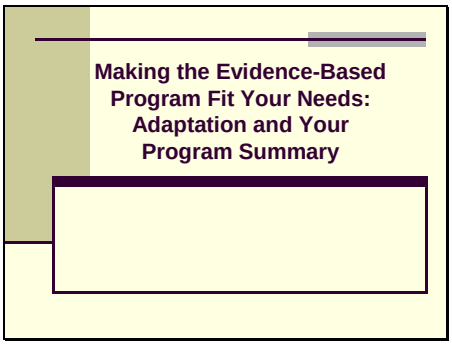
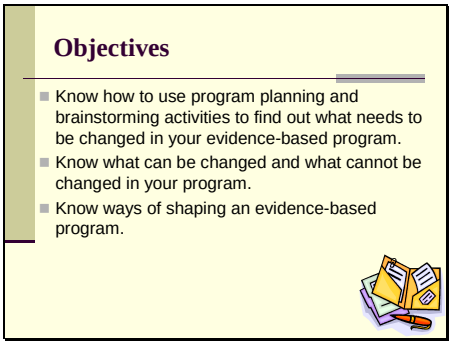
Handout #1: Slides

Slide 1



Slide 2



Slide 3

Handouts

- Adaptation Guidelines
- Communication Channels and Activities: Pros and Cons
- Readability Guidelines
- Key Elements of Plain Language Printed Materials
- Case Study Application
- Adaptation Practice Letter.

Slide 4

Questions

- How do you define "adaptation"?
- What does it mean to you?

Slide 5

Adaptation

- Microsoft Encarta Dictionary definition of **adaptation** (ad·ap·ta·tion):
  - Adapting: the process or state of changing to fit new circumstances or conditions, or the resulting change
  - Something adapted to fit need: something that has been modified for a purpose (e.g., a film adaptation of a novel).

Slide 6

Step 1: Identify What Can and Cannot Be Modified

- Given the definition you wrote down for adaptation:
  - What do you think can be adapted in the evidence-based programs?
  - What is the difference between adapting an evidence-based program and changing it?

Slide 7

Things That Can Be Modified

- Names of health care centers or systems
- Pictures of people and places and quotes
- Hard-to-read words that affect reading level
- Ways to reach your audience
- Incentives for participation
- Timeline
- Cultural indicators based on population

Slide 8

Things That Cannot Be Modified

- The health topic
- Deleting whole sections of the program
- Putting in more strategies
- The health communication model or theory.

Slide 9

What Do You Think?

- Can you think of any other changes—permitted or not—while adapting an evidence-based program?
- Do you agree with all the examples of things that can and cannot be changed?
  - Explain your position.

Slide 10

Step 2: What Do I Need To Modify and What Can Stay the Same?

- Now you are only looking at what can be modified and deciding if you need to make those changes or not.
- See Handout #2: Adaptation Guidelines.

Slide 11

Your Program

Your program should now include:

- A summary of the data you have collected
- Program goals and objectives from the evidence-based program
- Program management needs such as a timeline, staff needs, budget, and your resources
- Evaluation methods.

Slide 12

Planning for Evaluation

- Look at the evaluation methods used in the original evidence-based program.
- When discussing evaluation, think about these questions:
  - What is important to know?
  - What do you need to know versus what is nice to know?
  - What will be measured and how?
  - How will this information be used?

Slide 13

Step 3: Making the Modifications

- Brand materials with your contact information. (This includes contact names, mail and e-mail addresses, and phone numbers).
- Replace general pictures and drawings with ones that reflect your audience's culture.
- Think about the best media and channels that should be used to publicize your program.
  - See Handout #3: Communication Channels and Activities: Pros and Cons.

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Making the Modifications, cont'd

- Choose incentives that appeal to your audience.
- Make a timeline that makes sense based on your resources.
- Try not to remove existing or add extra materials.
- Use the original health or communication model from the evidence-based program.

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Print Materials and Readability

- Your program may include print materials.
- Be sure to measure their reading level.
- Products you can get on Cancer Control PLANET (http://cancercontrolplanet.cancer.gov/) have their reading levels listed.
- If the reading level is too high, you may have to rewrite sections.

See Handout #4: Readability Guidelines.

Slide 16

Quick Reference to Readability

Readability measurement	Fry Graph	SMOG Formula	Fog Index
Length of Section Measured	100 words (3 sections)	10 sentences (3 sections)	Entire passage
What To Measure	Number of syllables	Number of big words (words with 3 or more syllables)	Total number of words, total number of sentences, and total number of big words (words with 3 or more syllables)
Calculation	Average 3 passages; look up readability level on Fry Graph	Average 3 passages; look up reading level on SMOG conversion table	[(average sentence length) + (percentage of big words)] x (0.4) = reading level

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Print Materials and Culture

In addition to reading level, you should ask yourself:

- Is the language appropriate for the culture?
- Are there different meanings for words? Could the words be misinterpreted?
- Do the materials fit with my audience's culture?
- See Handout #5: Key Elements of Plain Language Printed Materials.

If you answer these questions, it may help you find other needed text changes.

Slide 18

Adapting Program Components

Before:

The Cambodian Women's Health Project

- Neighborhood-based program
- Increase cervical cancer screening rates among Cambodian women, aged 18 years and older
- Includes a home visit, group meetings, and help getting to a Pap test
- Given by bilingual, bicultural Cambodian women
- Resources include the video, *The Preservation of Tradition,* as well as the outreach worker and clinic resource manuals.

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Adapting Program Components

After:

The Mexican American Women's Health Project

- Neighborhood-based program
- Increase cervical cancer screening rates among Mexican American/ Tejana women, aged 18 years and older, in Cameron County, TX
- Includes a home visit, group meetings, and help getting to a Pap test
- Given by bilingual, bicultural Mexican American/ Tejana women
- Resources include a video as well as the outreach worker and clinic resource manuals.

Slide 20

Scenario 1: Adapting the Video

Brainstorm ideas on how you can adapt the video for the case study population

Slide 21

Scenario 2: Adapting the Clinic Resource Manual

Think about how you would adapt the clinic resource manual for the case study population. List what will need to be changed or included.

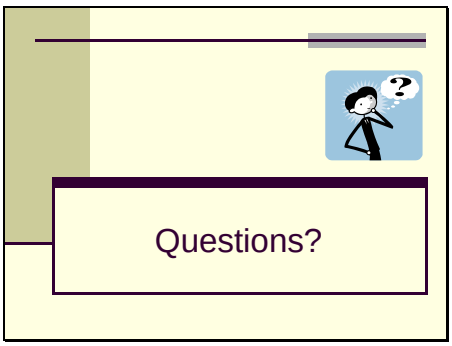
Slide 22

Scenario 3: Adapting the Outreach Worker Manual

Think about what will need to be changed to adapt the outreach worker manual for the case-study population. List some items that will need to be changed.

Slide 23

Objectives

- Know how to use program planning and brainstorming activities to find out what needs to be changed in your evidence-based program.
- Know what can be changed and what cannot be changed in your program.
- Know ways of shaping an evidence-based program.

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