

**USING VISUAL VOICES TO EXPLORE THE RELATIONSHIP BETWEEN ANTI-
IMMIGRATION POLITICAL SENTIMENT ON LATINO YOUTH IDENTITY
DEVELOPMENT**

by

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Submitted to the Graduate Faculty of
the Department of Behavioral and Community Health Sciences
Graduate School of Public Health in partial fulfillment
of the requirements for the degree of
Master of Public Health

University of Pittsburgh

2018

UNIVERSITY OF PITTSBURGH
GRADUATE SCHOOL OF PUBLIC HEALTH

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ABSTRACT

Background: Recently, immigration reform has been one of the biggest issues discussed amongst political candidates. Debates about immigration have been conflicting. On one hand, American's value and understand the U.S. to be a nation of immigrants. At the same time, discussions about immigration are hostile and fearful of immigrants. This raises questions about how youth experience issues and debates around immigration. **Purpose:** In this study researchers sought to understand this experience by exploring the impact of perceived anti- immigration political sentiment on Latino youth identity development. **Public Health Significance:** The largest minority group in the United States is the Latino population. This means a rapid growth of Latino youth in schools and communities. It is likely that health providers across different sectors will encounter Latino youth and their family. While major depression and anxiety disorders are two of the most prevalent mental health conditions affecting Latino youth, little research has been done on anti- immigration rhetoric as it relates to youth and mental health. Since adolescent identity development is based on adolescents perceived perceptions of themselves from peers, family, and society, it is important to explore their experiences in today's political climate. **Methods:** Through this project 30 youth community member participants, shared their respective expertise with the researchers to better understand their experiences in an emerging Latino community. Visual voices, a creative arts project and participatory research tool, was the basis of data collected by the researchers. Painted art work and transcribed audio recorded narrative of the art pieces provided qualitative data that led this research. **Results:** The results in this study showed Latino youth thought a great deal about their identity in relation to

their interactions with family, friends, neighborhoods, and society. Furthermore, the results indicate that many of the youth participants felt anger, fear, stress and anxiety about the current social and political environment. Although several youths presented emotional stress about anti-immigration political sentiment, youth participants showed interest in wanting to become civically engaged in their communities to create positive change. Additionally, findings also show Latino youth identified positively to their ethnic identity despite anti-immigration political sentiment and felt particularly proud of the groups unique foods, cultural traditions, and language. The results of this study are discussed using the social ecological model framework and social identity theory.

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PREFACE

This research was inspired by the creative pieces and conversations of 30 youth who participated in Visual Voices, a research study, “exploring the role of ethnic identity in Latino youths’ experience of acculturation stress and its health outcomes in an emerging Latino community” directed by Dr. Jamie Booth, Assistant Professor at the University of Pittsburgh School of Social work. The author of this thesis served as the study coordinator for the research study assisting with recruitment of participants’, maintaining contact with participants’, conducting Visual Voices sessions, collecting data, and analyzing and interpreting data. As a dual Master of Social Work and Master of Public Health candidate working with diverse populations in the Greater Pittsburgh region the student researcher had specific interests in the migrating experiences of immigrant and refugee populations specifically, Latinos. Grateful acknowledgment is here made to the thesis advisor and committee members. Their support and mentorship in this research was invaluable. Additionally, many thanks to the youth participants in this study and their families for their time and insights. Lastly, extended thanks to the researchers very own family and friends for their encouragement and feedback. Thank you!

1.0 INTRODUCTION

The United States (U.S.) has traditionally been referred to as a “melting pot,” welcoming people from many different countries, races, and religions. Sometimes new immigrants bring their families, other times, they come by themselves. Nevertheless, the people who choose to leave their native land often do so in hope to find freedom, new opportunities, and/ or simply a better way of life than the one they painfully left behind. Once in the U.S. immigrants often experience some form of cultural assimilation. The level of assimilation of U.S. culture into one’s own varies and can include adopting new cuisine, new dress code, and even a new language. Sometimes, cultural assimilation may also result in the loss of one’s own identity with their original culture or even with their ethnic group. In any case, immigrants often take a range of a mix of both U.S. and their native culture. When considering the experiences of immigrants, the adult population- i.e. usually between the working ages of 20-64 years old- is often the focus of research (Zhou, 1997).

Younger persons below the age of 20 years old, tend to be underrepresented amongst international and immigrant statistical data. Immigrant children and children of immigrants are often overlooked and underserved. Unlike their immigrant parents, immigrant children and children of immigrants lack meaningful connections to their country of origin or their family’s country of origin. These children evaluate themselves or perceive to be evaluated by others by the standards of their new country (Perez, Yang, Marian, & Jones, 2004). Since immigrant children and children of immigrants represent a growing and essential component of future American society, the ability to understand these children’s experiences is not only beneficial to shaping new possibilities for them but also emerging ethnic communities.

Recently, immigration reform has been one of the biggest issues discussed amongst political candidates. Debates about immigration have been conflicting. On one hand, American’s value and understand the U.S. to be a nation of immigrants. At the same time, discussions about immigration are hostile and fearful of immigrants. This raises questions about how youth

experience issues and debates around immigration. In this study researchers sought to understand this experience by analyzing data from Visual Voices, a community- based participatory research method that uses creative arts to collect information from its participants, by exploring the impact of perceived anti- immigration political sentiment on Latino youth identity development.

1.1 THESIS DESCRIPION

This thesis is a result of two Visual Voices sessions conducted with youth participants in Pittsburgh, Pennsylvania. Identity and politics serve as the two overarching key themes explored. The following background section delves into national and local immigration history and trends. The background section next presents a literature review on the development of ethnic adolescent identity, acculturation stress, social identity, and anti-immigration politics. Furthermore, the background section discusses Visual Voices, and the benefits of using such research practices for this study. Following the background section, is a description of the methodology used to develop and carry out this project. The Results section follows, focusing on the two major themes, identity and politics. Subsequently, sub themes developed from the two major themes will be discussed: Country of Origin, Cultural Traditions, Family and Friends, Future Goals, Language, Anti-Immigration, Bullying, Racial Division, Emotional Responses and Struggle for Power, and Trump. Next, the Discussion section analyzes the results found in this study and how it applies to Latino youth in an emerging Latino community as well as the limitations of the study. Additionally, the Discussion section considers how the findings of the study can be used to address unique issues and challenges around the mental, emotional, and social determinants of health Latino youth may face, along with a brief discussion on how the findings can be used to plan, implement, and evaluate existing and future programs and services for the population in relation to the social ecological framework and social ethnic identity theory.

1.2 BY THE NUMBERS

There has been a vast immigrant presence in the United States since the 1800's. From 1840- 1920 almost 34 million people entered the United States and historians have treated these immigrants as a major influence on the economy (Hill, 1971). Previous research shows that the foreign born were important to the political, cultural, and social life of the nation. In the nineteenth and early twentieth century immigration to the United States meant an increase in the population and the labor force (Hill, 1971; Davies, 2009). Today, language used on the subject of immigration is often problematic. In recent political debates immigration is framed in terms that build fear.

Pittsburgh, a city in Allegheny County, Southwestern Pennsylvania, is marked by the contributions of immigrants- from Thomas Mellon, to Andrew Carnegie, to the thousands who worked through the mills and mines. (Hansen, Ban, & Huggins, 2003). By 1960, Pittsburgh had grown into a thriving industrial city, with a population of nearly 700, 000 (Hansen, Ban, & Huggins, 2003). Like many of America's post- industrial cities however, Pittsburgh has seen a substantial population loss in recent decades (Hansen, Ban, & Huggins, 2003). "Other regions, by contrast, are experiencing growth in both employment and population" In response to these challenges, Pittsburgh's Mayor, has committed to creating a more "Welcoming Pittsburgh," an initiative to "improve quality of life for and economic prosperity for immigrants and native-born residents alike" (Welcoming Pittsburgh, 2015).

In the past most of Pittsburgh's immigrant population has been predominantly from countries of European descent. Today, Pittsburgh is experiencing a new wave of immigrants from different ethnic backgrounds.

People of Latino or Hispanic descent compose a large proportion of the U.S. immigrant population. As of 2016, people who identified as Latino or Hispanic formed the nation's largest ethnic minority population (U.S Census Bureau, 2017). In Allegheny County the Latino population has been steadily increasing. Between 2010 and 2016 the Latino population increased by 25 % now comprising 2% of the total population (U.S Census Bureau, 2017; Niebler, Documét, & Chaves- Gnecco, 2016).

Nationally, 1 in 5 public school children are Latino, compared with 1 in 8 in the 1990's (Potochnick & Perreira, 2010). The 2014, U.S. Census National Projections report predicts that

by 2050, more school- age Latino youth will live in the U.S. than non- Latino white school- age children. Although, the Latino youth population of the U.S. is increasing dramatically, it is important to note that the experiences of Latino youth in Pittsburgh, Pennsylvania are very different than their counterparts of Southwestern, Pennsylvania. In the state of Pennsylvania, youth represent 11% of the population, specifically in Pittsburgh, only 5.3% of the youth population is Latino (U.S. Census Bureau, 2017). These numbers reflect that when compared to other major cities around the country Latino youth living in Pittsburgh, Pennsylvania lack educational and community spaces that provide diversity. These characteristics can result in isolation, limited access to public health services, and invisibility in their community.

Major depression and anxiety disorders are two of the most prevalent mental health conditions affecting Latino youth (Potochonick & Perreira, 2010). Data from the “*Facts for Features: Hispanic Heritage month*” 2015, U.S. census reveal that approximately 58% of all Latino married- couple households, 9.6 million households, had children younger than 18 years of age. This data also shows that 21% of individuals who identify as Latino live in poverty, 12.1 million individuals, 16 % of these individuals were uninsured, 9.1 million individuals, and less than 15 % of the population had a bachelor’s degree (U.S. Census Bureau, 2017). Additionally, the CDC’s (Center for Disease Control and Prevention, 2015) national survey found that the prevalence of having felt sad or hopeless was higher among Latino youth, 35.3 % than their White, 28.6% and African American, 25.2% counterparts. The CDC’s national survey also found Latino youth were 11.3% more likely to seriously consider suicide, than white youth, 6.8%.

1.3 AN INVISIBLE COMMUNITY

Latino youth rely on the support of their family and community. Multiple factors impact disparities between national and local Latino families. Contrary to what is common in communities around the nation, the Latino population in Pittsburgh, PA is relatively small. Although small, the Latino population is one of the fastest growing populations in Pittsburgh. The community itself has been invisible to many stakeholders, community members, and health providers, given its special characteristics including the small proportion of the population that it represents and the fact that the population is dispersed in a seven county- area in south western

Pennsylvania. Many of their diverse needs are invisible in Pittsburgh, PA. The unique characteristics of the Latino community include a lack of distinct neighborhood and a mix of a relatively high and relatively low educational attainment level both with economic disadvantage. The community is also represented by a diverse multi-national group of people that present a multitude of cultural and Latino identity differences within the group. There are cultural, societal, and environmental factors that create challenges for the Latino community (Documét et al., 2015; Lara- Cinosomo, Wisner, Burns, & Chaves- Gnecco, 2014). While difficult for any minority population, coordinating bilingual and culturally competent physical and mental healthcare, and accessing community resources for the disproportionality underrepresented community pose an even greater challenge (Niebler, Documét, & Chaves- Gnecco, 2016). Furthermore, increasing anti-immigration rhetoric raises fear and concern about seeking services for the Latino population. Isolation and lack of support for the immigrant Latino families also increases the groups vulnerability caused by immigration and migration (Documét et al., 2015).

2.0 LITERATURE REVIEW

The following section reviews the literature on key terms in the field of acculturation stress, adolescent identity development, social identity, and anti-immigration politics.

2.1 ACCULTURATION STRESS

The U.S. is more racially and ethnically diverse than in the past and is projected to be even more diverse in the upcoming future. Much of this change has gained attention in understanding experiences of acculturation as they impact immigrant families. Although several studies have been done examining the migration and acculturation experiences of Latino youth and their families, few studies have examined this group in newly emerging Latino communities that, historically have had low numbers of Latino residents. Acculturation refers to the processes of cultural modification an individual or group changes in customs and beliefs that result from contact with two or more cultures (Acculturation, 2018). Research on new immigrants and refugees has focused largely on the situation of first- generation adults. Much less is known about their children even though their children are visible in schools and neighborhoods of many American communities (Rumbaut, 1994). There are several intergenerational differences among immigrant families that may influence issues of acculturation. Huq, Stein & Gonzalez studied patterns of acculturation parent- adolescent conflict differences between immigrant and non-immigrant families. The study examined the unique effects of acculturation conflict on depressive symptoms and ethnic identity in youth and found that Latino families are likely to experience different types of parent- adolescent conflict affected by acculturation. The findings showed that receiving negative messages about one's ethnic group in two separate contexts, the school and the home, impacted how an adolescent may feel about being a part of their ethnic group. An adolescent may not feel "Latino" enough for family or not "American" enough for school. This is important to highlight since adolescents in an emerging community may be particularly vulnerable to acculturation stressors in their environment particularly greater peer

discrimination in school where the ethnic composition of the student body is low. In a study looking at the longitudinal effects on family functioning and youth emotional and behavioral health, Latino parent acculturation stress was explored further (Lorenzo- Blanco, Meca, Unger, Romero, Gonzales- Backen, Piña- Watson, & Shwartz, 2016). Like other research cited the study highlighted the importance of parent acculturation stress and Latino youth health outcomes. The study found that earlier levels and increased parent acculturation stress of perceived discrimination predicted worse family functioning. Again, this research incorporates the parents of Latino youth as the target population focusing less on the specific experiences of Latino youth and how their own acculturation impacts their functioning. Research shows that acculturation stress in youth and substance use and prevention is a priority. In a study done in South Florida, results from structural equation modeling, found that acculturation and acculturative stress influence alcohol use primarily in Latino males (Gil, Wagner, and Vega, 2000). Similarly, 286 Latino adolescents living in North Carolina and Arizona participated in a study that examined the link between acculturation stress and substance abuse among Latino adolescents. Results from the study indicated that “acculturation stress influence family and friend relationships, which in turn affect adolescent mental health problems and substance abuse” (Buchanan & Smokowski, 2009).

In a different study, posttraumatic stress disorder symptoms among first- generation Latino youth were explored. A convenience sample of recently migrated Latino youth in an English as a Second Language (ESL) program from sixth to eleventh grade was used to recruit participants. The researchers aimed to explore the lived experiences of migration and posttraumatic stress of first generation Latino youth. The research focused on identifying factors that mitigate the intensity of symptoms and behaviors associated with posttraumatic stress, which, is often seen at school (Archuleta, & Lakhwani, 2016). Interpreters were used in the research to conduct interviews and surveys to measure stress levels however, not all validation tools were cross culturally validated limiting validity of the tool. This is important to account for when conducting research with bilingual or limited English or Spanish Latino youth. In this sample emotion regulation and social integration were found to be negatively related to PTSD symptoms. Social integration likely provides greater social and emotional support that help youths cope with traumatic experiences. However, it is unclear whether integration in this instance reflects integration with the broader community or existing Latino community

(Archuleta, & Lakhwani, 2016). Immigration yields acculturation which exists on a scale of retention of heritage culture to adoption of the receiving culture with biculturalism falling in the middle (Lawton & Gerdes, 2014). Since acculturation involves adaptation and integration of cultural influences and ethnic- racial identity refers to the understanding of how one's background will play a role in one's identity, acculturation may influence the development of adolescent ethnic identity (Baldwin- White, Kiehne, Umaña- Taylor, Marsiglia, 2017). While families and communities certainly affect Latino youth acculturation stress there are gaps in research that focus on the migration and acculturation experiences of youth living in areas with smaller family and community network supports.

2.2 DEVELOPING ETHNIC ADOLESCANT IDENTITY

Erik Erikson was an ego psychologist best known for his theory on psychosocial development in humans. His theory emphasizes the sociocultural determinants of development and presents them as eight stages throughout the lifespan (Gilleard, Higgs, 2016; Erikson, 1968). According to Erikson, stage 5, identity vs. role confusion, occurs during adolescence between the ages 12- 18 years. During this stage adolescents main function is to “search for a sense of self and personal identity through exploration of values, beliefs, and goals” (Gilleard, Higgs, 2016; Erikson, 1968). During this stage the answer to the question, “who am I?” is the youths main function. The answer to this question depends greatly on feedback from others who provide the adolescent with their evaluation of him or her (Gilleard, Higgs, 2016; Erikson, 1968) therefore, identity development is greatly influenced by the perception of peers, family, community, and political environment. As stated by Erikson's identity development theory, the life of an adolescent is often preoccupied with what they believe they are in the eyes of others. It's important to consider the social environment and political climate youth grow and develop in and how it may or may not influence the way they think about how others perceive who they are. For the Latino youth population in Allegheny County, this raises questions about how they perceive themselves and form ethnic adolescent identity in the eyes of others, particularly while living in a small- scale ethnic community.

Since Erikson's original theory of identity development, different forms of identity theories have emerged from social psychologists. Tajfel & Turner state ethnic identity development is "centered around feelings of belonging to a group and the consequences of identification with one's social groups in society" (French, Seidman, Allen, & Aber, 2006; Tajfel & Turner, 1979). While Erikson's theory of identity development, states "the identity crisis of adolescents is resolved by reconciling the identities imposed upon oneself by one's family and society" (French, Seidman, Allen, & Aber, 2006), Tajfel & Turner argue that ethnic identity is focused on the "negotiation of one's social identity in the broader context of the value society has placed on one's group membership" (French, Seidman, Allen, & Aber, 2006). Therefore, Latino youth are particularly vulnerable to internalize negative attitudes about their Latino identity. Migration, immigration, and the rise- of anti- immigrant policies and rhetoric in today's political climate can greatly influence Latino youths cultural and ethnic identity formation. The formation of positive self-image and identity is closely related to how a person feels about themselves and what they do (Erikson, 1968). Low- self-esteem particularly in adolescents is linked to mental health issues and poor quality of life. Additionally, low- self-esteem may impact personal relationships, addiction, depression and anxiety (Lara, Cinisomo, Xue, & Brooks-Gunn, 2013). Research has shown that a stable and strong sense of identity is associated with better mental health of an emerging Latino community however, there is little research about Latino youth in emerging communities.

2.3 ANTI- IMMIGRATION POLITICS

Several anti- immigration policies and anti- immigration comments have recently filled newsstands, radio, TV's and almost every social media domain on the internet, especially Twitter. People of Latino and Hispanic origin living in the United States including legal and undocumented immigrants are framed as economic burdens, heinous criminals, and drug traffickers by anti- immigrant legislators and leaders. Several research studies have looked at anti- immigration policies and their effect on Latino populations as a whole, opposed to groups of youth, adults, with or without immigration status, etc. In one study, the researchers examined the association between state level policies for Latinos. The study tested both inclusionary and

exclusionary legislation. Using the Behavioral Risk Factor Surveillance System (BRFS), a population-based health survey of adults ages 18 and over, the study found that immigration policies may be detrimental to the health of adult Latinos in the U.S. (Hatzenbuehler, Prins, Flake, Philibin, Frazer, Hagen, Hirsh, 2016). Few studies directly investigate youth, and even fewer studies test Latino youth, anti-immigration rhetoric and policies, and the development of positive self-image. Most studies (Vargas, Sanchez, & Valdez, 2017) evaluate the impact of anti-immigration policies passed as they relate to Latino families or the Latino population. Furthermore, several of these studies are conducted in the states with high numbers of people who identify as Latino. Many studies are conducted in states like Arizona where the Latino population is the 6th largest in the nation (Pew Research Center for Hispanic Trends, 2014) where neighborhood and community characteristics differ greatly when compared to emerging communities in Southwestern Pennsylvania.

Dreby, 2014, studied U.S. immigration policy and family separation in Mexico and border states in the U.S. The study sought to understand the consequences of child wellbeing due to family separation, deportation, and other immigration policy issues. The study interviewed children and their parents. The study suggests that forced separation creates economic hardship for children and families. Additionally, the study showed non-immigrant children felt resentment due to unmet expectations of migrant parents (Derby, 2014). In a different study immigrant parents were also interviewed to examine their perceptions on the emotional impact of anti-immigration politics on their children. Parents in this study reported that children expressed constant fear over the threat of deportation (Rubio-Hernandez & Ayón, 2015). Both these studies examine anti-immigration political sentiment through the perceptions of immigrant parents in geographic locations with a large Latino population. Less is known about the emotional impact of anti-immigration politics from the perspective of children in communities with smaller ethnic communities like Pittsburgh, PA. Engaging youth through participatory research may address this gap in research.

Furthermore, on study found that undoubtedly national anti-immigration policies led to more state-level laws as well as a continued socio-political climate that is hostile toward immigrants, particularly Latino immigrants (Vargas, Sanchez, & Valdez, 2017). The Trump presidential campaign has reinforced this divisive climate, with the president elect launching his campaign with inflammatory statements regarding Mexican immigrants and proposing to build a

wall along the US-Mexico border that Mexico would pay for (Vargas, Sanchez, & Valdez, 2017). Results from their analysis suggest that these policies have a direct impact on Latino group identity.

The following are some examples of direct statements from Mr. Donald Trump's i.e. former presidential candidate and current 45th president of the United States, in office since January 20, 2017, Twitter account, a news and social media service, or political speeches broadcasted through various media domains:

- “Sadly, the overwhelming amount of crime in our major cities is committed by Blacks and Hispanics. A tough subject must be discussed” (2013).
- “What can be simpler or more accurately stated? The Mexican Government is forcing their most unwanted people into the United States. They are, in many cases, criminals, drug dealers, rapists, etc.” (2015).
- “El Chapo and the Mexican drug cartels use the border unimpeded like it was a vacuum cleaner, sucking drugs and death right into the U.S.” (2015).
- “The border is wide open for cartels & terrorists. Secure the border wall now” (2015).
- “I will build a border wall to keep the criminals out and Mexico will pay for it” (2015).
- “A call for a total and complete shutdown of Muslims entering the United States” (2015).
- “Repeal DACA,” *Deferred action for Childhood Arrivals, ending an immigration policy that grants young people who were brought to the U.S. as children the opportunity to receive a 2- year renewable grace period from deportation* (2017).
- “Why are we having people from s***hole countries come here?” (2017).

The lack of research specifically on youth or youth identity and anti- immigration policies leaves room to explore this subject further. Greater attention should be paid to understanding the identity development of a fast-growing Latino youth population in the context of today's political climate.

3.0 COMMUNITY BASED PARTICIPATORY RESEARCH

Multiple well- developed research techniques focus on numerical data collected through surveys, questionnaires, program participation numbers, or revenue for specific programs. In addition to quantitative data, qualitative research is used as an alternative to collect data or to supplement current data. An advantage of qualitative research is that the perceptions of its participants can be considered (Pope, Ziebland, &Mays, 2000). Participants can elaborate on questions asked by researchers and provide rich, in depth details about what they mean. Yonas, Burke, Rak, Bennet, Kelly, and Gielen (2009) have demonstrated the importance of involving youth participants in research that directly impacts their lives. Community Based Participatory Research, or CBPR, is defined by Minkler and Wallerstein (2010) as “a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each bring... with a research topic of importance to the community with the aim of combining knowledge and action for social change to improve community health and eliminate health disparities.” CPBR aims to address concerns of people in a community by giving them a platform to speak while researchers listen. This definition sets the stage for CBPR, to be able to address central issues and challenges in intervention research.

Participatory research relies on knowledge derived from community members and encourages the involvement of non- academics who have expertise on the research issue (Sabo, 2003). Youth participatory research utilizes an ecological developmental framework, in which human development is optimized when “maximum support and maximum challenge” offer the participants’ opportunities to engage in complex activities and social interactions (DuBois, Felner, Brand, Phillips, & Lease 1996). Having youth participate in research is appropriate considering that it provides a creative process of exploring deeper questions about social issues in a context for human development that is specifically for adolescents. Involving youth in research also provides the participants with the opportunity to develop leadership skills as change agents, develop critical thinking and presenting skills, and influence the development of programs and policies that affect their lives (Powers & Tiffany, 2006). In the process youth also have fun and build relationships with other youth participants.

The involvement of youth in the research process generates more reliable data and adds to the interpretation of data because those closest to the issues under investigation are involved (Powers & Tiffany, 2006). This study adopted several aspects of community based participatory research. Based on these ideas, the researchers used a mixed methods approach to understand Latino youths' lived experiences by partnering with two social service agencies directly working with Latino youth. The main source of data collection for this study came from the creative pieces and dialogue of the two programs expert youth who have direct experience with the research topic.

3.1 VISUAL VOICES

Visual voices is a community based participatory research tool that includes visual and narrative content analysis to investigate meaning from its participants. Visual voices projects use paintings, drawings, or writing as a form of expression. It is an arts-based participatory method used in translational research (Yonas, Burke, & Miller, 2013). Qualitative data products include the created artistic products and transcripts from group discussions of the content developed and presented. Data are analyzed and compared across visual content. "Research methods such as visual voices projects create an ideal opportunity for identification of appropriate methods for engaging adolescents in research to influence decisions about programs and policies aimed at promoting adolescent health and well-being," (Yonas, Burke, & Miller, 2013). The principle guiding visual voices as a research technique is to ask and listen to the members of the community you seek to understand. Sessions usually include guided prompts to help guide the creative pieces and dialogue. During the final session participants' collectively gather their pieces, cut them, and weave them together creating one "visual voice." Participants' experiences and artistic expressions of those experiences is the basis of data collected through visual voices (Yonas, Burke, & Miller, 2013).

4.0 METHODOLOGY

This Chapter describes the process of planning, implementing, and performing the research throughout the study. This study was approved by the University of Pittsburgh's Institutional Review Board PRO16060723.

4.1 AN ARTS BASED APPROACH

Through this project youth community member participants, shared their respective expertise with the researchers to better understand their experiences in an emerging Latino community. Visual voices, a creative arts project and participatory research tool, was the basis of data collected by the researchers. Painted art work and transcribed audio recorded narrative of the art pieces provided qualitative data that led this research.

4.2 RECRUITMENT

Recruitment of participants began through a partnership between the researchers and staff from Casa San Jose and Latino Family Center, two social service organizations in Pittsburgh, Pennsylvania predominantly serving the Latino community. To be eligible for inclusion in the study youth had to be between the ages of 10-16 years of age. All eligible youth could be either foreign born or U.S. born with at least one foreign- born parent of Latino descent. Convenience sampling was applied by staff from both agencies who directly contacted the parents of the programs participants to inform them about the opportunity to participate in a research study conducted by the University of Pittsburgh involving art activities and discussions about Latino identity. Snowball sampling was used by the research coordinator to recruit individuals by asking participants' parents to refer or share the opportunity with any families they believed would be interested in participating in the research study and fit the eligibility criteria. Flyers inviting parents to call the research coordinator were distributed to youth participants in both social

service agencies. The research coordinator also called parents of the youth participants in both programs whom staff had previously suggested were interested in participating in the research study to personally invite them to participate. Interested youths were given participant assessment forms and surveys, and parents were provided with Parental Consent forms. After parental consent was received, the youths were eligible to participate in the first session. The University of Pittsburgh Institutional Review Board reviewed and approved the research protocol.

4.3 PARTICIPANTS

Thirty bilingual (Spanish/English) children of different age groups– 68.97% males and 31.3% females – participated in the data collection. The participants were divided into groups comprising of age ranges from (i) 7 to 11 (n=14), and (ii) 12 to 16 (n=16), representing two different physical and emotional developmental stages with a mean age of 11.43. While the participants were demographically diverse, the reported country of origin is based on the birth place of their mothers: approximately a third of them having origins in Mexico, a quarter in Guatemala, one tenth in Puerto Rico, and the remaining Ecuador, Columbia, Brazil, El Salvador, and America. Data collected from the study’s pre- survey revealed that half of participants were primarily English speakers (n=15), and the other half were bilingual (n=15).

Table 1: Demographics on Population Based on Age, Generation, and Country of Origin

Age	Generation	Country of Origin
7	First	Guatemala
8	Second	Mexico
9	Second	<i>Unreported</i>
9	Second	Columbia
9	Second	Puerto Rico
10	First	Ecuador
10	Second	<i>Unreported</i>
10	First	Guatemala
10	Second	Puerto Rico
10	Second	Mexico
10	Second	Guatemala/ El Salvador
10	Second	<i>Unreported</i>
10	Second	Puerto Rico
10	Second	Mexico
12	Second	Ecuador
12	Second	Mexico
12	Second	Brazil
12	Second	Mexico
12	First	Guatemala
12	Second	Mexico
13	Second	Mexico
13	Second	Guatemala/ El Salvador
13	First	Guatemala
13	Second	Mexico
14	Second	Ecuador
14	Second	Mexico
14	Second	Mexico
14	First	Guatemala
15	First	Guatemala
16	First	Mexico

Total participants (n=30)

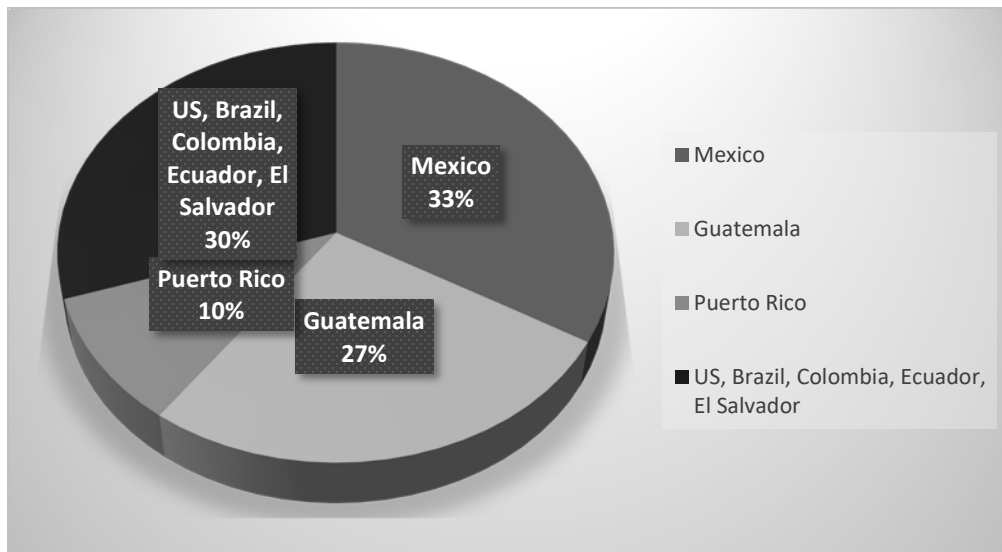


Figure 1: Country of Origin

4.4 DATA COLLECTION

Throughout this study, various types of data were collected including surveys, audio recordings, and creative pieces from each participant. 30 youth participated in 6 sessions of data collection in which they answered survey questions and responded to prompted questions in the form of paintings and dialogue. During Visual Voices painting sessions, youth participants painted their creative pieces based on the instructed prompt for that session. Session prompts included questions such as their favorite things to do for fun, and hopes and dreams for the future. Session prompts also included questions about identity like what being Latino meant for them. At the end of the group painting sessions, structured and facilitated discussion sessions were conducted by selecting paintings and holding them in front of the group for reflection, feedback, and praise (Yonas, Burke, & Miller, 2013). Each participant was able to share with the assistance of bilingual group facilitators that helped guide questions and discussion. Participants were asked to look at the art work and determine which pieces they wanted to include in the final session. The final session was agreed to be in the form of a party. The party session integrated the different creative pieces each participant chose to display.

The participants in this study chose not to cut their art work in order to make one collective piece. Instead all youth participants collectively agreed to display their art work in the form of an art gallery displaying 1-2 of their favorite pieces. The participants' parents were invited to the party where youths shared their artwork with those present. All youth received a certificate of completion and a \$25 gift card compensation for their participation.

Table 2: Session Prompts

Session	Prompt(s)
1	What are your hopes and dreams for the future?
2	Who are you? What makes you who you are?
3	What does it mean to be Latino?
4	What are some of the challenges you face?
5	What changes would you like to see in the world?
6	Visual Voices Program Party

4.5 DATA ANALYSIS

All participant paintings were digitally photographed and scanned. All audio recorded data was transcribed by the research team. To explore the relationship between anti-immigration political sentiment and Latino youth identity development, transcripts and images were subjected to (Boyatzis, 1998). All transcribed audio was coded using qualitative data analysis software, NVivo, with a focus on Politics as the key component. Identity and political sub themes including country of origin, cultural traditions, family and friends, future goals, language, anti-immigration, bullying, racial division, emotional responses, struggle for power, and Trump were based on patterns the researchers recognized through discussion of paintings with participants at visual voices sessions. To assure inter-rater reliability in the data a second student researcher coded the data separately. The coding was then compared and the research team reached a

consensus about the key themes. A complete guide to the codes used for this analysis can be found in the following section.

4.5.1 CODING REFERENCE

Table 3: Thematic Coding Table

<u>Theme</u>	<u>Sub Theme</u>	<u>Description</u>
Identity	Country of Origin	Belonging to a particular nation, whether by birth or by relationship of one or more of its members, for example their parents birth
	Cultural Traditions	Customs, arts, foods, celebrations, or social interactions passed down or practiced by family members
	Family and Friends	Basic and extended social unit including mother, father, children, grandparents, aunts, uncles, other relatives and friends
	Future Goals	Objectives, hopes, and aspirations for a later time
	Language	Method of communication, either spoken, written, or thinking
Politics	Anti- immigration	Perceived discrimination towards oneself or groups of people on the grounds of race, ethnic identity, immigration status, or country of origin
	Bullying	Perceived unwanted verbal, social, physical aggression or attack towards one's race, culture, or ethnic identity
	Racial Division	Separation or disagreement between groups of people specifically based on race relations
	Emotional Responses <ul style="list-style-type: none"> - Anger - Scared - Stressed/ Anxious - Violent 	Mood and feelings expressed about the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve political power
	Struggle for power	Capacity or ability to act or produce an effect in the political system
	Trump	Former presidential candidate and current 45 th president of the United States, in office since January 20, 2017

5.0 RESULTS

The following section discusses identity and political themes from discussions and provides select photographs of artistic representations created during this process as well as the coding dictionary used to organize and analyze the transcribed discussions.

Qualitative data collected through art painting sessions and dialogue of the creative pieces were used as the basis for depicting the participants' thoughts and feelings toward each prompt as well as the discussion between the researcher and the participants as a group. Originally, session prompts for the study aimed to understand Latino youths experience in an emerging Latino community. For example, session prompts specifically asked about the youths' ethnic identity, or their hopes and dreams for the future. Questions that focused on any political issue, candidate, or topic were never asked yet politics came up during almost every session. Participants' engaged in creating art and conversation about identity and the political climate, presidential candidates, and political issues such as the economy or immigration. Participants' also expressed feelings they personally felt in regard to US politics and how it affected them or the world around them.

5.1 WHAT ARE YOUR HOPES AND DREAMS FOR THE FUTURE?

5.1.1 Identity

In the first session of the Visual Voices project youth participants were asked to answer the question "what are your hopes and dreams for the future?" In this session identity was most discussed among all participants. Emerging themes in this session were future goals i.e. objectives, hopes, and aspirations for a later time. Politics did not come up in the first session of the Visual Voices project.

Career aspirations was one of the main themes the youth participants painted and discussed. Careers ranged from sport related fields, to academic or health related fields. The following figures represent results from this specific session. Those who described their future in

academic or other fields referenced their ability to help others and their families as a driving force for their career choice. Youth who referenced athletic careers shared their desire to become an athletic professional was due to their love for specific players or because they watched or played the sport with their family and friends. Soccer and Cristiano Ronaldo, a professional soccer player for Real Madrid was popular amongst the youth participants.



Figure 2: "Goal!"



Figure 3: "I want to help people"



Figure 4: "I want to draw better because I want to be an architect when I grow up"

In figure 4, the youth described wanting to better his art skills to prosper in the career of his choice. The youth described wanting to become an architect to help his family especially his parents. The youth elaborated and stated he felt his parents worked a lot and he wanted to help them so they could rest. Many youths shared they wanted a “good job” in the future to help themselves and their family. Amongst other career choices some youth expressed they wanted to be a doctor or the president in order to make “good change” for people. Youth also shared getting “good grades” in school was a way they believed would help them achieve their career goals. Amongst the youth participants’ material wealth was also amongst their motivation to get a “good job.” Youths also shared they wanted a nice house, car, or pool in their backyard. Additionally, youth shared destinations they wanted to visit especially tropical destinations like islands.

5.2 WHO ARE YOU? WHAT MAKES YOU WHO YOU ARE?

5.2.1 Identity

To explore identity the second session of the Visual Voices project asked youth participants to answer the question “Who are you?” and “What makes you who you are?”

Youths' painted and discussed several themes. Youth recognized their country of origin, cultural traditions, and language amongst several aspects that make them who they are. Youth also recognized the role they played in their family or school as part of what made them who they are. For example, youth stated they were a kid, a son, a student and that is what made them who they are. When participants were asked to pick themes, they felt tied this session question together youth responded, "everybody's happy, everybody put what they really want or things they really like." In this session political themes were not discussed. The combination of paintings below represents key themes from this session.



Figure 5: "I smile a lot so I put emoji's"



Figure 6: "I'm a kid, a student, a brother, and son"

Two youth participants in the younger session group decided to split their paintings into four sections to describe the different roles they held. In the painting above the youth described themselves as the role they played in their family, community, and society. Other youth also described their roles within their family, school, community, and society. Thus, the role the youth believed they played in their environment was a major theme in what they believed made them who they are. In the painting below the youth participant described herself as love, laughter, friendship, happiness, and the sun.

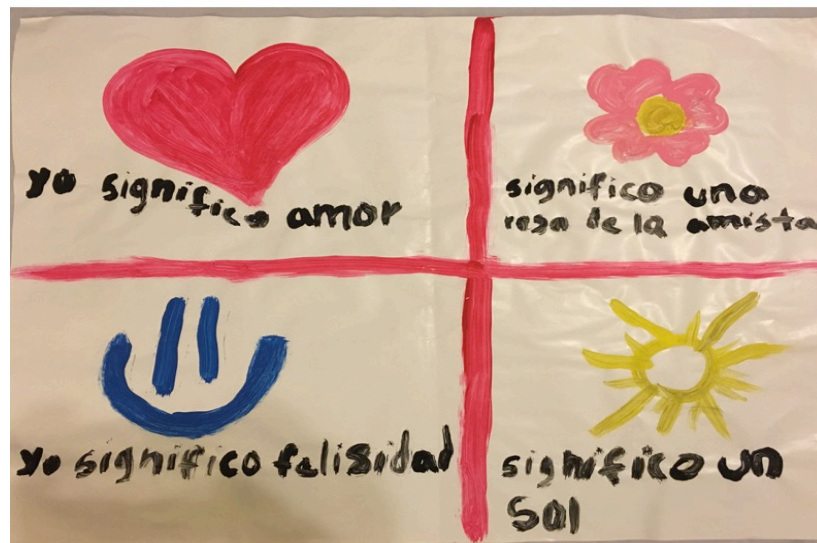


Figure 7: "I am love, I am laughter and friendship, I am happiness, and I am the sun"

Amongst the participants several referenced their country of origin or their parent's country of origin to answer the question "Who are you?" and "What makes you are?" Some participants painted the flag from their country like the Mexican flag pictured in figure 8. One youth participant painted the landscape of his home country. The youth participant stated he missed his home country and remembered what the landscape looked like. In figure 9 the participant drew himself as an orange figure looking over mountains in his native Guatemala.



Figure 8: "This is the Mexican flag"



Figure 9: "This is the landscape of my country, looking over the mountains"



Figure 10: "I drew a butterfly and my house"

In the photo above one female youth from the younger session shared that she had picked red for the color of her home in the painting because red was her mother's favorite color. All youth participants' in this session then began to discuss the favorite colors of their family members.



Figure 11: "Video games and I am saying hola"

In figure 11 the youth participant stated part of what makes him, him is the activities he likes and the language he speaks. In this painting the theme language i.e. method of

communication, either spoken, written, or thinking emerged. The youth painted himself playing video games, while saying hola, which means hello in Spanish.

Additionally, a majority of the participants paintings represented family and friends i.e. basic and extended social unit including mother, father, children, grandparents, aunts, uncles, and other relatives and friends as the basis of what makes them who they are. The paintings below represent family and friends' key themes.

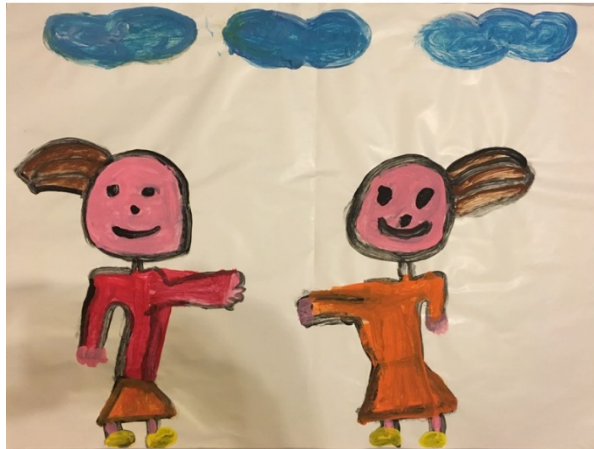


Figure 12: "This is my mom and I"

In figures 12 and 13 two youth participants painted themselves with their mothers. In both paintings the youth participants painted themselves almost identical to their mothers representing the closeness they feel to them. Both youth stated they loved their mothers when asked to share who they were. In figure 13 the youth participant also added that she loves dogs. For this youth pets were an extension of her family.



Figure 13: "I love my family and dogs"



Figure 14: "My friends, family, and my grades"

In figure 14 the youth shared that in school he receives praise for his good grades and was nominated as for an award by students for his academic achievements. In addition, the youth shared that his social network including family and friends were part of what made him who he was. In this example one can clearly see the youth's perception on how others view him is the basis of his ideas about his identity. In figure 15 peers are also represented in the youths painting exemplifying Erick Erikson's, theory on development. An adolescent's life is highly preoccupied with their peers. Several youth participants discussed school and friends during session 2.



Figure 15: "Me and my friends"

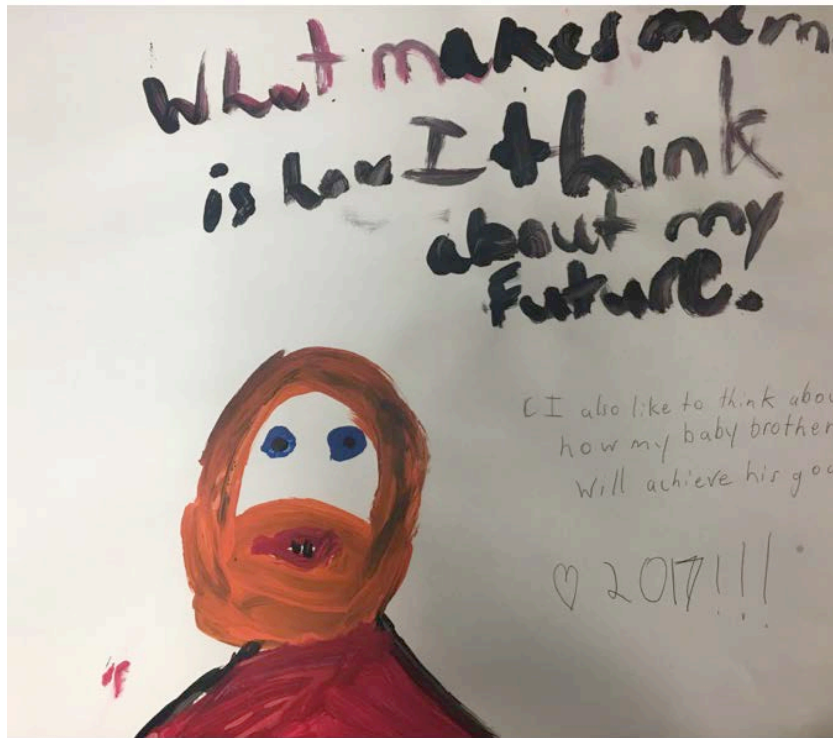


Figure 16: "I think about my future"

In figure 16 the youth participant shared he drew himself with a beard because he believed this is how he would look like in the future. The youth further elaborated stating, "my dad has a beard so I think I'm going to have a beard when I grow up." The youth also shared he often thought about his future goals and how he would achieve those goals. Not only did the youth think about his future but she also expressed concern about his baby brother's future emphasizing the importance of family as part of what makes him who he is.

5.3 WHAT DOES IT MEAN TO BE LATINO?

5.3.1 Identity and Politics

A major component of Visual Voices is to have participants reflect on their creative artwork and share their thoughts, feelings, and insights. In session 3 youth participants were instructed to paint and answer the question, “What does it mean to be Latino?” In session 3 many of the participants painted cultural traditions i.e. customs, arts, foods, celebrations, or social interactions passed down or practiced by family members. In figure 17 one youth painted a taco stating taco’s made Latinos special. Similarly, other youth participants also painted food and discussed fruits, desserts, and main dishes that were unique to their country, family, or consumed during holidays. Many shared that these food items were only found in Latino culture therefore, making the foods special to Latino people.



Figure 17: "Taco's make us special, it's like the main thing that Latinos eat"

Most of the youth participants also identified language and bilingualism as a main component of their Latino identity. Conversations about language also presented to be a source of stress for the youth. Many youths shared experiencing stress in school when switching from speaking Spanish at home to speaking English in school. One youth said, “I get the words mixed up in my head sometimes. In addition to confusion regarding alternating between languages youth discussed other sources of stress when engaging in conversation. In session 3 youth

participants began to discuss bullying in school, violence, and politics. The paintings in session 3 mostly all represented cultural traditions and language themes however, dialogue showed that the youth experienced stress towards their Latino identity. Several political themes emerged in this session. Below are a few of the transcribed quotes from session 3.

During this Visual Voices sessions political debates between the 2016 presidential candidates filled social media, newsstands, and television channels. Several of the youth expressed thoughts depicting struggle for power i.e. capacity or ability to act or produce an effect in the political system. One youth described lack of power when stating:

Facilitator: (Name omitted) how does he make you feel?

Youth: I don't like how he represents America he represents all of us and what he says is how we all feel but that not the case. That's how the world see's us and how we're labeled and like we support the bad stuff that's going on and we don't really have a say over it.

In session 3 youth continued to express their thoughts about presidential debates expressing stress and struggle for power. In the following statement the youth participant expressing racial division i.e. separation or disagreement between groups of people specifically based on race relations:

Youth: I think that all things President Trump has said all about sending immigrants back kinda since he's really influential person in the US more people will be influenced by his way of thinking and more people will think like that and kind of like separate themselves.

The data in this session presented a mix of identity and political themes. Several emotional responses i.e. mood and feelings expressed about the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve political power, were expressed amongst the youth during conversations about Latino identity. Amongst the emotional reactions violent moods and thoughts emerged in this session. Several youths expressed wanting to harm presidential candidates and experiencing hardship being Latino because of comments and statements presidential candidates made about the Latino population. The following are statements expressed by youth during session 3 of the Visual Voices project:

Facilitator: Do you think being Latino is fun? Do you think it's easy?

Youth: No, Facilitator: Do you think it's hard? Why is it hard?

Youth: I mean I think it's hard because Trump is president.

Facilitator: Do you think it was easier before Trump was elected?

All Youth: YES!!!

Youth: Yeah, whenever he moves into the White House, he's gonna make World War 3.

5.4 WHAT ARE SOME OF THE CHALLENGES YOU FACE?

5.4.1 Identity and Politics

The following session asked youth to paint about the challenges they faced. Data from session 4 continued to surface a mix of identity and political themes. In this session, identity and political themes emerged in both the paintings and dialogue. In figure 18 one youth participant painted an image representing language and the stress he felt about not being able to fully express himself to others. The youth also expressed perceived discrimination and racial division because other race groups assume Latinos “don’t know how to speak English.” The youths painting is also split into two sections representing the different scenarios. Figure 18 is followed by the direct quote from the youth participant.



Figure 18: "Do you speak English?"

Youth: I'll go. So on the top one I drew the girl asking the person if they spoke English he saw how she look like he didn't think that she was someone who was around and spoke English but you spoke fluent English and that's kind of like a major issue being Hispanic people assume you don't speak English. And for the bottom picture I drew people in the water and other people and boats because it represents like a barrier where you speak English and Spanish and there's some things you can't say it in English because it doesn't translate the way you want it to. So it's like I don't know how to say it just like a barrier that you can't really pass unless they speak Spanish too.

Facilitator: So you can't like fully express yourself? Youth: Yeah.

Challenges in one's life can be described as difficult situations or circumstances that surface or threaten one's emotional or physical well-being. When asking youth to paint about the challenges they faced, political themes i.e. bullying, anti-immigration, and several emotional responses were expressed throughout the groups conversations between youth and facilitators. The following quotes represent bullying i.e. perceived unwanted verbal, social, physical aggression or attack towards one's race, culture, or ethnic identity. Two youth participants shared:

Youth 1: This boy in my classno he says that go back to Mexico.

Youth 2: (name omitted) He's in my class!

Facilitator: What did (name omitted) say?

Youth 1: He said, (name omitted) has to go back to Mexico, I told him, no because I'm a US citizen and he is as well.

In this session two of the youth participants attended the same school and both shared their experience hearing negative comments about their country. The youths referenced comments made by presidential candidates regarding building a wall, deportation, and immigration as the source for some of their classmate's comments. Youth also referenced bullying from presidential candidates by referencing political speeches. The following quotes represent perceived bullying when youth stated:

Youth 1: In Donald Trump's speeches, he was making fun of people who were sick and all that. Youth 2: That's just mean.

Facilitator: Is that the main reason you don't like because of the stuff he says about Latinos? Youth 1, Youth 2, and Youth 3: Yeah, Yeah, Yeah.

Facilitator: Do other people say stuff like that or just him? Youth 1: Just him.

Youth 2: Other people., Youth 3: Other people., Youth 4: Other people.

Youth 2: Other people say. Youth 1: Didn't you hear the news?

Youth 2: A Latino was greeted umm...uh at a first class of school by "are you ready to go back to Mexico?"

Facilitator 1: Why don't you guys like that he's said stuff about Latinos?

Youth 1: Well, because he's really racist. Youth 2: He's racist.

Youth 1: He is. Youth 2: He's offensive. Facilitator 2: Why?

Youth 1: Because of the walls that he's built.

Facilitator 2: Is being ..is being Latino important to you guys?

Youth 1, Youth 2, Youth 3: Yes!!!

Youth 1: I Wish we could stop him from being President of all America.

Youth expressed feeling offended and attacked about their individual and group Latino identity. Youth shared they felt bullied from peers and political leaders suggesting they experienced stress due to race in their immediate surroundings as well as larger society. In addition to bullying group conversations in session 4 also showed the youth participants felt challenges they faced were partly due to anti- immigration sentiment flooding political debate topics. The following are quotes from this session depicting anti- immigration themes i.e. perceived discrimination towards oneself or groups of people on the grounds of race, ethnic identity,

immigration status, or country of origin. Specifically, the following quote shows perceived discrimination about two minority groups, not just Latinos, stating separation and conflict amongst ethnic groups and America:

Youth 1: What's politics? What are the politics?

Youth 2: Like the people who don't want Mexicans and Muslims...and umm...

Youth 3: Trump, yeah, that's about it. Facilitator 1: What about him though?

Youth 3: I guess he's against illegal immigrants and just building a wall. He is basically separating us, I guess. Facilitator 1: What does everybody else think about that? Do you think that's true? Youth 2: I don't agree with what he's doing.

Youth: I think Donald Trump is going to sue us. Facilitator: Donald Trump is going to sue us? Youth: Cause you know his problem with us. Facilitator: What's his problem with us? Youth: Let's just say he doesn't like us. Facilitator: What doesn't he like about us. Youth: He doesn't like us living without documentation to go to the United States and people just need a better life and they think the United States is gonna be a good place to live, but they don't have enough money to travel, so they just come here.

Youth participants referenced immigration status and deportation as a challenge not only they faced but their families and the Latino population as a whole. Youth participants shared they felt scared about uncertainty and the threat of deportation. One youth participant stated she worried a lot about the possibility of family separation due to anti-immigration sentiment expressed by presidential candidates the following describes the youth's concern:

Facilitator: It was? So what is he doing that makes it hard?

Youth: He's making the wall even stronger and he's sending the immigrants back and if you were someone who was born here like me my brothers, my mom and dad over there would leave us alone here and they would take them over there and we would have to go over there. Facilitator: Is that scary? Youth: Very scary actually!

Facilitator: Do you think it's scary? (pause) you don't know? It's alright.

Youth: I get scared.

Facilitator: Do you? Do you worry about it a lot or a little? Youth: A lot.

One female youth shared she felt a lot of stress and anxiety about uncertainty regarding the actions, policies, or comments rampant across the nation from expressed by political leaders. The youth who expressed a great deal of stress and anxiety became tearful while she shared her thoughts. Youth group members commented as well shown in the following statements:

Youth 1: Also stressed, it causes me a lot of stress and anxiety not knowing what he's going to next (crying). Youth 2: We should send him back to his own country.

Anger and fear was prevalent amongst the youth. Fear of political leaders and election outcomes were described. Additionally, frustration and displeased was greatly felt amongst the youth participants. The following two narratives illustrate the state of anger and fear from youth in being exposed to anti- immigration political sentiment:

Youth 1: He's probably gonna cause war between different countries.

Youth 2: Another reason is he's sending my family for no reason.

Facilitator: How does that make you guys feel? Youth 2: Angry.

Facilitator: Correct, what about you over there sitting quiet over there.

Youth 3: He's annoying, selfish, sexist, racist, really, really, racist and I think what he's doing is wrong and he's really annoying and stupid.

Youth 1: And we can't have an orange sitting in the White House.

Youth 2: I'm scared. Facilitator 1: you're scared? Why?

Youth 1 and Youth 2: Donald Trump (cross-talk).

Youth 1: If Donald Trump wins... yeah, we're gonna have to leave if Donald Trump wins.

Youth 2: Exactly. Facilitator 2: You guys are saying you're scared for the voting because if Donald Trump wins, you're going to have to leave the country?

Session 4 asked the participants to express challenges they faced. Perceived anti-immigration political sentiment was one of the main key themes youth participants expressed was challenging for themselves, their families, and the Latino population. Several of the creative pieces and conversations that emerged in session 4 show a negative emotional impact on the Latino youth participants because of perceived anti-immigration political sentiment and legislation witnessed in their environment.

5.5 WHAT CHANGES WOULD YOU LIKE TO SEE IN THE WORLD?

5.5.1 Politics

In the final working session of the Visual Voices project youth participants were asked to paint about the changes they would like to see in the world. In session 5 discussions presenting political themes emerged throughout several of the paintings and conversations. Youth participants expressed wanting to see or create change in their communities and society. Many expressed desire to become good citizens reflected by positive characteristics and civic engagement in their paintings. In figure 19 one youth participant painted a group of people all the same size and color representing equality. The painting also shows a smiling face and a statement expressing, “We’re better, stronger, and smarter together.” The youth shared he wanted Latino and Americans to be treated equally in society however, he also said that he did not believe this was currently happening. The following image and quote represent the youth’s desired change in the world:

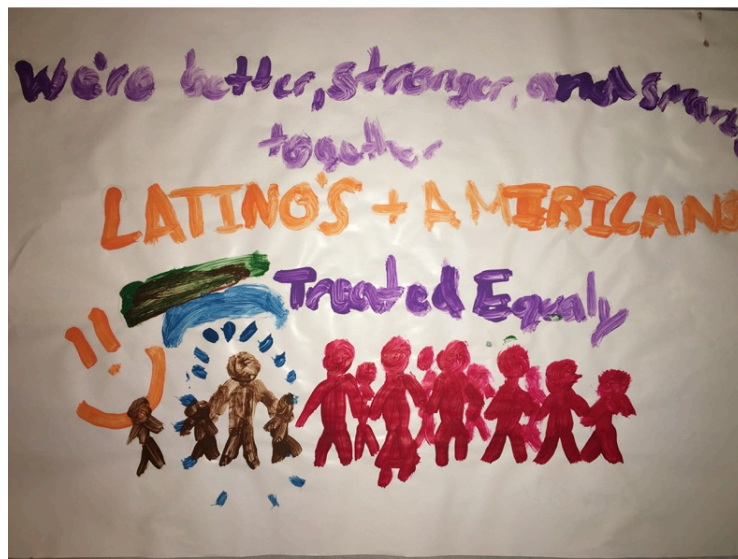


Figure 19: "We're better, stronger, and smarter together"

Youth: I wrote that we should be treated equally.

Facilitator: What are the pictures?

Youth: Oh that's Americans and that's Latinos together. Treated equally.

Facilitator: So do you think that's happening though? Youth: Kind of not.



Figure 20: "He doesn't like people who aren't American"

Another participant also discussed equality amongst individuals and groups in society as a desired change. In figure 20 the youth participant painted equal signs around two individuals who are different, represented by the different colors. The painting also shows planet earth and X's on images that represent inequality. Furthermore, image 21 also displays an image representing equality as a desired change in the world. The image shows equal pay amongst all people as the main theme of their artwork. In this image the youth displays concern for labor rights in relation to minority wage gaps. The youth also added the words "not fair" and "= pay" to represent pay equity and discrimination in the workforce. Several forms of equality emerged throughout the creative art pieces created in session 5.



Figure 21: "Equal pay"

The World Health Organization defines violence as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation” (World Health Organization, 2018). In figure 22 one youth participant expressed that if he was able to change only one thing in the world it would be to end violence. The figure below displays his painting and description:



Figure 22: "No violence"

Youth: No violence, because there is a lot of violence in the world so if there was only one thing I would change it's that.

On November 8, 2016 Donald Trump won the U.S. presidential election. Session 5 occurred after the results. The majority of the youth participants shared that they wished to see a change in the President of the United States. Trump i.e. former presidential candidate and current 45th president of the United States, in office since January 20, 2017 was the most discussed political theme in session 5. The following narratives illustrate “Trump” as a major theme in session 5 Visual Voices group discussions:

Facilitator: (laughter) Why would you like to change our president?
Youth 1: Ah a bunch of reasons. First, he's sending 50 missiles to Syria and uh...
Youth 2: Now we're gonna be at war.
Youth 1: And deporting families, Latino families and that's it.
Facilitator: Ok alright who's next. Youth 3: I said no more Trump.
Facilitator 1: So you don't like him because he's disrespectful of Latinos?
Youth 1, Youth 2 and Youth 3: Yep, Yes, Yep.
Youth 2: ... and he's also racist and he... Youth 3: He is racist!
Youth 4: Because he's Donald Trump. Youth 2: He's a mean guy. Youth 3: Yeah.
Youth 1: I scribbled out all of Donald Trump's face. Youth 3: Did they say the new President? Youth 2: Donald Trump is officially the President.
Facilitator 2: Okay but you guys said, even though you don't like him, you wanna be rich like him. Right? Youth 1: I don't wanna be exactly like him.
Facilitator 1: So how do you wanna be different? Youth 1: I wanna be a nice man.
Facilitator 1: You wanna be a nice man? Youth 1: He's completely mean, 100% mean.

Facilitator 1: I wish that the kids could have voted. Do you wish that the kids would have been able to vote in the elections? Youth 1, Youth 2, Youth 3: Yes!
Youth 1: You know who I voted for? For Mickey Mouse (laughter)
Facilitator 1: Why? Why do you want to vote? Facilitator 2: Why do you want to vote?
Youth 2: Because Hillary Clinton would win
Youth 1: Yeah. Youth 2: Yeah, and I hope this isn't bad and when he goes like to Haiti, he's going to die. Youth 1: Please, please. Youth 2: I hope he does.
Youth 1: And then the Vice President....(cross-talk). Youth 3: We have to deal with this for like eight years. Youth 1: I'm the President...I'm (cross-talk).
Youth 3: We have to deal with Donald Trump for eight years if he wins again.

Youth 3: I feel that the fact that Trump was elected really made a change in people. Like in school they felt the need to say that it was an open place where everyone was excepted right after he was elected so I think that the fact that they felt the need to say that really says a lot.

In session 5 identity, politics, Trump, and violence emerged in several paintings and conversations. One youth in session 5 expressed several themes through his artwork. In figure 23 the youth shows his Latino identity by drawing himself speaking two different languages stating, "Latinos can be bilingual." In the same painting the youth displays a violent scene in the corner of his creative piece. The image in the corner shows a police car, a person with a gun, another person on the ground with blood, and a group of people watching from the side. When describing the image displayed in figure 23, the youth expressed that violence occurred between races. Furthermore, he stated that usually violence was often a result of certain race groups attacking

other race groups that are different from theirs. In this image political theme; racial division is shown. The youth further explained that if he could see change in the world it would be end violence. In this session other youth participants agreed stating they thought people who did bad things should go to jail so they wouldn't be able to do bad things anymore. Youth in this session expressed desire to become civically engaged in their communities and create positive change.



Figure 23: "Latinos can be bilingual"

*Youth: I put myself saying hola and hello in two different languages.
Latinos can be bilingual.*

6.0 DISCUSSION

Visual Voices, a participatory research methodology was used to learn about the experiences of Latino youth in an emerging Latino community. Specifically, this research explored the relationship between anti- immigration political sentiment on Latino youth identity development. This chapter: 1) discusses the study in relation to key identity and political themes that emerged throughout Visual Voices sessions and the construct of the social ecological framework and social identity theory as it pertains to the results; 3) recognizes the limitations of the study; 4) highlights the implications of findings; 5) discusses the relevance of the study to public health social work; and 6) considers further questions raised.

6.1 THEORETICAL FRAMEWORK

The relationship between anti- immigration political sentiment and Latino youth identity development can be better assessed in the context of applied theoretical frameworks relevant to the results of this study. The following section will discuss the social ecological framework and social identity theory as it relates to the findings in this study.

6.1.1 Social Ecological Framework

The social ecological systems framework is a health behavior model that asserts the health of a population is impacted by intra- personal, inter- personal, group, cultural, and structural and political influences in one's environment (Sallis, Owen & Fisher, 2008). Figure 24, outlines the model presenting the level of influences individuals encounter. The diverse experiences of Latino youth at all levels of the social ecological framework may have influenced their reactions to anti- immigration political sentiment when responding to identity prompts during Visual Voices sessions. At the time of the study political debates where the main subject in their physical environments' including their home, amongst their peers, social media domains, and the political climate of the nation. Immigration policies discussed and debated by political

candidates and leaders showed to threaten Latino youth participants' ethnic identity development.

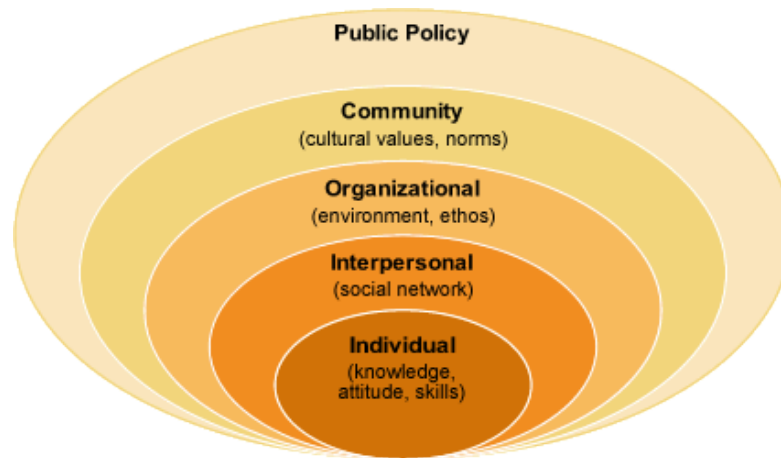


Figure 24: Social Ecological Model

Source: U.S. Department of Health and Human Services, National Institutes of Health, Office of Behavioral and Social Science Research. (2018). Social and Behavioral Theories (NIH Publication). Retrieved from <http://www.esourceresearch.org/eSourceBook/SocialandBehavioralTheories/10Summary/tabid/749/Default.aspx>

The findings in this study represent the youth participants understanding of their social environment, specifically as it relates to the political climate. Their attitudes and reaction present stress felt regarding their attitudes about political issues however, the results also indicated Latino youth want to participate and become more civically engaged in their schools and community after being exposed to anti- immigration political sentiment.

This study was divided into five Visual Voices sessions. In sessions 1& 2 the prompts asked, what are your hopes and dreams for the future? who are you? and what makes you who you are? In these two sessions discussion was centered around identity. Several youth participants shared career aspirations and a desire to help their families. Youth also discussed cultural traditions, foods, language, and the people closest to them i.e. their parents and friends amongst some of the most important aspects of what makes them who they are. In session 3 youth began discussing identity and political themes when asked, what does it mean to be Latino? In session 3 youth began to discuss more perceived hostile political climate towards their Latino identity. Several youths discussed thoughts of racial division in the nation and feeling sad, stress, or fear over political agendas and the possibility of family deportation and separation due to immigration issues for the Latino population. By session 4 of the Visual Voices sessions several youths felt safe and comfortable with discussion amongst peers and facilitators. In addition,

session 4 occurred during an intense political debate week amongst presidential candidates with immigration as one of the major topics discussed. Session 4 asked participants to answer, what are some of the challenges you face? Political themes and subthemes were the most discussed during this session. Youth shared challenges and struggles about bullying, fear of proposed immigration policies, deportation and family separation. Many youths agreed with one another about anxious feelings towards election results. Even when youth expressed negative feelings towards the political climate youth also shared mutual feelings about wanting to engage in civic activities such as voting, violence prevention, connecting with other race groups, wage inequality, and issues around immigration. Many youths expressed wanting to create good change at all levels of the social ecological model. Citizenship and belonging is part of a healthy adult's life (Allen, Bogard, & Sherrod, 2011). In session 5 several youths shared a desire to become active and contributing members of society despite anti-immigration comments circling in the political climate. Session 5 specifically asked, what changes would you like to see in the world? Amongst wanting to create positive change youth also shared several thoughts regarding presidential candidates. Trump was amongst the most discussed topic in session 5 amongst the youth. Several youths described negative or even violent feelings towards the political figure. A unique aspect of conducting Visual Voices sessions with Latino youth in Pittsburgh is it allowed all the Latino youth participants a safe place to converse about sensitive topics such as politics with other Latino youth and facilitators. All youth participants and facilitators identified as Latino which is a unique setting and space for an emerging community. The youth were able to express their thoughts and feelings about what they heard in their homes, schools, or media at a time where the most important subject discussed in the nation was the politics.

Furthermore, one of the objectives for population health in Healthy People 2020, aims to address social determinants of health by creating social and physical environments that promote good health for all (Healthy People, 2020). Healthy people 2020 highlights the importance of addressing health at all levels including one's home, schools, workplace, neighborhoods, and communities. The findings in this study show youth are connected to their social and political world. Youth are likely to develop their attitudes about civic engagement in the context of family, school, media, and association with their communities (Allen, Bogard, & Sherrod, 2011) moreover, attitudes today displayed in politics about immigrants and ethnic populations creates the need for positive spaces where Latino youth can develop positive ethnic identity.

6.1.2 Social Identity Theory

From the works of developmental psychologist Erik Erikson, social identity theory was first developed by Tajfel & Turner (1986). Social identity theory provides a helpful framework for the results of this study since its focus is to explain the interactions among different groups as they relate to one another in terms of categorization and social conflict. The theory claims that positive self- concept of individuals is rooted in their identification with a larger group. Additionally, the theory argues the process of developing positive self and group identity comes from comparing one's "in-group" against an "out-group" (Padilla & Perez, 2003). In this study it is likely the lack of a collective group identity in the lives of the Latino youth participants within their schools and communities influence their sense of individual self- identity and group identity. The results in this study showed Latino youth thought a lot about their identity in relation to their interactions with family, friends, neighborhoods, and society. Furthermore, the results indicate that many of the youth participants felt anger, fear, stress and anxiety about their Latino identity in the context of the current social and political environment. Many youth participants described negative comments being made about their race and countries. Many youths also shared specific anti- immigration initiatives and policies they had heard from political candidates for example, building a border wall to keep people from Latino countries out.

Many youths described feeling attacked from politicians. The low numbers of Latinos in Allegheny County and the current political climate filled with anti- immigration political sentiment may have greater impact in positive self- identity for Latino youth in emerging communities. Nationwide, 20% of youth are born to at least one parent born outside of the U.S. (Allen, Bogard, & Sherrod, 2011). Sometimes parents without status do not hold the same rights and responsibilities as their children. In this study there were first and second generation Latino youth. Often, youth described balancing two worlds, their own or their parents native, and the U.S. Their identification to either country or countries also may have shaped their internalized perceptions and attitudes about their Latino identity. Social and community support could increase an individual's ability to cope with psychological and emotional stressors (Baum & Posluszny, 1999). For Latino youth in Allegheny County participating in positive civic, and cultural activities may serve as a protective factor and contribute to positive ethnic identity development. Youth are likely to develop civic and citizenship attitudes from their interactions

with their environment (Allen, Bogard, & Sherrod, 2011). In accordance with previous research, this study shows that anti-immigration political sentiment may cause stress to Latino youth and may be impacting the health and well-being of the population.

6.2 LIMITATIONS

This study allowed us to understand more about the local Latino community that has been understudied. Given the qualitative nature of the study and unique characteristics of the Latino population in Pittsburgh it cannot be generalized to the greater population, but give insight to the growing population. Furthermore, the study's small sample size results in less power which means low external validity. Also, not every participant was able to attend every session. All facilitators for this study were also part of the community bringing their own biases to group discussions and questions. In addition, the participants in this study knew they were part of a research and shared information in front of their peers which can affect their response. The researchers personal background brings limitations in any study. The student researcher in this study introduces bias in the interpretation of the data. Also, power dynamics exist between the researcher and the youth participants which may have influenced the participants' expression of their artwork.

The study was also not entirely a community based participatory research. The researchers decided on the research questions and interpreted the data without the input of the participants. The researchers have also not yet taken action steps to disseminate the results. Although results have not yet been disseminated to the community the grassroots effort in recruitment of participants and partnerships with local social service organizations aids in the start of relationship building and trust between the community and researchers. This research can give insight and knowledge about the growing Latino youth community. Further steps would include dissemination of the results to local social service program leaders who can use the results to tailor their programs or share with decision makers such as local officials and funders in the efforts to gain support or funding for programs.

6.3 IMPLICATIONS OF FINDINGS

Racial and ethnicity divisions have both been a significant feature in United States history. Different forms of racial or ethnic politics have developed out of the struggle against colonialism, and as a result of racial discrimination and disadvantage in general. Little research has been done on anti-immigration rhetoric as it relates to youth and mental health. Current research shows identity development is an important concept to positive self-esteem formation in youth. It is well known Latino youth experience different forms of stress, discrimination, and identity formation. Visual voices is an excellent participatory research tool to engage youth in research and program interventions that influence youth public health. Few in depth studies have been done that look specifically at Latino youth, immigrant families, identity formation, mental health, and anti-immigration rhetoric which, presents a need for further exploration.

Specifically, for Pittsburgh, PA were the demographics of their population is rapidly changing, the delivery of community and social services in the area will need to adapt for the growing ethnic population. By conducting qualitative and quantitative research on the experiences of Latino youth in Pittsburgh, insight will be given into the experiences Latino youth face in a City where the Latino population is small yet, growing fast. This context may have a great impact on the policy, program planning, and implementation and evaluation of current and future human service programs in Pittsburgh for minority youth.

6.4 PUBLIC HEALTH SOCIAL WORK

The fields of public health and social work have two perspectives in the way their work addresses the health of individuals, groups, communities and populations. Public health focuses on prevention and intervention at a macro level using epidemiological approaches to address the health of communities and populations. Social work focuses on intervention at a micro level by working with individuals, families, and communities using social perspectives to empower individuals to solve social and personal problems. While public health also aims to address individual behavior change, and vice versa social work aims to impact macro social change,

fusing the two creates opportunities to address health at all levels in society. Specifically, for Latino youth in Pittsburgh, PA public health social work perspectives can be used to address the needs of the growing population at all levels within society including:

- Local, state, and national policies for children of immigrants and immigrant children
- Developing linguistically and culturally competent care in a community that does not have many bilingual providers
- Mental health interventions that address culture specific stressors
- Creating a welcoming community for Latino youth who will grow up and become part of the workforce
- Informing local programs and coalitions about Latino youth needs such as the Allegheny County Immigrants and Internationals Initiative
- Social and health services program planning and development that serve Latino youth
- Addressing social determinants of health specific to Latino youth

6.5 FURTHER QUESTIONS RAISED BY THIS STUDY

The largest minority group in the United States is the Latino population. This means a rapid growth of Latino youth in schools and communities. It is likely that health providers across different sectors will encounter Latino youth and their family. Through this research other questions have been raised about the stress, barriers, and experiences of Latino youth in an emerging Latino community. Questions for future researchers, include:

1. How do schools in Allegheny Country addressing the needs of ethnic minority youth?
2. Do schools in Allegheny County have academic and counseling services that serve youth with limited English proficiency?
3. How do ethnic families integrate or assimilate in Allegheny County?
4. What environmental stressors do Latino youth face in emerging ethnic communities?
5. How do Latino youth cope with stress?
6. Is Latino identity important to Latino youth? How do Latino youth preserve Latino identity?

7. What are the experiences of immigrant families accessing healthcare in emerging communities? What are the barriers?
8. How can healthcare providers serve the unique needs of ethnic minority youth in Allegheny County?
9. What local and state policies are in place that protect or address minority youth health issues?
10. What are the experiences or challenges of Latino youth in schools where ethnic and minority student populations are low?
11. Does culture influence stress in emerging ethnic communities?
12. Can Visual Voices be used as a therapeutic intervention for minority youth?

7.0 CONCLUSION

Since youth are rarely given the opportunity to voice their opinion or participate in political activities, this Visual Voices project allowed the participants to engage with their peers and discuss identity and politics. Visual voices, is a fun and engaging research methodology that allows participants to create and express their thoughts and feelings in an artistic way. Visual Voices is excellent for youth, non- English-speaking participants, individuals with different levels of education, or even groups from different countries due to its adaptivity and flexibility in the way participants' express and share their ideas.

The results in this study showed Latino youth thought a great deal about their identity in relation to their interactions with family, friends, neighborhoods, and society. Furthermore, the results indicate that many of the youth participants felt anger, fear, stress and anxiety about the current social and political environment. Although several youths presented emotional stress about anti- immigration political sentiment, youth participants showed interest in wanting to become civically engaged in their communities to create positive change. Additionally, findings also show Latino youth identified positively to their ethnic identity despite anti- immigration political sentiment and felt particularly proud of the groups unique foods, cultural traditions, and language.

According to Erikson, the main role of adolescents is to belong and answer the question "who am I?" Minority and ethnic youth who are immigrants or children of immigrants experience a mix of being meaning developing adolescent identity and ethnic identity. Some youth might want to assimilate more into U.S. main culture while others want to preserve their own. In today's political climate youth exposed to anti- immigration political sentiment might feel the need to identify either stronger or less to their ethnic identity as opposed to their American identity. Either way ethnic youth experience more unique stressors that may impact their emotional well- being.

APPENDIX: INSTITUTIONAL REVIEW BOARD DOCUMENTS

The following documents were all submitted to the Institutional Review Board at The University of Pittsburgh for study PRO16060723.

A.1 RECRUITMENT FLYER



The Family Center and the University of Pittsburgh are interested in learning how growing up in Pittsburgh is for Latino children and youth. We are organizing a research study with youth to learn what are their needs, dreams and concerns

Who can participate?

Latino children and youth between 10 and 16 years old

What does it entail?

- 6 sessions between [DATES] at the Latino Family Center
- Participants will paint, draw and work in groups with other children and youth, inspired on questions about their experience growing up in Pittsburgh
- We will close the project with a community event to present the artworks.

How to participate?

If you have a daughter or son between 10 and 16 years of age interested in participating, or if you want to know more about the project, please call [NAME] at [TELEPHONE]



A.2 ENGLISH ENGAGEMENT SCRIPT

Recruitment Script for Exploring the Role of Ethnic Identity in Latino Youths' Experience in an Emerging Latino Community

Introduction

Good morning/afternoon Mr./Mrs. _____. This is [name], I work as [staff, SW, etc] at the Latino Family Center. Do you have a moment now?

I am currently working on an arts-based research study titled "Exploring the Role of Ethnic Identity in Latino Youths' Experience in an Emerging Latino Community", which focuses on the Latino youth in Pittsburgh, led by Jamie Booth, Rosamaria Cristello and Laura Macia.

Opportunity to opt-out

What I would like to do right now is to tell you more about this study, and assess whether you would be interested in having your child participate in this study, if they agree. Is it ok for me to continue?

[If not interested, STOP, say thank you and end conversation; if yes, continue or make plans for a more suitable time to continue]

Statement about selection

The research study I am calling about is an arts-based research project that focuses on Latino youth between the ages of 10 and 16. Because we know [through your involvement with the LFC and/or Casa San Jose] that you have [one, two...] child/children between the ages of 10 and 16, we are contacting you today. This study is completely separate from the services you receive from [the LFC and/or Casa San Jose], and your decision to participate or not in it in no way affects the services you now or in the future receive from this or any other organization.

Interest in moving forward

With this in mind, are you interested in hearing more details about the research study?

[if not interested, STOP, say thank you and end conversation; if yes, continue]

Your child is being invited to participate in a research study called the "Exploring the Role of Ethnic Identity in Latino Youths' Experience in an Emerging Latino Community." The purpose of this study is to learn from Latino youth about their experiences growing up in an emerging Latino community through an arts-based project called Visual Voices. We want to understand Latino youths stressors and needs. The results will facilitate the development of culturally grounded interventions to address the youth's needs and facilitate wellbeing among Latino youth living in emerging Latino communities.

Your child will be asked to participate with approximately 10-20 other youth ages 10-16, in an art-based project that uses painting, writing, drawing, and talking as a group to discuss their experiences growing up in Pittsburgh including challenges and stressors. The project is designed specifically to help with developing and practicing healthy communication, teamwork, and self expression skills. The program will consist of 6, 2-3 hour modules which will take place at the Latino Family Center [or space provided by Casa San Jose at The Church of Christ]. The groups will be divided into two age groups 10-12 and 13-16, your child will be in the group that corresponds to their age. The beginning date will be [date], and it will continue [date]. On the last day there will be a community event with an exhibition of the art pieces.

Final assessment of interest and explanation of next steps

Would this project be something that you and your child are interested on?

[if not interested, STOP, say thank you and end conversation; if unsure, set up date for follow-up; if yes, continue]

Thank you for your interest. I will now add your child's name to that of potential participants. We will give you a call a week before the first session to remind you of it. On that first day, we will provide a more extensive explanation of the project and will ask for parents and children to sign a consent form. It is important for you to be in this process, as your child will not be able to participate in the study if a consent form is not signed by you.

Do you have any additional questions?

Thank you for your interest, and we are looking forward to see you on [date].

A.3 SPANISH ENGAGEMENT SCRIPT

Protocolo de reclutamiento para Explorando el Rol de la Identidad Étnica en la Experiencia de los Jóvenes Latinos en una Comunidad Latina Emergente

Introducción

Buenos días/tardes Sr./Sra. _____. Soy [nombre], trabajo como [personal, trabajador social, etc.] en el Centro Latino Familiar. ¿Tiene un momento ahora?

Estoy trabajando en un estudio de investigación basado en las artes llamado "Explorando el Rol de la Identidad Étnica en la Experiencia de los Jóvenes Latinos en una Comunidad Latina Emergente," que se enfoca en los jóvenes latinos en Pittsburgh. El estudio es liderado por Jamie Booth, Rosamaria Cristello y Laura Macia.

Oportunidad para no participar

Lo que quisiera hacer ahora es contarle más sobre este estudio y ver si usted pudiera estar interesado/a en que su hijo/a participe en este estudio, si él/ella lo desea. ¿Está bien si continúo? [Si no hay interés, FARE, de las gracias y termine la conversación; si sí, continúe o haga planes para un mejor momento para continuar]

Declaración sobre criterio de selección

El estudio de investigación por el que le estoy llamando es un proyecto basado en las artes que se enfoca en jóvenes entre 10 y 16 años. Como sabemos [a través de su participación con el CLF] que usted tiene [un, dos, ...] hijos entre las edades de 10 y 16, le estoy contactando hoy. Este estudio es totalmente independiente de los servicios que usted recibe [del CLF], y su decisión de participar o no afecta de ninguna manera los servicios que recibe ahora o que pueda recibir en el futuro de esta o cualquier otra organización.

Interés en continuar

Con esto en mente, ¿está usted interesado en conocer más sobre este estudio de investigación? [Si no hay interés, FARE, de las gracias y termine la conversación; si sí, continúe]

Su hijo/a está siendo invitado a participar en un estudio de investigación llamado "Explorando el Rol de la Identidad Étnica en la Experiencia de los Jóvenes Latinos en una Comunidad Latina Emergente." El propósito de este estudio es aprender de los jóvenes latinos sobre su experiencia creciendo en una comunidad latina emergente a través de un proyecto basado en las artes conocido como "Visual Voices," que traduce voces visuales. Queremos entender que estresores y necesidades tienen los jóvenes latinos. Los resultados facilitarán el desarrollo de intervenciones que sean culturalmente apropiadas y que se enfoquen en las necesidades de los jóvenes, y faciliten el bienestar de los jóvenes Latinos viviendo en comunidades latinas emergentes.

Su hijo/a participará con aproximadamente 20 otros jóvenes entre 10 y 16 años en un proyecto basado en las artes que usa la pintura, escritura, dibujo y discusión como grupo, para hablar sobre sus experiencias creciendo en Pittsburgh, incluyendo retos y estresores. El proyecto está diseñado específicamente para ayudar al desarrollo y practica de habilidades como la buena comunicación, el trabajo en equipo, y la autoexpresión. El programa consiste en 6 sesiones de 2-3 horas que tendrán lugar en el Centro Latino Familiar. Los grupos serán divididos en dos edades, 10 a 12 y 13 a 16, y su hijo/a estará en el que le corresponda según su edad. La fecha de iniciación será el sábado [fecha], y continuará cada sábado hasta el día [fecha]. El último día habrá un evento comunitario con una exhibición de las obras de arte.

Evaluación final de interés y explicación de siguientes pasos

¿Es este Proyecto algo en el que usted y su hijo/a estén interesados?

[Si no hay interés, FARE, de las gracias y termine la conversación; si indeciso, defina fecha para llamar nuevamente; si sí, continúe]

Gracias por su interés. Voy a poner el nombre de su hijo/a en la lista de posibles participantes.

Vamos a llamarlo una semana antes de la primera sesión para recordarle del proyecto. Ese primer día vamos a dar una explicación más extensa del proyecto, y vamos a pedir a los padres e hijos que firmen una forma de consentimiento. Es importante que usted esté presente en este proceso, ya que su hijo/a no podrá participar en el estudio si usted no firma un consentimiento.

¿Tiene alguna pregunta adicional en este momento?

Gracias por su interés, y estamos entusiasmados de verlos el día [fecha]

A.4 ENGLISH PARENTAL VISUAL VOICES INFORMED CONSENT FORM



Title of Project: “Exploring the Role of Ethnic Identity in Latino Youths’ Experience in an Emerging Latino Community”

Funding Provided by: Dr. Jaime Booth's Center on Race in Social Problems Pilot Grant

Parental Visual Voices Informed Consent Form

What is this project about?

Your child is being asked to participate in a research study called the “Exploring the Role of Ethnic Identity in Latino Youths’ Experience in an Emerging Latino Community.” The purpose of this study is to learn from Latino youth about their experiences growing up in an emerging Latino community through an arts-based project called Visual Voices. We want to understand Latino youths stressors and needs. These results will facilitate the development of culturally grounded interventions to address the youth’s needs and facilitate wellbeing among Latino youth living in emerging Latino communities.

Who are the people running this project? How can I get in touch with them?

The Principal Investigators for this project are Dr. Jaime Booth, Dr. Laura Macia and Ms. Rosamaria Cristello.

Contact information for the Principal investigators:

What will my child be asked to do?

Your child will be asked to participate with approximately 10-20 other youth ages 10-16, in an art-based project that uses painting, writing, drawing, and talking as a group to discuss their experiences growing up in Pittsburgh including challenges and stressors. The project is designed specifically to help with developing and practicing healthy communication, teamwork, and self-expression skills.

The program will consist of 6, 2-hour modules that will take place in anywhere from 2 to 6 sessions which will either take place at the Latino Family Center or space provided by Casa San Jose. The youth will be divided by age, with one group for youth ages 10-12 and another for youth ages 13-16. Visual Voices is an arts-based method to address a focal area. The session consists of a general overview discussion, followed by an art activity (either painting or drawing and writing), and end with a group “critique” or discussion of participants artwork. The session will begin with the overview discussion where the facilitators will introduce the topic(s) for that session (e.g. their hopes and dreams) so that participants can begin to think about what they want to paint, write or draw about. The majority of the session will be spent creating either paintings or drawings and writings that participants feel reflect that session's topic. During this time session facilitators will go around to speak to each person about their art work. The session

will end with participants coming together to share ideas--the group critique. Participants will be asked to share their artistic pieces and the group will comment about artistic styles and content.

The first session will begin with introductions to the project and project staff and an overview of the research project goals. Background information about Visual Voices will also be shared at this time in addition to an example of the final mural exhibit. A warm-up drawing and other arts-based activities will begin this session. Next, your child will be asked to paint 1-3 large pictures about hopes and dreams for the future, how they see themselves, and other topics of interest introduced by the youth during the sessions. Your child will be invited to give one or more of these paintings to be included in the final exhibition.

Parents will not be informed of their child's discussion responses and will not be told which artwork belongs to their child unless the child chooses to inform their parent.

During the Visual Voices program, with your permission, photographs will be taken of your child and the other participants to incorporate into the final exhibit. Copies of all of the photographs will be provided to you and/or your child. The final exhibit display will be developed and shared at a community meeting.

The sessions' discussion sessions will be tape-recorded. A note-taker will also be there to take notes on information about the discussion session that is not gathered from the audio recorder. Examples might include how active the group is when talking, their reactions to the paintings/writings and drawings, etc. Audio recordings will be listened to and every word will be typed and reviewed to make sure that nothing that is said is missed. Following this transcription of the audio recordings, the audio recordings will be destroyed. Your child's real names will not be used on the discussion group and they will be encouraged to adopt a "nickname" of choice for the project so that people will not know who participated in the project, what they created, unless you or they tell someone. During the research project activities, we will only call your child by their chosen nickname.

In the first and last session your child will also be asked to complete a survey that will ask them basic demographic questions and questions about their level of acculturation, stress, depression, empowerment/self-efficacy and substance use. Your child will be encouraged to use their "nickname" of choice on the survey as well. You will not have access to your child's responses on the survey. All youth responses will be combined and reported as a whole.

What will my child get for participating in this project?

Your child will each receive \$25 at the completion of the project to thank them for sharing their time, energy and important perspective in the project session. Your child will also receive copies of all of the photographs that were taken during the Visual Voices project sessions that your child is in. Also during the session, food will be provided. At the end of the project, there will be a party to share the work with the community that your child, other parents, and community will be invited to. Taking part in this study will not cost you any money.

Are there any benefits for participating in the study?

No benefits to you or your children are guaranteed. During this pilot project, there is the potential that your children may benefit from increased and broadened communication about topics initiated during the art sessions. In the long term it is possible that this research will lead to the creation of interventions to improve Latino youths wellbeing by addressing important stressors and needs.

Are there any risks to my child?

There is the risk that some of the things that we ask or talk about during the research project session might make your child feel uneasy or uncomfortable. Your child may also experience distress in response to survey items. We will not be asking about anything personal and your child does not have to discuss anything that might make them feel uncomfortable. Participation in all aspects of this study are voluntary, which means each child will make the decisions of what they would like to share. Your child DOES NOT have to answer any questions that they are not comfortable with. We will ask that the groups not share what is discussed during the sessions with others outside of the groups. However, if private information comes up during the discussion group, another person in the group could share that with someone else. They will all be asked to use a nickname to keep all of the tape recordings private. This nickname will also be used on the surveys to identify your child. It will be clearly stated at the beginning of all Visual Voices sessions that participants share only what they are comfortable sharing. Breach of confidentiality is also a possible risk. Participants have the right to terminate involvement in the study at any time. If we learn that your child is being abused we must, by law, report this to Child Protective Services.

Will people know that my child participated in this project?

The only people who will see the information that your child personally creates or shares during the discussion group sessions that can be linked to their personal identity (identifiable information) are project staff and fellow participants. The paintings created, in addition to the writings, drawings, and photographs, will be displayed as part of the collaged exhibit. Your child's name will not be attached to the painting, writings, drawing or photographs but your child's participation in the project maybe known based on their presence in a photograph. We will only include the materials that your child chooses to contribute to the final exhibit. Since the group discussion sessions about paintings and drawings will be audio-taped, everyone will be asked to pick a nickname and will be called by this name during the project sessions. Survey responses will only be seen by project staff. All identifiable information gathered from the audio recorders and on surveys will be kept in locked cabinets on a password protected hard drive that only project staff will have access to. Despite the use of nicknames the information collected will include identifiable information. Study staff will be the only people who have access to identifiable information, however, the data may be shared with others after all identifying information has been removed. Names will not be used when the study findings are presented, or during the exhibition of the final collage. Permission is necessary, gathered in the Parental Consent and Youth Assent Forms, before any of the photographs will be included in the final project exhibition.

In addition to the investigators listed and their research staff, the following individuals will or may have access to identifiable information related to your child's participation in this research study: Authorized representatives of the University of Pittsburgh Research Conduct and Compliance Office may review your child's identifiable research information for the purpose of monitoring the appropriate conduct of this research study. In unusual cases, the investigators may be required to release identifiable information related to your child's participation in this research study in response to an order from a court of law. If the investigators learn that your child or someone with whom your child is involved is in serious danger or potential harm, they will need to inform, as required by Pennsylvania law, the appropriate agencies.

Does my child have to participate? Can my child stop being a part of this project whenever we may choose?

Your child's involvement in all aspects of the project is absolutely voluntary, which means that they do not have to participate if they do not want to. Your child will not be punished in any way

for not participating in this project. If your child does decide to participate, they can stop participating in the project at any time, for any reason.

What if I have questions about the project or participation in the project?

If you **ever** have any questions about this study, please feel free to contact Dr. Jaime Booth at (928)-607-5290.

If your child is interested in participating in this project, please read the following Participant Agreement Statement very carefully. Then, if they would still like to participate, you (the parent) sign and date this form and return it to the principal investigators or the research assistant. You may keep a copy of the form for yourself in case you have any questions or concerns at a later date.

PARENT AND CHILD AGREEMENT STATEMENT

The above information has been explained to me and all of my current questions have been answered. I understand that I am encouraged to ask questions, voice concerns or complaints about any aspect of this research study during the course of this study, and that such future questions, concerns or complaints will be answered by a qualified individual or by Jamie Booth, Laura Macia or Rosamaria Cristello the Principal Investigators, listed on the first page of this consent document at the telephone number given. I understand that I may always request my questions, concerns, or complaints be addressed by a listed investigator. I understand that I may contact the Human Subjects Protection Advocate of the IRB Office, University of Pittsburgh toll-free at 1-866-212-2668, to discuss problems, concerns, and questions; obtain information; offer input; or discuss situations in the event that the research team is unavailable.

I understand that, as a minor (age less than 18 years), my child is not permitted to participate in this research study without my consent. By signing this form, I give permission for **my child** to participate in this research study. A copy of this consent form will be given to me. I also understand and agree that unless otherwise notified in writing permission is granted to tape record sessions with my child as well as use photographs taken of my child in the final exhibition of the project. I also give permission for photographs taken of my child to be used in presenting the results from this research project. Presentations of the project may include organizations that funded the project, classroom presentations, members of the community, and conferences.

Printed Name of the Child Subject

Parent (Print)

Relationship to Participant (Child)

Parent for Child's Inclusion in the Study

Date

ASSENT: FOR CHILDREN AGE 16 OR YOUNGER WHO ARE DEVELOPMENTALLY ABLE TO SIGN THEIR NAME:

This research has been explained to me, and I agree to participate.

Signature of Child-Subject

Date

Printed Name of Child-Subject

CERTIFICATION of INFORMED CONSENT


I certify that I have explained the nature and purpose of this research study to the above-named individual(s), and I have discussed the potential benefits and possible risks of study participation. Any questions the individual(s) have about this study have been answered, and we will always be available to address future questions, concerns or complaints as they arise. I further certify that no research component of this protocol was begun until after this consent form was signed.

Printed Name of Person Obtaining Consent

Role in Research Study

Signature of Person Obtaining Consent

Date

APPENDIX A		APPENDIX B APPENDIX C University Of Pittsburgh APPENDIX D Institutional Review Board	APPENDIX E APPENDIX F Approval Date: 9/26/2017 Renewal Date: 9/25/2018	APPENDIX G APPENDIX H IRB #: PRO16060723
APPENDIX I				

A.5 SPANISH PARENTAL VISUAL VOICES INFORMED CONSENT FORM



Título del Proyecto: “Explorando el Rol de la Identidad Étnica en la Experiencia de los Jóvenes Latinos en una Comunidad Latina Emergente”

Financiado por: Proyecto Piloto del Center on Race in Social Problems a Dr. Jaime Booth

Consentimiento para Padres en Proyecto Visual Voices

¿De qué se trata este proyecto?

Estamos invitando a su hijo/a a participar en un proyecto de investigación titulado “Explorando el Rol de la Identidad Étnica en la Experiencia de los Jóvenes Latinos en una Comunidad Latina Emergente.” El propósito de este estudio es aprender de los jóvenes Latinos sobre sus experiencias creciendo en una comunidad Latina emergente. Esto se hará a través de un proyecto basado en las artes conocido como Visual Voices (Voces Visuales). Queremos entender cuáles son las necesidades y presiones sobre los jóvenes Latinos. Los resultados permitirán desarrollar intervenciones que sean culturalmente apropiadas para responder a las necesidades de los jóvenes viviendo en comunidades Latinas emergentes y facilitar su bienestar.

¿Quiénes están manejando este proyecto? ¿Cómo puedo contactarlos?

Los Investigadores Principales de este proyecto son Dr. Jaime Booth, Dr. Laura Macia and Ms. Rosamaria Cristello.

Información de contacto de los Investigadores Principales:

¿Qué se le pedirá a mi hijo/a que haga?

Vamos a invitar a su hijo a participar con aproximadamente 20 otros jóvenes entre 10 y 16 años en un proyecto basado en el arte. Los jóvenes pintan, escriben y hablan en grupo, discutiendo sus experiencias creciendo en Pittsburgh, incluyendo retos y presiones que puedan enfrentar. El proyecto está diseñado específicamente para ayudar a desarrollar y practicar las habilidades de comunicación saludable, el trabajo en equipo y la autoexpresión.

El programa consistirá en 6 sesiones de 2 a 3 horas de duración, que tendrán lugar en el Centro Latino Familiar. Los jóvenes estarán separados por edad, con un grupo para jóvenes entre 10 y 12 años y otro para jóvenes entre 13 y 16. Visual Voices es un método basado en el arte que se enfoca en un área específica. Cada sesión consiste en una discusión general seguida por una actividad artística (pintar o dibujar, combinado con escribir), y finaliza con una “crítica” grupal, o discusión sobre las obras de los participantes. La sesión comenzara con una discusión general en la que los facilitadores van a presentar el tema o temas para esa sesión (e.g. las esperanzas y sueños de los participantes), de manera que los participantes puedan empezar a pensar sobre qué quieren pintar, escribir o dibujar. La mayor parte de la sesión

consistirá en crear dibujos o pinturas y escritos en los que los participantes reflexionan sobre el tema de la sesión. Durante este tiempo los facilitadores hablarán con cada persona individualmente sobre su obra de arte. La sesión terminará con todos los participantes reuniéndose para compartir ideas en una crítica en grupo. Se pedirá a los participantes que compartan sus piezas artísticas con el grupo, y el grupo comentará sobre el estilo artístico y el contenido.

Al comienzo de la primera sesión se introducirán todos los participantes en el proyecto y los facilitadores, y se hará un resumen de los objetivos del proyecto de investigación. También se ofrecerá información sobre Visual Voices, al igual que un ejemplo del mural final para exhibición. Durante esta sesión habrá un primer ejercicio de calentamiento con dibujo y otras actividades artísticas. En las siguientes sesiones se pedirá su hijo/a que haga de 1 a 3 pinturas grandes sobre sus esperanzas y sueños para el futuro, cómo se ven a sí mismos, y otros temas de interés definidos por los jóvenes mismos durante las sesiones. Se pedirá a su hijo que ofrezca una o más de estas piezas para ser incluidas en la exhibición final.

Los padres no serán informados sobre las respuestas dadas por sus hijos durante la discusión, y no se les dirá cuál obra pertenece a su hijo/a, a no ser que el artista decida informar a sus padres.

Durante el programa de Visual Voices, con su permiso, se tomarán fotografías de su hijo/a y los otros participantes para incorporarlas a la exhibición final. Copias de todas las fotografías serán entregadas a usted y/o a su hijo/a. La exhibición final será presentada en un evento comunitario.

Las discusiones durante las sesiones serán grabadas. También habrá alguien tomando notas sobre información en la sesión de discusión que no pueda ser registrada en una grabación. Por ejemplo, tomarán nota sobre qué tan activo es el grupo cuando habla, o sobre las reacciones a las pinturas o escritos, etc. Las grabaciones de sonido serán escuchadas y cada palabra será transcrita y revisada, para garantizar que nada se haya dicho se ha dejado de capturar. Después de la transcripción de las grabaciones de audio, las grabaciones mismas serán destruidas. El nombre real de su hijo/a no será utilizado durante las discusiones, y se les animará para que escojan un “apodo” para ser utilizado durante todo el proyecto. De esta manera las personas que no participaron en el proyecto no podrán saber quién participo en el proyecto y cuáles fueron sus obras, a no ser que decidan compartir esta información. Durante las actividades del proyecto solamente llamaremos a su hijo/a por su apodo.

Durante la primera y la última sesión también pediremos a su hijo/a que llene una encuesta que les preguntará sobre información demográfica básica, y preguntas sobre su nivel de aculturación, estrés, depresión, empoderamiento/autosuficiencia y uso de sustancias. Se alentará a su hijo/a para que use su apodo durante la encuesta. Usted no tendrá acceso a las respuestas de su hijo/a en la encuesta. Todas las respuestas de los jóvenes serán combinadas y reportadas como un todo.

¿Qué recibirá mi hijo por participar en este proyecto?

Su hijo/a recibirá \$25 al finalizar el proyecto como una forma de agradecimiento por su tiempo, energía y su importante perspectiva. Su hijo/a también recibirá copias de todas las fotografías que sean tomadas durante las sesiones de Visual Voices en las que ellos salgan. También se ofrecerá comida a los participantes en todas las sesiones. Al final del proyecto habrá una fiesta

para compartir el trabajo con la comunidad, a la cual su hijo/a, los otros padres y la comunidad serán invitados. Participar en este proyecto no tendrá ningún costo para usted.

¿Existe algún beneficio por participar en el estudio?

No se garantiza ningún beneficio para usted o su hijo/a. Durante este trabajo piloto es posible que su hijo/a se beneficie por una mayor comunicación sobre los temas planteados durante las sesiones artísticas. En el largo plazo, es posible que esta investigación lleve al desarrollo de intervenciones para mejorar el bienestar de los jóvenes latinos, enfocándose en presiones y necesidades importantes.

¿Hay algún riesgo para mi hijo/a?

Existe el riesgo de que algunas de las cosas que preguntamos o sobre las que hablamos durante este proyecto de investigación hagan sentir a su hijo/a inquieto o incómodo. También es posible que su hijo/a sienta nervioso/a al responder algunas de las preguntas de la encuesta. No vamos a preguntar nada personal y su hijo/a no tiene que discutir nada que lo haga sentir incómodo. La participación en todos los aspectos de este estudio es voluntaria, que significa que cada joven tomará decisiones sobre qué quieren compartir. Su hijo/a **NO TIENE** que responder ninguna pregunta con la que no se sienta cómodo. Vamos a pedir a todos los grupos que no compartan nada de lo que se discute durante las sesiones con ninguna persona por fuera de los grupos. Sin embargo, si surge información personal durante las discusiones en grupo, es posible que otra persona del grupo comparta esa información con otros. Se pedirá a todos los participantes que usen un apodo para mantener todas las grabaciones de audio anónimas. Este apodo también será utilizado para identificar a su hijo/a en las encuestas. Se planteará claramente al comienzo de todas las sesiones de Visual Voices que los participantes solamente deben compartir aquello con lo que se sientan cómodos. Que se rompa la confidencialidad también es un riesgo. Los participantes tienen derecho a terminar su participación en este estudio en cualquier momento. Si sabemos a través del proyecto que su hijo/a está siendo abusado, tenemos por ley la obligación de reportarlo a Child Protective Services.

¿Otras personas sabrán que mi hijo/a participó en este proyecto?

Las únicas personas que verán la información que su hijo/a cree o comparta durante las discusiones en grupo que puedan vincular su información personal con el proyecto (información indentificable) serán el personal del proyecto y los otros participantes. Las pinturas creadas, además de los escritos, dibujos y fotografías, serán presentadas como parte de una exhibición. El nombre de su hijo/a no será vinculado con sus dibujos, pinturas, escritos o fotografías, pero la participación de su hijo/a puede ser conocida debido a su presencia en las fotos. Solamente incluiremos los materiales que su hijo/a decida contribuir para la exhibición final. Debido a que todas las discusiones en grupo serán audio-grabadas, se pedirá a todos los participantes que escojan un apodo y serán llamados por este apodo durante todas las sesiones del proyecto. Toda la información recolectada por las grabadoras y las encuestas será guardada en archivadores a los que solamente el personal del proyecto tiene acceso. A pesar del uso de apodos, es posible que la información recogida incluya información identificable. Solamente el personal del proyecto tendrá acceso a la información identificable. Sin embargo, es posible que se comparta la información recogida en el proyecto con otras personas una vez toda la información identificable sea removida. Los nombres reales de los participantes no serán utilizados para presentar los resultados, ni durante la exhibición final. Será necesario obtener permiso, a través del Consentimiento de Padres y la forma de Asentimiento de los Jóvenes, antes de que cualquiera de las fotografías sean incluidas en la exhibición final.

Además de los investigadores listados y su personal de investigación, las siguientes personas tendrán, o pueden tener, acceso a información identificable relacionada con la participación de su hijo/a en este proyecto: representantes autorizados de la oficina de conducta de investigación de la Universidad de Pittsburgh pueden revisar información identificable de su hijo/a con el propósito de monitorear la conducta apropiada en este estudio de investigación. En casos extraordinarios, los investigadores pueden estar obligados a entregar información identificable relacionada con la participación de su hijo/a en este estudio de investigación en respuesta a una orden de una corte. Si los investigadores tienen conocimiento que su hijo/a o alguien con quien su hijo/a este involucrado está en peligro grave o daño potencial, deben informarlo como es requerido por la ley de Pennsylvania, a las agencias correspondientes.

¿Tiene mi hijo/a que participar? ¿Puede mi hijo/a dejar de participar en este proyecto en cualquier momento que lo desee?

La participación de su hijo/a en todas las partes de este proyecto es absolutamente voluntaria, lo que significa que no tienen que participar si no lo desean. Su hijo/a no será castigado de ninguna forma por no participar en este proyecto. Si su hijo/a si decide participar, puede dejar de participar en el proyecto en cualquier momento, y por cualquier motivo.

¿Qué pasa si tengo preguntas sobre el proyecto o la participación en el proyecto?

Si en **cualquier momento** tiene cualquier pregunta sobre este estudio, por favor siéntase en total libertad para contactar a la Dra. Jaime Booth al (928)-607-5290.

Si su hijo/a esta interesado en participar en este proyecto, por favor lea la siguiente Declaración de Acuerdo del Participante con mucho cuidado. Después, si su hijo/a aun desea participar, usted (el padre/madre o tutor legal) debe firmar y fechar este formulario y entregarlo a los investigadores principales o al asistente de investigación. Usted puede quedarse con una copia de este formulario en caso de que tenga cualquier pregunta o preocupación después.

DECLARACION DE ACUERDO DE PADRES E HIJOS

La información presentada arriba me ha sido explicada y todas las preguntas que tengo actualmente han sido respondidas. Entiendo que se me está alentando a hacer preguntas, expresar preocupaciones sobre cualquier aspecto de este estudio de investigación durante todo el curso del estudio, y que todas las preguntas futuras, preocupaciones o quejas serán contestadas por una persona calificada para hacerlo o por Jamie Booth, Laura Macia o Rosamaria Cristello, las investigadoras principales de este proyecto, que son listadas en la primera página de este consentimiento en los números de contacto ahí provistos. Entiendo que siempre puedo exigir que mis preguntas, preocupaciones o quejas sean respondidas por una de las investigadoras listadas. Entiendo que puedo contactar al Defensor de Sujetos Humanos de la oficina del IRB de la Universidad de Pittsburgh en el número gratuito 1-866-212-2668, para discutir problemas, preocupaciones y preguntas; obtener información; ofrecer sugerencias; o discutir situaciones en caso de que el personal de investigación no esté disponible,

Entiendo que, como menor de edad (edad de menos de 18 años), mi hijo/a en este proyecto no puede participar en este proyecto sin mi autorización. Al firmar este formulario doy permiso a **mi hijo/a** para que participe en este proyecto de investigación. Una copia de este consentimiento me será entregada. También entiendo y estoy de acuerdo que a no ser que sea notificado lo contrario por escrito, estoy dando permiso para grabar el audio de las sesiones con mi hijo/a, al igual que tomar fotografías para la exhibición final del proyecto. También doy permiso para que las fotografías que sean tomadas de mi hijo/a sean utilizadas para presentar los resultados de este proyecto de investigación. Presentaciones del proyecto pueden incluir a

organizaciones que financiaron el proyecto, presentaciones en clases, a miembros de la comunidad y en conferencias.

Nombre del menor (letra imprenta)

Nombre del Padre/Madre (letra imprenta)

Relación con el Participante (Menor)

Firma del Padre/Madre o Tutor Legal para
Inclusión del Menor en el Estudio

Fecha

ASENTIMIENTO: PARA NIÑOS DE 16 AÑOS O MENOS DE EDAD QUE ESTEN EN CAPACIDAD DE FIRMAR SU NOMBRE:

Esta investigación me ha sido explicada, y estoy de acuerdo con participar.

Firma del Menor-Participante

Fecha

Nombre Imprenta del Menor Participante

CERTIFICACION DE CONSENTIMIENTO INFORMADO

Certifico que he explicado la naturaleza y propósito de este proyecto de investigación a la(s) persona(s) nombrada arriba, y que he discutido los posibles beneficios y riesgos de participar en el estudio. Cualquier pregunta que esta(s) persona(s) tenga sobre el estudio han sido contestadas, y siempre estaremos disponibles para atender preguntas, preocupaciones o quejas futuras a medida que vayan surgiendo. También certifico que ningún componente de investigación de este protocolo ha comenzado hasta después de obtener la firma en este consentimiento.

Nombre Impreso de Persona Obteniendo Consentimiento

Rol en el Estudio

Firma de Persona Obteniendo Consentimiento


Fecha

VERIFICACION DE EXPLICACION:

Certifico que he explicado la naturaleza y propósito de este proyecto de investigación Al menor/participante en un lenguaje apropiado para su edad. El/ella ha tenido la oportunidad de discutirlo conmigo en detalle. He contestado todas las preguntas que ha tenido, y el/ella ha otorgado su acuerdo afirmativo (i.e. asentimiento) para participar en este estudio.

Firma del Investigador

Fecha

 APPENDIX J	APPENDIX K	APPENDIX N	APPENDIX P
	APPENDIX L University Of Pittsburgh	APPENDIX O Approval Date: 9/26/2017 Renewal Date: 9/25/2018	APPENDIX Q IRB #: PRO16060723
APPENDIX R	APPENDIX M Institutional Review Board		

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