EDLD 610 – Cultural Adaptation of Evidence-Based Practices
4 credits (CRNs: 31984)
University of Oregon
Spring 2016 | Wednesdays 4:00pm-7:50pm | Lokey Ed 115

INSTRUCTOR: Dr. Charles Martinez
Office: 102A Lokey Education Bldg
Phone: 541-346-2161
E-mail: charlesm@uoregon.edu
Office Hours: By appointment

COURSE DESCRIPTION:
This course is designed to provide an advanced foundation in models and methods for the cultural adaptation of evidenced-based prevention, and treatment practices in school, community, and family settings. Drawing from implementation science research and practice, this course will provide students with a framework to contextualize the tension between program fidelity and community contextual fit when implementing evidence-based programs in diverse settings and to apply various models of cultural adaptation in developing, refining, and disseminating empirically supported intervention programs. Students are expected to have had prior coursework in diversity in education and human services, and to have applied experience in evidence-based prevention programs designed to support the healthy adjustment of children in schools, families, and/or community settings.

COURSE LEARNING OBJECTIVES:
In this course, students will:

1. Demonstrate a working knowledge of current scholarship and practice models of implementation science in prevention, education, and public health fields.

2. Demonstrate how a variety of sociocultural factors impact fidelity of implementation, intervention dissemination, participant engagement, and program effectiveness.

3. Develop critical skills in reviewing the structure, underlying values, and content of extant prevention and treatment programs for cultural specificity and relevance.

4. Apply models of cultural adaptation to refine program curriculum/content, delivery methods, and participant engagement of existing-evidence based practices.

5. Demonstrate an understanding of how to measure adaptation processes and evaluate the effects of cultural adapted programs and practices.

REQUIRED READINGS:


**COURSE STRUCTURE:**

**Format.** Class meets routinely on Wednesday from 4:00p to 7:50p. Additional experiential activities and discussion groups may take place during class and/or outside of class. Course content will be delivered through lecture, video recordings, student discussion, live adaptation experiences, and student practice. Course communication will be facilitated via the Canvas website (https://canvas.uoregon.edu/), where you can upload assignments, access all assigned readings,
PowerPoint slides of lecture material, and where you can communicate with classmates and the instructor regarding substantive and technical questions in our discussion forums.

Respect and Confidentiality. In this course, you are entering an experience that involves a fair amount of discussion about controversial perspectives and topics in equity and diversity scholarship. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your ethical duty to maintain a sense of respect for and trust with your colleagues. If someone divulges personally important information, it is your obligation to keep that information confidential. These same principles hold when doing activities outside of class. In short, it is expected that we all maintain each other’s privacy regarding information shared in this class.

All of us have biases, prejudices, and lack sensitivity to others at times. For optimal growth, it is crucial that, when you are offended by something said in class, you recognize both your right to feel offended and your obligation to not judge the person who made the statement. It is important for both the receiver and sender to appreciate the other person’s perspective and the factors that may have contributed to that person’s perspective. An important aspect of diversity of viewpoints is that we each can grow from open exposure to and discussion of ideas that differ from our own.

For your own consideration, you have the right and responsibility to share only those personal ideas and opinions that you are comfortable disclosing. Please talk to me about any obstacles or personal concerns you have about class discussions, role-plays, or experiential activities.

ASSIGNMENTS:

1. **Participation/Attendance (15 pts).** Your regular attendance and participation are required. Regular attendance means coming to class on time, staying for the entire class session, and participating in outside-of-class activities. Participation means actively contributing to the discussions that will occur in class and on our class Discussion Boards on Canvas. We are all interested in your opinions. We will do our best to make this class a safe place to express them.

2. **Intervention Article Critique (25 pts).** Students will conduct scholarly reviews of two research articles that describe evaluations of different evidence-based programs targeting the same outcome domain (e.g., youth substance use, depression, behavior problems, parenting, early learning, academic performance, etc.). The two articles should reference distinct programs that are included on one or more best-practice or evidence-based practice lists from a designated clearinghouse or similar entity. In the critique, students will consider and contrast the level and depth of cultural adaptation, issues of external validity, articulation of adaptation processes, and whether issues of cultural relevance and limitations properly informed the interpretation of results and discussion. The APA-style paper must be uploaded by 5/2/16.

3. **Program Developer Interview (25 pts).** Students are expected to conduct and document an interview with a developer or lead implementer of a promising program or practice. The interview will emphasize how the program addresses culturally specific factors, potential limits to generalizability, discussion of any adaptation processes that were utilized in developing or disseminating the program/practice, and whether fidelity considerations includes measures of cultural adaptation processes. The paper will synthesize information from the interview with both class material and students’ own personal reactions, and will be submitted via Canvas by 5/20/16.
4. **Program Adaptation Review Paper (35 pts).** Students will conduct an initial review of an existing evidence-based program/practice in terms of cultural responsiveness in a specific context. The selected program must have an accessible training/curriculum manual that can be utilized during the review. In conducting the review, students will first decide on a particular context for the adaptation review (e.g., for Latino families, for students with disabilities, for rural settings, etc.). The review will consider the evidence base for the intervention, initial limitations to its generalizability, key values and premises underlying the program, and its theory of action. The paper will also critically review aspects of the content, structure, and setting of the program for cultural responsiveness and offer specific suggestions regarding potential cultural adaptations. The APA-style paper will be submitted via Canvas by 6/8/16.

**Extra Credit.** There are no planned opportunities for extra credit work in this class.

**Late Work.** As a rule, no late work will be accepted and assignments will not be rescheduled. If an unforeseen legitimate illness or personal crisis occurs, it is your responsibility to contact the instructor before the due date.

**GRADING:**

| Points | Participation/Attendance (15%) | 15 |
| Points | Intervention Article Critique (25%) | 25 |
| Points | Program Developer Interview (25%) | 25 |
| Points | Program Adaptation Review Paper (35%) | 35 |

**Total**

**100 Pts.**

**Final Grade Policy**

| A+ | 97-100% |
| B+ | 87-89.9% |
| C+ | 77-79.9% |
| D+ | 67-69.9% |
| F  | < 59.9% |

| A  | 93-96.9% |
| B  | 83-86.9% |
| C  | 73-76.9% |
| D  | 63-66.9% |
| F  | < 59.9% |

| A- | 90-92.9% |
| B- | 80-82.9% |
| C- | 70-72.9% |
| D- | 60-62.9% |

*Please note that if this class is taken P/NP, 80% or higher is required to pass the class and all class assignments must be completed.*

**COURSE INCOMPLETES:**

Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see [http://registrar.uoregon.edu/incomplete_policy](http://registrar.uoregon.edu/incomplete_policy).
# SCHEDULE OF ACTIVITIES AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1     | 3/30  | - Course Overview  
       |       | - Major Concepts: Engaging Culture  
       |       | - Defining Culture in the Context of Prevention Science  
       |       | - Implicit/Explicit Values  
       |       | - Stereotyping                                                             |
| 2     | 4/6   | - Historical Foundations of Culturally Responsive Intervention in Family, School, and Community Contexts | Bernal et al. (2009); Castro et al. (2004); Elliott & Mihalic (2004) |
| 3     | 4/13  | - What is Special about Special Populations?  
       |       | - Sociodemographic context in U.S.  
       |       | - How demographic change is linked to access barriers and risk for negative outcomes  
       |       | - How local and community contexts matter in disseminating EBPs             |
| 4     | 4/20  | - Foundations of Implementation Science  
       |       | - From efficacy to effectiveness  
       |       | - Operationalizing "evidence-based practices" and "best practices"  
       |       | - External validity and scaling interventions  
       |       | - Fidelity monitoring  
       |       | - Examples of promising practices for children and families                 |
| 5     | 4/27  | - The Case for Cultural Adaptation  
       |       | - Adaptation concerns  
       |       | - Fidelity vs. fit  
       |       | - Implicit/explicit theories of action for interventions  
       |       | - Evidence for the efficacy of culturally adapted programs  
       |       | - Adaptation indications                                                     |
|       |       | **INTERVENTION ARTICLE CRITIQUE DUE 5/2/16**                           |                                                               |
| 6     | 5/4   | - Cultural Adaptation Process I  
       |       | - Community collaboration and stakeholder engagement  
       |       | - Needs and readiness assessment                                             |
| 7     | 5/11  | - Cultural Adaptation Process II  
       |       | - Process issues  
       |       | - Structural issues                                                           |
| 8     | 5/18  | - Cultural Adaptation Process III  
<pre><code>   |       | - Models of culturally responsive modifications                             | Marsiglia et al. (2013); Martinez and Eddy |
</code></pre>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/25</td>
<td>Taking Action</td>
<td>Curriculum review examples and case studies, Ethics in intervention dissemination, Personal practices</td>
</tr>
<tr>
<td>6/1</td>
<td>Intervention Uptake and Sustainability</td>
<td>Evaluation methods, Fidelity monitoring, Going to scale, Dealing with potential pitfalls</td>
</tr>
<tr>
<td>6/8</td>
<td>CULTURAL ADAPTATION REVIEW DUE 6/8/16</td>
<td></td>
</tr>
</tbody>
</table>

**EXPECTED STUDENT BEHAVIOR:**

Expectations include:
- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Accessing online media only for course related purposes

Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

**ATTENDANCE POLICY:**

Regular attendance and participation in class are mandatory for this course. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

**ACADEMIC MISCONDUCT POLICY:**

All participants are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**CONFLICT RESOLUTION:**
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Brigid Flannery, Associate Dean for Academic Affairs, at 541-346-1649 or brigidf@uoregon.edu or Krista Chronister, Assistant Dean for Equity and Inclusion, at 541-346-2415 or kmg@uoregon.edu.

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-0617 or http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

DIVERSITY:

In this course, class discussions, projects/activities and assignments will challenge students to think critically about the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences.

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the university community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the University.

The College of Education promotes the strengths of our multicultural community through the Office of the Assistant Dean for Equity and Inclusion and the Student Diversity Affairs Committee. For more information about the Student Diversity Affairs Committee and other student resources, please see https://education.uoregon.edu/student-academic-services/student-support-resources

DOCUMENTED DISABILITY:

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on the Accessible Education Center, please see http://aec.uoregon.edu/

MANDATORY REPORTING:

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the
employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that if your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
http://around.uoregon.edu/mandatoryreporting

GRIEVANCE:

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

INCLEMENT WEATHER:

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.