Culturally-Appropriate Data Collection Methods & Instruments: More than translation

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Today’s goals & objectives:

Objectives:
- Review fundamental steps of developing a data collection instrument
- Identify potential cultural considerations at each of these steps

Goal:
- Empower you to tap community resources to create culturally-competent data collection instruments
Why do we care?

- Quality of information collected
- Relevance of information collected to population
- Respect for people who provide information

Increased effectiveness of tobacco control activities
What is culture?

- A group unified by:
  - Race
  - Ethnicity
  - Religion
  - Language
  - Nationality
  - Geography
  - Institutional membership
  - Sexual orientation

And

- Shared values, traditions, norms, customs, history, experiences
Discuss with a partner:

- What cultural groups do you belong to?
- What gives you a sense of identity with and belonging to those groups?
- What makes an instrument “culturally-appropriate”? 
Overarching recommendations

- Avoid stereotyping
- Recognize your own assumptions
- Do not see culture as a barrier
Overarching recommendations (cont.)

- Consider subgroups within a culture
  - Country of origin
  - Immigration status and generation
  - Degree of acculturation
  - Socioeconomic status
  - Gender
  - Language
  - Geographic locale
  - Education

- Decide if you need demographic questions to identify subgroups among respondents
Overarching recommendations (cont.)

- Know your audience
- Understand their objectives; reciprocate
- Build relationships and trust:
  - With community leaders, elders, organizations
  - Over time
  - On their terms
- Learn about their cultural values
- Specify why you are collecting data, how you will use it, and how the community will benefit
Step 1 – Define the purpose and source

- What do you need to know?
- Who has the information (who are the sources of data)?
- Who from the community can help you develop a plan for collecting the information from the data sources?
Step 2 – Choose a method

- Options
  - Focus groups
  - One-on-one interviews
  - Questionnaires
  - Document reviews
  - Observations

- Which data collection method will:
  - work best for the community that will be providing the information?
  - work best for the type of data you need?
Step 2 – Considerations

- Recommendations of community leaders
- Sensitivity of topic
- Comfort with individual vs. group discussion
- Literacy of individuals providing data
- Other advantages/disadvantages of individual methods (see our Tips & Tools #1)
Step 3 – Identify or develop the instrument

- **Existing** –
  
  *An instrument originally developed for another purpose or project*

- **New** –
  
  *An instrument developed specifically for your project*
Step 3 -- Using an existing instrument

- How was it developed?
  - Who was involved in its development?
  - Was it pre-tested with the group that you plan to collect data from?
- Does it need to be adapted for your project?
Step 3 -- Developing your own instrument

Some Considerations:

- Think about specific words used (avoid jargon, explain abbreviations)
- Use simple words; explain concepts
- Be specific to avoid misinterpretation
- Test to be sure that members of all subgroups understand -- and in the same way
Step 3: Developing your own instrument (cont.)

*Also consider:*
- Which response options (multiple choice, scales etc.) are appropriate
- How to avoid “yea-saying”
- Whether items will be read by or to the people providing the data
- Whether there are cultural barriers to expressing strong opinions
- Whether translation is needed
Step 4 -- Putting the instrument together

- If people from the population will see or need to read, consider:
  - Overall look
  - Use of graphics
  - Clarity of instructions

- Include an explanation of confidentiality
Step 5 - Pre-testing the instrument

- Pre-test with a variety of population members
- Interview participants about each question
- Ask if questions and response options:
  - Reflect participants’ personal understanding?
  - Respect the cultural sensitivity of the subject?
  - Reflect the relationship of the culture to tobacco?
  - Use words and concepts understandable regardless of participant’s age, income, education?
Step 6 – Collecting data

- Literacy/fluency of individuals collecting data in the language of the culture
- Educational, socioeconomic level, and gender of individuals collecting data
- Rapport: “personalismo” and time
- Differences among subgroups within culture
- Location & logistical issues for in-person interviews, surveys distributed in person
Potential barriers to developing a culturally-appropriate instrument

- Accessing people with knowledge of and respect within the cultural group
- Finding appropriate existing data collection instruments
- Training staff in data collection
- Recruiting data collectors who are fluent in the language
Assets when developing a culturally-appropriate instrument

- Staff and coalition knowledge of the customs and social norms of the population
- Strong ties or pre-existing working relationship with leaders
- Credibility and trust with the group
- Growing inventory of Data Collection Instruments at the TC Evaluation Center
Resources: TCS Statewide Partnerships

- African American Tobacco Education Partnership (AATEP)
- American Indian Tobacco Education Partnership (AITEP)
- Asian American & Pacific Islander Partnership (AAPI)
- Hispanic/Latino Tobacco Education Partnership (H/LP)
Resources:
TCS Statewide Partnerships

- Lesbian, Gay, Bisexual, and Transgender Tobacco Education Partnership (LGBT)
- RESPECT – Resources and Education Supporting People Everywhere Controlling Tobacco
- BUILT – Building Trades Unions Ignite Less Tobacco
Other Resources

- Tobacco Control Evaluation Center (contact info on last slide)
- Centers for Disease Control and Prevention (http://www.cdc.gov/BRFSS/)
- TRDRP -- Tobacco-Related Disease Research Program (http://www.trdrp.org/)
- Communities of Excellence Module II (http://www.tcspartners.org/Main/WebSite/pp-Module2Final.pdf)
Key Points

- Engage members of the culture in the process
- Pre-test your instrument, whether new or obtained from elsewhere
- Do not consider cultural differences a barrier to data collection
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