Paving the Road for Teen Pregnancy Prevention: Conducting a Needs Assessment with Tribal Communities

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WEBINAR
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3-4:30PM EST

US Department of Health and Human Services
Administration for Children, Youth and Families
Family and Youth Services Bureau
Tribal Personal Responsibility Education Program (Tribal PREP)
Disclaimer

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Learning Objectives

By the end of this webinar participants will be able to:

1. Provide two examples of needs assessment frameworks;
2. Describe the four steps for conducting a needs assessment;
3. List at least three ways to increase trust in the research process among community leaders;
4. List two data collection methods that may be appropriate for Tribal groups; and
5. Describe the process of interpreting the results.
• Genevieve Martínez-García, PhD
  o Senior Researcher at Healthy Teen Network
Webinar Description

• Introduce basic concepts of a needs assessment in Tribal communities
  o Establishing a community research workgroup
  o Developing data collection strategies
  o Analyzing the data
  o Interpreting the results

• The tools and resources shared in this webinar may be adapted to the needs of specific communities.
Webinar Agenda

- 3:00-3:10 pm EST Introductions
- 3:15-4:10 pm EST Presentation
- 4:20-4:30 pm EST Questions
What is a Needs Assessment?

- A systematic process of gathering information about a community’s physical, spiritual, and environmental status and resources, to identify its strengths, needs, and potential for growth.
What is a Needs Assessment?

- The process is iterative and cyclical, inclusive of community members, dependent on a strong community-research partnership and respectful of the community’s culture and diversity.

- Needs assessment research is different from traditional academic research as it is more flexible in its approach, research methods are iterative and are focused on identifying strengths and needs.
Poll

- Have you conducted a community needs assessment before?
- Have you worked with your target community before?
Why do we assess our communities?

- Identify priority populations;
- Identify strengths, needs and opportunities;
- Identify factors affecting the quality of life, specifically those that impact teen pregnancy and sexually transmitted infections (STIs);
- Design and implement projects strategically; and
- Gather baseline data to guide program design, implementation and evaluation.
- Many program planning models include a needs assessment step.
• Getting to Outcomes
  ○ Abraham Wandersman and Matthew Chinman

  ○ GTO proposes a 10 step framework that helps program managers plan, implement and evaluate their programs.

  ○ GTO has been adapted for and applied to teen pregnancy evidence-based programs.

  ○ 10 Steps:
    - Needs/ Resource Assessment; Goals; Best Practices; Fit; Capacity; Plan; Process Evaluation; Outcome Evaluation; CQI; Sustain
Getting to Outcomes

1. Needs/Resources
2. Goals
3. Best Practices
4. Fit
5. Capacities
6. Plan
7. Implementation/Process Evaluation
8. Outcome Evaluation
9. Improve/CQI
10. Sustain

Flow: needs/resources → goals → best practices → fit → capacities → plan → implementation/process evaluation → outcome evaluation → improve/cqi → sustain → goals → best practices → fit → capacities → plan → implementation/process evaluation → outcome evaluation → improve/cqi → sustain → needs/resources
Program Planning Models that Include Needs Assessment

• Community Readiness Model
  ○ Barbara Plested, Ruth Edwards and Pamela Jumper-Thurman
  ○ Model for community change that integrates culture and level of readiness to address an issue.
  ○ Rates the community according to 9 levels of readiness to help the community move forward.
  ○ Stages:
    ✷ No Awareness; Denial/Resistance; Vague Awareness; Preplanning; Preparation; Initiation; Stabilization; Confirmation/Expansion; Professionalization
Stages of Community Readiness

1. No Awareness
2. Denial/Resistance
3. Vague Awareness
4. Preplanning
5. Preparation
6. Initiation
7. Stabilization
8. Confirmation/Expansion
9. Professionalization
Program Planning Models that Include Needs Assessment

- **PRECEDE-PROCEED**
  - Lawrence Green
  - Its multiple assessment phases help program planners design a health intervention strategy more effectively.
  - Model: [http://lgreen.net/precede.htm](http://lgreen.net/precede.htm)

- **PRECEDE**
  - Predisposing, Reinforcing and Enabling Constructs in Educational Diagnosis and Evaluation

- **PROCEED**
  - Policy, Regulatory, and Organizational Constructs in Educational and Environmental Development
Needs Assessment Phases: Guiding principles

- Tribal community needs assessment should be guided by:
  - Community-Based Participatory Research Principles
  - Tribal Participatory Approaches

- The basic needs assessment model should:
  - Garner community support
  - Develop and Implement Data Collection Strategy
  - Analyze Data
  - Interpret Results
Needs Assessment Model with Tribal Communities

- Garner Community Support
- Develop and Implement Data Collection Strategy
- Interpret Results
- Analyze Data

Community Strength
Community-Based Participatory Research (CBPR)

- CBPR is a research approach in which community members...
  - are equal partners of the project;
  - are actively involved in all decisions regarding the research strategy and project implementation; and
  - own the process.

- CBPR is a best practice when working in Tribal communities.

- CBPR has the potential to make a project culturally appropriate, inclusive of community members and more effective. And has the potential to increase the project’s impact.
Tribal Participatory Approach

- Follows the same principles as CBPR, plus...
  - It emphasizes social change, community empowerment, and a reduction of health disparities;
  - It allows the community to build and define the knowledge around a topic;
  - It acknowledges community history with research;
  - It incorporates the community’s worldview; and
  - Research methods are culturally appropriate and are a best practice for the individual community.
Garner Community Support

- Develop strong relationship with the community
  - Entering the community
    - Define the community (location, members);
    - Identify community organizations and leaders; and
    - Participate in community activities.
  - Earning the community’s trust
    - Advisory group approves all project partners.
    - Create a joint research agreement specifying data ownership and use.
Poll

- Do you have an established advisory group for this project?
• Establish an advisory workgroup
  ○ Purpose:
    ✷ Establish the *core values* of the project;
    ✷ Provide *guidance* on data collection strategy;
    ✷ Ensure *cultural appropriateness* of methods;
    ✷ Provide a *cultural interpretation* of results; and
    ✷ Give *communication advice* on how to frame youths’ sexual health to the community.
Garner Community Support

• Establish an advisory workgroup
  o *Members:*
    ✷ Community members
      ◦ Leaders
      ◦ Elders and caregivers
      ◦ Youth
    ✷ Project managers and implementers
      ◦ Educators/trainers
      ◦ Evaluators
      ◦ Clinicians
      ◦ School administrators

⚠️ If a group already exists, add new members to keep a fresh perspective.
Garner Community Support

• Establish an advisory workgroup
  o Operational principles:
    ▪ Define when and how meetings are to be held;
    ▪ Define leadership roles and responsibilities;
    ▪ Develop an agreement for workgroup members;
    ▪ Develop internal and external communication protocols;
    ▪ Develop agreement on data use, distribution and publication; and
    ▪ Develop project timeline respectful of the community calendar.
Any questions?
Develop and Implement a Data Collection Strategy

- Data collection plan
- Data collection methods
- Recruitment strategy
- Research ethics
Develop and Implement a Data Collection Strategy

• The Data Collection Plan:
  ○ Assessment Questions:
    ○ Demographics;
    ○ Prevalence of teen births, STI/HIV;
    ○ Prevalence of risk and protective factors (behavioral, social, educational or clinical);
    ○ Community’s definition of youth success and health;
    ○ Community’s attitudes about teen births, sexual activity and contraception; and/or
    ○ Existing community programs that address sexual health.
Develop and Implement a Data Collection Strategy

- **Source**
  - The place, publication or individual(s) who can help answer the questions.
  - Each source holds an important piece of the needs assessment puzzle.

- **Method**
  - The specific method used to access the source (recruit participants) and collect the data.
  - Examples: Surveys, talking circles, interviews, observations, secondary data analysis.
Develop and Implement a Data Collection Strategy

- Special Considerations (examples)
  - Season/weather or special events; location;
  - Recording vs. not recording sessions; using paper and pen vs. online surveys;
  - Providing food and allowing extra time before a meeting for prayers; and
  - Cultural and linguistic competency needs throughout the project.

- Lead
  - The individual(s) who will be responsible for data collection and analysis.

- Timeline
  - Order in which data collection should take place and dates when it should be completed.
## Data Collection Plan: Example

<table>
<thead>
<tr>
<th>Assessment Question</th>
<th>Source</th>
<th>Method</th>
<th>Special Considerations</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the best way to conduct interviews with AI/AN communities?</td>
<td>1. Community members, researchers, local organizations</td>
<td>1. Published literature and reports. 2. Online search</td>
<td>1. Be aware of differences between AI/AN communities</td>
<td>1. X Organization will perform a literature review.</td>
</tr>
</tbody>
</table>
| What is the rate of teen births?                                                   | 1. Vital statistics; hospital births records. 2. Community clinics/hospitals | 1. Review published statistics and reports 2. Interview with community clinicians | 1. Local and national statistics may show low numbers of teen births due to small population. 
2. Statistics may not be relevant or accessible to the community.           | 1. X Organization will review the statistics 2. XYZ will conduct interviews |
| What are the existing programs that address sexual health?                          | 1. Teachers 2. Community organizations 3. Online search | 1. Interviews 2. Interviews 3. Online search | 1. Hold interviews in private locations at convenient hours for the interviewee.        | 1. XYZ will conduct interviews                                       |
| What is necessary to help support youth in achieving success?                      | 1. Caregivers 2. Leaders 3. Youth           | 1. Focus groups (FG) 2. Interviews           | 1. Adults should interview caregivers, bilingual facilitators preferred.                 | 1. XYZ will conduct interviews                                       |
| How do teen births affect NA youth in achieving success?                           | 1. Youth 2. Young parents 3. Teachers 4. Leaders | 1. FG with youth 2. Interview Teachers 3. Interview Leaders | 1. Hold FG in private locations at convenient hours for the interviewee. 2. Interviews should last no more than 1 hour. | 1. XYZ will conduct interviews 2. X Organization will conduct FG |
Any questions?
Using Mixed Methods

- Combining quantitative (survey) and qualitative (interviews) methods help complete the needs assessment puzzle.
# Data Collection Methods

## Quantitative

- **Answer**
  - Who? By how much?

- **Sample**
  - Larger sample, random or convenience selection

- **Analysis:**
  - Conducted after data collection

- **Findings:**
  - Establish trends, patterns, associations

- **Types**
  - Surveys
  - Demographic, medical records data

## Qualitative

- **Answer**
  - Why? how? what?

- **Sample:**
  - Smaller, purposive samples

- **Analysis:**
  - Conducted during and after data collection

- **Findings:**
  - Explain population observed only

- **Types**
  - Interviews, one-shot question
  - Focus groups, talking circles
  - Observations
Surveys

What?
- Set of closed-ended questions
- Attitudes, beliefs and knowledge, behavior
- Identify risk factors and social demographic correlates

Who?
- Youth, caregivers, only females or males, parenting or pregnant teens

Where?
- Central locations (parks, schools, health fairs), community activities, online, telephone, mail
Surveys: Making them work

- **Tools:**
  - Keep it short and simple, use appropriate reading level
  - **Translation:** experienced translator, and verify translation with member of target population
  - **Cognitive test** of survey with multiple members of target population
  - **Pilot test** method, recruitment strategy
  - Survey compatible with analysis capacity

- **Recruitment:**
  - Culturally competent peer recruiters from the community
  - Offer an incentive for participation if it’s allowable in your budget;
  - Self-administered survey for enhanced confidentiality
  - Be aware of season and school year
Interview

- **What?**
  - In-depth discussion of selected topics, may include very personal and sensitive questions.

- **Who?**
  - A few key informants
  - Youth, parents, teachers, nurses

- **Where?**
  - At the key informant’s place of choice (home, office, community place)
  - Private, confidential and safe!
Focus Groups

- **What?**
  - Structured and moderated group discussion
  - Elicit information, not for consensus building

- **Who?**
  - Between 6 and 8 participants per group
  - Key informants (youth, parents, etc)
  - “Diversely homogeneous,” at least 2 groups per variable of interest

- **Where?**
  - Office at CBO or FBO, location easy for participants to reach
  - Private, confidential and safe
Talking Circles

• What?
  ○ Group discussion where only one speaker has the floor at a time
  ○ Offers the opportunity for everyone to contribute
  ○ Can be used in multiple venues (advisory group meetings, replacement of focus groups)

• Who?
  ○ The members and the size of the group should be defined by the community.

• Where?
  ○ Can take place anywhere community members feel comfortable
Interview, Focus Groups and Talking Circles: Making Them Work

- Moderator/Interviewer should...
  - Be culturally and linguistically competent;
  - Offer bilingual group facilitation;
  - Build rapport with participants;
  - Be close to their age, same sex preferable;
  - Be experienced to keep conversation on track; and
  - Use fun ways to elicit information from young participants.
Interviews, Focus Groups and Talking Circles: Making Them Work

- **Process:**
  - Allow them to use any types of words and vocabulary, but maintain respect and safety of others.
  - Offer food and time to socialize before/after the activity.
  - Offer an inventive if appropriate to each participant group (gifts are identified by advisory group).
  - Offer to answer questions after the FG or interview.
  - Avoid recording, use note taker instead.
  - Explain privacy and confidentiality measures to participants (no identifiers, data locked and secure, not shared with parents).
One Shot Question

- **What?**
  - Very short interview consisting of one nonthreatening question
  - Administered when people don’t have time or motivation to participate in an interview, you want a quick poll on an issue

- **Who?**
  - Anyone, youth, parents, clinicians, etc.

- **Where?**
  - Public space with many potential respondents
Observations

- **What?**
  - Guided but open observation of the physical and behavioral events of the community and target population
  - “Windshield tours” of the community
  - Observer must be sensitized to the events he/she is planning to observe

- **Who?**
  - Environment, buildings and houses, community physical structure, public behavior

- **Where?**
  - Around the community
  - Where target population lives and spend free time
One Shot Questions and Observations: Making Them Work

- **Interviewer/Observer:**
  - Observations use a combination of a community member and non member to create a complete picture of the community.
  - Having an external observer may not be appropriate to all communities.

- **Process:**
  - Questions cannot be threatening or sensitive.
  - Verify with advisory group about the appropriateness of either method in the community.
## Data Collection Methods: Example

<table>
<thead>
<tr>
<th>Tool</th>
<th>Potential Constructs Addressed</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>Statistics, methods, best practices</td>
<td>State or community statistics, published reports, journal articles and research guidelines</td>
</tr>
<tr>
<td>Surveys</td>
<td>Attitudes, knowledge, behaviors, beliefs, social norms</td>
<td>Age of first intercourse, contraception use.</td>
</tr>
<tr>
<td>Interviews</td>
<td>Attitudes, knowledge, beliefs, experiences, social norms, behavior</td>
<td>Personal account of pregnancy outcomes, perceived access to contraception.</td>
</tr>
<tr>
<td>Focus groups</td>
<td>Attitudes, knowledge, beliefs</td>
<td>Beliefs and attitudes about contraception.</td>
</tr>
<tr>
<td>Talking circle</td>
<td>Opinions, attitudes, beliefs</td>
<td>Programs to help youth succeed, Factors that affect youth’s health</td>
</tr>
<tr>
<td>One shot question</td>
<td>Knowledge, attitudes, beliefs</td>
<td>What is the one thing our community should do to help teens?</td>
</tr>
<tr>
<td>Observations</td>
<td>Social behavior, data collection places</td>
<td>Gathering places, after school behavior, teen moms</td>
</tr>
</tbody>
</table>
Special Considerations: Conducting Assessment

- Identify preferred language for data collection;
- Not all community members will be willing to be surveyed or interviewed;
- Acknowledge community’s past experience with research/evaluation/assessments;
- Data collection should align with season, school and community calendar; and
- Community expert should help with qualitative data analysis (provide interpretation and translation of concepts).
Poll

- Which data collection tool do you think will be MOST effective in your community?
Special Considerations: Internal vs. External Researchers

• Internal-community members
  o Cultural and linguistically competent
  o Ability to interpret and understand idiomatic expressions and attitudes

• External-non community members
  o May ask more questions to better understand the concepts (this increases knowledge)
  o Provide an alternative perspective to the data (e.g., observations)
Any questions?
Analyze Data

- **Model 1**
  - Literature $\rightarrow$ Qualitative and Quantitative
    - The literature informs the best methods and dimensions for interview/talking circle guide and survey questions.

- **Model 2**
  - Literature $\rightarrow$ Qualitative $\rightarrow$ Quantitative
    - Model 1, plus qualitative data informs development of survey.

- **Model 3**
  - Literature $\rightarrow$ Qualitative $\rightarrow$ Quantitative $\rightarrow$ Qualitative
    - Model 2, plus qualitative inquiry is needed to clarify/expand findings from surveys.
    - Multiple qualitative methods are used.
Analyze Data

- Data analysis model depends on the organizational capacity for...
  - Data entry
  - Adequate data analysis skills
  - Appropriate data analysis software

- Findings might generate more questions.

⚠️ All clean data and findings may be exported into an accessible publication format (Excel or Word) for research partners to read, access and use according to the research agreement.
Interpreting the Results

- Enlist the help of specific members in the advisory group to react to the findings.
  - Provide more context to results
  - Explore alternative views
  - Learn community’s attitude about issues

- Discuss how findings will be used for program planning.
  - Selection and adaptation of selected program
  - Development of educational materials
Interpreting the Results

- Discuss how findings will be shared outside the community.
  - Can the results help or hurt the community?
  - Use results to mobilize financial resources.
  - Frame the results to protect the integrity of the community.

- Identifying additional research questions and new issues to be addressed.
  - Evidence of new research questions and emerging issues may be addressed in future projects.
  - It may leave an open door for future projects to flourish.

⚠️ Although it’s iterative, a needs assessment must end in order to serve its original purpose of informing program planning.
Research Ethics: Institutional Review Board

- **Institutional Review Board (IRB)**
  - Ensures human participants are protected
  - Options: Tribe-specific IRB, Academic IRB, or Independent IRB

- **Documents to consider:**
  - Informed consent and assent (for minors)
  - Confidentiality Certificate (from NIH)
  - IRB submission form

⚠️ Seek advice from the IRB prior to designing your methods.
Research Ethics: Confidentiality Assurance

- Research protocol must take every step to protect the privacy and confidentiality of participants, and the integrity of the community in the following ways:
  - Do not collect identifiers, all data collection should be anonymous;
  - Any potential identifiers should be removed from any shared data set and reports;
  - Keep data locked, secure;
  - Interviewers/facilitators should be trained on research ethics;
  - Prevent deductive disclosure (person can be identified from the type of information presented)
• American Indian Health
  ○ Resources List:
    • http://americanindianhealth.nlm.nih.gov/resources.html
  ○ Data and Statistics:
• National Child Welfare Resource Center for Tribes
  ○ http://www.nrc4tribes.org/
• American Indian Law Center
  ○ http://www.ailc-inc.org/ (Model Tribal Research Code, 1999)
Resources


Any questions?