

Implementing Teen Pregnancy Prevention Programs

It's *What* You Say and *How* You Say It: Cultural Awareness

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National Council of La Raza (NCLR)

- NCLR works to improve opportunities for Hispanic Americans
- The largest national Hispanic civil rights and advocacy organization in the U.S.
- Applied research, policy analysis, and advocacy
- NCLR provides capacity-building assistance to nearly 300 Affiliates

Institute for Hispanic Health (IHH)

- Improve the health, well-being, and quality of life of Hispanics
- Partner with NCLR Affiliates, government agencies, private funders, and other entities
- Promote quality, science-based, culturally competent, linguistically and age appropriate interventions

Assumptions

- We tend to make assumptions about others
 - Culture
 - Race
 - Dress
 - Language
 - Statistics
- Objective
 - Understand what strategies / activities NCLR has implemented to ensure that program efforts are culturally competent and linguistically appropriate to targeted audiences
 - To understand how eliminating assumptions can help our ability to appreciate others and to communicate health education messages effectively

Teen pregnancy in the Latino community

- Hispanics have the highest teen birth rate in the country
 - 52% of Latina teens become pregnant at least once before age 20—nearly twice the national average.
- Latino teens have one of the highest school dropout rates in the nation
- Teen pregnancy poses a serious threat to academic and social achievement
- The Latino community in the U.S. is a heterogeneous group

What is culture?

- Shared set of beliefs, practices, customs, norms, likes, dislikes, communication patterns, language, history, roles
- Influences beliefs, behavior, and decision-making
- Reflects traditions transmitted intergenerationally
- Cultural differences exist across divergent groups and within groups of people who share the same background

Adapted from: Kreuter & McClure, (2004). The role of culture in health communication, *Annu. Rev. Public Health*, 25, 439-455.

What about Ethnicity and Race?

- Ethnicity
 - An indicator of certain characteristics a group may share
 - Language or dialect, religion, shared traditional values, food preferences, music, literature
 - Ties that transcend kinship, neighborhood, and community boundaries
- Race
 - A person's physical characteristics
 - Skin color, hair type, facial features
- Race stands apart from culture
- Members of a particular racial group may not share the same cultural experiences

Adapted from: Joseph (2004). Attitudes and cultural self-efficacy levels of nurses caring for patients in army hospitals. *J Nat Black Nurses Assoc*, 15(1), 5-16.

Cultural Competence

A set of skills that allow individuals to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups... a process that moves one from “sensitivity” and “awareness” to action with confidence as the underlying principle.

Adapted from: Butterfoss, F.D. Francisco, V. (2002). Evaluation to practice department: Culturally competent program evaluation. *Health Promotion Practice*, 3(2), 117-119.

IHH Research Model:
Ensuring culturally competent and linguistically appropriate
health education programs

PHASE 6

Dissemination

PHASE 5

**Evaluation and
Follow-Up**

PHASE 4

Field Testing

PHASE 3

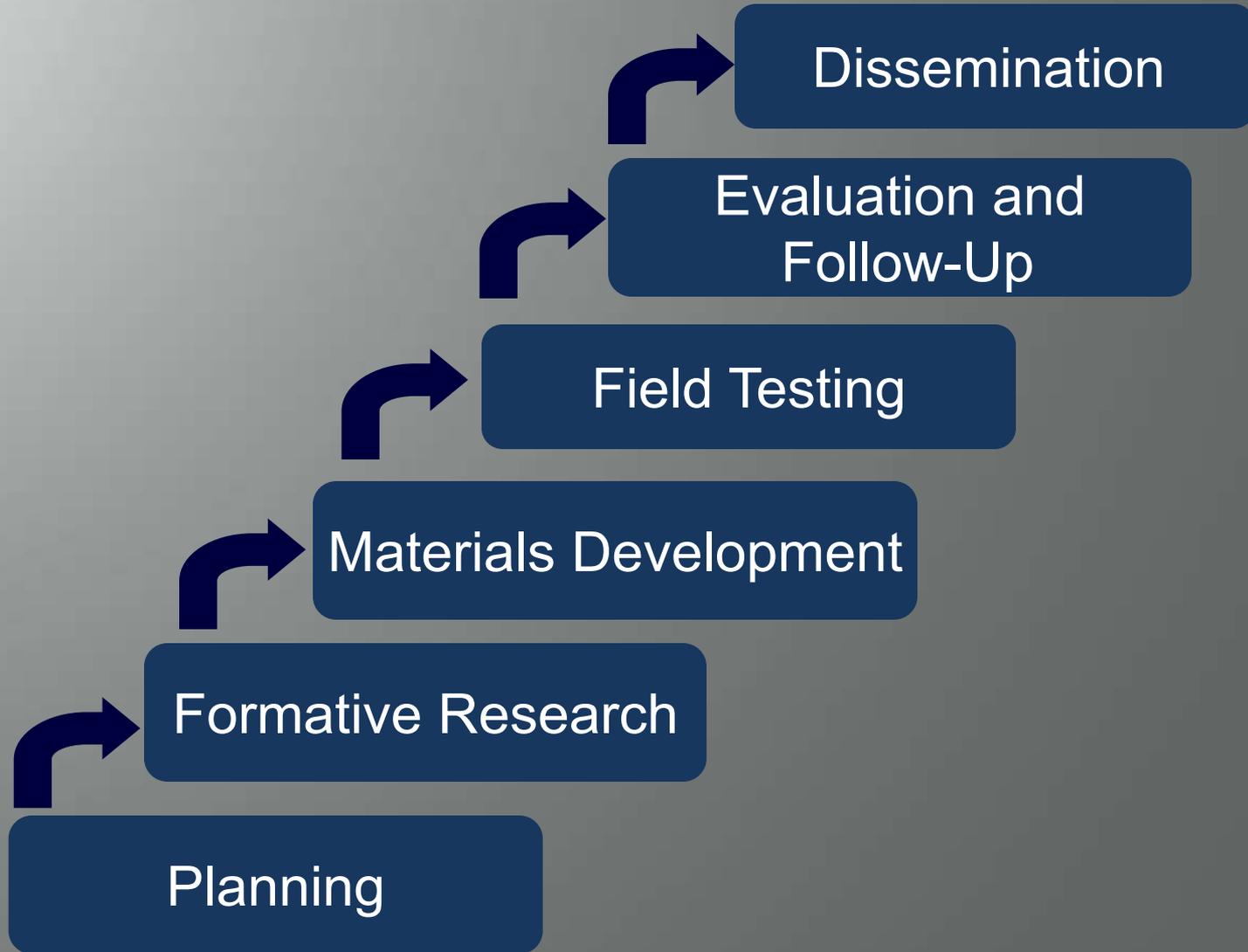
Materials Development

PHASE 2

Formative Research

PHASE 1

Planning



Phase 1: Planning

- Identify partnering organizations/agencies/experts
- Prepare and negotiate contracts, timelines, work plans with partners
- Design the intervention process
- Design the evaluation plan
- Institutional Review Board approval

Phase 2: Formative Research

- Identify qualities of the demographics of the community
- Helps identify root causes of problems and what motivates audience
- Provides insight into the target audience's physical, psychosocial environment
- Formative research methods
 - Focus group discussions
 - In-depth interviews with key respondents
 - Environmental scans

Phase 3: Materials Development

Educational materials

- NCLR designs educational material in-house to meet the needs and wants of the community
- Maintaining fidelity to educational materials

What to consider:

- Age
- Developmental level
- Educational/reading level
- Culture
- Race/Ethnicity
- Gender
- Language spoken (individual and at home)
- Socioeconomic status
- Method of learning
- Environment

Phase 4: Field Testing

- Training of culturally competent facilitators
 - Those trusted in the community
 - Ensure that key messages are conveyed as outlined in materials
- Pilot testing of educational sessions to receive feedback on:

Community satisfaction with program

- ✓ Duration and intensity
- ✓ Content relevance
- ✓ Cultural relevance
- ✓ Interpretation of graphics/images

Effectiveness of intervention

- ✓ Increase in knowledge
- ✓ Change in attitudes
- ✓ Change in beliefs
- ✓ Intent to change behavior
- ✓ Behavior change

Phase 5: Evaluation and Follow-up

- Select measures of outcomes
- Identify evaluation instruments validated with the target audience
- Select and train evaluators in programmatic and cultural terms
- Select mode of assessment
- Post-intervention assessments/follow-ups are conducted
- Report findings to partners and community members

Phase 6: Dissemination

- Prepare publications of lessons learned and/or outcomes
 - Workshops
 - Oral presentations
 - Written publication
 - Formal press releases
- Train partners on the importance of disseminating results for sustainability of programs
- Invite community members to participate in dissemination activities and highlight their contributions

Other considerations for cultural competence

- Patience
- Time
- Staff
- Applied research
- Capacity-Building
- Technical Assistance
- Keeping records

Why are cultural confidence and cultural competence important for community-based interventions?

- Build trust in a working relationship between entities
- Increase compliance in research/treatment protocols
- Make more effective use of time with community members
- Positively affect outcomes
- Increase satisfaction with program/services

Contact Information



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