

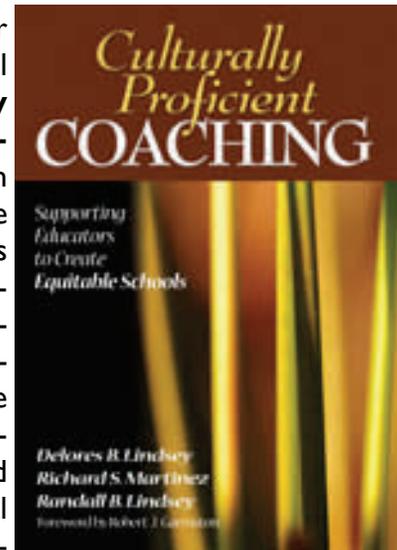


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Culturally Proficient Coaching: Supporting Educators to Create Equitable Schools by Dr. Richard S. Martinez

Dr. Richard S. Martinez, Associate Professor of Education, along with Delores B. and Randall B. Lindsey, have recently published **Culturally Proficient Coaching: Supporting Educators to Create Equitable Schools** (Corwin Press 2007) in order to assist teachers and those who guide them to mature in cultural awareness and to act on their growing wisdom so that justice—educational success for all students, regardless of race, ethnicity, or social class—is enacted in American classrooms. They emphasize an “inside out” approach: authentic changes occur within the hearts and minds of teachers and their “coaches” which then lead to institutional structural changes as well as more humane interactions among faculty, students, staff, and parents.



Their carefully developed methodology creatively combines the well known Cognitive Coaching and Cultural Proficiency Models, integrating five States of Mind of Cognitive Coaching with Five Essential Elements of Cultural Proficiency. Plenty of blank lines are also provided in this text so that the reader can journal in responses to probing questions and real-life scenarios. Fascinating dialogues between a coach and a perplexed administrator or teacher serve to make practical concepts that could remain abstract. Hence this little book succeeds in gently weaving together sound educational theory with often frustrating lived experiences, a win/win combination that provides hope for both greater student success and increased personal satisfaction for their teachers and their teachers’ teachers.

Although Dr. Martinez’s fine text is primarily directed toward school personnel, it will be helpful to anyone seeking to grow in cultural awareness and compassionate understanding of those with diverse backgrounds.—
Carole Lambert

“Culturally Proficient Coaching: Supporting Educators to Create Equitable Schools” by Richard S. Martinez, Ed.D.

“Supporting Diversity and Internationalization through Transformative Learning Experiences” by Mary Wong, Ph.D.

“Results of a Heart Study” by Cheryl Westlake Canary, Ph.D.

“Research of Graduate Students in College Student Affairs” by Carole Lambert, Ph.D.

“Supporting Diversity and Internationalization through Transformative Learning Experiences” by Mary Wong, Ph.D.

Mary Wong, Ph.D., Associate Professor of Global Studies, Sociology, and TESOL and Director of the TESOL Program, enhances our understanding of how higher education has over time supported diversity and internationalization initiatives and how critical it is to equip students for a “multinational, multi-ethnic, and multilingual” workforce in her article, “Supporting Diversity and Internationalization through Transformative Learning Experiences” (*Oxford Round Table Forum on Public Policy*, 2007:1-17). The ultimate goal of these initiatives is to broaden students’ understanding of the world in which we live by exposing them to “diverse perspectives,” such as opportunities to interact with people from different racial ethnicities and cultures. These experiences are an influential factor in helping develop the global studies student’s appreciation of other cultures, as well as “increased adaptability, critical thinking, self-esteem, independence, reflective thought, and interest in the welfare for others. . .” Wong examines the problems for both the internationalization and diversity concepts for the college campus, but also offers potential solutions. For internationalization, the percentage of American students who go abroad is extremely low, and if approached with a mindset of going abroad “to help and serve people in need,” Wong contends that this can have “detrimental results” on the student going abroad. To help counter this, students need to shift their attention to wanting to learn from the respected culture, and “direct intergroup contact” can help foster this. With

diversity, many college campuses focus merely on “structural diversity – the number of underrepresented students on campus.” By emphasizing the psychological and behavioral aspects of diversity, students can “transform their view of themselves and others” and establish a better understanding of people who are different from themselves. Both internationalization and diversity can be achieved through a transformative learning experience. Wong provides a thorough and persuasive case for full immersion transformative learning experiences, both domestically and abroad, by sharing examples from APU’s Global Learning Term, The LA Term, and the Burma Border Teaching Trip. Written student reflections validate that these experiences have proven to have a profound effect on their lives, “deep change” has occurred, and this change has been a “steady incremental shift.” Wong alleges that “an important outcome or evidence of change in students and faculty is a renewed vision of the world and our place in it.” How refreshing and encouraging it is that, here at APU, opportunities abound for this renewed vision to exist as we continue to create and support diversified learning environments.—Abbylin Sellers



Results of a pilot study for heart patients by Cheryl Westlake Canary



Cheryl Westlake Canary, Professor of Nursing, along with Lorraine S. Evangelista, Anna Stromberg, Alvina Ter-Galstanyan, Sondra Vazirani, and Kathleen Dracup, provides the results of a pilot study for heart patients which utilizes computer resources accessed from the patients' homes to improve their perceived control over their lives and their health-related quality of life. Dr. Westlake Canary's research responds to the dilemma of "how to deliver personalized behavioral support in ways that are affordable and can reach most patients." The Web-based program specifically designed for older heart failure patients used "the Participatory Action Research (PAR) model" on 80 patients, 40 in the Web-based group and 40 in the control group. "The mean age for participants was 65.7 \pm 5.9 years", and "[t]here were no significant differences in any of the baseline characteristics between the 2 groups." All patients had experienced heart failure symptoms for six months or longer. Over a twelve week period, the patients could access three different modules at their convenience and at their own pace. The first module contained "content and external links to information about [heart failure] pathophysiology and self-care management, with an emphasis on weight and fluid-related symptom management." The second module targeted diet, exercise, and smoking and alcohol abstinence, while the third module emphasized recognizing depression and anxiety relevant to this disease. The program also allowed for e-mail contact with heart specialists and other study participants, links to relevant videos on the Web, and submission of important clinical information such as daily weight, exercise, and nutritional logs.

The results of this study showed that patients in the study had an improved quality of life when compared to that of those in the control group. However, there was only a limited change in the physical health of the participants, perhaps because of the brevity of the study. Dr. Westlake Canary and her colleagues write, "Overall, our findings suggest that a Web-based education and counseling program designed for older [heart failure] patients can be implemented with the potential for a modest benefit in [quality of life] and [perceived control]." This fascinating article, "Evaluation of a Web-Based Education and Counseling Pilot Program for Older Heart Failure Patients", is found in *Progress in Cardiovascular Nursing*, Winter 2007, pages 20-26.—Carole Lambert



**“Be still and know that I Am God.”
Psalm 46:10**

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Office of Research Mission Statement:

Our purpose is to assist faculty and doctoral students with their research and dissemination endeavors and to promote an academic climate that celebrates and strengthens the Azusa Pacific University community of Christian scholars and researchers.



Research of Graduate Students in College Student Affairs

The Office of Research and BAS recently funded five graduate students in the Master’s degree program in College Student Affairs, a part of the Higher Education and Organizational Leadership departments, to present their research findings at the National Association of Student Personnel Administrators (NASPA) west regional conference in Las Vegas in November 2007. Heather Haskell, Shelby Knight, and Whitney Marlatt, along with Dr. Sharyn Slavin Miller, discussed “The Other Side of the Coin: Examining Socioeconomic Diversity”. In addition to financial impoverishment, many college students also suffer from a lack of knowledge about the “hidden rules” and expectations silently assumed by the dominant culture at a university. “Hidden rules” are defined as “unspoken cues or habits of a group” and include, for example, differences in attitudes toward food. Those coming from poverty may ask, “Did you have enough?” while those in the middle class may inquire, “Did you like it?” The wealthiest may wonder, “Was it presented well?” Haskell, Knight, Marlatt, and Slavin Miller expose similar “hidden rules” of higher education and provide significant strategies for students to achieve success in university settings.

Another presentation by CSA students was a workshop entitled “Best Practices in Social Justice Programming”. Vivian Chen, Heather Haskell, Renee Quintanar (funded), and Wendy Smith (funded) introduced certain social justice theories and key concepts with the goal of encouraging the audience to apply these at their own institutions. These students were mentored in their research for this project by Dr. Carol Lundberg.—
Carole Lambert



**Office of Sponsored Research & Grants
Mission Statement:**

Our purpose is to support Azusa Pacific University’s mission in the pursuit of academic excellence and the advancement of knowledge by striving to consistently meet or exceed expectations in services provided to faculty, project directors, the University community, and external funding sponsors, and by providing consistency in administrative systems and processes.