

A Culturally Responsive Process: Using Sociocultural Theory as a Guide to Program Development and Evaluation

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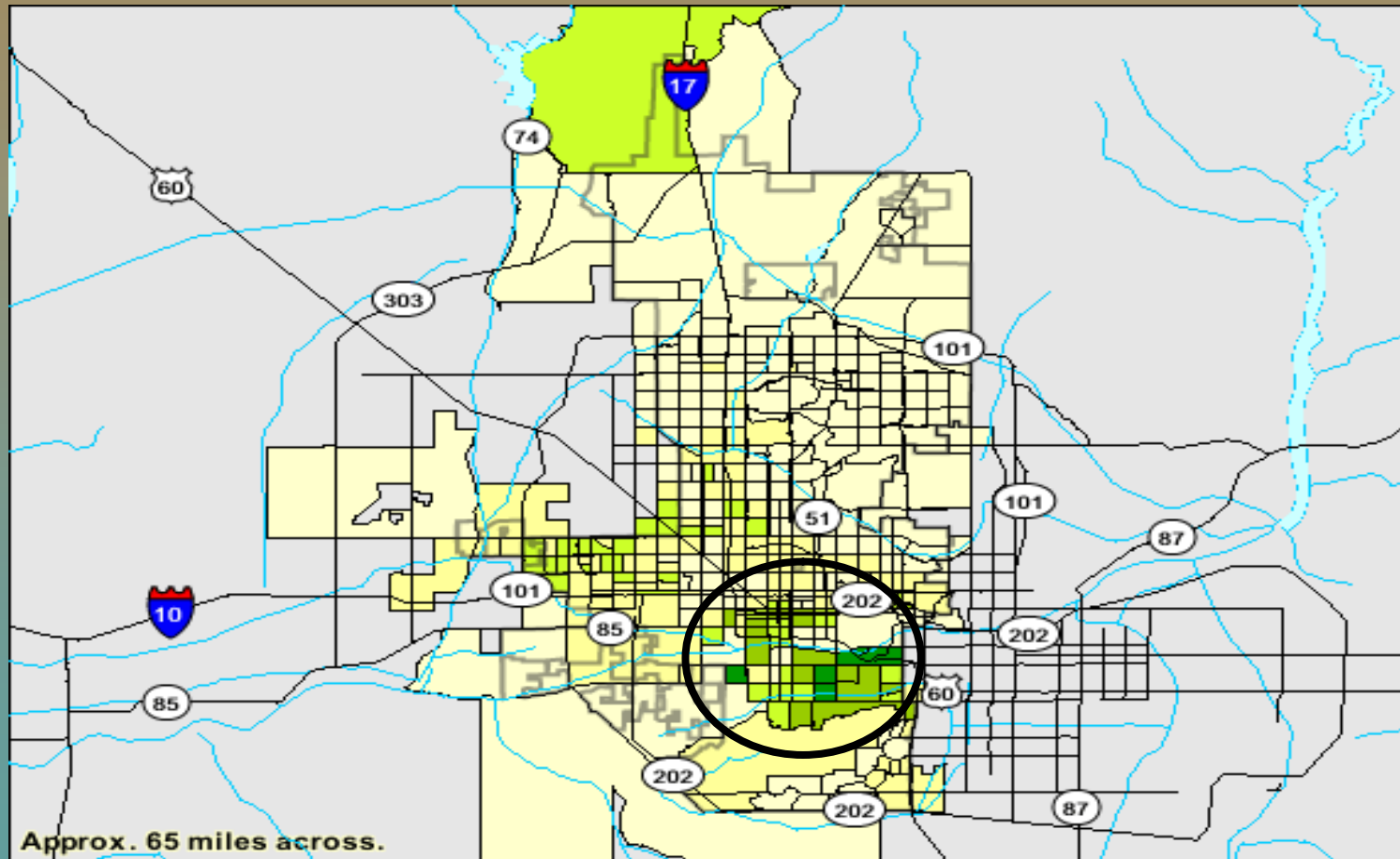
Phoenix



A dark underbelly...

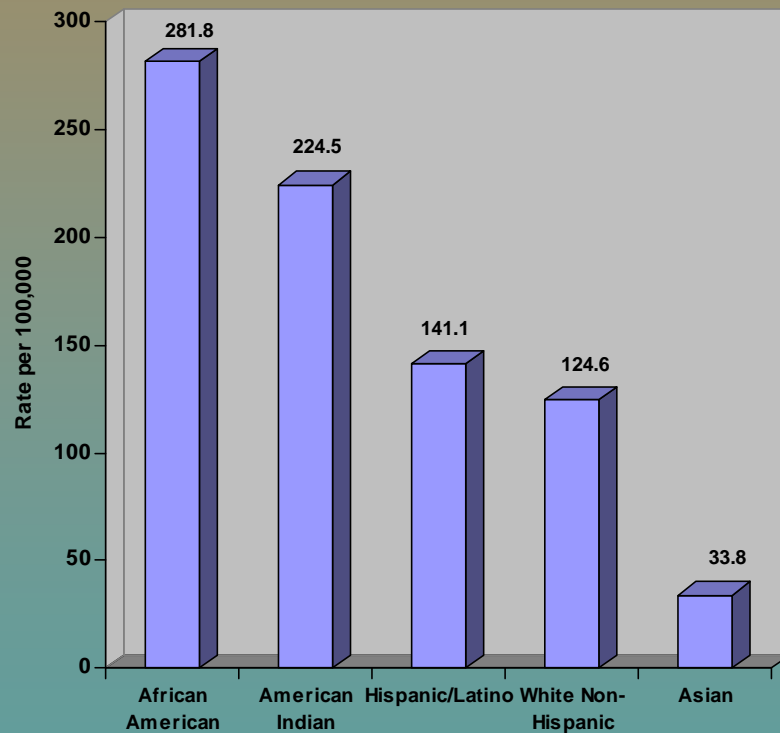
“a modern town of forty thousand people, and the best kind of people too. A very small percentage for Mexicans, Negroes, or foreigners”
(Chamber of Commerce, 1920).

South Phoenix

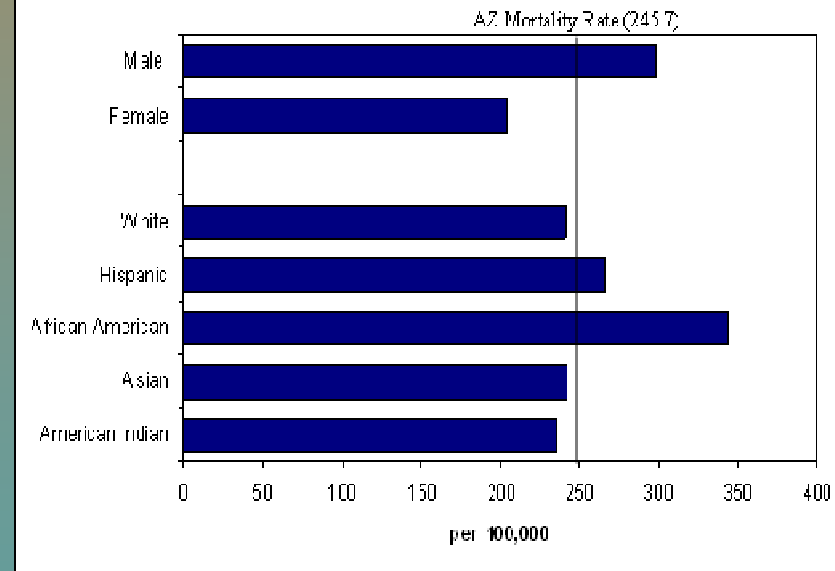


The State of African Americans in AZ

Diabetes/Hospitalization Rate by Race/Ethnicity, 2004
(per 100,000 Census Population)



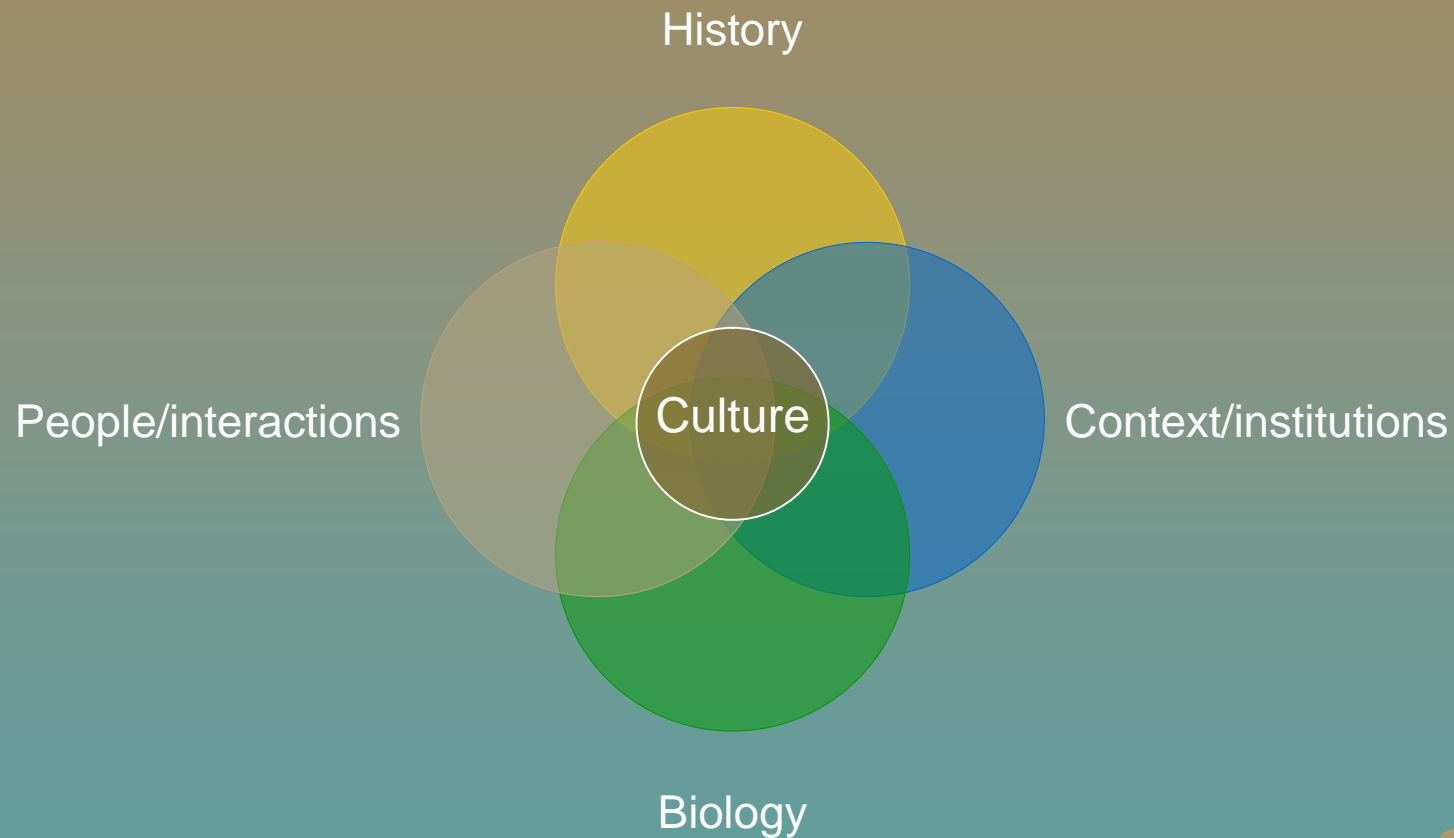
Cardiovascular Disease Mortality Age-Adjusted Rate, Arizona, 2005*



Overarching Research Question

- ◆ What does a culturally responsive family health program development process look like for a specific African American community, using the Sociocultural Model as a guiding framework?

Sociocultural Theory



Culture

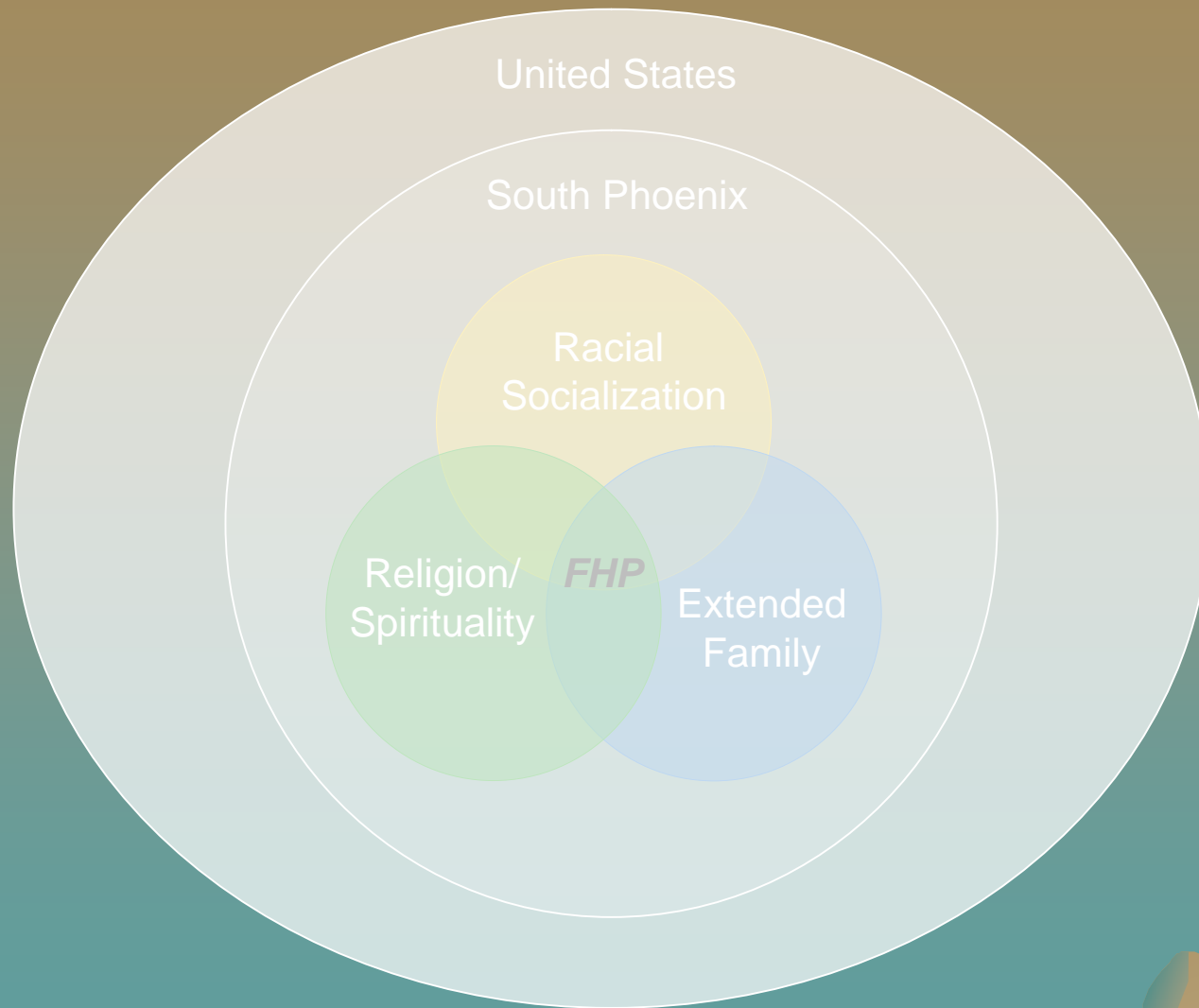
- ◆ Beliefs
- ◆ Values
- ◆ Institutions/rules
- ◆ Artifacts
- ◆ Practices
- ◆ Rituals
- ◆ Food
- ◆ Language

Applying Sociocultural Theory to program development

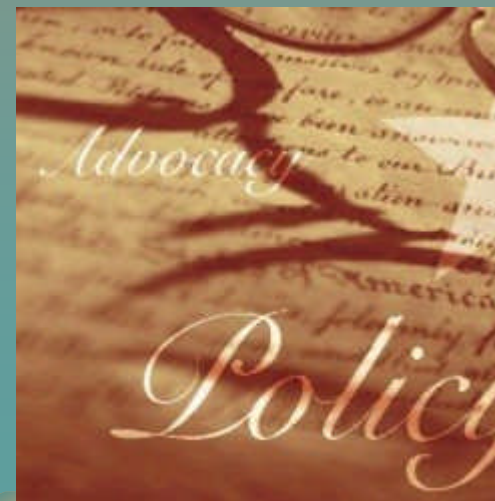
- ◆ History
- ◆ Present Context
- ◆ Cultural-historical factors:
 - Religion, spirituality, and the Black religious institution
 - Racial socialization
 - Extended Family

Methods

- ◆ Community Advisory Committee (4 members from target community)
- ◆ 7 focus Groups with parents/guardians
- ◆ 3 focus groups with professionals who work with families in South Phoenix
- ◆ 8 interviews with community leaders in South Phoenix
- ◆ 83 participants in total
- ◆ Validity Focus Group



Program Structure



Program Target	Mode	Program Objective	Teaching points	Activities
Parents/ Guardians	Group	<ul style="list-style-type: none"> To teach parents how to manifest stated values, thus, becoming the example for their children To teach parents parenting skills 	<ul style="list-style-type: none"> Program values How to implement values Mental and emotional health Physical health and diseases Communication 	<ul style="list-style-type: none"> Lecture Group discussion/facilitation Self exploration exercises Values explorations Defining values
Youth	Group	<ul style="list-style-type: none"> To increase self esteem and a sense of empowerment To elicit pride in one's culture 	<ul style="list-style-type: none"> African and African American history Racism and procedures to address it Proper conduct 	<ul style="list-style-type: none"> Lecture Group discussion/facilitation Self exploration exercises Strengths exploration Connection with role models
Extended Family	Community Gatherings	<ul style="list-style-type: none"> To build and enhance relationships with extended family or potential extended family 	<ul style="list-style-type: none"> Communication Family/Community cohesion Community health 	<ul style="list-style-type: none"> "Family reunions" Intergenerational circles (elder teaching youth)
Policy Maker Greater Community	Advocacy	<ul style="list-style-type: none"> To change/create public policies for the betterment of the community 	<ul style="list-style-type: none"> The past and current effects of the current policies on the residents 	<ul style="list-style-type: none"> Research on residents' living experience Meetings with policy makers

Sociocultural Theoretical Implications for Evaluators

- ◆ Evaluations should consider the mutual constitution of situations at all times
- ◆ Evaluations should address the multifaceted nature of human beings
 - Culture is influenced by many factors (e.g., historic, linguistic, sociological, anthropological, psychological, political)

“Go to the People, Live with them, Love them, Learn from them, Work with them, Start with what they have, Build on what they know, and, in the end, when the work is done, the people will rejoice and they will say, ‘We have done it ourselves.’”

-Lao Tzu – China 700 B.C.

Thank you!!!!

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