

BACKGROUND

- Lifelong learned coping mechanisms are usually a product of childhood social-emotional health
- Major Depression and anxiety disorder are the two mental health conditions with the highest prevalence among Latino youth
 - Depression can be a result of exposure to stressors and how children react may be subtle, fluctuate in intensity, and therefore gone unnoticed much of the time
- 50,000 people are undocumented in the city of Philadelphia
 - Hispanics comprise the largest subgroup of those children living in Poverty in Philadelphia
 - Approximately 48% of the undocumented Latino workers have less than a high school education and this may be associated with little understanding of the complexities of mental health disorders
- Social determinants of health such as poverty and dynamic family structures children may experience stress
 - To help children reduce their stress levels parents must make themselves available and be able to provide proper rest and nutrition
 - Rather, because of the language barrier many parent rely on their children as assistants to help them complete errands and tasks
- Latinos are often reluctant to seeking out mental health services because they rely on their faith and religion
 - In parental stress, the demands of parenthood exceed the perceived personal and social resources available to deal with challenges
 - In this research, parental stress stems from fear of deportation and detection that can lead to family separation and powerlessness in protecting children from impact and stigma of immigrant status
- This study aims to explore how immigrant Latino parents' lifestyles impact the coping mechanisms of US-citizen children

METHODS

- Photovoice methodology
- Site: Southwark Elementary School, South Philadelphia PA
- Convenience sampling: n=8
- Recruitment: after-school program offered by Puentes de Salud (non-profit organization based in South Philadelphia)
 - Participants varied in ages from 7 to 12 years old or, 3rd through 5th grade
 - Research was proposed during drop-off and pick-up of after-school program
- No constraints on where they could take their photographs
- Each student was given a disposable camera consisting of 27 frames
- Research question: "What or who do you turn to when things go and get tough?"
- Study was divided into 5 sessions:
 - Session 1: In depth informational session of research and consenting process
 - Session 2: Unconventionally done by follow-up on phone to all parents whom were interested
 - Session 3: Gave out cameras to participants
 - Session 4: In depth discussion and dissemination of photographs with the SHOWed method
 - What do you See here?
 - What's really Happening here?
 - How does this relate to Our lives?
 - Why does this problem or situation exist?
 - How could this image Educate others?
 - What can we Do about the problem or situation?
 - Session 5: Showcase of photographs to participants friends and family

RESULTS

The three major themes transpired were: Family and Friends, Culture, and Puentes de Salud (the after-school program). The top five most used words in their interviews of their photographs were: Mexico, happy, brother, Puentes, and play.

Culture

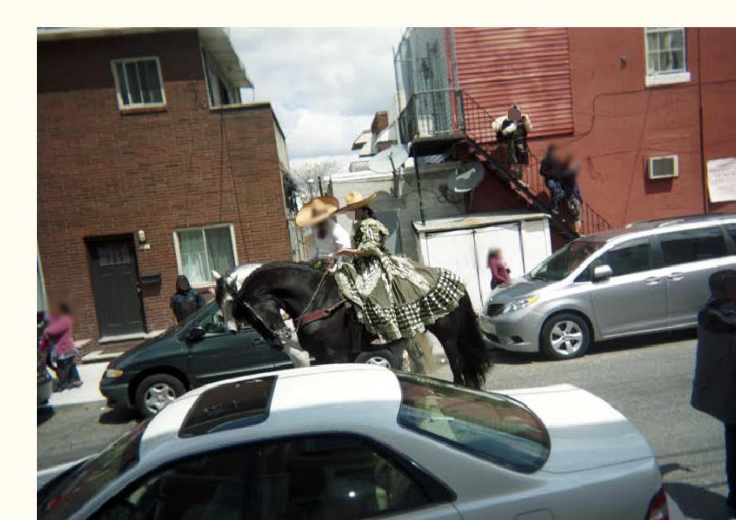


Figure 1. Persons riding horses in a Mexican inspired parade in the streets of South Philadelphia

"It seems like Mexico and horses are common in Mexico"



Figure 3. A cloudy afternoon in Philadelphia

"Reminds me of my family that passed away and they are in a better place now"



Figure 6. Family friend in a Mexican inspired mask and costume for a parade

"He was in my house [and] in the parade and the he said he is going to Mexico and he is not going to come back. [It] made me happy because he came to my house one last time before he left."

Family and Friends



Figure 14. Group of friends in their after-school program

"It's my friends and how they respect me and how they are nice to me."



Figure 2. Framed photograph of participants' older brother (left), younger brother in his bedroom (right)

"My older brother [makes me happy] because he takes care of me and he gives me stuff when he goes places, ... [Also,] because he is going to Mexico one day. The good thing is he has papers so he can come back (left)." "It shows me and my big brother and younger brother are growing health (right)."



Figure 13. Participants' residential home

It represents my home, where I live, and where I grew up."

Puentes de Salud

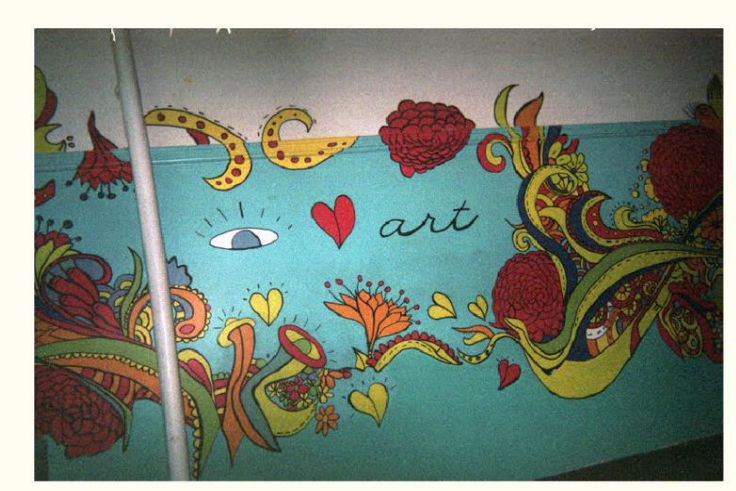


Figure 16. Mural in a hallway at Southwark Elementary School

"It says art and art is my favorite thing to do."

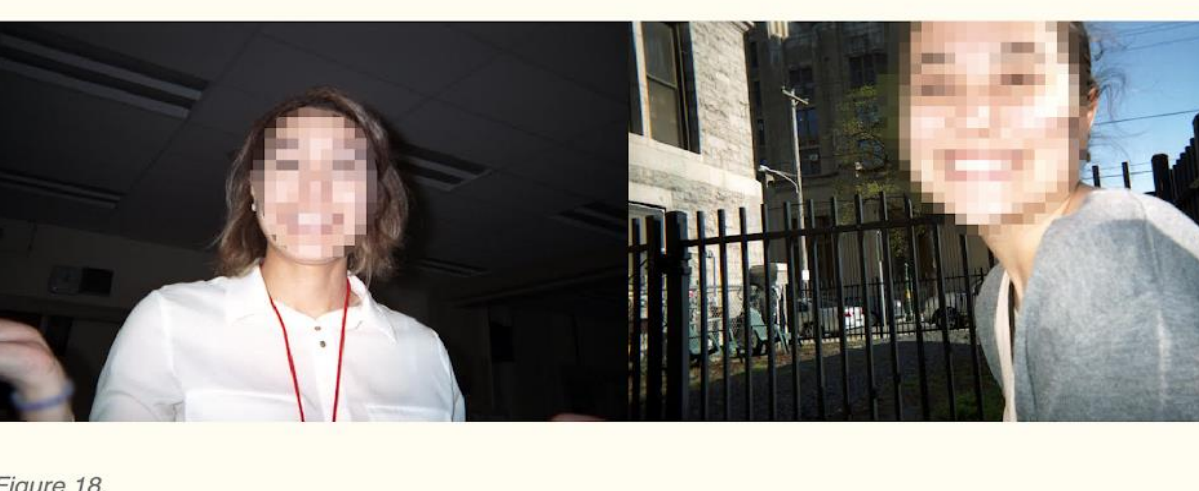


Figure 15. Photograph of researcher (former after-school coordinator, left), after-school program tutor (right)

"I can see this picture and think about you, and sometimes I forget you are a part of Puentes and you are nice to me (left)." "She is my tutor [at Puentes] and takes care of me and is also very nice to me (right)."

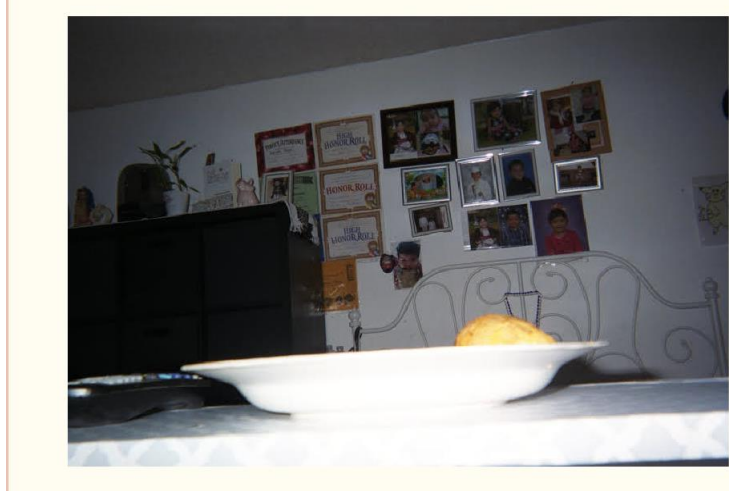


Figure 17. Framed honor roll certificates

"My honor rolls [make me ha happy] because I remember my childhood and how I did in my grades...I see my hard work pay off."

Word Frequency



DISCUSSION & LIMITATIONS

Discussion

Culture

- Culture is heavily embedded in these children's lives, in many aspects that were explored in their photographs
- A subtheme explored was the joy that comes with the preparation and/or eating their countries delicacies at home or the pride that goes into acquiring information about their family background
- There is an organic inquisitiveness in the children's desire to know more about their culture and the complexity in legal documentation status of those who surround them

Friends and Family

- Family is a staple and a foundation in the Latino culture, one that is taught to value and preserve
- The participants cherish time spent with the friends and family because they feel respected, understood, and safe from judgment
- Many of the participants interpret their friendships as extensions of their family's because with those they can also speak their native tongue and share similar experiences that their non-Latino peers will not understand

Puentes de Salud

- The participants implicitly advocated on the importance Puentes in their academic and social-emotional well-being
- Some participants expressed the positive impact the volunteers have been to their personal and academic success
- Others demonstrated in the photographs the opportunity Puentes gives them to spend time with friends to help each other with homework and to vent

Limitations

- Time allotted for participants was 5 days to take their pictures. However, not all may have been exposed to a 'tough' time the timeframe
- A variety of children in every age group of the program could have yielded more evidence and support for the themes discussed
- Every participant interpreted the prompt question differently, however this was expected
- Sample size and population was very particular, interfering with the ability to apply results to other vulnerable groups
- Inability to interact with participants everyday could have impacted results if they needed additional guidance, focus, or any questions surfaced

CORE COMPETENCIES

- Fluency of Content Knowledge
- Research Methodology and Information Literacy
- Critical Thinking
- Communication
- Contribution to the Discipline/Profession
- Technical Proficiency

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