

Engaging the Hispanic Population: Recommendations for Change

What is the Blue Zones Project trying to achieve?

The Blue Zones Project in Sioux City is actively working to achieve increased participation from the Hispanic Community in Sioux City.

How does this help Blue Zones?

Increased participation is helpful for the Blue Zones Project as it will:

- Increase community involvement and longevity of the project
- Allow for learning from the Hispanic culture
- Reach an underserved population

How does this help the Hispanic community?

Increased participation is helpful for the Hispanic community in Sioux City.

- The CDC states there are conditions and risk factors that may impact the Hispanic/Latino population more than other populations
 - Larger prevalence of obesity, diabetes, and high blood pressure
- It can help those in the Hispanic community learn new ways to live better and live longer



Characteristics of the target population?

- By 2022 more than 1 in 5 children will be of Hispanic/Latino origin
- Present time perspective; relaxed in regards to time and punctuality
- Collective, group identity; cooperative rather than competitive; emphasize interpersonal relations
- Strong bonds and frequent interaction with a wide range of kin

Strengths of the target population:

- Family-oriented culture
- Hard-working
- Already doing many of the Blue Zones activities

Oppression of the target population:

- Thought to be lowly laborers rather than citizens (Prairie Voices)
- Assumption that Hispanics and Latinos are uneducated and all are “illegal Mexicans” (New Iowans: Latinos, 2003).
- “English only” laws and lack of interpretive services
- Laws such as SB 1070 allowing racial profiling to stop anyone to see if they are undocumented
- Barriers to receiving quality health care (Escarce & Kapur, 2006)

Reasons for lack of involvement with the Blue Zones Project:

- English and technology barrier
- Lack of long-term engagement that is meaningful
- Don’t see how it would make meaningful difference in their life—no real incentive

Recommendations for change:

- Meaningful engagement with local Latino community
- Emphasize community involvement based on values of mutuality and long-term relationship
- Move to deeper levels of engagement—more cultural specificity
- More extensive translation of materials and website
- Adding Latino staff for more significant engagement
- Recruit Latino advisory council
- Participate in Asset Mapping
- Utilize network of other Blue Zone Communities

Measuring success:

- There would be increased participation by members of Latino community in Sioux City
- New best practices to share with future Blue Zone communities facing same opportunity to outreach to diverse populations
- Quantifiable results in achievement of Blue Zones principles

Contact Information

Kassie Carpio: kassie-carpio@uiowa.edu
Vanessa Jorgensen: vanessa-jorgensen@uiowa.edu
Allison Larson: allison-larson@uiowa.edu
Sarah Stevens: sarah-stevens@uiowa.edu

References

Betsworth, C., Cardenas, L., Jacobs, K., & McGuire, N. (2014). Intervention Plan for the Latino Community in Muscatine
 Escarce, J.J., & Kapur, K. (2006). *Access to and Quality of Health Care*. Retrieved from National Center for Biotechnology information: <http://www.ncbi.nlm.nih.gov/books/NBK19910/>.
 Hispanic or Latino Populations (2014). Retrieved from Centers for Disease Control and Prevention: <http://www.cdc.gov/minorityhealth/populations/REMP/hispanic.html>.
 New Iowans: Latinos (2003). Retrieved from IPTV Iowa Pathways: http://www.iptv.org/iowapathways/myopath.cfm?ouid=ob_000212.
 Prairie voices: Hispanics in Iowa. (n.d). *History of Iowa*. Retrieved from Iowa Official Register: <http://publications.iowa.gov/135/1/history/7-1.html>.
 Understanding the Hispanic/Latino culture (n.d.). Retrieved from <http://www.coedu.usf.edu/zalaquett/hoy/introduction.html>
 Utal, L. (2006). Organizational cultural competency: Shifting programs for Latino immigrants from a client-centered to a community-based orientation. *American Journal of Community Psychology*, 38, 251-262.