Title: Translation and Localization: Broadening Health Equity for Indigenous Practitioners

Background: Presenters from the Social Drivers of Health (SDOH) curriculum development team at the University of New Mexico Health Sciences Center created an online course that trains healthcare practitioners about SDOH affecting older adults in the Navajo population. We collaborated with a Navajo scholar and translator to ensure the curriculum presentation was culturally competent and to translate the curriculum into Diné Bizaad. We also developed a heuristic to guide usability testing with local practitioners using the curriculum.

Objective: This presentation will describe the process of localization and translation for SDOH curriculum to foster greater equity and accessibility for the Navajo population. We will first describe the process of course design, providing analysis of interviews with our curriculum expert regarding culturally and linguistically appropriate practices. We will also offer results from our usability tests and plan for curriculum redesign.

Methods: Using the method of audience personas, we first established a user profile based on knowledge of our dual target audience: Navajo healthcare practitioners and community support workers, as well as the older adults receiving care (Brashi, 2021). Using Rubin (2014), Germaine-Madison (2009), and Clahchischiligi et al. (2023) as frameworks, we created and implemented audience personas, heuristics, and usability tests to ensure the curriculum adheres to rhetorical preferences and cultural-specific practices.

Results: Based on our usability test results, we made changes to our curriculum to include more holistic approaches to healthcare, paying greater attention to the intersection of the physical, mental, social, and emotional components of health.

Conclusion: We recommend curriculum designers, specifically those working within healthcare, SDOH intervention, and social services, develop a heuristic for collaborating with cultural experts on the front end of the design, which should also involve creating a needs assessment and audience persona, providing a route for community partners to play a significant role in designing localized curriculum.

Works Cited
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