Engaging Urban American Indian Community Members to Culturally Adapt and Implement, *Parenting in 2 Worlds*, a Prevention Curriculum

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Presentation Overview

• Learning Objectives
• UAIPP phases
• UAIPP goals
• What did we do to engage community members
  • Cultural adaptation process
  • RCT implementation
• Moving forward
Learning Objectives

1. Understand how Community-based Participatory Research (CBPR) led to a culturally adapted curriculum and program implementation of a prevention curriculum for urban American Indian families.

2. Discuss lessons learned in engaging the community through CBPR.

3. Experience a culturally adapted activity from *Parenting in 2 Worlds*. 
Project Partners

Partnering for 10 years

Phoenix Indian Center
&
ASU – Southwest Interdisciplinary Research Center

Southwest Interdisciplinary Research Center

ARIZONA STATE UNIVERSITY
UICAZ Needs Assessment

UICAZ Needs Assessment
- Community involvement
- Data collection
- Coalition goals

Program evaluation
- Families Preparing a New Generation, universal
- Community involvement
- Data collection

Cultural Adaptation
- Community involvement
- Pilot curriculum, 1st adaptation
- Data collection
- Parenting in 2 Worlds, final adaptation

Randomized Control Trial
- Community involvement
- Data collection
- P2W & HF2W

Moving Forward
- RCT data analysis
- Effectiveness trial
American Indian Community Involvement

UICAZ Needs Assessment Findings

- Problem addressed by community members
- Coalition planning

Decisions are data driven

- Needs assessment process

Three urban areas in Arizona
American Indian Community Involvement

UICAZ used SPF/SIG Process
UICAZ Parent Project Goals

- Increase communication and prevention skills between parents and their children
- Increase community capacity, attachment and norms
Phoenix Indian Center
Program Evaluation

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Universal parenting intervention

Implement and Evaluate

FAMILIES PREPARING A NEW GENERATION
AI Community Involvement & Data Collection

Partnership between the Indian Centers in three urban areas in Arizona

Community co-facilitators and observers

External program evaluation, training, & technical assistance provided by ASU SIRC
Research Project Goals

- Develop a culturally adapted parenting intervention for urban American Indian parents, to help them prevent their children from engaging in substance use and risky sexual behavior
- Conduct a RCT to determine the feasibility, efficacy, and effect size of the intervention

NIMHD Research Funding
Community-based Participatory Research

“CBPR in health is a collaborative approach to research that **equitably involves all partners** in the research process and recognizes the unique strengths that each brings. CBPR begins with a research **topic of importance to the community** and has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities.” - W.K. Kellogg Foundation
What did we do to engage community members?

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Culturally Relevant Curriculum

Culturally Adapt

Families Preparing a New Generation for urban American Indian parents =

PARENTING in 2 WORLDS
AI Community Involvement

- Pilot implementation
  - Community facilitators & co-facilitators
  - Community observers

- Sources for cultural adaptation
### Cultural Adaptation Source Data

<table>
<thead>
<tr>
<th>Number</th>
<th>Category</th>
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<tbody>
<tr>
<td>95</td>
<td><strong>Parent Participants</strong> provided Pre-/Post-surveys &amp; feedback at each workshop</td>
</tr>
<tr>
<td>26</td>
<td><strong>Parent Participants</strong> in 3 focus groups</td>
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<tr>
<td>13</td>
<td><strong>Community Observers</strong> at each workshop</td>
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<td>12</td>
<td><strong>Workshop Facilitators &amp; Observers</strong>, 1 focus group</td>
</tr>
<tr>
<td>12</td>
<td><strong>Key Informants</strong> from the AI community</td>
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P2W Cultural Adaptation

Addressing “deep structure”

Locating and building on urban Indian culture

“What makes cultural adaptation successful is the translation of not just language but also core principles and treatment concepts so that they become meaningful to the culturally targeted group while still maintaining fidelity.”

Big Foot & Schmidt (2010).
Cultural Adaptation

Deep Structure Adaptations

- Starting point emphasis on traditional culture as a strength
- Holistic-circular learning: Whole-to-part-to-whole versus linear
- Storytelling
- Change terminology to reflect AI worldview on parenting: “guiding” versus “disciplining,” “managing,” setting boundaries
- (Re-)creating parenting communities, network support
Parenting in 2 Worlds Video

Partnered with White Springs Creative, LLC to incorporate modern-day storytelling via videos
What did we do to engage community members?

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AI Community Involvement

- Community Recruiters
  - $10 payment per eligible person

- Community Facilitators
  - *Parenting in 2 Worlds*, intervention curriculum
  - *Healthy Families in 2 Worlds*, control curriculum
  - $10 payment per hour, up to 3 hours per week
Managing Community Workers

PIC CEO
PIC Project Manager
SIRC Research PI & Evaluation PI
PIC Project Specialist
PIC Project Specialist
SIRC Project Manager
PIC Project Specialist

Community Recruiters
Community Facilitators
Community Recruiters
Community Facilitators
Community Recruiters
Community Facilitators

Randomized Control Trial
**P2W Activity:**
Identifying Family Traditions, Norms & Values

**Traditions** are knowledge, beliefs, and customs that are passed from one generation to another often by word of mouth or by example.

**Norms** are what we do, and what is accepted as “normal” in the society in which we live.

**Values** are principles or ideals that are important to each of us.
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Lessons Learned

- Retaining community members
- Identifying community members
- Modifying trainings
Retaining Community Members

- High turn over
- Over 2 years, conducted 24 trainings with 74 community members

<table>
<thead>
<tr>
<th>Training</th>
<th># of Trainings Offered</th>
<th># of Participants</th>
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<tbody>
<tr>
<td>P2W Facilitator</td>
<td>8</td>
<td>28</td>
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<tr>
<td>HF2W Facilitator</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Recruiter</td>
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<td>32</td>
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Identifying Community Members

- Gate-keepers
- Self-motivated
- Independent workers
- Time to commit
Modifying Trainings

- Facilitator and recruiter trainings
  - Add additional P2W training day
  - Add additional training on program evaluation and administrative forms
  - Revise recruiter training
  - Incorporate time to complete the Human Subjects Protections training (IRB required)

- Coordinator Trainings
  - Focus on team management
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Thank You

More information: http://sirc.asu.edu

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References


