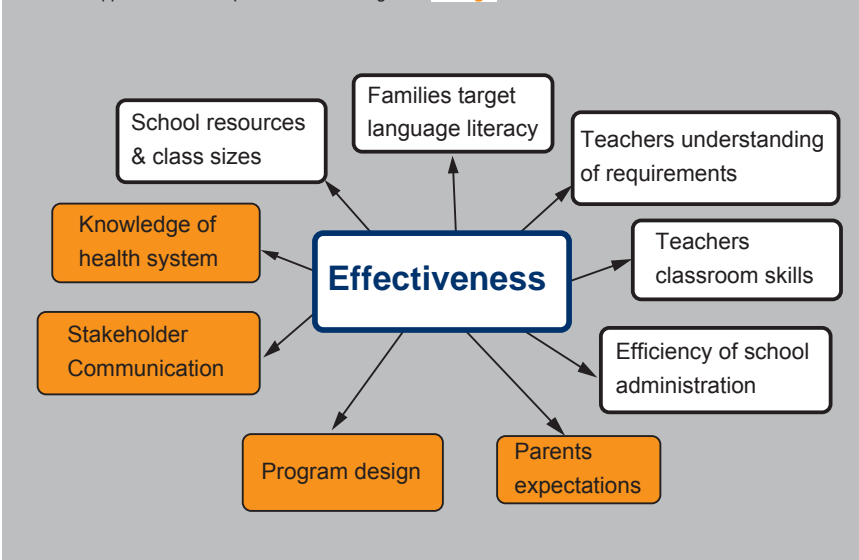
- Monitored participation at all levels
- Case study design: 2 classes per language
- Teachers collected student homework and completed surveys

#### Findings: Participation in the pilot

- 16 of possible 22 schools
- 11 Chinese, 2 Greek, 3 Vietnamese Schools
- At least 75 teachers and 1000 students
- 289 students entered competition
- 300 people attended competition ceremony

Figure 1. Pilot success factors

Success happens when multiple factors come together. Orange boxes are amenable to external control.



#### Positive feedback

- Comprehensive resource
- Adds structure to some classrooms
- Students generally enjoyed the activities
- Some QUM knowledge increase
- Potential champions and significant good will generated

#### Reflection on challenges

- Curriculum needs simplification for use in AHES
- Difficulty getting local participation
- Variability in school resources, language skills and age of students
- Negotiating with gatekeepers to local communities.
- Partnership and community projects take a lot of **Time and Work.**