


**Cultural Considerations and Community-Based Approaches for Understanding the Impact of our Work on Health, Well Being, and Resilience of our Participants**

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**General Overview**

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- Importance of context and intersections
- Galaxy as visual reminder
- Violence Research and Action Lab
- Essential nature of academic-community collaboration

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**Why context and intersections?**

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- Survivors and their children experience violence within very specific context
- Intersection of strengths and challenges deeply affects the outcomes of our interventions
- Contextual approach gives room for voices of survivors to be included at every level

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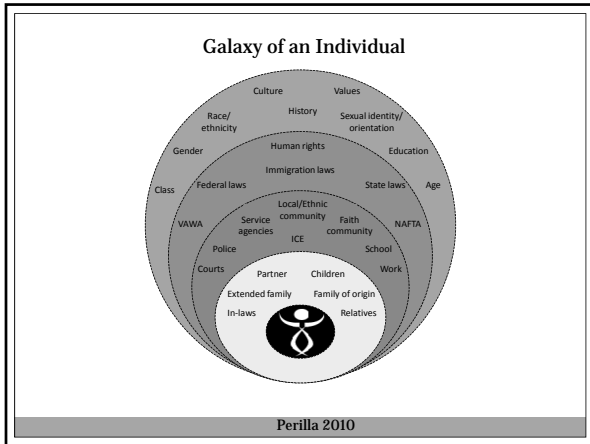
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### Violence Research & Action Lab

- Human rights, social justice framework
- Critical consciousness approach to work in community (Freire, Martin Baro)
- Themes related to immigrant, Latin@, under-represented populations
  - IPV, family violence
  - Resilience/leadership/community involvement
  - Immigration-related outcomes
    - Physical & mental health of migrant workers
    - Impacts of immigration policy on Latin@ health and health behaviors

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### Community-Based Approaches to Evaluating a Domestic Intervention Program for Latino Families



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**Outline**

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1. Literature review
2. Community-based program evaluation methods
3. Program evaluation process of Caminar Latino, an intervention program for Latino families
4. What we learned



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**Literature Review: Program Evaluation for Community DV Programs**

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- **Importance of DV program evaluation**
  - Funding
  - Program requirements
  - Program change/growth
- **Gaps in literature**
  - Evaluating diverse populations
  - Evaluating programs that include women, children, and men

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**Common Issues Faced in Community-Based Program Evaluation**

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- **Limited research on evaluations of culturally-specific programs**
- **Available measures may not be appropriate to evaluate diverse groups**
- **Participant attendance may depend on multiple factors**
- **Evidence based treatments: Programs may not lend themselves to randomized controlled trials (RCTs)**
- **Power dynamics and voice of stakeholders**

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### Strengths of Community-Based Approaches

- Evaluating ecological context
- Assessing community needs
- Do not assume researcher is “expert”
- Include collaboration with participants through participatory methods
- Researcher self evaluation framework/beliefs/ cultural background and possible impacts on evaluation

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### Evaluation Procedures: Caminar Latino

1. Identified research frameworks and models
2. Development of logic models and purpose of evaluation with program staff
3. Identifying measures
4. Addressing gaps in measures
  1. How to measure social justice-based treatment (e.g., critical consciousness, accountability, and empowerment)?
  2. Measurement modifications and creation

Note: For detailed explanation of program evaluation steps see references.

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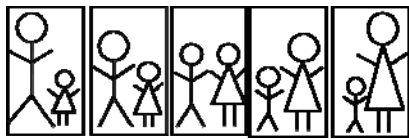
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### Examples of New Measures

Please point to the figure that represents best the power that each person has in your relationship – the person that makes decisions in your relationship.

A). Your partner has a lot more power than you.  
 B). Your partner has a little more power than you.  
 C). You have the same amount of power.  
 D). You have a little more power than your partner.  
 E). You have a lot more power than your partner.



A B C D E

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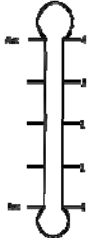
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### Examples of New Measures



- In the past week how much did you use emotional violence with your child(ren)?
- In the past week, how much did you use emotional violence with your partner?
- In the past week, how much did you and your siblings fight?

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### Pilot Procedures

- Utilized mixed methods
- Institutional Review Board (IRB) approved
- Obtained consent and assent
- Asked participants to evaluate standardized measures (quantitative)
- Asked qualitative questions:
  - How well do these questions reflect what gets talked about at Caminar Latino?
  - Are there things that you talk about at Caminar Latino that we didn't ask about here? What are those things?

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### Participant Feedback

- Men: We were not asked about our relationship with our children
- Men feel more comfortable with male interviewers
- All: Identified problems with questions/measures
- Language differences within Latino groups
- Identified measures they liked (e.g., visuals)
- Length: Too long

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### What We Learned



- Community-academic collaboration increases buy-in and trust.
- Community-based program goals may not match available measures perfectly—and that is okay.
- This process takes time and flexibility.
- Participants are indeed experts of their experiences and needs.




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### Líderes: A Leadership Intervention for Latina Survivors of IPV

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### A Leadership Intervention



- **Líderes Program**
  - Developed by Casa de Esperanza Staff
  - Community health education model
  - Aim: tap into the natural leadership skills of community members to:
    - ✦ Share critical information & resources
    - ✦ Build community
    - ✦ Promote healthy relationships




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### Lideres Logic Model

Inputs	Activities	Outputs	Outcomes	Process Outcomes	Impacts
8 Workshop Attendees	Facilitators will develop relationships with all participants & build relationships among members.		Women will report an increase in sense of belonging to the group.		
2 co-facilitator	Deliver curriculum activities focusing on developing leadership skills in a supportive collaborative fashion (Freire). Always connect activities to group centered approach & focus on natural leadership.	80% of women attend all workshop sessions.	Women will experience an increase in leadership competence and confidence of conducting their own workshops. Women will feel like they were active participants & report an increase in their leadership self efficacy.	Culture of Collab. & Sense of community.	Increase in women's quality of life and sense of connection to Latino community in Atlanta. Decrease of intergenerational transmission of violence.
Casa de Esperanza's Lideres Curricula	Participants involved in adaptation & ground rules. Ice breakers; group building activities, topics chosen by participants.	Adapted Version for Ct. will be produced.	Women will report a positive motivation to attend sessions.	Culture of Empower. & Strengths.	

## Self-Empowerment Model

- Important Components
  - Conceptualize based on the purpose of intervention
  - Cognitive
  - Affective
  - Behavioral
- Key Components for Organizations
  - Involve Community Members in All Stages
  - Develop an Identity Related to the Org.
  - Create Opportunities for Members to develop their own skills

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## Measures

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- Self Empowerment
  - Cognitive Domain
    - Awareness of leadership & presentation skills (developed for study)
  - Emotional Domain
    - Sociopolitical Control Scale-Revised (leadership competence subscale; Peterson et al., 2006)
    - Leadership Self-Efficacy (Paglis & Green, 2002)
  - Behavioral Domain
    - Presentation Competence (Swider et al., 2010)
    - Leadership Emergence
- Culture of Participation
  - Community Organization Sense of Community Scale-Revised (Peterson et al., 2008)
  - Empowering Organizational Characteristic Scale (Peterson et al., 2008)
- Demographics (developed for study)

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## Program Evaluation Design

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- Embedded Mixed Methods Design
  - Primary Data: Quantitative
  - Supporting Data: Qualitative
- Qualitative Data
  - Adaptation Phase
  - Intervention Phase (phenomenological in nature)
- Quantitative Data
  - Multiple Baseline Single-Subjects Design
    - ✘ Individual serves as own control
    - ✘ Does not require intervention to be taken away
    - ✘ Good for small sample groups

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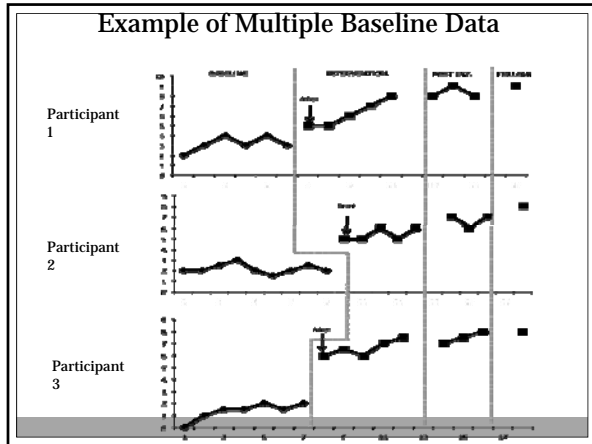
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### Procedures

- IRB protocol
- Participants Invited
- Obtain Consent
- Collect self report-baseline data
- Give journals or recorders for journal entries
- Attend Adaptation Session (collect data)
- Participate in Intervention (collect data)
- Collect Post-Intervention Data
- Collect Follow-up Data
- Objective Data



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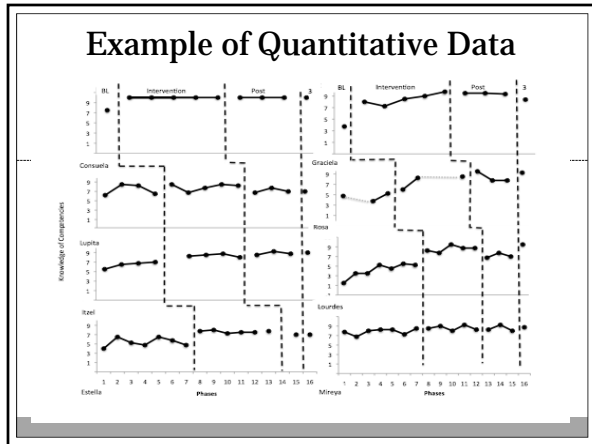
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**Example of Qualitative Data**

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- **Themes**
  - Sense of Self as Leader
  - Motivation to Impact the Community
- **Context for the Quantitative Data**
  - Mechanisms of Change
    - Curriculum
    - Environment

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**What We Learned**

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- **Developing the logic model is key**
  - Involve team
- **Choose appropriate measures based on logic model**
- **Obtain participant buy-in**
- **Designate program evaluation lead**
- **Be flexible**

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**Community-Based Evaluation Approaches and Methodologies: Participatory Action Research (PAR)**

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**Outline**

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1. Description of PAR
2. Benefits of PAR in community-based settings
3. History of PAR at Caminar Latino
4. Case example

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**Participatory Action Research (PAR)**

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- A process whereby the researchers and participant collaborators work together throughout all phases of the research process including:
  - selecting the research topic
  - developing measures and research methodology
  - data collection
  - analysis and interpretation
  - deciding what action should happen as a result of the research findings
- The end result is to alleviate oppression or improve community or service quality.

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**Aims of PAR**

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1. To produce knowledge and action directly useful to a group of people
2. To increase awareness and empowerment
  - × "conscientización" or consciousness-raising



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### Benefits of PAR



- Increases participant ownership of research
- Increases likelihood that research will be relevant and culturally appropriate
- Increases likelihood that data will be used and meet the needs of stakeholders
- Increases likelihood that participants develop knowledge, skills, and empowerment

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### PAR with Youth

- Youth are often disempowered in our society and have limited influence in research, interpretation of outcomes, related interventions, and policy
- PAR re-defines youth as active agents of change whose perspectives are valued for the knowledge and insight they possess regarding their social contexts
- Benefits of PAR with youth include:
  - Increases self-esteem
  - Increases research and critical-thinking skills
  - Increases empowerment

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### History of PAR at Caminar Latino The ¿Por qué? Project

- Toddler playgroup participant (3 y.o. girl) asked ¿Por Qué?
- Group of 8-12 year olds became participant-researchers
- Formulated questions about their experiences as victims and witnesses of violence in their homes
- Using existing data bases we attempted to answer their questions

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### Formation of *La Voz*

- Participatory Action Research (PAR) began in 2006
- Have conducted 6 different studies
  - Youth strategies for staying safe when there were violent incidents in their home
  - Youth's experiences of law enforcement and child protective services responding to 911 calls related to domestic violence
  - The effects of domestic violence on the health of Latino youth who have witnessed violence in their home.
  - Gangs in Georgia from the perspective of Latino youth and parents
  - Childhood experiences of family violence with adult Caminar Latino participants (in progress)
  - The impact of immigration reform policies on families affected by DV (in progress)
- Have presented their findings at **12** state and national conferences

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### PAR at Caminar Latino

#### Why PAR is a good fit...

- Established trust with families
- Intervention is egalitarian by nature
- Tie to Georgia State University
- Group of motivated and intelligent adolescents that come on a weekly basis
- Established culture that research is "cool"




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### Considerations

- Ethics
  - Discussions about interviewing fellow group members and parents
- *La Voz* group membership
  - Meeting agreed upon standards
- IRB
  - Considered "vulnerable population"
  - Not typical research methodology
  - →Helpful to keep in close contact
- Research Process
  - Important to have training/ongoing dialogues not just on research skills but on research process
  - Can take a while - which may impact motivation and momentum

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### Case Example of PAR at CL

- **Topic: Impact of DV on youth's health**
  - First mentioned at NCHDV
  - Came up again in 8-12 group
- **Process**
  - Brought to *La Voz* to assess interest and relevance
  - Met to discuss relevant questions and formulate design
  - IRB
  - *La Voz* collected data
  - Analyzed data together, looking for themes and interpreting the responses
- **Dissemination**
  - Poster at NCHDV
  - Presented results to parents
  - Incorporated into 8-12 lesson plan and program's knowledge
  - Opened up talking points for continued consciousness raising

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### Main Findings

- Youth are willing & wanting to talk with medical professionals about DV in their home. Ask.
- Put up pamphlets or posters in English and Spanish. This shows that you care about DV happening in the home.
- Most youth reported a connection between their health and DV occurring in their home.
- Youth expect doctors to have policies in place when a disclosure about DV is made, whether it is telling parents, contacting social services/police, or connecting to services/resources. Therefore, be sure to have policies in place and be up front with youth about your procedures.

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### Future Directions

- PAR-Immigration study
- Evaluating PAR through CL program evaluation
- More explicitly examining changes in *conscientización* or critical consciousness
  - *"We have found that by using the PAR method we are able to inform others and ourselves about issues that are relevant and important to us and our community. We are able to make a difference by providing information that our community, social service providers, and researchers may not have otherwise"* (La Voz Member)

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