

HO'OUNA PONO:
CULTURALLY GROUNDED
SUBSTANCE ABUSE PREVENTION
FOR RURAL HAWAIIAN YOUTH



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Background and Significance



- In numerous studies, Native Hawaiian youth have reported the highest rate of gateway drug use among ethnic groups in Hawai‘i
- Research has indicated elevated risk for substance use and abuse with Native Hawaiian youth
- Lack of research on prevention interventions with NHOPIs and in rural Hawai‘i
 - ▣ No culturally grounded programs

Origins of Ho'ouana Pono



- Community-university partnership initiated by the County of Hawai'i Office of the Prosecuting Attorney
 - ▣ Comprehensive Strategic Plan to Reduce Juvenile Crime and Delinquency
- Collaboration between State of Hawai'i Department of Education, Prosecuting Atty's Office, University of Hawai'i at Mānoa, and Hawai'i Pacific University

Curriculum Development



- Mixed-methods, multiphasic pre-prevention study (K01 DA019884)
- Purpose: Examine the social and cultural context of substance use initiation for rural Hawaiian youth
 - ▣ Phases 1-2: Social and cultural context of drug offers
 - ▣ Phases 3-4: Culturally competent responses to drug offers

Curriculum Development



- Translational pilot/feasibility drug prevention study (R34 DA031306)
- Purpose: To develop and pilot test a culturally grounded, school-based drug prevention curriculum for rural Hawaiian youth

Intervention

- 7-lesson, video-enhanced curriculum focused primarily on drug and alcohol resistance strategies
 - ▣ Interactive activities and exercises
 - ▣ Aligned with the Hawai‘i Content & Performance Standards (HCPS)
- Implemented by teachers in the classroom
- Intervention fidelity and implementation support provided online through a discussion board and virtual classroom

Pu'uhonua o Hōnaunau

Pu'uhonua as a
metaphor for
protection from
substance use



Research Design

- Quasi-experimental design
 - ▣ Middle/intermediate schools ($N = 6$) were randomly assigned to intervention and comparison conditions
 - ▣ Evaluation: Pre-test, post-test, 6- and 12-month follow up
 - ▣ Intervention Schools: Received in-person teacher training and online consultation
 - ▣ Comparison Schools: Treatment-as-usual

Instrument and Analysis



- Survey: 50-items focused on activities (including substance use), drug resistance strategies, and risk assessment
- Analysis: Paired t-tests, mixed models, Cohen's d
- Missing Data: Multiple imputation (100 times)

Participants



- 213 youth (83 intervention, 130 comparison)
- 55% female
- Mean age = 11.7 years
- Ethnicity:
 - ▣ 70% Multiethnic
 - ▣ Filipino (59%), Hawaiian/Part Hawaiian (49%), Chinese (31%)
- 72% free/reduced cost lunch

Selected Preliminary Findings

- Significant increases in fighting were found in the comparison group at 6-month follow-up
 - ▣ Cohen's d (fighting) = -0.38
 - ▣ Mixed models (gender) indicated significant decreases in fighting for intervention girls
- Significant decreases in the use of non-confrontational resistance skills (avoid, explain, and leave) in the comparison group at 6-month follow-up

Selected Preliminary Findings



- Evidence that the curriculum promotes youths' assessment of the possible consequences that might result from accepting or rejecting drug offers

Next Steps



- NIDA R01 proposal
 - ▣ Increased dosage
 - 7 to 10 lessons
 - Two additional videos
 - ▣ Larger sample
 - Dynamic wait-listed control group design
 - ▣ Implementation, adoption, and sustainability pilot study

SUMMARY AND CONCLUSIONS



Culturally Adapted and Grounded Prevention

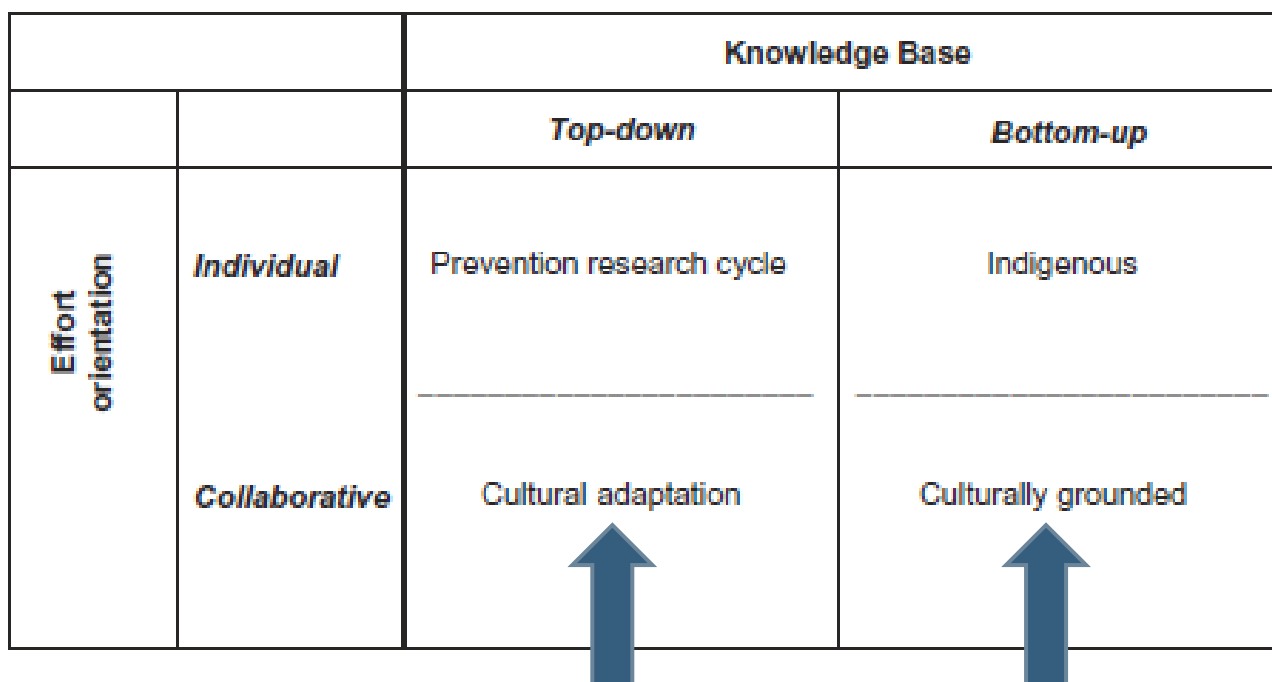
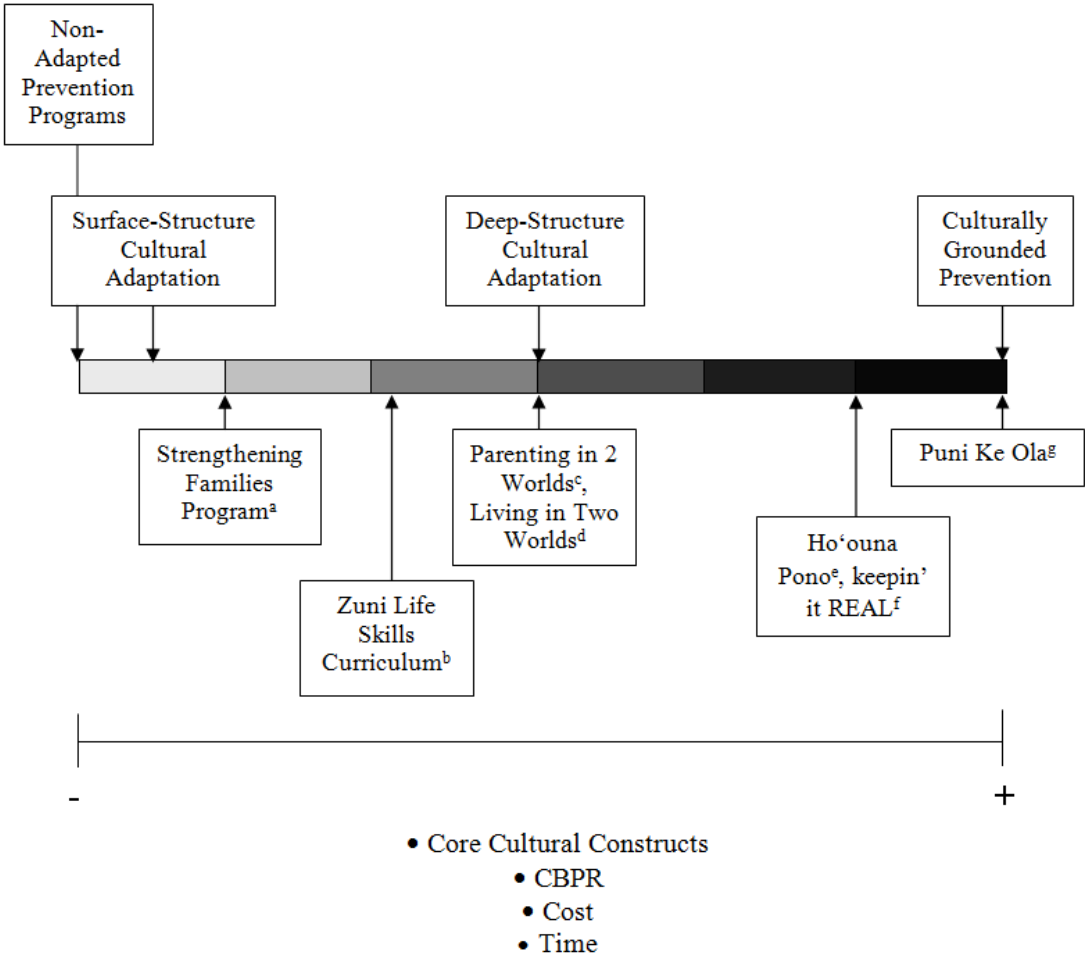


FIGURE 27.1 Two-dimensional framework (knowledge base and effort orientation) for developing culturally sensitive prevention programs.

Source: Lee, R. M., Vu, A., & Lau, A. (2013). Culture and evidence-based prevention programs. In F. A. Paniagua & A. M. Yamada (Eds.), *Handbook of multicultural mental health* (2nd ed., pp. 527-546). San Diego, CA: Elsevier.

Culturally Adapted and Grounded Prevention



Source: Okamoto, S. K., Kulis, S., Marsiglia, F. F., Holleran Steiker, L. K., & Dustman, P. (2014). A continuum of approaches toward developing culturally focused prevention interventions: From adaptation to grounding. *The Journal of Primary Prevention*, 35(2), 103-112.

Note: CBPR = Community-Based Participatory Research

QUESTIONS AND DISCUSSION

