

Assessing the acceptability and barriers to digital health education for culturally and linguistically diverse (CALD) communities

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Background:

Research indicates digital-based learning has improved access and reach for health education. However, is this the same for people from culturally and linguistically diverse (CALD) communities? Do they experience barriers to online education?

Aim:

To assess the acceptability and barriers to digital learning for people from the following communities, when designing effective health and diabetes digital education:

- Chinese
- Greek
- Vietnamese
- Arabic
- Bengali
- Nepali



Methods:

Literature review

Identifying elements of successful digital initiatives

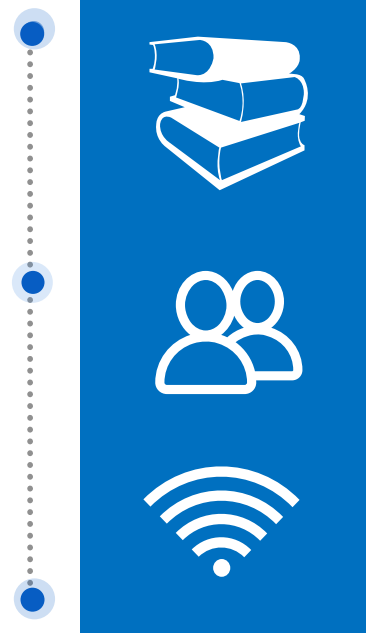
Community Consultations

Semi-structured interviews

Health Professionals
Community Leaders
Community members

Online Surveys

Community members



Health Professionals and Community Leaders were interviewed regarding the effectiveness of online diabetes education

Community members were asked about preferences for digital learning

Results:



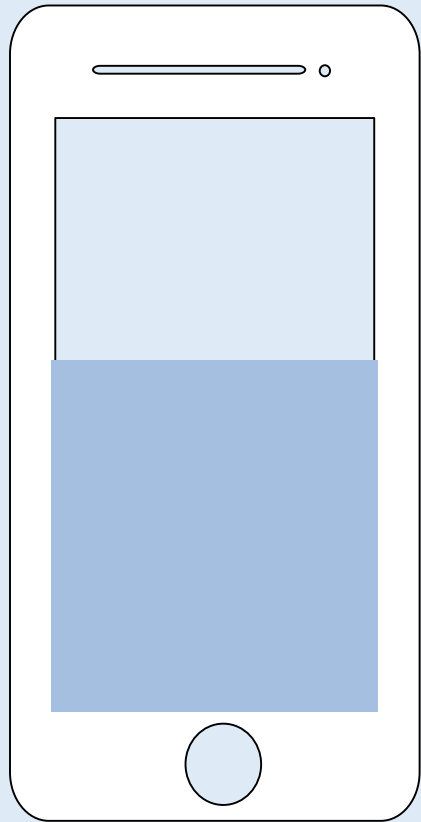
157 Total Responses



118 Online surveys



39 semi-structured interviews



More than half of those surveyed felt confident using the internet to access a health program (n=72)



VS



Paper-based information was preferred over digital options

Pre-recorded webinar (n=39)
Video (n=50)
Live online webinar (n=26)



Email	No Email
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Less than half of those surveyed had an email address (49%)



Chinese and Vietnamese were the most common languages spoken by those surveyed

Common Barriers:



Access



Affordability



Privacy



Literacy Levels

Desired traits for digital health programs:



30 mins



Culturally familiar social media e.g. WeChat, WhatsApp, Facebook



Flexible timing to allow for family assistance



YouTube platform



Security and privacy measures communicated



Content equality between online and face to face



Community Leaders may provide valuable assistance with the development and promotion of online programs and help overcome digital literacy barriers



Conclusion:

Digital-based learning programs may be a suitable adjunct to face-to-face education. The first step, however, should be consultation with the targeted community to acknowledge their digital learning and access preferences.

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