

Building on Family Strengths
Cultural Competence and Research

Portland, Oregon

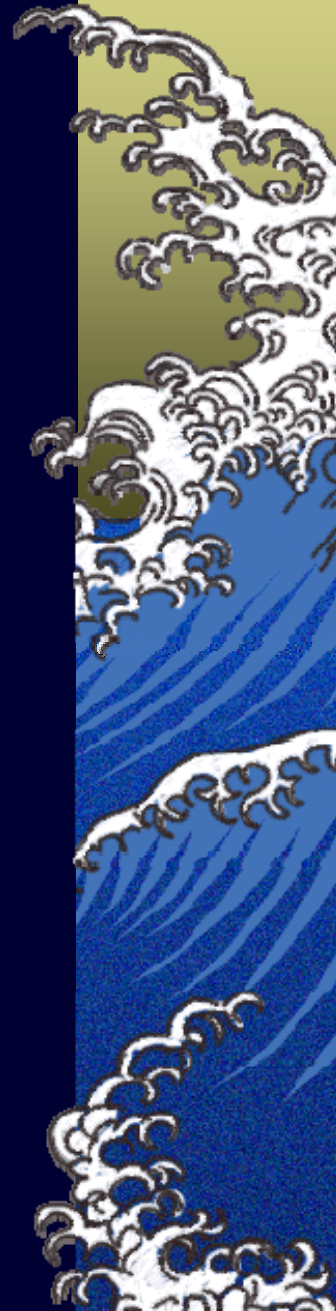
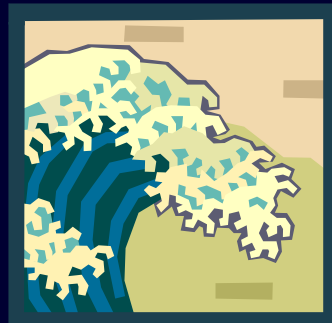
June 2, 2007

D.J. Ida, Ph.D.

NAAPIMHA

National Asian American and Pacific Islander

Mental Health Association



*Hands joining hands
warmth of family.*

*Encircled by friendly faces
of other's children and parents.*

*A lone voice gives thanks
for what's been learned this evening.
Another voice follows, then another...*

*This is a "Mahalo Circle,"
where the "aloha spirit" lives.*

And is then passed on...

*Coalition for a Drug Free Hawaii
Strengthening Hawaii Families Project*

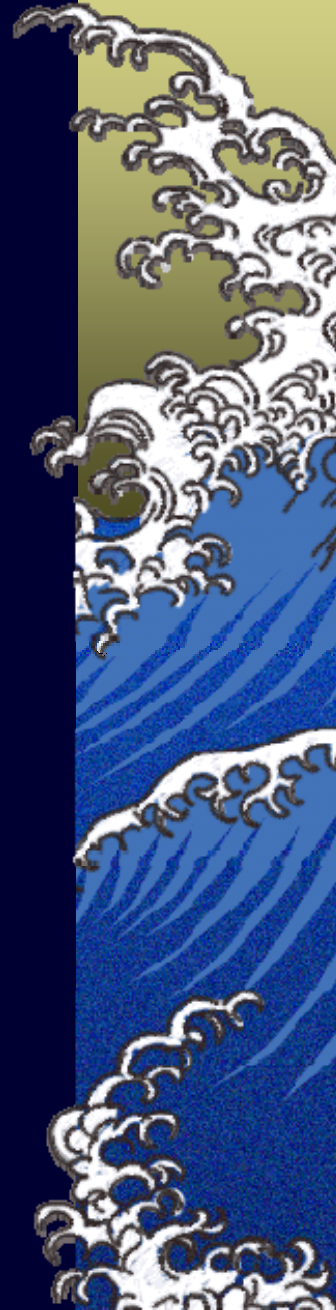


Strengths Based Approach to Research

Recognizes value of culture

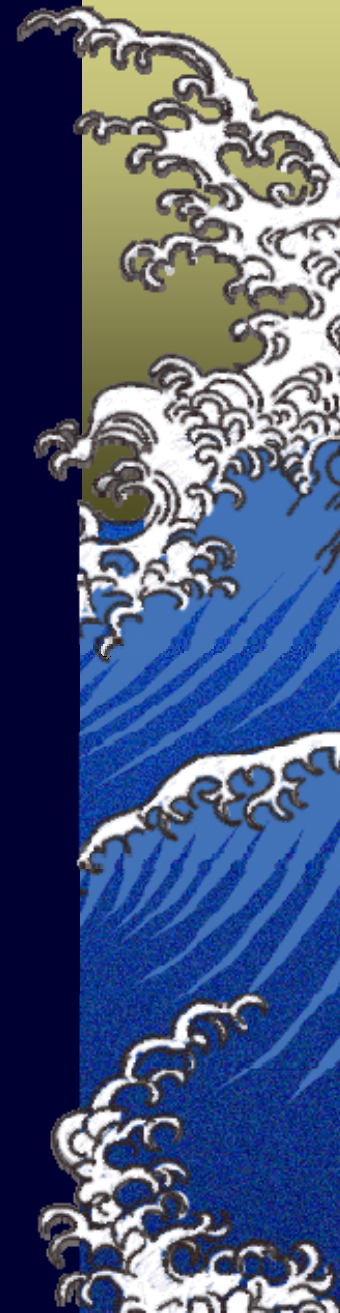
Culture is not something to “overcome”

*From Culturally Deprived to Culturally
Competent*



Why bother?

- *It is important to know that what we do really does work – our children & families deserve no less*
- *There is a serious lack of research involving diverse populations*
 - *What works for others may not work for us*
- *Culturally and linguistically appropriate research helps improve program design and service delivery*
- *Consequences for lack of quality services can be devastating*
- *Being able to show effectiveness is key to future funding*



Old Chinese Saying #1

Evelyn Lee

No Outcome.....

No income!!!



Old Chinese Saying #2

No income.....

No outcome!!!!



Setting up culturally appropriate research.

Researcher vs. Community

- ▲ *Convene stakeholders to determine:*
 - ▲ *Who is population of focus*
 - ▲ *What is the problem*
 - ▲ *How do you know it's a problem*
 - ▲ *What do you want to change*
 - ▲ *How do you know if you're successful*

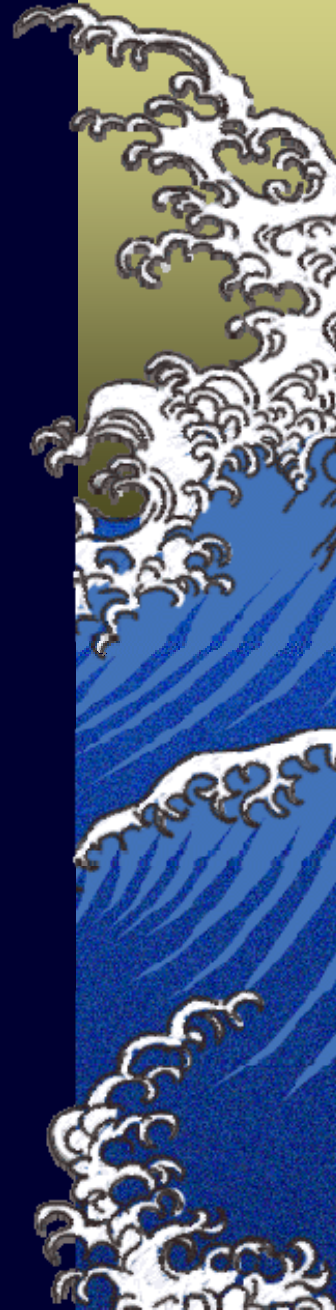


- ✦ *Involve stakeholders in the development of evaluation/research questions: know what you are measuring and why*
- ✦ *If instruments need to be translated, use forward and backwards translation*
- ✦ *Understand that even with translation, information may not be accurate or appropriate if the questions themselves are inappropriate - all you have is inaccuracy in two languages*
- ✦ *Identify most appropriate method for collecting data*



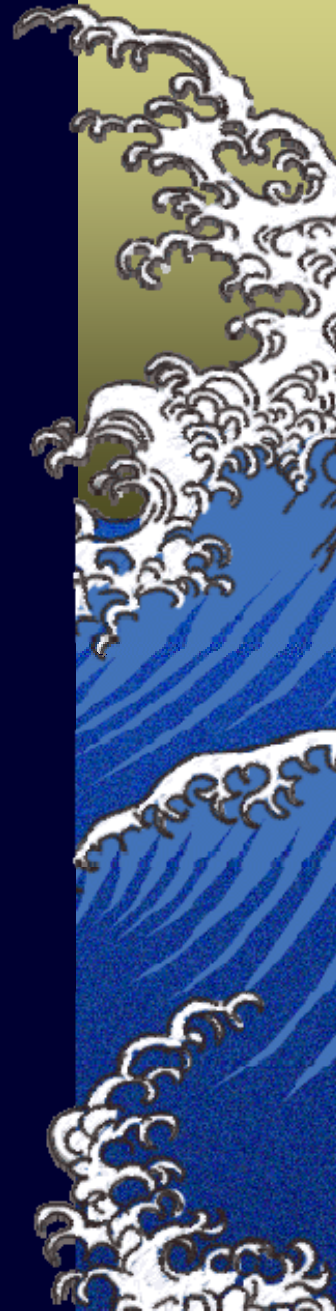
Who are we talking about anyway?

*Not all 15 year old males
are alike*



Just getting started

- ✓ *Ethnicity*
- ✓ *Age*
- ✓ *Gender*
- ✓ *Sexual orientation*
- ✓ *Primary language spoken*
- ✓ *American born vs. foreign born*
- ✓ *Generational status – 1st, 2nd, 3rd,*
- ✓ *Bi-racial*
- ✓ *Refugee vs immigrant*
- ✓ *Birth order*
- ✓ *Medical history*
- ✓ *Definition of family*
- ✓ *Social economic status*
- ✓ *Religious beliefs*
- ✓ *Cultural beliefs and practices*

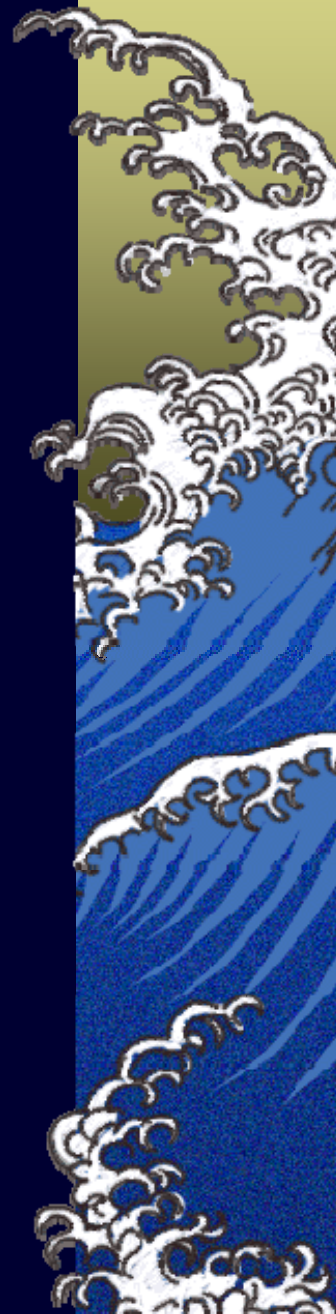


Is there a problem?

The myth of the model minority

- ▶ *AAPI females have among the highest suicide ideation of any ethnic group between the ages of 15-24 and the highest rates of depressive symptoms (Native American youth are missing from the data)*
- ▶ *30% of Asian American females in grades 5 through 12 reported depressive symptoms, as compared to Non-Hispanic Whites (22%), African American (17%), or Hispanic females (27%)*
- ▶ *In the city of Westminster in Orange County California, approximately 17% of all juvenile delinquency and 48% of all Asian delinquency involve Asian gangs*





- ▲ *Native Hawaiian youth have significantly higher rates of suicide attempts than other adolescents in Hawaii*
- ▲ *61.9% of child abuse and neglect cases in Hawaii were Asian/Pacific Islander*
- ▲ *40% of Southeast Asian refugees suffer from depression, 35% from anxiety, and 14% from Post Traumatic Stress Disorder PTSD*
- ▲ *PTSD represents the most common psychiatric disorder, affecting perhaps 50% to 70% of the refugees in a psychiatric clinic*

What is the problem

- ⇒ *Who gets to decide if there's a problem?*
- ⇒ *He who decides the problem gets to decide the solution*
 - ⇒ *Can't accept diagnosis – resistant father?*
 - ⇒ *Good voices, bad voices?*
 - ⇒ *Dependency and neglect or struggling parents?*
 - ⇒ *Abusive mother or doing the best she can?*

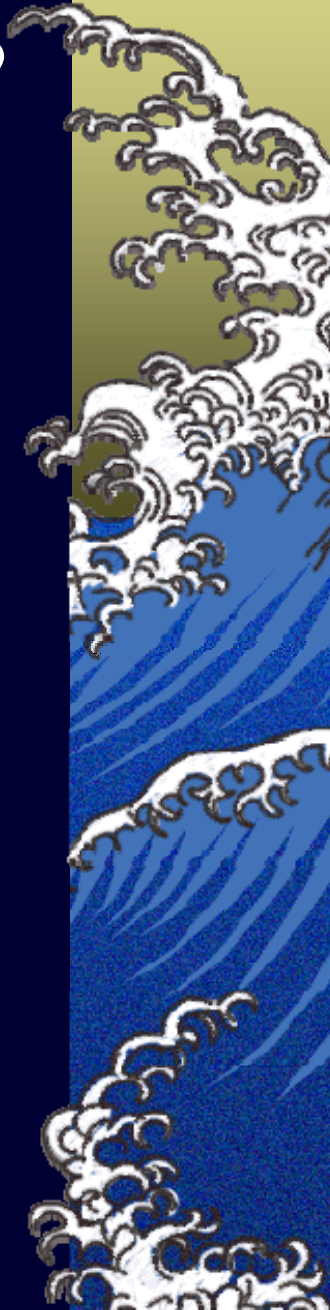


What is a person doing by doing...?

Do you know what you are seeing?

Same behavior ~ different meaning

Same meaning ~ different behavior



What do you want to change?

- ▲ *If it ain't broke.....don't fix it*
- ▲ *Did you measure the right thing?*
- ▲ *Determine level of intervention*
 - ▲ *Individual, family, community*
 - ▲ *Provide support*
 - ▲ *Develop skills and competence*
 - ▲ *Provide respite*



Are we really looking at culture?

Don't assume that what you see is always due to culture

Attitudes towards mental health and stigma and shame reflect cultural values

Not accessing services may be due to fear of deportation,

Available services may be inappropriate, even toxic

Important to assess environmental factors including impact of poverty, racism, homophobia, colonization



Collecting the data:

Answering all the questions is just a start

- ✦ *Need to look at WHO collects data*
- ✦ *HOW data is collected*
- ✦ *WHAT questions are asked*
- ✦ *HOW data is analyzed*



How do you know if you are successful?

- ▲ *Ask the parents or youth if things are better*
- ▲ *Have things improved?*
- ▲ *If so, why? If not, why?*
- ▲ *Is there a better understanding of the issue?*
- ▲ *Can they access resources?*
- ▲ *Is there something to access?*
- ▲ *Can you be sure that what you think you saw is what really exists, occurs?*



Special challenges

Researcher must be sufficiently culturally competent to see things accurately

Can they recognize if interventions are culturally appropriate, behaviors/attitudes are reflective of cultural values/beliefs, outcomes reflect cultural factors.

If you don't know what you are looking at.....how can you know what you are seeing?

Getting sufficient N to do the analysis



Use of interpreters and translators

Translators – written format

Interpreter – verbal format

Forwards-backwards translation

Use only trained interpreters

NEVER use child as interpreter



Ethical Research

Ask why you are doing the research?

- ⇒ *The knowledge belongs to the community, not the researcher*
- ⇒ *Minimally the results should be reported back*
- ⇒ *Ideally, it should be used to improve services*



National Alliance of Multi-ethnic Behavioral Health Associations

- ⇒ *Identify promising practices*
- ⇒ *Practiced based evidence*
- ⇒ *funding from the Annie E. Casey Foundation*



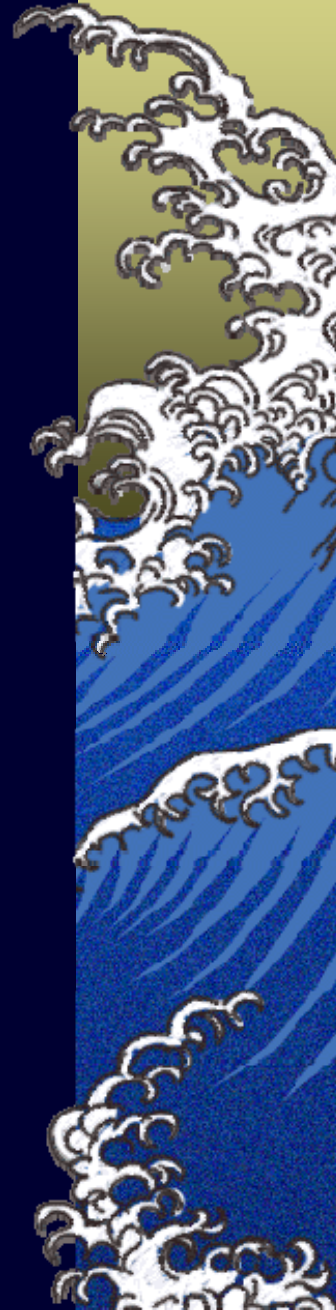
Teen Peer Advocate Program
Asian Counseling and Referral Services
Seattle, Washington

Monarch Resource Network
Asian Human Services
Chicago, IL

Asian Mentoring Project
Asian Pacific Development Center
Denver, Colorado

**International Community Empowerment Project
(ICEP)**
Asian Services in Action, Inc.
Akron, Ohio

Peem Tsheej
Hmong American Partnership
St Paul, Minnesota



Oak Street Youth Center
Boston Chinatown Neighborhood Center
Boston, Massachusetts

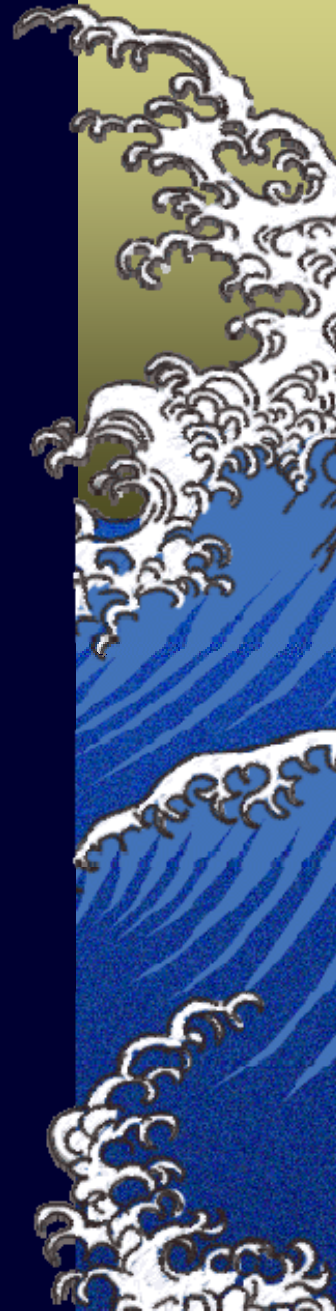
Strengthening Hawai'i Families
Coalition for a Drug Free Hawaii
Honolulu, Hawaii

Fu Yau Project
RAMS, Inc.
San Francisco, California

Strengthening Intergenerational/Intercultural Ties in
Immigrant Families - SITIF
University of California
Berkeley, California

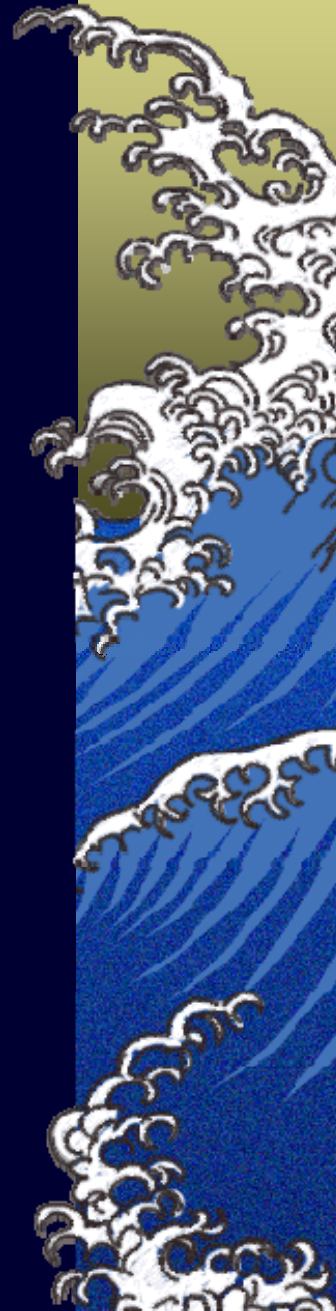
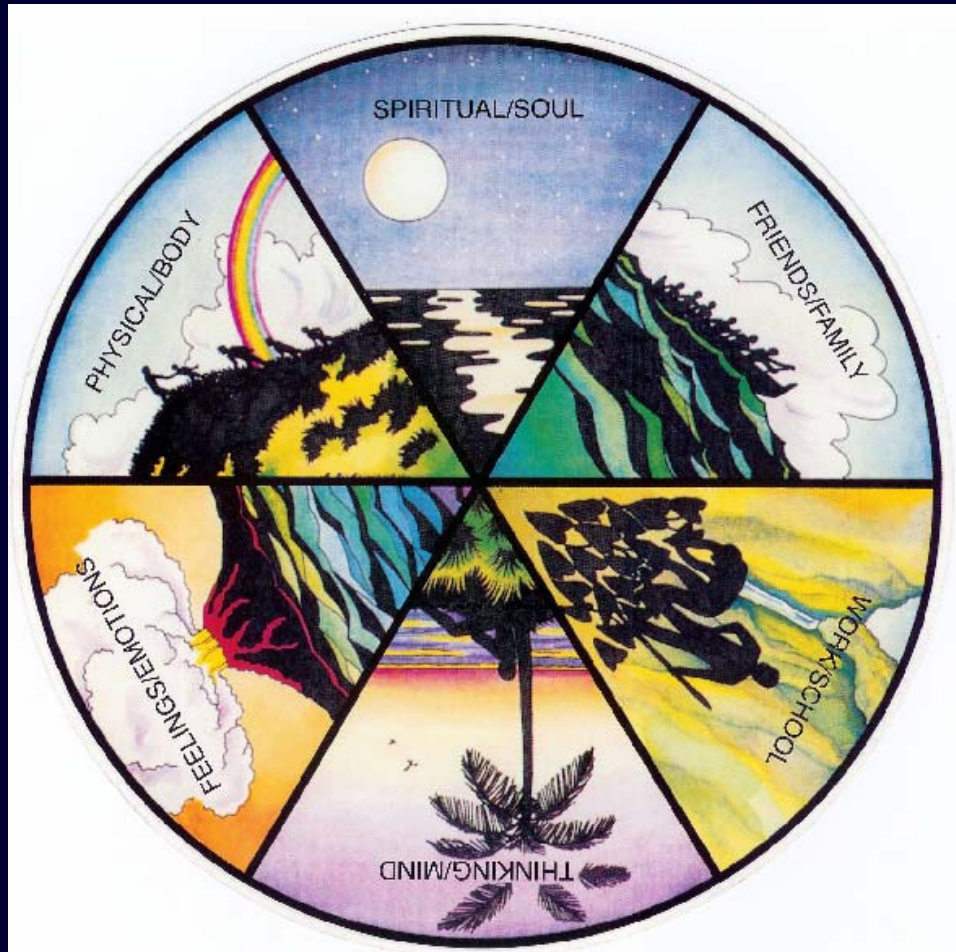


What Works



Lokahi: Harmony, unity

Ann Yabusaki, Ph.D.



- ⇒ *All programs/services use bi-lingual staff who were knowledgeable of cultural issues*
- ⇒ *Programs based in community*
- ⇒ *Community outreach*
- ⇒ *Involvement of parents*
- ⇒ *Use cultural activities/learn about cultural practices*
- ⇒ *Youth/families in decision making position*
- ⇒ *Develop skills and competencies*
- ⇒ *Address identity issues*
- ⇒ *Look at intergenerational problems ~ improve understanding*
- ⇒ *Provide opportunity to engage with each other*
- ⇒ *Addressed environmental issues*



*Families from a hundred different
shores....*

Together they triumphed over adversity

Giving life, giving love

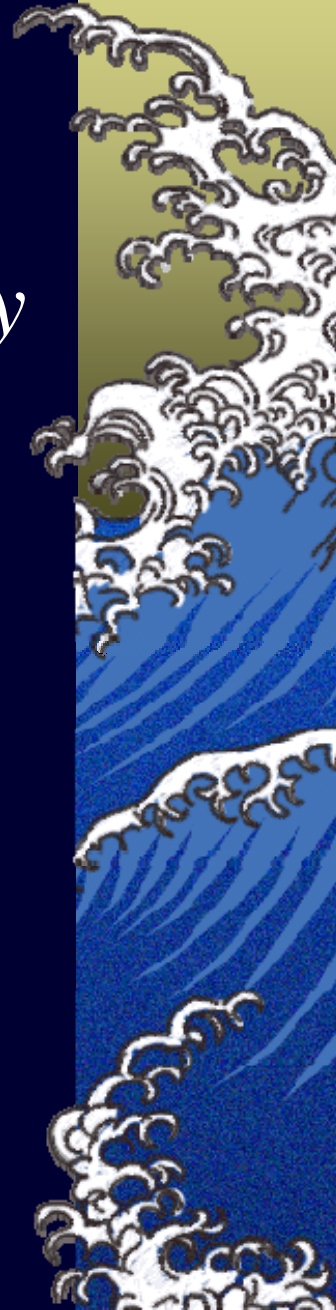
From one generation to another

The legacy of the heart....

The gift of a lifetime

International Empowerment Program

Akron Ohio



Okagesama-de

