Culturally Tailoring Interventions for Social Work Research and Practice

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Why culturally tailor interventions?

- The majority of evidence-based interventions are not tested with culturally diverse populations.
- Diverse groups have unique needs and often fall through the cracks of service and healthcare systems.
- Interventions tailored for specific populations, needs and outcomes can address these needs and reduce disparities.
What do we mean by cultural tailoring an intervention?

- Ensuring an intervention is culturally responsive to the group you plan to serve
- Can be creating (deriving) a new intervention that is culturally tailored to a specific group or culturally adapting an existing intervention to a specific group
EBP in Diverse Communities

What is cultural adaptation?

• “...reviewing and changing the structure of a program or practice to more appropriately fit the needs and preferences of a particular cultural group or community.”

Sanders, 2000; Samuels, Schudrich, & Altshcul, 2009 (slide borrowed from Sandra Vanegas)
Models of Cultural Adaptation (applies to culturally derived interventions too)

- Surface level adaptation
  - Identified sociocultural needs of the family
  - Use bilingual/bicultural staff
  - Use of culturally specific interpersonal styles

- Deeper structure approach
  - Also embed values, practices, traditions that reflects help-seeking behaviors and view of the world
  - How social, cultural, environmental and historical factors influence health related behaviors & practices

(Barrio & Yamada, 2010; Resnicow & Baranowski, 1999)
To culturally adapt evidenced based interventions, it is an iterative process:

1. **Identify possible EBPs**
2. **Evaluate cultural appropriateness of the EBP**
3. **Breakdown selected EBP into its components**
4. **Determine which components to modify**
5. **Evaluate**
6. **Try out (pilot) the modified EBP**
7. **Analyze cultural factors that affect program components**
8. **Document modifications**

Slide borrowed from Sandra Vanegas
Best Practices in Developing or Adapting Culturally Tailored Interventions

- Involve Stakeholders
- Consider using peer-based recruitment and delivery methods
- Create/adapt/translate materials for the specific group
  - Ensure content is relevant and salient to group
- Ensure accessibility and reduce effort and barriers
- Consider using the Ecological Validity Framework
Involve Stakeholders

Stakeholder advisory board

- Families/individuals who would benefit from the intervention
- Community & school practitioners working with the population
- Community advocates

Adoption is increased by compatibility and level of complexity

Diffusion of Innovation (DOI) Framework (Rogers, 2003)
Include a Paid Bilingual and Bicultural Peer Mentor, Navigator or Interventionist

Situation within organization

Outreach, Recruitment

Endorsement by community member can support adoption in community

Help with delivery of intervention

Diffusion of Innovation (DOI) Framework (Rogers, 2003)
Consider length, number of sessions

- Cost

Engaging materials

- Minimize text, visuals

Culturally relevant themes

- Family activities
- Images
- Content specific to group

Diffusion of Innovation (DOI) Framework (Rogers, 2003)
Accessibility/Reduce Effort

- Family homes or near where families live
- Close to public transportation
- Snacks, childcare provided
- Smaller groups of families to promote connection/discussion

Diffusion of Innovation (DOI) Framework (Rogers, 2003)
Consider using Ecological Validity Framework

Language  Persons  Metaphors

Content  Goals  Context

Bernal, 1995
Example: Development of Parents Taking Action

- Intervention created to address disparities for Latino immigrant parents of children with Autism

- Formed Advisory Committee
- Used Ecological Validity Framework
- Used Promotoras de Salud
Advisory Committee

- Community Partner staff
- Local social service & medical professionals
- Investigators and research staff
- Latino parents of children with Autism
- Autism parent and expert

Met several times to review & receive feedback on program content development
## Ecological Validity Framework for Cultural Adaptation

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Incorporation into intervention and materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Materials created in Spanish and English, promotoras native Spanish speakers</td>
</tr>
<tr>
<td>Persons</td>
<td>Promotoras from same cultural and geographic community</td>
</tr>
<tr>
<td>Metaphors</td>
<td>Common Spanish sayings or “dichos as well as storytelling were incorporated into the manual</td>
</tr>
<tr>
<td>Content</td>
<td>Incorporated cultural values such as familism and personalismo</td>
</tr>
<tr>
<td>Goals</td>
<td>Goals for parent and child that take into account sociocultural context</td>
</tr>
<tr>
<td>Methods</td>
<td>Flexible and foster relationship building and including the family</td>
</tr>
<tr>
<td>Context</td>
<td>Home-visit model overcomes barriers to participation such as transportation and child care</td>
</tr>
</tbody>
</table>

Bernal, 1995
Promotora De Salud Model (peer health educators)

- *Mother of child with ASD
- Share common identity with participant
- Trained in content and intervention delivery
- Respected and visible
- Bilingual: Communication Bridge
- Understand host community

* Unique to our study
Materials & Structure

- 2-hour sessions
- In-home weekly visits
- Manuals (English and Spanish, promotora and participant)
- Videos & Novelas
- Visual resources
- Session activities
- Home activities
- Community resource guides
- CDC materials
Manual content example

Session Two

Understanding Child Development

Key Terms
*Motor Milestones
*Typical Development
*Reciprocity

Key Terms
*Shared Attention
*Direct Attention
*Imitation

Key Terms
*Imaginary Play
*Communication
*M-CHAT

Check-in:

Greet the participant and welcome him or her to session two:

Understanding Child Development

Thank you for keeping our appointment. Today we will learn about the way young children grow and develop, which is called child development. Some of the information that we will see today will also be helpful in thinking about the development of ________'s brother, sisters, or cousins.

(the child's name)

Say

Today we are going to look at three tools that will help us understand how children between 1 and 3 years of age develop. The first tool is a picture dictionary. We will look at this picture dictionary to understand the development of young children. In particular, we are going to pay special attention to how babies learn to relate to others, communicate, and play. We will notice the age

• Key terms
• Instructions to Promotora
• Check in with participant
• What promotora should say
Objectives of session
Framing of issue
Saying or “dicho” as icebreaker

Questions to generate discussion
Conclusion

- As social work educators, researchers and students we can be at the cutting edge of developing and adapting culturally tailored interventions

- Several best-practices are recommended
  - Engage stakeholders
  - Use peer mentors, navigators and interventionists
  - Ensure materials are culturally responsive and translated
  - Ensure intervention is accessible and reduces burden of participation

- We can teach our students to consider their field placements and project from this perspective