**CEHC**
**Cultural Ecology of**
**Health and Change**

**CHEC/EICCARS Working Papers Series**

# SOCIAL/COMMUNITY PROFILE INDICATORS

By
**Tony L. Whitehead, Ph.D., MS.Hyg.**
Professor, Department of Anthropology
Director, Cultural Systems Analysis Group (CuSAG)
University of Maryland College Park

August 20, 2005.

# Table of Contents

# Introduction

This workbook is a component of the Ethnographically Informed Community and Cultural Assessment Systems (the EICCARS), a subsystem of the Cultural Ecology of Health and Change (the CEHC, pronounced "*Check*"). The CEHC is a system that I developed to facilitate the planning, implementation, and evaluation of community based initiatives (CBIs). The CEHC consists of four subsystems:

1) The Ethnographically Informed Community and Cultural Assessment Research Systems (EICCARS)
2) The CEHC System in Project Design and Implementation Plan (PDIP).
3) The CEHC Project Implementation Programs (PIPs); and
4) Ethnographic Assessment & Evaluation Systems (EAES)[1]

The EICCARS is the CEHC subsystem for collecting data to inform the development and implementation of effective, or culturally and community appropriate, CBIs. The various methods used in carrying an EICCARS research effort are: (1) Selecting Social or Community Profiles; (2) The Analysis of Pertinent Documents, Archives, Statistical, and other Secondary Data; (3) Instrument Design for Primary Data Collection; Observing Situated Social Settings; (4) Key Social Settings Expert (SSE) Interviews[2]; (5) Community Windshield Tours, Descriptive Observations, and Descriptive Key Community/Culture Expert (KCCEs) Interviews[3]; (6) Windshield Tours, Focused Observations, and Iterative Ethnographic Interviews; (7) Walking Tours, Focused Observations, and Informal Interviews; (8) (10) Physical Mapping Using Geographical Informational Systems; (9) Photography, Audio taping, and other Audio-Visual methods where possible; (10) Select Observations; Semi-structured, In-Depth Structured Interviews; (11) Focus and Other Groups Interviews; (12) Survey Research; (13) The Management and Analysis of EICCARS Data Sets; and (14) Training Community Members in Ethnographically Informed Community Assessment Research. This Workbook was developed to assist the community assessment team in conducting the first of these EICCARS methods, Selecting Social or Community Profiles.

The development of EICCARS profiles are important because they provide a framework for storing and organizing various EICCARS data, regardless of the methods used in collecting these data. The social/community profile categories used in the EICCARS are informed by the Cultural Systems Paradigm (CSP); one of three interrelated conceptual paradigms that inform the various

---

[1] See TL. Whitehead, (2002), "Introduction to the Cultural Ecology of Health and Change," (*CEHC Working Paper Series*.CUSAG, College Park: The University of Maryland) for a full discussion of these subsystems.

[2] Social Settings

[3] "Windshield tours " are so named because in urban areas, they consist of riding around in a car, or some other type of vehicle, and through "the windshield," getting acquainted with the study community's characteristic and resources. The researchers may carry out this activity by themselves, and use their powers of observations while conducting such tours, or preferably with someone familiar with the study community (a resident, someone who has worked in the community for a long period of time), to whom informal interviews may be carried out. (There are several EICCARS Interview Guides to help with this process). These windshield tours are usually followed by "walking tours" of specific areas that have been selected as a consequence of the windshield tour, or because of a particular interest of the researcher(s), their sponsors, or the agency interested in having the community assessment research conducted. The windshield tour may not be necessary in smaller settings, such as rural villages, and the researcher(s) go straight to "walking tours" to serve for the same purpose.

systems of the CEHC[4]. The CSP offers nine large analytical categories for analyzing the human communities, with a number of subcategories (See Figures 2A and 2B of Appendix 2, Paradigms of the Cultural Ecology of Health and Change).  Briefly, these nine

1) The Human Individual as a **biological, social, cultural, and cognitive being**;

2) Individual and Normative **Behavioral Patterns**.

3) Individual and Shared  **"Idea"** or **"Ideational" Structures** (knowledge, beliefs, attitudinal systems, values, "significant symbolisms"), which frame interpretations and meanings that underlie behaviors, including illness risk behavior**,** as well as all the other categorical contents within the CSP that are briefly presented here.

4) **Significant Social Systems** including: (a) *domestic units* (households or residential compounds); (b) *extraresidential groupings and dyads* (ethnic groups, social networks and kinship systems, voluntary associations/organizations, symmetrical dyads such as friends, coworkers or real/and fictive kin dyads, asymmetrical dyad such as employer-employee, patron-client, etc.); (c) the policies and practices of *institutions and agencies of the wider community/society*;  and *(d) intersocietal systems and influences.*

5) **Expressive Culture**, which includes language, art, dance, song, patterned vocalizations (e.g., proverbs), dance, and other cultural forms that helps people to give meaning to, and communicate their worlds and their experiences in those worlds.

6) **Material Culture** including various human made *objects, technologies,* and *artifacts.*

7) The **Physical Environment,** in which the human group resides and that group's cultural system provides a successful exploitation of life sustaining elements, protection against elements which have the potential of  threatening life, and finds ways to overcome elements that constrain life sustaining activities. Cultural meaning which influences behavior, including health risk behavior, might be influenced directly or indirectly by environmental elements and/or shared or individual ways of interacting with environmental elements. Environmental factors might affect the incidence of disease in other ways.  For example, intestinal parasites that abound in the African environment are suggested by Feldman (1990) to be possible cofactors in the transmission of HIV.

8) **Real and Perceived Needs** that human groups and individual members nave to meet in order to achieve physical and socio-psychological functioning. Such needs are further categorized in the CSP as: (a) *organic* (i.e. reproduction, consumption of food, water and other energy sources, waste elimination, disease prevention and cure, protection from hazardous climate conditions, and physical space); (b) *instrumental* (economic, educational/socializing, political or political and legal, and

---

[4] The other two paradigms of the CEHC are the Cultural Systems Approach to Change (the CSAC), and the Cultural Systems Approach to Program Planning, Implementation, and Evaluation (the CSAPPE). See other CEHC Working Papers for a description of each.

communal); and (c) *expressive* (cognitive [meaning and orderly world view], affective [social status and acceptance, being loved or liked, self and group identity etc]; and communicative [need to explain, communicate, etc]).

9) **Significant Historical Processes and Events** that may be *biophysical* (e.g. floods, droughts, etc) or sociocultural (coups, wars, new economic or marketing systems, etc.) that either institutionalize or sustain a cultural system, or a part of that system, or result in a "regenerated" or <u>synchronized</u> (new, combined) cultural form.

The categories of the CSP, and categories used by others working in community health were used to inform to create EICCARS Social/Community Profiles. Those are:

1) A <u>GEOGRAPHIC</u> PROFILE (an exact mapping of where that community is located);
2) A <u>DEMOGRAPHIC</u> PROFILE (sex, age, ethnic, and other demographic characteristics);
3) An <u>ECONOMIC</u> PROFILE (employment opportunities, types of employment, income levels, unemployment, underemployment, etc.);
4) An <u>EDUCATION</u> PROFILE (schools, and other formal educational resources, as well as informal ones, adult education and literacy levels, school dropout rates, etc);
5) A <u>HOUSING</u> and <u>HUMAN ECOLOGY</u> PROFILE (the availability and condition of housing, presence of trash, litter, and so on);
6) A <u>HEALTH</u> PROFILE (data on leading causes of morbidity and mortality within the community, the availability and accessibility of hospitals, doctors, and other health providers, how health care paid for, etc.);
7) A <u>POLITICAL</u> PROFILE (community leaders, and systems of selecting leaders, systems of public decision making, articulation to larger political system, etc);
8) (8) A <u>CRIME, ADJUDICATION</u>, and <u>PUBLIC SAFETY</u> PROFILE (types and levels of crime, how crime and conflict addressed, presence of police, fire protection, and other forms of public safety);
9) A <u>HUMAN</u> <u>RESOURCES/ASSETS, ORGANIZATIONS, and ACTION</u> PROFILE (organizations, agencies groups, and individuals involved in actions to solve problems and meet various human needs);
10) A <u>TECHNOLOGY, INFRASTRUCTURE,</u> and <u>NATURAL RESOURCE</u> PROFILE ( communication and other technology, transportation availability and use,
11) An <u>EXPRESSIVE CULTURE</u> PROFILE (religion, cosmology, music, art, language, literature, etc);
12) An <u>IDEATIONAL</u> PROFILE (systems of knowledge, attitudes, beliefs, values, cosmology, and religion).
13) A <u>MATERIAL CULTURE</u> PROFILE (architecture, material development, and other human alterations in the natural environment or vistas);
14) A <u>PLAY, RECREATION</u> and <u>LEISURE</u> PROFILE (ways that community members meet needs of play, recreation, and leisure);
15) A <u>CULTURE REPRODUCTION</u> PROFILE (ways that social and group rules and routines are produced and reproduced and integrated within the cognitive structures of community residents).

16) A <u>HISTORICAL</u> PROFILE (a brief description of the community's history, trends in the data found in other profiles, and significant historical events and processes).

Sixteen profiles were developed because of the need to establish materials for collecting *a holistic body of data* about a study community. However, attempting to collect data for all 16 profiles would take an inordinate amount of time and generate a tremendous amount of data. As such, *all EICCARS efforts should include these four profiles* (<u>geographic</u>--the community's precise location; <u>demographic</u>—who lives in the community; <u>economic</u>—income and employment levels, and <u>history</u>) because they provide contextual data important to the interpretation of the data collected for the other profiles. However, beyond these four profiles, project staff should select the other profiles relevant to their specific project. In terms of identifying data for the 16 profiles, the following discussion will provide very general indicators for each profile. In each list of indicators, there is the category of "*Other?",* which is an invitation to EICCARS researchers that for any specific project they should brainstorm to see if there are other general indicators that should be considered for their project. Also listed in each profile of indicators is a suggestion for collecting data on these indicators over the past 50 years so as to suggest trends. However, in most cases, projects are only interested in shorter trend periods. In such cases, the research team should include only a time period of their interests (e.g., 5 years, 10 years). It should also be noted that the indicators provided here are very general. However, for a specific project, the research team should be prepared to create a list of specific set of data indicators that are specific to their project. For example, the indicators listed in the Health Profile are quite general, and would not be suitable for let's say a project that focuses on STD risks for adolescent females. Such a project would need to develop indicators specific to their project topic. Finally, while a holistic attempt should be made to include all possibilities, let it be noted that EICCARS workbooks are presented as guides to get the research started and as way of organizing community data. However, researchers and project staff using this workbook might feel that the 16 EICCARS profiles, and their indicators, do not cover the entire range of project interests. As such, researchers, or project staff, *are encouraged to create other profiles* that they think better approximate their project interests.

## 1. Some General Indicators of a Geographic Profile

The idea of a geographic profile is to collect data that will provide information on the exact location of a community, the particular boundaries surrounding a community, its size, descriptive characteristics, and whether it seems to be rural or urban. In other words, some general indicators that may be included in a Geographic Profile as suggested by the EICCARS are the following:

- The exact location of the residential community; that is data regarding the community's borders, such as rivers, mountain ranges, street names, or whatever.
- The size of the community in square miles, kilometers or acreage.
- Whether the community's primary physical features are rural or urban.
- A description of the community's natural environment in terms of plant and wild animal life, rivers, mountains, natural harbors, the particular types of soil and earth minerals, and any other geographical features of environmental significance.
- Others?
- Any significant changes in any of the above during the past 50 years.

## 2. Some General Indicators of a <u>Demographic Profile</u>

The demographic profile provides data on whom the residents of a community are. Some general indicators that may be included in a Geographic Profile as suggested by the EICCARS are the following:

- o The <u>total number of people</u> living in the community.
- o The <u>population density</u> of the community
- o The <u>ethnic distribution</u> of people living in the community.
- o The <u>age distribution</u> of people living in the community <u>by ethnicity</u>.
- o The <u>sex distribution</u> of people living in the community <u>by ethnicity</u>.
- o The <u>dependency ratios</u> (non-working children and elderly population to adult population capable of making economic contributions) <u>by ethnicity</u>.
- o The <u>type of domestic and family units</u> (e.g. single family households versus multiple family unit compounds or both, nuclear, single parent versus married couple family households) by <u>ethnicity</u>.
- o The <u>domestic unit characteristics</u> such as the level of crowding measured by persons per room, and the sex, age, and dependency ratio of household membership <u>by ethnicity</u>.
- o The existence of <u>demographic related problems</u> that exist within a community which need addressing by specifically tailored intervention programs.
- o Others?
- o Any significant changes in any of the above during the past 50 years.

## 3. Some General Indicators of an <u>Economic Profile</u>

As we are well aware, the *economic status* of communities, and nations, has consistently been found to be *highly correlated with many other social and health problems*. Some of the indicators suggested by the EICCARS in the development of a community profile are the following:

- o The <u>type(s) of economic system</u> exist in the community, i.e., is the primary system a market and cash system, one in which foraging (hunting and gathering) and generalized reciprocity predominates, a subsistence based system of horticulture or incipient agriculture, or herding/nomadism, or a mixed system with different groups carrying out different economic practices.
- o If the community has a mixed economic system, are different economic practices carried out by different age, sex, or ethnic groups?
- o The <u>types of employment and economic activities available</u> to or pursued by community residents, and whether there are <u>ethnic</u>, <u>sex</u>, or <u>age</u> <u>differences</u> with regards to the availability or pursuit of specific employment or economic opportunities.
- o If a cash economy predominates, what are the rates of employment, unemployment and underemployment rates, and do these differ by age, sex, or ethnicity?
- o The <u>sources of employment</u> available, and whether there are patterns of employing members of specific ethnic, sex, or age groups.

o If a cash economy predominates, what is the community's economic status in terms of such <u>income indicators</u>, such as <u>per capita income</u>, <u>family and/or domestic unit (or household) income</u> (e.g., median household income), <u>poverty levels</u>, percentages of individuals and domestic units dependent on some form of <u>public assistance</u>, and so on, and are there <u>ethnic</u>, <u>sex</u>, or <u>age differences</u> with regards to these income indicators;

o The <u>relationship of the above stated income indicators</u> to the economic status of larger social <u>units</u>, for example, the larger community, region, or nation

o The kinds of <u>commercial resources</u> (i.e., businesses) that exist in the community, where residents may purchase or trade for items that meet their basic needs.
If a cash economy predominates, are there financial resources in the community; i.e., places that community residents may borrow money, receive credit, etc., such as banks, credit unions, finance companies, pawn shops, etc.

o Are there specific patterns within the community, and or within domestic units of producing, distributing and consuming goods and services?

o The amount of a community's resources are committed to such public services as schools, health facilities, recreation, food, clothing, housing, government and so on. Are there differences in the allocation of services that target specific age, sex, or ethnic categories?

o Others?

o Any significant changes in any of the above during the past 50 years.

## 4. Some General Indicators of an <u>Education Profile</u>

o What is the formal educational structure and what alternative or complementary educational systems exist (e.g. religious education)?

o What is the median adult educational achievement level and the adult literacy level of the population?

o What barriers to educational achievement exist?

o Others?

o Any significant changes in any of the above during the past 50 years?

## 5. Some General Indicators of a <u>Housing</u> <u>and</u> <u>Human Ecology</u> Profile

Some general indicators of a Housing and <u>Human Ecology Profile</u> as suggested by the EICCARS are those related to the condition of housing and alterations made in the natural environment by human settlement. Included for consideration are the following:

o The types, styles, and quality of the housing and other buildings in the community.

o The presence of trash, garbage and other debris.

o The presence of human constructed parks, lakes, and so on.

o The presence of bridges, canals connecting natural waterways, dams, tunnels, water works, toxic dumps, and so on.

o The removal or alterations in forests, rivers, and so on.

o Others?

o Any significant changes in any of the above during the past 50 years.

CuSAG, as well as many other urban researchers, have found that data in this profile helps tremendously with understanding the *perceptions that residents have about their communities, their homes, and sentiments of hope or despair*.

## 6. Some General Indicators of a <u>Health</u> Profile (including both <u>Health Status</u> and <u>Health Services</u>)

Included among general indicators of the Health Profile are the following:

- o The health status of the community in terms of adult and child morbidity and mortality rates, the leading types of illnesses suffered by community residents, and other health indicators.
- o The accessibility of health care in the community, the formal health infrastructure, and the presence of traditional or "folk" methods of handling illness and disease.
- o Which community residents use which forms of health care, and for which type of illnesses.
- o How much of household and community resources are used on health care, and how is it allocated to various forms of the health care system.
- o How health care is paid for by community residents and family or households.
- o The presence of technology designed to remove or decrease disease causing agents within the community, such as the water treatment system, systems for smog control, communicable disease control programs, etc.
- o Others?
- o Any significant changes in any of the above during the past 50 years.

## 7. Some General Indicators of a <u>Crime, Adjudication,</u> and <u>Public Safety</u> (CAPS) Profile

The crime, <u>adjudication and</u> public safety profile would include data on:

- o Community crime and incarceration rates.
- o Are there greater examples of illegal activities, assaults, conflicts, and other antisocial acts, arrests, trials, and punishments among certain ethnic or class groups than among others?
- o Presence of police or other crime prevention/fighting entities in study community, and relationship of such entities with community residents.
- o The presence of infrastructure that protects against fire, and other disasters that may be create threats to a community (e.g., floods, hurricanes, etc.).
- o The structure of the formal legal system and whether there are non-formal (e.g. through kinship organization) methods of resolving conflict?
- o Others?
- o Any significant changes in any of the above during the past 50 years.

In considering the development of community interventions or empowerment programs, the significance of collecting data for a crime, adjudication, and public safety profile is that such data

provide information on the level of crimes, violence, and other "social incivilities" that can affect the sense of security of community residents, as well as the proportions of community members who may not be functioning as free persons within the community because of incarceration. Also information on the level of protection from disasters such as fire, floods, etc, is included in this category.

## 8. Some General Indicators of a Community's Political and Policy <u>Profile</u>

The <u>Political and Policy</u> Profile organizes data on community structures and activities related to group decision making and the implementation of those decisions.  In other words, some general indicators of a community's profile, as suggested by the EICCARS, include the following:

- o The presence of a formal governmental structure, and/or other governing or decision making structures exist (e.g. traditional chiefs).
- o How political or public decision-making is actually carried out.
- o The presence of <u>influential</u> or <u>powerful</u> persons or groups in the community who are not part of the formal governmental structure, but who seem to have significant influence on community decision making.
- o How both bureaucratic and non-bureaucratic or non-formal leaders are selected.
- o The presence of political parties, and if so what is the nature of party politics, political factions, voting patterns, and so on.
- o Various policies that are put in place as they relate to various indicators in each of the EICCARS profiles.
- o Political issues of greatest concern to the community.
- o The level of articulation or connection of the <u>local</u> residential unit (e.g. the urban neighborhood), or its leadership to larger political entities (e.g. the city government.
- o Institutional subsystems of the political system with the charge of protecting members from threats internal or external to its borders (i.e. military, militias, intelligence agencies, secret police etc.)? There is some overlap here with the role of the police, located in the Public Safety Profile. However, militaries tend to operate in terms of the security of the nation, and in some places are very important in the decision making (governing) at the national level.
- o Others?
- o Significant changes in any of the above during the past 50 years?

Data in the Political and Policy Profile could also provide valuable information on community collaborative and decision making processes which could facilitate the sustainability and diffusion of the changes desired in any particular type of intervention project.  A political profile could also provide important information as to whether certain policy intervention programs may be politically threatening, or politically supported.

## 9. Some General Indicators of a Community Human Resources/Assets, Organizations, and Action Profile

- o Organizations, groups, agencies, and individuals in communities who have historically (over the past 50 years) and/or currently attempt to respond to the

human needs of community residents through programs, organized activities, services, gifts or grants, or individual acts of social support.
- o Specific programs, projects and activities that have been undertaken such organizations, groups, agencies or individuals over the past 10 years
- o Others?
- o Specific actions undertaken by such organizations, groups, agencies or individuals over the past 50 years.

These particular indicators may be project specific. For example, if a project is being developed to address problems of obesity, and such outcomes as high rates of diabetes and hypertension, then one would search for organizations, agencies, and projects that have tried to address these problems.

## 10. Some General Indicators of a Community's Technology and Infrastructure, and Natural Resource (TINR) Profile

A community's TINR Profile represents those material culture (technology) components of a cultural system, and the environmental aspects of the human ecology system, suggested by the CSP, and responds to many of the human needs that are also outlined in the CSP. Some general indicators of the TINR Profile that might be considered in conducting an EICCARS are the following:
- o The presence of natural resources and the degree to which these resources are used by community residents;
- o The presence of technology that could benefit the community, and the degree to which the community has access to such resources;
- o The types of transportation (private and public) that are available to community residents;
- o The types of transportation most frequently used:
- o Transportation routes in and out of the community, those used most frequently to get resources get into the community. For example, the absence of food stores within a community, along with a low level of private as well as public transportation could mean that an inordinate amount of family/household resources could be used in securing food.
- o The various ways that information gets into and out of the community (e.g., postal services, telephone, radio, television, horseback, market gatherings, church services, etc.)
- o The preferred or most frequently used sources of communication, differential accessibility to sources of communication;
- o What types of informational content is most popular in the community;
- o The speed with which new information gets to the community;
- o Others?
- o Any significant changes in any of the above during the past 50 years.

## 11. Some General Indicators of a Community's <u>Communication</u> and <u>Expressive</u> Culture Profile.

One of the most important needs discussed in the CSP is the expressive human need for communication. Being able to communicate facilitates social living, and thus makes the creation if culture possible, and thus the survival advantage that humans have over many other organic forms, The ability to communicate makes it possible for humans to interpret their worlds, their experiences in their worlds, and to pass on those interpretations. In the discussion of the TINR Profile above, the final four general indicators refer to communication technology. In the Communication and Expressive Culture Profile, we will outline human's primary mode of communication, in particular language, as well as other forms of expressive culture. Included here are music, art, including vocalizations (e.g., proverbs, word games, etc.), literature, architecture, dance, and other artistic representations through which meaning is communicated. The relevance of expressive culture beyond language (e.g., music, dance, proverbs, theater) as vehicles of health promotion messages are frequently adopted by those implementing these in a number of the so-called less developed countries of Africa, Asia, and South and Central America, and with the AIDS epidemic, in the so-called developed nations of the world as well. As such, included among our Expressive Culture Profile, we include such indicators as:

- o How many languages are spoken in the social unit of study (e.g., neighborhood, community, or society)?
- o How many dialects of the various languages are spoken in the social unit of study, which may impede communications between the different groups in the social unit?
- o Patterns of language change over time.
- o The analysis of other forms of expressive culture music, art, including vocalizations (e.g., proverbs, word games, etc.), literature, architecture, dance, and other artistic representations through which meaning is communicated.
- o Other significant symbolisms that communicate aspects of a human group's world or reality systems.
- o The adoption of external forms of expressive culture over time, and their impact on indigenous culture.

## 12. A Community's <u>Ideational</u> Profile

According to the CSP, a human community's ideational system consists of those individual and shared "ideas" or what are generally referred to as knowledge, beliefs, attitudinal systems, values, and other cognitive structures which frame interpretations and meanings that underlie behaviors, including illness risk behavior, as well as all the other categorical content suggested by the CSP[5]. As such, these components of the ideational systems are critical to the development of successful community intervention projects, because as sources of interpretation and meaning, those designing programs can not expect that what their intervention messages and procedures mean to them necessary mean the same to those being targeted by their project; or that they have the same

---

[5] It is this capacity of idea systems to motivate specific behavioral patterns and provide meaning to every other component of a group's cultural ecology, that for most students of culture, a people's idea system *is* their cultural system. In the CSP, the idea system is an important part of the cultural system; but so are normative behavior patterns and social systems that are institutionalized by the cultural group.

meanings for all of those in the communities being targeted by the intervention. In addition to project related knowledge, attitudes, beliefs, and values, in the CSP we also include *cosmological*[6] and *religious* systems because these systems are often times important sources of ideations, in particular beliefs and values. As such, ideational indicators include the following:

- o <u>Knowledge,</u> in particular knowledge that may influence how community residents deal with threats to their well being, or that could inform the development and implementation of a planned intervention.  In conducting an knowledge assessment, we want to know not only the level of knowledge related to the content of  a project's messages for prevention or change, but also any indigenous knowledge related to an intervention's targeted health or social problem, including indigenous knowledge of cause, effects, and treatment of some illness condition,[7] some estimation of potential conflicts or compatibility between the project's prevention or intervention message and indigenous knowledge, which can greatly affect the success of an intervention.

- o <u>Attitudes, Beliefs and Values.</u>  There has long been a notion in prevention/intervention research that health risk attitudes underlie risk behaviors.  Thus documenting such attitudes has long been a part of the community health or social assessment research tradition.  Unfortunately, however, in most research used to inform community based initiatives, attitudes, beliefs and values are usually grouped together and simply referred to as attitudes. However, the project director has had numerous ethnographic experiences that continually reconfirm his conviction that conceptual differentiation between attitudes, beliefs and values must be maintained. His first experience came while doing ethnographic fieldwork in Jamaica during the mid 1970s. During 15 months of ethnographic fieldwork, he found that a number of lower income males who voiced the popular held political sentiment (attitude) that family planning was a genocidal plot, actually did not *believe* it, and in fact, some highly *valued* using some form of birth control.  It led the project director to conclude that in the investigation of systems of ideas to inform community based interventions, we need to conceptually distinguish between attitudes, beliefs and values. Such conceptual differentiation, he believes is important because health risk attitudes, defined here as more surface level ideas or sentiments, may be easier to change than more deeply entrenched beliefs and values.

- o The ideational or meaning systems of community residents that allow them to explain both the phenomena experienced in their physical world, and phenomena of a more metaphysical nature.

- o The leading formal and informal religious and other ritualized practices and beliefs within a community that produces and reproduces their ideational models for explaining physical and metaphysical phenomena, and to the human need for a meaningful and orderly view of the world, one's place in it, and any relationship between self and some supernatural being (God, Allah, or whatever).

- o The institutionalized structures (e.g. churches, mosques, etc.) organized for ritualized practices and beliefs within a community.

---

[6] Cosmology is a people's view of the nature of the universe, and often times, one's place, or the place of one's people in the universe. In much of the world, a people's cosmological systems are encapsulate in their religion or some widely shared philosophical system. Religion also includes views of morality, ethics, and rules of behavior in relationship to some supreme being, as well as in relationships between mortals. plays a large role in cosmological beliefs. One of the strongest cosmological system

[7] These are the components of  Health Explanatory Models that have been discussed in great detail by Kleinman (1980) and others.

o Others?
o Any significant changes in any of the above during the past 50 years.


## 13. Some General Indicators of a Community's <u>Material Culture</u> Profile

Following the CSP, included among a community's material culture profile indicators are:

o Various tools, utensils, instruments, and other technologies that facilitate economic, consumption, expressive, and any other type of behaviors
o Architecture and other human alterations in the natural environment or vistas
o Other types of material culture?
o Any significant changes in any of the above during the past 50 years.


## 14. Some General Indicators of a <u>Play, Recreation, and Leisure</u> Profile

In the dozen or so research projects that CuSAG has carried out in the Baltimore-Washington urban corridor, adult (35 years or older) study participants have continually talked about how their were more recreational activities for youth when they were children than there are now. It is widely known among researchers as well as the general U.S. populace, that the lack of opportunities for recreation and leisure, similar to opportunities for work or employment, could contribute to problems for the energetic youth of communities, as they find themselves with much idle time on their hands. This is particularly true where low levels of recreational resources exist along side high school drop out rates and low levels of labor force participation and high levels of unemployment and underemployment. Opportunities for play, recreation, and leisure also facilitate the socialization of children into functioning members of their community as patterns of play, recreation and leisure are carried out in social contexts and provide opportunities for the reconfirmation of ideal patterns of social interaction and social patterns as cultural rules.

Outlets for play, recreation, and leisure are also important for young adults in both same and opposite sex adults, and for older adults engaged in meeting the basic human needs of social interaction and communion. Data on organized recreation and leisure activities might also provide opportunities for the development of community intervention or empowerment programs with enhanced capacities for **sustainability** and **diffusion** of desired program outcomes **because they are integrated into the structures of recreation and leisure within the target community's culture.** As such, some of the general indicators of the play, recreation and leisure profile of a community as suggested by the EICCARS are:

o The range of ways that people within a community "relax" or "enjoy themselves", or the leading forms of recreation and "leisure" time activities such as enjoying sports or musical events.
o How, where, and when such activities are carried out, and who are the participants involved in such activities?
o Community structures and planned activities for meeting play, recreation, and leisure needs.

- o Patterns of play among the children within a community (which frequently have formal or informal rules that contribute to their socialization into roles that adults in the community play).
- o Other?
- o Any significant changes in any of the above during the past 50 years.

## 15. Some General Indicators of a <u>Community's Cultural</u> Rules Profile

The data in the Cultural Rules Profile usually overlaps with much of that in the other profiles, as culture is the framework which integrates the other components of social living so that there is a sense of *familiarity, predictability, order,* and *regularity* which makes harmonious social living among community residents possible. In the Cultural Profile of the EICCARS, the focus is on the rules and routines of cultural systems that promote familiarity, predictability, order, and regularity.

- o The rules and routines that appear to exist with regards to the behavior, ideas, and social structures that exist within a community.
- o What cultural rules and routines are normatively followed through tacit practice, and what rules are supported through institutions such as religious systems, legal systems, etc?
- o How are these rules and routines reproduced within a community (e.g., through patterns of social feedback, legal and religious systems, rituals, ceremonies, celebrations, and expressive culture)?
- o How are the different components of a community's cultural rules integrated into the cognitive structures of that community?
- o Other indicators related to Cultural Rules?
- o Have there been patterns of change in patterns of normative cultural patterns over the past 50 years?

## 16. Some General Indicators of a Community's <u>Historical</u> Profile

The trend data collected in each of the preceding profiles can all be included as part of the historical profile (e.g., patterns over the last 10 or 50 years). Establishing other indicators of the historical profile is informed by the CSP, and may include the following.

- o The history of a community in terms of its patterns of human settlement, its material and expressive productions, particularly those considered to be of historical significance, and its demographic, ecological, economic, and political patterns over time.
- o Historical **processes** and **events** that appear to have occurred within a community and seem to have socio-cultural significance for the community and its people;
- o Historical **processes** and **events** that might provide insight into how specific socio-cultural patterns and/or problems emerged within a community, and why such patterns and/or problems have persisted.
- o Community actions that have been adopted in the past with regards to community "felt" (as defined by community residents) problem areas, what were the outcomes of

such actions, and what seemed to be factors that influenced the outcomes of past human problem solving activities. (Overlaps with data found for the Human Resources Profile).

o   Others?

# Glossary

**ACF**          Additional Comment Forms

**CAR**          Community Assessment Research

**CBI**          Community Based Initiative

**CEHC**          Cultural Ecology of Health and Change

**CSP**          Cultural Systems Paradigm

**CSPI**          The CEHC System in Project Implementation

**CuSAG**          Cultural Systems Analysis Group

# References Cited

Kleinman, A., (1980) *Patients and Healers in the Context of Culture : An Exploration of the Borderland Between Anthropology, Medicine, and Psychiatry* . Berkeley, CA: University of California Press.

Whitehead, T.L., (2002), "Introduction to the Cultural Ecology of Health and Change," *CEHC Working Paper Series.* CuSAG, College Park: The University of Maryland.

APPENDICES FOR RECORDING COMMUNITY PROFILE DATA

# APPENDIX I: EICCARS Workbook for Initiating Community Profiles with Statistical Data

**Background:** This workbook is a component of the Ethnographically Informed Community and Cultural Assessment Research System (EICCARS). It is used primarily for recording and storing statistical and other secondary data. The EICCARS process usually starts with the collection, storage and analysis of such data, particularly census and other statistical data. The EICCARS Program Technical Manual (PTM), "Community Profiles and General Profile Indicators" is used as a reference in the employment of the worksheets provided here. In that PTM, there are 16 community profiles listed in the EICCARS, several of which are dependent primarily, or predominantly, on statistical or other secondary data, including the demographic, the economic, the educational, history, housing and human ecology, health, crime and public safety, and technology and infrastructural. The first four of these (demographic, economic, and educational, and history) are considered as *contextual* profiles, which means that while one of the other profiles may be the focus of a particular EICCARS, the data on this focus profile should be placed in the context of that community's demographic, economic, and educational trends, and its significant historical events and processes. Thus while an EICCARS may focus on another of the profiles, data should be also collected and analyzed for these contextual profiles.

**Sources of Statistical and Secondary Data to be recorded in this Workbook.** There are several sources for statistical and secondary data. First the research teams should search for websites that might have data relevant to the particular profiles and profile indicators in a specific EICCARS effort. These would include websites of the national census bureau, other federal and local governments and agencies, and various federal and local organizations interested in the topics included in the profiles of interest. Beyond the census bureau, these might include state and local planning offices, health care delivery systems, housing bureaus, police and judicial systems. Also to be considered are other private organizations (e.g. Foundations such as Annie E. Casey in the Baltimore, D.C. area), commercial organizations selling such data, and advocacy groups interested in the issues of concern to a specific EICCARS. The research team may then look for publications or other print products offered by these agencies and organizations, in which data of interest is compiled and distributed. In addition to statistical data, other secondary data collected at the local level that might help in creating the contextual picture of relevance to a specific community include the following:

1. any print documents with scholarly and popular (including media) publications and products;
2. various administrative sources of data found at the state and local levels (e.g., data collected by other administrative data sources such as city and town hall ledgers, city budgets, sales records);
3. records and data collected by business, educational, health, social services, labor and professional associations, and other entities that collect data for their particular missions;
4. data collected in various types of directories, including telephone, local business

directories, special ethnic publications;
5. archival records such as maps, atlases, abstracts of titles, and title deeds;
6. local political and judicial records; and
7. personal diaries, family histories, biographies and autobiographies, church records, tombstones, etc.

**Description and Use of Workbook's Worksheets: The** sheets in this workbook are used to collect data for the two primary analytical areas of interest in the EICCARS: (1) Comparative Data; and (2) Trend Data. With regards to comparative data, in the EICCARS we collect data that will allow us to compare the community targeted by the EICCARS to: (1) larger geographical units or administrative divisions of which it is a part (e.g., nation, state, county, etc.); and (2) comparable geographical units or administrative divisions in the target community's region (e.g., Washington, D.C. compared with Montgomery County, Maryland, Fairfax County, Virginia, etc). Without macro-societal and proximal analyses the community data might have less meaning to someone reading the EICCARS report. Dependent on the size of the community targeted by an EICCARS, a second level of comparative data may be collected and analyzed, and that is at the subunit level. For example, if the entire city of Washington, D.C. is the targeted community for the EICCARS, then one may want to collect comparative statistical data, on the eight wards, particularly with regards to such important contextual profiles as the demographics and economics, as well as educational, housing and human ecology, crime adjudication, and public service, health, and technology and infrastructure. If one of the wards is the target community of an EICCARS carried out in Washington, D.C., then the team might decide that comparative data on the various neighborhoods in that ward are of interest. To facilitate the collection and storage of comparative statistical data, this workbook consists of four worksheets. Worksheet one collects data for macro-societal comparisons such as national, state, county, city data, and/or data for a target community smaller than the city.

The Second Worksheet allows for the collection of data more relevant to a city, and its subunits or subdivisions. An example here again is Washington, D.C., in which the EICCARS may be targeting any of the wards, and data are also collected, stored and analyzed with regards to the other wards (or subdivisions). The third worksheet is to facilitate comparisons between geographic units within subunits of the target community that are larger than the neighborhood. The fourth worksheet is to facilitate comparisons of neighborhoods, which are sometimes defined by residents of those neighborhoods.

With regard to trend data, each of the worksheets have several columns to reflect trends or changes in the data collected for the various profile indicators. The first column records data for the date representing how far back the research team wants to show trends. The other columns are use to record data for subsequent periods for which the team wants to observe trends, with the last column used for recording the present or final date for such data. The research team has to decide on how many of these columns will be used in their own EICCARS.

At the top of each of these worksheets there are identifying data to be provided. Thus in Worksheet 1, the name of the target Site, the specific profile, the specific indicator, and the model of analysis (Rates Per___, percentages, etc). The importance of this information that **for each profile indicator, another worksheet will be used, and thus multiple sheets have to used for recording the data for each profile indicator.** At the top of Worksheets 2-4, the same identifiers are used that are used in Worksheet 1, but added here are identifiers for the census tracts and the

census blocks (if such data are available). Entering the identifiers on these sheet are necessary because **for each census tract, or census block, whichever is most relevant, will require a different sheet, and every profile data indicator for each specific census tract or census block will require multiple copies of these  sheets.**

# Worksheet 1: Macro-societal Comparisons and Trends

Name of the Target
Site_____

Profile
Indicator_____

The Specific
Profile_____

Mode of Analysis _____

| Geographical Units | Beginning Date | 2nd Date | 3rd Date | 4th Date _ | 5th Date | Last Date |
|---|---|---|---|---|---|---|
| **National** | | | | | | |
| **State** (If Relevant) | | | | | | |
| **County** (If Relevant) | | | | | | |
| **City** (If Relevant) | | | | | | |
| **Target Site** (If Relevant | | | | | | |

## Additional Comments (Use back of worksheet if necessary).

## **Worksheet 2.** City Subdivisions.  (Consider only if relevant).  Copy and use as many sheets as necessary.

| Name of Target Site_____  Specific Community Profile_____  Profile Indicator_____  Mode of Analysis _____ | | Target Site Census Tracts _____  Target Site Census Blocks_____  _____ | | | |
|---|---|---|---|---|---|
| Geographical Units | Beginning Date | 2nd Date | 3rd Date | 4th Date | 5th Date | Last Date |
| Name of Target Community | | | | | | |
| Name of City Subdivision | | | | | | |
| Name of City Subdivision | | | | | | |
| Name of City Subdivision | | | | | | |
| Name of City Subdivision | | | | | | |
| Name of City Subdivision | | | | | | |

# Additional Comments

## Worksheet 3: Field Site Subcommunities. (Consider only if relevant). Copy and use as many sheets as necessary.

Name of Target Site_____

Target Site Census Tracts_____

Community Profile_____

Target Site Census Blocks_____

Profile Indicator_____

_____

Mode of Analysis _____

| Geographical Units | Beginning Date | 2nd Date | 3rd Date | 4th Date | 5th Date | Last Date |
|---|---|---|---|---|---|---|
| Target Site | | | | | | |
| Name of Subcommunity | | | | | | |
| Name of Subcommunity | | | | | | |
| Name of Subcommunity | | | | | | |
| Name of Subcommunity | | | | | | |
| Name of Subcommunity | | | | | | |

## Additional Comments.

## Worksheet 4. <u>Field Site Neighborhoods.</u>  (Only if relevant). Copy and use as many sheets as necessary.

Name of Field Site_____

Community Profile_____

Profile Indicator_____

Mode of Analysis _____

Target Site Census Tracts_____

Target Site Census Blocks_____

_____

| Geographical Units | Beginning Date | 2nd Date | 3rd Date | 4th Date | 5th Date | Last Date |
|---|---|---|---|---|---|---|
| Target Site | | | | | | |
| Name of Subcommunity | | | | | | |
| Name of Neighborhood | | | | | | |
| Name of Neighborhood | | | | | | |
| Name of Neighborhood | | | | | | |
| Name of Neighborhood | | | | | | |

## Additional Comments.

# APPENDIX II: Form for Recording Profile Fieldnotes

This Appendix is a simple form for providing a simple form for recording information on any of the profiles. It is suggested that the research team make multiple copies of this form, and place them into binders, one for each research team member. The form simply asks for: (1) Project Title; (2) The Name of the Recorder; (3) The particular profile name for which specific data are collected; (4) The name or the society or community; and (5) the name of the sub-society or sub-community. This information should be recorded each time a member of the team collects primary field data. The remainder of the form is simply a blank page for recording whatever notes the researcher wants to record.

| | |
|---|---|
| Project Title: _____<br><br>Recorder's<br>Name:_____<br><br>Profile: _____ | Date_____Study Community_____<br><br>Sub-Community_____ |