

Generational Trauma Psychoeducational Groups

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### Abstract

The Hispanic/LatinX population faces many challenges, including first and second generational trauma, which encompasses poverty and mental health disorders. Current literature was reviewed in order to gain a better understanding of the needs among this population and what interventions have been beneficial to them in the past. Research showed that minors living in poverty have a more difficult time coping with mental health issues (Nadeau, Lecompte, Johnson, Pontbriand, & Rousseau, 2018). In light of the high rate of Hispanic immigrants exposed to trauma, it is understandable that many in this population also struggle with mental health disorders. Posttraumatic stress disorder (PTSD) is prominent among this population along with other trauma related disorders (NeMoyer, Rodriguez, & Alvarez, 2019). Research also highlights that school engagement appeared to have more impact than peer and family engagement on resilience and mental health factors (Venta et al., 2019). Realizing this information inspired the creation of school based psychoeducational groups that focus on providing knowledge and coping skills for Hispanic/LatinX High School students in Dalton, Georgia in order to address generational trauma. A needs assessment and research plan were designed to become informed on specific needs within the community. Once the information was obtained, facilitators created a curriculum to educate students on generational trauma, the impact it can have on their daily lives, and coping strategies these students can implement to help alleviate the stress caused by generational trauma. A stakeholders and SWOT analysis were also conducted in order to assess the program as a whole and to plan for potential barriers that may interfere with desired provision of services. Lastly, a logic model was created as well as an evaluation plan to ensure the effectiveness of services and the impact on the target population.

## Generational Trauma Psychoeducational Groups

### **Background of the Problem**

The social problem being addressed is the mental health issues that arise due to immigration among Hispanic and LatinX immigrants in the United States. For those who immigrated to the U.S. many challenges, such as poverty, family separation, adjusting to a new culture, and discrimination, have been associated with anxiety, depression, and Post Traumatic Stress Disorder (Ramirez, Gallion, Aguilar, & Dembeck, 2017). Immigrants who came without legal approval also face mental health issues. In one of Garcini's earlier articles, he pointed out that the obstacles undocumented immigrants face make them more susceptible to mental health disorders (as cited in Garcini et al., 2017).

Mental health, especially among this population, needs to be taken seriously. Suicide and suicidal thoughts are more prevalent among Latino adolescents, with the rates doubling among Latina adolescents (United States Census Bureau, 2016). Even with high rates of severe mental health issues, Hispanics in America, especially those who immigrated here, do not receive mental health services as much as their white counterparts (Office of the Surgeon General et al., 2001).

In 2017, approximately 44.4 million immigrants were residing in the United States. Of this number, 50% were either from Mexico or other Latin American countries (Pew Research Center, 2019). Of all the racial minority groups in the United States, Latinos are made up of the most members, with 17.9 million of them being younger than 18 years old (Patten, 2016). The United States Census Bureau predicted that there will be 119 million Latinos by the year 2060 (2016). Out of this growing population, the youth are more at risk for mental health issues than any others of similar ages in different racial groups (Ramirez, Gallion, Aguilar, & Dembeck,

2017). While having the most mental health issues, only 1 out of every 20 Hispanic people who immigrated to the United States utilized services from mental health professionals when mental disorders were present. Lack of cultural competence, lack of resources in Spanish, and lack of insurance contributed to this underutilization of mental health services (Office of the Surgeon General et al., 2001).

As of July 1, 2018, 50.8% of the Dalton, GA, population was Hispanic or Latino (United States Census Bureau, 2018). With such a high rate of Hispanics and Latinos in the area, a program will be created in order to address trauma related needs among first and second generation Hispanic/LatinX immigrants. Immigrating to the U.S. has been shown to lead to an increase in depression and anxiety among LatinX youth (Potochnick & Perreira, 2010). A clear need exists for addressing mental health and topics related to it among Hispanic youth in a school setting (Ramirez et al., 2017). In order to overcome the language barrier, lack of cultural competence, and financial needs that have inhibited this population from obtaining mental health services, this program will be accessible to the youth in a school setting. The program will focus on strategies for coping with the stressors that are associated generational trauma related to immigrating and the mental health issues that often occur as a result.

### **Population**

The target population for this program is Hispanic/LatinX youth in Dalton, GA, that attend the Dalton High School. Research demonstrated that Hispanic immigrants between the ages of 18 to 25 years exhibited more indicators of disorders when compared to a group that is a generation older (Garcini et al., 2017). In order to promote the wellbeing among Hispanic/LatinX immigrants moving into adulthood, this population has been chosen.

### **Individual, Community, Systems**

Dalton High is a public school that has been chosen as the macro setting in which the program will be provided. Students in this school are more likely to be struggling with academics and are taught alternative lifeskills to use as they transition into adulthood. Overall, the school has no students considered gifted or talented. Also, 65.4% of the students who attend Dalton High School are economically disadvantaged, and 9.3% are English language learners. According to the school district data of Dalton Public Schools, 67.2% of the students in Dalton High School are of LatinX or Hispanic descent. Clearly, this is a significant majority compared to 22.9% of the students who are White, 4.9% who are African American, and 2.4% who are multicultural. In this system, the school provides an educational setting that is equipped to provide a venue for students to participate in this educational program (“School Data Resources,” 2019).

### **Current Service Programs**

Currently, a few programs aimed at providing assistance to Hispanic and Latino immigrants exist in Dalton, GA. The Latin American Association (LAA) is an organization with a branch in Dalton, GA, that provides a variety of services including economic empowerment, immigration, family well-being, youth education, and culture and engagement. The immigration services provide clients with legal assistance, information on free events and clinics, consultations, and advice. Another area of the LAA focuses on youth education by providing a resource page for youth, a mentorship program, as well as leadership classes that empower the youth to take charge of their future (Latin American Association, 2019).

The LAA provides information for clients to engage in the Naturalization Program and the New Americans Campaign which are both run by the Latin American Association. Both of these programs were designed to educate the Hispanic population in Dalton, GA, about what to do

when approached by an immigration officer. English lessons and citizenship courses are also made available through these programs (Latin American Association, 2019).

The Newcomer Academy is for immigrant children who are trying to learn English. The program aims to teach what generally takes 5 years to learn in 18 months. Not only do the teachers provide academic help, but they also recognize the fears and anxieties that can come with adjusting to a new country, as they work individually with each child (“A Dream Curriculum,” 2018; “School District,” 2014).

### **Targeted Need**

Many needs exist within the Hispanic immigrant population. However, this program will focus on mental health issues faced by Hispanic immigrants, especially due to the stresses that come with immigrating and adjusting to a new country. Many factors contribute to the stress and anxiety amongst Hispanic immigrants, which this program will aim to address by providing education on financial stress, human rights, human trafficking, and tools for coping in order to prevent mental health issues. Immigrants are paid unreasonably low wages; what they earn is not sufficient to provide for basic needs, which increases their probability of living in poverty (Kamal & Killian, 2015). Immigrants, despite their legal status, have human rights, which they need to be aware of in order to diminish the stress of the unknown. Lastly, Hispanic immigrants are at a high risk of being trafficked (Cuevas, Bell, & Sabina, 2014).

Considering these areas, one can more clearly recognize how many Latina survivors suffer from depression, anger, and anxiety (Cuevas et al., 2014). Despite the high levels of stress and anxiety within the immigrant Hispanic population, not many immigrants seek help due to the fear of deportation, stigma, or limited knowledge of these topics (Garcini et al., 2017). The goal of this program is to educate the target population within a safe and accessible environment in

hopes of empowering them to better cope with stressors and prevent further development of mental health issues.

### **Uniqueness of the Program**

The program being developed consists of psychoeducational groups for first and second generation immigrant high school students. In these groups, issues will be addressed, ranging from generational trauma among immigrants, literacy challenges, financial struggles, social integration, as well as educating adolescents on their civil rights. Not only will this program provide support to these first and second immigrant children, but a safe place for them to express their concerns as well.

The Newcomer Academy, in Dalton, GA, focuses primarily on educating children with immigration backgrounds in English and setting them up for success. The primary focus of this academy is teaching English, grammar, and the intricacies of the English language. The program being developed differs from the Newcomer Academy in that it will be providing other services that are important to the needs of immigrant children. Mental health services, financial services, education on basic rights, and generational trauma among first and second generation immigrant children will be addressed. By providing these various psychoeducation programs, the program will differ from the Newcomer Academy, while aiding the same population in another aspect (“A Dream Curriculum,” 2018).

The Latin American Association (LAA) is another organization in Dalton, GA, that works with this population. The developing program differs from theirs in the sense that it focuses specifically on first and second generation immigrant youth. While the LAA provides programs to the youth in Dalton, GA, there are not specific programs tailored to immigrant youth. This program differs from the LAA because it will be hosting groups specifically tailored

for immigrant children, as well as children of immigrants. The developing program will focus on the needs of these youth specifically and any generational trauma they have experienced (“Latin American Association,” 2019).

Variety, availability, and flexibility are what make this program unique. The program aims to address multiple needs to these first and second generation immigrant adolescents by meeting the youth where they are at and equipping them with the knowledge that they need. Another aspect that makes this program unique is the availability of it. Students will be able to connect with professionals and peers who may relate to their experiences in a local high school setting. No attendees will have to prove their eligibility. Also students will not be required to participate in every psychoeducational group but will be able to choose which ones they want to be involved in. This program seeks to provide a safe place for these adolescents to express concerns, learn skills, and move at their own pace.

### **Literature Review and Evidence-Based Practices**

The immigrant Hispanic population faces many challenges, including those who are still adolescents. Hispanics who are among the first or second generation to immigrate especially feel the effects of poverty, trauma, and mental health disorders.

One significant issue faced by this population is poverty. Researchers have found that there is a correlation between immigration and poverty (Nadeau, Lecompte, Johnson, Pontbriand, & Rousseau, 2018). Hispanic immigrants usually lived in areas dominated by poverty and violence (NeMoyer, Rodriguez, & Alvarez, 2019). Out of 248 undocumented, Mexican immigrants, researchers discovered that the majority lived on a monthly household income of less than \$2,000 per month. Communities that housed a vast majority of undocumented Mexican immigrants were low-income, which posed a greater risk for

experiencing traumatic events (Garcini et al., 2017). Along with financial stress, poverty also increased the potential of undergoing distress in other areas of life. A study found that receiving lower income significantly correlated with an increased potential of encountering trauma (Rojas-Flores, Clements, Hwang Koo, & London, 2017). Not only do adults seeking to provide for their families feel the effects of poverty, but their offspring also suffer the consequences as well. Research showed that minors living in poverty have a more difficult time coping with mental health issues (Nadeau et al., 2018).

Along with poverty, other factors increase the likelihood of Hispanic immigrants experiencing trauma. While studying the experiences of 248 undocumented Mexican immigrants, researchers found that one-third of participants had endured at least six or more types of traumatic events, with 82.7% reporting a history of trauma and 47.0% meeting the criteria for clinically significant psychological distress (Garcini et al., 2017). Another study was conducted in which clinicians interviewed 246 undocumented Mexican immigrants by using the 53-item Brief Symptom Inventory to measure for psychological distress. Overall, 69% of the participants reported interpersonal discrimination due to being undocumented. Among the participants with a history of interpersonal discrimination due to their undocumented status, 52% met criteria for clinically significant psychological distress (Garcini et al., 2018). Many immigrants who have come into the United States are minors who have high risk for enduring trauma (NeMoyer et al., 2019). While migrating to the United States, exposure to trauma was high among this population (Ranjbar, 2019). Immigrant Hispanic women were highly affected by trauma since many faced many traumatic events, such as violence and rape, while on their journey to the United States (Garcini et al., 2017). Hispanic immigrants have faced trauma while immigrating and adjusting, as well as dealing with the stressful political climate.

Policies in the United states are also associated with trauma for the Hispanic immigrant population because current immigration policies contribute to poverty, fear, mistrust, discrimination, limited access to services, and parent–child separation. Experience with these policies has the potential risk of intensifying poor mental health outcomes because the policies triggered some to dwell on past trauma (Torres, Santiago, Walts, & Richards, 2018). Researchers conducted a study with the objective to document how political events affect Latino youth, whether they were involved in the voting process or not. Researchers explored the 42 Latino adolescents' psychological and physiological response to the 2016 U.S. presidential election. Participants reported their mood and behaviors two days before the election, on Election Day, and two days after the election. They also used a saliva sample, which showed changes in adolescents' stress hormone concentrations. Policies affected participants who felt uncertain about their individual and familial well-being by increasing anxiety (Zeiders, Nair, Hoyt, Pace, & Cruze, 2019). Policies leading to forced family separation can cause intergenerational trauma, as well as trauma within the community (Ranjbar, 2019). Clearly, policies and their implementation has been a source of trauma on Hispanic Immigrants in the United States.

In light of the high rate of Hispanic immigrants exposed to trauma, it is understandable that many in this population also struggle with mental health disorders. Posttraumatic stress disorder (PTSD) is prominent among this population (NeMoyer et al., 2019). Researchers investigated U.S. citizen Latino minors in terms of mental health, including PTSD and psychological distress, after parental detention or deportation. Minors whose parents have been deported or detained have higher PTSD symptoms than those whose parents have not. Children of detained or deported parents experienced more potentially lifetime traumatic events, which lead to PTSD (Rojas-Flores et al., 2017).

Anxiety and depression are also prominent among this population, especially among women and children. Women are more prone to suffer from depression and anxiety due to what they experienced throughout their journey to the United States. Unaccompanied minors are also at a very high risk for struggling with depression and anxiety (NeMoyer et al., 2019). Though this is more prominent amongst women and children, the latino population as a whole is also faced with these mental health challenges. The National Longitudinal Study of Adolescent to Adult Health described levels and courses of depressive symptoms among 755 Mexicans, 182 Cubans, 219 Puerto Ricans, and 289 other Latinos. Neighborhood impact in regards to risk and protective factors on depression symptoms differed by various Latino subgroups (Estrada-Martínez, Lee, & Shapiro, 2019). Depression can be more of an issue for those facing particularly pressing situations. Research indicated that when an individual experiences or witnesses a family member being arrest due to immigration status or issues, that individual has a higher risk of displaying depressive symptoms. The risk of depression severely increased if both involved are undocumented (Giano et al., 2019). Overall, mental health can greatly impact the Hispanic immigrant population.

While the family environment plays an important role on the adolescents' mental health, school and peer engagement are also crucial protective factors for adolescents that are prone to poverty, trauma, and mental health issues (Nadeau et al., 2018). Moreover, school engagement appeared to have more impact than peer and family engagement on resilience and mental health factor (Venta et al., 2019). Adapting to a new culture can be increasingly stressful. However, individuals who lacked a strong neighborhood attachment or support system experienced more stress than those who do (Verile, Ertl, Dillon, & De La Rosa, 2019). Having protective factors that will help alleviate the issues faced by this community is imperative (Estrada-Martínez et al.,

2019). Researchers recommend keeping in mind the trauma and developmental needs of children when forming policies that will impact them (Rojas-Flores, Hwang Koo, & Vaughn, 2019). Also, it was highly recommended that Hispanic immigrants have access to Trauma-informed assessments and interventions (Rojas-Flores et al., 2017). Despite the numerous challenges faced by these families, they have significant strengths that can sometimes go unnoticed. In the future, these can be used to promote engagement within the community (Kim, Lau, & Chorpita, 2016).

Mental health is a growing issue in the Hispanic community. When dealing with mental health issues, most undocumented, Hispanic immigrants do not want to seek professional help. Due to this, researchers conducted a study which explored how many mental health and other health services were provided in a specific facility. In the study, they used a “warm handoff” method, which is a model that was aimed at keeping the patients comfortable, especially those in the immigrant population. In this particular study, a behavioral health clinician was brought in to conduct brief assessments, interventions, and referrals during the patients’ visits as well as provide education about the importance of these services. In many healthcare settings, this type of intervention has demonstrated effectiveness by increasing openness and willingness in Hispanic parents to seek out resources. When specifically looking at pediatric care, the family-centered care approach was successful in guiding behavioral health clinicians, providing referrals and support for parents and children. Instead of solely seeking care for themselves, this helped this undocumented immigrants become more comfortable in seeking professional care (Herbst, Bernal, Terry, & Lewis, 2016).

While the “warm handoff” method was successful in getting families to reach out for help, on-going treatment is still important if necessary. However, treatment engagement is low amongst Hispanic families; therefore this affects the mental health of the family unit. With this in

mind, researchers conducted a study, exploring the mental health impacts of a low, on-going engagement within the Hispanic community. The study included 93 caregivers and their children, ranging in ages from 5-15 years old. The study found that youth participants had treatment for anxiety and trauma, depression, or disruptive behavioral health problems. These results were used to implement several mental health procedures and determine which treatment worked best for the youth and their family. Although there were no specific statistic stated, researchers found that the implementation of mental health procedures was helping to engage Hispanic families and educate them with the importance of mental health. Researchers also stated that they encountered some difficulty conveying information due to the language barrier (Kim et al., 2016). Although it may still be difficult for some families to seek out help, research showed that seeking professional help has reduced mental health issues such as anxiety, trauma, depression, and disruptive behavior health issues (Cuevas, Bell, & Sabina, 2014).

As stated above, depressive disorders are common among Hispanic communities. Hispanic youth suffer from trauma that causes them to be prone to mental health illnesses, including depression. Concerned with the rate of depression, researchers conducted a study which used a problem-solving intervention delivered by a trained depression care specialist to see if depressive symptoms would improve in 6 months. The participants were near the Mexican-California border and included 189 low-income participants of Mexican descent. Researchers used a program called “Improving Mood-Promoting Access to Collaborative Treatment” (IMPACT) to help improve depression through evidence-based problem-solving therapy. During this study, researchers found that having a trained specialist can help with problem solving techniques, which can help lower depression. Although no specific data was mentioned, researchers stated seeing the benefits of this program (Camacho et al, 2015). When implemented

with families, many advantages of having integrated mental health services were evident (Herbst et al., 2016).

Along with mental illness, legal status causes stress for these families. Some Hispanic children who are born in the United States fear for the lives of their parents who came to the United States. A study on 246,200 children who had parents from El Salvador or Honduras sought ways to improve immigration reform policies in regards to children. When working with their policy brief, they spread awareness of these issues and how decrease stressors faced by these children (Rojas-Flores et al., 2019). Parent involvement is also helped students when dealing with these issues. Undocumented parents of Hispanic children are less likely to be engaged and informed over school assignments or activities due to the language barrier. Researchers explored how parents involvement helped the learning environment of Hispanic students in first grade. In their study, 92 mothers were involved in their program. They used two interventions, called “Video Interaction Project” and “Building Blocks.” Results indicated that educating mothers and helping them understand the importance of being involved in their children’s education helps children improve academically. Research compared the data once the children reached eighth grade and found that maternal involvement in education from a young age helped these students as they progressed in school. However, more needs to be done to help mothers understand this importance. Also, research needs to be done on older students (Johnson et al., 2016).

Trauma can have a negative impact on children. For Hispanic children, situations related to immigration status and adjusting to a new culture can be associated with trauma. One study included 113 students with symptoms of PTSD, anxiety, and depression. Of these students, 76 received individual Trauma-Focused Cognitive Behavioral Therapy and 55 received group

Narrative Trauma Therapy in 2 public schools in New York. Researchers concluded that more schools need programs to support Hispanic youth who are coping with trauma and their families (Costantino, Primavera, Malgady, & Costantino, 2014).

Another study compared the effectiveness of dialectical behavior therapy (DBT) with individual/group supportive therapy (IGST) in reducing self-harm among 173 Hispanic youth. Evidence showed that DBT reduced self-harm thoughts and other mental health issues more effectively than LGST. However, those who had the most severe external issues made the most progress and found both treatments helpful (Adrian et al., 2019). Although there DBT had a greater impact on these youth, both interventions have the potential to help youth who suffer with mental health issues.

Along with mental health issues, most Hispanic groups deal with behavioral issues, which can lead to risky sexual behaviors. One study used an evidence-based preventive intervention program, called eHealth Familias Unidas with 113 eighth graders over 1 year. After analyzing collected data, professionals found a correlation between drug usage and sexual decisions . The internet-based intervention benefited Hispanic youth (Estrada et al., 2019).

Many undocumented youth also find themselves not receiving adequate support through their schools. One study showed how having school involvement and engagement with 300 students helped their wellbeing through having a peer and parent attachment program (Venta et al., 2019). A gap in the research is that there is limited empirical research done to test how successful this program can be. However, it can serve as a model for future school programs that aim to start similar programs.

As undocumented youth start thinking about school, this compounds academic stress with stress related to immigration issues. One intervention used to help mitigate the cost of higher

education for these students was through the board of trustees of Metropolitan State University of Denver (MSU) located in Denver, Colorado (Thangasamy & Horan, 2016). MSU helped more undocumented Hispanic students enroll in college. However, relying only on the board trustees, state, or federal governments to remove cost barriers for undocumented students has not been an effective way to implement a better source of help. More policies and awareness to other universities need to be in place to make this intervention more effective.

Understanding current research is a foundational element of forming this program. The research revealed areas of need and opportunities for implementation. Realizing the benefits of school engagement for this population (Venta et al., 2019), this group has chosen to implement this by developing a program that facilitates psychoeducational groups in a highschool. Research of current literature will be incorporated in developing the content of the psychoeducational groups. The content will cover areas where the research indicated a need, including poverty, trauma, and mental health. Also activities for the groups will be shaped by programs that literature showed had a positive outcome among this population.

### **Problem Statement**

The researchers know that the first and second generations of Hispanic immigrant youth face many challenges, and they know some interventions have been successful in mitigating these challenges from the literature. However, the researchers do not know the most effective method of helping this population through psychoeducational groups, and that is the reason why it is important to further explore effective content to include in psychoeducational groups.

### **Needs Assessment Research Plan/Need for the Program**

Data will be collected by surveying the students at each public school in Dalton, GA. The survey will consist of quantitative and qualitative questions. Data will also be gathered by

accessing school records to look at socioeconomic status and academic performance of Hispanic students. Records regarding Hispanic mental health will also be ascertained from school counselors. Statistics on poverty in Dalton, GA, will be obtained from the Latin American Association.

### **Statement of Purpose**

The purpose of this study is to identify the specific trauma generated needs among first and second generational Hispanic/LatinX high-school students in Dalton, Georgia. With high rates of trauma among this population, implementing psychoeducation groups to promote mental and emotional well being would be beneficial. Many Hispanic/LatinX immigrants have encountered trauma while traveling to the U.S., living in poverty, and dealing with discrimination (Ranjbar, 2019; Nadeau et al., 2018; Garcini et al., 2018). Considering the profound consequences of trauma on emotional, behavioral, and physical health, proactive interventions are needed on behalf of this population (Zyromski et al., 2018). Thus this program is seeking to utilize psychoeducational groups to address these concerns through education. In order to better understand the specific needs among this population, a study will be conducted.

### **Research Question**

What are the trauma generated psychosocial needs felt by the first and second generational Hispanic/LatinX immigrant high-school aged students in Dalton, Georgia?

### **Research Hypothesis**

Null Hypothesis (H0):

There is no relationship between trauma generated psychosocial needs and the overall wellbeing of first and second generation Hispanic/LatinX immigrant, high-school aged students in Dalton, Georgia.

Alternate hypothesis (H1):

There is a relationship between trauma generated psychosocial needs and the overall wellbeing of first and second generational Hispanic/LatinX immigrant, high-school aged students in Dalton, Georgia.

### **Research Variables**

Independent variable/s (IV): Trauma generated psychosocial needs.

Dependent Variable/s (DV): Overall well being of Hispanic/LatinX students.

Controlled variable/s (CV): Hispanic/Latinx students who attend a public school in Dalton, GA.

Extraneous Variable/s (EV): Legal status and number of participants.

### **Methodology**

Utilizing a qualitative and quantitative survey is the most appropriate method because this approach will adequately indicate the needs of the Hispanic/Latinx population, while it is still feasible given the time and resources available. Data from the public schools and Latin American Association will also aid in understanding the needs of the specified population.

### **Population and Sampling**

The target population being studied are Hispanic/Latinx high school students in Dalton, GA. In order to collect valid and reliable data, a nonprobability sample will be taken through convenience sampling. This method was chosen due to its practicality while still enabling researchers to gather the necessary data (Grinnell, Williams, & Unrau, 2019). Since the data will be applied to psychoeducational groups for high schoolers, only those who are high school students that attend a public city school in Dalton, GA, will have the opportunity to be included in this survey. Researchers are excluding private and county schools, students other than high schoolers, and students who do not attend a Dalton public city school for the sake of feasibility.

Researchers plan on sampling the entire population of public high school students attending city schools in Dalton, GA.

Researchers will recruit participants by obtaining permission from schools to present the opportunity to participate in the study to each classroom. The researchers will make sure to thoroughly explain the study. They will cover the risks, highlight the benefits, and incentives through sharing that all those who participate will be able to enter into a drawing for a gift card. Consent forms will be distributed to those who would like to participate for legal guardians to sign.

### **Data Collection and Analysis Plan**

Permission to distribute surveys at schools will be obtained by emailing the administrators in every public school in Dalton, GA, as instructed by Leigh Smith, a support staff at Coahulla Creek High School in Dalton, GA (personal communication, October 25, 2019). Within the emails, a clear description of the procedures and purpose of the study will be shared. The study will be presented to students by going to classrooms and providing an explanation to students. Consent forms will then be distributed to voluntary students. The students will have forms signed by legal guardians.

An email will be sent to each administrator of the public high schools in Dalton, GA, explaining the study and requesting permission to include their school. With each school's permission, researchers will visit each classroom in the public city high schools in Dalton, GA, to recruit by explaining what the survey will entail. Researchers will describe the purpose of the survey and how the gathered information will be used. They will also share that the survey will be 10 questions in length and take approximately 15 to 20 minutes to complete. Students will be

informed that some of the questions in the survey pertain to trauma-related needs and that all who participate will be entered into a drawing for a gift card.

After an explanation is given, informed consent forms will be distributed for the students to have signed by their legal guardians. The researchers will return the next day to take all students with signed consent forms to the computer lab. The students will then be given a link to complete the survey. Once the survey is completed, researchers will provide another link that will enable students to enter into a drawing for a gift card. Before the students take the survey, the researchers will clarify that their names and contact information, used to enter the drawing, will remain confidential and separate from the surveys. Students will be thanked for their time and redirected back to their classroom.

In order to analyze the quantitative portion of the survey, descriptive statistics will be utilized. The qualitative question will be analyzed with thematic coding.

Researchers hope to gain insight on trauma-generated needs related to immigration, such as poverty, depression, and anxiety amongst Hispanic/LatinX high school students in Dalton, GA. Ideal results would clearly indicate areas where a majority of Hispanic/LatinX students struggle. In this way, the curriculum for psychoeducational groups will be guided to more effectively and efficiently meet the needs of the target population. Students may need additional services and supports when dealing with generational trauma issues as they arise.

### **Ethical Considerations**

In conducting research with human participants, ethical considerations are essential. Since the survey will be distributed to minors, the permission of parents will be required through an informed consent form, which includes a detailed description of the study. The study description will outline the study's purpose, potential benefits, potential risks, subject's rights,

confidentiality, compensation, contact information for researchers, and the voluntary nature of the study. The autonomy of the students will be respected by emphasizing that students can choose to take the survey and can choose to quit at any time without consequence. All of the information shared will be stored in a locked file cabinet or in computer files secured by a password. The researchers listed in this document will be the only ones reviewing this information. The survey results will guide the content for psychoeducational groups, but names and any identifying characteristics will be kept confidential. The researchers have considered the potential harm for participants taking the survey and concluded that it is outweighed by the potential benefits. Justice will be maintained throughout the study by seeking to evenly distribute benefits and burdens. A description of the study will be submitted to the IRB at Southern Adventist University.

### **Program Goals and Objectives**

The short-term goals are to obtain approval to facilitate groups at Dalton High by November 30, 2019. The aim is also to obtain approval from the board members by November 30, 2019. Group facilitators aim to create 16 lesson plans for groups by January 2, 2020. Another goal is for 15 students attend psychoeducational groups one time a week for four months. The short-term goal for the students attending groups is to increase their knowledge of at least 5 new coping skills.

The medium-term goals are to equip students with tools to cope with generational trauma. Another goal is for students to implement coping skills by practicing them at least once a week. As a result of the groups, one aim is for the grades of the students who participated in groups to increase by 25% by the end of the school year. Another desired outcome is for students that

attend the groups to have improved mental health outcomes, as shown in their Beck's Depression Inventory and SCARED assessments by the end of the year.

The long-term goal is to alleviate generational trauma among Hispanic/LatinX high school students, which will lead to less mental health appointments. Ultimately this will contribute to a healthier community.

### **Stakeholder Analysis**

The stakeholders for this program include students, board members, parents and guardians, faculty and staff, the community, city elected officials, and the Latin American Association.

Students consist of individuals who attend Dalton High and who will potentially be receiving the services provided. Students will be accessed by meeting with students at Dalton High to explain the program and that they will be given the opportunity to complete a survey to indicate what needs are most prevalent. The students will be engaged by visiting classrooms to advertise the programs, answer questions, and engage in conversation about what the program will entail.

The board members consist of six professionals from the community who are interested in the academic excellence of students, serving the students, and overall program evaluation (Board of Education, n.d.). Board members will be accessed by attending board meetings to meet the board members and explain the program. Board members will be engaged by encouraging the board members to become more informed with generational trauma in relation to immigration. They will be given monthly updates on the program at board meetings.

Parents and guardians are adults with dependents attending Dalton High and who are concerned for their dependent's wellbeing. Parents will be accessed by emailing as the primary method. Researchers will also be available to meet in person with guardians as needed.

Engagement - Parents and guardians will be engaged by sending a weekly newsletter with updates on the program as well as contacting parents, when needed, about an issue with a student.

Faculty and staff are individuals employed by Dalton High who strive for academic excellence and care about student's overall wellbeing. Faculty and staff will be accessed by emailing and meeting them at the school in order to run the activities and keep the students' best interest in mind. Faculty and staff will be engaged by sending newsletter to faculty and staff to keep them informed and updated on how the programs running.

The community includes individuals that live in the Dalton city area and reside near Dalton High School. The community members care for the well-being and academic success of these students, which will be assets and productive members of society. The community members will be informed about this program by passing out flyers, which will include information regarding how the program will be implemented and how it can impact the students. The community members will be updated by emailing a newsletter covering how the program is impacting the wellbeing of the students participating in the program.

City elected officials include those appointed as the administrative manager of a city, in a council–manager form of city government. City Officials of Dalton are Tyree Goodlett, Ward 3; Denise Wood, Ward 1; Gary Crews, Ward 4; and Dennis Mock, Mayor. The elected officials will be accessed by attending a meeting with the elected officials of Dalton and presenting the program to them. The elected officials will be encouraged to become more informed with

generational trauma in relation to immigration. A monthly update will be given on the program by emailing the newsletter.

The Latin American Association (LAA) is initially providing services in the areas of family wellbeing and will eventually provide services across all of the LAA's focus areas, including legal immigration services, economic empowerment, youth education, and civic engagement. Darcee Christensen will meet with this organization and present how the program will benefit those the LAA serves as well. Keeping the LAA engaged will not be a priority unless students need to be referred to the LAA for additional resources. This will be as needed because the program may benefit from their services and informing the students of the agency, but the results of this program may or may not impact the LAA.

Stakeholders may oppose this program, depending on their perspectives. Parents may fear disclosing legal status or sharing too much personal information. This will be addressed by discussing confidentiality and also informing them that this is a psychoeducational group and no personal information, such as legal status, is required. Teachers and Administrators may oppose the idea of having students outside of the classroom for an hour or so. In order to address this psychoeducational groups will be conducted after school as an extracurricular activity. The Board of Education may oppose this program because of financial costs. This will be addressed by informing them that the financial contribution needed, if any at all, will be minimal and well worth the benefits to the students. Lastly, some may oppose the project due to personal views that oppose helping immigrants. Although all prejudice cannot be completely eradicated, this will be addressed by seeking to present the program with an emphasis on the value of human life.

The stakeholder analysis has influenced the project design, outline, and implementation because it provided a visual representation of each stakeholders influence. In this way, it was

more readily apparent how involved and informed the stakeholder should be. For example, parents have influence over whether students can participate or not. If parents are concerned about legal status being revealed, they may not allow their children to participate. Thus those presenting the program plan to intentionally highlight confidentiality and the main purpose of the program. The same applies to administrators. Seeking their full support is essential, so when looking at the matrix (see Appendix A), it clearly states who to keep informed and involved. The SWOT analysis is also helpful in identifying possible strengths and weaknesses of the program, which enables improvement and emphasis on strengths. The SWOT analysis also focuses on the opportunities and threats of the environment in which the program will be implemented. By looking at this, it is easier to take advantage of those opportunities, and create a plan to address any possible threats in order to turn them into opportunities.

### **SWOT Analysis**

After completing this SWOT analysis, it was determined that Dalton High has many strengths that will benefit operations and impact of the program. Since this program will be implemented at Dalton High, the students are already familiar with the environment where the groups will be held. Competent group facilitators will be assigned to run the psychoeducational groups with the help of trusted faculty and staff under the direction of the board of directors. Dalton High has appropriate facilities, classrooms, technological resources, as well as state funding since this is a public entity. Within the governance of Dalton High, there are clear and defined leadership roles in the organization as well as clear communication paths between various levels of faculty and staff. The faculty at Dalton High and group facilitators are highly educated. In regards to finances, no specific information was acquired, except for the fact that the school is funded by the state.

One of the weaknesses that may be encountered is a language barrier amongst parents and staff. Also, a lack of cultural education and awareness regarding student needs exists. Faculty and staff at Dalton High may be culturally incompetent. Resources may not reach students who go to alternative types of schooling, such as home schooling, students attending night school, GED programs, or long-distance learning students. Dalton High may not have all the materials needed for the programs to operate properly. Another issue may be that it is publicly funded, which means it is dependent on the wellbeing of the state finances. Also, the organization may have limited space and time availability. Staff also may have limited availability to be involved since groups will be held after school. Weaknesses with governance, leadership, staff development, and communication may be due to language barriers. Also a lack of diversity exists among board members (Board of Education, n.d.). Another program is that some may not understand the importance or need of this program. A strict structure in the operation of Dalton High could also be a weakness. When it comes to the products of the organization, faculty and staff members may not be educated on generational trauma and not have the appropriate resources or knowledge to provide to students experiencing trauma. Since Dalton High is publicly funded, there may be limited resources to implement an additional extracurricular opportunity.

This program includes many opportunities. Some of these opportunities are demographic, economic, political or legal, sociological, environmental, cultural, and technological factors. A demographic opportunity is that there is a large Hispanic/Latinx population in the Dalton area. Along with that, there are two economic opportunities which are, that the school is funded by the state and that there are many Hispanic/Latinx organizations in the community. There are also policies that support this population, and education on current policies is provided as well. A

sociological opportunity is the fact that the school is surrounded by many organizations that empower the connectedness amongst each other. The school is also located in the city environment with local access. Due to this, the public library and community center are a resource. These organizations help with providing computers and other resources to students attending Dalton High School and participating in the groups. A cultural opportunity is that there is a large cultural awareness and respect within different races and/or groups.

In seeking to implement this program at Dalton High, it is important to recognize the threats. One threat is that students may lack interest in participating in the psychoeducational groups. Parents or guardians of students may also be resistant due to skepticism of the need and benefit of the groups. Government regulations regarding working with minors could also inhibit the groups functioning at optimal performance. Another significant threat comes from the potential of culture being divisive. Some view immigrants as a threat and a group that should not receive help. Bigotry and discrimination towards this population poses a substantial threat. Also the Latin American Association (LAA) could turn into a competitor since it seeks to serve the same population at a much larger capacity. If the LAA started a similar program, it would likely deplete the program at Dalton High since the LAA is already established and recognized as credible in serving the Hispanic/LatinX population by the community.

In completing the SWOT analysis, it is essential to look at how each strength can be used to further building upon a strong foundation to provide overall academic services to highschoolers at Dalton High.

Each weakness shown can be addressed by maintaining awareness of how they can affect the population being served. By being aware, it is possible to channel the weaknesses into growth by modifying the structure of the program to address the weaknesses effectively.

The identified opportunities can be utilized by incorporating the large amount of Hispanic individuals to power the program. Partnerships can be created with organizations that are actively working with this population in order to make an effective program.

The threats can be defended against by clearly communicating what the program is offering in order to address relevant needs to parents and students. Within the school setting, those running the program will pay close attention to comply with regulations. Lastly, the LAA will be reached out to in order to build rapport in working together to provide resources to the community.

### **Evaluation Plan**

The target population is Hispanic/LatinX students impacted by generational trauma at Dalton High School.

When working with the Hispanic/Latinx students of Dalton High School, facilitators will be conducting a small group to address the needs of these students. The group facilitators will be the one conducting the program and small groups. These groups will be held every week after school on Wednesdays and will be going on for four months. Fifteen students will attend psychoeducational groups once a week for four months to raise awareness. Board members will be informed of the group's activities and improvement once a month during their monthly meetings. Parents will be informed of the group, and will be asked to give consent in order for their students to participate. Supplies and funding will be gathered through the school and from the board members/administrators. Approval to facilitate groups and funding will be obtained by November 30, 2019. Group facilitators will plan 16 lesson plans for groups by January 2, 2020.

The desired results from planning group curriculum and activities is that facilitators will have relevant and engaging material to go over in groups with students. By designing and

implementing a strong funding strategy, the program developers hope to establish a budget that will allow the groups to be funded and facilitators to be compensated. Developers will contact Dalton High in hopes to gain access to the facility, student records, as well as seeking parental approval for groups through the school. An evaluation plan will be created and distributed to understand the effectiveness of the program and ways to improve implementation strategies. Group facilitators will conduct small psychoeducational groups with the goal of providing students with resources and tools on how to cope with generational trauma.

The intermediate outcomes that will occur during the program year will predominantly be seen in the students that attend the groups consistently. One outcome will be an increase in the application of coping skills by practicing learned coping skills at least once a week. The recipients will also see an improvement in their academics in that their grade point average will increase by 25%. Lastly, the students will improve their mental health. The goals will be met by providing the students with education and resources to empower them to cope more effectively with generational trauma. The facilities, supplies, and funding will go towards supporting the learning environment for these students. Facilitators will utilize their skills to give the students opportunities to practice what they are learning, grow, and find support within a safe group environment.

This program is focused on utilizing resources such as school board members, administration, parents, and group facilitators to create a program through which psychoeducational groups are provided for students. Group facilitators will plan a curriculum with 16 lesson plans, which discuss a variety of contributors related to generational trauma. Group facilitators will also design activities and recruitment tools to obtain 15 students willing to participate in these psychoeducational groups. The groups will be held once a week for five

months after school. Group facilitators will work with the students to equip them with generational trauma coping skills/tools. Students will implement these coping skills by practicing them at least once a week. The program will achieve their intermediate goals once there is an improvement in mental health as well as a 25% academic boost amongst students attending the groups. This will lead to the desired long term outcome of this program, which is to alleviate generational trauma among Hispanic/LatinX high school students in Dalton, GA; therefore leading to less mental health appointments. Ultimately, this will contribute to an overall healthier community in Dalton, GA.

The first output includes the activities and curriculum designed for the students at Dalton High School. The most direct possible data source to measure this output is to have a completed curriculum and planned activities. This will be done by utilizing the instrument of a checklist for activities and curriculum needs. The collection plan is to provide pre and post assessments. The pre assessments will be given on January 2, 2020, before beginning the groups, and the post assessment will be given on May 5, 2020 on the last day of group. This connects to the overall evaluation plan by specifying how many lessons and activities will be planned for the students.

The second output is the design and implementation of a funding strategy and contacting Dalton High. The most direct source of measuring the design and implementation of the funding strategy and contacting Dalton High is the completed funding plan and consent to facilitate psychoeducational groups. The instrument utilized will be a checklist for what is needed in order to complete a funding plan and obtain consent, including a budget. This will be reevaluated on December 5, 2019, by those developing the program. The connection to the overall evaluation plan is in specifying how funding and consent will be obtained from school administrators.

The third output is to create an evaluation plan and group facilitation. The most direct source of measuring the evaluation plan and group facilitation is by having a completed evaluation plan as well as detailed documentation of group members' activities and participation. The instrument utilized will be a checklist of the needed aspects for the evaluation plan, and the school social worker's documentation software will be used to keep track of group members' activities and participation. The connection to the overall evaluation plan is that this output helps the program designers understand and evaluate the programs effectiveness with the students that participate in group.

The first intermediate outcome is to equip students with the tools in coping with generational trauma. Students will implement coping skills by practicing them at least once a week. The most direct data source will be students reporting what coping skills they practiced and how effective the skills were for them. A pre and post assessment will be used to measure the effect of the students using the coping skills versus not using them. By comparing these differences, group facilitators will be able to see which coping strategies work better with the students and what can be improved. This outcome is tied to the overall evaluation by determining if the chosen strategies and curriculum being taught to the students have a positive outcome to them coping with generational trauma.

The second intermediate outcome of this program is that students who attend the group will have improved mental health. The most direct data source would be the mental health of those that participated in the groups. The indicator used will be a pre and post assessment, which will be utilized to gauge students' mental health before attending the groups in January and after the groups are completed in the beginning of May. These assessments will specifically look at depression and anxiety using a Beck's Depression Inventory and the SCARED assessment tool.

The intermediate outcomes are connected to the overall evaluation outcomes by indicating whether or not the chosen intervention is effectively addressing the high rates of anxiety and depression and meeting the desired goal of improving mental health among this population.

The third intermediate outcome is that students' academic achievement will improve by 5%. The most direct data source is obtaining the information from administrators and teachers and comparing student's grade from before the group started in January to the end of the group in May. By comparing the difference, group facilitators will gauge the improvement. The indicator will be the percent difference between grades at the beginning of the group and grades at the end of the group. Facilitators will specifically look at grades that increased by 5%. The intermediate outcomes are connected to the overall evaluation outcomes by having a support group and appropriate coping skills, which will improve academic achievement of students' attending the groups.

Among the 200 identified student population, 30 students will attend the psychoeducational groups, and 50% will successfully complete the program. The students who successfully complete the program will use learned coping skills and demonstrate a mental health improvement. This will lead to the desired long term outcome of this program, which is to alleviate generational trauma among Hispanic/LatinX high school students in Dalton, GA; therefore leading to less mental health appointments. Ultimately, this will contribute to an overall healthier community in Dalton, GA.

### **Proposed Program Resources**

This program will utilize a total of four group facilitators who will provide psychoeducational groups in relation to generational trauma. Groups will be held during a period of four months, once a week for one hour.

Group facilitators will need to be trained on conducting trauma-informed psychoeducational groups with high school students. This training will include information on generational trauma, and trainees will be required to attend two, three-hour sessions provided by the program developers.

Materials will include access to classrooms, pencils, papers, and a copier/scanner. Facilitators will create the curriculum and include coping skills for students to learn and implement over the course of the four-month period, once a week.

### **Proposed Sustainability Plan**

Sustainability for this program will be sought by partnering with the Board of Education for Dalton High. In efforts of accomplishing this, the program planners will approach the board members and propose what the program is seeking to do and show how it is inline with Dalton High's mission and values. It will also be communicated how the potential benefits will outweigh the costs. Then it will be requested that the Board of Education allocated funds towards the program with \$1000 per year. Of this contribution, \$500 will go towards supplies needed to facilitate the 16 groups per academic semester.

The Hispanic/LatinX population faces many challenges, including first and second generational trauma, which encompasses poverty and mental health disorders. Current literature was reviewed in order to gain a better understanding of the needs among this population and what interventions have been beneficial to them in the past. Research showed that minors living in poverty have a more difficult time coping with mental health issues (Nadeau, Lecompte, Johnson, Pontbriand, & Rousseau, 2018). In light of the high rate of Hispanic immigrants exposed to trauma, it is understandable that many in this population also struggle with mental health disorders. Posttraumatic stress disorder (PTSD) is prominent among this population along

with other trauma related disorders (NeMoyer, Rodriguez, & Alvarez, 2019). Research also highlights that school engagement appeared to have more impact than peer and family engagement on resilience and mental health factors (Venta et al., 2019). Realizing this information inspired the creation of school based psychoeducational groups that focus on providing knowledge and coping skills for Hispanic/LatinX High School students in Dalton, Georgia in order to address generational trauma. A needs assessment and research plan were designed to become informed on specific needs within the community. Once the information was obtained, facilitators created a curriculum to educate students on generational trauma, the impact it can have on their daily lives, and coping strategies these students can implement to help alleviate the stress caused by generational trauma. A stakeholders and SWOT analysis were also conducted in order to assess the program as a whole and to plan for potential barriers that may interfere with desired provision of services. Lastly, a logic model was created as well as an evaluation plan to ensure the effectiveness of services and the impact on the target population.

### **Limitations**

The program proposal has certain limitations. The program's reach is limited to high school aged students in Dalton, GA. The program's focus is limited to problems faced by the Hispanic/Latinx community. The program is also limited to providing knowledge and opportunities to connect interpersonally with others in a group setting.

### **Conclusion**

In summary, Hispanic/Latinx individuals who are amongst the first and second generation of immigrants tend to experience more trauma such as poverty, posttraumatic stress disorder, anxiety, and depression. This program aims to help alleviate this trauma by providing coping skills through psychoeducational groups. The groups will be facilitated by trauma

informed professionals who will develop the curriculum and train others to continue facilitating the program. The main goal is to alleviate generational trauma amongst Hispanic/Latinx students in Dalton Georgia and thus create a healthier society.

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## Appendix A

## Stakeholder Analysis Table

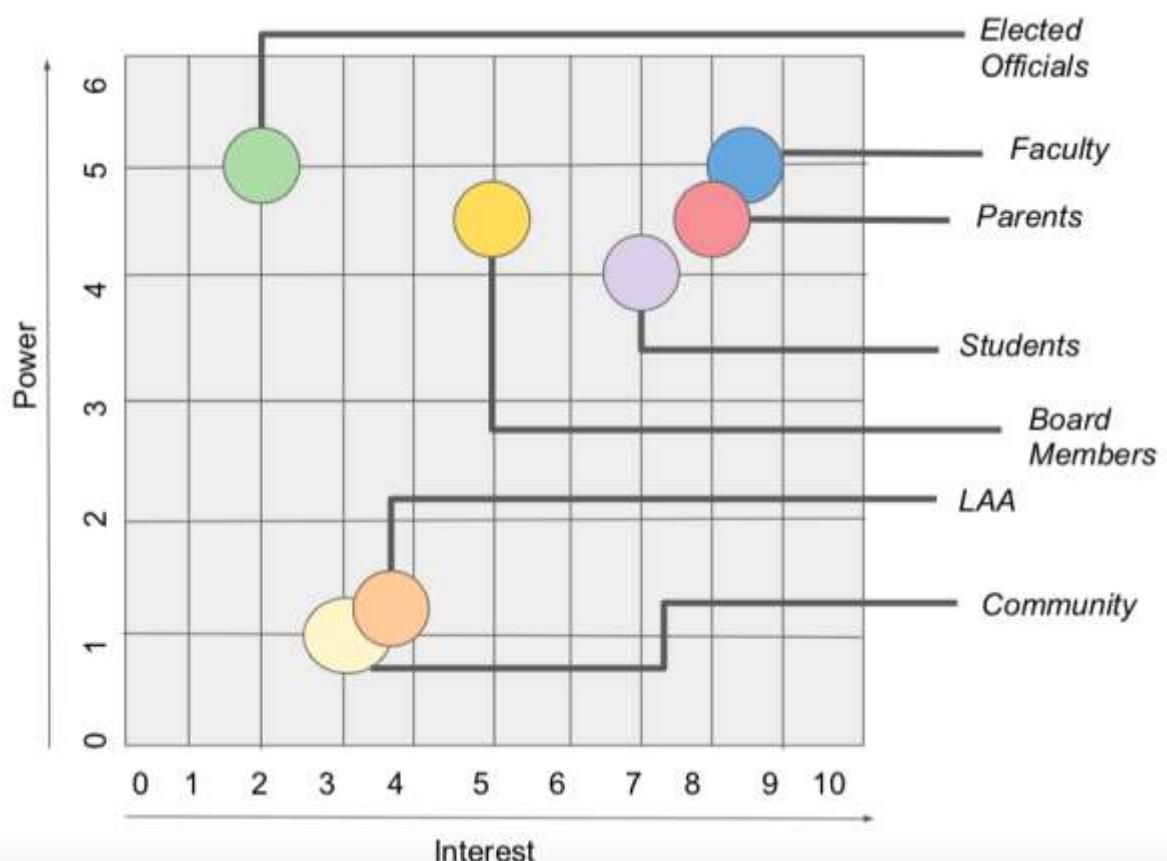
Stakeholder	Characteristics	Main Interest	Fears and expectations	Potential impact	Priority	Recommendations	Responsibility
<i>Identity of individual or group/s.</i>	<i>What sort of person or group are they?</i>	<i>What are their main interests and/or motivations?</i>	<i>What is their potential reaction to the project? What do they expect from the project?</i>	<i>How important is their impact on the project? (low, med, high, critical)</i>	<i>Rank the importance of the stakeholder to the success of the project (critical, high, med, low).</i>	<i>Implications for your project planning. (e.g. keep informed, involve in planning, etc.)</i>	<i>Who in your cohort will implement the recommendations?</i>
Board Members	Board members consist of six professionals from the community (Board of Education, n.d.).	The board is interested in academic excellence, serving students, and program evaluation (Board of Education, n.d.).	<b>Reaction:</b> Concerned with cost and focus taken away from students investing academically. <b>Expectations:</b> Improvement in mental health and academic performance.	Critical	Critical	Keep informed and involved.	Xinia Arana
Students	Individuals who attend Dalton High (Board of Education, n.d.).	Need for resources	<b>Reaction:</b> Fear of re-traumatization or discovery of individual/family legal status. <b>Expectations:</b> To gain	Critical	Critical	Keep informed and involved.	Adriana Izquierdo

			resources and improve overall wellbeing.				
Parents/Guardians	Adults with dependents at the school.	Concern for dependent's well-being.	<p><b>Reaction:</b> Fear of re-traumatization or discovery of individual/family legal status.</p> <p><b>Expectations:</b> Improvement for students' mental health and academic performance.</p>	High	High	Keep informed.	Adriana Izquierdo
Faculty/Staff	Individuals employed by Dalton High.	Academic excellence, overall student well-being.	<p><b>Reaction:</b> Hesitancy towards groups detracting from academic investment and the potential of having to contribute to it.</p> <p><b>Expectations:</b> Improvement in mental health and academic performance.</p>	Medium	Low	Keep informed.	Karissa Goodman
Community	Individuals who live in Dalton Georgia.	Overall community well-being.	<p><b>Reaction:</b> Hesitancy towards the potential increase in taxes required.</p> <p><b>Expectations:</b></p>	Low	Low	Keep informed.	Darcee Christensen

			Community enhancement.				
City Elected Officials	Members of the city council	The well-being and interest of voters.	<p><b>Reaction:</b> Concern over cost and support of beneficial program.</p> <p><b>Expectations:</b> Improved wellbeing of the identified population and their contribution to society.</p>	Medium	Low	Keep informed.	Karissa Goodman
Community Organizations	Latin American Association – resources for this population.	The well-being of the populations they serve.	<p><b>Reaction:</b> Support for more resources for this population.</p> <p><b>Expectations:</b> Improving wellbeing of the population and being an entity where clients can be referred.</p>	Low	Low	Keep informed.	Darcee Christensen

## Appendix B

## Stakeholder Power-Interest Grid



## Appendix C

## Logic Model

Inputs	Outputs		Outcomes (Impact)		
	Activities →	Participants	Short Term →	Medium Term →	Long Term
4 Group Facilitators	Plan group curriculum (16 lesson plans)	15 Hispanic/LatinX Students at Dalton High	15 students attend psychoeducational groups 1 time a week for 4 months to raise awareness.	To equip students with tools in coping with generational trauma. Students will implement coping skills by practicing them at least once a week.	Alleviate generational trauma among Hispanic/LatinX high school students, which will lead to less mental health appointments. Ultimately this will contribute to a healthier community.
Time	Activities		Students attending groups will increase knowledge of at least 5 new coping skills.		
Board Approval	Design and implement funding strategy	6 Board Members	Obtain board members' approval for funding by November 30, 2019.	The grades of the students who participated in groups will increase by 25%.	
Administration Approval	Contact Dalton High	5 School Administrators	Approval to facilitate groups at Dalton High will be obtained by November 30, 2019.		
Parent Approval	Create consent forms for legal guardians	15 Parents/Guardians	Obtain signed consent form from parents by December 8, 2019.		
Supplies	Create evaluation plan	4 Groups Facilitators	Group facilitators will plan 16 lesson plans for groups by January 2, 2020.	Students that attend the groups will improve mental health.	
Funding	Group facilitation				

## Appendix D

### **Informed Consent Form: Generational Trauma Psychoeducational Groups**

#### **Purpose of Research:**

You are invited to participate in a research study to add knowledge to needs associated with trauma among first and second generation Hispanic/LatinX immigrant high-school students. Xinia Arana, Adriana Izquierdo, Karissa Goodman, and Darcee Christensen, Masters of Social Work Students at Southern Adventist University, are the primary researchers conducting this study in order to develop psychoeducational groups that effectively meet these needs. If you choose to participate in this study, you will find information about what to expect in the following form. Carefully consider volunteering to participate in this study and feel free to use the contact information at the end of the form to contact any of the researchers with questions.

The purpose of this study is to identify the specific trauma generated needs among first and second generational Hispanic/LatinX high-school students in Dalton, Georgia. With high rates of trauma among this population, implementing psychoeducation groups to promote mental and emotional well being would be beneficial. Many Hispanic/LatinX immigrants have encountered trauma while traveling to the U.S., living in poverty, and dealing with discrimination. Considering the profound consequences of trauma on emotional, behavioral, and physical health, proactive interventions are needed on behalf of this population. Thus this program is seeking to utilize psychoeducational groups to address these concerns through education. In order to better understand the specific needs among this population, a study will be conducted.

#### **Procedures:**

Researchers will visit your classroom to explain what the survey entails. This survey will be 10 questions in length and take approximately 15 to 20 minutes to complete. You will be asked to answer questions pertaining to trauma-related needs in order for researchers to further understand and develop resources for students. After an explanation is given, all voluntary participants will then be taken to the computer lab and given a link to complete the survey. At the end of the survey, a link is included for you to enter into a drawing. The information given to be entered in the drawing will be kept separate from the submitted survey.

#### **Risks and Benefits:**

Risks from participating in this survey include potential retraumatization, added stress, and embarrassment. Benefits include contributing knowledge to researchers who are seeking to provide services to students as well as having the opportunity to express one's needs.

**Compensation:**

If you choose to participate in this survey, you will have the chance to enter a drawing to win a \$25 gift card.

**Confidentiality:**

Your privacy is important, and the researchers will seek to ensure confidentiality. All of the information shared will be stored in a locked file cabinet or in computer files secured by a password. The researchers listed in this document will be the only ones reviewing this information. The survey results will guide the content for psychoeducational groups, but names and any identifying characteristics will be kept confidential.

**Assurance of Voluntary Participation and Permission to Withdraw**

Your participation in this study is entirely your choice. You are able to stop taking the survey at any point in the study, and there will be no consequences for quitting. You may choose not to answer certain questions. Because of the nature of the questions, there are no right or wrong answers.

**Contact Information for Questions**

Please reach out with any questions or concerns. The research team includes the following individuals, who are willing to speak with you via phone calls or emails: Darcee Christensen (530)-210-7182, [darceechristensen@southern.edu](mailto:darceechristensen@southern.edu); Xinia Arana (770)-500-5808, [xarana@southern.edu](mailto:xarana@southern.edu); Adriana Izquierdo (706)-612-6863, [adrianaizquierdo@southern.edu](mailto:adrianaizquierdo@southern.edu); Karissa Goodman (407)-592-4221, [kgoodman@southern.edu](mailto:kgoodman@southern.edu).

Southern Adventist Institutional Review Board has approved this study. You may inquire further about research participants' rights by contacting Chris Hansen, Director of the Office of Research at Southern Adventist University, Phone (423-236-2802), or E-mail, [chansen@souther.edu](mailto:chansen@souther.edu).

**Consent**

By signing this document, you are stating that you read over this document, understand what participating in this study entails, meet the aforementioned qualifications of a participant, and are willing to be a participant. You may keep a copy of this consent form for your records, and a copy will also be kept in a locked file cabinet for our records.

**Participant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*(guardian if participant is under 18)*

Appendix E  
Survey  
**Questionnaire**

*Please circle one for each question*

1. What is your gender?  
Male      Female      Non-binary      Other
2. What grade are you currently in?  
Freshman (9th)      Sophomore (10th)      Junior (11th)      Senior (12th)
3. What is your ethnicity?  
Asian      African      American/Black      Caucasian      Hispanic/Latinx Other
4. How many individuals live in your household?
  
5. Who makes up your household?

Trauma Generated Needs

*Please circle one for each question*

6. I am concerned about my family's financial situation.  
1 - Strongly disagree   2 - Disagree   3 - Unsure   4 - Agree   5 - Strongly agree
7. Current immigration policies do not concern me and/or my family.  
1 - Strongly disagree   2 - Disagree   3 - Unsure   4 - Agree   5 - Strongly agree
8. I am extremely stressed most of the time.  
1 - Strongly disagree   2 - Disagree   3 - Unsure   4 - Agree   5 - Strongly agree
9. I do not feel extremely sad most of the time.  
1 - Strongly disagree   2 - Disagree   3 - Unsure   4 - Agree   5 - Strongly agree
10. Have you ever been diagnosed or treated for anxiety, depression, or PTSD in the past?  
Yes      or      No
11. What are your greatest concerns in life right now?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix F

### Team CITI Training Certificates

 Completion Date: 02-Oct-2019  
Expiration Date: N/A  
Record ID: 33614010

This is to certify that:

**Karissa Goodman**

Has completed the following CITI Program course:

**Responsible Conduct of Research** (Curriculum Group)  
**Responsible Conduct of Research** (Course Learner Group)  
**1 - RCR** (Stage)

Under requirements set by:

**Southern Adventist University**

Verify at [www.citiprogram.org/verify/?w273c0096-53c6-4f48-95f4-9e3aa162ca7b-33614010](http://www.citiprogram.org/verify/?w273c0096-53c6-4f48-95f4-9e3aa162ca7b-33614010)



 Completion Date: 16-Sep-2019  
Expiration Date: N/A  
Record ID: 33333935

This is to certify that:

**Adriana Izquierdo**

Has completed the following CITI Program course:

**Responsible Conduct of Research** (Curriculum Group)  
**Responsible Conduct of Research** (Course Learner Group)  
**1 - RCR** (Stage)

Under requirements set by:

**Southern Adventist University**

Verify at [www.citiprogram.org/verify/?w183d08be-58a7-4967-a4d3-b0cbfb0f97fc-33333935](http://www.citiprogram.org/verify/?w183d08be-58a7-4967-a4d3-b0cbfb0f97fc-33333935)



**CITI**  
PROGRAM



Completion Date: 10-Sep-2019  
 Expiration Date: N/A  
 Record ID: 33190089

This is to certify that:

**Darcee Christensen**

Has completed the following CITI Program course:

**Responsible Conduct of Research** (Curriculum Group)  
**Responsible Conduct of Research** (Course Learner Group)  
**1 - RCR** (Stage)

Under requirements set by:

**Southern Adventist University**

**CITI**  
Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?wa81a186d-e865-48bf-8ab1-3e5631cc09c-33190089](http://www.citiprogram.org/verify/?wa81a186d-e865-48bf-8ab1-3e5631cc09c-33190089)

**CITI**  
PROGRAM



Completion Date: 26-Sep-2019  
 Expiration Date: N/A  
 Record ID: 33224908

This is to certify that:

**Xinia Arana**

Has completed the following CITI Program course:

**Responsible Conduct of Research** (Curriculum Group)  
**Responsible Conduct of Research** (Course Learner Group)  
**1 - RCR** (Stage)

Under requirements set by:

**Southern Adventist University**

**CITI**  
Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?w16d7f404-801e-4240-aab6-dc5a611d4082-33224908](http://www.citiprogram.org/verify/?w16d7f404-801e-4240-aab6-dc5a611d4082-33224908)