

## Dimensions of Culturally-Relevant, Evidenced-Based Interventions for Ethnic Populations

### Purpose of Dimensions Matrix

This matrix is a reference that identifies several aspects of an intervention that are culturally “accommodated” or “adapted” for ethnic populations. This matrix is a supplement to the Summary Matrix and provides two additional pieces of information. First, it identifies the research status of an intervention using three definitions based on evidentiary criteria from the American Psychological Association:

- Effective – characterization of beneficial results in randomized controlled experimental research trials in usual or routine-care settings
- Efficacious – producing desirable results in randomized controlled experimental research trials in a controlled setting
- Promising – clinical or administrative practices for which considerable supporting scientific evidence exists and which show promise for improving client outcomes, but which have not yet been tested under the most rigorous form of scientific inquiry—that is, multiple randomized controlled trials

Second, the matrix identifies aspects of the intervention that accommodate ethnic populations (separated into two tables: one for children and adolescents, the other for adults). This is accomplished by identifying 8 dimensions of culturally-sensitive treatments, based on Bernal et al.’s (1995) article, “Ecological validity and cultural sensitivity for outcome research: issues for the cultural adaptation and development of psychological treatments with Hispanics”.<sup>1</sup> Although Bernal et al.’s article uses examples from Latino culture, the 8 dimensions could be applied cross culturally. A table of examples and definitions of the 8 dimensions are provided below.

It is important to note that some published materials on interventions are more explicit in their explanation of cultural accommodations than others. Some published materials state that the intervention is designed to accommodate ethnic populations but do not specifically articulate how practices are culturally relevant. Therefore, it is important that this matrix be used only as a general guide for assessing the degree to which an intervention is culturally accommodating. Identifying each and every dimension of adaptation should be deferred to the developers of an intervention. When available, website URLs to developers, informational websites or e-mail addresses to study authors are provided. The citations of studies referenced in this matrix are available in the Summary Matrix.

When original articles are not referenced, information provided in this matrix should be used with greater caution. Some interventions in the Summary Matrix were not included in the Dimensions Matrix because they either have insufficient published materials to reference for this matrix (e.g., UCLA Trauma/Grief Program for Adolescents Trauma Adaptive Recovery Group Education and Training [TARGET]) or have insufficient evidence of positive outcomes for ethnic populations (e.g., Multimodal Treatment of ADHD, educational approaches for adult depression).

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<sup>1</sup> Bernal, G., Bonilla, J., & Bellido, C. (1995). Ecological validity and cultural sensitivity for outcome research: issues for the cultural adaptation and development of psychological treatments with Hispanics. *Journal of Abnormal Child Psychology*, 23, 67-82.

### 8 Dimensions of Culturally-Sensitive Treatments: Definition and Examples

Dimension	Definition	Examples of Practice Implications for Ethnic Groups
1. Language	“Language” includes language translations as well as culturally sensitive language	When interventions are not available in the language spoken by clients, it poses major challenges for appropriate and effective communication. Also, interventions that use cultural syntonic language are important in working with certain communities. For example, African American youth in inner cities have a cultural syntonic language of “street talk”, which when understood and communicated by a therapist may facilitate treatment goals.
2. Persons of Intervention	“Persons of intervention” refers to client and therapist variables as well as relationships between the two	This dimension has received research attention mostly regarding “racial match” in African American and Anglo psychotherapy dyads. While the literature suggests that racial match is secondary in importance to therapist competence, discussion of race issues may be necessary to break down potential barriers to communication. For example, therapists might discuss racial tensions in school when working with an ethnically diverse population of school-age children.
3. Metaphors of Intervention	“Metaphors of intervention” refers to the use of symbols and concepts shared by a cultural group	This dimension suggests that cultural metaphors help with outreach and engagement. For example, with Latinos using “dichos” (sayings or idioms) may reduce resistance, increase motivation, and strengthen the cultural environment for treatment.
4. Content	“Content” refers to cultural knowledge that frames goals of treatment within values, customs, and traditions of a cultural group	In this dimension, cultural content is applied to establish a common starting point of shared or acknowledged experiences between therapist and client. For example, “saving face” or avoiding shame to the family is a value shared by newer and older generations of Asian Americans (particularly Southeast Asians).
5. Concepts	“Concepts” are constructs used within a theoretical psychosocial model; constructs have varying degrees of cultural sensitivity or relevance	This dimension suggests that there may be greater treatment efficacy if presenting problems are framed in a way that is consistent with the belief systems of clients. For example, a Caucasian adolescent’s independence from her family might be positively valued by her parents, whereas a Latina adolescent’s independence from her family might have negative value to her parents.
6. Goals of Treatment	“Goals of treatment” are defined by both therapist and clients, and there is congruence between therapist and client on treatment goals	This dimension is related to the dimension of “content”, as it uses cultural knowledge to frame treatment goals that are aligned with the values, customs, and traditions of an ethnic group. For example, American Indian youth in urban communities may face challenges in striking a balance between tribal ways of living and a metropolitan lifestyle. Understanding these tensions help establish mutually agreed upon treatment goals that are considerate of cultural values and norms.
7. Methods	“Methods” refers to procedures for achieving treatment goals	In this dimension, cultural knowledge is incorporated into treatment procedures. For example, family therapy is generally compatible with Latinos, as it includes other family members in treatment—a practice that supports “familism” and is likely to produce success in working with Latino children and adolescents.
8. Context	“Context” refers to acculturative stress, phases of migration, developmental stages, availability of social supports, and person’s relationship to the country or culture of origin; it also includes social, economic and political contexts	This dimension suggests intervention at the community level, focusing on community resources that support cultural beliefs and practices in facilitating treatment goals. For example, the church is an important context for many African Americans, as it generally provides social and economic support to individuals, families, and communities.

**CHILDREN & ADOLESCENTS**

Disorder	Intervention & Research Status	Ethnicity, Age, Gender Studied	Key Studies on Ethnic Groups	8 Dimensions of Culturally-Sensitive Treatments							
				Language	Persons	Metaphors	Content	Concepts	Goals	Methods	Context
Anxiety	Cognitive Behavioral Therapy (school-based) for lower-income African American adolescents  <i>Effective</i>	African American  Adolescents  Mostly females	Ginsburg & Drake (2002)  <a href="mailto:gginsbu@jhmi.edu">gginsbu@jhmi.edu</a>	<input checked="" type="checkbox"/> Culturally-sensitive language	<input checked="" type="checkbox"/> An African American therapist trained in manual	<input checked="" type="checkbox"/> Situations, examples reflect culture and urban community	<input checked="" type="checkbox"/> Social, economic, political factors relevant to African Americans	<input checked="" type="checkbox"/> School-based, home, community environments	<input checked="" type="checkbox"/> Access to and education about anxiety	<input checked="" type="checkbox"/> Peer support	<input checked="" type="checkbox"/> Racial discrimination, violence
	Participant Modeling for Phobias  <i>Effective</i>	African American, Caucasian  Children  Mostly boys	Lewis (1974)  Vanderbilt University Hospital, Nashville, Tennessee							<input checked="" type="checkbox"/> African American male models	
Depression	Adapted Cognitive Behavioral Therapy and Interpersonal Therapy for Latino adolescents  <i>Efficacious</i>	Latinos in Puerto Rico  Adolescents  Females, males	Rosselló & Bernal (1999)  <a href="mailto:jmross@prtc.net">jmross@prtc.net</a>	<input checked="" type="checkbox"/> Spanish	<input checked="" type="checkbox"/> Bilingual/bicultural therapists	<input checked="" type="checkbox"/> Metaphors used by therapists; parental involvement and authority	<input checked="" type="checkbox"/> “Familism”, “Respeto”	<input checked="" type="checkbox"/> Belief system of Puerto Ricans	<input checked="" type="checkbox"/> Strengthen family relationships	<input checked="" type="checkbox"/> Therapist as cultural broker	<input checked="" type="checkbox"/> Social support system
	Psychopharmacology (Cognitive Behavioral Therapy and serotonin reuptake inhibitor)  <i>Efficacious</i>	African American, Caucasian, Latino  Adolescents  Females, males	Treatment of Adolescents with Depression Study (2004)  <a href="mailto:jsmarch@acpub.duke.edu">jsmarch@acpub.duke.edu</a>								

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Disruptive Disorders	Cognitive Behavioral Therapy Attributional Intervention  <i>Effective</i>	African American  Children  Boys	Hudley & Graham (1993)  <i>Graduate School of Education, UC Santa Barbara</i>	<input checked="" type="checkbox"/> Stories valid with African American boys	<input checked="" type="checkbox"/> African American female researchers							
	Coping Power Program (CBT school-based social skills training)  <i>Promising</i>	African American  Children and their parents  Mostly boys	Lockman & Wells (2004)  <i>jlochman@gp.as.ua.edu</i>									
	Counselor & Peer-led Assertive Training  <i>Effective</i>	African American  Adolescents  Males	Huey & Rank (1984)  <i>Gordon High School, Georgia</i>		<input checked="" type="checkbox"/> African American peer and professional counselors						<input checked="" type="checkbox"/> Culturally sensitive (but how not specified)	
	Familias Unidas  <i>Efficacious</i>	Latino (mainly Cuban, Central/South American)  Adolescents and their families  Females, males	Pantin et al. (2003)  <i>hpantin@med.miami.edu</i>	<input checked="" type="checkbox"/> Spanish translation of materials & measures	<input checked="" type="checkbox"/> Bilingual/bicultural staff	<input checked="" type="checkbox"/> Use commonalities among parents to reduce isolation	<input checked="" type="checkbox"/> "Familism", promoting protective factors	<input checked="" type="checkbox"/> Endorse both Hispanic and American cultural values	<input checked="" type="checkbox"/> Building family strengths & social supports, reduce isolation	<input checked="" type="checkbox"/> Parental investment, family-centered	<input checked="" type="checkbox"/> Factors related to immigration, acculturation	
	Incredible Years  <i>Effective</i>  <a href="http://www.incredibleyears.com">http://www.incredibleyears.com</a>	African American, Asian American, Caucasian, Latino  Parents, children  Girls, boys	Reid et al. (2001), Webster-Stratton (1992)	<input checked="" type="checkbox"/> Translators, including Spanish & Vietnamese	<input checked="" type="checkbox"/> Bilingual/bicultural staff	<input checked="" type="checkbox"/> Metaphors used by bilingual/bicultural staff	<input checked="" type="checkbox"/> Use of cultural consultants to incorporate cultural knowledge	<input checked="" type="checkbox"/> Respect diverse viewpoints	<input checked="" type="checkbox"/> Parents identify own goals	<input checked="" type="checkbox"/> Generic curricula, but individualized for ethnic populations	<input checked="" type="checkbox"/> Economic hardship as barrier to treatment	

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Disruptive Disorders (cont'd)	Multisystemic Therapy (MST) for Antisocial Behavior  <i>Effective</i> <a href="http://www.mstservices.com">http://www.mstservices.com</a>	African American, Caucasian, Latino  Adolescents  Mostly males	Borduin et al. (1995), Henggeler et al. (1992), Huey et al. (2004)		<input checked="" type="checkbox"/> Bicultural clinical team (match to population)	<input checked="" type="checkbox"/> Cultural metaphors used by bicultural team					<input checked="" type="checkbox"/> Home-based model for increasing access to care
	Parenting Wisely  <i>Effective</i> <a href="http://www.familyworksinc.com">http://www.familyworksinc.com</a>	Mostly Caucasian, some African American & Latino  Parents, children  Girls, boys	Gordon (2000)	<input checked="" type="checkbox"/> Interactive CD dubbed in Spanish							
	Schools and Homes Partnership (SHIP) Program  <i>Effective</i>	Caucasian, Latino (primarily Mexican American)  Early elementary  Girls, boys	Barrera et al. (2002)  <a href="mailto:manuel.barrera@asu.edu">manuel.barrera@asu.edu</a>	<input checked="" type="checkbox"/> Spanish translation of materials & measures	<input checked="" type="checkbox"/> Bilingual/bicultural staff					<input checked="" type="checkbox"/> Culturally sensitive (but how not specified)	
	Strengthening Families Program for Parents & Youth 10-14  <i>Effective</i>	Mostly Caucasian  Parents, adolescents  Females, males	Molgaard et al. (2000)  <a href="http://www.strengtheningfamilies.org">http://www.strengtheningfamilies.org</a>								
	Structural Family Therapy - Brief Strategic Family Therapy  <i>Effective</i>	Latino (Cuban and Central/South American)  Adolescents and their families  Mostly males, females	Santisteban et al. (2003), Szapocznik et al. (1989)  <a href="mailto:dsantist@med.miami.edu">dsantist@med.miami.edu</a>	<input checked="" type="checkbox"/> Spanish			<input checked="" type="checkbox"/> Family orientation among Latinos; "familism"	<input checked="" type="checkbox"/> Maladaptive patterns viewed in context of culture		<input checked="" type="checkbox"/> Generic systems principles, but considers cultural contexts	<input checked="" type="checkbox"/> Life contexts, such as immigration, acculturation

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Mixed Emotional and Behavioral Problems	Aggression Replacement Training (ART) for violence prevention  <i>Promising</i>  <a href="http://www.wsipp.wa.gov">www.wsipp.wa.gov</a>	African American, Caucasian, Latino	Washington State Institute for Public Policy							<input checked="" type="checkbox"/> Practice components consider culture & contexts	<input checked="" type="checkbox"/> Example: urban, Puerto Rican communities
	Functional Family Therapy (FFT)  <i>Effective</i>  <a href="http://www.fftinc.com">http://www.fftinc.com</a>	African American, American Indian, Asian American, Caucasian, Latino  Adolescents and their families  Females, males	Alexander et al. (2000)	<input checked="" type="checkbox"/> Language to accommodate practice sites	<input checked="" type="checkbox"/> Bilingual/bicultural staff relevant to practice site		<input checked="" type="checkbox"/> Family systems approach, for example with Latino and Asian families			<input checked="" type="checkbox"/> Applied cross culturally; "reframing" tailored to ethnic groups	
	Multidimensional Family Therapy (MDFT) for substance abuse and behavioral problems  <i>Effective</i>  <a href="http://phs.os.dhhs.gov">http://phs.os.dhhs.gov</a>	African American, Caucasian, Latino  Adolescents and their families  Mostly males	Liddle et al. (in press) for summary of trials	<input checked="" type="checkbox"/> Language to accommodate practice sites	<input checked="" type="checkbox"/> Bilingual/bicultural staff relevant to practice site	<input checked="" type="checkbox"/> Cultural metaphors used by therapists	<input checked="" type="checkbox"/> Cultural knowledge incorporated into curriculum	<input checked="" type="checkbox"/> Cultural values infused into therapy	<input checked="" type="checkbox"/> Goals determined by youth, family, therapists	<input checked="" type="checkbox"/> No standard curriculum; accommodations are site and culture specific	<input checked="" type="checkbox"/> Low-income, African Americans; rural communities
	Multidimensional Treatment Foster Care (MTFC)  <i>Effective</i>  <a href="http://www.mtfc.com">www.mtfc.com</a>	Mostly Caucasian; African American, American Indian, Asian American, Latino, mixed race  Adolescents and their parents  Mostly males	Chamberlain & Reid (1998)	<input checked="" type="checkbox"/> Language to accommodate practice sites	<input checked="" type="checkbox"/> Bilingual/bicultural staff relevant to practice site	<input checked="" type="checkbox"/> Cultural metaphors used by MTFC team of clinicians, supervisors, etc.	<input checked="" type="checkbox"/> Cultural knowledge incorporated into Points & Levels System	<input checked="" type="checkbox"/> For example, Latino parents' role as teachers	<input checked="" type="checkbox"/> Family, caregiver, youth goals presented to MTFC team	<input checked="" type="checkbox"/> Individually tailored (application across cultures not specified)	<input checked="" type="checkbox"/> Contexts of family reality considered in treatment

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Mixed Emotional and Behavioral Problems (cont'd)	Multisystemic Therapy (MST) for serious emotional & behavioral problems  <b>Promising</b>  <a href="http://www.mstservices.com">http://www.mstservices.com</a>	Multiracial: African American, Asian/Pacific Islander Caucasian, Latino  Adolescents and their families  Females, males	Rowland et al. (2005) – adapted MST in Hawaii	<input checked="" type="checkbox"/> Cultural translation via bicultural staff	<input checked="" type="checkbox"/> Bicultural clinical team (match to population)	<input checked="" type="checkbox"/> Cultural metaphors used by bicultural team	<input checked="" type="checkbox"/> “Ohana” in Hawaiian culture; extended families	<input checked="" type="checkbox"/> Incorporate Hawaiian and Asian/Pacific Islander cultural values	<input checked="" type="checkbox"/> Goals determined by family	<input checked="" type="checkbox"/> Family resource specialist to develop indigenous social supports	<input checked="" type="checkbox"/> Low-income, households in Hawaii; home-based model
	Wraparound  <b>Promising</b>  <a href="http://depts.washington.edu/wrapeval/index.html">http://depts.washington.edu/wrapeval/index.html</a>	African American, American Indian, Asian American/Pacific Islander, Caucasian, Latino  Adolescents and their families  Females, males	(For example, see Wraparound Fidelity Index [WFI] by Suter et al. [2003])	<input checked="" type="checkbox"/> Spanish translation of materials & measures (e.g., WFI)	<input checked="" type="checkbox"/> Bilingual/bicultural therapists and staff depending on program site	<input checked="" type="checkbox"/> Cultural metaphors used by bicultural staff	<input checked="" type="checkbox"/> Cultural knowledge to establish relationship between client youth, family, and clinicians	<input checked="" type="checkbox"/> Consider belief systems in treatment	<input checked="" type="checkbox"/> Goals determined by youth client and family	<input checked="" type="checkbox"/> Extensive use of natural supports	<input checked="" type="checkbox"/> Community resources for support services, including religious institutions
Preventive Interventions for Ethnic Populations of Children & Youth	Cuento Therapy (Folktales)  <b>Promising</b>	Latino (primarily Puerto Rican)  Adolescents and their families  Females, males	Costantino et al. (1986, 1988), Malgady et al. (1990)  <b>Hispanic Research Center, Fordham University, New York</b>	<input checked="" type="checkbox"/> Bilingual (Spanish/English) therapy protocols	<input checked="" type="checkbox"/> Bilingual/bicultural therapist	<input checked="" type="checkbox"/> Cultural metaphors used by bicultural staff	<input checked="" type="checkbox"/> Knowledge, values and skills useful to Puerto Rican children	<input checked="" type="checkbox"/> Belief system of Puerto Ricans	<input checked="" type="checkbox"/> Develop skills, coping mechanisms for stress experienced by Puerto Rican children	<input checked="" type="checkbox"/> Direct participation of mothers; folktales to present models of adaptive behavior	<input checked="" type="checkbox"/> Bicultural conflict among Puerto Ricans in this country
	Family (Bicultural) Effectiveness Training (based on Structural Family Therapy) for Latino adolescents  <b>Efficacious</b>	Latino (mostly Cuban American)  Adolescents and their families  Females, males	Szapocznik et al. (1989)  <b>School of Medicine, University of Miami</b>	<input checked="" type="checkbox"/> Spanish & English	<input checked="" type="checkbox"/> Bilingual/bicultural facilitator		<input checked="" type="checkbox"/> “Familism”; enhancing family adjustment	<input checked="" type="checkbox"/> Incorporate Hispanic and American cultural values		<input checked="" type="checkbox"/> Entire family involvement in classroom setting	<input checked="" type="checkbox"/> Overcome stressors related to generational & cultural conflicts

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Preventive Interventions (Cont'd)	Infant-Parent Psychotherapy (IPP)  Promising	Caucasian, Latino  Mother-infant dyads  Girls, boys	Lieberman et al. (1991)  Infant-Parent Program, San Francisco General Hospital, California	<input checked="" type="checkbox"/> Spanish & English	<input checked="" type="checkbox"/> Bilingual/bicultural women with Master's degrees in psychology or social work						<input checked="" type="checkbox"/> Lower-income immigrants from Mexico or Central America
	Optimistic Child Intervention  Promising  <a href="http://www.opendoors.com.au/OptimisticChild/OptimisticChild.htm">http://www.opendoors.com.au/OptimisticChild/OptimisticChild.htm</a>	African American, Asian (mainland China), Caucasian, Latino  Children and adolescents  Females, males	Seligman (1995), Yu & Seligman (2002)  * original article not available	<input checked="" type="checkbox"/> Chinese, Spanish & English	<input checked="" type="checkbox"/> Bilingual/bicultural therapists					<input checked="" type="checkbox"/> Cultural metaphors relevant to cultural group	<input checked="" type="checkbox"/> Lower-income ethnic groups
	Skills Training to prevent substance abuse among American Indian youth: Seventh Generation Project and Life Skills & Community Involvement Approaches  Promising	American Indian  Elementary school children, adolescents  Girls, boys	Seventh Generation Project (Moran, 1988)  <a href="mailto:jmoran@du.edu">jmoran@du.edu</a>  Life Skills & Community Involvement (Schinke et al., 1988 and Schinke et al., 2000)  School of Social Work, Columbia University, New York	<input checked="" type="checkbox"/> Culturally-relevant language	<input checked="" type="checkbox"/> American Indian group leaders, older peers	<input checked="" type="checkbox"/> Cultural metaphors; positive and holistic concepts of health for American Indian	<input checked="" type="checkbox"/> Cultural knowledge and traditions that run counter to substance abuse	<input checked="" type="checkbox"/> Life skills training tailored to cultural prerogatives and everyday realities	<input checked="" type="checkbox"/> Health promotion among American Indians; bicultural competence among youth	<input checked="" type="checkbox"/> Exercises to increase awareness of cultural traditions; emphasize values, legends, stories	<input checked="" type="checkbox"/> Core community focus; issues of acculturation and generational differences

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Trauma-Related Problems	Cognitive Behavioral Treatment (trauma-focused) for sex abuse-related PTSD  <i>Effective</i>	African American, Latino  Children and adolescents  Females, males	Cohen et al. (2004)  <a href="mailto:JCohen1@wpahs.org">JCohen1@wpahs.org</a>  * original article not available	<input checked="" type="checkbox"/> Spanish translation	<input checked="" type="checkbox"/> Bilingual/bicultural therapists					<input checked="" type="checkbox"/> Adapted for Latino children (specific adaptations unknown)	<input checked="" type="checkbox"/> Various contexts of abuse, violence, traumatic events
	Peer-Mediated Modeling (Resilient Peer Treatment)  <i>Promising</i>	African American, Caucasian  Preschoolers  Girls, boys	Fantuzzo et al. (1996)  <a href="#">Graduate School of Education, Univ. of Pennsylvania</a>		<input checked="" type="checkbox"/> Parent leaders & Head Start staff	<input checked="" type="checkbox"/> Cultural metaphors used by parent leaders					

## ADULTS

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				Language	Persons	Metaphors	Content	Concepts	Goals	Methods	Context
Anxiety	Chinese Taoist Cognitive Psychotherapy (plus benzodiazepines and combined therapies)  <i>Effective</i>	Mainland Chinese  Patients with anxiety disorders  Females, males	Zhang et al. (2002)  <i>Second Xiangya Hospital, Department of Psychiatry, China</i>	<input checked="" type="checkbox"/> Mandarin; Chinese versions of outcome measures	<input checked="" type="checkbox"/> Chinese psychiatrists	<input checked="" type="checkbox"/> Chinese, Taoist metaphors applied in psychotherapy	<input checked="" type="checkbox"/> Knowledge of Confucius & Taoist philosophies	<input checked="" type="checkbox"/> Medical model appropriate for Asian consumers	<input checked="" type="checkbox"/> Goals based on Taoist philosophies adhered by patients	<input checked="" type="checkbox"/> Taoist values applied to cognitive therapy for anxious patients	<input checked="" type="checkbox"/> Economic and social changes in China
	Exposure Therapy and Cognitive Trauma Therapy for Battered Women with PTSD  <i>Effective</i>	Multi-ethnic women in Hawaii  Battered women  Females	Kubany et al. (2004)  <i>edward.kubany@med.va.gov</i>							<input checked="" type="checkbox"/> Targets multiple ethnicities (cultural adaptations not specified)	
	Exposure Therapy and Ritual Prevention for Obsessive-Compulsive Disorder  <i>Promising</i>	African American, Caribbean American, Caucasian  Patients served in urban clinic  Mostly females, males	Friedman et al. (2003)  <i>steven.friedman@downstate.edu</i>						<input checked="" type="checkbox"/> Individually-based but not necessarily specific to culture	<input checked="" type="checkbox"/> Clinic sensitive to growing number of African and Caribbean Americans	

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Depression	Cognitive Behavioral Therapy adapted for Chinese American elderly  <i>Efficacious</i>	Chinese Americans  Older adults  Females, males	Dai et al. (1999)  Joe Yamamoto, MD, UCLA Neuropsychiatric Institute, California	<input checked="" type="checkbox"/> Mandarin			<input checked="" type="checkbox"/> Somatization of depression	<input checked="" type="checkbox"/> Shame of mental illness		<input checked="" type="checkbox"/> Psycho-educational classes using videotapes	
	Cognitive and Behavioral Group Therapies adapted for Puerto Rican women  <i>Efficacious</i>	Puerto Ricans in US  Mothers  Females	Comas-Diaz (1981)  School of Medicine, Yale University, Connecticut	<input checked="" type="checkbox"/> Translated instruments into Spanish	<input checked="" type="checkbox"/> Puerto Rican female therapist	<input checked="" type="checkbox"/> Cultural metaphors used by bicultural therapist	<input checked="" type="checkbox"/> Values relevant to Puerto Ricans, including extended family		<input checked="" type="checkbox"/> Group oriented therapy; involvement of extended family	<input checked="" type="checkbox"/> Poverty, powerlessness, and isolation	
	Group Cognitive Behavioral Therapy  <i>Promising</i>	African American  Low-income, depressed adults  Females	Kohn et al. (2002)  lpkohn@umich.edu	<input checked="" type="checkbox"/> Culturally syntonic language	<input checked="" type="checkbox"/> Therapists with experience with population	<input checked="" type="checkbox"/> Metaphors used by therapists	<input checked="" type="checkbox"/> Incorporate health issues, spirituality/religiosity, and family history	<input checked="" type="checkbox"/> African American female identity	<input checked="" type="checkbox"/> Treatment goals in context of issues relevant to African American women	<input checked="" type="checkbox"/> Culturally-specific therapy modules (four topics specified)	<input checked="" type="checkbox"/> Consideration of needs of low-income women; generational patterns in Black families
	Group Cognitive Behavioral Therapy with Clinical Case Management  <i>Effective</i>	African American, American Indian, Asian American, Caucasian, Latino  Low-income medical patients  Mostly females, males	Miranda et al. (2003a)  mirandaj@ucla.edu	<input checked="" type="checkbox"/> Materials in Spanish	<input checked="" type="checkbox"/> Bilingual (Spanish) & bicultural providers and case managers	<input checked="" type="checkbox"/> Metaphors used by bilingual/bicultural providers and case managers	<input checked="" type="checkbox"/> "Respeto" & "Simpata" for Spanish-speaking patients	<input checked="" type="checkbox"/> Preference for therapy over medication among ethnic minorities		<input checked="" type="checkbox"/> Therapy plus case management for greater engagement and retention	<input checked="" type="checkbox"/> Case management addressed poverty

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Depression (cont'd)	Cognitive Behavioral Therapy plus Antidepressant Medication  Effective	African American, Caucasian, Latino  Low-income women  Females	Miranda et al. (2003b)  mirandaj@ucla.edu	<input checked="" type="checkbox"/> Materials in Spanish	<input checked="" type="checkbox"/> Bilingual (Spanish) providers and nurse practitioners	<input checked="" type="checkbox"/> Manual in Spanish; metaphors used by providers				<input checked="" type="checkbox"/> Culturally tailored (but not specified); treatment for low-income English- and Spanish-speaking medical patients	<input checked="" type="checkbox"/> Outreach strategies for working-poor women; child care available; transportation provided
	Interpersonal Therapy for antepartum depression  Efficacious	Latina and African American women  Pregnant women  Females	Spinelli & Endicott (2003)  mgs8@columbia.edu	<input checked="" type="checkbox"/> Bilingual (Spanish)	<input checked="" type="checkbox"/> Spanish-speaking therapist						<input checked="" type="checkbox"/> Low socio-economic status of minority women; recent immigrants
	Quality Improvement Interventions for Depressed Primary Care Patients (psychotherapy and antidepressant medication)  Effective	African American, Caucasian, Latino  Depressed adults in primary care settings  Mostly females, males	Miranda et al. (2003c)  mirandaj@ucla.edu	<input checked="" type="checkbox"/> Materials in English and Spanish	<input checked="" type="checkbox"/> Latino and African American providers; ethnic diversity among researchers		<input checked="" type="checkbox"/> Apply cultural beliefs appropriate to Latinos and African Americans	<input checked="" type="checkbox"/> Approach to overcoming barriers appropriate to ethnic groups		<input checked="" type="checkbox"/> Authors state "modest accommodations" for ethnic groups	<input checked="" type="checkbox"/> Quality of care generally poorer for ethnic minorities

Disorder	Intervention & Research Status	Ethnicity, Age, Gender Studied	Key Studies on Ethnic Groups	8 Dimensions of Culturally-Sensitive Treatments							
				Language	Persons	Metaphors	Content	Concepts	Goals	Methods	Context
Psychotic Disorders	Family-Based Intervention for Schizophrenia  <b>Effective</b>	Chinese  Schizophrenic patients and their families in China's cities  (Gender not provided)	Xiong et al. (1994)  Shashi City Veterans Psychiatric Hospital, Department of Community Medicine, China	<input checked="" type="checkbox"/> Mandarin	<input checked="" type="checkbox"/> Trained clinicians in hospital setting	<input checked="" type="checkbox"/> Metaphors used by staff	<input checked="" type="checkbox"/> Incorporate Chinese values and customs in intervention	<input checked="" type="checkbox"/> Use of medical model; educate patients about physician's role as family advisor	<input checked="" type="checkbox"/> Goals to develop family-based support system for patient	<input checked="" type="checkbox"/> Family intervention developed with consideration of country's mental health system and patient's culture	<input checked="" type="checkbox"/> Socio-economic-cultural contexts of China; traditional approaches to caring for patients w/ chronic mental illness
	Psychoeducational Family Intervention plus psychotropic medication  <b>Promising</b>	Chinese  Adults with severe and persistent mental illness; families of patients  (Gender unknown)	Ran et al. (2003)  ranmaosh@yahoo.com  * original article not available	<input checked="" type="checkbox"/> Mandarin			<input checked="" type="checkbox"/> Family intervention to educate families to help those with illness	<input checked="" type="checkbox"/> Use of medical and psycho-educational model		<input checked="" type="checkbox"/> Psycho-educational focus to educate Chinese families about illness	<input checked="" type="checkbox"/> Rural communities in China
	Psychosocial Rehabilitation for Chronic Mental Illness  <b>Promising</b>	Mostly African American  Patients with schizophrenia, mood disorder and dual diagnosis of schizophrenia and substance abuse disorder  Mostly males	Baker et al. (1999)  Hawaii State Hospital, Haneoe, Hawaii		<input checked="" type="checkbox"/> Staff in community mental health center serving predominantly African Americans						<input checked="" type="checkbox"/> Community treatment model in urban, black community