



First Years Away From Home

# Adapting First Years Away from Home for Spanish-Speaking Parents of Latinx Students Transitioning to College

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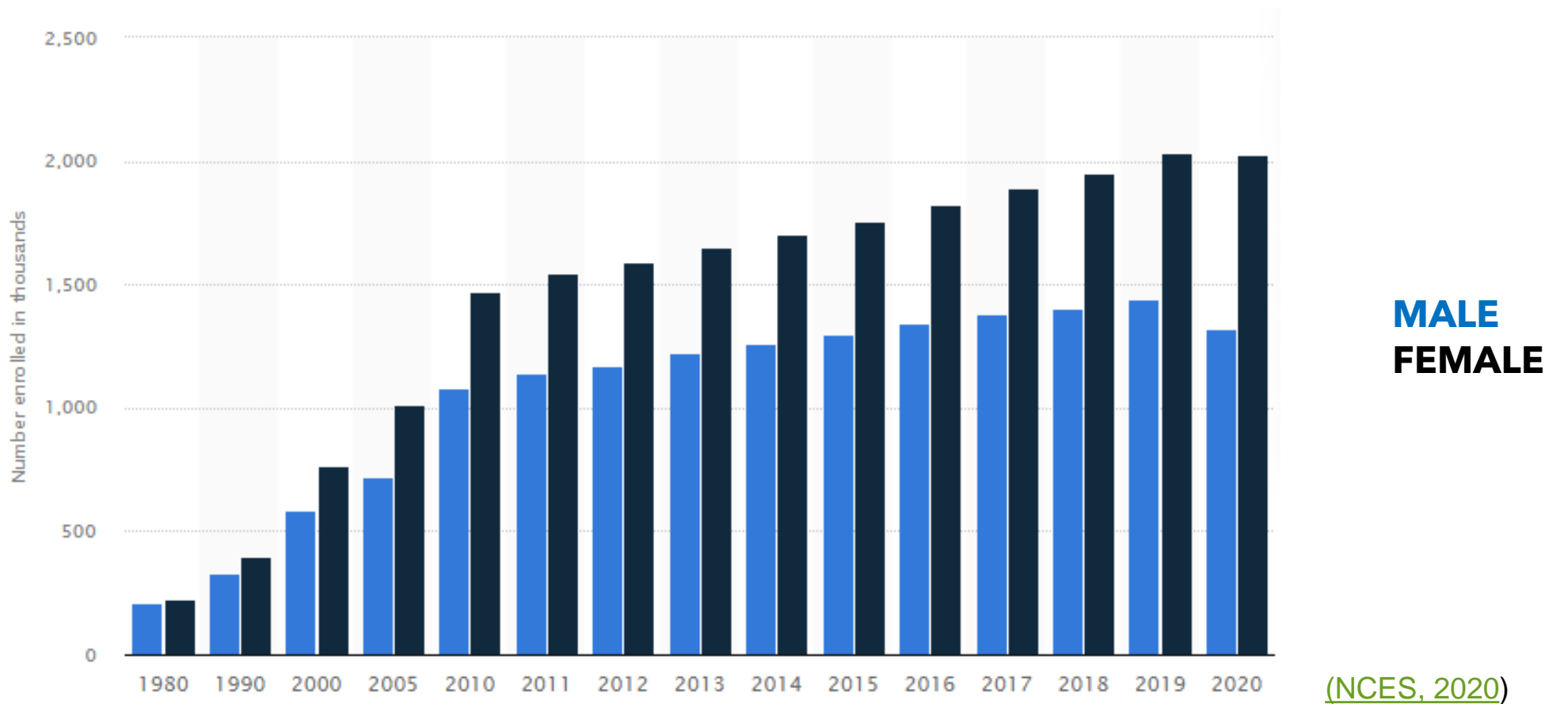
Prevention Research Subcommittee  
Quarterly Meeting  
March 20, 2023



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# Latinx college student enrollment in the US is increasing.

Number of Hispanic undergraduate students enrolled in the U.S. from 1980 to 2020, by gender



# Washington State University is an Emerging Hispanic Serving Institution.



# Latinx college students report many barriers.

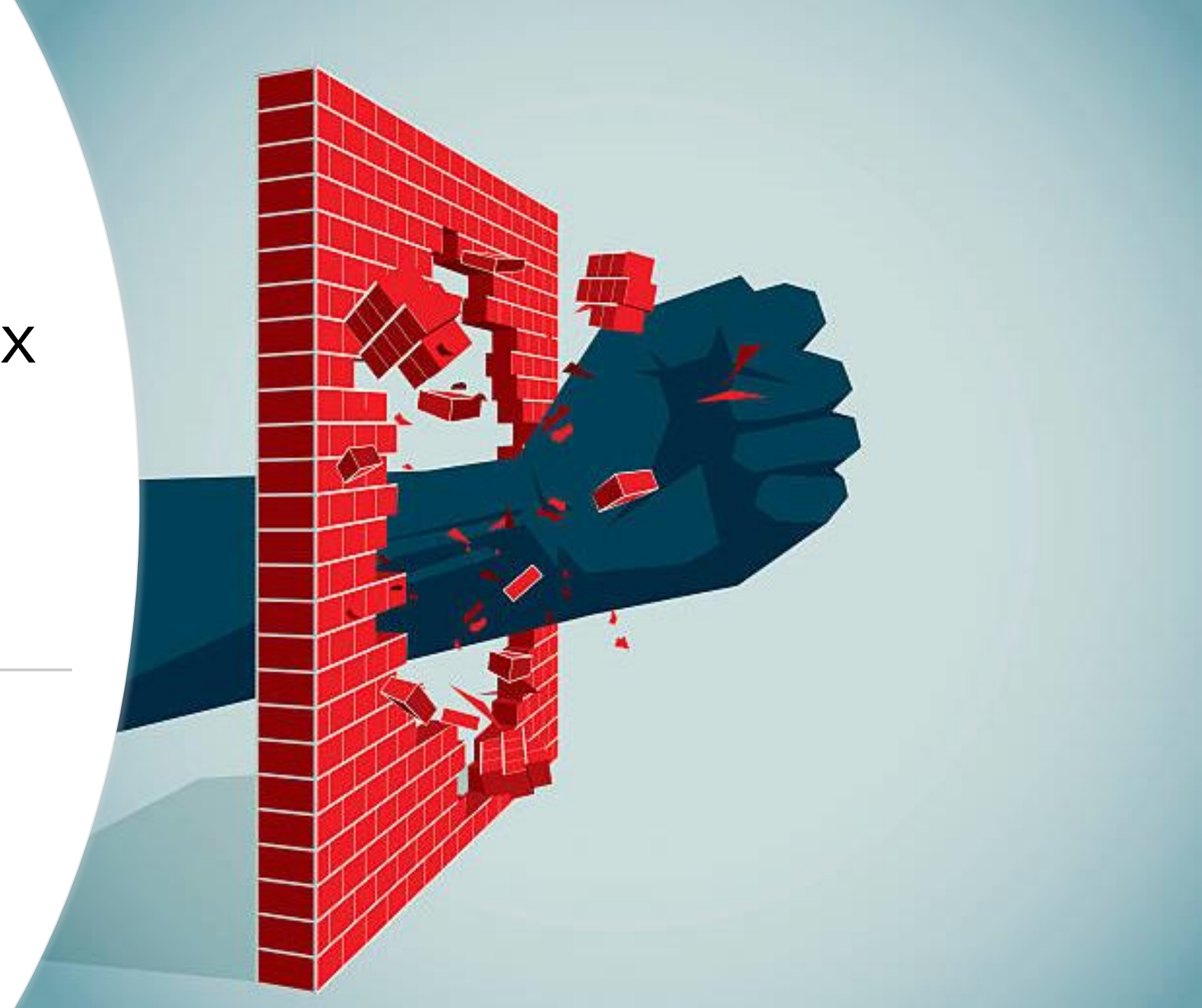
- Transition from high school to college
- Academic preparation
- First-generation college status
- Discrimination and marginalization
- Navigating college
- Decreased social support



(Engle, 2007; Latino et al., 2020; Storlie et al., 2014)

Interventions targeting Latinx students and their families are needed.

(Albert et al., 2020; Banks & Dohy, 2019; Gonzalez & Garza, 2018; Rodriguez et al., 2015; Tomaka et al., 2012)



# First Years Away from Home: Letting Go and Staying Connected With Your WSU Student

*A Parent/Caregiver Handbook*

Summer 2018



Activities you can try, on your own or with your student



Conversation Starters



Questions and things to think about



Interesting facts and research findings

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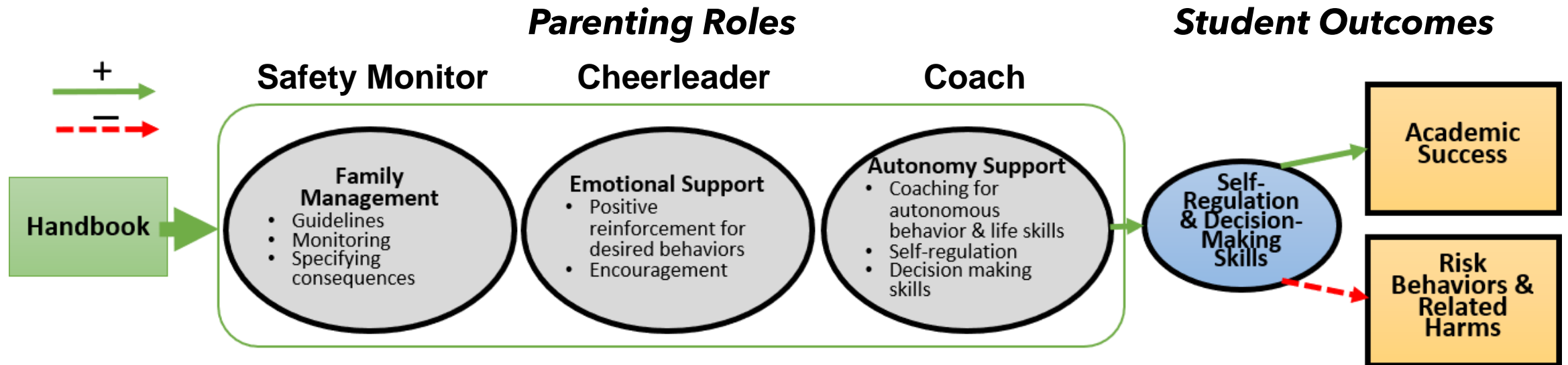


# Letting Go and Staying Connected: Parent/Caregiver Handbook

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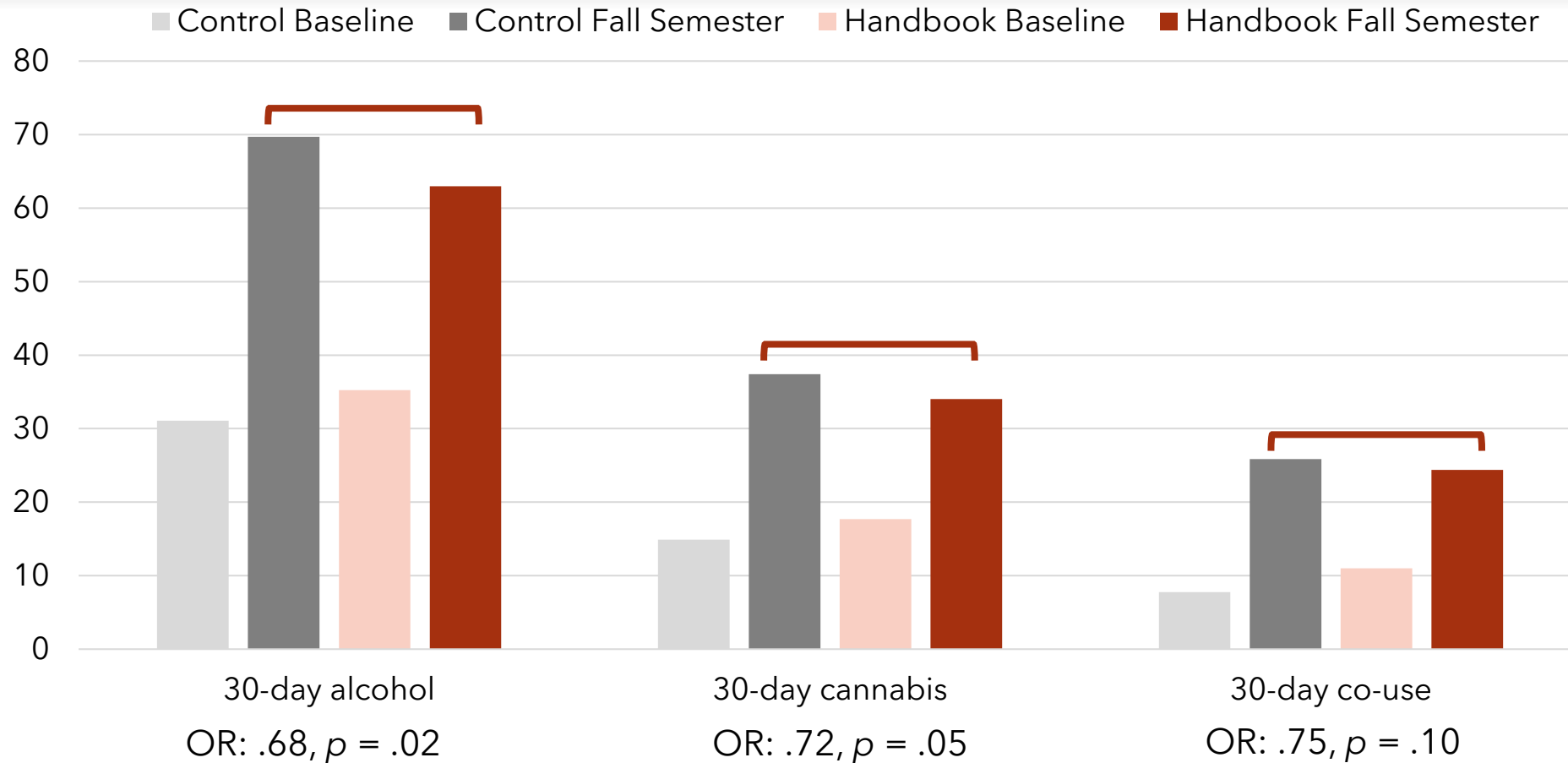
  
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# Theoretically-based & developmentally appropriate, self-directed intervention<sup>7,8</sup>



Parents receive handbook materials during summer before student leaves for college.

# Evidence of Handbook Effectiveness





# Letting Go and Staying Connected Handbook

## Engagement

P = parent report, S = student report

Significant Predictors	Engagement Outcomes			
	Dose (P)	Dose (S)	Continued Use (P)	Student Engagement (P)
Student race (non-White)		↓	↓	
Student first generation to attend college		↓		
Student any past 30-day substance use				↓
Parent perception of wellbeing				↑
Parent unfavorable attitudes toward substance use				↑
Parent perception of closeness	↑	↑		
Student perception of closeness			↓	↑

# Letting Go and Staying Connected Handbook

## Engagement

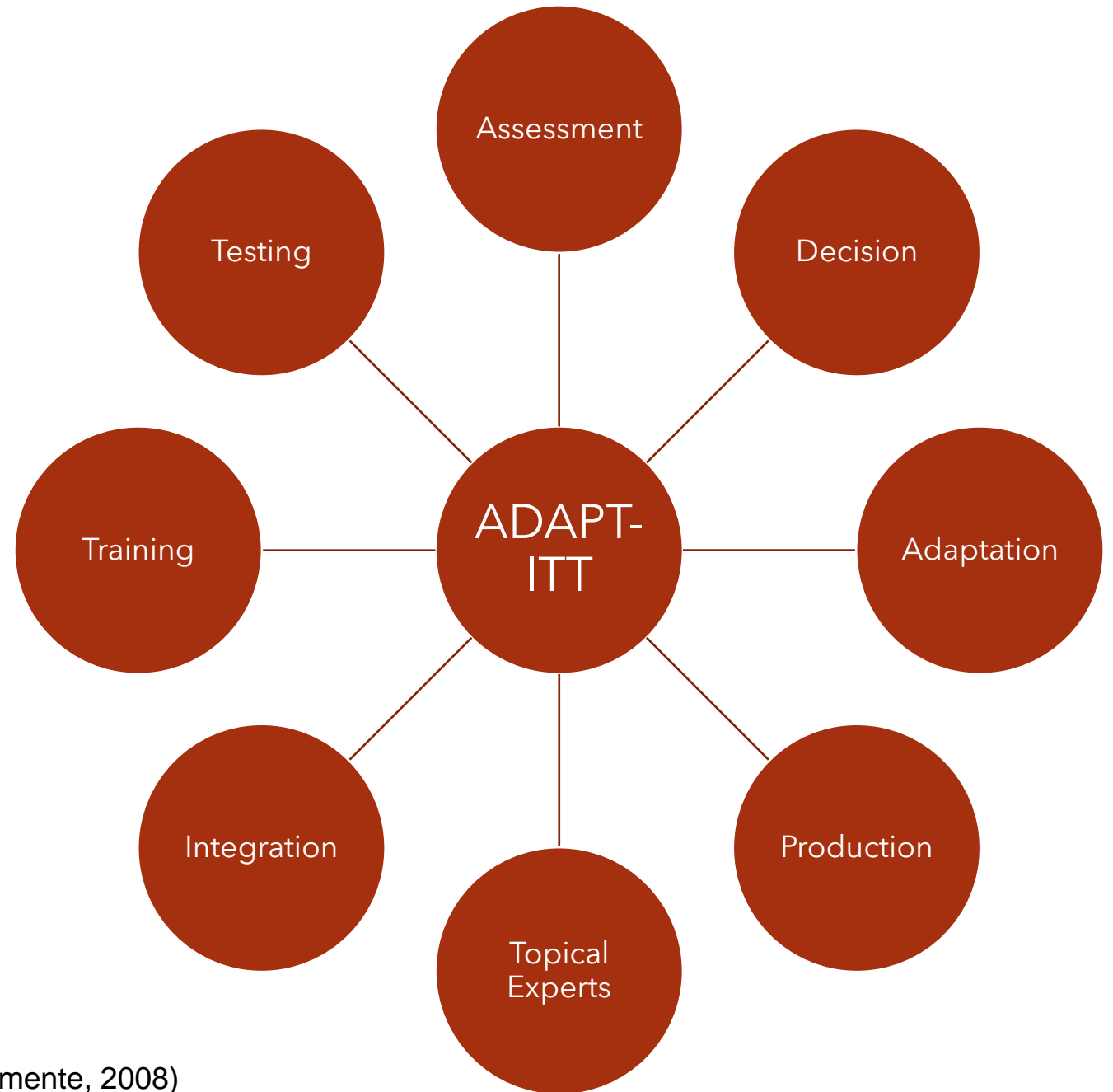
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Parent perception of closeness	↑	↑		
Student perception of closeness			↓	↑

A multiphase cultural adaptation of the handbook for Spanish-speaking families of new WSU students is underway.

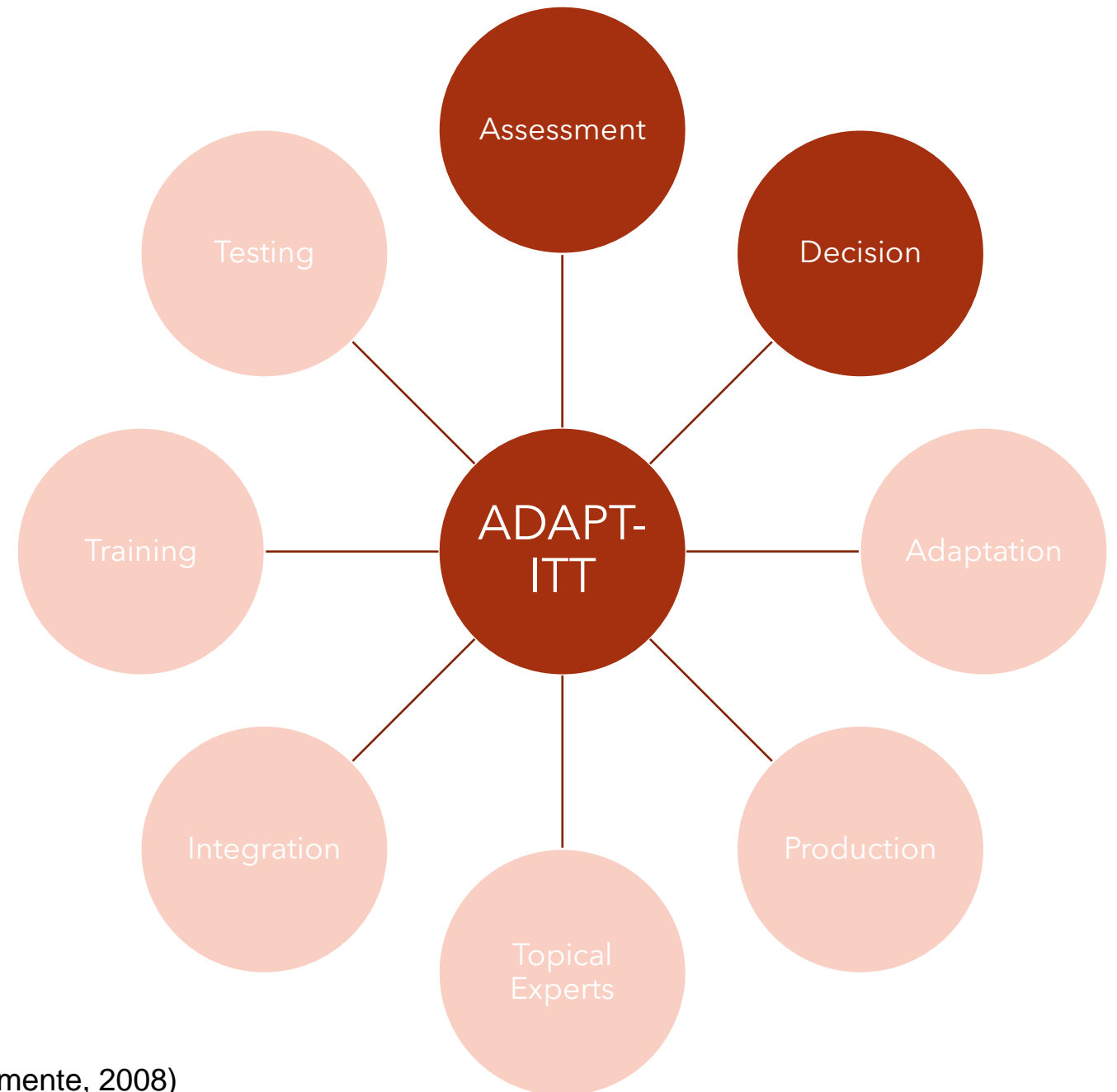


# Applying the ADAPT-ITT Model



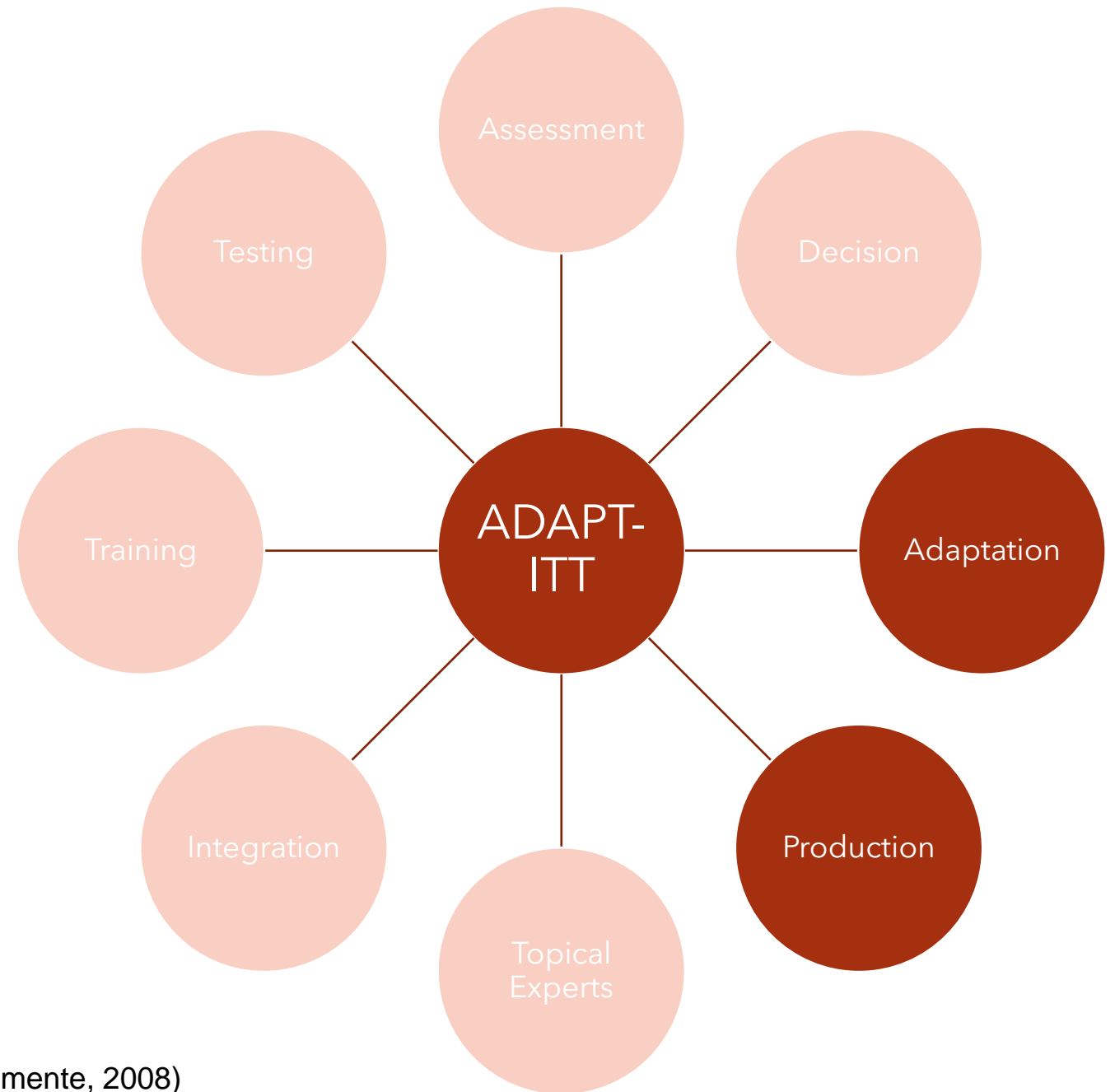
# Assessment & Decision

- Discussions with stakeholders
- Interviews with student/parent dyads
  - 9 students, 7 parents



# Adaptation & Production

- Translation of handbook and handbook activities from English to Spanish
- Adapting the Expectations Card Sort Activity
- Video modules of handbook



# Expectation Card Sort Activity

(5)

Pasar tiempo con amigos que usan drogas o alcohol



Spending time with friends who use drugs or alcohol

(6)

Reportarse - Decirle a los padres donde esta y que esta haciendo



Check in: tell parents where you are and what you're doing

(21)

¿Con qué frecuencia el estudiante irá a su casa?



How often will the student go home?

(24)

Padres comunicándose con la universidad



Parents communicating with the university

(29)

Utilizar los recursos en la escuela



Using resources at school

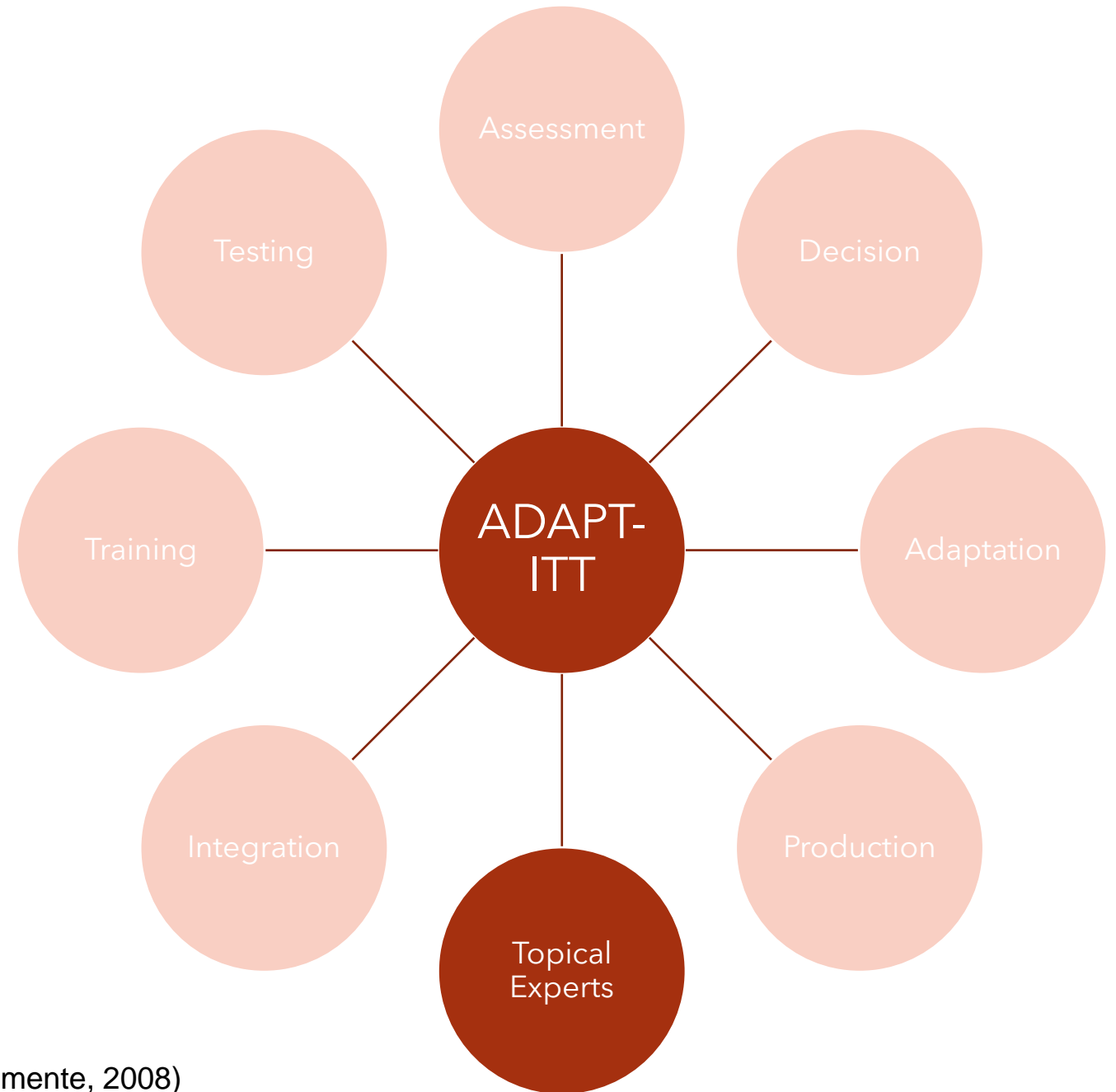
The Expectation Card Sort Activity was adapted into a video for Spanish-speaking families.





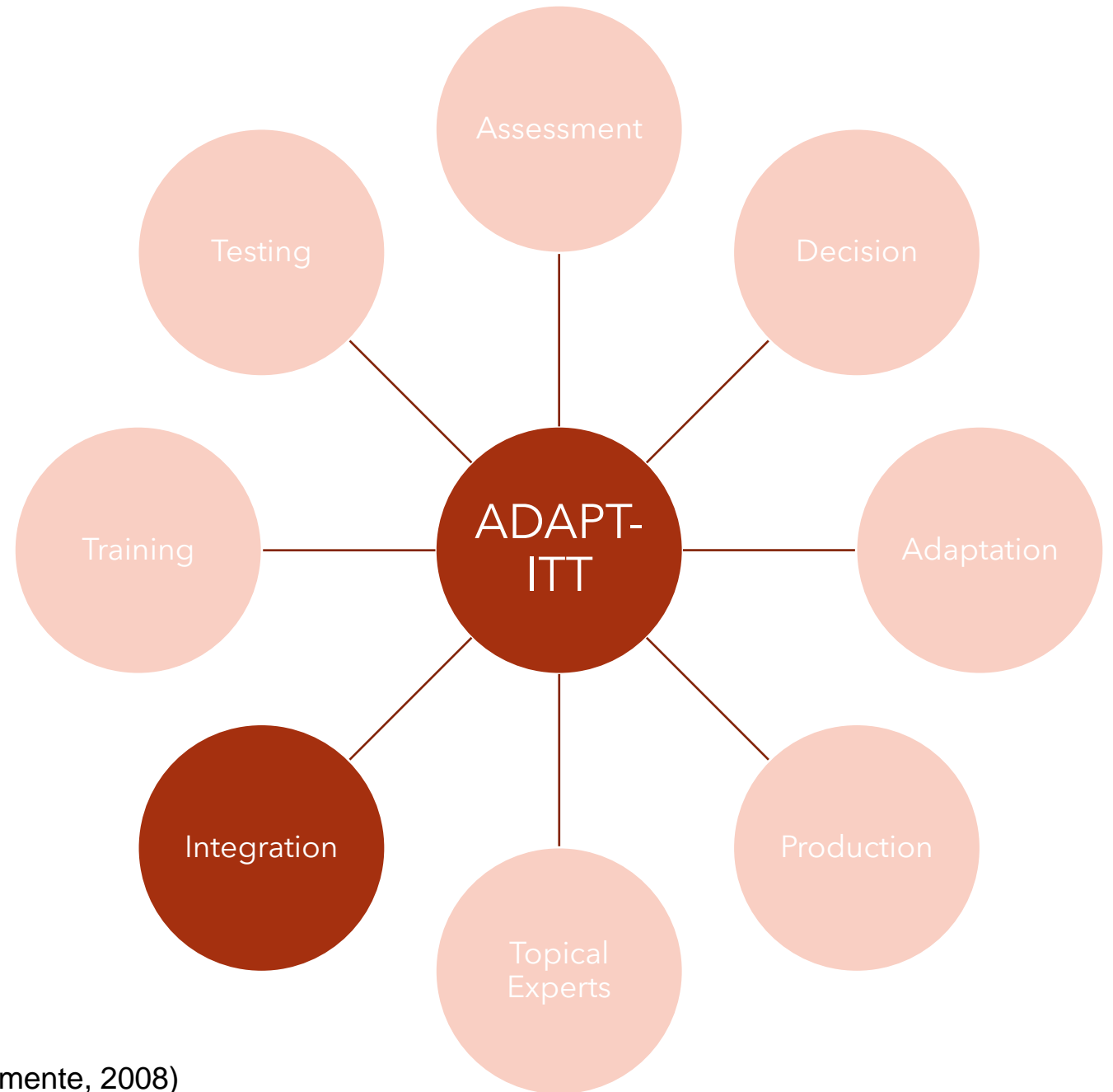
# Topical Experts

- Expert reviews of handbook and video modules
- Theater testing of video modules with Spanish-speaking parents of WSU students

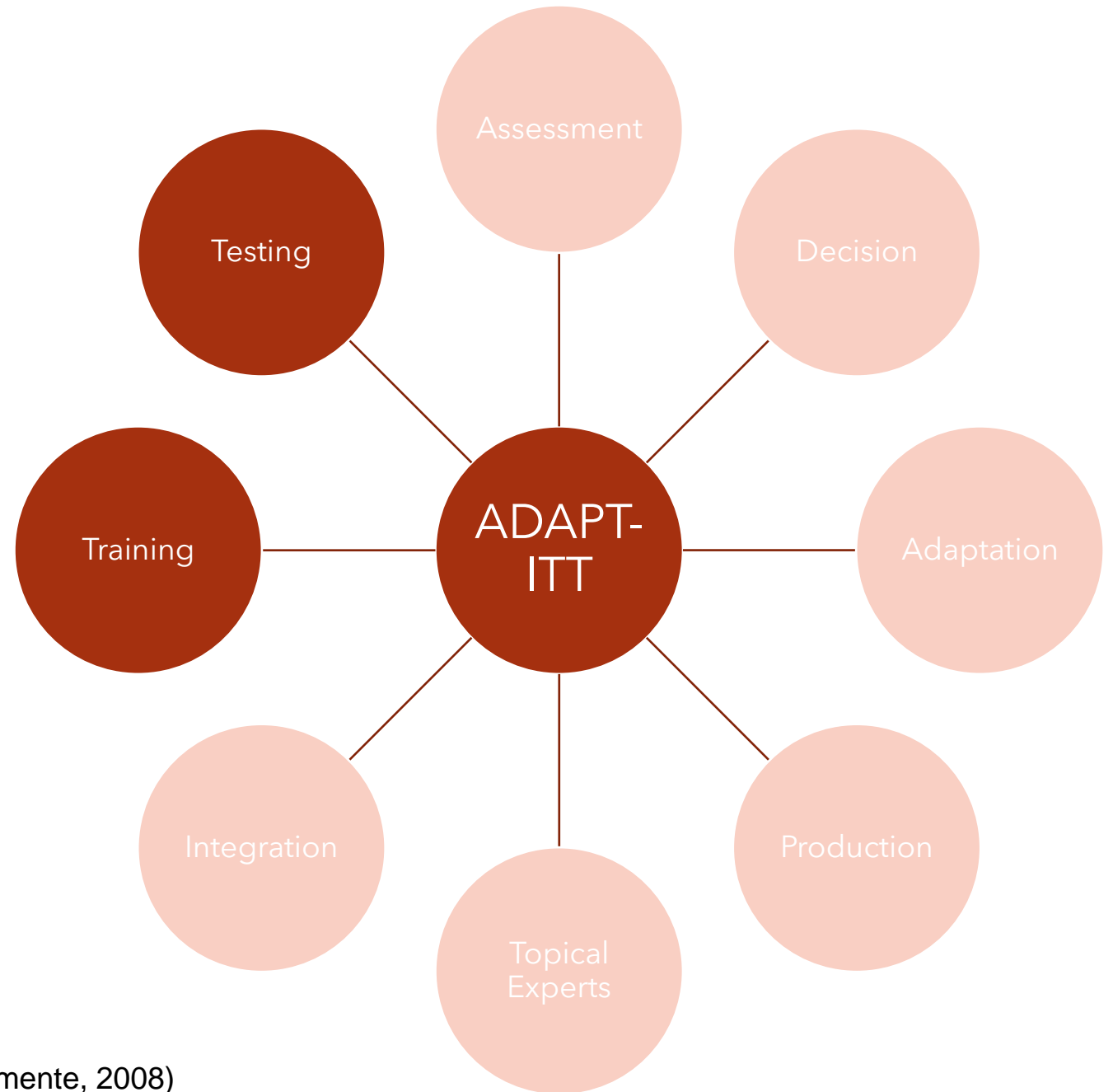


# Integration

- La Bienvenida
- Review and integrate feedback from experts
- Code and integrate qualitative data from theater testing
- Film 4 additional videos in fall of 2022



# Training & Testing



(Barkan et al., 2014; Salazar et al., 2018; Wingood & DiClemente, 2008)

# Conclusions & Future Directions

- Adaptation of interventions
  - Culturally appropriate
  - Maintain fidelity
  - Accessible
  - Relevant
  - Engaging
- Involve members of target population and experts

# Conclusions & Future Directions

- Adaptation of interventions
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- Involve members of target population and experts

- Use expert feedback and qualitative data from theater tests to inform the development of four additional videos
- Develop framework from which to adapt written interventions into video format

# Lessons learned

- Adaptation vs. fidelity
- Partnering with existing university programming has been mutually beneficial
  - La Bienvenida



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