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# Ethnography as a method to assess cultural adaptation of a prevention family programme

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- ✓ Strengthening Families Program 12-16 years
- ✓ Selective prevention
- ✓ 14 sessions: adolescents-parents-the whole family



**PROGRAMA DE COMPETÈNCIA FAMILIAR  
12-16**

## QUESTIONS

- ✓ Is ethnography useful as a method to improve the adaptation process of a EB prevention programme based on family ?
- ✓ Which kind of information might the ethnography provide?
- ✓ If yes, In which areas?
- ✓ To what extend the ethnography might contribute to the efficiency of the programme?

## OBJECTIVES

- ✓ To asses the value of the ethnographic work in the process of cultural adaptation of the SFP 12-16 to the Spanish population (Programa de Competencia Familiar).
- ✓ To sharpen the changes adjusting them to the needs participants and facilitators.

# HYPOTHESIS

- ✓ Ethnographies allow to see subjective elements that help adjusting different components of the programme to the needs of the participants
- ✓ These subjective elements allow to prevent potential problems that might arise during implementation
- ✓ Ethnographies help to assess the efficiency of the programme through the following-up of the changes shown by participants.



# METHOD

Pilot application: Secondary School Borja Moll. Palma of Majorca

Data of application: 25/02/2015-12/06/2015

Num. Families: 8-6

Parents: 6

Children: 7

Mean participation:

Families: 6

Hours of observation: 42

Facilitators: 4

Observers: 2

Triangulation

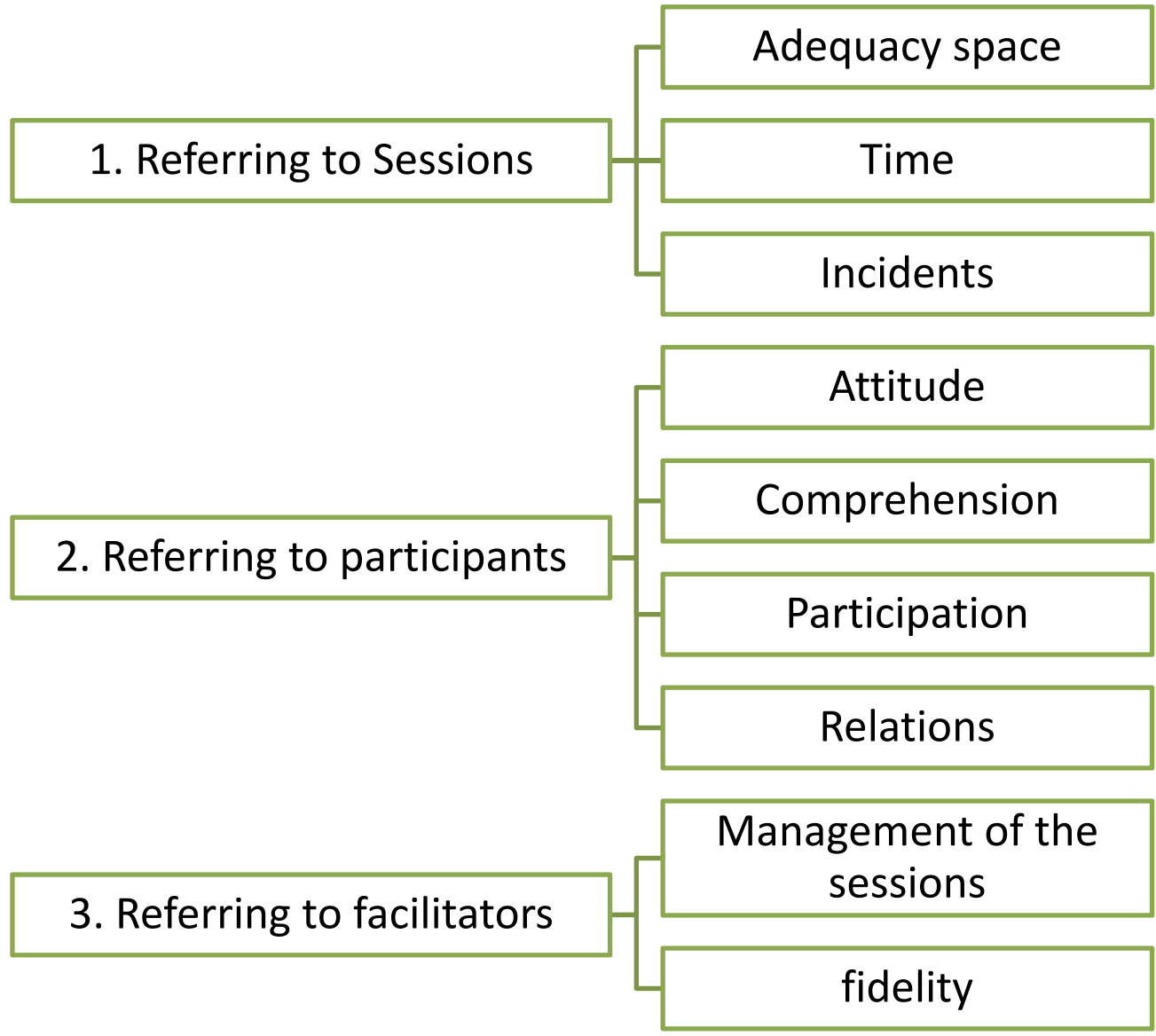
ethnografies parents' –children's-family sessions

Session reports

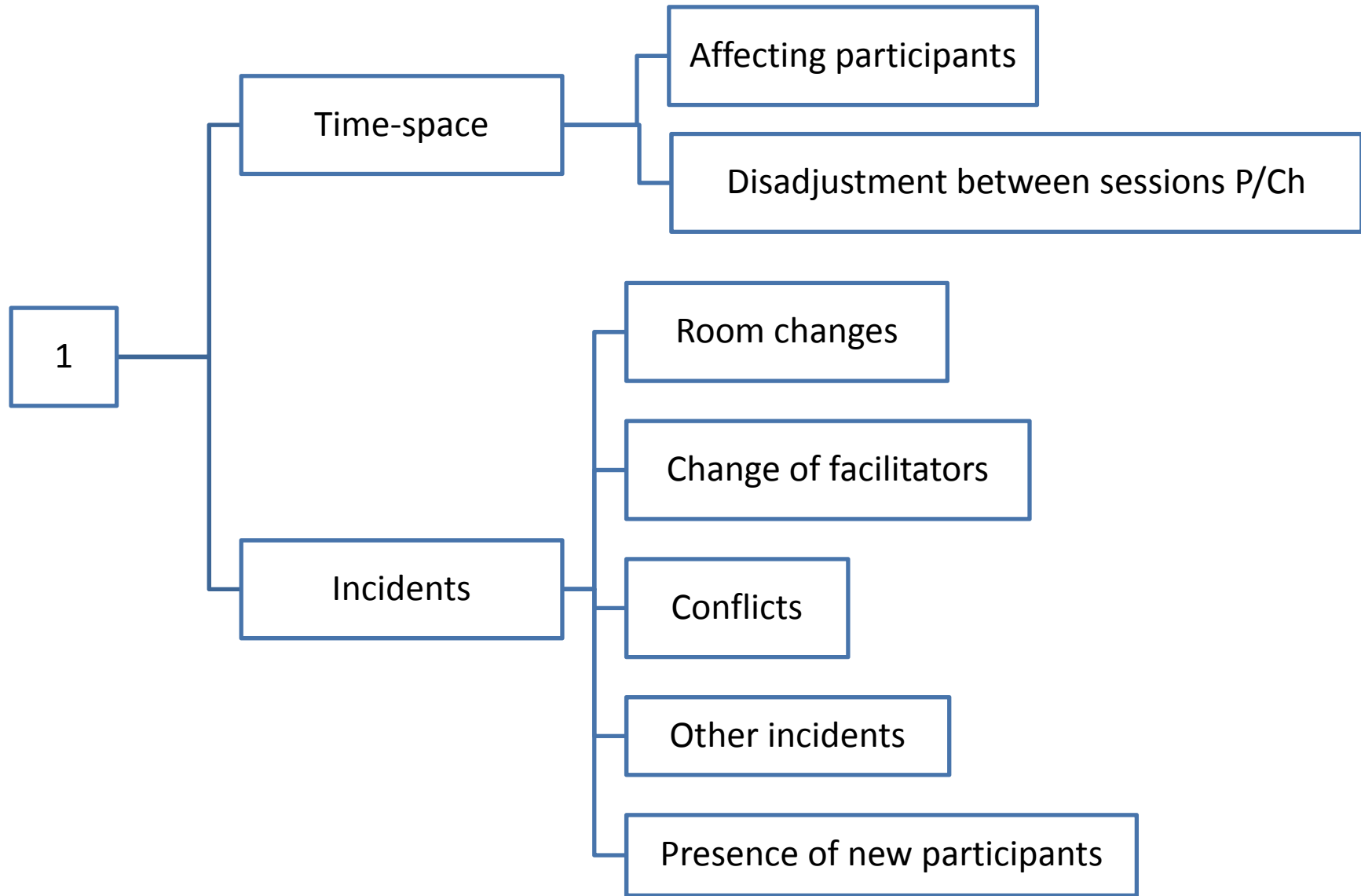
Fidelity records of each session

Analysis: QSR NVIVO 10

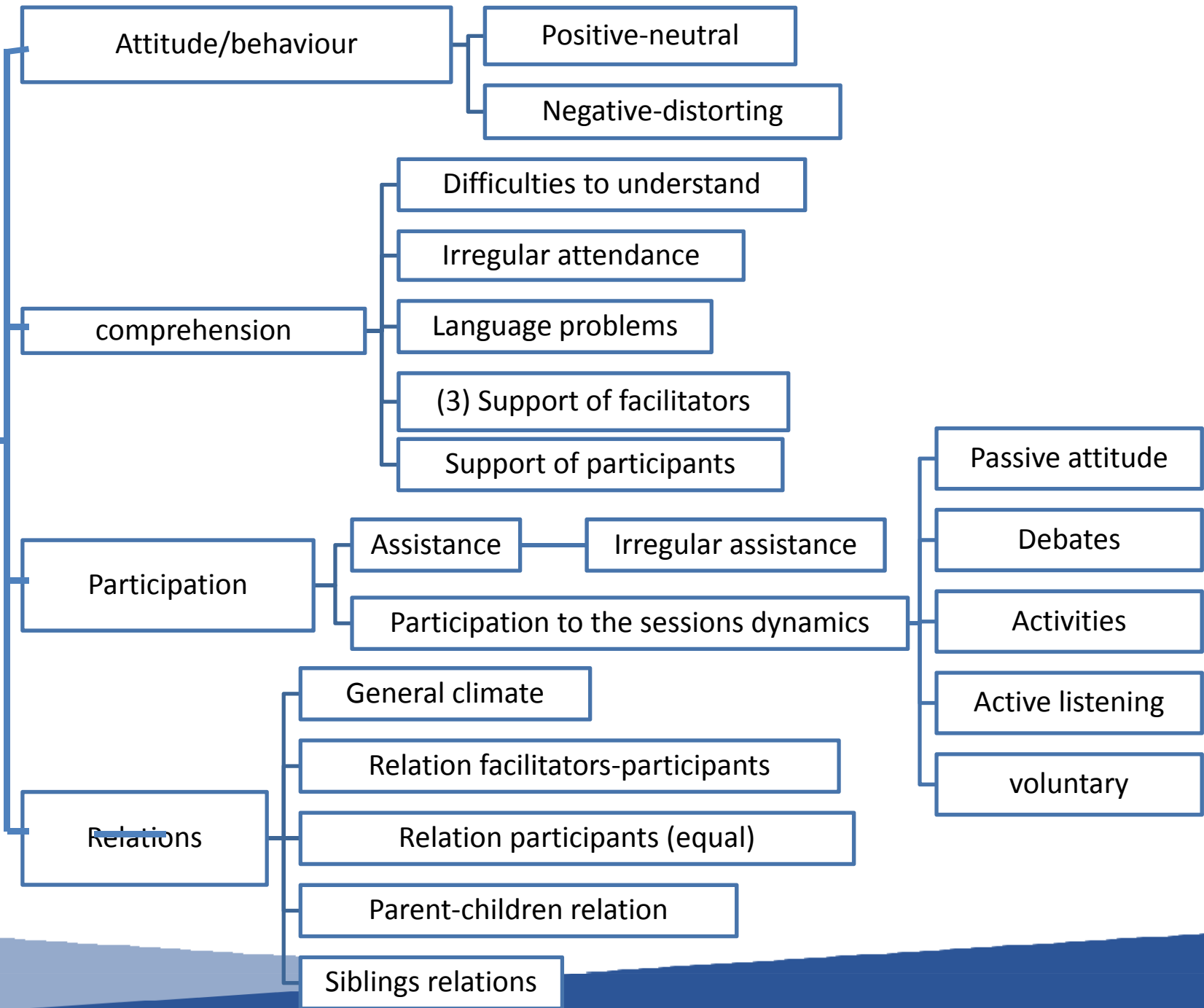
# INFORMATION SELECTED



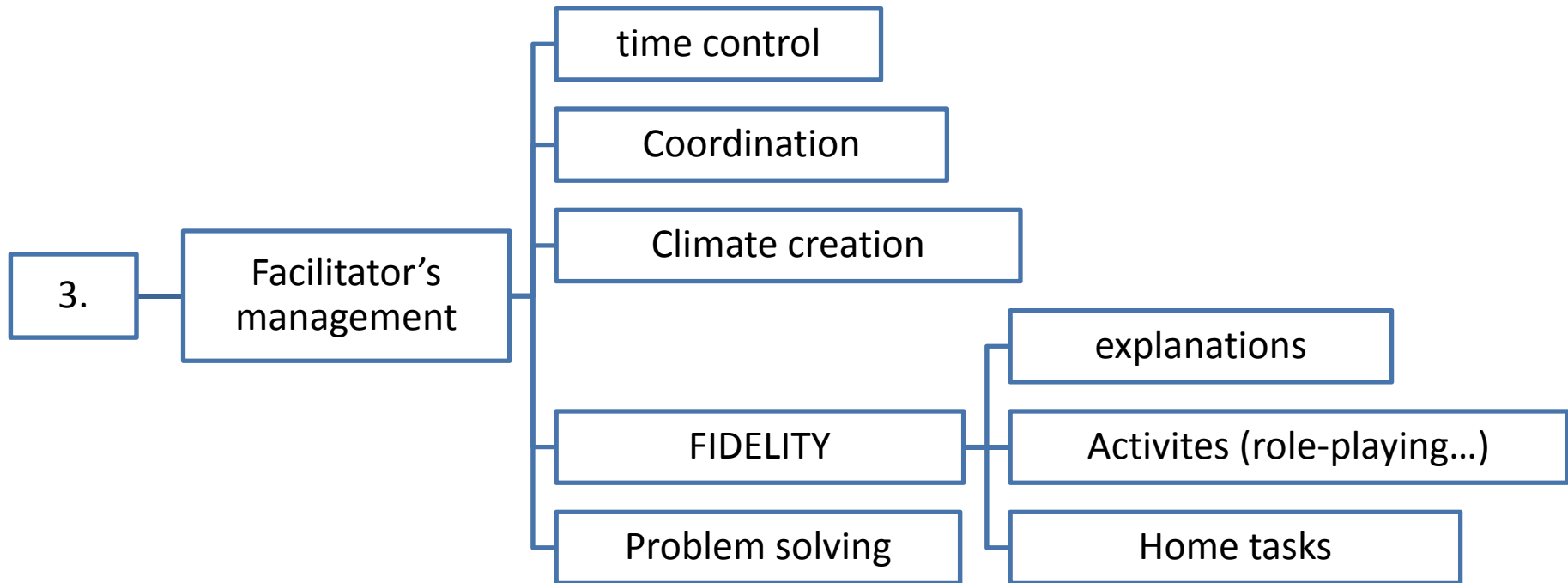
# CODING



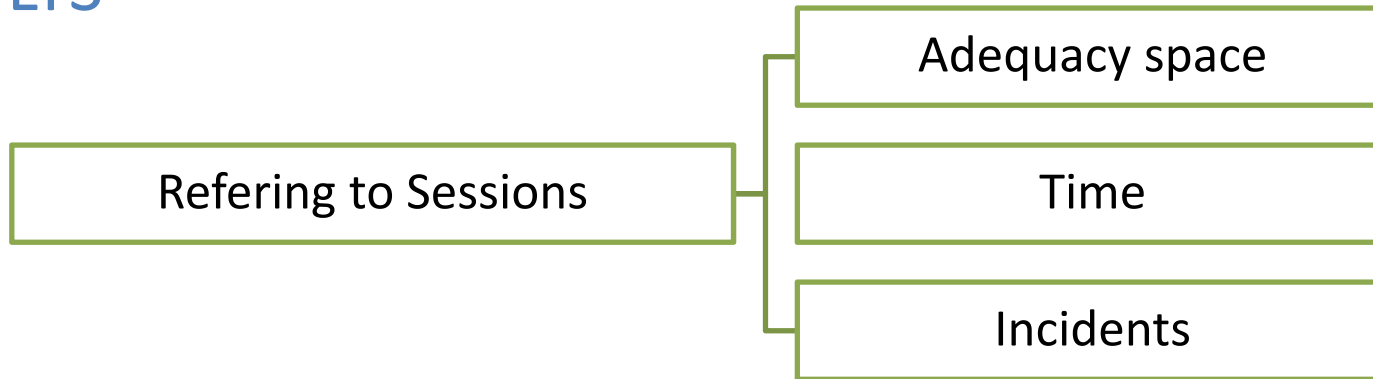
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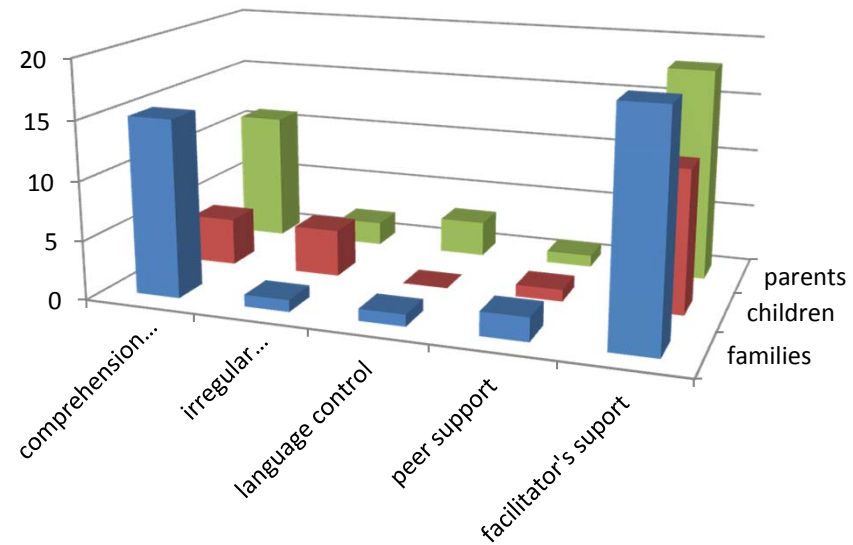
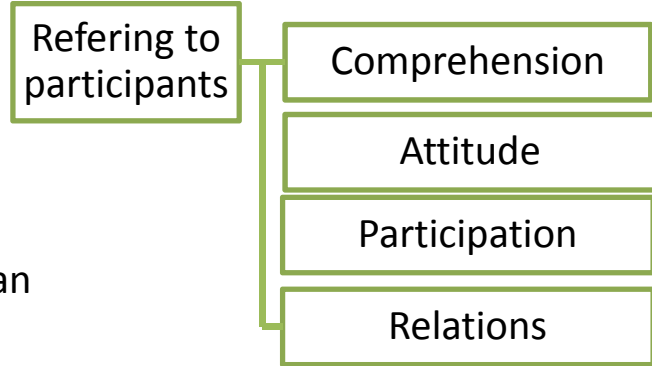
## RESULTS



- ✓ No references to the adequacy of the space, but information about kindergarden needs.
- ✓ Adjustment to the time of the session due to facilitators' control of time. Importance of the role of the facilitator
- ✓ Incidents

# Comprehension

- ✓ Parents' demand for support is higher than childrens'
- ✓ Better understanding of the content through role-playings than explanations
- ✓ In children's sessions, the number of participants and composition have strong influence in the comprehension, attitude and development of the session.
- ✓ Language comprehension is crucial
- ✓ Irregular attendance has a negative influence in the global dynamic of the session.



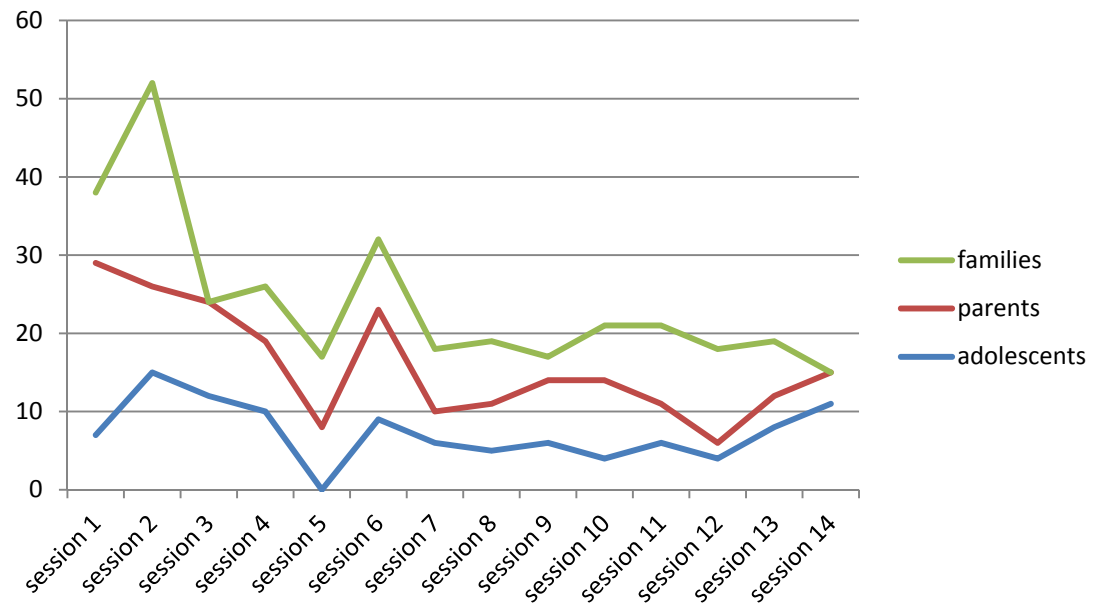
# Attitudes

- ✓ Attitudes, comprehension and participation are strongly connected
- ✓ Cultural elements define differential behaviours
- ✓ Informal roles and peer relations in the adolescents group defines the session dynamics
- ✓ Positive evolution in adolescents attitudes and progressive involvement in the programme. The same with parent's.
- ✓ Distorting behaviours are higher in parent's and family sessions. Whereas references to passive attitudes are higher among children

Sessions	Negative/distorting attitude	Passive attitude	Positive attitude
Families	55	11	17
Children's	7	28	2
Parents'	54	6	21

- ✓ Regularity in the participation
- ✓ Motivation and attitudes depended on contents and type of activities worked
- ✓ Adolescents participated more in the family session than in the children's session
- ✓ Irregular attendance
- ✓ Role-playings and representations are preferred to explanations
- ✓ Home tasks seem to be not always taken seriously

## Participation

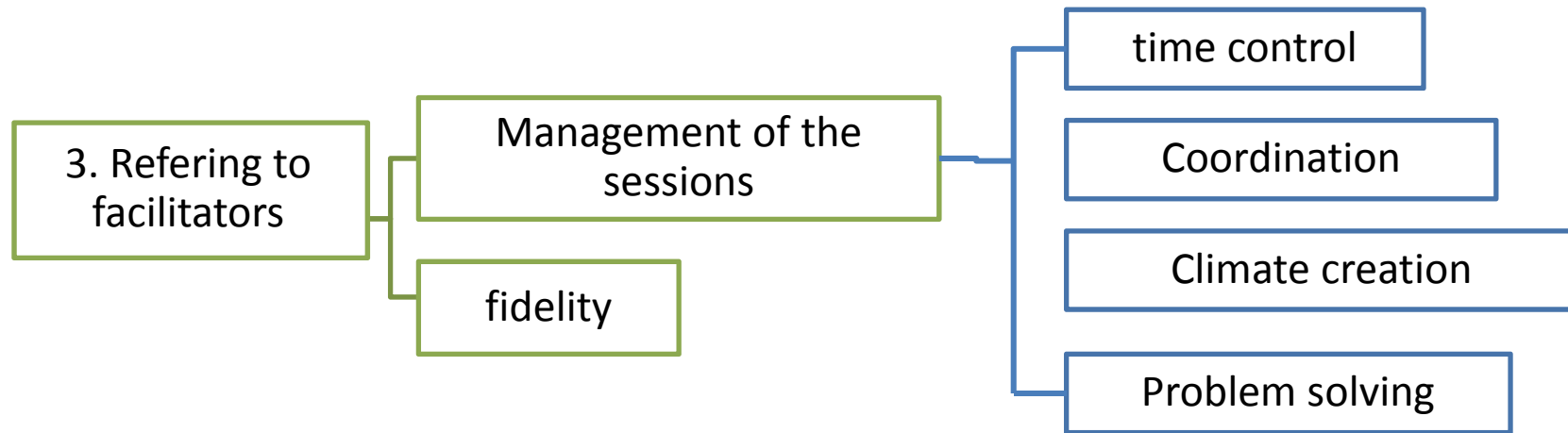


Sessions	Participation in debates	Active listening	Participation in rol-playins and other activites	Being voluntnary
Families	45	2	47	6
Children's	33	7	43	9
Parents'	56	26	20	2

# Relations

sessions	conflicts	climate	Relations with facilitators	siblings' Relations	Peer relations	parent-children Relations
Family	2	22	4	7	7	31
Children	2	6	2	3	10	0
Parents	0	47	4	0	9	31

- ✓ Good relational climate among the participants
- ✓ Disadjustment between discourses and facts
- ✓ Differences in parent's discourses and children's discourses about their relation
- ✓ Peer relations and informal roles among adolescents determined the session's dynamics
- ✓ high level of efficiency in facilitator's capacity to manage conflict and difficult relations



- ✓ Intervention of the facilitators at the first sessions, mainly trying to create a comfortable climate during sessions and solving attitude problems
- ✓ strategies to create an adequate climate while modeling positive parenting patterns
- ✓ the need for support in the comprehension of the activities and dynamics of the sessions has been higher in the first sessions.

	Time control	coordination	climate	Other inc
Families	12	6	52	10
Children's	4	15	32	15
Parent's	15	11	39	10

# fidelity

## Changes in the manuals

Session	Parents	Children	Families
1	-	1	-
2	-	1	-
3		1	1
4	-	1	1
5	1	1	1
6	-	1	1
7	-	1	-
8	1	1	1
9	-	1	1
10	1	1	1
11	1	1	1
12		1	1
13	1	1	1
14	-	1	-

### Childrens sessions

- ✓ Changes to increase adolescent's attention and participation
- ✓ Changes to update specific contains
- ✓ Changes to increase comprehension
- ✓ Better management of time

### Parents sessions

- ✓ Introduction of complementary materials to remind and reinforce concepts

### Family sessions

- ✓ Changes in the activities to allow more participation
- ✓ Introduction of games and activities to sharpen dense contents



# CONCLUSIONS

## *information on*

## *Practice implications*

- |  |     |   |
|--|-----|---|
| 1. Facilitators abilities and competences during implementation: management capacity and personal skills | → ✓ | Facilitators formation  |
| 2. Fidelity (changes in session dynamics: activities and explanations)                                   | → ✓ | Facilitators evaluation → FIDELITY  |
| 3. Response of the participants (comprehension, attitude, participation)                                 | → ✓ | Cultural adaptation and adjustment to the needs and interests of the participants |
| 4. Progress or evolution of the participants   | → ✓ | Results and efficiency of the programme   |
| 5. Incidents and problematic situations  | → ✓ | New changes   |
- 



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Thank you very much !

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