



Tips Sheet for Marriage Education Curriculum Adaptation





Tips for Marriage Education Curriculum Adaptation When Working With Hispanic Couples

In order to effectively serve the Hispanic population, program developers must ensure that marriage education curricula are adapted to reach Hispanic couples. Not all existing marriage education curricula need extensive adaptation to achieve this. In some cases, only minor modifications may be necessary for a curriculum to be culturally specific and relevant. This tips sheet is based on advice and recommendations from Hispanic researchers and practitioners and is not intended to be an exhaustive list of considerations for curriculum adaptation.

Language Considerations

- Consider the language proficiency and length of time the participants have been in the United States.
- Determine if the target audience responds best to more mainstream values or if the curriculum should adhere to more traditional beliefs.
- Decide if presenting the curriculum in English or Spanish will have an impact on how the concepts resonate with couples.
- Ensure that language adaptations reflect the emotional affective meaning attached to issues related to relationships.
- Be knowledgeable about the values and beliefs of the local Hispanic community with respect to marriage and relationships. Avoid relying on literal translations that may not express these values.

Acculturation Considerations

- Determine how a couple entered into the acculturation process.
 - Did they enter voluntarily?
 - Did they enter together, or was there an extended period of separation?
- Identify if the curriculum addresses the grieving process involved with leaving behind a familiar culture, family, etc. Ensure that there is time within the curriculum for couples to reflect on this process.
- Explore the influence the acculturation process has on couples with respect to the couple relationship and family unit. Discuss the impact the process has on relationships (husband/wife, parent/child).

Biculturalism

- Be aware that couples have differing goals regarding the acculturation process. Some couples may be striving toward biculturalism (honoring their culture while adapting to function in the United States) while others may desire to completely assimilate into mainstream culture.
- Identify if couples view their time in the United States as temporary and if they plan to return to their country of origin.
- Establish opportunities within curriculum content/presentation to discuss couples' goals regarding biculturalism and assimilation.

Relationship Dynamics

- Identify the support networks couples that utilize to help them manage the stressors of adapting to a new culture.
- Determine if the values expressed in curricula reflect couples' beliefs about relationships and family structure or if they impose upon couples ideas held by mainstream culture.
- Recognize that Hispanic couples have knowledge about couple and family interactions and what contributes to a healthy relationship. This knowledge should be incorporated into curricula adaptation and presentation.

